

Fund for Youth Employment

Globalisation and technology



Credits: RAISE Youth

Youth Employment Magazine



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Editorial

“Our future in our hands”

Dear Friends,

welcome to the new issue of our YE Online Magazine, one of the most particular we decided to create, for different reasons that I will try to summarise here.

As you may see, there is an interesting title I decided to use for my usual presentation: [our future in our hands](#). You should have noticed that we anticipated May's issue to the 28th. And if you click on the link appearing on this text, you will be redirected to the official website of the European Youth Week.

In the past weeks we had an interesting (while unfortunately virtual) meeting with our FMO and we talked about the projects' results and achievements and we remembered all together that the European Youth Week is taking place exactly from the 24th to the 30th of this month.

The word “youth” is self-explanatory. We are, as said, into an important reporting period – made of list of results, challenges faced, objectives achieved, etc. – and we strongly believed that our Projects could be a proof, a concrete example, of the need to show and present what they are doing towards youth. Their results, your results, are the practical concretisation of what can be done for youngest generation, particularly in terms of employment, of what still need to be done in terms of a future to be better constructed.

For that reason, we have involved our Youth Employment Fund's Projects to collect their main achievements in order to create a sort of “special” issue, strictly connected to the European Youth Week. We hope that you can find there further hints, new sources of inspiration and research. I have to thank all the Projects of our Family that contributed: I believe that seeing the collection of all their “singular” results can be considered as a common goal achieved together. After all, YE Projects have different fields of action and specialisation but... they run for the same achievement, which has to do – guess – with young people. I am sure that they also share the need to create, somehow, a better future for younger generation.

Related to that, within the following pages you will have the chance to read something about another important results that for us has been fundamental in terms of best practices: Let's NEET together, the clustering initiative created and organised by SEPAL, has come to the third edition. A lot of people and different Projects were involved and we, as FO, together with FMO, participated to that event. We perceived, another time, the natural interest of Projects to act together sharing efforts toward the achievement of common goals (another time...). That is why we decided to dedicate a special place again to this best practice, in order that this can be for you all an example of what can be achieved despite the unfortunate time we are facing in the middle of a pandemic. We all hope that this is coming to an end and that, therefore, we can shortly go back to physical meeting and activities but... meanwhile we cannot help but continue to strive and do our best by making the most of our skills, just as SEPAL did by creating a unique precedent.

This as a lot to do also with the focus of this issue: globalisation, technology, e-services, impacts on local systems... these days we are touching those concepts more than ever

and experimenting the concrete consequences on our daily activities. Consequences that have to do exactly with the future we are constructing with our hands.

I believe that this issue has a lot in it. A lot of good practices, a lot of results and achievements and a lot of hints for further reflections. I think that we can consider it as a sort of milestone in our full set of issues, through which we always try to reserve for your ideas the best space and time.

As always, I am thanking anyone of you that contributed to create this space and used his/her time toward something that makes saying: it's worth it.

I hope you will enjoy (and disseminate) our special on the European Youth Week and all the rest of interesting contents you can find in the following, rich pages.

The Fund Director,
Gian Luca Bombarda



Special - Let's NEET Together #3



How many LPs/BPs you managed to involve?

Bucovina Institute, Lead Partner within 058 – SEPAL (Supporting Employment Platform through Apprenticeship Learning) managed to organize until the present moment three online events under the series entitled "Let's NEET together!" as it follows:

- 16th of November 2020;
- 9th of March 2021;
- 6th of May 2021.

In this regard, we gathered 15 out of 25 projects funded by EEA and Norway Grants Fund for Youth Employment in the European webinar in which they exchanged best practices, by showing to the specialists from different domains participating, the innovation, the tool they are using and some success stories from the lifetime of their project. Over 200 participants from 16 countries (Austria, Belgium, Bulgaria, Croatia, Cyprus, Greece, Hungary, Italy, Netherlands, Latvia, Lithuania, Poland, Romania, Slovenia, Spain and Ukraine) attended the three online events organised during the last six months.

More than this, the 15 projects that answered to our invitation so far are:

- **058 – SEPAL – Supporting Employment Platform through Apprenticeship Learning**, represented by the **LEAD PARTNER – BUCOVINA INSTITUTE** (Suceava, Romania) through Petru-Vasile Gafiuc and Valentina-Alina Adomnicăi;
- **008 - Youth employment partnership**, represented by the **LEAD PARTNER – INSTITUTE FOR STRUCTURAL RESEARCH** (Poland) through Karol Madoń;
- **152 – EYTP - Individual Placement and Support for NEETs through Education Youth Technology Platform**, represented by the **LEAD PARTNER - PUBLIC UNIVERSITY OF PTUJ** (Ptuj, Slovenia) through Andrej Korosec;

- **053 – RAISE YOUTH - Rural Action for Innovative and Sustainable Entrepreneurship for Youth**, represented by the **LEAD PARTNER - GTF - INITIATIVE FOR SUSTAINABLE GROWTH** (Zagreb, Croatia) through Mary Ann Rukavina Cipetic;
- **455 – LEAD - Labour market Employment for young Adults with a Disability**, represented by the **LEAD PARTNER - HEALTH ACTION OVERSEAS FOUNDATION** (Bucharest, Romania) through Nicolae Dobrescu;
- **083 - NEETs in entrepreneurship**, represented by **the LEAD PARTNER - JUNIOR ACHIEVEMENT ROMANIA** (Bucharest, Romania) through Dorin Călin;
- **134 - DARE – Day One Alliance for Employment**, represented by the **LEAD PARTNER SEAL CYPRUS – CYPRUS ORGANISATION FOR SUSTAINABLE EDUCATION & ACTIVE LEARNING** (Nicosia, Cyprus) through Anna Dalosi;
- **351 - SOCIALNEET - From civil society organizations to social entrepreneurship. Combating youth unemployment and addressing the needs of NEETs**, represented by the **BENEFICIARY PARTNER - CONFARTIGIANATO IMPRESE TERNI** (Terni, Italy) through Corrado Bordoni;
- **277 – Mommypreneurs**, represented by the **BENEFICIARY PARTNER – UNIVERSITY ”ȘTEFAN CEL MARE” SUCEAVA** (Suceava, Romania) through Ana-Maria Cozgarea;
- **414 - CODE – Competence Opportunities for Digital Employment**, represented by the **BENEFICIARY PARTNER - SAVE THE CHILDREN ASSOCIATION IASI (Iași, Romania)** through Adrian Pricop;
- **203 – YENESIS – Youth Employment Network for Energy Sustainability in Islands**, represented by the **LEAD PARTNER - CYPRUS ENERGY AGENCY** (Nicosia, Cyprus) through Myrto Skouroupathi;
- **192 – FOLM - From Outdoors to Labour Market**, represented by the **LEAD PARTNER - CENTER FOR INNOVATIVE EDUCATION** (Warsaw, Poland) through Jorge Gimeno;
- **315 – eNEET Rural Facilitating entrepreneurship and improving skills of NEETs living in rural areas**, represented by **the BENEFICIARY PARTNER - FRUTO CONSULTANCY LTD.**, (Budapest, Hungary) through Patrícia Mérei;
- **086 – L.I.K.E. – Life Investment is the Key to Employment**, represented by the **LEAD PARTNER - ASSOCIATION “SUSTAINABILITY OF PROGRESSIVE AND OPEN COMMUNICATION”** (Sofia, Bulgaria) through Mihaela Angelova;
- **027 – Find your way to the world of work**, represented by the **LEAD PARTNER - AUTONOMIA FOUNDATION** (Budapest, Hungary) through Marton Illes.

Therefore, we had 11 LEAD PARTNERS and 4 BENEFICIARY PARTNERS participating in the "Let's NEET together!" webinars.

**Iceland
Liechtenstein
Norway grants**

Norway grants

MYRTO SKOUROUPATHI
203 - YENESIS
Cyprus Energy Agency
Cyprus

JORGE GIMENO
192 - From Outdoors to Labour Market
Femxa Group
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315 - eNEET Rural
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Poland

MIHAELA ANGELOVA
086 - L.I.K.E.
Association „SPOC“
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MARTON ILLES
027 - Find your way to the world of work
Autonomia Foundation
Hungary

Let's NEET together! #3

SEPAL
Supporting Employment Platform through Apprenticeship Learning

6th of May 2021
2:00 PM CET / 3:00 EET (Romanian Time)

ib Institutul Bucovina

Alina Adomnicăi - Communication Manager

SEPAL - Supporting Employment Platform through Apprenticeship Learning

Did you have difficulties in involving the projects?

«We did not see the process of organizing the “Let’s NEET together!” series of webinars as a difficulty, but as a challenge and an opportunity to interact with various specialist from different domains, to exchange best practices to get to know what approaches the other colleagues from the other 24 projects are using in their work with the young people, to discover innovative instruments and methods that could be adapted in our country and in our organisation, and last but not least to highlight the successful stories of each participating partner. It was a challenge, in the beginning, in regard of building the concept of a movement that with each webinar organised, it raised in popularity, being promoted at European level. More than this, we have been raising during the last six months the visibility of our project and the other 14 projects that shown their interest in our online events. We cannot say that it was easy to organise such a comprehensive series of events, but the contentment after each one was our reward».

Which kind of projects were you able to interact more with?

«We cannot affirm that we had a more intensive interaction with some specific projects involved in our events, because we had something to learn from each of them, because each partner focuses on different aspects in the employment of the NEETs and has different approaches and innovative models and methods they apply in supporting the young people. We have been collaborating with some of them: at national level with Health Overseas Foundation (455-LEAD) and the University “Ștefan cel Mare” Suceava (277 – Mommypreneurs), and at European level with SEAL CYPRUS (134 – DARE) and Public University of Ptuj (152-EYTP), but we also kept in touch with all of the projects,

which answered positively to our invitations in our second and third editions of "Let's NEET together!"

It is important to mention that the success of our collaboration within our first three events is also based on the meetings organized by the FO, which took place in Athens, Greece, when the short list was announced and in Warsaw, Poland, when we found out the winners. This and the fact that the people and teams remain the same had a defining role of a partnership that started with an idea and continued with the project implementation. We can say it is not only about the work meetings, but also about exchanges regarding values, beliefs, and cultural aspects of each partner country. We strongly believe that our collaboration will continue beyond these projects. This is why we have to highlight the fact we have already discussed about future partnerships and projects, for example, with the Norwegian partners from FONIX. As a conclusion, the series "Let's NEET together!" started as a curiosity and turned into a bridge of cooperation which will exist even after the completion of these projects. Last, but not least, we are considering to organize another two online events with the other 10 projects that have not participated yet in our webinars».

Mihaela Angelova, Association „SPOC“ (Bulgaria)
L.I.K.E. – Life Investment is the Key to Employment;

Which was the “key” - and therefore the main goal achieved in terms of consciousness - do you believe have characterized this initiative?

«The main key in the project L.I.K.E. is the multidimensionality of the program, directed at young people with mental health problems. The “Hidden Likes” youth house, under the project, aims at complexity, which includes working with the target group, periodic communication with their parents and relatives, and mentoring and mediation of employers. The modalities in the program include individual consultations and group activities that provide a safe environment and guarantee measures in the process of motivation, inclusion and self-realization of young people. The holistic approach contains mechanisms for creating an appropriate work culture and atmosphere, the opportunity to receive feedback and emotional support, good communication of the target group. The recovery-oriented biopsychosocial practice, with group sessions, music and animal therapy, gardening, art activities and psychological support, is a fundamental change in the way unemployed young people with mental health problems live. In the "Hidden Likes" youth house, with the inclusion of volunteers and students, we work to change public attitudes through an anti-stigma campaign, stimulating higher awareness of the needs and capabilities of the target group. Team activities support the development of social and communication skills, as well as tolerance to differences. The rules established in the house support the building of skills for cooperation, synergy and a sense of equality between all members. Young people included in the program say that they feel comfortable and at ease in the house. The environment that we strive to maintain in the "Hidden Likes" youth house is a safe space for sharing and receiving support. A place where personal competencies are freely developed, increasing NEETs' confidence in getting a job and their effective coping with professional duties at the next stage. The system is already yielding positive results - we have a number of young people who have overcome their mental suffering and their barriers to social inclusion. We are also happy for the first NEETs who returned to work or education».

Which could be the next “keys” to employment if one continues to follow the spirit of “NEET’s together”?

«The exchange of good practices and evidence-based achievements is extremely useful for the work of all projects. Every good idea implemented by individual organizations is ready to implement a mechanism that has proven successful. The L.I.K.E. project is the only one in the EEA and Norway Grants Fund for Youth Employment scheme that is focused on NEETs with mental health problems, depression, addictions and eating disorders. As a result of the COVID 19 pandemic, there has been an increase in complaints related to the mental health of the individual and post-Covid disorders. The methodologies and practices included in the L.I.K.E. project program offer efficiency and effectiveness of the recovery process. The team of specialists in the program "Hidden Likes" can be useful to other colleagues who implement projects in youth employment, sharing their experience and approaches leading to mental stability and opportunities to achieve the next stages - internship, education, employment».

Myrto Skouroupathi from Cyprus Energy Agency (Cyprus) – Yenesis – YOUTH EMPLOYMENT NETWORK FOR ENERGY SUSTAINABILITY IN ISLANDS;

Let’s NEET together was thought thinking about NEETs: how could be a “Let’s country together?

«In our approach for our project, the geographical element was very important since we were focusing specifically on islands. Thus, in many instances, experiences from central European countries don't apply to the case of Cyprus. Focusing on the country level for an alternative to the "Let's NEET together" events could be quite valuable and promote synergies between the various local projects under this call»

Did you ever think about an analysis country by country? If yes, which could be the challenges?

«The first part of our project was a research phase analysing the current situation country by country in terms of green jobs. This was a very valuable step for the following steps when we needed to engage the main target group. Currently, we are also analysing the legal framework and governmental support schemes for NEETs at the country level in order to propose policies to improve NEET situation. These are limited only at the consortium countries but an expansion of this analysis to all participating countries would be extremely valuable»

Patrícia Mérei, Fruto Consultancy Ltd. (Hungary) eNEET Rural Facilitating entrepreneurship and improving skills of NEETs living in rural areas;

In that general framework and considering the spirit of the project you represented, how skills for NEETs living in rural areas could be further improved through a strict exchange of best practices (such as the Let’s NEET together)? Do you believe that though those inspiring practices NEETs living in rural areas could feel “less alone”?

«We strongly believe that the NEETs involved in our project activities have acquired new knowledge, skills and higher self-confidence. We have more or less changed the direction of their thinking and the perspective for their development. In addition to competences, the NEETs, living in the rural areas of our target regions improved their social skills, because during the project activities they communicated with young people from different social levels and professional realization. From now on, these young people must continue to be supported by us in their new endeavors by constantly sharing their achievements on social media and channels. One such example is the creation of the "Success Stories of Our NEETs" series in order to share the experience, confidence and motivation gained after their involvement in the Soft skills & Agro-professional trainings, coaching and mentoring activities at farms, start-up competition. It is also very important to involve the NEETs in further occasions and to invite them to take an active part in events such as the Let's NEET together»

Karol Madoń, Institute for Structural Research (Poland)

Youth employment partnership – evaluation studies in Spain, Hungary, Italy and Poland;

Do you think it could be possible to evaluate the results of those “clustering” initiatives? How much do you think they could be important in terms of finding solutions to common challenges?

«In principle, one can evaluate almost all policies and initiatives. In my opinion, it is a good practice to measure the outcomes of both public and non-government actions. However, one should think about evaluation even before the project starts. It is crucial to define, what are the goals and what we consider as success. Then, we must find out how to measure it. Unfortunately, there is no golden rule for proper evaluation because every case is very different. However, counterfactual methods are always a good place to start with policy evaluation, but these must be carefully designed to deliver credible results».

Is it possible to evaluate the results of those “clustering” initiatives?

«As I already mentioned, every case is different. If organisers of the initiative did not think about measuring the outcomes at the planning stage, the evaluation of the results could be more difficult, but not impossible. For sure, evaluating such initiatives could be useful in term of finding solutions to common challenges. The evaluations help to choose the most effective policies. On the one hand, if something does not work or is ineffective, we will find out about this. It helps us to identify bad ideas, so they will not be repeated in the future. On the other hand, if some initiative is very successful, why shouldn't we organise it again on a bigger scale? Resources are always limited, so maybe it is better to implement a few smaller pilot projects and then repeat the most successful one instead of implementing one big project from the very beginning?».

Marton Illes, Autonomia Foundation (Hungary)
Find your way to the world of work.

To call NEET or not to call NEET?

«It might be important to better define our target group when working with young people who face various challenges. Whom are we working with and why? It is also important to be able to name our target group, both for being able to effectively communicate with them and also to better focus our targeting. People prefer to form identities along positive characteristics. Most of us also prefer to be approached by other people in a personal way. Similarly, the young people we work with do not find it attractive to be called “disadvantaged” or “NEET” (Not in Education, Employment or Training) – as these kinds of identifications focus on negative aspects. It might be advisable to target people along their positive or neutral characteristics – e.g. young people, kids living in this town or street. Targeting people by focusing on their disadvantages when communicating towards them might often lead to their alienation - they probably prefer to choose communities where they can feel more comfortable as opposed to the communities offered by us. Everyone likes to feel different, special and individual and would like to be approached in a personal way. Take it into account when designing communication targeting individuals. You are Steve, and you have special needs and strengths as an individual and we do not see you only as a member of a given social group. If we focus on the personal potentials of each person, they will also believe in themselves much more as compared to being called a NEET or a disadvantaged person.

About the same aspects could be considered when we decide how to talk about our target group. Beside, of course we have professional aspects as trainers, youth workers or developers, and we should also take into consideration their objective social characteristics in our professional work. However, I would also challenge the word NEET in this aspect. Do we need to support all NEETs? Someone who doesn't belong to the group of NEETs surely doesn't need our work? Let me give you some examples. Sarah is coming from a well-off family, has just graduated from the university of economics and before applying for a position at a consultant company she decides to have a couple of month break. She is NEET by definition, but since she well off by financial, social, economic aspects and have strong mid-term perspectives, have a marketable degree and strong competences, as well as a rich social network she probably doesn't need our support. How about Jane, who frequents a vocational school, but she is not interested in the profession she studies and where she will receive a degree that will not have a strong market value. She is in education – but probably she needs our support to have a better job orientation, have ideas about her further education or training. Tom might be in a similar situation: he completed a vocational school but works in a position which doesn't require any qualification. He probably would like to change to a position which is relevant for his education level. These are not just the perspectives of the young people but also how society sees them. We must acknowledge that many educational institutions do not provide marketable knowledge and skills and many of their students do not want to work in their learned profession. If many qualified people work in low-level positions, you could say it is not the best long-term investment of the society.

For the above-mentioned reasons, I would suggest not to focus only on the momentary situation of a young person when categorizing but also on their mid- and long-term perspectives. Besides binary characteristics (is s/he in education, is s/he in training, is s/he

in employment?) qualitative characteristics of the given situation should also be taken into account.

So, although the concept and definition of NEET is clear, it is not complex enough for describing the situation of young people facing challenges in education, training and employment».

Special - Globalisation and technology: e-services, global companies and their impact on the local entrepreneurship and employment

Innovation and Interdependence: Hallmarks of a Globalised World

Globalisation has been with us for some time now. The world's first major period of globalisation of trade and finance took place between 1870 and 1914; The second globalisation wave began in 1944 and ended in 1971; and the third era of globalisation began in 1989 and continues today.

In its simplest definition, globalisation means the acceleration of movements and exchanges (of human beings, goods and services, capital, technologies as well cultural practices) all over the planet. One of the effects of globalisation is that it promotes and increases interactions between different regions and populations around the globe. It describes an interdependence of nations fostered through free trade.

Improvements in transport and technology, particularly information technology, have helped develop the growth of multinational companies with a global presence in many different economies.

Corporations that move resources, goods, services, and skills across national boundaries without regard to the country in which their headquarters are located are defined under the collective title of 'multinational corporations.'

Entrepreneurship and employment are most often considered as two separate pathways to economic opportunity. Governments and the private sector are given the responsibility of creating jobs, while entrepreneurship is often perceived as an individual opportunity within a broader business ecosystem; acting upon opportunities and ideas and transforming them into value for others, which can be financial, cultural, or social. It is the key to economic growth and productivity improvements lies in the entrepreneurial capacity of an economy.

Entrepreneurship is important to economic development. The benefits to society will be greater in economies where entrepreneurs can operate flexibly, develop their ideas, and reap the rewards. Entrepreneurs respond to high regulatory barriers by moving to more innovation-friendly countries or by turning from productive activities to non-wealth-creating activities. To attract productive entrepreneurs, governments need to cut red tape and streamline regulations,

Small and medium-sized enterprises (SMEs) are the backbone of Europe's economy. They represent 99% of all businesses in the EU. They employ around 100 million people and account for more than half of Europe's GDP. SMEs bring innovative solutions to challenges like climate change, resource efficiency and social cohesion and help spread this innovation throughout Europe's regions. The European Commission outlines their importance: *"They are central to the EU's twin transitions to a sustainable and digital economy. They are essential to Europe's competitiveness and prosperity, industrial ecosystems, economic and technological sovereignty, and resilience to external shocks."*

In 1992, the single European market became a reality. In most product markets, fragmented national markets have been replaced by truly pan-European markets. The single market is important not only because it provides greater opportunity for scale economies, but also because it increases competition. At the same time, thanks to the diversity of Europe's cultures and tastes, the single market is not about to become homogenous. This unified, yet diverse, European market constitutes a tremendous opportunity for entrepreneurs. Competition and diversity provide an impetus to and a source of innovation, while unity provides a favourable outlet for new products.

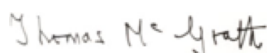
The single market, a vigorous and robust competition policy and the stability brought about by the euro constitute three crucial assets for the development of entrepreneurship in Europe.

One of the EU's smallest members has benefited greatly from the twin effects of the Single Market and globalisation. Ireland's insular status on the westernmost part of Europe fuelled its desire to embrace globalisation and to attract foreign corporations. With one of the lowest rates of corporate tax in the European Union (12.5 % compared with the recently reduced rate of 21 % in the United States), the inducement has worked. More than a thousand big, mostly American global companies have operations in Ireland, among them: Google, Apple, Facebook, PayPal, Microsoft, Yahoo, eBay, AOL, Twitter and Intel. Pfizer, Boston Scientific and Johnson & Johnson also have a major presence there. Between them, these firms bring enormous economic benefits to the country. They account for 90 percent of all Ireland's manufactured exports, employ around 10 percent of the workforce and have helped pull Ireland out of the eurozone debt crisis.

Danny McCoy — head of IBEC, (Irish Business and Employers Confederation) Ireland's largest business lobby group – says: *"We've struck the modern-day equivalent of an oil find; that oil find is intellectual property. Intangible assets, like intellectual property, drive our world economy right now. And Ireland with its educated workforce is very well placed to succeed in that economy."*

Thomas Mc Grath

Our Irish Journalist



Mobile App Developed within the RAISE Youth Project Supports Local Entrepreneurs



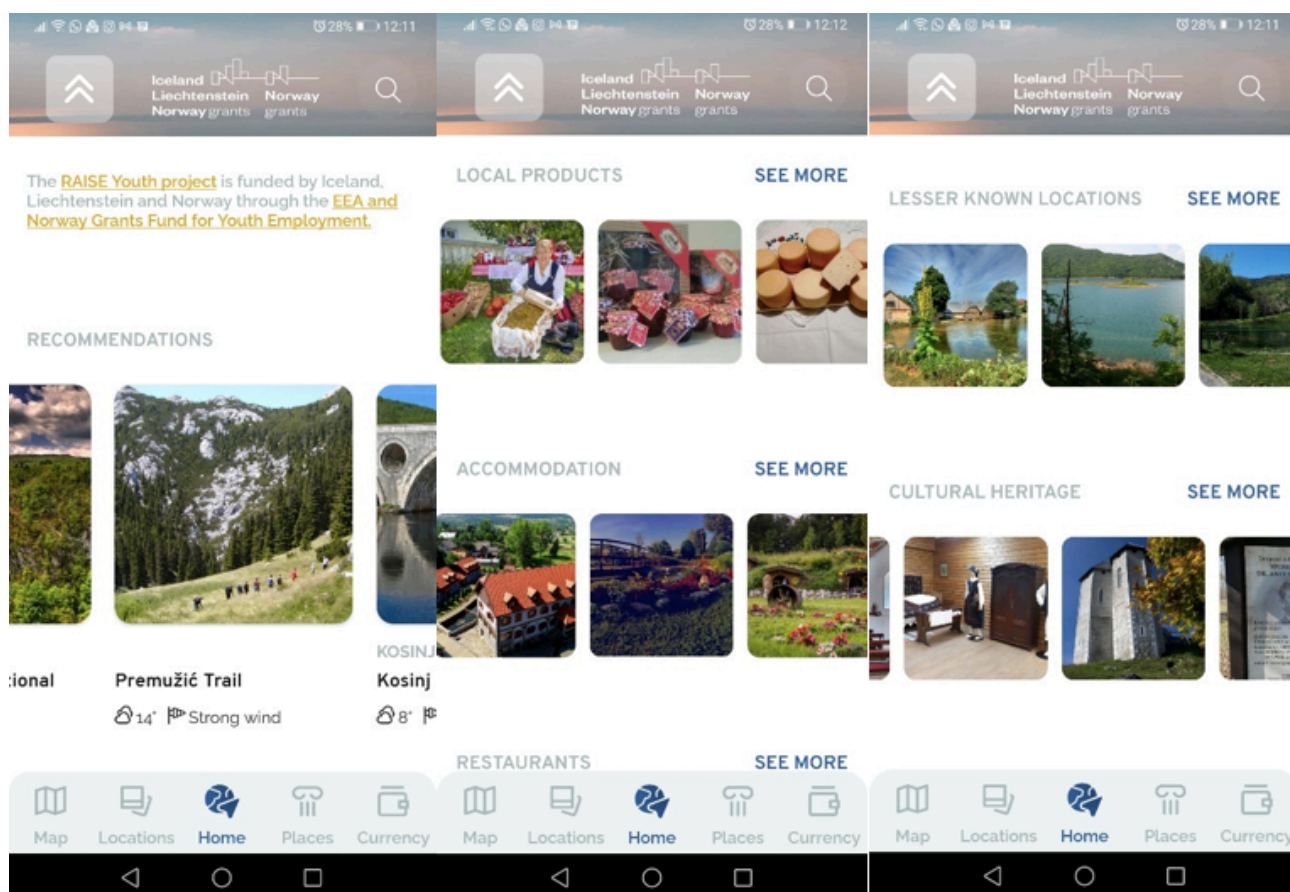
Project **RAISE Youth – Rural Action for Innovative and Sustainable Entrepreneurship for Youth** contributes to providing decent and productive work for youth through social innovation in rural areas of 4 EU countries: Bulgaria, Croatia, Romania and Spain. The target area in Croatia is Lika, a mountainous region in central Croatia with the highest unemployment and depopulation rates. It is the largest county in Croatia yet the least populated and among the least prosperous ones.

This is the area where you will find the iconic tourist attraction Plitvice Lakes National Park visited by almost 2 mil. visitors yearly. However, the area has always been struggling on how to keep those visitors from leaving immediately after they finish the tour of the Lakes. Recently, especially in the light of COVID-19 pandemic and raised awareness of the importance of sustainability, local agriculture and rural areas, Lika is experiencing an increased interest from both domestic and foreign visitors.

Though the RAISE motivation activities it became clear that a significant number of young unemployed persons from the area traditionally see themselves in the agriculture sector but are striving towards tourism as well. The diffusion of non-agricultural activities in Lika such as glamping, kayaking and adventure parks, place the area at the map of the top upcoming sustainable destinations.

In order to promote local business and contribute to the economic growth, RAISE Youth project team created the first travel mobile application that encompasses the entire area of Lika region and simplifies and enhances the travel experience.

Meet Explore Lika



Explore Lika is a mobile application offered in two languages for the first-time and returning visitors of Lika region in Croatia. The App gives the user an opportunity to discover natural, cultural and historical heritage of Lika. At the same time, it promotes family farms, service providers, producers, and others and provides all the important information for tourists.

Explore Lika organizes a variety of locations into categories that help its users find the content they are interested in and would like to visit. Along with locations, the app features places and events as well as the option of route creation.

It is known that nowadays travellers are highly dependent on their smartphones and we have decided to use that into our advantage by creating an e-service that presents the tourist offer of Lika and promotes the work of local entrepreneurs.

*Explore Lika Mobile App will be available for download at Google Play Store by the end of May

RAISE Youth Project

Global but Sustainable and Socially Responsible Companies There is No Planet B



New technologies have brought companies an almost infinite world of possibilities, but how do new technologies - especially online technologies - affect the globalization of companies and local employment and entrepreneurship? Let's see.

Thanks to the new technologies, **today's companies can be more practical, efficient and functional** and can also offer **quality products at very competitive prices**. New technologies offer important advantages in terms of product design and development, optimizing costs. On the other hand, the Internet has given us absolute and instantaneous connectivity, allowing companies - both large and small - to optimize their work processes and compete in the same "great online arena", which has led to a gigantic increase in competitiveness.

Globalisation has a significant impact on entrepreneurial enterprises and local business in many ways; it has created opportunities for the local entrepreneurial enterprises to **expand their businesses internationally** at much faster pace. With the help of local governments, large corporations, and international organisations, entrepreneurial enterprises are able to confront the challenges posed by globalisation and economic liberalisation, to improve their competitiveness in the global market, and better serve the global consumers. So far it seems that globalization only brings advantages. But, on the other hand, this exponential increase in competitiveness has led large companies to a fierce struggle to minimize their prices to continue to stand out in the market. This, that might seem positive to consumer, also has its negative side: a reduction in the quality and durability of the products offered and, above all, less social, labor and environmental responsibility on the part of the companies involved. There are companies that move their production centers outside the first world - where labor conditions and workers' wages are abusive and where environmental policies to be

implemented are minimal - also increasing their need to use logistics services to move their production to their destination, thus polluting much more than they would if they produced and sold in the same area. These companies may be global, but they are not valid companies in a global world: everything is everyone's responsibility and, in addition to being global, companies must be respectful of their workers and the environment. There is no planet B

Consumers, as the last link in the commercial chain, are also responsible for the actions of the companies they support. We all have our bit to contribute to end inequalities and improve the environmental situation: it is wise to choose the products we consume not only for the price, but also valuing their quality. It is also positive to promote local commerce that gives work to our neighbors, boosts the economy of our country and pollutes less.

RAISE Youth Casarrubuelos (Madrid – Spain) and its DEMO Center of circular economy, have as main objective **to give support and qualified training to young people** so that they can undertake within the framework of **sustainable economy, through environmentally friendly companies.**

Precisely with the aim of increasing the sustainability of our municipalities and companies, the DEMO Center of Casarrubuelos offers [free courses and training for unemployed young people](#), covering the areas: AGRO, TOURISM and DIGITAL.

RAISE Youth Project

Alternative Ways of Social Funding and their Impact on Entrepreneurial Projects



When looking for a capital for starting a new business, entrepreneurs have a wide set of alternative tools and platforms to find the funding within their community. These new tools and platforms, that can also be understood as alternative ways of funding, are very different in their methods and how the communities and activities are understood, but in this article, we are going to delve into **crowdsourcing**, a model that allows individuals and/or organizations to obtain goods and services (ideas, funding, voting, etc.) from a large group of participants, usually via internet, in order to develop new business activities.

There are a wide variety of models that spur out from the concept of crowdsourcing (crowdvoting, crowdsolving, crowdshipping...) but the two most popular models are **crowdlending** and **crowdfunding**. The model of **crowdlending** consist of a series of small loans from individuals to companies and organizations. These beneficiaries will later give back that money with a small interest, but it can also give back some company shares to their lenders. Parallel to crowdlending is **crowdfunding**, a collective funding network where the crowd collectively grants financial resources, in the form of individual micro-patronage mostly through the web, to develop a new product or service, as well as a tool to test, promote and market their products.

But how do these digital platforms for alternative ways of funding impact our social entrepreneurial initiatives and what is the role of our communities? First, we need to define the concept of **Social Entrepreneurship**. There have been different definitions through the years, but one of the most accepted definitions is that this type of entrepreneurship is *"the act of creating innovative solutions to immediate social problems and mobilizing the ideas, capacities, resources, and social arrangements required for*

sustainable social transformations”, this is, the transferal of the market-based methods of traditional entrepreneurship to initiatives and projects that aim to solve social problems that affect communities.

There are several roles that the community, understood as a group of people involved in the initiative either as the target group or as mere collaborators, can play in the different stages of the crowdfunding campaigns, apart from their main role of funders. Some examples of these roles are: general advisors to the company; testers of the product, giving feedback on the campaign materials and their design; promoters, sharing on social media and in their own contact networks the product that is being designed; and, on a smaller proportion, even as labors, hired by the promoters as manufacturers or as shipping support, as well as advisors that offer a specialized skill expertise.

Studies show that the direct impact that these campaigns have in the communities improve their access to skills resources and connections to complete the tasks assigned during the campaign, while strengthening their local capacity, supporting their resilience and serving as the base for future innovation. The qualitative data that shows the impact of crowdfunding in communities, as collected by the London Assembly, presents the following results:

- 77% of those involved feel more empowered as a result of crowdfunding for their project;
- 72% of projects said the experience increased community cohesion;
- 86% of projects said that this process significantly improved the skills of members of the team;
- 65% of projects funded things that could not be funded elsewhere;
- 73% of project leaders had plans to start another community project in future.

In this regard and with the proven effectiveness of these alternative ways of funding and the positive impact they have on the communities, there are a wide variety of initiatives, open calls and overall institutional support and promotion of crowdfunding for companies and promoters.

Withing the RAISE Youth project we are in the process of developing a new crowdsourcing platform which will help young future entrepreneurs included in the project activities. The idea behind the development of a crowdsourcing tool is to engage “the crowd” to contribute a small amount of money, services or goods and collectively bring a new business idea or product to fruition.

RAISE Youth Project

Local flavours and traditions can be e-serviced globally!



One needs not to look very far to see the huge impact that globalisation and technology are having on our daily life. Our world has rapidly become a global village, and no matter if you are a globalisation fan or not, you must accept that YOU are a part of this village and most of all, it's useful for you to understand where 'your village' stands in this global setting, in order to comprehend what kind of benefits this 'global village' might bring to you and to your entrepreneurial initiatives.

The term globalisation is commonly used to define the connectedness and spread of technology, production, and communication worldwide. Globalisation has transformed many multinational enterprises (for example, Amazon), into highly efficient and productive entities, that grow in market power daily. This has been especially prevalent during the COVID-19 pandemic, when technology-based enterprises have taken over massive consumers' markets. Of course this created a significant challenge for small (social) entrepreneurs across Europe, in terms of competition, better pricing and cost-effectiveness.

We acknowledge the fact that this new reality is creating a transformative yet sometimes, disruptive and difficult future for entrepreneurs (especially social ones) and employees alike, including NEETs everywhere across Europe. Perhaps the most obvious disadvantage of globalisation for social and solidarity economy structures / initiatives is the level of competition that globalisation brings for the (local) business environment, small entrepreneurs that used to compete locally or nationally, now they need to compete on a global market-place.

BUT keeping a positive note, let's see how to transform globalisation into a positive scenario for young social entrepreneurs across Europe and what kind of positive message we can send out to our NEETs across Europe?

Small companies and independent entrepreneurs, including social enterprises, could undertake a symbiotic relationships with larger multinational companies, by creating valuable synergies for both parties. For example, the innovation outputs of social entrepreneurship entities and the multinational companies global market access could complement each other.

Young social innovative entrepreneurs can sell their products and services to larger global acting companies and this way, they don't need to worry about dealing with foreign trade legislation, customs, exports etc. This shift of perspective can enable independent and small scale entrepreneurs to benefit from profits generated by globalising their innovations, without the costs of building own global market operations.

While globalisation may be bringing additional competitors to the doors of local (social) businesses, the process can work both ways. Breaking into new markets can become a viable strategy for local businesses that feel threatened by competition in their native local markets.

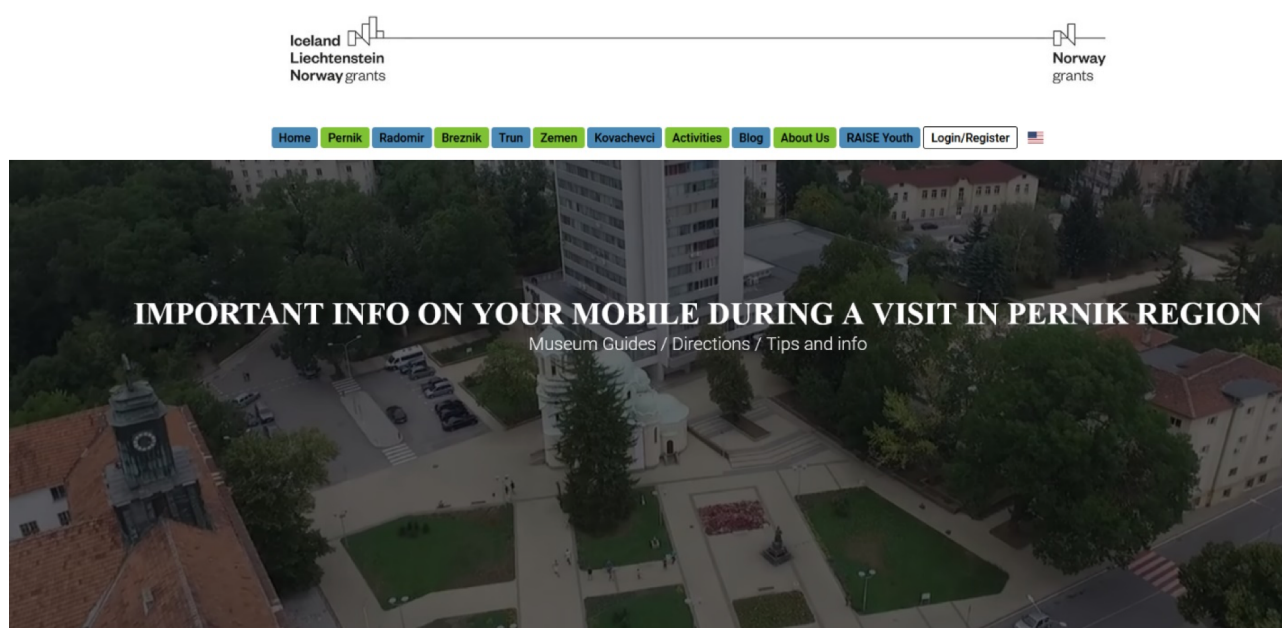
This 'global village' entrepreneurship lesson is being taught to the Romanian RAISE Youth NEETs, active in the regional demo centres, while being trained and mentored into sustainable agricultural activities, aimed at increasing their (self)employability.

For example, one of the Romanian RAISE Youth sustainable agriculture demo center is located in Barnova Village at Monastery Barnova, Iasi County, where our NEETs have the chance to undertake innovative eco agricultural activities, more specifically the production of organic lucerne and other organic power agri-foods, such as garlic and raising goats for the production of artisanal goat milk products, including french cheese recipes. One of the local experts, mentoring our NEETs, is the leading priest at this rural monastery, based in Iasi county. He is piloting a very interesting social economy model, that came to life at the beginning, as a necessity for the local monks and priests to generate alternative incomes for their day to day subsistence - and that with time and the help of modern technology became a successful practice in the local community, generating employment for young NEETs and selling organic agri-food products online (<http://caprefericite.ro/>) ... and even producing french goat cheese.

RAISE Youth Romania decided to support and pilot similar innovative NEETs mentoring & training activities via our RAISE demo centers and this way, showing in practice to our NEETs how to place their villages on the 'big global village map'.

RAISE Youth Project

Making Local Tourism Global



Globalization poses a lot of dangers for local culture and economy but also provides a decent number of opportunities. Pernik Area in Bulgaria is one of those places that is not handling globalization well and is staying behind in technology terms.

That is why one of the main goals of the Center for Sustainable Communities Development (CSCD) during the RAISE Youth project was to provide support to the region in terms of international visibility and technology solutions for traditional matters.

The area is a tourism gem with beautiful nature, historic sites and still very preserved local food and culture. Sadly, not many people in the country or around the globe are familiar with it. Or even if they are – until now there was no way of getting all the most important information at one place. You had to search dozens of websites to find out what you want.

That is why CSCD is happy to share with you that – within the frame of RAISE Youth – we created a brand-new mobile application for tourism in Pernik District - [Travel Sofia West](#). It was developed as part of the RAISE Youth project, which aims to support youth employment, economy, culture and tourism in the municipalities of Pernik, Breznik, Trun, Radomir, Zemen and Kovachevtsi.

Travel Sofia West is available as a mobile application for Android devices (you can download it from the Google Play store) and iPhone (you can download it from the Apple App Store). It is also available as a website in English and Bulgarian, the apps are also bilingual.

In it you can find information about 49 sights in the area – churches, historical buildings, landmarks, museums, natural sites – as well as dozens of events, accommodation, places to eat and spend the night, hiking trails and useful contacts. Our blog section is also providing interesting stories regarding the culture, history and traditions of the area.

We hope that the travel app will be actively promoted by the six municipalities in the area

and will increase local and international flow of people, thus benefitting local economy and youth employment, especially the businesses developed with the assistance of the RAISE Youth project.

RAISE Youth Project

Technology Gave Young Spanish Winegrower a Chance to Play in the “Champions League”



Thanks to the new technologies and especially thanks to the Internet, local and small businesses and entrepreneurs nowadays have the possibility to play in the “champions league” of the big competitors in the market. The Internet gives entrepreneurs visibility and resources online at reasonable prices or even for free, facilities and means that in an offline world were unthinkable for a small entrepreneur.

Among the young entrepreneurs participating in the RAISE Youth Project in Casarrubuelos is the young entrepreneur Alejandro López Martín and his natural and sustainable wine project **Punta De Flecha Viticultura**, which was born when Alejandro took over his grandmother's vineyard. Alejandro is carrying out a local productive initiative but with the aim of becoming an international business in the medium to long term thanks to his know-how and **the possibilities offered to entrepreneurs and small businesses by the Internet and new technologies.**

This vineyard was the last one in the town of Serranillos del Valle (Madrid - Spain) since, after the construction boom, the entire wine-growing heritage of this municipality was wiped out. Therefore, this last jewel planted in 1940 and with a surface area of 9,000 meters deserved special care.

This entrepreneur's family produced wine for family consumption, but Alejandro decided to launch the production and marketing of his excellent natural wine for the general public. Alejandro works his vineyard in a different way, with affection, respecting its rhythms and without chemicals, carrying out a totally strict ecology, treating the vineyard with fermentations and decoctions of different plants to provide his vineyard with total health and rejuvenation.



Abandoned vineyards with an average age of 70 years in the Madrid municipalities of Batres, Cubas de la Sagra and Carranque are also being recovered through this strict ecology by **Punta De Flecha Viticultura**, a young, entrepreneurial and environmental wine and vineyard project.

Alejandro works with **different varieties of red and white grape and produces natural wine** made without using any chemicals at any stage - an option that more and more winegrowers are opting for. Customers are becoming more and more socially aware and are looking for quality wines that are produced in a way that respects the ecosystem.



RAISE Youth Casarrubuelos has started collaboration with this young winegrower who is eager to continue **growing as a business and to offer his product globally**, but doing so **with respect and in a sustainable way**. We support Alejandro in everything he needs and we thank him for making RAISE Casarrubuelos part of his dreams, family history, self-improvement and entrepreneurship.

We encourage you to get to **know and support this interesting local business** initiative with the aim of becoming global in [Punta de Flecha Viticultura!!](#)

RAISE Youth Project

The importance of having digital skills in an era of globalisation



Globalization, a process where people, companies, and governments from different nations interact and integrate through international trade and investments, has effects on the environment, culture, political systems, economic development, and human physical well-being in societies around the world. Through the Internet, media, planes, international business, and embassies, we are now more connected to each other than ever before.

Technological knowledge is a source of progress and productivity. We have passed from the industrial age to the information age.

Information technologies, together with the creation of global communication standards, are changing many of the ways of understanding our way of working and living.

In our society, every day a new style and way of life is imposed, in which, unfortunately, not everyone has a place. We cannot forget that technology has undoubtedly contributed to increasing the well-being and quality of life of citizens, but also to increasing social differentiation more and more. We are faced with a situation of inequality of opportunities. The mastery of computer knowledge and the use of technological means is the basis for carrying out cultural, economic and commercial exchanges, and ultimately the gateway to the information society.

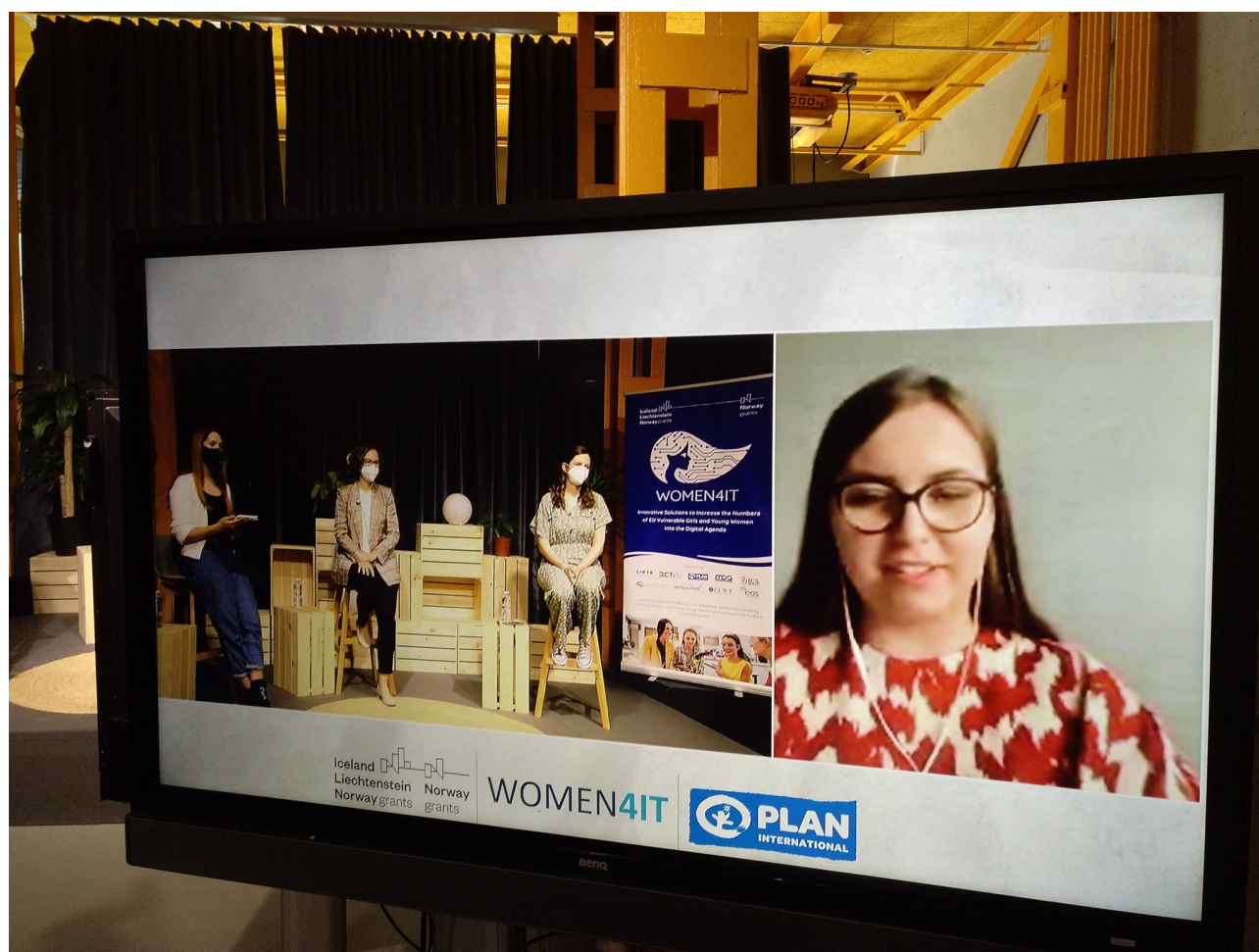
The main problem is whether we have really rethought what the needs of the population are, in order to face the new challenges that lie ahead. We must open our eyes to the cultural change to which we are being subjected to. It is logical, as well as necessary for all citizens, to learn to use the information and knowledge available in the societies they live in (disadvantaged groups, groups belonging to rural areas, adults with lack of basic knowledge, immigrants, Roma ...). Still, it is an arduous task to change the ideology and values of certain sectors of the population, such as the adult population, whose values are deeply rooted.

Pere Closa Private Foundation, through the Sepal Project, is working mostly with NEETs who belong to Roma Community. What we have found out is that before and after the pandemic situation, the gap between Roma youngsters demands and the labor market offers is increasing more and more every day.

Due to Covid-19, all the informal labor market jobs were, and still remain very vulnerable in front of a very aggressive competition between big companies who trade products via online. Moreover, the lack of basic knowledge of e-services, e-recruitment, e-business etc., has caused the Roma people to find themselves outside of the employment criteria and the number of unemployed is increasing.

SEPAL Project

Women4IT Dissemination Conference: Young women's leadership in the digital economy



On 17th May 2021, Plan International Spain organised the 2nd Dissemination conference of the EEA and Norway Grants co-financed Women4IT Project on “Young women’s leadership in the digital economy”. The conference brought together key international stakeholders involved in supporting the participation of Young women Not in Employment, Education and Training (NEET) in this sector: digital skills experts, training providers, young participants who have participated in the trainings, women leaders and institutional representatives. During the conference, held in Madrid in an hybrid format, the panelists discussed the role of young women in the digital economy and their training to participate in the tech sector in the context of the Women4IT project.

The event started off with a welcome and introduction speech from Plan International Spain, Local Programmes Director, Begoña Solórzano. Ms. Solórzano highlighted the importance of girls and young women to be part of the Fourth Industrial Revolution and the urgent need to put measures in place to reduce the gender digital divide, not only in education and training but also in the labour market and the leadership roles, looking for a high level commitment not to leave any girl or women behind in the Digital Transformation, especially during the Post-COVID recovery.

Following this intervention, Carmen Tovar Sánchez from the STEAM Alliance – Spanish Ministry of Education, introduced the Spanish public-private initiative to promote girls and

young women's participation in Science, Technology, Engineering, Arts and Math careers. The aim of this Alliance is to join forces, seek synergies and promote initiatives in the field of education and training that eliminate gender stereotypes associated with certain vocations and professions, that promote female empowerment in STEAM disciplines from early stages of education and that contribute to eliminating the gender gap in access to these disciplines.

After that, the first panel discussion of the conference highlighted the role of companies in the Women4IT project, the private sector's real needs and its experiences with the project partners. Belén Perales, HR director at IBM Spain, Rita Raisa Jevdokimova, HR specialist at TestDevLab Latvia, and Mónica Arana, Bejob trainer for Women4IT, also highlighted the importance of programmes such as Women4IT to help girls develop technological skills, create networks, learn how to use some tools and have the opportunity to connect with the labour market to create, in just a few months, projects with a real impact. Moreover, the participants pointed out that companies are key for the success of programs as Women4IT, as they "can offer first-hand information on the most demanded profiles and the space available for women in the sector".

The second panel brought to the stage the real protagonists of the project, the young participants of Women4IT who have already completed their trainings. Sofia Utrera, Patricia Pintor, Kenya Miranda (Spain), Jean Kennedy (Ireland) and Teodora Stirba (Romania) shared their experiences, views and opinions on the project, as well as their expectations and hopes for the new future ahead.

"Women4IT has been a very valuable experience on a professional level and, especially, on a personal level. I now have more self-confidence because I have digital skills and competences that are essential for my future career and, on a personal level, the training has given me the courage to choose a career in this field," said Teodora Stirbat, who now works in the field of artificial intelligence in the European Parliament.

The third panel discussion was centered on Women's Leadership in IT, in which the participants had the opportunity to listen to the experiences and advices of inspiring women who already have a relevant role in the tech sector, such as Nerea Luis Mingueza, a 29-year-old women who is doctor in AI and cofounder of one of the main technology events in Spain, TechFest, and Cristina Ricaurte, Solutions & Innovation director in SAP Spain. This final panel's aim was to both show the young participants the success of these women leaders in the digital field and to claim to the policy-makers and private sector that there is still a lot to do in terms of equality in the digital economy.

Finally, the State Secretariat for Digitalization and Artificial Intelligence of the Spanish Government, Carme Artigas Brugal, closed the event to encourage young women to participate in the digital transition and to show the commitment of the Spanish Government to this goal.

Background

The €60 million EEA and Norway Grants Fund for Youth Employment supports transnational project initiatives that promote sustainable and quality youth employment in Europe. The focus on transnational cooperation reflects the view that unemployment among youth is a common European challenge and common European solutions should therefore be explored. The fund seeks to complement existing EU funding on youth employment initiatives, e.g. the long-term unemployed in the age group 25-29.

The 27 selected projects of the programme involve partners from all the 15 beneficiary countries of the EEA and Norway Grants as well as Ireland, Italy and Spain – all countries with high youth unemployment.

The Women4IT project aims to increase the employability of young women (15 -29 years) in digital technologies and boost the opportunities female talent brings to economic growth. The project, implemented from 2018 to 31 January 2022, has assessed the digital skills of 1000+ women in 7 countries, provide digital skills training and personalized career guidance to around 700 of them, based on the need and support of employers and reached more than 10.000 youth by digital career awareness activities.

For more information on the project, see: <https://women4it.eu/>
<https://eeagrants.org/topics-programmes/fund-youth-employment>

Twitter [@WomenForIT](https://twitter.com/WomenForIT)

Facebook www.facebook.com/WomenForIT/

LinkedIn www.linkedin.com/company/women4ict/

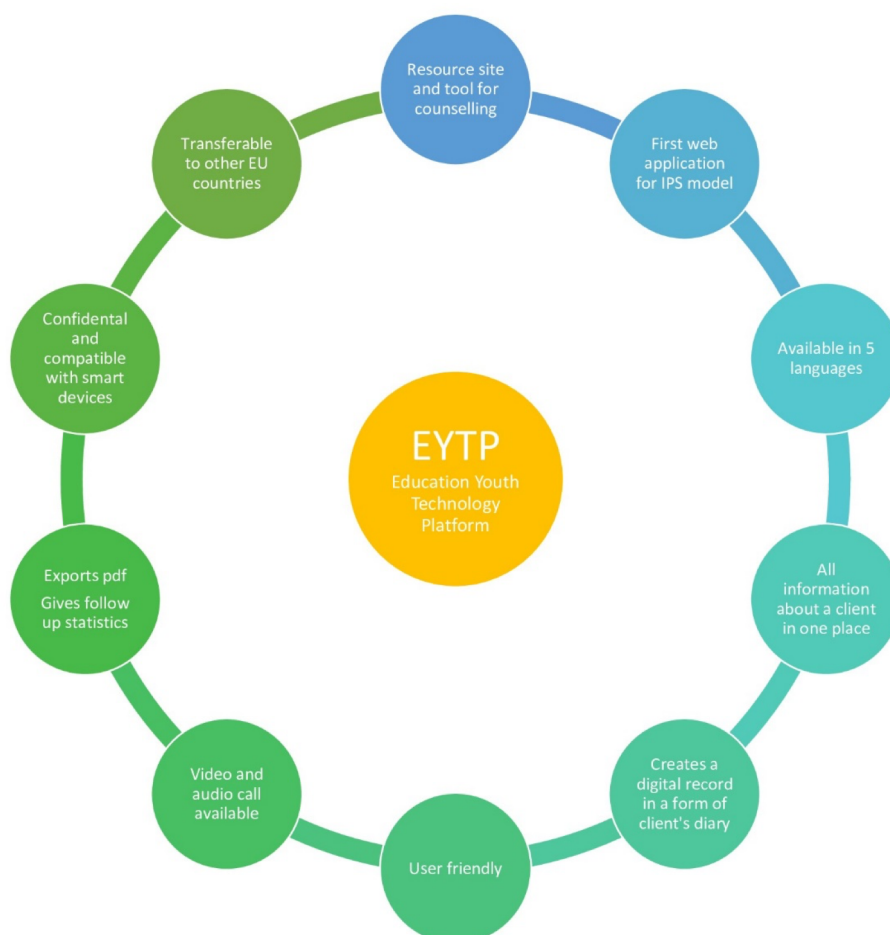
Women4IT Project

Digitalized society and the Education Youth Technology Platform

Nowadays, one thing is certain, the world is becoming more and more digital. Digital resources are on the political agenda in all European countries, and many of them have already taken practical steps to ensure the quality of digital resources. Therefore, digital technologies are quickly changing our economy and our society.

The COVID-19 pandemic has presented one of the most formidable challenges in recent history to governments, business, educational system and society. The current global crisis shed a light on the weaknesses of societal challenges, such as unpreparedness on this reversal in the process of digitalized societies. Nevertheless, the recent digital revolution is also a tremendous opportunity. It is estimated that over the following years, digitalization will be one of the strongest drivers for growth, jobs, and well-being. The COVID-19 pandemic is a quintessential adaptive and transformative challenge, one for which is no pre-configured playbook that can guide appropriate responses. However, we can say without a doubt that digitalization, the internet, and other electronic smart devices are here to stay.

For the purposes of the project objectives, training of 60 coaches was held in Norway on using the internationally approved methodology – Individual Placement and Support (IPS) with an innovative digital tool and approach - EYTP. Education Youth Technology Platform (EYTP) is a resource site and a digital tool for counselling. While Individual Placement and Support (IPS) is a systematic approach for helping NEETs and other vulnerable groups, EYTP helps counsellors with usage of the IPS model through an application.



At this point, it is necessary to point out, that this is probably the first web application that was ever developed specifically for counselling with the IPS model. EYTP offers all E-learning materials in all partner languages, with main feature; web application, that is compatible with all smart devices. EYTP application is designed to help counsellors in their work. The application creates a digital record in a form of a client's diary. It contains information, such as basic – personal information, to the most private information (health condition, addictions, etc.), which allows counsellors to treat client holistically. By entering the client in the application, the consultant begins to keep a record of meeting, and in addition to the managed items, also writes down all other possible observations and set goals for the upcoming work.

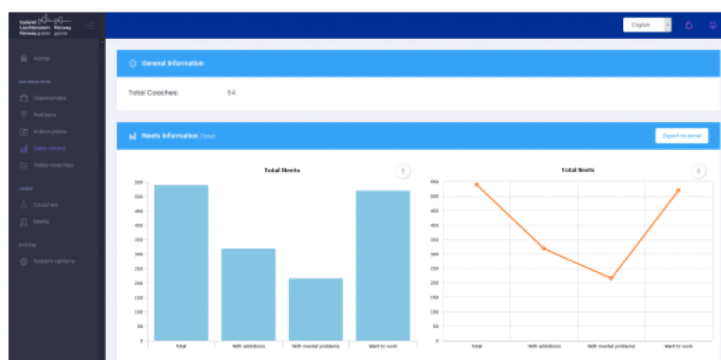
The application by itself is very user friendly, translated into five languages: English, Romanian, Slovenian, Hungarian and Spanish. It also offers some advanced features such as:

- User - friendly (easy to use)
- Making a video and audio call
- Set confidentiality on some of the information
- Export all information into pdf - printable version
- Follow-up statistics
- Easy follow-up timeline, to monitor the condition of the client.

Design of the application



Statistics overview



Clients action plan

 A screenshot of the application's clients action plan interface. It shows a form for client information with tabs for 'Personal Information', 'Employment Situation', 'Health', 'Substance Use', 'Research Job Goal', and 'Personal Information'. The 'Personal Information' tab is active, showing a 'Summary of Vocational Profile' section. Below this is a text area for 'Please provide a summary of the key points discussed during the vocational profiling session. This should include personal situation, health, acquisition, work history, interests, job mobility, strengths and barriers, etc.' followed by a 'The Employer (Self) agrees:' section. There are also buttons for 'Provide a goal', 'Add a new goal', and 'Add a new barrier'.

Since the application is in the pilot implementation phase, IPS4NEETs team is constantly upgrading its features to make the application transferable for other European countries, and at the same time, make IPS model more accessible and recognizable within the EU. Users i.e., counsellors rate application as very useful and handy in their work.

Quotation from users of the application

“The application helps us to prepare for the upcoming meetings with our clients. Its structure enables us to be more comprehensive systematic” Roman and Damjana – youth counsellors.

“Application is to me like a framework. If you follow all steps, you get the whole picture and all necessary information to guide young people towards their positive outcomes” Gorazd – youth counsellor.

“... and the other positive thing about the application is transferability of data. If you get assigned to client that you did not know her/his background, the application provides you with all essential information to continue the work that has already be done. Possibility of continuity is therefore very important for our scope of work” Mateja Hlupič – youth counsellor.

Written by: David Rihtarič, Communication Manager

EYTP Project

Globalisation and technology; e-services, global companies and their impact on the local entrepreneurship and employment

Globalization is an increase in the interdependence of countries, companies and people on a global scale: it concerns economic, political, social, environmental and demographic processes. It limits and removes physical, technological, political and social barriers between states, creating an integrated global market. It is really nothing new: the ancient Greeks sailed to the ends of their known world, and the Silk Route in the 3rd century BC. connected Europe with China commercially. All aspects of globalization are interconnected and interpenetrate.

Nowadays, globalization is particularly fast and intense, and the last year, which was marked by a pandemic that drastically limited the mobility of people, further accelerated both the aspect of the development of globalization and the development of technology, including e-services. In a short time, it was necessary to develop tools to facilitate remote functioning in every aspect of life and the availability of these tools.

As before, e-services save you time - you don't have to go anywhere to get things done - and money: you don't incur the costs of leaving home.

Thanks to all this, an opportunity appeared for regions and people who, for various reasons, have not been able to benefit from the positive aspects of globalization so far.

Globalization creates jobs in Europe, and the economic benefits for the regions include many aspect. Foreign investments contribute to the creation of jobs, and thus the economic development of the region. Large foreign companies are looking for local subcontractors and business partners. Thanks to them, many new technologies and organizational solutions appear, and business contacts are established. As a result, not only the production sphere develops, but also infrastructure, education and even health care.

Working in and with international corporations forces you to adapt your way of working to the Western style, which favors the self-development of employees.

Multinationality requires the use of a common language, most often English. The importance of geographic distance and time zone differences is also reduced, and the circulation of information and access to it, as well as to different kinds of e-services, are accelerated. The chances are equal.

Local companies operating in the conditions of globalization of the world economy should effectively use all the existing opportunities created by globalization processes. Entering foreign markets and increasing the volume can significantly improve the competitive position of the enterprise.

It is important to find and use positive aspects in globalization. The generation of young people much easier adapts to the rapidly changing reality: they are used to the dynamics of change and - often unlike the older generations. There are projects supporting activities and the return of young people to the labour market - one of them is FOLM - From Outdoor to Labour Market project.

The FOLM project is a model of Outdoor Learning targeted on young people without education, employment or trainings (NEETs – not in employment, education or training) in three countries: Poland, Spain and Ireland.

The aim of the project is to develop the life and professional skills of young people aged 18-29, so that its participants can become active on the labour market and motivated to continue their education.

Initiatives such as the FOLM project support sustainable and high-quality youth employment. The focus on transnational cooperation reflects the view that youth unemployment is a common European challenge and that it is therefore important to fight for good solutions together.

FOLM Project

Wolfgang Spiess-Knafl, Munich Business School

Amazon entrepreneurs? A few observations

Technology is changing many aspects of our lives and there is a long list of negative effects. Artificial intelligence tends to push humans to the fringes where jobs are much less rewarding. Platform work is usually associated with exploitative patterns and a lack of social security. Algorithms in general have been found to contribute to racial and gender discrimination. Cathy O’Neil even called them “Weapons of Math Destruction”. Understandably, there is widespread resistance to new technologies.

However, it is also worth looking at the positive aspects of technology on local entrepreneurship and employment.

Entrepreneurship

Bill Burnett and Dave Evans have written a manual on how to apply design thinking principles to your own life. [1] One major aspect is “prototyping”. For entrepreneurs it means that it is recommendable to try out new ideas before betting your life savings on it.

Digital platforms offer many of these prototyping opportunities. It is relatively easy to sell products online (Amazon), rent apartments to tourists (AirBnB), design graphics (99 Design), podcast or influence (YouTube), write newsletters (Substack) or do any other work (Amazon Turk, Foodora, Comatch or Task Rabbit).

The scale of activities is significant. Take the example of Thrasio. It has raised \$1.7 billion so far to acquire smaller retailers on Amazon. It gives an indication of how large this entrepreneurial ecosystem is. It still remains to be seen what will happen with all these “Amazon entrepreneurs” or “AirBnB entrepreneurs” but it would be a mistake to disregard this wave of entrepreneurial activity.

Employment

It is hard to find global numbers how platforms contribute to employment. A few numbers might help to illustrate the scale of the industry. Uber has almost 3.9 million drivers. The translation platform Lionbridge has more than 500,000 registered translators on their platform. Freelance platforms usually have a few hundred thousand to a few million registered freelancers.

These platforms are also usually a transitional part of the labour market. For example, Cook and colleagues (2018) find that 68% of all Uber drivers are no longer active 26 weeks after their first trip. [2] This ties well with anecdotal evidence which perceives platform work as entry-level or transitional jobs.

Overall, the lack of social security and some of the practices are troubling but there should also be positive effects. For example, platforms increase the options for employees over a business cycle which might force employers to make more competitive offers.

Conclusion

It seems that there is a narrow corridor on how to balance emerging new technologies with human expectations. There are plenty of opportunities for entrepreneurs and

employees but also a certain risk of labour standards erosion and less rewarding work environments.

[1] Burnett, William, Bill Burnett, and David John Evans. Designing your life: How to build a well-lived, joyful life. Knopf, 2016.

[2] Cook, Cody, et al. The gender earnings gap in the gig economy: Evidence from over a million rideshare drivers. No. w24732. National Bureau of Economic Research, 2018.

YES! Project

Differentiation in a global environment: Adaptation and resilience in the context of the pandemic

After a year, which disrupted perceptions and standards in lives and economies in Europe and the world, phenomena that were, presumably, “novelties” changed and came under a different light.

Among them, constantly growing during the last decades, the use and the role of the term globalisation has emerged almost like a “mantra” in the public discourse. Its chimeric definition allowed the phenomenon to be present and at the same time forthcoming; to be the reason and at the same time the cause. Most importantly, among its strange dualisms, globalisation lingers between a peculiar notion of demand and supply. On the one hand it promotes the uniformity of needs; from basic rights to superfluous goods. On the other hand, it requires differentiation if an enterprise, a product, a service, or even a geographical area is destined to be sustained.

In this duality the burden of adaptation is upon the unit. It is the person, or the business, or the region, or the country on its own that must change. The responsibility lies with the supply, never the demand! It is crucial to stress, however, that supply and demand, in that context, have interchangeable roles. Multi-national companies stand, from an economic point of view, on the supply-side but their networked capacities appoint them, more and more often, on the demand-side. They “demand” policy changes; they “demand” public investments; they even “demand” a certain type of consumer! In reality, the division between supply and demand side is nothing else but a division of power. Dominant parties demand and dominated parties conform.



In that “globalised” environment Southern Europe had come to terms, gradually but certainly, with the role it was destined to perform. The uniform global need to rest under the sun during the annual leave and taste uniquely fresh products seemed to be the perfect match for the differentiated role of the island and coastal regions of the Mediterranean. Local communities, small businesses and individuals were responding

rather effectively. Resilience, the new term that replaces sustainability under conditions of crisis, seemed to be high in tourism and agro-food sector. Of course, myriad cracks were hidden under this generalised image mainly in connection to the quality of employment in those sectors; especially if we consider the low paid unskilled labour positions as key to the sustainability/resilience success. But the perception of sustainability is sometimes as powerful as sustainability itself. And when the “matching” was not very successful, then the burden of adaptation was always on the supply side: upskilling and reskilling the labour force, introducing new technologies in businesses, establishing new specialised policies in regional level and many more in order to differentiate and survive in a globalised environment.

The limits of this arrangement were shown by the COVID-19 pandemic. Social distancing and travelling restrictions had immense and known effect upon the resilient sectors of island and coastal regions of Southern Europe. The GDP contributions of tourism, travelling, accommodation, catering and related sectors were fairly limited in Greece, Cyprus, Italy and Spain during 2020 and, most likely, they will also be in 2021. Consequently, the respective employment rates suffered a huge decrease.

One might wonder, why the pandemic sets limitations to the supply/demand arrangement of the Mediterranean EEA countries. There is, of course, an obvious irony; the globalised network of commerce and travelling turned a viral infection into a pandemic and as a result that network had to be reduced to almost no-existence and lose its globalised dimension. Aside that, one must delve into the essence of what is in reality the Mediterranean resilient sectors in order to understand the limitations of the globalisation arrangement.



Gastronomy and tourism are much more than the satisfaction of needs. They are experiences and they are commercialised as such. Especially tourism is nothing more than a memory production industry. Physical presence is fundamental for the creation of

the full experience and memory. Technology, e-services or global networks cannot create even a fraction of the memories formed by physical presence.

In that respect the differentiation required in the globalised economy and the fact that the supply-side in island and coastal areas of the Mediterranean had indeed excelled in differentiating their product, offered no services during the COVID-19 pandemic. Local producers, local entrepreneurship, small businesses, specialised labour force, local authorities and many other actors were hard hit by the travelling restrictions.

This development puts globalisation under a different light. If the cause of resilience/sustainability embodies sincere efforts, its attainment requires sharing the burden of adaptation. The COVID-19 pandemic has just revealed a pre-existing issue. The demand side has to adapt too, to an environment in which social, geographical and political localities have reached their limits.



The solution is, of course, not the rolling-back of differentiation of services or products but the balance of differentiation between the provider and the user. YOUTHShare project serves the cause of resilience by upskilling and reskilling young women and refugee NEETs in niche sectors of the Mediterranean economies and, amongst else, in social and solidarity economy. In that respect we contribute to the formation of an alternative business model that values equally the consumer and the producer of the same value chain. We support former NEETs in delivering differentiated products and services and at the same time becoming differentiated consumers.

YOUTHShare

The Projects

415 - Youth Impact

The project partners will build a transnational research network and support NGOs, public and private institutions that carry out initiatives on youth employment and entrepreneurship, to increase their capacity to do impact studies. The results of the project will be knowledge of the effects of employment initiatives targeting young people, increased capacity of research institutions to evaluate the effects of such employment initiatives, and increased transnational cooperation on labour market issues.

Target groups:

- NGOs, public and private institutions that carry out youth employment and entrepreneurship support actions towards 25-29 years olds
- Organisations devoted to or interested in impact studies

Project Partners:

Country	Project partner status	Institution	Type of institution	City
Czech Republic	Lead partner	Channel Crossings	Private	Prague
Poland	Beneficiary partner	Foundation in Support of Local Democracy	NGO	Warsaw
Slovakia	Beneficiary partner	PEDAL Consulting	Private	Martin
Germany	Expertise partner	FIAP e.V. – Institute for innovative and preventive job design	Non-profit	Gelsenkirchen

YOUTH IMPACT blended learning courses on evaluation in Poland are complete!



With the end of March, **FSLD** – Polish team of Youth Impact project – finalized blended learning evaluation course aimed at representatives of organizations implementing projects in the field of supporting youth employment (of 15-24 years old people). The course included e-learning materials carried out on the [Moodle](#) platform, as well as 4 workshop meetings via Zoom.

The course was carried out in two groups, with participants from various organizations, from different parts of Poland, sharing the same goal of studying evaluation to better conduct projects for young people.

During the workshops, the participants learned how to plan evaluation, decide on evaluation criteria, ask right questions, choose methods of conducting research, analyze data and formulate recommendations. They were also introduced to advanced impact evaluation methods, and also learned more about the specificity of conducting evaluation among young people.

The feedback about the course was very positive. The participants said that they learned much more than they have expected, the manner of presenting the knowledge was nicely structured and homework exercises helped them in developing new attitude to their project.

The participants also gave some constructive feedback on how the course can be improved – soon we will be able to present our upgraded (even better than before!) [Toolkit](#) and other materials.

Written by [Fundacja Rozwoju Demokracji Lokalnej](#)

24 workers with young people acquired skills in the field of impact evaluation



In February and March 2021, a blended-training program on impact evaluation of youth employment support actions was implemented in Slovakia. The training program, consisting of a toolkit, e-learning training and interactive and practical workshops was delivered to 24 participants divided into 2 groups of organizations:

- non – profit organizations
 - representatives of local governments and organizations that fall under local governments.
- Through the blended learning, participants had the opportunity to develop skills focused on the following areas:
- How to plan your impact using the theory of change tool
 - What is the purpose of impact evaluation and how can you benefit from it
 - How to ask evaluation questions
 - What tools should be used for continuous learning from evaluation
 - How to use evaluation results within the organization
 - How to communicate the evaluation results to establish closer collaboration
 - How to design an evaluation in cooperation with the “youth”
 - What techniques and ways of working will help us obtain the necessary information
 - How to motivate young people to participate in evaluation processes?

In the next phase of the project, participants from the training program, as well as other organizations, have the opportunity to apply for a grant of 3000 euros to carry out impact evaluation of their projects in practice.

A blended training program for organizations that focus on supporting youth entrepreneurship is also being prepared. Follow our website and Facebook!

The YOUTH IMPACT project is supported by Iceland, Liechtenstein and Norway through the EEA European Grant Fund and the Norwegian Youth Employment Grant Fund.
Written by PEDAL Consulting s.r.o.

Photo by [Kiana Bosman](#) on [Unsplash](#)

414 - CODE – Competence Opportunities for Digital Employment

The project partners will develop and run an innovative training programme for specialised digital competences such as digital design and skills, graphics, 3D animation, game design etc. for young people that otherwise cannot afford to obtain a hi-tech education due to poverty. The programme will be created together with business supporting organisations with focus on the creative industries, organisations for psychological and/or social help and youth organisations.

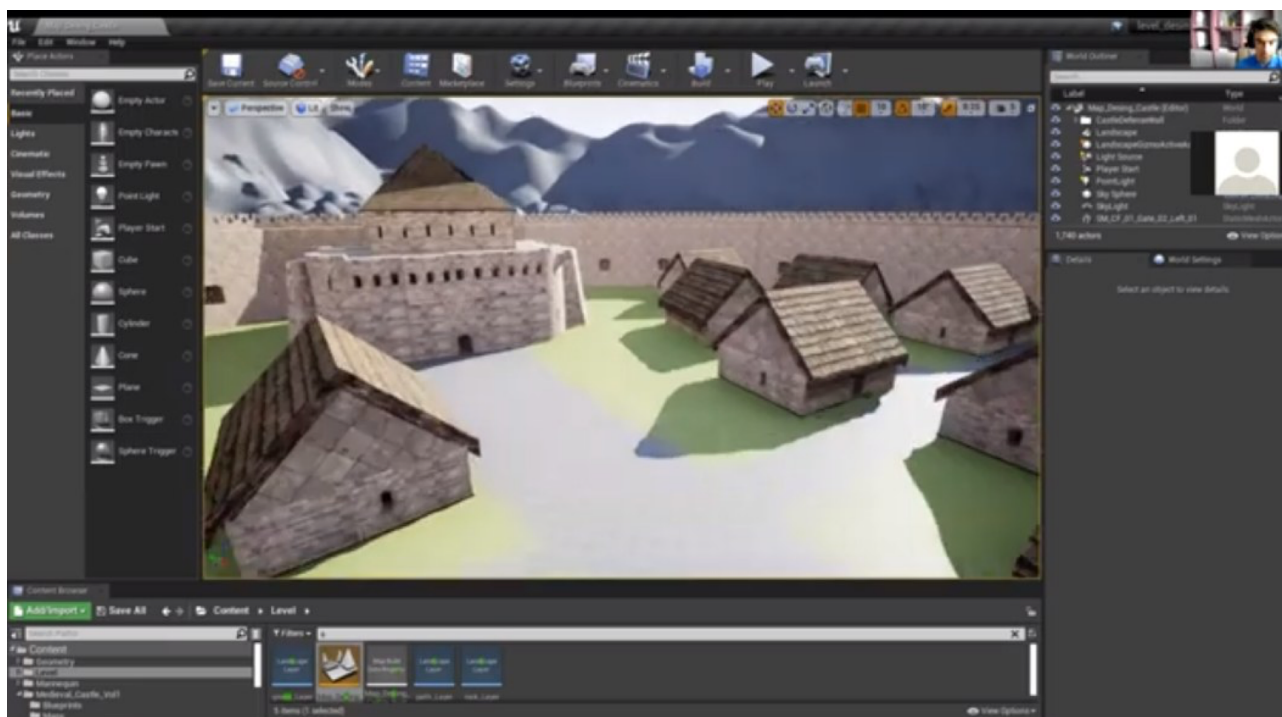
Target groups:

- Vulnerable young people at poverty risk, orphans that are out of social protection, and children of working poor people
- Young people in rural areas, young single parents, and young graduates at poverty risk
- Young people in rural areas, young single parents, and young graduates at poverty risk

Project Partners:

Country	Project partner status	Institution	Type of institution	City
Bulgaria	Lead partner	Human Resources Development Agency	Public	Ruse
Bulgaria	Beneficiary partner	Solutions Brief Therapy and Counselling Centre Rousse	NGO	Ruse
Estonia	Beneficiary partner	Tartu Art School	Public	Tartu
Bulgaria	Beneficiary partner	FPC ltd	Private	Sofia
Italy	Beneficiary partner	Social Cooperative ALTERNATA silos	NGO	Guidonia Montecelio
Italy	Beneficiary partner	Municipality of Cursi	Public	Cursi
Latvia	Beneficiary partner	Palidzesim.lv	NGO	Riga
Romania	Beneficiary partner	Save the Children Association Iasi	NGO	Iasi

The second Unreal Engine course have started!

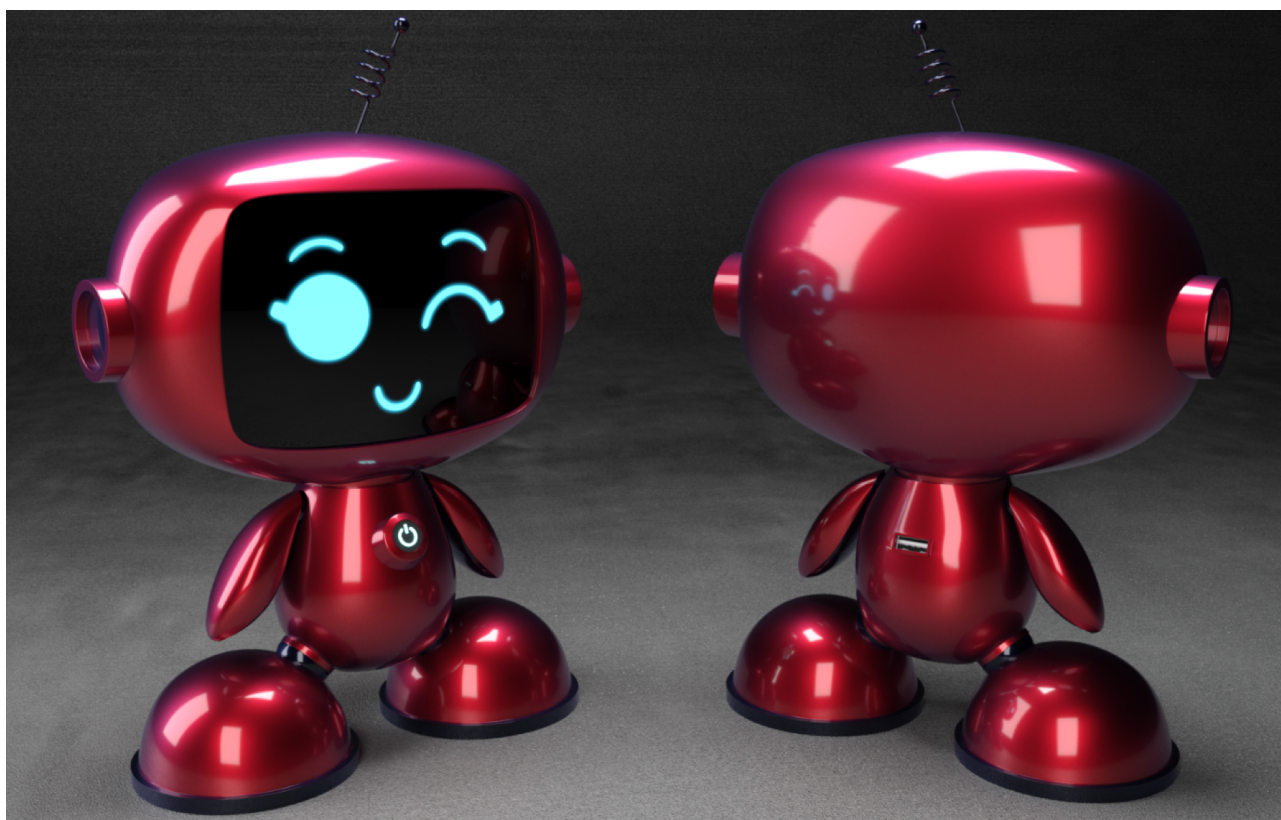


Human Resources Development in cooperation with the Creative Center Ruse started the second Unreal Engine training course at the beginning of this month. In order to support the development of the gaming industry in Bulgaria, HRDA decided to start conducting trainings on programs for creation and design of games and films. Along with its other initiatives in the scope of CODE project, the Agency continues the trainings on Unreal Engine, which are one of the few of its kind in Bulgaria. 30 students from all over Bulgaria were included in the course. They were selected among hundreds of applicants and extremely high interest. The course is completely free of charge and it is held online due to the COVID 19 restrictions. The training sessions will last six weeks.

To receive information about future and current trainings, follow the Agency's website: <https://hrda.smebg.net/news.php?id=4698847697208790201> and CODE project website <https://creativeeurope.digital/news/>

To follow the work of Creative Center Ruse, please like the Center's Facebook page: <https://www.facebook.com/CreativeRuse> and <https://www.facebook.com/projectcodehrda>.

The first 3D Max and Maya course have finished



We are happy to inform you that the first training course in the 3D MAX and MAYA programs, organized by the Human Resources Development Agency was successfully completed.

During the training sessions, the students managed to make their own 3D figures of a robot, and at the end the best ones presented their fast animations which was their final exam. <https://www.youtube.com/watch?v=zN9XEQheECg>.

We are proud with the results of the unique training in 3D animation - half of the students received their certificates for successfully completed course, and a third of them found a professional realization!

The development of the innovative concept puts Ruse again in the first place in the application of the latest technologies in the education of young people. The high-tech trainings organized by HRDA and Creative Center Ruse will give young people from Ruse knowledge about the rapidly developing gaming and animation industries, which will allow to successful graduates to implement their projects in the field. This type of training will provide young people with more opportunities for development and will raise their competitiveness in the creative industries labour market.

The courses are organized under the project "CODE - (Competent opportunities for digital employment)", funded by Iceland, Liechtenstein and Norway grants Grants Fund for Youth Employment. The aim of the CODE project is to provide quality employment opportunities for vulnerable young people in risk of poverty.

315 - eNEET Rural: Facilitating entrepreneurship and improving skills of NEETs living in rural areas

The project partners will offer training and preparation for two distinct groups: those with a secondary school diploma will receive entrepreneurship training, while those without a diploma will receive training that prepares them for jobs. The project will focus on innovation and technology in the agricultural sector and create a toolkit that will include various forms of training, a competition, staff exchange and mentoring.

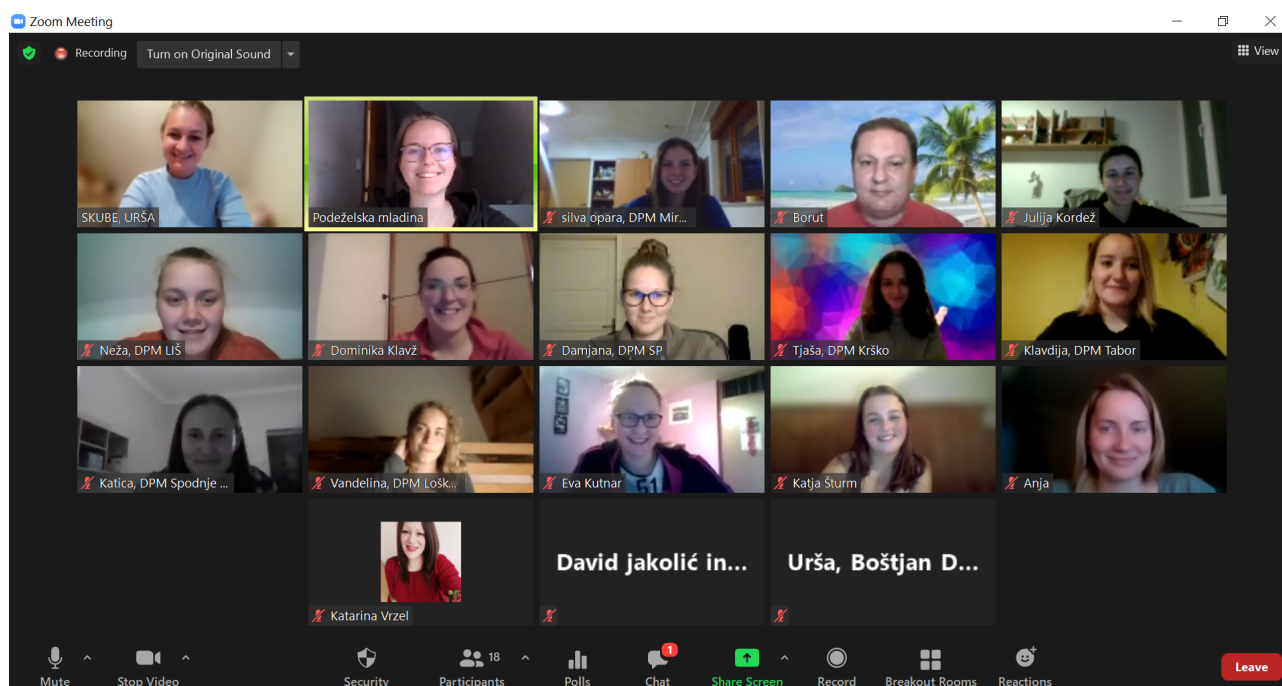
Target groups:

- Low-skilled young people not in employment, education or training living in rural areas and registered with the public employment services, who face multiple barriers in entering the labour market.

Project Partners:

Country	Project partner status	Institution	Type of institution	City
Bulgaria	Lead partner	Union of Bulgarian Black Sea Local Authorities	NGO	Varna
Hungary	Beneficiary partner	Fruto Consulting Ltd.	Private	Budapest
Italy	Beneficiary partner	Mantuan Oltrepò Consortium	Public	Mantova
Romania	Beneficiary partner	Center for the Development of the Structural Funds	NGO	Slatina
Spain	Beneficiary partner	Business Research Association National Agrofood Technological Center, Extremadura	NGO	Villafranco del Guadiana
Norway	Beneficiary partner	Inclusion AS	Private	Asker
Slovenia	Beneficiary partner	STYRIAN TECHNOLOGY PARK	Private	Maribor

Interview with the stakeholders of the eNEET Rural project in Slovenia



Interview with the stakeholders of the eNEET Rural project in Slovenia – the Slovenian Rural Youth ASSOCIATION (Zveza slovenske podeželske mladine: ZSPM); Anja Mager (president of the association) and Urša Skube (head of youth work and informal education)

ZSPM is an organisation that connects many young people from various parts of Slovenia, but they all come from rural areas and would like to contribute to their local environment. What are the skills and knowledge that they need most and what kind of support should they receive to be successful in the tasks they have decided to undertake?

Young people are mostly lacking the skills of project management, strategic planning, but simply said, how to take charge of things and how to spread the knowledge they don't know they have among other people. To be (young) and active leader is the biggest challenge in itself. There are, however, also challenges connected with practical situations, such as resource management, using different online tools and application and other activities you need to carry out if you are active as a part of the rural civil societies.

As an organisation you offer support to your members by offering your own knowledge, but also by connecting to other knowledge providers (such as the eNEET Rural project partnership). What can you tell us about your decision to cooperate with eNEET Rural project and how did you select the workshops to be carried out?

We chose the themes based on the needs we identified among the rural youth, either through our member organisations or dictated by the current situation (such as learning about online tools). The participants will use these knowledge to further implement the activities of the societies they are members of and further develop their own personal competences.

And what were the responses of the participant? What are the feedbacks to the three workshops carried online?

All together there were over 45 participants, who were very satisfied with what they've heard. They would have liked more interactivity from other participants. Although the opportunities were given, it is not easy to participate online. They have gained the basic knowledge of project management, especially how to recognise and define project ideas and how to form them into a project. Also, they learned about fundraising and how to approach different organisations when trying to raise funds. The most practical knowledge was, however, connected to online tools and how to use them for communication, organisation of events, project management, or simply to better organise themselves. Many project ideas have been born as the result, which were already developed into drafts for projects with local impact, so the youth is getting ready to be active in their rural surroundings.

Would you like to have more such cooperation in the future? What other topics would interest you, but were not offered at this time, within the eNEET RURAL project?

We believe that such cooperation is very important for growth of organisations. There is never enough knowledge and exchanging it is a really important skill. We would like to gain deeper knowledge into the topics already covered, if possible, in a more interactive way. Also, the knowledge we need most is resource management, attracting new members, activating more youth in the rural areas, utilising the potential of the local environment, networking with other stakeholders and groups, moderating groups, rhetoric and skills directly applicable in the field.

Is there a message you would like to convey to the eNEET RURAL partnership?

With workshops we recommend a combination of presentations and interactive work, including participants during the sessions. Also, more materials, besides the presentations would be helpful.

Company visits and practical activities

4/5/2021

After having tested their skills and knowledge at the Corte Maddalena orchard (which we thank very much !!), our students test their skills with practical activities in a winery. These are Cantine Caleffi that we thank for the wonderful experience and availability. In addition to the practical experience with the experimentation of pruning techniques, the young people involved in the project had the opportunity to learn about the company's activities from the direct account of one of the owners, Mr. Davide Caleffi who retraced the stages of his career in agro-professional field, betting on areas of innovation and development and grafts on the tradition of the territory.

The entire path took place under the watchful eyes of our teacher Ezio Casali and the project team. Special thanks to him too!

20/5/2021

After the experience in the orchard, in the cellar and in the field, the project guys and NEET RURAL were guests of the TECNOVIVAI company in Canneto sull'Oglio, a territory famous throughout Europe for its thriving nursery tradition.



The company offered us a stimulating path through the different techniques of pruning ornamental plants, with a focus on the specificities of the soil and the potential of the innovations introduced in the field (from irrigation techniques, fertilization, potting, etc.)

Job week March 22-29, 2021

Also this year the eNEET RURAL project (FINANCED BY actively participated in JOB WEEK, the event that shines the spotlight on the territory and the world of work, revealing connections, specificities and encouraging exchanges between young people and companies.

Many interlocutors and moments of debate, which were also attended by local employment agencies, profit and non-profit companies, schools, training institutions, employment centers in the province of Mantua, the Chamber of Commerce.

The project staff promoted a series of training courses on soft skills, with a particular focus on the importance of training also for the purpose of active job search and on new ways of engaging in the labor market in times of Covid-19.

<https://www.informagiovani.mn.it/p/146/jobweek-2021.html>

Training courses in May 2021

The agro-professional training courses proposed by the eNEET RURAL project are about to end.

An opportunity to train and actively propose to the job market. The courses are certified by the Lombardy Region.

The eNEET RURAL project also promotes – in addition to training courses – hospitality in the company and knowledge of practices related to the many agricultural sectors.

Let's NEET together!

Bucovina Institute organised their third webinar entitled **“Let's NEET together!”** – an **online event to share innovative approaches on supporting the inclusion of the NEETs on the labor market**, organised within the **058 – SEPAL Project (Supporting Employment Platform through Apprenticeship Learning)**, on the 6th of May 2021, which was attended by our project. Among the following speakers, Mrs Patricia Merei, our communication manager introduced eNEET Rural and exchanged thoughts about the implementation of similar projects addressing NEETs:

- Myrto Skouroupathi from Cyprus Energy Agency (Cyprus) – 203 – Yenesi – YOUTH EMPLOYMENT NETWORK FOR ENERGY SUSTAINABILITY IN ISLANDS;
- Jorge Gimeno, Center for Innovative Education (Poland) – 192 – From Outdoors to Labour Market;
- Patrícia Mérei, Fruto Consultancy Ltd. (Hungary) – 315 – eNEET Rural Facilitating entrepreneurship and improving skills of NEETs living in rural areas;
- Karol Madoń, Institute for Structural Research (Poland) – 008 – Youth employment partnership – evaluation studies in Spain, Hungary, Italy and Poland;
- Mihaela Angelova, Association „SPOC” (Bulgaria) – 086 – L.I.K.E. – Life Investment is the Key to Employment;
- Marton Illes, Autonomia Foundation (Hungary) – 027 – Find your way to the world of work.

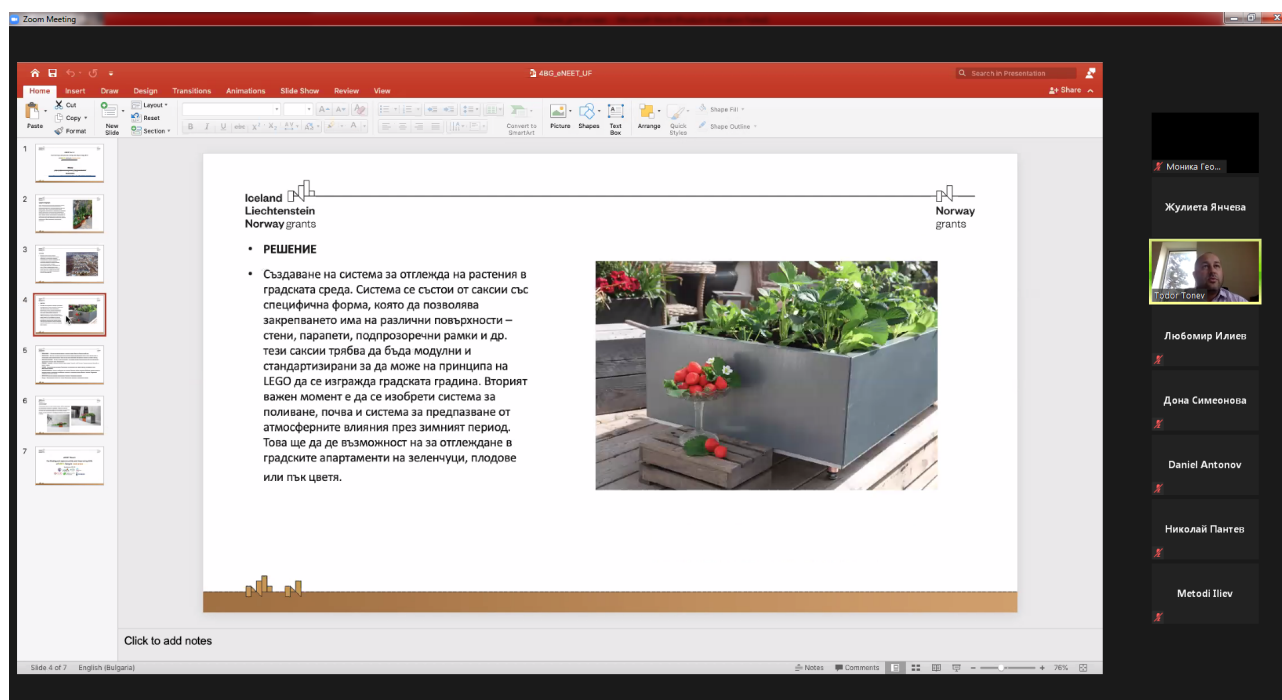
The webinar was a great success by reaching a number of 61 unique participants and a total of 80 participants which entered the online event, coming from 11 countries (Belgium, Bulgaria, Cyprus, Greece, Hungary, Italy, Lithuania, Poland, Romania, Slovenia and Spain) from at least 54 institutions/ organisations (31 educational institutions from Romania – Universities, High-Schools, Middle-Schools and School Inspectorates and other 23 from our country and other countries around Europe, mentioned above – NGOs, Networks, Universities, Social Cooperatives, Foundations, etc.).

Until the present moment, during this serie of webinars entitled “Let's NEET together!” 15 projects funded by EEA and Norway Grants through the Fund for Youth Employment shared their best practices. Apart from the six ones mentioned above, another nine participated in the first two online events which took place on the 16th of November 2020 and on the 9th of March 2021, namely the following: **058 – SEPAL, 414 – CODE, 134 – DARE, 277 – Mommypreneurs, 351 – SOCIALNEET, 083 – NEETs in Entrepreneurship, 455 – LEAD, 152 – EYTP and 053 – RAISE Youth.**

The **entire webinar** can be seen by accessing the following Facebook link: <https://fb.watch/5jBvCHAbzs/> . For **further events and their details:** SEPAL Project's Facebook Page: <https://www.facebook.com/projectSEPAL>

In addition, we would like to give special thanks to the speakers for bringing their expertise and experience and engaging in such fruitful, constructive and open exchanges regarding their work with the NEETs.

Agro-professional skills & Entrepreneurship webinar was organized by UBBSLA in March 2021



The 3rd Agro-professional training in Bulgaria has been implemented online, as a webinar instead of face to face training. 17 participants from different rural areas from the country had the opportunity to attend the 2-days training focusing on young unemployed people up to 29 years old with interest to open start-up in agro business. Agro-professional skills & Entrepreneurship webinar was organized by UBBSLA and successfully implemented during the period 19-20.03.2021. Topics, such as smart leadership, doing business, finding opportunities, basic of agro-business were presented to our NEETs, also the UrbanFarmer business plan, the national winner of our eNEET Rural Start-up competition, was introduced as an added value and a real example of results from our on-the-spot trainings.

In the last two years within the project eNEET rural, UBBSLA organized a series of free trainings in Sliven, Dobrich, Beloslav and Aksakovo for young low skills and unemployed people from Bulgaria. In addition, NEETs had the opportunity to benefit from online training through the platform of the project (www.eneet-elearning.eu). So far, 188 unemployed and low-skilled young people from the small settlements in the country have been involved in the training activities.

101 - European Digital Bootcamps (EDIBO)

The project partners will develop and test a model to strengthen the ICT skills of young people under 30 who are not in employment, education or training. The model is inspired by the new “Rapid Technology Skills Training” developed by the World Bank and includes close cooperation with employers. Every partner of the project will organise “European digital training labs”, with ten weeks of intensive ICT training combined with other types of training like English language courses. After the training phase, participants will have the opportunity to get an apprenticeship.

Target groups:

- Young people under the age of 30 who are not studying or working, with a special focus on those aged 25-29 from disadvantaged groups (low-income, women, migrants, youngsters from rural areas)

Project Partners:

Country	Project partner status	Institution	Type of institution	City
Greece	Lead partner	THREE THIRDS SOCIETY NPO	NGO	Athens
Bulgaria	Beneficiary partner	Institute for Youth Initiatives and Innovations	NGO	Varna
Italy	Beneficiary partner	National Craftsmen Confederation Lecce – CNA Lecce	NGO	Lecce
Italy	Beneficiary partner	FORMA.LAB SRL	Private	Milan
Latvia	Beneficiary partner	Foundation for Society	NGO	Riga
Lithuania	Beneficiary partner	Integration Centre	NGO	Pilviškiai
Spain	Beneficiary partner	Polytechnic University of Valencia	Public	Valencia

EDIBO Digital Bootcamps in Greece

The last couple of months were not so easy for everyone in every place on Earth due to the pandemic situation that is a part of our daily routine for over one year. However, opportunities are still out there and exciting results can help to be ready for the post-pandemic life.

In the framework of EDIBO project, three Digital Bootcamps have been implemented in Greece from the Lead Partner "Three Thirds Society NPO" during the last 6 months. All cycles took place online due to the national restrictions and lasted for 200 hours each. It turned out that the online method had positive impact as it gave us the chance to involve NEETs from other geographical areas that we couldn't cover otherwise.

In total, from the beginning of the EDIBO project four Digital Bootcamps have been completed and two of them will end within May 2021 resulting in the completion of six cycles with 158 NEETs enrolled.

The training program of each Digital Bootcamp was up-to-date, close to the job market needs and with focus on the practical side. Our participants had the chance to learn how to use LabVIEW for a graphical programming approach, the fundamentals of Digital Marketing as well as HTML and CSS which are two of the core technologies for building web pages.

A sample of the feedback we received from participants is presented below:

"I've learned to use in practice all digital marketing tools. I feel ready to start a digital marketing career"

"I learned to make a website alone. I did not expect to get to this point."

"I took a satisfying knowledge of this field although I hadn't contact with digital marketing in the past. And I would like to have the ability to practise this knowledge practically in the future"

"I heard about Bootcamps from a friend and I was very excited that I had the chance to participate in the 2nd cycle. I hope that it will help me from now on."

All planned six cycles of EDIBO Digital Bootcamps were realized involving 154 NEETs from Bulgaria



The last one Digital Bootcamp in Bulgaria was successfully finished on May 14th, 2021. The Institute for Youth Initiatives and Innovations (IYII) as a national project partner and organizer of all 6th cycles of digital skills training courses officially handed out certificates and congratulations to all 26 NEETs completing the last one course in Varna. Our team wished much success in life and career to all young and motivated young people who we had the pleasure to meet, learn and grow together! Best thanks to our EDIBO lecturers, who managed to maintain the attention, dedicate and support our courses in all six consecutive training courses.

A total of 154 NEETs were included in 200-hour intensive training courses, implemented in the period 14.01.2020 - 14.05.2021. With strong focus on further development of ICT hard skills, including soft skills training, such as entrepreneurship and English language course. Based on national features of low-skilled and unemployed young people and specific requirements on the national ICT market, IYII team as national partner for Bulgaria, drew up a training program to suit those NEETs and businesses.

Due to the pandemic situation, two of the trainings were conducted online, and the rest were on-place in the cities of Plovdiv, Dobrich, Ignatievo and Varna. 64% of trained young people are women, most of them live in the small settlements around the places where the trainings were organized. In general, the young people who participated in the training courses have different social standard, digital skills, levels of education (a little over half of them have completed primary or secondary education, and the rest – completed higher education) and language skills (less than 25% have a basic level of English). All of them received an EDIBO certificate for the acquired knowledge and skills.



086 - L.I.K.E. – Life Investment is the Key to Employment

The project partners will do a study on young people with mental health problems and develop new methods to help this group get an education and a job. The project partners will work together with their families, employers and mental health institutions. They will establish youth houses called 'Hidden Likes' in which the youngsters will experience a supportive environment. By overcoming isolation and increase their motivation, they will get a mentor to help them in their training for local jobs.

Target groups:

- Long-term unemployed young people aged 25-29 with mental health problems
- Roma and other minority groups
- Relatives and families of young people with mental health problems
- Local employers
- Mental health specialists

Project Partners:

Country	Project partner status	Institution	Type of institution	City
Bulgaria	Lead partner	Association "Sustainability of progressive and open communication"	NGO	Sofia
Hungary	Beneficiary partner	Salva Vita Foundation	NGO	Budapest
Italy	Beneficiary partner	Codici Social Cooperative	Social Cooperative	Milan
Latvia	Beneficiary partner	Association PINS	NGO	Riga
Iceland	Expertise partner	Inspiring NGO (Hbetjandi NGO) HRIS	NGO	Garðabær
Norway	Expertise partner	Norwegian National Advisory Unit on Concurrent Substance Abuse and Mental Health Disorders	Public	Brumundal

In search of the lost generation



According to the World Bank, almost 15% of young people in Bulgaria (between 15 and 29 years old) do not study, do not work and do not want to do so. Thus, they fall into the popular acronym NEET - Not in Education, Employment or Training. The problem is global and is therefore one of the priorities of the European Economic Area's Youth Employment Fund, in which Norway, Iceland and Liechtenstein are investing nearly € 61 million. The aim is to help as many as possible of those nearly 14 million young Europeans who seem to have lost their way. We chose to visit one of the supported projects - "L.I.K.E. – Life Investments is the Key to Employment", hosted by the leading implementation organization - "Association for Progressive and Open Communication" (SPOC). They are partners with organizations from Hungary, Latvia, Italy, Iceland and Norway working on the same topic. "We always try to catch all stakeholders and work together. Our goal is not to compete with others. For me, this is the way. If we do not join forces, we will be unsustainable." said Albena Drobachka, chairman of the association and project manager.

Precisely for this reason psychologists, psychiatrists, sociologists, specialists in ethnic issues and others are united behind the cause of the project in Bulgaria. They have a creative role in the first stage of the project. With the help of sociological research, interviews and exchange of experience with partners, selected, successful and suitable for our society activities have been selected, aimed at young people from the target group who have or have gone through a mental problem. You may already be imagining endless hours of conversation on the psychoanalyst's couch, but the reality is very different. Art, sports and animal activities, gardening, meetings with employers and much more are organized. It is even better that the project and the young people have a home - the so-called "Hidden Likes" youth house. It is located in the center of Sofia, an old and beautiful house from 1930 in a hidden courtyard shared with many cats. The house was opened in the fall of last year and almost 80 people have already become part of the various initiatives of the project. In 2021, such houses will open in Latvia and Hungary.

Reaching out to young people themselves and including them in the program remains the biggest challenge. Public opinion plays a big role in notoriety. "We have to get to the point of not worrying that if they see you going to a center like that, if you say you have a problem like that, they'll call you crazy," Albena said. The frequent open days and the help of relatives and friends of the young people are of big help here.

Dr. Yuri Katsarov, a project expert and clinical psychologist, tells us what happens when a young person first comes to the house. "We start with a so-called psychodiagnostics interview or assessment of the problem, in which we collect information about the history of the young person. Then we present the different activities, most of which are easily accepted, according to the individuality of each young person. We see them as the path to change." The ultimate goal is to start a job, internship, or education. Mentors are also involved in the help, and working with the whole family is extremely important, says the project team.

Another important task of the project is the focus on vulnerable groups, including Roma. The aim is for them to be at least 10% of the young people involved, and this brings additional difficulties. The nearly 10-year history of the SPOC association, the established contacts and the good communication in places with mediators, volunteers and parents come to the rescue.

It's easy to feel safe and secure in the "Hidden Likes" youth house. The team has carefully selected the furniture and colors and creates a cozy environment that remains after a good first impression and cheerful smiles that greet young people. The project will last until 2023 and the ambition of all is to continue the activities as a proven and successful approach to solving the problem. The help of experienced specialists from donor countries and the creation of good partnerships are the solid foundation on which the project team is still building.

An article by Garo Manukyan of the National Coordination Unit for the Implementation of the EEA Financial Mechanism and the Norwegian Financial Mechanism in Bulgaria

Anorexia - A personal story

Iceland
Liechtenstein
Norway grants

Norway
grants



My personal life story

ANOREXIA

“Hidden Likes” Youth Houses

Project L.I.K.E. “Life investment is the key to employment”

In the fall of 2020 M.T. came to the “Hidden Likes” youth house in Sofia, Bulgaria with an eating disorder. At first, she was hesitant and even a bit skeptical, but after a few visits she began to relax and to feel comfortable. In the beginning she attended mainly the group activities, after a while she started going to the individual consultations as well. Below, is her personal story of the struggles she faced having to deal with this disorder and the hope she sees in spite of it.

The ugly illness that started beautifully

Usually, when a person gets a disease the first symptoms that the body feels are unpleasant. However, in the case of eating disorders that is not the case. Euphoria, rush of energy, feeling of lightness in the stomach... a deceptively happy mood.

This is how my story began. After my graduation from elementary school I said to myself that I am too old for the ballet school I went to and decided it's time for something new: some kids started taking up acting, art, and I turned to *Diets*. And they truly became my favorite extracurricular activity, a hobby to which I devoted all my free time, was very interested and “cultivated” in.

The years I spend in this cultivation were passing imperceptibly and my passion to experiment with my body, drinking different “potions” and reading in forums about women on a diet, grew with each passing day and every lost pound. Looking so

innocent on the outside, me loosing weight between the 11 and 14 years of age was “the beautiful part” of an ugly disease which I never thought I’d have to go through.

It came a moment when the illusion shattered. I was ashamed of my body, constantly comparing myself to other girls, the image of my legs in the mirror... all of that caused me to panic. I was trapped, the ugliness came with full force, filling my days.

It was like with every new day I was losing my mind, only when I dreamed was I able to feel happy, reality gave agony, sorrow, hopelessness. The flow of thoughts of what I was doing wrong to feel in this disgusting way, why my friends cut ties with me, the constants fights and insults between me and my parents – all of that drained my energy, led to me to a state of mind where I just wanted to be done with everything. And inspite all of this the reason for my condition was there, thanks to me and me alone: you might say that this is absurd and since I know this then why don’t I just stop it?!

Truth is you can’t. The “demon” of the disease has captured your mind and slowly you become his subordinate. After it has taken your thoughts, the disease turns to your body: now what you see in the mirror is so unpleasant yet its not even that important anymore. Falling hair, yellow skin, nails breaking, bad teeth... and all of this because of the food, that same food, that makes the body alive. Her majesty the food – my biggest horror, a companion in solitude, best friend and most horrific fear.

Anorexia and bulimia lead the mind to addiction, equal to the one caused by opiates. This is something that we rarely realize. Falling in the trap of an eating disorder I lost my mind, I lived as if on autopilot, I determined my daily life according to what and when I could eat, when it would be convenient time for me to “take my dose”. So today, with all my heart I want to break the stigma of these disorders and to help others who are fighting with this daily nightmare, boys and girls, because there are so many of them, hidden in their rooms, captives of the disease.

The most important thing I realized about myself after all these years is that the shame of wrongdoing, the self-isolation you get into because of guilt doesn't help.

The support during the healing process is vital: to have the space in which to admit your problems without being judged, and labeled helps more than a dozen pills. For me this space was provided by the “Hidden Likes” youth house in which I felt something more than just understanding, I got to be myself. This is a place where people who seek support could meet not only with specialists but also with people like them – sharing the same problems and fears. In the “Hidden Likes” youth house you can never feel guilty for talking to a professional as if “you’re crazy”. On the contrary, stepping in there you feel like you’ve gone to a friend’s house. The atmosphere that I felt was one from a burning fireplace: cozy, warm and calm. If you are ready to get out of the disease’s darkness, feel welcomed to come and meet with people who, without any judgement or blame will help and support you in the process of going through something like this. The road ahead can be difficult: it takes time I does not pass without challenges, but it is worth it!

M.T. – client of the “Hidden Likes” youth house, Sofia, Bulgaria

083 - NEETs in entrepreneurship

The project partners from Romania, Bulgaria, Italy and Spain will reach out to young people that are not enrolled in education, do not have a job and do not take part in society. They will support and train them in small family businesses, so they can be motivated to create their own jobs in the local community. The project partners will use their own experiences at the local level and a methodological approach to business developed by the Junior Achievement across Europe.

Target groups:

- The hard-to-reach
- The low-skilled
- The long-term unemployed
- National authorities
- The Junior Achievement network in 35 countries

Project Partners:

Country	Project partner status	Institution	Type of institution	City
Romania	Lead partner	Junior Achievement Romania	NGO	Bucharest
Bulgaria	Beneficiary partner	Junior Achievement Bulgaria	NGO	Sofia
Italy	Beneficiary partner	Junior Achievement Italy – Young Enterprise	Non-profit	Sesto San Giovanni
Spain	Beneficiary partner	Junior Achievement Spain	NGO	Madrid
Belgium	Beneficiary partner	Junior Achievement Europe	NGO	Brussels
Norway	Expertise partner	Junior Achievement Norway	NGO	Oslo
Norway	Expertise partner	Lyk-z & daughters AS	Social entrepreneur	Skien

From idea to enterprise: Marbò wins “match the future” competition of Junior Achievement Italy



A fashion line based on the idea of the young designer Marta Bordinon, whose aim is to create unique items with great attention to detail that can be customised according to the client's wishes.

The pandemic and the resulting economic crisis have intensified a situation that was already dramatic in Italy in recent years, with around one in four young people neither studying nor working, thus falling into the NEET category, which stands for “Not in Education, Employment or Training”.

Offering young men and women an opportunity for personal and professional revival through entrepreneurial education is the aim of [Junior Achievement Italia's](#) "Match the Future" initiative, which takes place within the "NEETs in Entrepreneurship" project. From November 2018 until mid-2021, the project has an ambitious goal: to engage 400 young NEETs nationwide, creating 10 start-ups funded by Iceland, Liechtenstein and Norway through the EEA and Norway Grants Fund for Youth Employment. By the end of 2021, 1,600 NEETs in Bulgaria, Italy, Romania and Spain will receive training and support to acquire the skills needed to find a job or start their own business.

Among the 10 winning ideas, each of which will receive a 6,500 euros grant and will be accompanied along the start-up path, is Marbò, a fashion line created by the young Milanese Marta Bordinon, which aims to bring Made in Italy fashion back to Haute Couture, combining the concept of handmade and finely detailed with the possibility of customising the product according to the customer's wishes in terms of fabrics, textures, shapes and colours, making the garments even more unique. All this with the ease of online shopping and atelier.

Marbò was born from Marta's passion for Italian fashion and her desire to have unique hat accessories and bags to match the clothes worn: objects that were not only functional, but added an exclusive touch to an outfit, revealing something about the person wearing them. The range consists of hairbands, hair clips and bags in different shapes, textures, volumes and colours with original and sophisticated designs. Each

accessory is finely detailed, handmade by the young designer, and reveals her passion for colours.

"In Italy, there are many young people with extraordinary ideas who lack the financial means and entrepreneurial skills to make them a reality, so they are too often forced to give them up", said **Miriam Cresta, CEO of Junior Achievement Italia**. "With the initiative "NEETs in Entrepreneurship - Match the Future" we want to prevent this from happening by giving young men and women the skills to make their projects a reality. We believe that this is even more important at this time in history, when new ideas and the willingness of young people to get involved are crucial".

"Following the lessons offered by the project gave me the opportunity to learn notions that I lacked due to my mainly artistic background, and to put myself in a position to think like an entrepreneur", says **Marta Bordignon**. "During my work experience I have never had a figure or an opportunity to think about my business idea. As well as providing specific business and enterprise skills, this course offers solutions for dealing with the world of work, a subject that is not given enough attention in high school and university. It was just what I needed. I thought for a moment that this project was designed especially for me, that it met my needs and that it had come at a time when I was at a standstill."

058 - Supporting Employment Platform through Apprenticeship Learning – SEPAL

The project partners will make apprenticeships and training opportunities that are better suited to the specific needs of young people who fall outside the ordinary education systems. They will train the youngsters in social enterprises, which are businesses that are more concerned with social changes than with making a profit. The model used is called WISE (Work Integration Social Enterprise), which includes a set of guidance tools. The project will also work together with local institutions and private companies which will offer internships.

Target groups:

- Young people not in employment, education or training, aged 24-29
- Young people with disabilities
- Migrants
- The low-skilled
- Drop-outs
- Teachers and mentors; Local stakeholder committees (LSCs)

Project Partners:

Country	Project partner status	Institution	Type of institution	City
Romania	Lead partner	Bucovina Institute for Social Partnership	NGO	Suceava
Greece	Beneficiary partner	Koispe Diadromes – 10th sector at Attica Prefecture	Social Cooperative	Athens
Lithuania	Beneficiary partner	ZIPB Human Resources Monitoring and Development Bureau	NGO	Siauliai
Poland	Beneficiary partner	Szczecin Higher School Collegium Balticum	Non-public higher education institution	Szczecin
Spain	Beneficiary partner	Pere Closa Private Foundation	NGO	Barcelona

Reflections after 1 year of working with NEETs, on behalf of the SEPAL project



NEETs usually have various types of dysfunctions, such as difficult life situations, family problems, financial problems, widely understood mental disorders - all these factors are described in the scientific literature as elements of social deficits. Social deficits related to NEETs are generally understood as all dysfunctions hindering their functioning in society.

Thus, defining social deficits in this case, might be a little different from the usual definition. Social maladjustment is not explicitly defined in the literature. It is a social phenomenon that psychologists, pedagogues, sociologists and lawyers are interested in and define differently. Depending on positions and views on the aetiology, manifestation and motivation of social maladjustment, it is interpreted differently.

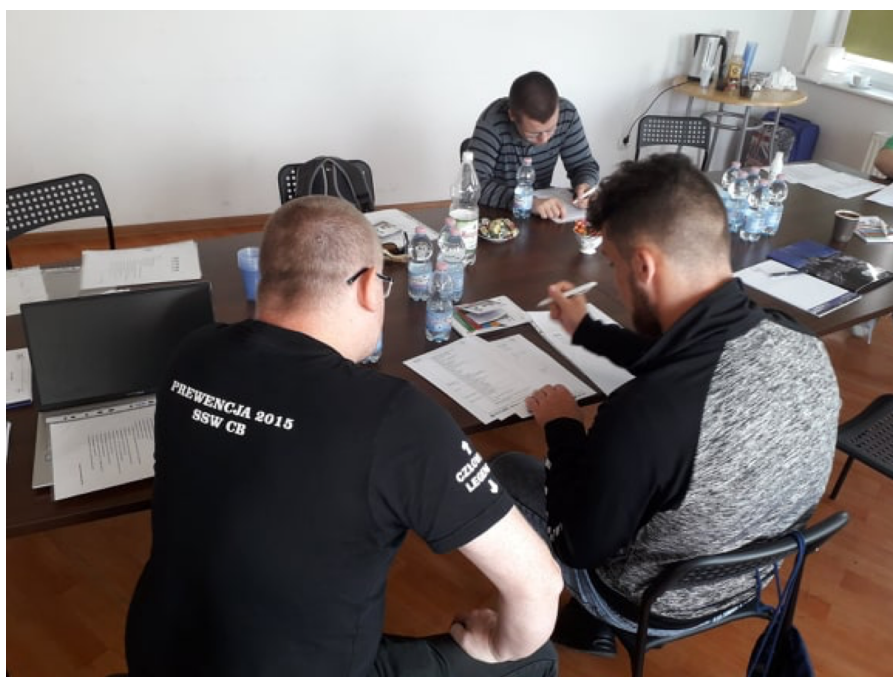
Working with NEETs is a complex and ambiguous process, because of its multifaceted and at some points, even divergent nature. The theory and practice of interventions towards socially maladjusted individuals and those at risk of exclusion due to widely understood educational derailment, is a very dynamic process, where it is difficult to select effective methods of interventions. NEETs are individuals with increased difficulties in adapting to social, moral and legal norms, resulting in their personality condition and their antagonistic-destructive attitude towards social expectations.

Working with NEETs must therefore be understood as re-socialisation, i.e. re-socialisation of the socially deficits individual, in order for him/her to function correctly in the society. It is worth noting that people displaying the social maladjustment syndrome have features of psychological discomfort.



Individual work with the charges of SEPAL WISE POLAND was aimed at support, motivation to improve behaviour and possible correction of inappropriate behaviours. The purpose of this activity was to induce intended changes in the mentee's personality. The changes are to involve not only the cognitive-instrumental side, but also the emotional-motivational side, which consists in shaping in NEETs, a new attitude towards the world and people, as well as his/her beliefs and attitudes, system of values, and most of all, the purpose of life. This process is difficult and requires long-term actions, especially if it concerns a maladjusted person. Working with NEETs is extremely fascinating and very interesting.

PhD Paweł Radziszewicz



“Digital Convergence” Project

"THEOTOKOS" Foundation

"THEOTOKOS" Foundation is a non-profit welfare organization (private law entity) and has been operating continuously since 1963. It is managed by a 9-member Honorary Board of Directors and is supervised by the Ministry of Labour, Social Security and Welfare. Special education and therapy services are provided to preschool children aged 2,5 - 5 years (early intervention) and to teenagers aged 14 - 20 years with developmental delays, developmental intellectual disorders, and autism spectrum disorders. Vocational training and rehabilitation are provided to young adults aged 20 – 35 years.

More than 5,000 individuals have been supported and have received services during the 52 years of the foundation's operation.

Project objectives

In 2013-2014 the Foundation implemented the European co-financed project “Digital Convergence”. Since then, the project continued its function and it is ongoing.

Based on this specific project, the following were developed:

- Digital Welfare File, for the digital management and the further utilization of welfare data, deepening the interdisciplinary functioning of our scientific and educational personnel.
- Internet portal
- Serious games (Interactive educational games)
- Digital library
- Online applications and transactions
- Tele-counselling


The basic core of the new digital welfare file was, initially, to digitally record all "THEOTOKOS" service users based on the International Classification of Functioning, Disability and Health for Children and Youth ICF and ICF-CY.

Using ICF they create the functionality profile of each beneficiary, focusing on what they can do and their strengths.

The practice is used also for vocational training and education. They create ICF profiles for clients from 3.5-40 years old (the age range of the THEOTOKOS) so some are in education departments and others in vocational training departments.

Through the process they try to ensure that all evaluators evaluate in the same way, they focus on the weakest points and set such goals in order to strengthen them. Thus, the goal setting becomes more specific and targeted.

The ICF can be characterized as a versatile classification system designed to serve various disciplines across several sectors and can be useful for a wide range of diverse applications, e.g. social security, evaluation of health care management and population surveys at the local, national and international level.



Όνομα:

Επώνυμο:

Κατάσταση Μέλους:

Αριθμός Μητρώου/Φακέλου:

0 Κανένα Συμβάν στο μητρώο

Μετάβαση σε

- Βασικά Στοιχεία
- Αξιολόγηση & Δοκιμαστικό
- Κωδικοποίηση κατά ICD-10
- Φοίτηση
- Συμμετοχή σε Εμπλουτιστικά & Δι.Θ.Υ.
- Βαθμολόγηση και Προφίλ κατά ICF
 - » ICF Ψυχιάτρου
 - » ICF Νευρολόγου
 - » ICF Ψυχολόγου
 - » ICF Λογοθεραπευτή
 - » ICF Εργοθεραπευτή
 - » ICF Κοινωνικού Λειτουργού
 - » ICF Εκπαιδευτή
 - » ICF Γυμναστή
 - » ICF Αποκατάστασης

ICF Εκπαιδευτή (Φοίτηση)

Αποθήκευση Ανόρθωση

Σωματικές Λειτουργίες

Ψυχικές και νοητικές λειτουργίες

Σφαιρικές ψυχικές και νοητικές λειτουργίες

	0	1	2	3	4	8	9	X/A
b1140 Προσανατολισμός ως προς το χρόνο	E							
b1141 Προσανατολισμός ως προς το χώρο	E							
b1142 Προσανατολισμός ως προς τα πρόσωπα	E							
b1250 Προσαρμοστικότητα	E							
b1251 Ανταπόκριση	E							
b1252 Επίπεδο ενεργητικότητας	E							
b1253 Προβλεψιμότητα	E							
b1254 Επικριση	E							
b1255 Προσεγγιστικότητα	E							
b1260 Εξωστρέφεια	E							
b1261 Ευαισθησία	E							
b1262 Ευσυνειδησία	E							
b1263 Ψυχική σταθερότητα	E							
b1264 Να είναι κάποιος ανοιχτός στις εμπειρίες	E							
b1265 Αισιοδοξία	E							
b1266 Αυτοπεποίθηση	E							
b1267 Αξιοπιστία	E							

Φοίτηση

Συμμετοχή σε Εμπλουτιστικά & Δι.Θ.Υ.

Βαθμολόγηση και Προφίλ κατά ICF

- » ICF Ψυχιάτρου
- » ICF Νευρολόγου
- » ICF Ψυχολόγου
- » ICF Λογοθεραπευτή
- » ICF Εργοθεραπευτή
- » ICF Κοινωνικού Λειτουργού
- » ICF Εκπαιδευτή
- » ICF Γυμναστή
- » ICF Αποκατάστασης
- » ICF Εργασίας
- » Ενοποιημένο Προφίλ κατά ICF

Αξιολογήσεις & Ιστορικά

Προγραμματισμός & Παρακολούθηση

High Risk

Βιβλίο Συμβάντων

Συνοδευτικά Αρχεία

b1255 Προσεγγιστικότητα	E							
b1260 Εξωστρέφεια	E							
b1261 Ευαισθησία	E							
b1262 Ευσυνειδησία	E							
b1263 Ψυχική σταθερότητα	E							
b1264 Να είναι κάποιος ανοιχτός στις εμπειρίες	E							
b1265 Αισιοδοξία	E							
b1266 Αυτοπεποίθηση	E							
b1267 Αξιοπιστία	E							
b1300 Επίπεδο ενεργητικότητας	E							
b1301 Κίνητρα	E							
b1302 Όρεξη	E							
b1303 Σφοδρή επιθυμία	E							
b1304 Έλεγχος παρορμήσεων	E							

Σωματικές Λειτουργίες

Ψυχικές και νοητικές λειτουργίες

Ειδικές ψυχικές και νοητικές λειτουργίες

	0	1	2	3	4	8	9	X/A
b16700 Πρόσληψη της προφορικής γλώσσας	E							
b16701 Πρόσληψη της γραπτής γλώσσας	E							
b16703 Πρόσληψη της γλώσσας των χειρονομιών	E							
b16710 Έκφραση/αναπαράγωγή της προφορικής γλώσσας	E							
b16711 Έκφραση/αναπαράγωγή της γραπτής γλώσσας Ψυχικής	E							
b16713 Έκφραση/αναπαράγωγή της γλώσσας των χειρονομιών	E							

Credits: SEPAL. The images above show us the form that the trainers fill in with the ICF codes that are selected by them.

The evaluation takes place in the educational facilities. Depending on the specialty, the evaluation is done individually or in a group. Information from both individual and group evaluation is important because it shows how the environment affects the performance of the beneficiary. Instructors evaluate once a year, psychologists every two years, social workers every 5 years. The goal setting is evaluated 2-3 times per year depending on the age and the goal.

There is a wide range of trainers: Special educators, Occupational therapists, Psychologists (working on teams as trainers) Craftsmen of various specialties, Psych pedagogues Most of them work for more than 10 years at Theotokos.

What they have achieved with the use of the ICF is that everyone speaks the same language evaluates and writes the targeting in the same way regardless of their scientific background.

In countries such as Belgium, adults seeking employment services are self-assessed according to ICF.

In Theotokos foundation they have not yet applied it for self-evaluation.

Δραστηριότητες και Συμμετοχή					0 1 2 3 4				
Επικοινωνία – Λήψη									
d310	Επικοινωνώντας με -Προλαμβάνοντας προφορικά μηνύματα	Εκπαιδευτής	13/04/2018	A					
d310	Επικοινωνώντας με -Προλαμβάνοντας προφορικά μηνύματα	Λογοθεραπευτής	20/02/2018	I					
Δραστηριότητες και Συμμετοχή					0 1 2 3 4				
Επικοινωνία – Παραγωγή									
d330	Ομιλία	Λογοθεραπευτής	20/02/2018	I					
Δραστηριότητες και Συμμετοχή					0 1 2 3 4				
Συννομία και χρήση συσκευών και τεχνικών επικοινωνίας									
d350	Συννομία	Λογοθεραπευτής	20/02/2018	I					
d355	Συζήτηση	Λογοθεραπευτής	20/02/2018	I					
d360	Χρήση συσκευών και τεχνικών επικοινωνίας	Λογοθεραπευτής	20/02/2018	I					
Σωματικές Λειτουργίες					0 1 2 3 4				
Ψυχικές και νοητικές λειτουργίες									
Ειδικές ψυχικές και νοητικές λειτουργίες									
b1400	Προσέλιψη της προσοχής	Ειδικότητα Ψυχολόγος	Ημερομηνία 26/06/2017	E					
b1401	Μετατόπιση της προσοχής	Ειδικότητα Ψυχολόγος	Ημερομηνία 26/06/2017	E					
b1402	Κατανομή της προσοχής	Ειδικότητα Ψυχολόγος	Ημερομηνία 26/06/2017	E					
b1403	Συμμετοχική προσοχή	Ειδικότητα Ψυχολόγος	Ημερομηνία 26/06/2017	E					
b1440	Βραχυπρόθεσμη μνήμη	Ειδικότητα Ψυχολόγος	Ημερομηνία 26/06/2017	E					
b1441	Μακροπρόθεσμη μνήμη	Ειδικότητα Ψυχολόγος	Ημερομηνία 26/06/2017	E					
b1442	Ανάκληση και επεξεργασία μνήμης	Ειδικότητα Ψυχολόγος	Ημερομηνία 26/06/2017	E					
b1470	Ψυχοκινητικός έλεγχος	Ειδικότητα Ιατρός / Ψυχίατρος	Ημερομηνία 04/09/2017	E					
b1471	Ποιότητα ψυχοκινητικών λειτουργιών	Ειδικότητα Ιατρός / Ψυχίατρος	Ημερομηνία 04/09/2017	E					
b1472	Οργάνωση ψυχοκινητικών λειτουργιών	Ειδικότητα Ιατρός / Ψυχίατρος	Ημερομηνία 04/09/2017	E					
b1473	Κυριαρχία άνω άκρου	Ειδικότητα Εργοθεραπευτής	Ημερομηνία 26/06/2017	E					
b1474	Κυριαρχία πλευρώσεως	Ειδικότητα Εργοθεραπευτής	Ημερομηνία 26/06/2017	E					
b1520	Κοινωνική συμμετοχή	Ειδικότητα	Ημερομηνία	E					

Credits: SEPAL. The images above show us the ICF rehabilitation. It shows the specialties that everyone has evaluated with a different colour. The visualized profile is helpful for the evaluator.

Development, progress, and results

This program is an ongoing developing project. Specifically, it has been designed to:

- Provide a scientific base for understanding and studying health and health-related conditions, outcomes, and critical factors.
- Establish a common language for describing health and health-related conditions, in order to improve communication between different users (health care workers, researchers, policy makers as well as people with disabilities).
- Allow comparison of the available data across countries, across disciplines that provide health services and across health services.
- Provide a systematic coding scheme for health information systems.

As an extension, the Interdisciplinary Team at “THEOTOKOS” is endeavouring to plan individual therapy and education intervention based on the results of classification with the ICF, an effort which is considered innovative and is currently in progress.

What they want to achieve is young people applying to the rehabilitation service for a job placement should have a complete ICF profile from all specialties. This will give the job coaches enough information so that the professional profile is completed in less time and no information is lost. In essence the ICF profile will be the core around which the professional profile will be built.

The foundation is disseminating the results of the project by exchanging good practices with the EPR network (EPR is a community of service providers working with people with disabilities committed to high quality service delivery <https://www.epr.eu/>)

References

<http://www.theotokos.gr/icftheotokos.gr/theotokos>

<http://www.theotokos.gr/icf>

<https://www.epr.eu/>

008 - Youth employment partnership – evaluation studies in Spain, Hungary, Italy and Poland

The project partners aim to cooperate in the evaluation of two different forms of employment initiatives targeting youth in Spain, Hungary, Italy and Poland, support other researchers in doing such evaluation studies, and promote the use of such studies to policy-makers. As a result, youth employment policies can become more effective.

Target groups:

- Researchers evaluating public policy with administrative data
- NGOs working with youth
- Policy-makers implementing youth policies
- Young people who would benefit from improved youth policies

Project Partners:

Country	Project partner status	Institution	Type of institution	City
Poland	Lead partner	IBS- Institute for Structural Research	NGO	Warsaw
Hungary	Beneficiary partner	Budapest Institute for Policy Analysis	Private	Budapest
Italy	Beneficiary partner	Collegio Carlo Alberto	NGO	Turin
Italy	Beneficiary partner	The National Institute for the Analysis of Public Policies – INAPP	Public	Rome
Spain	Beneficiary partner	Foundation for Applied Economics Studies – FEDEA	NGO	Madrid
Spain	Beneficiary partner	The University of the Basque Country	Public	Leioa
France	Expertise partner	Paris School of Economics	Public	Paris
Norway	Expertise partner	NHH Norwegian School of Economics	Public	Oslo
International Organisation	Expertise partner	World Bank	International Organisation	Washington DC

How to reach out to young NEETs?

Eurofound estimated that only around 40% of all NEETs in the EU were registered with a Youth Guarantee provider in 2016, which suggests that public employment services in many countries struggle to support the most vulnerable individuals. One of the greatest challenges for public policy is to reach out to those individuals who would typically not use PES services.

PES in Poland engage in only modest promotional activities. Therefore, information about the support they can provide does not reach some potential beneficiaries. We wanted to check whether the low registration rate among young NEETs results from their lack of knowledge about PES services.

To check this hypothesis, we recruited 1500 young individuals from three regions in Poland who were neither in employment nor in education to participate in our survey. The survey was framed as a general labour survey. In the first step, we collected information about basic sociodemographic characteristics, reasons for being jobless, job-search activities carried out within four weeks before the interview, availability and willingness to work. Then, the survey participants were randomly assigned into two groups. The experimental group received detailed information about PES services available for young people, followed by three text messages with PES contact details. The control group received no treatment.

Now we are analysing the results, to see whether the information provision encouraged young people to register with PES.

351 - SOCIALNEET_From civil society organizations to social entrepreneurship. Combating youth unemployment and addressing the needs of NEETs

The project partners will establish a transnational expert cooperation network in seven countries and prepare young people for jobs within social enterprises, by offering training and capacity building services to civil society organisations and businesses belonging to the social economy. The following sectors will be targeted: culture and tourism, health care, agriculture, IT and Open Source software and alternative energy sources. The project will result in increased awareness of the impact and the function that social innovation and entrepreneurship can have in tackling youth unemployment.

Target groups:

- Young unemployed people between 18-29, with an emphasis on the 25-29 years olds; The social economy and civil society organisations

Project Partners:

Country	Project partner status	Institution	Type of institution	City
Greece	Lead partner	Institute of Social Economy Studies	NGO	Athens
Greece	Beneficiary partner	Institute of Industrial and Business Education & Training	Public	Athens
Italy	Beneficiary partner	Craftsmen Association of Terni	Private	Terni
Poland	Beneficiary partner	Janusz Korczak Pedagogical University	Non-public higher education institution	Warsaw
Portugal	Beneficiary partner	Polytechnic Institute of Braganca	Public	Bragança
Slovenia	Beneficiary partner	University of Primorska	Public	Koper
Spain	Beneficiary partner	Municipality of Mataro	Public	Mataro
Belgium	Beneficiary partner	European Network of Cities and Regions for the Social Economy	NGO	Brussels

The development of pro-innovative competences in the selected education systems

“Rozwój proinnowacyjnych kompetencji w wybranych systemach edukacyjnych”.

The main goal of the paper is to introduce into the pro-innovative aspects of several chosen systems of education in Europe which have succeeded in last decade in effective results of primary and post-primary schools. Therefore we have done a short review of Danish, Finnish, Irish and German systems of education from the perspective of social and pedagogical innovations.

Let us start from key report on pro-innovative skills in some Polish schools and in the comparative context for us which also have been collecting variety international experience combined in the publish called „*Szkoła dla innowatora*. (2018). *Kształtowanie kompetencji proinnowacyjnych*”. Basing on the report, we may shortly present a systematization of definition of ‘innovation’ meaning in the area of education and social science: The word “innovation” comes from Latin and means renewal or renovation (Williams 1999; Clapham, 2003). The concept is different from the concept of creativity by that, in the case of innovation, we can talk about implementing a solution without creativity in a new context. However, the definitions of innovation and creativity will differ due to the application nature of innovation. Williams (1999) and Clapham (2003) believe that innovation occurs when people create new solutions that are accepted by members of the community as useful and adequate to the current needs of the community. Innovation requires knowledge (OECD, 1997) and is considered to be the implementation and application of new knowledge (Jaumotte and Pain, 2005). According to the definition of the European Commission (2001, 2003), innovation is understood as activities that lead to the launch of a new product or a new production method (*Szkoła dla innowatora...*, p. 14, 2018).

Both ‘innovation’ and ‘creativity’ and ‘entrepreneurship’ are concepts - at least in certain areas - identical or synonymous. For example, an entrepreneur often has to use his creativity. An innovator may or may not become an entrepreneur; creative people often become innovators, and when they commercialize their ideas, they become entrepreneurs (*Szkoła dla innowatora...*, p. 15, 2018).

To sum up, creativity is the ability to create ideas and concept (Amabile, 1983) or new ways of solving problems. Innovation is the ability to implement creative solutions to solve these problems or use new opportunities (Kabakcu, 2015). The concepts of creativity, entrepreneurship and innovation are closely related to each other. Especially if we consider that creativity takes the domain-specific form, i.e. most people (with few exceptions, e.g. Leonardo da Vinci) are creative in certain areas. Shaping pro-innovative competences serves the development of society and should not be limited only to economic activity (*Szkoła dla innowatora...*, p. 16, 2018).

There is no question that education improves a young person’s chances of securing a better quality job, and increases student’s productivity and income. Although a broadly positive view towards students’ education, significant numbers of young people across all markets question how well their academic experiences equipped them for their career. Half of young people in Germany, Australia and the US believe that their education did not prepare them for what to expect from working life (Infosys, 2016). What is worse, over 40

percent of Europeans employed in the labour market of Europe claim that their skills and qualifications are higher than the lower skill jobs they applied or they do.

Looking over Atlantic, in the United States there can be observed the mismatch between the skills possessed by much of the U.S. workforce and the skills required by U.S. employers. Both students' expectations for what they must learn and schools' expectations for what they must teach have not adapted quickly enough to changes in the economy. The skills gap described above indicates, however, that education systems have not changed globally at the same pace as the economy. It seems to be another gap if we take into account the factor of difference between countries' economy. There is the gap between emerging and developed nations in terms of their readiness for the future of work. Moreover, should such trends continue, this division between the 'high-tech haves' and 'high-tech have-nots' will widen across all markets. For instance, young people in emerging markets are most confident that they have the skills necessary for a successful career. Across Brazil, India, China and South Africa, respondents show much greater confidence in their skill-set than their peers in developed markets. For example, while 60% in India agree they have the skills needed for a positive career, just 25% agree in France (Infosys, 2016). In many industries and countries, the most in-demand occupations or specialties did not exist 10 or even five years ago, and the pace of change is set to accelerate. By one popular estimate, 65% of children entering primary school (World Economic Forum, 2016).

In 2011, a survey of 2,000 U.S. companies revealed that two thirds of these companies reported difficulties finding people qualified to fill some of their open positions (Manyika, Lund, Auguste, Mendonca, Welsh & Ramaswamy, 2011). Furthermore, some positions had remained open for at least 6 months in 30% of these companies. In addition, a 2006 survey of 431 employers across the United States found that, in terms of their perceived level of readiness for entry-level jobs, 40% rated high school graduates as deficient, 30% rated 2-year college graduates as deficient, and 36% rated 4-year college graduates as deficient (Casner-Lotto & Barrington, 2006).

We have to remember that a skilled workforce goes hand in hand with economic growth. Skills development needs to be part of a comprehensive, integrated strategy for growth that improves the lives of all. The question is not whether creating jobs or developing skills comes first; both need to be pursued in a coherent, integrated manner. Investing in skills training and education is smart; for every US dollar invested in skills and education in developing countries, US\$10-15 is raised in economic growth (Hanushek & Woessmann, 2011).

The core work skills which enable individuals to constantly acquire and apply new knowledge and skills, they are also critical to lifelong learning. Core employability skills build upon and strengthen those developed through basic education, such as reading and writing, the technical skills needed to perform specific duties, such as nursing, accounting, using technology or driving a forklift and professional/personal attributes such as honesty, reliability, punctuality, attendance and loyalty (Brewer, 2013). These skills have been labelled differently by various agencies and organizations (Table 1). Not only are these variably labelled, the incumbent skills differ, depending on the definition and scope adopted as well as the level/type of employment under discussion. There is also a developed country bias in the literature covering this area of skills development, for example if we look at the variety of depicting terms.

Country	Terminology
United Kingdom	Core skills, key skills, common skills
New Zealand	Essential skills
Australia	Key competencies/employability skills/generic skills
United States	Basic skills, necessary skills, workplace know-how
Singapore	Critical enabling skills
France	Transferable skills
Germany	Key qualifications
Switzerland	Trans-disciplinary goals
Denmark	Process independent qualifications
ASEAN	Employability skills
Latin America:	Key competencies, work competencies
European Commission	Key competencies
OECD	Key competencies
ILO	Core work skills/core skills for employability
EFA-GMR	Transferable skills

Table 1. How skills and competences have been labelled in different countries (source: Brewer, 2013, 7).

This table above also points out the issue of different approach towards certain skills becomes evident and certain skills recur throughout. Clearly some skills are more relevant than others depending on the type of employment, culture, the sector, the size and nature of the enterprise, whether self-employed or working in the formal or the informal economy. We should take into account cultural and anthropological factors and conditions which affect such choices of proposed skills. All this in addition takes place in so changeable environment. Therefore, substantial changes in skill needs are likely to generate skill shortages and mismatch (Table 2). In most countries, training systems lag behind changes in demand for skills. In others, upward trends in average educational attainment are unmet by demand in the short run. For some young people, this may be part of the process of “job-shopping” to find the best job that suits their skills.

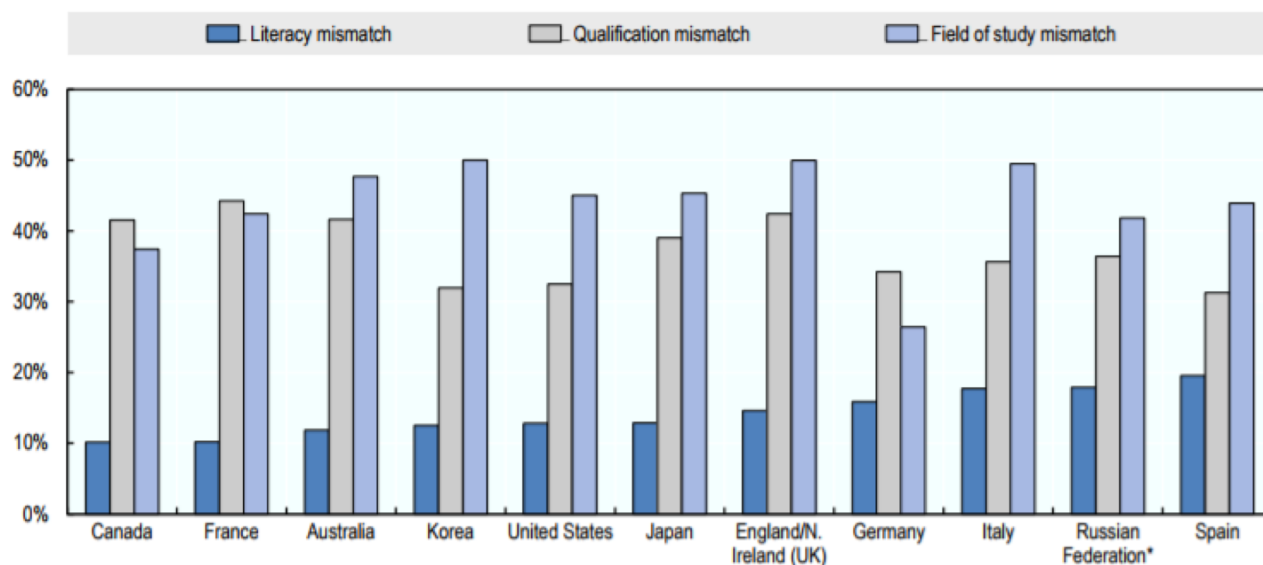
Percentage of workers mismatched by skills in literacy, qualification or field of study ***

Table 2. Incidence of skills, qualification and field-of-study mismatch (source: OECD, ILO, WB & IMF, 2016, 8)

Essentially, training systems, governments, individuals and employers will have to become more adaptable and responsive to changing skill needs. For employers, this means: working with education institutions to ensure the provision of relevant skills and the availability of apprenticeship places; providing on-the-job training to prevent skills aging; and adopting forms of work organization that make the most of existing skills. For employees and job seekers, adaptability translates into better employability through the acquisition of skills that are relevant to labor market needs and transferable to different sectors and technologies. The flexibility of education and training systems need to be enhanced to respond more promptly to emerging skill needs. The adaptability of the workforce should be encouraged through the development of transferable skills, broader vocational profiles and competency-based training delivered through work-based learning, including quality apprenticeships (Enhancing employability, 2016). Finally, governments can promote adaptability through the provision of quality career-guidance systems, by ensuring that labor market institutions and policies boost demand and encourage job creation and addressing market and government failures that keep employers from being able to adapt on their own (e.g. access to credit to fund in-house training programs, or certification standards for certain skill categories) (Enhancing employability, 2016).

So this enhancement of records especially after crisis of 2008 points the global economic optimism. As some new diagnosis show young people today become more optimistic generation in the face of a challenging future. Across global markets two-thirds feel positive about their job prospects while a similar number recognize that global forces will continue to increase competition and complexity in the labor market (Infosys, 2016). (1)

(1) The research was conducted via a 20 minute online survey among 1,000 16- to 25-year-olds in each market surveyed (except for South Africa where the sample was 700). Quotas were applied to ensure a near 50/50 split between gender and between the 16-18 and 19-25 age bands in each market. Markets were surveyed in Australia, Brazil, China, France, Germany, India, South Africa, UK and US.

Identification of post-innovation competences

Already in 2015 in the United States, 21% of all jobs were related to the use of creativity by employees. The World Bank research shows that the so-called soft-skills are the most unique skill set sought by employers. For example, teaching preschoolers perseverance and cooperation skills is more justified than preparing them into the ability of creating business plans papers.

Basing on the EU project “Transformers”, which we were running with our Scandinavian partners (from Finland, Sweden, and Italy) we have analyzed several dozen studies, including OECD reports on pro-innovation competences, creativity and related issues (including OECD 2007). We managed to isolate from the mentioned report (Szkola dla innowatora..., p. 20, 2018) the "long list" of over 150 competences defined by the authors also as values, features, attitudes.

These include:

- Generating ideas;
- Critical thinking;
- Knowledge synthesis / reorganization;
- Creative problem solving;
- Problem identification;
- Search for improvements;
- Collecting information;
- Independent thinking;
- Knowledge of technology;
- Openness to ideas;
- Cognitive curiosity - willingness to empirically verify one's assumptions;
- Ability to cooperate;
- Engaging in non-work related interests;
- Ability to identify problems and challenges;
- Assessment and analysis of long-term consequences of phenomena and activities;
- Visionary;
- Empathy;
- Challenging the status quo;
- Intelligent taking calculated risk;
- Striving for improvement;
- Openness to changes;
- Increased risk acceptance;
- Tolerance for ambiguity (Szkola dla innowatora..., p. 20, 2018).

In many countries of the world, programming is already beginning at primary and even pre-school level. It is also worth noting that pro-innovation skills are not only taught in formal education. For example, toy manufacturers produce robots to learn programming at home (Szkola dla innowatora..., p. 21, 2018).

Curiosity is a natural feature of young person, and the school can strengthen or develop it, or suppress it, e.g. in science classes, cognitive curiosity is best developed by engaging students in such a way that teachers create the chance to ask questions, search for information, and allow students to draw conclusions independently (McCrory, 2010). So for the development of pro-innovation competences, it is necessary to provide deep

learning. We live in a time when the nineteenth-century school model became completely outdated. Changes in the socio-economic environment and new challenges require us to take action to change the model of the school's functioning. Changing the school model requires defining pro-innovative competences, and then building a teacher education system and organizing school work.

We chose four examples of innovative systems of education in Europe to review shortly in order to compare the good practices and effective solutions. Let us start from Denmark.

The Danish education

The Danish education system promotes interdisciplinary learning - each subject should be taught using various teaching aids and include elements of developing literacy, movement, creativity and innovation as well as the ability to work with modern technologies. Regardless of the issue, the student should be able to (Szkola dla...,p. 37, 2018):

- Assess the problem and its potential value and impact on the environment of other users (entrepreneurship and innovation);
- Find and critically evaluate information on a given topic using online resources;
- Understand and write a professional text (appropriate for your level) using appropriate specialized vocabulary.

Work in a Danish school is focused on project work. The implementation of projects using the "FIRE - Faser - Design Process Thinking" methodology is new. The method taken from the field of designing functional objects is based on 4 stages, according to which students work divided into design groups. The process consists of the following phases:

- Understanding (based on empathy).
- Defining the problem - when defining the problem, the questions "who is the solution to be used for?", "Why?", "What should be the final effect" be used?
- Generating ideas - students focus on generating as many possible solutions as possible for the defined problem. Students learn to respect the ideas of others and not judge them prematurely.
- Implementation and testing - students try to build the first prototype that serves as the basis for further reflection and deepening the issue (Szkola dla...,p. 37-38, 2018).

The following pro-innovation competence development programs are implemented in Danish education:

- "Skills for the Future" - the project involves additional classes for students and a competition for vocational secondary schools for classes with a car profile. Participation in the project provides a guest school conducting classes by the Hyundai group in Denmark.
- "Company program" - consists of learning by doing and is intended for students of all types of high schools;
- "Next Level" - is an educational program run by the Danish Enterprise Foundation and is aimed at grades 8-10 of primary schools. The goal of the program is to provide opportunities to develop skills through entrepreneurship activities.
- "Edison" - a project directed to pupils in grades 6-7 of primary school, based on inventiveness (Szkola dla...,p. 39, 2018).

During classes, especially in the area of natural sciences, teachers use a variety of support materials that help students understand abstract concepts (Szkola dla., p. 40, 2018):

- Using the offer of local museums and science centers.
- Preparation of the presentation.
- Visualization of concepts through movement - the school must provide students with a minimum of 45 minutes of movement per day. Movement is understood as part of a broader field, which is physiology, health and science of nature.

Group work is a standard at work in a Danish school. The class is divided into smaller teams that simultaneously work on the selected issue. When finished, they present their projects to other groups. In Danish schools, the implementation of projects with the participation of external institutions is promoted - students participate in initiatives with the participation of local experts (e.g. carpentry workshops, sports clubs), visit senior clubs, where they present their knowledge and projects. Responsibility for progress - self-assessment - is one of the elements of the school reform to encourage students to self-assessment their own learning progress. Denmark's results in international tests show improvement. There is a flexible timetable in Danish schools - this applies to all primary school classes. The solution used in Virum since 2000 consists in changing the plan every 3 weeks (Szkola dla., p. 41, 2018).

The Ministry of National Education of Denmark in the "guidelines for teaching innovation and entrepreneurship" defines four areas and educational goals that are evaluated at the final evaluation of pro-innovation competences: action, creativity, knowledge of the world, personal attitude (Entrepreneurship Education, 2014). Increased role of school educators - to achieve the ambitious goals of the reform, close cooperation between teachers, educators and other school staff is necessary. In grades 1-3, the teacher can act as a teacher.

An example from Finland

One of the successful approaches in education but also in preparing individuals into competing and gaining new competences and skills are implemented educational solutions and innovations in Finland; it has been still the successful system of introducing social and education innovations in Europe and on the globe. Even if we compare two approaches of so far liberal but public as well approaches we are able to notice important differences in forming future intellectual and personal potential. For almost two last decades we have also admired the consistency and the success of Finland's educational paradigm. Among the achieved results, emerges the conclusive understanding that there are successful alternative educational systems that are deeply opposed to the global corporate standard of education, and which can serve as educational models for other nations (Bastos, 2017).

Figure 11 shows the Finnish Educational Designion as presented by Tiina Malste in the Finnish Embassy in Warsaw; Discussion Event on Finnish Education, Warsaw, Poland on May 8, 2019.




SO WHAT'S THE DIFFERENCE?	
	
International Approach 	The Finnish Way 
• Standardizing teaching and learning	• Customizing teaching and learning
• Focus on literacy and numeracy	• Focus on creative learning
• Teaching prescribed curriculum	• Encouraging risk taking
• Borrowing market-oriented reform ideas	• Learning from the past and owning innovations
• Test-based accountability and control	• Shared responsibility, professionalism and trust
• Competition	• Collaboration
• School choice	• Equity
• Standardisation	• Individualisation
<p>13/05/2019 © Isku Tiina Maiste <i>Following Pasi Sahlberg's model</i></p>	

Figure 1. The Finnish Educational Designion

What is remarking in this comparison on the side of Finnish paradigm there is an focus on the individual learner/student who is in the center and is the core of all educational and skilling activities and paid attention all around. Therefore as we can observe at the above table such skills as creativity, risk taking, own responsibility, own sort of scaled experience, individualization...etc. are so significantly important for Finnish educators, teachers or counselors... in dealing with their listeners/pupils/students...etc. and serving them all the time regardless of their family background, socioeconomic status or any other factors or conditions. We should add that such values of relationships as trust and belief laid down as core stone of consistently built fine system of education.

Such Finnish Way of preparing future intellectual capacity and workforce potential generates high ranking achievements and positions for example in the remarkable research of achieving skills – PISA. Finland's remarkable performance in the tests carried out in last decade by the Organization for Economic Co-operation and Development (henceforth OECD) in the Program for International Student Assessment (PISA) is quite striking.

The dissemination of these results has shaken the world's academic and political status quo. Finland, a distant country located at the northern end of the globe, surprisingly, takes the first places in the three cognitive domains evaluated by the test, namely Mathematics, Science and Reading, the latter as a priority focus of that round of PISA (whereas, in the 2003 round, priority was given to Mathematics and, in 2006, to Science).

What is more these outstanding results have been generally maintained: Finnish students' performance in the following examination rounds (2003, 2006, 2009 e 2012) repeats the excellence standard recorded in the first round of first decade of 21st century, which consolidates the perception of the consistency and the soundness of the northern European country's educational system, awakening the curiosity and the worldwide avalanche of analyses and researches on the fundamentals and the reasons of the success of its educational model.

Among the achieved results, emerges the conclusive understanding that there are successful alternative educational systems that are deeply opposed to the global corporate standard of education, and which can serve as educational models for other nations (Bastos, 2017).

In the education promoting tendency that instead of teaching process the stress has been put on learning: particularly focusing on objectives and competencies rather than content; also focusing on the joy of learning, collaborative operational culture, promoting student autonomy and accountability, individualizing learning paths...etc. The Finnish approaches so successful in effects of holistic learning especially stressing the idea „no student left behind” are proposing also some crucial structure of applied skills and competences which is worth to consider as well (Figure 1)

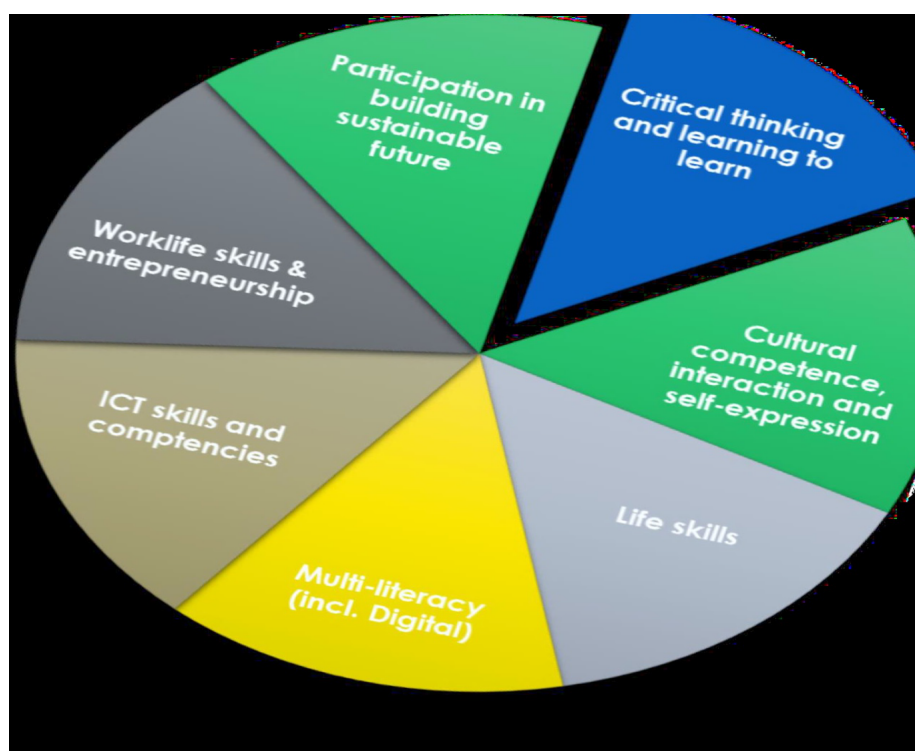


Figure 1. Competence and skills in the Finnish Finnish Educational Designion (source: presentatio by Tiina Malste In the Finnish Embassy in Warsaw; Discussion Event on Finnish Education, Warsaw, Poland on May 8, 2019).

The example of Finnish education is still the most successful system implemented into practice and what PISA index report proves almost every year it is the most effective too. Finnish teachers enjoy great freedom in the selection of methods and teaching aids. The great social trust that the profession has in Finland means that the teacher's working

methods are not questioned or even carried out any detailed teaching control. A flexible approach to the teacher's work method is also transferred to student evaluation methods. Finnish students pass only one state examination at the end of primary school, and the annual and semester marks for the first few years are only descriptive.

The national primary curriculum contains the goals and basic elements of teaching each subject. Includes both student assessment rules, specialty education, student well-being, and education guidelines.

In accordance with the reform assumptions, the basic objectives of the new core curriculum are:

- Developing schools as educational communities;
- Shaping the joy of learning and the student's natural curiosity;
- Taking care of the atmosphere of cooperation;
- Promoting student autonomy in learning and school life (Szkoła dla...,p.44, 2018)..

To meet the challenges of the future, schools are to focus on developing interdisciplinary competences. These are:

- Learning to learn;
- Communication competences: interaction, expressiveness;
- ICT competences;
- Multi-literacy and the ability to explain complex texts;
- Innovation and entrepreneurship;
- Ability to organize own work (Szkoła dla...,p.45, 2018).

Local Finnish authorities and schools are encouraged to develop their own innovative ways to achieve goals. The new program also introduced interdisciplinary teaching and experience-based projects. According to such laid down goals the Finnish pupils and students should participate in the project planning process. Teachers freely choose working methods taking into account the goals set in the curriculum. The Finnish core curriculum includes general guidelines and recommendations on teaching methods and materials without specifying details (Szkoła dla...,p.45, 2018).

Finnish teachers enjoy great trust and social respect - they independently choose working methods suitable for different age groups and educational situations, and his choices are not questioned. The techniques used that support the development of pro-innovative competences and stimulate the student's natural curiosity include:

- Experimental and functional working methods, the involvement of different senses and the use of movement increase the empirical nature of learning and strengthen motivation.
- An experimental and problem-oriented approach to work, role playing, the use of imagination and artistic activities promotes conceptual and methodical competence, critical and creative thinking.
- Working methods supporting the student's development as a member of the group, where competences and skills are acquired through interaction with others (Szkoła dla...,p.46, 2018)..

When working with a student, the opportunities offered by games and activities are used. Students enjoy a great deal of freedom both during class and in the school space. Children move around the school building on their own, usually they also go to it and come back, using public transport. The Finnish school emphasizes the importance of

learning through experience and puts special emphasis on group work, creativity and problem solving.

Teachers conduct lessons according to their own concept to fit into their class and devote adequate attention to students. Less hours of standard learning with a teacher mean more time for individual work and for developing independent and critical thinking. The abolition of the division into primary and vocational school leveled the educational opportunities and eliminated the divisions due to intellectual predispositions.

Students are brought up so as to respect the opinions of others and are not afraid to choose their own paths of reasoning. Although officially no tests or detailed assessment of the student are carried out at the Finnish school during the school year, Finnish teachers use a wide range of diagnostic tests and screening tests to make sure that none of the students leave - especially in reading (Szkola dla..., p.47, 2018).

One of the interesting pro-innovative and educational programs is the LUMA. The LUMA FINLAND program implemented by LUMA Center Finland aims to inspire and engage children between 6-16 years in the field of science, technology and mathematics (Strategy..., 2019). The student is assessed on the basis of observation of his progress and behavior during classes (especially group work). Finnish teachers use the method of grading students by walking around the classroom and watching the progress of each group. The lack of a strict numerical assessment system and the necessity to carry out tests in primary education mean that students do not feel the need to "demonstrate" for the purposes of short-term effects or rewards in the form of assessment (Strategy..., 2019).

On the other side of Europe we can make comparison to the Irish system of education in approach to pro-innovative competences. In the Irish education system, both in primary and secondary school, a very strong emphasis is placed on developing literacy and numeracy skills, these skills being understood broadly: reading skills include reading comprehension, a critical approach to content transmitted through various forms of communication (spoken language, printed text, traditional media, electronic media).

Counting skills are not narrowed to performing arithmetic calculations, they take into account the whole group of competences related to the use of mathematical reasoning to solve problems, including everyday problems in a complex economic and social environment. The Maths project has been in operation since 2008 - there is a team of mathematicians under the project who advise mathematics teachers on developing students' mathematical competence (Szkola dla..., 2018).

The primary school curriculum is intended to provide children with a wide spectrum of experiences and encourage them to learn, and to serve the child's holistic development: spiritual, social, physical, moral, cognitive, emotional, develop imagination, and develop aesthetic senses. Primary education consists of two cycles: junior cycle and senior cycle (Szkola dla..., 2018).

As part of the junior cycle, six key competences to be developed in schools were distinguished:

- managing myself;
- staying well-being healthy both physically and mentally and having the competence to take care of themselves and caring for others is to enable students to feel happy and be confident;
- cooperation with others;
- communication (communicating);
- creativity - this element of the curriculum is to develop imagination and creativity;

- information management and reasoning - these skills are designed to gradually help students search for information from various sources;

Each of the key competences planned for the junior and senior cycle is detailed by a bunch of learning outcomes. Descriptions of learning outcomes are formulated in such a way as to indicate to teachers and students what competences are to be developed and verified during school education.

It is also worth adding that for each key competency described in the Irish curricula, the National Council for Curriculum and Assessment has developed textbooks for teachers to help them develop these competences as part of school activities.

The six main teaching methods are used in Irish curricula:

- conversation and discussion;
- active learning - classroom discussions, visualization-based instructions, essays, debates, staging organizations, simulations and role modeling;
- collaborative learning;
- problem solving (problem solving);

On the conclusion of our short review we propose to look at a German case of dealing with pro-innovative skills and competences.

One of the pro-innovative competences developed in the German education system is the development of student curiosity and learning about various possibilities. An example of learning history can be classes on the French Revolution, in which students propose common questions on this topic (e.g. in the form of a mind map) to determine what information is known to them, and what turns out to be logically inconsistent or doubtful (Szkola dla..., 2018).

In addition, teachers often use problematization of the topic of classes by provoking students by means of contrasts, contradictions, comparisons or exaggerated formulations, and thus encourage them to critically referring to the topic of classes and develop self-awareness. The Morsum elementary school in Sylt-Ost uses open learning methods that support students' cognitive abilities, e.g. free work, time to read, time for exercises, design phases or days for practical classes in a workshop or printing house (Szkola dla..., 2018).

The method that allows you to develop interest in a new topic is to learn from other students who prepare the topic and transfer knowledge to their classmates. Methods supporting independent thinking include chain of stories in which the teacher's broadly asked question is answered in turn one by one, adding new threads to the statements of the previous speakers as long as certain rules of the game are not broken.

In the method of making statement, students receive text on current socio-political topics, historical events or problems of philosophy. Another example of teaching and assessment methods that develop independent thinking is project work, in which participants must independently develop analytical tools, e.g. design a questionnaire, which is then passed on to other students or school staff.

The ability to think independently is developed in German schools, including by the method of a double circle (internal and external) of chairs with an equal number of seats, with the students of both circles sitting opposite each other and discussing, e.g. the content of the text they read or the film watched (3 min.) (Szkola dla..., 2018).

In older classes (e.g., 9-10), role-playing related interviews are often used as part of economic classes to help students understand the perspective of the employer and the

potential employee. In Germany there are youth games in which students from the youngest classes can participate without pressure on the results, with the aim of developing passion. In order to identify predispositions and interests, students can participate in several competitions.

In order to identify predispositions and interests, students can participate in several competitions. An important aspect of the sustainable development of students is the development of interests, because the motivation to act results from them, and thus the competences discussed in this analysis are supported.

In the federal state Rhineland-Westphalia, there is the Medienpass initiative, which develops teaching materials for all classes to develop awareness of the conditions, objectives and effects of media functioning. At the federal state level, there are forms of student government representing the interests of students from all territorial units. Student ombudsmen of individual municipalities support their candidates for student councils at the Ministry of Education (Szkoła dla..., 2018).

Bavarian 'Echt Kuh-!' Projects is informed and passed to students in classes 3-10 with the problems and challenges of the green economy, e.g. students from one of the program editions analyze the origin of various regional products. The project combining practical skills with a focus on sustainable development is the project "Green Hack - Open Innovation for Climate", consisting in the development of a mobile application related to environmental protection (Szkoła dla..., 2018):.

The technical capacity of students is shaped at the design stage of the curricula at the level of the German federal states. The Informatik - AG work community led by Data Experts offers students in classes 8-12 training in programming and other IT skills. A similar role is played by international scientific competences called "olympiads" (in the field of individual disciplines or multidisciplinary), competitions in the field of mathematical and natural research ('Youth studies'), annual IT competitions at the Federation level, as well as the inter-school competition 'Tech Discoveries'.

Conclusion

The most interesting from the Polish point of view and quite easy to accept are the Danish experiences in education. There are used the quite uncomplicated and interesting educational solutions; although simple, in Poland they would still encounter mentality barriers on the part of students and their parents either, as well as competence barriers when it comes to implementation issues.

Danish solutions require openness and enthusiasm from the teacher in combination with organizational skills and self-discipline at work. Hence, from the educational and organizational solutions of Scandinavian, American or Israeli one can derive a pragmatic approach, also manifesting itself in the strong creation of a school and a place where students learn primarily how to solve problems. Which at the same time shows how to attract not only the educational process, but above all the institution of the school. On the other hand, looking at German experience, it can be stated that teaching pro-innovative competences does not have to follow a universal agenda; that it can be developed own solutions taking into account internal systemic and cultural conditions.

It is also worth noting that in countries such as Finland, South Korea and Israel, great attention is paid to equalizing educational opportunities for students. In these countries, there are the best teachers who are just directed to the most difficult places and environments, unfortunately, in the case of Polish system of education - we have the

impression - that the opposite is still happening. It is better with the process of personalizing knowledge in teaching in Poland, however, the idea of "no left student behind" requires greater implementation and popularization at all levels of teaching.

There is no doubt that the synthesis of good practices should be done very carefully and take into account the educational specifics of a given country, but certainly in Poland and in most countries learning pro-innovative skills and competences should be put towards the long-term goal in order to that today's students can relate and manage with its development in 10-15 years, but also in 20-30.

“Rozwój proinnowacyjnych kompetencji w wybranych systemach edukacyjnych”.

W oparciu o wybrane przykłady dobrych praktyk oraz edukacyjnych rozwiązań takich jak w Danii, Finlandii czy Niemczech omówiona zostaje kwestia wyboru, nauczania i upowszechniania tzw. pro-innowacyjnych kompetencji. W niektórych krajach jak choćby Finlandia, Korea Południowa czy Izrael, dużą uwagę przywiązuje się do wyrównywania szans edukacyjnych uczniów. Wówczas, to najlepsi nauczyciele są kierowani do najtrudniejszych miejsc i środowisk; niestety, pod tym względem w Polsce wciąż dzieje się na odwrót. Nie ulega wątpliwości, iż synteza dobrych praktyk winna być przeprowadzona bardzo ostrożnie i winna uwzględniać specyfikę oświatową danego kraju, z pewnością jednak w Polsce jak i w większości krajów nauka proinnowacyjnych umiejętności i kompetencji winna być nastawiona na cel długoterminowy tak, aby dzisiejsi uczniowie mogli odnaleźć się i zarządzać swoim rozwojem zarówno za 10-15 lat, jak i za 20-30 lat.

Słowa klucze: kompetencje pro-innowacyjne, oświata, szkoła, umiejętności, rozwiązania edukacyjne, systemy edukacyjne

“The development of pro-innovative competences in the selected education systems”.

Based on selected examples of good practices and educational solutions such as in Denmark, Finland or Germany, the issue of selection, teaching and dissemination of the so-called pro-innovative competences. In countries such as Finland, South Korea and Israel, great attention is paid to equalizing educational opportunities for students. In these countries, there are the best teachers who are just directed to the most difficult places and environments, unfortunately, in the case of Polish system of education - we have the impression - that the opposite is still happening. There is no doubt that the synthesis of good practices should be done very carefully and take into account the educational specifics of a given country, but certainly in Poland and in most countries learning pro-innovative skills and competences should be put towards the long-term goal in order to that today's students can relate and manage with its development in 10-15 years, but also in 20-30.

Key words: pro-innovative competences, education, school, skills, educational solutions, educational systems.

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SOCIALNEET online course “The Contribution of Social Economy to recovery”

Between the 2nd of April and the 4th of April 2021 , the Lead Partner (Institute of Social Economy Studies) of the SOCIALNEET project organized a three day online course under the title “The Contribution of Social Economy to recovery” in line with the activity “Activity NW 6.1.10 Courses targeting the experienced members of civil society organizations in order to act as Mentors in Greece”.

The educational course has started on Friday 2nd of April with Dr. Andreas Lytras (keynote speaker), Professor of Sociology at Athens Panteio University.



More than 100 participants attended Dr. Lytras presentation. The next two days, nine (9) workshops were organized with more than forty (40) speakers and approximately seventy (70) attendees per workshop. Attendees were representatives from civil society organizations, social enterprises, small businesses as well professionals from different sectors.

The agenda of the three day event included the following:

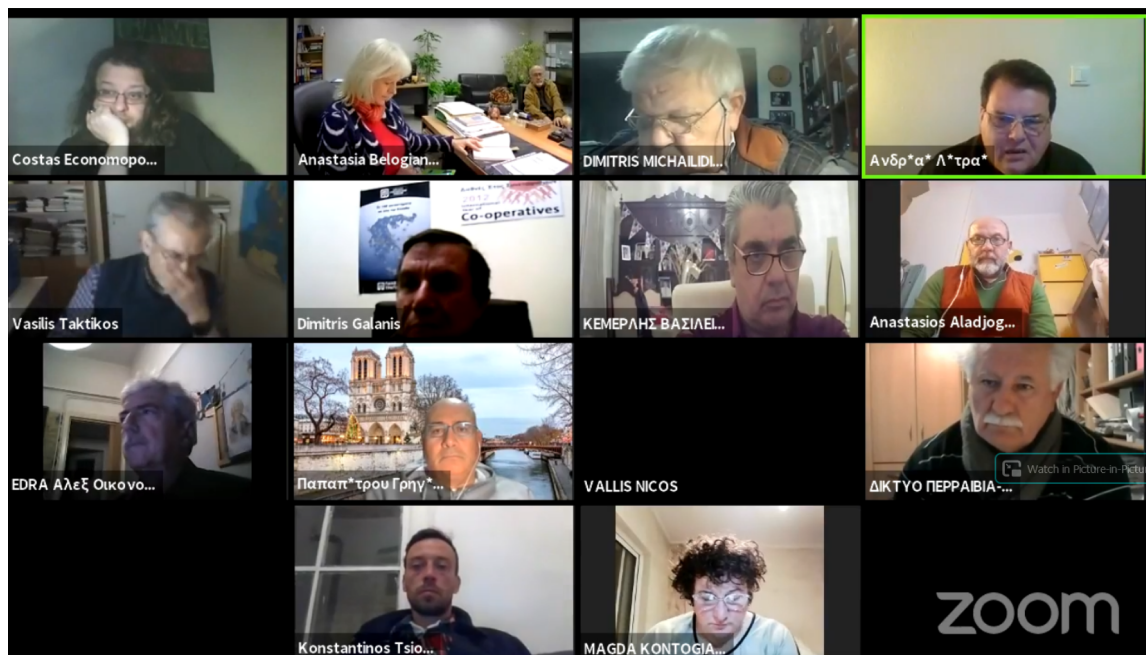
- The salaried work and its limits. The challenge of Social Economy
- The cooperative solution in times of socio-economic crises. Support structures for start-up cooperatives from production to consumption
- Tele-working - Digital Economy and Social Economy
- Social Economy & Partnerships with Local Government - National Local Associations
- Agri-food, crafts and local self-sufficiency in the context of the Social Economy
- Health - Welfare - Disability in the Social Economy. Social Enterprises - Examples of Good Practice
- Green Economy & Entrepreneurship - Energy Communities
- Cultural Creation - Alternative & Responsible Tourism
- Third Sector Networking & Communication Platform / Social Clusters

The event's last workshop was an “open floor discussion” where all the participants were given time to express their opinion as well as their concerns and views.

Throughout all the workshops and the presentations, participants commented on the SOCIA NEET's project core idea and the ecosystem for the social economy development, the project proposes.

The event's scope, to inspire participants to embrace the role of Mentor, was achieved to the maximum.

Below you can find screenshots taken from the live feed:



Απώτεροι Στόχοι και Οράματα

Είναι ο συνεργατισμός μια πραγματοποιήσιμη ουτοπία;

Το προκείμενο είναι ένα προκλητικό ερώτημα, αλλά, ήδη, υπάρχουν ρεαλιστικές απαντήσεις

Προσδοκία

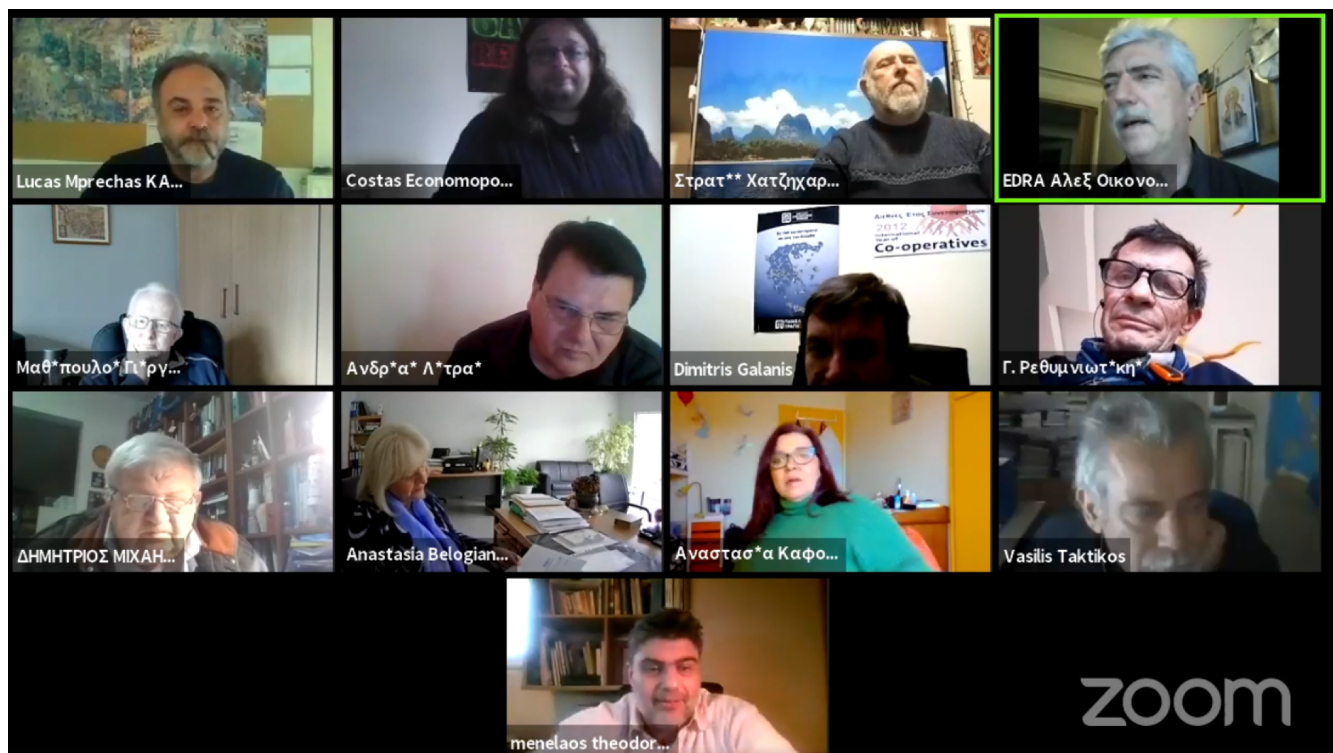
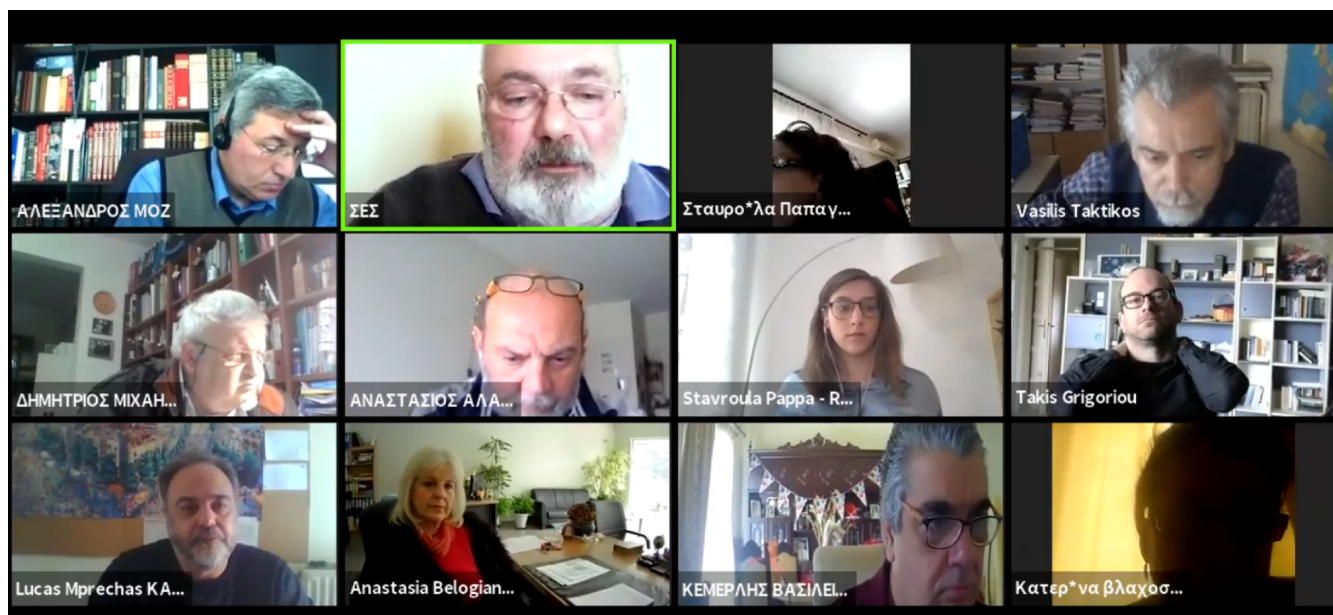
- Να συμβάλλει ο συνεργατισμός στην οικονομική δημοκρατία

Παραδείγματα

- Μετατροπή της Ευρωπαϊκής Κεντρικής Τράπεζας σε Συνεργατική Τράπεζα- Εκδημοκρατισμός της διαχείρισης του Ευρώ.
- Μετασχηματισμός των Ασφαλιστικών Ταμείων σε Αλληλασφαλιστικά Ταμεία (συνεργατικά).
- Αποφασιστική ενίσχυση της Οικολογικής Πολιτικής με συνεργατικές επιλογές, στον ανασχηματισμό των πόλεων, την παραγωγή ενέργειας από ΑΠΕ και την κοινοτική μέριμνα
- Ενίσχυση της οικονομικής ανάπτυξης και της απασχόλησης, χωρίς την εξάρτηση από την κερδοφορία.
- Ενίσχυση της Αυτόνομης Εργασίας, με συνεσταλμένο το διευθυντικό δικαίωμα, καθώς τα μέλη των συνεργατικών οργανώσεων είναι εργαζόμενοι για δικό τους λογαριασμό.
- Εκδημοκρατισμός και διεύρυνση της επιχειρηματικότητας.

Όλα τα προηγούμενα σημαίνουν έναν «άλλο κόσμο»

Watch in Picture-in-Picture



294 - Direction Employment

By uniting partners from different sectors – NGOs, universities, companies – from the participating countries, who have a proven track-record of working for the social and labour market inclusion of young people from highly marginalised minorities, the project will create and test an educational model with an experimental and innovative curriculum, establish a mobile classroom model to train trainers at regional level and apply assessment tools that will demonstrate the impact of the methodology on the participants as well as on their close environment (extended family, peer group, etc.) and on employers.

Target groups:

- Young people not in employment, education or training, suffering from multiple discrimination; Employers

Project Partners:

Country	Project partner status	Institution	Type of institution	City
Bulgaria	Lead partner	Workshop for Civic Initiatives Foundation – WCIF	NGO	Sofia
Ireland	Beneficiary partner	DMC-Metrix	Private	Dublin
Italy	Beneficiary partner	Lai-momo soc. coop. soc.	Social Coop.	Sasso Marconi
Lithuania	Beneficiary partner	Lithuanian Gay League	NGO	Vilnius
Portugal	Beneficiary partner	Porto Accounting and Business School	Public	São Mamede de Infesta
Slovenia	Beneficiary partner	Andragoski zavod Ljudska univerza Velenje	Public	Velenje

Participants of IT Courses Organized by LGL: New Opportunities and Respect for Diversity



IT courses organized by the National LGBT rights organization LGL are ongoing and it will help young people under the age of 29 who are not studying and cannot find a job for a long period of time to find employment in the IT sector.

The courses are implemented as part of the project “[Direction Employment](#)”, funded by Iceland, Liechtenstein and Norway through the EEA and Norway Grants Fund for Youth Employment. The courses are facilitated by [Code Academy](#). Participants in courses organized by LGL reveal in this interview what led to the development of IT skills and the benefits of promoting diversity in the organization of these courses.

– What motivated you to participate in the courses organized by LGL?

Monika: – The participation in the courses organized by LGL was encouraged by the fact that during the quarantine it was difficult to establish oneself in the labor market and I started to consider retraining opportunities. The most interesting area is the information technology sector. So I decided to look for courses and other opportunities where I could learn new skills or update my existing knowledge. During the pandemic, physical contact was severely limited due to health problems and an increased risk of contracting severe form of COVID-19. As a result, I chose to develop skills in online-learning courses.

I saw the advertisement of the courses organized by LGL on the social network Facebook and wrote with interest to the organizers. I attribute myself to the LGBT community. Because I met the age requirements for participants, I was invited to join the course.

Donatas: – Participation in the courses organized by LGL was motivated by thoughts about the future after quarantine, advertising on the social network Facebook, the desire to receive a certificate confirming the acquired knowledge.

Maya: – I was motivated to join the courses organized by LGL by the desire to change my career direction. Not knowing where to start, I accidentally saw LGL's announcement about the courses. Although I didn't expect to get into them because there was less than a week left until the ad expired, I was very happy to receive a letter from LGL just a day later.

– How do you envisage your future in the IT sector?

Monika: – I think that in the near future it will be difficult to get a job and adapt to a different type of work than I am used to. However, I envision myself working for an international company and currently the most interesting areas are UX / UI design and data analysis using the Python programming language and, to be more precise, the SQL language.

Donatas: – The future in the field of IT still seems bleak to me, but having a certificate, I hope to get a job as a programmer somewhere – just to get acquainted with the specifics of this job, I will consistently gain experience.

I am also already working on some of my own ideas – smart home solutions, electricity consumption analytics, automation, I have been dreaming for some time to apply IT solutions to make agricultural work more efficient in small areas.

Maya: – So far, it's hard to imagine my future, and I also don't like to set high expectations for myself. For the time being, I look forward to internship opportunities, after which it will be easier to decide on the potential in this area, at least in Lithuania.

– What do you think is the main strength of the courses organized by LGL?

Monika: – I think that the main strength of the courses organized by LGL is that the participants are offered the opportunity to get acquainted with the diverse world of IT. Not only is one major programming language taught, but other positions in the IT sector are allowed to be explored.

Donatas: – I am glad that I had the opportunity to find out what problems LGL is currently solving.

Maya: – I admire good course organization and communication the most.

– What knowledge did you acquire in the courses organized by LGL?

Monika: – Since the courses are not over yet, it is difficult to name all the knowledge and skills specifically. However, I can already say that I have learned how to use certain design programs, how to plan time to do homework. I learned how different programming languages are and what kind of work awaits me in the IT sector.

Donatas: – In the part of website design, I learned a lot about the tools and techniques used by designers – it was completely new. I also learned a lot in human rights lectures – in general, there seems to be a very big gap not to teach this at school, because that is the basis of all our economic and social relations.

Maya: – I gained front end programming knowledge and the principles of good general programming. It was also useful to learn things that involve collaboration between design, front end and back end, as I have never had to work with projects that cover all of these areas before.

277 - Mommypreneurs

This project will empower 1050 young mothers by training them in eCommerce and web design to make them more attractive in the labour market or supporting their entrepreneurship skills to make them able to start their own businesses. As young mothers' employment is a culturally sensitive topic, transnational cooperation is essential to develop a well-rounded universal solution that can be tried out in different national contexts.

Target groups:

- 1050 young mothers in 7 countries

Project Partners:

Country	Project partner status	Institution	Type of institution	City
Lithuania	Lead partner	Startup Division	NGO	Vilnius
Cyprus	Beneficiary partner	Kalys Solutions LTD	Private	Nicosia
Italy	Beneficiary partner	PoliHub, Startup District and Incub	Private	Milan
Poland	Beneficiary partner	University of Łódź	Public	Łódź
Portugal	Beneficiary partner	Madan Parqu	NGO	Caparcia
Romania	Beneficiary partner	University Stefan cel Mare of Suce	Public	Suceava
Spain	Beneficiary partner	Technical University of Cartagena -	Public	Cartagena
Spain	Beneficiary partner	Independent Local Agency for the Economic Develop- ment of Talavera de la Reina – IPETA	Public	Talavera de la Reina
Spain	Beneficiary partner	Independent Local Agency for the Economic Development of Talavera de la Reina (IPETA)	Public	Castilla La Mancha

Mommypreneurs closing event in Lithuania



Date and venue: 26th of March, 2021, Online.

Event agenda

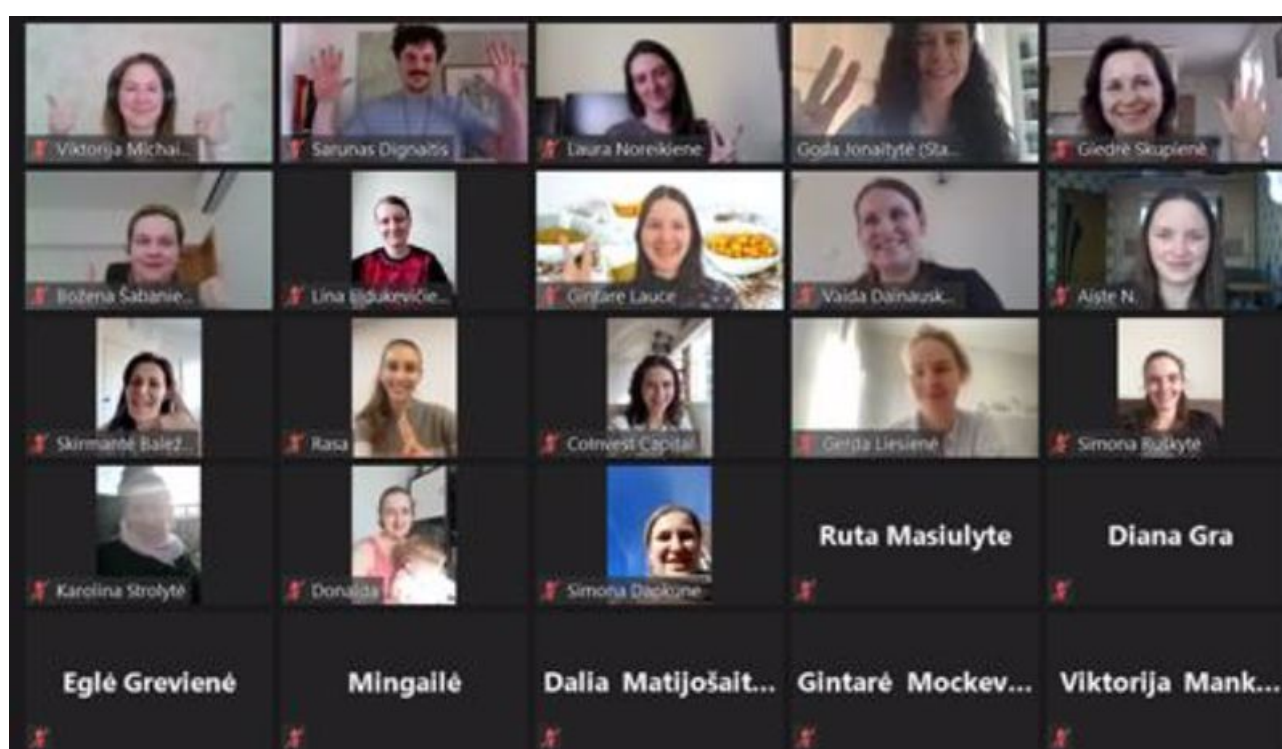
TIME	ACTIVITY
14:00 – 14:20	Introduction and presentation of project results
14:20 – 14:40	Simona Bareikė: “How to prepare for returning to the labor market after maternity leave”
14:40 – 14:50	Questions and answers
14:50 – 15:10	Kamilė Jokubaitė: “Attention Insight – from the agency to your own business”
15:10 – 15:20	Questions and answers
15:20 – 15:30	Presentation of discussion groups
15:30 – 15:55	Discussion groups
15:55 – 16:00	The end of the event

The purpose of the event

- Increase the awareness of the project.
- Present project results.
- Provide useful knowledge.
- Share experience and help others.

Objectives of the event

- Introduce the 'Mommypreneurs' project results to a wider audience – public institutions, NGOs, private businesses etc.
- Provide useful knowledge, tips and share experience on how to prepare for returning to the labor market after maternity leave and how to take the first steps while creating a business.
- Answer questions from the audience and registered applicants.
- Share experiences and give advice on the topics of interest.
- Provide networking opportunities to the participants.



There were 51 participants registered on eventbrite.com and 37 of them attended the networking part of the event. The public part of the event was watched by registered applicants and 293 online viewers. The event was streamed via Facebook live on MommypreneursLT Facebook page.

There were four main activities:

- Introduction of the results of 'Mommypreneurs' project.
- Psychologist/coach Simona Bareikė delivered a speech about how to prepare for returning to the labor market after maternity leave.
- Entrepreneur Kamilė Jokubaitė delivered a speech "Attention Insight – from the agency to your business"
- Panel discussion with registered participants which consisted of five groups.

Themes and moderators of panel discussion:

- Self-confidence when returning to work after maternity leave: expectations for yourself and those around you. Moderated by Monika Kalinauskaitė (Vinted)
- Starting a career in the IT sector. Moderated by Šarūnas Dignaitis (CodeAcademy) and Simona Sandaraitė.
- Retraining – what to do if you decide to change your field of work? Moderated by Paula Žilinskaitė (Kilohealth)
- How to promote your brand and reach supermarkets? Moderated by Aušrinė Šerpenskaitė (Startuper'ssmoothies)
- How to attract external investment to your business? Moderated by Vytautas Černiauskas (Civitta)



345 - A Place for Youth in Mediterranean EEA: Resilient and Sharing Economies for NEETs

The project partners will create a transnational research network and an employment centre to train young people for jobs in the food production and waste management sectors. The project entails on-the-job training courses in social enterprises and mentoring of former NEETs in setting up new social enterprises.

Target groups:

- Inactive low-skilled women and migrants from local reception centres
- Non-traditional regional actors supporting youth employability

Project Partners:

Country	Project partner status	Institution	Type of institution	City
Greece	Lead partner	University of the Aegean	Public	Mytilene
Cyprus	Beneficiary partner	Neapolis University Pafos	Private	Paphos
Cyprus	Beneficiary partner	Centre for the Advancement of Research and Development in Educational Technology LTD	Private	Nicosia
Greece	Beneficiary partner	Network for Employment and Social Care	Private non-profit	Piraeus
Italy	Beneficiary partner	Regional Agency for Employment and Learning Basilicata (ARLAB)	Public	Potenza
Italy	Beneficiary partner	GAL La Cittadella del Sapere srl	Public/private	Latronico
Italy	Beneficiary partner	Sistema Turismo srl	Private	Potenza
Spain	Beneficiary partner	Educational association for integration and equality	NGO	Murcia
Spain	Beneficiary partner	Catholic University of Murcia	Private non-profit	Murcia
Norway	Beneficiary partner	Fafo, Institute for Labour and Social Research	Non-profit	Oslo

The new periphery into a global environment: The question of the pandemic

The relationship between periphery and the centre has always been the core of the discussion about globalisation. How can the “local” withstand the homogenizing impact of globalisation? What are the opportunities present for the “local” in the global world? Is the “glocal” (global + local) really attainable?

It is common in social sciences to test theories into imaginary extremes in order to test their validity. The last year has provided to social sciences the materialisation of the extremes in the case of the COVID-19 pandemic. Let's ask again, therefore, is “glocal” really attainable in conditions of pandemic? The Key Account Managers of the YOUTHShare Transnational Employment Centre respond:



Anna Goudi, Key Account Manager of the Greek branch of the Transnational Employment Centre, notes the effect of globalisation and the pandemic on Greek SMEs and especially on social entrepreneurship. “Greek businesses are facing the great challenge of restarting the Greek economy in a global changing environment, catalysed by the digitalisation, globalisation, and health challenges. During the last year, the impact of the pandemic on the economy, society, entrepreneurship and labour is obvious, especially in a country heavily dependent upon tourism. The pandemic has forced a sharp acceleration of the digital transformation of the Greek entrepreneurship and at the same time has worsened the divide between digitally mature and less prepared firms. Indeed, the majority of companies (7 out of 10) in Greece used digital technologies to overcome the difficulties caused by COVID-19. In particular, an increase in telephone orders (48%), online sales (47%) and teleworking (50%) was reported (University of Athens, Electronic Commerce Laboratory:2021). Tourist related firms employed Facebook and digital experiences of

places. Pandemic has been a key opportunity for SMEs in Greece to get more digitalized. The social entrepreneurs in their majority were standing on a borderline. For the few digitally mature enterprises the adaptation was not difficult. But the majority had to invest time, money and social capital in order to adapt to the new conditions. This delay took its toll in the profitability of social enterprises. Many companies active in the tourism industry consider going out of business”.



The situation is similar in Cyprus. The “extremes” of the pandemic has deepened the divide between SMEs ready to adapt and other less adaptable. Anna Michail, Key Account Manager of the Cypriot branch of the Transnational Employment Centre stresses the enabling role of technology. “After a year of a changed reality around Europe is hard to ignore the immense impact of technology in our daily life. The shift to e-services and platforms that happened within the first few months of the pandemic was phenomenal. Local businesses working mainly on a face-to-face basis had no other choice than to adapt. Thanks to the use of technology local businesses had the option to maintain an income through platforms and online services. As always, there are two sides in the same coin. While technology and globalization were life-saving for some local entrepreneurs, for others was a catalyst to their bankruptcy. Many local entrepreneurs, freelancers, or medium-sized family-owned businesses, active in hospitality, agro-tourism, and agro-products sector didn’t have the capacity to respond to the changing needs due to the lack of basic skills, knowledge, and experience. They have gone out of business within a year allowing only the “big fish” to play the game”.



The path dependencies established, however, may provide a different explanation, away from the “convenience” of the obvious, namely the pandemic. Nicoletta Avigliano, Key Account Manager of the Italian branch of the Transnational Employment Centre highlights the long-standing effects of the alteration of the economic paradigm at the South of Italy. “The impact of globalization, and the related increase of the competitive pressures from developing countries, has been stronger than elsewhere due to the features of the local productive specializations which are quite skewed towards traditional products and services. Italy has indeed a solid industrial and manufacturing system that contributed significantly to the country’s growth from the ‘60s onwards. Nonetheless, the Hi-Tech sector was not developed adequately, possibly because of the lack of adequate professional profiles and appropriate training and educational paths. In recent years, however, many international companies have chosen Italy and in particular the Southern regions for the creation of research centres in advanced technologies, a sector with a very high added-value and one that is able to act as a driving force for the economic growth. Recently, Apple has made significant investments in Campania region, by establishing the international Apple Developer Academy, a campus for innovation that allowed thousands of young people from over thirty countries to successfully graduate, work and live in Italy”.

It is clear, therefore, that the COVID-19 pandemic is not an independent variable but a catalyst aggravating already existing tendencies summarised by Mari Badenes, Key Account Manager of the Spanish branch of the Transnational Employment Centre. “It is necessary for businesses to rethink their strategies and structures to reach-out beyond traditional boundaries. Success will come to those who can meet global standards and tap into global networks. On the other hand, this seems to make communities be under a considerable pressure to understand what they need to combine their adaptation to the global market with sustainability. Training, education and skills upgrading seems to be the key to that combination”.

The last quote coincides with the efforts of the YOUTHShare project to identify a sustainable solution for youth unemployment between global requirements and local

identities. The beneficiaries of the YOUTHShare project advanced their skills on technology and online services. Future entrepreneurs will be more prepared to face the challenges ahead. And this is crucial in developing a much-needed new entrepreneurial culture based on vision, adaptability and forward thinking.

From the intern's point of view

After the successful completion of two training cycles, the YOUTHShare project continues the piloting of innovative interventions for youth employment, with the phase of internships. Former NEETs receive hands-on working experience to couple their accredited training on resilient sectors of the Mediterranean economies, on social economy and on IT skills and web-based economy.



After the successful completion of the training seminars, I was invited to work as an intern at the social enterprise "Drosostalida". I was excited because I realized that the internship will contribute to the better use of the knowledge and skills acquired during the seminars [...]. The internship was very close to my interests, namely the empowerment of vulnerable groups, which is also the subject of my Master's degree [...]. In conclusion, the internship will be a memorable experience both for the knowledge acquired and for the people I met during it!

Marina Georgopoulou

In the framework of the YOUTHShare project, I was an intern at the social enterprise "Social Analytics" for two months. The experience was amazing, despite the difficulties during the pandemic. The people in charge of the program are patient, understanding and helpful. I found the knowledge gained during my internship, particularly useful for my further professional and personal development. I am very grateful that I was given the opportunity, through the project, to work amidst the pandemic and I urge anyone thinking about doing an internship to do so without second thoughts.

Anna Saroukou

The internship gives each trainee the opportunity to test their knowledge and apply it in a new environment. Through the internship that followed the training I managed not only to understand in depth the subjects we learned from the tutors, but also to broaden my professional horizons. The reason is the excellent cooperation between me and my mentor, as well as with all the representatives of the program, who gave me the right guidelines both during the internship and the training.

Eleni Tsaggouri

This program is an organized and beneficial effort to train and empower youth with skills and knowledge that are useful in today's labour market. Personally, I was fascinated by the courses related to social and sharing economy. Through this course I gained a deeper understanding about my professional endeavours and met people like me, who also have dreams and goals about their career. Besides, I developed skills that will be useful in my daily life such as communication and digital marketing. YOUTHShare boosted my confidence and introduced me to the field of entrepreneurship. A field that will allow me to create something on my own. I would recommend this program to young people who want to enter the labour market, explore their career options or expand their possibilities in developing their entrepreneurial ideas.

Androulla Fouskotou

The curriculum, which supported my understanding of problem-solving and critical thinking, was intriguing. As a young social entrepreneur, the skills I've received from facilitators in startup management and growing will help me run my social enterprise. I also met some very bright individuals with which we discussed how to make the Earth more sustainable for Humanity. I have been able to establish a win-win network with trainers and other trainees, which has reenergized my profession as we continue to share ideas.

Shey Vitalis

I'm a member of a cultural association in my village, a small town in Basilicata. I participated in the YOUTHShare training course. The course was interactive and gave me different insights regarding projects I am planning for my future, especially in the field of communication and marketing in which I would like to realize. Yesterday, I started my internship in a Communication Agency in Potenza. I'm sure it will be an experience which will allow me to increase my knowledge in these very important areas for my future job.

Marianna Lancellotti

We live in a small town in the province of Matera, called Montescaglioso. Yesterday we started our internship, in the framework of YOUTHShare project, at a Voluntary Association in Matera. We will work, with the support of our tutor, to design a call with the aim of social inclusion of vulnerable groups through upcycling. It will certainly be an exciting experience which will allow us to give concrete help to fragile people.

Francesca Oliva and Chiara Cotugno.

I took the training with UCAM university in the YOUTHShare project and then did my internship at Bikram Yoga Centre in Mijas, Málaga. This gave me the possibility to broaden my knowledge, not only in Yoga but also in managing of a wellbeing centre. Also, I have the opportunity during my internship to put in practice my passion; I run a Yoga Kids Workshop. And this gave me the chance to continue working with Bikram Yoga Centre, giving this lesson for kids after finishing my internship. My overall evaluation is very positive, I have learned a lot, I have created very positive relationships and I am very grateful. I totally recommend this opportunity with the YOUTHShare project.

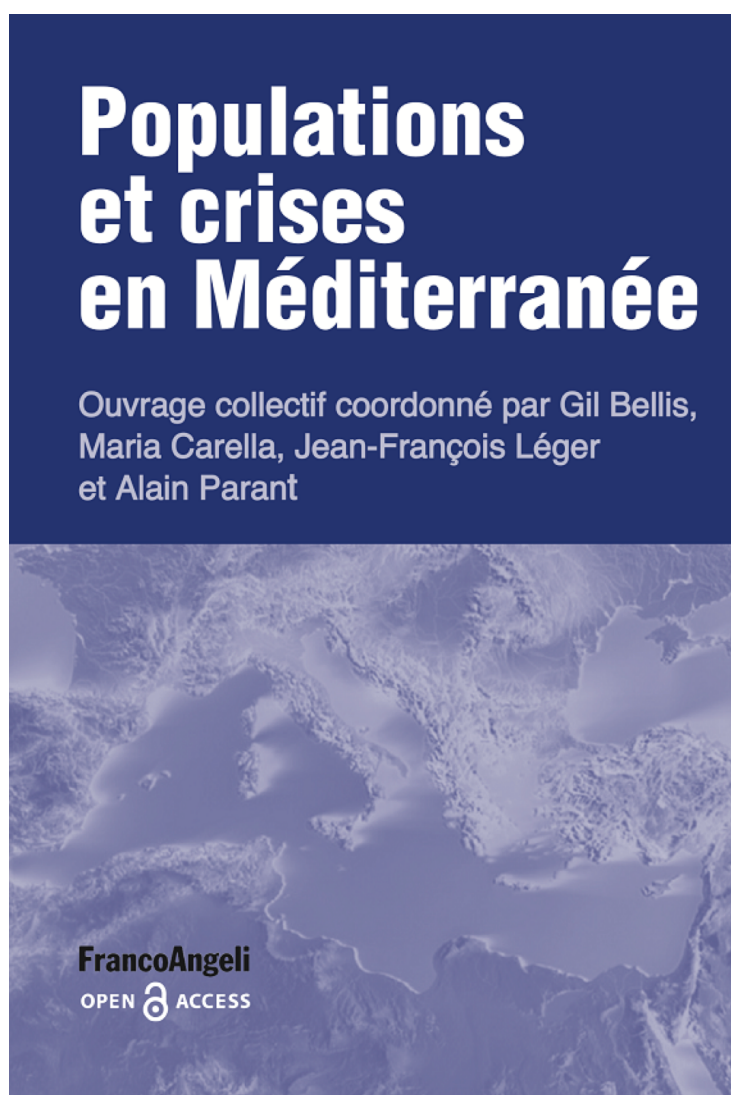
Beatrice Scambi

Socio-spatial dimensions of the NEET phenomenon in the Mediterranean

The research process presents its own chronicity. One year ago, the YOUTHShare project was delivering three reports, namely its main research outputs. But the research endeavours did not end there!

One year after data collection and report preparation, the research still delivers fruits. The chapter

‘Dimensions socio-spatiales du phénomène des NEET dans les pays méditerranéens du Sud de l’UE : une dynamique régionale hétérogène dans le sillage de la crise’



was included in the edited volume *Populations et Crises en Méditerranée* edited by Gil Bellis, Maria Carella, Jean-François Léger, Alain Parant and published by FrancoAngeli.

Effie Emmanouil, Dr Michalis Poulimas, Dr Ioannis Papageorgiou and Assoc. Prof. Stelios Gialis from the University of the Aegean and Dr Anne Hege Strand from FAFO Institute discuss the socio-spatial dynamics of the NEET population in the regional contours of the decade long economic crisis of the southern EU countries.

This is the first in a series of scientific publications that will be issued during and after the YOUTHShare project.

Purpose of the involved partners is to continue the cooperation through the established institutions of the project. The YOUTHShare Transnational Research Centre and its Employment Centre are the “vehicles” that will carry the cooperation to the future.

Research and Innovation Days... Interesting Days

The YOUTHShare project was one of the featured research projects presented in the dissemination event of the University of the Aegean, 'Research & Innovation Days'. 217 presenters endorsed 87 research projects and the exploitable results of 38 innovation projects.



Purpose of the event is the dissemination of the research conducted in the University of the Aegean and the cross-fertilisation of ideas across sectors and disciplines. The University of the Aegean has been selected as the best university in Greece by the Hellenic Authority for Higher Education in its last institutional evaluation. Nevertheless, its unique archipelagic characters and the dispersal across 7 campuses on the islands of the Aegean Sea and Athens, leads to minimal physical communication that limits interdisciplinarity. The university ranks very high in terms of research among the higher education institutions in Europe. The 'Research and Innovation Days' aim at creating a scientific focal point for the Aegean archipelago in order to further boost the research capacity of the university.

In that framework, the presentation of the YOUTHShare project was met with enthusiastic reactions, mainly because of the very close connection between research, piloting interventions and providing social work at the same time. Actual and measurable social impact is a central feature of the YOUTHShare project because of the policy impact analysis system set forward right from its commencement.

Along with the YOUTHShare project, in separate featured presentations the PhD students, working in its framework, presented the progress of their research. The thesis by Effie Emmanouil *Regional unevenness and NEETs in the Mediterranean European South: Critical assessment of employment policies* scrutinizes the notion of resilience in the labour market through the lens of flexibility. The thesis by Athina Avagianou *Young NEETs, and Social and Sharing Economy: Theoretical approaches and impact evaluation of policies with an emphasis on the Mediterranean EU South* addressed the issue of youth unemployment and inactivity in respect of space.

Finally, the YOUTHShare spin-off project, Covid-19 and Labour in Southern EU Regions presented the latest developments on the impact of the pandemic upon the employment, NEETs and economic sectors. The plan for the autonomous development of the project was also presented and received complimentary remarks.

263 - Blue Generation Project

The project partners would like to inspire and engage youth between 15 and 29 to pursue a career in the Blue Economy. This will be done by bringing together experts from the Blue Economy and youth organisations to share knowledge about training opportunities and vacant jobs. A training programme will be developed for young mentors who will promote the sector to 39,000 young people in schools, adult education centres, NGOs, unemployment services and local associations across five countries. At least 2,000 young people will get access to training and mentoring. The project partners will also create a Blue Economy guide and a job platform.

Target groups:

- Young people not in employment, education or training (NEETs)
- Youth at risk of becoming NEETs

Project Partners:

Country	Project partner status	Institution	Type of institution	City
Greece	Lead partner	Militos Consulting SA	Private	Athens
Bulgaria	Beneficiary partner	Active Bulgarian Society	NGO	Blagoevgrad
Poland	Beneficiary partner	Enterprising Society Development Foundation	NGO	Wola
Portugal	Beneficiary partner	European Intercultural Club	NGO	Amadora
Portugal	Beneficiary partner	CONTEXOS	NGO	Faro
Spain	Beneficiary partner	Sea Teach	Private	Cala D'or
Belgium	Expertise partner	Sea Europe	NGO	Brussels
Belgium	Expertise partner	European Boating Industry	NGO	Brussels
Germany	Expertise partner	SubMariner Network	Non-profit	Berlin
Norway	Expertise partner	Norwea	NGO	Oslo

218 - Social Innovators

The project partners will focus on the non-governmental sector as an attractive working and learning environment for young people. In NGOs, young people will gather work experience and become involved in some of the most relevant initiatives and programmes dealing with social challenges in Europe today. As a result, the participants will be supported to create their own jobs within the social sector, where their educational background is essential for further development.

Target groups:

- Young people graduated from social studies and the humanities who are not in employment, education or training

Project Partners:

Country	Project partner status	Institution	Type of institution	City
Slovenia	Lead partner	Association for Culture and Education PiNA	NGO	Koper
Bulgaria	Beneficiary partner	National Management School	NGO	Sofia
Croatia	Beneficiary partner	Youth Initiative for Human Rights	NGO	Zagreb
Norway	Expertise partner	Østfold University College	Public	Halden

186 - Migrant Talent Garden

The project partners will study what is being done on entrepreneurship support in Europe today and create a business support network and training programme. In addition, they will set up an online platform and local centres to support and train young entrepreneurs with migrant background. This will help migrants develop their own business ideas and create new jobs.

Target groups:

- Young entrepreneurs of migrant background; Asylum-seekers

Project Partners:

Country	Project partner status	Institution	Type of institution	City
Lithuania	Lead partner	Active Youth Association	NGO	Kaunas
Bulgaria	Beneficiary partner	Hemus Technologies	Private	Sofia
Croatia	Beneficiary partner	Zagreb Entrepreneurship Incubator	NGO	Zagreb
Greece	Beneficiary partner	European Institute for Local Development	Private	Thessaloniki
Latvia	Beneficiary partner	Shelter Safe House	NGO	Riga
Iceland	Expertise partner	Reykjavik Red Cross	NGO	Reykjavik
Norway	Expertise partner	Caritas Norway	NGO	Oslo

152 - Individual Placement and Support for NEETs through Education Youth Technology Platform (EYTP)

The project partners will improve the counselling competence in their countries through combining a two-step model consisting of the Maturing Model (MM) and Individual Placement and Support (IPS) from Norway. In combination with an Education Youth Technology Platform (EYTP), young people will get support towards vocational education or a permanent job. MM consist of an individual coaching period, which will be used for motivation and preparation for the more formal counselling work using the systematic IPS model.

Target groups:

- Coaches providing counselling
- Young people not in employment, education or training

Project Partners:

Country	Project partner status	Institution	Type of institution	City
Slovenia	Lead partner	Public University of Ptuj	Public	Ptuj
Hungary	Beneficiary partner	Interregio Forum Association	NGO	Budapest
Romania	Beneficiary partner	Asociatia EIVA	NGO	Arad
Spain	Beneficiary partner	Tesla Technologies & Software S.L	Private	Santiago de Compostela
Norway	Expertise partner	Fønix AS	Non-profit	Sandefjord

094 - Young-ICT Women: Innovative solutions to increase the numbers of EU vulnerable girls and young women into the digital agenda

The project partners will motivate young women in seven European countries to improve their digital competence and choose a career within ICT. They will investigate the ICT skills of 1000 women and train 700 of them together with employers. The women will develop a 'learning to learn' attitude, a sense of initiative, and the social skills necessary to find a job.

Target groups:

- Unemployed young women
- Women without targeted education of profession
- Women in/after maternity leave
- Women in rural disadvantaged areas, coming from low income/ disadvantaged families

Project Partners:

Country	Project partner status	Institution	Type of institution	City
Latvia	Lead partner	Latvian Information and Communication Technology association	NGO	Riga
Greece	Beneficiary partner	Creative Thinking Development – CRETHIDEV	NGO	Rafina
Ireland	Beneficiary partner	ECDL Ireland Ltd.	Private	Dublin
Lithuania	Beneficiary partner	Baltic Education Technology Institute	Private	Vilnius
Malta	Beneficiary partner	Tech.mt	Public	Żejtun
Romania	Beneficiary partner	Educating for an Open Society	Private non-profit	Timisoara
Spain	Beneficiary partner	FUNDACIÓN PLAN INTERNATIONAL	NGO	Madrid
Belgium	Expertise partner	DIGITALEUROPE aisbl	NGO	Brussels
Norway	Expertise partner	European Centre for Women and Technology – ECWT	NGO	Drammen

027 - Find your way to the world of work

The project partners will learn from each other how to improve the chances of disadvantaged youth to get an education and a job. The aim is to increase the skills of participants through various personal services. Employers will be assisted to strengthen their motivation to hire a more diverse workforce.

Target groups:

- 15-29 years old disadvantaged youth, with completed primary education
- Roma
- Employers who want to diversify their workforce
- Schools that will introduce new pedagogical tools and attitudes towards disadvantaged and Roma youth

Project Partners:

Country	Project partner status	Institution	Type of institution	City
Hungary	Lead partner	Autonomia Foundation	NGO	Budapest
Bulgaria	Beneficiary partner	Trust for Social Achievement Foundation	NGO	Sofia
Bulgaria	Beneficiary partner	Arete Youth Foundation	NGO	Sofia
Romania	Beneficiary partner	Association 'Caritas-Social Assistance Branch of Caritas Alba Iulia Organisation	NGO	Târgu Mureş
Spain	Beneficiary partner	Foundation Secretaria do Gitano	NGO	Madrid

455 - Labour market Employment for young Adults with a Disability – LEAD

The project partners will transfer know-how and best practice on employment initiatives for young adults with a disability across European countries. They will develop and improve the framework of knowledge and actively promote successful measures for young adults with a disability to increase their access to the open labour market. A guide on best practice in employing young adults with a disability will be developed, as well as national networks. By involving the young adults in supported employment programmes, volunteering, educational activities and organising meetings between the participants and employers, they will be able to develop their personal and professional skills to get suitable jobs. By training employers and specialists in employment, they will be able to better understand the needs of the disabled. By elaborating and delivering a training package for family members of young adults with a disability, they will be able to better support the young adults' efforts to access the open labour market.

Target groups:

- Young adults with a disability, age 15- 29, and their family members
- Employers, specialists, public and private organisations involved in delivery of employment services

Project Partners:

Country	Project partner status	Institution	Type of institution	City
Romania	Lead partner	Health Action Overseas Foundation	NGO	Bucharest
Lithuania	Beneficiary partner	Valakupiai Rehabilitation Centre	Public	Vilnius
Portugal	Beneficiary partner	Consultis – Business Consulting Ltd.	Private	Vila Nova de Gaia
United Kingdom	Expertise partner	Status Employment	NGO	Croydon

314 – YES!

Young Entrepreneurs Succeed

The project partners will test a trust-based partnership model and provide direct business development services to young people in the four beneficiary countries. After testing, the model will be improved, and external funding will be applied to scale it up. The project partners will write and publish a research report with data and evidence and prepare a transnational methodology guide.

Target groups:

- Youth (25-30) who will benefit from dedicated, highly specialised financial and non-financial business development services
- Organisations who will use the knowledge base of what works, where and why

Project Partners:

Country	Project partner status	Institution	Type of institution	City
Greece	Lead partner	Agricultural University of Athens – Research Committee	Public	Athens
Greece	Beneficiary partner	Development Agency of Karditsa S.A	Public	Karditsa
Italy	Beneficiary partner	Microfinanza S.R.L.	Limited Liability Co	Vicenza
Poland	Beneficiary partner	Foundation Technologic Incubator – YBP	Foundation	Warsaw
Spain	Beneficiary partner	Autoocupació	Foundation	Barcelona
Germany	Expertise partner	Munich Business School	Private	Munich
Germany	Expertise partner	KIZ SINNOVA Company for Social Innovation gGmbH	Limited Liability Co	Offenbach am Main
United Kingdom	Expertise partner	Youth Business International – YBI	Charity	London

285 - NEETs' Empowerment for Sustainable Employment in the Tourism sector (NESET)

By working together on a large-scale transnational basis, through innovative and experimental activities, the project partners will create better conditions for young people's employment in alternative tourism. The youths will receive training in tourism-related and social skills through an e-Support platform and job placements across the project countries. The result of the project will be increased opportunities for successful start-ups in the (alternative) tourism sector.

Target groups:

- 25-29-year-old people not in employment, education or training in the 7 beneficiary countries (incl. long-term unemployed, low-skilled and discouraged young people)
- End beneficiaries include all unemployed young people in the 7 beneficiary countries, who are planning a sustainable career in tourism.

Project Partners:

Country	Project partner status	Institution	Type of institution	City
Bulgaria	Lead partner	Varna Chamber of Commerce and Industry	NGO	Varna
Bulgaria	Beneficiary partner	Cluster for IT Support to the Black Sea Touristic Business	NGO	Burgas
Bulgaria	Beneficiary partner	Tora Consult Ltd.	Private	Sofia
Croatia	Beneficiary partner	NGO ECHO	NGO	Zagreb
Croatia	Beneficiary partner	Local Development Agency of the city of Velika Gorica – VE-GO-RA	Public	Velika Gorica
Cyprus	Beneficiary partner	Enoros Consulting Ltd	Private	Nicosia
Italy	Beneficiary partner	TUCEP – Tiber Umbria Comett Education Programme	NGO	Perugia
Portugal	Beneficiary partner	APSU – Portuguese Association of Start-ups	Private	Aspinho and Oliveirinha
Portugal	Beneficiary partner	Dialogue Diversity Unipessoal Lda	Private	Aspinho and Oliveirinha

Romania	Beneficiary partner	Geo Club Association	NGO	Corbeanca
Iceland	Expertise partner	Einurd Ltd.	Private	Reykjavik
Greece	Beneficiary partner	SARONIS S.A.	Private	Paloukia

203 - Yenesys – YOUTH EMPLOYMENT NETWORK FOR ENERGY SUSTAINABILITY IN ISLANDS

The project partners will cooperate and share information on how to create green jobs within the energy sector, renewables, mobility, and tourism. Young people will be supported and prepared for employment in these green jobs via training, business development, mentoring and work exchanges. Participants will get experience with internships in local projects.

Target groups:

- Young professionals age 25- 29 who are not in employment, education or training
- Human resource development agencies, productivity centres, business support organisations and education- al institutions

Project Partners:

Country	Project partner status	Institution	Type of institution	City
Cyprus	Lead partner	Cyprus Energy Agency	NGO	Nicosia
Croatia	Beneficiary partner	The International Centre for Sustainable Development of Energy, Water and Environment Systems – SDEWES	NGO	Zagreb
Cyprus	Beneficiary partner	Frederick University	Private	Nicosia
Cyprus	Beneficiary partner	Chrysalis LEAP Limited	Private	Nicosia
Estonia	Beneficiary partner	Stockholm Environment Institute Tallinn Centre	NGO	Tallinn
Greece	Beneficiary partner	Network of Sustainable Greek Islands – DAFNI Network	NGO	Athens
Italy	Beneficiary partner	Sapienza University of Rome - Department of Astronautical, Electrical and Energy Engineering	Public	Rome
Portugal	Beneficiary partner	Regional Agency for Energy and Environment of the Autonomous Region of Madeira	NGO	Funchal
Spain	Beneficiary partner	Canary Islands Institute of Technology	Private	Las Palmas de Gran Canaria
Norway	Expertise partner	Møre and Romsdal County Authority	Public	Molde

192 - From Outdoors to Labour Market

The project will examine the University of Edinburgh's "Model for social and personal growth through Outdoor Learning" and test whether it will help young people in Warmia-Masuria (Poland), Cantabria (Spain) and the Mid-West Region (Ireland) to engage in society, become active citizens and acquire professional skills. Expertise partners from the UK will be involved to train the trainers of outdoor learning. The model will help participants recognise their own strengths and talents, build self-esteem, provide career advice and prepare for job-seeking. Job matching with employers and mentoring will also be offered.

Target groups:

- Young people not in employment, education or training in Warmia-Masuria (Poland), Cantabria (Spain) and the Mid West Region (Ireland)

Project Partners:

Country	Project partner status	Institution	Type of institution	City
Poland	Lead partner	Center for Innovative Education	NGO	Warsaw
Ireland	Beneficiary partner	Limerick Institute of Technology	Public	Limerick
Poland	Beneficiary partner	Food Bank in Olsztyn	Non-profit	Olsztyn
Spain	Beneficiary partner	General Directorate for Youth and International Co- operation – Council for Education, Culture and Sport – Autonomous Government of Cantabria	Public	Santander
Spain	Beneficiary partner	Femxa Group	Private	Pontevedra
UK	Expertise partner	Outdoor & Environmental Education Moray House School of Education University of Edinburgh	NGO	Edinburgh
UK	Expertise partner	The Venture Trust	NGO	Edinburgh

134 - DARE – Day One Alliance for Employment

The Partners from Poland, Lithuania and Austria will share their work on these topics and support the establishment of Job Labs and Entrepreneurship Labs that will help 1400 young people into education or a job. The project will also establish systems for validation of non-formal learning. The aim is to draw experience from the Youthpass certificate but extend its impact in terms of target groups, scope, and level of innovation.

Target groups:

- Young people not in employment, education or training in Greece, Italy, Portugal and Cyprus
- Employers who would like to test a system for validation of non-formal learning

Project Partners:

Country	Project partner status	Institution	Type of institution	City
Cyprus	Lead partner	SEAL CYPRUS – Cyprus Organisation for Sustainable Education & Active Learning	NGO	Nicosia
Italy	Beneficiary partner	Craftsmanship & SMEs Association / Confartigianato Im- prese Salerno	NGO	Salerno
Lithuania	Beneficiary partner	Lithuanian Association of Non-formal Education	NGO	Vilnius
Lithuania	Beneficiary partner	Youth Career and Advising Center	NGO	Kaunas
Poland	Beneficiary partner	Lodz Chamber of Industry and Commerce	Chamber of commerce	Lodz
Portugal	Beneficiary partner	Par – Respostas Sociais	NGO	Lisbon
Austria	Expertise partner	IFTE Initiative for Teaching Entrepreneurship	NGO	Vienna
Austria	Expertise partner	Austrian Federal Economic Chamber	Public	Vienna
Greece	Beneficiary partner	Information Society Strategies & Actions LTD (Stratis Consulting)	Private	Athens

053 - Rural Action for Innovative and Sustainable Entrepreneurship for Youth (RAISE Youth)

The project partners will make a network to work together and share their experiences and views on how young people can create their own local jobs. The partners will establish local training and production centres and use a new model called RAISE to help young people use the resources of the countryside and find new ways of working together in the local community. Older people will be called on to mentor the young, but new technology will also be used. The local communities will use the internet to sell their products and attract investment.

Target groups:

- 2000 primarily rural 25-29 year olds not in employment, education or training; Women and Roma; Non-traditional employers and sectors

Project Partners:

Country	Project partner status	Institution	Type of institution	City
Croatia	Lead partner	GTF-Initiative for Sustainable Growth	NGO	Zagreb
Bulgaria	Beneficiary partner	Center for Sustainable Communities Development	NGO	Sofia
Romania	Beneficiary partner	AUR - the National Association of Human Resources Specialists	NGO	Bucharest
Spain	Beneficiary partner	Casarrubuelos City Council	Public	Casarrubuelos
Spain	Beneficiary partner	FUNDECYT Science and Technological Park of Extremadura	Private	Badajoz
Croatia	Beneficiary partner	City of Gospic	Local Government	Gospic
Croatia	Beneficiary partner	Factory Ltd.	Private	Virovitica

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Globalisation and technology

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