

INKEY Tailored Learning Programs

Report

Document Information

Deliverable: WP4/R2 - INKEY Tailored Learning Programs

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Output Leader: Contextos, CRL (Portugal)

Contributing Beneficiaries: Lasco (Italy), FEMXA (Spain), KEAN (Greece), CSI (Cyprus)

Project: INKEY: **IN**novative tools to promote **KEY** Competences for Lifelong Learning

Work Package: WP4/R2 - INKEY Tailored Learning Programs

Project Duration: 24 Months

Project Coordinator: Contextos, CRL (Portugal)

Dissemination Level: PU-Public

Deliverable Version: v.01

Document History			
Date	Version	Author	Changes
22/09/2023	v.01	Contextos	Initial Version

Acknowledgement

This publication has received funding from the European Commission under the Grant Agreement number 2021-2-PT02-KA220-YOU-000050829, Erasmus+ Cooperation Partnership project *INKEY: INnovative tools to promote KEY competences for lifelong learning*.

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1. Introduction

The COVID-19 pandemic exacerbated existing labour market vulnerabilities and disengagement among young people, leaving further behind those youngsters that have been struggling to manage their transition from education to the labour market. After reaching the lowest point for a decade in 2019, the pandemic brought the number of youth neither in Employment nor Education or Training in the EU up to 13.7% in 2020. Social distancing, restrictions, and isolation have profoundly affected the engagement, connection, and empowerment actions sought by the EU Youth Strategy, bringing young NEETs further out of the main channels through which human and social capital can be accumulated, like education and work. Innovative interventions to foster young NEETs' personal and social development are essential to build resilience and equip youth with the skills to positively challenge themselves in a world that constantly changes its rules, and therefore reach the ambitious target of a 9%-NEETs rate by 2030, set by the EC in the European Pillar of Social Rights Action Plan. Personal, social, and learning to learn competencies can play a decisive role in preparing young NEETs to develop the right skills for a changing world of work.

The COVID-19 pandemic and containment measures in Europe have reduced sharing and exchange, work opportunities, and socialization, impacting the mental and physical well-being of young people. Mental disorders, uncertainty, loneliness, and lifestyle changes have serious consequences for youth and they also experienced higher unemployment rates compared to older workers. The INKEY project aims to provide timely and personalized assistance to improve employment prospects for young people through tailored Learning Programs with motivating and stimulating programs and by developing engaging digital tools that incorporate game dynamics, mechanics, components and online communities of practice.

The **INKEY Tailored Learning Programs** will provide youth professionals with a tool to assess the LifeComp skills, as well as methodologies and learning content to design learning experiences for young NEETs through a human-centred approach. Therefore, the result is expected to increase their knowledge of the LifeComp Framework, understanding of the diversity and diverse challenges of the NEET population, improving the quality and effectiveness of their NEET empowerment actions, increasing their confidence in their training practices, and therefore motivation and satisfaction in their daily work.

The programs consist of combinations of learning blocks to develop the nine competencies of the LifeComp (composed of activities of role-plays, simulations, games, training videos, quizzes, dynamic presentations) for each of the different subgroup of the NEET population, such as re-entrants, short-term unemployed, long-term unemployed, young people with special needs, individuals with family responsibilities, discouraged and other NEETs (Living and working in Europe, Eurofund, 2017). The differentiation of each learning block is based on a preliminary skill assessment that the consortium developed called LifeComp Skill Assessment Tool. This tool's score ranges guide the association of the most appropriate learning blocks to specific skill levels in each NEET subcategory, which were previously established in three levels: Basic, Medium and Advanced.

2.1 General Objectives

- To enhance the employability of Young NEETs.
- To increase the quality and effectiveness of the empowerment actions of the organizations and professionals working with young NEETs.

2.2 Specific Objectives

- To develop tailored learning programs to enhance young NEETs' engagement and motivation in learning.
- To increase the key competencies of young NEETs, to let them unleash their dynamic potential, self-regulate their emotions and behaviours,

cope with complexity, be thriving individuals, responsible social agents, and reflective lifelong learners.

- To equip youth leaders, youth workers and trainers with knowledge, skills and innovative tools to empower young NEETs.

2. Methodology

The pedagogical criteria/guidelines for the INKEY **Tailored Learning Programs** were developed and set by **CONTEXTOS** and the project partners. The methodology was divided into three sections:

NEET Categories - An outline of the characteristics, challenges, and needs of each of the seven NEET population categories.

LifeComp Gaps - A summary of the gaps in each NEET category's Personal, Social, and Learning to Learn competence.

Learning Blocks - Defined the characteristics, critical elements, and pedagogical approach of the Learning Blocks that were constructed to fill the identified skill gaps.

The collection of data of NEETs categories in each country corresponds to a picture of the national panorama and was carried out with a definition of all of them and a brief analysis of the programs/measures/responses in each country through state programs, NGOs or private entities that are intended to develop strategies of personal and social promotion for these target groups. Data collection was carried out through descriptive and bibliographic research, in February and March/2023. For the elaboration of the research, bibliographic research was carried out to discover the characteristics of the NEET population in each country.

For the description of gaps in the areas of Personal, Social and Learning to Learn competences for each NEET category, each partner was allocated with one category of the NEET population to analyse their characteristics,

challenges. The research carried out was bibliographical, analysing articles, reports, Internet texts, films and books.

For the creation of the **INKEY Tailored Learning Programs**, it was created a combination of learning blocks to develop the nine competencies of the LifeComp Framework (composed of role-plays, simulations, games, training videos, quizzes, dynamic presentations) for each of the different subgroups of the NEET population. It was developed one Skills Assessment Tool to assess the skills linked to the 9 competencies of the LifeComp Framework. This implies that the skill assessment results define the young NEET learning path, indicating the most suitable learning blocks for specific skill levels.

In addition, each partner organization implemented 2 labs to co-design blocks with trainers and youth workers experienced in the engagement and empowerment of young NEETs. Each lab was attended by **min. 20 participants that co-designed at least one block per each** of the nine competencies (**min. 2 learning blocks per lab per partner**). These learning blocks were created based on the competencies and in the form of role-plays, simulations, games, training videos, quizzes, and dynamic presentations. Two facilitators from the hosting environment guided the sessions, instructing the group members on how to best participate and interact and guarantee a smooth and effective implementation of the activities. They will be responsible for gathering all the results into a comprehensive report, which will be shared with the transnational team of educators to jointly enrich and finalize the contents of the blocks.

3. NEET Definition

The phenomenon of young NEETs turns out to be a social problem with a share of political responsibility. In order to understand this phenomenon, it is essential to identify and understand the type of young people that make up the different categories of the NEET population in each country and to

identify their characteristics, challenges, and needs, as well as the factors that can increase the likelihood of a young person becoming NEET. The most recent studies identify some risk factors associated with the NEETs status, such as low education, a history of disability, an immigration background, unemployed parents and/or with low education, living in isolated areas, or having low income; among others (Eurofound, 2012).

The situation of intermittency and transition in the context of NEETs can occur voluntarily or involuntarily. In the case of voluntary intermittence, we have the example of a young artist who decides to take a year off to write a novel. As for involuntary intermittency, we have young people who complete their education and go through a series of interviews, but cannot find a job that offers stability and enough support to avoid the risk of poverty. NEETs may also experience an intermittency condition, switching between periods of work and periods of non-work. For example, young people who do odd jobs on weekends but remain NEET for most of the week. In addition, a young person who enrolls in short-term training is still considered NEET, since the training is a temporary situation and, in the short term, it is again outside the system.

It is important to emphasize that NEETs are not only those who are unable to enter the labour market, but also include those who are unable to maintain a continuous, stable and lasting presence in the labour market. These young people often alternate between NEET periods and periods of fragile, temporary, short-term work below their skills and qualifications. This can include, for example, interns who are unable to stay in the companies where they interned or young people who find a job, but leave at the end of the probationary period. With all these variables, there is a terminology for NEETS for each. The following sentences presents the NEETs categories:

- **RE-ENTRANTS**

Re-entrants are the population that have already been employed or enrolled in education or training and will soon leave the NEET group. This population

can also be young people who have finished Middle School or who have finished High School/secondary school and recent graduates. The challenges of this category involve self-knowledge and goal-setting, finding a course tailored to its needs, finding a job with its characteristics, waiting a time to get into training or a job or even a difficulty in accessing information, services, and social responses. The needs of the re-entrants can include the opportunities for Non-Formal and Informal Education experiences (workshops, volunteer opportunities, young exchanges, sports, and art activities), Vocational Guidance/Coaching Support, Motivational Groups, Open Days in Companies, support in the construction of the curriculum and job search and monitoring offices/integration consultancy.

- **SHORT-TERM UNEMPLOYED**

This group refers to different types of situations: young people who are not in education, training or employment for less than 1 year, people who have a low level of education, young people who are looking for a profession that is related to their studies and they are having trouble finding one, people who take a gap year to find out what they would like to do with their careers or having a lack of specific soft skills that can make them competent for the market, for example, communication skills, critical thinking skills. It also refers to people who haven't been working for a period of time and find it even more difficult to find a job, because employers pay attention to the fact that the person has been unemployed for a while.

The challenges of this category involve a lot of possibilities, such as: possible participation in negative behaviours to gain income: gambling, violence, even crime, social exclusion, low self-esteem, hopelessness, ambivalence and poor health. In order to help the Neets in this category it's necessary to encourage them to get back to the market by informing about the current needs and about free seminars/events, programs/platforms that can increase their soft skills and opportunities of internships. Universities can help their

students get more in touch with the market, and give them opportunities too.

- **LONG-TERM UNEMPLOYED**

Long-term unemployed NEETs are among the most vulnerable youth and they're at high risk of disengagement and social exclusion. Long-term disengagement damages young people's employability, their human capital and their future employment outcomes; in some cases, the damage will last the rest of their lives.

As highlighted by the European Foundation for the Improvement of Living and Working Conditions (Eurofound, 2016), long-term unemployment among young NEETs is of special concern since it raises the likelihood of long-term exclusion from the labour market and society. While brief periods of unemployment or frictional unemployment are more or less inevitable outcomes of job searches and the transition from education to work, long-term exclusion from the labour market can have far-reaching implications. Young individuals are especially sensitive to the negative repercussions of long-term unemployment; it is well acknowledged that a lack of job experience early in life, with its attendant loss of human capital, is likely to have long-term ramifications for labour market participation and wages. Moreover, the main consequence of long-term unemployment is that it significantly increases the risk of long-term exclusion from the labour market and society. Indeed, high youth unemployment rates can discourage young people from looking for a job or can encourage them to postpone the job search and to return to the education system.

Furthermore, long-term NEETs are also individuals who are most blocked in their transition to adulthood and realizing their aspirations, not just in work but also in life. The "no" to education is therefore related to other "no's" such as autonomy, family formation, civic participation, and full citizenship.

The needs of this category involve a flexible learning provision to develop social competencies, including those required in the labour market and to

increase active citizenship and a pro-social attitude among youth. It is necessary also to promote self-awareness and empower NEETs to make their own decisions based on their skills, interests, and goals, as well as to help them develop the knowledge, attitudes, and skills required to plan, organise, monitor, and review their learning.

- **ILLNESS OR DISABILITY**

UN defines “Persons with disabilities those who have long-term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis with others.” The Convention on the Rights of Persons with Disabilities aims to change attitudes and approaches to persons with disabilities from being viewed as “objects” of charity, medical treatment and social protection to viewing them as “subjects” with rights, who are capable of claiming those rights and making decisions for their lives based on their free and informed consent as well as being active members of society.

Illness and disability people can face some challenges during educational programs and job openings in the labour market because people with sensory or mental disabilities require programs and job opportunities specially developed and adjusted to their needs. Besides that, educational and business organisations need to have the appropriate infrastructure to support people with disabilities and need to deal with discrimination by employers.

- **DISCOURAGED**

Discouraged workers are young NEETs who are not seeking work or education, or training because they believe that there are no jobs or opportunities for them. They may consider their qualifications insufficient to enrol on an education program to enhance their abilities, and they may refrain from seeking employment because they do not believe they are competitive enough to join education and/or the labour market.

Although investigations into the reasons for discouragement among young people are quite scarce, according to research, previous studies identified two categories of discouraged workers: those who believe there are no good jobs available and those who fear they would fail to obtain employment owing to personal shortcomings (van Ham et al. 2001). Discouraged workers have slipped into a process of motivation and skill deterioration that is gradually separating them from the labour market and participation in society. They are among the hardest-to-reach youth, and activation policies fail to engage them and they don't have not only technical competencies but essential life skills (e.g., relationship skills, willingness to participate, self-efficacy, confidence in themselves and their abilities). Also, this group is at significant risk of social marginalisation and are extremely likely to have poor employment results throughout their working lifetimes, as well as lifelong disengagement.

Discouraged workers need actions that appeal to their interests, sensitivities, and desires. They must be encouraged and empowered to perceive themselves as individuals with potential and abilities. Also, they frequently have a strong need for positive experiences that reinforce the concept of being active participants in the development of their future in a social setting that they can improve with their ideas, creativity, and devotion.

- **FAMILY RESPONSIBILITIES**

NEETs in this category are the ones that cannot work because they are caring for children or incapacitated adults or have other family responsibilities. They represent around 15% of all NEETs in Europe, 88% of them are women and they are a mix of vulnerable and non-vulnerable. (Eufound, 2016). Women are over-represented in this group, and besides the heterogeneity of the group and the backgrounds, a common shared problem among them is the lack of alternatives to become a NEET in many cases.

Young people in this category are not able to participate in the labour market because they cannot afford to pay for care for their child or adult family member, while others voluntarily withdraw from the labour market or education to take up family responsibilities. An example of this are the women, one-quarter of all young women who are NEET are outside of employment, education and training (Eufound, 2016) because of family responsibilities. While it is not possible to say how many are voluntarily in this situation, the imbalance in this category suggests room for manoeuvre for policy interventions, including the promotion of support to young women through childcare and other social care for their family members as tools to foster their re-integration into the labour market or education.

The needs of this category involve the provision of parental benefits or caring services like public childcare services, financial aid to hire caregivers, conciliation measures to enter the labour market, possibility to work remotely, digital education programs that are not synchronous to favour the conciliation, public policies to favour the family conciliation and specific public policies to encourage the labour market participation of young women.

- **OTHERS NEETS**

This category is considered a very heterogeneous group, including the most vulnerable, the most privileged and those who follow alternative paths, such as artistic careers. It can be considered to migrants, young people of migrant background, ethnic minorities, artists, young people with more qualifications and/or specific skills, beneficiaries of Social Integration Income (RSI) and young people in care and/or at risk. This group have some difficulties like language learning, cultural barriers and differences (e.g., religion), bureaucracy in document and legalization procedures, technological advances, school failure, absenteeism and indiscipline, the lack of civic and community participation, financial deprivation and social exclusion, marginalization and discrimination, difficulty of finding a job suited to their

characteristics and skills, precarity and lack of preparation for independent living.

In order to help this population, there are measures that can be taken like the integration of advisory services and integration support offices, the recognition of educational diplomas in the host country/residence, the vocational guidance support/coaching and motivational groups. Companies can also take measures such as support in building a CV and active job search techniques, opportunities for Non-Formal and Informal Education experiences (workshops, volunteer opportunities, exchanges, sports and arts activities) and open days in companies.

4. National Programs to Support the Integration of NEETs

This chapter provides a succinct analysis of the programs and measures that each project partner country has implemented to support the integration of NEETs. Programs from the government, non-profit organizations, or private organizations that create plans and strategies for these target groups' social and personal growth were intended. Following this research, it was examined to see if there was any connection to the NEET categories. The annex 1 can be checked in order to see the references and links of each program.

- **PORTUGAL - CONTEXTOS**

The Portuguese Government is dedicated to helping individuals who are struggling to find employment. One of their strategies is called the 'Youth Guarantee', which offers three different programs to help Neets become more self-aware and manage their emotions, thoughts, and behaviours. These programs are named: the National Implementation Plan for a Youth Guarantee, Trajetos Program, and Certified Modular Training Courses. For those who are short-term unemployed, there are two options available through the Employment and Vocational Training Institute (IEFP): Learning

Courses and Technological Specialization Courses - CET.

Long-term unemployed individuals can benefit from two programs: Qualifica Centres - Recognition, Validation, and Certification of Professional and School Competences, and Adult Education and Training Courses-EFA. For the population that is struggling with illness or disabilities, they can access two programs that support them: Support Measure for Integration, Maintenance, and Reintegration into the Labour Market, and Qualification of people with disabilities-PCDI. Besides that, the government offers the 'Family Support Measures' program for individuals with family responsibilities, which is applied by Social Security. Furthermore, discouraged workers can benefit from two programs: World Skills Portugal and Employment-Insertion Contract.

For other NEETs, the government offers a variety of programs including a Basic Portuguese language course, Futurália-Educational Offer, Training and Employability APDES-Piaget Agency for Development, and RESIT- Network of Social Enterprises for Work Insertion. These programs aim to provide individuals with the necessary skills and knowledge to enter the job market and achieve their career goals.

- **ITALY - LASCO**

Re-entrants, or individuals who are transitioning back into the work, can benefit from a variety of programs in Italy. While there is no program specifically targeted at re-entrants, the "New Competences National Plan" aims to reorganize the training of workers in transition and the unemployed. This program also strengthens the vocational training system and defines essential quality levels for upskilling and reskilling activities. Additionally, it integrates other initiatives aimed at young people, NEETs, and adult skills.

For short-term unemployed, long-term unemployed, illness or disabled, family responsibilities, discouraged workers, and other NEETs, the "Guarantee of Occupability of Workers" Programme (GOL) is available. GOL defines paths of accompaniment to work, professional updating or retraining, and paths in network with other territorial services. In the next five years, the plan's "Target 1" aims to have at least 2,250,000 beneficiaries by 2025.

Another program that unemployed individuals can utilize is the "Outplacement allowance" (ADR), which provides personalized job search assistance services, including personal assistance and mentoring, intensive search for employment opportunities, and other resources to help people re-enter the labour market. Finally, the "Youth Occupation Initiative" National Operative Programme, co-funded by the European Social Fund, provides measures aimed at young people who are neither in employment nor in education or training. These measures include orientation, training, apprenticeships, civic service, self-entrepreneurship, and professional mobility.

- **SPAIN - FEMXA**

In Spain, there are government programs in place to support various groups of individuals who are struggling with unemployment or facing other challenges. The GARANTÍA JUVENIL PLUS Plan 2021-2027 de trabajo digno para las personas jóvenes, for example, focuses on young people who are re-entrants, short-term unemployed, long-term unemployed, or have family responsibilities. The program offers training and professional counselling services to help individuals find meaningful employment and re-enter the market.

For those who are ill or disabled, the GARANTÍA JUVENIL PLUS Plan also offers support through specialized mediators or socio-labour counsellors. These individuals can participate in campaigns and events designed to connect them with potential employers and opportunities. Family responsibilities can also present a significant barrier to employment, but the Spanish government offers personalized orientation programs to help individuals navigate the challenges of balancing work and family. Digital training programs are available to help individuals acquire the skills they need to succeed in both areas.

Finally, for other NEETs (not in employment, education or training), the Youth Guarantee Program and MEET-Uvigo Mentoring offer various options to help individuals find employment or training opportunities. These programs also offer support for specific groups such as LGBTi individuals, migrants, and

students in their last year of bachelor's or master's degrees with no work experience. Overall, the Spanish government has implemented a range of programs and support services to help individuals facing a variety of challenges find meaningful employment and achieve success in the work.

- **GREECE - KEAN**

In Greece, for re-entrants, short-term unemployed, and long-term unemployed individuals, Lifelong Learning Centres allocated in municipalities offer educational programs covering topics such as entrepreneurship, technology, and social skills. The ALMA EU initiative targets NEETs who are struggling to find employment due to factors such as long-term unemployment, insufficient educational background, and disabilities.

For individuals facing illness or disability, family responsibilities, discouragement in their job search, or other NEETs, there are additional resources available. The National Confederation of People with Disabilities, in partnership with the EU, offers training courses in ICT and administrative or commercial support specializations to young people with disabilities or chronic illnesses who are registered with the public employment service and have secondary or tertiary level education.

In addition, the General Secretariat for Vocational Education, Training, Lifelong Learning and Youth, part of the Greek Ministry of Education and Religious Affairs, offers Second Chance schools for adults over 18 who have not completed the mandatory nine years of education required to receive a secondary education diploma. Furthermore, Greece has implemented a range of programs and initiatives to support individuals facing various challenges in their education and employment journeys, aiming to provide opportunities for individuals to develop skills and find meaningful employment.

- **CYPRUS - CSI**

The research conducted for the National Snapshot showed that there are no specific programs or measures in place for re-entrants, which refers to those who had a job before but are currently unemployed. However, there are various active employment plans that are directed towards vulnerable groups of the population, including NEETs, which can also benefit re-entrants. For instance, there is a scheme that provides incentives for the employment of recently unemployed workers, with a budget of 17 million euros, and another one for the direct recruitment of NEETs, with a budget of 10 million euros. Additionally, there is a vocational training scheme for unemployed people that is promoted by ANAD with a budget of 7 million euros. As for short-term unemployed individuals, the EKS project aims to develop entrepreneurial skills among young adults, especially NEETs between the ages of 20-35. The project recognizes the importance of developing problem-solving, critical thinking, and people management skills that will be essential for future entrepreneurs. The simulation game created as a result of the project enables players to work on these skills. Another program available to short-term unemployed individuals is the Young Engineers Internship Project, which provides practical training for young graduates of the fields of Architecture and Civil Engineering, up to 29 years old, who are out of employment, education, or training. The ultimate goal of the project is to give trainees a license to practice the profession of architect or civil engineer.

For the long-term unemployed, the HRDA offers several plans to incentivize employers to provide training and employment opportunities. The "Training Plan for the Long-term Unemployed in Enterprises/Organizations" aims to provide a grant to several employers for the employment and training of long-term unemployed citizens. The "Training Scheme in Businesses/Organizations for Long-term Unemployed Persons" is another initiative that offers employment opportunities to long-term unemployed individuals, enabling them to acquire the competencies required for their

permanent job. The plan also aims to enhance enterprises/organizations with skilled and qualified staff.

For the population dealing with illness or disability in Cyprus, there are several schemes and programs available to support their employment and integration into the professional domain. These include an incentive scheme for the recruitment of people with disabilities, with a budget of 4 million euros, funded by national resources and co-funded by the European Social Fund of the EU. There is also an employment plan that aims to provide support through the assistance of life coaches who will help people with disabilities integrate into the work. Beneficiaries of this scheme are organizations for people with disabilities who will employ job coaches with the assistance of a grant. The THALIA 2021-2027 project is also directed towards people with disabilities and aims to promote their recruitment and combat employers' reluctance to do so.

For individuals with family responsibilities, there are incentive schemes for the employment of unemployed women and young people aged 15-29 who are not in education and training, with budgets of 10 million euros. There is also a law (Act No 205(I) of 2002) that provides equal treatment between men and women with regard to employment and vocational training, ensuring that they have equal access to opportunities and are not discriminated against in the workplace.

However, there are currently no schemes, programs or laws in Cyprus that specifically protect discouraged workers or other NEETs. It is important to continue developing and implementing policies that support all members of society and ensure their full participation in the work.

5. Comparative Chart

The majority of the programmes mentioned by the partners are linked to European funds such as the European Social Fund.

RE-ENTRANTS

- Except for Cyprus, all the partner countries have programs and other measures considering this NEET category. For the most part, these programs are at the national level and are implemented through or with the support of Employment Institutes;
- Portugal, Italy, Spain and Greece are implementing a Youth Guarantee;
- Considering the gaps in the programs mentioned by the partners, they highlighted the issue of self-regulation and managing learning.

SHORT-TERM UNEMPLOYED

- All of the partner countries are offering learning and technical specialization trainings;
- Existing programs in Italy, Spain, Greece and Cyprus support entrepreneurial attitude in acquiring competences to build an entrepreneurial mindset;
- Some partners highlighted the reinforcement of collaboration between social services and entities active in youth matters.

LONG-TERM UNEMPLOYED

- All of the partner countries offer educational training and certification for adults;
- In order to help short-term unemployed partners believe that attention should be paid to managing learning, growth mindset and well-being.

ILLNESS OR DISABLED

- Portugal, Greece and Italy emphasize acquiring additional practical skills to facilitate the acquisition of a specific occupation, such as commercial or administrative assistance. In Italy, however, National Operative Programme provides further support (i.e., higher allowance

and longer duration of placement) for young NEETs with a disability or illness;

- Portugal, Spain and Cyprus (currently in the planning stage) provide the necessary support to people with disabilities through the assistance of life coaches (mediators or socio-labour counsellors) who will help people with disabilities get integrated into the professional domain. In Portugal this support is offered by the Employment Institute;
- According to the partners, the gap in the programs presented is mainly about well-being and a growth mindset.

FAMILY RESPONSIBILITIES

- All partner countries have taken measures to support young NEETs with family responsibilities. Italian and Cyprus programs emphasize equality between men and women in all areas, including access to employment and career progression;
- Partners pointed out that in order to support young NEETs with family responsibilities it is necessary to focus on flexibility, well-being and critical thinking.

DISCOURAGED WORKERS

- Partners highlighted programs such as the Professions Championship or the "outplacement allowance" for unemployed persons to encourage and promote intensive job search and vocational courses;
- Gaps mentioned by the partners include self-regulation, well-being, and communication.

OTHER NEEDS

- Apart from Cyprus, all partner countries have programs to support migrants. In Italy and Spain, these programmes are part of the European Youth Guarantee. In Portugal, in addition to activities at the national level, there are also those at the municipal and NGO level.

- The partners found that in order to support other NEETs, such as migrants, special attention should be paid to self-regulation, collaboration and flexibility.

6. LifeComp Definition

LifeComp is a conceptual framework and it is divided into 3 categories: Personal, Social and Learning to Learn, and into 9 competences: Growth Mindset, Communication, Self-Regulation, Collaboration, Flexibility, Empathy, Wellbeing, Critical Thinking and Managing Learning. As an objective, it pretends to help people to unleash their dynamic potential, self-regulate their emotions, thoughts, and behaviours (European Union, 2020). For each competency, there is a description below:

Personal:

- **Wellbeing:** Wellbeing is not just the absence of disease or illness. It's a combination of a person's interrelated physical, mental, emotional and social health factors. Wellbeing is strongly linked to happiness, life satisfaction, a sense of purpose and the ability to manage stress.

Wellbeing could be defined as how you feel about yourself and your life.

There are 5 major types of wellbeing: 1. Emotional that involves being able to manage stress, be resilient, generate positive emotions and self-love. 2. Physical, it involves following a healthy living like eating habits and exercise. 3. Social, the ability to communicate, built meaningful intimate relationship and a network of close friends. 4. Workplace, the ability to pursue goals, interests, values, life purpose/meaning and happiness. 5. Societal, the ability to actively participated in a community, culture, environment. (BetterHealth)

- **Self-regulation:** The awareness and management of emotions, thoughts, values and behaviour. Self-awareness is fundamental for self-regulation since it allows identifying promptly unwanted responses, making it easier to prevent and control undesired outcomes. Understanding and regulating personal emotions, thoughts, and behaviour, including stress response. The deployment of strategies to attend and regulate emotions helps achieve better performance in personal, educational, and professional settings. Also, nurturing optimism, hope, resilience, self-efficacy, and a sense of purpose to support learning and action. A sense of personal purpose enhances the motivation to actively pursue long-term goals.
- **Flexibility:** The ability to manage transitions and uncertainty, and to face challenges. Flexibility also refers to the capacity to readily adapt, adjust, or modify in the face of evolving circumstances, challenges, or demands. It encompasses an open-minded mindset that embraces alternative approaches and a willingness to make necessary changes to plans or behaviours. This quality enables individuals or systems to effectively respond to shifting situations, uncertainties, and diverse requirements. It fosters agility, resilience, and the ability to seize opportunities or address obstacles with ease.

Social:

- **Empathy:** The understanding of another's people experiences and values, and the provision of appropriate responses. It entails the ability to place oneself in someone else's position, attentively recognizing their feelings and perspectives. By demonstrating genuine compassion and understanding, empathy nurtures positive relationships, facilitates effective communication, and fosters a supportive environment. Through empathy, individuals feel acknowledged, validated, and truly heard, creating a space of mutual understanding and connection.

- **Communication:** It can be defined as the “Use of relevant communication strategies, domain-specific codes and tools, depending on the context and content.” (KAYGIN, 2021). The core of collaboration is centred around fostering synergy, encouraging cooperation, and placing emphasis on effective communication to achieve optimal results.
- **Collaboration:** Collaboration entails actively engaging in group activities and working together as a team, while demonstrating acknowledgment and respect for others. It encompasses a willingness to share ideas, actively listen to others, and contribute one's skills and expertise in a cooperative and constructive manner. The essence of collaboration lies in fostering synergy, promoting cooperation, and prioritizing effective communication to attain the best possible outcomes. By embracing collaboration, individuals combine their efforts, leverage diverse perspectives, and strive towards achieving shared goals and objectives. Collaboration also involves understanding the importance of trust, respect for human dignity and equality, coping with conflicts and negotiating disagreements to build and sustain fair and respectful relationships. To cope with conflicts, individuals need to learn how to gather and exchange information to identify underlying problems, look for alternatives, evaluate their implications and be open about one's preference to select solutions.

Learning to learn:

- **Growth Mindset:** Belief in one's and others' potential to continuously learn and progress. A growth mindset is believing in yourself and knowing that mistakes do not determine your future or who you are because you can always learn and do differently. Those who have this development-oriented mindset don't give up when they encounter the first obstacle and use it as fuel to get stronger (SMITH, 2020).

- **Critical thinking:** In educational theory, is the mode of cognition using deliberative reasoning and impartial scrutiny of information to arrive at a possible solution to a problem. From the perspective of educators, critical thinking encompasses both a set of logical skills that can be taught and a disposition toward reflective open inquiry that can be cultivated. (Gosner, 2022)
- **Managing learning:** The motivation to foster both metacognitive knowledge and metacognitive regulation of learning. Metacognitive knowledge refers to: knowledge about cognition in general, of one's personal knowledge state, and of one's strengths and weaknesses as a learner; knowledge about the task e.g., its level of difficulty, which kind of strategies are better suited to solve it, when and why use them; and strategic knowledge of general strategies for learning, thinking and solving problems. Metacognitive procedural regulation applies the metacognitive knowledge to planning, monitor and evaluating one's own learning.

7. LifeComp Levels

In order to create the Assessment Tool, it was necessary to establish levels so that young people could measure their personal development in each of the LifeComp skills. The levels were divided into three for each LifeComp Competence: Basic, Medium and Advanced. Thus, young people will be able to receive the result of the level of their skills and the activities to improve each one.

LifeComp Competences	Learning Blocks - Basic	Learning Medium Blocks -	Learning Advanced Blocks -
Self-Regulation	Sometimes you may feel	Most of the time, you can	You feel very comfortable

	<p>overwhelmed by stressful situations and struggle to recognise and express your emotions, thoughts, values and behaviour.</p> <p>Don't worry, self-regulation is a competence that can be developed with a little bit of practice. It will let you manage and share your emotions and behaviour effectively.</p>	<p>recognise and express your emotions, thoughts and values.</p> <p>You're on the right track! Keep pushing forward, and remember that every step you take brings you closer to becoming truly exceptional at regulating yourself.</p>	<p>with your emotions, thoughts, bodily responses, and values, and are aware of how they influence your behaviour and performance. Keep going to master the skills you need to actively pursue long-term goals with optimism and sense of purpose, self-confidence and self-efficacy.</p>
Flexibility	<p>You may feel overwhelmed by changes, and you require external help to overcome stressful situations.</p> <p>The flexibility activities you can find on the INKEY platform can help you to acquire skills to deal with such situations.</p>	<p>You may feel uncomfortable with changes and even if you are able to provide ideas to overcome situations, you need some help to do so.</p> <p>The flexibility activities you can find on the INKEY platform can help you to acquire skills to acquire advanced flexibility level.</p>	<p>You feel comfortable with changes, and you can overcome situations without external support.</p> <p>On INKEY platform you will find training content that can help you to master flexibility skills.</p>
Wellbeing	<p>Frequently you can feel overwhelmed by stress and find it difficult to regulate your emotions. As a result, you may have developed thoughts and behaviours of low self-worth, restrain from actions of personal growth and find it difficult to build interpersonal relationships, seek help when needed but also offer support to others in need.</p> <p>Give yourself the time! Just set your mind to it and train hard. You'll learn something new each day, making progress every day.</p>	<p>Most of the time, you have an optimistic way of seeing life. You try to improve your physical health, be autonomous but at the same time devote time to building interpersonal affective relationships. You participate in stimulating creative activities and adopt a sustainable lifestyle.</p> <p>You already have this! Mastering a skill means putting in the time and effort it takes to become good at something.</p>	<p>You have a sense of purpose in life, make conscious choices and seek a work-life balance. You are aware that individual behaviour, personal characteristics and social and environmental factors influence health and wellbeing.</p> <p>You are doing great! When it seems like you can't go any further, don't give up and trust that you'll find a way to succeed.</p>

Empathy	<p>You may find it difficult to understand or acknowledge other people's point of view and you only feel comfortable in groups of people sharing similar experiences and backgrounds.</p> <p>The empathy activities you can find on INKEY platform can help you to acquire empathy skills to overcome such situations.</p>	<p>You can understand or acknowledge other people's point of view, but you don't feel comfortable in belonging to groups of people sharing different experiences and backgrounds.</p> <p>The empathy activities you can find on INKEY platform can help you to acquire advanced empathy skills to deal with complex situations.</p>	<p>You can understand or acknowledge other people's point of view and you feel comfortable in belonging to groups of people sharing different experiences and backgrounds.</p> <p>Congratulations, you have advanced empathy skills, if you want to refresh your knowledge on this topic, the INKEY platform can provide you with some activities to do on your own.</p>
Communication	<p>You can communicate using different forms of communication in a family and/or friend context.</p> <p>Trust in yourself. It takes work, but you will achieve your goals.</p> <p>Trust in yourself. It takes work, but you will achieve your goals.</p>	<p>You can communicate using different forms of communication in various social and cultural contexts, both familiar and new, but sometimes you feel you would like to be able to communicate better.</p> <p>You are already more uninhibited in communicating. You just need to work a little harder.</p>	<p>You can communicate using different forms of communication in a wide range of social and cultural contexts, both familiar and new. You can ask for feedback and are able to correct and adapt your communication for a good understanding of the message.</p> <p>Good. You are already at a higher level in communicating with anyone. Move on.</p>
Collaboration	<p>Sometimes, you can feel overwhelmed when required to collaborate with others.</p> <p>Don't worry, it's normal. Remember that you have a lot to offer in teamwork. Although it may seem difficult at times, remember that collaboration is an opportunity to grow and learn. Furthermore, as a competence, it can be</p>	<p>Most of the time, you feel comfortable collaborating with others, working effectively in a variety of collaborative settings, including virtual, remote environments and intercultural groups.</p> <p>You are doing already a very good job! Keep going to reach even higher heights.</p>	<p>You feel comfortable collaborating with others. You maintain a positive and motivated attitude, are proactive in seeking solutions, communicative in sharing your ideas and ready to support other team members.</p> <p>Well done! You have extraordinary skills to collaborate with others.</p>

	developed with practice!		
Growth Mindset	<p>You feel frustration at having failed and don't believe in developing certain skills. You fear failure and have difficulty trusting yourself. You show little curiosity and determination.</p> <p>Trust in yourself. Nobody said it was easy, you will achieve your goals.</p>	<p>You sometimes believe in yourself, but still find it difficult to face obstacles and sometimes give up. You show some curiosity and determination.</p> <p>Keep trusting yourself, use your intuition to move forward.</p>	<p>You are very confident. You are aware of acknowledge and believe in the aspects you need to improve. You do not let yourself be discouraged by obstacles; you see them as challenges and can always learn something new. Evolving is fundamental to developing and reaching goals.</p> <p>Done! You can already believe, change and evolve in your learning. Keep going!</p>
Critical Thinking	<p>Frequently you lack self-regulation of thought and judgement, at times you can be unaware of the limitations and biases in your knowledge and find it hard to distinguish between real facts, propaganda, opinions, and rumours.</p> <p>Be kind to yourself and give it some time! It's difficult to be able to manage your learning on your own. If you work hard, you'll be able to become an expert very soon!</p>	<p>Most of the time you can assess situations and assumptions, ask questions and evaluate whether an argument makes sense or not. -You are mostly aware that your personal values influence the process of comparing, evaluating and weighing different arguments and you can assess new strategies of problem-solving.</p> <p>You already have this! Mastering a skill means putting in the time and effort it takes to become good at something.</p>	<p>As a critical thinker you have self-regulation of thought and judgement, and willingness to assess and evaluate information critically. You are committed to stopping the spread of misinformation and false news. You use your imagination and intuition to explore new ideas and set new strategies of problem-solving while accepting some levels of risk-taking.</p> <p>You are doing great! When it seems like you can't go any further, don't give up and trust that you'll find a way to succeed.</p>
Managing Learning	<p>You can experience some difficulties in effectively planning, organizing, monitoring, and reviewing their own learning. Specifically, you can find it challenging to</p>	<p>Most of the time, you can be quite comfortable in effectively planning, organizing, monitoring, and reviewing your own learning. You are usually capable of</p>	<p>You feel very comfortable when it comes to effectively planning, organizing, monitoring, and reviewing your own learning. You are also always capable of</p>

	<p>comprehend your own weaknesses and strengths as learners and you may underestimate the level of difficulty of a certain task, or not know how to solve it.</p> <p>Be kind to yourself and give it some time! It's difficult to be able to manage your learning on your own. If you work hard, you'll be able to become an expert very soon!</p>	<p>comprehending your own weaknesses and strengths as a learner, you can estimate the level of difficulty of a certain task and know how to solve it.</p> <p>You are doing a very good job! Keep going and you'll be great at this!</p>	<p>comprehending your own weaknesses and strengths as learners, you can estimate the level of difficulty of a certain task, and you know how to solve it.</p> <p>Excellent work! You are great at this! Keep working to maintain your awesome skill and become even better!</p>
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8. LifeComp Framework Gaps

The **LifeComp Framework** was developed by the European Union to help individuals assess and develop their skills in order to enhance their employability. However, despite its many strengths, there are **gaps in the framework that can hinder its effectiveness** for certain groups of individuals, such as **NEETs**.

The LifeComp framework's neglect of non-cognitive skills is among its major flaws in relation to NEETs (EPI, 2014). The framework emphasizes cognitive and technical abilities more than social and emotional competencies, albeit acknowledging their relevance. This is a concern for NEETs since they might have missed out on chances to learn non-cognitive skills during their time in school or might have gone through trauma that prevented them from learning these abilities. The framework should pay more emphasis to non-cognitive qualities that are crucial for success in the workplace, such as resilience, adaptability, communication, and teamwork.

The LifeComp framework also has the drawback of failing to fully address the particular difficulties experienced by NEETs. For instance, a lot of NEETs might be underemployed and have trouble with basic employability skills

like time management, punctuality, and professional communication. The framework does offer recommendations in these areas, but it does not provide special assistance catered to NEETs' requirements. This is significant since developing these abilities may call for more intense support and direction for NEETs. In addition to these gaps, the LifeComp framework might also overlook how structural obstacles affect NEETs' capacity to find employment. NEETs, for instance, may experience prejudice based on their age, gender, ethnicity, or financial status. Also, they might not have access to networks and services that could aid in their job search. These problems may need to be addressed by more extensive governmental interventions since they are not addressed in the framework.

The LifeComp framework's emphasis on personal accountability for employability is another drawback. Although it's crucial for people to actively participate in strengthening their employability and growing their abilities, the framework places too much emphasis on this and can overlook how structural issues affect employment chances. NEETs may encounter numerous employment restrictions that are out of their control, making this a very troublesome situation for them. The LifeComp framework could be modified to better serve the needs of NEETs in order to fill these shortcomings. This can entail a stronger emphasis on non-cognitive talents and specialized assistance for developing fundamental employability abilities. The framework could also be adapted to consider the role of structural barriers in limiting employability and could incorporate broader policy interventions aimed at addressing these barriers.

Another strategy would be to create unique frameworks or tools made just for NEETs. These frameworks can concentrate on the particular difficulties that NEETs experience and include specialized support and direction to assist them in acquiring the abilities and competencies required to succeed in the job. To guarantee that the frameworks are effective and sensitive to NEETs' needs, there would need to be more cooperation between policymakers, educators, and employers.

In conclusion, the LifeComp framework has numerous advantages, but it also has flaws that could restrict how well it serves NEETs. These gaps include a lack of attention to non-cognitive skills, inadequate support for fundamental employability skills, a failure to address institutional impediments, and a focus on individual responsibility that is overemphasized. The LifeComp framework might be modified to better suit NEETs' needs, or different frameworks could be created especially for this group, to support their employability.

9. Skills Assessment Tool

The **Skills Assessment Tool** was created and designed to assess the skills of young NEET individuals. This tool utilizes the LifeComp Framework to determine the knowledge level in each skill area. Its primary objective is to provide recommendations for activities that can enhance competence. Once accessed by the youth, the Skill Assessment Tool generates results that categorize their LifeComp level. Based on these results, they are guided towards specific activities aimed at improving proficiency in each respective skill.

A self-assessment tool serves as a valuable resource for individuals seeking personal growth and development. Firstly, it provides a platform for personal self-evaluation and monitoring, that can make the young people more engaged in self-assessment and to reflect on strengths, weaknesses, and areas for improvement. They can gain a clearer understanding of themselves and identify areas where they need to focus more effort. This holistic view promotes continuous growth and helps to build upon existing knowledge and skills. Additionally, self-assessment recognizes the competencies you have acquired and serves as a legitimate alternative to other forms of assessment, such as external evaluations or appraisals.

In conclusion, a self-assessment tool is valuable for personal growth and development. It empowers individuals to evaluate themselves, consolidate

learning, recognize competencies, foster self-reflection, gain self-knowledge, and encourage accountability. People can start a journey of ongoing development, self-awareness, and professional advancement by using such a tool. The INKEY project website¹ will host the Skill Assessment Tool.

10. Tailored Learning Programs

Tailored learning programs are an innovative solution to help young NEETs gain access to education and job opportunities. These programs are based on non-formal education principles and gamification dynamics, which make them engaging, interactive, and effective. The main goal of these programs is to provide young NEETs with opportunities to foster the nine competences of the LifeComp Framework. The learning programs will embed the conceptual provision of the LifeComp Framework, tailoring the learning pathways around the existing skill set of the learners. This approach ensures that the programs are relevant, personalized, and effective. The learners will evaluate themselves and their level on each nine skills of LifeComp through an assessment tool, which will identify their strengths and weaknesses, and set tailored pathways to their individual needs.

Non-formal methodology will be used to make the learning experience more engaging and motivating by introducing activities such as role-plays, simulations, training videos, quizzes, dynamic presentations making learning more fun and enjoyable. Non-formal methodology also encourages learners to take ownership of their learning and to engage in self-directed learning.

In conclusion, tailored learning programs based on non-formal education principles and gamification dynamics are an effective way to provide young NEETs with opportunities to develop the skills they need to succeed in the modern workplace and society. These programs embed the conceptual provision of the LifeComp Framework and use gamification dynamics to make learning engaging and fun. By tailoring the learning pathways around

¹ <https://inkeyproject.eu>

the existing skill set of the learners, the programs ensure that they are relevant, personalized and effective. Tailored learning programs, namely the **learning blocks**, are available in the **second part** of this publication - IO2 Tailored Learning Programs. .

11. Final Considerations

This report is the result of several months of research, practical tasks (co-design labs) and a creative process to build a working tool for youth workers and NEETs (the Learning Blocks).

It is important to emphasise that there are differences between each partner country in terms of education, training and employability policies, which made it challenging for this consortium to produce this report.

Matching the needs of the different NEETs, and at the same time the definition of LifeComp, was a challenge because LifeComp does not specifically meet the needs of NEETs. This is important and must be taken into account because each NEET has different specificities and obstacles that deprive them and that may not be in line with the development of Life Comp competences.

To try to respond to this gap in LifeComp, the project consortium decided to create activities that could meet the needs of different types of NEETs and consequently define and adjust learning and the development of personal, social and learning-to-learn skills. Many activities can be adapted to different groups, carried out individually at each young person's own pace and in different learning contexts (formal, non-formal or informal education).

The preliminary skills assessment tool developed by the FEMXA is called the LifeComp Skill Assessment Tool. This tool is used to determine the skill levels of individuals in each NEET subcategory. The tool assigns a score to each individual, which falls within a specific range. These score ranges are then

used to determine the most suitable learning blocks for each individual, based on their skill level. Skill levels are categorised into three levels: Basic, Medium and, Advanced. This ensures that each individual receives the learning blocks that align with their specific skill level, in order to facilitate their learning and development.

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Annexes

Annex 1

<u>Program</u>	<u>Country</u>	<u>NEETS Category</u>	<u>Link</u>
Trajeto Programme	<u>Portugal</u>	RE-ENTRANTS	«Programa Trajetos» para jovens NEET com foco no trabalho, estudo e formação - XXII Governo - República Portuguesa (portugal.gov.pt)
Certified Modular Training Courses	<u>Portugal</u>	RE-ENTRANTS	https://www.iefp.pt/modalidades-de-formacao?tab=formacoes-modulares-certificadas
Active Life Measure - Qualified Employment	<u>Portugal</u>	RE-ENTRANTS	https://www.iefp.pt/modalidades-de-formacao?tab=vida-ativa
Employment and Vocational Training Institute (IEFP) Learning Courses	<u>Portugal</u>	SHORT-TERM UNEMPLOYED	Geração Pro - IIEFP, I.P.
Technological Specialization Courses-CET	<u>Portugal</u>	SHORT-TERM UNEMPLOYED	https://www.iefp.pt/modalidades-de-formacao?tab=especializacao-tecnologica
Qualifica Centres - Recognition, Validation and Certification of Professional and School Competences	<u>Portugal</u>	LONG-TERM UNEMPLOYED	RVCC - IIEFP, I.P.
Adult Education and Training Courses-EFA	<u>Portugal</u>	LONG-TERM UNEMPLOYED	https://www.iefp.pt/modalidades-de-f

			ormacao?tab=cursos-efa
Support Measure for Integration, Maintenance and Reintegration into the Labour Market.	Portugal	ILLNESS OR DISABLED	Reabilitação Profissional - IEFP.I.P.
Qualification of people with disabilities-PCDI	Portugal	ILLNESS OR DISABLED	https://www.iefp.pt/formacao-para-pessoas-com-deficiencia-e-incapacidades
Family Support Measures (Social Security)	Portugal	FAMILY RESPONSIBILITIES	Apoio à família (eportugal.gov.pt)
World Skills Portugal	Portugal	DISCOURAGED WORKERS	https://worldskillsportugal.iefp.pt
Employment-Insertion Contract	Portugal	DISCOURAGED WORKERS	https://www.iefp.pt/apoios-emprego?tab=emprego-insercao
Basic Portuguese language course	Portugal	OTHER NEEDS	https://www.iefp.pt/modalidades-de-formacao?tab=portugues-lingua-de-acolhimento
Futurália-Educational Offer, Training and Employability	Portugal	OTHER NEEDS	https://futuralia.fil.pt/?doing_wp_cron=1673016261.3143479824066162109375
APDES-Piaget Agency for Development	Portugal	OTHER NEEDS	APDES – Agência Piaget para o Desenvolvimento – A Agência Piaget para o Desenvolvimento é uma ONGD fundada em 2004 que promove o desenvolvimento integrado de comunidades vulneráveis.
RESIT- Network of Social Enterprises for Work Insertion	Portugal	OTHER NEEDS	https://apdes.pt/pt/portfolio/rede-em-presas-sociais-insercao/
New Competences National Plan (in Italian, Piano Nazionale Nuove Competenze).	Italy	RE-ENTRANTS	https://www.anpal.gov.it/documents/552016/1246877/Piano+nazionale+nuove+competenze.pdf/dd93ddf0-74d5-fae8-51d0-c4cd3695938c?t=1670335200814
Guarantee of Occupability of Workers" Programme (Garanzia di Occupabilità dei)	Italy	SHORT-TERM UNEMPLOYED, LONG-TERM UNEMPLOYED, ILLNESS AND DISABLED,	https://www.anpal.gov.it/documents/552016/1365559/Programma+Gol+testo.pdf/055577fd-9385-73a7-9ee0-a666e0dcccff?t=1670406730860

Lavori - GOL).		DISCOURAGED	
Youth Occupation Initiative” National Operative Programme	Italy	SHORT-TERM UNEMPLOYED, LONG-TERM UNEMPLOYED, ILLNESS AND DISABLED, LONG-TERM UNEMPLOYED, DISCOURAGED, OTHER	https://www.anpal.gov.it/documents/552016/1365559/Programma+Gol+testo.pdf/055577fd-9385-73a7-9ee0-a666e0dcccff?t=1670406730860
Active Labour Market Policies System” National Operative Programme	Italy	SHORT-TERM UNEMPLOYED, FAMILY RESPONSIBILITIES	https://www.anpal.gov.it/documents/552016/586435/PON+SPAO_vs.9.0.pdf/ebe0bc2b-6bc2-1625-2373-669e0fef578d?t=1675776094312
Outplacement allowance	Italy	LONG-TERM UNEMPLOYED, DISCOURAGED WORKERS	https://www.anpal.gov.it/documents/552016/586567/All-2-AdR-2-luglio-2017.pdf/9021f5ef-c0a5-43fd-939b-ba79d7db0acf?t=1573120471255#:~:text=Ai%20sensi%20dell'articolo%2023,disoccupazione%20eccede%20i%20quattro%20mesi%E2%80%9D.
Youth guarantee program	Spain	SHORT-TERM UNEMPLOYED, LONG-TERM UNEMPLOYED, ILLNESS AND DISABLED, FAMILY RESPONSIBILITIES, DISCOURAGED, OTHER NEEDS	https://www.boe.es/eli/es/res/2021/06/24/11/dof/spa/pdf
Employment Shuttles (Labor Orientation)	Spain	RE-ENTRANTS, LONG-TERM UNEMPLOYED, DISCOURAGED	https://www.lanzaderasdeempleo.es/programa-lanzaderas
From outdoors to labour market (FOLM)	Spain	LONG-TERM UNEMPLOYED, DISCOURAGED, OTHER NEEDS	https://www.folmweb.com/
MEET-Uvigo Mentoring for newcomer students	Spain	OTHER NEEDS	https://www.uvigo.gal/es/estudiar/organizacion-academica/planes-accion-tutorial/meet-uvigo-modelo-tutorial-basado-mento
Universities for future work skills	Spain	OTHER NEEDS	http://www.uwm.edu.pl/unifors2020/index.php/about-unifors/

2020 (UNIFORMS)			
Lifelong Learning Centres in Municipalities	<u>Greece</u>	RE-ENTRANTS, SHORT-TERM UNEMPLOYED, LONG-TERM UNEMPLOYED, FAMILY RESPONSIBILITIES, DISCOURAGED WORKERS, OTHER NEETS	http://www.gsae.edu.gr/el/geniki-ekpaidefsi-enilikon/i-dia-viou-mathisi-stous-dimous/k-d-v-m-kentra-dia-viou-mathisis/filosofia-kai-programmata
The ALMA (Aim, Learn, Master, Achieve) EU initiative	<u>Greece</u>	RE-ENTRANTS, SHORT-TERM UNEMPLOYED, LONG-TERM UNEMPLOYED, DISCOURAGED WORKERS, OTHER NEETS	https://ec.europa.eu/social/main.jsp?catId=1549&langId=en
The General Secretariat for Vocational Education, Training, Lifelong Learning and Youth	<u>Greece</u>	SHORT-TERM UNEMPLOYED, LONG-TERM UNEMPLOYED	http://www.gsae.edu.gr/el/geniki-ekpaidefsi-enilikon/devteri-efkairia/s-d-esxoleia-deyteris-efkairias/mathe-gia-ta-sxoleia-deyteris-efkairias
ESF Employment Plan	<u>Cyprus</u>	SHORT-TERM UNEMPLOYED , LONG-TERM UNEMPLOYED , ILLNESS OR DISABLED, FAMILY RESPONSIBILITIES	https://mof.gov.cy/assets/modules/wikipedia/articles/202106/910/docs/lm_q1_2021_gr.pdf
EKS (Entrepreneurship is the Key to Success)	<u>Cyprus</u>	SHORT-TERM UNEMPLOYED	https://eks.erasmus.site/
Young Engineers Internship Project	<u>Cyprus</u>	SHORT-TERM UNEMPLOYED	www.youthguarantee.org.cy and/or https://onek.org.cy/en/home-page/programs-and-service/information/active-youth-youth-guarantee/
"Training Plan for the Long-term unemployed in Enterprises/ Organizations"	<u>Cyprus</u>	LONG-TERM UNEMPLOYED	https://www.etek.org.cy/el/ergo-praktikis-askisi-neoi-mixanikoi
THALIA 2021-2027	<u>Cyprus</u>	ILLNESS OR DISABLED	https://www.fundingprogrammesportal.gov.cy/call/scheme-providing-incentives-to-employ-people-with-disabilities_el/