

Best practice interventions in Formal and Non-formal Education of Youth NEETs in Rural Areas Across Europe

Report elaborated by Working Group 2 (WG2):
Formal and Non-formal Education



November 2022

From 2012 and 2021, there has been a notably positive trend in school to work transitions across EU countries. For instance, rates of early school departure from education and training have declined by 2.9 percentage points between 2012 and 2021. In some countries, such as Portugal or France, the reduction of the numbers has even reached into double digits. Beyond this, tertiary education attainment of those aged 30–34 has increased by 7.1 percentage points. Likewise, youth unemployment has dropped 7.8 percentage points, whilst NEET rates have also decreased by 2.9 percentage points. This promising evolution of several indicators of the school to work transition was, however, interrupted by the COVID-19 pandemic crisis. This was especially true between 2020 and 2021, with Southern, Eastern and Baltic countries displaying a slower recovery to pre-pandemic levels. The major justification for this development is the combination of a favorable economic environment, thereby leading to an increase of job offers with the implementation of the Youth Guarantee being adopted by the different EU member states in order to tackle NEET rates.

Sadly, this optimistic scenario does not operate evenly across the continent. Non-EU countries continue to struggle with very significant NEET rates. Moreover, Northern and Central European countries fared much better than Southern and Eastern countries in reducing NEETs numbers. Furthermore, sub-national NEET rates vis-à-vis national disparities continue to be very significant in Southern and Eastern countries. Overall, in these countries remote and predominantly rural areas tend to display a higher proportion of NEETs. This represents a remarkable challenge for the viability of already vulnerable territories which are struggling with shrinking demographics and declining economies.

Finding ways to promote NEETs' social inclusion is, therefore, a building block of restoring rural communities' sustainability in the long term. The COST Action Rural NEET Youth Network (RNYN) brings together multiple stakeholders, from researchers to policymakers and non-governmental organizations with the intention of informing research policies and programs that can ultimately promote rural NEETs' social inclusion. As part of that vision, RNYN is now delivering a series of four reports which collate promising practices, programs, and case studies. Our reports cover four topics traversing RNYN's thematic working groups: social inclusion; formal and non-formal education; employment and employment services; and, rural development. Altogether, we hope that these multiple angles of analysis will inspire further research or collaboration between institutions and people interested in moving forward rural NEETs, but also rural youth in general.

These reports were only made been possible with curiosity, research, and the commitment of dozens of RNYN members. However, we would not have fully fulfilled this challenging goal of our Action Plan without the outstanding co-ordination of the following persons: Maria Fernandes-Jesus; Tatiana Ferreira; Paul Flynn; Heidi Paabort; Claudia Petrescu; Òscar Prieto-Flores; Alen Mujčinović; Štefan Bojnec; and finally, our working groups leaders and vice-leaders. As the RNYN Chair, I cannot thank them enough for making this possible.

The Action Chair

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CONTEXTUALISATION

The model that frames this report is Bronfenbrenner's Bio-ecological Model which considers that ecosystem interactions between citizens and their environment, at multiple levels, has a direct impact on the development of those citizens. Informed by this model we present a number of case studies that represent best practice interventions at various levels of Bronfenbrenner's Bio-ecological model. For clarity, definitions of these levels are provided here:

Macro-level Best Practice / Interventions

- EU or state level interventions, top-down actions, that might include reform.

Meso-level Best Practice / Interventions

- Regional or network coordinated interventions that are influenced or informed by the macro level, actions that inform local or small-scale interventions.

Micro-level Best Practice / Interventions

- Localised activities that are effective within their own environment.
- Community engagement projects that may have the potential for bottom-up reform.
- Not always research informed, but effective.

METHODOLOGY

Education, whether in formal or non-formal settings, is often the first line of engagement in supporting Rural NEETs. However, it is not always the case that these engagements are widely disseminated, indeed, if documented in the first instance. The work reported here aims to uncover best practice interventions and to present a methodology for the reporting of same. In order to achieve this aim, this report builds upon work carried out by Petrescu et al (2021) and Erdogan et al. (2021) in order to frame the identification of relevant case studies. The Manual for the Classification of Intervention Best-Practices With Rural NEETs (Petrescu et al., 2021) served to help identify potential instances of best practice and Manual for the Methodological Best-Practices in Research Dedicated to Rural NEETs (Erdogan et al., 2021) helped to make sense of studies presented. The report is presented in four distinct, although interrelated, sections. Each section contains a number of case studies that exemplify formal and non-formal educational interventions which the authors present for adoption in cognate settings:

1. Macro-Level Interventions: Three of macro-level best practice interventions were identified in three countries across Europe. This countries include:
 - Estonia
 - Moldova
 - Italy
2. Meso-Level Interventions: Two meso-level best practice interventions were identified in two countries across Europe. This countries include:
 - Albania
 - Latvia
3. Micro-Level Interventions: Two micro-level best practice interventions were identified in 2 number countries across Europe. This countries include:
 - Turkey
 - Portugal

The final section of the report provides recommendations which reflect actions that may benefit those being to support rural NEET engagement with formal or non-formal educational interventions.





Case Study No.1: Estonian Youth Guarantee Support System

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Abstract:

Lack of education or long-term unemployment can have a significant impact on a young person's entire future, including an increased risk of becoming socially excluded or unemployed in the future, including lower wages. For this reason, various measures have been developed in Estonia to address youth employment issues and one of them is the Youth Guarantee Support System (YGSS) created in 2018. The objective is to significantly improve the outreach and identification of NEETs in municipalities and better integrate them through cross-sectoral collaboration (social work, youth work, education, internal security etc), also through non-formal learning possibilities. YGSS is a hands-on tool for local municipalities that enables IT solutions for aggregating data from national registers in order to identify potential 16–26-year-old NEETs and case management guides for contacting target group and offering suitable help. The longer aim is to support youth to go back to education or the labour market. NGTS is part of the Estonian Youth Guarantee Action Plan.

Relevant Keywords:

NEETs, Youth Guarantee, IT-system, case management, outreach, mapping, cross-sectoral, proactive

Introduction

According to Statistics Estonia, as at 2021, there were 22,200 young people aged 16 to 29 who were not in education or employment (Statistikaamet, 2022). Young people in NEET status or at risk thereof came into focus in 2012, when one in three young people in Europe aged 15 to 29 was out of education or the labour market. To prevent the consequences of the NEET-status for both the young people themselves and for society, there was a need to create a political instrument that would contribute to young



people in the Member States gaining access to education or the labour market. On this basis, in 2013, the Member States of the European Union agreed to establish the Youth Guarantee initiative where each Member State ensures that within four months of becoming unemployed or leaving formal education, all young people under the age of 25 can find a suitable and sustainable job offer, traineeship offer, or opportunity for continued education. In Estonia, the Youth Guarantee is coordinated by the Ministry of Social Affairs in cooperation with the Ministry of Education and Research. In 2020, the Youth Guarantee was updated with a new initiative entitled 'A Bridge to Jobs – reinforcing youth employment' – instead of the previous age of up to 24, the new focus is on supporting young people up to the age of 29. (European Commission, 2020; Sotsiaalmististeerium, 2022)

The European Commission has previously pointed out that obtaining better knowledge of young people and reaching them better is an aspect that requires improvement in the implementation of the Youth Guarantee action plan (European Commission, 2015; European Commission, 2018). One of the biggest bottlenecks in the activation of inactive young people in Estonia was that the state (including local governments) lacked systemic information about who are the young people that are away from the labour market and education and may need state support to get out of the disadvantaged situation, but who themselves may not reach the necessary services (Sotsiaalmististeerium, 2021). Different reports pointed out that the state provides a number of services to young people – labour market services, youth work measures, career guidance, etc., but services are often insufficiently available (Tegevuse..., 2017), fragmented, or underutilised (Teemapaber..., 2015). This gave rise to the need for a comprehensive systematic approach, which enables information about inactive young people to be passed on to the local government and to organise the activation of the target group more effectively (Sotsiaalmististeerium, 2021).

YGSS was established with the aim to create an electronic tool for local governments that enables information to be obtained about young people in the region who are not engaged in education or working and to support them on their return to education and in reaching the labour market. Each local government is able to join voluntarily, but it must take into account that participation in monitoring also brings with it the expectation of contacting and supporting young people. The establishment of the support system also supports various strategic goals of Estonia (e.g., the Welfare Development Plan



2016–2023, the Youth Development Plan 2022–2035, the EU Council recommendation on establishing a Youth Guarantee). The YGSS was thus a defined set of activities with a defined sequence that the case manager proceeds from in finding, contacting and providing assistance to young people in need. The IT solution to be created in the Social Services and Benefits Registry (hereinafter: STAR) is a direct part of the YGSS.

The possibility of the solution was first piloted (in 2016) in two local governments (Tartu, Võru), and it could be concluded that a query of registers enables information to be obtained on inactive young people; however, their need for assistance and the reason for their inactivity still needs additional assessment.

On the basis of the test project, the Ministry of Social Affairs developed the YGSS IT solution which linked ministries and following databases:

- Ministry of the Interior (Population register– all young people in the 16 to 26 age group);
- Ministry of Education and Research (Estonian Education Information System);
- Estonian Tax and Customs Board (Employment register, Register of taxable persons);
- Estonian Unemployment Insurance Fund (Registers of persons registered as unemployed and jobseekers and the provision of labour market services and assessment of work ability, Work ability allowance database);
- Estonian National Social Insurance Board (State pension insurance register, Social Services and Benefits Registry (STAR));
- Defence Resources Agency (National defence obligation register);
- Ministry of Justice (National register of imprisoned persons, post-sentence detainees, detained persons and arrested persons).

Development of the YGSS continued in several stages. In 2018 to 2020, the IT solution and the case management of young people were tested in five local governments (City of Kohtla-Järve, Raasiku Rural Municipality, Saaremaa Rural Municipality, City of Tartu, and City of Võru) and in 2021 to 2023, the second stage of testing continues in four lo-



cal governments (City of Kohtla-Järve, City of Narva, City of Pärnu, and Valga Rural Municipality), in the course of which the case management model is supplemented with a cross-sectoral network- and tailor-based approach. Network and case management training courses are being organised for case managers and are professionally supported by providing co- and supervision. In the second stage of testing, the target group of inactive young people was extended, i.e., an inactive young person is also a person aged 16–29 who has not been identified on the basis of a query from the state registers and who contacts the local government with the aim of obtaining help to enter the labour market or continue their education (Sotsiaalmisteerium, 2021).

Description of the intervention

The Youth Guarantee Support System (YGSS) is one of the activities by which the Youth Guarantee is implemented in Estonia and Estonian Government's national priority to improve access to the labour market and prevent exit from the labour market. As a result of the activity, the employment of less competitive target groups participating in active labour market services has increased. The broader objective of the Youth Guarantee Support System is to increase the participation of inactive young people in the labour market and their employment opportunities. (Sotsiaalmisteerium, 2021). The YGSS is a macro level over-Estonian intervention to provide support in a municipality to NEET youths aged 16–29 who require assistance for returning to education and/or entering the labour market. To facilitate reaching the target group, the YGSS uses an IT system through which a query is made to different national registers (9) for young people aged 16–26 in the respective local government. As a result, twice per year (March and October), the local government receives a list of young people aged 16–26 in their region who are not in education or employment (excluding young people who are already registered with the Unemployment Insurance Fund). The contact details and general data obtained through the query make it possible to contact the young person, identify their need for assistance and, if necessary, offer them assistance (mediate existing state and local government services, etc.). A cross-sectoral network and case-by-case approach is used to reach and support young people.

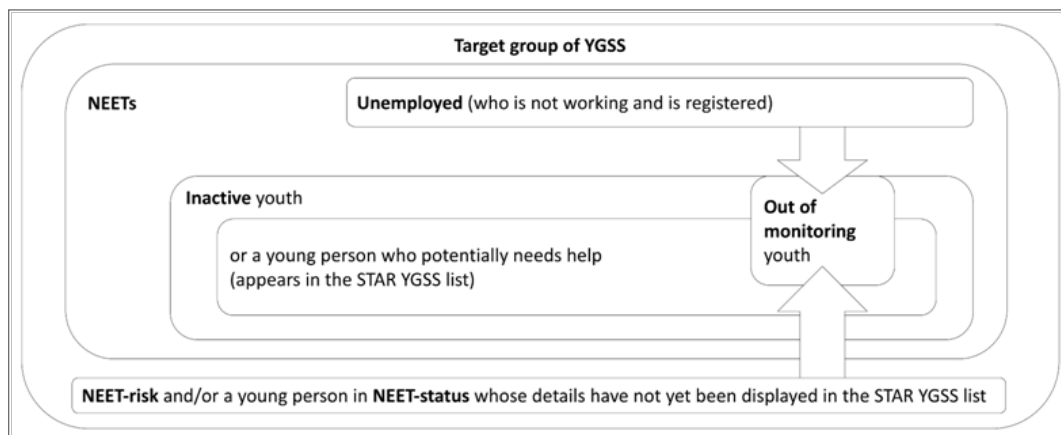
Target group

Through the YGSS, assistance is primarily provided to inactive young people who (Sotsiaalkindlustusamet, 2021) (Figure 1):



1. are aged 16–26, identified on the basis of a query from the national registers, and meet all the following conditions – they:
 - do not study;
 - do not work;
 - are not registered as unemployed;
 - are not subject to certified loss of work ability or loss of capacity for work of more than 80 per cent;
 - do not receive an employment support service;
 - are not engaged in entrepreneurship;
 - do not receive a benefit for raising a child under the age of one and a half;
 - are not imprisoned or in custody pending trial;
 - are not in alternative or military service;
2. are aged 16–29 and in NEET status, who do not appear in the register query, but still need assistance (unemployed and out of monitoring);
3. are aged 16–29 and at risk of NEET status.

Figure 1. Target group of YGSS (figure created by author)





Intervention stages

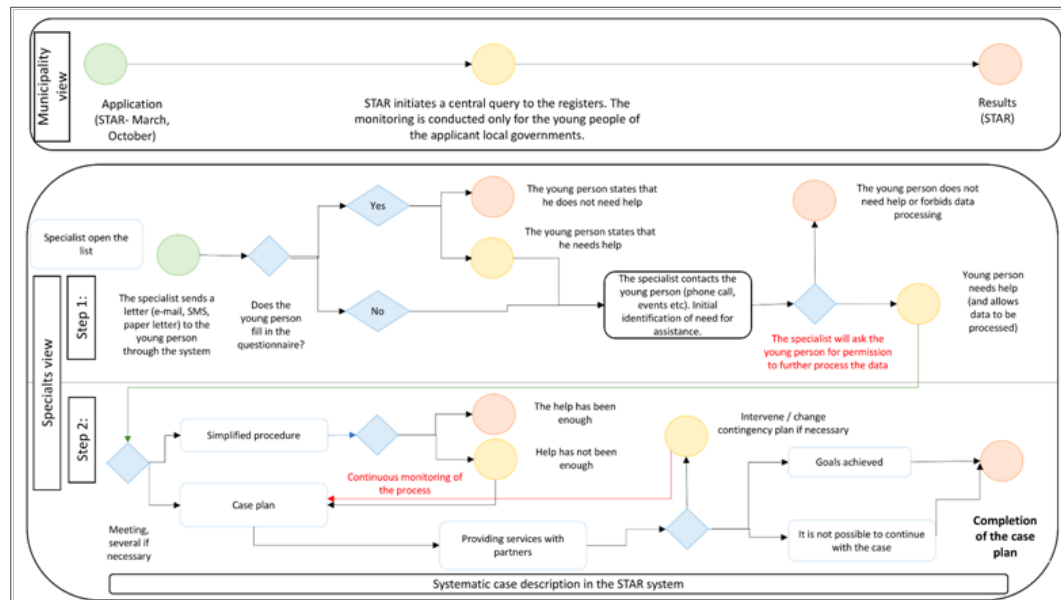
The YGSS consists primarily of 2 levels– municipality and specialist level. Specialist level also consists of 4 parts: reaching a young person, networking, supporting them, and providing follow-up support. The implementation of the intervention stages is the responsibility of the local government's YGSS case manager who may have, for example, the educational qualifications of a youth worker, child protection official, educator, or social worker. (Sotsiaalkindlustusamet, 2021) Through the population register, the YGSS IT system enables the contact details of young people – and their parents or guardians in the case of minors – to be obtained, which local governments can then use to make contact, and gathers information about the most important background characteristics of young people (e.g., level of education). This helps the case manager to prioritise getting in contact with the young person and to identify the young person's actual need for assistance upon establishing contact with the young person.

The IT solution provides the case manager with the ability to record additional data about the young person, e.g., the preferred method of contact, desired assistance, actual need for assistance, mediated services, etc. The case management model has two objectives (Figure 3): to describe how work is done with an inactive young person, and to gather information about existing services. A methodical code of practice has been prepared for the local government's case manager, which they can use as guidance, as well as a list of the services provided by the local government itself and the services of the state, which can be introduced to young people in need of assistance, if necessary. The model will be updated based on the results of the activity.

Part 1: Reaching the young person

Reaching the young person is supported by an IT solution through which a local government receives a list of the aforementioned young people. On the basis of the list, young people will be contacted personally (by e-mail, text message, or post) (Figure 2). In the case of a minor young person, notifications about contacting are also sent to persons with the right of custody. Every young person who has been contacted has the right to refuse assistance and ask not to be contacted again or cease processing of their data. In addition, calling, thematic and youthful events (information day, fair, training, etc.), mobile youth work, advertisements and campaigns in public places, and other opportunities offered by cooperation partners are used to reach young people.

Figure 2. Logic of intervention case management (figure created by author)



Part 2: Networking

Networking is systemic cooperation between institutions for the purposes agreed upon from the YGSS perspective, which includes joint mapping, analysis and description of bottlenecks and opportunities, finding potential solutions, sharing existing resources, and case-by-case activation. From the YGSS perspective, networking can function at the institutional, municipal, regional, county, and national level. A holistic approach that considers all areas of a young person's life is important in youth case management and networking. Consequently, within the framework of the YGSS, a wider network of representatives from 7 different sectors will be involved in the support of young people (Valdkondadeülene, 2021):

- the health sector (e.g., family medicine centres, school nurses, psychologists, etc.);
- the youth sector (e.g., youth centres and youth workers, etc.);
- the social sector (e.g., social workers, etc.), internal security (e.g., police, prosecutor's office, probation supervision, programmes aimed at offenders);
- the education sector (e.g., social pedagogues, teachers, school support providers);

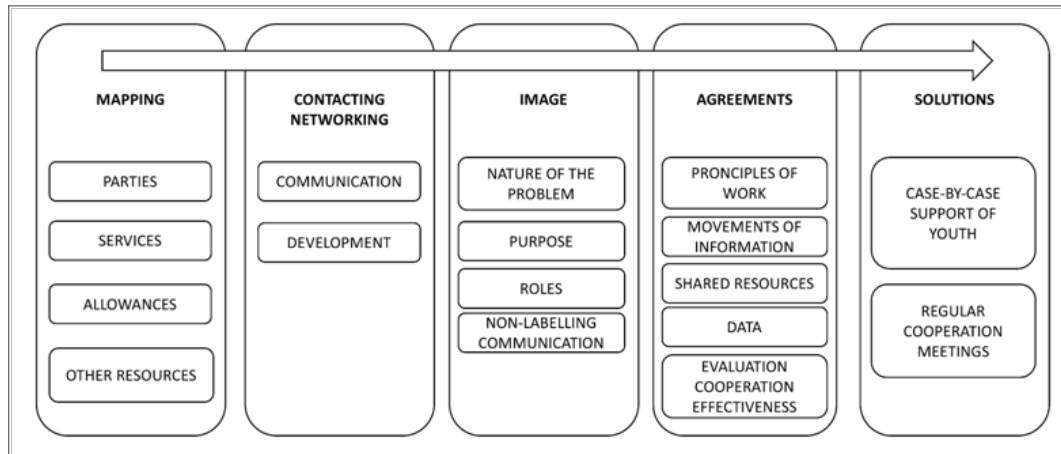


- the work and career sector (e.g., Estonian Unemployment Insurance Fund, programmes aimed at NEET youths, entrepreneurs);
- the cultural sector (e.g., cultural centres, etc.).

Case management networking, in turn, consists of 5 different stages (Figure 3):

- STAGE 1: Identification and mapping of existing cooperation partners who provide the necessary opportunities or services to young people (all the allowances and services related to the target group that can be offered in the region, including municipality-wide, county and state ones).
- STAGE 2: Contacting and meeting – in communicating with partners and developing a network, the key to success is proactivity. The local government's case manager takes initiative in establishing and developing relations and cooperation.
- STAGE 3: Creating a common image with network members, mapping opportunities, consensual understanding of the nature of the problem, and clear sectoral agreements on its development.
- STAGE 4: Making specific agreements for cooperation (meetings, future communication, data protection, principles of support, common communication of services, how performance is assessed).
- STAGE 5: Convening cooperation meetings to discuss topics, concerns and joint cooperation related to the target group.

Figure 3. Stages of networking (figure created by author)



Part 3: Supporting the young person

Within the YGSS, a young person is supported through a local government case manager. In the course of case management aimed at young people, a more detailed need for assistance of the young person is determined and, if necessary, a further action plan will be established together with the young person, directing them to the necessary services. The work with young people is described in Social Services and Benefits Registry (STAR). In supporting young people, opportunities from different fields are used and non-formal approaches are suggested.

Part 4: Offering follow-up support

After a young person has returned to education and/or work, the case manager continues to offer them support for up to 6 months. The task of the local government YGSS case manager is to be a supporter of NEET youth in their area, and to map, analyse and find ways to reach young people and prevent them from falling into the NEET status. Their main activities are:

- individual work with young people;
- supporting and developing contact between young people and institutions;
- outreach to young people;
- participation in networking (to find and support the young person);

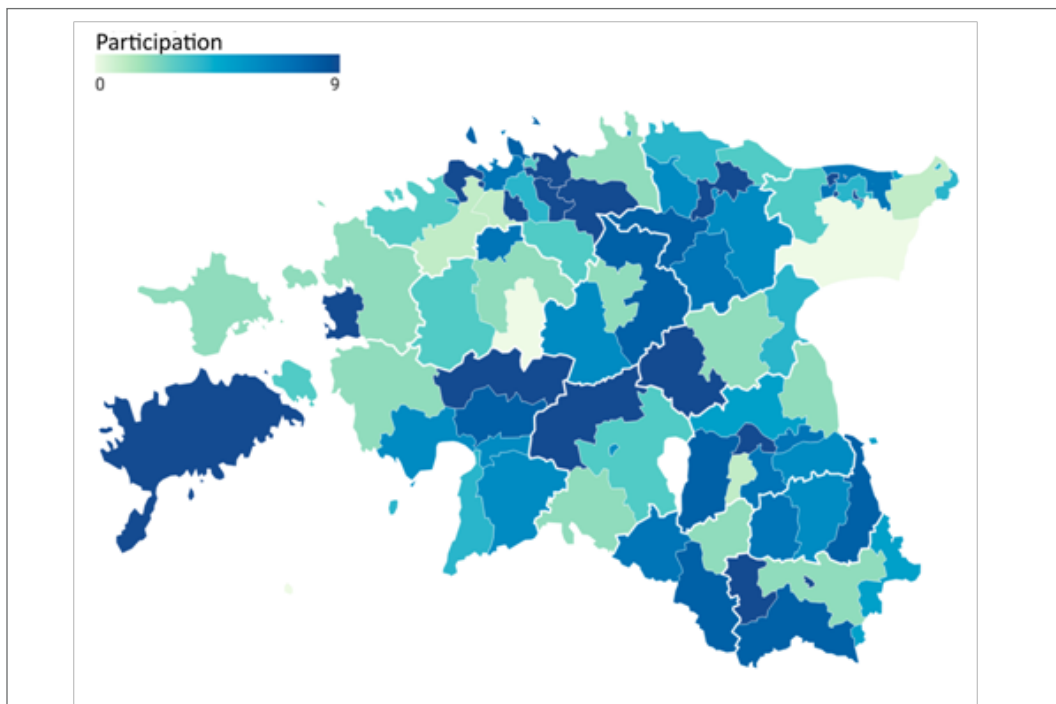


- mapping the possibilities and cooperation partners of the region and updating information;
- maintaining follow-up communication with young people;
- outreach and information exchange to cooperation partners;
- describing and analysing the work (in STAR);
- service development work (within the network, committees, development plan, etc.).

Outcomes

Nine monitoring have taken place in the period 2015–2022, with 60 local governments (76% of municipalities) participating in the latest monitoring. Only three municipalities have not participated in a monitoring (Figure 4). The support system has annually reached at least 8,000 young people, of whom more than 2,000 have actually wanted support and assistance in the past three years.[4]

Figure 4. YGSS participation of local governments (figure created by author)





The impact and effectiveness analysis of the implementation of the Youth Guarantee Support System points out that active labour market measures, networking, personal counselling and prevention play a major role in supporting the continuation of education and transition to the labour market and, considering the low awareness of young people, the YGSS, in conjunction with other services, very directly supports the alleviation of the situation of young people in NEET status in Estonia. Both short-term and long-term factors are important for the implementation of the YGSS from a young person's point of view (Käger et al, 2020). As a short-term effect, it has been pointed out that the rapid independence of the young person is supported, as the young person gets a job, starts to receive a salary and, from the state's point of view, starts paying taxes. In addition, the need of other benefits for young people will decrease, as the young person no longer needs benefits, such as social services provided by the local government, when exiting the support system. The young person is involved in community activities, where a new social network and interests are created, resulting in the young person receiving new experiences and knowledge which, in turn, affects the young person's positive attitude toward life (Käger et al, 2020).

As long-term factors, it has been pointed out that the young person will continue to study, which is why they will have a higher salary in the future; the young person will have an opportunity for personal fulfilment and to use their abilities; self-confidence increases; healthier lifestyle, higher life expectancy and healthy life years; increased self-confidence in the state and local government; lower risk of engaging in crime and using addictive substances; lower risk of asocial lifestyle; new jobs and business growth in the region; closer cooperation between organisations dealing with young people; the young person breaks out of a negative pattern and an obstructive family model, and helping young people becomes more regular and effective (Käger et al, 2020). The next impact study is planned for 2023.

Recommendations

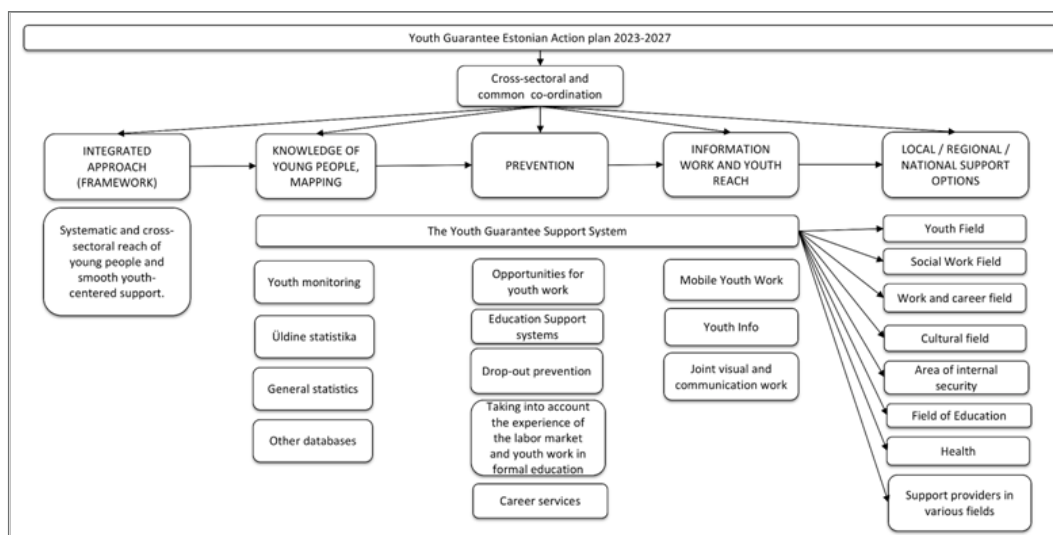
An analysis of the impact and effectiveness of the implementation of the Youth Guarantee Support System has shown that it is important to increase the quality of what is being done, identify its impact better, and to give recognition to what is being done. For this purpose, it is necessary to do the following: support local governments with additional resources, improve the ease of use of STAR; train specialists; adjust the YGSS and case management guidelines; ensure a consistent quality of support for young people in



NEET status all over Estonia; reduce regional disparities in access to services, support for young people and reaching the services, and to value and support those who work with young people in order to prevent young people from reaching the NEET status and to increase the effectiveness of supporting NEET youths. (Käger et al, 2020) From the coordination perspective is need to increase the awareness of all parties supporting young people about NEET youths and think the objectives and possibilities of communication, considering all possible target groups, the young person's route to the YGSS, the process of supporting the young person, and the possible additional benefits of communication; identify ways to adapt the Personal Data Protection Act in order to support young people; coordinate support measures across sectors and programmes; review related legislation and/or strategic documents in order to avoid thematic, linguistic or conceptual fragmentation, or to coordinate these aspects and harmonise cross-disciplinary working principles and analyse whether the working conditions of specialists in related activities meet the needs of the target group (e.g., number of contacts per month, specific specialists working with young people) in order to solve cases at the local level more quickly (Paabort, 2019; Käger et al, 2020; Paabort & Beilmann, 2021).

The development of YGSS has been directed to the Social Insurance Board, in which daily co-creation support is ensured both from the state's perspective and to local government specialists. In addition to adopting the Estonian Youth Guarantee Action Plan 2023–2027, a description of the future model of providing support to young people in NEET status was completed within the framework of the procurement 'Creation of a future cooperation model based on the service design method for supporting young people in NEET status', organised by the Estonian Education and Youth Board in 2021), which highlights the solution method of supporting young people at NEET risk and in NEET status at the local government level with the cooperation of different parties (youth work, social sector, education sector, health sector, internal security sector, and the work and career sector, together with support service providers in various fields) as effectively as possible and to make the process as smooth as possible from the perspective of the target group (Valdkonnaülene..., 2021). Based on 'A Bridge to Jobs – reinforcing youth employment' proposals and a conscious part of the Estonian Youth Guarantee Action Plan 2023–2027 and the cooperation model, the YGSS approach will be important part in reaching and supporting young people (Figure 5) and state financial support for local governments across Estonia has been allocated for this purpose for 2023–2027. The conditions for granting support are currently being developed, as is an electronic tool for supporting specialists which enables information about case management, necessary methodologies, and state services to be quickly located (Sotsiaalkindlustusamet, 2021).

Figure 5. Estonian Youth Guarantee Action Plan 2023–2027 and connections with YGSS (figure created by author)



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Case Study No.2: Existence, Efficiency and Functioning Platforms and Programs on Employment of Young People in the Field of Work in the Republic of Moldova

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Abstract:

The integration of young people into the labor market, their education and the development of their skills are crucial for the development of a prosperous, sustainable and equitable society. Speaking about the education of young people, we will emphasise that it has significant implications for the economic prosperity of each individual, each community and each nation. Technologies and their rapid evolution have changed the business environment, production processes and taken competition from the local level to the global level. A well-educated workforce is crucial in today's world, and the struggle for natural resources takes second place today, being overtaken by the struggle for human resources. Thus education has gradually become one of the biggest businesses worldwide and the private sector has gradually taken over much of the responsibility for lifelong education. Unemployment rate, migration abroad for a job, the large number of young people with an informal job, the number of NEET young people that is more than 1/4, are just some of the problems that concern the issue of youth employment. (NBS, 2015) The causes can be multiple, from the inefficiency of the systems and mechanisms of practice, the lack of financial-fiscal instruments that would encourage employers to hire young people or the ignorance of young people about the services provided by the National Employment Agency, to the lack of motivation of young people. lack of interest in the agency's relatively low-paid offers or even stereotypes related to the lack of qualification of young people, their lack of experience or even the mismatch of market demand with the supply of specialists.

Relevant Keywords:

NEET youth, European support, best practices, interventions, challenges

¹ International Labour Office. "The transition of young people to the labor market in the Republic of Moldova". 2016.

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Introduction

The situation of young people on the labor market in the Republic of Moldova can be, to a large extent, characterized by a term: discouragement. Young people are discouraged by the conditions of the labor market both to take a job and to stay in the same position. According to SWTS data, in 2015, depending on the reason for the refusal, young people refused a job in a proportion of 76.5% due to too low salaries. About 53.3% of young employees would change jobs to earn a higher salary. The same phenomenon of discouragement is observed in young people even from school, when they become aware that the training they obtain in educational institutions does not correspond to the requirements of the market (ILO, 2016). From 2010 to the present, public authorities have adopted a number of relevant sectoral public policies, which often did not take into account the interests, perspectives and needs of young people. These are: the Strategy for the Development of the Youth Sector, the Action Plan for the Support of the Roma Population, the Program for Ensuring Gender Equality, etc. At the same time, the adoption of public policies is often underfunded, partially implemented and does not have the full capacity to reduce the discrepancies that affect young people.

With such a status quo, programs are needed to stimulate and facilitate the employment of young people. The current programs are largely aimed only at entrepreneurship, without major activities to encourage the state of disadvantaged young people in the labor market (NBS, 2017–2021). The National Employment Strategy for 2017–2021 seems to be the first public policy document that directly addresses young people in the NEET category. However, at the country level, there are contradictions regarding the quantitative number of these young people and although the National Bureau of Statistics provides us with some data, international studies and statistics show us a slightly different number. There is also uncertainty about the qualitative aspect of NEET youth: Who are they? Why don't they work? What would it take for them to work? These are just some of the questions that cause uncertainty. Given that their profile is unknown, and the term is not new at all, the need to study this group of young people is imperative. This study aims to examine the market-specific offers for young people, to present successful international practices, to assess the need to create specific programs, aimed at young people and focused on employing disadvantaged young people in the labor market. The study aims to assess the legal framework related to the employment of young people or which tangentially address this issue. Entrepreneurship and youth employment programs, online youth employment platforms and the services of the



National Agency for Employment will be evaluated. In the context of a general approach of young people and especially in the context of lack of rules and provisions that would protect and promote young people in terms of collective bargaining and collective agreements it is very difficult to identify well-targeted programs for employment of young people. However, entrepreneurship programs for young people have been identified and in some of them the young people are among the main beneficiaries.

Description of the intervention

The National Youth Economic Empowerment Program (PNAET) is one of the few programs aimed directly at young people, the target of the program being young people aged 18–35. Every year, through the program, a number of young beneficiaries have the opportunity to gain knowledge on the creation and good management of a business, but also to obtain a loan worth up to 300 thousand MDL (15,000 EUR), 40% of which in the form of a grant. PNAET is a program for young people, aged 18–35, who want to develop entrepreneurial skills and launch or expand their own business in rural areas (except Chisinau and Balti municipalities), to develop a business in the field of agriculture, production or services. The program period was 2008–2017. The program was funded by the Government of the Republic of Moldova on the basis of Government Decision no. 364 of June 3, 2008, with subsequent amendments to extend the action of the Program until 2018. The sources of financing were the funds of loans and external state grants of Investment Projects for development, re-accredited by the Ministry of Finance of the Republic of Moldova. Beneficiaries of the Program: young individuals and legal entities, who work as entrepreneurs in all areas of activity in the rural sector aged between 18–35 years.

The PARE 1 + 1 program aims to facilitate migrants' access to finance and reintegration into society, contributing to the stimulation of remittances through official channels, the introduction of good practices from migrants host countries, and the creation of a lever for innovation. The program is carried out on the basis of the "1 + 1" rule, which stipulates that each MDL invested in remittances will be supplemented by one MDL within the Program. The maximum amount of financing is 200 thousand MDL (10000 EUR). The money from the "PARE 1 + 1" Program is offered as a non-reimbursable grant.



Outcomes

- 1583 people expressed their interest in participating in the “PARE 1 + 1” Program and in investing remittances obtained by migrant workers in over 40 countries around the world.
- 1292 people were trained in the field of running a business, which contributed to increasing the ability to run a business, increased access to information on various business development opportunities and socializing with other beneficiaries of remittances.
- 845 entrepreneurs developed a business plan, respectively they forecast the activity of the enterprise for a term of at least 3 years, benefiting from advice regarding the profitability and the opportunity to implement the investment project.
- 717 companies have signed non-reimbursable financing contracts.
- According to the age criterion, it should be noted that over 51% of entrepreneurs are young people up to 35 years old. The age of the participants in the Program varies between 18 and 80 years. To participate in the Program, the applicant must meet the following eligibility criteria:
 - to be a citizen of the Republic of Moldova;
 - to be a migrant worker from the Republic of Moldova or a first-degree relative thereof;
 - to intend to launch its own business or to develop the existing business;
 - to have own capital, coming from remittances and to be able to confirm by presenting the justifying documents, the provenance of the means.

Applicants for the PARE 1 + 1 program must have an enterprise in the launch or development phase, with a fully private share capital, registered in one of the following organisational and legal forms:

The State Credit Guarantee Fund (FGC), managed by the Organization for the Development of the SME Sector (ODIMM), is a state instrument for improving access to finance for small entrepreneurs with sufficient credit repayment capacity, but for lack of an acceptable bank guarantee, I can't get it. The mission of the State Credit Guarantee Fund is



to contribute to increasing the competitiveness of the national economy by facilitating access to finance for SMEs following the issuance of financial guarantees to guarantee loans. ODIMM's activity in the field of guarantee is carried out in: increasing the number of loans granted to SMEs; reducing the credit risk of banks; reducing the total cost of lending; efficient and effective collaboration with international organizations in order to implement various programs and obtain know-how in the guarantee system.

Efficient Business Management (AWG) is a program for entrepreneurs of all ages doing business in any form of legal organization, who want to increase their entrepreneurial skills to ensure efficient business management. The purpose of the Program is to increase the level of knowledge of economic agents in order to carry out an efficient economic activity. The proposed training modules are: Strategic business planning; Financial management, including the administration of borrowed resources; Online marketing; Procedures for participation in European projects; Efficient time management; Effective sales techniques; Accounting by application areas; Labor legislation and human resources management; External economic activity and customs relations; Registration as a VAT payer and application of the relevant legislation; Public procurement and related legislation. The courses take place for 2 days (21 academic hours), on the entire territory of the Republic of Moldova. Entrepreneurs wishing to participate in the training courses have the opportunity to choose the place to attend the seminar.

IFAD – grants for young entrepreneurs In accordance with the Co-Financing Agreement of 29 September 2014 signed between the Republic of Moldova and the International Fund for Agricultural Development, the Government of the Kingdom of Denmark has agreed to co-finance the Rural Inclusive Economic and Climate Resilience Program (IFAD VI) with a grant of DKK 28,571,400 (USD 5.27 million), intended to finance young entrepreneurs in rural areas and provide technical assistance for business development. UCIP-IFAD has developed a non-reimbursable financial support product for young entrepreneurs, which consists of the partial reimbursement, in proportion of 40 percent, of the investments related to the value chains supported within the IFAD Programs. The conditions for granting this support are similar to the conditions established and approved under the Program for financing young entrepreneurs through participating financial institutions, the difference is that the credit portion will be fully financed by the young person, either from own resources or other loans than IFP. In order to benefit from the grant, young entrepreneurs, citizens of the Republic of Moldova,



at the time of application must be between 18 and 35 years old for men and between 18 and 40 years old for women. The participants must be registered as subjects of entrepreneurial activity, in any organizational-legal form, and carry out the activity in the rural or urban area, on the territory controlled by the Moldovan authorities (except for the cities of Chisinau and Balti). It is necessary for them to have all the necessary authorizations that allow them to carry out their business activity.

Outcomes

The lack of programs and the inefficiency of services for the employment of vulnerable young people on the labor market (NEET young people, with disabilities, socially vulnerable, without higher education, without work experience, etc.) is very evident in the entrepreneurial environment in the Republic of Moldova. Existing programs condition the participation of young people, either by the need to present a very good project – for entrepreneurs, or by demonstrating internship and work experience – for employment. However, employers are not conditioned on the employment and continuous training of young people. Services provided by Career Guidance Centers or by the Network of Young Friendly Service Providers provide training for the immediate employment process, increasing their chances of employment. But as the number of jobs available is much lower than the number of unemployed and inactive people, there is a need to create programs that would generate new youth-friendly jobs. (NYCM, 2021)

Entrepreneurship programs still follow the “minimum investment for maximum income” principle. Often the amount of grants is relatively small and the idea, conditions and plan of the project must be global, with goals and objectives that would solve several indicators of the program. Business incubators would need more promotion, its services on the one hand, but also its residents and projects on the other. There is a lack of sustainable incubator partnerships with entrepreneurs and companies that would support beginners. However, the incubation part seems to be relatively developed, which is related to the business acceleration part, the incubators seem to be less efficient. Disadvantaged young people in the labor market (NEET young people, no previous experience, no education, in rural areas, etc.) remain disadvantaged and only the services of Career Guidance Centers or the Network of youth-friendly service providers can help them. Online platforms that operate on the basis of a CV contest obviously disadvantage them.



Providers of youth employment services and programs should focus on preparing young people for the labor market, helping them to develop employment skills, and in particular soft skills: personal skills, thinking skills, adaptability, problem-solving and conflict resolution, critical observation, communication, teamwork, etc. Youth employment programs should be based on the principles of positive youth development (PYD), which is based on the strengths of youth, rather than on their weaknesses. The PYD approach works to strengthen adult-youth relationships, develop leadership skills and increase young people's sense of belonging to the group. Youth employment providers must have qualified staff with the necessary knowledge and skills to work with young people. Staff members who can get in direct contact with local employers are valuable, thus contributing to increasing the employment opportunities of their disciples. Youth employment services should also include monitoring services for at least one year after the end of the program. Youth employment programs should be assessed not only on the basis of the completion of the program and the employment rates of young people, but also on the skills acquired by young people, such as soft and hard skills. A good youth employment program should include job shadowing / mentoring opportunities so that young people can try real professions and jobs to understand if it suits them. The interaction between young people and potential employers not only develops skills in the workplace, expands networks, but can also contribute to facilitating the job search process in the future; it can also be an essential source of information.

The partnership with the private and associative sector is very important. Programs developed according to the needs of employers are designed to achieve a higher success rate. A monitoring and support program is needed for young people in transition from school to work. Their integration on the labor market is the most difficult in the first year, so there is a need for monitoring and support for their insertion after graduation. Each program or service should be designed for the needs of young people on the one hand and those of employers on the other, which would be possible through the organization of consultations, debates, dialogue between young people, employers and state institutions. Strengthening employment services as an important aspect in supporting disadvantaged young people, including through access to adequate funding, could help increase the visibility of employment services, making them more attractive as a placement tool for young jobseekers. It is necessary to develop specific programs for the employment of young people from vulnerable categories (NEET youth, Roma, young people with disabilities, socially vulnerable young people, young people from rural areas, etc). Providing support to organizations that employ young people with



disabilities. The support is in adapting the workplace for the needs of the young person with disabilities, but also in preparing the team to work with him.

Promoting entrepreneurship and entrepreneurial education in the curriculum becomes imperative. The presentation of the business world by organizing meetings with administrators, company managers, craftsmen, engineers, employees and actors from social economy, would increase the interest of young people to develop and manage their own business. Companies could provide more support to local ANOFM centers in their efforts to increase professional integration, especially by meeting young people, explaining their business to them and simulating interviews. Internships should be widely promoted. For existing entrepreneurship programs, to promote the beneficiaries both for their visibility and their projects, as well as for the possibility for potential applicants to the program to consult beneficiaries, for a greater determination and exchange of knowledge.

Recommendations

As a main recommendation, as mentioned in the introduction, a youth employment program should work according to the following mechanisms:

- Effective targeting of services to disadvantaged young people in the labor market. Beneficiaries of the programs should be young people who would not naturally be employed. The need for programs that would work with inactive young people is imperative, and as long as they are inactive and not unemployed, it means that these young people are disadvantaged and the existing programs are little available to them.
- The condition set for employers, namely that they do not replace one young employee with another, thus reaching the number set in the success indicators of the program. Conditioning them to hire young people, to work on their incapacity, in exchange for what they will receive from some fiscal facilities. Providing internships and vocational training courses, which would provide value to young people even after the end of the program.



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4. National Youth Council of Moldova. Existence, efficiency and functioning of platforms and programs for employment of young people. 2021



Case Study No.3: The School-Work Alternation

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Abstract:

The integration of young people into the labor market, their education and the development of their skills are crucial for the development of a prosperous, sustainable and equitable society. Speaking about the education of young people, we will emphasise that it has significant implications for the economic prosperity of each individual, each community and each nation. Technologies and their rapid evolution have changed the business environment, production processes and taken competition from the local level to the global level. A well-educated workforce is crucial in today's world, and the struggle for natural resources takes second place today, being overtaken by the struggle for human resources. Thus education has gradually become one of the biggest businesses worldwide and the private sector has gradually taken over much of the responsibility for lifelong education. Unemployment rate, migration abroad for a job, the large number of young people with an informal job, the number of NEET young people that is more than 1/4, are just some of the problems that concern the issue of youth employment. (NBS, 2015) The causes can be multiple, from the inefficiency of the systems and mechanisms of practice, the lack of financial-fiscal instruments that would encourage employers to hire young people or the ignorance of young people about the services provided by the National Employment Agency, to the lack of motivation of young people. lack of interest in the agency's relatively low-paid offers or even stereotypes related to the lack of qualification of young people, their lack of experience or even the mismatch of market demand with the supply of specialists.

Relevant Keywords:

NEET youth, European support, best practices, interventions, challenges



Description of the intervention

In a continuously changing labor market of increased complexity, the competencies and skills required by the labor market are rapidly transforming. The variations expected in the future are still more significant. Many of the current jobs, especially the low-skilled ones, will disappear in the following years. Simultaneously, many new jobs will be created. In this strongly changing scenario, formal and non-formal education will acquire still more importance, requiring a total revision of programs and didactical approaches. Among the main drivers of economic success, we find developing and enhancing human skills and capabilities through education, learning, and meaningful work. They assume still more importance for the individual well-being and societal cohesion. The recent pandemic of COVID-19 and the connected sudden shift of many activities in remote has still accelerated this process, configuring the future of work as an ever-expanding cohort of new technologies, new sectors, and markets. The global economic systems are even more interconnected than at any other point in history. The information needs to travel fast (World Economic Forum, 2020 – the future of jobs report, October). The new skills required by the future workforce include:

- Complex problem-solving.
- Critical thinking.
- Creativity.
- People management.
- Coordinating with others.
- Emotional intelligence.
- Judgment and decision making.
- Service orientation.

To improve the connections between the education system and the labor market and adapt the education system to this challenging scenario, in Italy, the ASL has been inspired to create innovative training experiences based on flexibility criteria and a strong



interaction with the stakeholders acting in the territory. Another essential characteristic consists in the involvement in these projects of teachers from school who collaborate with teachers and experts from the external environment. Indeed, a vital role in these programs is exerted by the internal tutor, a school teacher, and the external tutor, which instead belongs to the hosting enterprise or institution.

The ASL is finalized to connect the knowledge and competencies students learn at school with the applicative aspects of the work environment. This action has been pursued through the following specific goals:

- Make young people closer to the culture of work through stage and apprenticeship experience
- Enrich the training offer, make it even more productive and near to the student's expectations and the needs of the socio-economic context
- Make the learning process more flexible
- Connect the experience with the local development
- Make the work environment even more open to the learning processes

ASL consists of many hours to be spent in an enterprise or institution representing a work environment and in a smaller number of hours to be spent in the preparation of the activities and the assessment of the activities made. These general goals need to be tailored to the specific type of secondary school they have to be applied. In Italy, we have three types of high secondary schools:

- Lyceum: characterized by mainly theoretical contents, finalized to prepare students for the university courses
- Technical institutes: they include both theoretical and technical subjects but are specialized in a specific field, such as trade, informatics, and so on. After their completion, it is possible to attend university.



- Professional institutes: finalized to prepare students for work based on very practical subjects. They allow students to attend university after their completion only if their duration is 5 years.

Therefore, it is evident that these three types of high secondary schools are very different and require different types of ASL. Indeed, Law 145 (2018) introduced a new name for this activity, from ASL to PCTO (Paths for Transversal Skills and Orientation), and introduced a differentiation among these different types of high secondary schools in the number of hours as follows:

- 210 hours in professional institutes
- 150 hours in the technical institutes
- 90 hours in the lyceums

For the lyceums, the application of PCTO has been translated in many cases into activities to be made in collaboration with universities. Therefore, this action connects precisely with the orientation for the type of university to choose. Conversely, especially for the professional institutes, these activities have been translated into work experience in the factories in many cases. These experiences are associated with the same risks connected with regular work activities. In February of 2022, during the completion of an activity of PCTO in a factory, there was a mortal accident involving a student. This fact arose many protests from both students and teachers, which identified many criticisms on how ASL and after PCTO were implemented. First of all, schools have the task of choosing the activities that students should do during the ASL, and they, alone, are often unable to identify the best solution for them. Second, if the intention was to let the Italian education system approach the German one, a relevant difference between the Italian education system compared to the German one consists in the fact that in Germany, young people start effectively to work during the school attendance. They are paid for this, while in Italy this option is neither considered at all. Further, the internal and the external tutors identified as organizers for all the activities should have specific high competencies that they usually do not have, and no particular training is planned for them. Most students, especially those from lyceum, assessed as a useless waste of time this experience.



It is therefore evident that a lot of work is still needed to ensure that the experiences of young people during the ASL be useful to acquire those transversal competences able to enrich their practical skills rather than translating in labor at no cost, to be used in the most disparate and useless activities for the training of students, if not downright dangerous. After one year from the law introducing the ASL, in the school year 2016–2017, 94% of all the Italian schools had implemented the ASL programs. Comparing the Italian regions, corresponding to the NUTS2 units, the share of schools that made it ranged from 89.7% of Campania to 98.1% of Basilicata. However, if we look at the activated programmes, the majority of them are in the Northern regions of Lombardy, Piemonte, and Lazio. This outcome was probably even connected with the great offer of enterprises sited in these regions. The distribution of these programs was not uniform even in terms of type of high secondary school. Indeed, in the 55% of the cases, the programs were activated by lyceums, for the 30% of the cases by the technical schools and in the remaining 15% of the cases by the professional institutes.

Very interesting is the information about the type of structure where the programs of ASL have been implemented by type of high secondary school. For all the types of schools, the most frequent hosting structure was the enterprise. Six students out ten of the professional institutes were directed to enterprises. The share of those hosted by enterprises is 50% for the technical institutes and 34% for the lyceums. In particular, many students from professional institutes of tourism and hospitality sector were involved in the activities in the hotels and restaurants. Other structures are the school, for the programs that have been implemented mainly virtually. Indeed, many programs have been organized as simulated cases of work in the enterprises or in the ministries, which include the activities made with the universities.

Outcomes

Since its introduction in 2015, the ASL, recently defined PCTO, has experienced significant progresses in terms of improvement of their programs. This improvement is due in part to the recent reform, introduced in 2017 by another law, but in part is also due to the experience gained by the teachers and managers of the school in organizing these activities. Indeed, in these last years, some schools have constituted an ad hoc scientific committee composed by teachers and experts of the labour market, professions, scientific and technological research, universities and institutions of high artistic con-



tents. These scientific committees are finalized to enforce the synergistic connection between the school educational objectives, the needs connected to the place where the school is sited and the professional needs from the productive environment.

The factors that in these years proved to be successful can be synthesized in:

- Agreements among the different actors
- Project of the shared and validated training paths
- Efficacious management of the informative flows
- Sharing of the criteria and instruments for the control, the evaluation and the treatment of possible malfunctioning
- Revision of the study plans for the identification of the basic, transversal and particular competencies
- Re-definition of the study plans in modules defined as learning units of sequential and autonomous nature

For these programs to be effective, again, it is important that the various school committees pay attention to the students' requests, elaborate personalized paths, organize the learning path into modules, take care of the training agreements, plan the activities to be performed at school and in the host institutions, and, finally, control the processes and assess the risks. It is even important that the schools will predispose some monitoring indicators ensuring the overall quality of the process. They would refer to the quantity and quality of satisfaction for the activities done, to be detected through the questionnaires administration, and to the quantity and quality of the resources invested in the activities. Moreover, it should also take into consideration the difficulties encountered during the activities. Further, many impact indicators should be identified with reference to the teachers, the students and the parents. These latter should be involved in more activities finalized to a major interaction between the school and the students' families.



Recommendations

ASL, after identified as PCTO, has introduced a new teaching approach in the Italian education system to reduce its disconnection with the labor market and provide students with those skills that the theoretical subjects are unable to give. However, policy-makers and the ministry of education still have many challenges to afford in the future. It is evident that to be effectively helpful and productive, PCTO should be connected to the acquisition of new and valuable tasks for the labor market and should also consider the possibility of remuneration in the case of concrete work activities carried out by students. For many years, indeed, in the Italian labor market, apprenticeships and other forms of work finalized to learn have been conceived as unworthy of remuneration, undermining fundamental human rights. Furthermore, even in consideration of the deadly accident that occurred a few months ago during an ASL activity, it is evident that any form of danger at work should be overcome and this is still more important in the case of young students; in many cases even too young to work.

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Case Study No. 4: Skills for Jobs, Vocational training Employment & Economic Development in Albania (First phase), Vocational Training Advanced Professional Training SME Development (Second Phase)

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Abstract:

Albania is located in South East Europe, in the Western Balkan and it's a small country with a population almost 2.8 million. Census [1]2011. Every year the labor market in Albania has to absorb large numbers of education graduates. Education plays an important role in determining early labor market outcomes. Those with only basic education are most likely to be engaged in unpaid household work, and if they do enter the labor market, they predominantly work in the informal sector. This is also true for those with initial vocational education and training (VET) and for those with general secondary education: both these groups of graduates mainly work in unregistered jobs and without contracts. In contrast, those with post-secondary VET and with higher education generally succeed in entering registered, formal employment, most often in the public sector. Hence, the labor market position of graduates is closely linked to their level of education. The labor market is strongly segmented into a formal and an informal sector. For their first job graduates are more likely to enter the informal sector than the formal sector. A high proportion of young people enter the labor market without having completed education. In Albania, youth unemployment during the 2021 according to INSTAT [2] for the target group 15–29 was 20,6 % and for the other target from 30–64 years old was 8,9 %. According to INSTAT [3]. The rate of young people aged 18–24 years dropped out of school during 2018 was 17.4% . The high dropout rate in basic general education gives most cause for concern as dropping out of education at this level seriously decreases life course opportunities and is not easily compensated for later in life. Overall, the labor market is characterized by decreasing but high unemployment (12.5%), by informality, low participation of youth (45.2% overall; gender gap of 15%) and women. The share of youngsters not in employment, education or training is above 27%. Reforming the VET system and targeting the employment situation of youth is a priority of the Albanian Government. Reforms aim at increasing the quality of education, developing



adequate qualifications and fostering skills recognition, improving the attractiveness and relevance of the VET to match the skills demand of the private sector. The relevant policy framework is currently improved and will also restructure the governance of the sector. Young women and men from all social groups in Albania find attractive and gainful employment thanks to improved skills. The project's direct target group are the public VET providers in Shkodra, Lezha, Tirana, Berat and Vlora, as well as at least 10'000 (20%F) VET students (51.8% of all VET students) and 6'000 (40%F) vocational trainees, including unemployed and underemployed rural and urban young women and men, persons not in employment or education and special needs group (students from rural families facing poverty and lack of access to services, urban families receiving state economic assistance, orphans, poor performers, Roma and disabled, returned migrants).

Relevant Keywords:

Challenges, improved skills, young men and women

Introduction

Skills for Jobs was designed to address main vocational education and training (VET) challenges, such as low quality and status, insufficient financing, weak labor market orientation and poor private sector engagement. Despite considerable improvements, Albania still faces major challenges regarding provision of safe and productive employment for all within working age, promotion of jobs with higher productivity, and guaranteeing integration into the labor market of vulnerable groups, especially the poor, women, young people and other disadvantaged groups. One major challenge for Albania is improving the quality of employment opportunities. Moreover there has long been a traditional schooling system with lack of digital and interactive teaching materials, limited digital and pedagogical skills, no virtual learning environment and lack of infrastructure. Thus the Albanian VET system struggles in meeting market demands for professional skills and in adopting technological innovations. This project is organized in two phases. The role of vocational education and training in the development of the country – First phase

Vocational training Advanced professional training SME development – Second phase



Description of the intervention

The project focuses on ensuring system changes, capacity development and empowerment of key actors. The main goal of 'Skills for Jobs' (S4J) project is to offer young people in Albania the best vocational education and training. The project facilitates the development of quality Vocational Education and Training (VET) offers by supporting VET providers in offering labor market integration facilities with string networks with employers and including dual approaches and 'New Ways of Learning'.

The first phase project was focused on 4 sectors with potential for growth and job creation: Tourism and Hospitality; Information and Communication Technology (ICT) (also as a crosscutting theme); Textile; and Construction. Swiss contact applies a regional approach for the implementation of the project focusing in the regions of Shkodra, Lezha, Tirana, Vlora and Berat. More than 16,000 young people access improved VSD offers (IT-based, innovative and attractive, demand-oriented and gender-sensitive) in Tourism & Hospitality, Smart Construction, Textile, ICT and more branches in those cities mention upper. Work-based learning the use of technology in the classroom, blended and individualized learning, making the VET offer relevant for students, trainings on industry as well as in the management of VET institutions were at the core of Skills for Jobs implementation.[2]

In the second phase S4J supports partner VET providers in Albania in terms of

1. Employers and partners relations,
2. Diversification of VET offer,
3. New ways of inclusive learning and quality,
4. Organizational development (The second phase will finished on 2023.)

Outcomes

Young people access market oriented formal and non-formal education and training programs delivered based on new ways of inclusive learning in Tourism & Hospitality, Construction, Textile, and ICT sectors. The private sector plays a strengthened role for the gender sensitive provision of VSD in selected centers of excellence / providers of



vocational skills development in the Shkodër, Lezhë, Tiranë, Vlorë, and Berat districts. The expected key result of the project is to improve the VSD training offer for up to 9,500 young Albanian women and men, and to actively place 60% among them in attractive and decent jobs. Special consideration is given to the training and employment opportunities for young women and special-needs groups. The project employs a facilitation approach i.e. (in principle) not implementing activities itself but capacitating the stakeholders within each economic sector and region to identify and address the key underlying constraints and achieve systemic change by their own actions.

Recommendations

Schools in Albania are entering a twinning partnership with Swiss vocational schools. This is enabling both teachers and students to open up to new and more advanced ways of learning. The next steps and expected results from this project will be

- Improved quality and relevance of the vocational skills development (VSD) so more young women and men are adequately trained for the labor market.
- Increased participation of the private sector – in quantity and quality – in designing and delivering VSD in selected economy sectors in selected regions of Albania.
- Facilitated matching between demand and supply in the labor market, focusing on young people.

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Case Study No.5: A National level Intervention Program "Pumpurs" in Latvia for Prevention of Leaving School for Youth at Risk: Involving Schools, Municipalities, Teachers, Students and NGOs

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Abstract:

One of the approaches to tackle the problem with NEETs is to work with prevention or early school leaving and this can be effectively implemented when a strong collaboration with schools and other stakeholders is ensured. Support program "Pumpurs" in Latvia, funded by European Social Fund (project Nr. 8.3.4.O/16/I/001, is mainly aimed to reduce early school leaving in all stages of secondary education, thus the students that are currently still studying are involved. It is a national level program, and any school and local municipality can become a project partner aiming for all regions of Latvia to be covered, including the rural areas. During the project activities teachers and professionals, as well as the target students can receive various consultations and support, including financial support for the target student to participate in the activities, training and other support options that are defined as necessary for the particular student. For each student that is participating a personal development plan is prepared, therefore the help meets the individual needs of a student. In 2020/2021 a total of 19 757 individual assistance and development plans were prepared as a part of the project. Period of the program is 2017–2023.

Relevant Keywords:

Preventive intervention, early school leaving, network of schools and partners, individual intervention programs, secondary education.

Introduction

National level project "Pumpurs" in Latvia is a support program with the main aim to prevent early school leaving. Statistics show that in 2016 in Latvia 10% of 18–24 year-olds had not completed school. The numbers are larger in rural areas: in 2018 it was



6.2% in cities and 13.4% students who have left school in rural areas, leaving a negative impact on their further options for work and education (Cabinet of Ministers Republic of Latvia, 2021). Early school leaving leads to social and economic consequences later in life, by limiting students' further options to enter higher education and get higher paid jobs, thus also increasing the inequality risks (UNICEF Office of Research, 2018). The program "Pumpurs" is aimed at helping at the stage when school-leaving can be still prevented. In Latvian language the word "pumpurs" means the bud – thus symbolizing the young students who are about to bloom from their buds but are still fragile to all outer conditions (and not in full bloom yet). The program, implemented and governed by The State Education Quality Service, is supported by the EU funding (European Social Fund) and is ongoing from 2017 to 2023.

It was identified by the project developers that the work with several parties and stakeholders, including students and teachers, is necessary to tackle the problem, as it is ineffective to work in a fragmented manner. The project promotes the development of a system of sustainable cooperation between the municipalities in all Latvia, educational institutions, teachers, support staff and parents (or representatives of the students) to identify students at risk of dropping out in a timely manner and provide them with personalized support (Project "Pumpurs", 2022). Early detection of students at risk and prevention activities are crucial for the future of these students, and it is important that schools can receive systematic and high-quality support that is well-planned and targeted. Students are receiving personal plans for their interventions and the school representatives are following the implementation of the plans (Project "Pumpurs", 2022). As a part of the program teachers are also receiving consultations and supervisions about the best methods to work with the students and their problems. In 2022, more than 1,000 supervisions had already been carried out in 567 educational institutions in Latvia. This is equally important as helping the students, as it may reduce risks for the burnout of those teachers who are very involved and doing their best to help students.

Description of the intervention

The intervention is managed centrally by a government institution, but implemented in collaboration with local stakeholders. Each school or municipality (in Latvia municipalities are most often the "owners" of state schools) can become project partners and get involved. Involvement is beneficial to all parties, including teachers of the particular school, target students and local organizations (e.g., NGOs) implementing small-scale



or local activities for youth. Thus, it can be concluded that this project also facilitates youth participation in general. To become a project partner, the institution (e.g., the school) has to submit the analysis of their current situation, has to submit a midterm plan for interventions and has to sign a contract with authorities.

Target group of the project

In Latvia, the general secondary education is implemented from grade 1 to grade 12 (Cabinet of Ministers Republic of Latvia, 1998). The project “Pumpurs” is aimed mostly at pupils of general education institutions from the 5th to the 12th grade, as well as from the 1st to the 4th grade, and also the 1st to 4th year students of vocational education institutions (or students in general education institutions that implement vocational education programs). The students identified as ones being at risk can become involved individually, thus targeting specific students and promoting effective use of resources. At the beginning of the semester, the teacher develops an individual support plan for each student involved in the project, which assesses the risks of dropping out and provides the necessary support measures to reduce these risks (based on available list of resources and activities). However, it must be noted that preparing an individual plan may not always lead to an effective and perfect implementation of this plan.

The possible options for support for students are:

consultations / consultative support of pedagogues and support staff (pedagogue, psychologist, social pedagogue, pedagogical assistant, special education pedagogue, sign language interpreter, assistant, occupational therapist);

- public transport ticket refunds;
- reimbursement of accommodation expenses;
- reimbursement of catering expenses;
- compensation for the purchase of individual teaching aids;
- compensation for the purchase of individual consumer goods;
- opportunity to get involved in Youth NGO projects in municipalities.



Some of the benefits for teachers are:

- the opportunity and resources to work individually with students who need it;
- improvement of professional competence;
- seminars;
- supervision;
- workshops;
- conferences;
- methodological support tools;
- a system for identifying and preventing the risks of early school leaving.

Further, some detailed examples are given about the specific activities implemented during the project.

Help for the teachers

As a part of the project teachers are given the opportunity to develop professionally and strengthen their skills in working with students, as they receive specific consultations and supervisions. For example, the usual supervision sessions focus on personal development, self-efficacy in working with the students, and effective problem-solving involving the parents, students and colleagues. Teachers are identified as one of the helping professions, also often bringing the risks for burnout (Xie et al., 2022). Further, a brief description of the format of the supervision session is described as an example:

Supervision. Target audience: teachers and support staff in educational institutions.

Type: group activity.

Duration: 3 hours (180 minutes).

Aim: to improve the professional competence of teachers and support staff in identifying the risks of early school leaving, to increase self-efficiency in working with learners at risk of early school leaving, as well as to promote awareness of one's own resources in order to reduce the risks of burnout syndrome.

Project specialists have also assessed the impact and process of supervisions, including not only the benefits, but also the risks of possible resistance of participants to fully engage and admit having difficulties.



Support to the municipalities

Municipal workshops are provided to municipal interprofessional teams in order to provide support for the development of the Reduction of Early School Leaving prevention system and to improve the base for the development of their professional competence. Workshops are provided by project experts. An example for this type of activity:

Workshop. Target audience: specialists of municipal institutions

Type: group (5–9 participants)

Duration: 4 hours

Aim: to provide support for the establishment of an Reduction of Early School Leaving prevention system in the local government. To promote awareness of problem situations in Reduction of Early School Leaving and to encourage their deeper research and connection with other aspects that determine the well-being of a child in an educational institution, family and social environment.

Specific methodological tools have also been developed within the project, thus reducing the workload of teachers and other specialists as they can use pre-prepared materials. A unified database has been created, which ensures regular exchange of information at the level of the state, local government and educational institution about the preventive measures taken by learners who have been identified as at risk of dropping out of school and their results. It provides complete statistics as well as a long-term assessment of the effectiveness of the measures.

Support to NGOs working with children and youth

The project also supports initiatives by youth NGOs to raise awareness of drop-out issues among young people themselves, to reach out to learners and to involve them in various activities. For example, in Spring 2022 youth NGOs and various organizations could apply for a small grant of 4600 EUR to help them implement their activities with youth. This can be viewed as a good example of youth involvement at a local level. Some of the examples of activities that can be supported:

- non-formal learning activities.
- camps, hiking, outdoor life activities and adventure education;



- personal development activities, defining personal objectives and linking them to education;
- development of social skills – friendship, cooperation;
- various workshops – film/photo making, sports activities, creative activities, game making;
- the organisation of events, for example, “acts of kindness” activities, photo orientation planned and organised by participants themselves etc.

Involvement of vocational schools

Cooperation directly with vocational schools also has to be mentioned as an important part of the project. Involvement of these schools in the project is important because of several reasons related to the specifics of vocational schools:

- students of vocational schools usually come from the many parts of the country;
- students often travel long distances and/or live in dormitories;
- historically these schools have attracted students from lower socioeconomic backgrounds or with lower previous academic results, therefore increasing the risks for early school leaving;
- more motivation for and time is usually spent on vocational subjects, not general subjects, therefore possibly narrowing options for further education.

Outcomes

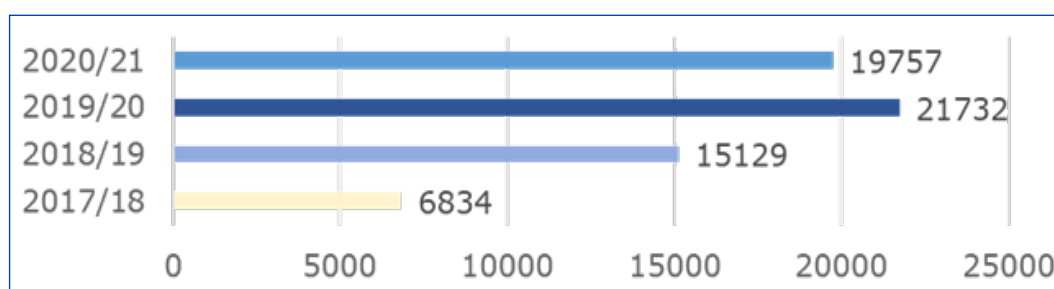
The outcomes of the project may be divided into long term and short term outcomes. First, through the involvement of local governments and schools, individual support is provided to learners who may drop out of school due to lack of financial resources, for example, expenses for transport, meals, a service hotel, etc. are reimbursed. However, the main focus of the project is not the provision of short-term financial assistance. Therefore, secondly, an important goal is the creation of a sustainable comprehensive mechanism that facilitates a supportive and inclusive environment for all learners. The project initially planned to involve at least 80% of local governments, covering not less than 665 general and vocational education institutions in Latvia.



Project results (data from 2021)

Regarding the help to students: 63 446 individual support plans were developed in total (support provided to 30 469 learners). It can be seen in the graph that the amount of support has increased since the beginning of the project.

Figure 1. Amount of individual support plans developed for the students during the program "Pumpurs"



Support activities that have been implemented for the teachers (2021 data):

- 543 introductory seminars;
- 380 workshops in educational institutions;
- 768 supervisions;
- 96 groups of professional competence development programs.

For informing and involving the parents, several activities have been implemented:

- TV show «Classroom
- Conferences «School. Children. Parents.

Other important outcomes of the project:

- Regarding the involvement of youth organizations, NGOs and other similar groups: 185 out of 560 youth initiative projects have been supported and implemented (the small scale projects of 4600 EUR).



- Methodological tools for teachers have been developed within the project.
- A unified database has been created, which ensures regular exchange of information at the level of the state, local government and educational institution about the preventive measures taken by learners who have been identified as at risk of dropping out of school and their results. It provides complete statistics as well as a long-term assessment of the effectiveness of the measures.

Recommendations

In Latvia, there are several large scale projects that focus on youth topics and issues, both in the prevention stage of school leaving and supporting the development of skills of young people, and in the stage of actively tackling already existing problems with NEETs. And the project “Pumpurs” has been among the most important projects in preventing the youth problems, especially risks of dropping out of school, during the recent years (Project “Pumpurs”, 2022). The project currently plans to continue operating in several directions, involving students, teachers, parents, schools, municipalities and youth organizations. Several activities are currently planned involving parents are, for example, a new TV show season on topics important for parents, an educational film to promote cooperation between an educational institution and parents.

One of the issues of projects like this is their continuation and sustainability, as a large-scale network has been developed and resources invested in implementing the effective system for working with youth, however the program has its funding period that eventually comes to an end. It is crucial that programs like “Pumpurs” continue to operate after their current funding period finishes, in one form or another. State support is very important both financially and politically in this case (by defining youth issues as particularly important for the future). If we consider inequalities in the options for extra training and support that, for example, parents can offer for their children during the school years or after they finish school, it is important that such support programs take place. In the midterm evaluation the need for successfully continuing the cooperations established during the project was stressed (The State Education Quality Service, 2020). Programs like “Pumpurs” are and will be a great aid to teachers and schools in helping the students at risk, as for some of students the school is an only option for the so called “social lift” to achieve more in their lives and to overcome obstacles they might face.



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Case Study No.6: Promoting Academic Success and Social Inclusion in Non-Formal Education Contexts in a Northeast Region of Portugal

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Abstract:

In the past decades in the European Union, as well as in Portugal, overcoming school failure, dropout and early school leaving has been a political priority with an important impact in the promotion of employment, economy, social cohesion, cultural development, and citizenship. Portugal, in recent years, has been systematically reducing these numbers. Although the evolution of early school leaving rates remains to be very positive there are still thousands of young Portuguese who continue to have low levels of education and/or professional qualifications. On the other hand, there are social and educational inequalities that can be translated into high rates of school failure, dropout and early school leaving among students from disadvantaged backgrounds. To address these issues national programmes and projects were created highlighting in Portugal the implementation of practices based on objectives such as the promotion of school success, social inclusion, and preparation of young people for the labour market. In this context, a study support practice is presented, inserted in a community-based project, whose main aim is the promotion of success and progression in school results through educational support and the development of normative behaviours.

Relevant Keywords:

Prevention intervention, School success, Social Inclusion, Study support practice, Non-formal educational context.

Introduction

Portugal, which for the past two decades was among the European Union countries with the highest percentage of young people leaving the education system before completing secondary education, has made a great effort to combat early school



leaving (OECD, 2022). According to data from Eurostat and the National Institute of Statistics, the school dropout rate early leaving from education and training in Europe in 2021 was 10.1%, while in Portugal it was 5.6% (Eurydice, 2022). Over the last decade, under the Europe 2020 strategy, Portugal was the country that most managed to reduce these numbers in contrast to a context of near stagnation in Europe (DGEEC, 2021). The school dropout rate has been considered the main indicator of the performance of education systems since it allows identifying the percentage of young people who have not completed secondary education, nor are attending any type of education and training, thus facing a more vulnerable situation in accessing the labour market. Over the years, the ambition has been for more young people to complete secondary education, to have better job opportunities, better social conditions and, therefore, for the country to achieve higher productivity ratios and greater economic growth.

An important policy decision implemented in Portugal in 2009 was to increase enrolment in compulsory education from 9 to 12 school years (Simões et al., 2020). Compulsory education creates very heterogeneous pathways and life experiences and is challenging schools. To address these issues, specific intervention programs and projects have been created. At a European level several initiatives have been developed (Eurydice, 2021) highlighting in Portugal the implementation of interventions based on objectives such as promotion of school success, social inclusion, and preparation of young people for the labour market (Magalhães et al., 2015). One of the national programmes that has received a lot of attention from society and the government is the Choices Programme due to its high success rates and innovation regarding the intervention that is carried out at school and labour market level. Choices is a nationwide government programme created in 2001, promoted by the Presidency of the Council of Ministers and integrated in the High Commission for Migrations, whose mission is to promote the social inclusion of children and young people from vulnerable socio-economic contexts aiming at equal opportunities and strengthening social cohesion. Since its creation and implementation this measure has been subject to successive renewals. The latest development phase called “Choices Programme – 8th Generation” (E8G) is structured in three strategic areas of intervention, namely:

1. Education, Training and Qualification;
2. Employment and Entrepreneurship



3. Community Dynamization, Participation and Citizenship (Council of Ministers Resolution No. 71/2020).

The E8G is currently underway funded for the biennium 2021–2022, being expected to be involved 27,704 participants, including 6,969 descendants of migrants, 5,756 from Roma communities and 285 refugees. The 105 projects have a total cost of 16,897,829.35 euros, 70% funded by the Choices Programme [1] (11,761,943.17 euros) and 30% (5,135,886.18 euros) by the Consortium. The programme is project-based and managed by local partnerships. In the Choices Project implemented in a municipality in northeastern of Portugal in the 8EG (2021) 161 participants were involved, including 18 descendants of migrants, 18 from Roma communities and 5 refugees.

Description of the intervention

A study support practice – Choices Project

In Portugal, although since 2009 most children and young people aged 6 to 18 years are attending school enrolled in compulsory education, in 2017, 22.5% of young people aged between 20 and 24 had not completed the 12th grade (Abrantes, 2021). On the other hand, the levels of education and qualification achieved by the students denote inequalities related to the students' living conditions constituting a challenge for the full achievement of the principles of inclusive education (ibid.). Study support practices aim to develop personal and social skills often targeting students from socio-economically disadvantaged contexts and with school trajectories marked by the risk or materialization of retentions and the risk of dropout and/or early school leaving. This type of practice intends to organize additional resources to support learning processes that reinforce fragile academic performance and focus on a pedagogical model based on individualized learning, direct and personalized study support (Antunes, 2017).

The study support practice presented was established in 2013, in the 5th Generation of the Choices Program (5EG) and it has been developed up to the 8EG (2022) in a municipality in the northeastern of Portugal characterized as a rural and inland area. The practice is aimed at children and young people between the ages of 6 and 25 who come from the neighbourhoods of the Choices Project intervention area. The target group is reached through institution daily activities carried out by the project, youth to youth information and by the families. These children and young people, in general, come from families with low levels of schooling, with unqualified jobs and/or in unem-



ployment. In some way, this practice seems to replace the support that many students have outside of school provided by their families, by tutors and/or by study centres, but that the families of the participants enrolled in this practice are unable to provide because they lack the expertise to help them and/or the financial resources to hire such services. The practice is organized in sessions that occur between 3 and 7 pm with a daily frequency (Monday to Friday) for the participants for whom it is intended. It is organized based on the work of the technical team and focus on the monitoring and school guidance of children and young people through support in doing homework, preparing for tests and supervision in doing schoolwork, as well as providing them with study skills (Rodrigues et al., 2018).

All moments of the practice are channelled into stimulating cognitive and academic skills. The participants are accompanied, not only in doing their homework, but also in the whole process of planning and organizing their studies. The monitoring carried out by the technical team aims to promote the personal and social skills of the participants, reinforcing all their achievements, as well as helping them to find new solutions when challenges are not overcome. The pedagogical model of the practice is sometimes not limited to direct support to the study, seeking to do it in a way that often goes from the ludic to the academic. Although it is a type of intervention of a directive nature, it is nevertheless based on processes of negotiation and stimulation that are developed based on the close relationship between the children and young people and the technicians of the project (Rodrigues et al., 2018). The main goal is to promote success and progression in school outcomes through educational support focuses on school monitoring and guidance. It provides support for individualized learning in a way to increase autonomous and collaborative work among children and young people (ibid.).

In non-formal education contexts, such as the Choices Programme and on this Project, where the study support practice is developed, the monitoring, evaluation and reflection processes is part of the intervention model, and the establishment of communication channels is considered essential for the development of this practice (Antunes, 2017). During the months of the first and second lockdown in Portugal caused by the COVID-19 pandemic (March to June in 2020 and January to April in 2021) the monitoring of the practice was done by telephone or through social networks. The technical team were always available to help the children and the young people and their families with the study support practice or any other requests. However, the technicians and



the participants found it difficult to carry out the practical activities from home, as many children and young people had no access to the internet, tablets, or computers as well as no support from family members with the necessary skills to guide them in their studies.

Outcomes

Regarding the current results and according to the 2018 activities report of the Choices Programme it is noticeable that in the first and second year of the 6EG, 41,648 individuals were involved, with 181,198 work sessions taking place in the 110 projects implemented. From the information collected until August 2020, in the 7EG 33,315 participants were involved, 17.76% being direct participants, i.e. children and young people aged between 6 and 25 years old, coming from more vulnerable contexts (descendants of migrants, Roma children and youths) and 82.24% indirect participants i.e., young people between 6 and 25 years old, but with a lower incidence of exclusion risks, family members of the direct participants, teaching staff, assistants, technicians, among others, all involved in the activities foreseen in the intervention proposal in the 103 projects implemented (Alexandre et al., 2020). The Choices Program has a system for monitoring and evaluating their various components, also measuring the indicators at the level of the interventions, where it is possible to learn to improve in the future.

In the reports of this specific Choices Project of the practice of study support the total number of participants in EG5 (2013–2015) was 169 participants (137 direct participants and 62 indirect participants), in EG6 (2016–2018) was 110 participants (41 direct participants and 89 indirect participants) and in the EG7 (2018–2020) the total number of participants was 88 participants (54 direct participants and 34 indirect participants). Despite the decrease of participants in the practice due to the reduction of neighbourhoods covered by the project generations (4 in EG5 and 3 in EG7), the results for the school classifications in the 8EG (2021) indicate that most of the participants (90%) obtained a positive academic achievement and progressed to the next school year. This is due to the fact that the participants have evolved in terms of habits and methods of study. The practice seems to contribute to overcome failure, school dropout and/or early school leaving focuses on individualized learning, reorganization of the human resources available to support learning, open and intensified communication and cooperation channels and critical factors to overcome failure and dropout (Rodrigues et al., 2018).



It also promotes several other skills that are not directly related with the study support but that also contribute to the success at school. These skills include self-organization, autonomous work, strategies to combat stress characteristic of the moments leading up to the school assessment, among others. It is also important to point out the close relationship among the technical team as significant adults for those children and young people and the importance that this relationship has for the success of the activities carried out in the practice and, therefore, to school success (ibid.). The practice of study support targets individual development by individual and personalized support that contributes to the construction of some basic conditions related to the exercise of the 'student's craft' (Perrenoud, 1995) involving the construction of psycho-social competencies of self-control and interaction (Witte et al., 2013).

The development of this practice within the scope of this national programme of non-formal education, allocated in the community, inserted in a set of other practices and in articulation with the school groups that the students involved attend, allows us to assume that it is in line with what is proposed in Edwards & Downes (2013) when they advocate, among others, preventive policies, and holistic perspectives to promote inclusion at school. Overall, the practice seems to stand out the capacity to generate change in individuals and in addition in the communities. For most participants, this local project and this study support practice has been the only answer in an isolated and stigmatised territory.

Recommendations

The last assessment of the Choices Programme is quite positive, recognizing a set of strengths and opportunities, which are anchored in the fact that this is a consolidated programmed, i.e., with a strong temporal and territorial presence (Alexandre et al., 2020).

Despite the indicators of success outlined in the mid.term report of the 8EG Project we point some recommendations to promote the improvement of the next generation project in general and the study support practice in particular:

1. Increase the duration of generations (EG) to a minimum of 3 to 5 years, instead of the 2 years that are currently in place. Between the applications phase of the Choices Programme and the approval or not of a new local Choices Project there is usually an interregnum that can last up to 3 months. This fact often leaves the



participants of the Project and of the study support practice in a situation of “abandonment” and the technical team in a situation of unemployment.

2. Increase the human resources in order to overcome some difficulties in the study support provided to the participants, especially those who attend secondary education.
3. Adjusting the physical spaces of the local project to the real requests of the number and characteristics of the participants. This type of study support practice demands a separate physical space from the other practices from the Choices Project, to provide a calm and quiet environment for all participants to study and do their homework.

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Implications and Recommendations

General recommendations are provided supplemented by more targeted considerations at three levels: (i) European policies that can improve practices in the topic area, based on the case studies; (ii) national level – how can policies be improved; and (iii) practice level: what should be done to improve that practice or to disseminate it.

General recommendations

Based on the interventions in this report, the main general recommendations can be made:

1. To take account that in each formal education or non-formal learning intervention or reforms in different levels and focus topics has an important function of the NEETs support system.
2. To take account that interventions or reforms may support:
 - the knowledge of the situation of young people;
 - prevent youth from getting into the NEET situation,
 - make it possible to find them through the right methods;
 - support them based on the needs felt by the young people.
3. There is need to see interventions as potential of different educational methods in supporting young people, where the value of the field comes primarily from the young person and his perceived need.
4. The interventions have strong influence in helping at-risk youth, because for some, this opportunity for social upward mobility is the only way to achieve more in their lives and overcome obstacles.
5. The need for programs that would work with inactive young people is imperative, and as long as they are inactive and not unemployed, it means that these young people are disadvantaged and the existing programs are little available to them.



European Level

6. To learn from the practices of different countries, which allows to understand the nature of the target group and effective approaches arising from the needs.

National Level

7. State support, both financially and politically, defines youth issues as important for the future.
8. Effective coordination must be across fields and interventions, there is a need to review legislation and/or strategic documents related to interventions to avoid thematic, linguistic or conceptual fragmentation.
9. Factors for the success of the technical implementation of interventions are stable and sufficient financial resources, competent employees, systematic cross-disciplinary cooperation and trust between specialists in different fields. The availability of specialists and technical resources must be commensurate with the number and needs of young people in need.
10. It is important for ongoing interventions to consider that the time between different periods can affect the access and availability of the interventions and have a demotivating effect on the team implementing the intervention.
11. From the point of view of effective interventions, it is important to raise the awareness of the target group of the parties working with young people, to harmonise the principles of cross-disciplinary cooperation and case management, and to analyse whether the working conditions of specialists in related fields of activity meet the needs of the target group.
12. Use the opportunity to delegate interventions to institutions that have the necessary competence and are closest to the young person.
13. Create common agreement which highlights the solution method of supporting young people at NEET risk and in NEET status at different level with the cooperation of different parties like youth work, social sector, education sector, health sector,



internal security sector, and the work and career sector etc to make the process as smooth as possible from the perspective of the target group.


Practice Level

14. Avoid the situations where institutions have to replace one young employee with another, thus reaching the number set in the success indicators of the program.
15. Avoid the situations where the guidelines allow youth internships not to be paid, as this can lead to the exploitation of young people.
16. Harmonise work environments related to interventions to avoid risks to young people's mental or physical health.
17. To observe that the education system has its disconnection with the labor market and provide students with those skills that the theoretical subjects are unable to give.
18. There is a need to direct resources to the vocational skills development (VSD) so more young women and men are adequately trained for the labor market.
19. To ensure wider opportunities for young people there is need to promote participation of the private sector.
20. Provide internships and vocational training courses, which would provide value to young people even after the end of the program.



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