SEPAL
INNOVATION BOOK

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Contents

Contents

01

Introduction

I. Introduction

Work is valued and needed by all citizens, as employment represents a major avenue to social inclusion (Grove et al., 2005). It also includes additional benefits such as increasing one's financial resources, gaining dignity, personal validation and satisfaction for being productive, reducing stigma and negative attitudes, increasing one's self confidence, self-esteem, empowerment, autonomy and hope for the future, better psychological health and quality of life (Corrigan et al., 2008) an opportunity for socializing, meeting other people and structuring one's time (Liberman, 2008).

It provides a meaning in life, it offers a purpose and adds value to one's participation. Being employed also reduces the incidence of problematic or risk behaviors, such as alcohol or substance abuse, antisocial acts or engaging in against the law activities.

At the macro level work plays an important role in promoting community cohesion and safety, enhancing civic participation, reducing public spending on welfare benefits and promoting social and economic development.

Employment status in the European Union Member States entails health and social insurance, coverage in case of accident, age and unemployment and is therefore seen as a key instrument of social inclusion. In Europe, the 94 million Europeans between the ages of 15 and 29 years old represents a tremendous resource. However, in 2012 only 20.4% of young people were employed (achieved professionally), this being the lowest figure ever recorded by Eurostat statistics. Also, the European Youth Forum notes that young people are particularly vulnerable to long-term unemployment.

With the rate of 6.9% for 15 -29 year olds in 2014, and as high as 29.4% in Greece, many are affected in terms of employability and career development from the medium to long-term. In this framework, the Europe 2020 strategy is focused on five ambitious goals in the areas of employment, innovation, education, poverty reduction and climate/energy.

The strategy aims at an employment rate of 75 % for those of working age (20–64) and to bring at least 20 million people out of risk of poverty and social exclusion. These bold objectives call for the improvement of support measures and of the transition pathways of young people to the labour market. Most Member States are dealing with growing challenges in absorption and integration of young people into education systems and labour markets. Youth from vulnerable groups are particularly disadvantaged.

This book is thought as a resource for people and organisations interested in creating new opportunities for youngsters belonging to vulnerable groups. It is designed to provide information about developing and implementing WISE structures and supported employment services for this target group.

02

Partner Organisations

II. Partner Organisations

2.1 Bucovina Institute for Social Partnership, Romania

Bucovina Institute for Social Partnership is a non-profit organization (NGO) that was founded in 2011. It aims to support the sustainable development of communities in the North East of Romania, South –West of Ukraine and entire Republic of Moldova through learning partnerships projects and organizing continuing training programs for Adults. Founding members are AREAS - Romania, AREAC - Ukraine, AREAP - Republic of Moldova, Die Querdenker Austria, KULT-ART, Romania

Objectives:
- Developing programs to facilitate intercultural learning, cross-border cooperation and exchange of experience;
- Supporting rural youth and adults, immigrants, minorities and persons with disabilities to ensure access to all forms of learning;
- Regional and community development by conducting training courses, evaluation of competencies sessions organizing certification process, facilitating access without discrimination to all members of the community

Services:
- organizing thematic training courses and languages clasees,
- providing TOT services for 11 EBC communities (Economy Based on Knowledge) – regional network
- writing and implementing projects
- organizing thematic workshops, seminars, conferences, campaigns etc
- providing research services in, social economy, ethnography, sociology, community development
- offering non-formal trainings: languages, communication, human resources management, project management, vocational counseling.
- evaluation for European certification on ICT and PBS

Major projects implemented during the last 3 years:

ACCES PLUS" (ESF founds) project in partnership (2014- 2016) aims to support educational development, integration and reintegration into the labour market of vulnerable people (Roma, people with disabilities, youth coming from childcare protection services) by offering support, training programs and training sessions at work through 5 social inclusion centers created in Suceava, Botosani, Siret in North-East of Romania, and Fagaras and Alba Iulia centers created in the Central part of Romania.

02

Partner Organisations

2.2 Fundació Privada Pere Closa, Spain

Fundació Privada Pere Closa is a grassroots entity that has been working for over 18 years to promote and support education within Roma community. We work in a dual approach:

Professional perspective
Roma perspective

The foundation board and its assembly are formed by 100% Roma members. Moreover, at least 40% of staff members come from Roma community.

According to our mission, we understand education and training as the basic tool to get social equality. Moreover, our activity is based on the support of Roma children and youth during their educational pathway. Our mission is to cultivate and to foster dynamic relationship between children, families, school and social environment.

This idea conduces to the academic success and prevents schooling dropout. Rather, the social benefits that foundation reaches are the reduction of absenteeism, the guarantee of young boys' and girls' academic success, their family support (in a positive parentally), the empowerment and promotion of the Roma culture, and the support of Roma students to apply at the university. With our daily activity we expect to:

• Boost the academic success of young Roma,
• Promote the equal opportunities and non-discrimination for Roma students at school, and finally,
• Enhance social diversity, interculturalism and social equality for Roma Community.

In general, we have guaranteed the academic success of more than 2.726 children, 1.631 families in 176 schools. We have acted in more than 11 cities and 20 neighbourhoods in the whole territory of Catalonia. Furthermore, we have reached more than 3.525 children at schools with Roma cultural activities.

Fields of work:
1) Training support
• Siklavipen Savorença (education with everybody)
• Caixa proinfancia programme: Scholarship programme
• La Florida + Siklovas Kethane (learning Together)
• Cibercaixa (let's meet us after class)
• Qualifica't (Be qualified!)
• Post Compulsory Studies Support
• Vakeripen project (Roma inclusion in education

2). Educative Promotion and Family Support
         Promoció escolar (School Promotion supported by Education Department of Catalonia Government)
* Scholarship programme. Aprenem Junts
* Crèixer en Famílies (Learning together with families)

3). Roma Culture Dissemination
* Contes Rromane (Rromane tales)
* Qui som els Rroma? (who are the Rroma?)
* Teatre Rromano (Rromane theater)

4). European Projects
* PEER: Participation, experiences, empowerment of Roma Youth (Council of Europe)
* ROM21: Leadership in Social Participation of Roma youth. Introducing new generations. Open Society Foundation: RIO- Barvalipe Schools
* SERCo: Social Entrepreneurship for Roma Communities

02

Partner Organisations

02

Partner Organisations

2.3 ZISPB, Lithuania

Všį Žmogiškųjų išteklių stebėsenos ir plėtros biuras (ŽISPB, NGO Human Resources Monitoring and Development Bureau) is a non-governmental non-profit organization, established in 2010.

Our mission is to support and empower the most disadvantaged groups in society and to create social balance by providing services and education.

We are seeking: to promote, develop and implement innovative social and educational initiatives at the local, national and international levels;

• to promote and implement programs, projects and methods of the vocational and professional employment policy and spread models of good practice in human resource management;

• organize and run non-formal education programs for children, youth and adults;

• initialize and development activities, that satisfies needs of the disabled, older or aged persons and promote international collaboration of these social groups.

The organization develops and implements various projects, initiatives and interventions at both national, local and transnational level, in collaboration with formal and non-formal adult education providers, research centres, associations, NGOs, social cooperatives, SMEs, training centres, local institutions, public services, schools, etc. The services are provided for different target groups: social workers, families-at-risk, disabled people, youth, juvenile offenders, ex-offenders, DV perpetrators and victims, etc.

Main activities of our organization:

• Integration to the labour market activities (motivation, job counselling/insertion/mediation, etc.)

• Individual and group psychosocial counselling

• Self-support groups

• Preparation and implementation of projects

• TOT (social workers, educators, health care personnel, etc.)

02

Partner Organisations

2.4 Koispe Diadromes, Greece

The word "KoiSPE" is the equivalent Greek Abbreviation of the Social Cooperative of Limited Liability. "KoiSPE" defines a specific legal form of an organisation and such entities are a special form of cooperatives, since they are both productive/commercial units, while at the same time being Mental Health Units, aiming to include or reintegrate mentally ill in typical workplace settings.

The fundamental objectives of the KoiSPE are the social inclusion, the employment and subsequently the overall rehabilitation of the mental health service users, which are fulfilled through those individuals' active participation in the entrepreneurial activities of any given Social Cooperative.

KoiSPE "Diadromes" is translated into Greek as "Routes", for example the "route leading to recovery and / or rehabilitation and inclusion". It was founded in 2006 and belongs to Attica's 10th Psychiatric Sector, with its premises being in the centre of Athens, Greece.

KoiSPE "Diadromes" is one of the 30 Social Cooperatives currently operating in the Greek territory.

The objectives pursued by the activities of KoiSPE "Diadromes" are:

- To ensure the viability of the enterprise
- The continuous creation of new employment positions
- To be effectively active in the local open market
- To maintain a balance between the entrepreneurial strategy and its social aims
- To fight and reduce social stigma attached to psychiatric illness
- To establish cooperation with the family and the therapeutic framework of the individual and provide psychological counselling support to families and persons in need

The entrepreneurial activities that have been developed so far include:

The Cleaning and remediation Services with the trade name "Misi Arhontia" (taken from a Greek proverb that goes that "whoever is clean is half a king").

02

Partner Organisations

2.1. Bucovina Institute for Social Partnership, Romania (to be added)
2.2. Fundació Privada Pere Closa, Spain
2.3. ZISPB, Lithuania
2.4. Koispe Diadromes, Greece
2.5. Collegium Balticum, Poland

Specialised professionals with modern professional equipment and certified products, carry out general cleaning duties in professional premises and residencies. This venture was totally self-funded in the beginning of its function.

A specialized crew, licensed by the Region and the Ministry of Rural Development and Food, delivers a wide range of pest and vermin control services. This service was set up in 2016, as an expansion of the cleaning business and was funded by the National Strategic Reference Framework (NSRF).

Finally, there is the activity of General Trade of cleaning, home and office supplies.

The provision of career counselling to mental health service users was a programme financed by European funds. The Office of Supported Employment of the Society of Social Psychiatry and Mental Health (S.S.P & M.H), (OSE and abbreviation of the name) has thus gradually come into being and its undertakings were financed for a 3-month period (from January until April 2013).

The Office of Supported Employment sets as a main target the creation and delivery of carefully crafted training solutions, including – but not limited to – career counselling for individuals facing psychosocial difficulties. It focuses on the development of vocational skills to help and train individuals find and capitalize on employment opportunities. It also helps those already employed in the free market to tackle any challenges they might face in the workplace. In addition, it provides career support and focuses on academic development.

Individuals receive training by a professional counsellor in order to:

- Address key issues in their professional lives
- Empowers and trains vulnerable populations to develop a professional identity
- Be informed about their rights and obligations as employees, including special benefits they may be entitled to
- Learn how to create their resume (CVs) and write cover letters
- Acquire and develop basic computer skills
- Complete and submit application forms while in job search phase
- Get prepared for job interviews (guidelines, tips)
- Develop and enhance presentation skills
- Get informed about free educational or subsidized training programs
- Help pursue new academic paths or enhance existing knowledge
- Explore job offers in the free market

The Office of Supported Employment caters for people with psychosocial difficulties residing in the community and for former alcohol addicts.

02

Partner Organisations

2.1.Bucovina Institute for Social Partnership, Romania (to be added)
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2.5. Collegium Balticum, Poland

Szczecińska Szkoła Wyższa Collegium Balticum founded in 2000 is continuously ranked as one of the best private universities in northern Poland. It is characterized by great human capital and huge development potential.

School authorities have managed to build an institution that gives its students a solid education and thus a great start to their professional life. Current educational offer includes following faculties: educational science, national security, IT at BA, MA levels as well as post-graduate studies in teaching methodology, business, management.
Institution's mission is to provide excellence in education as well as attractiveness and marketability of proposed programs.

Educational offer is constantly adjust to requirements of the market. It ensures the development of the intellectual potential of students and shapes their interpersonal, leadership, teamwork, and problem solving skills.

Collegium Balticum intention is also to cooperate with local authorities in order to provide thematic workshops and seminars and to attract target groups. We signed official agreement on scientific cooperation with District Inspectorate of the Prison Service, Municipal Family Support Center, Foundation for social reintegration and social rehabilitation.

02

Partner Organisations

03

Not in Education Employment or Training - NEET

III. Not in Education Employment or Training - NEET

3.1 NEETs in Europe – an overview

There are many reasons that explain European Union (EU) concern with taking action on increasing youth employment: the youth unemployment rate is double as compared to the adult one (21.2 % against 9.8% in January 2015); more than one in five young Europeans on the labour market cannot find a job (in Greece and Spain it is one in two); even when young people do work, their jobs tend to be less stable and less paid; early leavers from education and training are a high-risk group; resignation rate tends also to be increased among this group.

An indicator that tries to capture young people's participation in the labour market is the one known as "NEET (not in employment, education or training). The term NEET appeared for the first time in UK in the late 1980s, as an alternative to "status zero" phrase that had a negative connotation. The term was later adopted by others states, yet the definition of NEETs varies among countries.

The overall NEET category comprises young people aged between 15 and 29 years old (in Japan this expands up to 35 years old), regardless of the level of education that are not employed and don't follow any educational program. Other restrict NEET term for youth in the age group 15-24.

It is considered that NEETs are be exposed to a higher risk of social exclusion and labour market exclusion.

At EU level, NEETs are considered one of the most problematic groups in the context of youth unemployment. In 2012, 7.5 million of young people were neither in employment nor in education or training (NEETs) and the proportion of NEETs increases considerably with age. According to Eurostat, the NEET rate, which stood at 6.1% for the age group 15-19 in 2016, tripled to 18.8% for those aged 25-29.

Eurofond (2016) distinguished seven subcategories within NEETs population.

03

Not in Education Employment or Training - NEET

Source: Eurofound elaboration.

- **Re-entrants**: This category captures those young people who will soon re-enter employment, education or training and will soon begin or resume accumulation of human capital through formal channels. They are people who have already been hired or enrolled in education or training.
- **Short-term unemployed**: This category is composed of all young people who are unemployed, seeking work and available to start within two weeks, and have been unemployed for less than a year. A short period of unemployment during the transition from school to work can be considered normal, and the level of vulnerability among people in this category can be expected to be moderate.
- **Long-term unemployed**: This category is composed of all young people who are unemployed, seeking work and available to start within two weeks, and have been unemployed for more than a year. People in this category are at high risk of disengagement and social exclusion. Long-term disengagement damages young people's employability, their human capital and their future employment outcomes; in some cases, the damage will last the rest of their lives.

03

Not in Education Employment or Training - NEET

- **Unavailable due to illness or disability**: This category includes all young people who are not seeking employment or are not available to start a job within two weeks due to illness or disability. This group includes those who need more social support because illness or disability means they cannot do paid work.

- **Unavailable due to family responsibilities**: This group includes those who are not seeking work or are not available to start a new job because they are caring for children or incapacitated adults, or have other less specific family responsibilities. Young people in this group are a mix of the vulnerable and non-vulnerable; some are not able to participate in the labour market because they cannot afford to pay for care for their child or adult family member, while others voluntarily withdraw from the labour market or education to take up family responsibilities.

- **Discouraged workers**: This group captures all young people who have stopped looking for work because they believe that there are no job opportunities for them. They are mostly vulnerable young people at high risk of social exclusion who are very likely to experience poor employment outcomes over the course of their working lives and are at high risk of lifelong disengagement.

- **Other inactive**: This group contains all NEETs whose reasons for being NEET do not fall into any of the previous six categories. This group is a statistical residual category, and it is made up of those who did not specify any reason for their NEET status. It is likely to be an extremely heterogeneous mix that includes people at all extremes of the spectrum of vulnerability: the most vulnerable, the hard-to-reach, those at risk of being deeply alienated, the most privileged, and those who are holding out for a specific opportunity or who are following alternative paths, such as careers in the arts, that have little formal presence in the labour market or education. (Eurofond 2016).

03

Not in Education Employment or Training - NEET

The SEPAL project targets NEETs from vulnerable groups that can belong to all seven subgroups, especially long-term unemployment, discouraged workers and other reason for inactivity categories.

NEETs status represents more than just poor capitalisation of resources. Prolonged period of belonging to NEETs category is associated with negative consequence at all levels.

At individual level, being NEET accounts for social isolation, low self-esteem, increased risk for physical and mental health problems, relationships issues (marital conflict, divorce or not being able to establish a family), increased dependency, low wages and low quality of life.

At the macroeconomic level, the costs incurred by NEETs status are extremely high. Based on an estimation made by the European Foundation for the Improvement of Living and Working Conditions in 2011, the cost of the NEET population was for 153 billion Euro, representing more than 1.2% of GDP at the European level. If we are to consider additional costs related to health, criminal justice, unpaid taxes applied to lost earnings, poor living conditions and lack of housing, then the real costs generated by NEETs would be much higher.

According to European Foundation for the Improvement of Living and Working Conditions, the reintegration on the labour market of only 10% of NEET would generate an annual savings of more than 10 billion Euro and this amount would increase to 21 billion euro if the labour market could absorb 20% of the NEET category. (Bălan, 2014).

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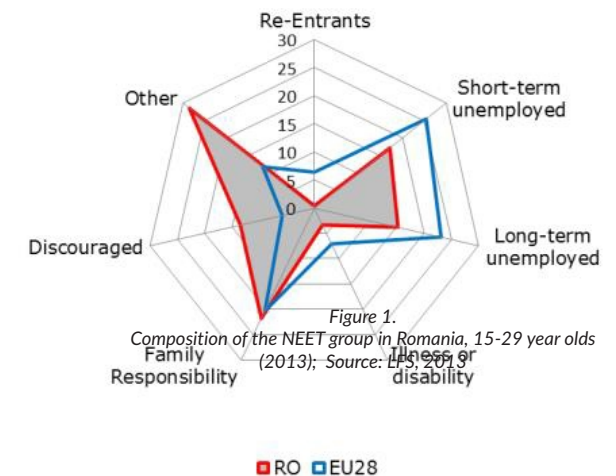## Not in Education Employment or Training - NEET

3.1 NEETs in Europe - an overview
3.2 NEETs particularities in participating countries

3.1 NEETS particularities in participating countries

Romania: In Romania, the concern for NEETs is relatively recent and has come in response to the EU policies. There is little data regarding the percentage of NEETs in different age groups, the predominant focus is on 16-24 years old NEETs.

Youth in the age group 25-29 represent 6,6% from the overall population (youth wiki). According to Eurostat statistics 21.4 percent of youth aged 20-34 years were neither in employment, nor in education or training in 2017 and the rate is higher in the case of women. Also, with 19.9% Romania records a higher NEET rate than on average in the EU (15.3%).

In terms of the composition of the NEET group in Romania, the largest group is the one of other NEETs (28.5%) followed by NEETs due to family responsibilities (21.8%) and short-term unemployed (17.2%).

Figure 1.
Composition of the NEET group in Romania, 15-29 year olds (2013); Source: LFS, 2013

03

Not in Education Employment or Training - NEET

More than a quarter of young people are in relative poverty, and 44.4% of the youth population is considered at risk for poverty and social exclusion (Eurostat). Regarding the relative poverty rate, the average at national level is about 22%, which is higher than EU average of 16.6%. The North East Region, where Suceava is located has the highest poverty rate, reaching the first position in 2013 with 33.5%.

Among NEETS, Roma is one of the most disadvantaged groups in Romania.

They continue to face difficult access to fair working conditions and to education and training/apprenticeship programmes even after Romania aligned its anti-discrimination legislation with EU standards and invested in public campaigns to reduce social exclusion. In FRA survey (2014), 78 % of Roma respondents were considered at risk of poverty.

The public perception concerning Roma people is negative and they continue to be discriminated regarding the access to the labour market and social services. Roma youth are forced to choose undeclared work from an early age rather than participating in education and training programmes. In 2017 more than 63% of Roma aged 16-24 were NEETs compared to the EU average of 12%, according to official data. Furthermore, Roma youth are not encouraged by their families to pursue long-term education and training programmes. As consequence, many of them prefer to choose undeclared work in Romania or abroad or, more often, to limit themselves to social security subsidies.

The phenomenon of early school leavers among Roma youth leads to an increasing rate of NEETs in Romania and their poor integration into the labour market. According to FRA survey (2014), in Romania more than 93 % of Roma aged 18 to 24 have not completed upper secondary education. As far as payed employment goes, only 36% of the Roma aged 25 to 44 have self-declared their main activity as 'paid work'; 60 % of those who are in paid work pursue ad hoc jobs and only 34% work full time.

The same study indicated that 60% of the Roma respondents who said they are in paid work, have also reported not being covered by any medical insurance.

03

Not in Education Employment or Training - NEET

With 8.1% Romania has the lowest share of NEETs registered with public employment services (PES) across the EU. In 2013, less than 5% of NEETs received financial assistance. (source Eurofound, 2016).

Spain: In Spain, the rate of NEET's aged 20 to 34 in 2017, according to Eurostat, was 20,8%. Furthermore, the age range with the highest number of NEET'S is the ones from 25 to 29, where the 22,1% are not working nor studying, especially women in this age, representing a 24,8%.

Unemployment affects the Roma population more than the population as a whole, with a rate of 36.4% in Spain. 6 out of 10 Roma people over 16 are illiterate. Only 10% manage to complete secondary or higher education.

One of the main characteristics of Roma youngsters in the access to labor market is their early incorporation, the majority of them work in the informal labor market, their collaboration in family economic activity and the fact that only the half of them are salaried, comparing to non Roma population.

A report from the European Commission states that in 2016, 77% of young Roma in Spain are NEET's compared to 63% of the EU average and 22.8% if all Spanish young youngsters are considered.

This percentage has increased a 20% in the last 5 years, which represents an alarming signal that the transition from education to employment and other areas is not effective. In addition, 23% of Spanish Roma with work felt discriminated against in their job, compared to 17% of the Twenty-eight, while 34% suffered discrimination when seeking employment, compared to 40% in the EU.

# 03

Not in Education Employment or Training - NEET

Lithuania: According to Employment Service, unemployment of the youth in Lithuania rates was 15,8% of all unemployed population in 2017, 44,1% of registered 16-25 year-old youngsters are low skilled and low qualified. Almost 8 % of the registered youth has only primary education.

Despite the fact that many services are provided for unemployed youngsters, as vocational training or job mediation, that does not guarantee successful integration to the labor market. Usually, they are facing difficulties integrating because of psychosocial challenges, lack of motivation, stereotypes, low problem-solving skills, etc. Integrated support for NEETs is necessary to ensure the success of employment.

Greece: The youth labour market situation in Greece is one of the most disadvantaged ones in the EU recording 45% of youth unemployment. Only 27.1% of 15-29 year olds were employed in 2014. According to Eurostat, young people (aged 20–34) neither in employment nor in education and training in 2017 were at 28.8%.

The composition of NEETs in Greece is dominated by the long-term unemployed (48.5%), followed by the short-term unemployed (28%) and other NEETs (11.4%). The proportion of long-term unemployed thus is more than double the EU average of 23.1%. In 2013, a total of 54.3% of NEETs were registered with the PES. In 2013, only 7.1% of all NEETs received financial assistance.

Change since 2008 in relation to national targets
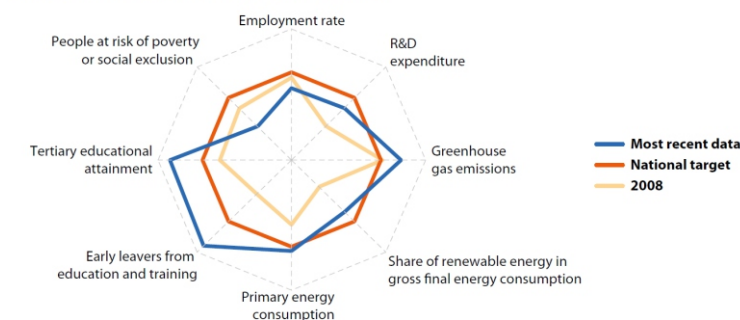
Note: Most recent year for which data are available; see table below.
Source: Eurostat (see dedicated web section: Europe 2020 headline indicators)

Poland: In Poland young people are the group most exposed to unemployment. The unemployment rate according to BAEL in the fourth quarter of 2017 in the group of 15-24 years was 14.8% compared to 4.8% among people aged 25-34, 3.5% in the 35-44 and 3.7% group in the group of 45 years and more.

The largest proportion of NEETs in Poland are NEETs due to family responsibility with 31.1%. The second largest group consists of the short-term unemployed with 30.3% (compared to the EU average of 25.4%). With 18.8% the third largest proportion of NEETs are the long-term unemployed, this share however remains below the EU average of 23.1%. A total of 9.2% of NEETs in Poland are NEETs due to illness or disability (compared to 7.1% recorded across the EU). The number of discouraged workers is almost identical to the EU average (6% compared to 5.9% across the EU).

The target group of NEETs in Sepal Project in Poland: people with disabilities, people with low skills and risk of poverty.

03

Not in Education Employment or Training - NEET

3.1 NEETs in Europe - an overview
3.2 NEETs particularities in participating countries

04

Policy and regional legal framework

IV. Policy and regional legal framework

In order to map the possibilities of facilitating the access of NEETs on the open labour market it is important to consider the legal framework for developing WISE structures and supported employment services in each participating country. In this chapter we will summarize the main points for Romania, Spain, Lithuania, Greece and Poland to identify the key aspects that hinder or enable the inclusion of NEETs on the labour market.

4.1 Romania

In Romania, the responsibility for youth policy is divided between the central level authorities and the local authorities. Within the frame of the Youth Law and the National Strategy in Field of Youth Policy 2015-2020, Romanian youth policy includes measures in the field of education, culture, volunteering, public and political participation, sports, health, leisure, employment, entrepreneurship and social inclusion.

However, the interventions addressing the objectives and priorities in the youth employment domain are isolated, and there is poor coordination at national level due to the lack of an action plan, clear budget allocation, and to the absence of strong monitoring and evaluation mechanisms in the field of youth policies.

The Law on the prevention and combating of marginalization (Law 116/2002)

The Law on the public support for youth from the rural areas (Law 646/2002)

The Law on apprenticeship in the workplace (Law 279/2005, republished in 2012), modified by the Law no 164/2017.

Law no. 333/2006 - on the establishment of information and counselling centres for youth

The Youth Law (Law 350/2006)

Order no. 90 / 24.02.2014 on annual national strategy on youth information and counselling 2014

The National Youth Policy Strategy 2015-2020

04

Policy and regional legal framework

The main policy measures for youth employment, according to the law on employment and unemployment, law no. 76/2002 and Youth Guarantee national scheme, include:

• young unemployed graduates (from secondary or tertiary education) have the right to an employment bonus of 500 lei (about 110 Euro)

• employers of young unemployed graduates (from secondary or tertiary education) have the right to a monthly state subsidy for 12 months of 900 lei (about 200 Euro)

• employers of young unemployed vulnerable persons have the right to a state subsidy of 1000 lei (about 220 Euro)

• all unemployed persons (including young people) that are employed at more than 50 kilometres from their home have the right a mobility bonus of about 15 000 lei (about 3 300 Euro)

• all unemployed persons (including young people) that change their residence in order to find a job have the right a mobility bonus of about 3500 lei (about 770 Euro)

• competences evaluation centres can access funding and provide free competences and skill evaluations to young people.

Special measures exist for employment of youth with disabilities in Romania and they include technical aids, special tax deductions or exemptions, flexible incapacity benefits and disability pensions (allowing for part-time work), flexible work arrangements. The employment of youth with disabilities is further stimulated by quota arrangements.

04

Policy and regional legal framework

Both public and private organisations and institutions that have more than 50 employees are required to hire 4% persons with disability or pay a monthly fine that equals the amount of the minimum gross salary for every unoccupied position. Employers that hire persons with disabilities for at least 18 months receive financial incentives (minimum gross salary paid for 12 month per work contract) – but if employers decide to terminate work contract, they must give all the money back and the according interest rate.

When hired, employees with disabilities do not lose the disability subsidies and the subsidies for the support person and they also receive a tax reduction for their salary.

The labour market policy is considered rather helpful towards disabled people, supporting them cope with rapid change and reduce spells of non-employment and also the social security is higher for people with disabilities than for everyone else. (Supported Employment for people with disabilities in the EU and EFTA-EEA good practices and recommendations in support of a flexicurity approach. Study Report. May, 2011)

Supported employment in Romania

There is no government funding of Supported Employment initiatives in Romania. Supported Employment initiatives are funded and operated entirely by NGOs and private organisations for disabled people.

Accordingly, this type of initiatives do not exist at the national level but only at the local/regional levels. There are only a few supported employment programs in Romania, limited to people with disabilities. No external evaluation for this programs, in accordance with supported employment practice standards is provided.

Services are fragmented, actions are not coordinated between agencies, there is no integration of vocational, social care and medical services. Youths have been for a long time the prisoners of inactivity routine and benefit trap, they have little experience with real work situation and often lack both the skills and the motivation for work.

04

Policy and regional legal framework

Apprenticeship policy and legislation

According to the Law no 279 from 2005 concerning the apprenticeship at the work place, modified by the Law no 164/2017, the apprenticeship is a form of professional training based on an apprenticeship contract at the work space.

The apprentice should be coordinated by an apprenticeship coordinator. The duration of the apprenticeship is between 6 months (minimum) and 3 years (maximum). The accreditation body is the Ministry of Labor.

Employers employing persons on the basis of an apprenticeship agreement at the workplace under this law receive on a monthly basis, on request, during the period of the apprenticeship contract, for each person, 1.125 Ron/month granted from the unemployment insurance budget within the limits of the funds allocated for this purpose.

Challenges

· No special measures exist for employment of youth belonging to vulnerable groups, except for youth with disabilities.
· There are no flexicurity measures with specific focus on NEETs implemented in Romania.
· Lack of data concerning NEETs population affects development of the right strategies and measures.
· Currently Labor Ministry within County Labor Office (AJOFM) has a project at national level (http://www.mmuncii.ro/j33/index.php/ro/111-transparenta/legislatie/munca/ocuparea-fortei-de-munca/4001-2015-registru-ucenici) to provide apprenticeship stages for person without qualification but the apprenticeship stage should be organized by an accredited training provider in partnership with employers. The state subvention is for employers which have to pass very bureaucratic stage in order to access this support. It is missing the recruitment part and the evaluation of preexisting competencies of vulnerable people.

04

Policy and regional legal framework

- Romanian employers tend not to hire youth form vulnerable groups, and even greater stigma is attached to those who suffer from multiple discrimination – for example, intellectual disability and/or mental health issues and Roma ethnicity.

- Employers are discouraged from creating part-time jobs, as taxes are similar to full time jobs. Also, employers are reluctant to adapt the work schedule to the employee possibilities.

- Establishment of social enterprises or obtaining accreditation for the social services is limited by bureaucratic process, lack of information and lack of support;

- Apprenticeship has limited qualifications options because of insufficient authorised providers for apprenticeship. Beside the lack of options, choosing the appropriate career path is further hindered by insufficient development and paucity of vocational services.

Also, support is granted for a single qualification, without a proper assessment of the individual strengths and abilities. There is little flexibility in career development.

Best practices

In CIS on "Access Plus" (www.acces-plus.eu) project were piloted the support employment services and provided qualification training for few level 2 occupations (waiter, mechanic auto, hairstylist and green keeper).

Within the project "A chance for the future" implemented by our partner ACDC Association was developed a guide with supporting employment tools for youngsters at risks, offering ICT classes for all 300 youngsters at risks, vocational counselling and training program for qualification on formal and non-formal programs. (www.osansapentruviitor.eu)

04

Policy and regional legal framework

4.2 Spain

In Spain, the responsibility for youth policy is divided between the central level authorities, regional authorities and the local authorities. We have had the National Strategy for Entrepreneurship and Youth Employment 2017-2020 which includes 100 measures on job coaching, training, entrepreneurship and employment among young people.

Recently has been approved the Emergency Plan for youth Employment 2019-2021 by the Spanish government along with the collaboration of the regional governments.

The main axes are training, orientation, job opportunities, equality on access to labour market, entrepreneurship and improvement of institutional framework.

The regional governments are in charge of the implementation of the Youth Guarantee through the Labour Office, giving economic support to different programmes and projects implemented by different organizations.

At the local level there are also employment supported services and there is coordination with regional and national level.

Strategy for Entrepreneurship and Youth Employment 2017-2020
Emergency Plan for youth Employment 2019-2021
National System Youth Guarantee
Spanish Activation Strategy for 2017-2020
Law 3/2015 Employment

At the regional level the main employment supported services are:

- Job Orientation Service: Programs +30 long-term unoccupied/Referent Program for Youth Employment
- Labour Intermediation: intermediation services employment offices/online platform "Feina Activa"/Aids employment agencies
- VET for working: FOAP/Training Program with hiring commitment/Train and insert
- Job Promotion: Singular Projects/Youth for employability/Enfeina't/Recruitment youngsters in internships
- International Mobility: Eurodissea/TLN MOobility
- Entrepreneurship and self-employment

04

Policy and regional legal framework

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• International Mobility: Eurodissea/TLN MOobility

• Entrepreneurship and self-employment

Special measures exist for employment of youth with disabilities in Spain; include benefits for companies and obligations for companies to hired people with disabilities.

We have the Special employment centres for social initiative (Centros especiales de Empleo, CEE)

• Target: people with disabilities

• Legislation:

- Law 13/1982 for the social integration of people with disabilities.

- Legislative RD 1/2013, revised text of the General Law on the rights of people with disabilities and their social inclusion

• Goal: They perform productive work, participate in commercial operations and aim at providing remunerated positions and adequate personal and social services for workers with disabilities (who must constitute at least 70 % of their staff). These centres seek to integrate the highest possible number of people with disabilities into the open employment market.

04

Policy and regional legal framework

Other important legislations to highlight are:

- Royal Decree 1529/2012, second additional provision, which regulates the contracts for training and apprenticeship arranged with people with disabilities.

- Royal Legislative Decree 1/2013, of November 29, which approves the text revised in the General Law on the Rights of Persons with Disabilities and its social inclusion, has a special chapter on labour.

Apprenticeship policy and legislation. In Spain, the legislation regulating apprenticeship is Royal Decree 1529/2012, which develops the training and apprenticeship contracts and establishes the basis of the dual professional training and the Organic Law to Improve the educational quality (LOMCE), 2013.

Later, the Royal Decree mentioned was developed by the Order ESS/2518/2013, which regulates the training aspects of the vocational training and apprenticeship contract. The contract has a minimum duration of 1 year and maximum of 3 years.

The vocational training and apprenticeship contract must occur on a full-time basis, allocating part of the time to performing paid employment and the other part to receiving training related to the job position the worker occupies.

The time spent on training activity cannot be less than 25% during the first year or 15% during the second and third year of the maximum workday hours prescribed in the collective agreement or, in its absence, the maximum legal workday hours.

The annual workday hours, not including vacation days, will serve as a reference to calculate the time spent on training activities.

04

Policy and regional legal framework

Apprenticeship contract:

Who? 16-25 years old except people with disabilities or hired by an insertion company (no age limitation) who lack the professional qualification obtained and recognized by the vocational training system for employment or the educational system required to arrange a training contract for the position of work or occupation covered by the contract.

How? Must occur on a full-time basis, allocating part of the time to performing paid employment and the other part to receiving training related to the job position the worker occupies. Time spent on training activity cannot be less than 25% during the first year or 15% during the second and third year of the maximum workday hours prescribed in the collective agreement or, in its absence, the maximum legal workday hours.

Duration? 1 to 3 years

Challenges on youth employment

- Discrimination of Roma youngsters
- Roma youngster on Social Economy projects → great potential as enterpreneura but who have access to SE?
- High rates school drop-out → Network for prevention of premature emancipations (XARXA Project).
- More inclusive projects
- Partnerships of social organizations to promote new projects
- Political Incidence
- More implication of companies on job unemployment
- Meritocracy in the Access to job as a barrier
- Raise awareness youngsters on idea of "express money" versus a stable job
- VET not paid as risk to ensure their permanence in the projects
- Incentives for WISE

04

Policy and regional legal framework

Best practices

- Programa Acceder, from Gipsy Secretariat Foundation: https://www.gitanos.org/que-hacemos/areas/empleo_y_formacion_profesional/acceder.html.
 It's a labor intermediation program that arises with the goal of achieving the effective incorporation of the Roma population into employment.

- Formació i Treball: the foundation has different programs of socio-labor inclusion and has create the first social temporary agency specialized in hiring people who are in a situation of vulnerability: https://www.formacioitreball.org/es/inauguramos-amiga-ett-social/
Contract with a minimum duration of 6 months, to work on the recuperation or acquisition of professional and personal competences with a standardized salary, cotitzation and design of a labor itinerary
Objective: Specialization on a profession to access later to the ordinary market. Once they leave, the job position is occupied for another person who starts a labor itinerary
Work accompaniment by 2 professionals: Support Technician (self estime, CV, competences)/Responsible at work place (labor commitment, responsibility, punctuality, team work)

In 2017: Biggest social integration Company in Spain 332 people at risk of exclusion hired
-• Programa Incorpora, la Caixa Bank: https://www.incorpora.org/detalle-actualidad/ayudas-a-la-contratacion-la-caixa-empleo-joven a program to improve the social and labor integration of people in vulnerable situations. It has a network of entities and involved the private sector.

04

Policy and regional legal framework

4.3 Lithuania

In Lithuania, the main stakeholders related to policy of the Youth are Government of the Republic of Lithuania, Ministry of Social Security and Labor, Department of Youth Affairs and regional authorities. Youth policy in Lithuania is developed in two directions. Firstly, ensuring the interests of young people in separate areas of public policy - education and science, culture, sport, work and employment, housing, health and others.

Secondly, youth activities aimed at creating conditions young people to learn from experience and experiment (volunteering, independence, self-government).

The National Education Strategy for 2013-2022 aims to respond more quickly to the labor market change and help young people make the right decisions, assess their skills and skills that can lead to their career opportunities.

The aim is to increase lifelong learning and work experience integrity, through internship programs, and so on.

Despite the escalation of necessity of intervention related to youth integration, all measures are focused on governmental institutions, many inefficient programmes are implemented, but no comprehensive strategy has been proposed yet reintegrating youth-at-risk to the labor market.

The Law on Employment of the Republic of Lithuania (Žin., 2003, Nr. 119-5406; 2005, Nr. 144-5238)
The Law on Background of Youth Policy of the Republic of Lithuania
The Law on Vocational Training of the Republic of Lithuania (2007)
Youth Policy Development in Municipalities 2007–2009 program (*and further modifications*)
The National Education Strategy 2013-2022
The National Youth Policy Strategy 2015-2020

04

Policy and regional legal framework

Policy measures for youth employment. According to Youth Guarantee Initiatives in Lithuania, every 15-29-year-old youngster registered on a labour market or not has to be provided of job opportunity or further education option no later than 4 months after graduation or dismissal. The Law of Employment states that employment support services shall include: 1) active labour market policy measures; 2) programmes on increasing employment; 3) compensation for the loss of income due to unemployment, in full or in part. The Labour Office can offer employment by subsidizing:

The measure is designed to help the unemployed and gain a foothold in the labour market, and for those with severe disabilities, to create special conditions for remaining in the labour market for the following persons of working age registered at the labour exchange:
1) disabled people of working age who have a working capacity of up to 25 percent or a severe degree of disability;
2) unemployed people with disabilities of working age, who have a level of 30-40 percent working capacity or average disability;
3) the unemployed who are disabled for the working age, who have a 45-55% capacity for work or a slight degree of disability;
4) unqualified unemployed persons who have not acquired any professional qualifications or their foreign professional qualifications are not recognized in the manner prescribed by law, as well as the unemployed who have no non-formal acquired knowledge recognized in the manner prescribed by law;
5) long-term unemployed persons up to 25 years of age with a duration of unemployment longer than 6 months
6) unemployed persons up to 29 years of age;
7) for the first time under the acquired qualification or competence, to the unemployed starting work;
8) persons granted refugee status or persons who have been granted subsidiary or temporary protection.

04

Policy and regional legal framework

The employer who has recruited you will be paid a wage subsidy for your salary for a specified period, and to partially compensate the insured's compulsory state social insurance contributions calculated from this wage. The amount of the subsidy may not exceed 2 x minimum monthly wage rates set by the Government of the Republic of Lithuania shall be as follows:
• 50 percent estimated funds when recruiting the persons referred to in items 3-7;
• 60 percent estimated funds when recruiting the persons referred to in point 2;
• 75 percent estimated funds when recruiting the persons referred to in points 1 and 8.

The duration of the employment subsidy may be up to 6 months (for persons referred to in points 3 to 7), up to 24 months (for persons referred to in points 2 and 10) or for an indefinite period (for persons referred to in point 1).

Supported employment in Lithuania. There is no government funding for Supported Employment. Supported Employment initiatives are being implemented by NGOs and associations. Moreover, these organizations are established mainly in the biggest cities. Many activities of supported employment should be implemented by the Labor office, but no clear and detailed strategy has been created.

04

Policy and regional legal framework

Apprenticeship policy and legislation. Apprenticeship is regulated by the Law of Employment of the Republic of Lithuania (2016-06-21 No. XII-2470/37).

According to legislation, recruitment under an apprenticeship contract may be organized for persons participating in vocational training in the form of apprenticeship in accordance with Article 37 of this Law. The training scholarship referred to in Article 37 of this Law shall not be paid when a person is paid wages according to the hours worked under an apprenticeship contract.

Employers carrying out vocational training in the form of apprenticeship and referred to in paragraph 1 of this Article who have employed persons sent by a territorial Labor Office under an apprenticeship agreement shall be compensated, at their written request, by 40% of the part of the salary indicated in the employment contract of the person employed under the apprenticeship contract.

The amount of the minimum monthly wage approved by the Government of the Republic of Lithuania and the part of the compulsory state social insurance contributions calculated from this part of the wage. If the employment contract of a person employed under an apprenticeship contract is not for full-time or part-time work, the compensated wage is calculated for the time actually worked in accordance with the hourly rate calculated or determined in the employment contract, not exceeding 1 minimum hourly wage approved by the Government of the Republic of Lithuania size.

The procedure and peculiarities of concluding an apprenticeship employment contract are determined by the Labour Code of the Republic of Lithuania and the Republic of Lithuania Law on Vocational Education and its implementing legislation.

04

Policy and regional legal framework

Challenges

• Lack of data concerning NEETs population affects development of the right strategies and measures. Lack of data on persons unregistered to the labor market.

• Currently Labor Office will start implementing enormous projects at national level to provide apprenticeship stages for persons without qualification but the apprenticeship stage should be organized by an accredited training provider (vocational learning institution) in partnership with employers. The state subvention is for employers which have to pass very bureaucratic stage in order to access this support. It is missing the long-term support and communication between the employer and the job mediator of a person. Job mediation process come to an end when job is found.

• Stigma and discrimination are widespread among employers, especially related to some ethic minorities (Roma), mentally disabled, etc. Moreover, employers are inflexible to different conditions of work (more day-offs, reducing productivity, earlier/later start, etc.).

• Establishment of social enterprises or obtaining accreditation for the social services is limited by bureaucratic process, lack of information and lack of support, requirements are too high to perform for small businesses.

• Certification is not equal to qualification in the point of view of employer. Qualification is provided only for long-term education (vocational or secondary).

Best practices

1) Project „Vocational learning via apprenticeship method in Labor market training centres" No. VP1-2.2-ŠMM-04-V-03-027, took place in vocational training centres in Lithuania. During the implementation of this project, guidelines have been created about planning the apprenticeship instead of vocational learning as a tool to increase the practical skills and capabilities. This defines the apprenticeship method, indicates pros and cons of this type of learning, proposes main actions for authorities to increase the populiarity of apprenticeship method. More about this: http://pameistryste.lt/

04

Policy and regional legal framework

2)	2013-2017, The Initiative of Youth Guarantee had been launched to ensure employment of up-to-29 years old NEETs. Project under this Initiative focused on the integration to the labor market or qualification building activities for youth. The Initiative was closely related to Labor offices in Lithuania to make sure that youth start participating in this project as rapidly as they became unemployed and registered into labour market. More information: https://jrd.lt/jgi-igyvendinimas/jgi-igyvendinimo-projektas-atrask-save

3)	Social public entity of employment – VšĮ SOPA. Activities of the enterprise focus on support during the employment process of socially disadvantaged groups, empowering low skilled, NEETs, disabled, etc. seek the job by trainings on CV writing, job mediation. More about SOPA: https://sopa.lt/

04

Policy and regional legal framework

4.4 Greece

Greece has suffered a significant financial crisis in the last few years and this has exacerbated social problems and raised unemployment for young people significantly. In this contexts young people in disadvantaged circumstances have many obstacles to overcome to enter the employment market.

Youth **policy** in Greece is aimed at young people between the ages 15 and 35 years of age, while in some cases extends to the age of 40. Some policies are specifically designed to address young people with fewer opportunities and those belonging to specific groups.

The Organisation of Youth Policy (territorial organisation, shared competences) include The General Secretariat for Youth, the governmental body responsible for making and implementing youth policy.

As Youth policy is horizontal and reaches fields under the jurisdiction of other Ministries, it is exercised by all Ministries according to their responsibilities. For this reason, there is a Ministerial Committee headed by the General Secretariat for Youth. Its role is to coordinate initiatives aimed towards young people.

Royal Decree 14/03.06.1952 established the Technical Apprenticeship Schools which belonged to the Ministry of Labour.
Legal Decree 3971/02.09.1959 introduced the principle of dual learning.
Law 576/1977 (Gazette 102/A/13.4.1977) redrew technical and vocational education distinguishing between technical and vocational education in upper-secondary and post-secondary education: upper-secondary education contains the Technical Vocational Schools (TES) and Technical and Vocational Lyceum (TEL), while the post-secondary education was to be provided to the Higher Technical and Vocational Schools (ATES).
The KoiSPE (social cooperatives of limited liability) were established based on the Greek Law 2716/99, by the Ministry of Health Services and Social Solidarity, within the institutional framework of the "Development and Modernisation of the Mental Health Services".
According to the law, Article 71 L 4375/2016; Article 15 L 4540/2018, asylum seekers are able to access the labour market as employees or service or work providers from the moment an asylum application has been formally lodged and they have obtained an asylum seeker's card.
Article 1 of the Ministerial Decision 3.12195/ 3.688 /2013, apprenticeship is a system of vocational and technical education within secondary education. EPAS implement the dual learning system that combines 'theoretical and laboratory education at school with practical training at the workplace' (Provision II of Common Ministerial Decision no. 40041, 12.04.2007).
According to Article 7 of Law 4186/2013 'Restructuring Secondary Education and other provisions', the EPAL Apprenticeship year implements the dual learning system of OAED (Greek Manpower Employment Organisation) and includes 'apprenticeship with learning at the workplace, a specialisation course and preparatory courses for certification at school'

04

Policy and regional legal framework

The current legal conditions of youth work in Greece are largely set out by, the Presidential Decree No. 274 on the General 27, Article 16. This concerns education and specifies the role of the state in the intellectual, professional, ethical and physical development of young persons.

According to Article 21 the state is obliged to take measures ensuring the good health of young people (To Syntagma tis Elladas (2010) [TheGreek Constitution]).

Secretariat for Youth, has legislated to address issues such as: youth employment (e.g. protection of juvenile employees; special measures for young employees); sports (e.g. special measures for young athletes with outstanding performance) education (e.g. legislation regarding the structure and function of the educational system including the participation of students in the governing bodies of state universities; the right of pupils to set up youth societies in schools, the Mathitikes Koinotites); family (e.g. legislation determining and protecting the rights of children); military service (e.g. exemption and serving an alternative social service); deviant behaviour (e.g. special courts and treatment for juvenile delinquents); media (e.g. legislation protecting of minors); participation (e.g. legislation to encourage youth participation at a local level within the framework of Local Youth Councils).

The Ministry of Labour, Social Security and Social Solidarity is the office responsible for the design and implementation of welfare policy for people with disabilities, including deinstitutionalisation and independent living.

Work carried out through the Regional Operational Program or the National Strategic Reference Framework includes the concept of disability related actions aimed at improving living standards, accessibility and social inclusion for this population.

Severity and type of disability is taken into account in the design, approval and implementation of programmes developed and funded through the NSRF in such areas as employment, transportation, communications, health and education.

04

Policy and regional legal framework

The programme aims to minimize barriers and to increase accessibility structures and services for vulnerable groups. The programming period for 2014-2020, is aimed at the development of projects in the areas of health, welfare, and social services with the activation of local stakeholders, targeting the most vulnerable social groups.

An important element of these programmes is geared towards enabling the development of a sustainable social economy and social entrepreneurship to increase employment opportunities for people from vulnerable groups at local, regional and national level.

Main objectives and challenges in this area are related to the legal framework, access to financing, raising community awareness and networking.

A number of actions are carried out mainly by NGOs and their role is counted as crucial on the implementation of this programming funding period.

Ministerial authorities are in co-operations with the National Confederation of Disabled People in order for decisions made to be guided by the NCDP. The NDCP consistently reviews legislation and submits proposals to the Greek State on issues such as: education, vocational training, employment, information society, universal access.

Supported employment for people with disabilities in Greece is to some extent supported by the Greek Manpower Organisation (OAED), NGOs and programmes funded by the European Union. OAED (Greek manpower organisation) has launched the "Youth Garantee" programme (http://www.oaed.gr/youthguarantee) aiming to help young people not in employment, education or training to improve their skills and increase their chances to successfully enter the job market.

This programme is aimed at groups of young people, who find it particularly difficult to enter employment due to disability, long term unemployed, having served a prison sentence and so on.

04

Policy and regional legal framework

The private sector plays the largest part in supported employment opportunities in the form of NGOs and cooperatives of limited liability that have developed to create employment opportunities and support for vulnerable groups of people.

The KoiSPE were established based on the Greek Law 2716/99, by the Ministry of Health Services and Social Solidarity, within the institutional framework of the "Development and Modernisation of the Mental Health Services".

KoiSPE are a special form of cooperatives, since they are both productive/commercial units, while at the same time being Mental Health Units, aiming to include or reintegrate mentally ill in typical workplace settings. The fundamental objectives of the KoiSPE are the social inclusion, the employment and subsequently the overall rehabilitation of the mental health service users, which are fulfilled through those individuals' active participation in the entrepreneurial activities of any given Social Cooperative.

The formation of Social Cooperatives – KoiSPE – is facilitated and encouraged by regulations included in the specific legal framework, such as: Financial incentives -any member of the cooperative (mental health service user) reserves the right to receive their disability allowance or pension, on top of their monthly salary payment.

Such initiatives are KOISPE "Diadromes", Koispe "Eu Zein" (PEPSAEE). Such initiatives also appear under the umbrella of the the the European Association of service providers for persons with disabilities-greek members: Institute for Community Rehabilitation (www.iea.gr); ESTIA- Support and Social Care Centre for people with intellectual disabilities (www.eseepa.gr); Theotokos Foundation (www.theotokos.gr); Workshop "Panagia Eleousa" (www.ergpanel.gr); Rehabilitation Center For Social Support and Creative Employment of People with Disabilities "O SOTIR" (www.kentroameasotir.gr); Therapeutic Educational Centre For People With Intellectual Disabilities Of Patras "Merimna"(www.merimna-patras.gr);

04

Policy and regional legal framework

PanHellenic Association of Adapted Activities ALMA (www.alma-amea.gr); EEA Margarita (www.eeamargartia.gr); Pan-Hellenic Association of Parents Guardians and Friends of Visually Impaired People with Additional Special Needs "AMIMONI" (www.amimoni.gr); To Ergastiri (www.ergastiri.org); E.Psy.Me (www.epsyme.gr); Greek Carers Network – EPIONIEPIONI (www.epioniblog.wordpress.com).

Greek law gives access to the labour market to asylum applicants.The Greek Council for Refugees states that According to the law, asylum seekers are able to access the labour market as employees or service or work providers from the moment an asylum application has been formally lodged and they have obtained an asylum seeker's card (Article 71 L 4375/2016; Article 15 L 4540/2018).

Greek legislation sets out that private companies employing more than 50 staff are required to include 8% disabled staff to their workforce. Nevertheless, the law is not implemented. Only about 20% of private businesses had made provision to facilitate accessibility of disabled persons to their premises.

The majority of companies not employing disabled people stated that they would do so only under the condition that the salary of the disabled employee was co-funded or entirely paid by the state. This is indicative of the negative perceptions around disabled people as employees and highlights the need for a change of culture in order for people with disabilities to enter the labour market on equal terms.

Although, there is some provision for supported employment made by public organizations, it is not equipped to deal with the scale of the problem in Greece.

The private sector is called upon to fill this gap. In Greece under the 10% of disabled people (with at least 50% disability) is employed. This means that the transition from school to working life is difficult. Greece is also faced with serious problems in the areas of organization and financing the rehabilitation system, lack of cooperation between the relevant ministries, inadequate implementation of laws.

04

Policy and regional legal framework

In Greece, **apprenticeship** is a system of vocational and technical education within secondary education. Apprenticeship programmes are based on the dual education system. The theoretical part of the apprenticeship programmes is implemented in EPAS whereas the practical part takes place in organisations / businesses in the private or public sector[1].

EPAL Apprenticeship year implements the dual learning system of OAED (Greek Manpower Employment Organization) and includes 'apprenticeship with learning at the workplace, a specialisation course and preparatory courses for certification at school'

The apprenticeship system in Greece lacks in coherence and each line ministry has established its own rules, disregarding rules set by other ministries. In effect, the system is highly fragmented and there are no common rules as regards a series of features (e.g. content and duration of practical exercise, terms of remuneration, legal rights of graduates with respect to professions, etc.).

Currently, the only system that complies with Cedefop's (European centre for the Development of Vocational Training) definition of apprenticeships is EPAS (operated by OAED).

ccording to a recent ministerial decision, EPAS will stay intact and allowed to operate on the same terms and conditions for the next five years (during these five years there will be an external evaluation of the whole system of apprenticeships and traineeships).

Until then, the Ministry of Education will establish pilot apprenticeship schemes (titled Apprenticeship years) which will be optional and offered to EPAL graduates. Experimental SEK (Vocational Training Schools) were set up in 2014.

04

Policy and regional legal framework

Certification for skills acquired through apprenticeship is largely linked to state owned schools and programmes providing apprenticeship based learning. There are some privately owned certification centres(for example TUV) that are not fully endorsed on a national level but certification through them carries some weight for employment in the private sector (but not in the public sector).

Some more recent initiatives have been developed with the support and funding of the European Union targeting the NEET population. However, more recently there have been some programmes, partly funded by the EU, for the support of the NEET population, that include apprenticeship programmes for trades such as hairdressing.

Challenges

- Despite the existence of relevant legislation, there is no legal framework concerning youth work. However, youth work does exist as a social practice; Greece lacks in specific, nationally recognised, youth work training. Youth workers may hold relevant professional qualifications of higher education or university degree level in a subject such as social work, social sciences, humanities, education.
- Lack of coherence in the legal framework.
- Lack of implementation of existing laws.
- Lack of incentives and support for employers to include people from vulnerable groups to their staff.
- Social stigma
- Compromised financial position Greece has been in for the last decade.
- Overprotective family structures.

04

Policy and regional legal framework

BEST PRACTICES

Greece has been slow in the creation of series of education and training systems. The effectiveness of providing the appropriate knowledge, skills and competencies that will help young people to successfully fulfil the professional and social roles is debatable.

Apart from a few relevant European programs, there is no robust, consistent and effective policy or good practices already in place by the state itself in Greece, to address either NEET's issues, or unemployment, or low skilled candidates.

NGOs filling the gap look at best practises on a European level to develop the effectiveness of their services.

4.5 Poland

In Poland, the responsibility for youth policy is divided between the central level authorities and the local authorities. Youth policy is more and more frequently regulated at regional and local levels and local strategies (province, district, commune).

Beyond Strategy for Youth, Polish youth policy has no systemic solutions, nor is it operated and coordinated in a consistent way (there is no one strategy in Poland directly relating to young people). It is difficult to indicate in Poland one official document focusing on the needs and rights of young people and regulating issues relating to them ("Youth Law"). Current strategy emphasizes the links that exist between youth policy and legal regulations concerning education, social welfare, national defense, employment and combating unemployment, children's living conditions in families, healthcare, as well as prevention of crime, drug addiction and alcohol use.

The State Strategy for Youth for 2003-2012
Youth-related regulations are provided in various legal acts, such as the:
Constitution of the Republic of Poland (of 1997)
Family and Guardianship Code (of 1964, Journal of Laws No. 9 item 59)
Labour Code (of 1974, Journal of Laws 1974, Nr. 24, item 141)
Juvenile Proceedings Act (of 1982, Journal of Laws 11982 No. 35 item 228),
Education Law (of 2016, Journal of Laws 2017 item 59),
Act on Higher Education (of 2005, Journal of Laws 2005 No. 164 item 1365),
Post-graduate Placements Act (of 2009, Journal of Laws 2009, No. 127, item 1052),
Associations Act (of 1989, Journal of Laws 1989 No. 20 item 104).

04

Policy and regional legal framework

The main policy measures for youth employment The basic legal act in Poland regulating the activities of public institutions in the field of NEET youth is the Act of 20 April 2004 on the promotion of employment and labour market institutions.

This Act lists the labour market institutions and the scope of their activities. Apart from public employment services, represented by the minister competent for matters related to employment and local labour offices, there are also Voluntary Labour Corps (OHP).

It is a state institution operating in the field of supporting youth, in particular people at risk of social exclusion, or unemployed under 25 years of age.

The Act of 20 April 2004 regulates also the rules for organizing and conducting internships in Poland . Only unemployed people registered in the Labour Office who are in a special situation on the labour market can count on an internship from the employment office.

The internship is to acquire practical skills to perform work without establishing an employment relationship with the employer, while during the internship the unemployed is entitled to a scholarship in the amount of 120% of the benefit (997zł).

The company organizes the internship without incurring any costs. It will be covered by the employment office. The internship can last a minimum of 3 months, a maximum of 6 months, however, people under 30 can have up to 12 months of internship.

Apprenticeship policy and legislation.

The main policy measures for youth employment include: for employed: training, group and individual courses - organization or reimbursement of costs; co-financing exam costs, obtaining a license and postgraduate studies; internships (997 PLN netto), placement voucher - max 6000 PLN (support only for expenses related to housing, ie rental fees, utilities). Employer: co-financing for wages and social insurance costs, employed under a contract; loans for the creation of an unemployed work station; employment voucher - receive money monthly for employment of an unemployed person

04

Policy and regional legal framework

Special measures exist for employment of youth with disabilities in Poland: According to the Act of 27 August 1997 on occupational and social rehabilitation and employment of disabled persons, financial support for employers employing disabled people on the open or the sheltered labour market is provided.

Accompanying measures for people with disabilities include flexible work arrangements and employment quota system. Accompanying measures for employers include wage subsidy, financial support for workplace adaptation and special arrangements for sick leave measures.

The maximum amount of aid (co-financing in the form of an advance for both sheltered workshops and an open labour market) is: 130%. the lowest salary - in the case of people with a significant disability, 110% the lowest salary - in the case of people with moderate disability, 50 % the lowest salary - in the case of people with a slight degree of disability.

Supported employment in Poland

The Supported Employment services in Poland are limited and are not integrated into the public employment services, but are provided on a project basis. Services are limited, also in terms of time, due to lack of funding. There are only a few supported employment programs in Poland, limited to people with disabilities.

04

Policy and regional legal framework

Challenges

• A wide range of forms of support is unfortunately not enough. Quantity does not translate into quality. In the majority of cases, the institutions use only few influences directed at young people.

• Low quality of service by labour market institutions: formalism, bureaucracy and lack of flexibility; low level of empathy on the part of employees of labour market institutions towards the disabled and those leaving the correctional facilities; stereotypical perception and negative beliefs about the target group

• The problem of reaching young people: low knowledge of the target group - they do not know what the labour market institutions are dealing with, how they function, low knowledge of people in the target group about assistance programs addressed to them, lack of initiatives to use new communication tools

• Mismatch of the educational offer to the needs of the unemployed: limited choice and mismatches to the expectations of the target group of the proposed job offers; there is no offer of available training courses on the market, which would increase competitiveness on the labour market; offers for the target group are not very flexible, based on a school approach to the organization of education

• Lack of a career counselling network: incidental, short-term activities and lack of individualization; cooperation between institutions is incidental;

• Barriers resulting from the attitude of a family dissuading people with disabilities to professional activity; reluctance of the family and the closest environment to work by the target group.

Best practices

The pilot program "Job Coach" – Supported Employment for people with disabilities" has been implemented by Public Employment Services (PES). A wide range of services is available to jobseekers comprising job placement, occupational guidance, vocational information, as well as assistance in active search for jobs and training.

04

Policy and regional legal framework

The job coach supports a disabled person in securing and maintaining a job taking into account the individual needs of a person, including finding the most suitable job, providing the support to prepare the person to perform vocational tasks and duties and to adapt properly to the workplace, providing transportation assistance on the way to and from the work, on-the-job monitoring of the disabled employee to maintain the positive results of the support, and consultancy to the employer (as advice and consultancy).

"MOSt" (eng. "Bridge") - project implemented by the Youth Sociotherapy Center in partnership with the Chamber of Craft and Entrepreneurship. Its purpose was to prepare tools that would make it easier for people leaving the sociotherapy centers to function on the labor market, through the use of two complementary activities: Life alternatives training and Vocational training program.

The MOSt program in the future focuses on the functioning of the pupils after leaving the institution - on their future, development and adaptation in the environment.

05

Process and methodology of Work Integration Social Enterprise and Supportive employment. Creating WISE -a step by step guide

V. Process and methodology of Work Integration Social Enterprise and Supportive employment. Creating WISE -a step by step guide

5.1 What is Supported Employment?

Supported employment was developed in the United States at the beginning of the 1980s with the aim to provide practical, on the job training to people with intellectual disabilities, based on their individual needs.

The systematic training and support provided enabled people with disabilities, that were formerly seen as "unable to perform real work", to build their skills, enter the labour market and succeed in the open employment. Since then, the model of supported employment was successfully replicated in many parts of the world and, it was also extended to other categories of vulnerable people. Supported Employment is completely consistent with the concepts of social inclusion, empowerment, dignity and respect for individuals.

There are variations of the definition of SE across the world. According to European Union of Supported Employment guide, three characteristics are essential:

1. Paid Work - Individuals should receive commensurate pay for work carried out – if a country operates a national minimum wage then the individual must be paid at least this rate or the going rate for the job

2. Open Labour Market – People with disabilities should be regular employees with the same wages, terms and conditions as other employees who are employed in businesses/organisations within the public, private or voluntary sectors

3. Ongoing Support - This refers to job support in its widest concept whilst in paid employment. Support is individualised and is on a needs basis for both the employee and the employer [EUSE Supported Employment toolkit].

Other characteristics include: low entry threshold, focus on in vivo training of practical/work skills, at least 10 work hours per week schedule and a team approach.

05

Process and methodology of Work Integration Social Enterprise and Supportive employment. Creating WISE -a step by step guide

5.2 Core values, standards and principles

The core values of Supported employment can be summarized as follows:

- Individuality - Every person is seen as a unique individual with varying interests, preferences, and aptitudes. Assistance is tailored to better accommodate the person. People should not be grouped on the basis of label, functioning level, or convenience of support.

- Choice – The individual is provided with enough options that relate to his/her interests and preferences in life in order to exercise control and autonomy over his/her own life's direction. Youth make informed choices, based on data gathered through direct personal experience and/or considering information on potential alternatives.

- Respect - Services are always provided in a dignified, age appropriate, and enhancing way.

- Participation – Services provide opportunities that enhance youths' active participation and involvement in all their chosen pursuits of life.

- Competence - Individuals are provided opportunities to develop skills of interest and use in their lives by discovering and expressing their abilities and capacities.

- Social Inclusion - People have access to diverse individuals in social contexts in order to build friendships, working relationships, and networks of individuals who share interests, settings, or other commonalities. People need be connected to informal and formal networks of a community for growth, acceptance and development.

- Community Settings with Minimal Intrusion - Services are designed to support persons in their pursuit of a quality life in natural settings in ways which minimize artificiality or restrictiveness.

05

Process and methodology of Work Integration Social Enterprise and Supportive employment. Creating WISE -a step by step guide

Based on the values listed above, supported employment practitioners also agree on the following principles:

1.	There are strengths and abilities in every person and youth with disabilities and/or disadvantages can make a valued contribution in the workplace. Every person is a resource, given the right context.

2.	"Zero rejection", every person that wants to work is to be included.

3.	Youth from vulnerable groups should have access to jobs on open labour market where:

-	The employee enjoys the same benefits, terms and conditions as all other employees;

-	Wages are paid at the ongoing rate for the job;

-	The job matches the person's preferences and help her/him fulfil life goals and aspirations;

-	The contribution is valued by employers and colleagues;

4.	Supported employment is based on place, train and maintain approach;

5.	Job search is in accordance with individual preferences and should start at the earliest opportunity.

6.	Supported employment assists youth in making informed choices by exploring a range of opportunities and consequences of any particular decision;

7.	Supported employment is person centred and empowers the person to exercise choice and control in achieving the specific career aspirations.

8.	Supported employment is based on genuine partnership and collaboration between the person, the service providers, the employers and other relevant stakeholders in the community. Good networking is the key to successful integration.

9.	Youth are supported to become full and active members of their workforces and wider communities, both socially and economically.

10.	Supported employment acknowledges the importance of the employers as customers of the services in their own right, with needs and requirements that should be satisfied.

11.   Supported employment draws on the social model of disability, that views disability as a product of the physical, organisational and attitudinal barriers present within the society. Removing barriers to employment reduces stigma and enables social inclusion of vulnerable youths.

12.   Supported employment values confidentiality and any disclosure is at the discretion of and with the agreement of the person.

13.   Supported employment should encourage the career development of individuals by providing training or apprenticeship opportunities and seeking options for increased responsibility.

5.3 Integration of WISE with apprenticeship and supported employment

        WISE Concept refers to:

A.   autonomous economic entities whose main objective is the professional integration – within the WISE itself or in mainstream enterprises – of people experiencing serious difficulties in the labour market. This integration is achieved through productive activity and tailored follow-up, or through training to qualify the workers (EMES International Research Network).

B.   Developing supported employment services as a specialized department within existing institution, organisation or social enterprise.

        Due to particularities of target groups – lack or insufficient work experience and a less clear vocational path – a mixture of vocational training (apprenticeship) and supported employment is needed.

        Vocational training at the work place – social enterprise or public firm - capitalizes on existing motivation and lowers the chances of drop-out. Apprenticeship programs are needed to support the existing career goals that are unmet due to lack of competences. Also, they provide a smooth transition from unemployment to a structured activity, adjust expectations and prepare the youngster for future employment. labour market.

05

Process and methodology of Work Integration Social Enterprise and Supportive employment. Creating WISE -a step by step guide

05

Process and methodology of Work Integration Social Enterprise and Supportive employment. Creating WISE -a step by step guide

Both soft skills and practical skills that are needed to maintain job and obtain success are trained during the apprenticeship program.
Internship programs further enhance the development of work skills. Ideally the internship is to be continued with employment on the open

WISE services

-        1. Recruitment services - Labour market research – identify companies that already employ NEETs, access target population, creation of data base, contact data collection
-        2. NEETs Assessment of preferences and competences; engagement – motivation, explore values, work skills;
-        3. Vocational Counselling services - case coordination services– integration of other services, contacting relevant stakeholders, enhancing motivation, provision of job tasters;
-        4. Employer outreach – identify employers interested in hiring NEETS
-        5. Job Search – direct or supported (mediated)
-        6. Support services for job seekers – support groups, social skill training, soft skills training, CV writing, handling an interview etc
-        7. On the Job Placement – information and orientation services, skill training to accomplish task, practical support, identify additional sources of support (natural sources of support), counselling, assist with identifying solutions
-        8. Job coaching – skill training, job adjustment, conflict mediation,
-        9. Information about rights and obligations as an employee
-        10. Support services for employers – information, coaching
-        11. Ongoing support as needed

05

Process and methodology of Work Integration Social Enterprise and Supportive employment. Creating WISE -a step by step guide

5.1 What is Supported Employment?

5.2 Core values, standards and principles

5.3 Integration of WISE with apprenticeship and supported employment

5.4 NEETs Recruitment

5.5 Functional Assessment of Career Skills, Interests and Aptitudes

5.6 Enhancing NEETs motivation

5,7 Apprenticeship, job finding and engaging employers

5.8 On the job support

5.9 Support outside the workplace. Soft skills training

WISE SERVICES table

Service code	Activity	Description	Supporting documents
1.1. InfN	Informing NEETs about SEPAL	Dissemination of leaflets, brochures and other informative materials. Dissemination of SEPAL Apprenticeship book	Informative materials, Sepal Apprenticeship book
1.2. InfA	Informing employers and other stakeholders about SEPAL	Dissemination of leaflets, brochures and other informative materials. Dissemination of SEPAL WORK book	Informative materials Sepal Work book
1.3. R	Recruitment services	Personal data collection, completion of the registration form, informed consent for evaluation and informed consent for service provision	Registration form Signed Informed consent
2.1.Ev N	NEETs evaluation services	NEETs assessment services, vocational evaluation, work related preferences or interests, work history, skills and existing certified competences.	Vocational Profile Initial evaluation form Final evaluation form
2.2. EvA	Employer/company evaluation	Evaluation of the work environment, organisational characteristics, employer's preferences or demands, employment opportunities	Meeting Report
3.1 Cons N	NEETs Counselling	Exploring the vocation interest, case coordination, problem solving, exploring vocational interests, exploring values and	Counselling Report

3.2 CoA	Coaching and support for employers	Conflict mediation, problem solving, job carving/enriching/stripping, rights and benefits counselling, support with accessing benefits	Meeting report
4.1. MA	Apprenticeship mediation services	Information and orientation services benefits counselling, support for identification of appropriate apprenticeship program, preparation of required documents, information about rights and duties	Mediation report
4.2. MI	Internship mediation services	Information and orientation services benefits counselling, support for identification of appropriate internship program, preparation of required documents, information about rights and duties, support with writing CV and motivation letter	Mediation report
4.3. MJ	Job mediation services	Information and orientation services benefits counselling, support for identification of appropriate job, preparation of required documents, information about rights and duties, support with writing CV and motivation letter	Mediation report
5. D	Skills training	Soft skills training, preparation for job interview, social skills training, problem solving skills, assertiveness skills etc	Activity report

05

Process and methodology of Work Integration Social Enterprise and Supportive employment. Creating WISE -a step by step guide

5.1 What is Supported Employment?

5.2 Core values, standards and principles

5.3 Integration of WISE with apprenticeship and supported employment

5.4 NEETs Recruitment

5.5 Functional Assessment of Career Skills, Interests and Aptitudes

5.6 Enhancing NEETs motivation

5,7 Apprenticeship, job finding and engaging employers

5.8 On the job support

5.9 Support outside the workplace. Soft skills training

6. JCo	Coaching and on the job support services	Information and orientation services, training skills required to accomplish work tasks, practical support, identification of additional sources of support/natural resources, coaching, support with identification of solutions	Progress monitoring form Mediation report
7. S	Off the job support	Buying work equipment, transportation, support groups	Activity report for group meetings, Receipts
8 N	Networking	Meetings with employers, professionals and other stakeholders, employers data base, job offers data base	Attendance form, Meeting Report/ Minute, Data base
9.P	Promotion/Dissemination	Organisation and participation at events, conferences, forums, writing articles, collecting testimonials, best practices and success stories	Attendance list Power point presentation

Process and methodology of Work Integration Social Enterprise and Supportive employment. Creating WISE -a step by step guide

5.1 What is Supported Employment?

5.2 Core values, standards and principles

5.3 Integration of WISE with apprenticeship and supported employment

5.4 NEETs Recruitment

5.5 Functional Assessment of Career Skills, Interests and Aptitudes

5.6 Enhancing NEETs motivation

5,7 Apprenticeship, job finding and engaging employers

5.8 On the job support

5.9 Support outside the workplace. Soft skills training

05

Process and methodology of Work Integration Social Enterprise and Supportive employment. Creating WISE -a step by step guide

The figure below shows the evolution of NEETs within SEPAL innovation program:
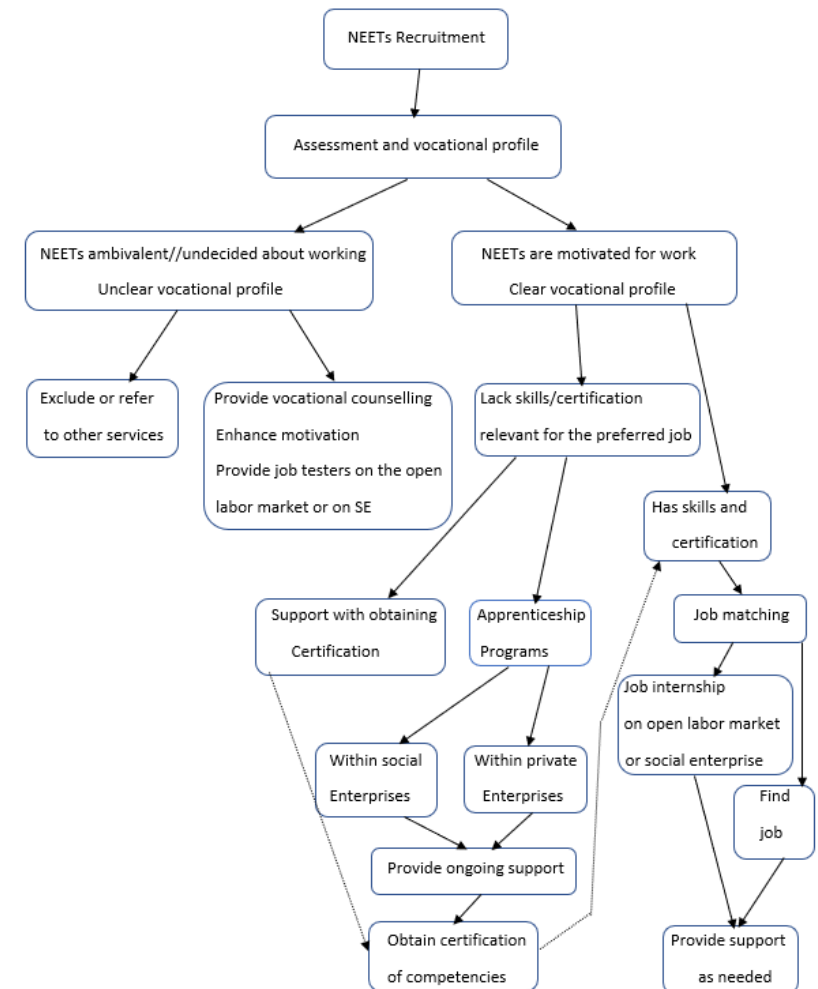
05

Process and methodology of Work Integration Social Enterprise and Supportive employment. Creating WISE -a step by step guide

Methodology for development of WISE department at Bucovina Institute Romania

In Romania, the institution responsible for the accreditation and licensing of social services is the Ministry of Labour and Social Justice (MLSJ).

To provide social services, any social service provider, be it a public institution or a non-governmental organization, must obtain the accreditation certificate in advance as a social service provider.
In order to do so, the supplier must submit to the Ministry of Labour and Social Justice, either in physical form or by e-mail, the accreditation file that must contain:
1. The accreditation request (the standard model is found on the MLSJ website)
2. Supporting documents which differ according to:
- the status of the supplier (a legal person governed by public or private law)
- its managerial experience in the field of social services
In addition to justifying documents, public providers that at the date of filing the application did not set up a social service, are required to submit the following documents:
- CV of a person with experience / qualification in the management of social services or social assistance;
- a copy of the employment contract or service contract with the person who has experience / qualification in the management of social services or social assistance.
- the commitment to notify the Ministry of Labor and Social J justice of any changes that occur.

The accreditation certificate has an indefinite duration. If within 3 years the provider does not set up social services, he will withdraw the certificate of accreditation, and the provider will be removed from the unique electronic register of social service providers.

05

Process and methodology of Work Integration Social Enterprise and Supportive employment. Creating WISE -a step by step guide

Once the vendor obtains the accreditation certificate, he can begin the social service licensing procedure.

In Romania, in order to choose the social service category that includes the services / activities the provider wishes to offer, the Social Services Nomenclature should be consulted, including all categories of social services that can be offered.

For the establishment of the WISE service, the Bucovina Institute Association chose to set up the "COMMUNITY-WISE ASSISTANCE SERVICES" service, which includes services of:

Psychosocial counselling, information, counselling and legal support, information, evaluation and elaboration of intervention plan, social integration / reintegration, vocational orientation, school reintegration.

After selecting the social service to be set up, the minimum quality standards specific to each social service must be consulted, the documents being different according to the standard to which the service is subject.

The social service licensing file must include the following:
- application for social service licensing, application model downloaded on the MLSJ website (Annex 7 of GD 118/2014)

Justifying documents:
- the accreditation certificate of the social service provider (certified by the person making the application);
- land register for information, valid on the date of filing the application (certified copy by the person making the application);
- the act / legal document on the decision to set up the social service, in the case of the Bucovina Institute this was the decision of the board of directors.
- the organization and functioning regulation of the social service (copy certified by the person making the application);

The rules of organization and functioning are their own, approved by the board of directors. It is based on a standard model found on the website of the MLSJ.

05

Process and methodology of Work Integration Social Enterprise and Supportive employment. Creating WISE -a step by step guide

- the sanitary authorization for functioning or, as the case may be, the document stipulated in the current sanitary regulation procedure for the functioning of activities at risk for the population's health condition (certified copy by the person making the application);
- the fire safety and fire safety notice or the document requesting the opinion, registered with the depositing institution (copy certified by the person making the request);
- tax registration certificate only for social services with legal personality (certified by the person making the application);
- a collaboration agreement between the private provider and the county council / local council in whose administrative-territorial sphere the social service operates, only for social services in the field of child protection set up and administered by the private provider, as the case may be.
- Supplier's commitments, a model found on the website of the MLSJ
- the self-assessment sheet obligatorily completed with data in line with the reality in the field, a model found on the MLSJ website at the social services licensing section.

05

Process and methodology of Work Integration Social Enterprise and Supportive employment. Creating WISE -a step by step guide

5.4 NEETs Recruitment

5.4.1 Components of effective SE referral and engagement

Effective client engagement depends upon the accessibility of the information and its relevance and adequacy. Admission criteria should be specified and ideally, services should be accessible to as many clients as possible. According to SE principles, all persons who want to work are eligible – no one is excluded. This principle is to be applied within SEPAL given target group of youth aged 24-29.

The idea is to create a simple referral process, using minimal admission and eligibility criteria. SEPAL model places a further emphasis on developing work opportunities for the most vulnerable youths.

Within SEPAL model, the only admission criteria for the given target group is the desire to work. In order to facilitate access of vulnerable youths to supported employment services, priority criteria were developed. These include: having a mental disability or a mental health problem, Roma ethnicity, being low skilled, being a migrant, being at the risk for poverty.

It is expected that the services provided at this level are person-centred and empower the person to make an informed choice. At the end of this stage, youths will decide whether or not accept supported employment services. Therefore, it is important to provide clear, accurate and consistent information and to adjust expectations of the potential job seeker.

This should happen in a comfortable environment and minimum of privacy should be ensured during the first contact. If possible, the could be introduced to the team members or at least a brief presentation of team members should be done. The quality of the interaction will influence the person decision to participate in the program.

Methodological steps of recruitment

1. Reach out – disseminate information about the supported employment services through publicity leaflets and attending/hosting information events with key stakeholders to ensure the program visibility in the community; include relevant actors in the community in the recruitment process; make explicit the advantages of supported employment and the program requirements;

05

Process and methodology of Work Integration Social Enterprise and Supportive employment. Creating WISE -a step by step guide

1.   First contact – can be via email, Facebook or social media, telephone or direct, face-to-face. At this level further information should be provided and the first interview with the young person should be scheduled, if he/she is eligible. First impression matters, therefore and warm and friendly attitude can facilitate engagement.

2.   Initial interview can be done by vocational counsellor or by other team members. It is better for the interview to take place in a quite room, with minim disruptions and privacy should be ensured.

        The issue of confidentiality is to be addressed. Length of the meeting and quantity of the information provided should be adjusted to the youth's particularities.

        The person should understand the general frame of supported employment idea and the role and activities involved and, based on that, have the ultimate decision regarding the participation in the supported employment program.

        The interview should clarify the person motivation to work or be involved in an apprenticeship program and explore what work is like. If the person's needs cannot be addressed by SEPAL program, then she/he should be referred to other more appropriate services or providers.

        At the end of the interview, the youngster should be clear about what to expect from the program and what support, including financial incentives is available.

        Also, the youngster can decide at this point who can be included from own support network or from the stakeholders in provision of supported employment services and a consensual agreement form, containing also disclosure limits, should be signed.

        The result of the initial dialogue is to be summarized and included in the job seeker file. The initial interview should end with scheduling, as soon as possible, of the vocational assessment.

05

Process and methodology of Work Integration Social Enterprise and Supportive employment. Creating WISE -a step by step guide

Criteria for establishing NEETs inclusion in SEPAL target groupsDisability group inclusion criteria (presence of one condition from the following suffices)

-	Presence of physical disability or impairment (evidence of medical diagnosis);

-	User or former user of mental health services (psychiatric history – relevant papers providing evidence of medical diagnosis and treatment, discharge papers, note from GP, previous psychological or psychiatric evaluation reports);

-	Impairment due to mental health problem, disability or physical disability is certified by a licenced professional;

-	Present psychological problem or physical disability that interfere and limit access or integration on the labour market as observed by WISE vocational counsellor (vocational counsellor report).Roma group inclusion criteria

-	Written sworn statement of fact voluntarily made and signed by the NEET or other relevant document certifying ethnicity.Low skills group inclusion criteria (at least one)

-	Low education level (8 grades or lower), early school leavers or school drop-out;

-	Low skills in literacy and numeracy;

-	Lack of relevant work competencies or work history;

-	Learning difficulties:

-	Written sworn statement of NEET regarding years of study and limited or no work experience.Risk at poverty and social exclusion group criteria (at least one of the following conditions suffices)

-	No income or income below the minimum salary per country;

05

Process and methodology of Work Integration Social Enterprise and Supportive employment. Creating WISE -a step by step guide

Severely materially deprived - people who, owing to a lack of financial means, cannot afford at least four of the following nine household material deprivation items:
 1) adequate heating of a dwelling;
2) a one-week annual holiday;
3) a meal with meat or fish every second day;
4) facing unexpected expenses;
5) arrears on mortgage or rent, utility bills, hire purchase instalments or other loan payments;
 6) a telephone;
7) a colour television set;
8) a washing machine;
9) a car
-	Living in households with zero or very low work intensity (adults worked for fewer than 20% of the total number of months during the past year).
-	Dependence on social welfare system;
-	Long term unemployment (duration of unemployment longer than 12 month).Immigrants group/Refugee inclusion criteria
-	Relevant documentation regarding immigrant status – registration certificate, work permit etc

05

Process and methodology of Work Integration Social Enterprise and Supportive employment. Creating WISE -a step by step guide

5.4.2 Relevance of benefits counseling

For most people a life spent on benefits means a life spent in poverty, with little autonomy. If people find adequate work and take advantage of the available incentives, they are not affected by the loss or reduction of the unemployment or disability subsidies.

At this level it is important to provide accurate information to enable the client informed choice and adjustment of expectation. Acquiring extensive information about the work incentives that are available and other work related support measures and subsides is necessary, together with gaining an understanding of what works in practice and what doesn't.

Consulting a law specialist or an expert from the regional labour office could be helpful in identifying opportunities and obtaining a better understanding of the policies and legal procedures that affect employment of the target group. Unmet expectations affect rapport and work motivation, so providing accurate information from the beginning is crucial to the program's success.

5.5 Functional Assessment of Career Skills, Interests and Aptitudes

5.5.1 Principles of Effective Assessment

1. Vocational assessment is a person-centred process that aims to assist the job seeker in making informed choices about employment and career path and establish the support measures that are necessary for pursuing personal relevant goals;
2. The information collected should be relevant to facilitate the discovery of the job seeker's values, motivation, interests, work skills and attitudes, resources and support needs;

05

Process and methodology of Work Integration Social Enterprise and Supportive employment. Creating WISE -a step by step guide

3. The information collected should focus on the future, on what the job seeker wants to achieve in given circumstances; the goals should be realistic and adapted to present possibilities. Focusing on the future brings to light the career aspirations and expectations, enables hope and makes vocational profile process more engaging, more personal and innovative. Past experiences are also relevant, yet too much focus on losses and past experiences might diminish motivation and trigger feelings of hopelessness and discouragement;

4. Preferences and needs of the job seeker should direct the process; professionals should gently guide and empower the person to make informed choices and take responsibility for decisions and actions;

5. The job seeker is an equal partner and should decide what information is relevant and what sources can be consulted. Other people can be consulted (e.g family members, friends. Other professionals) only if the job seeker explicitly agrees in this sense. Also, the final decision about what kind of information should be disclosed is made by the job seeker.

6. Establishing a good working relationship with the job seeker is a key ingredient of success and a strong motivational factor.

7. At the end of the vocational assessment process, the supported employment team should be able to answer the following questions:

      - what are the job seekers' overall employment objectives?

      - what kind of jobs and work environments are desired and realistic?

      - what potential challenges the job seeker might encounter at the desired job?

      - what support measures and strategies are required for job seeker to find, secure and maintain the preferred job.

8. The vocational profile is a live, on-going document that needs to be reviewed and updated on a regular basis, with reference to progress made and including the new competencies and skills developed. The job seeker should receive a copy of the vocational profile.

05

Process and methodology of Work Integration Social Enterprise and Supportive employment. Creating WISE -a step by step guide

9. Vocational assessment shouldn't take more than 1-2 meetings; lengthy evaluations diminish the motivation for work.

10. Vocational assessment should be sensitive to person's culture. It is crucial to avoid judgemental information about job seeker's culture or habits.

11. Avoid professional jargon and systematically underline the purpose of assessment and explain how it is going to help job seeker identify and secure job.

5.5.2 The process and methodology of vocational profiling

1. Collecting relevant employment information. Issues of Privacy and Confidentiality. Limits of disclosure.

To avoid collecting unnecessary or redundant information, the vocational counsellor should keep in mind and reflect upon the questions below:

- Is this information helpful for the employment process? How?

- Is this information relevant for selecting the appropriate support services and skills training program? How it is going to be used later?

- What kind of information is of interest for a future employer and what is the best way to convey this information?

- What impact can have on job seeker the disclosure of certain information? What are the consequences of not knowing about certain aspects of job seeker life?

- Does the information orients towards future and desired jobs?

In the vocational assessment process, it is considered relevant the information that may have a positive or negative effect on the work situations. Areas to be explored could include:

•   Work history and meaningful work experiences, both in formal or informal settings – previous jobs, volunteer work, housework, child/family care, work practice through education or mentoring;

•   Education and formal qualifications – years of study, participations at courses, certificates of competences possessed;

05

Process and methodology of Work Integration Social Enterprise and Supportive employment. Creating WISE -a step by step guide

• Skills

a. Physical skills – assess impairments and physical disabilities that limit the choices, but also strengths

b. Cognitive skills – learning skills and ability to adapt behaviour;

c. Personal skills – hygiene, ability to manage own budget, ability to travel independently etc.

d. Social skills – ability to understand and respond appropriately to messages from others, ability to interact with others in appropriate ways

e. Language and communication skills – speech logic, fluence, comprehension, vocabulary and written language knowledge

f. Emotional regulation skills – coping with difficult emotions, handling emotional crises, stress coping strategies, including adaptative (e.g. sports) and problematic coping behaviour (e.g. alcohol abuse)

• Work preferences: types of job, working schedule, distance to work and transportation issues, preferred work environment – working inside or outside, in a small or big company, busy or quite environment, preferred job tasks and amount of social contacts.

• Hobbies and interests

Questions to ask include:

• What is your preferred/ideal/dream job?

• Have you worked in individual employment or other settings?

• If so where?   b. What did you do? c. What worked/didn't work about current/past jobs?

• What kinds of activities and/or hobbies do you like?

• Have you ever volunteered? If so where? b. What did you do?

• What worked/didn't work about current/past volunteer jobs?

• What skills do you have? What are you really good at?

• What kinds of jobs would you NOT want?

• How would you get to and from work (circle all that apply): Bus, Walk/Roll, Bicycle, Drive, Train, Ride from friends/family Other

• If you are already looking for work or have looked, have you had a hard time finding a job? If so, what do you think are the reasons? How could these reasons be addressed?

- Is there anything that worries you about getting a job?
- Do you get jobs but don't stay very long? If so, how often has this happened?
- Is your family and/or support system motivated to help you get and keep a job?
- Who do you know who might have a contact who could be helpful in finding a job?

At the end of vocational assessment, the relevant information that was collected should be summarized and presented to the job seeker. The vocational profile form suggested by EUSE guide (see annex) is helpful at this point, as it provides an easy way to synthetize in a user friendly format the relevant issue addressed during the assessment process.

Regarding the issue of disclosure, the supported employment specialist should apply the principle of the job seeker choice. Job seeker should have the final decision on what information should be disclosed to employer and what should be kept confidential.

Information should be disclosed only after obtaining explicit consent of job seeker and should contain only the aspects that are relevant to the job situation. In case the job seeker is undecided about what information to disclose, an in-depths analysis of the benefits and disadvantages of revealing certain personal aspects could be conducted.

The job seeker should be aware of the consequences of disclosing information before deciding to do so.

2. Career planning and support strategies

After completing vocational profile and gathering all relevant information, the job seeker and the SE professional discuss about what job aspirations are realistic and can be pursued in the near future. If job expectations are unrealistic, it is the SE specialist's task to gently guide the job seekers towards more realistic goals in connection with their own values and preferences. A job taster could be a helpful tool for both adjusting work expectations and assessing work preferences. To have an impact, conversations and experiences must be tailored to the needs, interests and circumstances of each person.

05

Process and methodology of Work Integration Social Enterprise and Supportive employment. Creating WISE -a step by step guide

05

Process and methodology of Work Integration Social Enterprise and Supportive employment. Creating WISE -a step by step guide

Tools from SEPAL Toolkit (see annex 1) can be particularly helpful for determining what kind of work the job seeker is interested in and what kind of support is needed.

The overall aim at this level is to facilitate transition into a job and to secure a good job match. This means connecting the job seeker's knowledge, skills, abilities and preferences to work tasks, work place culture and to overall work environment.

Job seekers and SE specialists collaborate to create a plan that will help the former to make a steady transition out of the present unemployed situation into other settings – apprenticeship or employment on the open labour market. We need to make sure that the services we provide at this level are not being merely time spent - but time invested to build a bridge to a different way of life.

To access employment services an individual must have, at a minimum, a goal of exploring integrated employment. Each discussion should begin with the belief that everyone can work in integrated employment.

At this level it is important for SE specialist to assess the support that is needed by the job seeker in crucial areas such as
- Social skills
- Independent living
- Managing finances
- Work experience placements
- Strengthening qualifications
- Support at home/network

Social support is particularly important as studies have shown its association with employment success and job tenure. Therefore, job seekers with a week social support need a special consideration and services to increase social support and improve social skills can be developed additionally to employment services.

Provision of support is a proactive process, so it requires:
- Planning ahead
- Anticipation and strategic approach of possible difficulties or challenges at future work situation

05

Process and methodology of Work Integration Social Enterprise and Supportive employment. Creating WISE -a step by step guide

-         Problem solving strategies and solution identification
-         Development in connection with existing experience
-         Optimal capitalisation of resources (providing the exact amount of support that is need, no more, no less) with focus on person's autonomy and self-determination;
-         Marketing strategies - thinking about positive ways to provide information to employers and to approach their concerns.

3. Creating the action plan

The Action Plan is a tool used in the vocational profiling process to record the different steps that should be taken to reach the targeted objectives and facilitate transition to next stage of Supported Employment process – Job Finding.

The Action Plan is created with the participation of the job seeker. Also, members from the job seeker's support network – friends or family members can attend the meeting if the job seeker agrees to.

According to EUSE guide, the Action Plan "needs to clearly state the long-term objectives (i.e. find employment) and the immediate objectives to achieve this". Each Action Plan includes 5 distinct categories that guide intervention (EUSE Action Plan template, see annex) and should be reviewed regularly.

What – What does the job seeker want to achieve? i.e. experience different types of employment (job taster), complete a qualification.

How – How is the job seeker going to achieve the goal? What actions/activities will the job seeker need to undertake? For example, conduct job search to identify different types of employment they would like to try.

Who – Who is responsible for carrying out the action? i.e. job seeker, SE specialist, family member, other professional etc

When – Set realistic time frames to complete action/activity. In addition to setting a time frame for each action, a review date should also be agreed between the job seeker and the SE team.

Achievements – Record actions/activities when completed. This should be discussed at the review stage.

The Action Plan should be simple and easy to understand for all parties involved. The job seeker must agree with the actions established by the Action Plan. Job seeker preferences are in the centre of the whole decision process, but the plan should be realistic in terms of timescale and the jobseeker's work competencies.

4. Reviewing the Action Plan

The Action Plan is a useful tool for monitoring progress and achievements. Constant monitoring is required to make sure that the present approach contributes to progress in the desired direction and that potential threats or challenges are rapidly identified. Adjustments of the plan should be made to better address the specific circumstances or factors that hinder success. The action plan can be reviewed as often as the team find it necessary, monthly or quarterly.

5.6 Enhancing NEETs motivation

Motivation barriers prevent many youngsters from attempting to enter the workforce or seek appropriate support services. There are many factors accountable for reduced motivation of NEETs.

Personal issues refer to self-efficacy and the capacity to experience pleasure and positive emotions as rewards associated with employment.

Environmental factors include social stigma, constraints related to finances and poverty, and formal and informal social supports that have the capacity to enable or undermine employment motivation. Occupation factors refer to the personal and social meaning inherent in work.

Motivation is defined as those processes in relation to employment which can:

- Arouse and instigate vocational behavior
- Give direction and purpose to vocational behavior
- Allow vocational behaviors to persist
- Lead to selecting and preferring a particular vocational behavior (Lloyd, 2010)

05

Process and methodology of Work Integration Social Enterprise and Supportive employment. Creating WISE -a step by step guide

05

Process and methodology of Work Integration Social Enterprise and Supportive employment. Creating WISE -a step by step guide

As this comprehensive definition suggests, motivation can be expressed in many ways, including for example a lack of desire for employment, a lack of focus to vocational behaviours inconsistent or sporadic vocational behaviour, lack of engagement or performing the task superficially, premature termination or abandonment of work-related activities, neglecting one's responsibilities and duties, absenteeism and drop out.

All this represent problems that can occur at various levels of supported employment process and should be addressed as soon as possible.

Successful identification of motivational issues can be accomplished by thorough exploration of work-related beliefs, feelings and behaviours and the various circumstances that exacerbate or stimulate undesired reactions.

WISERs should also consider examination of potential motivational barriers existent at personal, environmental and occupational level. Below you can find sample questions that can help with identification of factors that hinder work motivation.

Personal Factors	Does the person experience pleasure and emotional reward after participation in employment and work related activities? Does the client evaluate his skills and competencies consistent with success in employment or in performing work related task? Are work related activities considered meaningful or related with personal values?
Environmental factors	Does the person evaluate his material resources as consistent with success in employment? Does the person evaluate his social resources as supportive of employment? How does the social stigma and discrimination influence the individual's self-view?
Occupational factors	Are there opportunities for the person to participate in work that is both personally and socially valued and meaningful? Is the work atmosphere tolerant, validating and accepting?

05

Process and methodology of Work Integration Social Enterprise and Supportive employment. Creating WISE -a step by step guide

Approaches that enhance motivation necessary to obtain and secure employment are characterized by patience, hopefulness, creativity, comprehensiveness and the integration of evidence-based employment principles and practices that reveal and capitalize on strengths and capacities (Lloyd, 2010).

Young adults are more likely to avoid programs that use disability-related language. For example, names such as office for youth disability services or rehabilitation services are sometimes discouraging.

Young people see themselves as healthy and invincible rather than disabled [IPS Toolkit], therefore they are more likely to engage in services that focus on their strengths and opportunities, rather than on vulnerability or disability.

Often, young adults have unrealistic expectations or goals related to employment. Moreover, they fail to see a connection between employment goals and personal values. Vocational counselor can support NEETs with adjusting expectations and setting realistic goals that are in connection with personal values.

If NEETs become aware of the connection between the employment goals and their present actions and personal values, their motivation and wellbeing is increased.

5.6.1 Values versus Goals

Values could be seen as the guiding principles that give meaning to our actions and behaviors, they are the "desired qualities of ongoing actions" (Harris, 2011). They stand for what is most important for the person and, unlike obligations, are freely pursued. They reside in the present moment and based on them, the person can decide how to behave right here, right now and what are the desired qualities of the present actions.

They describe how someone wants to behave as a human being, how dos he or she want to act on ongoing basis. They indicate what one wants to stand for in life and the core principles that one wants to live by, the personal qualities that one wants to strengthen or cultivate. Values are never finished or completed.

They are like the compass pointing East, they show the direction, but East cannot be reached completely or ticked off on a map.

05

Process and methodology of Work Integration Social Enterprise and Supportive employment. Creating WISE -a step by step guide

Unlike goals that are set in the future, values can be lived here in now through present values consistent actions. Actions taken in pursuit of values have psychological and practical consequences which may lead to perceptions, attitudes and behavior that facilitate healthy coping strategies (Sagiv & Schwartz, 2000 in Veage and colab, 2014).

Values are not just about achieving goal, they are an approach to life, whatever the outcomes. They are about how I want to behave when I succeed and also, how I want to behave if I fail to achieve my goals.

Unlike values, goals are future oriented and refer to specific desired outcomes that can be permanently achieved, completed of ticked off the list. They are about one wants to get, complete, possess, accomplish or achieve. They are not ongoing, , they end once they are reached.

Suppose someone wants a great a job. That is a goal.

How that person wants to behave as employee, reflects his or her values. If she/he wants to be more effective, efficient and productive at work, to be supportive, open and friendly towards co-workers, to be engaged fully in work and be careful or responsible, then these reflect his or her values.

At times goals can be impossible or unrealistic, therefore identifying the underlying values is crucial for reframing them in realistic or achievable outcomes. For example, the NEET can state that the dream job for him is becoming a politician. The underlying values for this could be caring for environment and making contributions towards a positive difference for others and the world.

Based on this values, realistic goals can be set, and congruent actions can be identified. For example, the person can prefer to work in an environment friendly company, in landscape or green spaces maintaining or recycling business. If the work place is not compatible with such goals, then the NEET can be encouraged identify and to engage in value consistent actions outside the workplace – for example volunteering for a Let's do it campaign, go plant trees or clean the alley in front of his house.

05

Process and methodology of Work Integration Social Enterprise and Supportive employment. Creating WISE -a step by step guide

Clarification of work-related values can be obtained by addressing the following questions:

- What do you value in your work? What would make it more meaningful? What kind of worker would you like to be? If you were living up to your own ideal standards, what personal qualities would you like to bring to your work? What sort of work relations would you like to build?

- What sort of qualities would you like to bring to your work relationships? If you could be the best colleague possible, how would you behave towards your colleagues? What sort of relationships with co-workers would you like to build?

- What do you value about learning, apprenticeship, training, or personal growth? What new skills would you like to learn? What knowledge would you like to gain? What further education appeals to you? What sort of apprentice/trainee would you like to be? What personal qualities would you like to apply?

Values are very important for developing confidence and enhancing motivation and performance. Though people can be years far from completing their goals, they can live by their values today and find a sense of fulfilment and even enjoyment in doing so.

Values are a source of inspiration and provide the required motivation to persist and do the things that matter, event when the going gets rough. First days at the new workplace can be very hard for NEETs, yet if their actions are linked to values and they see the overall meaning of that effort as pathways towards personal development and improving self in a desired, values consistent manner, the chances for abandonment or disengagement decreases.

5.6 Enhancing NEETs motivation

Factors leading to motivation

The key concept regarding motivation is the goal - that is, the image of the result to be achieved and which is assigned a specific value. The goal has two main functions: it shapes emotions and behavior.

In the preparation and launching of the action, the goal is important, but also anticipating (anticipating) changes in the environment in which the entity can use its own capabilities in achieving the goal.

05

Process and methodology of Work Integration Social Enterprise and Supportive employment. Creating WISE -a step by step guide

Internal goals that come from a person as a result of their own choice, increase perseverance in action. Setting harder goals is the result of previous positive and negative experiences and results from a sense of high efficiency and the ability to identify the means necessary to perform the tasks. In turn, setting goals easier than those implemented in the past reduces perseverance, but setting ambitious targets increases perseverance.

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Support factors

Factors supporting the goal-oriented human behavior include:
- deferring the gratification
- belief in the freedom of choice and action
- a sense of high efficiency
- feedback

1. Deferring the gratification consists in putting down various pleasures in time. Deferring reinforcements increases perseverance due to the fact that a person focuses more on the goal and not on immediate pleasures. People who are unemployed have problems with deferring the gratuities. We can observe learned helplessness, a demanding attitude, as well as lack of ability to defer prizes, faster irritation and discouragement, especially in the face of tasks requiring commitment or monotonous activities.

05

Process and methodology of Work Integration Social Enterprise and Supportive employment. Creating WISE -a step by step guide

The practical tips are:
1. it's worth to know what problems Neets deals with
2. it is worth developing a way to build deferment skills
3. it is worth prolonging the activities aimed at achieving the goal by dividing the process into stages.

2. **Conviction about the freedom of choice and action** - another factor intensifying the motivation to maintain action. Therefore, one should take care of Neets' sense of autonomy, giving them a choice wherever possible, without disturbing the diagnostic process.
Many psychological studies show that the possibility of making a choice significantly improves the sense of autonomy.

3. **A sense of high efficiency**. Another factor that keeps you on your way to the goal.
First of all, it supports making decisions that lead to the selection of the goal and means to achieve it. Second, it is the basis for increasing effort and perseverance. If the individual observes the discrepancy between the goal and the current result of the action, then the sense of high effectiveness sustains the drive for striving.
People with a strong sense of high effectiveness in comparison people with a low intensity of this feeling overcame the destructive effect of fear.
People with a strong sense of high efficiency set ambitious goals. Their the actions remain consistent with the structure of beliefs and goals. These people are characterized by a developed ability to apply adaptive action strategies, and moreover, they make better use of negative feedback.
A long-term operating entity may encounter various difficulties or adversities that require modification of activities or the launch of new, effective ones
ways of dealing with the situation, and then a strong sense of high effectiveness determines success in action.

05

Process and methodology of Work Integration Social Enterprise and Supportive employment. Creating WISE -a step by step guide

NEETs should be assisted in developing a strong sense of high efficiency through:
- selection of diagnostic tasks,
- by increasing their difficulty,
- providing support during their performance,
- strengthening the sense of autonomy - by giving customers a choice
- providing feedback in a proper manner on the result of activities,

4. **Feedback** provides a lot of important premises about the progress in achieving the goal and the possibility of adjusting the activities that increase the chances for implementation of the action plan. It becomes the indispensable factor for maintaining the action, regardless of whether its source is a functioning entity or the assessment of others.

Lack of feedback on the progress or lack of reinforcements or restriction of access to gratuities may also reduce the motivation and start actions that change the direction of action in a direction incompatible with the original goal.

5.6.3. Motivational interviewing and stimulation of positive emotions

Motivational interviewing is one of the basic methods of enhancing motivation. The first basic method of studying motivation is the interview. The main activity it is then asking questions about:

- **experience** related to the implementation of goals, for example regarding performance professional work,
- **plans** for the future and values related to the implementation of such plans,
- **motives** related to these tasks, for example, you can ask why the person was completing the tasks,
- **links** between own goals and duties resulting from different social roles,
- **the sources** of these motives, that is whether they result from the actions of other people or rather they come from internal needs,
- life and professional **barrier** and ways of dealing with them,
- **sources** of satisfaction and pleasure.

05

Process and methodology of Work Integration Social Enterprise and Supportive employment. Creating WISE -a step by step guide

The rules that accompany the conduct of the interview are:
- concentration on the person,
- orientation in the change process,
- communication
- kindling of internal motivation,
- reducing destructive beliefs and solving motivational ambivalence (reduction of conflicts, pursuit - avoidance).

The trainer may express his own views, but he should not judge what the client says or feels.

Focusing in the change process begins with accepting NEETs as it is it is, while looking for what and why it wants to change in itself. It is therefore important to define what NEETs wants to achieve and by what means he intends to do so.

It is worth doing this, trying to make the depth of discrepancies between the current situation of Neets and what she wants to achieve, while showing these personal resources, above all the skills possessed by Neets that may support the implementation of intentions. This cognitive dissonance can both increase motivation and restore the client's faith in themselves and their own abilities.

Important aspects of such cooperation are:

1. building an atmosphere of cooperation by showing respect and proper communication, interpersonal,
2. extracting Neets personal resources through the analysis of facts and motivations
3. supporting his personal autonomy, by offering him choices and underlining, that he will decide on the use of information and help independently.

05

Process and methodology of Work Integration Social Enterprise and Supportive employment. Creating WISE -a step by step guide

General principles of motivational interviewing

1. Express empathy:
• acceptance facilitates change,
• skillful active listening is one of the most important skills,
• ambivalence is a normal phenomenon.

2. Develop a discrepancy:
• no adviser, but the client should provide arguments for change;
• the motivation to change arises due to the perceived discrepancy between the current one
• behavior and important personal goals or values.

3. Take advantage of the resistance.
Remember that resistance, aversion and ambivalence are natural and understandable. We present new information and offer a new look at the problem: "take of what you need and leave the rest. " Resistance is a signal that the moderator should modify his approach. It is an interpersonal phenomenon, and the way the leader reacts determines whether he will be worsening or weakening.
Therefore:
• avoid arguments for change,
• do not fight the resistance directly,
• new views are welcome, not imposed,
• answers and solutions should come first of all from the client,
• resistance is a signal calling for a different reaction.

4. Support self-efficacy:
• faith in the possibility of change is an important motivator,
• the customer is responsible for the decision to change and its introduction,
• faith that leads to the Customer's ability to change is a self-fulfilling prophecy.

05

Process and methodology of Work Integration Social Enterprise and Supportive employment. Creating WISE -a step by step guide

Building motivation to change - building internal motivation

Goal: to solve ambivalence and build motivation to change.

a. Validity:
  How do you assess the importance of ... (finding a job)? Where would you place yourself on a scale from zero to ten, where 0 means that the change is completely unimportant, and 10 very important?

b. Trust or faith:
How do you assess your trust / belief that if you decided to ...(find a job), would it work? Where would you place yourself on the same scale from 0-10, on which 0 means no faith and 10 means faith.

Questions to provoke the statement about the change, based on the scale:
Why do you judge on ... and not on zero? What would have to happen to get from the number ... did you go to the higher number?
Note: The question should not be: Why do you judge on ... rather than on ten? Because the answer to this question would be an argument against change.

If NEETs shows little desire to change, another way to elicit comments about the change is asking him to describe his extreme fears (or fears other people) so that he could imagine the extreme consequences of his behaviour:

- What is the worst you are worried about leaving long-term unemployment?
- Suppose you still sit at home and do not look for a job, what are the worst consequences you can imagine?
- What is your knowledge of what can happen if you stay in bed all day long, even if you think that it does not bother anyone?
- You can also check imagining the best results that can result from the decision to change:
- What are the best results of change you can imagine?

05

Process and methodology of Work Integration Social Enterprise and Supportive employment. Creating WISE -a step by step guide

- If you made 100% changes and made the desired changes, how would your life change?

Another way of eliciting the statement about change is to ask NEETs to remember the times before the problem emerges and to compare them with the current situation:

- Do you remember a period in your life when you were doing well? What changed?
- How was your life before you lost your job? What kind of lady were you then?
- Tell me about how you found this job and why did you want to work there?
- What is the difference between today's Kasia and the one you were 5 years ago?
- How has suffering changed you as a person or stopped your development?

Another method is to think ahead and ask NEETs how their life might look when the desired change occurs:

- If you decide to introduce a change, what do you count on in the future?
- How would you like life to look like in 10 years?
- I see that you are feeling really frustrated now. What changes would you like?
- In this case, also thinking ahead may also apply to what will happen if nothing changes:
- If you do not make any changes, only live as you do now (on benefits, without benefits, without work), how do you think, what will your life look like in 10 years?
- Considering what has happened so far, how do you think, what will your five-year situation look like if you do not make any changes?

05

Process and methodology of Work Integration Social Enterprise and Supportive employment. Creating WISE -a step by step guide

Introductory structure for change

Determining the time you have at your disposal, explaining your role and purpose, describing the role of NEETS, mention of necessary formalities.

Open questions:

* I understand that you have some concerns / expectations as to ... Please tell me about them.
* How did you overcome the important obstacle in your life in the past?
* What are the most distant consequences of being out of work most worried?
* What are the most important reasons why you want to find a job?
* Tell me about your period of unemployment. What is the most unrealistic about you? (later) What does the other side look like? What are the positive sides for you?

Affirm:

* Thank you for coming punctually.
* I appreciate that you have come here today, this is a big step forward.
* You must be an extremely strong person, because you have been dealing with such difficulties for such a long time.
* That's a good suggestion.
* I must say that if I were in your place, it would be extremely difficult for me to cope with such a lot of stress.
* I have the impression that you are an extremely strong spirit.
* You like to feel good with others, make them laugh.
* I am pleased to talk to you today and I am glad that I met you a bit.

05

Process and methodology of Work Integration Social Enterprise and Supportive employment. Creating WISE -a step by step guide

Affirmations about change:

- I think it's a good idea.
- I understand that you may be worried about it.
- I think you can do it.
- That's a good point.
- It is important for you to be respected.
- I think you are right about this point.

Within Supported Employment process, Job Finding represents the 3rd stage that connects NEETS with potential employers. Within SEPAL project, given the particularities of vulnerable groups, the vocational training or apprenticeship was included as an intermediary stage, before job finding.

Young adults are at a stage of developing self-identity and their work preferences might not be clear. Also, even if the work preferences are clear, they might have missed the opportunities to acquire the skills that are mandatory for performing desired work or might lack the basic skills required for adjusting at the desired workplace (for example hygiene problems or poor social skills).

They often have little or no employment history. For some, direct transition from long-time unemployment to work place requirements can be too abrupt and might need an accommodation period, that can be provided within existing social firms or private firms that have previous experiences with work inclusion of youth belonging to vulnerable groups.

Pace is important, too fast or too slow advancement through stages can have negative outcomes, and further discourage youngster from seeking employment.

Rigid approaches that require going through all the stages regardless of individual particularities and present abilities are not only wasting resources but also are unlikely to be successful for everybody. Having a continuum of vocational services and a variety of offers and possibilities makes the fit between the job and person more likely.

05

Process and methodology of Work Integration Social Enterprise and Supportive employment. Creating WISE -a step by step guide

Vocational services should be bent to fit the person and not vice versa. Vocational rehabilitation at its best customizes apprenticeship and work experiences according to interests, preferences, abilities, symptoms, deficits and resilience of youngsters from vulnerable groups, within the opportunity, resources and availability of the jobs in the local area (Liberman, 2008).

We should not fit all people in a procrustean bed and we should take advantage of the flexibility that SEPAL project allows, to maximize the benefits for each NEET that was included.

5.7.1. Designing the action plan and selecting the relevant services to address the individual needs

The aim is to establish an agreed Action Plan setting out clearly defined and time bound objectives for both parties with reviews in place from the beginning. If at this stage it was decided not to find work at this particular time, the potential job seeker should be directed to an alternative service.

They should be assured that they can return to look for work when they feel ready.

The Action Plan will include the following:
• What shall be done?
• Who is responsible for the realisation of the actions?
• When will the actions be realised?
• Who will ascertain that the action was realised?
Useful Tips:
• Make sure that the information you give is understood by the job seeker
• Make sure that you understood the information you got from the job seeker
• Offer both written and spoken information
• Use easy language
• Take your time to find out what kind of environment best fits the meeting with the job seeker
• Be aware of how signs or symbols can affect the first meeting with the job seeker
• After a meeting, always summarise what has been said or agreed. If needed, write it down and give it to the job seeker

05

Process and methodology of Work Integration Social Enterprise and Supportive employment. Creating WISE -a step by step guide

Things to Avoid:

• If you meet the job seeker together with a stakeholder, do not speak as if the job seeker were not there. Remember it is the job seeker who should be in the centre of the process

• Do not speak with other stakeholders about the job seeker without including them. Never ignore the wishes and interests of the job seeker

• Avoid putting your own values or prejudices on the wishes and interests of the job seeker.

5.7.2. Identifying adequate training programs – Apprenticeship and Internship. Note for NEETs

In addition to formal assessments, volunteering is a great way to learn about your interests and abilities prior to paid employment. There are many organizations that offer volunteer opportunities where you are not paid. Do not pass up a chance for work experience, as you will learn from all types of opportunities. Even learning that you do not enjoy a particular type of work is information that will lead you to the right career path in the future.

A paid or unpaid internship is another way for you to learn vocational skills and gain valuable work experience. Your school should be able to assist you in finding internship opportunities.

Some internships can offer you college credit for your work.

An apprenticeship is a combination of on-the-job training in which workers learn the practical and theoretical aspects of a highly skilled occupation or trade from experts in the field. Apprenticeships can teach you skills for a trade that is in high demand in the job market. This may make it easier for you to find a job.

5.7.3. Apprenticeship or vocational training

Based on the vocational profile and together with the young adult, the WISE team decides if further vocational training is to be pursued before employment. Within SEPAL project, NEETs can be included in a 4 months apprenticeship program within existing social enterprises or private firms.
Ideally the apprenticeship offers matches the individual preferences and needs, so the larger the offer, the better.

05

Process and methodology of Work Integration Social Enterprise and Supportive employment. Creating WISE -a step by step guide

Yet, if the young adult is confronted with too many "excellent" possibilities or options, the decision will be difficult and might be regretted afterwards, with a negative impact on work motivation. Therefore, at this level, the idea is to provide the individual with at least 2 options based on his/her preferences, that were identified during the assessment phase and maybe include other 2 or 3 outside the area of his/her interest.

This approach will facilitate decision and it will increase the confidence of making the right choice. It is important to have a large list of options to fit the different preferences of NEETs, but presenting the offer in a manageable, individualized manner prevents the overwhelming difficulty of selecting "the right" apprenticeship program.

The vocational training duration should be kept at minimum, as longer periods diminish motivation. Many NEETs might have had bad experiences with the school system therefore they are unwilling or reluctant to engage in classroom-like training approaches that focus mostly on providing theoretical knowledge.

Providing vocational training in the real work environment, with the main focus on developing the practical skills and the basic soft skills, can be very attractive and enhance the motivation for participation. Also, the perspective of an internship at a private enterprise, on the open labor market can mitigate the negative expectations about training outcomes ("I study for nothing, nobody will hire me anyway ") and learned helplessness regarding work.

For some NEETs, especially for those that had negative experiences at former workplaces, no work history, low work skills the friendly, tolerant, inclusive and stigma-free environment of social enterprises can be a strong incentive and a good starting point.

There they can find supporting colleagues and peers that can act as positive role models and skilled mentors that can kindly coach them to develop relevant work skills and knowledge. Of course, for the other NEETs that already have the skills and the experiences, the apprenticeship might seem a waste of time and resources.

Therefore, this stage could be skipped, and other services should be provided, for example support with finding a job on the open labour market or coaching for performing efficiently at task.

05

Process and methodology of Work Integration Social Enterprise and Supportive employment. Creating WISE -a step by step guide

Some apprenticeship programs can be developed within the private firms and subsidies are offered for both the apprentice and the employer through existing national programs.

Money is a strong work incentive therefore, it is important to check if there are any fiscal opportunities that could encourage the development of apprenticeship programs and training of mentors working also in private firms. Increasing the number of apprentices within the private firm or organization can have a positive impact on organizational development.

Apprenticeship programs provide young people with the opportunity to take their first steps in the business world and they play a key role in producing highly qualified workers. They represent highly structured training programs that help unskilled individuals acquire the competences that are needed to succeed in a chosen industry. Hands on training is an opportunity to put the existing skills into practice and helps the NEETs to gain more confidence in themselves and in the working environment.

An apprenticeship is more than just obtaining qualifications and learning new skills. A regular employee would often just learn how to do their own job role in the private firm alone, whereas an apprentice learns how to do that entire role and has to be prepared to do it in any situation, in any organization.

Apprenticeship programs provide the youngster with the opportunity to explore new ways of working, to identify ways of improving the present organizational practices. They also learn how to progress through their career and how to adjust in a work environment.

Often an apprentice will have to learn and explore a range of social skills, problem solving skills and technical skills that other people lack. They learn to set their own boundaries and how to become self-sufficient and responsible. More importantly, they get to learn this their own way, through real life experience.

05

Process and methodology of Work Integration Social Enterprise and Supportive employment. Creating WISE -a step by step guide

5.7.4. Job Finding and employer engagement

Though presented as separate stages of the supported employment model, there is a strong connection between job finding and employer engagement and to a certain extent, they even overlap at times. At this level, a job seeker's skills and abilities are viewed in terms of their relevance and requirement in the open labour market and therefore there is a matching of the job seeker's employment needs with those of the employer's needs [Euse toolkit].

According to EUSE toolkit, there are several stakeholders and key players that can be involved besides WISE team members and NEETs in the process of job finding/employer engagement: employers, mentors, co-workers, service providers, funders, family members and social network. Chapter VI of SEPAL Innovation book offers detailed methodology on how to involve stakeholders and on how to create the local stakeholders committee (LSC).

There are several steps that connect the job seekers with the desired job, described in the diagram below [Euse Toolkit]:

5.7.4.1. The whole process begins with the **job search.** As SAMHSA guide has nicely put it, the job search is where "the rubber hits the road" in supported employment. This involves surveying the open labour market to identify job placement opportunities suited to individual preferences of NEETs.

The central criterion for suitability is that the job is consistent with the NEET's interests as well as with his/her abilities. The central criterion for opportunities is the employer's needs [WASE Handbook].

The job search stage has four key elements:

a.	It starts with *exploration of employment possibilities* based on relevant skills, experiences and preferences that were identified during assessment stage, comprised within the completed vocational profile. market.

05

Process and methodology of Work Integration Social Enterprise and Supportive employment. Creating WISE -a step by step guide

The employment potential is determined at this stage and it is related with the employment opportunity, provided by the characteristic of local labour

b. *Social network* – the potential sources of support are examined, maybe acquaintances of the job seeker can offer work opportunities or have contact to possible employers. Studies have shown that social support plays a crucial role in maintaining employment and job satisfaction.

The extent to which people in the social network are supportive of employment has been associated with the individual's intention to secure and sustain employment (Lloyd, 2010). It is believed that social support is important both in affirming that employment is an important and worthwhile endeavour and in enabling the perception that people are available to facilitate coping with work-related challenges (Vinokur and colab,1993; 2006).

c. *Labour Market Opportunities* – listing the existing options available in the labour market and also the existing resources and potential for developing additional opportunities. The following represent potential resources for a job:
- NEET's social network
- recruitment fairs
- other agencies involved in supported employment – ex. Labor office
- HR representatives
- media job advertisement and related databases
Besides listing the labour market opportunities, an inventory of available resources (including public transport) within the given region is also recommended.

d. *Planning ahead* - The NEET and WISE team should agree a plan regarding which employers should be contacted and how, and also comprising the selected strategies of finding the most suitable job.

05

Process and methodology of Work Integration Social Enterprise and Supportive employment. Creating WISE -a step by step guide

CV writing tips

The aim of a CV is to get the employer to want to meet the job seeker to discuss their suitability to become an employee. A CV should be presented in a clear and relevant manner; it should be neatly typed and not be longer than 2 pages. It should contain information in the following areas:

Personal details
• Employment history
• Training & educational qualifications
• Key skills
• Hobbies and interests
• Referees

Both Employment history and Training should be listed in reverse chronological order, and the section with the strongest selling point for the job seeker should be presented after 'Personal details', whether that is Employment history or Training & educational qualifications.

It can be beneficial to tailor the CV to suit the particular job being applied for, and the issue of disclosure of disability issues to the employer should be considered. In order to present a professional image, the following should be avoided on a CV:

• Gimmicks
• Unnecessary personal details
• Negative information
• Irrelevant details
• Gaps in dates
• Untruths

Note for NEETs

It is important to understand your strengths and interests when you are looking for a job. We all hope to find a job that we are very good at and that we can truly enjoy doing for a long time – our dream job. But being realistic is important, too. Sometimes we need to realize that what we are good at is not always something we can do as paid employment, or there may not be a job available that matches our top interests. That's ok! A good approach is to list your personal strengths and interests, and then search the job market to see what positions are available that match up most closely with those ideals.

05

Process and methodology of Work Integration Social Enterprise and Supportive employment. Creating WISE -a step by step guide

5.7.4.2 The next logical step is **approaching the employers**. This starts with gathering of concrete information regarding companies, the nature of their activities, policies and work environment. The approach strategy should be discussed in advanced with the job seeker.

There are several ways of contacting the employers: by phone, by email, through another employee in the company, through visits to the company or through delivery of a presentation about SEPAL at a certain organisation or firm or at regional LSC event. More formal methods of job finding should be considered. If NEETs have the necessary abilities, they should be encouraged and empowered to contact the employers directly, by themselves.

Employers that have little or no experience in hiring a youngster belonging to a vulnerable group may be hesitant but in most cases this hesitation is based on lack of knowledge or on apprehension about how to deal with a recruit of such kind. As a starting point the focus should be on what the employer requires in relation to the work to be done.

When is clear that a candidate with a disability or coming from a vulnerable group can do the work, an appointment can be made with the employer. During the appointment, the nature and amount of support to be provided to the employee and the employer can be agreed.

In the table below, you can find some sample questions that explore employer characteristics and needs [source IPS toolkit 2017] and also some examples of ineffective approaches. At this point it is important to listen and try to understand the workplace from the employer's point of view.

The right attitude is curiosity, expressed through explicit interest. Remember to ask open-ended questions, use active listening and neutral reflections on speaker messages. If the employer is doing most of the talking, then you know that the interview is going well.

05

Process and methodology of Work Integration Social Enterprise and Supportive employment. Creating WISE -a step by step guide

5.1 What is Supported Employment?
5.2 Core values, standards and principles
5.3 Integration of WISE with apprenticeship and supported employment
5.4 NEETs Recruitment
5.5 Functional Assessment of Career Skills, Interests and Aptitudes
5.6 Enhancing NEETs motivation
5,7 Apprenticeship, job finding and engaging employers
5.8 On the job support
5.9 Support outside the workplace. Soft skills training

Questions about the business	Why do you like working for ____ (name of busines • What are your goals for (the business or departme • What is your vision for your company over the year? • What sets your company apart from others? • As the manager for ___, what are you most proud • Is there a time of year when your business is busi
Questions about the right jo candidates:	What type of person tends to be successful here? • What qualities do you look for when you are interviewing job candidates? • What are some of your hiring headaches? • Describe the qualities of a person who would lov work here
Questions about positions:	Please describe your workforce. • I see that you have ___positions. What other positi do you have that I may not know about? • What is a typical day like for a _____ (nam position)? • What are some of the challenges that people have in these positions? • Do some positions have more turnover than othe
Questions about the hiring process:	• What is your hiring process? • So, people should start with an online application you mentioned that you need people who are staffers with outgoing personalities. If you had a friend who matched description how would you advise your friend to go abo applying for work here? • How have you found good job candidates in the p
Ineffective questions:	• Are you hiring? • Do you anticipate job openings in the future? • Are you laying off? • What do you do here? • Do you hire people with criminal histories? • Do you hire people who have substance use disord

05

Process and methodology of Work Integration Social Enterprise and Supportive employment. Creating WISE -a step by step guide

The common 5 mistakes to be avoided while approaching employers include (adapted from IPS toolkit, 2017):

• Asking about job openings: learn about the employer's business needs and build a relationship before asking about job openings or talking about a job seeker.

• Interrupting the employer: Whatever the employer is talking about is what he or she thinks is important, so listen until the end with interest and undivided attention. Stay curious!

• Asking if the employer is open to hiring people with criminal histories, mental disabilities and so on. If you ask this, employers may assume that everyone you work with has a criminal history or mental disabilities. And, even if you do work exclusively with youngsters that have that characteristic, this is not the first bit of information that you want employers to know about the people you represent.

• Speaking at length about your program. Though dissemination about SEPAL is important, the goal is for the employer to do most of the talking. Answer questions about SEPAL, if asked, and then return to learning about the employer.

• Neglecting to prepare for the meeting: demonstrate that you are interested in building the relationship. Inform yourself in advance about the basic goods or services produced by the company. Also, you can consider looking up the company's mission statement. Have some questions prepared. Bring your business card, program brochure, and appointment agenda. Wear business casual or better—no jeans, t-shirts with logos, or athletic shoes. Avoid jargon and remember to use business language, for example expressions such as 'profiling', 'natural supports', job matching' and 'job carving' etc. should be avoided.

05

Process and methodology of Work Integration Social Enterprise and Supportive employment. Creating WISE -a step by step guide

5.7.4.3. Job Analysis

Once a suitable job is identified, the job analysis is required to determine the skills needed and task involved. The job is divided into smaller components and specific tasks or elements. The WISE job mediator carefully examines the various tasks to identify those which NEET can complete and those for which further training or support is needed.

Other areas of job analysis should include:

- Job duties
- Key features of the job – physical, cognitive, emotional, environmental, etc
- Productivity and quality standards required
- Wages available
- Work schedule
- Accessibility of the job and transport considerations
- Health and safety considerations
- Company culture and worksite environment
- Social aspects of the job site and job site atmosphere
- Opportunities for providing support on the job
- Potential for organising natural support

Information is gathered through direct observation or by speaking with individuals who are familiar with the work to be done. The WISE job mediator could also spend time in the work setting and perform the various job tasks to gain informative insights.

5.7.4.4. Job matching

The job analysis report is the compared with vocational profile to match NEETs with the job. Successful job matching is when both the job seeker and the employer needs are met [EUSE Toolkit, 2010]. Job matching is a dynamic and an ongoing process that can take happen before and after employment. After employment, the focus is on carving together different parts of job description to match the present abilities of NEETs.

The following questions could be considered in order to determine if there is good match between job seeker and the actual job [adapted from EUSE toolkit]:

- Can the job seeker do the job, or is there a need to adjust or provide training?
- Does the job reflect the ambitions of the job seeker?
- What assistive technology and/or adaptations are needed and can they be organised/
- funded?
- Can job seeker comply with work schedule?
- Does the job seeker "fit" within the work site?
- Does the job seeker accept the potential implications in terms of their social welfare
- benefit payment or pension?
- What is the anticipated future of the job, is it temporary, long term or permanent?
- Can the job seeker meet the expectations of the employer, and is a period of internship needed to clarify this?
- What support is available when needed by both the job seeker and the employer?
- Does transport and accessibility need to be addressed?

5.7.4.5. Secure the job

It is important to establish a concrete agreement between employer and employee to secure a job. This agreement also includes what kind of support is needed from the WISE job mediator. Clarifying the responsibilities and the tasks of all three affected parties – NEET, employer, job mediator – is important.

The agreement should concern:

- Work schedule and wages
- Provision of support, and who will provide it
- Productivity expected
- Quality expected
- Responsibilities of the employer, the co-worker(s), the job seeker and WISE job mediator in relation to the support requirements

05

Process and methodology of Work Integration Social Enterprise and Supportive employment. Creating WISE -a step by step guide

05

Process and methodology of Work Integration Social Enterprise and Supportive employment. Creating WISE -a step by step guide

More, the parties could agree to a review procedure to maintain the success of the job match. The terms of agreement can be included in the work contract or in an informal agreement form that is signed by all parties.

5.7.5. Preparing for job interviews

Preparation for the Interview In some instances, the supported employment customer will want to participate in the interview by herself or himself. In other situations the customer may want the employment specialist to attend. Either way, interviewing should be considered an opportunity for the employer to determine if he or she wants to hire the interviewee; and an opportunity to for the interviewee to determine "Do I want to work here?".

Applicants may require preparation for the interview. The customer and the employment specialist will need to review and determine:
1) The purpose of the interview;
2) Who will attend;
3) How they will get to and from the interview;
4) What the employer will want to know;
5) How to present the customer's experience and qualifications;
6)What the applicant will want to ask;
7) How to act in a business-like manner.
It will be an opportunity for the employer and job seeker to answer several important questions.

EMPLOYER INTERVIEW QUESTIONS
- Why does the applicant want to work here?
- What can this applicant do for our business?
- What kind of person is this applicant?
- Why should I hire this person?

In addition, the job seeker must approach this situation as an opportunity to gain a better picture of the actual job opening. The job seeker will want to obtain answers to the questions in the table below.

05

Process and methodology of Work Integration Social Enterprise and Supportive employment. Creating WISE -a step by step guide

JOB SEEKER INTERVIEW QUESTIONS

- Do I want to work for this employer?
- Do I like this work environment?
- How does this employer treat employees?
- Will this job offer wages and benefits that match my needs?

Planning - Consider any activities or duties that can count as transferable skills. Familiarise yourself with the company background, culture and what services or products they are involved with. Plan how the job seeker is going to get to the interview location and aim to arrive around 10 -15 minutes prior to interview.

Prepare for interview. There will always be a few areas of discussion that the job seeker may want to mention; therefore, prepare the job seeker to ensure these positive aspects are mentioned during the interview as they will put the job seeker in a good light or they may demonstrate their ability or eagerness to do the job - work out different strategies for ensuring you mention all of them.

Presentation on the day will be so much easier if the job seeker has planned and prepared. First impressions count so ensure the job seeker dresses smartly, is neat, clean and well groomed. Be aware that everyone the job seeker comes into contact with such as the receptionist, secretary, administration staff may have an input into the selection process. Encourage the job seeker to smile, sit well back and present a positive posture. Maintain eye contact and answer the questions clearly whilst remaining positive, friendly and enthusiastic.

5.8. On the job support

* theoretical part developed on the basis of sources: *European Union of Supported Employment Toolkit 2010; European Union of Supported Employment. Toolkit, Polish Forum for the Disabled, 2013*

The provision of good support on and off the job is crucial for many people with disabilities and other disadvantaged groups to obtain and maintain paid employment in the open labour market.

05

Process and methodology of Work Integration Social Enterprise and Supportive employment. Creating WISE -a step by step guide

Effective support on the job is the core element of Supported Employment which makes it different from traditional placement services. Research has shown that work under supported employment turns out to be more stable for people with disabilities than work outside such a system.

Workplace support includes: gaining a new job and keeping it for a certain period of time.

In order to determine the appropriate type and scope of support, the care professional should consult with the employee, employer, co-workers and selected persons from the employee's environment.

Consultations should be organized on a regular basis.
It is important that the role of the WISER is clear and transparent to all those involved in the process.

Job suport and The WISER

The WISER should provide support at the workplace only when the natural support is not sufficient in relation to the employee's needs.

Effective WISER will orientate itself in the company's requirements and provide advice on improvements and changes that will enable the successful employment of people with disabilities and excluded people.

In addition to providing direct support, the WISER should also support associates and supervisors of a given person by assisting in conducting training for a new employee and in adapting the procedures in force at the company to the needs of people with disabilities or excluded persons.

Support Process

The following model indicates the actions to be taken to provide support to a disabled person or an excluded person.

Where, when and by whom the support is offered depends on the employee's needs and the employer's abilities. The duration and scope of support depend on the employee, co-workers, employer and their needs.
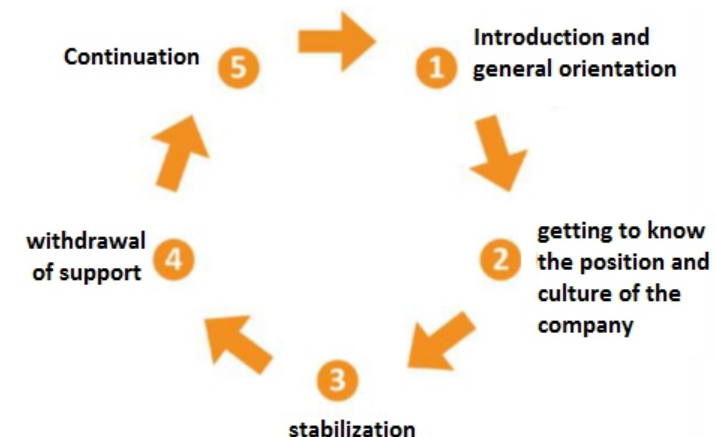
European Union of Supported Employment. Toolkit, Polish Forum for the Disabled, 2013

1. Introduction and general orientation

The introduction and general orientation stage starts when the employee takes up the job position. The aim of this stage is to familiarize the employee with work colleagues and supervisors. The employee learns his duties and the most important aspects of the company's operation. At the end of this stage, an individual action plan should be developed.

From the very beginning of this stage, theWISER should promote natural support. For example, WISER may ask a colleague of person with disability to stay a mentor that will facilitate the integration of a new employee with the rest of the staff. The mentor should undertake this task voluntarily, as well as have appropriate social and professional skills.

If there are problems in the personal life of the employee (for example, housing, financial, family or health related), the WISER should suggest to ask specialists to get help in solving them.

05

Process and methodology of Work Integration Social Enterprise and Supportive employment. Creating WISE -a step by step guide

Development of an individual action plan

The development of an individual action plan should be created when the employee becomes familiar with his / her duties and the employer determines what support is normally offered

The WISER together with the employee should carefully and thoroughly analyze to what extent it will require support in addition to the standard offered by the company.

The WISER and employee then arrange a meeting with the employer, during which they explain who and how they should provide additional support at the workplace, and as a result create an individual action plan.

The plan indicates, among other things, the people responsible for the field and sets the time frame. The plan is agreed by all parties involved. It should be regularly verify and update to suit current opportunities and needs worker's.

The WISER should save the roles and tasks of all parties and inform everyone about them.

2. Getting to know the position and culture of the company

This stage involves getting to know the tasks, building professional relationships with colleagues and understanding the company's culture in a broader perspective.

The aim of the ego stage is to make the employee perform tasks in accordance with the company's standards and their skills.

The WISER may initiate the process by determining who is the most appropriate person to give instructions and to train the employee in the area of a specific task. In some cases, the caregiver works together with the person in the workplace, and in other situations the mentor / colleague or other person brings the employee closer to his / her role.

05

Process and methodology of Work Integration Social Enterprise and Supportive employment. Creating WISE -a step by step guide

05

Process and methodology of Work Integration Social Enterprise and Supportive employment. Creating WISE -a step by step guide

The following questions play a key role in carrying out the analysis of a specific task:

- What steps does the task involve?
- What is the order of these steps?
- What is the task?
- Where are the contact points with the tasks of other employees?
- What is the deadline for completing the task?
- What materials are necessary to complete the task?
- Can the company be provided with guidelines on the master method of implementation?
- What are the potential problems?
- How do I know that the task has been successfully completed?

The WISER should try to look for solutions to best adapt the workplace to the needs of the employee.

During the training on performing new tasks, the standard procedures of the company should be used as much as possible and adapted to the needs of the employee. The WISER - as much as possible - supports the co-workers in training the person and helping him.

The WISER coordinates the process based on an individual plan actions, organizes meetings of all involved parties and makes sure that the employee receives the necessary support.

It is important to also support the integration process of a new employee. This should be done subtly and in a manner adapted to the employee and company culture. The key role in this a mentor can play a role. If possible, a new employee should go training and training in the field of behavior and social skills, the knowledge of which is necessary in the workplace.

05

Process and methodology of Work Integration Social Enterprise and Supportive employment. Creating WISE -a step by step guide

It is very important to adapt the duties to the capabilities and needs of the employee. This can be effectively done through the presence of The WISER in a company that gives it a chance to be close cooperation with a mentor, employee and the rest of the staff.

Strategies for adapting duties to an employee include:

- **job carving;**
- **job stripping**
- **job enrichment**

Job carving is based on the fact that the tasks of a new employee are selected from the palette of tasks belonging to various positions in the company. In this way it arises a new position that corresponds to the skills of the employee. The other employees of the company gain more time for other tasks, for which they have appropriate qualifications or are more appropriate.

Job stripping involves the recognition of certain duties belonging to a given position when they are too difficult for an employee because of his / her disability (for example reading, carrying heavy objects). Instead the employee receives additional tasks from his colleagues.

Job enrichment is about adding new tasks to the range of responsibilities in a given position in accordance with the employee's skills or to enable integration (for example, if the position in question has limited contact with the rest of the staff, an obligation to receive mail is added, which contributes to more frequent interaction with other employees).

If the match for a given person is not successful, instead of it will be possible to introduce minor modifications, The WISER, after consultation with the employee, should try to change the duties or transfer the employee to another department or eventually find a new place for him. The WISER role also includes mediation between the employee, employer and the rest of the staff.

05

Process and methodology of Work Integration Social Enterprise and Supportive employment. Creating WISE -a step by step guide

Various forms of suport

Support in and outside the workplace can take many forms. The duties of the professional carer include ensuring that the type of support offered meets the needs of the employee and is acceptable to the employer.

European Union of Supported Employment. Toolkit, Polish Forum for the Disabled,2013

Consultations - are used to provide support to the employee and employer. It is sharing knowledge and information that can help them make informed decisions about specific activities.

Consulting - as a form of support is often offered to people with emotional disorders or mental health problems. In the counseling process, the WISER supports the individual in focusing on successes and treating failures as an opportunity to learn new things and make things happen progress.

05

Process and methodology of Work Integration Social Enterprise and Supportive employment. Creating WISE -a step by step guide

Advice - mainly regarding where you can get further information - access to names, addresses and numbers phone experts, and sometimes also to help in establishing the first contact.

Teaching an employee new skills can take many forms depending on the needs.

The training - includes repeating activities that are necessary to improve a particular skill.
It may be necessary to improve the quality of tasks performed or to increase the pace of work.

Help in the workplace - for example, support in reading, traveling (in the case of a blind person), providing a sign language interpreter at meetings (in the case of deaf people) or a personal assistant (in the case of people with severe physical / intellectual disabilities).

Improvements and reorganization are necessary to enable the candidate to achieve good results at work.
The WISER should be able to determine the appropriate one tools, assistive technologies, aids and improvements for people with disabilities.
While some of the improvements may require specialized technical equipment, e.g. for people with hearing or sight problems, others are simpler, but also effective.

Improvements can include:
- help in organizing (symbols, photographs, colors instead of letters),
- help with orientation (diagrams, plans, task cards, to-do lists),
- technical tools (calculator, talking clock, voice recorder, etc.),
- help in remembering,
- self-assessment tools (self-monitoring tool, checklist, competence grid, work journal)
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05

Process and methodology of Work Integration Social Enterprise and Supportive employment. Creating WISE -a step by step guide

- modification of entrusted duties (especially people with physical / intellectual disabilities

It is possible, for example, to change the method, i.e. entering a different sequence of tasks or adding new stages or the use of specialized tools and devices).

3. Stabilization

This stage begins when the employee learns to perform all tasks correctly. The goal is to further develop the skills of the employee and his relationship with colleagues
from work.

Regular meetings or interviews with the employee and the employer should be organized, during which current results can be evaluated and new targets set,
the task of the professional carer is to constantly verify the action plan.

At this stage, it may be useful to evaluate the work by the WISER.
To this end, you can ask the following questions:
- Have the support strategies been useful for the employee and the entire team?
- Have the support goals been achieved?
- What should be changed?
- What support is still necessary?

05

Process and methodology of Work Integration Social Enterprise and Supportive employment. Creating WISE -a step by step guide

4. Withdrawal of support

The aim of this stage is to reduce the scope of support at work. Experience shows that the needs of supporting employees with disabilities and people excluded in the workplace are very different. This can be done by promoting independence and involvement co-workers, for example as mentors.

The best type of support is invisible support - the WISER should be available, but not be located on the first line. The employee must be able to develop and be valued for his skills from the very beginning.

At the end of this stage, the employee, employer and the WISER agree on the form and scope of support necessary in the future and the actions to be taken in the case of
problems or a crisis situation.

5. Continuation

During this stage, the caregiver should be available when there is a need for consultation. It is also important that he stay in touch with the employee and the employer at the agreed upon earlier issues. Thanks to this, it will be able to identify potential problems and changes before they turn into a crisis situation. Even if employment in a given the workplace is no longer possible, a quick contact with a care professional will allow you to start an immediate search for a new job.

Tips for WISER regarding workplace and non-work support:
- Make sure everyone (including yourself) understands their role well.
- Make sure that your employer and employee know how, when and where to contact you.
- Be careful when giving advice - ask questions and let the employer first answer it yourself.
- Respect the employer's place of work and do not make unannounced visits.
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05

Process and methodology of Work Integration Social Enterprise and Supportive employment. Creating WISE -a step by step guide

• Show interest in the workplace and people who work in it.

• Workplace and non-work support is not therapy. Make sure that someone else provides the person with support in other aspects of their lives.

What to avoid:

• Imposing one's own values on a given person.

• Relieving a person in what he or she can do on its own.

• Visiting employees without apparent need. Make sure that the support is appropriate and adapted to the needs of the employee and employer.

5.9. Support outside the workplace. Soft skills training.

· What are soft skills?

A combination of people skills, social skills, communication skills, character or personality traits, attitudes, career attributes social intelligence and emotional intelligence quotients, among others, that enable people to navigate their environment, work well with others, perform well, and achieve their goals with complementing hard skills. Soft skills are learned through practice and experience.

The difference between soft skills and hard skills is that the last ones can be defined and measured easily while the first ones are more difficult to measure because the rules change depending on where you are and the people you are with.

A research conducted by Harvard University and Carnegie Foundation states that 85% of job success comes from having well-developed soft skills and 15% from hard skills.

The top 5 soft skills demanded by companies in 2019 according to Linkedin are creativity, collaboration, persuasion, adaptability and time management.

05

Process and methodology of Work Integration Social Enterprise and Supportive employment. Creating WISE -a step by step guide

Through training of soft skills, we want to work with our clients the following sequence:
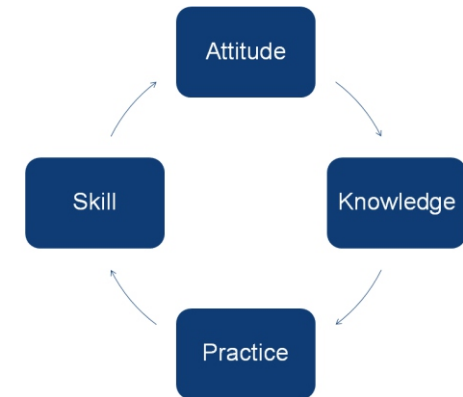
Training of soft skills can be developed in an individual basis or in group sessions:

1) Individual sessions

·   Soft skills Diagnosis: It is very important that through these sessions we identified with our client the soft skills that he/she has already consolidated and the ones that need to be developed or improved., according with its job goal.

To evaluate the soft skills of our clients we can use the following methodology as an example:

•   Competence: Team work
•   Definition: Ability and willingness to collaborate with other people in obtaining a common goal.
•   Levels of competence:

05

Process and methodology of Work Integration Social Enterprise and Supportive employment. Creating WISE -a step by step guide

1.   He/she does not show interest on what the others do or think/ doesn't participate in the teamwork dynamics/is looking for its own goal with the purpose of searching its own benefit.

2.   He/she share with other people who works with but has difficulties to count on the others to achieve common goals/

3.   He/she facilitates collaboration with co-workers or classmates. He/she participates and collaborates with them without taking the initiative.

4.   He/she generates collaborative work dynamics. Collaborate and participate. Get involved, make proposals, take initiative.

•   Soft skills Improvement Plan: once we have identified the skills that should be improved, we will design an Action Plan to improve these skills. Defining this Plan will help to schedule the improvements that need to be carry out.

    The Action Plan should include the following elements:

1.   Specific Objectives: What? do you propose to get what you want? (acquire..., improve...know...)

2.   Strategies and actions How? Which actions will you perform, or which strategies will you carry out to achieve your goals?

3.   Time and Calendar: When? Time available and time you need

4.   Resources and Persons implicated Who and What? Persons and resources that ca help you in that process.

5.   Results/Evidences: For what? Which situations or facts will indicate you that you are achieving your goal?

        It's important as WISER's to share the action Plan we stablished with our clients with the Social Enterprises or Company where the client will be doing the apprenticeship program or internship.

        The WISER's will monitored the implementation of the action Plan with the client and jointly with the companies follow their improvements and how the client is putting into practice their soft skills at work.

05

Process and methodology of Work Integration Social Enterprise and Supportive employment. Creating WISE -a step by step guide
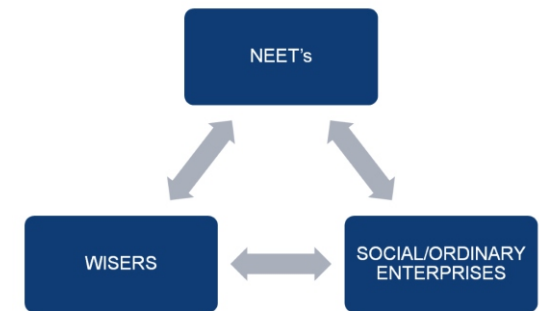
- Which are the main Soft Skills?

There are many soft skills that we can work with our clients depending on case by case. We can adjust the work of soft skills to each client in the individual sessions or train soft skills through groups sessions.

The WISER's can adjust the training of soft skills to the client needs. Anyway, the soft skills that can be trained are:

1. Self-knowledge
2. Communication skills
3. Teamwork
4. Leadership
5. Creativity
6. Problem solving
7. Emotional Management
8. Adaptability
9. Responsibility
10. Organization

2) Training of soft skills in Group Sessions:

- How to prepare the sessions?
- Sessions Plan: it's important that we have a clear planification on how the sessions is going to be developed in order to avoid difficulties. Creating a sheet of the session with all relevant information will help to this purpose.

05

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- Clear objective: which skill/s we want to work with our clients? What goals we want to achieve with the session?
- Time: a good and coherent organization of the session according to the time we have for the sessions is need it to guarantee its good development.
- Material: what we will need to carry out the session and have it already to avoid wasting of time.
- Space: adjust the session to the space available.
- Training method: we need to foresee which methodology we will use more suitable for the learning process of our clients
- Instructions: at the beginning of the session we must inform to our clients how the session is going to be developed in an understandable way.
- Development: with which sequence the session is going to be carry out.
- Results: What we expect from the session as trainers?
- Evaluation: close the session with a feedback from our clients will help us to check how they have felt, which skills we have been working and what they have learn. Also, will give us relevant information to review the structure of the session

Tips for training of soft skills
- Establish group rules at the beginning
- The training group as a safety space
- Adjust soft skills training to the group needs
- Influence attitudes through your manners
- Socio-cultural issues
- Advanced problems
- Use a diversity of techniques
- Co-leading the session will help on the observation process
- Be careful on the topics you are bringing to the training

05

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- What instructional strategies are effective achieving soft skills?

According to active learning theories, learning of ideas and skills can occur in a wide variety of stimulating activities ranging from:
• Learning from others: lectures/demonstrations/video/group discussions/workshop/seminar
• Learning by discovery: research/problem solving
•Learning by doing role-playing/simulations/case studies/brainstorm/exercises

- Examples training of soft skills:

1. Paper Tower

Objective:
- Explore team work skills of our clients and how they cooperate
- Analyze which roles they assume, and leadership skills of the clients arises.
- Promote the creation of creative initiatives

Time: 30 min

Material: newspapers (10 pages per team), cardboard (1 per team), sizers (1 per team) and cellophane (1 per team).

Development: The trainer will make groups of 5 place an observer. The observer will not speak, they will just take notes on the group dynamics: ideas, communication, distribution of tasks etc...

The observers will evaluate and score three aspects of the group team: esthetics of the tower build (0-20 points), Hight and stability of the tower (0-20 points), group dynamics during the work (0-20 points).

Each team will have 20 minutes to build a paper towel as highest as possible. The tower will be able to be stand on its own and only the materials assigned can be used. Afterwards, the observer will have 5 minutes to evaluate the tower. Finally, the observer will share the scores and an explanation of the score.

05

**Process and methodology of Work Integration Social
Enterprise and Supportive employment. Creating WISE
-a step by step guide**

Evaluation: to the teams: how do you feel doing the exercise? Do you consider that you could have done it better? Did you use any strategy, or you improvise? How was the communication? The we should make the same questions to the observers and contrast their answers to the team's answers. Afterwards we ask to the teams: Are you agree with your mark? If not, why? If all of you try to do your best, why you have different marks? The observers want to share anything that caught their attention?

2.   Dictated Drawings
Objective:
•   Improve active listening skills
•   Enhance attention
•   Learn the importance of a communication skills and the different kinds of communication: unidirectional and bidirectional.
Time: 45 minutes
Material: Papers (1 per person), Pens (1 per person), 2 Drawings.

Development: we split the group in couples and give to each of them one paper and one pen. They will seat back to back and one of the members of the couple will have in front of him/her the screen where we will project the first drawing and the other member will not be able to see it. The first one will have to dictate the drawing to the other and the second one will have to draw it without talking. After 15 minutes, the person who is drawing will be able to ask open questions. In the second part of the exercise they will exchange roles and we will project another drawing ion the screen.

Evaluation: How do you feel in each role? How do you feel in the two different parts? What change? Which kinds of communication have we used? How is your drawing affected by the different kinds of communication?

05

Process and methodology of Work Integration Social Enterprise and Supportive employment. Creating WISE -a step by step guide

5.1 What is Supported Employment?
5.2 Core values, standards and principles
5.3 Integration of WISE with apprenticeship and supported employment
5.4 NEETs Recruitment
5.5 Functional Assessment of Career Skills, Interests and Aptitudes
5.6 Enhancing NEETs motivation
5,7 Apprenticeship, job finding and engaging employers
5.8 On the job support
5.9 Support outside the workplace. Soft skills training

3.   Tubes

Objectives:

*   Put in practice leadership skills
*   Put in practice team work skills
*   Develop strategical skills

Time: 45 minutes

Material: semi-rigid card boards (one per person), 1 small ball and 1 mask.

Development: This group dynamics shall be carried out outdoor. The youngsters should place in straight line, each one with one of the cardboards bent in a way that they will acquire a tube shape. They goal is to achieve that the ball circulates from tube to tube without falling to the floor until they arrived at one point previously stablished by the trainer. One or two youngsters will have their eyes covered by the mask. If the ball falls, they will have to start again. Before starting the group dynamics, we will give 3 minutes to the group so they can plan and discuss their strategy.

Observations: The trainer can record the group dynamics that can be seen and analyze afterwards by the group.

Evaluation: How did they feel during the dynamics? Which difficulties have had? Did they work in a coordinate way and as a team? Which role each member take? Have been leaderships?

3.   Critical Chairs

Description: Each youngster should take a position regarding a topic and discuss it with part of the group while the rest is observing.

Objectives:

*   Youngsters put in practice their critical thinking skills
*   Youngsters strengthen their communication skills, specifically, talking in public and assertiveness.

Duration: 45 minutes

Material: chairs

Development: Place 7 chairs in the center of the classroom in circle. Afterwards, we give the instructions of the activity to the group, consisting on discussing a topic pick up by the facilitator. 6 of the youngsters occupying the chairs, will discuss about it.

Once the topic will be announced, youngsters must position themselves in favor or against and the discussion will be started. The rest of the group will be observing. One of the chairs will be empty in a way that if one of the observers wants to participate in the discussion, he or she will seat down in the free chair and one of the youngsters seated down will stand up and become observer.

Evaluation: How did you feel? It's been difficult to choose a position in the discussions. The opposite arguments to your opinion convinced you?

Suggestions: Some topics to be discussed can be euthanasia, social networks, death penalty, artificial intelligence.

05

Process and methodology of Work Integration Social Enterprise and Supportive employment. Creating WISE -a step by step guide

VI. Working with local stakeholder and networking

This chapter aims to give information and guideline on working with local stakeholders and networking to facilitate NEETs accessing apprenticeships and employment.

The aim of accessing and networking with local stakeholders is to bring together all the local partners who can develop and deliver supported internships in a local area, with the goal of creating routes that will support more NEETs into paid employment. The aim is to facilitate practical meetings to set up sustainable supported internships and other pathways to employment for NEETs and should save time and money in the medium to long term.

Setting up a supported internship program requires key partners including education providers, employers, supported employment providers, NEETs and their families, and local authorities to work together innovatively. Every local supported internship network will be unique, respo**nding to local circumstances.**

6.1. Strategies for talking with employers

Approaching local stakeholders and networking can be daunting task that requires a variety of skills.

Creating such a network will enable the creation of apprenticeships should result in the NEETs being better prepared by the WISE experts (who understands what an employer needs), and better supported in the workplace (as employers gain greater understanding of support needs, job carving etc., but also the benefits of employing NEETs). So, the connections to local stakeholders will provide the basis for a greater number of successful placements, and a greater chance that NEETs will be offered paid work at the end of their placement.

When trying to create such a network it is useful that the job finder visits potential employers to explain the aspects of supporting employment and describe the prospective employee. During this visit, the needs of the employer are identified and a specific job position is not yet discussed. The reason for this is that a clear understanding of the job setting must be established so the possibilities of employment are maximized.

06

Working with local stakeholder and networking

06

Working with local stakeholder and networking

Employers who have little or no experience of hiring a person with disabilities may be hesitant but when they are asked to hire a NEET person, in most cases this hesitation is based on lack of knowledge or on apprehension about how to deal with a person.

At the beginning the focus must be on what the employer requires in relation to the work to be done. When it is clear that a NEET candidate can do the work, an appointment can be arranged with the employer. During the appointment, the nature and way of support to be provided to the employee by the employer can be defined.

6.2. Research local stakeholders, Make and maintain Contact (approach local stakeholders and create links)
Researching local stakeholders can be done in a variety of ways and all possible ways should be utilized. Internet research, yellow pages, walking around the neighborhood, researching relevant databases. Once a list has been made it is useful to make contact over email and telephone to establish professional communication in a friendly, personal manner. Arrangements for meeting in person can then follow.

Local employers will value a coordinated approach from the SEPAL WISE team so they aren't fielding multiple calls looking for work placements. Employers will then be able to provide honest feedback to other employers and the SEPAL team about what did and didn't go well, learning from mistakes and spreading best practice.

The SEPAL WISE team will therefore be able to demonstrate that they are preparing NEETs for employment and working with others to do so.
Supporting more NEETs into employment will result in a more diverse, inclusive and tolerant local community, as employing disabled NEETs and seeing the skills they have to offer becomes the norm in more workplaces.

06

Working with local stakeholder and networking

There are many different ways to collect relevant information. Contacting people in their own environment can contribute to success in finding jobs. Using networks of people, such as business people who meet each other on a regular basis, business clubs and others, can be very effective.

Each person has a circle of contacts, for example, family, friends or colleagues who may add relevant information.

It will be easier to identify prospective jobs if supported employment is actively marketed using case examples of successful employment. One might make contact with an employer who has successfully employed a NEET person to see if he or she is willing to speak to other employers about their experience. One may form an advisory group of employers when there are several interested employers to help identify the issues that need to be addressed when recruiting and retaining non-disabled workers.

Success stories can be published in the newspapers and information can also be given at meetings or clubs for employers. Promotional material may also be developed.

6.3. Benefits of NEETs employment
6.3.1. How will employing NEETs benefit local stakeholders?

Local areas will be able to demonstrate in their area's relevant authorities that they are preparing NEETs to enter work and be part of their community in an active way.

There are also direct economic benefits to the local authority, for example in reduced adult social care costs.

6.3.2. Benefits for the employer

At the beginning of the 1990s, when supported employment started in some European countries, three reactions were common:

- employers were not willing to hire persons with a disability
- high unemployment rates were taken to imply that persons with a disability had no chance of getting a paid job.
- A third view often expressed was that persons with a more severe disability were not able to work.

06

Working with local stakeholder and networking

Experience since then has shown that employers are willing to hire persons from disadvantaged backgrounds because supported employment workers can perform the tasks required. Supported employment, then, was seen to be addressing employers' needs.

A significant aspect of supported employment is its strong focus on practical training on the job and on worker performance. All necessary support and advice are given both to the employer and to the NEET worker. NEET persons are well prepared to take up work. This ensures that all stakeholders get the support they require. Another important aspect for the employer is that many NEET persons, especially those with a disability, can effectively, efficiently and accurately perform simple repetitive tasks. Some enjoy this type of work and often prove to be reliable employees, with low absenteeism and accident rates.

In general, the staff turnover in work that has an emphasis on repetitive tasks is very high. The employer has to deal with frequent vacancies and high recruitment costs. One good economic reason for hiring workers with a disability is that they tend to remain in a given job for a long period of time.

The employment rate of persons with a disability is very low even countries with labor market shortages. Discrimination, lack of opportunity, stereotyping and negative attitudes, lack of
awareness of and/or availability of supported employment play the main part in this.

Supported employment recognizes that the approach to solving the problem of unemployment and underemployment of NEETs needs to be multifaceted and geared to the needs of employers.

Employers are facing ageing of the workforce in many countries with less new entrants on the open labor market in the near future. Many NEET persons can contribute to the economy given the right support and motivation.

06

Working with local stakeholder and networking

Employer needs are the primary basis for a decision to hire a person with a disability. But further, there is also a growing societal opinion that a firm's employees should be representative of all groups in society, as all groups of people are consumers of their products and services. This also means that NEET persons should be included in the workforce.

Many successful firms are highly aware of the benefits of a diverse workforce. Increasingly, firms are recognizing that they have a corporate social responsibility and are using supported employment to meet this responsibility.

6.4. Strategies for working with other agencies

- Which other agencies?

Government employment agencies, NGOs, private initiative, mental health services, Social Support services, addiction services and so on, can all be part of a successful network to increase the chances of NEETs employability and support.

- How to approach them

Creating good links with such agencies can be vital. Approaching them, creating and maintaining contact with them should be done in a similarly professional but also friendly way as with employers.

However, these agencies are colleagues of ours and can assist in supporting NEETs in a multitude of ways.

6.5. Involving family members and friends

Traditional forms of care have placed parents and family in a passive role. In these approaches, the professionals are seen as experts who know what is good for a person with a difficulty. The subsequent, passive, dependent role which parents have in such approaches can be a barrier to the personal growth and development of their child.

New insights from approaches such as supported employment raise understandable anxieties in these parents in this context. These anxieties and the associated hesitation are usually based on a concern that the necessary care for their child will be reduced or disappear.

06

Working with local stakeholder and networking

Parents may have an active role where appropriate in the new paradigm as supported employment emphasizes the person's ability. Parents and family have to learn to exercise this new role. Their participation should not begin at the moment when final decisions have to be made. Family should also be part of the ongoing process. Families unaccustomed to this approach may need support to fulfil this role.

Experiences with supported employment have shown that parents are very proud that their child is able to perform in a paid job when earlier it had not been possible. The participation of parents/family must be encouraged from the outset as long as this in with the agreement of the NEET.

Parents can provide information on many aspects of their child. This information can be used in an action plan, in its evaluation and in its modification. Participation can also be encouraged by giving parents/family a supporting and stimulating role in the NEETs development. Through this, a good preparation can take place for inclusion and participation in society and the world of work.

The benefit of supported employment has many positive effects related to the family circle of a person with a disability.
Parents and families:

- can fulfil an active role in the development of their son or daughter
- can see their child become a contributing member of the community
- their child can also contribute to the family income and even become self sufficient
- can perceive their daughter or son as a person with abilities – and a future.

6.6. Positive models and promotions of best practices

The SEPAL model is utilizing best practices in every step of the approach. As this pilot unfolds, we will be able to share our experience and what has worked best where using case examples.

07

Creation of Local Stakeholders Committee - LSC - concept, profile, selection, training

PART I:LSC - Concept
PART II: PROFILES AND SELECTION OF LSC

VII. Creation of Local Stakeholders Committee - LSC - concept, profile, selection, training

I PART: LSC - Concept

As your project develops, and you become more successful, the actions that you take start to affect more and more people. The more people you affect, the more likely it is that your actions will impact people who have power and influence over your work.

These people could be strong supporters of your projects – or they could block them, so you need to identify who these people are and win them over.

WHO?
Stakeholder - a person with an interest or concern in something, especially a business (Oxford dictionary).

A stakeholder is any entity with a declared or conceivable interest or stake in a policy concern. The range of stakeholders relevant to consider for analysis varies according to the complexity of the reform area targeted and the type of reform proposed and, where the stakeholders are not organized, the incentive to include them. (World Bank 2015 in: Ruth Wodak, Bernhard Forchtner(red.), The Routledge Handbook of Language and Politics)/.

Stakeholders can be of any form, size and capacity. They can be individuals, organizations, or unorganized groups.

07

Creation of Local Stakeholders Committee - LSC - concept, profile, selection, training

PART I:LSC - Concept
PART II: PROFILES AND SELECTION OF LSC

In most cases, stakeholders fall into one or more of the following categories:

- international actors (e.g. donors),
- national or political actors (e.g. legislators, governors),
- public sector agencies (e.g. MDAs),
- interest groups (e.g. unions, medical associations),
- commercial/private for-profit,
- nonprofit organizations (NGOs, foundations),
- civil society
- members, and users/consumers.

Local Stakeholders Committee – a group of persons concerned in employment, social support services, business, legal system, etc. – everyone who has the impact on employability legislation or support.

That means involving as many as possible of those who are affected by or have an interest in any project, initiative, intervention, or effort. In most cases, involving all of these folks will lead to a better process, greater community support, more ideas on the table, a better understanding of the community context, and, ultimately, a more effective effort.

In order to conduct a participatory process and gain all the advantages it brings, you have to figure out who the stakeholders are, which of them need to be involved at what level, and what issues they may bring with them.

LSC are willing to invest their time in pooling resources and participating in partnerships but they want to make sure their efforts will lead to change and not wasted if funding for the model is terminated.

In addition to the stakeholder committees on the European and national level, SEPAL will establish five Local Stakeholder Committees (LSC) in country of each partner.

07

Creation of Local Stakeholders Committee - LSC - concept, profile, selection, training

PART I:LSC - Concept
PART II: PROFILES AND SELECTION OF LSC

Why?

Employment support services must recognize the need to adopt an inclusive approach which takes account of the interests of stakeholders and, as far as possible, encourages their involvement in   management and planning.

One of the key issues when building and maintaining successful relationships is to have a shared appreciation of what can and cannot be negotiated.

Relationships with stakeholders are so important that it is impossible without previously planned negotiation and explicit strategy. It is possible to prepare an objective which establishes the desired relationship with stakeholders and to identify within an action plan all the essential activities necessary to meet the objective.

What are the main objectives of creating the LSC?

The most important reason for identifying and understanding stakeholders is that it allows you to recruit them as part of the effort.

1.	Encourage supported employment development in European countries
2.	Change and improve social policies
3.	Inspire establishment of social firms
4.	It puts more ideas on the table than would be the case if the development and implementation of
    the effort was confined to a single organization or to a small group of like-minded people
5.	It includes varied perspectives from all sectors and elements of the community affected, thus giving a clearer picture of the community context and potential pitfalls and assets

6.	It gains buy-in and support for the effort from all stakeholders by making them an integral part of its development, planning, implementation, and evaluation. It becomes their effort, and they'll do their best to make it work

7.	It saves you from being blindsided by concerns you didn't know about. If everyone has a seat at the table, concerns can be aired and resolved before they become stumbling blocks. Even if they can't be resolved, they won't come as surprises that derail the effort just when you thought everything was going well.

8.	It strengthens your position if there's opposition. Having all stakeholders on board makes a huge difference in terms of political and moral clout.

9.	It creates bridging social capital for the community. Social capital is the web of acquaintances, friendships, family ties, favors, obligations, and other social currency that can be used to cement relationships and strengthen community.

Bridging social capital, which creates connections among diverse groups that might not otherwise interact, is perhaps the most valuable kind. It makes possible a community without barriers of class or economics, where people from all walks of life can know and value one another.

A participatory process, often including everyone from welfare recipients to bank officers and physicians, can help to create just this sort of situation.

10.	It increases the credibility of your organization. Involving and attending to the concerns of all stakeholders establishes your organization as fair, ethical, and transparent, and makes it more likely that others will work with you in other circumstances.

11.	It increases the chances for the success of your effort. For all of the above reasons, identifying stakeholders and responding to their concerns makes it far more likely that your effort will have both the community support it needs and the appropriate focus to be effective.

07

Creation of Local Stakeholders Committee - LSC - concept, profile, selection, training

PART I:LSC - Concept
PART II: PROFILES AND SELECTION OF LSC

A local stakeholder-based approach gives you four key benefits:

1. Getting Your Projects into Shape

You can use the opinions of your most powerful stakeholders to help define your projects at an early stage. These stakeholders will then more likely support you, and their input can also improve the quality of your project.

2. Winning Resources

Gaining support from powerful stakeholders can help you to win more resources, such as people, time or money. This makes it more likely that your projects will be successful.

3. Building Understanding

By communicating with your stakeholders early and often, you can ensure that they fully grasp what you're doing and understand the benefits of your project. This means that they can more actively support you when necessary.

4. Getting Ahead of the Game

Understanding your stakeholders means that you can anticipate and predict their reactions to your project as it develops. This allows you to plan actions that will more likely win their support

07

Creation of Local Stakeholders Committee - LSC - concept, profile, selection, training

PART I:LSC - Concept
PART II: PROFILES AND SELECTION OF LSC

07

Creation of Local Stakeholders Committee - LSC - concept, profile, selection, training

PART I:LSC - Concept
PART II: PROFILES AND SELECTION OF LSC

What is innovative about creating LSC?

This model encourages co-finance of private sector that is always interested to recruit competent labor force to support business growth and profitability. Labor authorities is becoming partners in the field of employment because of being interested in employment of the most vulnerable groups and increasing the employability rates.

Especially that local labor market offices confirm the need for collaboration: local labor market offices agree that there are vulnerable groups that they have trouble targeting (OECD LEED 2011). PES, for instance, face challenges to gain access to young people who are not officially registered and are living on the streets, and who do not even approach the authorities due to fear and a lack of knowledge while field workers, NGOs and schools (as partners of the alliances) have access to them.

Varying competences and resources, consequently, can be combined by partnerships. Partnerships offer a mechanism with the help of which problems in the labor market such as the low-participation rate of vulnerable groups can be solved more readily than by institutions working in isolation.

PART II: PROFILES AND SELECTION OF LSC

Start from Analysis LSC

Profiles and selection of LSC is very important but to do this you need to analyze the potential LSC, which you should work with.

To make it Analysis of Local Stakeholder Profiles the first step in Local Stakeholder Management, an important process that successful people use to win support from others. Managing stakeholders helps to ensure that their projects succeed where others might fail.

There are three steps to follow in Local Stakeholder Analysis.

1.   First, identify who your stakeholders are.
2.   Next, work out their power, influence and interest, so that you know who you should focus on.
3.   Finally, develop a good understanding of the most important stakeholders, so that you know how they are likely to respond, and how you can win their support.

Step 1: Identify Your Local Stakeholders

Regardless of the purpose of your effort, identifying stakeholders and their interests should be among the first, not the very first, of the items on your agenda. It's generally the fairest course you can take, and the one that is most likely to keep your effort out of trouble.

If you want to involve stakeholders in a participatory process, the reasons are obvious. They should be part of every phase of the work, so that they can both contribute and take ownership.

Their knowledge of the community and understanding of its needs can prove invaluable in helping you to avoid mistakes in your approach and in the people you choose to involve.

07

Creation of Local Stakeholders Committee - LSC - concept, profile, selection, training

07

Creation of Local Stakeholders Committee - LSC - concept, profile, selection, training

PART I:LSC - Concept
PART II: PROFILES AND SELECTION OF LSC

If you want your process to be regarded as transparent, stakeholder involvement from the beginning is absolutely necessary. The community will only believe in an open process if it's truly open.

If your effort involves changes that will affect people in different ways, it's important that they be involved early so that any concerns or barriers show up early and can be addressed.

In short, in most cases, the earlier in the process stakeholders can be involved, the better.

Given that, there are a number of ways to identify stakeholders. Often, the use of more than one will yield the best results.

In short, in most cases, the earlier in the process stakeholders can be involved, the better.

Start by brainstorming and make mind map - who your stakeholders are and who can be potential partners.

Get together with people in your organization, officials, and others already involved in or informed about the effort and start calling out categories and names.

As part of this, think of all the people who are affected by your work and project, who have influence or power over it, or have an interest in its successful or unsuccessful conclusion.

Collecting data : categories and names from informants in the community (if they're not available to be part of a brainstorming session), particularly members of a population or residents of a geographic area of concern. Consult with organizations that either are or have been involved in similar efforts, or that work with the population or in the area of concern.

07

Creation of Local Stakeholders Committee - LSC - concept, profile, selection, training
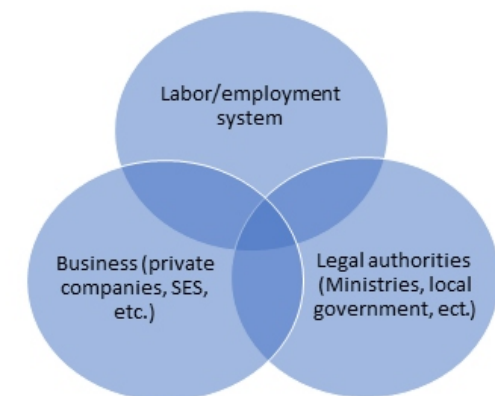
PART I:LSC - Concept
PART II: PROFILES AND SELECTION OF LSC

Several methods can be employed to collect data on stakeholders in a comprehensive and efficient manner.

1. **to conduct interviews directly** with the local stakeholders involved in the specific policy area.

2. **to interview local experts** in the field who are knowledgeable about the issue and the important groups and individuals involved in the policy area

If appropriate, advertise. You can use some combination of the media – often free, through various community service arrangements – community meetings, community and organizational newsletters, social media, targeted emails, announcements by leaders at meetings and religious gatherings, and word of mouth to get the word out.

You may find people who consider themselves stakeholders whom you haven't thought about.

 WHO ARE POTENTIAL LOCAL STAKEHOLDERS?

Depending on your organizational structure and type of project, the following partners might be relevant for implementing your project.

1. State institutions:
- government officials, governmental authorities and policy makers
- administrative officials
- labor office
- voluntary labor camp
- municipality or local authority engaging in the coordination of the week (different departments and individuals that may be important from the municipality during the project).

07

Creation of Local Stakeholders Committee - LSC - concept, profile, selection, training

PART I:LSC - Concept
PART II: PROFILES AND SELECTION OF LSC

2. The media

- people in positions that convey influence. Clergy members, doctors, CEOs, and college presidents are all examples of people in this group.
- community leaders – people that others listen to. These might be people who are respected because of their position of leadership in a particular population, or may be longtime or lifelong residents who have earned the community's trust over years of integrity and community service.
- those with an interest in the outcome of an effort
- local and regional newspapers, local TV broadcasting, free publicity, municipality website, social media.

3. Some individuals and groups may not be affected by or involved in an effort, but may nonetheless care enough about it that they are willing to work to influence its outcome. Many of them may have a following or a natural constituency – business people, for instance – and may therefore have a fair amount of clout.

- business. The business community usually will recognize its interest in any effort that will provide it with more and better workers, or make it easier and more likely to make a profit.
- advocates. Advocates may be active on either or both sides of the issue you're concerned with.
- community activists. Organizations and individuals who have a philosophical or political interest in the issue or population that an effort involves may organize to support the effort or to defeat it.
- people with academic or research interests related to a targeted issue or population. Their work may have convinced them of the need for an intervention or initiative, or they may simply be sympathetic to the goals of the effort and understand them better than most.
- funders. Funders and potential funders are obvious key stakeholders, in that, in many cases, without their support, the effort won't be possible.

07

Creation of Local Stakeholders Committee - LSC - concept, profile, selection, training

PART I:LSC - Concept
PART II: PROFILES AND SELECTION OF LSC

- community at large. When widespread community support is needed, the community as a whole may be the key stakeholder.

Step 2: Prioritize Your Stakeholders

Let's suppose, then, that you've identified all the stakeholders, and that you understand each of their concerns. Now what? They all have to understand what you want to do, you have to respond to their concerns in some way – at least by acknowledging them, whether you can satisfy them or not – and you have to find a way to move forward with as much support from stakeholders as you can muster.

You may now have a list of people and organizations that are affected by your project. Some of these may have the power either to block that work or to advance it. Some may be interested in what you are doing, while others may not care, so you need to work out who you need to prioritize.

Highlighting the following attributes:
- group
- their interest (or salience)
- influence (power)
- position on the project
- money
- other resources
- knowledge support
- lobby

Try to predict the order of your actions and the way the potential partners work in the SEPAL project. Think multifaceted.
E.g:
labor office - they have a lot of financial instruments that can be used for SEPAL - they have funds for courses, training, internship.

07

Creation of Local Stakeholders Committee - LSC - concept, profile, selection, training

PART I:LSC - Concept
PART II: PROFILES AND SELECTION OF LSC

Make a reconciliation - at what time finances will be available, are the means of training / courses for the purpose of the certificate for all types, or only for selected types of occupations, areas? remember that they have money at a specific time, for specific groups, professions, etc.

Another public institution or NGO-s - check if there are no state or nonprofit organizations in your region that carry out similar projects - it can happen that organizations have money for courses, internships, but they do not have employment support, which has a SEPAL project - join forces

trainings and courses - remember to check how long the course lasts and whether the organization has the authority to issue certificates

Step 3: Understand Your Key Stakeholders

Stakeholder interests may vary. Some stakeholders' interests may be best served by carrying the effort forward, others' by stopping or weakening it. Even among stakeholders from the same group, there may be conflicting concerns. You now need to discover how your key stakeholders feel about your project. You also need to work out how best to engage them, and how to communicate with them.

Key questions that can help you understand your stakeholders include:

• What financial or emotional interest do they have in the outcome of your work? Is it positive or negative?
• What motivates them most of all?
• What information do they want from you, and what is the best way of communicating with them?
• What is their current opinion of your work? Is it based on good information?

07

Creation of Local Stakeholders Committee - LSC - concept, profile, selection, training

PART I:LSC - Concept
PART II: PROFILES AND SELECTION OF LSC

- Who influences their opinions generally, and who influences their opinion of you? Do some of these influencers therefore become important stakeholders in their own right?
- If they aren't likely to be positive, what will win them around to support your project?
- If you don't think that you'll be able to win them around, how will you manage their opposition?
- Who else might be influenced by their opinions? Do these people become stakeholders in their own right?

Communication with LSC is very important

- You can ask   your stakeholders these questions directly. People are often quite open about their views, and asking for their opinions is often the first step in building a successful relationship with them.
- Be with your partners in constant contact
- Don't explain your ideas over the phone. You will not· give the person enough time to consider your proposition and make a final decision.
- You should provide all of the relevant information in writing first so he/she can look over it when it is convenient.
- Prepare materials that are easy to read and understand. You have very· little time to impress a potential sponsor. Everyone who receives your offer should be able to answer the following questions quickly:
- What is your project about?
- What do you exactly want from the collaboration (in terms of money, products, services, etc.)?

What LSC does the SEPAL project need?

Find organizations:

- which have money for the internship, course, and certification that take similar actions

07

Creation of Local Stakeholders Committee - LSC - concept, profile, selection, training

PART I:LSC - Concept
PART II: PROFILES AND SELECTION OF LSC

- who implement similar projects
- which organize courses
- that help you get a certificate
- flexibility
- innovation
- with involved and professional people

4) Social enterprises + Private enterprises

 WHO?

Social enterprise is an operator in the social economy whose main objective is to have a social impact rather than make a profit for their owners or shareholders. It operates by providing goods and services for the market in an entrepreneurial and innovative fashion and uses its profits primarily to achieve social objectives. It is managed in an open and responsible manner and, in particular, involves employees, consumers and stakeholders affected by its commercial activities (European Commission)

There is no single legal form for social enterprises. Many social enterprises operate in the form of social cooperatives, some are registered as private companies limited by guarantee, some are mutual, and a lot of them are non-profit-distributing organizations like provident societies, associations, voluntary organizations, charities or foundations.

Social enterprises mainly operate in the following 4 fields:

- Work integration - training and integration of people with disabilities and unemployed people
- Personal social services - health, well-being and medical care, professional training, education, health services, childcare services, services for elderly people, or aid for disadvantaged people

07

Creation of Local Stakeholders Committee - LSC - concept, profile, selection, training

PART I:LSC - Concept
PART II: PROFILES AND SELECTION OF LSC

• Local development of disadvantaged areas - social enterprises in remote rural areas, neighborhood development/rehabilitation schemes in urban areas, development aid and development cooperation with third countries

• **Other** - including recycling, environmental protection, sports, arts, culture or historical preservation, science, research and innovation, consumer protection and amateur sports

WISE Concept: autonomous economic entities whose main objective is the professional integration – within the WISE itself or in mainstream enterprises – of people experiencing serious difficulties in the labor market. This integration is achieved through productive activity and tailored follow-up, or through training to qualify the workers (EMES International Research Network)

WHY? Social enterprises are being a key factor in the promotion of decent employment for people at risk of exclusion, taking into account that one of their core principles is putting people's interest in the center.

What are the main objectives involving SE?

• Create synergies with social enterprises in each partner's country to involved them in the project

• Promote and enhance the implication of SE in the work integration of NEET's

• Promote a network of social enterprises at the European level

• Foster the role of SE in job creation and their implication on job inclusion of vulnerable groups

• Encourage that beneficiaries of the project get work experience in enterprises which promote social values

• Work jointly with SE on the challenges we face in the promotion of NEET's work integration and set up   common stereotypes

• Count on a database of social enterprises that could be involved in the project

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07

Creation of Local Stakeholders Committee - LSC - concept, profile, selection, training

PART I:LSC - Concept
PART II: PROFILES AND SELECTION OF LSC

Private Enterprises

Concept

A business owned and controlled independently and not by government, or the system that encourages such businesses (Cambridge dictionary)

Why? The private sector is the largest global source of economic activity. Consequently, private enterprises are a key actor that must be involved in the process of facing youth unemployment and job creation, finding a balance between social and economic values.

According to United Nations Agenda 2030, SDG8 on decent work and economic growth aimed at: "achieving a sustainable and inclusive economic growth, that benefits all people equally and does not harm the environment. This can only be achieved by creating decent employment for all, especially for women, young people and other groups in a vulnerable situation".

What are the main objectives involving PE?
- Promote public-private alliances
- Promote diversity in private enterprises
- Offer the opportunity to youngsters to have an internship experience within a private Enterprise learning by doing
- Broke stereotypes and discrimination against target groups
- Bring the reality of NEET's to private enterprises
- Offer to PE NEET's that could fit on their needs taking into account their answers info the basic competences questionnaires they will fill in
- Their contribution to employability of NEET's

08

Working effectively as a team

VIII. Working effectively as a team

WHAT?

It is very important to understand the areas of intervention of the WISERs and what elements we have to take into account in order to guarantee their well-being as professionals, to ensure a good development of the project and the quality of their work.

To fulfil this purpose these are the key ingredients:

1) Good coordination among WISER's: it's very important to have stablished an effective system of team work in order to guarantee the quality of the service offered to the clients.

2) Facing conflict: during the implementation of the project can arise difficulties and problems that can hinder the quality of the service offered. These difficulties can be between the team members or with the clients. That's why having a common action strategy defined previously, will contributed to the proper development of the service.

3) Health and well-being of the professionals involved: it's a key factor to guarantee the success of the project. If we count on professionals that are happy, satisfied and fulfilled with their job, this will positively impact to the quality of their job to prevent burnout.

4) Have a clear role while working with clients: the professionals involved need to know which is their role in the project and regarding their relationship with clients, identifying where the boundaries of their implication are, to prevent over involvement.

08

Working effectively as a team

HOW?

4 elements will contribute to achieve them:

• Team work: it is the ability to work with others toward a shared goal, participating actively, sharing responsibility and rewards, and contributing to the capability of the team.

Tips to achieve effective team work:

• Weekly meetings: in order to guarantee good organization of the team it's important to have scheduled each week a meeting to planned the week, updated information and discuss pending issues.

• Case meetings: in order to make a proper cases follow-up, a discussion space in which the professionals involved analyses the cases is needed. This meeting aim at shared the situation of each client, make decisions related to strategy and decided if any case should be refer to any service.

• Monthly meetings: these meetings will have the purpose of reviewing jointly with all the team the month schedule, action plan and ongoing activities.

• Extraordinary meetings: during the implementation urgent situations or problems can require quick responses. This meeting can be convened by any of the professionals involved if arise such situation.

08

Working effectively as a team

Tips to guarantee effective meetings

I.	WISE coordinator will be in charge of the elaboration of meeting agenda with the issues to be discussed and moderated the discussion. The rest of the team members should receive the agenda previously to suggest points to be discussed at the meeting.

II.	Another WISER will take care of draft minutes of the meeting (with rotating shifts), so that all the issues treated and agreements are registered.

•	Team problem solving: a team problem can be seen as an opportunity to grow up as a whole. It's important to teach team strategies to overcome obstacles in the way of achieving project goals.

Which method can be followed?

1.	Defining the problem: phrase problem as probing questions to encourage explorative thinking; make explicit goal statement

2.	Establish criteria for evaluating the solution: identify characteristics of a satisfactory solution; distinguish requirements from desires

3.	Analyzing the problem: discover the root cause and extent of the problem

4.	Considering alternate solutions: brainstorm to generate many ideas before judging any of them

5.	Evaluate alternate solutions: use ranking-weighting matrix; check for issues/disagreement

6.	Deciding on a solution: choose best answer to the problem from among all possible solutions

7.	Develop action plan: make team assignments with milestones (don't underestimate time)

8.	Implementing the action plan: check for consistency with requirements identified in step 2

9.	Following up on the solution: check up on the implementation and make necessary adjustments

10.	Evaluate outcomes and process: review performance, process, and personal aspects of the solution

08

Working effectively as a team

- Prevent Burnout syndrome

What is it?

Burnout is a syndrome of emotional fatigue, depersonalization, and a lower personal fulfilment that occurs in those individuals who work in contact with clients and users.

Symptoms?

• Emotional exhaustion: a professional burnout that leads the person to a psychic and physiological exhaustion. There is a loss of energy, physical and mental fatigue. The emotional exhaustion is produced by having to perform some work functions daily and permanently with people who have to be served as work objects.

• Depersonalization: it manifests in negative attitudes in relation to users / customers, there is an increase in irritability, and loss of motivation. Because of the hardening of relationships, it can lead to dehumanization in the treatment.

• Lack of personal fulfillment: reduction of personal self-esteem, frustration of expectations and manifestations of stress at a physiological, cognitive and behavioral level.

How to prevent?

• Dealing with burnout requires the "Three R" approach:

Recognize – Watch for the warning signs of burnout
Reverse – Undo the damage by seeking support and managing stress
Resilience – Build your resilience to stress by taking care of your physical and emotional health

08

Working effectively as a team

• Strategies:

Work with Purpose
Keep a balance between personal and professional life
Discuss specific concerns with your team
Look at the deeper impact of what you do every day
Have healthy routines of exercise and sleep

•   Over involvement
The WISER's involved in the project are professionals which become a referent person for the beneficiaries.

Consequently, it's very important that the beneficiaries are informed from the beginning of the project the role of each WISER involved and they understand their implication.

Sometimes it could happen that the first person to whom the client explains a problematic situation is the WISER, and it's crucial to know how this situation is going to be managed.

That's why we need to be clear about which are the limits on their implication in the project and in which cases they should refer the case to other professionals.

Which situations the WISER's should refer and to whom?

-       Social Services: if the beneficiary states that is facing a situation that affects basic rights (housing, family problems...), the case should be refer to the proper service that will give a proper response to the situation.

-       Psychological services the WISER's will evaluate if the client need psychological support to improve their emotional state and well development within the project.

09

Addressing stigma

IX. Addressing stigma

Fear and misunderstandings often lead to prejudices against people with disabilities, with mental illness and addictions, belonging to certain ethnic groups, ex-prisoners, even among service providers. These prejudices and discrimination lead to a sense of hopelessness and shame in those who struggle with their situation, creating a serious barrier to diagnosis and treatment or to overall social inclusion.

9.1. What is Stigma?

Prejudice + Discrimination = Stigma
Negative attitudes (prejudice) and negative responses (discrimination) can make a person feel unwanted and shamed (stigmatized).
Stigma can:
- seriously affect the well-being of those who experience it
- affect people while they are ill, while they are in treatment, while they are healing, and even when a substance use or mental health problem is a distant memory
- stop many people from seeking the treatment they need
- stop many people from finding jobs and bringing their contribution to the community;
- profoundly change how stigmatized people feel about themselves, and change the way others see them.

What is Prejudice?
Prejudice is a negative attitude toward others based on, for example, their
- gender
- sexual orientation
- culture
- race
- religion
- age. Prejudice is when we judge or feel hostile to a person or group, or their presumed characteristics.

09

Addressing stigma

What is Discrimination?

Discrimination is an act of prejudice, such as denying someone employment, housing, or services because of, for example, that person's:

Discrimination may be covert or systemic, intentional or unintentional. An act of discrimination is a violation of a person's human rights.

Who Wears the Label?

People from all walks of life experience the use of psychoactive substances, immigrants, people with disabilities, the unemployed, and mental health problems, such as depression, bipolar disorder, anxiety disorder, schizophrenia and eating disorders.

Factors That Contribute to Stigma:

- the presence of behaviors related to "dissimilarity"
- how the media presents stigmatized people
- lack of understanding of the causes of the current situation of stigmatized people

Effects of Stigma

Stigma affects people with different problems, including:

- lack of access to medical care, housing, employment
- believing the negative stereotypes generated by society and the media (self-stigma)
- a tendency to avoid seeking help, and to keep symptoms and substance use a secret
- social isolation and/or a constricted social support network
- depression, loss of hope for recovery, suicide.

Layers of Stigma

Stigma can have many layers. People may face stigma because of their substance use and mental health problems in addition to stigma because of their race, culture or religion. Multi-layered stigma can create enormous barriers for people who seek treatment or support for substance use and mental health problems

09

Addressing stigma

The concept of stigmatization covers a range of negative, interrelated and overlapping attitudes presented in society. It is necessary to mention here:

- distancing yourself (avoiding entering into informal contacts),
- devaluation and stereotyping (dissemination of negative, simplified, insufficiently justified collective judgments or beliefs about members of some community),
- delegitimation (introduction of legal restrictions on the possibility of acting in some area), segregation - blocking access to certain forms of activity, "reserved" for healthy people,
- extermination - the most drastic form of discrimination in the form of physical destruction of life.

Stigmatization and social exclusion determine the social identity of the addressees.

According to Hayward and Bright in relation to people with mental disorders, the stereotype is made up of **4 main statements**:
1. A mentally ill person is dangerous
2. He is partly responsible for his condition
3. Suffers from a disease that is chronic and difficult to treat
4. It is unpredictable and unable to adequately fulfill social roles.

The most common consequence of stigmatization of a man is depriving him of the possibility of taking family and professional roles, deprivation of social contacts, i.e actual social exclusion.

Assigning to him the role of a low-value, useless person, limits his activity, and on the principle of self-fulfilling prophecy diminishes intellectual-social competences, secondarily deepening social alienation

09

Addressing stigma

9.2. Defense reactions to stigmatization

Discriminatory practices, depriving a man of rights, raising fear in him, strengthening the feeling of being stigmatized, insulated, can be a real trigger factor for aggressive and self-aggressive defense reactions.

Stigmatization, distance, stereotypes and prejudices are explained on the basis of various theoretical approaches, beginning with a sociobiological approach, in which the theory of real social conflict is popular, assuming that prejudices are the result of competition and struggle for hard-to-obtain goods that are possible to get out of the weaker.

In this context, the results of studies by Corrigan, Watson and Barr assume the importance of self-esteem of people who are aware of mental illness, and at the same time they interfere with negative stereotypes about the ill people, that is, as the authors claim, apply stigmatizing attitude towards themselves (self-stigma), is significantly reduced.

The commonly encountered mechanism blocking the pursuit of contact with a person from a stigmatized category has experience of fear at its source. The reluctance stems from the lack of knowledge and lack practical experience regarding this kind of interactions.

In addition to fear, the source of depreciation, negative social attitude towards the stigmatized group may be a mechanism that has been described in psychology under the name of cognitive dissonance. According to the definition, the creator of this concept - L. Festinger - cognitive dissonance is felt in the form of tension, which occurs when there is a contradiction between elements of the situation in which the subject operates, and its dissolution threatens the image of one's own person.

Thus, the image of a sick person's behavior - incomprehensible and unrecognized by an observer who is not eager to reflect, often poorly educated - instead of being natural for a situation of mental restraint, due to the activity of defense mechanisms, is falsely interpreted by using simple, stereotypical, pejoratively colored terms that are accumulated in resources social experience.

09

Addressing stigma

Another mechanism of social stigma based on cognitive distortions is the phenomenon of a self-fulfilling prophecy. According to the commonly accepted definition, it refers to the confirmation by the observer of assumptions about the behavior of another person or a group of people not

in relation to the actual state of affairs, but as a result of the influence exerted on that person or persons. The observer creates situations that force the expected behavior that confirms him or her about the person or group of people

9.3. How to end the stigma?

Perceiving the person as helpless, dependent, may not be the result of his mental deficiencies or other vulnerabilities, but the consequence of the lack of stimuli stimulating his activity and entanglement in the relation of addiction to other people, rewarding his passivity and submitting to the will of caregivers. This relationship is noticed by carers who play the role of "rescuers", thus satisfying their own emotional needs.

Attitudes stigmatizing people from vulnerable groups have their complex conditioning and rooting. Thus, social actions and other activities - which would change the attitudes of society in this respect - should appeal not only to the cognitive sphere of recipients, by providing them with basic knowledge in the field of psychopathology, but also to higher emotionality, especially empathy, and to remind about respecting the social norm equality.

X. WISE and Supported Employment team – job descriptions

10.1. WISE EXPERT VOCATIONAL COUNSELLOR

Organization	*Name of organization*
Country	....
Name of expert	
Contactdetails (phone and email)	

General description

The vocational counsellor interviews and assesses NEETs capabilities, readiness for work and assist them with developing realistic career goals.
They help with identification of the jobs that best suit the client's abilities and qualifications.

The vocational counsellor provides individual or group counselling sessions to people with employment challenges and train the basic skills required to maintain employment. Vocational Counsellors must be updated with the latest job opportunities arising in the market and should have good contacts with the clients in order to arrange suitable job options for their candidate.

10

WISE and Supported Employment team - job description

10.1 WISE EXPERT VOCATIONAL COUNSELLOR
10.2 WISE EXPERT JOB MEDIATOR
10.3 WISE EXPERT MEDIATOR

10

WISE and Supported Employment team - job description

Job description

Job Title	SEPAL WISE expert – vocational counsellor
• **Main activities / Work Package**	WP 4.3.2 Capacity Building and human resources development to support SEPAL concepts implementation. WP 4.3.3 Pilot NEETs apprenticeship program using WISE concept. WP 4.3.4 Pilot NEETs on the job training in private sector using LSC support.
Specific conditions for the job	• Minim 2 years' experience in delivering of support services programs • Experience in delivering trainings and support services for vulnerable groups
Studies required for the job	• University degree • Degree in Psychology, Educatio n/Training, Social assistance, Sociology, Vocational Counselling or related fields
Computer skills	Advanced level of ICT Microsoft Office, e -mails and social media
Languages	Good English knowledge in writing and speak ing
Other skills required	• Excellent communication skills • Critical thinking skills and analytical abilities • Very good public speaker • Interpersonal skills • Ability to work effectively both independently and as part of a team • Familiarity with tradition al and modern training meth ods, tools and techniques • General knowledge and experience in job development and marketing • Working knowledge of a broad range of occupations and jobs • Comprehensive knowledge about benefits and work incentives • Awareness and sensi tivity to cultural diversit y • Negotiation and conflict mediation skills
Main responsibilities	• Delivering information related with WISE services • Recruiting and engaging NEETs in supported employment or apprenticeship programs

10

WISE and Supported Employment team - job description

10.1 WISE EXPERT VOCATIONAL COUNSELLOR
10.2 WISE EXPERT JOB MEDIATOR
10.3 WISE EXPERT MEDIATOR

Main responsibilities	
	• Assess NEETs skills and viability for the workplace, determining when they are ready to begin part time or full time employment
	• Interprets and analyzes NEETs physical or mental condition, social and economic situation, attitudes and aptitudes, work experiences, functional limitations, educational background and personality traits to determine kind and extent of disability and rehabilitation possibilities.
	• Evaluate employment potential of NEETs (present qualifications, strengths, and weaknesses to determine the most suitable types of apprenticeship and employment)
	• Teaches basic vocational skills to individuals with vastly diverse cultural, educational, emotional, physical and mental abilities and backgrounds;
	• Develops and administers appropriate job samples to determine learning ability, reaction to supervision, work with peers, work tolerances, physical tolerances and endurance.
	• Assists individuals with a disability in the selection, acquisition, or use of assistive technology devices(s).
	• Complete NEETs vocational profile and update records
	• Design job plans for NEETs to help them achieve their employment goals and earn the income they need to maintain the lifestyle they want.
	• Identify appropriate training programs that help NEETs develop new job skills and qualifications.
	• Delivering individual and/or group vocational counselling services to the NEETs
	• Following Supported employment principles and procedures, helps NEETs with job development and job search activities directed towards positions that are consistent with client's prefer Give feedback and support for developing the SEPAL Model together with the project partnership
	• Participate at the know -how exchanges
	• Participating on case management WISE team for NEETs
	• Using SEPAL e -platform for exchange and mentoring
	• Submit the monthly Report of activity to the project coordinator

10

WISE and Supported Employment team - job description

10.2. WISE EXPERT JOB MEDIATOR

Organization	*Name of organization*
Country	....
Name of expert	
Contact details (phone and email)	

General description

A job coach is an individual who is employed to help NEETs belonging to vulnerable groups (specify!) identify jobs that match their skills and abilities and then support them to learn, accommodate, and perform their work duties. A job coach may work with individuals one-on-one and/or in a small group. In addition to working on skills related to performing specific job tasks, a job coach also helps with interpersonal skills necessary in the workplace.

The coach will assess the worker's strengths and needs or may rely on an already completed assessment. A job coach is a mentor eager to help people from vulnerable groups identify and maintain the job that matches their preferences and abilities.

A job coach has two customers: the individual belonging to SEPAL target group and the employer who will hire the job seeker. These two roles require unique and different skills. A job coach must have the ability to represent the job seeker as a valuable asset to businesses while also being able to identify and facilitate the necessary supports for the individual to become a successful employee.

10

WISE and Supported Employment team
- job description

Job description

Job Title	SEPAL WISE expert – job mediator
• **Main activities / Work Package**	WP 4.3.2 Capacity Buildin g and human resources develo pment to support SEPAL concepts implementation. WP 4.3.3 Pilot NEETs apprenticeship program using WISE concept. WP 4.3.4 Pilot NEETs on the job training in private sector using LSC support.
Specific conditions for the job	• Minim 2 years' experience in de livering of support services programs • Experience in delivering trainings and support services for vulnerable groups • Respect for diversity
Studies required for the job	• University degree • Degree in Psychology, Education/Trainin g, Social assistance, Vocati onal Counselling, Human Resources Management, Business and Administration or related fields
Computer skills	Advanced level of ICT Microsoft Office, e -mails and social media
Languages	Good English knowledge in writing and speaking
Other skills requi red	• Excellent communication skills • Very good public speaker • Ability to work effectively both independently and as part of a team • Familiarity with traditional and modern training methods, tools and techniques • Ability to ins pire and motivate • Ability to a dhere to regulations and standards • Excellent organizational and problem -solving ability • Excellent time management skills • Ability to understand the business community and how individuals with disabilities **add value** to the workp lace.
Main responsibilities	• Delivering information related with WISE services • Supporting the work within LSC network • Give feedback and support for developing the SEPAL Model together with the project partnership • Participate at the know -how exchanges • Participating on case manage ment WISE team for NEETs • Develop effective job coaching and employment plans

10

WISE and Supported Employment team - job description

10.1 WISE EXPERT VOCATIONAL COUNSELLOR
10.2 WISE EXPERT JOB MEDIATOR
10.3 WISE EXPERT MEDIATOR

Main responsibilities	• Communicate with clients to understand their goals and ambitions • Work closely with vocational counsellor to assist clients to discover and overcome their personal barriers and set goals • Identify the strengths of the individuals and teach them to use them effectively at work • Monitor and evaluate progress of clients • Offer support for development of motivation and interpersonal skills necessary in the workplace; • Assisting NEETs in increasing their knowledge in a particular field and helping them focus on the current requirements of the employers • Delivering information services, recruiting and job mediation services to the NEETs • Advise on workplace accommodations for people with disabilities • Provide coaching in effective job search techniques • Present and teach job searching skills and techniques • Review the resumes and cover letters of NEETs and provide comments and feedbacks for upgrading the same • Provide interview assistance • Conducting workshops and training for NEETs • Implementing the support services, assisting the NEETs during apprenticeship and internship stages • Assist people with disabilities in developing social and life skills • Counsel clients on fine-tuning work habits/skills in preparation for competitive employment • Work with individuals both in and outside of the workplace • Accompany the individual to the work site and observe actual performance, present skills and areas of improvement • Work closely with employers to understand job tasks and requirement; • Guide clients in learning to complete job tasks and meet requirements • Using SEPAL e-platform for exchange and mentoring • Keep records and documentations and prepare appropriate reports • Update employee records • Submit the monthly Report of activity to the project coordinator • Uphold a positive work environment

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