NEWCOMERS@WORK: STRENGTHENING THE EMPLOYABILITY OF YOUNG REFUGEE AND MIGRANT NEETS

Work Package 4: Development of *Newcomers@Work* Implementation Guide

Newcomers@Work Implementation Guide

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More information about the **Newcomers@Work** project can be found at:

https://erasmus-plus.ec.europa.eu/projects/search/details/2022-1-PL01-KA220-YOU-000089667

Table of contents

INTRODUCTION

The *Newcomers@Work Implementation Guide* is one of the central results of the Erasmus+ project *Newcomers@Work: Strengthening the Employability of Young Refugee and Migrant NEETs*. Conceived as a complementary resource to the *Curriculum Guide*, this publication focuses on the "how" of implementation: the methodologies, processes, and lessons learned during the piloting and transfer of the project's approach across six European countries. While the Curriculum Guide provides trainers and educators with concrete workshop modules and learning materials, the Implementation Guide documents the wider framework within which those tools can be applied, adapted, and sustained.

At its heart, *Newcomers@Work* addresses a pressing social challenge: the integration of young refugees and migrants who are not in education, employment, or training (NEETs). This group is particularly vulnerable to social exclusion, unemployment, and precarious living conditions. Many face multiple barriers, such as limited language proficiency, difficulties in having their qualifications recognized, discrimination, and restricted access to education or training opportunities. As a result, they are often at risk of becoming "invisible" to mainstream labour market and education systems.

The European Union has long recognized the urgency of tackling the situation of NEETs as part of its broader youth employment and inclusion agenda. Initiatives such as the Youth Guarantee and the European Pillar of Social Rights emphasize the need for targeted support measures that combine education, training, and labour market access. Within this context, young refugees and migrants represent a particularly at-risk subgroup whose needs cannot be fully addressed by "one-size-fits-all" solutions. The *Newcomers@Work* project responds directly to this policy challenge by creating tools, curricula, and methods specifically tailored to their realities.

Purpose and added value of the Implementation Guide

The Implementation Guide is designed as both a documentation tool and a practical framework for future use. Its primary objectives are threefold:

1. To record the processes and methodologies applied in developing, piloting, and refining the *Newcomers@Work* approach, offering transparency and clarity for future implementers.

2. To capture lessons learned from the piloting phase across six partner countries, including both successes and challenges, so that others may replicate what worked and avoid known pitfalls.

3. To provide replicable and adaptable solutions for youth institutions, NGOs, public authorities, employers, and policymakers interested in supporting the labour market integration of young refugee and migrant NEETs.

The added value of this Guide lies in its dual focus. On the one hand, it consolidates the theoretical and methodological foundations of the project, anchoring its approach in evidence-based frameworks. On the other, it translates these principles into practical, field-tested recommendations and tools. In doing so, it serves as a bridge between theory and action, between European policy ambitions and grassroots practice.

Target audience

This Guide is primarily intended for practitioners working directly with refugee and migrant youth: youth workers, trainers, educators, and social workers who need ready-to-use resources and practical strategies. At the same time, it will also be relevant for:

- Institutions and NGOs seeking to adopt or scale up integration programmes,
- Employers and HR managers looking to engage with migrant youth through internships, mentoring, or on-the-job training,
- Local and regional authorities interested in embedding inclusive methodologies into youth or employment strategies,
- Policymakers who wish to better understand the practical implications of designing and supporting initiatives for NEET migrants.

By addressing such a wide spectrum of stakeholders, the Guide reflects the partnership-based approach of the project itself: sustainable integration requires the involvement of multiple actors, from frontline practitioners to policymakers.

Structure of the Implementation Guide

The Guide is structured to move from the general to the specific, reflecting the multi-layered approach of the project:

- Aims and Overview of the Project's Objectives & Results – providing a summary of the project's rationale, scope, and key achievements.
- Chapter 1: Theoretical Framework – presenting the conceptual underpinnings of the project, including employment models, definitions of NEETs, and the role of youth workers.

- Chapter 2: Methodologies and Tools – detailing the workflow, activities, and practical instruments developed during the project, including curricula, training materials, and toolkits.

- Chapter 3: Case Studies and Good Practices – illustrating real-world applications of the approach through piloting experiences, best practices from partner countries, and cross-case lessons.

- Chapter 4: Recommendations for Adaptation and Localization – offering strategies for tailoring the model to different socio-economic and institutional contexts, supported by step-by-step guidance and planning tools.

- Conclusion – synthesizing key findings, highlighting sustainability strategies, and setting directions for future applications.

Together, these chapters provide a coherent narrative: from theoretical grounding, through practical implementation, to lessons for future replication.

Project achievements at a glance

Before delving into the details presented in later chapters, it is important to recall the main achievements of the *Newcomers@Work* project that underpin this Guide:

- A modular curriculum consisting of four core areas – *Needs of NEETs; Language and Digital Skills for Employability; Soft/Life Skills for Employability; Creating Synergies* – each supported by workshops, lesson plans, and training materials.

- A Digital Toolbox consolidating good practices, online tools, and ready-to-use resources for youth workers, employers, and institutions.

- A mentoring and on-the-job training framework, piloted across six partner countries and refined based on real-world feedback.

- A network of over 350 migrant–employer pairs established during piloting, demonstrating the feasibility and added value of workplace-based approaches.

- Evidence and insights captured in six national reports and a comparative analysis, offering a nuanced understanding of migrant NEETs' realities across Europe.

- A set of recommendations and planning tools to guide future implementers in adapting the methodology to their own contexts.

These outputs form the backbone of the Implementation Guide. They testify not only to the project's ambition, but also to its capacity to translate complex challenges into concrete, workable solutions.

Looking ahead

Ultimately, the *Newcomers@Work Implementation Guide* is not just a record of what was done, but a resource for what can be done next. Its ambition is to ensure that the knowledge, methods, and tools developed during the project outlive its funding cycle and continue to support the integration of young refugees and migrants across Europe.

By combining theory and practice, evidence and experience, tools and reflections, this Guide equips stakeholders with the means to replicate and adapt the approach to diverse contexts. In doing so, it contributes to a broader European effort to build inclusive societies where young people—regardless of their origin—can participate fully and thrive.

CHAPTER 1: THEORETICAL FRAMEWORK

1.1 Introduction

The *Newcomers@Work* project is grounded in a holistic vision of promoting the social and economic inclusion of young people with migrant and refugee backgrounds who are currently not engaged in education, employment, or training (NEETs). This initiative recognizes that the transition of young newcomers into the labor market is not merely a matter of skill acquisition or vocational placement, but a complex process shaped by cultural adaptation, social structures, institutional access, and personal agency. To this end, the project's theoretical foundation draws on interdisciplinary perspectives from migration studies, social inclusion theory, lifelong learning, and youth work research.

The objective of this chapter is to provide an integrated theoretical foundation for the development and implementation of Work Package 4 (WP4) – *Newcomers@Work Implementation*. By situating the project's activities within established conceptual frameworks, it becomes possible to ensure that the intervention model is evidence-based, context-sensitive, and aligned with contemporary European and international policy frameworks. This theoretical orientation also provides a critical lens through which to evaluate the effectiveness of interventions, ensuring that the project is not only practical but also conceptually robust and socially transformative.

At its core, *Newcomers@Work* acknowledges that the employability and inclusion of young migrants and refugees must be addressed as a multidimensional challenge. Structural factors such as discrimination, legal status, and socio-economic barriers intersect with individual factors like motivation, self-efficacy, and linguistic competence. The theoretical framework developed in this chapter seeks to bridge these dimensions, highlighting how inclusive labour market pathways can foster not only economic independence but also civic participation, personal empowerment, and intercultural dialogue.

1.2 Understanding NEETs and the Migration Context

Across Europe, the category of NEETs encompasses a heterogeneous group of young people who experience diverse and often overlapping vulnerabilities. According to Eurofound (2022), NEETs include individuals disengaged from education and the labor market due to structural, psychological, or socio-cultural factors. Within this group, migrant and refugee youth represent a particularly disadvantaged subset. They face barriers such as restricted legal rights to work, limited access to educational recognition, language

barriers, and experiences of xenophobia or institutional discrimination (OECD, 2021; ILO, 2018).

For young refugees and migrants, the NEET status is not merely a reflection of economic exclusion; it also signals a deeper process of marginalisation from social and civic participation. Studies indicate that this demographic is more likely to experience long-term unemployment, deskilling, and social isolation (European Commission, 2020). The combination of interrupted education, trauma from forced migration, and lack of local social capital exacerbates their exclusion from mainstream education and employment systems (UNHCR, 2019).

Within this context, integration must be understood as a multidimensional process that involves economic participation, social interaction, cultural adaptation, and political engagement. It is not a unidirectional process of assimilation, but a dynamic and reciprocal relationship between newcomers and host communities (Ager & Strang, 2008). The *Newcomers@Work* project situates itself at this intersection by addressing both employment and social inclusion through an integrated model of mentoring, on-the-job learning, and community-based youth work. This approach acknowledges the agency of young migrants and refugees as active contributors rather than passive beneficiaries, thereby challenging deficit-based narratives that often dominate integration discourse.

1.3 Integration Theories and Labour Market Inclusion

The concept of integration within the *Newcomers@Work* project is rooted in a practical and multidimensional understanding of how young migrant and refugee NEETs can enter, remain, and thrive in the European labour market. Rather than treating integration as a one-way process of adaptation, the project adopts a reciprocal model in which both newcomers and host environments evolve through structured interaction. This approach reflects the principles of social inclusion and equal participation promoted by the European Union, the International Labour Organization (ILO), and the Council of Europe, all of which advocate for inclusive labour market systems that value diversity as a driver of innovation and social cohesion.

Within *Newcomers@Work*, integration is therefore viewed not merely as the end result of employment, but as an ongoing process of empowerment — one that combines personal development, workplace adaptation, and institutional openness. The theoretical foundation of this approach draws from integration and inclusion models that highlight the interplay between individual agency and systemic support. In particular, the project aligns with Ager and Strang's (2008) model of integration, which identifies employment as both a "marker"

of integration and a "means" to achieve broader participation in society. Through the pilot phase of WP4, this theoretical understanding is translated into concrete actions — matching participants with employers, supporting skill acquisition through on-the-job training, and promoting mutual understanding through workplace mentoring.

From this standpoint, labour market inclusion is not simply about filling vacancies but about enabling capability development and sustainable employability. Each NEET participating in *Newcomers@Work* enters the process with different levels of language ability, educational background, and work experience. The integration framework underpinning WP4 therefore focuses on recognising these individual differences and transforming them into assets through guided work-based learning. Employers, in turn, are not seen solely as providers of job placements, but as key partners in integration — mentors, facilitators, and change agents who contribute to shaping more inclusive workplace cultures. This mutual engagement reflects the idea that integration is a shared responsibility, echoing the EU Action Plan on Integration and Inclusion (2021–2027), which emphasises partnership-based approaches involving civil society, local authorities, and the private sector.

In practice, *Newcomers@Work* operationalises integration theories through its core activities. The matching process ensures that placements are not random but based on a clear understanding of the participants' existing competencies, interests, and potential. This reflects the project's commitment to capability expansion (Sen, 1999) — helping young people to develop real opportunities ("capabilities") to pursue meaningful employment pathways. Similarly, the on-the-job training activities apply integration principles by embedding learning in authentic workplace contexts, thereby facilitating not only the acquisition of technical skills but also the development of soft skills such as teamwork, communication, and adaptability — all critical to long-term labour market participation. The workplace mentoring activities further extend this model by providing structured dialogue between young migrants and employers, fostering intercultural understanding, and promoting inclusion as a daily practice rather than an abstract goal.

Integration theories also remind us that barriers are rarely confined to the individual level. Structural obstacles — such as the non-recognition of qualifications, limited professional networks, language difficulties, and discriminatory recruitment practices — can significantly hinder labour market entry (OECD, 2021). The *Newcomers@Work* model explicitly tackles these barriers by building bridges between individual participants and local employers, thereby expanding access to networks and reducing informational asymmetries. The use of the Action Plan developed in WP3 is particularly important here: it operationalises integration by creating a shared framework through which participants

and employers can jointly identify goals, monitor progress, and adapt support mechanisms throughout the three-month apprenticeship period.

Another key theoretical principle applied in *Newcomers@Work* is that of social capital. By connecting young NEETs with mentors and workplace communities, the project actively fosters the creation of "bridging social capital" (Putnam, 2000) — the kind of social connections that link individuals to broader networks of opportunity. This is crucial for migrants and refugees who often have limited access to professional circles within their host countries. The mentorship component of WP4 therefore embodies integration theory in action: it transforms workplace relationships into learning opportunities, helping young participants to navigate cultural expectations, professional norms, and personal aspirations.

Finally, the *Newcomers@Work* approach to integration is informed by the idea of transformative inclusion — the understanding that successful integration requires both individual adaptation and institutional change. In other words, workplaces must evolve alongside newcomers. Through employer training, reflection, and support, the project encourages businesses to re-evaluate their practices and develop inclusive frameworks that can accommodate diverse cultural, linguistic, and experiential backgrounds. In this sense, the project contributes not only to the integration of young migrants into work but also to the integration of diversity into organisations. By promoting inclusive management practices, empathy, and mutual respect, *Newcomers@Work* aims to create sustainable conditions for belonging and retention.

1.4 Youth Work and Lifelong Learning as Vehicles of Integration

Youth work and non-formal learning play a pivotal role in fostering the labour market inclusion of young migrants, refugees, and NEETs, serving as both a bridge and a catalyst for personal and professional development. Within the *Newcomers@Work* project, youth work is conceptualised not merely as recreational activity, but as a structured, transformative space where young people can gain confidence, acquire essential competencies, and cultivate a sense of agency in shaping their own futures. For participants who face structural barriers such as disrupted education, language challenges, or limited social networks, youth work provides an environment of support and continuity, helping them navigate transitions in a safe and participatory manner. By integrating experiential and reflective learning, the project encourages young people to process their experiences, develop problem-solving skills, and internalise lessons that directly inform

their workplace readiness. This dual focus on personal empowerment and practical skill acquisition distinguishes youth work within *Newcomers@Work*, ensuring that participants do not merely engage in training but actively grow into their professional roles.

Non-formal learning complements these efforts by providing flexible, learner-centered pathways to competence recognition. Many young migrants and refugees have experienced educational disruption or exclusion, making formal learning pathways challenging or inaccessible. Non-formal methods, including workshops, mentoring, and guided reflection, allow participants to develop both technical and transversal skills, such as teamwork, intercultural communication, resilience, and adaptability. Within the framework of *Newcomers@Work*, these non-formal learning experiences are embedded in real workplace activities, creating a continuous cycle in which practice, reflection, and skill consolidation reinforce each other. Mentors play an essential role in this process, helping participants contextualise their workplace experiences, recognise their achievements, and build confidence in their abilities, thereby linking learning outcomes directly to employability.

The project demonstrates that youth work and non-formal learning do more than enhance individual competencies; they address broader social and structural dimensions of inclusion. Young NEETs with migration backgrounds often face internalised forms of exclusion, including low self-esteem, uncertainty about career prospects, or mistrust of institutions. By fostering supportive, participatory, and culturally sensitive learning environments, youth work helps overcome these barriers, enabling participants to engage with both employers and the broader community with confidence. Additionally, the validation of non-formal learning outcomes through tools such as competency portfolios and reflective documentation ensures that skills gained are visible, transferable, and recognised within formal education and labour market frameworks, further reinforcing participants' employability.

Beyond individual development, youth work within *Newcomers@Work* contributes to intercultural understanding and community cohesion. Participatory methods such as peer dialogue, storytelling, and creative expression encourage young people to reflect on cultural diversity, develop empathy, and build communication strategies appropriate for multicultural workplaces. These experiences are mutually enriching: while participants gain practical and social skills, employers and mentors benefit from increased awareness of inclusive practices, intercultural communication, and diversity management. In this way, youth work functions as both an integrative and transformative mechanism, shaping not only the trajectories of young people but also the cultures of the organisations and communities they engage with.

Ultimately, the *Newcomers@Work* approach underscores that employability is inseparable from social and emotional development. By combining the practical learning offered through workplace experiences with the reflective and empowering processes of youth work and non-formal education, the project fosters holistic inclusion. Participants emerge with both tangible competencies and the confidence to navigate professional environments, illustrating that meaningful labour market integration requires attention to both skills and agency. Through these integrated methodologies, *Newcomers@Work* exemplifies how youth work and non-formal learning can transform experiences of marginalisation into pathways of opportunity, reinforcing the principle that the empowerment of young migrants and refugees is essential not only for individual development but also for the enrichment of host societies and workplaces.

1.5. Employability, Skills Development, and Work-Based Learning

In contemporary youth programs, the connection between practical experience and employability has become a critical factor in ensuring that young people are prepared for the evolving demands of the labor market. The *Newcomers@Work* initiative places significant emphasis on equipping participants not only with theoretical knowledge but also with practical skills that directly translate into workplace competence. Employability extends beyond mere job readiness; it encompasses the ability to adapt to diverse work environments, demonstrate professional behavior, and continuously develop personal and technical skills. By embedding these principles into the program, participants gain a well-rounded understanding of what employers expect, which enhances their confidence and positions them as competitive candidates in their respective fields.

Skills development within *Newcomers@Work* is approached as a dynamic and iterative process. It recognizes that young people come with varied educational backgrounds, experiences, and personal strengths. The program therefore tailors opportunities that allow participants to acquire both hard skills—such as digital literacy, project management, and sector-specific technical abilities—and soft skills, including communication, teamwork, problem-solving, and emotional intelligence. These competencies are critical because they not only improve immediate employability but also foster lifelong learning, ensuring that participants can navigate career transitions and embrace future opportunities with resilience. By combining structured workshops, mentorship, and interactive exercises, the program ensures that skill acquisition is active and experiential rather than purely theoretical, promoting deeper learning and retention.

A core component of the program is work-based learning, which bridges the gap between formal education and real-world employment. Through internships, apprenticeships, job shadowing, and project-based assignments, participants engage directly with professional environments, gaining firsthand insight into workplace culture, expectations, and workflows. This exposure allows them to apply newly acquired skills in meaningful contexts, reinforcing their learning while simultaneously building a tangible portfolio of experience that enhances employability. Furthermore, work-based learning fosters networking opportunities, enabling participants to form professional connections that can support career advancement. The iterative feedback received during these placements also encourages self-reflection, adaptability, and continuous improvement, which are essential traits for success in a rapidly changing job market.

Ultimately, the integration of employability, skills development, and work-based learning within *Newcomers@Work* is designed to create a holistic framework that empowers young people to transition smoothly from education to employment. By focusing on practical competencies, professional behavior, and experiential learning, the program ensures that participants are not only capable of entering the workforce but are also equipped to thrive and contribute meaningfully. This approach reinforces the broader objective of the initiative: fostering independence, self-confidence, and sustainable career growth among young people, particularly those facing barriers to employment.

1.6. Mentoring as a Tool for Integration and Empowerment

Mentoring has emerged as one of the most effective strategies for supporting young people in their personal, educational, and professional development. Within the framework of *Newcomers@Work*, mentoring is not merely a supplementary activity; it functions as a central mechanism for fostering integration, empowerment, and long-term success. The concept of mentoring extends beyond providing guidance; it involves building a sustained, trust-based relationship in which experienced mentors offer knowledge, encouragement, and practical advice while helping participants navigate complex social and professional landscapes. For young people—particularly those from diverse cultural or socio-economic backgrounds—mentoring provides a structured yet flexible support system that facilitates smoother adaptation to new environments and strengthens their sense of belonging.

One of the key functions of mentoring is promoting social and cultural integration. Many participants in youth programs face the dual challenge of adjusting to unfamiliar social contexts while simultaneously pursuing educational or career goals. Mentors act as cultural interpreters and role models, demonstrating how to navigate social norms, workplace

expectations, and community structures. Through regular interaction, mentees learn effective communication, conflict resolution, and collaboration skills, which not only enhance their employability but also foster broader social inclusion. Mentors provide a safe space for reflection, allowing participants to discuss personal experiences, concerns, and aspirations without fear of judgment, thereby supporting emotional resilience and self-confidence.

Empowerment is another critical outcome of mentoring. By offering guidance, constructive feedback, and encouragement, mentors help participants recognize their own potential, set achievable goals, and develop a sense of agency over their personal and professional trajectories. This empowerment is particularly valuable for young people facing barriers such as limited social networks, gaps in education, or uncertainty about career pathways. Mentors assist mentees in identifying opportunities for skill development, work placements, and professional networking, thereby transforming abstract ambitions into tangible outcomes. The ongoing mentor-mentee relationship nurtures persistence, problem-solving, and adaptive thinking, equipping participants with the tools to overcome obstacles and seize opportunities with confidence.

Moreover, mentoring contributes to a reciprocal learning process, benefiting both mentors and mentees. Mentors gain insights into the challenges faced by young people in contemporary social and labor contexts, which can inform their professional practice and strengthen their leadership capabilities. Simultaneously, mentees benefit from the mentors' experience, perspectives, and encouragement, which accelerates learning and personal growth. Within *Newcomers@Work*, mentoring is carefully structured to align with program objectives, ensuring that each relationship is purposeful, supportive, and outcome-driven while remaining adaptable to individual needs.

Mentoring within *Newcomers@Work* functions as a multifaceted tool that promotes integration, empowers participants, and cultivates enduring skills and confidence. By fostering meaningful, supportive relationships, the program ensures that young people are not only better prepared to navigate educational and professional environments but are also equipped to engage actively in society. Mentoring reinforces the program's broader goal of holistic youth development, combining social, emotional, and professional growth to create resilient, capable, and self-assured individuals ready to contribute meaningfully to their communities and workplaces.

1.7. The Role of Employers and Inclusive Workplaces

Employers play a pivotal role in shaping the experiences of young people as they transition into the workforce, particularly within programs designed to support newcomers, marginalized groups, or youth at risk of social exclusion. The creation of inclusive workplaces is not merely a matter of compliance with regulations or corporate social responsibility; it represents a strategic approach that enhances organizational performance while fostering equity, engagement, and innovation. Within the context of *Newcomers@Work*, employers are not passive participants but active partners who facilitate meaningful employment opportunities, skill acquisition, and professional integration. Their commitment to inclusion and diversity directly influences how effectively young participants can navigate the labor market, develop competencies, and build professional confidence.

Inclusive workplaces offer more than just access to jobs; they provide environments where diversity is recognized, valued, and leveraged as a strength. Employers in such settings implement policies and practices that actively reduce barriers to participation, including mentorship programs, flexible working arrangements, anti-discrimination measures, and opportunities for continuous learning. By fostering a culture of respect and collaboration, inclusive workplaces enable young people to engage fully, contribute their unique perspectives, and develop the social and professional skills required for long-term career success. This approach benefits not only individual employees but also organizations, as research consistently shows that diverse and inclusive teams drive creativity, problem-solving, and overall organizational resilience.

In addition to structural policies, the attitude and engagement of employers are crucial for successful integration. Managers and supervisors who provide clear guidance, constructive feedback, and supportive leadership help young participants translate training and theoretical knowledge into practical skills. Employers who actively participate in onboarding, mentorship, and ongoing development programs can accelerate learning curves, enhance confidence, and reinforce the relevance of professional standards and workplace expectations. Within *Newcomers@Work*, employers are encouraged to take a proactive role in understanding the backgrounds, aspirations, and potential challenges of program participants, thereby creating a more personalized and effective approach to workplace inclusion.

Moreover, employers act as bridges between educational programs and real-world labor markets. By collaborating closely with youth-focused initiatives, companies help shape curricula, identify skill gaps, and provide work-based learning opportunities that reflect current industry demands. This collaboration ensures that young participants gain

experience that is not only practical but also aligned with evolving employment trends, enhancing employability and long-term career prospects. Inclusive workplaces thus serve as both learning environments and platforms for empowerment, equipping young people with the tools, networks, and confidence necessary to succeed in competitive professional landscapes.

The role of employers extends beyond hiring and supervising employees; it encompasses shaping the social and professional ecosystems in which young people grow. Employers who embrace inclusivity and actively participate in programs like *Newcomers@Work* contribute to sustainable workforce development, social cohesion, and the empowerment of future generations. By promoting fair access, providing meaningful guidance, and nurturing a culture of respect and diversity, employers transform workplaces into spaces of opportunity, growth, and mutual benefit, ensuring that the transition from education or training into employment is not only possible but productive and empowering for all participants.

1.8. Policy Context and European Alignment

The effectiveness of initiatives such as *Newcomers@Work* is deeply influenced by the broader policy context in which they operate. Policies at national, regional, and European levels provide the frameworks, resources, and strategic guidance that shape the design, implementation, and evaluation of programs aimed at supporting young people's employability, social integration, and professional development. Understanding this policy landscape is critical, as it ensures that interventions are aligned with legislative requirements, social priorities, and best practices, enhancing both legitimacy and impact. Within Europe, there is a strong emphasis on inclusive growth, youth empowerment, and the integration of newcomers into labor markets, reflecting a commitment to social cohesion and economic sustainability.

European Union policies, directives, and funding mechanisms have established a coherent agenda for promoting youth employment, lifelong learning, and workplace inclusion. Programs such as the European Social Fund (ESF), Erasmus+ for vocational training, and the Youth Guarantee initiative exemplify efforts to ensure that young people, particularly those facing disadvantage or marginalization, have access to quality education, skills development, and employment opportunities. These instruments encourage Member States to adopt policies that reduce youth unemployment, foster professional mobility, and integrate newcomers and vulnerable groups into local economies. Alignment with these initiatives ensures that projects like *Newcomers@Work* are not operating in isolation but

are part of a larger, coordinated European strategy that maximizes both resources and outcomes.

At the national level, policies supporting vocational education, apprenticeships, and work-based learning complement European directives by addressing country-specific labor market needs. Governments establish regulations that protect workers, promote equal opportunities, and incentivize inclusive practices among employers. For instance, frameworks promoting diversity in recruitment, anti-discrimination legislation, and recognition of foreign qualifications create a supportive environment for young participants in programs designed to bridge education and employment. By situating *Newcomers@Work* within this multi-level policy ecosystem, the program benefits from synergies between EU strategies and national priorities, ensuring that participants gain skills and experiences that are relevant, transferable, and recognized across borders.

Furthermore, alignment with European policies facilitates knowledge exchange, cross-border collaboration, and the sharing of best practices. Initiatives that adhere to EU frameworks can leverage international networks, access funding opportunities, and benchmark outcomes against wider European standards. This connectivity enhances program credibility, encourages innovation, and allows for the adaptation of successful strategies from other regions, contributing to continuous improvement and greater impact. For young participants, this policy alignment translates into more structured pathways, clearer labor market signals, and greater assurance that their skills and qualifications will be valued beyond local contexts.

The policy context and European alignment serve as foundational pillars for programs like *Newcomers@Work*. They provide the legislative, strategic, and financial scaffolding necessary to implement effective interventions, while also promoting harmonization across regions and Member States. By embedding initiatives within this broader framework, programs can ensure compliance, foster inclusivity, and enhance employability outcomes, ultimately empowering young people to navigate complex labor markets with confidence and resilience. European alignment thus not only legitimizes and strengthens program implementation but also amplifies the potential for sustainable social and economic impact across the continent.

1.9. Conclusion

The analysis presented throughout this chapter underscores the multifaceted nature of programs designed to support young people in navigating the transition from education to employment, with a particular focus on newcomers, disadvantaged youth, and those at

risk of marginalization. Initiatives such as *Newcomers@Work* operate at the intersection of employability, skills development, social inclusion, and mentorship, demonstrating that effective youth support requires a holistic approach that addresses both professional competencies and personal empowerment. By integrating educational frameworks, workplace experiences, mentoring, and policy alignment, these programs create pathways that are responsive to the needs of young participants while simultaneously addressing broader labor market demands.

One of the key insights from this discussion is the centrality of employability and skills development in shaping future opportunities for young people. Work-based learning, practical experience, and mentorship not only equip participants with technical competencies but also nurture soft skills such as communication, teamwork, problem-solving, and adaptability—qualities increasingly valued in contemporary labor markets. Moreover, embedding these approaches within inclusive workplaces ensures that participants gain exposure to diverse professional environments, fostering resilience, confidence, and a sense of belonging. These elements contribute to a positive cycle, where individual development aligns with societal and economic objectives, promoting social cohesion and sustainable growth.

The role of employers, mentors, and supportive networks emerges as equally crucial. Employers who embrace inclusivity, actively facilitate skill development, and provide constructive guidance create environments where young people can thrive. Mentoring complements formal training by offering personalized support, guidance, and motivation, enabling participants to navigate challenges, build professional identities, and envision long-term career trajectories. When combined with structured policies and European-level alignment, these interventions gain legitimacy, scalability, and adaptability, ensuring that successful strategies can be replicated or adapted in different contexts across countries and regions.

Furthermore, the policy context underscores the importance of embedding programs within wider strategic frameworks, such as the European Social Fund, Youth Guarantee, and national vocational education initiatives. This alignment ensures that interventions are not isolated efforts but contribute to a coordinated European vision of inclusive growth, youth empowerment, and labor market integration. By aligning program objectives with legislative and policy priorities, stakeholders can access resources, foster collaboration, and benchmark outcomes, thereby enhancing both program effectiveness and sustainability.

In sum, the conclusions drawn from this chapter highlight the necessity of a comprehensive, multi-layered approach to youth employability and integration. Programs

like *Newcomers@Work* exemplify how a combination of skills development, mentorship, inclusive workplaces, and policy alignment can generate tangible outcomes for young people while addressing structural labor market challenges. Ultimately, these initiatives not only enhance individual employability but also strengthen social cohesion, economic participation, and cross-cultural understanding, paving the way for a more equitable and resilient society.

Chapter 2: Methodologies And Tools

The Newcomers@work project is a massive, incredibly complex and ambitious undertaking. It consists of five work packages, three of which are direct actions by partners to facilitate migrants' integration into national labour markets. Each of these WPs could constitute a standalone project. Thanks to this extensive work and complex approach, we managed to create a comprehensive tool for working with migrants. The project's beneficiaries are primarily young migrants, especially NEETs, but also lecturers, teachers, trainers, youth workers, entrepreneurs, and HR staff.

Understandably, such a comprehensive project utilized a variety of methods, approaches, and techniques, each tailored to the specific topic addressed in subsequent work packages. The implementation guide aims to document the methodology, processes, and lessons learned from the Newcomers@Work project, providing a comprehensive framework for future application by youth institutions and relevant stakeholders across Europe. This chapter is theoretical in nature, providing a record of how the project activities were conducted and what we aimed to achieve. It will also be invaluable for the project's beneficiaries, particularly those using the tools we developed. The second chapter guides the reader through the project's development phases and highlights replicable solutions, strategies, and ideas that can support the integration of NEET migrants into the labor market. Below we present an overview of the most important activities undertaken during the project, along with a brief description, their goals and effects.

2.1 Structure and Major Activities

2.1.1. Activity 1, Module 2

Therefore, getting down to specifics, the first important project activity (Activity 1 of Work Package 2 – Curriculum) was to examine the needs of migrants who are neither in education nor professionally active. It's difficult to develop tools or workshops without understanding the real needs, problems, and specific circumstances of the target audience. It's also important to remember that the project is international (partners come from six European countries: Poland, Romania, Greece, Luxembourg, Portugal, and Italy), so understanding the situation of young migrants also requires

understanding the specifics of each country, its economic situation, and employers' attitudes toward foreigners.

To understand the real and current needs of NEET migrants and the challenges they face in finding stable employment, detailed research was conducted at the local level. This analysis resulted in one general report and six national reports.

Although the work was conducted simultaneously in six countries, the analysis of the situation of young migrants in the labour market was conducted identically in each. Three research

Source: https://newcomersatwork.eu/resources/

methods were used to collect and process the necessary data, allowing for the achievement of the most comprehensive and objective results. These were:

- Desk research

- Individual In-depth Interviews (IDI) with young migrant

- Focus Group Interviews (FGI) with youth workers

These methods constitute the foundation of sociological research. The first one, desk research, involves the collection, analysis, and interpretation of existing information previously collected and processed by other entities or for other research purposes. Typically, as was the case in the Newcomers@work project, this method is used at the initial stages of research to assess the current state of knowledge and identify research gaps. It also provides a foundation for further quantitative or qualitative analyses.

The undoubted advantages of this working method include:

- ✓ Low costs - does not require collecting data from scratch

- ✓ Quick access - a lot of data available immediately

- ✓ A wide range of information - national, international, industry data

Once statistical data, reports, scientific and government publications are collected, they must be verified and then selected (primarily for reliability and credibility, but also for currency and relevance). The next step is to analyse this preliminary material. This involves synthesizing the data and drawing conclusions that will guide further work.

Individual In-depth Interviews, on the other hand, are a method that allows for supplementing existing knowledge and verifying data obtained through other means (for example, desk research). These interviews involve a direct conversation between a researcher, also known as a moderator, and a single respondent. The interviews were a balance between responses to planned and pre-prepared questions and informal, spontaneous responses from both responders and moderators. In the case of the

Newcomers@work project, foreigners participating in the study shared their stories, highlighting the difficulties they face in their new country. Approximately 30 foreigners from various parts of the world participated in the study. Often, these were representatives of the nations that constitute the majority of migrants in a given country.

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What is also worth mentioning when discussing this part of the project is the efforts of each partner to establish the following:

- What is the scale of the problems with Youth/Migrant/NEETs labour market participation?

- What is known about the causes of Youth/Migrant/ NEETs unemployment/inactivity?

- What are the effective policies and programmes to tackle the problem?

- What are the skills required by employers from Youth / Migrant / NEETs?

- What are the good practices that can be used in our project?

2.1.2. Activity 2, Module 2

Activity 2 from the same module focused on practical activities. This is the core part of Work Package 2: developing a curriculum. Thanks to the actions from the first activity, we already knew the current situation of migrants, the labour market in the partner countries, what had been done to improve their integration, and what problems and challenges they themselves reported during individual interviews. Based on this, we were able to develop a series of workshops that, skilfully led by professionals such as trainers, youth workers, teachers, and lecturers, will significantly improve the situation of foreigners, not only in terms of finding a good job, but also in general in navigating the new cultural and linguistic reality.

This resulted in four valuable, thematically and methodologically diverse modules. They focus on content that was identified during the initial activity as most urgent and important for the well-being of the target group: migrants, especially NEETs. These are:

- The Needs of NEET

- Language and Digital Skills for Employment

- Soft/Life Skills for Employment

- Creating Synergies
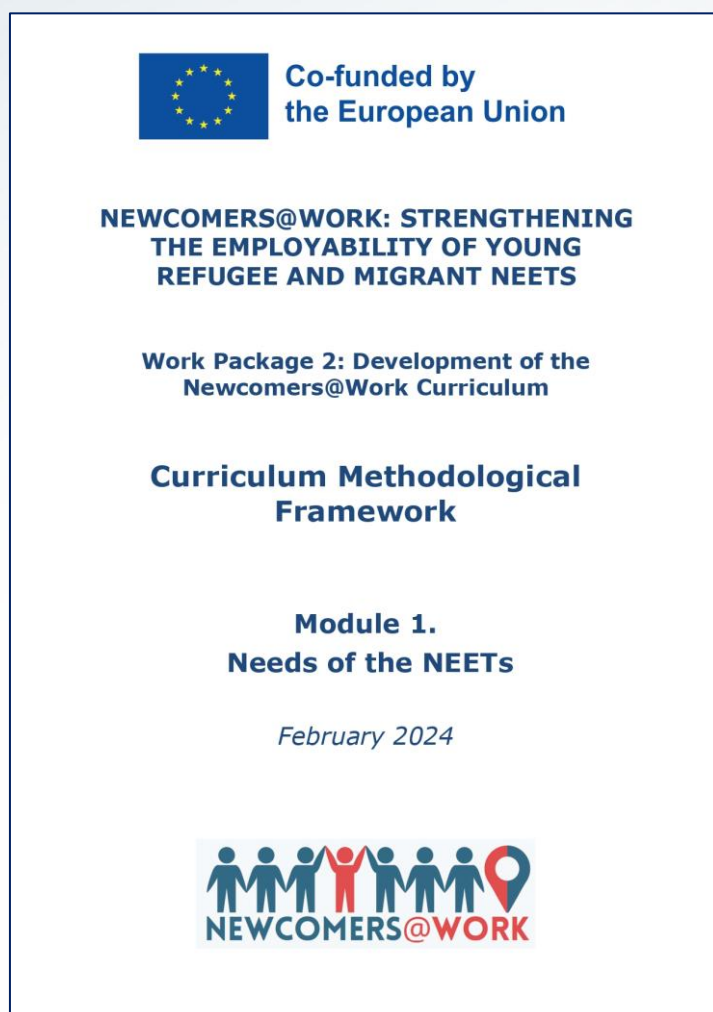
We designed 27 workshop frameworks that can be adapted and customized to the current needs of the participating group. These are general ideas for conducting workshops on a given topic, which the trainer can freely supplement with their own content. The purpose of the curriculum was to provide a guide for the trainer to follow.

When it comes to the objectives, specific content, how to use it, and the methods used in the Curriculum, you can read about all this in the unique supplement we have created for it, the Guide.

NEWCOMERS@WORK: STRENGTHENING THE EMPLOYABILITY OF YOUNG REFUGEE AND MIGRANT NEETS

Work Package 2: Development of *Newcomers@Work* Curriculum

Newcomers@Work Curriculum Guide

This comprehensive document will guide step by step anyone who would like to use the Curriculum. Importantly, with these two documents in front of you, you don't need to be a professional to run valuable workshops.

The methods, techniques, activities and ways of conducting classes used in the Curriculum are also described in detail in the Guide, so here we will only mention the most frequently used and most important ones from the point of view of the trainer's work:

- Discussion
- Brainstorming
- Eisenhower Matrix
- SWOT Analysis
- Presentation
- Video Materials
- Real-Life Role Plays
- Working with texts and other authentic materials
- Worksheets
- Going beyond the workshop room into the real world
- Online quizzes and tests using interactive apps, such as Kahoot or Quizziz
- Various so-called Icebreakers, activities aimed at breaking down barriers at the beginning of the workshop

Work package 3, in turn, focuses on a wide range of tools that may prove useful during various types of work with foreigners, mainly aimed at introducing them to the labour market.

2.1.3. Activity 1, Module 3

Activity 1 involved creating a database of good practices in two main areas: on-the-job training and mentoring. This allowed us to gather an extremely rich collection of already existing tools in one place. Importantly, all of them are free. This was intended to facilitate the work of educators, trainers, and anyone working with migrants. Seven topics were identified in each of these areas, which were then further subdivided into more specific topics.

On-the-Job Training

On-the-job training is a hands-on method where employees learn the skills and tasks required for their job by performing them under the guidance of a supervisor or experienced colleague. This approach allows individuals to gain practical experience and improve their job performance directly in the work environment.

NEWCOMERS@WORK project has collected the following free best tools under the following themes:

- Crafting Performance Criteria.
- Assessing Technical Skills.
- Training Design and Implementation.
- Inclusive Practices and Effective Training Strategies.
- Supporting Refugee and Migrant Employment.
- Enhancing Workplace Integration.
- Educator Development.

Open

Workplace Mentoring

Mentoring in the workplace is a developmental partnership in which a senior employee helps a junior colleague by sharing knowledge, offering feedback, and acting as a role model. This long-term, personalized guidance focuses on personal and professional growth, going beyond just job-related skills.

NEWCOMERS@WORK project has collected the following free best tools under the following themes:

- Building Essential Mentoring Skills.
- Advancing Diversity and Inclusion.
- Enhancing Work-Life Balance.
- Mentoring for Learning, Business.
- Inclusivity, Trust, and Technology.
- Embracing Diversity.
- Effective Mentorship and Bias Awareness.

Open

Source: https://www.newcomersatworktoolbox.eu/good-practices-in-eu/

Source: https://www.newcomersatworktoolbox.eu/good-practices-in-eu/

So, what can you find here? Primarily, all sorts of platforms, websites, and applications related to the topics discussed. This is a source of practical knowledge, almost ready to use. Furthermore, each tool comes with a short note that describes the topic and the tool itself, as well as possible applications. We haven't forgotten about the theoretical underpinnings either. Various publications, articles, monographs, etc., can be found here, allowing interested people to expand their knowledge with quality and verified information. You'll also find links to government and international programs that can benefit both migrants and those involved in their work.

2.1.4. Activity 2, Module 3

Activity 2 involved the independent development of tools by the project partners. The main goal was to create tools that youth workers could use to engage local communities, and

employers in particular, to ensure high-quality employment opportunities. We once again focused on on-the-job training and mentoring to best prepare employers and co-employees for working in an international environment, avoiding any potential awkward or difficult situations and streamlining the process of acclimating foreigners to their local workplaces.

For on-the-job training, seven thematic areas have been identified, each provided with two tools. Each is described in detail: what is its purpose? What outcomes should it deliver? How should it be used?

On-the-Job Training Theories	Acquiring & Assessing Technical Skills	Crafting Performance Criteria	Cultivating a Culture of Compliance
Enter	Enter	Enter	Enter

Code of conduct	Goal Setting and Accountability	Crafting Effective Job Descriptions	
Enter	Enter	Enter	

Source: https://www.newcomersatworktoolbox.eu/on-the-job-training/

Area	Topic	Tool
On-the-job training	Theories	Planning and organizing
		Motivation
	Acquiring & Assessing Technical Skills	Acquiring Technical Skills
		Assessing Digital Skills
	Crafting Performance Criteria	SMART Performance Criteria Tool
		Crafting Performance Criteria
	Cultivating a Culture of Compliance	Universal Workplace Safety Compliance Training
		Green Compliance: Sustainable Practices for a Better Workplace
	Code of Conduct	Introduction, Ethical Principles, and Behavioural Expectations

		Legal Compliance, Conflict Resolution and Practical Applications
	Goal Setting and Accountability	Goals Setting and Accountability
		Time Management and Prioritization
	Crafting Effective Job Descriptions	Job design and job / role analysis
		Job descriptions

The situation is similar to mentoring. Seven thematic areas were also selected, and two tools were created for each and described in detail.

Workplace Personality Dynamics

Enter

Workplace Rights and Responsibilities

Enter

Mitigating Unconscious Bias

Enter

Gender Equity and Inclusion

Enter

Work-Life Balance and Wellness

Enter

Mentorship Traits

Enter

Workplace Cultural Integration and Flexibility

Enter

Source: https://www.newcomersatworktoolbox.eu/workplace-mentoring/

Area	Topic	Tool
Workplace Mentoring	Workplace Personality Dynamics	Characteristics and Importance
		Strategies for Engaging with Workplace Personality Dynamics Effectively
	Workplace Rights and Responsibilities	Rights and Responsibilities
		Emphasizing Work Responsibilities
	Mitigating Unconscious Bias	The Nature of Unconscious Bias
		Unveiling Unconscious Bias in the Workplace

Gender Equity and Inclusion	Understanding Gender Equality
	Implementing Gender Equality Practices
Work-Life Balance and Wellness	How to achieve work-life balance?
	Coaching for mental well-being
Mentorship Traits	Mentorship Traits Assessment
	Mentorship Action Plan
Workplace Cultural Integration & Flexibility	Ways and ideas how to get to know each other better
	Ways and ideas how to work better in multicultural environment

2.1.5. Activity 3, Module 3

Activity 3 focuses on practical implementation activities for foreigners in the domestic labor market. The project's central premise was the creation of 50 migrant-employer pairs for each project partner. This approach brings mutual benefits: employers can benefit from a range of training sessions conducted by qualified trainers and introduce national diversity into their businesses, while foreigners, in turn, have the opportunity to undertake short internships that have a high chance of leading to full-term employment. The partners in this activity were responsible for overseeing the entire process. An Action Plan was developed for this purpose. In this plan, partners completed information on the actions taken, both in terms of on-the-job training and mentoring. Continuous monitoring of actions taken and appropriate responses to the emerging situation is also crucial.

Table of Content
General Information
Action Plan
   Action 1: Initial Setup and Orientation
   Action 2: Skill Training Sessions
   Action 3: Workplace Mentoring Encounters
   Action 4: Monitoring
Project manager's notes
Activities Log

Action 4: Monitoring	
Regular Check In: Provide feedback, address challenges, and adjust goals	
what	
How	
Who	
Final Feedback: Conclude the training with a summary of achievements and recommendations	
what	
How	
Who	

Source: Materials prepared by project partners of Newcomers@Work

2.1.6. Activity 4, Module 3

Activity 4 served to test the collected and developed training and mentoring tools in practice. For this purpose, two sessions were organized with youth workers, trainers, educators, and teachers. The first focused on on-the-job training, the second on mentoring. Each session was conducted in a similar manner and consisted of two parts:

1. presentation of tools developed by project partners for a given issue and brainstorming on how to conduct workshops for employers,

2. a focus group on their daily work with migrants, observations, comments and suggestions for further work.

This allowed us to gather extremely valuable information from people who work with migrants every day and are intimately familiar with their situations and daily problems. They understand the challenges they face and the difficulties that life in a foreign country brings. It also provided us with insights into what young migrants truly need to better integrate into the domestic labour market.

2.1.7. Activity 5, Module 3

In Activity 5, partners organized workshops for employers, HR managers, youth workers, and mentors. The goal was to equip them with materials, tips, and practical advice on how to work in a multinational environment and with people with a background in migration. During the workshops, participants gained:

• knowledge of how to recognize and utilize migrants' skills at work

• support for the integration process

• knowledge and specific, ready-made tools for use in your own work environments

These workshops were not just about providing information; they also aimed to foster a change in mindset and create an environment conducive to successful integration.

2.2. Summary of Actions Taken

The table below summarizes all the activities the partners performed to implement the Newcomers@work project. This fully illustrates the project's complexity.

Work Package 2	Activity 1	6 national reports
		1 common report
		3 research methods:
		• Desk research

		• Individual In-depth Interviews (IDI) with young migrant • Focus Group Interviews (FGI) with youth workers
	Activity 2	Curriculum (4 topics, 27 workshops)
		Curriculum Guide
Work Package 3	Activity 1	Good practices regarding 7 topics in the area of on-the-job training
		Good practices regarding 7 topics in the area of mentoring
	Activity 2	14 tools regarding on-the-job training
		14 tools regarding mentoring
	Activity 3	350 migrant-employer pairs
		Action Plan
	Activity 4	Meeting with youth workers, trainers and teachers: • On-the-job training toolkit presentation and brainstorming on how to run workshops • Focus group on daily work with migrants
		Meeting with youth workers, trainers and teachers: • Mentoring toolkit presentation and brainstorming on how to run workshops • Focus group on daily work with migrants
	Activity 5	Workshops for employers, HR managers, youth workers and mentors

CHAPTER 3: CASE STUDIES AND GOOD PRACTICES

3.1 Description of the Piloting Phase

Before fully implementing a new curriculum, it is essential to test its feasibility, relevance, and effectiveness in real-world settings. Piloting allows curriculum developers and practitioners to gather empirical data, identify strengths and areas for improvement, and ensure that the materials meet the needs of both facilitators and end-users. For the Newcomers@Work project, a structured piloting process was carried out across multiple countries and organizations, involving both internal peer review and external field testing. This approach provided comprehensive feedback, informed curriculum refinement, and supported the development of a practical, evidence-based resource for youth workers and NEET migrants. The following sections outline the partnership, curriculum structure, and the multi-level piloting approach undertaken in this project.

3.1.1 Multi-level Piloting Approach

To ensure the curriculum's effectiveness and relevance, the consortium used a multi-level piloting process that combined internal review with real-world field testing.

Internal Peer Review:

Each module underwent a thorough peer review by two partner organizations not involved in its initial development. This step focused on:

- Assessing the clarity, accuracy, and completeness of content.

- Identifying areas for enrichment, such as adding bibliographic references or clarifying terminology.

- Checking for consistency, language quality, and practical usability.

Feedback was constructive and detailed. Most modules were rated as ready for use, with only minor improvements suggested—such as refining examples, correcting language, or expanding certain sections. This peer review phase ensured the curriculum met a high standard before external testing.

External Field Testing:

Following internal review, selected workshops from each module were piloted with two key groups:

- Youth workers and trainers: The primary facilitators who would use the curriculum in their practice.

- Young migrants, especially NEETs: The ultimate beneficiaries of the workshops.

Workshops were delivered in real settings across the partner countries. Participants provided feedback on:

- The relevance and clarity of the materials.

- The practicality and engagement level of activities.

- Suggestions for improvement and adaptation to local contexts.

Feedback Integration and Finalization:

All feedback from both internal and external piloting was systematically collected and reviewed. Module authors were required to address each comment—either by making the suggested changes or, if not, providing a clear rationale. This transparent process ensured that only well-justified content remained unchanged.

As a result, the curriculum has been thoroughly tested, refined to meet the needs of both facilitators and NEET migrants, and is ready for implementation and adaptation in diverse European contexts.

3.2 Real World Examples

Before presenting the concrete examples and best practices identified during the piloting and implementation of the Newcomers@Work Curriculum, it is important to illustrate how these findings translate into real-world impact. The following section highlights practical approaches, successful initiatives, and case studies from across the partner countries. These examples demonstrate not only what works in supporting NEET migrants, but also provide actionable insights and inspiration for leaders, decision makers, and practitioners seeking to replicate or adapt these methods in their own contexts.

3.2.1 Best Practices by Country

To illustrate the diversity and effectiveness of approaches piloted within the Newcomers@Work project, each country partner identified a standout best practice or initiative that directly addressed the needs of NEET migrants. The table below presents these selected examples, highlighting their main features and observed outcomes during implementation.

Country	Best Practice / Initiative	Key Features	Outcomes / Impact
Greece	**HELIOS**	Language training, integration activities, employability support for refugees and migrants	Increased job readiness and integration
Italy	**Insieme si può**	Employer partnerships, tailored training, local integration initiatives	Enhanced local integration and job access
Luxembourg	**Let'z Work!, Connections (ASTI)**	Work placements, mentoring, employer engagement, skills assessment	High placement rates, improved employability skills
Poland	**Exchange House, EMIC resources**	Youth-driven, multilingual support, Eurodesk network, lesson scenarios, school integration models	Improved community integration and awareness
Portugal	**Youth Guarantee, Ativ@-te!**	Integrated employment support, digital and soft skills focus, tailored workshops for NEETs	Improved engagement and employability of NEETs
Romania	**SEPAL**	WISE model, apprenticeships, tailored support, focus on vulnerable NEETs	Over 400 NEETs supported into work/training

Together, these examples showcase the value of tailored interventions, strong partnerships, and hands-on support in improving NEET migrants' employability and integration. The following case studies provide a closer look at how these initiatives were implemented and what can be learned for future practice.

3.2.2 Case Study Boxes

The following case study boxes present a selection of approaches used to support NEET migrants across different partner countries. Each example addresses specific local

challenges through innovative and context-sensitive solutions. While these cases do not represent all best practices identified during the project, they have been chosen to highlight a variety of strategies and outcomes. Together, they illustrate both the diversity of contexts and the recurring themes—such as tailored support, strong partnerships, and practical skill-building—that underpin successful interventions for NEET migrants.

Exchange House, EMIC resources - Poland

Background:
Exchange House supports migrant integration through Centres for the Integration of Foreigners, providing EU-funded services focused on NEET migrants.

Approach:
Combines Polish language courses, legal aid, job search assistance, and community activities in one-stop centres to lower access barriers.

Challenges:
Recognition of qualifications, cultural adaptation, and digital skills gaps remain hurdles.

Results:
Improved language skills, better system navigation, higher participation in vocational training, and increased social inclusion.

Key Lessons Learned:
Integrated, multi-service centres enhance access and outcomes; local cooperation with employers is crucial.

Youth Guarantee, Ativ@-te! - Portugal

Background:
Youth Guarantee offers NEETs prompt job, training, or education opportunities; Ativ@-te! focuses on digital and soft skills development.

Approach:
Personalized career counseling, digital literacy workshops, and employer collaborations for internships and training.

Challenges:
Varied education levels, digital divide, low motivation, and limited experience challenge engagement.

Results:
Increased digital skills, job readiness, and successful internship and employment placements.

Key Lessons Learned:
Tailored multi-skill support and sustained mentorship improve NEETs' employability; employer partnerships are key.

HELIOS - Greece

Background:
HELIOS is a national programme supporting the integration of refugees and migrants in Greece, with a strong focus on employability.

Approach:
The initiative provides tailored Greek language courses, job readiness training, and integration activities. Workshops are designed to address both linguistic barriers and soft skills required for the local labour market.

Challenges:
Participants often faced initial motivation issues and uncertainty about long-term prospects. Some struggled with digital skills and adapting to new learning environments.

Results:
Participants reported improved language proficiency, greater confidence in job-seeking, and increased awareness of employment opportunities. Several secured internships or entry-level positions.

Key Lessons Learned:
Combining language training with employability workshops accelerates integration.

Ongoing support and mentoring are crucial for sustained engagement.

Insieme si può - Italy

Background:
"Insieme si può" is a local initiative aimed at supporting NEET migrants in Italy through integration and employability programmes.

Challenge:
Migrants often encounter multiple barriers to employment, such as limited professional networks, unfamiliarity with local labour market, and a lack of training.

Approach:
The project partners with local employers to offer customized training and integration activities that help participants build both job-specific and soft skills.

Results:
Participants reported improved job readiness, enhanced workplace skills, and greater access to local employment opportunities, with several securing positions through project partnerships.

Key Lessons:
Strong employer engagement and contextualized training are essential for the successful integration and long-term employability of NEET migrants.

Future Generation - Luxembourg

Background:
Youth & Work supports young people facing unemployment, especially those without diplomas or work experience.

Challenge:
NEET migrants struggle with lack of experience, language barriers, and discouragement from repeated job rejections.

Approach:
Personalized coaching combined with six-week company projects and digital skills training.

Results:
Over 70% of participants find jobs, apprenticeships, or further education; increased confidence and skills reported.

Key Lessons:
Intensive coaching and real work experience boost employability; employer collaboration is essential.

SEPAL - Romania

Background:
SEPAL is a Work Integration Social Enterprise (WISE) model targeting vulnerable NEETs, including young migrants.

Approach:
The programme offers apprenticeships, individualized support, and practical skills training in partnership with local employers.

Challenges:
Barriers included low self-esteem among participants and limited recognition of prior qualifications.

Results:
Over 400 NEETs were supported, with many transitioning into employment or further training. Employers reported high satisfaction with the preparedness of SEPAL trainees.

Key Lessons Learned:
Close collaboration with employers ensures training matches market needs.

Individualized pathways increase the likelihood of successful integration.

These selected examples highlight a variety of effective approaches identified by project partners to address the challenges faced by NEET migrants. While not all initiatives were implemented directly by the partners, each case demonstrates strategies and outcomes relevant to the project's goals. By outlining the challenges, methods, and results, we aim to offer practical insights and inspiration for those working to enhance support for NEET migrants

3.2.3 Cross-Case Analysis: Common Themes and Lessons Learned

A review of the selected case studies reveals several recurring themes and insights that cut across different national and local contexts:

- **Tailored Support**: Effective initiatives offered individualized guidance—such as coaching, mentoring, or personalized training—which was particularly important for NEET migrants facing complex barriers.

- **Employer Engagement**: Close collaboration with employers, through work placements, apprenticeships, or co-designed training, consistently helped participants transition into the labour market and improve job readiness.

- **Combining Soft and Technical Skills**: Successful programmes integrated vocational or technical training with soft skills development, such as communication, teamwork, and confidence-building, which crucial for long-term employability.

- **Fostering Motivation and Self-Confidence**: Many initiatives found that building participants' self-esteem and motivation was as important as teaching practical skills, especially for those who had experienced setbacks.

- **Flexibility and Context Sensitivity:** Programmes that adapted to local labour market needs and participant backgrounds achieved more sustainable outcomes.

- **Ongoing Support**: Continued engagement—through follow-up sessions, peer support, or ongoing mentoring—helped participants maintain progress and adapt to new challenges after completing the programme.

These lessons highlight the value of holistic, adaptable, and partnership-based approaches in supporting NEET migrants. While local context is important, many of these principles can be transferred and tailored to a variety of settings.

3.3 Insights from National Reports

Building on the practical examples and analysis above, this section uses national report findings to give a broader view of NEET migrants' experiences across partner countries. The following subsections highlight shared challenges, key lessons, and recommendations for scaling effective support.

3.3.1 Cross-Country Challenges and Barriers

Across national contexts, NEET migrants face a complex array of barriers that hinder their integration into education, training, and the labour market. While the specific challenges vary by country and subgroup, several common obstacles consistently emerge:

- **Language Barriers**: Limited proficiency in the host country's language is a fundamental obstacle, affecting access to education, training, employment, and even basic services. Language difficulties can also contribute to social isolation and limit participation in community life.

- **Recognition of Qualifications and Skills**: Migrants frequently encounter challenges in having their educational and professional qualifications recognized. The process is often lengthy, costly, and bureaucratic, leading some to forgo formal recognition altogether. As a result, many skilled migrants experience "brain waste," working in jobs far below their qualifications.

- **Discrimination and Stereotypes**: Negative perceptions, discrimination, and stereotypes based on migration background, religion, or cultural differences can hinder access to opportunities and reinforce social exclusion. This is compounded by policies and practices that may not fully address the needs of NEET migrants.

- **Structural and Policy Barriers**: Housing policies, remote or poorly connected reception centres, and inadequate public transportation can physically isolate migrants from education and job opportunities. Additionally, complex administrative procedures—such as obtaining identity documents—can delay or block access to essential services and employment.

- **Work-Life Balance and Gendered Barriers**: Young migrant women, in particular, face additional challenges related to caregiving responsibilities, cultural expectations, and limited access to childcare, which can further restrict their participation in training or employment.

- **Lack of Awareness and Access to Support**: Ineffective communication about available programmes and services means that many migrants are unaware of the

support designed for them, further limiting their ability to benefit from existing policies.

- **Cultural Differences and Social Integration**: Adapting to new cultural norms and expectations can be daunting, and integration is often seen as a two-way process requiring adjustment from both migrants and host communities.

These interconnected barriers highlight the need for comprehensive, multi-dimensional policies that address the root causes of exclusion, rather than relying on short-term fixes.

3.3.2 Lessons Learned

Analysis of national reports highlights several key lessons about effective—and ineffective—approaches to supporting NEET migrants.

- **Tailored Support Matters**: Programmes that adapt to the specific needs, backgrounds, and goals of NEET migrants consistently achieve better results. One-size-fits-all solutions rarely address the complex challenges this group faces.

- **Early and Ongoing Language Training**: Early investment in host-country language skills is essential for integration into education, training, and employment. Continued language support, especially in workplace settings, further improves outcomes.

- **Employer Engagement is Critical**: Initiatives that involve employers—through internships, apprenticeships, or co-designed training—are more effective at connecting NEET migrants to the labour market. Employer participation also helps challenge stereotypes and foster inclusion.

- **Holistic Approaches Work Best**: Addressing employment, education, social integration, mental health, housing, and legal needs together leads to more sustainable outcomes. Integrated services reduce drop-out rates and improve long-term prospects.

- **Trust and Motivation are Essential**: Many NEET migrants have experienced setbacks and may be distrustful or demotivated. Programmes that focus on building trust, empowerment, and confidence are more likely to keep participants engaged.

- **Simplified Administration**: Reducing bureaucracy and making access to services easier encourages participation and helps NEET migrants benefit from available programmes.

- **Peer Support and Role Models**: Involving mentors or sharing success stories from similar backgrounds inspires and motivates NEET migrants, making success seem more attainable.

- **Flexibility and Responsiveness**: The needs of NEET migrants can change rapidly. Programmes that remain flexible and responsive are better equipped to support participants through transitions.

At the same time, the reports highlight pitfalls to avoid, such as fragmented services, lack of follow-up, and insufficient employer engagement. These lessons form a strong foundation for designing more effective interventions.

3.3.3 Recommendations for Implementation

Based on cross-country findings and lessons learned, the following recommendations are proposed for leaders, practitioners, and decision makers aiming to improve support for NEET migrants:

- **Start Integration Early**: Provide language training, skills assessments, and orientation from the outset—ideally upon arrival—to prevent long-term disengagement and educational setbacks.

- **Personalize Education and Support**: Assess each migrant's prior learning and tailor interventions to individual needs and backgrounds. Avoid one-size-fits-all solutions; invest in flexible curricula that support both academic and social integration.

- **Expand Peer Mentoring**: Develop peer-to-peer mentoring programmes, engaging migrants as both mentors and mentees. This approach fosters integration, empowerment, and social capital.

- **Engage Employers and Communities**: Build partnerships among schools, NGOs, local authorities, and employers to create pathways for work-based learning, apprenticeships, and volunteering. Encourage migrant-run businesses to offer opportunities for NEETs.

- **Support Educators and Staff**: Invest in professional development on diversity, intercultural competence, and migrant learner support. Ensure adequate staffing and resources in schools serving disadvantaged students.

- **Simplify Access**: Streamline administrative processes for recognizing qualifications and accessing services. Provide clear, multilingual information for migrants and their families.

- **Promote Multilingualism and Cultural Awareness**: Support the development of both host-country and home languages. Integrate intercultural education into curricula to foster mutual understanding.

- **Monitor and Share Good Practices**: Collect and analyze data on NEET migrant participation and outcomes. Facilitate knowledge exchange to refine and scale effective models.

Implementing these recommendations requires coordinated action at local, national, and European levels, as well as sustained investment in inclusive, evidence-based approaches.

3.3.4 Implications for Policy and Practice

The insights gathered from national reports and cross-country analysis highlight several key implications for policymakers, practitioners, and organisations seeking to adapt, replicate, or scale up effective approaches for NEET migrants:

- **Adopt Holistic, Flexible Frameworks**: Address employment, education, social integration, mental health, and empowerment together. Tailor models to local needs and changing migrant profiles.

- **Promote Cross-Sector Collaboration**: Coordinate efforts among education providers, employers, social services, and community organizations. Build partnerships to bridge service gaps and foster innovation.

- **Invest in Capacity Building**: Provide ongoing training for educators, case workers, and employers in intercultural competence, trauma-informed care, and inclusive pedagogy.

- **Ensure Sustainable Funding and Policy Support**: Secure stable funding and supportive policies at national and European levels. Prioritize inclusive education and integration in strategic planning.

- **Strengthen Data Collection and Evaluation**: Systematically monitor and evaluate programmes to inform evidence-based policy and practice. Share outcomes and lessons learned across regions.

- **Encourage Local Adaptation**: Adapt materials and methods to local realities, involving stakeholders and NEET migrants in the process to increase relevance and buy-in.

- **Foster Innovation and Knowledge Exchange**: Create platforms for sharing innovative practices and resources. Support European-level networks and peer learning initiatives for continuous improvement.

By integrating these implications into policy and practice, stakeholders can create more inclusive, effective, and sustainable pathways for NEET migrants—maximising the impact of the toolbox and curriculum across diverse contexts.

CHAPTER 4: RECOMMENDATIONS FOR ADAPTATION AND LOCALISATION

4.1 Introduction

Building upon the theoretical foundations and implementation insights presented in Chapter 3, which detailed the pedagogical framework, structure, and methodology underpinning the Newcomers@Work Curriculum, this chapter marks a strategic pivot towards practical application. While Chapter 3 explored how the project's modular curriculum was designed and piloted to address the evolving needs of NEETs across partner countries, Chapter 4 takes the next logical step: offering guidance on how this comprehensive model can be effectively adapted and localized across diverse socio-cultural, economic, and institutional contexts.

The successful integration of young migrant and refugee NEETs into the labour market hinges not only on the quality of educational materials and training delivery, but also on the ability of implementing actors to navigate local complexities. These include national legal frameworks, public service structures, language barriers, employer attitudes, and the unique profiles of migrant populations. A one-size-fits-all model is insufficient. Thus, this chapter aims to provide adaptable, evidence-informed strategies for replication that remain faithful to the project's overarching goals—empowerment, employability, and inclusion.

Throughout WP4, the implementation phase of the Newcomers@Work model across six countries revealed critical insights into what works, what needs to be contextualized, and what pitfalls to avoid. This real-world experience informs the recommendations provided herein. These recommendations are not prescriptive, but rather strategic prompts intended to support youth workers, project coordinators, local authorities, and other relevant stakeholders in tailoring the programme to their specific environments.

This chapter is structured as a practical guide. It begins by laying out the guiding principles for successful adaptation, emphasizing cultural relevance, alignment with local labour markets, stakeholder engagement, and sustainability. It then presents a step-by-step methodology for local implementation—starting from stakeholder mapping and needs assessment, moving through adaptation of core tools such as the Individual Action Plan and Digital Toolbox, and concluding with piloting, scaling, and sustainability planning.

Further, the chapter highlights tools developed during the project that support localization and provides recommendations for overcoming common implementation challenges observed during the piloting phase. These include issues such as limited employer engagement, language and literacy barriers, and participant retention. The final sections

provide strategic planning recommendations and a synthesized summary of key takeaways.

In essence, this chapter serves as a bridge between theory and action. It connects the modular, structured approach of the curriculum described in Chapter 3 with the dynamic, often unpredictable realities of implementation in the field. By following the structured recommendations outlined here, stakeholders can adapt the Newcomers@Work methodology with both flexibility and fidelity, ensuring its continued relevance and impact across new regions and contexts.

4.2 Guiding Principles for Adaption

This section is especially relevant for youth workers, project facilitators and local organisations who are looking to practically adapt the Newcomers@Work model to their specific realities.

In order to ensure the successful transfer and implementation of the Newcomers@Work model into diverse regional and national environments, it is necessary to establish a robust framework of guiding principles. These principles serve not as rigid rules but as foundational pillars upon which flexible, localized adaptation can be confidently built. They draw directly from the project's multi-country implementation experience and the iterative learning process embedded in WP4.

Localization is not merely about translation or surface-level adjustment; it demands a deeper re-contextualization of content, tools, and engagement strategies so that they resonate with local realities while maintaining the pedagogical integrity and inclusion-centered values of the original model. The following principles, elaborated below, represent the central tenets that should underpin any adaptation initiative:

1. Cultural Relevance

Cultural relevance means that training content, delivery formats, mentor-mentee interaction, and support mechanisms must be attuned to the social norms, beliefs, histories, and lived experiences of migrant NEETs in each specific local context.

For example, in some partner countries, participants may come from societies with hierarchical structures that shape how they engage with trainers or mentors. Recognizing and respecting such cultural dynamics—without reinforcing stereotypes—is crucial. Integrating culturally competent facilitators, visual materials representing migrant youth from different backgrounds, and localized examples into training increases engagement and relatability.

To operationalize cultural relevance:

- Conduct focus groups or informal interviews with target groups to identify culturally appropriate learning formats.

- Include real-life migration stories or testimonials in the training materials.

- Train mentors in intercultural communication and bias awareness.

- Make room for culturally sensitive practices in Action Plans (e.g., adjusting meeting times during religious holidays).

2. Labour Market Alignment

Adaptation must take into account the current and projected needs of the local labour market. This is particularly important because NEET migrants often face structural barriers to employment and are more likely to succeed when training is aligned with sectors that actively hire and offer entry-level roles.

Partners found success by linking skill-building modules to locally in-demand sectors. In Portugal, for example, modules were adapted to include content relevant to the tourism and hospitality industry, while in Poland, logistics and construction were emphasized.

Strategies to enhance alignment include:

- Collaborating with local employment agencies or chambers of commerce to map labour market trends.

- Updating workshop content to reflect job search platforms, CV styles, and interview practices specific to the country.

- Involving employers early in the adaptation process to validate and refine the relevance of proposed content

3. Flexibility of Tools and Approaches

Flexibility is not only desirable but necessary to ensure wide accessibility and ownership of the methodology. The modular design of the curriculum, combined with customizable Action Plans and a non-linear implementation timeline, makes it possible for implementers to adjust based on capacity, context, and participant feedback.

Flexible application allows for:

- Variability in duration and frequency of mentoring sessions.

- The ability to run modules independently or as part of a longer training cycle.

- Blended delivery (in-person + digital) where needed.

Partners emphasized that maintaining a core structure while being open to content or delivery adjustments ensured both fidelity to project goals and responsiveness to local needs.

4. Stakeholder Participation and Co-Creation

A recurring theme across all pilots was the importance of participatory planning and shared ownership. Engagement of stakeholders—particularly employers, local governments, community organizations, and the NEET youth themselves—was vital in shaping interventions that were seen as legitimate and sustainable.

- Genuine participation must go beyond consultation. It should involve:

- Including NEET migrants in focus groups, pilot reviews, and feedback sessions.

- Creating partnerships with migrant-led organizations for outreach and facilitation.

- Empowering youth to act as peer facilitators or assistant mentors.

- Engaging employers as co-designers of mentoring content based on real workplace scenarios

5. Institutional Integration and Sustainability

For any adapted approach to generate lasting impact, it must become part of institutional routines and budgets. This requires proactive planning from the outset to embed activities within existing systems, align with local policy frameworks, and secure multi-year funding.

Recommendations include:

- Position the programme within local employment or youth strategies.

- Build alliances with vocational training centers or job placement agencies.

- Present evidence from pilot evaluations to local authorities as justification for ongoing support.

- Identify potential sources of long-term funding (e.g., regional development funds, CSR grants).

6. Inclusion, Equity, and Accessibility

Any adaptation must proactively address barriers that migrant NEETs face due to socioeconomic status, legal status, disability, or discrimination. This is critical for ensuring that all participants can fully engage and benefit from the programme.

Measures to enhance inclusion include:

- Providing interpretation or translated materials.

- Adapting content for different literacy levels (e.g., using images, icons, audio).

- Offering child-care or transport support where needed.

- Training mentors to be sensitive to trauma or undocumented status

7. Feedback Driven Iteration

Adaptation should not be treated as a one-time task but as a continuous learning process. Partners stressed the importance of building in structured feedback loops from the start to refine content, delivery, and engagement methods.

To facilitate iteration:

- Use pre- and post-assessment tools to measure learning outcomes.

- Conduct regular debriefs with facilitators and participants.

- Update content dynamically based on participant feedback and local developments.

- Share adaptations across countries for peer learning.

8. Visibility and Local Ownership

Local adaptation benefits from visible, community-wide support. Making programme successes visible increases credibility, attracts partnerships, and inspires replication.

Tactics to increase visibility include:

- Local events or open days showcasing programme outcomes.

- Sharing participant stories through social media and local press.

- Recognition schemes for employers or mentors.

- Engaging municipal leaders in launch and graduation events

In conclusion, these eight guiding principles form the backbone of an adaptive strategy that balances fidelity to the Newcomers@Work model with the flexibility required to serve diverse migrant youth populations effectively. Whether working in a rural Italian town, a bustling Greek urban center, or a cross-border region in Romania, implementers can use these principles to navigate complexity with confidence. They provide both a compass and a foundation from which to design, deliver, and refine impactful employability support for young NEET migrants.

The next section will build on these principles by presenting a detailed step-by-step methodology for local implementation, including stakeholder engagement, contextual tool development, and capacity-building strategies that have been piloted and validated by the project partners.

4.3 Step-by-Step Guide to Local Implementation

This section outlines a structured approach for local adaptation, providing clear steps that can be used by both experienced project managers and those new to localisation.

Successfully localizing and implementing the Newcomers@Work methodology requires not just a vision, but also a structured yet adaptable process. Based on the lessons learned during WP4 implementation, this section outlines six practical and interconnected steps to help local actors plan, deliver, and refine their initiatives. Each step is supported by tested approaches, examples from partner countries, and embedded flexibility to respond to varied local realities.

Step 1: Stakeholder Mapping and Needs Assessment

Every successful adaptation begins with a deep understanding of the local context. This step involves identifying who is already working with NEETs and migrants, what resources exist, and where the gaps are.

Key actions:

- Map local stakeholders such as employment agencies, youth organizations, employers, training institutions, and migrant associations.

- Conduct interviews, focus groups, or surveys with NEETs to identify their needs, aspirations, and perceived barriers.

- Review national and local data on youth unemployment, skills shortages, and migration trends.

- Use visual stakeholder mapping tools to clarify roles, relationships, and influence levels.

Tips:

- Invite NEETs to act as community informants.

- Use participatory tools such as community walks or stakeholder "ecosystem" diagrams.

- Coordinate with municipal authorities to ensure alignment with local employment plans.

Step 2: Contextualizing the Action Plan Templates

2023

The Individual Action Plan is a central component of WP4 and must be adapted to reflect the resources, support systems, and employment pathways specific to the implementation location.

<u>Key actions:</u>

- Modify training schedules, goals, and content within the template to reflect available opportunities.
- Incorporate local job market dynamics by aligning skill-building sessions with in-demand roles.
- Assign named mentors and hosting organizations early in the planning phase.
- Clarify responsibilities (e.g., who supervises, monitors, and signs off on each activity?).

Example: In Romania, partners added a "Language Buddy" section to the Action Plan, pairing each NEET with a more fluent peer or volunteer for informal support.

<u>Tips:</u>

- Use plain language and visuals.
- Ensure clarity on time commitments for mentors and mentees.
- Build in flexibility for unexpected changes (e.g., changes in employment).

Step 3: Customizing the Digital Toolbox

The Toolbox is both a content library and a delivery engine. Its usefulness lies in how well it is curated and contextualized.

<u>Key actions:</u>

- Select mentoring tools most relevant to the local employment sectors.
- Translate, annotate, or rephrase content to suit different literacy levels.
- Insert real-life success stories or case studies from your own community.
- Adapt topics to reflect specific cultural sensitivities or community dynamics.

Example: In Italy, trainers added a local case study about gender bias in hospitality and used it to lead mentoring sessions on inclusive hiring practices.

<u>Tips:</u>

- Use videos and audio versions of tools for low-literacy learners.

- Encourage mentors to co-create adaptations based on their workplace experiences.
- Test new tools with a small group before full rollout.

Step 4: Capacity Building for Implementers

A localized programme is only as strong as the people delivering it. This step ensures that youth workers, trainers, and mentors are equipped to act with competence, confidence, and cultural sensitivity.

Key actions:

- Host a Training of Trainers (ToT) workshop based on project materials.
- Include modules on trauma-informed care, anti-discrimination, and mediation techniques.
- Encourage peer learning and mentoring between experienced and new trainers.
- Build communities of practice that meet monthly to troubleshoot, share, and reflect.

Example: In Greece, youth workers created a WhatsApp group to support each other informally during mentoring rollouts.

Tips:

- Provide certificates or recognition for trainers and mentors.
- Invite external speakers (e.g., former NEETs, employers, psychologists) to broaden learning.
- Use simulations and role-play to practice difficult conversations.

Step 5: Piloting and Feedback Loops

Piloting is not just a test—it is a chance to learn, reflect, and iterate. A strong pilot builds momentum and creates a foundation for broader rollout.

Key actions:

- Run a full Action Plan cycle with a limited group of NEETs and mentors (e.g., 10–15 participants).
- Schedule structured feedback points: after orientation, mid-point, and final evaluation.
- Use both qualitative and quantitative tools to measure engagement and outcomes.

- Encourage NEETs and mentors to co-evaluate the programme.

Example: In Luxembourg, an anonymous online survey helped collect honest feedback on mentoring quality and communication styles.

Tips:

- Keep pilots short and focused (e.g., 6–8 weeks).
- Document changes made based on feedback.
- Celebrate the end of the pilot with certificates and storytelling.

Step 6: Scaling and Sustainability Planning

To move from pilot to embedded programme, strategic decisions need to be made early. Scaling must be deliberate, and sustainability must be shared.

Key actions:

- Identify partners willing to host the next phase (e.g., public employment agencies, large employers).
- Build in cost-effectiveness by bundling training with existing services.
- Draft Memoranda of Understanding (MoUs) with key partners.
- Explore diverse funding sources: local grants, EU programmes, private sponsorship.

Example: In Portugal, the programme was embedded into a regional job placement service with long-term budget commitments.

Tips:

- Create a policy brief to advocate with local authorities.
- Include impact data and testimonials in your advocacy efforts.
- Stay flexible—scale does not mean "big," it means "built to last."

Together, these six steps provide a comprehensive framework for translating the Newcomers@Work methodology into actionable, context-specific plans. Each step requires intentional effort and collaboration, but the cumulative effect is transformative: building systems where migrant NEETs are not just supported, but seen, heard, and empowered.

The following sections will explore the tools created to support this journey, as well as common implementation challenges and strategic planning tips to reinforce sustainable success.

4.4 Tools to Support Localization

This section focuses on how to evaluate and adapt the tools provided by the project, with guidance that supports flexible use in different contexts.

The intention is to use the Toolbox as a living resource — one that evolves with feedback, context and participant needs.

A critical factor in the successful implementation of Newcomers@Work across diverse national contexts has been the availability of practical, user-oriented tools that support local customization. These tools, developed collaboratively by project partners and refined through piloting, are designed to offer a flexible structure that can be adapted to different organisational settings, legal frameworks, and participant profiles.

Each tool within the methodology has a distinct purpose, yet they are all intended to function as living documents—open to revision, extension, and contextual interpretation. Rather than prescribing a fixed path, they offer a framework within which local teams can innovate, respond, and iterate based on real-world needs.

The Individual Action Plan (IAP) is perhaps the most central tool in this regard. Serving as a personalised roadmap, it structures each participant's experience across four key stages: Orientation, Skills Training, Mentoring, and Monitoring. Importantly, it is not simply a checklist of tasks but a reflective and strategic guide for both the participant and the organisation. The IAP includes fields for defining objectives, selecting appropriate methods, setting timelines, and gathering feedback. In many partner countries, it has been adapted to include simplified language or visual aids for low-literacy participants, while others have introduced bilingual formats to support intercultural mentoring pairs. In practice, the most effective IAPs are those that are co-created during the initial onboarding and revisited throughout the mentoring process.

Complementing the IAP is the Digital Toolbox—a curated collection of thematic content designed to support mentoring sessions and workplace learning. These resources cover a wide range of topics, from workplace dynamics and labour rights to unconscious bias, gender equality, and wellness. Each module includes conceptual overviews and practical tools such as templates, checklists, or discussion prompts. However, it is not the content itself that ensures success, but the way in which it is contextualised. For instance, a Greek partner adapted the Gender Equality module to reflect national legislation and included a short video of local migrant women working in the hospitality sector, thereby anchoring the theme in a tangible and relatable way. The toolbox is also versatile in its delivery—it can be used in group settings, one-on-one sessions, or integrated into digital learning environments.

Yet tools alone do not guarantee effective localisation. They must be understood, embraced, and applied with sensitivity and creativity. It is therefore essential that local teams approach them not as fixed templates, but as frameworks that invite participation, experimentation, and reflection. Involving NEET participants in shaping how the tools are used enhances ownership and makes the methodology more grounded and relevant. Similarly, mentors and youth workers who actively adapt content tend to develop deeper engagement with the programme as a whole.

Ultimately, the real value of these tools lies in their capacity to support meaningful relationships, sustained learning, and progressive empowerment. When used thoughtfully and flexibly, they enable implementers to create programmes that are not only technically sound but also culturally rooted and personally impactful.

In the next section, we turn to the practical challenges encountered by partners during the localisation of these tools and the programme more broadly—and explore tested strategies to mitigate them.

4.5 Common Challenges and Mitigation Strategies

Here, we share some of the most common challenges encountered during implementation and the strategies that partners found helpful in addressing them.

Each of these challenges has shown us that communication, trust and responsiveness are essential to sustainable implementation.

Despite the adaptability of the Newcomers@Work model, local implementation has not been without its complexities. Across the six partner countries, a number of recurring challenges were identified—many of which are likely to be encountered by new adopters. These challenges, while varied in nature, share common roots in the structural, cultural, and institutional specificities of each setting. This section aims to provide an overview of the most significant difficulties faced during implementation and the strategies partners developed to address them.

One of the most frequently cited obstacles was the limited engagement of employers. While many employers expressed interest in the project's goals, fewer were willing to commit time and resources to mentoring or training placements. This reluctance often stemmed from uncertainty about the legal responsibilities involved, concerns over language barriers, or assumptions about the readiness of NEETs for the workplace. In some cases, small and medium-sized enterprises lacked the infrastructure to support a structured mentoring process. To address this, several partners introduced informal networking sessions to build

trust with local businesses and invited employers to participate in co-designing mentoring topics, which increased their sense of ownership and relevance.

A related challenge was ensuring that the expectations of employers were aligned with the realities of the participants' profiles. Mismatches often occurred when businesses anticipated fully work-ready candidates, while many NEETs required additional support to build confidence, develop soft skills, or understand basic workplace etiquette. Here, the Action Plan and Toolbox materials played an important mediating role. By clarifying learning objectives and offering concrete mentoring tools, youth workers were better able to facilitate dialogue between employers and participants. In one instance, a Portuguese team created short "expectation briefings" for employers prior to mentoring, which helped prepare them for the realities of supporting individuals at different stages of integration.

Another recurrent difficulty was language. For many participants, limited proficiency in the host country's language posed significant barriers not only to employment but also to participation in training and mentoring. This challenge manifested in multiple ways: misunderstandings during mentoring sessions, difficulties following workshop content, and a lack of confidence in expressing needs or asking questions. Solutions varied depending on context. In multilingual Luxembourg, dual-language tools and simplified vocabulary versions of the Toolbox were developed. Elsewhere, peer mentoring and language buddy systems were introduced, pairing more proficient NEETs with those at earlier stages of language acquisition. Some partners also collaborated with local language centres to align vocational language learning with project activities.

Participant motivation and retention also proved to be fragile. Many NEETs face precarious living conditions, unstable housing, mental health challenges, or caregiving responsibilities—all of which can impact their capacity to engage consistently in structured programmes. Dropout rates were notably higher in regions where logistical and financial barriers (e.g., transport costs, child care) were not addressed early. In response, several organisations implemented small-scale incentive systems, including public recognition of progress, certificates of achievement, and covering of transportation expenses. The inclusion of regular feedback sessions, both individual and group-based, helped youth workers detect disengagement early and offer tailored support. In Romania, weekly "check-in" calls became a vital routine for maintaining participant commitment.

Institutional resistance presented a different kind of challenge. In some cases, the flexible and person-centred nature of Newcomers@Work clashed with the rigid structures of public employment services or larger bureaucratic institutions. Project staff occasionally encountered difficulties in securing formal partnerships, accessing data, or integrating the methodology into existing systems. The mitigation strategies here were largely relational:

building trust with public stakeholders through informal meetings, showcasing the outcomes of pilot projects, and aligning project objectives with policy agendas (e.g., youth employment strategies or local integration frameworks). Some partners found success by involving municipal officers early in the planning process and offering joint training sessions with youth workers and institutional representatives.

Mentor training and supervision also emerged as an area requiring more attention than initially anticipated. While many employers were motivated to help, not all had the soft skills or pedagogical awareness required to support NEETs with complex needs. Moreover, some mentors struggled with role clarity—uncertain whether they were expected to act as coaches, supervisors, or peers. To mitigate this, a number of partners developed short orientation sessions for mentors, which introduced key concepts such as active listening, trauma-informed support, and realistic goal setting. In addition, regular debriefs with mentors allowed youth workers to provide feedback, gather insights, and adjust strategies.

Cultural differences between participants and implementers occasionally created misunderstanding or discomfort. For example, differing expectations about timekeeping, body language, or gender roles could lead to friction, particularly in group settings. These situations required tact and adaptability. One effective approach was incorporating intercultural mediation into the training process, either through external facilitators or by involving NEETs with more advanced integration experiences as peer leaders. This helped create safer spaces for dialogue and mutual learning, while modelling inclusive behaviours.

An unexpected but significant challenge was emotional fatigue among youth workers. Supporting participants with complex life stories and precarious circumstances—often over extended periods—placed considerable emotional demands on staff. Burnout risk increased particularly during the more intensive mentoring phases. Acknowledging this, several partners introduced internal peer-support mechanisms, informal case discussions, and access to external supervision for frontline staff. Recognising the wellbeing of the implementers as integral to project quality was a key lesson from the field.

Data collection and monitoring also posed challenges, especially in balancing the need for structured documentation with the reality of fluctuating participation. Some youth workers found the paperwork burdensome, particularly when managing several participants simultaneously. Others were unsure how to quantify qualitative changes, such as increases in confidence or improvements in communication. As a response, some teams introduced reflective journals and narrative reporting formats that allowed for a more nuanced portrayal of change. Combining quantitative indicators (e.g., hours of mentoring completed) with qualitative evidence (e.g., stories of transformation) ultimately enriched the evaluation process.

In summary, while implementation challenges were numerous and context-specific, the solutions were grounded in a shared commitment to adaptability, communication, and participant-centred design. Across all countries, the emphasis on trust-building, transparency, and continuous learning proved essential. Many of the most effective mitigation strategies were developed collaboratively, drawing on the collective experience of the partnership and shaped by the everyday realities of working with migrant and refugee youth.

The next section will draw from these lessons to present recommendations for strategic planning—guiding future implementers in embedding Newcomers@Work into their institutional and community contexts sustainably.

4.6 Strategic Planning Recommendations

This section offers forward-looking recommendations to help strategic planners embed Newcomers@Work into broader systems and policies.

The successful localization of the Newcomers@Work methodology depends not only on the quality of implementation, but also on the foresight and intentionality embedded in the planning stages. Strategic planning plays a central role in determining whether an adapted programme remains a one-off initiative or evolves into a sustainable, integrated approach within local and national systems. This section draws on the experience of project partners to outline core recommendations for planning processes that can help institutionalize and scale the model in a variety of settings.

One of the first priorities in strategic planning is alignment. Initiatives that are perceived as isolated projects often struggle to gain traction or resources. Therefore, from the earliest stages, it is essential to identify and align with existing policies, programmes, and strategic priorities related to youth employment, migration, social inclusion, and non-formal education. For example, in Poland and Luxembourg, Newcomers@Work was positioned as a complement to national youth guarantee programmes, which helped validate its relevance among decision-makers. By embedding the project's language and objectives into local strategic documents, coordinators were able to position it as a contributor to broader social goals.

Another crucial consideration is timing. Many implementation issues could be avoided or mitigated by planning activities in accordance with local rhythms—such as school calendars, public holidays, funding cycles, and seasonal hiring trends. This is particularly relevant when working with employers, who may be more receptive to taking on

participants during lower business periods. In some countries, partners successfully planned around these cycles to optimize recruitment and engagement.

Financial sustainability is also a key concern. While the Erasmus+ funding supported the initial rollout of the model, local replication requires identifying ongoing sources of support. Strategic planning should therefore include a multi-source funding strategy that may draw from municipal budgets, national employment schemes, philanthropic funds, or private sector partnerships. One effective approach adopted by partners in Portugal was to present the Action Plan and its results as a service that complements existing job placement services, making it eligible for public co-funding.

Human resources and capacity-building must also be considered early in the planning process. Implementing the methodology requires trained youth workers, facilitators, and mentors. Planning for regular training cycles, knowledge transfer mechanisms, and professional development incentives helps ensure continuity. Some partners addressed this by creating internal mentoring structures—where experienced staff support new team members—and developing short training modules that could be integrated into induction processes.

Equally important is stakeholder management. Creating an implementation coalition—including employers, public authorities, civil society organisations, and NEET representatives—provides both political and practical support for the programme. These coalitions can serve as sounding boards, recruitment channels, and advocacy platforms. To be effective, they should be convened regularly and have clearly defined roles in the planning and monitoring processes.

Documentation and knowledge management are often overlooked in early planning but are vital for long-term sustainability. Maintaining clear records of adaptations, outcomes, and lessons learned not only supports evaluation but also strengthens institutional memory and facilitates replication. Several partners developed local adaptation logs, internal wikis, and case databases to ensure knowledge was captured and transferred between cycles or staff members.

Communications planning is another area that requires strategic attention. Visibility can build legitimacy, attract partners, and support participant recruitment. This includes developing communications materials (flyers, infographics, videos), sharing impact stories through social media or local media outlets, and aligning messaging with the priorities of funders or local governments. In Romania, the project team created a short animated explainer that helped communicate the purpose and value of the methodology to both NEETs and potential host organisations.

Risk management should also be part of strategic planning. This involves identifying potential challenges—such as changes in local government, shifts in labour market demand, or social resistance to migrant inclusion—and developing contingency plans. Flexibility and scenario planning were particularly useful in the face of COVID-19 related disruptions during the early implementation stages. In Italy, partners adjusted their delivery model to include remote mentoring options, which later became a permanent feature of their local adaptation.

Finally, strategic planning must remain adaptive. Rather than developing fixed, five-year plans, partners found it more effective to establish rolling plans with annual reviews. These reviews created opportunities to assess progress, recalibrate priorities, and integrate emerging needs or opportunities.

In conclusion, the strategic planning recommendations presented here are not intended as a rigid blueprint but as a flexible guide to help local actors embed the Newcomers@Work methodology into their own systems and realities. With thoughtful alignment, collaborative design, and adaptive thinking, the approach can be scaled and sustained in diverse contexts—ultimately contributing to more inclusive labour markets and empowered migrant youth communities.

4.7 Summary of Key Recommendations

The Newcomers@Work project has demonstrated that with the right combination of adaptable tools, stakeholder engagement, and strategic planning, it is possible to develop and deliver employability support programmes that meet the complex needs of young migrant NEETs across diverse local contexts. While adaptation is central to success, the process must remain grounded in shared values of inclusion, empowerment, and responsiveness to participants' lived realities.

Drawing from the experiences detailed throughout this chapter, the following key recommendations can serve as guiding principles for future implementers:

Firstly, cultural and labour market relevance should underpin all adaptation efforts. Materials and activities must be reshaped to reflect local social norms, economic opportunities, and the profiles of migrant youth communities. This ensures that the programme remains engaging and accessible for participants while also meeting the expectations of local employers and institutions.

Secondly, implementation should follow a structured yet flexible process. The six-step pathway—from stakeholder mapping to sustainability planning—provides a clear blueprint

while allowing for variation in delivery methods, timeline, and content. Piloting, in particular, plays a vital role in testing assumptions and refining the model before broader rollout.

Thirdly, the use of tools such as the Individual Action Plan, Digital Toolbox, and WP4 Guidelines must be intentional and dynamic. These resources support coherence and quality, but their impact depends on how they are used, adapted, and integrated into local practices. Customisation, co-creation, and periodic review are essential.

Equally important is the cultivation of meaningful relationships. Trust and collaboration between NEETs, mentors, employers, and facilitators are the driving force behind successful engagement and outcomes. Investment in training, reflection spaces, and peer support strengthens these relationships.

Strategic planning should start early and be viewed as a continuous process. Aligning with local policies, identifying sustainable funding streams, and involving institutional partners from the outset increases the likelihood of long-term impact. Flexibility, communication, and responsiveness to risk are essential components of effective planning.

Finally, local ownership and visibility matter. Initiatives thrive when they are recognised as part of the local ecosystem. Celebrating success, sharing stories, and documenting lessons learned not only increases credibility but also inspires replication and innovation.

By following these recommendations, future implementers can adapt the Newcomers@Work model in a way that is both faithful to its core principles and responsive to the specific challenges and opportunities of their own communities. In doing so, they will help ensure that young migrant NEETs are not left behind—but rather empowered to navigate their new realities with confidence and dignity.

CONCLUSION

This concluding section synthesizes the Guide's main messages and practical offers, briefly summarising the content and core takeaways from each chapter so readers can see how the parts form a coherent roadmap for supporting young refugee and migrant NEETs into employment and inclusion.

The Guide opens by setting the context and purpose: why Newcomers@Work was developed, who it serves, and what it delivered. It highlights the project's key outputs — a modular curriculum (four core areas, workshop frameworks), a Digital Toolbox and database of good practices, bespoke workplace and mentoring tools, piloting across EU countries, and 350+ migrant–employer pairs — which together form a ready-to-use, evidence-informed package for practitioners, employers and policymakers.

The theoretical section frames the problem and the approach: clear definitions of NEET migrants, the structural and individual barriers they face (language, qualification recognition, discrimination, administrative hurdles), and the evidence-based principles guiding intervention. It establishes the rationale for participant-centred, holistic, labour-market-aligned and rights-based practice, and clarifies the complementary roles of youth workers, mentors and employers.

The methods and tools section documents how needs assessment (desk research, in-depth interviews, focus groups) informed design. From that evidence the project produced a flexible curriculum, the Individual Action Plan (IAP), and a curated Digital Toolbox. It explains the workshop methods, pedagogical techniques and tool descriptions that make the curriculum adaptable across contexts and accessible to non-specialist trainers.

The piloting chapter describes a multi-level testing process — peer review and field testing — and presents cross-country case studies. It distills practical lessons: tailored support and blended soft/technical skills are essential, employer engagement must be intentional, confidence and ongoing follow-up matter, and common barriers (language, credentials recognition, institutional fragmentation) require coordinated mitigation. These real-world insights shaped the refinement of materials and implementation practices.

The recommendations chapter translates lessons into action with guiding principles (e.g., cultural relevance, labour-market alignment, flexibility, co-creation) and a step implementation pathway from stakeholder mapping to scaling. It supplies localization tools, mitigation strategies for recurrent challenges (employer engagement, language, staff wellbeing), and strategic planning advice on funding, communications, risk management and sustainability.

Taken together, the Guide is both a conceptual framework and a practical playbook: it explains why targeted, partnership-based interventions work and gives implementers the curricula, tools and procedures to act. Practical next steps are clear — map the local ecosystem, adapt the IAP and Toolbox, run a focused pilot with employer and mentor preparation, collect mixed M&E evidence, and leverage pilot results to secure longer-term partnerships and funding. By applying these tested methods while adapting them to local realities, stakeholders can convert short-term placements into durable pathways for young migrants to participate, contribute and thrive.

ANNEXES

The Annexes section provides a set of practical templates designed to support the implementation of the Newcomers@Work methodology. Rather than including full implementation reports, the Guide presents ready-to-use tools such as the Individual Action Plan template, activity reporting templates, and participant assessment forms. These materials, although not previously published, offer valuable support to practitioners and can be directly adapted to different implementation contexts.

1. Individual Action Plan Template

NEWCOMERS@WORK: STRENGTHENING THE EMPLOYABILITY OF YOUNG REFUGEE AND MIGRANT NEETS

Individual Action Plan

Name of the participant	
Partner, country	

Table of Content

General Information

Participant	
Full Name	
Email Address	

Hosting organization	
Name	
Email	
Address	

Time Frame of the activity	

Action Plan

Action 1: Initial Setup and Orientation

[Title of activity]	
What	
How	
Who	
when	

[Title of activity]	
What	
How	
Who	
when	

Action 2: Skill Training Sessions

[Title of activity]

What	
How	
Who	

[Title of activity]

What	
How	
Who	

[Title of activity]

what	
How	
Who	

Action 3: Mentoring sessions

[Title of activity]

What	
How	
Who	

[Title of activity]

What	
How	
Who	

[Title of activity]

What	
How	
Who	

Action 4: Monitoring

Regular Check In: Provide feedback, address challenges, and adjust goals

What	
How	
Who	

Final Feedback: Conclude the training with a summary of achievements and recommendations

What	
How	
Who	

Project manager's notes

Activities Log

Date	Nr. of hours	Content

Confirmation of participation

I thereby confirm the completion of the Individual Action Plan in the scope presented above:

Name and surname

_____

Signature

_____

2. NEETs Consent Form Template

CONSENT FORM

NEWCOMERS@WORK: STRENGTHENING THE EMPLOYABILITY OF YOUNG REFUGEE AND MIGRANT NEETS

By signing this form, I confirm that:

1. I want to participate in activities aimed for young migrants / NEETs undertaken in the scope of the project.
2. I understand that participation in these activities is voluntary and free of charge.
3. I consent to the collection and use of my personal data for activities related to the project, as outlined in the Newcomers@Work project privacy policy.
4. I agree to the terms and conditions of the participation in the Project.

Name and surname

_____

Signature_____

Date: _____ / _____ / 2025

Data protection clause

Personal data will be processed by the project consortium and incorporated into the processing activity of "Newcomers@Work", the purpose of which is to manage your participation in the activities within the framework of the aforementioned project. This purpose is based on your consent to participate voluntarily by filling in this form. The personal data will be stored for the time legally required under current legislation and, in any case, for as long as you wish to participate in our project. To request access, rectification, erasure or restriction of the processing of personal data or to object to the processing, if the requirements of Regulation (EU) 2016/679 are met, you can write to the data controller, in this case the Project Coordinator, at the email address indicated above.

3. Employers Consent Form Template

NEWCOMERS@WORK: STRENGTHENING THE EMPLOYABILITY OF YOUNG REFUGEE AND MIGRANT NEETS
Organization's statement

I thereby confirm participation of our organization in the mentoring activities and on-the-job training process organized for the young migrant participants of the Newcomers@Work project.

Organization name:

_____

Stamp and signature: _____

4. On-The-Job Training Activities Report Template

Partner organisation	
Country of delivery	
Delivery period	
Employers' description	*(Describe the profile of the employers engaged. Include the total number of the employers/companies.)*
NEETs' description	*(Describe the profile of the NEETs engaged. Include the total number of the NEETs.)*

Overview

Overview of the apprenticeship program and the on-the-job training activities.

Training structure

Detailed description of the training sessions, the training activities that were implemented the most and how they were integrated into the daily work routine. Use data from the Action Plans.

Participants' feedback

Insights from both young NEETs and employers on the training experience, including any challenges and successes.

Outcomes and achievements

A summary of the skills acquired by the young NEETs, their level of integration into the workplace, and their overall progress.

Recommendations

Suggestions for improving future apprenticeship programs and training processes based on the findings.

Annexes

Annex 1. Documentation from the matching process (pseudonyms could be used, personal data should not be revealed)

Annex 2. The filled in Action Plans (The on-the-job training part)

Annex 3. Photos (if they are available, the faces of the participants could not be shown if they have not provided permission)

5. Workplace Mentoring Activities Report Template

Partner organisation	
Country of delivery	
Delivery period	

Overview

Overview of the workplace mentoring activities.

Sessions structure

Detailed description of the sessions and the mentoring activities that were implemented the most by the pairs. Use data from the Action Plans.

Participants' feedback

Insights from both the employers and young NEETs on the mentoring experience.

Challenges and successes

A review of the key challenges faced during the mentoring process (e.g., language barriers, cultural differences, workplace adaptation) and how these challenges were overcome. Success stories will be shared, showcasing examples where the mentorship led to notable personal and professional growth for the young NEETs.

Recommendations

Based on the mentoring experience, the reports will provide recommendations for employers, policymakers, and other youth work organizations on how to replicate and scale up the mentoring model for the successful integration of young refugee/migrant NEETs into the labor market.

Annexes
Annex 1. The filled in Action Plans (the workplace mentoring part)   *Annex 2. Photos (if they are available, the faces of the participants could not be shown if they have not provided permission)*

6. Workshop Evaluation Questionnaire for Trainers

This evaluation form supports trainers in assessing the effectiveness of their on-the-job training workshops. It gathers participants' feedback on key aspects such as content, delivery, trainer performance, and practical usefulness.

Trainers may use the form as provided or adapt it to specific workshop needs. The collected results offer clear insights into what worked well and what could be improved, helping refine future sessions. The form also includes items tailored to NEET newcomers, ensuring the training supports their transition into employment.

Workshop Evaluation Form

This evaluation form is designed to gather your feedback on the workshop you attended. Your input is essential in helping us understand how well the session met your learning needs, the effectiveness of the trainer, and how useful the content is for your personal or professional development. The evaluation is divided into sections to assess various aspects of the workshop, including the content, trainer performance, learning environment, and the practical application of what you've learned. If you are a NEET newcomer, the evaluation also addresses how the workshop has contributed to your career readiness.

Your responses will help us improve future workshops and tailor them more effectively to participants' needs. Thank you for your time and honest feedback!

Indica una domanda obbligatoria

Section 1: Workshop Content

This section evaluates the relevance and clarity of the workshop materials. It ensures the content aligns with participants' job roles and provides the right level of detail for practical application.

1. **How clear and relevant was the workshop content? ***

   Contrassegna solo un ovale.

	1	2	3	4	5	
Very	◯	◯	◯	◯	◯	Very clear

2. **How useful was the information provided during the session for your job role? ***

   Contrassegna solo un ovale.

	1	2	3	4	5	
Very	◯	◯	◯	◯	◯	Very useful

3. **Was the content presented at the right level of detail?** *

Contrassegna solo un ovale.

○ Yes

○ No

○ Maybe

Section 2: Trainer's Effectiveness

This section assesses the trainer's ability to deliver the content effectively, engage participants, and facilitate understanding. It highlights whether the trainer successfully encouraged interaction and made complex concepts easy to grasp.

4. **How clear and engaging was the trainer's delivery?** *

Contrassegna solo un ovale.

	1	2	3	4	5	
Very	○	○	○	○	○	Very clear

5. **How well did the trainer explain complex concepts?** *

Contrassegna solo un ovale.

	1	2	3	4	5	
Very	○	○	○	○	○	Very well

6. **Did the trainer encourage participation and interaction?**

Contrassegna solo un ovale.

○ Yes

○ No

○ Moderately

Section 3: Learning Environment

This section focuses on the conditions of the workshop, evaluating whether the setting, tools, and materials were conducive to learning. It also checks if the environment allowed for effective engagement and learning.

7. **Was the learning environment conducive to effective learning (e.g., comfortable, minimal distractions)?**   *

    Contrassegna solo un ovale.

	1	2	3	4	5	
Very	◯	◯	◯	◯	◯	Very Satisfied

8. **Were the tools and materials (e.g., handouts, visual aids) helpful and of good quality?**

    Contrassegna solo un ovale.

	1	2	3	4	5	
Very	◯	◯	◯	◯	◯	Very Satisfied

Section 4: Practical Application

This section measures how well participants feel they can apply the skills and knowledge gained in the workshop to their work. It gauges confidence in using new competencies and the perceived usefulness of the training for daily tasks.

9. **Do you feel you can apply what you learned in your daily tasks?**   *

    Contrassegna solo un ovale.

    ◯ Yes

    ◯ No

    ◯ Maybe

10. **How confident are you in using the new skills/knowledge gained?** *

Contrassegna solo un ovale.

	1	2	3	4	5	
Very	◯	◯	◯	◯	◯	Very confident

Relevance to Career Goals: Needs of NEETs

This section specifically evaluates how well the workshop content aligns with participants' personal and professional development goals, especially for newcomers trying to enter the workforce. It also measures the impact on their confidence and readiness for employment.

USE ONLY IF THE WORKSHOP TARGET NEET NEWCOMERS.

11. **How relevant was the workshop content to helping you prepare for employment?** *

Contrassegna solo un ovale.

	1	2	3	4	5	
Very	◯	◯	◯	◯	◯	Very relevant

12. **Did the workshop help you gain confidence in starting or continuing your career?** *

Contrassegna solo un ovale.

◯ Yes

◯ No

◯ Maybe

13. **What new skills or knowledge did you gain that will help you in your career journey?**   *

_____
_____
_____
_____
_____

14. **Do you feel more confident in your ability to seek and secure employment after this workshop? Why or why not?**   *

_____
_____
_____
_____
_____

15. **What barriers, if any, do you still face when trying to enter the workforce, and how can future workshops help address them?**   *

_____
_____
_____
_____
_____

16. **What additional support or resources would help you as you transition into employment or further training?**

_____
_____
_____
_____
_____

Section 5: Overall Satisfaction

This section provides an overall assessment of the workshop experience. It allows participants to express their general satisfaction and willingness to recommend the training to others.

17. **How satisfied are you with the overall workshop experience?** *

Contrassegna solo un ovale.

	1	2	3	4	5	
Very	◯	◯	◯	◯	◯	Very Satisfied

18. **Would you recommend this workshop to others?** *

Contrassegna solo un ovale.

◯ Yes

◯ No

◯ Maybe

19. **What did you find most valuable about this workshop?** *

_____

_____

_____

_____

_____

20. **Were there any topics or skills that you feel were not covered but should have been?** *

_____
_____
_____
_____
_____

21. **How do you plan to apply what you've learned in your current role?** *

_____
_____
_____
_____
_____

22. **Did you encounter any challenges during the workshop? If so, how could they be addressed?** *

_____
_____
_____
_____
_____

23. **Please share any additional comments or suggestions you have for the workshop.** *

_____
_____
_____
_____
_____

REFERENCES

Individual Action Plans (IAPs)

National Piloting Reports

Newcomers@Work toolbox for youth workers and recommendations for policymakers

Newcomers@Work Curriculm

On-The-Job Training Activities National Reports

Workplace Mentoring National Reports