

**Findings from testing
of the ANEETS project tools**





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Introduction

The **European project ‘Apprenticeship for NEETS’ (ANEETS)** was carried out in the framework of the Erasmus + programme from September 2014 to August 2016. The project aimed at promoting innovative forms of apprenticeships for vulnerable young people (NEETs) in the metallurgical, hospitality and new technologies (IT) sectors. The definition of NEETs used in ANEETS is based on Eurofound’s definition¹:

*The **NEETs** are a very heterogeneous population of young people from **15 to 29 years old**. They represent both **early leaving school young people and having difficulties to enter the labour market**. The NEETs are divided into 4 categories:*

- **Unemployed**: Long or short term
- **Not Available**: ill, disabled, young people ensuring the care of a relative
- **Disengaged**: not looking for work or training with an antisocial and dangerous lifestyle
- **Young people looking for opportunities**: young people seeking training or employment but only considering opportunities that meet their skills and status

Needs: Efficient employment integration with appropriate support, personalised education and upgrading of skills.

The **innovative approach of the project** consisted in promoting the development of educational productions and innovative business methods in the professional field as well as creating innovative synergies between businesses, networks of companies and partners supporting young people in order to provide meaningful professional qualifications, innovative methods of preparation for employment and support in training.

In this framework, each partner set up a local network of partners and coordinated **local testing actions**. Those meetings brought together: young NEETs, insertion structures, guidance and training structures, specific assistance structures, companies as well as associative partners. The report presents the results and findings of the evaluation of testing of the key project outcome: ANEETS toolkit.

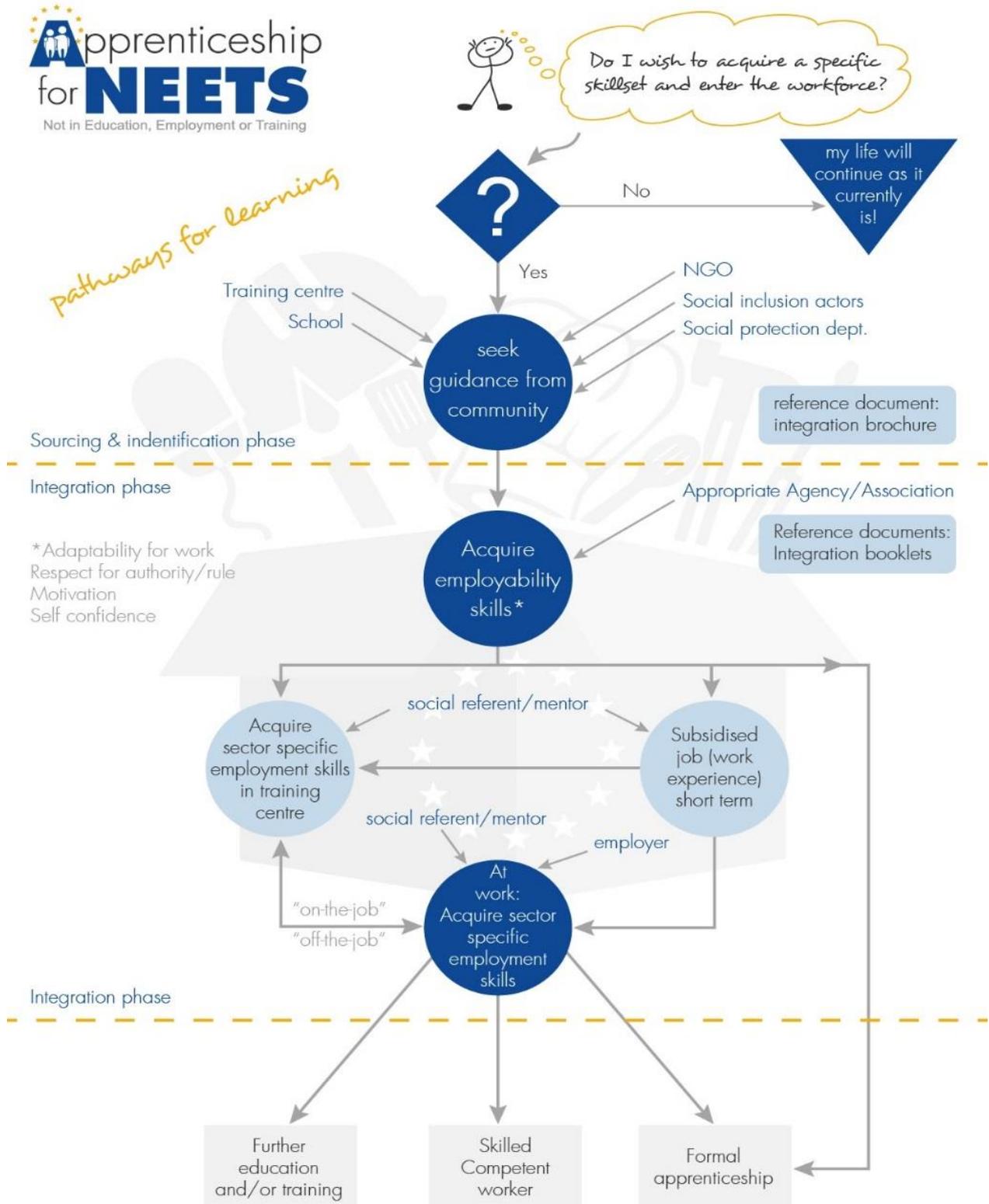
¹ “NEETs Young people not in employment, education or training: Characteristics, costs and policy responses in Europe”, Eurofound, 2012 (p.32). The full report is available on: <http://bit.ly/1JJ2w5v>

1. Testing process overview

Over the period the project lasted, each partner set up a network of partners and organised one or several workshops. The objective of these test workshops was to foster synergies among business and training structures to improve the integration and employability of vulnerable youth and NEETs, and to co-construct the project outcomes: ANEETS toolkit. Implementing such networks and co-constructing was a key component of the ANEETS process.

Tests of the project outcomes were put in place so that each and everyone's freedom of expression and active participation would become operational reality. This approach enabled consortium to identify a range of innovative apprenticeship methods across Europe, a set of key recommendations from professionals and experts to identify, accompany and integrate the NEETs, and to elaborate the project outcomes.

The consortium has notably identified and validated a number of pathways for learning deemed essential for the purpose of integration of the young NEETs. Those are set out in the project diagram entitled "Pathways for learning" (see the next page).



2. Summary of local tests

Depending on the local context and partners, selected testings took different forms: workshops or interviews. Upon common agreement, it was decided that each and everyone's experimentations would enable the co-construction process of test and evaluation of the produced project tools, between the project partner and the representatives of successful emerging practices of apprenticeships for vulnerable youth and NEETs. The final objective being to provide a range of tools and results based on expertise of professionals.

In such context, the consortium implemented 25 testing workshops and/or meetings, with 119 participants in four partner countries (France, Spain, Ireland and Belgium): 17 from the new technology sector, 21 from the metallurgy sector, 8 from the hospitality sector, 28 participants from the training centres, 26 social actors, and 10 young people.

The testing workshops and or meetings have been implemented from March to June 2016. The testing covered the assessment of the three sector-specific project toolkits: new technology, hospitality and metallurgy.

Country (organisation)	The date and location of the workshops and/or meetings
France (FACE)	-01/04/2016 - Dunkerque -25/04/2016 - Carcassonne -11/05/2016 - Carcassonne -13/05/2016 - La Plaine Saint Denis
Spain (ESPIRAL)	-04/05/2016 - Federació d' Organisme Empresarial de Girona (Girona) -05/05/2016 - Escoles d'Adults les Bernardes (Salt) -09/05/2016 - Federació d'Hosteleria de les Comarques de Girona (Girona) -10/05/2016 - Institut Montsoriu (Arbúcies) -11/05/2016 - Col·legi de Psicòleg de Catalunya (Girona) -13/05/2016 - Punt de Voluntariat (Salt) -25/05/2016 - BTM Sound (Salt) -26/05/2016 - Punt de Benvinguda (Girona) -27/05/2016 - Taula FiL (Salt) -27/05/2016 - Cambra de Comerç (Girona)
Ireland (IDEAS INSTITUTE)	-8/3/2016 - Youth Train Centre Wexford -15/3/2016 - Imperial Hotel Cork -8/3/2016 - Theo Benning Wexford -11/4/2016 - SIPTU College Dublin -13/4/2016 - SIPTU College -21/4/2016 - Theo Benning -22/4/2016 - Youth Train Centre Wexford
Belgium (PLS)	-04/05/2016 - Sodexo, Bruxelles -04/05/2016 - Droit & Devoir, Mons -12/05/2016 - Audi, Bruxelles -01/06/2016 - F.U.N.O.C, Charleroi -01/06/2016 - IFAPME, Charleroi

Further to the testing in the four countries, each partner drew up an evaluation report of the country testing made up of: summary of dates and places of workshops, main evaluation findings (remarks and suggestions from the companies, the training centres and the social actors), rating of the deliverables given by the testing participants, and finally recommendations on each project toolkit component. The project toolkit has been reviewed and finalised through the contributions and remarks made by the testing participants.

3. Qualitative evaluation

3.1. The NEETs and their needs

3.1.1. Main comments from the companies

Although companies involved in the testing have long been working with NEETs, a vast majority of participants (75%) declared that they feel nevertheless more informed about the NEETs after the ANEETS workshops and/or meetings.

The testing participants have raised a range of remarks and suggestions on the NEETs. An overarching one is that the NEETs need motivation to get on the job. Also, there is the real need to create and enhance synergies between young people all the actors of the professional insertion.

In **France**, the participants have considered as useful to have a complementary set of tools for recruiting this target group that has not been identified before.

In **Spain**, the participants stressed that the most important motivation to get on the job is often the economic necessity. Families protect their young people too much now. The young are not enough engaged in their jobs. Also some companies mentioned that collaboration with training centres might be useful to source young people motivated, that have the basic competences needed to start their professional integration.

In **Ireland**, the experts underline that companies will only employ NEETs if they get some sort of assistance from government. If the government makes it worth something to the company they will employ NEETs. Indeed, the prevailing economic culture directly impacts on job availability for NEETs. Strong economy, workers required in response - so opportunities for NEETs. The reverse is true also.

The Irish testing results clearly show also there is a real need to communicate widely the situation regarding NEETs within the EU. Many respondents were unaware of the situation regarding NEETs. However, many employers do not consider recruiting NEETs. There is no incentive to do so.

In **Belgium**, the companies' experts stress that it is necessary that the public authorities further develop devices to encourage companies to train NEETs. As of the the need to create and enhance synergies between young people all the actors of the professional insertion, these synergies may come from initiatives such as public information sessions/fairs. A new "Fair of training and of the professional life" launched on 11 May 2016 in Belgium in which PLS took part (Salon du stage et de la vie professionnelle d'Auderghem) is a good example of such initiative.

With regard to companies' willingness to put in place a policy for integrating the NEETs, the main remark is that supports are required if we wish to encourage the majority of NEETs into meaningful and skilled employment. Furthermore, there is a need to develop partnerships with social partners and training centres.

In **France**, companies indicate it would be useful for a recruiter to have a complementary document of the CV in the recruiting phase, with the employability skills underlined because the most part of young candidates do not know themselves enough.

In **Spain**, the companies that took part in testing are already integrating NEETs, so for some of them it is not an issue, neither a particular policy. It is part of the usual GRH policy of the companies.

In **Ireland**, generally, these policies are not a priority as NEETs are not recognised or known about; but after testing workshop there seemed to be a more positive attitude about NEETs. Some specific sector (IT sectors), are less receptive to the possibility of integration because of the high educational requirements demanded by the work in that sector. The Hospitality sector is more receptive to the integration of NEETs because of the wide range of jobs available within the sector.

Moreover, a highly co-ordinated support structure would appear to be required if NEETs are to be successfully integrated into the workforce. This would require incentive schemes for employers to recruit NEETs; a supportive social welfare system that actively supports (rather than punish) young people who choose to learn new skills; a well-resourced training structure that will produce practical training and needs-based support as NEETs acquire both employability skills and job specific skills.

In **Belgium**, companies already working with NEETs have a human resources management policy included in "Corporate Social Responsibility". As for those who would like to develop training for NEETs within them a certain ignorance and clichés regarding this population remain. The management of NEETs appears for professionals, costly in terms of time and money with regard to the need for trained personnel to the accompaniment of NEETs. At last, companies do not necessarily want to commit to a satellite accompaniment for which issues such as motivation should be addressed.

3.1.2. Main comments from the training centres

The testing has shown that training centres have very good knowledge of issues related to NEETs and their needs. The motivation of NEETs to go towards professional insertion is a central issue. One significant observation was also that that “NEETs” category can be stigmatising.

In **France**, nowadays it is needed to adapt to the labour market so a specific passport, such as the ANEETS one, can be useful for the training centres for completing the sector-specific professional skills. It can be an added value compared to the simple CV.

In **Spain**, the diversity of the reality in the European context shown by the project ANEETS was a significant input for many training centres. Workshop participants had a better understanding of the NEETs as the EU definition is larger than the common understanding.

In **Ireland**, the training centres stress the need to make it easier for companies/sectors to communicate what they require. That is absent and will help training organisations and boards to design and deliver appropriate and effective programmes for NEETs.

Furthermore, linked work experience defines training centres’ place in the scheme of things. It is really useful. Timing is critical, time can be right or time may be wrong - this can mean there is no choice of success.

At last, a good match is needed between what employers want and how the training centre operates e.g. good manners. Employers need to list clearly what the skills required are (i.e. IT skills, catering company), this will validate what the training centre is trying to impact.

In **Belgium**, training centres indicate that the challenge is to bring NEETs to training, and there is a need to further develop synergies with the social actors.

The motivation of NEETs to go towards professional insertion is a central issue. A work must be done upstream to convince them of the interest to return to employment. It is moreover important to replace people at the centre of their project and to enhance already existing skills, as well as to adapt training to the needs of companies but also companies adapt to the needs of NEETs.

All the participants from the training centres expressed their will to put in place a policy for integrating the NEETs.

In **France**, it was mentioned that the ANEETS project methodology and the set of tools are more effective for the big companies.

In Spain, a variety of training centres has participated in the project. Some of the training centres do not have the mission to integrate NEETs at their workplace but to work with them to give them a

better perspective and stronger skills to apply on the labour market. In the meantime, other training centres are focusing specifically on the professional integration of their young people, with close and fruitful collaboration with local companies. Even if each training centre is working on that issue, the intensity and the approach may differ depending on the specificity of the training centre. Nonetheless some are looking to foster their activities, and the material proposed by ANEETS might help them to fulfil this goal.

In **Ireland**, the training centres suggest the path of prioritising NEETs.

In **Belgium**, the training centres suggest it is necessary to create specific training sessions for NEETs so they can then integrate skills training. During the upgrading, literacy or even of "employability skills" are sometimes a precondition provided to address a more serene education course.

3.1.3. Main comments from the social actors

The ANEETS workshops and/or meetings have shown that the social actors are the greatly familiar with the situation and the reality of NEETs. The issues of identification and accompaniment of the NEETs were raised as the most challenging ones.

One social actor from **France** has mentioned that they support the 18-25 year old but the ANEETS methodology can help them to start new partnerships with the companies.

In **Spain**, most of the entities present at the workshop are working on the issue of the training. They are very well informed on the situation and the diversity of the reality of the NEETs in Spain, and more specifically in the city of Salt.

In **Ireland**, one social actor suggests a reintroduction of the "Bursary" scheme that enables women to hold on to their "book" (i.e., full range of social welfare entitlements) while in training.

For one social actor from **Belgium**, the challenge is to be able to detect NEETs and to accompany them towards skills training. But priorities are often elsewhere: toward social and family instability. The work and training is a solution for NEETs but on condition that their situation is stable enough to allow them to follow a curriculum entirely.

With regard to the integration policy for the NEETS, one of the core comments from all the four countries is that the different actors of the professional integration, training centres and enterprises in particular must engage and improve human resources management policy to integrate NEETs into the labour market.

3.2. The integration booklet

3.2.1. Main qualities of the booklet

The three following tables summarise the key comments made by the testing participants, corresponding to the three sector-specific booklets. A support given to the young NEET comes out as an essential ingredient for the integration.

Country	MAIN QUALITIES OF THE BOOKLET FOR THE NEW TECHNOLOGIES SECTOR
France	<ul style="list-style-type: none"> ▪ A good tool for putting a Corporate Social Responsibility (CSR) diagnosis
Spain	<ul style="list-style-type: none"> ▪ Concerning the integration in the labour market, it is very important to adapt better the actual curricula of the training centres, which is not adapted to the needs of the job reality.
Ireland	<ul style="list-style-type: none"> ▪ Straight forward and clear. Informative plus easy to understand using plain English. ▪ Clear and convene explanation of what we do. ▪ Needs to show people more detail on the fact that work is good for you on all levels and that you can contribute. ▪ Yes agree way going but there appears to be an assumption that IT industry needs low level computer literacy and maths. In multi-national, this is not the case. Company will give minimal introductory training but expect you to contribute within 1/2 months once in company. ▪ This should hit you and get you interested immediately. ▪ I can see the understanding and sense of the flow. It is important for on the job work to improve understanding and get experience of the workplace. ▪ In Ireland we promote our company; we are working at the high end of the value chain, which I think make the use of NEETs people more difficult. The higher up the value chain you are, the higher the entry level is. Since most customer interwork is with business manager and is related to million businesses, the use of NEETs is hard to be relevant. ▪ Unfortunately my company only takes on employees who are already qualified. ▪ Good example. ▪ I can see how this can benefit some companies and in high-tech industry where there are more manual activities. I can see these.
Belgium	<ul style="list-style-type: none"> ▪ The integration booklet insists, rightly, on the question of support that is essential to ensure a successful apprenticeship pathway.

Country	MAIN QUALITIES OF THE BOOKLET FOR THE METALLURGY SECTOR
France	<ul style="list-style-type: none"> ▪ The tool is very well edited and useful. ▪ The methodology of the cross country study research and interviews is very innovative. ▪ The recommendations and the difficulties encountered by the companies are the same as ours. ▪ The integration booklet is useful for the companies at the beginner stage at their CSR policy in professional inclusion of NEETs.
Spain	<ul style="list-style-type: none"> ▪ Received positively. The experience of the training centre working with the companies could inspire other institutions.
Ireland	<ul style="list-style-type: none"> ▪ Excellent. ▪ Company and the workers help charity around the towns Rock Rose House Hospice, Console, and other charities.
Belgium	<ul style="list-style-type: none"> ▪ This booklet offers a panorama view of the possibilities and practices that can encourage companies in the sector to promote the integration of NEET in apprenticeship schemes.

Country	MAIN QUALITIES OF THE BOOKLET FOR THE HOSPITALITY SECTOR
France	<ul style="list-style-type: none"> ▪ A very in-depth analysis of the NEETs topic.
Spain	<ul style="list-style-type: none"> ▪ It can be inspirational and useful in the sector, as there are many young people working in Hospitality in Girona and Catalonia, a touristic region. ▪ It's also especially suitable for this sector as there is a high percentage of temporary work.
Ireland	<ul style="list-style-type: none"> ▪ Good. It highlights the possibilities. ▪ The flow chart (ANEETS diagram) is good, it explains a lot. ▪ Show where I can go - what will I get out of this.
Belgium	<ul style="list-style-type: none"> ▪ This booklet is interesting and useful for companies in the sector who do not know the issues related to NEETs.

Country	MAIN QUALITIES OF THE BOOKLET FOR THE TRAINING CENTRES
France	<ul style="list-style-type: none"> ▪ All the main skills knowledges and competences are listed in the tool. ▪ The methodology is very interesting and concrete. ▪ It can help a training centre to target more the "labour market" of the recruitment of new apprentices I would like to have more time for giving an in-depth feedback.

Spain	<ul style="list-style-type: none"> ▪ Interesting and useful.
Ireland	<ul style="list-style-type: none"> ▪ Very useful to relate the work to such a contextual framework - will use it! Monitoring tool to enable NEETs to get a "line of sight" on: <ol style="list-style-type: none"> 1) Where they are now 2) Where do they want to be (Visualisation tool?) ▪ Very useful framework for us to develop our training for hospitality. ▪ Liked the list of identified employability skills before sector specific skills.
Belgium	<ul style="list-style-type: none"> ▪ Facilitator to encourage companies to engage in apprenticeship schemes.

Country	MAIN QUALITIES OF THE BOOKLET FOR THE SOCIAL ACTORS
France	<ul style="list-style-type: none"> ▪ The content of the tool is of a good quality. ▪ It can help to make easier the collaboration between social actors, training centres and companies.
Spain	<ul style="list-style-type: none"> ▪ The content is interesting, and well structured. ▪ The best practices can be inspirational.
Ireland	<ul style="list-style-type: none"> ▪ Comprehensive. ▪ Fluid.
Belgium	<ul style="list-style-type: none"> ▪ Interesting and very useful to motivate companies.

3.2.2. Ratings from the testing participants

Overall, all actors involved in testing rated the integration booklets as good tools. The average rates are based on rates from all the four countries. The rates scale used is: 0 not useful at all; 1 almost useless; 2 useful but has to be improved; 3 good; 4 very good; 5 excellent.

For the new technologies sector :	The diagram 'pathways for learning' and introduction	3.4
	Recommendations	3,3
	Sourcing and identification	3
	Best practices	3.6
For the metallurgy sector :	The diagram 'pathways for learning' and introduction	4.5
	Recommendations	3.7

	Sourcing and identification	2.7
	Best practices	4.1
For the hospitality sector :	The diagram 'pathways for learning' and introduction	3.5
	Recommendations	3.3
	Sourcing and identification	3.3
	Best practices	3.5
For the training centre :	The diagram 'pathways for learning' and introduction	3.9
	Recommendations	2.7
	Sourcing and identification	3.3
	Best practices	3.1
For the social actors :	The diagram 'pathways for learning' and introduction	3.5
	Recommendations	2.8
	Sourcing and identification	3.2
	Best practices	3.5

3.3. The passport

3.3.1. Main qualities of the passport

The three following tables summarise the key comments made by the testing participants on the ANEETS passport. It outlines a passport as a useful tool to visualise the path of the trainee.

Country	MAIN QUALITIES OF THE BOOKLET FOR THE COMPANIES
France	<ul style="list-style-type: none"> ▪ This is useful for a recruiter to have a complementary document of the CV in the recruiting phase, with the employability skills underlined because the most part of young candidates don't know themselves enough. ▪ Within a targeted coaching from the social actors is a good tool.
Spain	<ul style="list-style-type: none"> ▪ Might be useful especially in a labour market very chaotic. ▪ The most important part of the passport are the previous work experience, because an employer know if the other places the youth have been working is trustful or not. With a phone call, companies can check the information in the passport. ▪ Important to have it on paper, but it could be accompanied of more information online on a protected database, such as medical information is kept (personal records). ▪ The passport seems interesting but should include more personal information in it on the youth and his experience. Even though it is interesting, which divulgation in reality this

	tools is going to have? How many copies, to how many persons?
Ireland	<ul style="list-style-type: none"> ▪ “Very good as an “add on” to the CV”.
Belgium	<ul style="list-style-type: none"> ▪ Very useful to visualise the path of the trainee. ▪ Promotes skills other than those required by the labour market. ▪ Communication mean used between the trainee and the various parties associated with its training.

Country	MAIN QUALITIES OF THE BOOKLET FOR THE TRAINING CENTRES
France	<ul style="list-style-type: none"> ▪ It is a very practical tool. ▪ It can be useful during all the steps of the professional inclusion of youth.
Spain	<ul style="list-style-type: none"> ▪ Might be very useful especially in sector with a very high rate of turnover. In tourism, where many persons are working for a specific season, it could be useful to have such a tool to trace and record the professional experience in an easy way. ▪ Might be improved with an official recognition from the public administration. More recognition would give more legitimacy to the tool.
Ireland	<ul style="list-style-type: none"> ▪ Passport would be useful for us to communicate with employers especially the employment skills they are looking for. ▪ It does seem to be a very good idea to log all achievements obtained over the years. ▪ A good starting point. ▪ Well laid, out can be a benefit to young people. ▪ The passport is very good but "would require too much work for employer" they would say. ▪ It will be a good tool for people with not very good organising skills. ▪ This is good record and practical record of experience.
Belgium	<ul style="list-style-type: none"> ▪ Follow the path of the trainee in the training centre and in the company. ▪ Take the measurement acquisitions. ▪ Exchange with the course tutors.

Country	MAIN QUALITIES OF THE BOOKLET FOR SOCIAL ACTORS
France	<ul style="list-style-type: none"> ▪ The tool is useful and can look like a tool that we have already implemented in the coaching of the young. ▪ It can avoid the drop out of the young in the difficult times. ▪ I like the layout: is small, practical and easily comprehensive.
Spain	<ul style="list-style-type: none"> ▪ Tools of evaluation could be important. In the Passport, there is no mention of the success or failure of the formation and the professional experience, which mean the Passport works as a CV.

	<ul style="list-style-type: none"> ▪ The passport should be distributed in strategic places such as the “Youth Spaces” (Espais Jove), and other places which are frequented by youth. The place chosen have to be frequented by the youth. ▪ Very interesting. It can be useful for young who are determined to look for a job and found it. Nonetheless, it is very important to use this passport in the most positive way as possible. Considering they are working with person that has experienced many disappointments and failure during their professional integration, it is important to try to have a useful passport which creates a positive dynamism rather than recording failed paths in the past.
Ireland	<ul style="list-style-type: none"> ▪ Very good.
Belgium	<ul style="list-style-type: none"> ▪ To be recognised by the apprenticeship schemes players. ▪ Valuing NEETS.

3.3.2. The ratings of the passport

Taken into account the rates scale used to evaluate the value of the passport (0 not useful at all; 1 almost useless; 2 useful but has to be improved; 3 good; 4 very good; 5 excellent), the average rates obtained from the testing participants from four countries are good.

For the new technologies sector :	3.1
For the metallurgy sector :	4.3
For the hospitality sector :	4.3
For the training centre :	4
For the social actor(s) :	3.9
For the young person and his-her integration in an apprenticeship scheme or job:	4

4. Conditions of implementation

In the course of the testing, some participants expressed the will to implement the ANEETS tools in their company, training centre and/or social actor network, and described briefly how they plan to proceed with the introduction and use of the tools.

In **France**, the Local Mission of Carcassonne plan to use the tools and the methodology in the coaching of young. FACE Calais envisage using of the tools and the methodology in their European and national projects for NEETs inclusion.

In **Spain**, the passport should be broadly accessible around the city of Gerona and Salt in many different places which are frequented by the youth (such as social centre, Internet access point, sport club, etc.). It might also be interesting to look for formal recognition from the public actors of the Passport, as much as official recognition it will get, as easy it will be to use it and encourage the young NEETs to adopt the tools. The companies also mentioned similar concern.

In **Ireland**, whilst no person or company said they would implement the ANEETS tools; there were positive comments to the effect that the tools would be useful if they ever considered introducing NEETs policies in the employments.

In **Belgium**, if the structure of the “integration booklet” could suffice, the" skills passport "would be a rather personal document - one copy per trainee. The ANEETS toolkit could be distributed to all Belgian structures that participated in the project.

Conclusion

Thanks to the testing put in place from March to June 2016 in all the four project countries, each and everyone's freedom of expression and active participation became operational reality and not just general principles disconnected from field reality. This approach enabled project partners to build and reinforce synergies between actors, to identify a set of range of key success factors to identify young NEETs, as well as to co-construct a toolkit. The testing process ANEETS has highlighted the quality of the final project toolkit.

All actors involved in the testing have found the workshops of great interest, with a good working atmosphere. The project ANEETS has allowed them to take part in a real mutual learning project. The subject matter appeared as really important and of great interest to all parties involved, and the project outcomes as useful.

After the end of testing, the final conference was held on 29 June 2016 in Brussels. The event gathered 75 participants, who received the 3 sector-specific project toolkits: reader's guide, integration booklet and a passport. 42 among them have completed the evaluation questionnaire, which contained notably 4 questions on the toolkit: rating from 1 to 5, could these publications be useful in your work, would you like to stay informed on the project results, and any other feedback or recommendation. An overwhelming majority has given the rating 4 or 5, indicated that the toolkit will be useful in their work, and that they wish to stay informed on the project results.



Partners:



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For more information: www.aneets.eu