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Methodology Guide

GUIDANCE FOR PROFESSIONALS WORKING ON LABOUR INCLUSION OF

VULNERABLE GROUPS

ON THE BASIS OF THE VICTORUPESI EXPERIENCE

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The Victorupesi Project has allowed us to share visions, experiences, and working approaches between organisations that work in the fields of social inclusion and labour integration of groups in risk of exclusion.

This document collects the results and lessons learned from the work carried out in the different stages of project implementation with the aim of providing information and guidance to professionals working with project vulnerable groups.

The Guide has been developed by the Independent Trade Union Confederation-Fetico, Spanish partner of the Project. Fetico as an organisation of the world of work has among its priority objectives to prevent discrimination in the workplace and to promote inclusive work environments. The role of Fetico in the Project has been to contribute the make visible the difficulties of project vulnerable groups in the workplaces and develop methods, tools and materials to raise awareness and capacity building about labour issues: legislation, rights and responsibilities at workplace, working skills and adaptation to labour market challenges.

Despite the significant differences in the level of employability of the project target groups (migrant women, women with Autism spectrum disorders and Asperger syndrome, women with disabilities, rural women, persons deprived of liberty, long-term unemployed people) the Guide gathers the different perspectives of the entities that work with these groups to present evidence-based approaches and strategies that can help other professionals in the implementation of inclusion programs and services.

Chapter 1 explains objectives and target users of the Guide, as well as the common approach proposed to improve employability of disadvantaged groups, based on the contributions of the organisations involved and focus on improving vocational training, employment inclusion and diversity.

Chapter 2 of this Guide focuses on employment as a key factor for social integration. This section reflects the results of the analysis carried out by the participating organisations in the initial phase of the Project, which shows the common difficulties and barriers that prevent project vulnerable groups from fully participating in the economic life through employment.

The Guide addresses the capacity building of professionals working with vulnerable target groups with an employability-oriented approach.

Chapter 3 describes the common guidelines in the implementation of the Models de intervention experimented in the testing phase of the Victorupesi project. This chapter gathers the project knowledge to offer guidance to professionals about the strategies that have shown to be more effective in addressing vocational training needs of project target groups and employment opportunities at local level.

This chapter details the phases to follow for designing and implementing Mediation paths that support the labour integration and inclusion of vulnerable groups.

The Victorupesi Methodology Guide is designed to share the Vocational training experiences and specific methodologies coming from the Victorupesi Project. The goal is to provide guidelines, conceptual tools and methodologies that can be adapted to each context.

Chapter 4 describes how partners have integrated the methodological supporting materials and tools developed in the Victorupesi Project (*IO3 Diversity Management Toolkit and IO4 Digital toolkit*) in their work with vulnerable groups to enhance participation of these groups in training and employment programs.

Chapter 5 defines the transversal aspects considered in project implementation as "Multistakeholder perspective" or "Management of diversity".

The last chapter, **Conclusions and Recommendations**, synthesises the main takeaways to provide targeted support for labour inclusion of vulnerable groups.

1. VICTORUPESI METHODOLOGY GUIDE

1.1. Purpose & Objectives

The purpose of this Methodology Guide is describing the common aspects of the models of intervention implemented by Victorupesi partners organisations that have proven to be more effective to improve the social inclusion of vulnerable groups through training and employment.

This Guide gathers all the information from the project activities and results, some of them tested with beneficiaries, including reports, training materials, labour orientation and guidance tools, emotional support resources as the coaching circles, etc.

Among the objectives of the Guide:

 Provide guidelines for professionals to design and implement their programs, services, and initiatives for labour integration of vulnerable groups engaging the local community.

 Enhance knowledge-sharing and collaboration among professionals. The Guide can be used as a basis for knowledge exchange and cooperation among professionals and organisations working with the same target group. Professionals can identify and share best practices and compare results, leading to improved services and outcomes for the target group.

 Disseminate methodologies and tools that can serve to guide professionals to build mediation paths that match the skills and competences of project vulnerable groups with the needs of the companies that demand employment at local level.

 Promote understanding and dialogue between political, social, and economic agents to raise awareness against discrimination of vulnerable groups in the access to vocational training and employment opportunities.

The final objective of this document is to guide professionals and practitioners that support integration of groups in risk to improve the effectiveness of their action.

1.2. Target Users

The guide is addressed to professionals who work with disadvantaged people: social workers, trainers, tutors, labour counsellors, workplace mentors, coaches and other professional who provide social or labour support services.

1.3. Common Approach

Given the diversity of the Victorupesi project target groups (migrant women, long-term unemployed people, people in prison, people with disabilities, women with Autism spectrum disorders and

Asperger syndrome and women in rural areas) and the different needs and challenges that face these groups this Guide make are vision of the different working approaches used by the partner organisations in the processes of inclusion of these vulnerable groups in local communities underlining the common approaches to all models of intervention implemented by project organisations.

The working approaches analysed in the mapping of experiences and existing practices (IO1 of the project) and tested in pilot training and mentoring experiences with beneficiaries (IO2 of the project) shown that the models of intervention more effective to approach vulnerable groups in the processes of social inclusion and labour integration are the **holistic models** which respond better to the complex social and emotional needs of these groups.

Reasons for using holistic approaches:

- Better understanding the position of each vulnerable group in the social system. From the point of view of social rights and the possibility of exercising them, the correlation with the effective measures taken by each state for vulnerable groups shows both the position of the authorities and the extent to which persons belonging to vulnerable groups are socially active.

- Starting from the full approach of the protection system of vulnerable groups, in the context of their participation in the labour market, in vocational training and in digital expansion, almost all project partners stressed the need for individual adaptation that encourages this participation.

- Thus, the holistic approach ensures the highlighting of all aspects that are discussed when it comes to social inclusion: legal, administrative, political, social awareness and specific issues.

Among the holistic models of intervention used by partners organisations in the implementation of Victorupesi programs the following approaches are highlighted to optimise interventions:

- The **person-oriented approaches** have been considered as the most successful in all models of interventions tested with the different target groups, considering not only the common barriers that prevent each vulnerable group from economic integration but also the individual real needs of each person to access training and job opportunities.

  The entire process of accompaniment towards job inclusion must be focused on personalised support, targeting training, labour guidance and psychosocial supporting activities where the person is seen as the real protagonists of their integration process.

- The **community-based approaches** have been also considered to build a significant relationship between the target groups and their local communities connecting local actors (social organisations, public authorities, companies, economic agents, and labour organisations) to help the labour inclusion of vulnerable groups.

  Involvement, consultation, and co-operation between all these local actors is essential in the labour integration process of project target groups. In this sense, companies, as generators of employment and ultimately responsible for hiring workers, will play a key role in this process.

By following holistic, comprehensive, participative, and integrative approaches oriented to improve social inclusion of vulnerable groups, professionals can match the skills, aspirations, interests, and expectations of each vulnerable person with the employment needs of companies at local level and prepare them for a better access to these jobs.

These holistic approaches have been experienced in two pilot programs where professionals have adapted the training and coaching program developed in the Victorupesi project to the needs of the different project target groups and individuals in their social environments.

2. THE EMPLOYMENT AS KEY FACTOR OF SOCIAL INCLUSION

2.1. The right to work: labour legislation, policies and strategies.

The work in addition to its economic dimension is one of the most effective mechanisms for social inclusion, since it enables economic well-being to face life projects and challenges, generates relationships at personal level and with the community, reinforce people's self-esteem as well as social recognition.

Employment provides people the opportunity to be part of the society in which they live and to participate in economic, social, political, and cultural processes, contributing with their work to social development.

The right to work is recognized as fundamental right in the main international human rights conventions and treaties such as the Universal Declaration of Human Rights, the International Covenant on Economic, Social and Cultural Rights, the European Social Charter and in national Constitutions from all countries.

The article 23 of the Universal Declaration of Human Rights establishes "*Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment. Everyone, without any discrimination, has the right to equal pay for equal work*".

Equality and non-discrimination in all dimensions of people's life included the founding values of the European Union, as expressed in the Treaty on European Union, in European Conventions and EU Legislation.

All national legal frameworks recognise every individual should have equal opportunities to access the labour market and prevent any discrimination at the workplace based on any ground such as race, sex, age, ethnic or social origin, disability, religion, belief, or sexual orientation. However, the right to work can not always be fully exercised and not all people have equal opportunities to participate in economic life through employment. Certain groups face special difficulties in accessing the *world of work and developing an independent economic life.*

Promoting an inclusive labour market is a priority objective of all EU countries and to achieve this objective a wide range of resources are devoted at European and national level: legislation, active policies, protective measures and other initiatives that try to ensure participation of all people on the labour market.

European legal framework

We can find legislation against discrimination in the workplace in the following EU Directives:
- The **Racial Equality Directive** (Directive 2000/43/EC) implemented the principle of equal treatment between persons, irrespective of racial or ethnic origin.
- The **Employment Equality Directive** (Directive 2000/78/EC) this Directive prohibit discrimination in employment and occupation on the grounds of religion or belief, age, disability, and sexual orientation.
- **Gender equality in employment Directive** (Recast Directive 2006/54/EC) equal treatment for men and women in matters of employment and occupation

The adoption of these Directives initiated a movement throughout Europe. In many Member States, this movement implied quite profound changes to the existing legislative framework, through the amendment of existing legislation or the adoption of unprecedented laws and regulations to specifically regulate the prohibition of discrimination in accordance with the directives' requirements.

European Policy framework

The Victorupesi project is in line with the employment priorities of the European Commission to reach by 2030 reflected in the "**European Pillar of Social Rights and its Action Plan**" in a joint effort by the Member States and the EU, with active participation of social partners and civil society.

The "European Pillar of Social Rights" headline targets for building a fairer and more inclusive European Union by 2030.

It sets out 20 key principles and rights to support fair and well-functioning labour markets structured around three chapters:

- Equal opportunities and access to the labour market
- Fair working conditions
- Social protection and inclusion

Our Project contributes also to the pillars: **"More and better jobs'' supporting** quality job creation and employment, promoting the cooperation with employment services and dialogue between social partners and ensuring both support to workers and companies, to the Pillar **"Skills and Equality",** targeting the labour shortage phenomenon and facilitating the employment opportunities for disadvantaged groups. Finally, it will contribute to the Pillar of **"Social protection and inclusion"**, fighting inequalities and poverty and fostering social inclusion as core values of the European Union.

The project is also in line with the EU **Anti-Racism Action Plan 2020-2025**, which underlines that discrimination at work or when looking for work is widespread.

The Victorupesi intervention has contributed to reduce the barriers to labour market entry and to access training for vulnerable groups, ensuring equal access to training and economic opportunities.

Moreover, the project is coherent with the Gender Equality Strategy 2020-2025 that sets out among its priority the closing of the gender gaps in the labour and the promotion of market equal participation across different sectors of the economy for men and women.

Basic national laws in which the right to work and the equal treatment and opportunities in employment and occupation are regulated.

The information of this section has been gathering from the template provided to partners in which they made a general review of the main laws that regulate the right to work and the labour relations in the national legal frameworks on the participant countries as well as special laws and protective legislation and measures that exist in these countries to promote the access of project target groups to the labour market and to protect them of discrimination in the workplace.

The result of the national search carried out in the different countries can be consulted in project documents and can serve to support teaching/learning activities and initiatives. We can extract some general conclusions of this legislation research:

- The right to work is recognized and protected as a fundamental right, normally at constitutional level. Also, the principles of equality and non-discrimination are recognized at the same level.

- The rights and obligations concerning the employment relationship are regulated:

    1. In the **National Labour laws** of the States.

    2. In the **collective agreements**, that establish the specific work conditions in the different economic sectors and big companies as: salary, holidays, working time, leaves, etc.

    3. In the **work contracts**. This is the document that regulates the specific labour relationship between employer and employee. They include the job description, terms and conditions of the job.

- The basic rights and obligations of employers and employees established in the National Labour Laws are very similar in all countries as we will see in the next section.

Protective legislation promoting access of vulnerable groups to employment.

Considering the situation of vulnerability in which some groups find and the difficulties they encounter to exercise their right to work most of the EU countries have adopted "employment protection legislation" and "positive action measures" that try to support certain vulnerable groups in overcoming the structural forms of discrimination that limit their opportunities to participate in labour market such as those used to support the employment or training of people with disabilities.

Most of the countries involved in Victorupesi Project have adopted "positive measures"' that include a wide variety of policies, programmes or initiatives that can be consulted in project reports (Mapping of experiences and existing practices - IO1 of the Project).

What emerges from the synthesis of studies conducted in the Victorupesi project on the different vulnerable groups show that groups at risk of social exclusion have few resources for integration into the labour market, regardless of the geographical area in which they live.

Two reasons strongly support the need of development of vocational training actions, as well as vocational guidance interventions for a skilled labour economy and the need of any person to develop as an individual and to ensure their personal well-being.

Access to vocational education and training remains a concern for certain vulnerable groups bringing, in some contexts, their prejudices. Whether their economic, educational, social status, there are people who have difficulty raising social, educational, and economic inclusion because of the obstacles they face.

Equal access to vocational training becomes a priority for any of the European employment policies, and attention is focused on social categories that are at risk of social exclusion, such as those with low qualifications, those from disadvantaged backgrounds (areas affected by poverty, those experiencing economic decline, high unemployment, etc.), the elderly or the disabled, etc. It is important that formal education be joined by learning through non-formal or informal means and the recognition of the latter (flexible education).

The partner organisations have analysed the policies and legislation specific in the countries in which they operate to show the support received by the social categories they represent. The analysis of

social policies and national strategies applied to support the vulnerable categories and to prevent social exclusion reveals several aspects:

- There are strategies that show the concern of states to support social categories.

- The strategies are supported by their own laws that regulate the system of vocational training, provision of services in the field of employment and by institutional structures so that the risk of social exclusion is reduced.

- Despite these provisions that shape the social intervention system towards vulnerable groups, they continue to face barriers when they strive for full participation in economic, social, and civic life.

The European Report of the existing practices (Intellectual output 1 of the project) that include the results of the analysis of policies, legislation, strategies, initiatives in the field of socio-labour integration for vulnerable social categories reflects the strengths and weaknesses of these measures:

Strong points	Weaknesses
There are strategies, policies, legislative provisions developed in the field of vocational training, vocational integration, and labour mediation for different groups at risk of social exclusion.	Some social categories are not covered by specific measures in public policies (there is no strategic plan that specifically targets them). Thus, they are not visible in vocational training and in actions of integration into the labour market as women with Asperger's, rural women.
There are public institutions / structures that develop programs or provide funding for training programs and access to the labour market. These institutions have professionals who deal with achieving the objectives of social reintegration of disadvantaged groups.	It is appreciated that they do not intervene in actions strictly oriented on each social category. The representatives of the vulnerable groups want a focus / individualization of the services for the groups they represent, they want the familiarisation of the specialists with the issue of vulnerable groups
There are non-governmental organisations that have taken action for vulnerable groups. They develop projects and conduct training actions for people from vulnerable groups. The non-governmental environment is a valuable resource for completing the public training offer.	It is desired that the civic society be more active.
Strategies are subject to public debate.	Disadvantaged people do not make public their problems - they do not participate in debates, do not transmit points of view when public calls are made for the elaboration of normative acts; do not get involved civically to claim rights (lack of information and involvement is one of the causes).
There is a desire on the part of vulnerable groups to train, to get information about digital education.	Access to training offers is very low. Some training programs need an adaptation.

Employment is fundamental to guide towards strong, fair, and inclusive societies. But fostering an active inclusion of disadvantaged groups into the labour market is not achieved only by laws, strategies and public measures, which are obviously necessary, but also by removing societal barriers, changing attitudes, and raising awareness.

In the following section we will make a review of the main difficulties and barriers that prevent some groups from fully participating in economic life through employment.

2.2. Challenges for the labour integration of vulnerable groups

People in situations of vulnerability often face multiple and complex barriers that hinder their access to employment or their professional development. These obstacles include systemic barriers, discrimination, lack of skills and education, limited social support and insufficient resources.

Even if the obstacles to access to employment are diverse, given the heterogeneity of the project vulnerable groups, the level of vulnerability and employability, the diversity of profiles within each of these groups and the potential for multiple grounds of discrimination, etc.., the preliminary study carried out in the project (Intellectual output 1 – European report) identify some employment barriers for their inclusion in working/professional life that are common to all vulnerable groups :

- **Cultural barriers**

  ✔ Some vulnerable societal groups face social stigma, negative stereotypes, and biassed attitudes conscious or unconscious.

  The existence of negative social perception about certain vulnerable groups may lead to situations of systemic discrimination against these groups in the access to employment or in the workplace.

  ✔ Weak representation of the affected groups in the public space that involve a weak participation in the policy-making process.

- **Educational barriers**

People in vulnerable situation face more difficulties for accessing to education and training or for completing of already started studies due to situational, institutional, and dispositional barriers as:

  ✔ The cost for those people with lower income.

  ✔ The family responsibilities and the lack of support with childcare.

  ✔ The lack of adaptation of training programs to the needs of some groups

  ✔ The lack of confidence about their skills to engage in education or training.

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✔ The lack of awareness, information, advice, and guidance about learning opportunities available.

These barriers may lead to an outdated of the skills needed in the current job market that make people with low educational level skills more likely to engage in informal employment.

- **Socio-Economic barriers**

  ✔ Poor statistical visibility of some of these groups. Interventions in any field requires a very good knowledge of the situation so the lack of statistical information makes the design of interventions and socio-labour support measures.

  ✔ Unequal access to resources is felt at the level of all vulnerable groups. Vulnerable groups may face economic hardships that limit their access to resources needed for job search.

  ✔ Insufficient support from employment and social services due to the lack of tailored support that address the individual needs of each vulnerable person/job seeker (personalization of services).

  ✔ Lack of incentives and benefits for companies to promote diversity and to be more open to hiring people from groups who have special difficulties for accessing the labour market.

  ✔ Lack of information, advice, guidance about administrative issues, basic legal aspects about economy, labour market, employment rights and obligations.

  ✔ Lack of available jobs suited to their qualifications and professional experience.

These barriers may lead to a situation of chronification of vulnerability due to the longer people are out of the labour market, the less likely they are to access to employment.

- **Psychological barriers**

  ✔ Impaired self-esteem and self-perception

  ✔ Lack of confidence and motivation as well as a decline in social relations.

  ✔ Risk of becoming discouraged and falling into inactivity because of unsuccessful job search strongly affects the mental state of people at risk of social exclusion.

  ✔ The lack of networks for social/emotional support.

Long-term unemployment situations can negatively affect people's physical, psychological, emotional health and wellbeing leading to a vicious cycle.

How to remove these barriers?

Overcoming these barriers and obstacles requires concerted efforts to promote raising awareness, diversity, inclusion, and equal opportunities in the labour market.

Only a holistic and integrative approach ensures to address all aspects involved in the labour inclusion of disadvantaged groups: legal, administrative, political, social, and economic issues.

In conclusion, the labour integration of vulnerable groups faces multiple challenges and addressing these challenges requires comprehensive and targeted strategies that provide skill development and education, enhance social support networks, allocate resources, and challenge societal biases to create a more inclusive and equitable labour market for vulnerable groups.

2.3. Discrimination at work and intersectionality

According to the definition of the Council of Europe, the main European body to combat racism and intolerance, "**discrimination**" *happens when a person is treated less favourably than other people in a comparable situation, only because of specific characteristics that are part of, or are perceived as part of their identity as nationality, race, ethnic origin, gender, sex, age, disability or any other personal or social condition or circumstance.*

Discrimination at work has multiple forms of expression.

- Labour discriminatory practices can occur in any of the employment processes: job search, application, recruitment, hiring, job assignments, job conditions, promotions, dismiss, referral, etc.
- Discrimination can happen between employees and employers, between managers and workers or between co-workers.

Discrimination is often based or justified by prejudices and stereotypes, conscious or unconscious:

- A **stereotype** is a generalised belief or opinion about a particular group of people. The main function of stereotypes is to simplify reality.

- A **prejudice** is a judgement, usually negative, we make about another person or other people without really knowing them.

Both stereotypes and prejudices are learned as part of our socialisation process. Structural discrimination is the result of perpetuated forms of prejudice.

Another important aspect to underline the different dimensions of discrimination at work is the "**intersectionality**" **of multiple discrimination**, this concept refers to the overlapping and interconnected nature of various personal identities, such as race, gender, age, disability, sexual orientation, and socioeconomic status. Sometimes two or multiple grounds operate simultaneously and interact in an inseparable manner, producing distinct and specific forms of discrimination leading to unique challenges in different contexts, including the workplace. For example, a young Roma woman who is discriminated on the grounds of her ethnic may be also discrimination on the grounds of gender, sexual orientation, age, and so on.

Multiple discrimination at the workplace creates complex challenges for affected individuals. They may encounter biases, stereotypes, and prejudices that intersect and reinforce each other, resulting in limited opportunities for career growth, pay disparities, exclusion from decision-making processes, and lack of representation at higher levels of the organisation.

Furthermore, individuals facing multiple discrimination may struggle to find appropriate support mechanisms within existing diversity and inclusion initiatives. Multiple discrimination is a relatively recent concept, which although now widely accepted, have not yet been fully reflected within the law and legal practices. Traditional approaches that use a single perspective, identifying, and addressing single grounds in cases of discrimination fail to capture the unique experiences and needs of those at the intersections.

To address intersectionality organisations should address the specific needs of individuals facing multiple discrimination, considering the various dimensions of their identity and experiences.

In conclusion, intersectionality poses significant challenges in the workplace.

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2.4. The role of economic agents and labour organisations in the integration of vulnerable groups

While it is a responsibility of the states to create the appropriate legal framework for social integration of vulnerable groups, the access to these groups to the labour market requires joint efforts of all relevant actors: governments, employers, workers and their respective representatives, NGOs, and civil society.

The commitment and involvement of economic agents and labour organisations is a key aspect to foster labour inclusion of disadvantaged groups because they must encourage measures that support equal opportunities and non-discrimination in the workplaces.

What actions can be developed from the scope of labour organisations as trade unions for the integration of people in situations of risk of labour exclusion?

Labour organizations play a crucial role in the employment integration of vulnerable groups. These organizations advocate for the rights and interests of workers, including those who face social, economic, or cultural disadvantages. By *representing and supporting vulnerable workers*, labour organizations help to ensure a fair and equal treatment in the workplace.

One key function of labour organizations is to *negotiate and enforce collective bargaining agreements that ensure fair working conditions*. This is particularly important for vulnerable groups who may be more susceptible to discrimination.

Labour organizations also provide a platform for voicing concerns of vulnerable workers who often face challenges and difficulties in the access to work, in the workplace and in their professional development. These organizations *can act as advocates*, providing support to address these issues.

Furthermore, labour organizations play a vital role in promoting skills development and training opportunities for vulnerable groups. They advocate for inclusive policies that promote access to quality vocational training facilitating their integration into employment.

Labour organizations also engage in social dialogue with governments, employers, and civil society organizations. They participate in the formulation of labour policies and regulations to ensure the inclusion of vulnerable groups. By influencing policy and legislation, labour organizations contribute to creating a more equitable and inclusive labour market.

In summary, labour organizations act as mediators for vulnerable workers, advocating for their rights, promoting fair working conditions, addressing concerns, and facilitating their integration into the labour market. Their efforts are instrumental in promoting social justice and reducing inequalities in employment, making significant contributions to the overall well-being and empowerment of vulnerable groups.

What actions can be developed from the scope of business organizations for the integration of people in situations of risk of work exclusion?

The hiring of people at risk of exclusion and the prevention of discrimination against these people is the best contribution that companies can make to the employment inclusion of these groups.

Among the actions that can be implemented by business organizations and companies to promote employment inclusion at workplace is recognizing and valuing diversity in all its dimensions, creating safe spaces for open dialogue, addressing discriminatory behaviours and biases, promoting diversity in leadership positions and decision-making processes, providing training and education on diversity,

inclusion and cultural competence which can help individuals within the organisation to understand and prevent discrimination.

Organisations should also establish robust reporting mechanisms and procedures to address instances of discrimination and harassment. This ensures that individuals facing discrimination feel supported when faced with discriminatory treatments.

All these actions can contribute to promoting inclusive working environments.

3. BUILDING MEDIATION PATHS FOR LABOUR INTEGRATION OF VULNERABLE GROUPS

BUILDING THE MEDIATION PATH

1. DIAGNOSIS	2. INTERVENTION	3. INTEGRATION	4. ASSESMENT
NEEDS IDENTIFICATION	WITH TARGET USERS AND COMPANIES	INCLUSION AND DIVERSITY AT WORKPLACE	FOLLOW UP OF THE INTEGRATION PROCESS
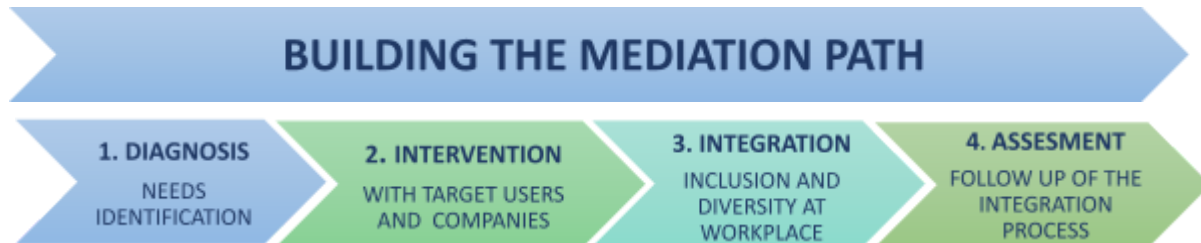
3.1. DIAGNOSIS PHASE- Needs identification of target groups and local labour market.

This section reflects the results of the research phase carried out in the first stage of Victorupesi Project implementation (*Intellectual output 1 – European report- Mapping of existing practices to labour inclusion of vulnerable groups).*

In this Diagnosis phase partners identified the general needs, expectations, and challenges of their target groups for labour integration and de sectors of activity and concrete companies that present demand for employment at local level in their territories with the aim of designing mediation paths, training itineraries, and supporting measures that improve the possibilities of these vulnerable groups for accessing to employment in those sectors/companies.

3.1.1. Identification of the target groups needs to improve their employability.

The following training needs and challenges have been identified for each target group in partner countries:

In Serbia - Target group: Women in rural areas

The partner organisation in Serbia Edufons detected the needs and challenges of rural women to improve employability. Some of the limitations that can significantly hinder their career development and professional growth include:

☐ *Access to education and training:* many women in rural areas may not have had the same access to education and training as their urban counterparts and may need access to vocational education and training programs specifically designed for their needs and available locally.

☐ *Limited Internet access***:** Lack of internet access or absence of reliable internet in rural areas, including inadequate technological infrastructure, weak signals, and less access to equipment can significantly restrict the opportunities available to women, such as access to online vocational training, job opportunities, and networking resources.

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- *Access to technology:* Women living in rural areas may not have access to essential equipment, such as computers or smartphones, making it difficult to connect with potential employers, participate in online training programs, or network with other professionals in their field.

- *Family care:* In many rural areas, there is no organised offering of family care support, such as eldercare or childcare services, so many rural women may often have responsibilities to caregiving for other household members, which could make it challenging for them to participate in training or pursue employment.

- *Transport*: Rural areas generally do not have the same level of transport infrastructure as urban areas, which makes training opportunities or pursuing employment more burdensome and less accessible.

- *Barriers to career development*: Women in rural areas face challenges that limit their opportunities to continue vocational education or gain work experience, start their own businesses, or get guidance and support in their career development due to a lack of practical training through apprenticeships and internships, mentorship and networking opportunities and access to financing.

- *Overload of daily housework*: Rural women face challenges in attending (vocational) training due to their daily responsibilities, such as household chores, agricultural work or caring for family members, so the duration and intensity of training programs may be difficult to manage alongside these responsibilities. It is often necessary to adjust the training duration and schedule to better suit the needs and availability of rural women, such as reducing the number of training hours per day and spreading out sessions over shorter or longer periods.

In Slovenia - Target group: people with disabilities

Partner organisation in Slovenia Ozara identified the needs for developing vocational skills of disabled persons with a reference to the specific category of persons, who are entitled to disability status under its national law *"Act on Employment Rehabilitation and Employment of Disabled Persons"* in which the disability status is established according to the *International Classification of Functioning, Disability and Health.*

The social inclusion programs aimed at supporting and maintaining the working abilities of disabled people show that the needs that present this target group to improve their skills are the following:

- *Individual and person-centred approach and counselling.*

- *Combining learning/training on different sets of skills as an open labour market does not fully ensure workplaces adaptable to their realities.*

- *Generation and knowledge gap in critical ICT literacy, making the current social media and tools working for personal advantage, ICT orientation in the era of service digitalisation.*

In Spain - Target group: long-term unemployment people

The common needs identified by partner organisation in Spain, Fetico for employability of these vulnerable groups are the following:

- *Lack of information and knowledge about the labour market demand for jobs, occupations and skills make more difficult to recognize their learning needs to improve employability.*

- *A comprehensive supporting approach is needed to prevent the barriers that inhibit the participation of LTU in training activities.*

- *The low digital skills level is an obstacle for employability of this target group.*

- *The need to know, recognize and improve our soft skills. These are personal competences considered key for whatever job because they help us to build positive relationships as: self-knowledge, self-awareness, motivation and commitment, initiative, proactivity, adaptability, and problem solving.*

- *Communication skills (verbal and non-verbal, direct or on-line communications means and tools)*

- *Other transversal skills needed for the world of work are self-awareness, flexibility, and adaptability to changes. Knowing your own competencies, strengths and weaknesses will help LTU to identify skills they may be lacking.*

- *Motivation in learning or the capacity to know how to identify the labour market needs and prepare them to meet these future skills needs.*

- *It is necessary to match skills and jobs this means to adapt the training offer with the needs of the companies that recruit employees.*

Training needs are different for each participant and training programs should be planned accordingly. Long-term unemployment affects a variety of people. Due to heterogeneity of this target group depending on aspects as age, gender level of education, cultural background, migrant background, geographical location, and degree of vulnerability, it is important that training is designed according to the specific needs and the characteristics of the different groups of unemployed.

In Rumania - Target group: - people in prison with light sentences

Partner organisation in Rumania Panait Istrati Romania Training Ozara identified the needs for developing vocational skills of people serving short sentences in the local prison in Romania.

- *Recovery from drug and alcohol abuse*

- *Recovery after school dropout*

- *Internet and technology access*

- *Individual approach and counselling*

- *Critical ICT literacy necessary for the current labour market*

In Italy - Target group: people with autism or Asperger diagnosis

Partner organisation in Italy BES has identified the needs for developing vocational skills for their target group, people with autism or Asperger diagnosis. It's important for BES to highlight that this condition is called an "invisible disability" and that women with this kind of diagnosis are exposed to a difficult condition of double discrimination.

Autistic people specific needs are:

- *Teachers and facilitators must be adequately trained about the characteristics of PwD and autistic people.*

- *Training materials must be simple, clear, and with images and visual resources.*

- *Adequate training duration and timing (not too long)*

- *Quiet learning environment (without particular visual and auditory stimulation)*

In Sweden - Target group: migrant women

Partner organisation in Sweden IKF works for the social and economic integration of the foreign-born women in Malmö. As the initiator of the project, IKF identified during its 50 years' experience in the field that the need for foreign born women to be included in Swedish society is first, the acquisition of the language. This is how our organisation started its work in the 70's. Women came together to learn the Swedish language and created the organisation. After that the need was to socialise with local women, in order to learn about the culture and integrate their children as well. Out of this last need, IKF realised that the need of a supporting network is also important as, when you move from one country to another, the social capital is disappearing, and you need to create a new one. So, the main needs, from IKF perspective regarding the inclusion of migrant women, are learning the language, socialisation, and networking. The last one, networking is the most important link to the job market, as is crucial to have a Swedish person or a network that has a good image in the eyes of the Swedish institutions and companies to refer you to get to an interview and a possible job.

3.1.2. Identification of the labour market needs at local level.

Identifying local companies in which people belonging to disadvantaged groups can have employment opportunities is a complex process which requires time for exploration.

The involvement of Victorupesi partners in the labour inclusion of vulnerable groups allows them to have identified some sectors and economic areas of interest at local level with potentiality for taking over workforce.

Employment prospect:

In Serbia

In terms of available industries for employment of women in rural areas, Edufons detected some possibilities of employability of rural women in sectors as:

- *Agriculture and food processing:* Rural areas are often associated with agriculture, and there may be opportunities for women to work in agriculture or food processing industries.

- *Tourism and hospitality:* Rural areas may be popular destinations for tourists, and there may be opportunities for women to work in the tourism and hospitality industries.

- *Renewable energy:* Some rural areas may be well-suited for renewable energy projects, which could provide employment opportunities for women with vocational skills in this field.

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- *Manufacturing:* Some rural areas may have manufacturing industries, such as textiles or furniture production.

- *Creative industries:* Women in rural areas may have creative skills, such as crafting or artisanal work, that could be turned into businesses or employment opportunities.

- *Small businesses:* Women with vocational skills may also be able to start their own small businesses in rural areas, such as craft shops, catering services, or home repair services.

Overall, it is essential to understand the unique needs and opportunities in each rural area to develop effective strategies for women's vocational development and employment.

In Slovenia

The sectors and industries that present demand of employment in Slovenia for people with disabilities are mainly cooperatives/companies belong to the social economy continue to be the most open for labour integration of these people in the economic areas of:

- *Manufacturing*

- *Health and social assistance*

- *Trade*

- *Maintenance and car repairs*

In Spain

In Spain the analysis of sectors and occupations with the best employment prospects for the long-term unemployed are:

- *Logistic and transport: in occupations as warehouse assistant order preparers, deliverers, carriers.*

- *Service sector: in occupations as cleaning worker, telephone operator, commercial agent, sales representative, office worker, customer service operators,*

- *Health and care services: sector in which occupations more in-demand are doctors, nurses, geriatric staff, home-care services.*

- *ICT sector: software developer, software analyst, data analysts, ICT Consultant.*

- *Trade, hospitality, and tourism sectors.*

In Rumania

For persons deprived of liberty in Romania the sectors of interest are:

- *Agriculture*

- *Animal husbandry*

- *Vehicle repairs*

- *Construction*

- *Technology / ICT*

- *Tourism industry and catering*

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⬚   *Transport of goods and shipbuilding.*

The local industry consists of small business in building, a shipyard, a large agricultural company, one factory of electrical cables for cars and other local business.

In Italy

In order to benefit from the Law n.68/99, for t*he job placement of autistic people in Italy* they need to be registered in the lists of the Protected Categories, at the Labour offices managed by the Metropolitan Cities and the Provinces.

From a practical point of view, autistic people need specific help, attention, and mentoring, which can be different from person to person. They also have specific needs regarding the work environment and the relationships with colleagues. For example, in most cases they need a quiet work environment.
They need individual and person-centred approach and counselling, and that combining learning/training on different sets of skills as an open labour market does not fully ensure workplaces adaptable to their abilities.
It is essential that the regulation about job placement of PwD is exploited in the most effective way.
In Italy there are two general tendencies in the process of hiring autistic people. On one hand, there is an old tendency to employ them in low-level activities (above all simple manual activities). On the other one, there is an option developed more recently, which involves a job placement in the IT and technological field.

The available jobs (different kinds of jobs in different areas) depend on individual abilities of the autistic worker because all of them have a different level of functioning and consequently a different effectiveness in the job environment.

In Sweden

For access to employment of migrant women IKF has identified the following sectors of activity in Sweden:

⬚   *Telecommunications*

⬚   *Industrial machinery and motor vehicles,*

⬚   *Pharmaceutical industry*

⬚   *Household goods and appliances*

⬚   *Forestry*

⬚   *Iron and steel industry*

These areas identified in the Victorupesi project for partners are of interest to vocational training providers, as they allow an objective correlation between labour demand, labour supply and expectations of the potential employees and employers.

3.2. INTERVENTION PHASE- Building the Mediation Path.

This section of the Guide reflects the results of the development and testing phase of Victorupesi Project (*Intellectual output 2*–**Training sessions:** Component A (training Modules) and B (Coaching sessions) supported for the Guidelines developed in *Intellectual output 3*–**Digital toolkit** and *Intellectual output 4*–**Diversity management toolkit**)

In this project phase partners have developed the Victorupesi Training and Coaching Program which tries to respond to the training and supporting needs of project vulnerable groups detected in the research phase.

Both components of the Victorupesi Program (training modules and coaching sessions) have been tested with the project vulnerable groups adapting the materials and tools proposed to the specific needs of each group. The toolkits developed in the project for delivering digital training and implementing Diversity management approaches have been used as *support guidance during the piloting phase of the project.*

Due to the employability-oriented approach of Victorupesi Project and important objective in this project phase has been involved political, social, and economic local actors to support social inclusion and labour integration of project vulnerable groups.

The following graphic reflects the methodology for implementing a Mediation Path based in building bridges between vulnerable groups and local companies that demand employment supporting the labour integration of project target groups in these companies.
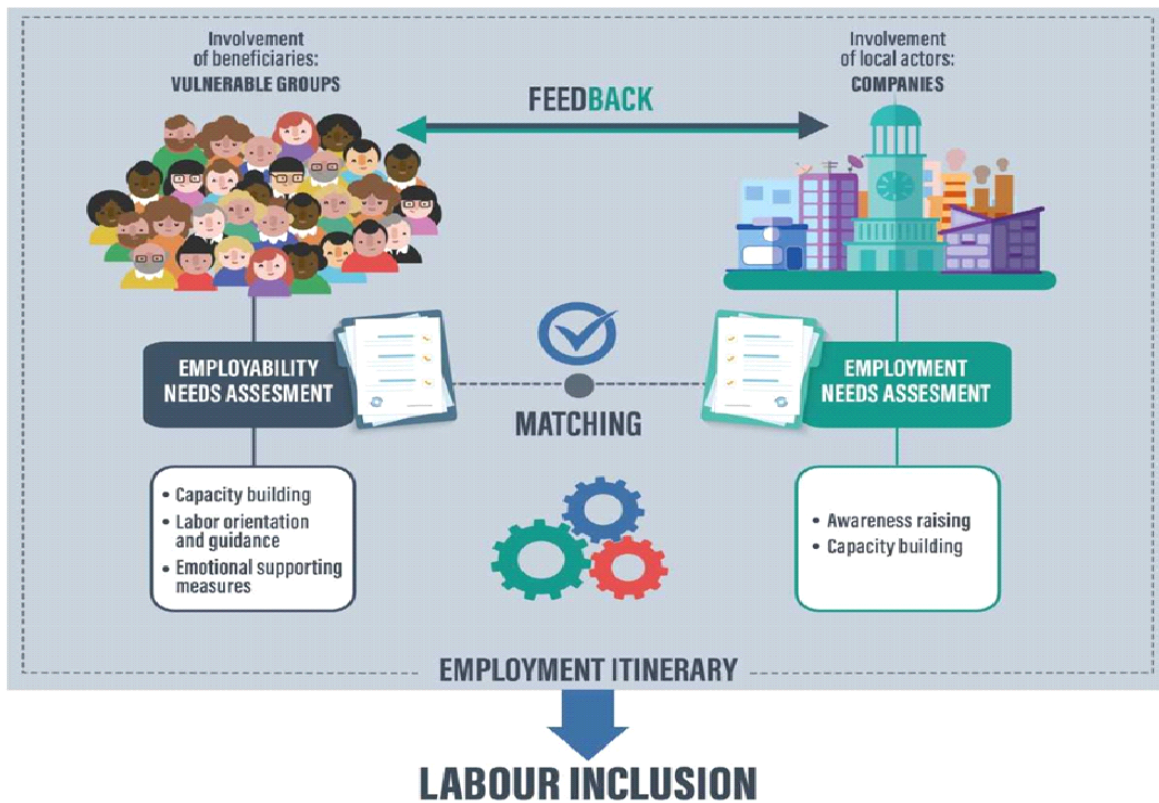
3.2.1. Involvement of local actors and companies

In the previous section of the Guide, we analysed in general the sectors with labour shortage in each country and the jobs, occupations more in demand by companies. In the implementation of the "Mediation paths model" proposed the objective must be to involve the concrete hiring organizations and companies at local level who are interested in taking part in the labour inclusion process of vulnerable groups.

One of the best resources to link the vulnerable group looking for jobs and employers with labour-demand job vacancies and open recruitment processes can be the public employment agencies or private labour mediation agencies. Virtual job search platforms and sites where potential employees and employers are registered can be also helpful because they connect demand and offer of employment. A good partner in these identification can be the associative bodies that represent those companies or sectors of activity as employer organizations, unions, chamber of commerce and other intermediary bodies.

To encourage the essential contribution of companies in fostering and effective integration of vulnerable groups into the labour market it is necessary to develop supporting measures and actions that help them in these integration processes as:

Raise awareness measures, to remove the same cultural barriers, prevent discriminatory attitudes in the workplace and promote inclusivity.

The commitment of the organisation is required to establish an "inclusive organisational culture" respectful with principles of equal opportunities and diversity that must be part of the company's values and spread among the employees.

Capacity building activities, about diversity and inclusion addressed to top managers, workers with decision-making capacity, human resources professionals and workers in general.

It is important to help companies and workers to understand the processes behind discriminatory acts and to avoid unconscious biases.

After the information and contact with potential hiring organizations and companies the next activity will be the analysis of employment opportunities and job vacancies offered by local companies and requirements to access these job positions.

Project partners have developed multi stakeholders partnerships to engage the local community in supporting socio-labour integration of vulnerable groups they work with. The results of the involvement of local actors in each country have been the following:

In Serbia:

Edufons has developed or strengthened the following partnerships to engage the local community in supporting rural women:

Collaboration and partnerships with other local organisations such as community centres, women's groups, youth organisations and community stakeholders. We identified organisations that share our goals and values and explored ways to work together for supporting social integration of the target groups and ensure that training programs are aligned with local workforce needs. These organisations have helped to reach out to the target group, identify and engage unemployed individuals in the community, spread awareness of the services and a vocational training program offered by our organisation and encourage participation.

Local Employment Centre (Government Agency) for providing information during needs mapping, which provided valuable insight into the skills and experience required for jobs in the local area and helped to connect unemployed people with our organisation's training and support services.

In addition, we find it helpful to cooperate with Local Institutions, such as schools, libraries, and community centres, as they can be leveraged to provide access to technology and support the training program. These institutions could also provide resources such as classrooms, computers, and internet connectivity.

In Slovenia:

Social inclusion programs are implemented by contractors selected in a public tender published by the ministry responsible for the protection of the disabled, in which the conditions for the implementation of the programs are determined.

There are several organisations on national levels who run such programmes and are responsible for the same quality measures and rules of operation. Across the country, such organisations tend to

connect with each other also on a voluntary basis, offering space and time for different activities bringing tighter participants for peer support but this is not obligatory and depends on regional circumstances and networks developed. Participants in these programmes can receive support in Regional Employment offices, if they wish a renewed estimation of their work capacity as this is their right and mentors within such programmes can help them connect back with the Employment office.

In Spain:

The process of engaging project stakeholders and company's identification has been developed by Fetico who is deeply involved in the activation of the labour market in Spain. This organisation is accredited as an Employment Agency by the Spanish Public Employment Service and collaborates with the National Employment Services in the activity of placement of unemployed people. Fetico is also supporting Randstad Spain, with which it has a collaboration agreement to boost its placement activities.

Fetico had activated their networks to connect all actors involved in the labour integration of vulnerable groups: economic agents (as workers and employers' organizations, chambers of commerce and companies, as generators of employment and ultimately responsible for hiring workers) political actors (with competences in the field of employment and training) and social organizations supporting socio-labour inclusion of priority groups.

Fetico also has permanent collaboration agreements with some Spanish NGO´s such as Red Cross or Red-Acoge to promote labour integration of vulnerable groups. Fetico participates together with other unions and NGOs in the working group of the "Sensibiliza Project: raising awareness of cultural diversity in the work environments" this working group is a place to meet and exchange ideas, visions and proposals on issues related to diversity, inclusion, and equal opportunities in work environment, with special reference to the need to promote access to employment for people belonging to vulnerable groups and to fight against discrimination.

Fetico is also a member of the Spanish Charter of Diversity which ensures direct contact with companies from all sectors of activity and members of the charter that can act as "role models" for other companies in supporting labour integration and inclusion of vulnerable groups.

For the involvement of companies in project implementation Fetico engaged the companies in which it is a representative union, mainly big multinational companies from the Commerce Sector as IKEA, Auchan, Carrefour, Apple, etc., engaging them in the participation of the pilot experiences. Some of the LTU women participants in the Victorupesi pilot programs were offered job opportunities in these companies.

In Rumania:

Apart from the partnership with Brǎila Penitentiary, Panait Istrati Braila County Library, Romania, had correspondence with the Brǎila County Employment Agency (Addresses no. 109/15.01.2021, 162/22.01.2021 and 395/09.02.2021) for establish the details of the collaboration, as follows:

✔ presenting the project and requesting Agency experts for support.

✔ presentation of the duties for the appointed experts.

✔ establishing dates for in-depth interviews and focus groups.

In Romania there is a National Strategy for the social reintegration of persons deprived of liberty 2020 - 2024 (source: http://sgg.gov.ro/1/wp-content/uploads/2020/05/ANEXA-14.pdf), in which the general lines of social reintegration for our target audience are presented. The main obstacles of persons deprived of liberty are in the post-release period:

✔ lack of valid identity documents.

✔ difficulties regarding the return to the family and community.

✔ lack of housing/shelter.

✔ lack of financial resources/lack of food or clothing, after release.

✔ difficulties regarding the identification of a job, in general, or a job according to the acquired qualification.

✔ difficulties in accessing post-release health services, in the case of people who do not have health insurance.

✔ difficulties regarding the continuation of studies.

✔ difficulties regarding access to the labour market, in the context of the existence of a criminal record.

✔ lack of support from the community.

In Rumania, the agency in charge of identifying jobs is the Brăila County Employment Agency. That is why we wanted two representatives of the respective institution to be present at the interviews and at our focus group with persons deprived of liberty.

The main institution involved in creating employment opportunities for our target group is Brăila County Employment Agency.

In Italy

BES, the Italian organisation has a wide network composed by: -non-profit organizations (many of them are organizations that support PwD and autistic people, have contact with them and their families, and organise activities and training) -public bodies, such as AFOL (which is a public company consortium which manages the area of vocational training, guidance and work), the Municipality of Milan, or the Local Municipalities of Milan (local bodies that govern different areas of the Municipality), Lombardy Region -private companies, which are interested in the opportunity to employ PwD -private foundations (which offer economic support to social impact projects)

Our organisation offers different projects for employment of PwD with different levels of working competence. Some of them find a suitable job and have a good degree of autonomy and can exploit the

opportunities offered by Law n.68/99 and other legislative instrume
in social impact projects financed by public bodies of private foundations.

In Sweden:

Since the beginning of the project and even before the project started, IKF is constantly developing partnerships and have biannual opening doors events, to involve the companies and the local community in our work of supporting the migrant women in their process of social inclusion within the Swedish society. The municipality is supporting the organisation's work, in the actions of giving a helping hand to the mothers that have their teenagers at risk of radicalisation, and empowering them in educating their children, to have critical thinking, and identify in early stages any risk of getting radicalised or involved with criminal groups.

With the occasion of running the two pilots of the VICTORUPESI training, and the Coaching Circles, they partnered with more educational centres, like Hermods and Folk Universitet, where we delivered the training with their participants as well. In this way, we mediated the path with the accredited centres, by making them aware of our program, and at the same time to be more open to involve and accept our target groups in their vocational programs, that could lead to a practice and then to get a job.

3.2.2. Involvement of beneficiaries

The **"Victorupesi Training and Coaching Program"** has been tested in two pilot experiences carried out in each partner country. A total of 10 professional (trainers, mentor, tutors…) and about 100 people belonging to vulnerable groups have been involved in the Program with very different vocational needs and employment capability. The program had been adapted to approach the specific needs of each target group and individual person. It has delivered at least 20-30 hours of training per pilot course per country divided in an adequate number of sessions.

The Victorupesi Program include training modules and coaching sessions according with the following structure:

Training Program:

MODULE 1 - Professional Competences: Digital skills and tools.

Use of social networks for employment

Personal branding

MODULE 2 – Empowerment: Personal and social competences

Employments skills

Management of conflicts

The objective is putting participants skills in action by setting personal goals and objectives.

MODULE 3 - Awareness – Employment rights

The right to work.

Rights and obligations of employers and employees.

All modules include theoretical explanations and practical activities as well as dynamics and discussion groups for a better comprehension of the training contents.

The following activities that have been tested with participants:

Employability needs assessment

Different tools have been used to know the individual needs of each participant involved in pilot programs.

The following training activities have been planned accordingly to the results of this previous assessment:

✔ The professional profiles of our specific target groups.

✔ The transversal training needs of participants to access the job opportunities detected.

✔ The supporting needs of participants

Capacity building to improve employability.

Personalised training paths and individual work is needed.

Training program addressed to participants: digital skills, soft skills (self-esteem and self-confidence) cultural skills; interpersonal skills,

Labour information: providing basic information and knowledge about economy and labour market, requirements to access employment, national laws guiding the labour relations, rights and responsibilities of workers and employers in the workplace, etc.

The Coaching Circles.

An important part of the Victorupesi Program is the emotional supporting measures addressed to support emotional stability of vulnerable groups through the method of Coaching Circles.

The emotional support available for the project vulnerable groups in the area of intervention of each partner organisation has been the following:

In Serbia:

Rural women face emotional and psychological barriers to employment, such as a lack of confidence, fear of failure, and anxiety. Emotional support is necessary to help them overcome these barriers and to build resilience. The emotional support available for the target group of rural women may vary depending on the area of intervention and the resources available in the community. However, here are some common types of emotional support that may be available:

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Counselling Services for individuals to discuss their emotions, stressors, and challenges offered by counselling centres, local mental health providers, mental health professionals, social workers, or other trained individuals can provide a safe and supportive environment.

a) One-on-One Counselling, individual counselling services with trained mental health professionals can provide a safe and confidential space for individuals to talk about their emotions, challenges, and concerns.

b) Group Counseling, supportive sessions where individuals can connect with others going through similar challenges, can provide a sense of community and support and help individuals feel less alone in their struggles.

c) Peer Support Groups, where individuals can connect with others who have experienced similar challenges and offer support and guidance based on their own experiences.

Community organisations may offer workshops or classes on stress management, mindfulness, or other emotional regulation and self-care techniques.

Support Groups led by trained facilitators or peer leaders can be focused on specific topics, such as job loss or grief, and provide a sense of community and shared experiences for individuals facing similar challenges.

Helplines that provide 24/7 access to trained professionals who can offer support and guidance to individuals in crisis. They may be focused on specific topics and can provide resources and referrals to other support services.

Online support, through resources such as websites, chat rooms and forums, where individuals can access information and connect with others and receive emotional support. This can be especially helpful for individuals who may not have access to in-person support services or feel more comfortable seeking them online.

Self-Care Resources, such as mindfulness apps that provide tools and techniques for individuals to manage their emotions and reduce stress, can be especially helpful for individuals who may not have access to formal counselling services or prefer to manage their emotions on their own.

It is important to note that emotional support can be a critical component of overall health and well-being and may be especially important for individuals who are experiencing unemployment or other challenges.

Coaching circles designed in Victorupesi program by creating a supportive community and incorporating various activities and resources, can be a valuable, flexible, and dynamic tool for providing emotional support and guidance to individuals struggling with unemployment or other challenges and can help them build confidence, manage stress and develop the skills they need to succeed.

So, in the context of emotional support, coaching circles could provide a safe and confidential space and be a beneficial tool for providing emotional support to individuals in a group setting. However, bearing in mind the nature of rural women and their burden with daily duties, they are ready for such activities only if they clearly see what they will get from them. Therefore, it is of utmost importance that

coaching circle providers be fully aware of rural women's unique needs to be able to point out concrete benefits for them.

Other elements that must not be omitted to ensure coaching circles effectively that provide emotional support and promote well-being among this target group are:

Design them so that they are well structured, with clear goals and a mix of activities.

Provide experienced and qualified experts for emotional support, including help with stress management and emotion regulation.

Provide a safe and supportive environment for everyone involved to share their experiences, discuss their emotions and challenges, and feel comfortable.

Set ground rules, including confidentiality, respect for other participants, and the expectation of active participation.

Facilitate supportive discussions among participants, encouraging them to share their experiences, challenges, and successes. This could involve discussing common challenges and brainstorming solutions together or sharing personal stories of overcoming adversity.

Coaching circles could also incorporate other forms of emotional support, such as referrals to other support services in the community.

It is important to remember that emotional support needs vary among individuals, so it is necessary to offer a range of support options to meet different needs. Additionally, it is essential to ensure that any of these types of support services offered are provided by trained professionals or individuals with relevant expertise, which may include trained coaches, career coaches, mental health professionals, and experts in stress management, or may be led by a peer leader with appropriate training and experience.

In Slovenia:

Within Social inclusion programme, the following support is offered:

• Psychosocial support
• Motivational Support
• Offering the possibility for being actively involved in the design, planning, implementation and evaluation of the program.

At all locations where the program has been implemented, professionals and colleagues are available to users throughout the workday to offer individual or group psychosocial support and assistance if problems arise that need to be resolved immediately. Individual psychosocial activities take place with the aim of empowering users and developing social skills. Psychosocial support is aimed at dealing with problems that the users of the program encounter on a daily basis or over a long period of time. It is carried out by experts and mentors.

Users are encouraged and motivated to take an active role with the help of motivational training, which take place in the form of individual or group workshops. Within the framework of motivational activities, users are encouraged to maintain an active role in the social inclusion program, and above

all, we encourage inclusion in work, psychosocial, creative and leisure activities with the aim of realising the goals of the program.

User's individualised plan is aimed at checking motivation for inclusion and defines the necessary level of motivation by mentors/professional workers with the aim of realising individual and group goals. Users can participate in all phases of program implementation, which means that they are actively involved in the design, planning, implementation, and evaluation of the program.

In Spain

The Spanish partner Fetico is deeply involved in the activation of the labour market. As an organisation accredited as an Employment Agency, it collaborates with the National Employment Services in the activity of placement of unemployed people in the labour market.

Fetico provides employment guidance and professional support especially to those groups with more difficulties to enter or re-enter the labour market as young people, long-term unemployed adults, and low-skilled workers.

Employment orientation and guidance for job placement include supporting measures to evaluate their competences, drafting CVs, preparation for job interviews, support in developing professional networks, orientation about recognition and validation of professional qualifications and competences and labour experience acquired in previous contexts, etc.

We try to create a confident environment in order our users can get involved, increase their confidence, and make them aware of their own strengths and weaknesses and needs for a successful integration or reintegration in the employment.

Main coaching activities of our model of intervention with long-term unemployed people are focus on address emotional barriers that constrain LTU from labour market re-integration, among them:

- *Erosion of confidence and motivation as well as a decline in social relations during extended unemployment spells.*
- *Risk of becoming discouraged and falling into inactivity as a result of unsuccessful job search.*
- *Long-term unemployment can negatively affect people's physical, psychological, and emotional health and wellbeing of job seekers, leading to a vicious cycle.*

The coaching program in Spain has been structured in the following thematic sessions:

CHALLENGES – Personal challenges

Individual and group reflection about personal challenges. Participants share emotional, educational, cultural, and physical challenges that they face to access to employment. We work to detect the main challenges that face participants and ways to overcome them.

NEEDS- Mapping of the main personal job-related skills and identifying skills gaps.

Needs assessment is the first step participants must take for an improvement process, since it allows them to know where they start from. The self-assessment of skills allowed participants to know their strengths (the skills they are good at and perform well) and weaknesses, and the training needs that they must improve certain skills.

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RESOURCES – Elaboration of "Personal Action Plans"

Participants get involved in the design of their own "Personal Action Plan" understood as a kind of "contract" with themselves which contains the strategy to follow to achieve personal objectives (SMART objectives). Presentations of Personal Action Plans were used to stimulate participants to speak about their plans, challenges they consider they must face and how they consider they can manage them.

The final objective of the coaching program is empowering participants towards a more proactive and aware attitude to get back to the labour market. For this objective it is important to provide resources and tools to participants for self-reflection and self-evaluation of their skills in terms of strengths they have and weaknesses they must face to improve their employability.

Some participants pointed out the most positive things about the Victorupesi training and coaching training Programs… *The tools for self-assessment of competencies, the resources and information provided and the information for accrediting professional experience. … To get to know myself better, sell myself better and know what skills I need to improve…"*

In Rumania:

Within the Social inclusion programme, Rumanian partners offered psychosocial support and motivational support using coaching circles.

Coaching circles incorporate various activities and resources for providing emotional support and guidance to imprisoned individuals and we try to help them build confidence, manage stress, and develop the skills they need to succeed.

They found that small group coaching is a powerful tool because of learning interactions among leaders who aren't on the same team but are roughly equal in experience and position. Also bringing people together who have no formal accountability to or interactions with each other, you can create deep learnings that wouldn't be available otherwise.

For imprisoned people coaching circles in small groups provide the following benefits:

- Immersion in real-time group dynamics.
- Insight into diverse perspectives
- Opportunities to practise new social and emotional skills in a safe space.
- A robust accountability system.
- An enduring support networks
- Nurturing a climate of trust and support.
- Nurturing a collaborative attitude.

In Italy

During the development of the VICTORUPESI pilot training, Coaching Circles had a fundamental role, because they created the opportunity for trainers and participants to know each other better and to build confidence. This allowed participants to share their own stories and communicate their specific

needs. In the job environment, there are two specific roles which can offer emotional support to people with autism: job coaches and psychologists.

In Sweden

In their area of intervention, and within the daily circles IKF is running, the emotional support is in the centre of our attention, as most of the person part of our target groups are at risk of isolation, and sometimes even, if they have the set of hard skills required to be employed, the soft skills, such as stress management, and time management, are not developed and that makes them not functionable in the society. So, provision of the soft skills is available in their circles, and during the VICTORUPESI training, they had a very good feedback, and the recognition of the importance of the coaching process.

3.2.3. Matching the skills of target groups with the needs of the local companies

In the implementation of the Mediation Path the involvement of companies and users (vulnerable groups) can be undertaken in parallel.

When we have the results of the previous stages, we must do the matching between companies' needs and vulnerable groups or between placement opportunities (job vacancies) and employment candidates.

The entire process of accompaniment towards job placement of vulnerable groups must be focused on individual support, before, during and after placement.

Some key aspects for a successful labour integration and inclusion of vulnerable groups are the following:

✔ Enhance a reinforced cooperation between companies, professionals working in the field socio-integration, labour organizations and labour intermediation services to create insertion itineraries adapted to the professional profiles and skills of vulnerable groups and to the demand for labour of companies.
✔ Provide these groups with vocational training based on companies' need, to prepare them for labour integration in the job vacancies giving them pre and post placement support to ensure sustainability of employment.
✔ Support to companies in the design and implementation of "Onboarding Plans" to facilitate the integration and adaptation of the candidates to the work environment.
✔ Provide training to professionals who support the labour integration process of vulnerable groups in the companies (in company tutors, mentors, trainers, mediators, etc) to facilitate the accompaniment and inclusion of these workers in the companies.
✔ Training for employers and company managers about inclusion and diversity management in the workplace.

It is important to underline that full integration in employment does not occur with simple hiring, but in most cases, it is necessary to carry out support, training, and adaptation programs to achieve full integration of the new workers to the culture and dynamics of the companies.

4. INTEGRATION OF PROJECT RESULTS

In this point partners describe how they have integrated the methodological supporting materials and tools developed in the Victorupesi Project (*IO3 Diversity Management Toolkit and IO4 Digital toolkit*) in their work with vulnerable groups to enhance their participation in training and employment and the future use these organizations will do of these project results.

In Serbia

Edufons has integrated these toolkits into their work with rural women to prepare them for social integration in the following ways:

1. Diversity Management Toolkit has helped prepare the target group for social integration by fostering an inclusive environment that respects differences. Edufons used this toolkit to deliver training programs for our staff, create policies and procedures that promote diversity and inclusion to more inclusively pilot's vocational training for rural women, and engage in outreach activities that promote understanding and dialogue between different groups. Also, it helped us promote diversity and inclusion within our organisation and community.

2. Digital Toolkit helped Edufons to provide rural women with a more beneficial training program through two pilots focused on digital skills essential for social integration in today's digital age. We used this toolkit during pilots to teach the target group basic digital skills, such as using email and social media, and more advanced skills following the guidelines and advice from it. Also, Digital Toolkit helped us to tailor work with rural women to focus on job search skills: For example, to teach them how to use job search websites, create an online profile, and communicate with potential employers online. This helped rural women gain self-confidence and skills applicable to better-accessing job opportunities, connecting with others in their community and participating in online activities that promote social integration. The initial structure of the Digital Toolkit with accompanying tools ensured the effectiveness of local pilots' implementation and kept vocational training on track. While the summarised results and observations that we entered the toolkit after the pilot program ended contributed to a deeper understanding of the lessons learned, drawing conclusions, and looking at further directions for subsequent vocational training and application of developed educational tools and mechanisms for rural women.

The Interweaving and comparative use of both toolkits through integration into local activities enabled to customise and develop a holistic training program that includes both digital literacy, diversity and inclusion. For example, in sessions on using social media, we taught our target group how to use digital tools to connect with diverse communities helping them develop digital literacy skills while fostering understanding and respect for different cultures and backgrounds and promoting diversity and inclusion.

Also, both toolkits brought to our organisation valuable inputs on how to organise these types of vocational training for other vulnerable groups, which can contribute to expanding the work to different target groups or providing more quality training if features of fewer opportunities overlap within our original target group.

Integrating the Diversity Management Toolkit and Digital Toolkit into our work with the target group after project life paves the way for us to offer training programs that teach digital skills through the lens of diversity and inclusion, helping make the training more engaging, relevant, and tailored to the target group's needs, including personalisation and data analytics to identify areas for improvement. So, jointly applying, and customising toolkits will help ensure that further local work is relevant and effective in preparing rural women for social integration and better suit the needs and specific challenges faced by rural women.

This reflects future opportunities to develop vocational training programs that incorporate innovative technologies and integrate upskilling pathways using the Diversity Management Toolkit and Digital Toolkit for developing training programs which can help make training more engaging and interactive, improve learning outcomes and increase retention rates. They open up opportunities for offering vocational training programs that not only provide the target group with new technical skills that are in demand in the job market but also promote diversity and inclusion. Finally, these toolkits offer the possibility of using data analytics to measure the effectiveness of training programs, which can help us identify areas where training can be improved and measure their impact on the employability and social integration of the target group.

In Slovenia

Ozara considers the Diversity Management Toolkit has been set as a document aimed at understanding diversity management approaches, planning, and its appliance in different sectors, so it is important to understand the levels of diversity and its multifaceted nature on personal and organisational level.

The status of each this following 4 facets or layers is influencing on our personal position on the employment market or within employment procedures as everyone is a unique combination of these elements or layers:

• *Personality as an explicitly individual dimension, forming the core of a person's personal integrity, covers all aspects of an individual.*

 • *Internal factors as main categories that make up the core of diversity are also seen as unvarying elements because in principle they cannot be changed or are rather difficult to change. For that matter, they must be considered particularly diligently in equal opportunities policy (gender, age, race / ethnicity, physical or mental abilities…).*

• *External factors which showcase characteristics of the ability to change, like i.e. income (economic status), education (formal and informal knowledge), work experience (acquired through work) marital status, geographical location, etc.*

• *Organisational factors determined by employers, unions, and others like i.e. function/position in the hierarchy, type / content of work, working conditions, branch/location/duration of employment.*

IO4 was therefore used within the piloting as the supporting element to include a variety of different needs and personalised accounts on skills development that was underpinned by the coaching process within piloting experience and evaluation phase.

IO3 helped us to address the challenges appearing in digital societal inclusion and job market challenges. Digital social inclusion is strongly connected to understand the pathways of societal digitalisation where services, counselling, and basic bureaucratic procedures are moving on-line. Social media use and on-line collaboration tools as perceived and planned through IO2 training modules have been observed and adapted through critical point of view – connection with digital footprint, personal appearance and using ICT to personal benefit and to achieve a more integrated digital life when using digitised services in everyday life.

In Spain

Fetico has used both toolkits as supported materials in the development, adaptation and implementing the Victorupesi Training and Coaching Program with our project target group (long-term unemployed people)

Diversity Management Toolkit has helped us to understand and implement the diversity approach in our training and labour orientation activities with vulnerable groups and also in the work we do with labour organizations and companies to encourage them to implement and develop diversity and inclusion policies and strategies.

The workplaces are becoming more and more diverse, with people from different cultural, social, and demographic backgrounds which means a management challenge for companies but the coexistence between people with diverse capacities, attitudes, values, motivations, and knowledge can be also an opportunity that enriches organisations and adds value to them.

As an example of the use of project knowledge about Diversity Management in our activities is the participation of Fetico in the Spanish Diversity Charter which reinforces its commitment towards people in work environments promoting diversity and inclusion in the workplace among the companies in which our union is represented.

Digital Toolkit is helping us in the development of training programs addressed to improve digital competences for employment. The materials developed in this tool will be applied in our employment inclusion programmes and training activities addressed to job seekers to provide them with the necessary competences and skills to address the challenges of the digital transformation.

In Rumania

Rumanian organisations used the Diversity Management Toolkit to prepare their target group for life after they are released from prison.

Since our world is on a fast track after release, they may find themself on a very new and different world. The toolkit is useful in understanding the levels of diversity and its multifaceted nature on a personal and organisational level in the outside world.

Some contents of the Diversity Toolkit had applications in the detention centre like conflict resolution. We encourage them to see the prison as some sort of employer, as an organisation where they can safely apply what they have learned.

In Italy

Private companies with more than 14 employees are subject to an obligation of employment of Persons with Disabilities - PwD, in relation to the total number of employees, and employers who don't respect this rule have to pay an economic sanction. Nevertheless, there are also companies that employ PwD regardless of the legislative obligations. Economically, employers who give a job to PwDs can rely on the opportunities offered by different legislative instruments, and they receive economical support.

In Sweden

The way they deal with diversity management in Sweden organisation is organising training, activating, and applying the principle of Equality in all our actions, in the recruitment process as well, and the designing of the future programs and projects.

IKF team is very diverse and highly functional, performing at the level of winning the prize of the best organisation in the region in 2018, twice invited by the National Agency in Erasmus as best practices, and becoming EPALE ambassador as well.

The Swedish society is a very digitised one, and the need to literate the migrant women in the field of IT skills, is a must, and even before the project started, we were running circles about how to use mobile phones to make appointments to the doctor, and register to the tax, employment, migration offices. Furthermore, IKF delivered training in social media and Personal Branding, alongside referring their women to ReDI School, an IT school dedicated to the migrant women that is closely collaborating with IKF Malmö, in order to have more women in the IT sector, programming, web designers, and digital marketing.

5. MAINSTREAMING

5.1. Multi Stakeholder partnership perspective

This section of the Guide describes the project performance from a multi-stakeholder perspective.

At national level project partners have built local networks that have co-operated in the implementation of project activities aimed at vulnerable groups. Below project partners describe the roles played by economic agents (companies, labour organizations and the trade unions) in the social integration of project vulnerable groups and how these agents help the process of employability of these groups.

Serbia

Economic agents such as companies, labour organisations, and trade unions play a vital role in the social integration and employability of rural women. These agents can provide opportunities for employment, skills training, and professional development to enhance employability.

Companies can create job opportunities and training programs that meet rural women's specific needs and skills. They can offer employment and internship opportunities, which can be a crucial first step in social integration. Companies can also support training initiatives by providing training facilities, funding and expertise in specific fields or collaborating with vocational training providers and schools to ensure that training programs align with the needs of the labour market. Also, they can provide mentorship and support to these women to help them succeed in their careers. Additionally, companies can implement policies and practices that promote diversity and inclusion in the workplace, creating a more welcoming and supportive environment for women from rural areas.

Labour organisations and trade unions can also play a crucial role in supporting the social integration of the target group. They can advocate for workers' rights, including those who may face discrimination or social exclusion, and for the rights and interests of women from rural areas in the labour market. They can negotiate for fair wages, benefits and working conditions for these women and support their access to training and development opportunities. Labour organisations and trade unions can also support vocational training and apprenticeship programs, promote diversity and inclusion in the workplace, and facilitate the transition of workers into new industries or sectors. They can also collaborate with companies to develop programs that address the specific needs of women from rural areas.

In addition to the above, economic agents can help in the social integration of women from rural areas by providing access to information, resources, and networks. For example, they can connect these women with community-based organisations, government agencies, and other stakeholders that can provide support and guidance.

In summary, economic agents can be powerful allies in the social integration and employability of women from rural areas. Companies, labour organisations or trade unions can help enhance employability and support long-term social and economic integration by providing employment opportunities, vocational skills training, and professional development. By creating opportunities, providing support, and advocating for their rights, economic agents can help these women overcome the challenges they face to achieve their full potential in the labour market.

Slovenia

The Slovenian partner Ozara points out that the main emphasis when working with people with disabilities is to promote and remain an important level of social inclusion versus isolation. For promotion of such inclusion, the surrounding social environments need to understand the diverse needs of our target groups which are connected to different social realms: labour market integration, digitalisation of society, fighting stigma and discrimination.

The national quota system within employment of Persons with disabilities is one way for promotion of employment in the open labour market although disability companies are the main element of employing persons with disabilities.

Currently one of the most important agents for combating any discrimination is the "Defender of the Principle of Equality" as an independent state body established to promote equal treatment and ensure protection against discrimination. The right to protection against discrimination is enshrined in Article 14 of the Slovenian Constitution. The Defender of the Principle of Equality operates under the Act on Protection against Discrimination, which was adopted by the members of the National Assembly in

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May 2016. The extent of power and duties of this body are determined by the Act on Protection against Discrimination and defence attorney is responsible for protection against discrimination in the public and private sector, in certain cases he can also protect legal entities against unequal treatment for a particular case where unequal treatment occurred due to the gender, nationality, race or ethnic origin, age, disability, sexual orientation, parentage, pregnancy and other personal circumstances of the unequally treated person. The extremely extensive task of the Defender is also to monitor the state of discrimination in the country (https://zagovornik.si/o-zagovorniku/pristojnosti-in-naloge/)

Spain

Effective labour market inclusion requires the active collaboration of a variety of actors, including public authorities, civil society organisations, economic, social and labour institutions as well as public and private companies working together closely to create opportunities for integrating vulnerable groups into the labour market.

In this multi stakeholder approach, labour organizations play a crucial role in contributing to create a more equitable and inclusive labour market. Among the main activities carried out for these organizations are advocating for the rights and interests of workers in general, ensuring equal treatment and fair working conditions, promoting skills development and training opportunities for vulnerable groups and influencing policy and legislation. In summary, labour organizations can act as mediators for vulnerable workers, advocating for their rights and facilitating their integration into the labour market.

Companies must be other key actors in these local networks of relevant stakeholders to facilitate labour opportunities to vulnerable groups. Hiring people at risk of exclusion is the best contribution that companies can make for labour inclusion but not only they have a key role also in promoting a diverse and inclusive working environment.

The existence of economic sectors with high workforce shortage and high percentage of unemployment coexists in most countries. That labour shortage could find a solution in employing people from vulnerable groups, but companies still show several resistances. This situation could be overcome acting simultaneously on various aspects:

- The promotion of a more inclusive work process and work environments through sensibilization of employers, managers, recruiters. Enhancing diversity in leadership positions and decision-making processes, providing training and education on diversity
- The creation of inclusive tools and practices in the working environment recognizing and valuing diversity in all its dimensions, creating safe spaces for open dialogue, addressing discriminatory behaviours and biases.
- The promotion of specific training and mentoring programs to promote employability of vulnerable groups as the Victurpesi Program.

Fetico participates together with other unions and NGOs in the working group of the "Sensibiliza Project: raising awareness of cultural diversity in the work environments" this working group is a place to meet and exchange ideas, visions and proposals on issues related to diversity, inclusion, and equal opportunities in work environment, with special reference to the need to promote access to employment for people belonging to vulnerable groups and to fight against discrimination.

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Sweden

In Sweden the Trade Unions have a very good image and people trust it very much. Trade unions play a crucial role in awareness and defence of workers' rights. Even being part of a union gives migrant people some social benefits such as the payment of house insurances. Also, there are different training offered by the trade unions and this is another key point to partnership for the expansion of the social capital of the migrant people.

The companies, of course are the main job providers, especially in the technic field, and this is why IKF constantly develop partnerships with companies that are male dominated to facilitate the process of employment for migrant women, and make the both parts aware of the roles, underlying the skills and knowledge that some of migrant women have even from their original countries, making the process of integration shorter, then going through all the stages of diplomas evaluation and equivalation.

5.2. Diversity perspective

Diversity has been considered in the Victorupesi Project from a mainstreaming perspective that entails bringing the perceptions, experience, knowledge, and interests of the different project vulnerable groups to bear on all aspects of their social and labour inclusion.

Only by being mindful of all dimensions of a person, valuing the individual capacities and facilitating the inclusion of those facing difficulties, societies can advance in social integration of vulnerable groups.

Diversity mainstreaming has been applied from the conception of the project till the sustainability of results strategy from a double perspective:

 Personal – supporting personal acceptance, empowerment, and capacity building of project's target groups.

 Organisational - supporting inclusive work environments and promoting diversity as a value at workplace with positive impact in social integration.

6. CONCLUSIONS AND RECOMMENDATIONS

Summarising the most important conclusions from the implementation of Victorupesi Project it can be said that:

 Project results show that comprehensive person-oriented approaches achieve better results. Only a holistic approach ensures to address all aspects involved in the labour inclusion of disadvantaged groups.

- Overcome cultural, social, educational, economic barriers that li [text obscured]

  groups in economic life trough employment requires concerted efforts to promote raising awareness, diversity, inclusion, and equal opportunities in the labour market.

- The need to facilitate individual guidance and support in all processes of labour integration. The entire process of accompaniment towards job placement must be focused on individual, personalised and comprehensive support, targeting training, labour guidance and psychosocial supporting activities.

- The need to encourage participation and collaboration of economic agents and companies to increase labour opportunities for disadvantaged groups. Creating local networks of stakeholders to create connections between employers and job seekers and promote diversity and inclusion in the workplace. For success on the intervention programs to improve employability of vulnerable groups depends on the effective coordination and collaborations among key agents at local level

- There are many kinds of vulnerable groups with many different learning needs, local initiatives should incorporate tailor-made programmes flexible enough to respond to everyone's learning needs and motivations. Flexibility refers to the content of the training but also to the methodologies used.

- There is a need to influence the political decision-making process, to develop measures to support the social inclusion of all social categories, their visibility in national and European policies and strategies and the intensification of actions to develop more adapted vocational training programs.

Project partners have underlying specific Recommendations for labour integration of their project target groups at organisational and policy level:

Serbia

Considering the main issues facing rural women that hinder their full integration into the labour market, such as the lack of access to technology and the internet, lack of childcare support, limited financing and the need for apprenticeships and internships, the recommendations given by Serbian partner to promote the labour integration of rural women to organisations and policymakers are the following:

- Investing in technological infrastructure: can provide rural women access to online training and job opportunities.
- Providing childcare support: can help and enable rural women to participate more easily in vocational training programs.
- Offering access to funding: could be financial support or scholarships to help offset the costs of vocational training and other educational expenses or financing to start their own businesses or pursue vocational training. Policymakers can work with financial institutions to provide loans or other financial support.
- Providing apprenticeships and internships: Hands-on experience is crucial for vocational training, and apprenticeships and internships can provide valuable work experience to rural women.
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- Encouraging mentorship and networking opportunities: guidance and support in their career development. Policymakers can work with organisations to create mentorship and networking programs for rural women.

At the level of the organisations that provides education, some recommendations for labour integration of rural women include:

- Developing or adjusting vocational training programs: specifically designed for the needs of rural women, considering their daily responsibilities and the challenges they face in accessing education and training.
- Mentoring and networking: connect rural women with successful professionals in their fields of interest and help them develop the skills and knowledge necessary for successful careers.
- Offering support services: such as childcare and transportation assistance, to help rural women overcome the barriers that may prevent them from participating in vocational training and entering the workforce.
- Partnering with local employers: to help rural women gain access to employment and identify job opportunities.
- Conducting outreach and awareness-raising campaigns: to inform rural women about the benefits of vocational training and employment and to help dispel myths and stereotypes that may discourage them.

By taking these steps, policymakers and organisations can help rural women overcome the challenges they face in the labour market and better integrate them into the workforce.

The bottom line is that actors recognise the unique challenges faced by rural women and work towards creating a more inclusive society that provides equal opportunities. By addressing the social integration needs of rural women, we can work towards a more sustainable and prosperous future for rural communities. This could include providing access to transportation, childcare support, and other services that may be necessary for women to engage in community activities and build social connections.

Slovenia

Today, the country prioritises the employment of disabled people in the open market, as this ensures the inclusive employment of disabled people in adapted workplaces in a normal working environment. However, not all jobs can be done with regular employers; for severely disabled people who cannot get a job or keep a job with regular employers due to their disability, the state maintains and encourages special forms of employment due to proven effectiveness (quota system, employment centres, disability companies).

Spain

Long-term unemployment affects a very variety of people, this means the composition of this project vulnerable group is very heterogeneous. This diversity of situations requires support tailored to the needs of each person. Project experience suggests that intensive, comprehensive, and individualised approaches are needed to effectively support the long-term unemployed.

Among the recommendations on the integration of the long-term un
organisational level.

- Provide training opportunities to adapted to the demands of the sectors and companies with labour shortage at local level.
- Provide individualised guidance and support measures in the development of the training process.
- Promote training in key skills for employability as digital skills and soft skills to cope with the continuous process of change and transformation of the companies.
- Encourage cooperation and collaboration in multiagent-partnerships with employers and other institutions private and public to effectively support training and access to employment of LTU
- Enhance work-based learning approaches as job-placement or on the job-training programs.

Among the recommendations on the integration of the long-term unemployed (LTU) into the labour market at policy level.

- Support programs, projects, and activities to promote equal opportunities and non-discrimination in access to training and employment.
- Adopt a preventive approach to unemployment, especially long-term, providing individualised attention to the unemployed, through active employment policies that improve their employability.
- Ensure adequate labour integration measures aimed at those groups at greatest difficulties in access or reintegration to employment, especially youth, women, people with disabilities, long-term unemployed, people over 45 years old, migrants.
- Provide unemployed with training opportunities to improve or update their skills and to prevent skill obsolescence in a changing labour market.
- Support incentives to companies to implement work-based programs and hiring workers belong to disadvantaged groups and promote diversity measures in the workplace.

In conclusion we can say that education and training is a good insurance against unemployment because as we can see on the project research activities there is a direct relationship between educational level and employability. Considered that Spain has one of the highest unemployment rates in Europe it is necessary to improve our VET outcomes to increase our employment rates.

Rumania

To cover the needs of people in detention, the partner country supports the following recommendations presented in the National Strategy for the Social Reintegration of Persons Deprived of Liberty.

At the level of the person in detention:

- Building a post-release intervention plan, which includes the person's needs and the measures they must undertake.
- Informing the people who are to be released from detention, regarding the existing public or private providers of social services in the community.
- Accessing some social services since the detention period.
- Encouraging people who are released from detention to access public social assistance services, within local public administration authorities, counselling, or supervision services.

- Building a network of volunteers, who can accompany the person following the release from detention, period associated with a higher risk of recidivism.
- The involvement of religious organizations to which the person belongs, to provide support in the post-liberation period.
- Capitalising on day care centres for social integration/reintegration and information centres, provided for by H.G. no. 867/2015 for Approval of the Nomenclature of social services, of the framework regulations for the organisation and operation of social services, as well as the medical services of the Romanian Orthodox Church.

At the institutional level:

- Building a database of employers, especially those willing to hire people who have executed private measures or non-custodial.
- The transmission of information regarding the detention period, to establish the priority areas of post-release intervention and tracking the person's progress by the probation services.
- The responsibility of public social assistance services, at the level of local authorities, for supporting people who release, according to their legal attributions.
- Capitalising on examples of good practice, identified at the local level, regarding social reintegration.

At the legislative level:

- Amending the legislation, to grant tax facilities for employers.
- Strengthening probation services.

Italy

According to Italian partner BES the keystone for labour integration of persons with disabilities is represented by education and training.

Persons with disabilities not only need appropriate skills for accessing the world of work, but also the other actors at the workplace must be adequately prepared for inclusion of colleagues with special needs. Managers and colleagues need to know how to relate in the best way with colleagues who have disabilities and have specific strengths and weaknesses. Operators of employment centres need to know which are specific needs of PwD, which are their abilities and their difficulties, the legislative tools, and the evolutions of the job market.

Sweden

In Sweden, IKF notes that the integration of migrant women on the labour market varies from individual to individual, for some it can take six months and for others years. There is no secret recipe but there are some steps that are the most important in this process: the first step is learning Swedish, second is to send educational diplomas to the National Educational Agency to equivalently study and identify what other training you need to take to be accepted in a job. Third step is to register to the Unemployment Agency, and here you get all the support to follow these steps and get in touch with companies to have a practice period, and if things go well, then your chances of getting a job will increase considerably.

Last but not the least, it is important to expand the social networks as much as possible. And this is leading us to the recommendations for the social integration and inclusion, that includes, besides the recommendations for the labour integration, also the cultural understand of the Swedish society and how the cultural intelligence works to combine your individual habits and behaviours to be a respected and contributing member of the Swedish community that you belong to.

In conclusion we can say that labour integration of vulnerable groups faces multiple challenges and addressing these challenges requires comprehensive and targeted strategies that provide skill development, enhance social support networks, allocate resources, and challenge societal barriers to create a more inclusive and equitable labour market for vulnerable groups.