



Grant project "NEET-Revitalisation"

Mentoring programme for activation of young people from NEET

Koszalin, Madrid
October 2021



Project Leader:

**Kozalin Agency for Regional
Development JSC (Poland)**



Project Partner:

Accion Contra el Hambre (Spain)

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Introduction

NEET generation is defined as young people aged 19-29 years who are not in employment, education or training (NEET - Not in education, employment or training). The NEET phenomenon is one of the most important social problems which require intervention in most European Union countries, including Poland and Spain.

Young people are a fundamental resource for all economies and societies, so coping with the problem of inactivity among young people is an important challenge. A particularly difficult phenomenon for individual European Union countries is a high unemployment rate and social and professional inactivity among young people belonging to the NEET generation. Particular opportunities in this respect are attributed to the development of entrepreneurial competences, indicating as expedient the use of various activation programmes aimed at shaping entrepreneurial attitudes. The deficits related to NEETs indicated by various thematic analyses, which in the opinion of employers are the cause of difficulties for young people in the area of social and professional activation, including on the labour market, turn out to be deficits in entrepreneurial competences.

On the labour market, the level of competences and skills possessed is a fundamental determinant of employability. Both „soft” competences, which can be used in various jobs, such as loyalty, flexibility, punctuality or learning, and hard (technical) competences oriented to a given profession/occupation are crucial.

General entrepreneurial competences include: the willingness to learn, interpersonal skills (in communication and cooperation with others), strong initiativeness, the ability to solving problems, plan and organise, maturity to take difficult decisions, readiness to take risks and accept responsibility, adaptability and flexibility in action and business thinking.

Effective work on raising the level of entrepreneurial competence of young people requires the development of appropriate tools, effective in reaching to young people and the ability to work with them, including effective methods of motivation.

It is important to realise that there is no single ideal method that will work best in reaching young people, in particular those at risk of becoming NEET. In this context, different channels should be used, which will positively contribute to „reaching” young

people. The choice of channels for reaching young people should result from their needs, take into account the environment in which they function and the problems they face on a daily basis. This element is particularly important in the situation of young people living in rural areas, far from larger urban centers, threatened with communication exclusion.



Grant project

„NEET-Revitalisation“

This programme is one of the results of the grant project „NEET-Revitalisation“ carried out by Koszalin Agency for Regional Development JSC (KARR S.A.) in partnership with Acción Contra el Hambre based in Madrid (ACH). The grant project is implemented under the support granted by the Cooperation Fund Foundation as part of the project „Cooperation Paths - support for entities implementing transnational cooperation“ co-financed by the European Social Fund (ESF) in the framework of the Operational Programme Knowledge Education Development (OP KED).

The aim of the grant project is the transfer and adaptation of a new solution based on tools used in Spain, which will contribute to increasing socio-professional activation of people aged 19-29 years from the group of the so-called NEETs.

The project is implemented in the period from 01.05.2020 to 30.11.2021.

The grant project is at the same time an extension of the standard project implemented by the Koszalin Regional Development Agency S.A., i.e. „Revitalisation as an opportunity for active integration“ as part of Activity 7.1 Programmes for the integration of persons and families at risk of poverty and/or social exclusion targeted at social and professional activation using instruments of educational, social, professional activation of the Regional Operational Programme of the Zachodniopomorskie Voivodeship 2014-2020 (RPO WZ 2014-2020).

The main problem diagnosed during the implementation of the standard project is the low level of involvement of people from the NEET category aged 19-29 in activation activities in the revitalisation areas of 25 communes of the Zachodniopomorskie Voivodeship. The activation measures undertaken proved to be insufficiently effective in reaching people from this age category. In the revitalised areas there is still lack of practical knowledge and effective modern tools responding to the needs of the NEET group. People from the target group live in revitalisation areas located in the Special Inclusion Zone, i.e. areas with limited development potential. They

are threatened with permanent marginalisation resulting mainly from the weakening of the economic base and disappearance of jobs, mainly in rural areas. Young people - due to a poor educational and activation offer - withdraw from any social and professional activity. The process of activating these people is very complex. First of all, it requires providing „development impulses“ in the form of actions/tools aimed at shaping proactive behaviour and entrepreneurial attitudes. Without external support the chances of solving problems and meeting the needs of the target group are negligible. This group needs systemic institutional support, mainly in the form of individualised approach taking into account their specific situation, contemporary reality and socio-economic environment. It was determined that in the process of activating the potential of young people, it is necessary to increase the effectiveness of outreach and create an attractive, personalised offer of support. As a response to the above, the standard project was extended with an additional component addressed to young people in the form of implementation of the grant project „NEET-Revitalisation“.

This particular tool is the „Generation IN“ programme implemented by the Spanish partner Acción Contra el Hambre in 7 Spanish regions. The programme is characterised by its focus on intensifying the transition of NEET young people into active socio-economic life. The mentoring model functions as a tool to motivate the most socially excluded young people to engage them in socio-economic life. The programme strengthens social competences, teaches how to overcome barriers, develop their ability to seek employment effectively, skills to analyse their own and others' mistakes, team cooperation and practical skills, i.e. business planning (business plan), marketing, communication, entrepreneurial self-awareness and digital competence. The knowledge gained as a result of the project activities will directly contribute to increasing the effectiveness, scope and relevance of activation offer towards NEETs in revitalisation areas of the Zachodniopomorskie Voivodeship with the potential of its use in the whole area.

This programme can also be useful for other entities and institutions dealing with socio-vocational activation of young people such as: labour market institutions, employment agencies, training institutions, universities, secondary and vocational schools, local action groups, NGOs, employers and their organisations. The above results will be served by transfer and adaptation of the mentoring programme for activation of young people from NEET category to the needs diagnosed in the area of Western Pomerania.

Situation of young people from NEET category in Poland

According to the Institute for Structural Research (IBS Policy Paper 03/2019):

- 12% of people aged 15-29 in Poland do not work and at the same time do not study (over 750 thousand people),
- 70% of them are economically inactive, i.e. not seeking employment,
- 50% of them have no professional experience,
- more than 80% of young economically inactive women from the NEET group do not seek employment due to family or caring responsibilities
- more than 70% of young unemployed and undereducated people remain outside the labour office registers.

Activating young people from the NEET category is a significant challenge for public policy. Negative consequences of the lack of activity of some young people result from many premises, among which the following are particularly significant: unfavourable demographic structure in Poland, i.e. systematic and significant decrease of the share of young people in the population of Poland (aging of society), the current situation on the labour market, i.e. the demand for qualified employees or low accessibility to high quality education, in particular in rural (marginalised) areas.

The challenges in the field of social and professional activation of NEETs in Poland include:

- preventing premature outflow from education,
- reintegrating young people into the sphere of education after their premature leaving,
- supporting a smooth transition from the education system to the labour market,
- implementation of actions aimed at increasing employment,
- aiming at reducing barriers to employment.

Situation of young people from NEET category in Spain

Spain is currently the leader in youth unemployment in Europe with an unemployment rate of 40.7% in 2020, according to Eurostat.

In Spain, the population aged 16 to 29 is 6,817,100 and their unemployment rate in 2020 (increased due to the Covid crisis):

- under 29 years old: 30.19%,
- under 24 years old: 39.6%.

It is important to note that in this context, young people with low qualifications are more likely to be long-term unemployed, as well as less likely to find work.

There is a correlation between the unemployment rate of young people and their level of education, showing that the higher the level of education, the lower the incidence of unemployment.

41.1% of the unemployed under the age of 29 have a low level of education, compared to 30.5% with a high level of education. This alarming figure is based on structural causes such as early school dropouts, the dynamics of the Spanish economic model, the mismatch between supply and demand in the production model and the large differences between sectors.

The early dropout rate of 18-24 years old from education and training is 16%. Although this is a historically low level, it is still above the European average of 10.3%. The Youth and Labour Market Report, launched in 2020, also mentions the high discouragement of activation measures among young people. In particular, 32,500 economically inactive young people stated that they did not look for a job because they did not believe they would find one.

A wide range of temporary jobs, with very low incomes and very few opportunities for career development are the most significant factors stopping young people from taking a more active approach to looking for a job.

When it comes to self-employment, the data is not more optimistic:

Self-employed young people account for 7.6% of the total self-employed (245,929 people). Out of these, 156,532 men (63.6%) and 89,397 women (36.4%), indicating a significant gender division.

The Youth Guarantee is one of the most relevant programmes aimed at this young population. This European initiative aims at facilitating young people's access to the labour market by enabling all those who are not in employment, education or training to receive an offer of employment, education or training.

As of May 2021, 2,099,000 people (50% male and 50% female) are registered under this programme. The implementation of the programme is becoming crucial for reaching young people outside the work and education system and this is a key element for engaging them in training.

The main current challenges to youth employability are worth mentioning such as:

- improving the quality of employment opportunities,
- combating the high rate of precarious employment,
- combating precarious working conditions: young people face many difficulties in emancipating themselves from their parents,
- promoting careers with professional development,
- combating the discouragement effect on young people who do not look for work because they think they will not find it,
- reaching out to young people with low qualifications.



NEET mentoring programme



Introduction

As part of preliminary work on this document, a broad characterisation of the socio-economic environment of the project implementation, i.e. the Zachodniopomorskie Voivodeship, was first carried out. The following issues were analysed: population, natural conditions, economy, transport, tourism, agriculture, forestry, labour market, education, entrepreneurship, innovation, rural areas and cities.

A broad characterisation of the region was necessary in the context of further analyses concerning the possibility and form of adapting the model implemented in Spain to regional conditions and the development of a programme of activities in the subsequent stages of the project aimed at specifying the model.

The next stage of work on the programme was a study visit to Spain and Poland, whose aim was to familiarise the participants with the methods of preventing youth unemployment and supporting social and professional activation of the NEET group. The subject of the visit was also to discuss the NEET issue in Poland and Spain, present the effects of activation programmes for NEET entrepreneurship and present the programme from the diagnostic (problem analysis) and implementation (development and adaptation of the initial version of the solution) point of view. An important element of the workshop in Spain were working consultations, during which the participants in the form of active discussion exchanged their views and experiences related to work with young people, taking into account the national and regional contexts.

During the study visit in Poland, the focus was on identifying and developing tools that can be used in various projects and activation activities for young people from the NEET category. Their special feature is their universality and adaptability to activities carried out by different institutions in the field of supporting activity and entrepreneurship of young people.

The mentoring programme for activation of young people from the NEET category seems to be an adequate response to the problems of young people diagnosed by the project partners. According to the assumptions, mentoring brings the following effects for NEET young people:

- ability to speak more effectively about oneself and greater self-confidence,
- strengthened self-presentation,
- increased self-esteem,
- increased competence to work with a group and with a mentor,
- increased entrepreneurial competences.

These effects would be desirable given the main barriers to employment for NEET young people, which include

- low level of activation in socio-vocational life,
- lack of motivation to participate in education and employment,
- inability to set goals for the future,
- low self-esteem,
- inability to assess own strengths and weaknesses,
- mismatch between expectations regarding future work (including financial expectations) and opportunities on the labour market.

Socio-economic characteristics of the project environment¹

The Zachodniopomorskie Voivodeship is situated in north-western Poland, it is the fifth largest voivodeship, covering more than 7% of the area and concentrating almost 4.5% of the country's population. The northern and western borders of the region, almost 200 km each, are also the state border. The sea border, being at the same time the south-western coast of the Baltic Sea, constitutes a unique in Poland key development impulse for the whole Pomerania. The capital city of the region is Szczecin - an administrative, economic and cultural center with more than 400,000 inhabitants. The second center in terms of population is Koszalin with over 107,000 inhabitants. The population of the Western Pomeranian Voivodeship is over 1,706,000 (as of 31.12.2017), which is less than 4.5% of the national population (11th place in Poland), there are 74 people per 1 km² (13th place). The feminisation rate is 106. In recent years, the population of the voivodeship has been declining steadily. In general, this decrease concerns the population of towns and cities (the number of rural population is increasing), and it will deepen in the future. Two tendencies are clearly visible in the migration processes - population moving from cities to suburban areas within the functional areas (these processes intensify especially in big cities) and depopulation of small and medium towns losing their importance in the existing urban-rural functional system. The share of emigrants in relation to the voivodeship population is in the case of the Zachodniopomorskie Voivodeship the 5th highest in the country. Labour emigration has a negative impact on the population of the voivodeship and is one of

the developmental problems, especially in the context of decreasing unemployment resulting in a shortage of workers. The Zachodniopomorskie region population is on average younger than the population of most voivodeships, but according to the forecast of the Central Statistical Office this favourable difference will be gradually decreasing: already in 2030 the percentage of people aged 65 and more will be higher in the Zachodniopomorskie Region than the average for the other regions. An increase in the demographic dependency ratio will result in an increase in the costs of public services, including those funded by local governments.

The Zachodniopomorskie region is characterised by unique natural conditions in the country: abundance of inland water and underground resources, one of the highest percentages of forested area in the country and a large area of protected areas which together constitute 46% of the voivodeship (5th place in Poland). Compared to the rest of the country, Zachodniopomorskie Region has an exceptionally clean environment, including air, with one of the lowest levels of pollution in Poland.

Factors influencing the voivodeship's economy are: a border and coastal location, the development potential of the main centers and their functional areas - Szczecin and Koszalin with attractive investment areas for the location of new enterprises and industrial processing concentrated mainly in economic activity zones. The high economic activity of its inhabitants makes the Zachodniopomorskie region a good starting point for development in the Baltic Sea region and the Zachodniopomorskie macroregion. The specific natural conditions determine the development of certain areas of the economy, especially those based on the blue economy, including all activities related to the maritime economy (manufacturing activities and related transport branches) and the green economy, aimed at improving the quality of human life while reducing environmental risks, including tourism, agriculture and forestry, energy production from renewable sources.

The development of the region's economy depends largely on properly functioning transport. The region is seriously affected by poor intra-regional and interregional transport accessibility due to its peripheral location in relation to the capital and other national regions. Traffic on the roads of the voivodeship is not much lower than the national average, but it is characterised by very high variability and dynamics during the year. This concerns roads of all categories, especially in the coastal belt, which is loaded with seasonal and weekend transit and tourist traffic. The central and eastern part of the region is characterised by limited transport accessibility to both the voivodeship's

¹ Prepared on the basis of the Development Strategy of the West Pomeranian Voivodeship until 2030

capital and other major urban centers. The density of public roads and railway network is slightly lower than the average in the country, which results from a large area of the voivodeship, lower population density and the character of the settlement network. They do not sufficiently solve the problems of transport accessibility within the region and in relation to the rest of the country. The quality of roads is average and similar to that in the country, while the condition of railway lines, especially on some sections where speed limits are applied for safety reasons, requires modernisation.

The uniqueness and abundance of natural and cultural resources of the region make tourism one of the most important economic sectors in the Zachodniopomorskie region. The large spa potential and the largest diversified accommodation base in the country (concentrated mainly in the coastal zone), as well as good accessibility for tourists make the the Zachodniopomorskie Region a national leader in tourism. The duration of tourists' stay in the the Zachodniopomorskie Voivodeship is by far the longest in the country, which indicates the typically leisure nature of tourism in the region. The Zachodniopomorskie region is most often chosen by tourists as a place to spend their annual long holiday.

The Zachodniopomorskie Voivodeship is the third largest exporter of agricultural and food products among all regions in Poland. The share of agri-food export in the total export of the region amounts to almost 20% and shows a growing dynamics. On the other hand, the voivodeship's agriculture is characterised by a focus on plant production, at the same time very low value of animal production in the agricultural production structure and low share of the region in livestock. A very low level of agricultural processing is also characteristic, which results in almost the lowest efficiency and competitiveness of the Zachodniopomorskie region agricultural sector in the country. For the fourth most forested voivodeship in Poland, forestry is an important branch of the economy. The Zachodniopomorskie region forest land covers 9% of the Polish forest land area, which yields nearly 11% of the national wood harvest (the highest in Poland). The region is also characterised by the largest timber resources in Poland. Rural areas cover 94% of the voivodeship's area. The share of inhabitants of rural areas in the total population of the region is clearly lower than in other parts of the country, which results mainly from high forest cover and high concentration of rural settlement network. The low percentage of the population, living mainly from agriculture, may in the future be the cause of stronger migration processes from rural areas. Constant outflow of young people from rural areas connected with problems on the local labour

markets is alarming. A specific feature of the voivodeship is a large number of post-state farm areas, which are often a place of accumulation of various social problems. In the voivodeship, at the turn of 1992-1993, in connection with the privatisation of over 200 state farms, almost 30 thousand people directly lost their jobs. The analyses show that every fifth village in the voivodeship is a post-state farm village characterised by an accumulation of social problems. The specificity of rural areas of the Zachodniopomorskie region is largely determined by the uneven distribution of the urban network, and as a result, a vast area in the center of the region deprived of sufficient development impulses and characterised by the accumulation of many adverse socio-economic phenomena. Development of rural areas is impossible without the leading role of urban centers. Development processes in rural areas to a large extent take place within functional areas, determined by the impact of dominating urban centers and economic entities and other organisations operating in their environment.

68.6% of the voivodeship's population lives in cities (3rd highest urbanisation index in Poland - 31.12.2017). The settlement network consists of 3,013 rural settlements and 66 cities, of which 2 have more than 100 thousand inhabitants (Szczecin - 404 thousand, Koszalin - 107 thousand). Other larger urban centers are: Stargard (68 thousand), Kołobrzeg (47 thousand), Świnoujście (41 thousand), Szczecinek (40 thousand). The spatial distribution of the cities is fairly even, but does not coincide with the distribution of potentials. Large and medium sized cities are concentrated near the borders of the voivodeship, mainly in the west and north - the two largest agglomeration areas (Szczecin and Koszalin), inhabited jointly by 58% of the total population of the region, are located near its external borders. The most favourable conditions in terms of socio-economic development are found in the communes located in the vicinity of Szczecin and Koszalin. These two agglomerations are the basic source of growth impulses for their surroundings. The central and southern part of the voivodeship is characterised by a smaller demographic potential and a lower level of urbanisation. Closer to the centre of the voivodeship, there are areas with relatively lower economic, social and territorial cohesion - areas of particular concentration of demographic problems, with limited accessibility to basic public services, infrastructure deficits, unsolved problems of the local labour market, high unemployment and poverty - threatened with further marginalisation and degradation. The polarisation of the network and the related poor accessibility of a large part of the voivodeship to the main cities makes the transfer of development impulses much more difficult. Simultaneously the

diversity of urban centers causes that the development policy in relation to those areas should be formulated in a way taking into consideration diverse barriers and potentials of particular cities depending on the hierarchy in the settlement network and functions fulfilled which determine the development of those centers.

The voivodeship's labour market is more exposed than in other regions to seasonal fluctuations, especially noticeable in tourism, agriculture and construction. In the south and east of the region, the post-state farm areas (especially experienced as a result of negative consequences of political transformation) are affected by high structural unemployment. In these areas the economic activity rate is the lowest in the country, similarly to the employment rate. One of the key development barriers for the Zachodniopomorskie region enterprises is the lack of suitably qualified employees or even of employees at all. Almost half of the Zachodniopomorskie region industrial companies report that a shortage of employees is a barrier to their activities, the same number indicate a shortage of skilled workers. This situation, apart from the exceptionally low level of unemployment, is influenced by the mismatch between the competences and qualifications of employees and the needs of entrepreneurs (which concerns not only vocational education). The above is also influenced by the fact that the professional activity of the Zachodniopomorskie region's residents is one of the lowest in the country. Despite the passage of years and a number of undertaken measures, the negative consequences of economic changes, liquidation of certain industries and employment reduction, which had a decisive impact on the structural character of unemployment, are still felt. The value of the employment indicator in the 15-64 age range is in the Zachodniopomorskie region the 3rd lowest in Poland and does not exceed 60%. However, in recent years the value of the indicator in the region has been growing faster than in Poland as a whole. On the other hand, the number of employed persons per 1 000 population grows at a lower rate than the national average and still does not exceed 200 persons (in Poland over 230 persons). The unemployment rate among people aged 15-29, although showing a downward trend and was lower in the the Zachodniopomorskie Voivodeship (2017 - 8.4%) than in Poland (2017 - 9.4%), is still at a high level. On the other hand, the percentage of young unemployed, under-educated and uneducated (NEET) aged 15-29 in the Zachodniopomorskie region Voivodeship has for years remained at a higher level than in Poland, in 2017 it was 16.5% (Poland - 14.3%). The Zachodniopomorskie region is in a group with a high value of this indicator. The offer of vocational education in the region is still not adapted

to the current and future needs of the labour market, which is also partly reflected in the structure of unemployment. The structure of the labour market in the region is influenced by a relatively small number of large enterprises and production plants, and an overwhelming number of small and micro companies (in many cases this does not directly mean entrepreneurship, but self-employment, which is often a manifestation of artificial lowering of costs by larger entities), as well as a high level of seasonality (associated with an important role of the tourism sector, especially in the coastal strip and its surroundings). The voivodeship occupies the 6th position in Poland in terms of the average gross monthly salary.

Most indicators concerning education place the region below the national average. This concerns mainly pre-school care (availability of pre-school education establishments or coverage of pre-school care in its various forms). On the other hand, primary and lower secondary education indicators are among the highest in the country, but they are differentiated within the voivodeship. High enrolment rates do not reflect the results of learning. Students in the voivodeship regularly obtain some of the worst examination results in the country at both lower secondary and upper secondary school levels. Higher than average in the country is the interest in basic vocational schools, which give qualifications immediately after graduation and the possibility to work in the open EU market, especially in the field of metal processing related to maritime economy. There is a phenomenon of students taking up studies in German vocational schools combined with a guarantee of practice and work in Germany. The curricula and fields of study in many institutions of the Zachodniopomorskie Voivodeship are not adapted to the needs of the regional/local labour market and the scope of regional specialisations. Schools rarely establish permanent cooperation with enterprises, in particular in the area related to dynamic development of new techniques and technologies. There is a lack of comprehensive solutions and tools that would link the demand of entrepreneurs for specific professional qualifications of graduates with the offer of vocational schools. The expected decline in the number of population of pre-productive age in the coming years will translate into the number of students at all levels of education, including those attending universities. The number of students of higher education institutions in the voivodeship is below the national average. A great challenge for universities is to retain the most talented students and encourage them to study in the region. West Pomerania is consistently ranked among the top regions in terms of entrepreneurship. For each 10 000 inhabitants of the the Zachodniopomorskie region

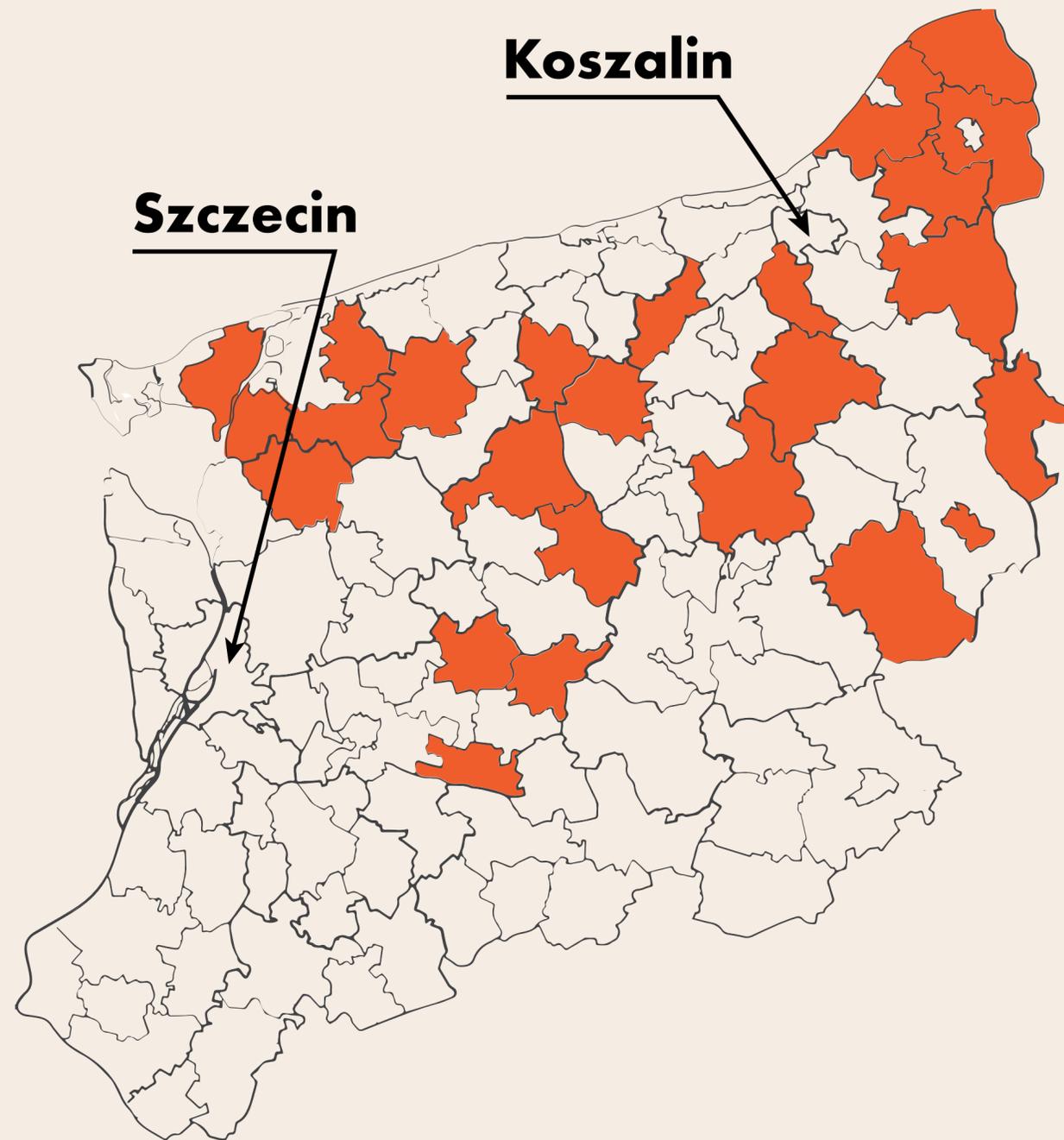
there are almost 1 300 national economy entities registered in the REGON register (only in the Mazovian Voivodeship this indicator reaches a higher value). The structure of entities by size class is dominated by micro and small enterprises, which constitute 99% of the total number of business entities. They employ 1/3 of all people employed in the voivodeship. The number of microenterprises per 1 thousand residents is 1/5 higher than the national average. The main trading partners for entrepreneurs in Western Pomerania are European countries, among them: Germany, Denmark, as well as France, Sweden, the UK and Norway, which is largely influenced by the geographical location of the region. The voivodeship records the highest income in exports in the following sectors: chemicals, wood and furniture, agriculture and food, and transport and logistics. The city of Szczecin and Goleniów county have the largest share in exports. Together they generate over 50% of the region's export revenue. At the same time, the voivodeship's exports account for only 3% of Polish exports.

In innovation rankings the distance between the Zachodniopomorskie region and the best regions in the country and abroad is still significant. The share of R&D expenditure in GDP in the region is three times lower than the national average and ten times lower than the EU average. The emerging innovative resources are characterised by an uneven distribution. The R&D sector is dominated by public universities, to which almost 80% of R&D expenditures were directed, and which employ the majority of R&D staff in the voivodeship. Enterprises most often use solutions and ready-made technologies that have been tested in Western countries or in other regions of Poland. The average share of innovative companies in the total number of enterprises places the voivodeship on the 13th position in the country. The value of this indicator is constant or even decreasing, which indicates that the support from structural funds offered so far in the 2007-2013 and 2014-2020 perspectives, as well as in the whole country, has not contributed to an increase in the percentage of companies undertaking innovative activities. The infrastructural environment of innovative activity in the voivodeship is still in the phase of creation and adjustment to the European Union standards. Still unsatisfactory is the level and pace of development of cooperation networks of business environment institutions and clusters, ensuring constant exchange of information between organisations and being the basis for cooperation in the implementation of projects of supra-regional or international character.

Target group

Characteristics of the target group of the grant project „Neet-revitalisation” based on the analysis of the standard project „Revitalisation as an opportunity for active integration”.

The standard project „Revitalisation as an opportunity for active integration” is implemented in the revitalisation areas of 25 municipalities in the West Pomeranian Voivodeship: Karlino, Tychowo, Przybiernów, Gryfice, Golczewo, Świerzno, Wolin, Polanów, Świeszyno, Gmina Darłowo, City of Darłowo, Malechowo, Postomino, Gmina Sławno, Chociwel, Ińsko, Suchań, Biały Bór, Borne Sulinowo, Połczyn Zdrój, Sławoborze, Łobez, Resko, Rymań, City of Szczecinek.



Map of the Zachodniopomorskie region indicating the two main regional urban centers (Szczecin; Koszalin) and the administrative borders of the municipalities included in revitalisation project (blue color):

The target group of the grant project are people who:

- are unemployed or economically inactive,
- do not participate in full-time education in school forms,
- do not participate in publicly financed training within 4 weeks of joining the project,
- at the moment of entering the project, are between 18 and 29 years old (not over 30),
- reside in the revitalisation area of one of the 25 communes of the Zachodniopomorskie region: Karlino, Tychowo, Przybiernów, Gryfice, Golczewo, Świerzno, Wolin, Polanów, Świeszyno, Gmina Darłowo, City of Darłowo, Malechowo, Postomino, Gmina Sławno, Chociwel, Ińsko, Suchań, Biały Bór, Borne Sulinowo, Połczyn Zdrój, Sławoborze, Łobez, Resko, Rymań, City of Szczecinek.

Conditions of the target group:

- they grow up/live in very difficult economic conditions (poverty), especially in rural areas of post-state farm communes resulting in economic, health, environmental inequalities and in access to education which together translate into a lower level of education and competences and furthermore a more difficult situation on the labour market,
- disaffection and pessimistic attitude to reality, boredom and dissatisfaction with school influence decisions to leave school early and to remain active both at school and at work,
- remain affected by adverse social processes, e.g. deindustrialization, economic emigration, economic slowdown associated with crises, rapid decline of industries or regions resulting in high unemployment and lack of job prospects
- are not equipped with life capital (e.g. appropriate education) enabling them to enter the labour market or start a family, which makes it even more difficult to adapt to changing social and economic conditions
- have features which make it difficult for them to benefit from common resources concerning social and professional activation, including: disability, addictions, long-term illness or other individual features
- have characteristics typical for persons who are long-term unemployed (especially in the case of persons who are just starting their careers on the labour market) such as: lowered self-esteem, depression, apathy, sense of helplessness, lack of commitment and loss of hope for finding a job.

Grant project schedule „NEET-Revitalisation“

The implementation of the grant project „NEET-Revitalisation“ takes place within the framework of four milestones (KM):

MS 1 - Cooperation plan with the partner;

MS 2 - Development of the solution (product);

MS 3 - Development of the final solution and implementation plan;

MS 4 - Implementation the solution.

Milestone	Start	End	Final document	Indicator value
MS1 Cooperation plan with the Partner	01.05.2020	31.03.2021	cooperation plan document accepted by partners	1,00
MS 2 Development of the solution (product)	01.04.2021	10.09.2021	preliminary (working) version of the mentoring program	1,00
MS 3 Development of the final version and implementation plan	11.09.2021	31.10.2021	final version of the mentoring program	1,00
MS 4 Implementation the solution	01.11.2021	30.11.2021	A decision of the relevant authority – in the form of order/resolution – to implement the new solution into the practice of the institution	3,00

Characteristics of the programme „Generation IN“

Partner Acción Contra el Hambre started developing the „Generation IN“ programme in January 2018. So far it has been implemented in 7 different regions of Spain (Madrid, Barcelona, Extremadura, Andalusia, Navarra, Murcia, Valencia).

Working with NEETs also involves corresponding challenges to keep them engaged and committed to the programme's activities, which is why the programme uses special materials and gamification (ACTIO which is a board game for entrepreneurs designed by Acción Contra el Hambre) and other innovative methodologies such as Lego Serious Play. The success of this programme in providing NEETs with tools and strategies to design their business ideas and skills to stay motivated, make decisions, work with others and face challenges with discipline and responsibility, makes „Generación IN“ a great practice that can be shared and replicated in other countries, in this aspect of its implementation in specific and difficult conditions.

The „Generation IN“ programme is characterised by:

- motivation for employment/entrepreneurship,
- development of entrepreneurial skills,
- highlighting young people's talents and problems,
- opportunity for professional development,
- supporting the activation process.

This programme is an interventionist comprehensive programme based on an innovative methodology that combines the development of entrepreneurial skills and techniques through individual sessions, group sessions and events, where the basis is the action of the participants to make them protagonists of their own entrepreneurial process.

It is developed on the basis of a combined methodology in which the following training and counselling elements are integrated, i.e. practical group workshops with technical and competence (soft) skills content.

From a content perspective, the programme focuses on developing the following elements:

- Idea,
- Business planning,
- Your entrepreneurial self (self-awareness),
- Value proposition,
- Promoting your idea (Storytelling),
- Marketing plan,
- Customer orientation,
- Prototyping,
- Individual tutorials.

As a cross-cutting element for all activities foreseen in the Individual Entrepreneurship Development Plan. Each participant receives personalised „tutorials“ to monitor the development of their business idea. Individual and group workshop sessions analyse all aspects to be taken into account in the preparation of the Business Plan, so that it is feasible on a technical and economic-financial level.

Participants have the possibility to access an online course (if deemed necessary). This is an online training programme with an approximate duration of 60 hours consisting of the following modules:

1. We are entrepreneurial people.
2. Current situation for entrepreneurs.
3. Business plan.
4. Budget and basic accounting.
5. Financing a company, public funds.
6. Marketing and communication.
7. Human resources. Contracts, payroll, salaries and social security. 8.
8. Legislation and taxation. Laws, taxes and levies. Personal data protection.
9. Business start-up plan.

The intervention’s methodological model is based on the conviction that influencing the development of individuals’ competences has a direct impact on their employability and job prospects. Through a person-centred methodology, the implementation of the programme focuses on discovering all the potentials and strengths of the participants, placing them in the role of creators of their own decisions and actions. In addition, the programme seeks to strengthen participants’ qualifications and messages to promote change, develop and optimise entrepreneurial skills.



Conclusions and recommendations from study visits and online meetings

As part of the grant project, two study visits (in Spain - July 2021; in Poland - September 2021) and several online partnership meetings were organised. The effect of the partnership meetings, seminars, workshops and group work, as well as the conducted analysis was the development of a catalogue of conclusions and recommendations for the development of a mentoring programme for activation of young people from the NEET category:

1. The creation of tools/methods facilitating direct outreach to NEETs, including those living in marginalised areas (e.g. rural areas) should include proper identification of the needs of NEETs, their expectations and barriers that affect their decision-making regarding personal or professional life and educational decisions.
2. In the process of communication with young people, the language should be changed (adapted) into a more simple, modern and youth-friendly language. Information should be simple and uncomplicated for young recipients. Messages appearing in the public space should have an attractive form and slogan (e.g. using hashtags# in Internet communication).
3. During the realisation of support programmes, a mentor should be provided, who will guide the participant through the whole process of support.
4. In the public space, there should be a strong emphasis on promoting programmes/projects that assume the implementation of activities promoting entrepreneurship

among people especially at risk of NEET phenomenon. Young people know that it is possible to open a company, however, not many of them know what the rules of business are, in which branch it can operate and how to implement their own ideas just by running a business, that it is possible to obtain funds „for start-up” and finance the purchase of necessary equipment and rent the premises. In order to reach the largest possible group of young people and make them interested in your offer, the forms of promotion should be adjusted to their lifestyle. The activities implemented by various institutions aimed at young people can also be promoted during events, festivals, concerts, cultural events.

5. Young people should be treated as partners. They should have the possibility to co-decide about the scope of support and the way of its provision.
6. Activation programmes and activities should reflect the current labour market demand.
7. The methods and tools of activation should be adapted to the needs and capabilities of people from the NEET group and local environments. Informal activities that involve local communities may also be an effective method of engaging people from the NEET group. Using the potential of locally active organisations, a very diverse base of needs, opportunities and activation methods can be created. Support opportunities should be advertised through various channels and local institutions. The activities should be diverse, requiring different levels of involvement and skills, so that everyone can find something for themselves. between the direct beneficiaries and the organisations they can get involved in, there should be a leader/local animator who will be able to encourage young people to act and set out further paths leading to a change in their professional situation.
8. Staff involved in working with young people should be supported in effective ways of communicating with young people. Young people participating in different types of projects/programmes indicate a lack of understanding or impersonal approach to project participants, or e.g. too formalised language. Young people are taught and used to direct contact, simple forms of communication and various channels of information.
9. In the process of support, it is worth using the assistance of a psychologist, especially in case of recruiting young people at risk of social exclusion, exposed to violence, addiction or other negative social phenomena (e.g. from marginalised areas).

10. The methods of support should be diverse and adapted to individual needs. NEET group is characterized by great diversity. The group may be represented by a university graduate, who remains unemployed due to lack of job opportunities in his/her region or lack of need for work, or a person who stopped education at the secondary school stage. It can also be a person from a big city as well as marginalised areas with much higher socio-economic barriers (e.g. areas of SSW WZP). The needs and opportunities of both people are completely different and therefore require different support. Therefore, the catalogue of measures for professional activation of young people should be as flexible as possible, so that during the realisation of support it would be possible to adjust the methods to the specific needs of the participants.



Mentoring programme for activation of young people from NEET category

Purpose of the programme

The NEET mentoring programme modelled on the Spanish „Generation IN” model is a comprehensive intervention programme based on an innovative methodology that combines the development of entrepreneurial and technical skills through individual, group and event sessions, where the basis is the action of the participants to make them active participants in their own insertion process. The implementation objective of the programme is therefore to promote the inclusion of young people under 30 in the labour market, generating their own jobs or developing entrepreneurial initiatives.

This programme responds to the challenge of increasing the social and entrepreneurial engagement of young people not in employment or education or training systems as a means of accessing the labour market through socio-vocational activation in the form of business creation.

Criteria for participation in the programme

This programme is aimed at young people aged 18-29 years who:

- are unemployed or economically inactive,
- do not participate in full-time education in a school form,
- do not participate in publicly financed training within 4 weeks of joining the project,
- at the moment of entering the project, are between 18 and 29 years old (under 30 years old).

Description of the programme

Actions foreseen and methodology

The programme was developed based on a diverse methodology in which the following training and guidance elements can be combined: practical group workshops with technical and competence content, individual tutorials and digital training.

The methodological model of intervention is based on the theory that influencing people’s skills development has a direct impact on their employability. The person-centred methodology promotes work focused on discovering participants’ potential and competences, placing them in the role of creators of their own decisions and actions.

It aims to empower participants and convey a message of change through the development and optimisation of skills, including entrepreneurial skills.

The programme involves participants in innovation at different levels.

Innovative structure in form:

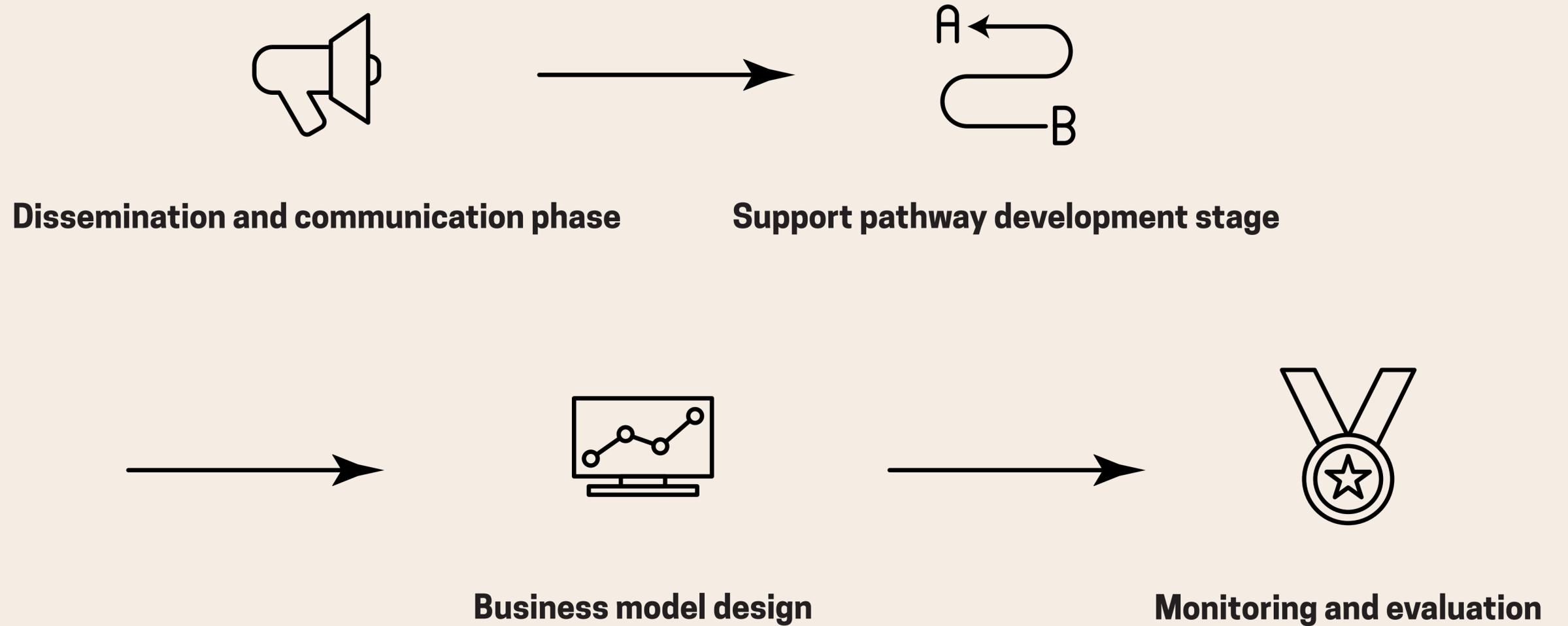
- Gamification
- Lean tools
- Prototyping

Innovative structure in content:

- Social impact
- Environmental impact
- Alternative funding sources
- Gender Focus

Programme implementation phases

The NEET mentoring programme is a comprehensive intervention programme which proposes an action consisting of 12-month units in each of the proposed areas with the following steps:



Dissemination and communication phase

General objective: To disseminate the programme's offer to young people who are not in employment or integrated into education and training systems.

Target group: Young people under the age of 30 who:

- are unemployed or economically inactive,
- do not participate in full-time education in school forms,
- do not participate in publicly funded training within 4 weeks of joining the project,
- are between 18 and 29 years of age at the time of entry into the project (under 30 years of age).

Communication and promotion tools:

Standard (passive) methods of reaching young people:

- programme/beneficiary website,
- social media,
- placing advertisements in the press and on the radio,
- placing information about the programme in public offices and facilities,
- dissemination of materials such as leaflets, posters and brochures with information on what support is available, to which group it is addressed and when recruitment takes place,
- placing a link to the project website on the portals of public institutions (e.g. the websites of voivodeship employment offices, poviats employment offices, social assistance centers, poviat family assistance centers, upbringing centers, school/youth upbringing centers, rehabilitation centers for people with disabilities, schools, universities, career offices, etc.)

- placing information on the websites or in the buildings of public offices and institutions about the most important effects of the project (presenting statistics may contribute to encouraging others to take part).
- All messages and communications should be drafted in a clear, transparent manner using language that is as simple as possible. The registration form should be available online on the website. For those who have difficult access to the Internet (e.g. living in marginalised areas), a paper form should be available.
- Active methods of reaching out to young people:
- conducting information activities about the mentoring programme as part of the animation work carried out by local animators and various events carried out in marginalised/revitalized areas, e.g. job fairs, festivals/cultural events, sports events. The idea behind the information activities is to present the positive sides of participation in the programme. At organised events there should be a stand from which one can take a leaflet/information brochure and talk to a representative of the institution/organisation implementing the programme. The information contained in the printed materials should be conveyed in a simple and unambiguous manner. It is necessary that there is a person at such a stand, who will be able to efficiently and in an encouraging manner convince a person to take part in the programme and provide basic information;
- conducting an information campaign as part of animation activities in the field and daily cooperation with public institutions, community centers, interest clubs and youth centers. Animators should go out to young people and try to have a conversation with them. During such an interaction, the animator can encourage the young person to take part in the programme, and at the same time explain examples of the effects that can be expected after participation in the programme, e.g. obtaining new qualifications and thus increasing the chances on the labour market. This person can also be a local leader who is able to talk to young people and enjoys their recognition.
- involvement in media relations, e.g. by conducting information campaigns on the Internet, including social media (Facebook, YouTube, Instagram, Snapchat - e.g. advertising spots of a few seconds, webinars, short recordings of people who have completed participation in the project, creating funny and attention-grabbing radio spots);
- use of success stories of young people who managed to „get out” of the NEET category, e.g. by establishing contacts with people who completed the programme

- and offering them to speak in front of a small group of people (presentation of how life changed after the project, e.g. in the form of short films on social media, YouTube);
- using social media, e.g. creating an event in the neighbourhood with the help of Facebook and inviting people in a specific age range (15-25 or 25-29) to it, additionally within the Messenger application you can create profiles of youth ambassadors, who will quickly respond to enquiries of young people interested in receiving support;
 - active involvement in places where young people congregate (sports clubs, gyms, swimming pools, pubs, discos, shopping malls, but also correctional facilities, institutions for the homeless, addiction therapy centers, single mother's homes) and in places where parents of young people congregate (offices, health centers, cultural institutions, social care centers, shopping centers);
 - cooperating with famous people, e.g. popular youtubers, vloggers (in order to increase interest among NEETs and the media). In addition, this method can be extended to include the promotion of entrepreneurship in classes conducted in schools by organizing meetings with people who have launched their own business;
 - cooperation with schools (especially secondary schools) in order to identify young people at risk of exclusion (low educational results, absenteeism), establishing cooperation with schools by organizing meetings with a vocational counsellor;
 - organising meetings with potential participants in the place of residence or most frequent stay (especially in the case of people with disabilities),
 - launching mobile information points (e.g. in a form of buses) in which local animators and vocational advisors may reach persons from small towns and rural areas or organization of stationary points in a form of designated duty points of representatives of the beneficiary in selected places (e.g. commune offices, rural common rooms and schools)
 - undertaking direct cooperation with entities such as: non-governmental organisations bringing together young people, OHP, OPS, PCPR, psychological and pedagogical counselling centers, scout organisations, congregations operating at churches, parishes and religious associations, charity organisations, including PCK, food banks, foundations and other organisations dealing with support for persons with disabilities in order to identify persons who may need support and promote the offer provided for in the project of joint implementation of activities for the benefit of young people (financed from various sources).

Recruitment process:

- a) After registering, the candidate should receive an automatic email to the email address he/she provided thanking him/her for registering and informing him/her of the next steps.
 - b) All personal data shall be collected in an Excel document which shall be kept up-to-date in accordance with Regulation (EU) 2016/679 of the European Parliament and of the Council on the protection of personal data.
 - c) The beneficiary's employee is responsible for checking in this document the persons registered in the project and contacting them.
 - d) Once the selection process has been completed, a record should be kept of the subsequent stages of support received by participants.
- Those who ultimately do not participate in the programme should be sent an e-mail with information about new editions or sent a questionnaire to find out why they did not participate in the programme, gather their opinions and adapt to their needs. Optionally, people who tick the box „I would like to receive more information about employment and entrepreneurship projects implemented by (Programme Operator)” during registration are sent e.g. current information, a monthly newsletter.

Support pathway development stage

Initial evaluation session and development plan.

Purpose: to obtain a social, competence and technical assessment of the candidate in order to develop a joint development plan. This evaluation can be carried out by different means: interview or observation of activities.

In the first session it is necessary to fill in a registration form and an initial individual counselling handout describing the Individual Plan for Entrepreneurship Development (IPPR) proposed for the person and his/her business idea or career path.

The Individual Entrepreneurship Development Plan is developed jointly by the participant and the adviser. The range of activities to develop the programme may consist of at least:

- group workshops: development of technical and entrepreneurial competences,
- individual counselling,
- on-line training,
- events and seminars.

Workshop programme

The training programme has been developed using a diverse methodology that combines the following training elements: practical group workshops with technical and competency-based content, individual tutorials and digital training.

Duration of training: **48 class hours**

Minimum participation time required to complete the training (70%): **33.6 hours**

Minimum time for individual sessions with a tutor: 2 hours.

Through training and practice during the workshop various competences are developed such as:

- Technical competences - necessary to develop the entrepreneurial process through training, development, testing and implementation of a business model (including business plan);
- Entrepreneurial competences - self-confidence, self-control, communication, interpersonal skills, decision-making.

GROUP WORKSHOP: TECHNICAL AND ENTREPRENEURIAL COMPETENCES

The workshop is designed with cooperation and group work training in mind. The group sessions last 4 hours each and are designed according to the logic of the entrepreneurial process.

Methodology:

The workshop should work a lot on the cohesion of the group of participants through participatory dynamics and continuous activation so that they feel involved in the whole process from the first workshop (competence puzzle, cohesion dynamics). It is good practice to ask for continuous feedback between participants e.g. when working on the business model and the empathy and values maps. This approach generates high group membership. Cooperation and synergy between group members are among the most valued in satisfaction surveys.

In communication workshops, on the other hand, it is also good practice to ask each participant for feedback from the others and, for example, to record this on video (if they agree). It is also a good initiative to encourage the creation of a group on Whatsapp among the participants. It is also very much appreciated by participants to include in the workshop a series of visits to stories of people who have succeeded as entrepreneurs.

INDIVIDUAL TUTORIALS

In a cross-cutting manner to all activities foreseen in the Individual Entrepreneurship Development Plan, each participant will participate in individualized tutorials to carry out the verification of the business idea (the scope and form of the tutorial should result from the consultation with the advisor). During these sessions, all aspects that need to be taken into account in defining the business plan will be analysed so that it is technically and economically/financially feasible.

The objectives of these sessions are:

- Identify, describe and analyze a business idea, examining its technical, economic and financial feasibility;
- Develop all the procedures and strategies necessary to turn the business opportunity into a concrete business project;
- Identifying the requirements for starting a business and carrying out a risk analysis;
- To recognise the elements that may determine that an entrepreneurial project will not be feasible;
- Gain knowledge on how to create a business presentation to be used in contacts with financial institutions and public authorities to apply for funding/grants and with other potential partners interested in funding the planned activity/cooperation;
- Investigate the most appropriate financial alternatives for each case;
- Supervise the conduct of negotiations with the potential financing institution.

METHODOLOGY IN INDIVIDUAL COUNSELLING

The methodology in these tutorials is based on the basic principle of developing the competences of individuals, making them aware of their own abilities and valuing their competences. To this end, „learning by doing” will be promoted, providing all the necessary tools and providing comprehensive support throughout the process, taking into account the deficiencies and weaknesses detected in the first stage of support (therefore, it should be adapted to the characteristics of the individual).

At this stage of the programme, work starts on the business plan, which includes all the activities necessary to draw up a complete plan, which will then enable the technical feasibility of the idea to be examined and all the procedures and strategies necessary to transform the business opportunity into a concrete business project to be developed.

An economic and financial analysis tool, adapted to micro and low income groups, is used to analyse the economic viability of the planned activity. This can be for example an Excel tool with a spreadsheet assessing the economic situation of the participant/ family of the participant, which takes into account the minimum resources a person needs to live each month.

At this final stage of the business plan development, an analysis of the actual financial needs is carried out and the most appropriate sources of financing for the beneficiaries are analysed, taking into account the different financing alternatives that the beneficiaries may have access to, tailored to the needs and capabilities of each of them.

Counselling through individual tutoring is one of the key elements of the programme. It is not simply technical advice, but accompaniment throughout the entrepreneurial process, in making decisions, overcoming fears, gaining confidence in the implementation of the idea, as well as in the administrative and management processes, applying for financing and setting up the business.

FINANCING OF BUSINESS PROJECTS

Potential sources of funding for business projects include financial support from:

- European Union funds (CF, ESF, ERDF),
- European Commission programmes;
- public institutions
- private institutions (e.g. commercial banks, credit institutions, private companies, business angels or venture capital).

PRODUCTS AND DOCUMENTATION

Products: record of participation in group sessions and individual counselling.

Related documentation:

- Business models;
- Business plan;
- Economic and financial analysis plan;
- Business registration documentation.

ONLINE TRAINING PROGRAMME BASED ON THE C-LEARNING METHODOLOGY

The Youth Entrepreneurship Training includes the possibility of developing an online part based on the C-Learning methodology.

It is a 60-hour programme consisting of the following modules:

0. Managing the virtual classroom. Duration: 6 hours.
1. We are entrepreneurs. 6 hours.
2. Current situation of entrepreneurs. 6 hours.
3. Business plan. 6 hours.
4. Budget and accounting basics. 6 hours.
5. business finance, public resources. 6 hours.
6. Marketing and communication for entrepreneurship. 6 hours.

7. Human resources. Contracts, payroll, salaries and social security. 6 hours.
8. Legislation and taxation. Legislation, taxes and customs. Data protection. 6 hours.
9. Start-up plan. 6 hours.

The duration of each module is 6 hours. This time is counted as participation in the programme. Confirmation of participation in the course and proof of completion of each module with all the activities included will be provided by screenshots.

The training programme allows you to download a report of the completed modules. The modules can be taken in any order.

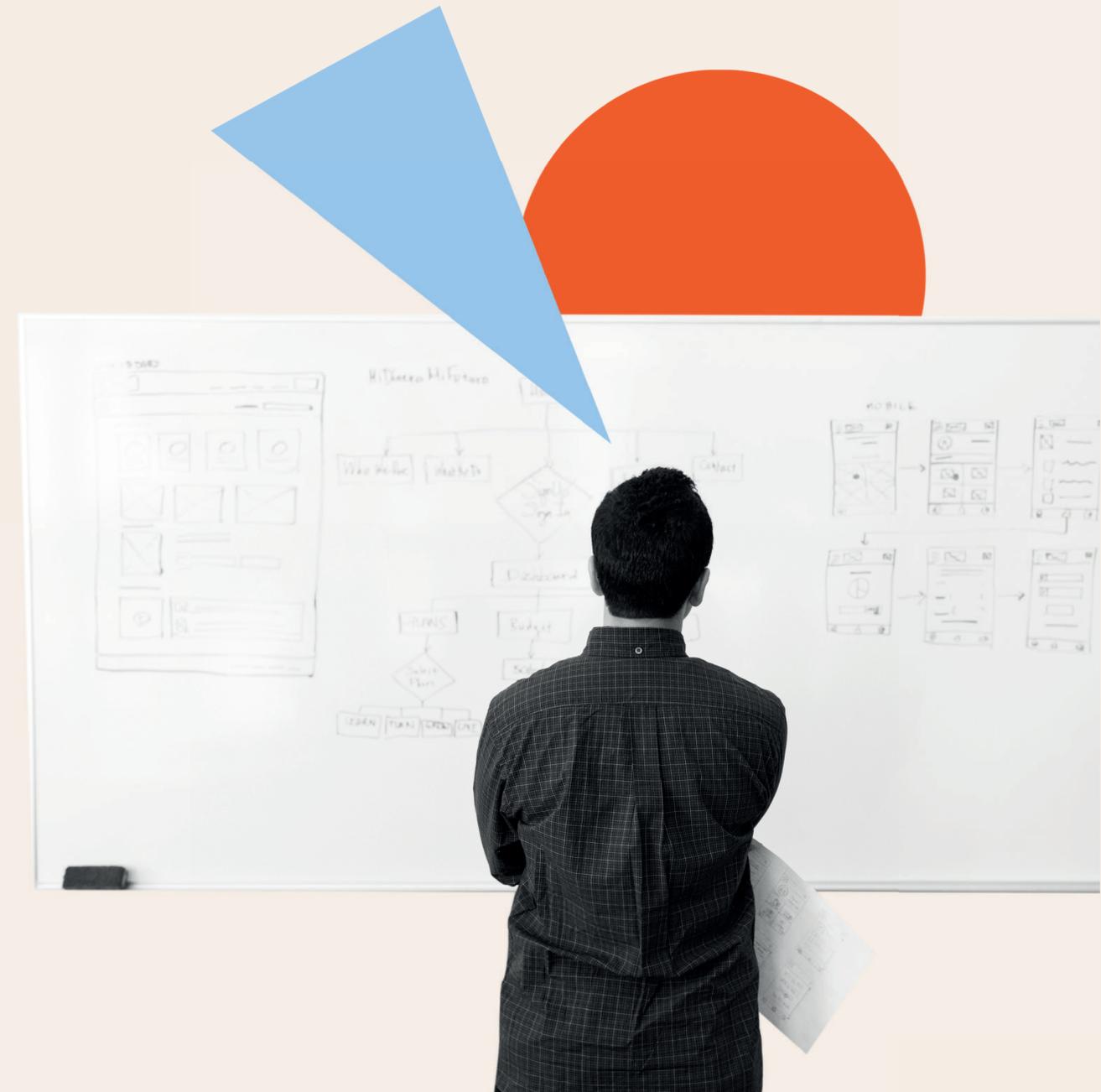
This methodology allows the objectives of the mentoring programme to be met, both in terms of the acquisition of knowledge and information by the students and the preparation of documents such as a business model, a business plan and an economic and financial plan. In addition, because it is a flexible platform, it allows its scope to be adapted to activities based on the interests and needs of the group of people taking part in the course.

The online training programme is a tool that allows the programme to be delivered at a distance (e.g. due to the participant's communication exclusion).

The group, individual and online activities will be evaluated by means of an online satisfaction questionnaire: FINAL SATISFACTION QUESTIONNAIRE.

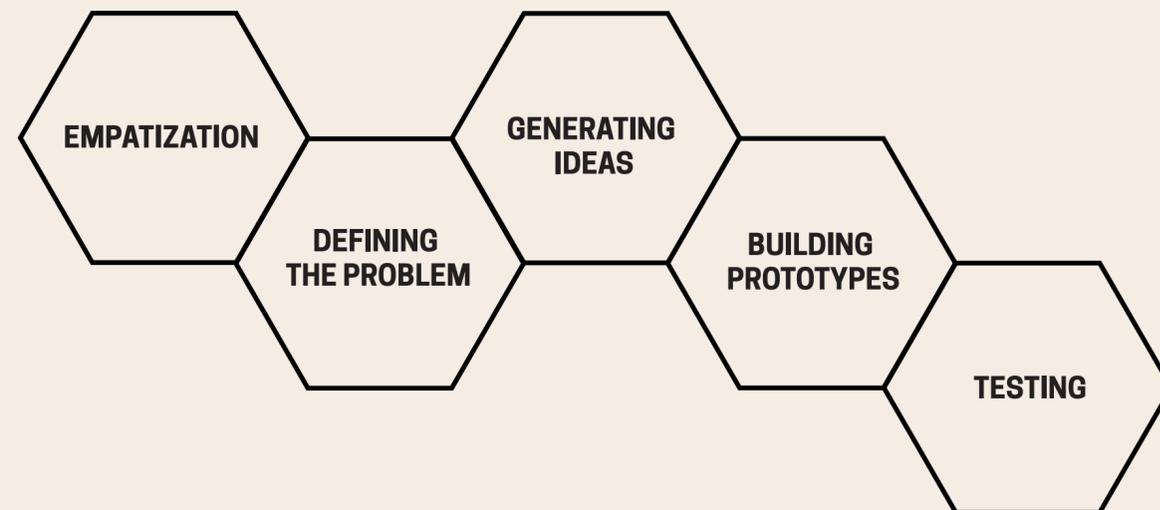
The evaluation of the group activities for the workshop series will be carried out by means of the WORKSHOP CYCLE SATISFACTION QUESTIONNAIRE.

The evaluation of the commissioned group activities will be carried out in the form of a paper evaluation at the end of the workshop sessions. QUESTIONNAIRE FOR 1 WORKSHOP.



Business model design

Work on the development of a product and/or service including the prototyping and testing phase includes the following stages:

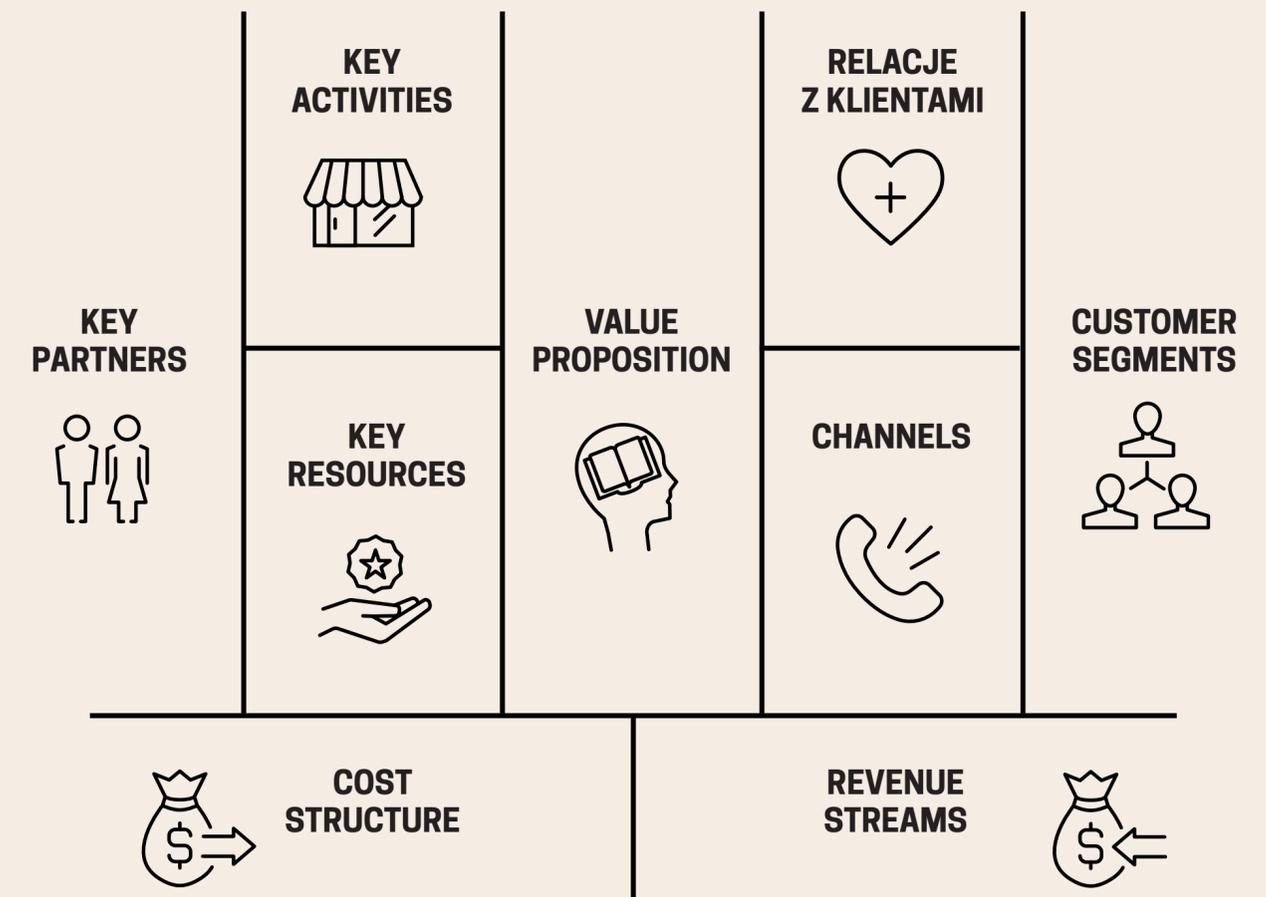


Examples of tools that can be used to develop a business model at the following stages 'Empathising', 'Defining the Problem' and 'Generating Ideas' are:

- Business Model Canvas,
- empathy map,
- value map.

Business Model Canvas.

The method consists of creating a map of the business idea by defining 9 blocks, each of which is interconnected with the others. The Canvas consists of nine main elements: customer segments, value proposition, sales and service channels, customer relationships, key processes, resources, partnership ties, revenue and cost structure. These areas relate to different aspects of how a company operates in creating a specific product/service.



1. Customer segments:

- Who do we target: the masses or a specific group, segment or niche of the market?
- What are our customer segments?
- Are our customers related to each other in order to offer them the same product, or do we need to treat them differently?

2. Value proposition:

- What value do we deliver to our customers?
- What customer problem are we helping to solve?
- What customer needs are we meeting?
- What packages of products or services do we offer for each market segment?

3. Customer relationships:

- What value do we deliver to our customers?
- What customer problem do we help solve?
- What customer needs do we meet?
- What packages of products or services do we offer for each market segment?

4. Channels:

- What channels do our market segments prefer?
- How do we currently interact with customers?
- How do our channels work together?
- Which ones perform best?
- Which are more profitable?
- How are they integrated into customers' day-to-day activities?

5. Key activities:

- What key activities does our value proposition require?
- What key activities do our communication and distribution channels require?
- What key activities do our customer/user relationships require?

6. Key resources:

- What key resources do our value proposition, distribution channels, customer relationships and revenue streams require?

7. Key partners:

- Who are our key partners?
- Who are our key suppliers?
- What key resources do we source from our partners?
- What are the key activities of our partners?

8. Cost structure:

- What are the most important costs associated with our business model?
- What are the most expensive key resources?
- What are the most expensive key activities?

9. Revenue streams:

- What value are our customers willing to pay for?
- What are they currently paying for?
- How are they currently paying?
- How would they like to pay?
- What does the revenue structure look like?

Empathy map.

An empathy map is a technique used to profile users. It helps to better understand what people think and feel, to focus on their experiences and needs. It allows to go beyond the typical demographic characterisation of potential customers.



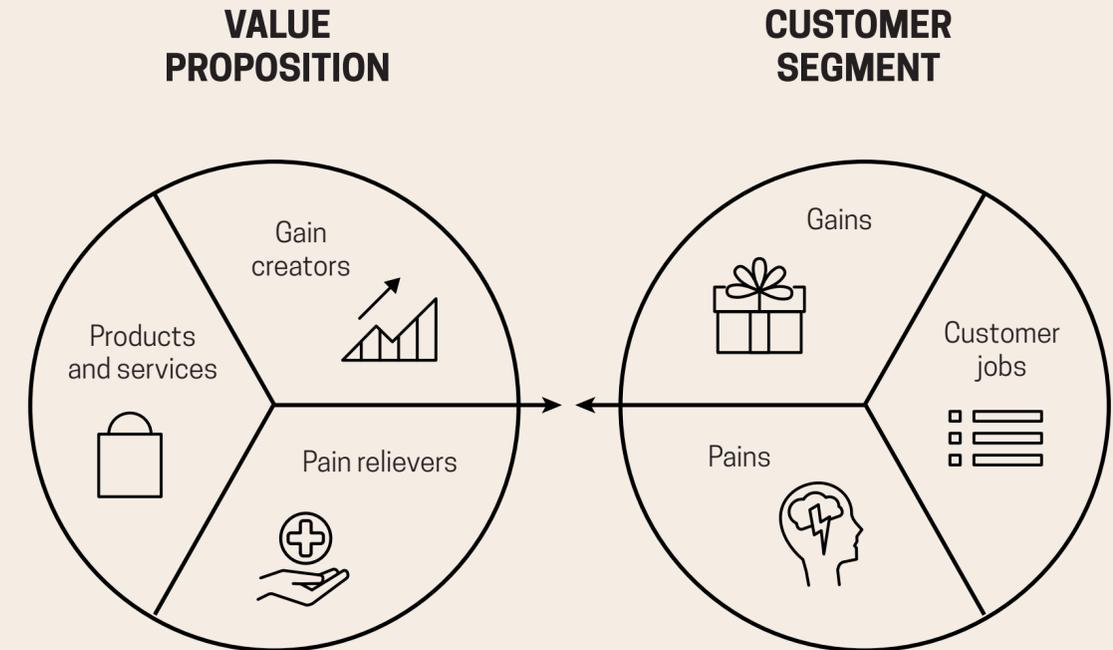
SEGMENTING: First we need to define who the customers are and for this we should group them in the traditional way, based on a number of common characteristics (from demographics to product usage). Finally, we will be left with x segments to work on and which customer groups or segments to focus our efforts on (an equally important thing as knowing which ones NOT to work on).

HUMANIZATION: At this stage it is not about talking about segments, but about people.... so we will „bring to life” the people of each segment: what are their names, where do they live, what do they do? Before moving on, we should prepare a list of questions we would like to ask them in order to better understand aspects such as purchase motivations, criteria...etc.

EMPATISATION: This is the process of building an empathy map in which we will try to get to know our client better by asking ourselves a series of questions about them.

Value map.

The value map is the link between the product and the market. In the value analysis, it is necessary to take into account the other basic element of any company, the customers. The success of any business model comes from a good relationship between these two elements: the value proposition and the customers’ needs.



Products & Services:

Solution - or value proposition. All the intermediates and services that your value proposition is supposed to contain.

Gain creators:

How will your solution generate positive emotions, social benefits, time savings, increased revenue/profit for the customer?

Pain Relievers:

How does the solution affect our client's pains. Does it reduce their negative emotions, risks, likelihood of unforeseen situations and costs?

Gains:

Benefits can be all kinds of positive emotions, social benefits, satisfaction, savings, increased profit. Anything that can make the customer happy.

Pains:

The pains that arise during planning, execution, after performing the aforementioned tasks. These will be all kinds of negative emotions, risks, unforeseen situations and costs.

Customer jobs:

Analysis of the tasks that the client carries out on a daily basis. These can be goals, needs or just classic daily activities.

The value mapping process includes the following phases:

PHASE 1: OBSERVATION

In the first phase, we need to understand the customer's real needs, and market research or similar tools will not be useful for this. The key to understanding what the customer really needs is observation. In the observation phase, it is necessary to identify the problems that customers face. The idea is to understand the customer's motivations, not just the expressed needs. At this point, we need to understand the client and what moves them (we can use an empathy map for this) and prioritise (for the client) the „problems” that the client wants to solve. We should also understand the role the customer wants to take in their relationship with our business model (only buy/co-create/be an intermediary etc.).

PHASE 2: DESIGN

In the design phase, we identify products or services that can solve our customer's problem. We focus on identifying the main features or functionalities that our product/service should include to solve our customer's problem. We need to analyse in which aspects our product or service helps the customer and to what extent.

PHASE 3: VALIDATION

The area to the right of the value proposition canvas the so-called customer hypothesis („Customer Segment”) basically indicates, all the hypotheses we have identified, i.e. ideas about what we think the customer needs, but which are NOT validated. On the other side, we have the value hypotheses („Value Propositions”), i.e. those aspects and functionalities of our product or service that we think will satisfy a specific customer need. These form the left side of the value proposition canvas and tell us how we have designed our product or service based on what we think the customer needs (the customer hypothesis).

The next phase is the process of verifying the hypotheses, i.e. the adjustment phase.

PHASE 4: ADJUSTMENT

In phase 4 we bring together everything we learned during the validation process with the customer. We should first update the right-hand side of the value map, where we collected the client's hypotheses, with what we learned, and then re-adjust our value proposition (which will certainly have an impact on the business model we designed). This means we need to rethink the entire left-hand side of the value proposition in light of what we have learned from real customers and all the rejected and confirmed hypotheses.

Once the map is updated, we move on to the stage of creating our first prototype i.e. that minimal real product that will help us validate and adapt the value proposition

(PROTOTYPE BUILDING/TESTING).

PROTOTYPING/TESTING:

The purpose of prototyping is to help validate ideas before bringing them to market, saving time and resources, avoiding mistakes, or at least avoiding making them at a very late stage in the development of an entrepreneurial project. The most important thing is to be able to visually present the idea to users and quickly gather feedback

on the solution (product/service). You can never assume in advance that the offered product or service will be a success, so prototyping and putting it in the hands of users and listening to what they have to say reduces the risk of final failure. To build rapid prototypes you can use wood, cardboard or styrofoam. The idea is to visualize our idea in any way we can and show its usefulness to a potential client.

Prototyping is the testing of hypotheses assumed at the stage of designing a business idea. We can include the following hypotheses:

Problem hypothesis:

- Who are the users and what are their problems (unmet needs, wants or desires)?

Solution hypothesis:

- What type of product or service satisfies this need or want?
- How much are customers willing to pay for the solution?

Product hypothesis:

- What features of the product or service will users value?
- What functional and aesthetic features would they be willing to pay a little more for?

Market hypothesis:

- How many potential users exist?
- Number of potential users who can be converted into actual customers (conversion rate)?

LP	Types of tools	Description	Necessary tools/elements
1.	Simple drawings/ sketches	This is the most basic form of prototyping. In just a few minutes and with a few quick strokes you can depict the basic shapes, features and interactions of your product or service.	paper, pencil, coloured markers
2.	Storyboard	Storyboarding is a non-linear way of creating and presenting business ideas. It is a type of comic book/story that presents user needs and how the designed product or service solves them.	paper, pencil, coloured markers
3.	Customer journey mapping	Customer journey mapping is the set of interactions and the sum of experiences that a customer encounters during their path to purchase a product or service. The purpose of mapping is to look at the product/service through the customers' eyes. Imagining what the customer thinks and feels allows you to understand consumer behaviour and this is the value and meaning of a customer journey map. Maps can be created according to your own idea, e.g. in the form of a scenario, story, diagram, infographic or table. In practice, graphic visualisations are most frequently used. It is important that the map clearly shows the customer's behaviour during the whole purchase process.	paper, pencil, coloured markers
4.	Storytelling	It is one of the most powerful resources when it comes to prototyping services and products, especially at an early stage. Business storytelling is the art of telling a story to build a company/product brand, communicate and establish execution with the customer.	For storytelling you can create a story using a sequence of photos or a video. You can also use LEGO bricks or make your own characters out of plasticine or create sets out of cardboard and other recycled materials.

5.	Theatricalisation	The aim of this technique is to recreate, through short performances, different situations related to the use of a product or service. Theatricalisation is used to show how the designed product or service affects the enacted problem situation and user dissatisfaction.	In order to carry out the theatrical prototype, it will be necessary to define a short scenario of the scene or scenes to be enacted, bearing in mind the impressions and sensations they are intended to provoke, which will be the subject of further reflection, analysis and questions during the product testing.
6.	Role playing	It is a technique in which real situations that may occur during service provision are re-enacted. Unlike theatricality, the reactions in role-play are spontaneous and the aim is to evaluate the effectiveness of the service being designed and to observe customer reactions.	To carry out role playing, the most important thing to do is to define the necessary roles and who will play them. However, you don't need to spend too much time and money on this, just a few details to make it more realistic. When it comes to identifying user reactions to certain stimuli, it is best to enlist the help of someone who has not been involved in designing the solution before and does not know the expected results.
7.	Desktop walkthrough	The desktop walkthrough helps designers to quickly simulate the service experience using simple props such as toy figures or predefined illustrations on a small stage, and to test and explore typical scenarios and alternatives.	Small scenes are often built with LEGO bricks or cardboard. The different roles are played with small LEGO puppets or, for example, characters made from cardboard or other elements.

8.	Cardboard	Cardboard is ideal for reproducing the basic functional and aesthetic characteristics of a product, thanks to its ease of shaping and cutting, as well as the low weight and lightness that cardboard allows. Virtually any product idea can be realised using this material.	Cardboard of different weights, scissors, knife, glue.
9.	3D prototypes	Making a 3D drawing and turning it into a product using a 3D printer. These are very useful prototypes for example for testing movements, physical appearance and behaviour. 3D printers make it possible to reproduce virtually the same properties of the final product.	ability to draw in 3D and access to a 3D printer.
10.	Mockup	Mockups are prepared to better illustrate the final appearance of a product at the stage of its creation. Mockups are used along with dummies to visualise what we want to release on the market. Product design often begins with the creation of a low-level prototype that illustrates the arrangement of individual elements. On the basis of basic mock-ups, a high-detail prototype is created, which shows the final version of the product. Mockups are very often used to recreate the housing of new equipment, new packaging or to create new designs. It is an ideal technique for validation before large-scale production or for producing products in small batches.	The materials from which the models are made depend on the characteristics of the product. Mock-ups can be made of foam board, clay, mouldable aluminum plate etc.
11.	Wireframe	It is a diagram that gives us an outline of the structure and a visual description of the user interface. It allows you to validate a concept or override it. Wireframe can be, for example, a skeleton of a website, web application, mobile application. Its most simplified, illustrative version. Wireframe uses only greyscale elements, such as lines and boxes. Images, text and video only appear as substitute symbols. A wireframe is not just about giving shape to an idea, but also about visualising and understanding it better. With a wireframe in place, we learn about the cost and effort the project entails. The structure of the wireframe is flexible enough to allow for easy revisions.	You can start creating a skeleton with pencil and paper. You can also start digitising with the help of applications such as Wireframe.cc, MockFlow or Justinmind.
12.	Minimum Viable Product (MVP):	Minimum Viable Product (MVP) is a product in the early stages of development, with a minimum set of features, which, however, is sufficient to introduce it to the market in order to gain the interest of the first customers and an initial assessment of functionality. MVP is a product in a broad sense, which also means a service, application or any other technological solution. The idea of MVP is based on an approach whose aim is to „get the product out on the market” as quickly as possible for verification purposes.	—

Other innovative forms possible in the formulation of the business model:

Gamification methodology:

This is an innovative teaching methodology that incorporates game mechanics into a professional learning environment to achieve better results. The purpose of using gamification methodology is to improve the skills needed to effectively present an entrepreneurial project. Game development can take place in two formats: digital and board versions for face-to-face workshop sessions. The aim of gamification is not to „play itself” but to build commitment to regular learning and effective development.

Lean Methodology:

Lean methodology proposes methods of testing, trial and error, testing your business idea directly with your customers in order to modify it if necessary and adapt it as much as possible. The aim is to experiment. Lean is more than just a lot of tools or methodologies. It is an approach, a way of thinking, a way of looking at and developing a product. Lean methodology is about building a culture of continuous product improvement based on feedback from users and experts. In everyday practice, Lean is a constant observation of one’s work and asking oneself what I can do with the products/ services and processes we offer to meet the requirements of our customers.

The most popular Lean management tools: 5S, Kaizen, Kanban, SMED, TPM, VSA, Six Sigma, Poka-yoke, Heijunka and DFMA.



Monitoring and evaluation

The ways and mode of monitoring the implementation of the support provided should be tailored to the particular project/programme, which may vary depending on e.g. the sources of funding (public or private support). This programme shows an exemplary path of support and the methodology and tools possible to use on the way to establishment and further running of a business.

Universal indicators for measuring the effectiveness of the project/programme implementation can be used for monitoring and evaluation, i.e:

- Programme participants,
- Participants who have completed a minimum number of training hours,
- Participants who receive an offer of employment, further education, apprenticeship or traineeship after completing participation in the project/programme (up to 4 weeks after the end of activities),
- Participants who have developed their business model or business plan,
- Participants who are integrated into education or training systems, who obtain qualifications or who obtain employment, including self-employment, after completing participation in the project,
- Participants who have set up their own business or are self-employed,
- All results are calculated up to 4 weeks after completion of a given activity.

The catalogue of the above-mentioned indicators is not a closed catalogue and depends on the specificity of a given project/programme.



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