



# CLUSTER (C\_A.3.1\_0014) WP3 (O.3.4)

## Compilation of identified efficient practices

### ARCES Association (PP1)

#### Author:

**Simone Marsala**

#### Contributors:

**Alexandre Colvine, Reem Al Adwan, Mahmoud Irada, Maria Zanenghi, Hatem Sultan**

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## Introduction

The Compilation of identified good practices is a document produced by ARCES (PP1) as coordinator of the Work Package No. 3 ‘Needs Assessment and Benchmarking of Successful Experiences and Efficient Practices’ and its related activities, under the framework of the project ‘CLUSTER - advanCing youth and women social inClUSion in The MEditerRanean’ funded by the European Union within the ENI CBC Mediterranean Sea Basin Programme.

This Compilation represents the main product contributing to the achievement of the Output 3.4, inserted within the Work Package No. 3.

This document has been produced thanks to the contributions, information and data provided by the involved project partners (PP1, PP3, PP5, PP7, A2) focused on describing best practices and successful experiences already implemented within the framework of previous projects: HELIOS, MAHARAT MED; BLUESKILLS, RESMYLE and EGREJOB as part of the Activity 3.4.1 “Identification, analysis and benchmark of successful experiences and efficient practices”

Within the A 3.4.1 each project partner who was involved in the implementation of the project outputs selected for the CLUSTER capitalisation process, was requested to provide the WP leader ARCES (PP1) information regarding the abovementioned projects particularly centred on the good practice(s) implemented, resourced needed, evidence of success (including indicators), impact on participants, potential for transfers/replicability, relation with the CLUSTER Capitalisation strategy. All these items are described in the following paragraphs.

## General information

Here below are given definitions of “good practices” and capitalisation approaches:

In the context of Interreg Europe, a good practice is defined as an initiative related to regional development policies which has proved to be successful in a region and which is of potential interest to other regions. Proved successful is where the good practice has already provided tangible and measurable results in achieving a specific objective. Although the Interreg Europe programme primarily refers to good practices, valuable learning also derives from bad practices. Lessons learnt

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from unsuccessful experiences can also be taken into consideration in the exchange of experience process<sup>1</sup>.

There are several definitions of Capitalisation: In the context of the Interreg Europe programme, capitalisation is defined as a process of collecting, analysing, exchanging, and transferring / adapting good practices and experiences gained in a specific field of regional development policy. This process contributes to increasing the professional capacity of people and organisations involved and to improving the regional development policies (including the programmes under the Investment for jobs and growth goal) of the participating regions”<sup>2</sup>.

Moreover, according to Interact Brussels, capitalisation is aimed at consolidating the capital built by Interreg projects and programmes, with the objectives of:

- 1) making the knowledge and results generated by projects more accessible, thus improving transfer of knowledge;
- 2) obtaining additional results through benchmarking and detailed content analysis;
- 3) building on existing knowledge and experience;
- 4) promoting the re-use and / or transfer of this knowledge and these results, in order to boost performance and delivery;
- 5) raising awareness and improving communication of results in specific fields of regional policy<sup>3</sup>.

Therefore, the presence of project partners currently involved in other projects (HELIOS, RESMYLE, MaharatMed, EGREJOB and BlueSkills) can be capitalised in line with the abovementioned definitions, since the results, good practices and knowledge of these projects will be made available across the Mediterranean area.

## Methodological approach for the analysis

According the Joint Operational Programme (JOP) the main goal of the Capitalisation projects is “to promote the exploitation and/or widest dissemination of the successful practices and results of previously financed projects”. At the same time in the Terms of Reference (ToR) these projects are expected “to capture the most promising short-term results (outputs) and long-term results (outcomes) of the previous projects”.

<sup>1</sup> Interreg Europe 2021-2027, Programme Manual, 2022 (p. 19). Examples of good practices can be found on the good practice database of the programme website on [www.interregeurope.eu/policylearning/good-practices](http://www.interregeurope.eu/policylearning/good-practices)

<sup>2</sup> Interreg Europe 2021-2027, Programme Manual, 2022 (p. 10).

<sup>3</sup> Capitalisation plan 2016 – Interact, 2016.

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By following the methodology and aims provided by the European Institutions and the definition included in the JOP and ToR, the first step of the capitalisation process undertaken by the Consortium was the identification and benchmark of the best practices implemented within the projects selected for the capitalisation identified during the design phase, i.e. HELIOS, RESMYLE, MaharatMed, EGREJOB and BlueSkills. It is important to specify that three of the the selected projects were funded by the ENI CBC Med Programme 2014-2020 and the ENPI CBC Med Programme 2007-2013.

At the first stage the lead applicant IEMed together with the WP3 leader, demanded to the involved partners to identify, select and present to the Consortium the successful experiences possibly exploitable in the capitalisation process, explaining their potential and strengths. Finally, the Consortium members and the associated partners, together with other local actors previously involved in the project activities under the WP3, participated in the good practice evaluation process approving the outputs to be capitalised.

For each practice, was required to provide general information and useful details, together with a summary of the successful Output(s) previously implemented within the selected projects. Particular attention has been given on those best practices suitable for re-using and adaptation to the needs of CLUSTER project. Accordingly, each chapter is dedicated to one of the project selected for the capitalisation and it is structured in **8 main sections**:

- 1) **General information:** i.e., project's name; funding programme, period of implementation, partnership composition, website, project budget, etc.
- 2) **Project description:** in order to provide an overview a general description of each selected project for capitalisation was required, including sectors of intervention, goals, target groups, expected results, main achievements, etc.
- 3) **Description of best practices/successful experiences to be capitalised:** this section is by far the most important one, since the information included will be essential to define the potential of the best practices replicability with the regard to the CLUSTER capitalisation process. Each responsible partner was demanded to provide a detailed description of each output/best practice implemented, with the main aim to deliver a clear overview to the other partners and stakeholders involved.
- 4) **Resources needed:** in this part is indicated for each of the project selected, what kind of resources were used for the implementation of the single output or best practice, among them: the allocated budget, the human resources needed for the output-related activities implementation, the equipment or tools and eventually the cost effectiveness. Thanks to this

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information, the CLUSTER Consortium will get awareness about the possibility to replicate the best practice, improve it or on the contrary, to implement it in a smaller scale according to the CLUSTER budget allocation. Moreover, the project partners could find out also different solutions to reuse the successful output, for example by directly integrating it into one of the CLUSTER actions.

- 5) **Evidence of success:** In this section, each partner was demanded to clearly indicate and explain why each selected best practice can be considered as a successful experience. They should also prove the achievements of the output(s) previously implemented by including project indicators, mentioning if these matched or not their expectations.
- 6) **Impact on participants:** for each output selected, it is also important to highlight what kind of impact had the project activities on the participants or target groups. It is pointless to specify that if the impact on the participants was non-existent or minimal, the output itself cannot be considered as good practice and consequently the Consortium will not replicate it.
- 7) **Potential for transferability and replicability:** in this section is shown how a good practice previously implemented can be transferred and replicated within the CLUSTER project. It is important to highlight the degree of replicability in order to select the strengths of the output implemented in another project and to better adapt them to the activities to be carried out by the CLUSTER consortium during the project life cycle.
- 8) **Relation with the CLUSTER Capitalisation strategy:** in this part the involved project partners were required to highlight the links between the project outputs implemented during previous projects considered as best practices and the activities/actions that can be capitalised within the CLUSTER framework. Definitely, for each output is explained how the successful experience(s), can be reused and adapted to the project’s needs, in order to contribute actively to the Cluster capitalisation strategy.

Definitely, this document represents the main output resulted from the process of evaluation and benchmarking of the good practices previously implemented, considered as successful experiences by the partnership, which are collected, described and presented in the following chapters.

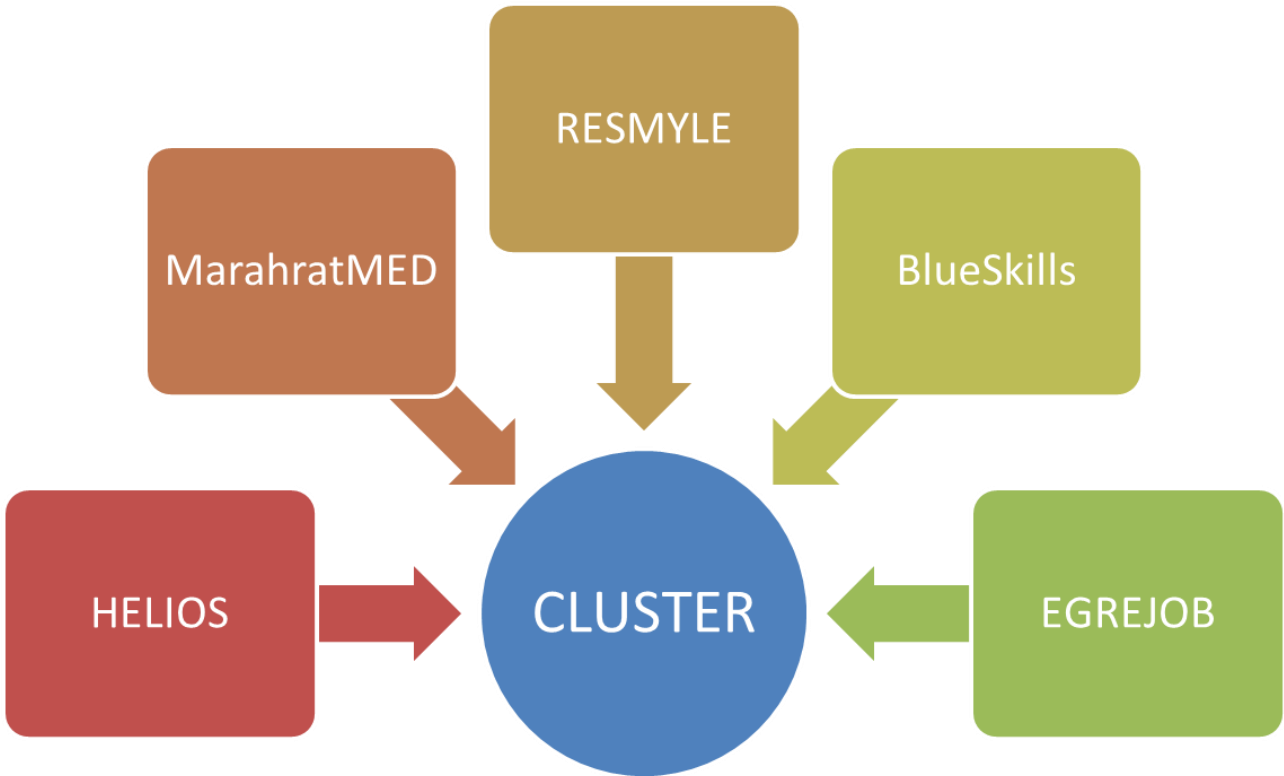
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## Overview of the project selected for capitalisation and their best practices



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## HELIOS Project

- ★ **PROJECT:** Helios - enhancing the social inclusion of NEETs
- 📁 **PROGRAMME:** ENI-CBC Med 2014-2020
- 📄 **PROJECT TYPE:** Standard Project – A.3 Promotion of social inclusion and fight against poverty (Promote economic and social development). A.3.1 Provide young people, especially those belonging to the NEETS and women, with marketable skills. Co-funded project.
- 🏢 **LEAD APPLICANT:** ARCES Association (Italy)
- 🏠 **PARTNERS:** Fisheries and Blue Growth District -COSVAP (Italy), ACH (Spain), IED (Greece), Tunisian Union of Agriculture and Fishery – UTAP (Tunisia), University College of Applied Science - UCAM (Palestine), National Centre for Agricultural Research an Extension - NARC (Jordan).
- ⚡ **WEBSITE:** <https://www.enicbcbmed.eu/projects/helios>
- 🌟 **IMPLEMENTATION PERIOD:** From 01/09/2019 to 28/02/2023
- ➡ **MAIN TOPIC:** Social inclusion of disadvantaged groups by providing them marketable skills through professional trainings in the fields of Blue and Circular Economy, targeting NEETs and women.
- € **BUDGET:** 2,791,437 €

### Project description

HELIOS project is aimed at tackling the NEET phenomena at the Mediterranean level, focusing on the Blue and Circular Economy (BaCE), identified as an economic sector with great potential for regenerative economic growth among NEETs. The project will provide curricula for innovative targeted and tailored skills training courses oriented towards specific needs of the BaCE labour market and the needs of NEETs, based on direct interaction with local enterprises. This will be achieved through soft skills coaching and mentoring actions, as well as the creation of e-learning

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tools and methodologies supported by new technologies to facilitate skills learning for NEETs and women.

These are the expected achievements:

- 1 software for profiling the situation of NEETs in each involved area.
- 6 specific sector identified with high potential for employment within the blue and circular economy.
- 9 professional curricula oriented to the needs of the labour market.
- 6 agreements between training institutions and BaCE businesses to better connect TVETs with market needs.
- 1,720 NEETs and women trained in the Blue and Circular Economy.
- 4 art events around the topic of the blue economy.
- 24 young people and women involved in cross-border traineeships.

Main beneficiaries of the project activities are:

- Young NEETs and unemployed women.
- TVET institutions and local enterprises from the Blue and Circular Economy sector.
- Regional and local authorities.

## Description of the good practice implemented

### 1. E-learning platform

One of the main outputs of WP5, namely output 5.2, is the Development of an e-training platform for training, exchange, interaction between enterprise and TVETs, social networking also across borders.

The e-platform has the following objectives of development:

- a) to provide to students and users online courses, interactive lessons, exams, tutorials, video clips, streaming of lessons, interviews with mentors and links to other learning sites.
- b) to stimulate entrepreneurship and the use of new marketing tools; encourage 'shuttles of employment and supportive entrepreneurship.
- c) to provide coaching and mentoring activities;
- d) to enhance the labour demand and supply skills matching;
- e) to evaluate and monitor the skills gained by students (NEETs and women) before and after training courses.

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The learning platform includes 4 different modules: Blue Economy, Circular Economy, Entrepreneurship and Soft Skills, each of them contains different types of learning materials freely accessible by users. To start the e-course and to access the learning materials all the potential users first have to register by filling a registration form including their personal data, submit the Privacy and data protection policy and finally upload a photograph or icon to identify the users' account. On the left side of the user' account will appear an user menu formed by 5 sections, i.e. Edit Profile, Training Courses, Edit Password, My Courses, Sign out. Until now, the e-portal is available in 6 different languages: English, Arabic, Spanish, French, Italian and Greek.

### Resources needed, allocated budget and cost effectiveness

The allocated budget line as indicated in the AF is 190.098,54 euro. Anyway, the cost for developing an E-learning platform is quite variable, depending on target groups or beneficiaries, functions, and services provided. Regarding the costs of HELIOS platform development, It costs about 140,000.00 euro, while the total cost for the human resources (i.e. developers) was about 60,000,00 euro. Other extra costs, especially regarding local IT servers set up, network maintenance, security issues, etc., were afforded by UCAS, which has technicians and IT experts capable to carry out such tasks.

### Evidence of success

Since the responsible partner delivered the e-platform these are the main results achieved:

- 4 completed modules uploaded on platforms.
- Materials in 6 languages (Italian, Arabic, English, Greek, Spanish, French).
- Platform supports all partners' languages.
- More than 500 registered users from the 6 project countries so far.
- News and events.

### Impact on participants

The impact on participants can be seen from the elements listed below:

- E-learning contents.
- E-tutoring, e-coaching, e-mentoring.
- Collaborative learning through Synchronous and asynchronous online discussions to facilitate communication and knowledge-sharing among learners. Learners can comment and exchange ideas about course activities or contribute to group learning by sharing their knowledge.

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- Increased awareness in the new generation about the blue economy and circular economy as well as their potential in terms of job creation and socio-economic development.

### Potential for transfers/replicability

The potential for the replicability is very high, especially for initiatives or projects focused on young people empowerment. The modules and learning materials included in the platform can be translated and easily used by users from other countries, especially those concerning soft skills. The active set of languages allows to reach potential users across the world, while at the same time, new languages can be added to the portal thanks to its flexibility and interoperability.

### Relation with the CLUSTER Capitalisation strategy

According to the CLUSTER application form, the Output 4.3 – “E-learning tools and e-platform” is expected to deliver several e-learning tools as well as an online project platform. These were thought as main tools through which provide trainings and to promote exchanges and interaction between enterprises, TVETs and other social actors, promoting at the same time, the cross-border cooperation. Being CLUSTER a capitalisation project, the experience of HELIOS portal successfully implemented can be exploited not only as a tool that can be enhanced but also as platform that can integrate new learning materials, curricula, languages, etc., produced by CLUSTER, as decided by all the PPs.

In this way the CLUSTER consortium will achieve several different results:

- 1) Saving money, to be re-allocated to enhance the quality of other project activities.
- 2) To improve the quality and the interoperability of HELIOS e-learning platform by including new materials of the training courses implemented by CLUSTER (i.e. new learning materials about Hydroponics, Aquaponics, Food processing and Organic Farming), as well as innovative learning tools and methodologies supported by new technologies.
- 3) The e-platform will be extended to new countries, i.e. Republic of Cyprus and France and it will include new languages.
- 4) The platform will also allow users participating in the CLUSTER training programme to access learning materials implemented by HELIOS project and vice versa.

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## Maharat Med

-  **PROJECT:** Maharat Programme
-  **PROGRAMME:** USAID
-  **PROJECT TYPE:** Funded project
-  **LEAD APPLICANT:** Business Development Center (BDC)
-  **PARTNERS:** Business Development Center (BDC)
-  **WEBSITE:** <https://ufmsecretariat.org/project/developing-youth-employability-entrepreneurial-skills-maharat-med/>
-  **IMPLEMENTATION PERIOD:** 2005-2009; 2010-2012
-  **MAIN TOPIC:** job creation by enhancing youth employability and promoting entrepreneurship.
-  **BUDGET:** 20,000,000 \$ (10,000,000 \$ only for BDC)

### Project description

Maharat Programme was designed and created by BDC and implemented with the support of USAID to respond to the need for employment and job creation, through the enhancement of youth employability and the promotion of youth entrepreneurship.

Maharat Programme included two main innovative learning pillars to facilitate successful school-to-work transition, the Employment Pillar and the Self-employment Pillar. In addition to a complementary set of elective teambuilding extracurricular activities:

- 1) Maharat Employment: Youth were engaged in discussions and practical exercises designed to provide them with the necessary interpersonal and technical skills to successfully enter the labour market and bridge the gap between the labour market and the educational sector outputs.

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- 2) Maharat Entrepreneurship: this activity consists of simulated entrepreneurial behaviour among youth through embedding ten personal entrepreneurial competencies aimed at measuring the way participants behave, perceive their place in the business world, and assess how they deal with common challenges they face on their journey to success.
- 3) Maharat in Education: was designed and implemented to provide youth with international exposure. Distinguished Alumni were provided with scholarships abroad to study in the USA at the 'Thunderbird School of Global Management', which was ranked as one of the best institution in the world about Masters in Management programs, due to its specialized Masters in Global Management (MGM) degree (Times Higher Education/Wall Street Journal - 2019 report).

Maharat Program went beyond capacity building by creating a community of Youth that had the opportunities to exercise and practice the soft and technical competencies they acquired throughout the complementary extracurricular activities. Maharat communities included Book club, CSR think tank, Sports Tournaments, Alumni Club, and Job Fairs.

The programme implementation included also the following set of the activities:

- Maharat Recruitment: through a well-designed outreach plan used to select Youth and partner enterprises. The outreach plan includes a set of activities just like Roadshow, market analysis & enterprise selection, awareness sessions, and Job Fairs.
- Youth Selection.
- Maharat Employment Pillar conduction.
- Maharat self-employment Pillar Conduction.
- Matchmaking between Job seekers and employers.
- The implementation of on-the-job training access for employment.
- Gate to investment.

## Description of the good practice implemented

### 1. Maharat Programme - General Training Methodology

In all Pillars, Maharat uses a unique training methodology, designed based on a participatory approach with experts from the local market, that ensures high levels of interactions through ice-breakers, group discussions, brainstorming sessions, role-playing, games, and collaboration on case studies. This approach has been shown to increase memory and retention in learning by up to 90%. Furthermore, working groups were encouraged to be mixed and interchangeable in order to increase interactions between all students and enhance continuous adaptation skills and teamwork. The Accelerated Learning tools we use such as case studies, practical exercises, energizers, and

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interactive multimedia, in addition to how the classroom has been orchestrated, all lead to a significant increase in students' ability to understand and assimilate complex information and eventually apply them in their personal and professional lives. A core part of the training methodology lies in introducing participants to influential practitioners who are proficient and recognized in their field of expertise.

## 2. Maharat Employment Pillar

This action is developed in close partnership with the private sector, in a demand-driven approach. The course inspires youth to explore different perspectives and invites them to reflect on their mind-sets and attitudes, allowing them to test themselves through direct hands-on experience in the workplace.

On the other hand, using a mirror of real-life situations, participants test their knowledge in situations they may encounter in their jobs. However, this attempt is within the safety net of simulation, thus allowing them to experiment, learn, and grow. Employment Pillar includes two sets of Training, Interpersonal skills training, and Employability skills training. Taking these elements into consideration, Maharat employment material was adapted in several projects to cater for specific sectors by adding technical training each one related to a certain sector.

This Pillar offers a referral and matchmaking system to connect students with suitable job opportunities, which will include the following:

- Database on available job opportunities.
- Database of all Maharat participants that were selected and interviewed. The ERMS platform will provide the mentioned database to match candidates with suitable jobs.
- Supervised internship opportunities to apply the skills acquired during the interpersonal and employability module and throughout their academic journey.
- Follow up on the internship status and outcomes.

## 3. Maharat Entrepreneurship Pillar

It aims to transform students from job seekers to job creators through two phases: the first tackles the behavioural aspect of entrepreneurship and the second covers technical skills such as business planning and feasibility studies. To simulate entrepreneurial behaviour, 10 personal entrepreneurial competencies will be embedded in this learning Pillar to measure the way participants behave, perceive their place in the business world, and assess how they deal with common challenges they face on their journey to success.

The Maharat Entrepreneurship methodology includes the following learning objectives:

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- a) Ensure theoretical knowledge transfer
  - Students are able to define entrepreneurship and its main components
  - Students easily recognise entrepreneurial mind-sets, behaviours and attitudes
  - Students have a clear, comprehensive knowledge of the entrepreneurial ecosystem dynamics
- b) Develop self-awareness
  - Students can identify their own behaviours and reflect their entrepreneurial knowledge onto their understanding
  - Students recognise their goals and aspirations in the field of entrepreneurship
- c) Encourage practical application
  - Students are able to apply the acquired skills in real-life situations
  - Students can implement entrepreneurship onto future action plans and aspirations
- d) Foster analytical skills
  - Students are able to analyse business plans and goals along with financial needs
  - Students can differentiate realistic goals from unfeasible goals
- e) Enable assessment & evaluation capacities
  - Students can assess their capabilities in line with their goals
  - Students are able to position themselves and evaluate their progress
- f) Cultivate synthetical skills & creativity
  - Students are prepared to start their own businesses
  - Students can develop existing institutions that supports entrepreneurship

#### 4. The complementary extracurricular activities

Such set of activities is aimed at providing an additional space for students to apply the learned skills in more informal settings, encouraging at the same time social peer-to-peer interactions and solidarity. The complimentary extracurricular activities help to create a community of loyal graduate, who will feel the responsibility to share information among other youth, give back to the community, and be part of the program's institutional and local change.

Complementary extracurricular services can include:

- **Book club**, an initiative that promotes collective reading, encourages critical thinking, deepens engagement through storied, and fosters literature exchanges;

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- **CSR think tank/debate club**, an initiative that promotes social responsibility and provides a space to discuss and reflect upon the concept of social justice, challenges linked to climate change, and the transition towards social and environment-friendly ways to do business;
- **Alumni Club**, an initiative that ensures the continuation of communication with and amongst previous and current Maharat graduates, creating accessible role models that students can relate to, and cultivating peer-to-peer mentorship;
- **Sports Tournaments**, an initiative that promotes teamwork and benefits both the mental and physical health of involved students;
- **Maharat Roadshows**, an initiative that fosters engagement, relying on a network of volunteers to promote the Maharat Programme in partner Universities;
- **Maharat Scale-up Programme**, an initiative that offers opportunities for entrepreneurs to fund their projects, including through other programs managed by BDC (e.g. INHAD);
- **Job fairs and sector-specific events** as opportunities to connect students with active practitioners from the private sector, in their field of specialization or interest.

### Resources needed/allocated budget and cost effectiveness

The total budget of Maharat Programme is considered to be very high due to the great variety of planned activities and the years in which the project has been implemented. However, in general we can say that the budget covered different types of cost categories divided as follows:

- Teachers/Trainers/Experts 38%,
- Learning and training materials 30%,
- Training rooms or venue 9%,
- Logistics 8%,
- Catering 14%.

### Evidence of success

Since the Programme started thousand of students have been involved in its activities, achieving the following indicators:

- More than 26,700 Graduates trained.
- 17,620 people found an employment after joining the Programmes' activities.
- 90% of participants retained at their jobs after one year of employment.
- 20 grants assigned to Maharat Alumni to support a study period abroad in the USA at the 'Thunderbird School of Global Management'.

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### Impact on participants

The impact on the students who joined the Programme and the territory itself, has been always considerable can be seen from the following achievements:

- Acquired interpersonal and employability skills to access Labour Market.
- Acquired awareness about personal, interpersonal and entrepreneurial behaviour to become successful entrepreneurs within the broader ecosystem.
- Got Exposure to local, national and international enterprises and increased network of connections.
- Got exposure to the entrepreneurship ecosystem and to finance and credit sectors.
- Increased possibilities in accessing the job market

### Potential for transfers/replicability

BDC since the ending of the USAID fund has managed to sustain Maharat Training Programme through many different projects and initiatives, some of these were through funds by other donors, with the final aim to use and capitalise Maharat materials previously designed to serve the objective of the project. Others funds were through partnerships with TVET and higher educational institutions in Jordan, which decided to adopt the methodology of Maharat in their course curriculum. Definitely, the expertise acquired during all these years of project implementation can be considered a wealth of knowledge that can be made available for further new initiatives both in Jordan and in other countries of the Euro-Mediterranean area.

### Relation with the CLUSTER Capitalisation strategy

Maharat Training material was updated to be used in many projects. The changing in Maharat material was capitalised based on:

- Need analysis
- Market needs assessment
- Project requirements

Therefore, Maharat material caters to change according to the need of the Cluster Project, and will be one of the main reasons to achieve the required outcomes and achieve the following outputs:

- 4.1 A Catalogue of new curricula materials oriented to NEETs.
- 4.2 Targeted labour market-oriented training courses and traineeship scheme.
- 4.3 E-learning tools and e-platform.
- 5.1 Catalogues of the new curricula oriented to TVET and private sector.

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The capitalisation of the ‘Maharat Employment Pillar’ will provide all trainees with an adequate employability appeal, marketable and soft skills to access labour market, especially to the 70 trainees who will be selected from each project partner for the 3 months on-site trainings. Maharat Training and the Traineeship together, will enable the selected trainees a transition from education and learning to work life, thus strengthening their employability opportunities. BDC is always aiming to make the Maharat Programme training materials more accessible and used to transfer knowledge to other people. Definitely, the CLUSTER Consortium believes that such success can be built based on BDC experience by using the best practices previously implemented and lessons learned.

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## RESMYLE

★ **PROJECT:** RESMYLE – ‘Repenser emploi et insertion sociale des jeunes méditerranéens à travers le développement durable’

📁 **PROGRAMME:** ENI CBC Med 2014-2020

📁 **PROJECT TYPE:** Standard Project – A.3 Promotion of social inclusion and fight against poverty (Promote economic and social development). A.3.1 Provide young people, especially those belonging to the NEETS and women, with marketable skills. Co-founded project.

🏢 **LEAD APPLICANT:** Coopérative d'Activité et d'Emploi Petra Patrimonia – CDEPP (France)

🔗 **PARTNERS:** Cooperativa Formazione Lavoro e Cooperazione Impresa Sociale – CFLC (Italy), AMESCI (Italy); Association Opus - CPIE Pays de Vaucluse (France); Association pour le Développement Rural (Lebanon); Association pour l'Education Relative à l'Environnement de Hammamet (Tunisia); Institut Supérieur des Sciences et Technologies de l'Environnement de Borj Cédria (Tunisia); Jordan University of Science and Technology (Jordan).

⚡ **WEBSITE:** <https://www.enicbcmed.eu/projects/resmyle>

🌟 **IMPLEMENTATION PERIOD:** 30 august 2019 – 29 August 2023

➡ **MAIN TOPIC:** Integration of NEETs by providing soft/technical skills to enter the labour market. Social inclusion of disadvantages groups.

€ **BUDGET:** 2,100,000 €

### Project description

The RESMYLE Project seeks to give young people in the Mediterranean, particularly NEETS, with practical experience to better access employment but with a special focus on capacity building for

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activities that address key environmental protection and sustainable development issues in the Mediterranean. Currently, fields such as waste sorting, eco-mobility, risk prevention, etc. are largely unaddressed because they suffer from a lack of skills. RESMYLE aims to change this by testing of a set of hands-on field-based training tools for young people focusing on sustainable development and based on mobility, intercultural exchanges and real environmental issues via workshops and volunteer missions, as well as the creation of a Mediterranean network of eco-incubators nurturing youth-led business ventures.

Activities and results include:

- 1 environmental education e-training portal for youth workers and trainers with 48 educational tools to raise awareness about the importance of protecting the environment and sustainable development.
- 16 Mediterranean practical schools, or workshops, for 180-220 young NEETs.
- 24 eco-volunteering missions for young NEETs.
- A network of 6 eco-incubators supporting young entrepreneurial NEETs with an idea for a eco-business venture.
- 18 innovative projects supported and 1 mentoring programme from young entrepreneurs.
- 6 agreements with technical and vocational education and training providers (TVET).

## Description of the good practice implemented

### 1. Mediterranean practical schools for sustainable development

Mediterranean practical schools (or workshops) are 2-weeks field training workshops that enable 10-15 young people to help deliver an action that responds to the needs of a local community (e.g. a public waste reduction/sorting campaign). Using a learning-by-doing, non-formal educational approach, with full learning outcomes, participants simultaneously acquire knowledge on sustainable development and life skills assisting local initiatives.

With different educational attainment and social backgrounds and nationalities, the group act as 'volunteer consultants' supervised by a workshop leader and advised by local experts and guest speakers to fulfil their mission and enjoy an intercultural, solidarity-based experience. The young people are entrusted with a task, trained to deliver it, thereby making them feel empowered, involved, valued, and motivated to work as part of a team. The workshop programme is broken down into immersion, consultation and production phases as well as cultural experiences through visits and excursion to local sites and events.

The curriculum is project-based learning, not a separate training course prior to delivering a task. It is multifaceted: learning technical skills, acquiring knowledge, production and also gaining valuable

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experience in interpersonal skills and working as part of a team. The experience is real, responding to the needs of a 'host community' and not theoretical or fabricated.

### 1. Eco-incubators

RESMYLE eco-incubators are physical and virtual work spaces to support the emergence of sustainable development business ventures led by young people, especially NEETs. They follow the "classic" principle of business incubators but with two major differences: a focus on environmental skills, and the ability to welcome and support young people "far from employment" thanks to reinforced skills mentoring. The main purpose of the support offered in the incubators is to enable the young business developer(s) to eventually create their own job through self-entrepreneurship or the development of a group project.

The eco-incubators are both:

- a physical reception area, providing shared offices, meeting rooms, computer and office equipment;
- a space for individual and group training to support the business project throughout the process: training to move from the idea to the project, entrepreneurial training (communication, management, business plan, marketing, etc.) and additional technical training in the field of the green economy (CSR, waste management, setting up an eco-tourism project, environmental management of the business, etc.);
- an individualised mentoring space: provision of technical skills by putting them in touch with mentors who are managers of environmental businesses, either retired or still working, putting them in touch with other young entrepreneurs in the other RESMYLE eco-incubators and the exchange of good practices, etc.

RESMYLE currently has 5 eco-incubators, each with a different profile: specialisation in one sector (eco-construction in Jordan) or more general, welcoming young people in the form of a group of people recruited on a set date (Hammamet - Tunisia, Jordan) or "as they come" approach (France). The average duration of a support cycle for the emergence of the entrepreneurial venture takes 6 to 9 months.

Their networked operation makes it possible to:

- centralise the participants' databases to identify possible connections and common needs;
- share training content;
- build a common base of mentors to accompany young people, thus multiplying the skills that can be mobilised.

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It is important to highlight that the sustainability of incubators requires a broad local partnership, both technical (professionals, training centres) and institutional (local authorities, State services - employment agency for example). To date, each RESMYLE incubator mobilizes between 3 and 6 local operators.

### Resources needed/allocated budget and cost effectiveness

Economical resources needed for an eco-incubator are specific to each workshop and they depend on the country, nature of project, voluntary contributions, staff costs per diem, etc. On the other side, the cost categories are similar in each workshop:

- Workshop leader – coordination
- Assistant – driver, cook, or group animator
- Guest speakers – experts for training
- Travel costs of participants to site of workshop
- Local travel costs (minibus hire, etc.)
- Accommodation, meals and leisure activities
- Workroom rental
- Office equipment, PC/laptops, technical devices
- Communication costs (advertising for recruitment, while operating and any printed materials (reports, etc.), videos, exhibitions, etc.

### Evidence of success

Since the Project started is has achieved the following results:

- Improved technical capacity as a result of participation in the workshop: mastering graphic design software, survey techniques, etc.
- Improved soft skills as a result of participation in the workshop: acquisition of consultation and communication techniques;
- Specific workshop learning outcomes achieved;
- Anticipated project task (publicity campaign, exhibition, community recycling website, heritage discovery trail proposal, etc.) delivered in a final presentation;
- Self-assessment to review employment opportunities (applications, interviews), resume education (enrol in undergraduate or post graduate, vocational training), pursue environmental cause (volunteering, membership of an association NGO), develop business idea as a young entrepreneur (entry into an eco-incubator).

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## Impact on participants

The impact on the students who took part in the RESMYLE activities has been considerable and can be seen from the following achievements:

- Development of key environmental and personal skills in a work situation: learning to work in a team, multidisciplinary, practice of environmental skills related to the subject of the workshop (cartography, ecology, maintenance of space, sustainable agriculture...).
- Feeling a sense of purpose and contribution by “leaving a mark”.
- Self-assessment: Even knowing what you don’t want to do is just as useful as having a clear idea of your future.
- Reconsider options: jobs, re-enter education, volunteer.
- Progress to eco-volunteer missions, or eco-incubators.
- Value of non-formal education principles.
- ‘Springboard effect’ but only effective if followed up by sending organisation and local RESMYLE partners in wider NEET ecosystem.

## Potential for transfers/replicability

Mediterranean field workshops are transferrable on condition that:

- workshop projects are anchored in the local community and respond to a recognised need, whether the workshop triggers a new action, re-energises an existing project that has lost momentum or unblocks a project.
- Local and international mix (majority local) of NEETs.
- Workshop takes place in-situ (not at-distance), in the local environment or culture which provides framework.
- Focus on territorial interests and local community involvement – workshop cannot be ‘parachuted’ in.
- Firm focus on learning impacts and sustainable development experience.
- The host community is ‘living environment’ (food, accommodation, leisure, events, exchanges).

The field workshops are the result of over 3 decades of evolution of a tried and tested method that has been successfully applied in multiple European Union and Mediterranean countries. The key to success is adopting a non-formal education approach that is project based and involved learning by doing. These methodologies must be considered as the starting point for any replication.

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### Relation with the CLUSTER Capitalisation strategy

The pedagogical approach developed in the RESMYLE project seems to us to be particularly adapted to the training and mentoring process of NEETs: targeted but limited theoretical input in the pedagogical process, focus on the practical application of key concepts/methods/notions in a work environment, reinforcement of key competences to develop the employability of young people. This pedagogical process seems to us to be complementary to a formal face-to-face or e-learning educational approach. The latter may be indispensable to acquire key skills, but it is sometimes incompatible with the difficulties of NEETS to rejoin a conventional training frameworks.

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## Blue Skills

★ **PROJECT:** Blue Skills - Blue jobs and responsible growth in the Mediterranean throughout enhancing skills and developing capacities

📖 **PROGRAMME:** Italian Ministry of University and Research - MUR

📁 **PROJECT TYPE:** Funded project – National fund

📄 **LEAD APPLICANT:** National Institute of Oceanography and Applied Geophysics – OGS (Italy)

🔗 **PARTNERS:** Algerian National School of Marine Sciences and Coastal Management- ENSSMAL (Algeria); Libyan Authority of Natural Science Research and Technology - ANSRT (Libya); University of Malta (Malta); University of Nouakchott Al Aasriya - UNAA (Mauritania); National Institute of Oceanography and Fisheries of Mauritania - IMROP (Mauritania); Polytechnic University of Madrid - UPM (Spain); Higher Institute of Fisheries and Aquaculture of Bizerte - ISPAB (Tunisia); Euro-Mediterranean University of Fez – EUMF (Morocco); Chouhaib Doukkali University - UCD (Morocco); Centre for Marine Sciences of the Algarve – CCMAR (Portugal); Aix Marseille University – AMU (France).

⚡ **WEBSITE:** [www.blueskills.ogs.it](http://www.blueskills.ogs.it)

🌟 **IMPLEMENTATION PERIOD:** 01/01/2019 - 31/12/2023

➡ **MAIN TOPIC:** Building Capacities and Developing Skills on Blue Economy targeting young people.

€ **BUDGET:** 1,000,000 €

## Project description

The BlueSkills project promotes opportunities for “Blue” marine and maritime careers by developing skills, exchanging knowledge and valorising research for a more sustainable Mediterranean Sea. Its

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aim is to develop new curricula and increase employability in the marine and maritime sectors. By supporting the Euro-Mediterranean communities of the Blue Economy stakeholders through higher education, research and innovation, the project will enhance the shared knowledge of the Mediterranean Region. According to the European Marine Board recent dossier, on the 21st century marine professionals, graduate programmes and career developments are mainly fragmented and highly specialised, some of which are explicitly marine while other opportunities are often integrated within other disciplines.

Institutions part of the BlueSkills consortium aim to gather their knowledge and networks in order to propose a comprehensive training offer that can suit the long-term education and immediate up-skilling experience, circular mobility and knowledge transfer.

The concept of “blue economy” stands at the crossroads of the Union for the Mediterranean (UfM) action for human and sustainable development. Therefore, this project concretely addresses three main priority areas of the UfM: Higher Education & Research, Water & Environment and Blue Economy, Business and Development. BlueSkills is also in line with the framework of the BLUEMED Initiative and its process of enlarging its Strategic Research and Innovation Agenda (SRIA) to the non-EU Mediterranean Countries.

Actions and Outputs planned:

- 1) Advanced Studies Master Programme: 20 to 25 students per year.
- 2) Summer School: 30 to 35 trainees per year.
- 3) Research Mobility: Multi-lateral scholarships available for BlueSkills researchers (extra or existing funding) mainly for PhD and Post-Doc programmes; 1-2 Researchers hosted by a Project Partner per year.
- 4) Professional Traineeship: Multi-lateral scholarships available for BlueSkills students (extra or existing funding); 1-2 Researchers hosted by a Project Partner per year (Training and Research in BlueSkills Partner’s Labs).
- 5) Specific Workshops (Organization of minimum one thematic workshop on one main issue identified 20 to 25 participants per year)
- 6) Conferences (Organization of minimum one event per year related to blue topics; general outreach: approx. 50 per year).
- 7) Further contributions in particular for awareness and divulgation besides publications.
- 8) Project Management: The BlueSkills Network: Mediterranean institutions actively engaged in the euro-med region.
- 9) Online Portal Management: Content creation on the official portal [www.bluegrowth.inogs.it](http://www.bluegrowth.inogs.it).

The goals of the project are:

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- Promoting capacity building on Blue Economy sectors in the Euro-Mediterranean region and knowledge transfer among the blue economy stakeholders;
- Boosting transferable skills and promoting employability for young professional and researchers in the Mediterranean;
- Raising awareness on ocean governance, climate change and sea level rise, marine biodiversity and ecosystem functioning, sustainable blue economy and ecosystem based management, maritime spatial planning (MSP), and all challenges and opportunities related to the marine and maritime sectors in the region; and
- Strengthening regional cooperation and networks on blue growth in the Euro-Mediterranean region.
- The project is fully financed by the Italian Ministry of Universities and Research (MIUR) and is implemented by the National Institute of Oceanography and Applied Geophysics (OGS).

## Description of the good practice implemented

### 1. Advanced Master in sustainable Blue Growth

The Master in Sustainable Blue Growth is established to bring scientific excellence and technological innovation at the centre of a number of Blue Growth initiatives. The Master is jointly organized by the University of Trieste and OGS to support the creation of stable and attractive blue career pathways throughout strengthening professional skills and enhancing competencies in fields related to sustainable blue growth.

Specific objectives:

- to increase the professional skills and the quality of research in the marine and maritime sector. Thus contributing to the creation of new job profiles and more chances for blue jobs' opportunities;
- to increase the educational offer to extend the current economic development and growth, with particular focus on activities and aspects related to the importance of the sea (including security and safety in the sea);
- to help scale up activities that ultimately result in sharing research outcomes and disseminating scientific knowledge;
- to expose students to cross-cutting aspects such as financing instruments and project management in the field of blue growth;
- to introduce innovative topics such as science diplomacy to ease the dialogue between countries and facilitate mobility and access to research infrastructures.

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The Master is a part-time programme lasting 12 months. Three intensive frontal sessions will take place in Trieste in March, June and September. The Master is suitable to fit with work commitment and it is focused on three pillars: capacity building, skill development and science diplomacy. The master's course ends with the drafting of a project work or with a traineeship.

The Master is open to candidates from all Countries with priority for those coming from Mediterranean and Black Sea countries. Postgraduate candidates from different fields of studies (oceanography, marine biology, geology, geophysics, geochemistry, environmental engineering, ecological modelling, climate study, coastal zone management, environmental economy and related fields) are invited to apply. The Programme can be accessed, with no restriction to age and citizenship, by whomever holds a master or PhD University degree (equivalent to a II Level Italian University Degree). All Master classes are taught in English, therefore further requirement to access the Master Programme is to take and pass an interview meant to assess the candidate's proficiency with the language. The maximum number of candidates that can be admitted to the University Master Programme is 25.

## 2. Summer School

The goal of the summer school is to train promising talents operating in the marine and maritime sectors and to foster networks and partnerships that can help to scale-up activities in support of a sustainable blue economy, including research, entrepreneurial and communication actions. So, the specific objectives of the summer school are:

- to improve professional skills and competences relevant for the development of the marine and maritime sectors and ocean governance in support of Sustainable Development Goals, specifically related to data acquisition, management, and decision making processes;
- to gain knowledge of challenges and opportunities in specific marine and maritime sectors, and how data and models can be used in this framework in the Euro-Mediterranean Region;
- to stimulate an attitude of active contribution to positive change for conservation and sustainable use of marine resources.

The Summer School is addressed to postgraduate students and researchers working in fields related to sustainable blue economy. During the selection of participants, we seek to ensure their geographic diversity, gender balance and young researchers participation. Several activities are carried out during the Summer school, among them: short term advanced training, full time face-to-face lectures, field visit, hands-on session and working-groups.

With regard to themes and the training approach used, every year the Summer School will mainly focus on a specific issue. During the Summer School we provide lessons about sustainable blue

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economy, data management and decision making, focusing on themes relevant for the entire region, i.e. the EU countries as well as non EU-countries, including climate change, seabed, fisheries and maritime spatial planning. It is important to say that all expenses including training materials, field trip, travel and accommodation costs are fully covered, while participants need to arrange by themselves a valid visas and insurances, when needed. Nevertheless, we assist with issuing a letter of acceptance but do not manage visa procedures, nor cover the costs for granting visas or insurances.

### 3. Gamification

Concerning the mission dedicated to the divulgation and dissemination, as well as raising awareness, the gamification of learning is an educational approach that seeks to motivate participants by using game design and game elements in learning environments. The goal is to maximize enjoyment and engagement by capturing the interest of learners and inspiring them to continue learning.

Within the framework of the project FAIRSEA - Shared Ecosystem Approach to Fisheries, OGS developed the game based on sustainable fishery in the Mediterranean taking inspiration from the 'PLAY DECIDE' format and methodology. The game wants to make people think, debate, and learn about the world of fisheries in the Mediterranean Sea. It represents an effort in order to sensitize higher education students, young professionals and researchers about the hottest issues that the fisheries are experiencing right now such, for instance, overfishing, bycatch, the crisis of the commercial fishing sector etc. Play Decide is a card game for simple, respectful & fact-based group discussion.

The game was developed "to further science centres' efforts to be active forums for dialogue on complex ethical issues in science and society as a tool for people to discuss and gain more insights in science and technology issues in response to needs for having a more involved and informed public throughout Europe.

<https://playdecide.eu/playdecide-kits/167469>

Within the same project, OGS developed also the marine biodiversity game 'Fish n' Ships'. Fish n' Ships is a multiplayer card game about marine conservation: fish in a sustainable way in your sea in order to obtain more points than the other players for cards in the sea and cards of caught species. The game reproduces the Adriatic and Mediterranean marine food web and fisheries complexity.

<https://fishnships.it/>

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## Resources needed/allocated budget and cost effectiveness

The activities within the Blue Skills initiative are fully funded by the Minister of University and Research (MUR) within the framework of the Western Mediterranean Forum Cooperation - The 5+5 Dialogue on Research, Innovation and Higher Education as concrete contributions.

The total budget of Blue skills was about 1,000,000 €. Mostly of the budget was dedicated to the implementation of the above-mentioned activities, i.e. Advanced Master in sustainable Blue Growth, Summer school and other social activities, as well as to the related human resources costs (Teachers/Trainers/Experts), Logistics and travel costs and finally for learning/training materials and equipment.

## Evidence of success

These are the main results achieved by the project:

- During the implementation of the activities we received since 2014 more than 4000 applications, involved more than 250 participants from more than 27 country mostly from the Mediterranean area and the Black Sea;
- OGS implemented 7 summer schools on sustainable blue economy since 2014. The 8th edition (2022) is going to start on July 4-8 in Trieste;
- OGS promoted 5 editions of the international advanced master in sustainable blue economy with the University of Trieste. The 6th edition will start in January 2023;
- During 2020-21 OGS supported 22 mobility grants for young researchers and professionals across the Mediterranean Region;
- OGS claim its gender and geographical balance;
- The Alumni Network counts approximately 100 members.

Moreover, the initiative received the Label from the Secretariat of the Union for the Mediterranean and the first WestMed Award in 2021.

<https://ufmsecretariat.org/project/blueskills-blue-jobs/>  
<https://www.westmed-initiative.eu/project-awards-2021/>

## Impact on participants

Since 2017, the Master has reached 79 participants. The Summer School has been organised every year since 2017, with the exception of the Summer of 2020, due to the pandemic of COVID-19. Since its launch, the Summer School has reached 145 participants, of which almost a half come from the 10 countries of the WestMED region. As far as mobility is concerned, within the framework of the DEEP BLUE project coordinated by OGS and co-funded by the EMFAF (former EMFF), which was completed in 2021, young researchers and experts had the opportunity to be selected for a mobility

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programme of the duration of three up to six months in 23 hosting organisations. However, due to the COVID-19 situation, only 6 researchers in the marine field were able to start their mobility abroad. The other 17 researchers selected for the mobility could not travel so their mobility took the form of a scientific remote collaboration among research institutions and junior fellows. Mobility has also occurred in the framework of other training programs. Since 2017, OGS has hosted 15 PhD students from Mediterranean countries in collaboration with the University of Trieste and University of Venice, among others. Finally, some participants in capacity building activities such as the Summer School and the Master Programme have joined a professional traineeship program. In 2020, we had 13 trainees from WestMED countries, namely Mauritania, Algeria, Morocco, Tunisia, Italy, and Spain.

All in all, the BLUESKILLS’ impact has been significant from different points of view:

- 1) Environmental - thanks to the new skills that participants acquired in the sector of marine sciences and maritime sectors, which can have a positive impact on research on sustainable blue growth.
- 2) Economical - by filling the skill gaps in the labour market of the blue economy, the program has encouraged employability in the field of marine sciences and maritime sectors, boosting innovation and having a positive socio-economic impact on communities, contributing to the general wellbeing and prosperity.
- 3) Social - the project has created a common ground of education and a shared knowledge on blue growth challenges and opportunities within the Mediterranean region, contributing to enhance “blue awareness” and “blue visibility” for a larger outreach and within the public policies and strategies.

### Potential for transfers/replicability

Thanks to a set of well-established initiatives, several project activities/Outputs can be successfully replicated or transferred to other projects, among them:

**Training materials:** OGS activities involve scientists and professors for modules and lectures specialized on marine sciences and maritime sectors. This ensures high quality training materials and modules on blue economy and its related sub-sectors designed with a proven and effective methodology.

**Methodology:** OGS adopted several methodologies of providing training, e.g. online and onsite courses as well as the blended learning approach that can be easily replicated.

**Gamification:** OGS focuses on the importance of dissemination and communication and developed gaming methodologies such as the ‘PLAYDECIDE’ (open source to tailor-made) and ‘FISH&SHIPS’ on

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the issues and challenges related to the fishery in the Mediterranean, which can be reused and transferred to other project dealing with trainings centred on blue economy.

### Relation with the CLUSTER Capitalisation strategy

Modules and materials developed by the BlueSkills Consortium can be partially reused within CLUSTER project, since their methodology and contents can be shaped and adapted to the project target group's needs, with the final aim to delivery high quality trainings centred on blue economy and its related subsectors.

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## EGREJOB

- ★ **PROJECT:** EGREJOB - Euro-Mediterranean GREen JOBs
- 📁 **PROGRAMME:** ENPI CBC Med 2007-2013
- 📁 **PROJECT TYPE:** Promotion of cultural dialogue and local governance. Support to mobility, exchanges, training and professionalism of young people. Co-founded project.
- 📁 **LEAD APPLICANT:** Region of Tuscany - Training, Tutoring and Labour Coordination Department (Italy, Toscana)
- 📁 **PARTNERS:** International Training Centre of the International Labour Organisation (International organisation); CITTALIA (Italy), Chamber of Commerce and Industry of Terrassa (Spain); Governorate of Sousse (Tunisia, Sousse); General Agency for Regional Development (Tunisia); Federation of Municipalities of Higher Chouf (Lebanon); Agency of Innovation and Development of Andalusia (Spain); Autonomous Region of Sardinia, Regional Agency for Employment (Italy).
- ⚡ **WEBSITE:** <http://www.enpicbcmmed.eu/sites/default/files/egrejob.pdf>
- 🌟 **IMPLEMENTATION PERIOD:** January 2014 - December 2015
- ➡ **MAIN TOPIC:** Providing marketable skills in the field of Green economy in euro-Mediterranean countries, fostering inclusive and decent green jobs.
- € **BUDGET:** 1,763,959 €

## Project description

The project aims to promote a more sustainable development model through the promotion of green jobs in the Mediterranean area. In particular, the transition from a traditional economy to a more sustainable economy, in terms of environmental, social and economic impacts, results in a

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process of transformation in which the work source takes a strategic position. In fact, the desired change will be possible only with the help of a new way of working in which sustainability becomes a value that guides the worker's thoughts, attitudes and behaviours.

For such reasons, the EGREJOB Project was conceived to address the youth unemployment challenge in the Euro-Mediterranean region through an analysis of the skills needed to unleash the green jobs potential along with the development of training programmes to boost the competitiveness of targeted territories.

The objectives of the project are:

- the creation of green jobs in Europe and in the Mediterranean;
- the promotion of training paths for the development of green jobs;
- the transformation of traditional industries in greener fields;
- the creation of new green areas;
- the promotion of public-private partnerships for the promotion of a green economy;
- the sharing of information on sustainability between the public and private sectors;
- the supporting to institutions in planning policies designed to the development of green jobs.

Therefore, through the project, we want to inform, raise awareness and facilitate the transformation of local economies by preparing people specialized in green economy with the help of ad hoc training courses. Definitely, EGREJOB intends to build an Euro-med incubation system of skills required by the new emerging Green Jobs (GJs) that resulted in:

- a. Easing the entering into the labour market of young people and women, within decent conditions and skills.
- b. Catching the GJs opportunity to implement labour policies with occupation potential within 'Decent' conditions.

One of the main output delivered by the project consortium was the 'Capitalisation Plan', which was mainly thought as a shared method through which to create the conditions for enhanced and structural effects of the project on the involved areas. This plan identifies together with project partners the actions to be put in place at local and international levels, these outcomes will bring innovation in local processes and promote the growth of green jobs at the international level.

In summary, the activities of capitalization are aimed at the following goals:

- to define the strategy and actions for the use of the results after the end of financing of the project (Partnership and key actors);

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- to set up agreements and/or obtain political commitments with relevant decision makers and stakeholders for the use and promotion of the project results after the end of the project (Mainstreaming);
- to identify financing mechanisms allowing new public and private investments;
- to identify recommendations for improving the synergy of the programs for the next programming period 2014 -2020 (Synergy);
- to set up, if relevant, permanent structures to ensure long lasting effects and sustainability of the project results (Sustainability) ;
- to transfer project experience, successful pilot actions and lessons learnt to other contexts and institutions (Transferability) ;
- to promote exchanges, transfers and convergences with other projects in view of identifying new and more strategic initiatives (Networking).

## Description of the good practice implemented

### 1. Green Jobs Charter

Through the publication of the Euro-Mediterranean ‘Green Jobs Charter’, EGREJOB Partners aim to:

- a. Recognise the importance of green jobs for sustainable development;
- b. Reiterate their commitment to acting in accordance with the set of agreed values that have served as the backbone of the Project and characterised its implementation;
- c. Commit themselves to dissemination of the Project results and implementation approach throughout their extended networks and partnerships.

All signatories of the Charter (26 stakeholders across the Euro-Mediterranean region) adhere to its principles and express their commitment to supporting the promotion of green jobs and the enhancement of skills development programmes and systems aimed at increasing youth employment opportunities in the Euro-Mediterranean region.

### 2. ETEC ‘Euro-Mediterranean Learning and Employment Community’

One of the main outcome of the project implementation was the creation of the ‘Euro-Mediterranean Learning community’ an international community set up with the main goal to enhance the public-private partnership for the promotion of the green economy transition. This network is strongly involved in the animation and promotion of a cross-border platform participated by more than 100 Mediterranean stakeholders (Regions, Universities, Training Agencies, Professionals, TUs, SMEs, etc.) committed in the promotion and recognition of the new Green Jobs.

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The platform is also integrated with the Green Jobs database, being also a matching tool at disposal of youth seekers and job providers.

### Resources needed/allocated budget and cost effectiveness

The total budget of EGREJOB was about 1,763,959 € The budget covered a great variety of activities all along the project life cycle. In particular, the budget was used in the following cost categories:

- Teachers/Trainers/Experts responsible for the design and implementation of the training courses.
- Learning, training materials and equipment
- Logistics and travel costs for cross-border seminars, meetings and workshops
- Human resources (general)
- Cost linked with the human resources (technicians and experts) tools and equipment for the creation of the on-line collaborative platform to foster dialogue amongst key 'green jobs' stakeholders
- Collaborative digital tools and communication tools (Newsletter, social networks, etc.)

### Evidence of success

The Green job database represented one of the first list targeting this emerging sector, in fact many of the most of the market-required professions in the field of green and circular economy were already included in the database delivered by the Project Consortium in 2015. The Euro-Mediterranean Learning and Employment Community' as well as the Green Jobs platform developed within EGREJOB, brought together more than one hundred actors from all over the Mediterranean basin (Regions, Universities, Training Agencies, Professionals, TUs, SMEs, etc.). The animation of this community made it possible to create a consensus on the typology of green jobs and among them, which will be the most required by the job market both in EU countries and in south Mediterranean countries.

### Impact on participants

All the participants who got in touch with the project activities in different ways, certainly increased their competencies and awareness about the opportunities offered by the Green economy and the related subsectors, as well as the emerging professions related to this macro sector and the Circular economy, which will be increasingly required by the labour market in the next coming years.

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### Potential for transfers/replicability

The principles included by the Green Job Charter as well as the outcomes and solution founds by the ‘Euro-Mediterranean Learning and Employment Community’ can be easily reused by other initiatives or actions centred on Green and Circular economy and their related sectors. Moreover the green job database can be used by CLUSTER Consortium, other ENI CBC MED projects (GREENLAND) as well other stakeholders, with the final aim to orient youths, policy makers, SMEs, employment agencies, etc., to valorise the new emerging and most demanded green job professions. Furthermore, the principles contained in the green jobs charter developed within the EGREJOB project could be adopted by the Cluster consortium, with the ultimate aim of transferring them to local organisations that are part of so-called ‘Social Inclusion Networks’. This will further reinforce the significance of the agreements signed between the partners and the economic and social actors within the project, strengthening the commitment of all the stakeholders involved in ensuring high quality training courses for the students, enhancing at the same time the employability of NEETs, in particular women.

### Relation with the CLUSTER Capitalisation strategy

Since three out of four CLUSTER sectors are linked with the green economy, i.e. sustainable agriculture, circular economy and the green economy itself, the links between EGREJOB and the CLUSTER project outcome(s) are definitely extensive and substantial, with a great potential of re-using. With this regard, the principles contained in the Green Jobs Charter developed within the EGREJOB project could be adopted by the CLUSTER consortium, with the ultimate aim of transferring them to local organisations that are part of so-called ‘Social Inclusion Networks’. This will further reinforce the significance of the agreements signed between the partners and the economic and social actors within the project, strengthening the commitment of all the stakeholders involved in ensuring high quality training courses for the students, enhancing at the same time the employability of NEETs, in particular women.

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