



***Becoming Entrepreneurs! Developing New Skills  
for New Jobs (acronym: NewsJob)***

Final Report

Public Part

## Project information

Project acronym: NewsJob  
Project title: Becoming Entrepreneurs! Developing New Skills for New Jobs  
Project number: 518482-LLP-1-2011-1-IT-LEONARDO-LMP  
Sub-programme or KA: Leonardo da Vinci - DOI  
Project website: [www.newsjob.eu](http://www.newsjob.eu)

Reporting period: From 01.10.2011  
To 31.12.2013  
Report version: 1  
Date of preparation: 26.03.2014

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This project has been funded with support from the European Commission.

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## Executive Summary

### ⇒ *Target audience*

The project has been targeted at over 45 years old unemployed people, beside VET trainers as e-tutors, retired senior entrepreneurs as mentors, SMEs for internship experiences. In more general terms, target groups were also stakeholders, policy- and decision-makers of labour and VET policies.

### ⇒ *NewsJob main Objectives*

- Define and test an Integrated Learning Model (ILM), which takes into account knowledge (through a blended approach), skills (through internship) and attitudes (through mentoring actions), aimed at the development of entrepreneurial skills for employment increasing
- Provide e-learning activities (26h) localized in partners' languages, along with face-to-face training (32h), mentoring and internship activities in SMES targeted at over 45 unemployed people
- Define and test educational activities targeted at trainers (e-tutors) who will support the implementation of ILM and will follow the whole process
- Create intergenerational opportunities of knowledge-exchange through the involvement of retired entrepreneurs (senior mentors), supporting then social inclusion and cohesion
- Compare/insert competences acquired through ILM within ECVET framework in order to improve VET recognition and qualification system at partner's country level
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### ⇒ *NewsJob Consortium*

Project management and e-learning expertise were very well expressed by the applicant ELS (in January 2013 rebranded in Lattanzio Learning – LL) with its high and wide experience on e-learning and its activities around Europe, USA, South America, United Arab Emirates, Middle East, India etc. Most of the other partners—in particular Hellenic Regional Development Centre and CEEI Albacete – are well rooted on their territory and have local economic development as one of the main scope of their organisations, along with having constant collaboration with the business sector. Therefore they have played a significant role concerning the involvement of SMEs and all other actors. Bianciardi as a VET school and training agency in a rural area of south of Tuscany, gave its contribution and expertise with particular regard to training activities, targeted at e-tutors and end users. LAEA has also contributed in all project's phases, and in particular in dissemination and exploitation activities, fulfilling its institutional purposes of promoting best practices at national and European levels. In UK, MEC (a substitute of an initial French partner), has implemented in a short time all project activities also thanks to its local relationship with social partners and employments institutions. It gave its main contribution on the 'quality assurance' of the project, monitoring and providing support towards the achievement of project results.

### ⇒ *NewsJob Activities/ Major results/products achieved*

Implementation of the following main actions: e-tutors training course, localization of on line modules in partners languages (to. 26h), testing of blended learning package (20h e-learning+32h face-to-face training) for over 45 unemployed, mentoring with retired entrepreneurs, internship within SMEs.

### ⇒ *NewsJob – Main Outcomes and Impact*

- ITALY: 2 persons are close to start new activities through mentors' support; 3 persons have started to work in a dependent way
- LATVIA: 3/ 5 persons are close to develop their business idea as permanent business; 2 persons might leave business activities and transform hobbies in income source

- GREECE: 3 persons have opened their own business, 2 persons are now self-employed
- SPAIN: 3 persons have created their own business; 2 persons are close to create their own business
- UK: 3 persons have started their own business; 2 persons are close to create their own business; 3 persons have found a permanent job
  
- MEMORANDUM OF UNDERSTANDING: n. 16 MoU, signed with local stakeholders  
⇒ *NewsJob – web site* - For further information: [www.newsjob.eu](http://www.newsjob.eu)

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# 1. Project Objectives

The NewsJob project has started in October 2011 and finished in December 2013 (total duration 27 months) with the aim of facing the challenge of developing a training methodology based on an integrated approach in fighting unemployment rate against, in more general term, social exclusion.

NewsJob was focused in particular on the development of entrepreneurial skills, referring to some of the key-competences suggested by EC (Rec.2006/962/EC), along with the 'non routine skills' (ref. 'New skills for New Jobs' COM(2008) 868)).

In this regard the project has tested an **Integrated Learning Model (ILM)**, taking into account the knowledge (through a blended approach), skills (through internship activities) and attitudes (through mentoring actions)

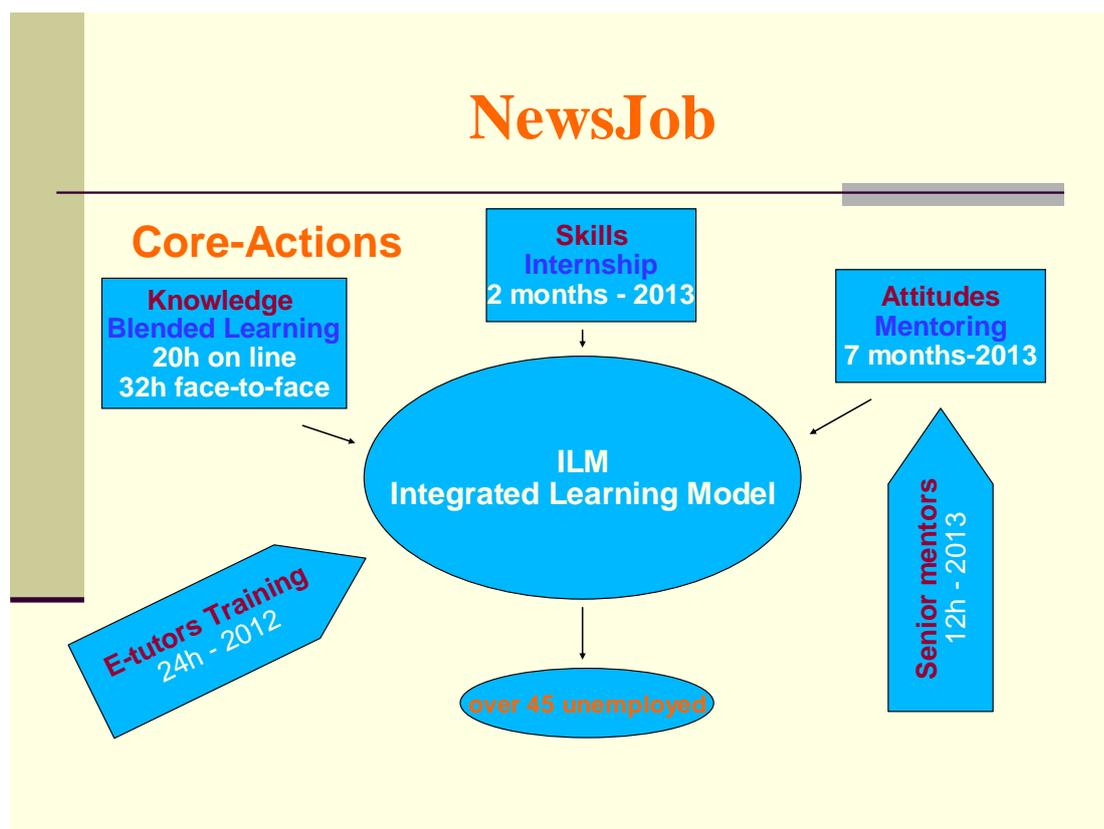
Within such general framework, NewsJob has got many different specific aims, targeted in particular to VET trainers, over 45 unemployed people, senior entrepreneurs and SMEs. The project goals have been divided into different 'categories', according in particular to the time within which their achievement was considered as 'realistic'. Partners therefore have distinguished three types of objectives: reachable in *short, medium and long terms* (see table below):

Short Term Goals	Medium Term Goals	Long Term Goals
<ol style="list-style-type: none"> <li>1. Testing an Integrated Learning Model (ILM) for the development in particular of entrepreneurial competences, which takes into account knowledge (blended approach), skills (internship) and attitudes (mentoring)</li> <li>2. Develop teacher-training programs on entrepreneurship education in Europe - according to Small Business Act' (COM2008-394) and "An Agenda for new skills and jobs" (COM(2010) 682) through training activities targeted at VET e-tutors and also retired entrepreneurs</li> <li>3. Create intergenerational opportunities of knowledge-exchange through the involvement of retired entrepreneurs (senior mentors), supporting then social</li> </ol>	<ol style="list-style-type: none"> <li>1. Support the 'new entrepreneurs' in creating a company or self-employment activities through ILM's implementation and the involvement of different social partners (SMEs associations, trade unions, VET organizations etc.), taking into account 'New Skills for New Jobs' indications and national labor market requests</li> <li>2. Compare/insert competences acquired through ILM with ECVET framework in order to improve VET recognition and qualification system at country level</li> <li>3. Give project's sustainability through specific agreements (MoU) with project's partners and social partners at local, regional and national levels</li> </ol>	<ol style="list-style-type: none"> <li>1. Increase the opportunities of being reintegrated in the labor market for over 45 unemployed, towards the achievement of European strategy 2020 goals through the development of transversal key-competences (ref. Racc. 2006/962/CE) and 'non-routine skills' (ref. 'New skills for New Jobs' COM(2008) 868)</li> <li>2. Support LLP and 'New Job for New Skills' (2008) policies through the integration of learning within working life, by using SMEs as a learning conducive environment at workplace through internship actions</li> <li>3. Promote and support entrepreneurship and self-employment for over 45 unemployed, according to <i>An Agenda for new skills and jobs</i>" (COM(2010) 682), along with the 5<sup>th</sup> objective of Bruges</li> </ol>

<p>inclusion and cohesion</p> <ol style="list-style-type: none"> <li>4. Personalize end-users' training paths providing different e-learning activities (6h), mentoring supports and specialized internships</li> <li>5. Increase Digital competences through the development of e-learning activities (20h) and Web Learning Group (WLG) with related services, supported by web 2.0</li> <li>6. Produce/localize on line modules (26h) on Key-competences topics in all partners languages more than English</li> <li>7. Implement dissemination and exploitation activities at Country, Triple Twinning (additional 8 EU countries) and European levels through specific meetings and events</li> </ol>		<p>Communiqué (Dec. 2010)</p>
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At the end of the project it can be said that short and medium terms goals have been completely achieved, towards the achievement also of the long terms goals.

As mentioned, specific actions have been tested in order to implement the Integrated Learning Model (ILM). Below an example of the whole framework aimed at achieving the above mentioned goals.



The first phase of the project (from October 2011 till November 2012) was considered as a 'preparatory' phase. In fact, before starting with the implementation and testing of the whole Integrated Learning Model, compounded by blended learning (face-to-face and on line training) along with mentoring and internship actions, specific materials and training have been designed and organised.

During this period the complex activity of localisation of on line modules – 26h (all selected from the wider Trio Project [www.progettotrio.it](http://www.progettotrio.it) - the web learning system of Tuscany Region in Italy) in all partners languages was accomplished (from IT to EN, GR, LV, ES). Of course the materials have been also slightly adapted to the national contexts, in terms of cultural meaning and suggestions.

In site training for over 45 unemployed people (32h) has been designed according to the European Credit System for Vocational Education and Training - the ECVET framework – in order to facilitate the recognition of knowledge, skills and competences gained by individuals in different learning environments. It corresponds again at a 'test in the test' because ECVET represents for many VET systems/institutions (and then also for most of NewsJob partners' organization) a really new issue and then a real challenge. Due to the innovative matter, partners have been and will be obliged to explore in each country what is the state-of-the-art at national level for NQF, EQF and ECVET frameworks. Such further 'ECVET tests' has represented therefore a significant 'exercise' towards the improvement of VET systems.

Beside that, e-tutors/trainers have been trained in order to manage and test the ILM methodology. In this regard each partner has identified and selected e-tutor/s in each country (June-July 2012), who have had the task to coordinate and ensure ILM implementation. E-tutors training course (24h) was held in Florence in September 2012 with 5 VET trainers (on a total of 9 e-tutors) coming from Italy, Spain, Latvia and Greece. They have created a

Facebook group where to exchange training experiences and information on NewsJob (ref. <http://www.facebook.com/groups/180695462068540/members/> ).

Blended learning implementation started in January 2013, and then it was followed by mentoring and internship activities till October 2013 for over 45 unemployed. Mentoring and internship phases were then implemented towards final beneficiaries from April again till October 2013. Due to the late access of P6 MEC in the project, in UK all testing phases started in April and finished in December 2013.

## 2. Project Approach

The NewsJob project has been focused as mentioned, on the development of some key-competences (Rec.2006/962/EC) and 'non-routine' skills (ref. 'New skills for New Jobs' COM(2008) 868)) with the main aim of developing entrepreneurial and self-employment skills in over 45 unemployed people. NewsJob uses an holistic approach which take into account knowledge – through the implementation of blended learning (20h on line and 32h face-to-face training), skills (through internship in SMEs) and attitudes (through mentoring actions with the involvement of senior-retired entrepreneurs) for the unemployed people involved.

- **Key-Competences**

According to Recommendation 2006/962/EC that considers key competences as *“those which all individuals need for personal fulfilment and development, active citizenship, social inclusion and employment”*, the NewsJob project decided to work on three (of the eight) key-competences, as listed below:

- KC4. Digital competence
- KC5. Learning to learn
- KC7. Sense of initiative and entrepreneurship

Beside the mentioned key-competences, NewsJob aimed at the development also of the "Non-routine tasks" – "Non-routine skills" , as declared in the EU Communication 'New skills and New Jobs' (EC Comm.(COM2008-868)), considered as necessary transversal competencies such as: problem-solving; analytical skills; self-management skills; communication skills; linguistic skills etc...

Due to economic crises at EU and international levels and the increasing unemployment rates around the countries, such competences have seemed to be the most useful in the perspective of support the labour market changes. Below some indications about such choice.

- ✓ *Sense of initiative and entrepreneurship*

The sense of initiative and entrepreneurship, along with the transversal competences considered as 'non-routine skills' such as motivation, strong will in reaching goals, planning, management and negotiation skills, problem-solving, self-management skills etc. can as well support an effective development of a professional life, according to the continuous labour market changes and employability problems.

Over 45 unemployed people have a lot of difficulties in being reintegrated in the labour market as employees and then the development of such competences can open new channels of self-employment, reducing then the risks of social exclusion and poverty.

- ✓ *Learning to learn*

In a changing society, where skills can become obsolete in a short time, acquiring awareness on our own ways of learning can support and facilitate the necessary renewing of competences, useful in order to maintain the current position on the labour market, and/or obtaining some new ones.

- ✓ *Digital Competence*

Nowadays digital competences are considered as always significant for finding, maintaining and/or developing a professional position. In this regard ICT is and become progressively more and more important for any kind of activities, and especially for entrepreneurial and

self-employment activities due to software tools and internet benefits, from administration to internationalization aspects etc..

⇒ *NewsJob methodology*

In order to achieve the development of such competencies for over 45 years old unemployed people, NewsJob has implemented, as mentioned, a series of actions which involve VET trainers, retired entrepreneurs, the SMEs but especially the over 45 unemployed people.

Below a short and specific description of them.

- *Training of trainers – The NewsJob e-tutors*

Testing phase started in September 2012 with the training of e-tutors (24h) coming from partners countries, who had then the task to coordinate all the activities targeted at over 45 for whom the implementation ILM should start in January 2013

- *The Blended Learning Package (BLP)*

This educational initiative targeted at over 45 unemployed has adopted a blended learning model integrating face-to-face classes (32h) and a personalised path of online training (20h).

The group of final beneficiaries should be compounded in each country by a maximum of 20 unemployed over 45 years old people, of which:

- max. 10 people (at least 50% women) with secondary school degree
- max.10 people (at least 50% women) with compulsory education degree, according to country educational rules

The project has overcome the total number, as indicated below along with the other features:

Partner	Participants n.	Gender	Age	Study
P2 Bianciardi	20	M n. 9 F n. 11	45-50 years old: n. 10 51-55 years old: n. 5 56-60 years old: n. 4 over 60 years old: n.1	Compulsory education degree: n. 13 Secondary school degree: n. 7
P3 LAEA	25	M n. 6 F n. 19	45-50 years old: n. 6 51-55 years old: n. 7 56-60 years old: n. 8 over 60 years old: n. 4	Compulsory education degree: n. 9 Secondary school degree: n. 15
P4 HRDC	20	M n. 9 F n. 11	45-50 years old: n. 11 51-55 years old: n. 5 56-60 years old: n. 3 over 60 years old: n.1	Compulsory education degree: n. 14 Secondary school degree: n. 6
P5 CEEI Albacete	20	M n. 11 F n. 9	45-50 years old: n. 11 51-55 years old: n. 7 56-60 years old: n. 2 over 60 years old: n./	Compulsory education degree: n. 10 Secondary school degree: n. 10
P6 MEC	20	M n. 10 F n. 10	45-50 years old: n. 13 51-55 years old: n. 4 56-60 years old: n. 3 over 60 years old: n./	Compulsory education degree: n. 10 Secondary school degree: n. 10
Total	105	M n. 45 F n. 60	45-50 years old: n.51 51-55 years old: n. 28 56-60 years old: n. 20 over 60 years old: n.6	Compulsory education degree: n. 56 Secondary school degree: n. 49

### *E-learning*

It was attended by each target group for an average of 20h:

- ⇒ 14h common path
- ⇒ 6h personalized for 2 target groups (basic and advanced – level defined on the basis of training needs more than school degrees)

The 14h of common path was focused in particular on the development of 'Sense of initiative entrepreneurship' (KC7) for both target groups. The other 6h of on line modules have been focused on the development of KC4 & KC5 and differentiated. KC4 was divided into two kind of modules: basic (3h) and advanced (3h). They have been attended according to the final beneficiaries' needs and their ICT level of preparation. In this regard the division of the two target groups sometime has overcome the 'boundary' of the educational degrees and was more linked to real ICT needs. For KC5 the on line courses have been created considering again the 2 levels of different preparation of participants on self-evaluation, guidance, learning styles etc...

Production and/or localization of e-learning was therefore envisaged for a maximum of 26h of on line activities: 14h. in common; 6h for one target and 6h for the other target groups, according to their needs.

In order to facilitate its use for the end users in each country, all modules have been translated in all partners languages

The *in site training* (32h) has been designed according to partners indications. As already mentioned it takes also into account EQF levels and the ECVET framework. The contents are focused on entrepreneurial skills, along with specific topics for the creation of people's own company and self-employment.

*Mentoring* - In order to manage mentoring activities a special target group was involved, such as retired entrepreneurs who wished to transmit his/her own competences to the end-users, and then become NewsJob mentors (4-5 per country). In this regard SMEs' Associations and Retired people Associations were involved for their identification and selection since January 2013.

The senior entrepreneurs were trained (12h) directly by the e-tutors in each country and then they started to work directly with over 45.

*Internship* activities (max. 2 months) - Again SMEs' Associations and social partners were involved in order to identify the SMEs for internship actions, according to the preferences expressed by end users for economic sectors. The end users have been directly in contact with an SMEs, check how to use entrepreneurial competences, possible risks etc... Each SME hosted from 1 up to 5 end users from March 2013.

#### ⇒ *Monitoring and Evaluation*

The project was monitored every six months with partners who gave information about the state-of-the-art of the activities. An additional monitoring has been also added for financial aspects on a quarterly basis, it was accompanied also by accountancy documents every six months.

An external evaluator was in charge of observing and expressing a neutral judgment about project results and outcomes. Reports were delivered on the half and at the end of the project lifetime.

An internal evaluation among partners was also foreseen. In this regard questionnaires have been filled in by each partner at the end of each partners' meeting.

The Consortium gathered also the 'best practices' tested which have been published in the final Guidelines

⇒ *Dissemination and Exploitation*

Dissemination and exploitation of activities and results have represented important elements since the beginning of the project.

For *dissemination*, stakeholders around Europe have been identified through specific tools, such as Country dissemination plans (one for each partner country involved), Triple Twinning dissemination plans (each partner has identified stakeholders in other 2 countries around EU towards which promoting NewsJob), and a more general European Dissemination plan that provides many different contacts at EU levels.

The web site, along with newsletters, advertising materials and the final conference, have represented significant instruments for the promotion and sustainability of outcomes.

For *exploitation*, the most significant results has been the signatures of a Memorandum of Understanding (min. 3 per country) between the project partners and local stakeholders. Below some details on the 16 MoU signed.

Partners	Memorandum of Understanding	Stakeholders' name
P2 Bianciardi	n. 3	<ol style="list-style-type: none"> <li>1. Centro Impego Grosseto (Employment center Grosseto)</li> <li>2. AISE - Associazione insegnanti solidarietà educativa (Teachers assoc. for educational solidarity)</li> <li>3. - CNA – Confederazione Nazionale Artigiani Grosseto (National Confederation of Artcrafts – Grosseto)</li> </ol>
P3 LAEA	n. 3	<ol style="list-style-type: none"> <li>1. Aizkraukles Regionala Tautskolas (School)</li> <li>2. Rigas Aktivo Senioru Aliances (Senior citizens alliance)</li> <li>3. - Cesu pieaugusu izglitiba centru (Adult education)</li> </ol>
P4 HRDC	n. 3	<ol style="list-style-type: none"> <li>1. Holden Greece Ltd</li> <li>2. WRN - Women Return Network (NGO)</li> <li>3. - ZEYE</li> </ol>
P5 CEEI	n. 4	<ol style="list-style-type: none"> <li>1. Centro Europeo de Empresas e Innovacion – Ciudad Real (Employment center)</li> <li>2. High school Andres de Vandelvira</li> <li>3. Assoc. Professional de Privacidad de Castilla La Mancha</li> <li>4. Cooperativa Agro-alimentarias - Castilla La Mancha (Agro-food cooperative)</li> </ol>
P6 MEC	n. 3	<ol style="list-style-type: none"> <li>1. Manchester College for Adults</li> <li>2. Skills City Ltd</li> <li>3. Emplea Ltd</li> </ol>
TOT	16	

In addition to these foreseen activities, the project has produced 5 videos (1 per country) on testing phases and the results achieved.

Beside all of the mentioned issued these are the main outcomes and impact achieved at the end of the project:

- ITALY: 2 persons are close to start new activities through mentors' support; 3 persons have started to work in a dependent way
- LATVIA: 3/ 5 persons are close to develop their business idea as permanent business; 2 persons might leave business activities and transform hobbies in income source
- GREECE: 3 persons have opened their own business, 2 persons are now self-employed
- SPAIN: 3 persons have created their own business; 2 persons are close to create their own business

- UK: 3 persons have started their own business; 2 persons are close to create their own business; 3 persons have found a permanent job
- MEMORANDUM OF UNDERSTANDING: n. 16 MoU, signed with local stakeholders

### 3. Project Outcomes & Results

According to the aims mentioned above, the core-actions in below have been accomplished. In this regard is important to underline that NewsJob is replacing a withdrawal partner and then some delays occurred in the achievement of project outcomes.

- ⇒ *Monitoring and evaluation*
- ⇒ Monitoring results mainly every semester for the activities and every three months for financial issues. External evaluator has presented a progress and final reports on project activities and outcomes
- ⇒ *Dissemination*
- ⇒ Web site: the project web site is on line with a public and partners area – see [www.newsjob.eu](http://www.newsjob.eu)
- ⇒ Newsletters: a bimonthly newsletter has been published since January 2012 (12 issues).
- ⇒ Country dissemination plans (CDP) - CDP for IT, LV, ES, GR, UK

At country level, each partner should take part in 5 events for dissemination purposes. In some cases such number have been overcome as indicated below:

- ⇒ Italy - 6 dissemination events (n.2 for P1 and n.4 for P2)
  - ⇒ Latvia – 12 dissemination events at country level
  - ⇒ Greece – 8 dissemination events
  - ⇒ Spain - 8 dissemination events
  - ⇒ UK – 8 dissemination events
  - tot. n. 42 – n.17 additional events
- 
- ⇒ Triple Twinning dissemination plans (TTDP) - The P2, P4, P5 and P6 partners should select 2 EU countries each in order to spread project information via e-mail and web sites. The foreseen number of 8 EU countries have been overcome as follow:
    - P2 Bianciardi – Croatia, Poland, Slovenia
    - P4 HRDC – Bulgaria, Cyprus, Turkey
    - P5 CEEI Albacete – Ireland, Czech Rep.
    - P6 MEC – Germany, Austria
    - tot. n. 10 – n.2 additional countries
  - ⇒ European dissemination plan (EDP)

The EDP was a task belonged only to LAEA. In this regard P3 should present the project in 3 events at EU level. The NewsJob was presented instead in 9 events around Europe.

- ⇒ *E-learning production/ localization* - Localization of 17 learning objects (for a total duration of 26h) from Italian to English (coming from the Italian Trio project - complete at 100%) and then from English to partners languages (LV, ES, GR)
- ⇒ *Educational programme for e-tutors (24h)* - designed and implemented during the e-tutors training course
- ⇒ *Educational programme for over 45 unemployed people (32h)* - designed taking into account the ECVET framework
- ⇒ *E-tutors training* - the training course targeted at e-tutors was held in Florence (IT) on 17-19 September 2012
- ⇒ *Testing phases: blended learning, mentorship and internship* – all phases tested in each country (Jan-Dec 2013)
- ⇒ *Exploitation plan* – n. 16 MoU signed in partners' country

## 4. Partnerships

The Consortium at the beginning had five official partners from four countries. The initial number was six but a French partner withdrawn from the project, and then the inclusion of a replacing partner from UK occurred since January 2013 through an amendment request. This change affected a bit the project schedule, creating little delays. Below partners' roles and main activities implemented.

**eXact learning solutions SpA – ELS** now **Lattanzio Learning SpA/LL** (project promoter - IT). ELS since January 2013 it was rebranded in Lattanzio Learning (LL). The promoter has created cohesion among partners organizations coming from different parts of Europe, orienting them towards the achievement of common goals and a mutual cultural enrichment. At the same time it has ensured e-learning expertises with its high and wide experience in the fields, proofed also by its activities at international level, from Europe to USA, South America, United Arab Emirates, Middle East, India etc... ELS/LL more than being the project leader, has provided localization (adaptation and translation in partners' languages) of the on line modules/ learning objects chosen for the development of key-competences in over 45 unemployed people. In addition it has also organized and managed the e-tutors training held in Florence (IT) in September 2012. It supported also all partners during all testing phases

**Polo Bianciardi (IT)**, as a VET secondary school and training agency in a rural area of south of Tuscany, it has provided a great contribution to the consortium due to its experience within VET system, but also in adult education. Bianciardi was well linked to the territory and then it knew very well the economic problems of the area along with its potentiality (e.g. on tourism and agricultural sectors) that have been really well exploited through the development of entrepreneurial skills, as indicated by our NewsJob project.

**Latvian Adult Education Association - LAEA (LV)** – As a national association it has worked in the project for a twofold aim: supporting economic development due to the critical situation in Latvia and fulfil its institutional purposes of promoting best practices - in our case in terms of VET methodology towards employability - at national and European levels.

**Hellenic Regional Development Center – HRDC (GR)** – The partner has the local economic development as one of the main scope of its organisation and then it had a strong link with its territory, taking into account employment issue as one of the main significant factor for the actual crises. Testing the NewsJob's Integrated Learning Model meant try to support ways towards job opportunities, shared with others around Europe.

**CEEI Albacete (ES)** - Also CEEI Albacete is well linked with its territory and especially with SMEs. In this regard they have supported the process also providing experiences and information in particular about SMEs and entrepreneurial point of views, as significant added value for the internship phase and really useful for the creation of the own business.

**MEC (UK)** – It is involved mainly in the fields of adult education and development. In this regard MEC played a significant role. In a short time (From January 2013) it has accomplished all project activities. Thanks to the involvement of social partners and employment centres, all project aims and especially those linked to the testing phases have been successfully reached.

The economic crises affect all the countries in Europe and beyond, then developing entrepreneurial skills as suggested by the NewsJob project, in many cases it has become a

necessity, rather than just a possible choice. All partners and Member States should face the same problems but have different ways of finding solutions – sharing good practice and different perspectives allows all to benefit. The value added of working with partners from several European countries has offered the possibility to ‘learn from each other’, to consider different approaches and methodologies based in part on different cultural, social and economic backdrops.

## **5. Plans for the Future**

As mentioned one of the main important results of the project have been the agreements signed with local stakeholders (n. 16 Memorandums of Understanding). Stating from these agreements partners will exploit project results and carry on with other initiatives (as expressed also in the exploitation plans) against unemployment and towards social inclusion.

## 6. Contribution to EU policies

NewsJob project was in line with the European strategy 2020 focused on the development of a smart, sustainable and inclusive growth. According to such strategy, the project helped to address the most common issues to EU countries on fighting unemployment problems, towards the achievement of 75% rate of employed people (age 20-64) at European level by 2020.

Beside that, NewsJob addressed also many of the recommendations expressed through *An Agenda for new skills and jobs*, the Bruges Communiqué and also the 'Small Business Act' with its *Think Small First*.

In this regard, "An Agenda for new skills and jobs" (COM(2010) 682), recommend Supporting Job Creation also through Promoting entrepreneurship, self-employment and innovation, inviting in particular Member States to develop entrepreneurship skills in school curricula.

Beside that, according to the 'Small Business Act' (COM2008-394), the project supports the development of teacher-training programs and the highlight best practices on teachers' training in entrepreneurship, along with taking into account educational policy in order to multiply the effect and outcomes of the project.

Among other policy inputs, also the Bruges Communiqué (Dec. 2010) recommend through its 5<sup>th</sup> objective, to pay attention in Enhancing Creativity, Innovation and Entrepreneurship, with consequences in VET system.

In order to underline the links with EU policies, that have represent the rational of the project, some of the main NewsJob aims are highlighted below:

- Increase the opportunities of being reintegrated in the labor market for over 45 unemployed, towards the achievement of European strategy 2020 goals through the development of transversal key-competences (ref. Racc. 2006/962/CE) and 'non-routine skills' (ref. 'New skills for New Jobs' COM(2008) 868)

*This goal has been achieved from NewsJob*

- Promote and support entrepreneurship and self-employment for over 45 unemployed, according to *An Agenda for new skills and jobs*" (COM(2010) 682), along with the 5<sup>th</sup> objective of Bruges Communiqué (Dec. 2010)

*This goal has been achieved from NewsJob*

- Support LLP and 'New Job for New Skills' (2008) policies through the integration of learning within working life, by using SMEs as a learning conducive environment at workplace through internship actions

*This goal has been achieved from NewsJob*

- Develop teacher-training programs on entrepreneurship education in Europe - according to Small Business Act' (COM2008-394) and "*An Agenda for new skills and jobs*" (COM(2010) 682) through training activities targeted at VET e-tutors and also retired entrepreneurs

*This goal has been achieved from NewsJob*