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**NEAR to Guardians**

Networking and Exchange  
Activities to Reinforce  
Guardianship on housing,  
labour and education

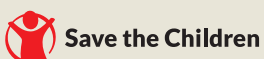


# BEST PRACTICES

IDENTIFIED AS PART OF THE

# NEAR to Guardians

PROJECT





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## INTRODUCTION

**E**nsuring effective pathways for the protection, inclusion and support towards autonomy of unaccompanied children and youth is a shared responsibility between public institutions, local communities and civil society.

At European level, Member States have diverse protection systems, but it seems useful **to promote effective, sustainable and replicable intervention models capable of guaranteeing access to fundamental rights** and fostering the development of each child's individual potential, supporting them on their journey towards adulthood and independence.

This document has been developed as part of the **N.E.A.R. to Guardians project**, co-funded by the European Union through the **Asylum, Migration and Integration Fund (AMIF)**, which involves five EU Member States – **Italy, Spain, Greece, Slovenia and Belgium** – with the aim of strengthening networking, the **exchange of good practices and the sharing of knowledge** among the main actors involved in the safeguarding of unaccompanied children. The project focuses on **key areas for the integration of unaccompanied children and youth, such as education, housing and labour market integration**, with the aim of promoting effective and coordinated safeguarding systems capable of guaranteeing **full access to rights and supporting pathways to autonomy**.

In the initial phase of the project, a structured **analysis and identification of existing good practices in the partner countries** was carried out to identify **effective intervention models** in the field of safeguarding unaccompanied children and youth. Documentary research, consultations with relevant stakeholders, interviews and qualitative surveys were carried out to explore the distinctive characteristics of the identified practices, with particular **attention to their transferability and replicability** in different contexts.

The identification of good practices was also carried out through the **direct involvement of reference groups** of unaccompanied children and youth, to ensure the selected practices were meaningful and relevant from their perspective as well.

The analysis phase was further enriched by a series of **national and transnational study visits** to the five partner countries, which enabled the project's professionals to observe some of the identified practices first-hand, explore their operational aspects in greater depth and engage with those responsible for their implementation. This exchange process fostered a deeper understanding of the conditions necessary for the replicability of good practices and helped to strengthen collaboration networks between institutional and civil society actors at the European level.

## INTRODUCTION

The selected practices, relating to the main areas of intervention connected with safeguarding and inclusion of unaccompanied children and youth, represent **concrete examples of interventions capable of responding to actual needs by offering innovative and sustainable solutions that can be adapted and replicated** in different local contexts.

This document aims to make these experiences available to **EU policymakers and to policymakers, local authorities and other key actors** in the Member States of the European Union, highlighting the value of good practices as operational tools to support the development of effective public policies.

The practices presented may also be considered concrete examples that could, where appropriate, **support the implementation of the recommendations** developed within the project.

With this in mind, the **good practices identified have been organised into seven thematic areas**, consistent with the **main areas of intervention set out in the recommendations**.

This methodological approach enables a **direct link to be established between empirical evidence and strategic guidelines**, promoting an integrated understanding of the practices and recommendations and facilitating the identification of possible concrete actions to be implemented in different national and local contexts.

Through this structure, the document aims to provide policymakers, local authorities and other key stakeholders in Member States with an overview of the identified practices, highlighting successful elements, conditions necessary for replication and possible avenues for improving existing policies. The ultimate aim is to contribute to the development of increasingly effective protection and inclusion systems, capable of supporting unaccompanied children and youth on their path towards autonomy and full participation in the life of local communities.

The good practices presented constitute concrete examples that can support the implementation of the recommendations developed within the project, offering useful operational guidance for strengthening protection systems at the national and European levels.

# 1. PUTTING STORIES, ASPIRATIONS AND POTENTIAL AT THE CENTRE AND ENSURING A PARTICIPATORY APPROACH AT EVERY STAGE OF THE INCLUSION JOURNEY

**P**romoting a person-centred approach means **recognising every unaccompanied child and youth as having a unique story, aspirations and potential**. The good practices identified highlight the importance of developing **personalised interventions**, built through **active listening and the direct participation of the children**, fostering pathways to autonomy based on their needs, abilities, and life goals.

Among the experiences analysed, certain practices demonstrate particularly clearly how a participatory and individualised approach can help improve the well-being of minors and the quality of their inclusion pathways.

## A. CivicoZero | Italy

**Civico Zero**, launched in 2009, is **Save the Children Italia ETS's programme** aimed at unaccompanied and accompanied foreign minors aged 14 to 17, and young adults with a migrant background aged 18 to 21. It aims to **provide support, guidance and protection, with a particular focus on minors at risk of deviance, marginalisation and social exclusion**, to support children on their journey towards inclusion and independence.

Civico Zero employs an approach centred primarily on **low-threshold local day centres**. To date, there are four Civico Zero centres in the cities of Turin, Milan, Rome, and Catania. Each project adopts a multidisciplinary and intercultural approach to managing the complex needs identified in working with young people arriving in, during transit or residing in Italy, many of whom have experienced trauma.



**A key factor** in the success of the Civico Zero Programme is the adoption of a robust yet **flexible methodology**, which enables each centre – and therefore the programme as a whole – to **adapt to local needs**, thereby **providing a tailored and community-based response**. A well-established methodology that operates through actions ranging from meeting basic needs, with the aim of stabilising emergency situations, to empowerment initiatives that lay the foundations for pathways towards independence, with particular attention to the transition to adulthood.

## 1. PUTTING STORIES, ASPIRATIONS AND POTENTIAL AT THE CENTRE

The ultimate goal is **to achieve the psychosocial well-being of children and youth** through processes of inclusion and support for autonomy, always placing at the centre the process of listening to the young person, acknowledging both their vulnerabilities and their strengths.



**To replicate this approach**, the following are required: a qualified multidisciplinary team, accessible and flexible spaces, strong local roots, and the ability to network with public services and local stakeholders. The availability of flexible resources is also essential, as these enable interventions to be rapidly adapted to individual needs.

Reference: <https://civicozero.eu/>

### B. LOI De Zijsprong Merksem | Reception Centre for Unaccompanied Minors | Belgium

The LOI De Zijsprong Merksem reception centre, which has been operating in Antwerp since 2016, offers **residential accommodation and integrated reception** to unaccompanied children aged between 16 and 18, to guide **them towards an independent and responsible life**.

The model involves the development of an **individual growth plan, drawn up together with the child and based on their personal aspirations and goals** in various areas of life, including education, work, financial management, and social relationships.



**A key element of success**, central to the programme, is the **development of personalised pathways, defined through a participatory approach** that actively involves children and their mentors in setting and monitoring objectives. The continuous and stable educational presence, ensured by operators who are present daily and for most of the day, fosters the building of trusting relationships and strengthens the children's active involvement in their own pathways. The integrated approach, which combines residential care, educational support and assistance in developing life skills, promotes the development of autonomy and empowers youth.



**To replicate this practice**, the following are required: small-scale residential facilities, educational teams with intercultural skills, a continuous educational presence, and strong involvement of guardians in defining individual pathways.

Collaboration with schools, social services and other local stakeholders is essential to ensure continuity and quality of support.

Reference: <https://jeugdzorg.zorgbedrijf.antwerpen.be/de-zijsprong>

## 2. ENSURING ENTRY AND RESIDENCE PROCEDURES THAT RESPECT THE RIGHTS OF CHILDREN AND YOUTH

**T**imely access to clear information and qualified legal support is essential to enable unaccompanied children and youth **to obtain a stable legal status and ensure continuity in their journey**. Complex legal procedures, fragmented systems and difficulties in obtaining documents can, in fact, compromise access to fundamental rights, slow down integration processes and increase the risk of vulnerability.

The good practices identified highlight how accessible, **continuous legal services tailored to the specific needs of children** can make a decisive contribution **to ensuring stable legal status**, facilitating understanding of procedures and promoting the continuity of residence permits during the transition to adulthood.

### A. PIC | Legal Centre for the Protection of Human Rights and the Environment | Slovenia

The PIC – **Legal Centre for the Protection of Human Rights and the Environment**, operating in Slovenia, provides **free legal assistance to asylum seekers**, including unaccompanied children, supporting them throughout the entire procedure for international protection. The main objective is to ensure that they understand legal procedures, receive clear information about their rights and are adequately represented throughout all stages of the process, thereby facilitating access to fair decisions and stable legal status.



**One of the key success factors**, distinctive to this practice, is the availability of **continuous and personalised legal support**, which accompanies children step by step through the asylum procedure, facilitating their understanding of legal information through the **involvement of cultural mediators**. The presence of specialised professionals, including in reception centres, enables the building of trusting relationships with minors and ensures effective and timely legal representation, contributing to the stability of their integration pathways.



**To replicate the practice**, the following are necessary: stable funding, the availability of legal professionals qualified in asylum and migration matters, and structured collaboration with public authorities, reception centres and legal guardians.

## 2. ENSURING ENTRY AND RESIDENCE PROCEDURES

Direct access to reception centres and coordination with cultural mediators are further essential conditions for ensuring the continuity and quality of legal support.

Reference: <https://pic.si/applying-for-international-protection-in-slovenia/>

### B. PASS and PASS4YOU | Italia

The PASS and PASS4YOU projects offer legal and operational support to unaccompanied children and their guardians to facilitate the acquisition of passports and other essential documents. The main objective is to ensure the timely availability of identity documents from the country of origin for children who do not require international protection, a fundamental element for the conversion of residence permits and to ensure legal continuity during the transition to adulthood.



**A key factor in the programme's success** is the production of clear and up-to-date information resources, such as country-specific factsheets outlining procedures at embassies and consulates, accompanied by personalised legal support.

This approach enables unaccompanied children, supported by their guardians, to navigate often complex and variable procedures, reducing the risk of legal proceedings being interrupted and ensuring the continuity of their residence permits. Collaboration with legal professionals and a network of institutional stakeholders further strengthens the model's effectiveness.



**To replicate the practice**, the following are required: the presence of professionals with specific legal expertise in migration matters, the availability of up-to-date information tools, and effective coordination with embassies, consulates and national authorities.

Stable funding and the creation of transnational networks among experts are also fundamental conditions for ensuring the sustainability and expansion of the model.

Reference: <https://www.asgi.it/pass4you/>

## 3. PROMOTING HIGH-QUALITY GUARDIANSHIP SYSTEMS AND SUPPORTING THE ROLE OF GUARDIANS



Effective, high-quality safeguarding systems are a fundamental element in ensuring the protection of the rights of unaccompanied children and in supporting them on stable paths of growth and integration. The guardian plays a central role not only in legal representation but also in providing educational, relational and guidance support to the child, acting as a point of reference throughout the process.

The good practices analysed demonstrate how structured safeguarding systems, accompanied by appropriate training programmes and support tools, can strengthen guardians' skills, improve the quality of support offered to minors and promote the continuity and effectiveness of interventions.

### B. Voluntary guardianship | Italia

The voluntary guardianship system introduced in Italy by Law 47/2017 provides for the appointment of volunteer citizens who have been suitably selected and trained to take on the role of guardians for unaccompanied children. The main objective is to ensure the presence of an independent and dedicated figure who represents the best interest of the child, ensuring the safeguarding of their rights and supporting them in educational and social pathways, as well as assisting them with health, reception and administrative matters.

The volunteer guardian primarily supports the children in exercising their rights, facilitates access to services and promotes their overall well-being. Alongside the legal and administrative aspects, the guardian's role is fundamentally based on building relationships and listening, which are essential for ensuring high-quality safeguarding.



**The existence of collaborative networks** among guardians, which include other stakeholders such as social services, courts and local organisations, is a further factor for success, as it ensures continuity of support and a higher overall quality of the safeguarding system.



**To replicate this practice**, the following are necessary: a regulatory framework that formally recognises the role of the volunteer guardian, structured selection, training and systems, and public awareness campaigns to inform citizens about the possibility of taking on this role.

### 3. PROMOTING HIGH-QUALITY GUARDIANSHIP SYSTEMS

It is also essential to ensure stable coordination between judicial authorities, social services and civil society organisations to guarantee the quality and sustainability of the system.

Reference <https://tutelavolontaria.garanteinfanzia.org/>

#### B. Training offer for guardians | Opleidingsaanbod voor voogden | Belgium

The **Training offer for guardians programme**, developed in Belgium, offers specific **training courses for guardians of unaccompanied children via an e-learning platform integrated with sessions supervised by psychologists**. The main objective is to strengthen guardians' skills, particularly in managing complex trauma-related situations, thereby improving the quality of support and the ability to respond to the emotional and relational needs of the children.



**A distinctive feature of this practice** is the adoption of a structured and continuous **training approach**, which combines theoretical content with practical tools, enabling guardians **to acquire specific skills in the psychological and relational fields**.

The use of digital tools and supervised sessions facilitates access to training and allows for the constant updating of skills, helping to strengthen the overall quality of the safeguarding system.



**To replicate the practice**, the following are necessary: the use of accessible digital platforms, the presence of qualified trainers with specific expertise in working with vulnerable children, and structured collaboration with the authorities responsible for safeguarding. The adaptability of training content to different national and linguistic contexts represents a further key element for the distribution of the model.

Reference <https://solentra.be/projects/opleidingsaanbod-voor-voogden/>

### 4. ENHANCING THE QUALITY OF SUPPORT PATHWAYS BY PROMOTING PEER RELATIONSHIPS AND ENSURING ACCESS TO SUPPORT SERVICES

The quality of reception and integration pathways for unaccompanied children and youth is influenced by the opportunity **to build meaningful peer relationships** through participation in educational and recreational activities that promote well-being and inclusion, and by **access to adequate support services**, such as **healthcare services** – particularly those dedicated to **mental health** – **social services and cultural mediation**.

The following good practices demonstrate how integrated approaches aimed at fostering meaningful peer relationships and ensuring access to support services can facilitate the autonomy and well-being of children and youth, thereby enhancing the quality of their pathways.

#### A. CURANT | Co-housing and Case Management for Unaccompanied Young Adult Refugees | Belgium

The **CURANT project**, developed in the city of Antwerp, promotes an innovative model of **co-housing between unaccompanied young refugees and local peers (buddies)**, combined with personalised multidisciplinary support. The main objective is **to foster autonomy and social integration through the creation of social networks**, educational and professional support, and guidance towards independent living.



**Key factors for success** include the direct **involvement of local peers**, the provision of intensive and individualised support, and collaboration between local authorities, universities and social organisations.




**To replicate the model**, the following are required: sustainable funding, adequate housing resources and strong collaboration between public and private bodies.


Reference <https://uia.urban-initiative.eu/en/uia-cities/antwerp>

## 4. ENHANCING THE QUALITY OF SUPPORT

### B. Psychological Support and Treatment for Migrants and Refugees | Belgium

This initiative, promoted by the city of Antwerp, offers **structured, multi-level psychological support aimed at young migrants and refugees**, with a particular focus on trauma treatment and the prevention of psychosocial distress. **The aim is to improve emotional well-being and promote social inclusion** through individual and group interventions, as well as training activities for operators and educational services.


 **The success of this practice** is linked to the **early identification of psychological needs**, the presence of specialised professionals, cooperation with schools and social services, and the adoption of innovative tools.

 **To replicate the practice**, the following are necessary: an adequate referral system, the availability of qualified staff, and sufficient funding to ensure the continuity of services.


Reference <https://solentra.be/en/>

### C. Slovenska Filantropija | Psychosocial Support and Leisure Activities for Unaccompanied Minors | Slovenia

This project provides **psychosocial support, as well as educational and recreational activities**, for unaccompanied children living in reception centres. **The aim is to promote emotional well-being, build personal skills and foster integration** into the local community through language, cultural and sporting activities.

 **Key elements of success** include a personalised approach, the creation of **safe spaces for emotional expression**, and the active involvement of the local community.


## Best practices identified as part of the NEAR to guardians project


 **To replicate the practice**, the following are necessary: stable funding, cooperation between public institutions and civil society organisations, and the presence of qualified staff.

Reference <https://www.filantropija.org/psihosocialna-pomoc-in-prostocasne-aktivnosti-za-mladoletnike-brez-spremstva/>

### D. Mentorship Project for Unaccompanied Children | Greece

The **Mentorship Project**, promoted by METAdrasi, involves **mentors who are former unaccompanied children**, who support minors currently in care through educational, cultural and informational activities, online meetings and visits to reception centres. **The aim is to strengthen peer relationships and promote positive models** of inclusion and autonomy.

 **The key to success lies** in the role of mentors as **credible role models** who understand the children's experiences, **capable of building trusting relationships** and encouraging active participation.

 **To replicate the practice**, the following are necessary: coordination with reception services, the selection and training of suitable mentors, and the availability of resources to support the activities.

Reference <https://careforminors.eu/contact/>

## 4. ENHANCING THE QUALITY OF SUPPORT

### E. Lleida Jove | Spain

The **Lleida Jove** project promotes **inclusive cultural, sporting and recreational activities** aimed at both young migrants and local peers, with the aim of **fostering socialisation and tackling social isolation**.



**The success of the initiative** stems from the **creation of shared spaces for young people from different backgrounds** and the involvement of educators and local services that support active participation.



**To replicate the initiative**, the following are necessary: the involvement of local authorities, the availability of community spaces, and a local network capable of supporting inclusive and ongoing activities.

Reference [www.lleidajove.paeria.cat](http://www.lleidajove.paeria.cat)

## 5. PROMOTING SOCIO-EDUCATIONAL INCLUSION THROUGH ACCESS TO EDUCATION AND EFFECTIVE TRAINING PROGRAMMES



Access to quality education and training programmes is a fundamental element in promoting the socio-educational inclusion of unaccompanied children and youth. **Inclusive education systems must offer equal, flexible and meaningful learning opportunities**, encompassing formal education, vocational training and extracurricular, cultural and social activities, in line with the talents, aspirations and opportunities offered by local contexts.

Language learning, the acquisition of transferable and vocational skills, and participation in educational and sporting activities contribute to personal development, well-being and integration into the community.

The following good practices highlight how inclusive and flexible educational approaches can strengthen children's and youth autonomy and foster sustainable integration pathways.

### A. Language and Literacy Education for UASC | Zavod Znanje Postojna and Ljudska Univerza Postojna | Slovenia

This initiative, run by Zavod Znanje and Ljudska Univerza, both based in Postojna, **offers Slovenian language and literacy courses** for unaccompanied children staying at the Postojna reception centre. The main aim is to provide **basic language skills and literacy to facilitate their integration** into the school system and the local community.



**Key factors for success** include **adapting content to different learning levels, using practical everyday situations** and collaborating with local educational institutions.





**To replicate this practice**, the following are required: adequate funding, the presence of qualified teachers, and effective coordination between reception centres and the education system.

## 4. PROMOTING SOCIO-EDUCATIONAL INCLUSION

### B. Noves Oportunitats (NOP) | Educational and labour market reintegration programme | Spain


The **Noves Oportunitats programme**, run by the Catalan Public Employment Service, offers **personalised guidance, training and mentoring pathways for youth aged 16 to 24 who have dropped out of school** or face difficulties accessing work, including unaccompanied youth. The aim is to **facilitate reintegration into education or access to the labour market** through training programmes and individual support.


 **Key elements of success** include a **personalised approach based on individual guidance**, ongoing mentoring and collaboration with training providers and local businesses.

 **To replicate the practice**, the following are necessary: strong coordination between employment services, educational institutions and local stakeholders, as well as adequate financial resources and qualified staff.


### C. Together in Sport | METAdrasi | Greece

The **Together in Sport programme**, promoted by METAdrasi, **promotes socio-educational inclusion through sporting and cultural activities** aimed at migrant children and young people, **with a particular focus on children with disabilities**. The aim is to promote physical and psychological well-being, strengthen social skills and encourage active participation and a sense of belonging.

 **Key elements of success** include **the use of sport as an inclusive educational tool**, collaboration with sports bodies and local authorities, and the presence of qualified staff to manage the activities.

 **To replicate the model**, the following are necessary: trained staff, the availability of sports facilities, and partnerships between local authorities, third sector organisations and sports bodies.

## 6. ENSURING HIGH-QUALITY RECEPTION AND HOUSING SOLUTIONS FOCUSED ON INDEPENDENCE AND THE TRANSITION TO ADULTHOOD

 **High-quality reception pathways and housing solutions geared towards independence** are fundamental elements in supporting unaccompanied children towards a gradual and safe transition to adulthood.


**Flexible housing models**, which provide intermediate steps between reception and full independence, **accompanied by educational and psychosocial support**, promote the development of practical skills, personal independence and social inclusion.


The following good practices demonstrate how **innovative housing solutions**, including shared living arrangements and temporary accommodation, linked to educational and employment pathways, **can effectively support the transition to adulthood**.

### A. Housing projects promoted by Agevolando (Never Alone, Home Sweet Home, Care Leavers Network) | Italy

The housing projects run by the Agevolando association **support young care leavers**, including unaccompanied children, and youth who have recently come of age, by **providing temporary accommodation in small flats**, alongside educational and personal support.

The main aim is **to promote independence in housing and personal life** through guided shared-living experiences, the development of everyday life skills, and the creation of peer support networks.

 **Key elements of success** include a participatory approach centred on young people, networking with social services and local organisations, and the **presence of dedicated support workers**.

 **To replicate the practice**, the following are necessary: adequate funding, the availability of housing solutions, and strong collaboration between public bodies and the third sector.

## 6. ENSURING HIGH-QUALITY RECEPTION

### B. SIL | Supported Independent Living | Greece

The **SIL – Supported Independent Living programme**, developed by METAdrasi, offers **shared flats for children aged 16 to 18** with a good level of independence, supported by a multidisciplinary team. **The aim is to gradually prepare them for adult life** through the independent management of daily activities, school attendance and the development of personal and social skills.



**Key elements of success** include the progressive empowerment of minors, the **constant support of qualified professionals**, and the integration of educational and residential aspects.



**To replicate the model**, the following are required: trained multidisciplinary teams, suitable housing facilities and stable funding.

### C. SILA | Supported Independent Living in Adulthood | Greece

The **SILA programme – Supported Independent Living in Adulthood** – is a continuation of the **SIL model** and is aimed at **young adults aged between 18 and 21**, offering **housing solutions** accompanied by support for employment integration and independence.

The main objective is to bridge **the support gap that often arises upon reaching the age of majority** by promoting employment integration and the development of skills for independent living.



**Key elements of success** include the **integrated approach combining housing, career guidance and psychosocial support**, as well as links to employment guidance programmes.



**To replicate the practice**, the following are required: sustainable funding, qualified staff and effective coordination with employment services and local networks.

## Best practices identified as part of the NEAR to guardians project

### D. Obrint Portes | Opening Cooperative Doors | Spain

The **Obrint Portes project**, developed in the city of Lleida, promotes an **innovative model for access to housing through the regeneration of unused properties**, involving young people in vulnerable situations in the renovation of the homes in which they will subsequently live.

The aim is **to ensure accessible housing solutions whilst also fostering the acquisition of professional skills** useful for employment integration.



**Key elements of success** include the **integration of vocational training and access to housing**, the involvement of local authorities and property owners, and the use of traditional models adapted to contemporary urban contexts.



**To replicate the initiative**, the following are required: partnerships with local authorities and professionals in the construction sector, the availability of unused properties, and adequate funding mechanisms.

### E. Refugees Welcome Italia | Italy

**Refugees Welcome Italia** promotes the **social inclusion and self-reliance** of refugees and migrants, including unaccompanied young people who have recently come of age, through **family reception and community mentoring programmes**.

The main aim is to **facilitate pathways to housing and social independence** through meaningful relationships with families and volunteer citizens, thereby fostering integration into local communities.



**Key elements of success** include the **personalisation of pathways**, a focus on matching beneficiaries with host families, and a relational approach based on reciprocity and the building of trust.



**To replicate the practice**, the following are necessary: a solid local network, awareness-raising activities aimed at citizenship, and adequate resources to coordinate the reception and mentoring pathways.


# 7. PROMOTING ACCESS TO THE LABOUR MARKET AND PATHWAYS TO SOCIAL AND WORKING INCLUSION TO FOSTER INDEPENDENCE


**A**ccess to the labour market is a fundamental step towards fostering the independence and social inclusion of unaccompanied children and youth. Structured pathways for guidance, vocational training and job placement enable the development of technical and soft skills, boost self-esteem and help build sustainable life plans.

The following good practices demonstrate how **collaboration between public institutions, businesses, training organisations and civil society** can facilitate entry into the world of work and support effective pathways to independence.

## A. Passwork | ADSIS-RODI | Spain

The **Passwork project**, promoted by the Fundación Adsis in collaboration with local businesses, offers **vocational training and job placement programmes** aimed at young people in vulnerable situations, including minors and unaccompanied young people. The aim is to **develop technical and soft skills through training programmes** designed around the needs of businesses, **facilitating direct access to the labour market**.

 **Key factors for success** include the **strong involvement of businesses** from the very early stages of the programme, educational support and continuous mentoring, as well as the alignment of training with real employment opportunities.


 **To replicate this approach**, the following are necessary: close collaboration between training providers and companies, a prior analysis of local employment needs, and dedicated resources for tutoring and individual support.


## Best practices identified as part of the NEAR to guardians project

## B. AVENIR | Spain and France

The **AVENIR project** promotes the labour market and social inclusion of unaccompanied children and youth through training pathways linked to **employment opportunities in rural and mountain areas**.

The aim is to foster **sustainable employment and social inclusion, whilst strengthening the development of depopulated areas**.

 **Key elements of success** include **strong networking between public bodies, businesses and local authorities**, the adaptation of training programmes to the specific needs of the area, and the active involvement of young people in shaping their own life plans.

 **To replicate the model**, the following are necessary: the sustained involvement of local institutions, a careful analysis of local socio-economic characteristics, and the availability of job opportunities consistent with the needs of the local context.



