



# REPORT ALMA FROM ONE EU TO EU

2023-2025

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FRANCE - Collectif pour un  
Service Civique Européen

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# INTRODUCTION



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As an organization **endorsed under French Presidency of the Council of European Union 2022, by French President Emmanuel Macron**, for our appeal, proposals and pilots of making EU mobility accessible to all, especially the most vulnerable Youth, we are much delighted and pleased to be **the first, and up to now, the unique implementers of ALMA in France. Aim, Learn, Master, Achieve (ALMA)** is precisely the main legacy, announced by President of EU Commission Von Der Leyen, of the 2022 Year of Youth, during French Presidency of the EU. **ALMA is a new milestone towards inclusion at an EU level with its focus on NEETs (neither in Education, nor Employment, nor Training)**. As such we can only commit and salute its yearning for opening Europe and European mobility to all, as well as non-formal tutoring and an educational approach, very much aligned with our core pursuit.

During **this project we built strong emotions. First of all, Positive and unforgettable ones**. For instance, the first and most common feedback of Youth, without any previous knowledge of foreign languages, who have never left previously their home town, and who discover the reality and wealth of other European cultures. **“Thanks for this unique experience, I would have never imagined being able to live something like this”**. This testimony is probably the best and most honorable achievement we have gleaned several times, from very different young individuals.

**Joice also of the insertion results.** Successful despite deep entrenched pre-existing hurdles some participants faced. They found back their way to schools for those needing it, most actually found a job, usually skilled and above national averages in terms of wages. Unemployed or inactive initially, the group of participants also proved that excellence was still in their reach, **with several participants integrating after the program, the very selective Diplomatic, and Army French Corps**, as they wished, or **installing themselves, one in Romania, one in Poland**, and find there their (European) place in the world. Pride finally, of the many events organized to disseminate ALMA, **with French, German, Polish, Romanian governments**, which brought the program to the limelight and incentivized governments to involve themselves.

**Fear and frustration of course also.** When the program finished, some youth got back home, took on with life. Results have been proven up to now to be sustainable, but clearly also the environment they will face long term, is critical to determine if they will manage to keep overcoming their challenges like they did along the program. The feedback up to now thanks to maintained contact, seems to disclaim this anxiety.

Overall, the conclusion within our team was a sense of responsibility and commitment, including for the few youth still not yet fully and in a permanent way inserted. As this program ends, we keep accompanying them in the future until full and secured completion of our mission.

This nurtures ideas and recommandations for the upcoming steps of the program: **for centralized and homogenized insurances, mental health support, status shared by the ALMA Youth. A key take on from this pilot is also the importance of offering diversity within the consortium, be it concerning mobility destinations, but also specialties of stakeholders, on insertion, professional tutoring, youthwork, policies, that all together contribue to success when correctly articulated.**

**In those few months, the project from oneEU2EU proved, as does EU mobility, that ALMA can change lives for the better, and for everyone.** Bringing Youth to a new environment, if possible with locals, and other pathways and experiences from fellow young people, open new opportunities and often, a brand new beginning.

Mixing up ALMA, as we did, with voluntary service of general interest, and local impact missions realized by the Youth, has ensured major visibility and local acceptance, and EU value, bringing up the idea of shared European belonging. **Being useful to oneself while being useful to Society seems for us the ideal balance the EU and ALMA can expect from their (young) citizens.**

**Let's bring ALMA and Europe further together!**

For the team of Collectif pour un Service Civique Européen

**Benjamin Sibille, Director**



## KEY OUTPUT AND LEARNINGS

### Peculiarities from France (but also other Member States)

- 1) In France, now, a very substantial part of NEETs are educated and graduates (40% unemployed 6 months after graduation)
- 2) Most of NEETs are neither officially inactive nor unemployed (benefits tend to be restricted under 26 years of age), and cannot easily be justified administratively
- 3) The semester concept is almost absent of studies structure (but also then apprenticeship programs), registration is between April to June, start of the year between September and October, graduation year usually ends in January-March, and graduation ceremony is between November to December
- 4) Most fragile Youth (YWFO) and especially inactive and school dropout often faces now under-declared and diagnosed psychological and psychiatric conditions
- 5) Entry level insertion in France often means precarious jobs contracts, eventually leading towards more stable situation, after a period of temporary employment (generalized for less skilled jobs), internship, apprenticeship or short term or part time contracts (for graduates). The most desired of those entry level experience (corresponding to the aspiration of the youth) usually requires previous work experience and the considered best fitting studies.

### Key results

- Despite almost ¼ of 30 participants revealing psychological and psychiatric disorders, and ⅓ of long term inactive school dropout, by the end of the program 28 have been long term stably inserted, usually through a first intermediary entry level precarious experience, eventually transformed post program in sustainable position corresponding to their wishes (field, geography). The majority of school dropout, after first additional job experience re-register in studies.
- Engaged in groups mixing more educated youth, with the most fragile, but also alongside local youth abroad all participants speak working English, declare feeling more Europeans and now routinely engage in EU mobility (job, studies, Erasmus +, vacations). One person is studying in Romania, one working in Germany (in French Embassy), one in Bosnia Herzegovina (French Embassy), two in Poland (French companies there), one in Cyprus (private company) and three are in EU mobility training programs such as the European Solidarity Corps (2 in Italy, one in Estonia)
- Including, as far as we know, the biggest ALMA related events (Triangle of Weimar in Poland, with 3 EU Member States governments supporting ; governmental event in Paris) the project had large and deep communication, but above all dissemination impacts. Bulgarian and Romanian authorities who participated to our action declared themselves to implement ALMA at national level in the future and 3 Polish regions (Kielce and two Pomerania) involved as well.

### Key obstacles

- Absence of a centralized European level ALMA status, clear guidelines, communicated clearly from the beginning of pilot for NEETs qualification and insertion recognition, as well as obligations of communication on participating youth are key administrative challenges that will block active involvement in ALMA from willing structures in the future, or lead to them being refused initially promised coverage and funding.
- ALMA would benefit from stricter obligations, or even a centrally managed offer, regarding international insurance and coverage, psychological help, and legal contracts and qualification of status.
- Strength of ALMA is flexibility and an individualized approach, that produces tremendous results and is totally needed considering situation of the participants, but also the **constitutionally guaranteed and European Union Court of Justice protected principle of national identity**, especially for Labour and Education policies that are not direct competencies. Either there is a clear EU proposal for common status, and common insertion and NEET qualification guideline (with the risk of misguiding or recognizing national realities), and EU led and approved documentation, or there is local delegation to prove those elements based on concrete facts, more than legal documentation that is otherwise absent, otherwise EU principles are breached.

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# METHODOLOGY

## Definitions

Our project is specific in the sense we decided to go beyond the intended aims of ALMA (centered on self-development of the targeted youth) in order to mix this experience with local impact, and focus also on civic education of the participants, by involving them on general interest actions. This approach was confirmed on its logic, by the needs we observed among the participants. For most of them, social and interpersonal exclusion, sometimes because of diseases, sometimes because of character, but also often because of dropping out of schools and the general covid and post-covid environment, tended to isolate them from the rest of the Society, creating difficulties to engage with it. Our focus on valorizing during their experience their active contribution to Society helped them then to rebuild a better self-image and their confidence, as well as engaging more easily with others. Eventually it removed the first self-constructed barriers on the way towards their autonomy and insertion. In order to tackle long term entrenched problems, we opted for only minimum 6 months mobility period.

## ALMA

ALMA is characterized above all by its target, the NEETs, who often beyond their conditions belong also to the category of Youth with Fewer Opportunities, previous challenges explaining their unemployment and inactivity. Another characteristic is an individualized approach focused on the participant and its self development, in order to access EU mobility, of which merits and gains help the participant to later on better face the realities and demands of its insertion and the professional and educative world.

It is well established indeed that EU mobility foster among the youth autonomy and self-reliance, adaptability, as well as equip them with basic skills needed in the labor market, and in our case a first successful professional like and work related experience.

## Civic Service

Well established in several Member States, like Germany, France, Italy, for instance, with several ten thousands youth enrolled every year. as well as implemented at European level with the European Solidarity Corps, Civic service is a Youth policy serving multiple aims. The goal of it is also self-development and education of the youth in a work-related activity, but also civic education and bonding of participants as engaged citizens. Eventually missions undertaken and deployed serve the general interest and have an actual positive impact on the Society.

## **Mixing up two worlds: our unique approach**

**We are convinced that ALMA purpose align perfectly with the one of civic service and that both are highly complementary.**

We observe indeed (as exemplified in statistics available in this report) that for Youth with Fewer Opportunities forming the core of NEETs main blocking barrier of self development is the lack of self-confidence and the tendency towards social isolation it leads to.

**By bringing a Youth through ALMA abroad, not only to undertake a professional activity, but one useful for Society, within public administrations, or NGOs, we help him to foster the feeling of pride in her and his achievement and therefore help to project better in the future. In addition, such an approach enable better immersion in the local Society, always grateful of seeing young people with their (own) problems willing to engage and commit to help others.**

# OBSERVATIONS AND PECULIARITIES

## Introduction

Our project, the only one this pilot action for ALMA from ESF+ funded in France, is singled out by a few particularities and methodological choices

## A dual approach

France enjoys already a very rich ecosystem and array of tools and schemes designed to reach out and being inclusive of the most vulnerable Youth. Among them, most prominent is the universal Civic Service, enabling all Youth without restriction, with a very diverse recruitment (74% are unemployed or inactive pre entry), to commit from 6 months to 12 months to missions of general interest within NGOs and public Administrations.

- Sourcing and preparing: civic service in a country like France represents 150 000 young people every year, above 50% considered as Youth with Fewer Opportunities, and offers a unique recruitment pool, of Youth already equipped to engage with the challenges of EU mobility, if specifically accompanied like ALMA proposes. They know already how to commit to a program, have basic training, have worked within a team. Half of our ALMA participants from this project, and a large proportion of those most fragile (Mental, family issues and school dropouts, etc) come from a previous civic service background which acted as an efficient onboarding platform. Selecting Youth with difficulties but who already took this first step locally through the civic service, help tremendously ensuring successful engagement through our ALMA experience. The other Youth not coming from Civic Service were recruited through the extensive national Youth accompanying network of “Missions Locales” and directly (in this case, often long term unemployed graduates who saw our opportunities on social media).
- Disseminate a good practice: paid internship and stipended structured volunteering of general interest, like civic service, are best practices at EU level, which remains too scattered. Within this ALMA project, we leveraged the project in order to foster local experimentation of similar local engagement from local Youth, who undertook a form of local civic service alongside ALMA participants. This piloting started a national debate in Poland that could lead to policy, and lay ground for similar developments in Romania and Bulgaria (however facing currently non-connected internal political turmoil). Those potential policies rely at the same time on a potential national local civic service, but that those countries would also wish to see tied to a European mobility experience, on a similar model we presented them with this ALMA project.

# KEY LEARNINGS AND RECOMMENDATIONS

**Recommendation 1)** ALMA as the newcomer of Youth and EU mobility policies cannot be thought as only a stand alone policy but needs to be strongly integrated with existing tools, in order to benefit off their legitimacy and existing ecosystem.

For instance, where they exist, national volunteering schemes, targetting often the most fragile and excluded Youth specifically, can be good preparation and precursor of entering EU mobility with the ALMA program or even a source of co-funding of the domestic preparation phase.

Connection with European Solidarity Corps communities while abroad, or even Erasmus can also enrich the experience, and actually those programs offer meaningful opportunities of insertion for Youth, after being onboarded in EU mobility after ALMA participation. It is observed indeed that a first EU mobility experience tend to lead to others.

## **The added value of general interest activities during the mobility**

- Reaching for impact: each ALMA group we have deployed, in Romania and Poland, impacted directly thousands local citizens, through the general interest activities they delivered to the public, bringing attention to the program. Indeed, instead of generic missions in the private sectors, all our participants engaged only in general interest tasks, benefiting local administrations and NGOs. This includes for example animating a local center for young Ukrainian refugees, and organizing youth activities (Romania), as well as an autistic center and a local social restaurant (Poland) as well as developing local sustainable tourism options (Bulgaria). This helped tremendously for the self development of the Youth. First it has created better integration in the local environment, helping to foster local language learning but also general well being. At the same time, engaging in general interest tasks meant that the contribution of ALMA, despite unskilled and focused on their own learning, was better appreciated and made easier to implement. At the same time, not only participants became some sort of local curiosity, helping local European feeling, but also help convince the local governments to commit. For instance, Kielce regional authority decided to engage with ALMA projects in the future, and national authorities in Romania study this possibility. General interest activity brings more impact and visibility than simple deployment within private sector.
- Synergy: many instruments, structures and eco-systems already exist at EU and national level. We leveraged language courses and programs thought for European Solidarity Corps or Erasmus participants. All our hosting partners in Poland, Romania, Bulgaria, are European Solidarity Corps and Erasmus + labelled, helping to ensure quality and proceedings with Youth. In France, for preparation phase, we worked closely with Unis Cité, biggest actor of national Civic Service, for sourcing and initial training, as well as public “Missions Locales”, specifically designed to insert most fragile Youth and NEETs. Missions locales are publically funded entities deployed in every town of France to specifically deal with insertion and unemployment of the Youth.

## **KEY LEARNINGS AND RECOMMENDATIONS**

**Recommendation 2)** Best value on EU tax payer money is obtained when money invested in the Youth impacts positively also the Society. At the same time, it helps in several ways on the self-development of Youth, and enable to rely on an existing developed and adapted to challenges, network of structures, used to deal with Youth and most especially those with specific needs. As such, engaging within ALMA Youth in general interest missions enable not only to ensure EU visibility, good acceptance by local population and motivation from the Youth. Reflection should be made on co-funding obligation of private companies hosting ALMA participants, especially within countries (such as Poland, Romania, Bulgaria where we deployed) where the local legal framework is not very protective for Youth and we could see local companies abusing the benefit of ALMA participants involvement, as a form of “free labor” without any requirement of stipend or payment. On the contrary, general interest missions justify voluntary involvement and bring EU support in expanding local services, increasing acceptability of the EU.

## Mixing experiences and participants

France is a country with unique challenges for its Youth. It is among the most educated from the EU (over 40% of an age group graduating from university level), with general high school diploma even more widespread (over 80%). The latter is still usually the only requirement to access third degree education, which don't practice selection at entry, and therefore tends to be devalorized within the Society compared to other countries, due to easier access. Unemployment, while decreasing, remains a challenge faced both by numerous drop out from third degree schooling systems (more than 50% starts third degree studies but get out of it without graduating), as well as educated, graduates (currently unemployment rates of graduates 6 months post graduation is over 40% and can reach 60% for some Humanities studies). In parallel, a substantial (within EU average) part of the Youth, around 14%, leave the school system, after high school (in France, enjoying only the High School diploma can be considered as being without diploma), or even before, remaining without any kind of education or training certification, despite mandatory schooling up to 18 years old. The NEET rate, which used to be among the lowest of the EU, under 10%, rose since Covid up to 12,6% in 2025, massively fueled by the unemployment or underemployment of young graduates which face the choice between long term precarious contracts in their field of choice before securing stable job, or entrenched unemployment situation. In France therefore, a third degree diploma is no guarantee against unemployment but still remains a necessity to access skilled labor, which is extremely competitive at entry-level, as re-training and continuous education is not the model generalized. In addition to those factors, once out of the schooling system, it is not easy to re-access it, and involve almost always at least one year of waiting, for the new school year to start, as most curriculum in France continues to start only in September-October, for a registration in earlier May. Fresh graduates, if they don't find a job immediately after their studies, and usually through the internship which concluded their third degree education, are often thus "trapped" in unemployment and see their employability degrading itself fast.

- Mixity as an (added) value: Our group was in majority built around school dropout and inactive youth, but 1/3 of our participants were also unemployed graduates, even sometimes coming from elite studies (Sciences Po). Not only they benefited on their own from the program, to solve their insertion and orientation needs, but helped make it better for their more fragile colleagues. In Poland, graduates from international relations taught on their free time courses on Ukraine war, and history of Poland and the region, tutored language and public speech intervention, and organized cultural trips in the surrounding with their fellows initially less educated. In Bulgaria, the two more educated participants acted as group leaders, as they had better level of English and an existing experience of being (short term) abroad. They were able to support then others in local interactions and make them feel more at ease, this mixity bringing an important peer-to-peers added value. At the same time, those differences could also sometimes lead to tensions. In Romania for instance, we had to encourage mixing up tandems, as the most educated tended (there only) to regroup and not connect as much with the others. in this case they tended to be more numerous, compared to the other groups. Ideal proportion seems to stand around maximum Half-half proportion for ensuring positive effect.
- Answering (different) needs: a heterogeneous group, and the specific needs of NEETs lead to an individualized approach. This is true in designing missions, daily tutoring and also in training. Providing levelled courses for languages was key. Ensuring diversity of missions and locations within our project, helped also ensure retinue and avoid drop out, as some youth after a few months wanted to change their activity, in order to develop new skills. We offered thus location-specific flexibility, by making it possible several types of missions and engagement on a given site, with people switching from one specific mission to another in Poland, and Romania. Not only this enlarged the spectrum of skills developed, but solved placement mismatch. In Bulgaria, where this diversity of missions was not as large, eventually Youth requested changing country entirely. They were re-directed to Romania and Poland, justifying also the attraction for a new country.

# KEY LEARNINGS AND RECOMMENDATIONS

**Recommendation 3)** ALMA should never be restricted to only the most vulnerable of the Youth and NEETs, as it contributes to create a monolithic approach and spiraling down effect. In addition, in countries like France, but also Italy, where studying is widespread among the youth, but doesn't solve deeply entrenched unemployment mismatching issues, excluding young graduates from such programs not only would mean no addressing the needs of Youth corresponding fully to the initiative's goals, but also attacking the very nature of the local educational and labor market system and ignoring national peculiarity. NEETs are diverse in their situation and their needs, and some educated young people not equipped in some countries to access the Labor Market, can benefit tremendously of the program, but also bring an added value to it, and usually benefit positively their colleagues facing even more aggravated difficulties, by acting as positive but still relatable (they also have problems) role-models. Ensuring to engage together Youth with very aggravated conditions, and others, like graduates, usually more autonomous, mutually enrich and ensure more effective impact by bringing positive synergy. More educated Youth discover other realities of life, are enticed to solidarity towards more fragile peers, and often take a leadership role, while others can benefit from peer to peers tutoring and discover inspiring pathways and opportunities they might have never thought of.

**Recommendation 4)** Ensuring in the mobility phase, ALMA participants involvement alongside local participants, as we tested, is an interesting feature bringing a lot of positive effects. Mixing ALMA with local interns or volunteers, for example of civic service if it exists locally, increase local immersion. It's probably the best way to ensure local integration and feeling of belonging of the most fragile sent with ALMA, and expand tremendously impact, notably regarding learning of the local language, as well as the European sentiment. It enables also the Youth not to isolate themselves or even within their mobility group, and in our case was probably the cause for some Youth to settle and eventually manage to build their life locally. A Peer to peers approach enables a strong added value. In addition, it entices some local Youth previously reluctant to do so, to themselves engage in European mobility eventually benefiting them.

**Recommendation 5)** for a social and inclusive initiative like ALMA, individual approach, focused on intrinsic quality compared to the individual situation of the youth is the key, and the priority for remaining effective, and not an administrative or bureaucratic one which would only see to fit people in pre-formed cases. This is not only a realistic approach but actually a constitutional necessity, as neither employment nor education policies are direct competencies of the European Union, to ensure the respect of the national or local organization of each Member States, their national identity and so enable for the program to actually have a EU wide impact and outreach, compatible with each local situation. In France for example:

- a) School year, even for universities, who usually are not organized around semesters, almost always imply to register between May and June, the registration being approved in August and the school year starting between September and November. In addition, graduation happens usually at the end of the year, between January and March, any kind of course stopping at this time, and the remaining time being consecrated to job search (including internship), while the actual graduation ceremony and official delivery of diploma (which can be requested often earlier), is done usually between November and December. The 6 months period in between is actually the key to intervene towards a youth, and not let him plunge in inactivity.
- b) young people under 26 are usually not registered as unemployed, if they don't have worked previously, and cannot be, but can access specific institutions to cater to their needs, like "Missions locales". This means the large majority of NEETs in France don't have any official inactive or unemployed status to justify.
- c) A natural work entry pathway for fragile youth, but even educated ones now, are precarious contracts, like temporary employment for the first category, and part-time, internship and structured volunteering for the latter.

**Focusing on strict administrative requirements then not only is counter productive, by excluding the majority of the youth needing it the most (undocumented categories) but a direct attack on French educational and labour system. Right approach requires to focus on objective situation: is the youth at the moment studying or not (even if his graduation ceremony is in 6 months), working/trained or not (even if he cannot justify of being unemployed or inactive). For insertion, is the youth now on an insertion pathway, even by several one day jobs, whereas previously he was inactive for two years, is he registered for education (even if the year starts post program)**

## **A teamwork**

ALMA implies recruitment, onboarding, training, accompanying and tutoring, and then sending and hosting in EU mobility of NEETs, as such it offers unique challenges. Mobilizing a complete array of different (and if possible) specialized actors, appears key for implementation.

- There and here: preparation and insertion phase on one hand, mobility phase on the other, are critical and require specialized experienced stakeholders. For the first we worked extensively with specialized Youth public placement agencies (“missions locales”), which helped a smooth recruitment and adapted onboarding, as well as preparing returning home. Notably two youth by the end of the program, are considered disabled and so could not be inserted apart from specific social benefits, which we made them access. For this ALMA project mobility phase, we decided to work only outside from France with lead labelled European Solidarity Corps organizations, which guarantee experience and quality in managing the youth. Indeed, the countries we selected for this experience, with the intent of bringing there a positive best practice that could potentially rippling locally - Poland, Romania and Bulgaria - don't have other public framework of care and programs addressing specifically youth insertion. The careful selection of local hosting partners was therefore key for us, and probably this question of the potential ecosystem can be encountered in many other ALMA projects, and benefit of synergy with existing ecosystems from other programs. All sets of obligations, justifications, and detailed benefits the Youth were to be given, were detailed ahead in partnership contracts, helping to set fruitful cooperation. This included flexibility and quality assessment measures, enabling for instance disengaging in the second part of the project Bulgarian partner to fulfill request of Youth (but one) of changing placement.

## **KEY LEARNINGS AND RECOMMENDATIONS**

**Recommendation 6)** For risk management, but also cost effectiveness, at minimum insurances of all Youth should be a strong and hard requirement of structures leading ALMA projects. Better, in a similar manner to the ECAS insurance provided within the EU Solidarity Corps, a general travel and medical insurances should be negotiated and offered centrally at EU level, which not only would offer better rates, but also solve interoperability constraints of the medical system of the EU. For instance, in Poland, medical insurances, usually private, is restricted for its public part to workers, precisely excluding normally ALMA participants for issues of local status.

**Recommendation 7)** Psychological and even psychiatric conditions tend to prevail nowadays among the most vulnerable Youth, which usually are the core of the NEETs group targeted. Post-Covid, it tends to be especially true among Western Europe target population of ALMA, as the one of the project from oneEU2EU. Many times, those situations are previously undetected, and not declared or under-reported. For risk management and cost effectiveness, available psychologic assistance should at minimum be a strong and hard requirement of all structures leading ALMA projects, and provided and thought ahead within the consortium, while offering notably the opportunity of remote access, as local psychological assistance is often unavailable in the language of participants. Even better, a centrally offered, EU level, hotline and psychological and psychiatric assistance should be made available at global ALMA level, for cost effectiveness and economies of scale.

- Implementing legal constraints: in theory, in France it is not legal to do an internship, locally or abroad if you are not part of an education curriculum, which excludes NEETs by definition. In Romania, only paid internship are allowed. Bulgaria and Poland don't have specific internship law and elaborate frameworks, which has obliged to create it for this project. This should normally not be a problem in the case of ALMA as the Youth are simply covered and supported in what should not be considered a form of labour, but as the project is quite new and still piloted local administration tend to enforce on it local regular labor constraints. We provided therefore all ALMA participants with local intern status from the country where they realized their EU mobility as otherwise it was notified to us by local authorities that the situation would have broken local Labor Law, notably on minimum wages. As this often didn't encompass Social Security, we extended with a private contract, up to 6 months, French Social Security with a specific health and repatriation contract. Such solution, possible because the target countries don't have a very developed internship framework, making it more flexible, and possible to adapt to ALMA, which actually is not an internship, would have not been possible in France, because of the current internship law. During preparation and follow up period, Youth were considered in France unpaid volunteers which enable us to fit to local legal framework, but it is potentially not possible for periods longer than few weeks.
- Bringing governments to the next step: multiple governmental partnerships were ensured in order to disseminate impact of the project, ensured major visibility events. The goal was also to make ALMA more well known by institutions in order to potentially engage more with it. As such National authorities from France (Ministry of Labor) was mobilized, as well as French Diplomatic Network (several youth being inserted that way), and Kielce regional government committed to implement ALMA, while Romania and Bulgaria national authorities study this possibility. Local municipalities from Sarreguemines (preparation phase), Kielce, and Svichtov, committed to follow up projects, to ensure local EU mobility, especially of NEETs, with adapted policies, funded at their level.

## KEY LEARNINGS AND RECOMMENDATIONS

**Recommendation 8)** Language (at minimum English) pre-departure and onsite tutoring and courses should be a hard requirement for structures leading ALMA project, and at minimum being thought and planned ahead within the consortium. For cost-effectiveness, even better would be to centrally plan and offer it ahead, through online joint tools (improving and offering for economies of scale, language tools thought for European Solidarity Corps), and even better, local partnership with schooling structures, and initial courses in the local languages for foreigners (for instance some are available for Erasmus participants, that still the ALMA ones could benefit from).

**Recommendation 9)** Legal constraints tied to ALMA should not be minimized and notably ALMA should be its own status (notably regarding Labour Law), like the European Solidarity Corps for instance, otherwise it could face the unavailability to be deployed within countries who have a restrictive internship and Labor Law. In general, a minimum requirement should be to have Labor and Placement public agencies within the consortium, which could help finding the right approach regarding status, mediating with local authorities that often are not aware of EU programs specificities and would project their own framework on it. This type of partners of course also help for further insertion.

## Piloting for change

Several Member States have still very nascent Youth policies and are lacking instruments very much developed, or even key to public policies in others, like paid and generalized internships (no framework or obligation of payment exist currently in Poland and Bulgaria), apprenticeships (only at piloting stages in Romania and Bulgaria), indemnized general interest volunteering (not developed as a policy in Poland, Romania, Bulgaria) or specific accompanying of Youth, notably to fight inactivity or unemployment (not existing in all of the above). By connecting local and EU mobility realities, ALMA offers a unique chance of disseminating good practices.

- Leveraging major events: many events ensured not only networking and insertion opportunities for Youth (half of the eventual insertion were found that way), but also major visibility to ALMA program. This includes the two first Civil Society events of the Weimar Triangle (Poland, France and Germany governments) organized in Warsaw, as well as two events and activities with French Embassy in Romania. We were able to also engage our participants with major national and European events, such as the Berlin Conference, the main European event of Germany, celebrating Fall of the Berlin Wall, and the Karpacz Economic Forum, the biggest gathering of Poland and Central and Eastern Europe. The final event in France, was held with government involvement, as well EU institutions, and helped to engage MEPs, and French institutions on this thematic. The one in Poland (second Weimar Triangle as well) was hosted by the Minister for Social Affairs of Poland and City and Region of Warsaw. The one in Romania involved Ministries of European Funds, Labor and Social Affairs and Youth, previously Youth participated as well to major European and International Direct Democracy World Forum.
- Dealing with youth communication: ALMA can impose on participating structures certain strong requirements, like producing individual videos of volunteers, but don't produce a legal contract tying participating individuals to those obligations, and implementing structures cannot impose them to youth participants for RGPD and individual and image rights reasons. Same apply for proof of insertion.

## KEY LEARNINGS AND RECOMMENDATIONS

**Recommendation 10)** For cost effectiveness and impact, it should be made mandatory and thought ahead, an obligation of public communication (social media, testimony at last school attended, etc) about involvement and benefits from participation to ALMA projects. Those obligation should extend to reporting and notably answering inquiries about later insertion and be from the European Union to individual participants, to legally protect implementing structures.

- Reflecting on national policies: ALMA was presented directly during this project to French, German, Polish, Bulgarian and Romanian authorities, and by its end Kielce Regional authorities committed to implement the ALMA program at regional level. We advocated, leveraging this initiative for local Youth and EU mobility actions, and funding were unlocked in Poland for volunteering and a national debate engaged to make it a national policy ; similar talk, without action yet, is being held in Romania and Bulgaria in the follow up of this action. Kielce, Svichtov and Sarreguemines cities committed to have their own volunteering and EU mobility for NEETs project in the follow up and the two first entered in a Interreg Europe designed for this.

**Recommendation 11)** For cost effectiveness and impact, should at minimum be thought and planned within the consortium partnerships with local, regional and national governments, ceremonies and events marking the engagement with ALMA, and publicizing its impact on local communities and Youth. This attaches value to participation of the Youth, very helpful in most fragile ones journey, and showcase EU commitment, while make the knowledge about the initiative more widespread. It can also help fostering best local and national practices, as many Member States are still lacking basic instruments and Youth policies enabling support and insertion of the Youth.

# ALMA REPORT

## 2024

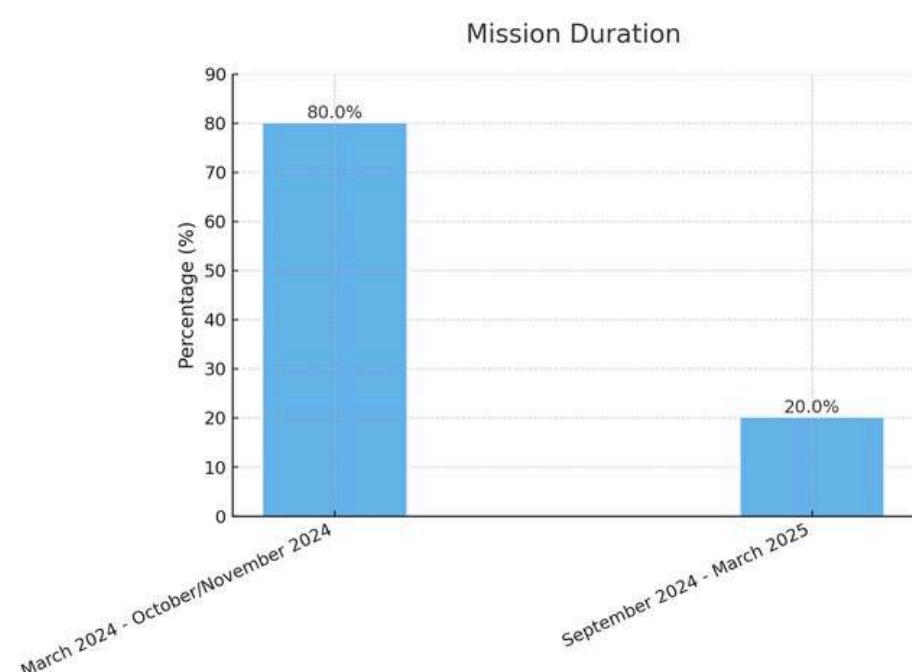
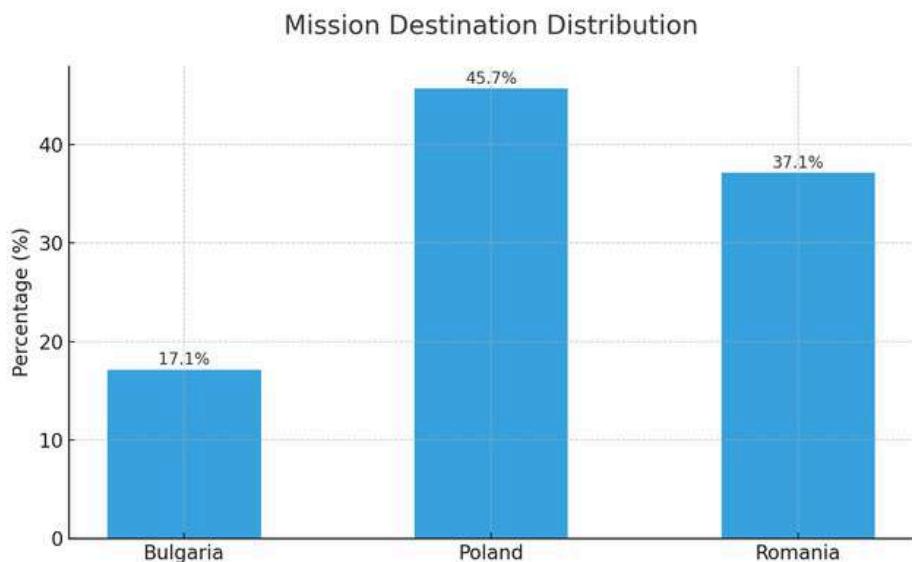
### KEY DATA

Service  
Civique  
Européen  
Grandir ensemble



# BRIEF INFORMATION ABOUT THE MOBILITY PERIOD

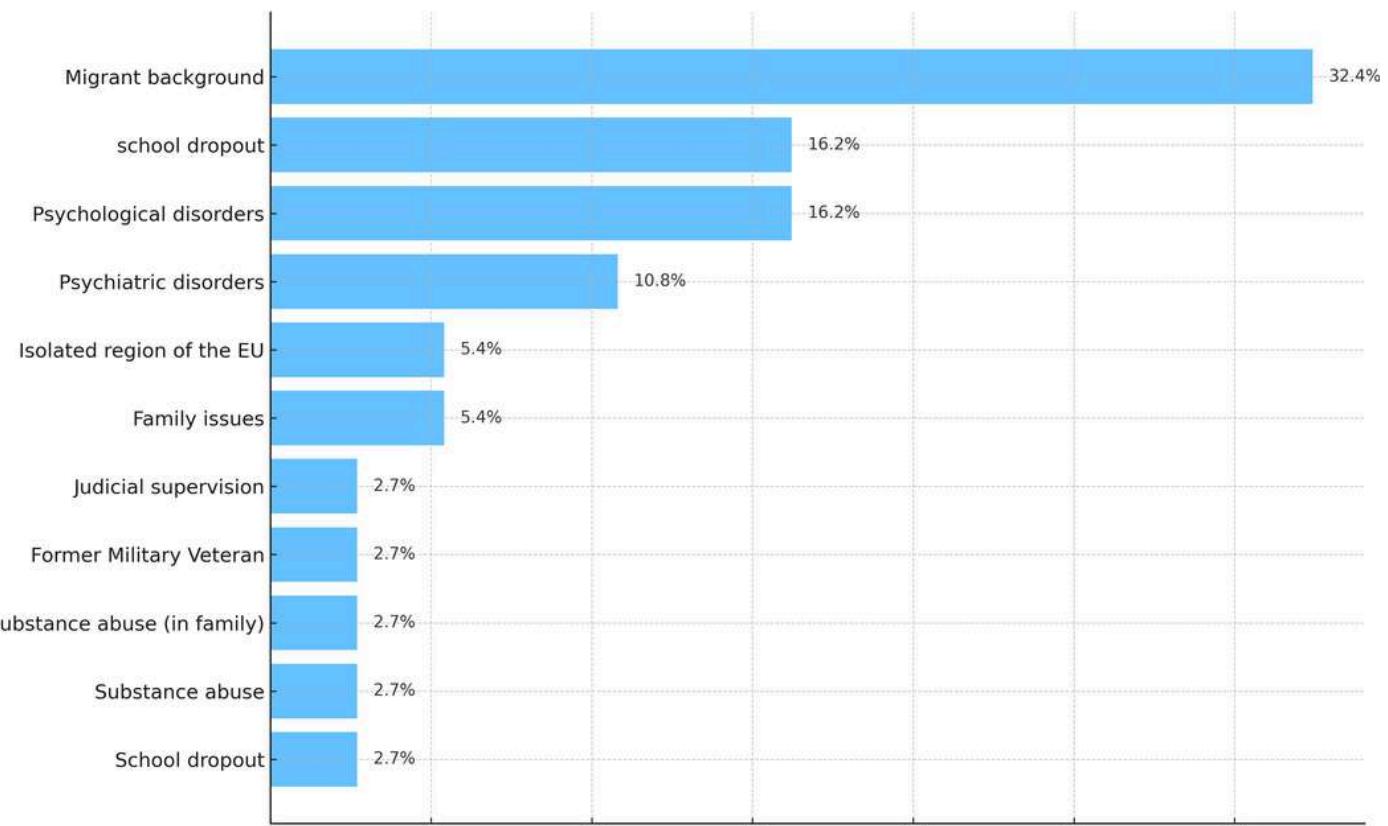
Initially planned as a perfect balance **of deployment among the three target countries (Poland, Bulgaria, Romani)**, feedback from participants in Bulgaria, and their requests of missions changes, led us to reallocate all of them, but one, mid-mobility towards Poland and Romania, which eventually concentrated participants. Only those 2 countries eventually welcomed a second batch of volunteers.



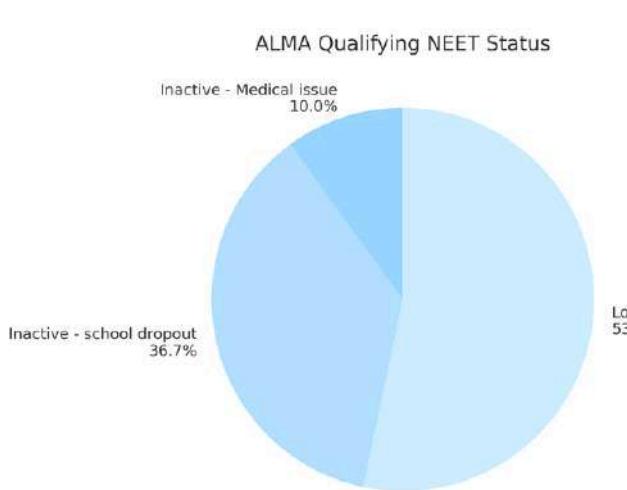
**Substantial dropouts in the initial few months preparation phase, led us to decide to organize two batch of departures.** They all met each other as their periods of engagement intertwined. They articulate jointly to activities, but the second group left in the second half of 2024, to start their EU mobility, in majority to Poland, and slightly to Romania.

# INITIAL SITUATION OF THE NEETS

JAMO Background



**This bar chart shows the backgrounds of participants in the ALMA programme**, with individuals often fitting multiple categories (total can be over 100%). The most common background is "Migrant background" (32.4%), and excluding people checking multiple boxes, psychological and psychiatric disorders (concentrated among school dropouts). If we exclude people checking multiple boxes however, the most determining factor for being NEETS, was lack of formal education.

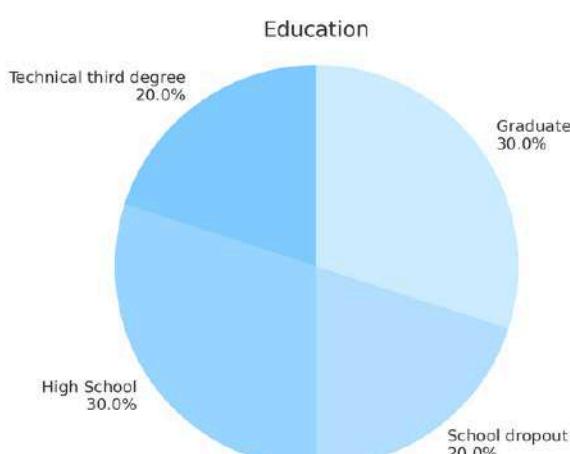


**Entry in ALMA is determined by being a NEET (neither in Education, nor Employment nor Training)**. A majority of our participants (53.3%) were long-term unemployed, with very diverse background, both educated or not. Most inactive individuals were school dropout (36.7%), had discontinued their education and were not pursuing any form of training nor employment.

**A smaller proportion (10%) were inactive due to medical reason**, meaning they were not only out of work or education but also disengaged from the search for the latter. **All not fully successful results of the project, are concentrated among this category.**

**In France, not pursuing or maintaining studies after high school, can be assimilated to be a school dropout, as the majority engaged, at least initially with studies.** Even technical studies are often not a choice but forced upon otherwise excluded students.

**The educational background of our ALMA participants remains diverse.** But between **50% up to 70% can be considered previously in schooling failure**. 30% held graduate-level or higher educational titles, reflecting a mix of academic attainment levels among the group. Those graduated usually **in fields where job search remains difficult, explaining their (often very long term) unemployment situation**.



# KEY LEARNINGS AND RECOMMENDATIONS

## RECOMMENDATION

One of the basic premise of ALMA is problematic and must be dealt with. **By focusing on homogeneity of (fragile) participants, a risk of creating a “ghetto” mentality exists.** It can be counter-productive for self-esteem, therefore self-development, but also lead to a “negative spiralling down effect” among participants.

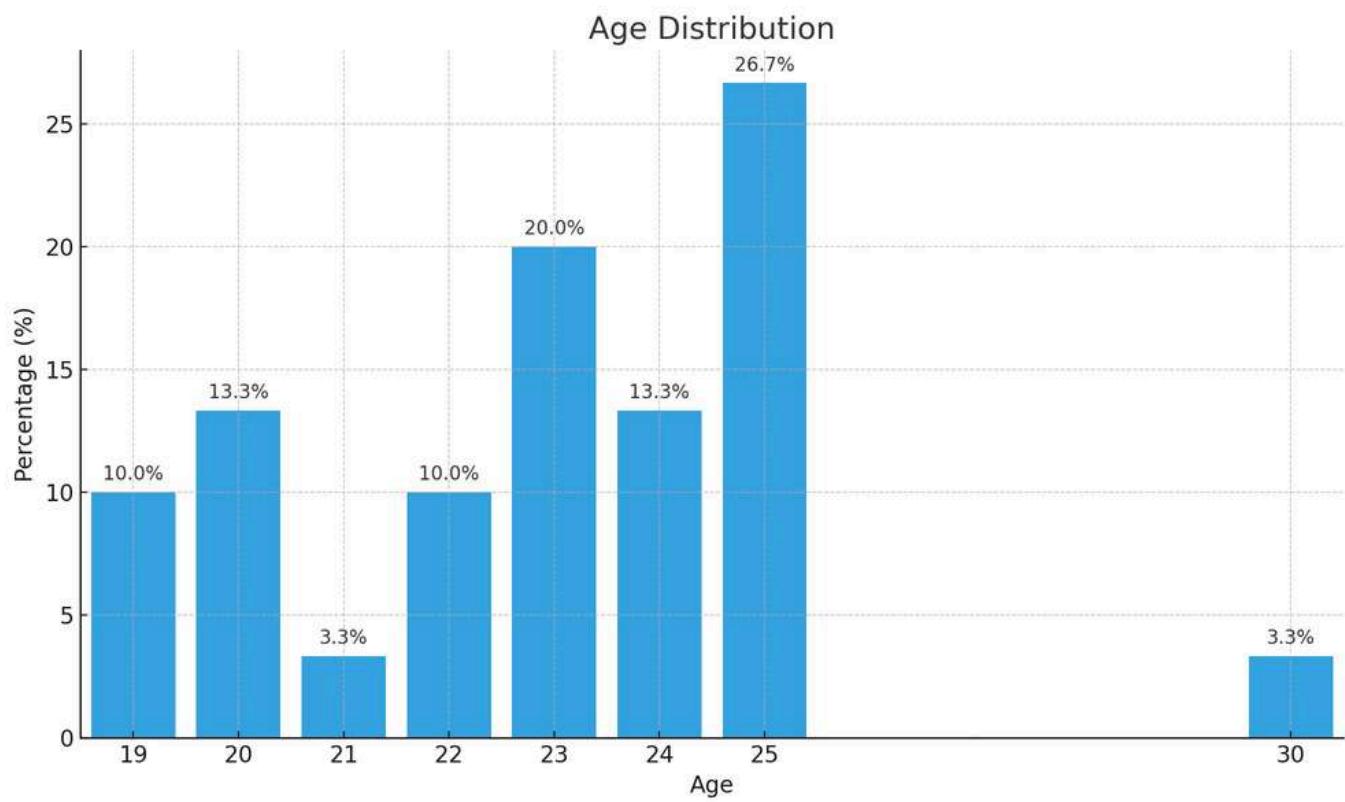
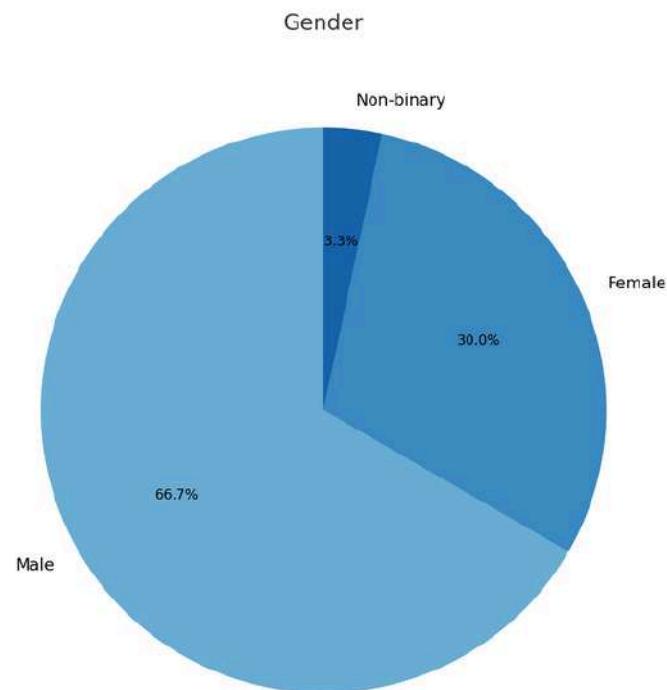
**Balancing the group is therefore key, both gender wise** (hyperconcentration of young men can lead to issues), **but above all regarding the diversity and gravity of individual problematics of participants, with also more educated young people targeted.** It should be encouraged to have people more educated, graduates, that can help mentoring others, or being a positive role-model and encourage other participants to aim higher. **Recommended by our observation and research balance is half - half to avoid potential exclusion, but a minimum is 1/3 of participants with higher profile, among a given group.**

## RECOMMENDATION

Despite convergence towards the first model and spreading out of higher education, Europe can still be more or less divided between 3 very different Education situations, that should be acknowledged for reaching intended effects:

- **Easy access to employment, rare formal education but widespread technical and practical education:** usually **concentrated in Northern Europe and German influenced countries.** In this type of system university, and formal higher education is reserved to an elite, but technical education is valued and widespread. Unemployment is rare and usually the issue of a few problematic cases. **In this situation it is worth hyper focusing resources on the few specific cases concentrating issues, and bringing them back to education (if possible technical) should lead to insertion.**
- **Easy access to employment, widespread formal education, technical and practical education under-valued:** usually **concentrated in Eastern and Central Europe and countries still developing rapidly.** In this system, higher formal university education is seen as the only way for better future and insertion, internships or vocational training are almost non-existent and technical school reserved to those lacking choices. Unemployment is currently usually low, but problems of skills and productivity will grow in the future. **In this situation, bringing a practical, first labor experience, is key for youth, and in general the economy, as it is able to integrate easily people with labor experience. In this case, providing most fragile youth with a first experience, should enable them finding an insertion, if possible immediately in jobs rather than going back to education and trainings. It is worth considering targeting graduates as well, as they lack basic employment skills and experience.**
- **Difficult access to employment, including for the large pool of very educated but under-valued youth, aggravated difficulties for non-educated:** usually **concentrated in Southern, Latine, and Balkans and Hellenic Europe,** where higher education is seen as the main way for a better future, widespread, with very high graduate rates, but not necessarily leading to actual insertion. Youth unemployment is concentrated among graduates, while the few non-educated are stuck in an insertion trap, where it's impossible for them to properly insert themselves long term, and access skilled jobs. In this system absence of higher education is so rare, that often it is tied to other aggravated issues (psychological, migrant background, etc). **In this situation it is worth concentrating efforts on the unemployed educated youth, to bring them to insertion to jobs. Others need very adapted approach, which realistically should aim more to reintegrate education system.**

# MORE INFORMATION ABOUT THE PARTICIPANTS

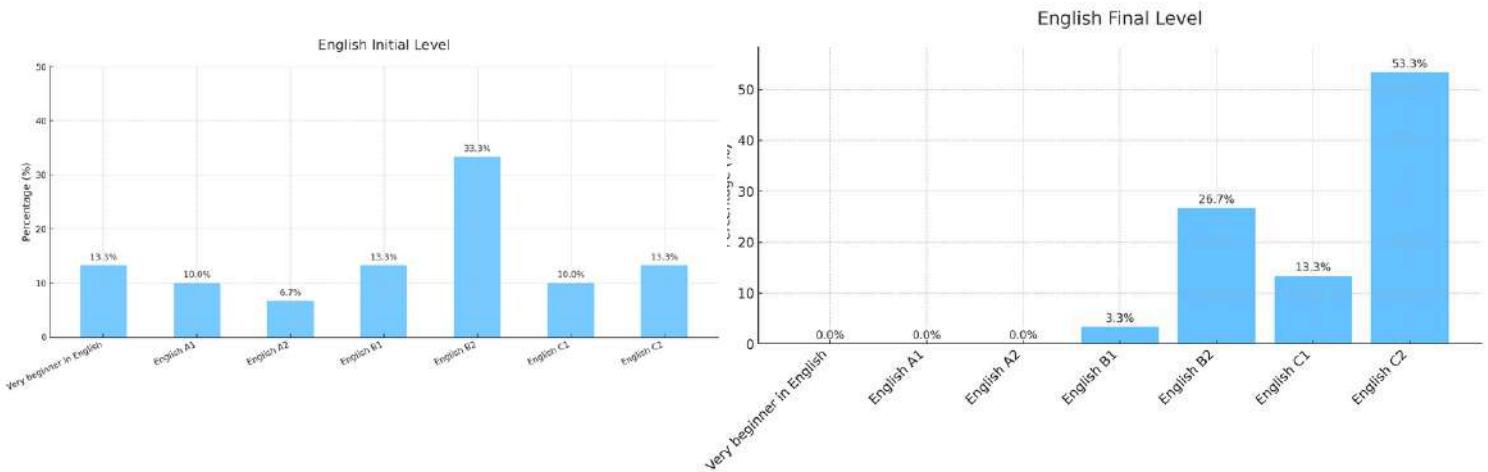


We aimed for gender balance, but suitable candidates being overwhelmingly men, we accepted the final selection to reflect it. It must be noted that if men in our project usually have lower education, women within our project usually exhibited aggravated situations, notably psychological.

Age-wise, our typical participant is a graduate, or school dropout out of the system, after a first third degree diploma failure, few years after finishing or dropping out of school. For this latter category most were out of the system for 3 years and more. This leads the majority of participants to be in their mid-twenties, with the highest concentration at age 25 (26.7%).

# LANGUAGES SKILLS

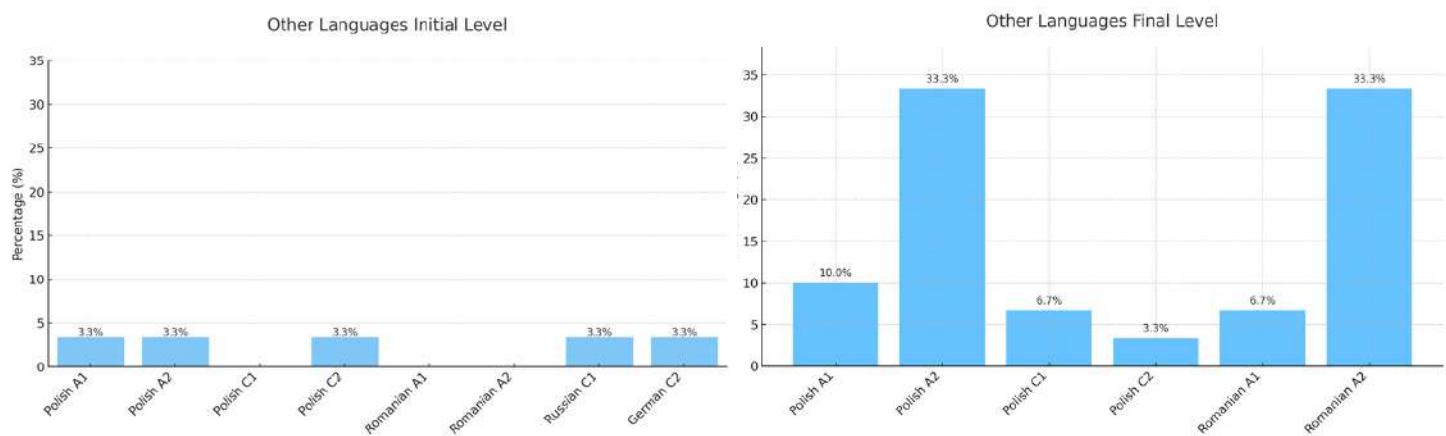
## ENGLISH PROFICIENCY



**1/4 of our participants had no English nor other language skills. ½ had unsufficient level, and actually motivate their participation by improving it.** The two graphs clearly highlight the significant improvement in participants' English proficiency during the ALMA programme. **By the end of the mobility period, all participants are able to fluently interact in English**, a key and still not so common skills in French Labor market.

All assessments were done by professional language professors.

## OTHER LOCAL LANGUAGES PROFICIENCY

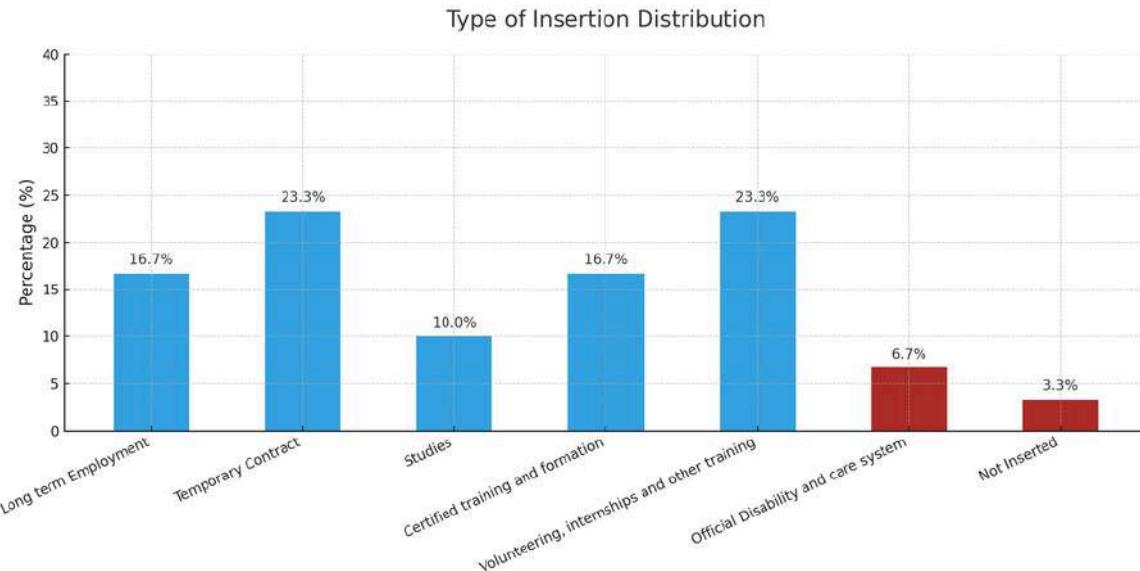


**We invested significant resources in order to bring participants to learn local languages.** In two cases total beginners became fluent, while 3 beginners confirmed a good level. The graphs show a remarkable improvement in participants' language skills. While initial knowledge was minimal, most participants **finish the experience with basic ability to express themselves and understand at a basic level, local languages**.

## KEY LEARNINGS AND RECOMMENDATIONS

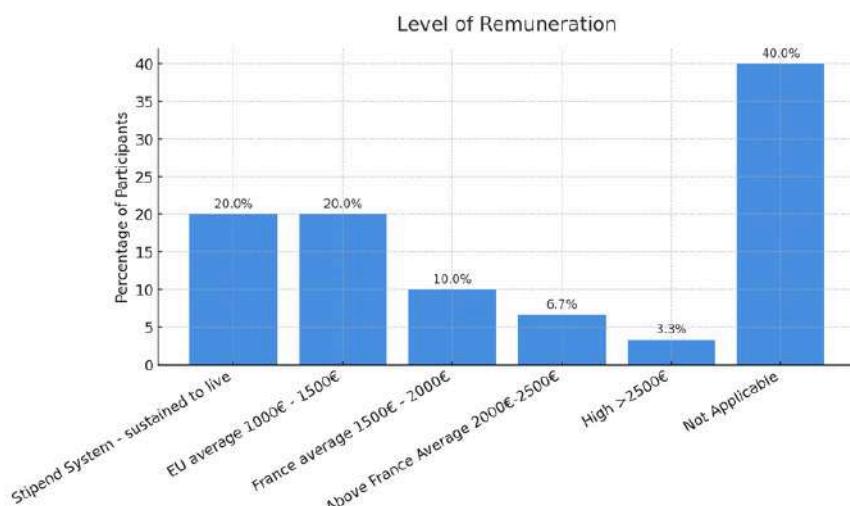
**In today's world and economy, language is the one and key skill that can enable new insertion opportunities to a youth**, and one of core key added value of a EU opportunity such as ALMA. More even than courses, best improvement way, is creating tandem between EU mobility youth, and locals, engaged in parallel in the same activity. Peer to peers horizontal learning is efficient.

# INSERTION REALIZED BY THE END OF ALMA



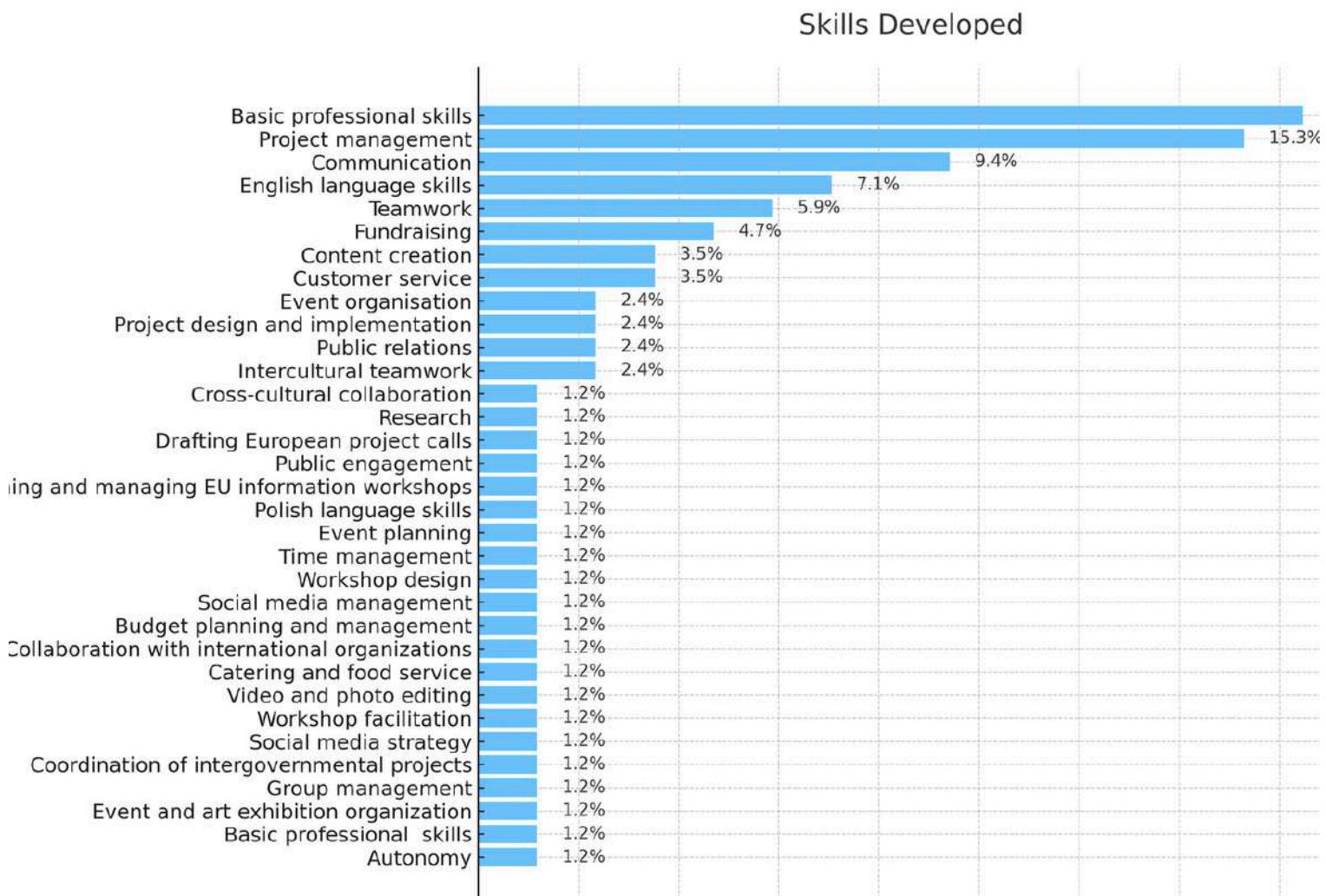
The chart illustrates the post-programme insertion outcomes of ALMA participants, **showing that nearly all individuals were successfully integrated (more than 90%)**. Only 3,3% are not integrated at all in anything (one individual with health issues). Actually, accordingly to French law, the others, on disability should be considered as inserted as their status now forbids them to work in the regular system, but they are accompanied by the State, through social care and tailored made training and insertion. Still we marked them in red for clarity.

Participants entered various paths, including long-term employment, studies, and notably, temporary contracts—often reflecting transitional phases or future plans (all people on temporary contracts were mostly school dropout who eventually in next September join back studies). **A significant portion (usually graduates with high aims) engaged in further volunteering, internships and other access programs within structured, government-backed or diplomatic and military programmes.** This option, even outside of traditional work, should be considered then as a way towards later on higher level public office.



The chart displays the remuneration levels of ALMA participants. **Stipends corresponds to people in entry path towards public office and are not relevant to measure average impact, same for people in education (not applicable).** Few months after their experience, **more than 25% of people working have wages above French average (1800€/months net)**, which is remarkable considering their initial difficulties, and another fourth earn around the average and above. The other half have either non qualified jobs corresponding to minimum wage or are combining working with studies and are in temporary transitory contracts.

# EMPLOYMENT IN ALMA AND SKILLS DEVELOPED



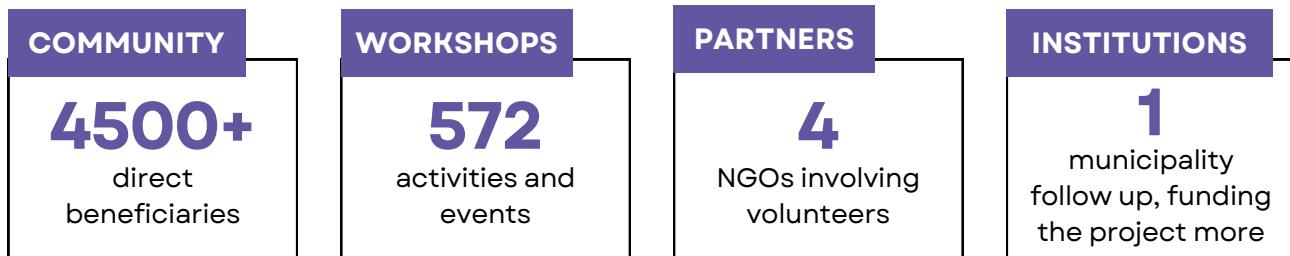
The graph highlights the wide range of skills developed by participants through the ALMA programme, demonstrating its strong contribution to professional growth. It's especially visible in basic skills corresponding to a first employment, as it was the case for many Youth participants (16.5%). We can notice also specific skills corresponding to the NGO environment Youth were employed, such as project management (15.3%), and communication (9.4%). These outcomes confirm the programme's role in equipping participants with relevant tools to access the labour market more effectively.

All those datas reflect the self-assessment done by participants at the end of the program. Language skills rank also quite high (7,1%)

## KEY LEARNINGS AND RECOMMENDATIONS

**For very fragile youth, such as dropouts from France, critical skills to be acquired are basic professional behaviors** (arriving at time, implementing instructions, etc), more than specialized skills that probably are in the immediate too complex. What we noticed is that ALMA by equipping Youth with a first professional experience, give future employers a positive signal, while making Youth more fit for future jobs. We had low dropouts rates in the first insertion found, whereas pre-program most Youth were either not looking for opportunities or jumping from one another

# IMPACT ON THE LOCAL COMMUNITY KIELCE (POLAND) CASE STUDY



## KEY LEARNINGS AND RECOMMENDATIONS

We decided for this project to employ Youth only on general interest non-profit tasks, first to have a positive impact, and more integration, with the local Society, but also to reach for a double positive effect, developing the Youth, while developing locally.

- This gets the **best value for Euro tax payer money**.
- This makes also the experience **locally very popular**, with positive effect on local EU feeling
- This enable **more immersion for the Youth**, than in a generic private company, enabling more skills gains, notably on language.

### National Autism Society

- Direct Beneficiaries:
  - Adults attending programs and therapies at the National Autism Centre.
  - Families of adults with autism who benefit from enhanced services and support.
- Indirect Beneficiaries:
  - Local educators and therapists who gain new methods and perspectives.
  - The broader community through increased awareness and integration efforts.

Workshops or activities done in total: 120

### Interventions:

- Direct Interventions:
  - One-on-one activities for adults with autism, focusing on individualized development plans.
  - Group sessions to foster peer interaction and reduce social isolation.
- Family Support:
  - Assistance for families in navigating available resources and managing daily challenges.

Direct partnerships of the entity:

- Kielce City: Promotion of the Autism Centre.
- Local Centers/NGOs: Cooperation with nearby therapy and education centers to share best practices.

This program integrated local and international participants, fostering a multicultural approach to autism support while addressing the needs of both the organization and the broader community

# IMPACT KIELCE ON THE COMMUNITY

## Ferment NeoBistro

- Direct Beneficiaries:
  - Customers of Ferment NeoBistro, benefiting from enhanced service, cultural events, and new culinary offerings.
  - Local food enthusiasts engaging in workshops and tasting events organized by the interns.
- Indirect Beneficiaries:
  - Local suppliers through promotion of regional ingredients.
  - The community through increased awareness of sustainable and culturally inspired gastronomy.

Workshops or activities done in total: 120

## Interventions:

- Customer Experience Enhancement:
  - Redesigning aspects of the menu to reflect French-Polish culinary influences.
  - Engaging customers through interactive activities such as food tastings and storytelling about dishes.
- Community Engagement:
  - Building connections between the bistro and local producers by organizing supplier spotlights.
  - Hosting charity dinners to support vulnerable groups in the community.

Direct partnerships of the entity:

- Kielce City: Support for promoting local tourism through gastronomic events.
- Local Food Producers: Collaboration to source fresh, sustainable ingredients while highlighting their businesses.
- Cultural Organizations: Partnerships with art and music groups to provide a multidimensional dining experience.

This internship allowed participants to combine hospitality, culture, and community engagement, creating a dynamic platform for skill-building and regional development.



## IMPACT ON THE COMMUNITY BUCAREST / ORADEA (ROMANIA) CASE STUDY

### COMMUNITY

**2000+**  
direct  
beneficiaries

### WORKSHOPS

**12**  
activities and  
events

### PARTNERS

**10**  
NGOs involving  
volunteers

### INSTITUTIONS

**1**  
national follow up  
and one municipal

Beneficiaries (direct/indirect) – more than 2000 people were direct beneficiaries of the activities and events organized within the project, among them a core group of 100 Young Ukrainian refugees, regularly interacting and managed by the Youth.

Workshops or activities done in total – 12 activities (regular weekly workshops and classes) and events (punctual) were organized in total, both in Bucharest and Oradea, all of them with free access.

Direct partnerships of the entity: More than 10 NGOs involving volunteers, as well as the Municipality of Oradea took part in the round table on the topic of volunteering.

The volunteering activity was involving young people with a background on volunteering, but giving them the opportunity to receive a financial support for the volunteering activity was very helpful, taking into account that most of them were students. Thus, the volunteering schedule was adapted to their needs, but ensuring also that they were involved in supporting the general activities of FNT, happening in the youth center (supporting the preparation and implementation of concerts, exhibitions, dance shows etc.), as well as organising activities on their own, under an arts and culture festival, StudentFest, Youth Festival.

Apart from their activities with Youth, notably Ukrainian refugees, participants organize events, and seminars. More than half of them were however dealing with project management, writing application and preparing and organizing ahead future activities from the Youth centers. Eventually at the end of this project, Oradea Youth center, was confirmed as a permanent Youth center, in cooperation with local municipality.

The roundtable on volunteering was organized at the end of the project and it brought together volunteers, volunteers coordinators, a representative of each 3 involved ministries at national level and of the Collective for a European Civic Service. It was focused on promoting volunteering at local level. Thus, the discussion evolved around the main challenges, opportunities, solutions and plans of collaboration between the key actors at local level.

# ALMA REPORT 2024

## MISSIONS

Service  
Civique  
Européen  
*Grandir ensemble*



# MISSIONS

INTERNATIONAL VOLUNTEERING MISSIONS FOR YOUNG FRENCH CITIZENS  
(18-29 YEARS OLD)  
APRIL 2024– FEBRUARY 2025  
FULLY FUNDED OPPORTUNITIES



## 2. Poland, Kielce - Regionalne Centrum Wolontariatu

In Kielce, Poland, participants worked with the Creativity Works Europe Foundation, Ferment Foundation, National Autism Society, and FIRE NGO. The mission focused on:

- Supporting people with autism, fostering empathy, patience, and practical experience in inclusive care.
- Assisting with the development and implementation of European youth projects, directly contributing to initiatives funded under the European Solidarity Corps.
- Organizing and participating in cultural and gastronomic events, promoting intercultural dialogue and local traditions.

### Participant Roles and Gains:

- Assistant for European Youth Projects: Participants were involved in the execution and development of European youth projects, gaining insights into international youth policies, project management, and community engagement.

### Logistics:

- Several shared flats 300€/month stipend

### Professional Development:

This experience combined social engagement with structured project management training, equipped participants for future roles in international NGOs, social enterprises, or public institutions. Exposure to the European project development built valuable competencies in budgeting, proposal writing, and inter-agency coordination.

# MISSIONS

## INTERNATIONAL VOLUNTEERING MISSIONS FOR YOUNG FRENCH CITIZENS (18-29 YEARS OLD) APRIL 2024– FEBRUARY 2025 FULLY FUNDED OPPORTUNITIES



### 3. Romania - FNT | Fundația Națională pentru Tineret

The mission in Romania, organized by the National Youth Foundation (FNT), focused on the execution and development of European youth projects, social integration of young people, and the facilitation of educational activities. Missions were implemented in Bucharest and in Oradea. The mission focused on:

- Developing and executing educational activities, workshops, and creative learning sessions tailored to young people from diverse backgrounds.
- Contributing to EU-funded projects, participating in all phases from planning to execution.
- Engaging in community building efforts, especially with underrepresented youth groups.

#### **Participant Roles and Gains:**

- Assistant for European Youth Projects: Participants were actively involved in planning and implementing youth projects, gaining experience in project coordination, community engagement, and educational programming.

#### **Logistics:**

- One big shared accommodation facility 280€/month stipend, local transport covered, 480€ closing bonus.

#### **Professional Development:**

This mission equipped participants with essential skills in project management, community development, and educational programming. These competencies were crucial for careers in youth work, education, social services, and project management, preparing participants for impactful roles in their future careers.

# MISSIONS

INTERNATIONAL VOLUNTEERING MISSIONS FOR YOUNG FRENCH CITIZENS

(18-29 YEARS OLD)

APRIL 2024– FEBRUARY 2025

FULLY FUNDED OPPORTUNITIES



## 1. Bulgaria, Svishtov - Institute Perspectives

The mission in Svishtov, Bulgaria, offered young participants a unique opportunity to engage in communication and tourism initiatives centered around the Danube and its community. Missions included:

- Assisting in event planning and coordination related to regional tourism and community engagement.
- Creating digital content and video production, contributing to media campaigns that enhance the visibility of local culture and initiatives.
- Contributing to European project initiatives, learning about EU funding mechanisms and inter-organizational collaboration.

### Participant Roles and Gains:

- Event Coordinator: Young participants planned and executed events, honing their organisational, logistical, and project management skills.
- European Projects Assistant: Participants will assist in the development and implementation of European projects, acquiring knowledge in international cooperation, project planning, and funding mechanisms.

### Logistics:

- Hotels shared, then flat, 420€/month stipend, 600€ closing bonus for full completion.

### Professional Development:

This mission provided participants with hands-on experience in event management, digital content creation, and supporting diverse communities. These skills were highly transferable to careers in tourism, communications, event planning, and social work, making participants well-equipped for future professional challenges.

## KEY LEARNINGS AND RECOMMENDATIONS

**This mission was eventually partially discontinued due to Youth providing feedback they wanted to change the focus of their activities.** This kind of change (reallocation of Youth) critical for maintaining quality of the program, was only possible due to the quality of our partnership and network. It should always be anticipated in ALMA project, due to specificity of the Youth participating, and the risk mitigating with deep and experienced enough EU mobility organization.

# ALMA REPORT

## 2024

### TRAININGS

Service  
Civique  
Européen  
Grandir ensemble



# TRAININGS - AGENDA



# TRAININGS

Quelles sont différentes formes de communication dans une entreprise ?

Communication externe: An illustration of a handshake between two people, one in a suit and one in casual attire, with a globe in the background.

Communication interne: An illustration of a person speaking into a megaphone, with a globe and various communication icons (video camera, smartphone, laptop) in the background.

Bruno JOLY (2009), « selon sa complexité, l'entreprise va devoir développer une communication externe et interne »

## Communiquer ?

Communiquer c'est établir un échange de signes, de messages entre un émetteur et un récepteur. Ces signes peuvent être de différentes formes : visuelle, écrite, verbale ou non verbale (langage corporel, tenue vestimentaire, ton de la voix...).

Communication interpersonnelle: Two people talking to each other.

Communication de groupe: Three people sitting around a table, one holding a microphone.

Communication de masse: A television set and a movie camera.

### Qu'est-ce que la Communication externe ?

La Communication commerciale: An illustration of a group of people in business attire, with a stamp that says 'BEST QUALITY'.

La Communication institutionnelle: An illustration of a person speaking into a megaphone, with a stamp that says 'VALUES'.

OBJECTIFS :

### Influence et persuasion, le modèle de Lasswell

QUI	→	DIT QUOI!	→	COMMENT	→	À QUI	→	EFFETS!
Émetteur		Message		Média		Récepteur		Effets
Analyse du contrôle des organisations		Analyse de contenu		Analyse des médias		Analyse des auditoires		Analyse des effets

La communication comme un processus d'influence et de persuasion selon le modèle de Lasswell (1948)

# TRAININGS

# Utilisation de Canva pour vos projets

Oksana Oratovska  
Chargée de communication, CSCE

## création de contenu : design

### Quels principes de design devrais-je garder à l'esprit ?

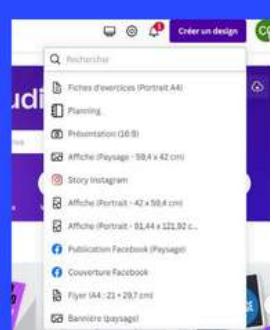
- Couleur:** Pensez au message et aux émotions que vous souhaitez transmettre et choisissez vos couleurs en conséquence.
- ÉQUILIBRE & ALIGNEMENT:** Les éléments doivent être équilibrés pour donner au design une sensation de stabilité.
- FONTS et Typographie:** Le choix des fonts, des styles et de la taille de la page a un impact sur l'efficacité de la communication d'un message.
- Acceptabilité et lisibilité:** attention aux contrastes et à la taille du texte pour faciliter la lecture de votre contenu.

## Comment créer du contenu sur Canva

### Choisir le format de design

#### Différents options:

- toile vierge
- à partir d'un modèle
- importer des images et des éléments

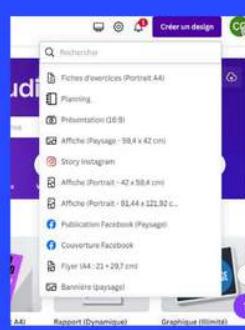


## Comment créer du contenu sur Canva

### Choisir le format de design

#### Différents options:

- toile vierge
- à partir d'un modèle
- importer des images et des éléments



## Contraste et lisibilité

Le contraste de couleurs est la **différence de luminosité** entre les couleurs de premier et d'arrière-plan. Il doit être suffisant pour permettre une **bonne compréhension des contenus**.

Pour faciliter l'accès aux informations à l'ensemble des internautes, il existe des règles standardisées pour l'accessibilité web : **le WCAG 2.1 (Web Content Accessibility Guidelines)**.

Les directives d'accessibilité du contenu Web sont classées en trois niveaux d'accessibilité (**A, AA et AAA**). Ces niveaux imposent des rapports minimums de contrastes entre la couleur du texte et celle du fond pour ainsi améliorer la lisibilité des contenus.

# TRAININGS



# Échange de connaissances autour de l'Union Européenne



# TRAININGS

## European Union institutions: a focus on the European Parliament



### How does the European Parliament work?

The European Parliament is the only directly elected European Union institution. People in the EU vote for members to represent them in the Parliament (MEPs).

#### > Groups

Most MEPs work in political groups that are made up of MEPs from different countries and different political parties. Since 2009, according to Parliament's rules of procedure, a political group shall consist of at least 25 Members elected in at least seven Member States.

#### > Committees

The Parliament has 20 permanent committees. All MEPs work in the committees. Committees come up with reports on proposed new EU laws. They propose improvements to laws. The committees vote on these proposals.

#### > Plenary sessions

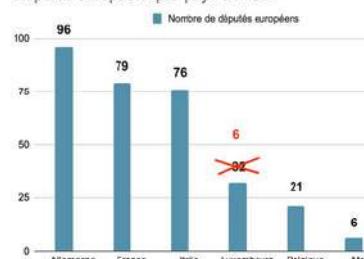
Then the whole Parliament votes on new laws during plenary sessions. Plenaries bring all MEPs together. They debate and vote on new laws. The President chairs plenary sessions.

### Composition of the European Parliament



### Focus on the European Parliament

Députés européens par pays de l'UE



#### Explana

There are 705 MEPs. Each Member State has a defined number of seats.

It obeys a rule of proportionality which depends on the number of inhabitants of each Member State.

### June 7, 1979 : First European elections

The European Parliament: the consecration of the idea of representation of citizens on a European scale

1957 : decision taken for a direct universal suffrage



22 years pass ...

It was not until June 1979 that European citizens could finally vote directly for their representatives in the European Parliament. Since then, European elections have been held every 5 years.

The right to vote is set at 18 years in all EU countries, except in Austria and Malta (16 years).

# ONBOARDING

The preparation phase of the ALMA programme included an intensive and engaging training programme, designed to cultivate self-awareness, team-building, and personal development among participants before the mobility experience. Delivered through a range of interactive and reflective activities, the training created a safe and supportive environment in which young participants could explore their identities, develop emotional intelligence, and enhance interpersonal skills.

Our training was gradual, with over one month on specific matters and subjects (see previously) to prepare Youth in their mission then 10 days, in Sarreguemines (France) more focused on the group cohesion. Training continued then all over the mobility period, digitally, with the whole group, and on ground with the hosting structures.

The programme combined creative workshops, guided meditations, and small-group discussions with practical sessions on communication, cultural awareness, and professional behavior. Emphasis was placed on personal expression, active listening, empathy, and critical thinking, helping participants build confidence and emotional resilience. These sessions not only encouraged reflection on personal values and aspirations but also facilitated deep connections among peers and mentors. Ultimately, the training laid a solid foundation for the mobility phase by equipping participants with the mindset and tools necessary to engage meaningfully with new cultural and professional contexts.

The preparation phase training provided a rich, dynamic, and transformative experience for all participants. By blending introspective practices with social interaction and practical skills, the programme created a strong emotional and cognitive foundation for the mobility phase. Participants emerged with increased confidence, greater self-awareness, and a deeper understanding of their goals and potential within the ALMA journey.



# TRAININGS

## Description of the training program

The training program was designed to foster self-awareness, team-building, and personal growth among participants. Through a variety of interactive activities, such as creative exercises, guided meditations, and group discussions, participants were encouraged to reflect on their strengths, weaknesses, and aspirations. The program aimed to enhance communication skills, promote cultural awareness, and develop professional competencies. By engaging in exercises that required introspection and collaboration, participants were able to build meaningful relationships and connect deeply with themselves and others. The training also included activities that stimulated creativity and encouraged participants to think critically about their personal and professional goals. Overall, the program sought to create a supportive environment where individuals could explore their identities, improve their interpersonal skills, and prepare for future challenges, ultimately contributing to their personal and professional development.

## Detailed program - final onboarding training in Sarreguemines - France

### March 6, 2024

The event began with the song "Shine like a diamond" as participants arrived, followed by an official welcome from the project leaders. Activities included a "Bingo" game designed to foster dialogue and team-building among participants, and an exercise where each person shared a strength and a weakness to create intimacy and self-reflection. The project leaders then explained the ALMA program. Participants engaged in a creative exercise, drawing their partners while asking three personal questions to deepen dialogue and stimulate creativity. The day also included a guided meditation to help participants recognize the multiple languages in their lives and reflect on their relationship with these languages. The session concluded with a brainstorming activity on the word "ALMA" and a feedback session where participants shared their feelings about the day.

### March 7, 2024

The day started with an encouraging song, followed by breakout sessions where participants discussed their expectations and feelings. The day included English classes and a reflection on the International Women's Day, where participants shared positive aspects of their lives. The day concluded with a feedback session and the introduction of a new ritual.

### March 8, 2024

The focus was on self-awareness and reflection through various activities, including a guided meditation on future aspirations and a creative exercise where participants drew their "language body." The day ended with a feedback session and the assignment of a task to find an inspiring figure by Monday.

### March 11, 2024

Participants shared their weekend experiences and presented their chosen idols. The day included individual reflections on the characteristics of their idols, group activities to humanize these figures, and a feedback session where participants compared themselves to their idols.

### March 12, 2024

The focus was on increasing concentration and understanding bureaucratic processes. Participants engaged in a game to enhance concentration, followed by a course on professional behavior and the creation of a charter for online training.

### March 13, 2024

New arrivals were introduced, and participants engaged in a Bingo game to get to know each other. The day included a workshop on Europe and active citizenship, where participants discussed the impacts of the EU on their personal lives and shared their stories in a plenary session.

### **March 14 and 15, 2024**

Participants shared the stories behind their names and reflected on their experiences from the week. They revisited their "Ikigai" from the previous week, chose important words, and experimented with embodying these words as characters. The day included group activities to explore the interactions between these characters and a feedback session.

### **March 18, 2024**

Participants engaged in a game of "Two Truths and a Lie" and reflected on their biographies. They shared significant aspects of their lives in small groups and provided feedback on the day's activities.

### **March 20, 2024**

Participants engaged in a breakout session with special questions and were assigned a task to send similar questions for the next day.

### **March 21, 2024**

Participants took an imaginary journey to reflect on proud moments in their lives, wrote about these moments, and shared their experiences in a plenary session. A virtual meeting between hosting structures and interns successfully fostered understanding and connection. The session included self-reflection, a "Truth or Action" game, and prepared interviews that facilitated discussions on administrative and operational aspects. This meeting created a supportive environment, addressing various topics such as the organization's mission, tasks, personal development, lodging, and logistics, ensuring clarity and alignment for all participants.

### **March 22, 2024**

The day began with a song and included activities where participants mirrored each other's movements and shared important quotes. The day concluded with a creative writing exercise and a feedback session.



# DURING MISSION

During the mobility phase of the ALMA programme, we implemented a comprehensive series of remote training sessions designed to complement participants' hands-on experiences abroad and to support their personal, social, and professional development. These sessions were delivered entirely online to ensure continuity and accessibility across different host countries (Romania, Bulgaria, and Poland), and addressed a wide range of topics, from digital skills to civic education and intercultural communication. The remote format allowed for real-time interaction and active participation, even while participants were physically located in different host cities.

## **Local Language Courses**

To facilitate integration into the host communities and improve participants' intercultural experiences, local language courses were provided in each country of mobility: Romanian, Bulgarian, and Polish. These introductory courses focused on basic vocabulary, daily expressions, and situational communication (e.g., introducing oneself, asking for directions, navigating public services). The aim was to boost participants' confidence in interacting with locals and to help them better understand the cultural context of their host country. Courses were delivered remotely by native-speaking instructors using interactive methods tailored to beginners.

## **English Language Support**

In parallel with other training activities, English language classes were offered throughout the entire duration of the programme. These sessions supported participants in strengthening their English communication skills, with a focus on conversational fluency, vocabulary development, and professional contexts (e.g., job interviews, CV writing, email correspondence). The training responded to the diverse levels of participants and aimed to increase their ability to engage confidently in international environments. Language support in English was essential not only for improving employability but also for enhancing participants' mobility experience and their interactions with peers and mentors.

## **Knowledge Exchange on the European Union**

This session provided participants with a foundational understanding of the EU's history, core values, and institutional framework. Through remote discussions and digital resources, participants explored how the EU functions, the rights and responsibilities of EU citizens, and the role of youth in shaping Europe's future. The training emphasized the importance of programmes like ALMA in promoting inclusion, mobility, and equal opportunities across member countries in Your Own Way.



# DURING MISSION

## **Succeeding in the Digital and Physical Worlds**

(S'épanouir dans le monde numérique et en présentiel)

This session helped participants build resilience and adaptability in both digital and in-person environments. Themes included time management, digital wellbeing, and maintaining motivation in hybrid settings. The workshop encouraged participants to reflect on their own digital practices and to develop strategies for succeeding in diverse personal and professional contexts.

## **Communicate in Your Own Way**

(Communiquer à ta manière)

This communication-focused session encouraged participants to explore and express their personal communication styles. Delivered through remote group activities and guided discussions, the training encouraged emotional intelligence, active listening, and assertiveness. Special attention was paid to intercultural communication and adapting one's message for different social and professional audiences.

## **Using Canva for Your Projects**

This practical training introduced participants to Canva, a user-friendly graphic design platform. Participants learned how to create resumes, presentations, visual reports, and promotional content for social media. The session also included basic principles of design and storytelling, enabling participants to visually present their projects and ideas in an impactful way.

## **European Union Institutions: A Focus on the European Parliament**

This workshop offered an in-depth look at the European Parliament's structure, decision-making processes, and relevance in the lives of EU citizens. Participants examined how policies are made and how they can participate in shaping them, especially as young Europeans. Real-life examples and interactive activities helped translate institutional theory into practical understanding.

These remote training activities—conducted throughout the mobility phase—were a key pillar of the ALMA learning experience. They provided practical skills, cultural insight, and a stronger sense of European citizenship. By combining language training, civic education, digital tools, and personal development content, we ensured that participants were well-equipped to make the most of their mobility and to continue progressing toward educational and professional goals after the programme.

# TRAININGS

The professional development program comprised a series of 14 workshops, each lasting between 2 to 3 hours, designed to enhance various competencies among participants. The workshops covered a wide range of topics, including inclusivity, digital tool utilization, project management, event planning, digital communication, and intercultural communication. The program aimed to align with the values of ALMA and the SCE, promoting diversity, inclusion, teamwork, and intercultural understanding.

Key workshops included:

- **Inclusivity:** Focused on understanding diversity, inclusion, teamwork, and intercultural dynamics, utilizing tools like Miro and Beekast.

2. **Digital Tools:** Provided foundational knowledge on using the MS Suite for effective management

3. **Project Management:** Introduced basic project management concepts, including project planning, financial management, and evaluation.

4. **Event Planning:** Offered practical experience in organizing various events such as conferences, concerts, and festivals.

5. **Digital Communication:** Covered strategies for effective communication on social media and developing communication plans.

6. **Canva Utilization:** Practical application of Canva for event organization.

7. **Online Campaign Development:** Provided practical advice on developing and managing online campaigns.

8. **Intercultural Communication and Conflict Resolution:** Enhanced skills in managing intercultural interactions and resolving conflicts.

9. **Professional Identity and Public Speaking:** Focused on building a professional identity through effective communication and public speaking.

10. **Entrepreneurship for Youth:** Targeted young individuals with fewer opportunities, providing entrepreneurial skills and knowledge.

11. **Interview Preparation:** Prepared participants for job interviews and writing motivation letters in English.

12. **Civic Engagement:** Educated participants on European elections and active citizenship, including practical voting simulations.

13. **Motivation Circles:** Explored motivational techniques and self-reflection.

14. **Autonomous Living:** Provided advice for living independently, especially abroad.

Overall, the program aimed to equip participants with essential skills for personal and professional development, fostering a supportive environment for growth and learning.

# FOLLOW UP

Following the core mobility phase of the ALMA programme, we implemented a structured and multi-layered follow-up strategy to support the 30 French participants in their transition towards professional or educational pathways. These follow-up activities were designed to consolidate the personal and vocational growth achieved during the programme and to provide targeted guidance for the next steps in their integration process. The follow-up phase combined individual support, practical training, and networking opportunities, ensuring that each participant received tailored assistance aligned with their personal goals and professional aspirations.

## **Online Training: Preparing for Professional Interviews**

To equip participants with the necessary tools for successful job-seeking, we delivered an online training module focused on interview preparation. This session covered key aspects such as understanding employer expectations, structuring responses using the STAR method (Situation, Task, Action, Result), managing anxiety during interviews, and presenting one's experience effectively. Practical exercises and mock interviews were included to allow participants to apply these techniques in a simulated environment. The training also introduced participants to intercultural aspects of professional communication, with attention to differences in recruitment practices between France and other European countries.

## **Individual Orientation with Assigned Mentors**

Each participant was matched with a dedicated mentor who provided one-on-one guidance throughout the post-mobility phase. The mentoring process focused on reviewing and enhancing each participant's CV and motivational letter, with a strong emphasis on clarity, coherence, and relevance to their target opportunities. Mentors also supported participants in navigating the job market by identifying suitable job offers, internship placements, or educational programmes. Additionally, tailored coaching sessions were provided to help participants set realistic short- and long-term objectives, overcome barriers to employment, and strengthen their self-confidence. The individual approach allowed mentors to adapt their guidance based on each participant's background, skills, and motivation.

## **Networking Opportunities and Events**

To foster a sense of professional community and to facilitate direct contact with potential employers and institutions, participants were invited to attend several events and conferences organized by the Collectif pour un Service Civique Européen. These events included thematic panels, career fairs, and informal meet-and-greet sessions with professionals from various sectors. Participants had the opportunity to present their experiences during the ALMA programme, engage in discussions with practitioners and recruiters, and expand their network within the local and international job market. These activities not only offered exposure to concrete opportunities but also reinforced the participants' motivation and sense of belonging to a broader European professional context.

These follow-up measures have proven to be a key component in ensuring the continuity of support for ALMA participants beyond the mobility experience. By combining capacity-building workshops, personalized mentoring, and professional networking, we created a supportive ecosystem that empowered participants to take active steps toward their educational and career goals.

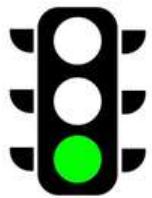
# ALMA REPORT PARTICIPANTS

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Service  
Civique  
Européen  
*Grandir ensemble*

# RESULTS (LEGEND)



In order to ease consultation, we offered a “signal system” to quote (without any value judgement) quickly the situation of Youth at different stages

## INITIAL SITUATION OF THE NEET (ASSESSMENT OF INITIAL DIFFICULTIES)



Youth temporarily in difficult situations but mostly autonomous



Agravated situations (drop out, without skills, or previous experience), feeling of abandonment and necessity of support



Entrenched, social, educational, and personal issues, often with mental illness backgrounds needing extensive care

## EMPLOYMENT IN ALMA AND SKILLS DEVELOPED (BEHAVIORS DURING MISSIONS AND MOBILITY)



Well integrated, motivated, exemplary and satisfying all requirements



Problems of adaptation during the missions, showing occasional discipline issues



Repeated difficulties of integration and in filling expectations, extended need of attention and assistance, not autonomous by the end

## INSERTION REALIZED BY THE END OF ALMA (FINAL OUTCOME)



Corresponding to desire, stable and long term, autonomy reached



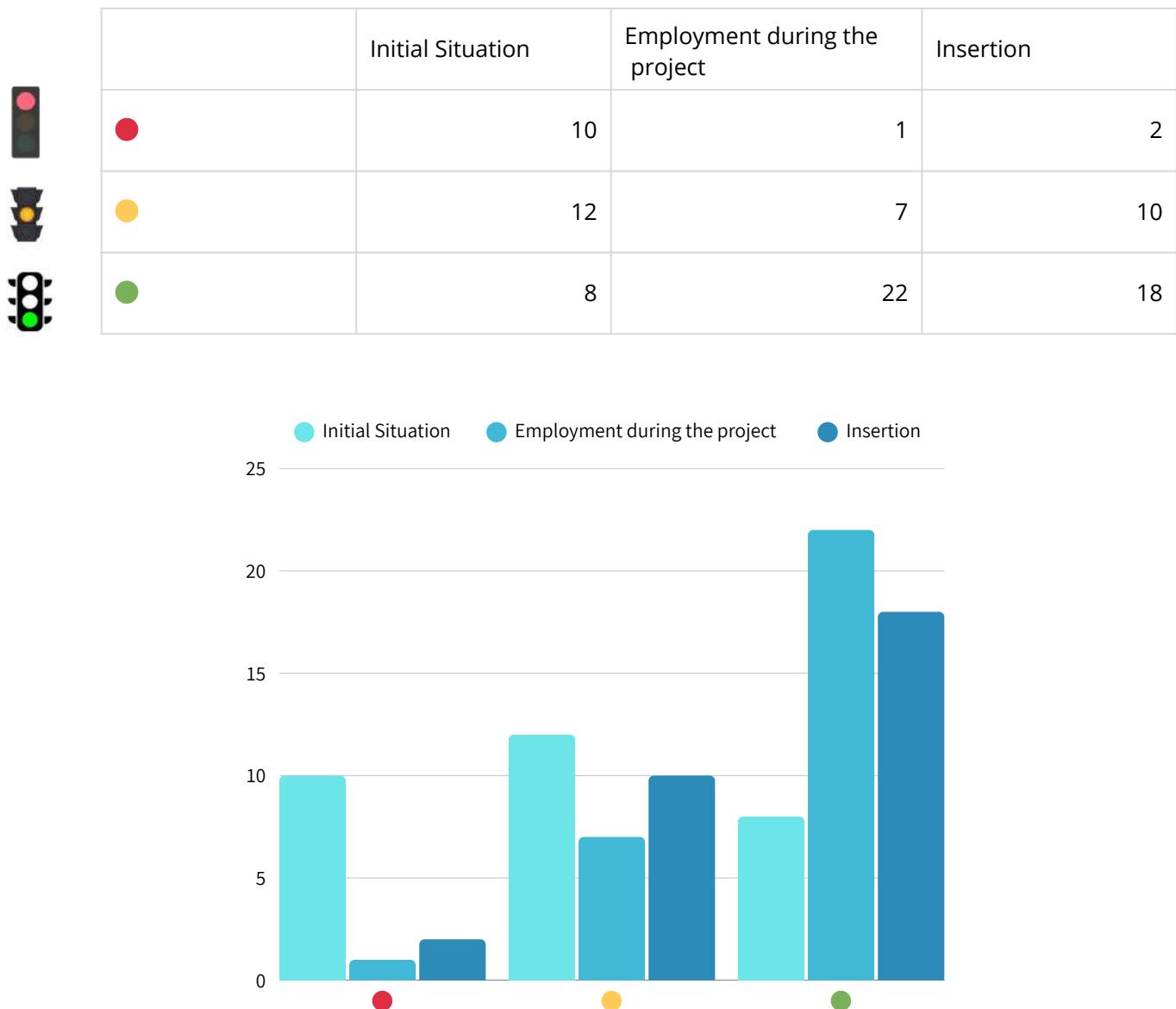
Well integrated, successful but temporary, need of further personal insertion effort



Lack of insertion by the end of program external effort and probably care still needed

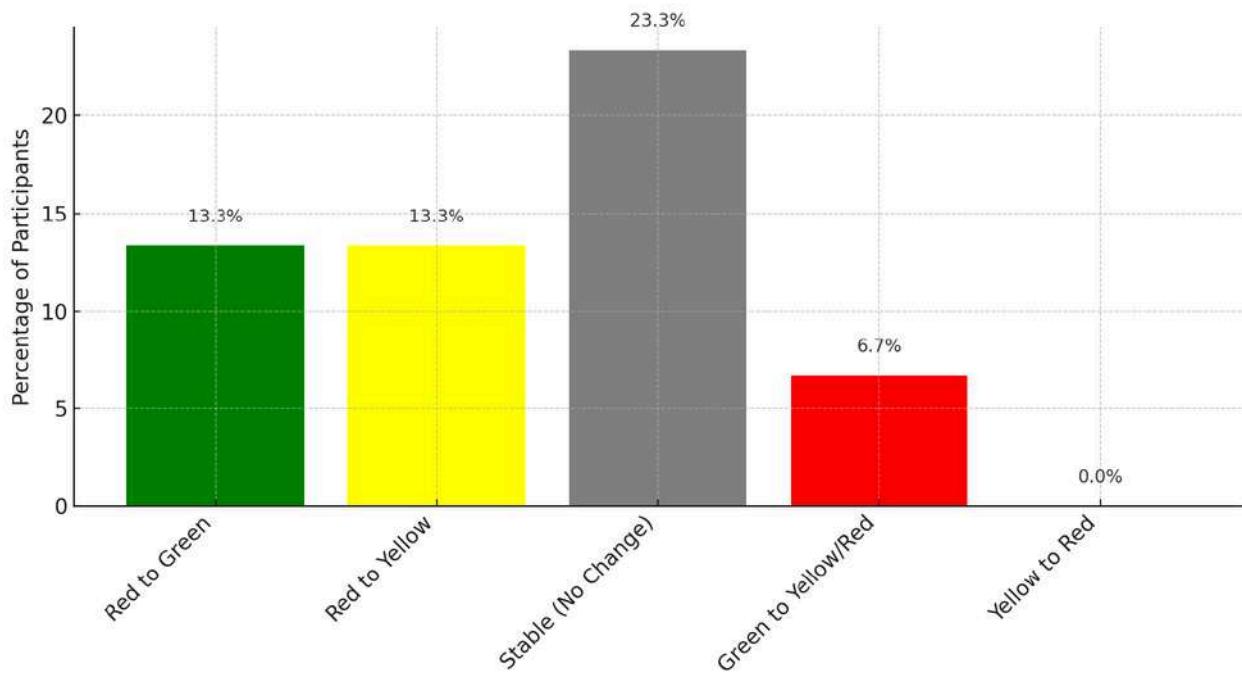
# KEY INSIGHTS AND OBSERVED TRENDS

**Distribution of Light Indicators Across Project Phases**



**Despite initial strong heterogeneity and a lot of very difficult situations, the data reveals a clear upward trend in participant progression throughout the ALMA program. Discipline and behavioral problems during the program remained low and tied to mental health complications.** Initially, most participants were in difficult situations (Red and Yellow), but by the Employment & Skills phase, the number in Green rose sharply, reflecting significant improvement. Although there was a slight drop in Green at the final stage of insertion (due to going back to a sometime negative environment), the overall increase in Yellow and sustained reduction in Red demonstrate the program's positive impact on participant outcomes.

## Participant Progress Over Time



**Biggest impact of the program is logically on Youth with the most difficulties**, with  $\frac{1}{4}$  of them experiencing a strong improvement of their behaviors, integration and eventually insertion (and especially the potential quality of it). The few examples of people (6,7% or 2 out of 30) experiencing a decrease is due either to discipline problems, or reveal of psychiatric disorders during the mission.

The graph illustrates encouraging trends in participant progression throughout the ALMA program. Many individuals who began in vulnerable situations showed clear **upward** mobility, moving from critical conditions to more stable or favorable ones by the program's end. This reflects the effectiveness of the initiative in supporting meaningful personal and professional development. A large portion of participants also maintained **stable** conditions throughout, highlighting the program's role in sustaining positive outcomes. **This stability translates itself in reality in a progress, as initially all youth were unemployed, but inserted by the end (instead of the risk of spiraling down)**

## KEY LEARNINGS AND RECOMMENDATIONS

A lot of issues NEETs face are due to family environment and their context of origin. It should not be underestimated how it can lead to regression, post experience when the youth go back home. In any case, post EU mobility a risk of depression already exist.

This can be mitigated by anticipated proper care, if necessary psychological, and establishing post experience clear plans while the Youth is still in mobility and more easily accessible

# (BULGARIA/ ROMANIA)

10/06/2000



## **INITIAL SITUATION OF THE NEET (UNEMPLOYED / YWFO SOCIAL BACKGROUND)**

After graduating in Performing Arts, specializing in cinema, XXXX decided to take part in the ALMA project to refine his professional skills in the cultural sector.



## **EMPLOYMENT IN ALMA AND SKILLS DEVELOPED**

During his time at the Perspectives Institute in Bulgaria, XXXX focused on developing professional skills to support his career path in the cultural sector. He contributed to the design of various workshops, particularly targeting children from socially marginalized backgrounds, covering subjects such as French language lessons, art, and sports. Additionally, he assisted with fundraising for events, managed social media platforms, and supported the organization's communications efforts.

During his internship at the FNT Youth Centre in Bucharest, XXXX organized film-related activities for young Ukrainian refugees, created visual content for social media, and contributed to fundraising and partnership development. This experience allowed them to develop skills in visual communication, project management, and collaborative work in a humanitarian context.

**SKILLS DEVELOPED:** Project / group management, fundraising, communication

## **WISHES FOR THE INSERTION**

Building on the training experience acquired through the ALMA project, XXX was looking for a professional career in project management and fundraising in NGOs implementing European youth projects.

## **INSERTION REALIZED BY THE END OF ALMA**

He is currently working as a volunteer in Estonia in a NGO.

# (POLAND) 12/20/1999

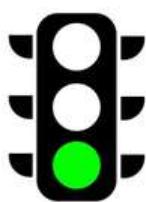
## **INITIAL SITUATION OF THE NEET (UNEMPLOYED/ YWFO GEOGRAPHICAL LOCATION)**



XXXXX obtained a Master's in Management of European Affairs from the University of Lille in 2023, specializing in EU institutions and diplomacy. He completed an internship at the French Consulate General in Hamburg. After completing his academic studies, however, he found himself in a situation of unemployment. For this reason, he decided to pursue a training opportunity through the ALMA programme.

## **EMPLOYMENT IN ALMA AND SKILLS DEVELOPED**

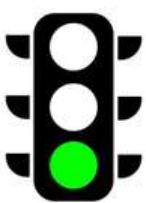
Thanks to the ALMA programme during his stay in Poland, XXXX developed key skills in project management, communication, and cross-cultural collaboration.



His work, including coordinating a transnational Erasmus+ project to promote vocational training for young graduates, strengthened his abilities in research, drafting European project calls, and event organization.

He managed events for the Triangle de Weimar association and Visegrad Triangle and organized French and English courses for young Ukrainians. Notably, his role in organising a conference on the 2024 European elections demonstrated his expertise in European institutions and his capacity to handle large-scale projects.

**SKILLS DEVELOPED:** public speaking, projects management, languages and coordination



## **WISHES FOR THE INSERTION**

Thanks to the combination of his previously acquired linguistic and experiential skills, along with those further developed through the ALMA program, XXXX aimed to deepen his understanding of diplomacy and ultimately pursue it as his long-term career in French Diplomatic Network

## **INSERTION REALIZED BY THE END OF ALMA**

As a further step towards achieving this professional goal, following the conclusion of the ALMA experience, XXXX is working as scientific advisor at the French Embassy in Germany.



# (POLAND) 28/02/2001



## **INITIAL SITUATION OF THE NEET (SCHOOL DROPOUT, INACTIVE / YWFO EDUCATION GROUND)**



After spending several years studying management and administration at a technical school, XXXX did not finish his education and ended up inactive. He took part in the ALMA project as an opportunity to improve his professional skills and as a first experience abroad, to improve his English.

## **EMPLOYMENT IN ALMA AND SKILLS DEVELOPED**



Through his training with the ALMA project, his first time living and working abroad, XXX further worked at the FIRE Fundacja organisation as a European projects assistant where he had the opportunity to hone his professional skills in public engagement, particularly in designing and managing EU information workshops. Additionally, he gained valuable experience in event organization, overseeing concerts and artistic and musical performances.

Finally, XXXX had the opportunity to write an e-book focused on the themes of integration and cultural shock, further expanding his expertise in content creation and cultural topics. Himself cultivating artistic side, he realized several shows as a singer

**SKILLS DEVELOPED:** self-confidence, public expression, first work experience, mastery of English

## **WISHES FOR THE INSERTION**



XXXX hoped to return to France and resume his training as an electrical technician, continuing his studies in the professional field. Eventually he would like to enjoy another experience abroad

## **INSERTION REALIZED BY THE END OF ALMA**

XXXX is currently employed in temporary jobs in factory, he is accompanied to go back to Poland with European Solidarity Corps



# (POLAND)

## 16/08/2000



### **INITIAL SITUATION OF THE NEET (UNEMPLOYED / YWFO SOCIAL BACKGROUND)**



After 5 years of experience in the military and police forces in France, a decorated Veteran in 3 wars led by France, XXXX decided to change career paths. Facing unemployment and always willing to reconnect with his Polish origins he committed to ALMA Project.



### **EMPLOYMENT IN ALMA AND SKILLS DEVELOPED**

XXXXX first experience abroad through the ALMA project was both transformative and enriching. Beginner in English, and willing to learn Polish he focused on languages and local integration. Working in a social restaurant, he developed strong teamwork and customer service skills. Immersed in daily interactions with colleagues and customers, Allan significantly improved his English and even began learning Polish, gaining valuable language and communication skills. This opportunity helped him grow more confident, independent, and ready for future international challenges.

**SKILLS DEVELOPED:** Mastery of English and Polish, Integration in Polish Society, adaptation to civil world

### **WISHES FOR THE INSERTION**

XXX expressed a strong interest in remaining in Poland, aiming to secure stable employment as a direct outcome of the professional development fostered by the ALMA programme.



### **INSERTION REALIZED BY THE END OF ALMA**

XXXX now works at Capita Polska where he is Customer Service Agent for French public. He is now a permanent resident of Poland.

# (BULGARIA/ POLAND)

14/08/2004



## **INITIAL SITUATION OF THE NEET (UNIVERSITY DROPOUT, INACTIVE)**

XXX is a young man who dropped out of preparatory class before completion and was inactive. He chose to take part in the ALMA project to acquire and improve his professional skills.



## **EMPLOYMENT IN ALMA AND SKILLS DEVELOPED**

During his participation in the ALMA project in Bulgaria, first living and working experience abroad, XXX contributed to promoting and managing a youth centre "Institute Perspective" through the creation of social media content and the organization of events for children and teenagers. This experience allowed them to acquire practical knowledge in marketing and communication, and to develop key skills such as content creation, event planning, teamwork, and audience engagement on digital platforms.

During his mobility period in Poland, XXX contributed to the smooth running of a social restaurant by handling cleaning, table setting, customer service, and preparing certain Polish dishes and classic cocktails. He also helped manage food and beverage stock and ensured compliance with health regulations. Baptiste gained and honed skills in customer service, teamwork and time management.

**SKILLS DEVELOPED:** first work experience, languages, professional service and catering experience, self-confidence

## **WISHES FOR THE INSERTION**

As he advances in his career, XXX wants to become a professional of hospitality industry (catering, waitering and management)



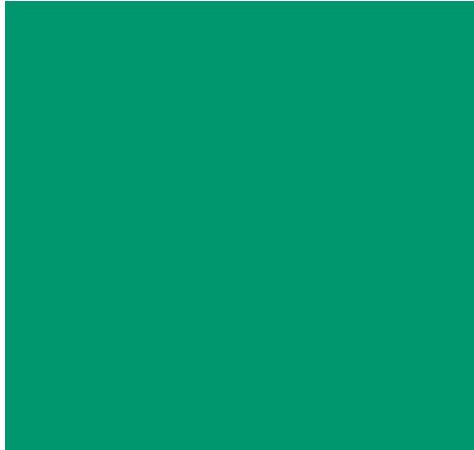
## **INSERTION REALIZED BY THE END OF ALMA**

XXX is currently enrolled in professional training at a technical school specializing in hospitality and personal services, after first experience in domain, he works in restaurant before starting his apprenticeship



# (ROMANIA)

## 20/05/2000



### **INITIAL SITUATION OF THE NEET (UNEMPLOYED/ YWFO MIGRANT BACKGROUND)**

As an integral part of her study of international and diplomatic relations, XXX decides to take part in the ALMA project to strengthen her professional skills after facing unemployment



### **EMPLOYMENT IN ALMA AND SKILLS DEVELOPED**

During her training and professional development in Romania, XXX worked with the National Youth Foundation in Bucharest, where she gained valuable experience in project design and implementation aimed at supporting both Romanian youth and Ukrainian refugees. This role allowed her to refine essential skills, including fundraising, Microsoft Office proficiency, and budget planning and management, all of which contributed significantly to her professional growth. She experienced difficulties in engaging sometimes with the program.

**SKILLS DEVELOPED:** first work experience, projects management, fundraising



### **WISHES FOR THE INSERTION**

XXX, thanks to her outstanding language skills and other experiences gained also through the ALMA programme, was looking for a VIA in the field of international relations and French diplomacy.

### **INSERTION REALIZED BY THE END OF ALMA**

She is currently performing a period of international civic service in Morocco, in the humanitarian sector. She wants later on to join diplomatic service.



# (ROMANIA)

## 06/04/2000



### **INITIAL SITUATION OF THE NEET (UNEMPLOYED/ YWFO WITH MIGRANT BACKGROUND)**

As a crucial part of his studies in international and diplomatic relations, XXX chose to participate in the ALMA project to enhance his skills and better prepare for entering the professional world, after facing unemployment.



### **EMPLOYMENT IN ALMA AND SKILLS DEVELOPED**

During his training and professional development in Romania, XXX worked with the National Youth Foundation in Bucharest, where he gained valuable experience in writing and managing projects that supported both Romanian youth and Ukrainian refugees. This experience allowed Ilyes to strengthen key skills in diplomacy and public relations, particularly in working collaboratively with international organizations operating in Romania.

He eventually coordinated international events (such as in Berlin) and projects and worked on potential public policies.

**SKILLS DEVELOPED:** first work experience, projects management, public management, policies and coordination



### **WISHES FOR THE INSERTION**

Thanks to his studies and professional skills acquired in courses such as ALMA, XXX was looking for a VIA in the field of international relations and French diplomacy, considering also the career possibilities in large systemic companies.

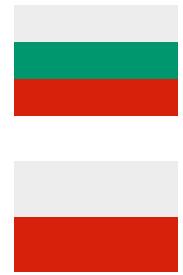


### **INSERTION REALIZED BY THE END OF ALMA**

XXX is now working at French Tech in Warsaw, the official Tech branch of French diplomatic effort. He was recruited long term.

# (BULGARIA/ POLAND)

15/08/2001



## **INITIAL SITUATION OF THE NEET (UNIVERSITY DROPOUT, INACTIVE/ YWFO PSYCHOLOGICAL)**



Upon completing his bachelor's degree in film, along with gaining valuable work and volunteer experience, XXX, a non-binary person with mental health struggles, chose to participate in the ALMA program to further refine their professional skills.

## **EMPLOYMENT IN ALMA AND SKILLS DEVELOPED**



During this mission in Bulgaria, first living and working experience abroad, XXX engaged with local communities, improving his English communication through daily interactions and collaborative projects. While developing basic professional skills, they honed strong intercultural and interpersonal skills while gaining a deeper understanding of social issues affecting the region.

During the mission in Poland, XXX worked in a restaurant environment, assisting both in the kitchen and at the bar. He acquired practical skills in catering and food service, while also learning to work efficiently in a fast-paced team setting, enhancing their time management and customer service abilities.

**SKILLS DEVELOPED:** first work experience, self-confidence, languages

## **WISHES FOR THE INSERTION**



As a future career, Jeff aspired to work in the art and culture industry, preferably abroad.

## **INSERTION REALIZED BY THE END OF ALMA**

Jeff is currently employed in temporary job missions in France and has been accompanied for an artistic project in Berlin.



# (ROMANIA)

## 28/12/2001



### **INITIAL SITUATION OF THE NEET (INACTIVE UNIVERSITY DROPOUT/ YWFO PSYCHOLOGICAL)**

Passionate about exploring social dynamics, she chose to specialize in journalism and audiovisual media, with the goal of becoming a dedicated and rigorous journalist committed to fostering a deeper understanding of the world. Eventually she stopped studying. XXX, suffering from mental health disorders, was looking for a first experience abroad.



### **EMPLOYMENT IN ALMA AND SKILLS DEVELOPED**

XXXX participation in the ALMA professional development program marks her first experience abroad. This opportunity has allowed her to enhance her skills in communication, as well as in video and photo editing. Additionally, it has provided her with the chance to improve her English language proficiency.

She realized communication work, small videos and articles. Regular discipline problems due to improper following of her psychiatric care, impaired her progress.



**SKILLS DEVELOPED:** First work experience, first experience abroad, English improvement

### **WISHES FOR THE INSERTION**

XXX aimed to pursue further studies in journalism, ideally complemented by an international experience.

### **INSERTION REALIZED BY THE END OF ALMA**

XXX is currently enrolled in a journalism program in Bucharest University and a permanent resident of Romania.

# (POLAND) 10/12/1999

## **INITIAL SITUATION OF THE NEET (UNEMPLOYED/ YWFO GEOGRAPHICAL LOCATION)**

XXX obtained a Master's degree in Intercultural Relations and International Cooperation (RICI) from the University of Lille, with a specialization in European affairs, multilingual communication, and geopolitical dynamics. During his studies, he completed a research internship at CECRI-UCLouvain and worked as a French language instructor at the Alliance Française in Armenia. After completing his academic path, he chose to participate in the ALMA programme to gain further hands-on experience in the field of international cooperation and youth engagement.

## **EMPLOYMENT IN ALMA AND SKILLS DEVELOPED**

During his volunteering placement at Creativity Works Europe in Kielce, XXX acquired valuable experience in project management, intercultural teamwork, and educational outreach.

He contributed to organizing cultural camps for European youth and co-founded a free French-language school for Polish and Ukrainian children. These tasks enhanced his skills in communication, planning, and adaptability, while also reinforcing his sense of initiative and commitment to social impact in an international environment. He repeatedly commit to international events and acted as group leader.

**SKILLS DEVELOPED:** English improvement, project and events management, leadership

## **WISHES FOR THE INSERTION**

XXX wished to work in International Affairs, especially oriented to the Slavic World, in Diplomacy or Defense, for French Governement

## **INSERTION REALIZED BY THE END OF ALMA**

After some temporary work for self-funding XXX passed successfully the tests to integrate Officer course within the French Land Army. He is currently following the French military Officer course.

# (BULGARIA/ ROMANIA)

11/02/1999



## **INITIAL SITUATION OF THE NEET (UNEMPLOYED/ YWFO MIGRANT BACKGROUND)**



XXX holds a Bachelor's degree in Fashion Design from LISAA Paris and has developed her artistic and creative skills through various international experiences, including an Erasmus internship in Ireland and a service mission in Bulgaria. Before joining the ALMA programme, she was actively involved in creative industries and civic service, combining design work with public engagement. Her growing interest in communication, cultural outreach, and youth empowerment led her to seek an experience where she could apply her talents in a socially impactful setting.

## **EMPLOYMENT IN ALMA AND SKILLS DEVELOPED**

As part of the ALMA programme, XXX joined Bulgaria experience and acted there as a group leader as well the main communication coordinator. In the FNT Youth Center in Romania in 2024 she committed in the fundraising department.



Her role combined creative education and digital communication. She led workshops in sewing, textile creation, and color theory, engaging young people — including Ukrainian refugees — in artistic self-expression. She also managed the Youth Center's online presence, producing social media content that significantly improved visibility and engagement, particularly through TikTok and Instagram Reels. Throughout this experience, she developed strong skills in community engagement, workshop facilitation, social media strategy, content creation, and intercultural teamwork.

**SKILLS DEVELOPED:** professional communication, video editing, fundraising

## **WISHES FOR THE INSERTION**



XXX objective in joining the ALMA programme was to connect her background in fashion and design with communication and youth-oriented project work. She aimed to build a professional path that combines creativity with social purpose, particularly in international environments. The ALMA experience enabled her to explore this intersection — all of which support her ambition to work in socially responsible and cross-cultural creative industries.

## **INSERTION REALIZED BY THE END OF ALMA**

XXX is currently engaged in a training program focused on developing entrepreneurial skills, in order to establish her own independent business. She is at the same time establishing her own business



# 17/01/1999



## **INITIAL SITUATION OF THE NEET (UNEMPLOYED)**



XXX completed a Master's degree in International Negotiations at Sciences Po Strasbourg, with a strong academic focus on multilateral diplomacy, international organizations, and intercultural project development. During her studies, she spent two years in South Korea, deepening her intercultural competencies and global perspective. Her final year included volunteering for an environmental NGO in France, where she was responsible for communications and awareness-raising campaigns. These diverse experiences reflect a strong commitment to civic engagement and international cooperation, which led her to seek a practical opportunity to apply her skills through the ALMA programme.



## **EMPLOYMENT IN ALMA AND SKILLS DEVELOPED**

Through the ALMA programme, XXX joined the Romanian youth NGO FNT from April to September 2024, in collaboration with the Collectif pour un Service Civique Européen. She was integrated into the European project development team and took a leading role in drafting funding proposals, including applications to the French embassy and European Union.

She also coordinated youth workshops, developed partnerships under Erasmus+ Youth Exchange, and contributed to social media campaigns targeting young people and refugee communities. These activities enabled her to develop key professional skills in project coordination, fundraising, digital communication, intercultural teamwork, and policy advocacy. She experienced difficulties in engaging sometimes with the program.

**SKILLS DEVELOPED:** first work experience, projects management, fundraising



## **WISHES FOR THE INSERTION**

XXX participation in the ALMA programme aligned with her aspiration to begin a professional career in the field of international cooperation, humanitarian and youth engagement. She aimed to strengthen her practical experience with project management and communication in an NGO setting, with a particular interest in advocacy for youth rights and access to essential services. Her longer-term objective is to work in international NGOs or institutions where she can contribute to inclusive development policies and cross-cultural dialogue.

## **INSERTION REALIZED BY THE END OF ALMA**

XXX is currently conducting an experience through the WHP program in South Korea.



# (ROMANIA) 24/01/2005



## **INITIAL SITUATION OF THE NEET (UNEMPLOYED/ YWFO MIGRANT BACKGROUND)**

XXX was unemployed, after technical studies in England, trying to work in the service and hospitality industry. He decided to take part in the ALMA programme to acquire and refine professional skills, as well as acquire a further professional experience abroad.



## **EMPLOYMENT IN ALMA AND SKILLS DEVELOPED**

During the ALMA professional training experience, XXX actively participates by acquiring new skills in project management and coordination as well as basic professional skills such as teamwork, the organisation of work and respect for deadlines.

XXX coordinated regularly Ukrainian refugees group and conducted several fundraising projects.

**SKILLS DEVELOPED:** autonomy, group management, projects coordination, trainer experience



## **WISHES FOR THE INSERTION**

XXX, as a continuation of his professional journey, sought employment either in the UK or in France, if possible in the service industry



## **INSERTION REALIZED BY THE END OF ALMA**

XXX

is currently working as a kitchen assistant at Loungers in the UK.



## (POLAND) 11/10/2005



### **INITIAL SITUATION OF THE NEET (INACTIVE SCHOOL DROPOUT/ YWFO PSYCHOLOGICAL)**

After several short work experiences, XXX was in an unemployment situation and needed a psychological support.

### **EMPLOYMENT IN ALMA AND SKILLS DEVELOPED**

XXX completed her mission at Creativity Work Europe in Kielce, where she supported various activities related to European project preparation and youth involvement. This was her first work experience abroad, and she assisted in preparing Erasmus+ projects, conducting local diagnoses, and organizing conferences on youth participation in public life.

She also supported language lessons for children and adults and helped in organizing workshops on topics like social involvement, youth in Europe, and inclusive activities through theatre and music. Additionally, Seraphine contributed to organizing language camps, gaining practical experience in education, event management, and teamwork in an international context.

**SKILLS DEVELOPED:** first work and abroad experience, autonomy, self-confidence



### **WISHES FOR THE INSERTION**

As a continuation of her career path, XXX wished to engage in additional professional training experiences abroad to acquire and refine essential skills and take time for her self development.

### **INSERTION REALIZED BY THE END OF ALMA**

She is currently engaged in a volunteering experience in Italy where she helps in a Church, a youth center and learn Italian



# (POLAND) 11/01/2005



## **INITIAL SITUATION OF THE NEET (INACTIVE SCHOOL DROPOUT/ YWFO PSYCHOLOGICAL)**

XXX was experiencing educational disengagement and required psychological support after dropping out entirely from the School system.



## **EMPLOYMENT IN ALMA AND SKILLS DEVELOPED**

During her first experience abroad of professional growth and development, Annaelle acquired basic professional skills as managing working time and deadlines, organisation and accuracy. In addition, through the activities undertaken, she developed professionalism in the field of personal and support services.

She improved her English and learn to work in a social restaurant where she integrated herself socially and in a team.

**SKILLS DEVELOPED:** First work and abroad experience, autonomy, learning to integrate socially and in a team.



## **WISHES FOR THE INSERTION**

XXX as a continuation of her work path would have liked to work with animals (activities connected to the management, care and protection of animals).

## **INSERTION REALIZED BY THE END OF ALMA**

XXX is currently enrolled in an animal care professional training and engaged previously in internships to prepare it.



# (ROMANIA)

## 24/09/1999



### **INITIAL SITUATION OF THE NEET (UNEMPLOYED)**

After graduating in international relations and gaining experience through volunteer work, XXXX found herself unemployed and chose to participate in the ALMA project in order to access international experience, as she wanted to work in this field, and especially in cultural or associative field.



### **EMPLOYMENT IN ALMA AND SKILLS DEVELOPED**

During her professional training period at FNT Youth Centre in Bucharest from May to October 2024, she gained valuable experience in writing and managing projects. Additionally, skills in cultivating and maintaining public relations have been honed.

Willing to continue abroad, but in Balkans area, she was accompanied to do so. Notably, you participated in and coordinated a two-week intergovernmental project in Bosnia and Herzegovina.

**SKILLS DEVELOPED:** Language skills, projects and events management, fundraising



### **WISHES FOR THE INSERTION**

For her future career, XXX sought to pursue a path in the cultural sector or to embark on a diplomatic career with a particular focus on the Balkans.

### **INSERTION REALIZED BY THE END OF ALMA**

XXX is currently working in French Institute, with French Cultural Diplomacy in Bosnia and Herzegovina , as an assistant for cultural action and communication.

# (BULGARIA/ POLAND)

24/03/2004



## **INITIAL SITUATION OF THE NEET (INACTIVE SCHOOL DROPOUT/ YWFO DISABILITY)**

Suffering from physical and psychological difficulties, XXX did not complete his academic journey and being unemployed he decided to participate in the ALMA project to acquire new vocational skills. Experiencing regular depressive moments, due to physiological issues, he struggles with remaining active. His personal objective was to master English.



## **EMPLOYMENT IN ALMA AND SKILLS DEVELOPED**

During the training through the ALMA project, XXX first independent professional experience abroad, he acquired basic skills such as work organization and meeting deadlines. Unable initially to speak English, he did a lot of progress.

**SKILLS DEVELOPED:** first work experience, and experience abroad, able to speak English by the end of the program, basic autonomy and social skills



## **WISHES FOR THE INSERTION**

As a continuation of his training, XXX wished to return to France to further his vocational education.

## **INSERTION REALIZED BY THE END OF ALMA**

By the end of the project, XXX, who experienced several depressive episodes and health issues, is not inserted. He is however accompanied to engage in national railway vocational training. He must first deal with his health.



11/02/1999



## INITIAL SITUATION OF THE NEET (UNEMPLOYED)

Following her studies in languages and business management at both European and global levels, and after gaining diverse experience in the commercial and sales sectors, XXX was currently unemployed and chose to participate in the ALMA project. She wanted to use this experience as an opportunity to either convict herself to continue in logistics, or change field and maybe go back to study.

## EMPLOYMENT IN ALMA AND SKILLS DEVELOPED



During her professional development through the ALMA programme, which was her first professional experience abroad, she acquired project coordination skills as well as group management skills. XXX completed a mission at Ferment Neo Bistrot in Kielce, where she gained valuable hands-on experience in various aspects of the hospitality and culinary industry. During her time there, she learned essential skills and contributed to multiple areas of the business. She began by learning how to use the cash register, gaining proficiency in handling transactions and managing financial processes. Additionally, Sibly developed strong communication skills through customer service, where she learned how to effectively engage with guests and ensure a positive, welcoming atmosphere.

Sibly also had the opportunity to cook local traditional dishes, allowing her to deepen her understanding of the regional cuisine and the unique flavors specific to Kielce.

In addition to her culinary tasks, she was involved in preparing art exhibitions, assisting in the setup and contributing to the creative side of the bistrot. Lastly, she participated in renovations, working on improving and maintaining the physical space of the bistrot to ensure it remained a pleasant environment for guests.

**SKILLS DEVELOPED:** first experience abroad, language, working with the public



## WISHES FOR THE INSERTION

As a wish to continue her career, XXX would have liked to continue training in logistics or work in the services sector.

## INSERTION REALIZED BY THE END OF ALMA

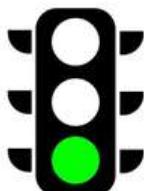
XXX is currently employed in a company that deals with logistics and the provision of services to the person. She plans to ask for relocation to Southern France.

# (POLAND) 29/07/2001



## **INITIAL SITUATION OF THE NEET (INACTIVE UNIVERSITY DROPOUT/ YWFO PSYCHOLOGICAL)**

XXX did not complete his formal education and experienced psychological challenges. He is a self taught multi-invested in diverse forms of arts, such as visual and audio arts.



## **EMPLOYMENT IN ALMA AND SKILLS DEVELOPED**

Through the professional development experience offered by the ALMA programme, his first such experience abroad, XXX has enhanced essential professional skills, including work organization, task management, and adherence to deadlines. Additionally, he has gained the opportunity to organize events and art exhibitions.

XXX worked in the arts center, organizing exhibitions and different kind of cultural events. He regularly produced arts during his experience, that were showcased in the dissemination events of the projects (in Warsaw, Berlin and Paris).

## **WISHES FOR THE INSERTION**

As a continuation of his career path, XX wished to pursue further experiences abroad in the art world, with the aim of establishing a career in this field.



## **INSERTION REALIZED BY THE END OF ALMA**

XXX after completed several part time job, was hired by the Castle of Caen. He is currently accompanied for a new opportunity of volunteering in an artistic project in Italy in order to focus on his arts career.



05/03/2004  
(ROMANIA)

## INITIAL SITUATION OF THE NEET (INACTIVE SCHOOL DROPOUT/ YWFO EDUCATION)

XXX is a young man with a migrant background, who did not complete his schooling, with some experience in the agricultural sector. He decided to take part in the ALMA project to acquire useful professional skills.

## EMPLOYMENT IN ALMA AND SKILLS DEVELOPED

During his working related experience at Fundația pentru Tineret(FNT) in Oradea, Romania, XXX took part in a variety of youth-centered activities aimed at promoting creativity, civic engagement, and non-formal education. He supported the organization in developing and running workshops for local young people, covering topics such as teamwork, cultural awareness, environmental responsibility, and personal development.

XXX was also actively involved in the planning and implementation of events such as eco campaigns, social media initiatives, and community projects, often contributing his own ideas and energy. Through this experience, he strengthened his communication and organizational skills, while engaging directly with the local community and contributing to inclusive, participatory initiatives.

 **SKILLS DEVELOPED:** first work and abroad experience, basic autonomy

## **WISHES FOR THE INSERTION**

As a wish for his future career, XXX wished to secure a regular job at an entry level, without the necessity of any specific qualifications.

## **INSERTION REALIZED BY THE END OF ALMA**

XXX is working part time job and looking for one more sustained, before enrolling in a technical degree in September. He completed before a EU certificate giving him his first certification. He is regularly employed as part of his apprenticeship studies



POLAND)

11/06/2002



#### **INITIAL SITUATION OF THE NEET (UNEMPLOYED/ YWFO MIGRANT BACKGROUND AND PSYCHOLOGICAL)**

After obtaining a university degree, XXX was unemployed. A first experience abroad within the European Solidarity Corps already helped him a lot better integrate socially and professionally and he was willing to try another time abroad.



#### **EMPLOYMENT IN ALMA AND SKILLS DEVELOPED**

During his work-related experience at the National Autism Society in Kielce, XXX was engaged in a series of activities focused on supporting individuals on the autism spectrum and fostering inclusion within the local community. He learned how to interact and work effectively with people on the spectrum, gaining a deeper understanding of their needs and communication styles through daily practice.

XXX conducted handcraft workshops tailored to participants with autism, creating a structured yet creative space for expression and skill development. He also helped organize and facilitate integration activities that brought together families of people on the spectrum with members of the broader community, promoting awareness and social connection. Additionally, he took part in regular group therapy sessions, supporting the therapeutic process and contributing to the consistency and quality of care provided.

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**SKILLS DEVELOPED:** basic autonomy, social insertion, managing groups

#### **WISHES FOR THE INSERTION**

XXX wants to go back to study to eventually become a computer professional or work in air traffic in Germany

#### **INSERTION REALIZED BY THE END OF ALMA**

After the ALMA experience, XXX he resumed his university studies, enrolling in a Bachelor of Science in Germany.

(POLAND)

5/06/2003



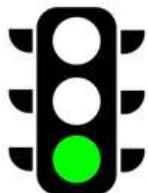
## **INITIAL SITUATION OF THE NEET (INACTIVE SCHOOL DROPOUT/ YWFO WITH MIGRANT BACKGROUND AND PSYCHOLOGICAL)**

XXX was in a period of inactivity and did not possess a university degree and dropped off school. He appears to have episodic depressive episodes. He was looking to leave home to have a first autonomy experience and improve English.



## **EMPLOYMENT IN ALMA AND SKILLS DEVELOPED**

During his work-related experience at Creativity Work Europe in Kielce, XX was involved in a wide range of educational and project-based activities aimed at promoting youth participation, inclusion, and intercultural learning. He contributed to the preparation of European projects, including conducting local needs assessments and learning the fundamentals of writing proposals within the Erasmus+ framework. Fares also participated in the organization and delivery of conferences focused on youth engagement in public life, and gained practical experience by conducting language lessons for both children and adults. Additionally, he was introduced to the methodology of leading non-formal workshops on topics such as civic engagement, the role of youth in contemporary Europe, and inclusive practices through creative tools like theatre and music. He also assisted in organizing language camps, supporting logistical tasks and participant coordination. This experience helped him During his training experience through the ALMA programme in Poland, his first experience of living and working independently abroad, Fares acquired basic professional skills. he was supported also to participate, during the preparation period, to a short term exchange in Bosnia Herzegovina to confirm if he was ready to actually enter ALMA and engage long term. Fares showed from time to time discipline problems and issues in respecting schedule.



**SKILLS DEVELOPED:** first work and abroad experience, English improvement, autonomy

## **WISHES FOR THE INSERTION**

As part of his desire to continue his training path, XXX wished to pursue further mobility experiences abroad.

## **INSERTION REALIZED BY THE END OF ALMA**

XXX has been accompanied to engage and integrate in volunteering in Italy to continue acquire skills and prepare more stable insertion.



## (ROMANIA)

### 21/12/2004

#### **INITIAL SITUATION OF THE NEET (INACTIVE SCHOOL DROPOUT/ YWFO MIGRANT)**

XXX did not complete formal schooling and has a migration background, and is actually only resident in France. After various professional experiences, especially in the sales and retail sectors he was unemployed deciding to participate in the ALMA. He did not speak English and wanted to improve.

#### **EMPLOYMENT IN ALMA AND SKILLS DEVELOPED**

During his first international and work-related experience, XXX volunteered with Fundația pentru Tineret (FNT) in Oradea, Romania. He supported a variety of youth-oriented activities designed to encourage creativity, civic responsibility, and non-formal learning. Under the guidance of the team, he assisted in the preparation and facilitation of workshops for local young people, covering topics such as teamwork, cultural understanding, environmental awareness, and personal development.

XXX also took part in the planning and implementation of events such as eco-awareness actions, social media campaigns, and local community projects. While he was not leading these initiatives, he contributed by helping with logistics, setup, and coordination tasks. This experience allowed him to gradually build confidence, improve his communication and collaboration skills, and gain insight into community-based youth work in an intercultural environment.

**SKILLS DEVELOPED:** first work and abroad experience, basic autonomy, English improvement

#### **WISHES FOR THE INSERTION**

XXX expressed the desire to either start an entry-level job or go back to school to earn a degree.

#### **INSERTION REALIZED BY THE END OF ALMA**

He is currently working full-time in a factory and resumed studies through apprenticeship



# (ROMANIA)

## 12/08/2002



### **INITIAL SITUATION OF THE NEET (UNEMPLOYED)**

XXX was unemployed, out of education and with little work experience prior to ALMA. He was struggling with long term unemployment and had no plan to reintegrate into the schooling system and had a hard time to actually plan for the future.



### **EMPLOYMENT IN ALMA AND SKILLS DEVELOPED**

XXX took part in his first international and work-related experience as a volunteer with Fundația pentru Tineret (FNT) in Bucharest, Romania. During his time there, he was introduced to various aspects of youth work and actively supported the organization in delivering activities for young people. Under the supervision of the team, he helped with the preparation and facilitation of workshops and informal learning sessions, gaining a first-hand understanding of how youth engagement initiatives are developed and implemented.

In addition to youth work, XXX was introduced to the basics of advocacy, policy analysis, and project writing, often observing and assisting in tasks related to project development and coordination. He also contributed to the practical side of the work by helping maintain and arrange spaces used for youth activities. Through close collaboration with staff members and youth center coordinators, Etienne strengthened his teamwork, adaptability, and intercultural communication skills, laying the foundation for future involvement in social and educational projects.

### **SKILLS DEVELOPED:**



### **WISHES FOR THE INSERTION**

XXX wanted to return to a technical field, aiming to combine work with further education.

### **INSERTION REALIZED BY THE END OF ALMA**

He is currently engaged in an apprenticeship in commercial and business technical studies.



# (ROMANIA)

## 28/07/1999



### **INITIAL SITUATION OF THE NEET (UNEMPLOYED/ YWFO PSYCHIATRIC)**

XXX suffered from psychiatric issues and had a history of drug abuse for which he was treated. He engaged previously with the European Solidarity Corps, which help stabilize him. He was out of employment and education before ALMA and received social assistance.



### **EMPLOYMENT IN ALMA AND SKILLS DEVELOPED**

XXX worked in tandem with XXX with Ukrainian refugees, providing notably education help, and mental health workshops. For part of the experience he was himself suffering from some mental trouble due to adaptation of his medicine, which makes him sometimes difficult to work with. His workload was adapted and he regularly had professional consulting. Thanks to the ALMA experience he developed basic professional and social skills, demonstrated the ability to manage a team and activities, and contributed to writing funding requests.

**SKILLS DEVELOPED:** autonomy, self-confidence and integration



### **WISHES FOR THE INSERTION**

XXX hoped to return to education and specialise in the field of pedagogy or education.



### **INSERTION REALIZED BY THE END OF ALMA**

Returning home and after further treatment,XXX was declared 100% disabled by the State and therefore he forced not to have a regular employment. He was accompanied to get in the social system and has such benefits from adapted education and employment opportunities. He currently in training as part of this system.



# (POLAND)

## 14/01/2001



### **INITIAL SITUATION OF THE NEET (INACTIVE SCHOOL DROPOUT/ YWFO PSYCHIATRIC)**

XXX, who had a migration background, was a schooldropit and lives with psychiatric challenges, did not finish school and was neither working nor studying prior to joining the ALMA project. He did not speak English and wanted to improve.



### **EMPLOYMENT IN ALMA AND SKILLS DEVELOPED**

During his first work-related experience abroad at the National Autism Society in Kielce, Yanis supported various activities aimed at helping people on the autism spectrum feel included and engaged. With the guidance of the staff, he started learning how to interact with participants in a kind and respectful way, slowly becoming more confident in understanding their different ways of communicating and expressing themselves.

He helped out during handcraft workshops, where participants could be creative in a calm and safe setting. Yanis also gave a hand in organizing small events that connected families of people on the spectrum with the local community, encouraging social interaction and awareness. In addition, he joined daily group therapy sessions as a support presence, where he observed and assisted when needed, learning how these sessions help create stability and trust for the participants.

**SKILLS DEVELOPED:** first work and abroad experience, basic autonomy, English improvement



### **WISHES FOR THE INSERTION**

XXX expressed the desire to return to school and go back to studies.



### **INSERTION REALIZED BY THE END OF ALMA**

During ALMA, XXX was diagnosed, after a schizophrenia crisis. Back home he was declared temporarily disabled and can not legally work. We try to accompany him to get in the official care system and access training and education.

(POLAND)

14/08/2004



## **INITIAL SITUATION OF THE NEET (UNEMPLOYED)**

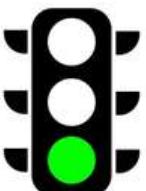
XXX has a migration background and, despite completing his studies, remained unemployed before entering the ALMA programme. He wanted to reconnect with his Polish origins and acquire experience in NGO field before working on this area



## **EMPLOYMENT IN ALMA AND SKILLS DEVELOPED**

XXX carried out his volunteering experience at Ferment NGO in Poland, where he took part in a range of hands-on and community-based activities. Already speaking Polish, Raoul was able to communicate easily with both the team and local participants, which helped him integrate quickly and feel more confident in his daily tasks.

He supported the team with different activities, such as assisting with food preparation, helping during traditional cooking sessions, and learning basic pickling techniques. He also contributed to organizing cultural events and art exhibitions, often helping with setup and interacting with visitors. Thanks to his language skills, Raoul was also able to support communication between international volunteers and the local community, making his role even more valuable. This experience helped him develop practical skills, meet new people, and contribute to a project that combined creativity, culture, and inclusion.



**SKILLS DEVELOPED:** first professional experience, project and group management

## **WISHES FOR THE INSERTION**

XXX wished to complete his studies

## **INSERTION REALIZED BY THE END OF ALMA**

XXX returned to school in France to pursue further studies in international actions, and graduated successfully. He is now engaged in civic service in France.

# (POLAND)

## 8/03/2001

### **INITIAL SITUATION OF THE NEET (UNEMPLOYED)**

XXX is a graduate in cinematography and was not employed or enrolled in formal training before the project. Unable to find occupation he wanted to acquire more experience, and especially benefit from a time abroad.

### **EMPLOYMENT IN ALMA AND SKILLS DEVELOPED**

During the ALMA project, he developed communication and project management skills, relevant to his audiovisual background. Devoted to event management and organizing video, he realized several clips and campaigns to promote youth work and cultural events in Kielce. He notably realized musical clips of some of his colleagues, including XXX. During his volunteering experience at Ferment Neo Bistro NGO, Mateo was involved in various tasks that combined hospitality, culinary traditions, and cultural activities. He learned to operate a cash register, provided front-of-house support, and developed customer service skills by assisting guests in a welcoming and community-oriented environment. In the kitchen, he participated in preparing local dishes and learned traditional pickling techniques, gaining practical experience in sustainable food practices.

In addition to his hospitality duties, XXX supported the setup of art exhibitions and contributed to light renovation work, helping maintain and enhance the space used for cultural and social events. This experience strengthened his adaptability, teamwork, and engagement in initiatives promoting local culture and sustainability.

**SKILLS DEVELOPED:** communication, video editing, events planning

### **WISHES FOR THE INSERTION**

XXX wished to return to France and work in the field of video editing. He wish to enter the artistic unemployment system, which allows in France to work as a freelance, and being covered when not working.

### **INSERTION REALIZED BY THE END OF ALMA**

XXX back to France was accompanied with a certified training, including formation to work professionally in the field of video. Self employed (intermitent du spectacle system), he is looking still for more permanent position in the movie industry.



# (ROMANIA)

## 27/12/1999



### **INITIAL SITUATION OF THE NEET (UNEMPLOYED/ YWFO EDUCATION)**

XXX did not complete university studies and dropped off and was unemployed before ALMA. He didn't speak English and wanted to use this opportunity to learn



### **EMPLOYMENT IN ALMA AND SKILLS DEVELOPED**

XXX was employed as a team leader for activities with Ukrainian refugees. He organized workshops and specific events, notably designed to disseminate the results of a European Solidarity Corps High Priority Area project. He participated to several international conferences as the one on Direct Democracy in Bucarest. He acquired project management and coordination experience, improved his English, and completed his first professional experience abroad.

**SKILLS DEVELOPED:** first work and abroad experience, able to speak English, basic autonomy, group management and activities management

### **WISHES FOR THE INSERTION**



As a continuation of his professional career Normal would have liked to take a Professional course for truck drivers.

### **INSERTION REALIZED BY THE END OF ALMA**

He is currently in temporary employment. He is also in parallel studying for a truck license in order to work as a truck driver and benefit from secnd chance school to get his high school diploma



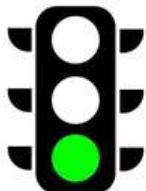
# (BULGARIA)

## 18/05/1999



### **INITIAL SITUATION OF THE NEET (UNEMPLOYED/YWFO MIGRANT BACKGROUND)**

XXX is a French graduate in international relations, with multi linguistic skills and from Cyprus originally. After gaining experience with European institutions and organizations, which strengthened her interest in international cooperation and diplomacy, Eleni completed her studies in languages and international law. She experienced learning disability and long term unemployment at the end of her studies, she then decided to join the ALMA project.



### **EMPLOYMENT IN ALMA AND SKILLS DEVELOPED**

XXX was employed in several missions. She organized major events centered around the cooperation between France, Bulgaria and Cyprus, and involving local governments as well as French Diplomacy. She notably coordinated for this logistics and the panels and guest and official institutions intervening.

She also organized English activities for Youth in Bulgaria and coordinated communication.

**SKILLS DEVELOPED:** basic professional skills as well as competences in communication, project management, and coordination, and events' planning.



### **WISHES FOR THE INSERTION**

XXX wished to work back in Cyprus, her home country, in public relations, communication or international affairs

### **INSERTION REALIZED BY THE END OF ALMA**

XXX got married during her ALMA experience (pre-existing relation) and gave birth after the end of the program and is now a happy mother of the first ALMA baby. Before pregnancy she got a contract as a communication and education officer for an organization in Cyprus, back to her home country.

# ALMA REPORT 2024

## EVENTS

Service  
Civique  
Européen  
*Grandir ensemble*



# CLOSING DEPARTURE TRAINING - SARREGUEMINES - APRIL 2024



## DESCRIPTION

During the ALMA launch meeting, young participants visited Sarreguemines, a town located on the border with Germany, where they had the opportunity to meet with senior public officials, in particular the mayor and representatives of the municipal administration. The discussions centered on Europe and youth engagement in society. After what was a whole week of preparation, the participants embarked on missions to Poland, Bulgaria, and Romania, where they will participate in a genuine European mobility project and engage in activities aimed at enhancing their professional skills.

## OUTPUT

Several professional workshops were organized during the 10 days on site, to develop connections among participants. These allowed also participants to develop planning and digital skills that were later useful during their missions. It was also an opportunity to finalize administrative documents (such as insurance) required for the participants' departure. Lastly, the young participants in the ALMA project had the chance to meet and network with each other.

### Social Media link

[HTTPS://WWW.INSTAGRAM.COM/P/C5VDCARS4KQ/?IMG\\_INDEX=1](https://www.instagram.com/p/C5VDCARS4KQ/?img_index=1)

# NEXT STEPS IN YOUTH ENGAGEMENT IN POLAND - 12TH APRIL 2024, WARSAW



## DESCRIPTION

The event, which featured presentations and interactive sessions, served as a platform for diverse perspectives and voices. It was the first civil society event to renew the Weimar Triangle (regional cooperation alliance between France, Germany and Poland). Its primary aim was to promote active citizenship among young people by providing opportunities for volunteering, mobility, and professional development, not only in Poland but across Europe. During the event, which took place at the SGH Warsaw School of Economics, the ALMA programme was introduced, offering young participants the chance to engage with peers as well as Polish and French policymakers, exchanging ideas, experiences, and knowledge. In particular, the event was attended by more than 300 participants and NGOs from Germany and France, as well as by Michal Braun, Director of the National Freedom Institute – Center for Civil Society Development; Lorenz Barth, Head of the Cultural Service at the German Embassy in Warsaw; and Audelin Chappuis, Counsellor for Culture and Cooperation at the Embassy of France in Poland. The event also sought to establish collaborative links to further develop projects and programs that would enhance opportunities for volunteering, civic engagement, and personal and professional growth.

## OUTPUT

One significant positive outcome of the event was the proposal to replicate the ALMA project in Kielce through the development of similar initiatives—proposals that were subsequently implemented in Frankfurt Oder and Gdynia. This took place within a broader framework of understanding regarding youth mobility, particularly between France and Poland. Additionally, the event served as a platform for presenting the ALMA project to over 100 participating NGOs.

## Social Media link

[HTTPS://WWW.INSTAGRAM.COM/P/C5QUGYQMMQA/?IMG INDEX=9](https://www.instagram.com/p/C5QUGYQMMQA/?img_index=9)

# DEMOCRACY CAMP & DEMOCRACY CONFERENCE - 15TH TO 18TH MAY 2024, BUCHAREST



## DESCRIPTION

As part of the Global Democracy Forum, young ALMA participants (from both Romania and Bulgaria) engaged with other young Europeans to discuss opportunities and the future of Europe. Special focus was given to the significance of youth engagement in society and participation in the upcoming European elections. Participants had the chance to meet policymakers working on mobility and youth issues, providing a platform for the exchange of experiences and ideas. Additionally, they conducted awareness and informational activities at a Romanian school, aiming to serve as a model and inform other young people about the mobility and training opportunities available at the European level.

## AGENDA

### Day 1 – Wednesday, 15th May

10:00 - 11:00 Youth Activity – Welcome & Group Bonding

11:00 - 12:00 Youth Activity:

- Watching documentary
- Together.EU explanation + QR code

12:00 - 13:00 Lunch

13:00, Bus transfer to Parliament

13:30 - 14:00 Registration at the Parliament

14:00 - 18:00 Opening of the Global Democracy Forum

### Day 2 – Thursday, 16th May

08:00 - 09:00 Breakfast

09:00 - 10:00 PREPARATION:

- School Intervention
- EU, elections, mobility & volunteering

10:00 – 12:00 School intervention about EU and election, mobility and volunteering

13:00, Bus transfer to Forum

13:30 - 14:00, Lunch at the Forum

14:00 - 17:25 Youth activities (split into different groups to create online content)

17:45 - 19:00 Bootcamp: “How to Organise a European Citizens’ Initiative”

# DEMOCRACY CAMP & DEMOCRACY CONFERENCE - 15TH TO 18TH MAY 2024, BUCHAREST

## **Day 3 – Friday, 17th May**

08:00 - 09:00, Breakfast

09:00 - 10:00 Small Internal Workshop:

- How to vote for 24EU
- Explain how you encourage people to vote

Preparation & Explanation: for the activity "Testimonials in city"

09:00 - 12:00, "Testimonials in the City" activity:

- Some groups go into Bucharest
- Others stay at the Forum “Teatrul de Revista”

12:15 - 13:00 Testimonials in City – Debriefing

13:00 Bus transfer

13:30 - 14:30 Lunch at the Forum

14:30 - 16:00 Dialogue with a decision-maker with Rareş Achiriloae (National Authority for the Protection of Children's Rights and Adoption)

16:00 - 17:00 Workshop “Volunteering in the EU”

17:25 – 18:00 Connect & Share

## **OUTPUT**

The event offered a valuable opportunity for ALMA participants to connect, share ideas, experiences, and emotions, while engaging with fellow young people and hearing diverse perspectives. It also served as a chance to build experience—practicing public speaking and developing professional interaction skills with other attendees.

### **Social Media link**

[https://www.instagram.com/p/C6\\_bwPDs2sU/?img\\_index=1](https://www.instagram.com/p/C6_bwPDs2sU/?img_index=1)

# ENCOUNTER WITH FRENCH DIPLOMACY - FRENCH INSTITUTE - 4TH JULY 2024, BUCHAREST



## DESCRIPTION

Young participants in the ALMA programme had the opportunity to engage in discussions with representatives from the Embassy and the head of the French Institute in Bucharest. This meeting was highly significant, as it allowed the participants to share their ideas and expectations regarding vocational integration upon completion of their experience. It served as a crucial opportunity for the youth to establish connections with national organizations and institutions in Romania, fostering pathways for their future professional development.

## OUTPUT

Through this day of meetings, ALMA participants had the opportunity to deepen their understanding of the diplomatic and employment sectors at the international level outside of France. As a result, three participants later took advantage of the diplomatic civil service opportunity, while two others participated in the international administrative volunteer program.

### Social Media link

<https://www.instagram.com/p/C9MZOrDli-X/>

# KARPACZ FORUM - 3RD TO 5TH SEPTEMBER 2024



## DESCRIPTION

As part of the Karpacz Economic Forum, the largest gathering of leading political and economic representatives from all over Central and Eastern Europe, which focused also on European youth and the importance of community engagement, young participants in the ALMA project engaged actively in workshops and conferences. This involvement reinforced the notion that greater collaboration between countries is essential to support youth, their professional development, and the exchange of experiences and cultural heritage. Additionally, participants had the opportunity to meet with the French Ambassador to Poland, fostering valuable dialogue and the exchange of perspectives with experts and professionals from various fields.

## OUTPUT

As part of the dissemination efforts for the ALMA programme, a key event was held within one of the most prominent and influential spheres in Poland and Central Europe, reaching an audience of approximately 5,000 people, including major stakeholders from various sectors. This platform not only enhanced the visibility of ALMA and its mission but also provided participants with precious opportunities to build professional networks both within Poland and internationally. One participant, in fact, chose to remain and work in Poland as a direct outcome of the connections made during the event. Additionally, the event offered a rich learning environment, enabling participants to engage with a variety of topics related to employment, professional integration, and socio-economic inclusion.

### Forum official page link:

<https://www.forum-ekonomiczne.pl/en>

### Social Media link:

[https://www.instagram.com/p/C\\_f\\_AEEs8NW/?img\\_index=1](https://www.instagram.com/p/C_f_AEEs8NW/?img_index=1)  
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[https://www.instagram.com/p/C\\_TzneMISS/?img\\_index=2](https://www.instagram.com/p/C_TzneMISS/?img_index=2)

# RENCONTRE DE L'AVENIR - 8TH TO 10TH NOVEMBER 2024, SAINT RAPHAËL



## DESCRIPTION

The "Les Rencontres de l'Avenir" conference, established in 2018 and one of the largest professional meetings in the field of economics, which saw the presence of former President of the Republic Nicolas Sarkozy, serves as a platform for the exchange of ideas among prominent figures from the economic, social, and intellectual spheres. During the three-day event, the young participants in the ALMA project were presented with a valuable opportunity to engage in meaningful encounters, listening to insightful discussions, and sharing perspectives on shaping their future. Ultimately, the conference highlighted the importance of youth engagement for the European Union, emphasizing the role social commitment while also fostering professional integration.

## OUTPUT

This significant event served as an important platform to present and promote the ALMA programme in the presence of key stakeholders and distinguished guests. It also offered an important opportunity for young participants to network, build connections, and exchange ideas for future collaborations.

### Official site link:

<https://rencontres-avenir.com/>

### Social Media link:

[https://www.instagram.com/p/DCH2SdKsE-K/?img\\_index=1](https://www.instagram.com/p/DCH2SdKsE-K/?img_index=1)

[https://www.instagram.com/p/DCMdvvFsgK9/?img\\_index=1](https://www.instagram.com/p/DCMdvvFsgK9/?img_index=1)

# BERLIN CONFERENCE - 7TH AND 8TH NOVEMBER 2024, BERLIN



## DESCRIPTION

During the 20th edition of the Berlin Conference, one of the largest European events taking place in the city, participants of the ALMA project had the opportunity to share their experiences of mobility, personal and professional growth, and their strong sense of belonging within European society. In conjunction with the 35th anniversary of the fall of the Berlin Wall, the event provided a platform for reflection on the values of freedom, inclusiveness, and fundamental unity, all within the context of a continually strengthening European integration process. Discussions also centered on the role of art and culture in shaping the future of Europe. The participants were able to voice their opinions, engaging in meaningful dialogues with political and civil society representatives, as well as artists, sharing their experiences and ideas for a more inclusive, pro-active and united European Union.

## AGENDA

### FIRST DAY

#### **First Conversation: 20 Years of the Berlin Conference & EU Enlargement**

The role of arts and culture in shaping the future of Europe.

Participants:

- Jo Leinen (former European Parliament member and former president of the European Movement International)
- Dr. Hans-Gert Pöttering (former President of the European Parliament)
- Dr. Doris Pack (former President of the Parliament's Culture and Education Committee)
- Dr. Hannes Swoboda (former President of the Progressive Alliance of Socialists and Democrats in the European Parliament)

# BERLIN CONFERENCE - 7TH AND 8TH NOVEMBER 2024, BERLIN

## Second Conversation: Understanding the Present

How arts and culture influence political debates and the future of Europe.

Participants:

- Lisa Batiashvili (German-Georgian violinist)
- Mariya Gabriel (former European Commissioner for Innovation, Research, Culture, Education, and Youth & former Bulgarian Foreign Minister)
- Michael Roth (German Bundestag member and Chair of the Foreign Affairs Committee)

Closing Session: Pitch, Connect and Share

A final session to kick off future conversations and interactions.

## SECOND DAY

Themes for reflection in the meeting sessions:

- The EU - Invitation and Exchange or Deadly Deterrence?

Reflections on the EU's relationship with refugees, explored from the perspective of artists.

- Europe: A Decolonial Project?

Analysis of self-reflection through the eyes of others and the richness of pluriversal perspectives.

- Interconnectivity in the Cultural Field

How new forms of connectivity in the arts and culture could shape Europe's future.

- Creative Laboratories of Cultural Discovery

Festivals as cultural accelerators, fueling discovery and innovation.

- Creativity for Social Change

Exploring how creativity can influence societies and inspire systemic change from the grassroots level.

- Decentralizing European Culture: Contributions from Non-European Voices

How non-Western actors can challenge the Eurocentric view and contribute to a more inclusive and decolonized culture.

- Closing Session: Sharing and Analyzing Emerging Ideas

A session to reflect on and discuss the emerging ideas from the event.

## OUTPUT

The event resulted in the dissemination of knowledge about the programme among key business and civil society representatives. Participants had the opportunity to engage in meaningful networking, with prospects for insertion opportunities. They also gained deeper insights into available opportunities and skills development, supported by targeted training in public speaking, interviewing, and project management (1/3 of the participant ended up being inserted in this field).

## Social Media link

[https://www.instagram.com/p/DCCdAJUsBEQ/?img\\_index=1](https://www.instagram.com/p/DCCdAJUsBEQ/?img_index=1)

<https://www.instagram.com/p/DCES8rIR3Eg/>

[https://www.instagram.com/p/DCE5RZIMkDV/?img\\_index=1](https://www.instagram.com/p/DCE5RZIMkDV/?img_index=1)

<https://www.instagram.com/p/DCHwCXUsmlw/>

# ALMA CLOSING - 28TH AND 29TH MARCH 2025, PARIS



## DESCRIPTION

Over the course of these two days of exceptional celebration, the five-year milestone of the European Civil Service was celebrated. Five years of dedication and success have culminated in the realization of an ambitious project. During the various conferences, young ALMA participants, alongside numerous other volunteers and young people from across Europe, engaged with representatives of civil society, as well as national and European leaders (total about 300 people). They shared their experiences and achievements, while also highlighting areas for improvement and offering ideas and initiatives for progress. This event was not only a moment of celebration but also a time for reflection, reinforcing the ongoing commitment to driving change and contributing to the creation of a more open, inclusive, and conscious society.

## AGENDA

### 28TH MARCH

#### **Morning Session:**

#### **Welcome Breakfast and Introduction**

Speeches by key figures, including François Villeroy de Galhau (Governor of the Banque de France), Aleksandra Uznanska-Wisniewska (Member of the Polish Diet), Wiesław Tarka (Deputy Head of Mission at the Polish Embassy), Alexis Merville (President of the Hippocrène Foundation), and Benjamin Sibille (Founder of the Collectif pour un Service Civique Européen).

A recorded video from Domenico De Malo (Director of Education & Culture, Milano Cortina 2026 Winter Olympics).

#### **Testimonies from Young European Volunteers**

Young volunteers share their experiences

Presentation on the European Civic Service, with participation from volunteers of the ALMA project (Unis-Cité France).

#### **Break**

#### **First Panel: European Mobility and Volunteering**

Focus on building Europe through increased mobility and volunteering.

Speakers include Michal Braun (Institute for National Liberties, Poland), Nadia Bellaoui (President of the National Agency for Civic Service), Marie Trellu Kane (Co-founder of Unis-Cité), Anne Tallineau (Secretary General of OFAJ), and Sacha Piehl (German Ministry of Labor).

# ALMA CLOSING - 28TH AND 29TH MARCH 2025, PARIS

## **Parallel Discussions and Presentations**

Discussions moderated by Anastasie Danset with professionals like Benjamin Kurc (Franco-German Citizen Fund), Jean-Paul Roumegas (Carte Jeune Européenne), Ilan Cohen (Traiteur Factory), and more.

## **Meal for Speakers and Volunteers**

A lunch session introduced by Capucine Amez-Droz (Vice President of the Collectif pour un Service Civique Européen).

## **Casual Moment with Volunteers**

A more informal gathering with European Civic Service volunteers for networking and discussions.

## **Afternoon Session:**

### **Cross-Cultural Perspectives**

Introduction by Antoine Godbert (former Director of Erasmus Agency) and Maria Chiara Prodi (Director of Maison d'Italie).

Topics include volunteering with Ukrainian refugees, first experiments with the European Civic Service, and experiences from the ALMA project.

Other presentations on the role of the European Civic Service in French diplomatic institutions and the Franco-German Lust Festival.

### **Second Panel: How to Help the Ecosystem Propose More Youth Actions?**

Speakers include Chloé Ridel (European MP), Dorothée Merville (Director of Hippocrène Foundation), Yann Delaunay (Director of France Volontaires), and Sigita Dilbiene (Coordinator for the ALMA program).

## **Break**

### **Third Panel: The Birth of the European Civic Service**

Focus on the history and solidarity of the European Civic Service.

Speakers include Béatrice Angrand (former President and Secretary General of the French Civic Service Agency), Christophe Arend (former French MP), Mathilde Jambot (Unis-Cité), and Benjamin Sibille (Founder of the Collectif pour un Service Civique Européen).

## **OUTPUT**

The event led to the dissemination of the program among major NGOs and key stakeholders, including the participation of French ministers. It featured a direct intervention by a representative of ALMA, as well as a final testimony from ALMA participants. Additionally, the event sparked interest among other young people and encouraged peer-to-peer communication to help spread the project further.

[https://www.instagram.com/p/DHv3kYlMrtD/?utm\\_source=ig\\_web\\_copy\\_link&igsh=MzRlODBiNWFlZA==](https://www.instagram.com/p/DHv3kYlMrtD/?utm_source=ig_web_copy_link&igsh=MzRlODBiNWFlZA==)  
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# ALMA CLOSING - 28TH AND 29TH MARCH 2025, PARIS

## 29TH MARCH

### **Morning Session:**

#### **Introduction to the Event**

Anthony Weiler and Boris Jaros (President of the Collectif pour un Service Civique Européen, both incoming and outgoing) introduce the day.

Following the introduction, speeches by:

- Isabelle Coustet (Head of the European Parliament Representation Office in France).
- Sandro Gozi (European Member of Parliament).

#### **Workshops: Improving the European Civic Service**

The session involves a series of individual, participatory workshops where volunteers and guests will discuss improvements to the European Civic Service.

Workshops will rotate every 20 minutes in a "world café" format, allowing participants to debate various issues related to the service.

### **Afternoon Session:**

#### **Volunteer Workshops**

Similarly to the morning, there will be four different discussion workshops focusing on various issues related to European volunteering.

Topics include:

- Employment and integration advice, in discussions with professionals.
- Mentoring, choosing missions, and experiences abroad.
- Testimonials and communication (sharing volunteer experiences).
- A session on the Ambassador Program and creating videos/interviews as part of "Pimp My Comm."

#### **Guided Tour and Quiz**

A guided visit to the "Europa Experience" museum, followed by a quiz to engage participants.

#### **Parallel Event: European Parliament Simulation**

Throughout the day, a European Parliament simulation will be available for pre-registered participants in designated time slots.

## OUTPUT

Several professional workshops were organized during the event days. These allowed participants to develop planning and digital skills that were later useful during their missions. It was also an opportunity to finalize administrative documents (such as insurance) required for the participants' departure. Lastly, the young participants in the ALMA project had the chance to meet and network with each other.

[https://www.instagram.com/p/DHyOPS0KpOh/?utm\\_source=ig\\_web\\_copy\\_link&igsh=MzRlODBiNWF1ZA==](https://www.instagram.com/p/DHyOPS0KpOh/?utm_source=ig_web_copy_link&igsh=MzRlODBiNWF1ZA==)  
[https://www.instagram.com/p/DlicrE\\_MPUI/?utm\\_source=ig\\_web\\_copy\\_link&igsh=MzRlODBiNWF1ZA==](https://www.instagram.com/p/DlicrE_MPUI/?utm_source=ig_web_copy_link&igsh=MzRlODBiNWF1ZA==)

# ROMANIA, BUCHAREST - 31ST MARCH 2025



## DESCRIPTION

The event, organized by the partner association National Youth Foundation, served as a significant platform to introduce and disseminate the ALMA programme, while also examining the results achieved and hearing from participants about their experiences. It was a forum for exchange and dialogue, attended by several ministerial representatives, as well as delegates from the French embassy. This gathering marked an important milestone in the ongoing development of the ALMA programme.

## OUTPUT

The event contributed to raising awareness about the opportunities offered by the project within Romania, generating interest at both the grassroots and institutional levels. Peer-to-peer exchanges played a key role in engaging other young people, while the Romanian administration also expressed a strong interest in becoming actively involved in the initiative.

## KEY LEARNINGS AND RECOMMENDATIONS

**As part of this project, national and local relevant events were systematically integrated.** This enabled to reach Polish, French, Romanian, German governments, EU institutions, and many regional, municipality, private and civil society relevant actors.

**This was good for the Youth,** ¼ of the placements by the end of the project come directly from opportunity created through such encounters.

This was good for the program, as far as we know, **following and as a direct consequence of this project Kielce Region (Poland), and Romania at national levels, decided to engage more actively with ALMA.**

# ALMA REPORT 2024

## OUTCOMES

Service  
Civique  
Européen  
*Grande ensemble*



# PRESS ARTICLES

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Article: Stage ALMA en Europe et Service Civique Européen

## **Stage ALMA en Europe et Service Civique Européen**

« Partir à l'étranger – Volontariat »



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**INFO JEUNES GRAND EST, 26/01/2024**

Link: <https://info-jeunes-grandest.fr/actualites/stage-alma-en-europe-et-service-civique-europeen/>

# PRESS ARTICLES

Article: ALMA : expérience professionnalisante en Europe !



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**Evènement : Le Collectif pour un Service Civique Européen (CSCE) recherche des étudiants intéressés par une expérience professionnalisante en Europe !**

**16/02/2024**

Link: <https://u3e.univ-lyon3.fr/actualites/article/le-collectif-pour-un-service-civique-europeen-csce-recherche-des-etudiants-interesses-par-une-experience-professionnalisante-en-europe>

# PRESS ARTICLES

## Post: Point Information Jeunesse de Vernon / Louviers

### Thématiques

**ENSEIGNEMENT**  
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28/02/2024

Link: [https://www.facebook.com/story.php?story\\_fbid=pfbid02jDhEYqkNLc38ebXDZkfSdY8TmScgYkU3W7wVdP88RuZuoagogssaYgZt8HM2VrDwl&id=100064776664264&paipv=0&eav=AfaDCqgH5ECsy.gw\\_pa1f\\_hWgble6r1Y964Yb02Jl9-DsvqP2QjuxZchwnQKHrlbVjdM&\\_rdr](https://www.facebook.com/story.php?story_fbid=pfbid02jDhEYqkNLc38ebXDZkfSdY8TmScgYkU3W7wVdP88RuZuoagogssaYgZt8HM2VrDwl&id=100064776664264&paipv=0&eav=AfaDCqgH5ECsy.gw_pa1f_hWgble6r1Y964Yb02Jl9-DsvqP2QjuxZchwnQKHrlbVjdM&_rdr)

# PRESS ARTICLES

Article : Сдружение „Институт Перспективи“ в Свищов ще работи с младежи от Франция за развитие на туризма



**BTA BULGARIA**  
**4/9/2024**

Link: <https://www.bta.bg/bg/news/bulgaria/regional-news/oblast-vtarnovo/650318-sdruzenie-institut-perspektivi-v-svishtov-shteraboti-s-mladezhi-ot-frantsiya>

# NEWS COVERAGE

Video : Insertion pro : un stage de six mois en Europe grâce au programme ALMA



## MOSAÏK CRISTAL

4/3/2024

Link : <https://www.facebook.com/MosaikCristal/videos/1550042302440715/>

# SOCIAL NETWORKS

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## ALMA OUTCOMES



# SOCIAL NETWORKS



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ROUMANIE

PRÉSENTATION DE LA MISSION

Social Innovation Initiative Funded by the European Union Service Civique Européen FIT

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Choisis ta mission

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POLOGNE

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DFJW S T I F T U N G Z U K U N F T B E R L I N ALMA NEW HORIZONS

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7 novembre 2024

# ALMA COMMUNICATION OUTCOMES

NGO/ PARTNER	TOTAL NUMBER OF PUBLICATION ABOUT ALMA PROJECT			AVERAGE ACCOUNT COVER
	INTAGRAM	FACEBOOK	LINKEDIN	
CSCE (France)		116		9025
FNT (Romania)		22		5306
Institute Perspective (Bulgaria)		4		4292
RCW Kielce (Poland)		16		7772

# ACKNOWLEDGEMENT

We would like to express our sincere gratitude to all those **who made the ALMA programme FROM1EU2EU a meaningful and successful experience.**

Our thanks go **to the European Commission and the Social Innovation Initiative** for their continued support, which enabled us to guide 30 young participants through an enriching journey of personal and professional development across Europe. A personal thank you **to the German Government and his representative Mr Sacha Piehl**, from Federal Ministry of Labour for his advices in this journey.

We wish to extend our special thanks to all partner organisations involved in this project, whose dedication and collaboration were essential to its success. In particular, we warmly acknowledge: **Fundatia Nationala de Tineret in Romania, and its Director Mihai Vilcea, The Regional Volunteering Center of Kielce in Poland, represented by Viktor Tutaj, along with team members Barbara Biskup and Magdalena Lis.** Their commitment not only ensured the high quality of the hosting experience for the youth, but also elevated the visibility and impact of ALMA and youth policies within their national contexts. Through their innovative ideas and engagement with local governments, they helped bring the programme to a new stage of relevance and recognition.

Many thanks with our partners, from **French Government, Region Grand Est, Departments Moselle and Seine Saint Denis, as well as City Sarreguemines, and Unis Cité (NGO)** always with us in all endeavors.

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Finally, our deepest appreciation goes to the participants themselves, whose openness, commitment, and personal growth were the true heart of the ALMA experience. Their resilience, enthusiasm, and solidarity transformed this programme into a shared journey of learning, connection, and transformation.

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