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*Creating a framework and  
developing contents for  
tomorrow's youth centers*



# Handbook for efficient correlation between Youth Centres' activities and the labour market



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Municipiului  
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# *Creating a framework and developing contents for tomorrow's youth centers*

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# Handbook for efficient correlation between Youth Centres' activities and the labour market – use your creativity today to find a job tomorrow

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## INTRODUCTION

We live in challenging times. If we only mention the speed of the technological progress, the not-so-far-away crisis that highly affected the labour market, the overall development of new jobs and new ways of doing things, the visible differences in generations (starting from the way we have to refer to our jobs compared to the "job for life" that our parents had, and ending with the different lifestyles and the radicalisation of opinions we are now facing), we can clearly agree that educational systems are far from being as agile and fast and the progress around. The more developed the country, the more confused and worried youth look towards the future, while entities that offer education are not able to recognize the urgent need of reshaping their educational offers so that change is possible and is made yearly. The era of the long-term planning and long programming cycles has ended. Solutions must be found and implemented from one year to another, especially when it comes to equipping youth with the skills needed for successful employment and successful life.



The smaller the entity, the bigger the chances for proposing and implementing tailor-made programmes for youth. This handbook collects the most interesting data regarding trends and correlations between youth and employment, and hopefully gives Youth Centres some hints in what regards how they can position themselves, what data they should analyse, how they can design and implement useful nonformal education activities with a great positive impact among youth.

Having analysed most relevant recent publications related to youth employment, and having had consulted a series of relevant stakeholders (starting with the partners in this project), we present you a handbook with "food for thought", the first step in starting to design activities that can help youth progress towards finding a suitable career and living a fulfilled life. We will not give recipes. We believe in tailor-made, local proposals. We believe in innovation and creativity based on specific data. We will start with the data that can support you in making a more complete image of the world youth grow in, and we will give some hints about where to start and what activities you can propose.







# CHAPTER 1

## A strategy for skills development and adaptation of competences to the demands of different fields

*In order for Youth Centres to create strategies that are correlated to the latest tendencies, we need to analyse several factors related to youth. Some of them are: world, European and local level information related to youth unemployment, trends in occupations, youth profiles and interests, working concepts, areas of possible involvement. Initiatives have to be based on research. Youth workers have to continuously update themselves so that they link their own ideas and motivations to implement certain projects with the needs of youth. Given their flexibility, Youth Centres can take into account the latest tendencies and have shorter programming cycles in what concerns their offer toward youth.*

### 1.1 Starting with the data – youth unemployment

#### At world level

Globally, over 70 million youth are unemployed, and 156 million young workers were living in extreme or moderate poverty (equivalent to less than \$3.10 per day<sup>1</sup>). Between 1998 and 2017, the youth labour force shrank by 34.9 million, even though the youth population grew by 139 million persons. From the age range 15-24, at world level, around half are in the labour force.

Partly due to young people staying longer in the educational system, over the last twenty years the percentage of youth actively engaged in the labour market (working or looking for work) declined from 55% to 45.7%.

<sup>1</sup>International Labour Organisation, 2016

## 1.1 Starting with the data – youth unemployment

Roughly 20% of the world's youth are neither in employment, education or training (NEET), and most of them are female. These rates are lower in developing countries, where youth cannot afford not to work, given the lack of social protection mechanisms, even if they accept low quality and low payment jobs<sup>2</sup>.

Across OECD countries, on average, 53% of 18-24 year-olds are in education, 32% are not in education but employed, and 15% are neither employed nor in education or training (NEET).



### In the European Union

Except for the Middle East and North Africa, the European Union has the highest unemployment rate. The global economic crisis was the starting point of a significant rise in youth unemployment all around Europe. Percentage of unemployed young people (15-24) increased from 15% at the beginning of 2008 to almost 24% only 5 years later (beginning of 2013) – a truly startling development for one of the most developed regions of the world and for an age range typically more responsive to economic business cycle fluctuations. More than 7 million youth were neither in employment, education or training at the high point of this youth employment crisis, in 2012/2013<sup>3</sup>

<sup>2</sup> Global Employment Trends for Youth 2017: Paths to a better working future; International Labour Office – Geneva; ILO; 2017

<sup>3</sup> First results of the Youth Employment Initiative. A Final Report to DG Employment, Social Affairs and Inclusion of the European Commission; 2016





At that time, also, many of the young people who were working were having intermittent or part-time jobs, or were employed in jobs they were distinctly unenthusiastic about<sup>4</sup>. Several concrete measures followed (such as the Youth Guarantee).

In 2015, the youth unemployment rate dropped to 20.3%. In 2016, it further declined to 18.7%, also registering disparities across Member States. Additionally to the unemployed, the share of people aged 15-24 not in employment, education and training (NEET) registered in 2015 was 6.6 million people, 12% of the total youth population (compared to 10.9% in 2008 and 13.2% in 2012), with high NEET rates, around 20%, in a number of countries (Croatia, Bulgaria, Italy and Romania). In 2015, the highest rates of poverty or social exclusion regarding youth were in Greece (over 50%), Romania (over 40%) and Bulgaria (over 40%)<sup>5</sup>.

From 2013 to 2016, almost 1.8 million fewer young people were unemployed (5% lower). With a slower progress, the share of young NEET fell from 13.2% in 2012 to 11.5% in 2016<sup>6</sup>.



## 1.2 Youth unemployment and occupations – a correlation

### At world level

There has been a deterioration of both the quantity and quality of youth employment compared to 25 years ago. Impact of the global economic crisis in the EU has resulted in:

<sup>4</sup> Education to Employment: Getting Europe's Youth into Work; McKinsey Center for Government; 2013

<sup>5</sup> Joint Employment Report 2017; European Commission; 2017

<sup>6</sup> Trends and innovation in youth employment policy in the European Union; Gianni Rosas, International Labour Office; 2018





- The highest youth unemployment rates on record
- Longer and more insecure school-to-work transitions (high incidence of long-term unemployment in some countries)
- Increased youth discouragement, detachment and inactivity
- The deterioration of youth employment quality (e.g. low pay, involuntary part-time, casual work)<sup>7</sup>.

According to OECD report "Education at a Glance 2017", in most OECD countries around the world degrees in business, administration and law are the most popular, 23% of tertiary-educated 25-64 y.o. being graduates in one of these 3 fields. 17% are graduates in engineering, manufacturing, and construction, 5% in natural sciences, statistics and mathematics; and 4% in information and communication technologies. The share of new entrants in these fields is similar, so the interest and availability of these fields remain stable. Graduates from science-related fields are the most employable, and the interest in STEM (science, technology, engineering and mathematics) grows with the higher levels of education: almost double the percentage of students graduate doctoral level in these fields than at bachelor's level (numbers from 2015).

<sup>7</sup> Trends and innovation in youth employment policy in the European Union; Gianni Rosas, International Labour Office; 2018



For engineering, manufacturing and construction fields the percentage is different, due to the strong ties with the industry sectors – 1/3 of the students graduate from upper secondary vocational programmes, more than double the share at tertiary level. Information and communication technologies (ICT) graduates register a 7% higher employment rate than the ones graduating from arts, humanities, social sciences, journalism – and this reflects the demands of an increasingly innovation driven society. However, natural sciences, mathematics, and statistics graduates have similar employment rates as arts and humanities graduates. The unemployment rate for young adults (25-34 year-olds) who failed to complete upper secondary education is close to 17%, compared to 9% for those who did.

As a general tendency between 2000 and 2016, 20-24 y.o. youth still in education increased by 10%, compared to a 9% decrease of those in employment.<sup>8</sup>

ILO report "Global Employment Trends for Youth 2017: Paths to a better working future", issued in 2017, shows that in the last 10 years, there has been a significant growth in the need for young workers in the following sectors: financial services; trade, hotels, and restaurants; transport and storage, information and communications; and health services (including care work and social work activities).

The share of youth employed in financial services has grown in Asia and the Pacific, Eastern Europe, Central and Western Asia, and Latin America and the Caribbean while it has declined in Northern, Western and Southern Europe and Northern America.<sup>w</sup>

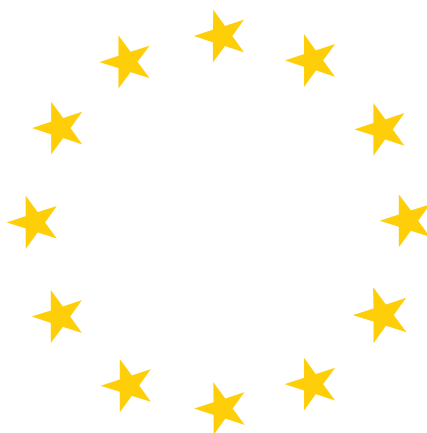
Growth has been registered in the trade, hotel and restaurant sector, in transport and storage and information and communication, as well as in the health services sector.

Employment in agriculture is declining for both young and older workers in the developing regions of Africa, Asia and the Pacific, and Latin America and the Caribbean, though a sizable number of young workers remain in agriculture.

Employment in the manufacturing field has declined in most regions in recent years. In some regions, it remains an important employer (20% employment in Eastern Europe).<sup>9</sup>

<sup>8</sup> Education at a Glance 2017: OECD Indicators; Organisation for Economic Co-operation and Development - OECD; 2017

<sup>9</sup> Global Employment Trends for Youth 2017: Paths to a better working future; International Labour Office – Geneva: ILO; 2017



## In the European Union

According to “European Vacancy and Recruitment Report 2014” of the European Commission, the worst affected by the crisis were the low educated youth: hiring fell by one third (-31%) comparing the second quarter in 2013 with 2008, similar to low educated people over age 30. There is a variation across Europe: the proportion of low educated youth hired in 2012 was relatively high in the South of Europe: 30-40% in Italy, Malta, Portugal and Spain, while the proportion of medium educated youth hired was highest in some countries in East Europe, as well as Austria and Germany, due to a strong apprenticeship system. The proportion of high educated youth hirings (excluding students and apprentices) was highest in Cyprus, Ireland, United Kingdom, Greece and Netherlands (close to 40 % or more).

Generally at EU level in 2012, 1 in 3 youth were hired in services and sales. Also, top growth occupations were in hospitality – waiters and bartenders, clerks and client information workers, healthcare and protective services.<sup>10</sup>



## 1.3 Trends in occupations – what will the future bring?

As stated in the “Global Employment Trends for Youth 2017: Paths to a better working future”, the sectors showing growth in youth employment are largely aligned with projections to 2025 by CEDEFOP Skills Forecast (2016), and include: financial intermediation; transport and storage, information and communications; trade, hotels and restaurants; and health and care services.

As a general observation, the employment potential and the nature of employment in these sectors will largely depend on the speed of technological change which will be reflected in the skills demanded by these sectors.

Changes which occurred in the skill composition of each sector can provide useful hints as to what will change in quantity and quality of employment. The last 10 years show:

- an increase in the share of high-skilled workers in most sectors,
- a decrease in the share of semi-skilled workers

Trends in emerging technologies and the changing skill composition of sectors in which youth are increasingly engaged support these findings.<sup>11</sup>

A few more facts show possible solutions or ways of action related to easing the access of youth to the labour market:

- Fewer than a third of young people think they are getting good career advice at their secondary school.<sup>12</sup>

- Effective vocational education and training (VET) fosters job-specific and transversal skills; recent graduates have a smoother transition from education to the labour market and higher employment rates than graduates from general education pathways with comparable attainment levels.<sup>13</sup>

<sup>10</sup> European Vacancy and Recruitment Report 2014; European Commission, Directorate-General for Employment, Social Affairs and Inclusion; 2014

<sup>11</sup> Global Employment Trends for Youth 2017: Paths to a better working future; International Labour Office – Geneva: ILO; 2017

<sup>12</sup> Education to Employment: Getting Europe's Youth into Work; McKinsey Center for Government; 2013

<sup>13</sup> Joint Employment Report 2017; European Commission; 2017



## Trends in occupations – what will the future bring?

- Too many young people are taking courses that lead to qualifications for which there is reduced demand. In Spain, for example, the number of people employed in construction has dropped 62% since 2008, but the number of students graduating in architecture and building increased 174% since 2005

- Young people get hired in relatively low skilled jobs (e.g. hospitality or retails sectors), where they spend a period of time in order to accumulate qualifications or work experience that help them be prepared for other types of jobs. This is why youth hirings show sometimes a disproportionate amount out of the total hirings (for example, in the third quarter of 2013 youth hirings in the EU totalled 4.9 million out of total hirings of 9.6 million) .

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<sup>14</sup> Idem 12

<sup>15</sup> European Vacancy and Recruitment Report 2014; European Commission, Directorate-General for Employment, Social Affairs and Inclusion; 2014



The McKinsey Center for Government surveyed 5,300 youth (15-29 year olds), 2,600 employers, and 700 postsecondary-education providers in eight European countries. The survey showed that there are more people looking for work, but employers in Europe cannot find the skills they need. 27% of the employers surveyed reported that they have left a vacancy open in the past year because they could not find anyone with the right skills. One of the main reasons, it seems, is that education providers, employers and young people do not understand one another: 74% of education providers were confident that their graduates were prepared for work; on the other hand, only 30% of youth and 35% of employers believed the same.

## 1.4. Youth and quality jobs

More often at a younger age, people get involved into temporary and other insecure forms of work. The shift towards flexible, yet less secure, forms of wage work, brings a weaker long-term employment and income insecurity, along with the stress and hardship it might entail. For youth that engage in such contracts, it also means less job-related training and lower wages, and a greater volatility in the youth labour markets overall. As an alternative to junior, low paid jobs, opportunities offered in the internet-based gig economy and crowd work may be relatively attractive for youth. Another tendency in employment (spread particularly in Northern Europe), with a high number of youth hired this way, is represented by on-call work or zero-hours contracts. These are continuous employment relationships, in the form of contracts between employer and employee, but with zero obligations of continuous work or pay from the employer side, thus zero expectations, supposedly, from the employee side.<sup>16</sup>

<sup>16</sup> Joint Employment Report 2017; European Commission; 2017



The term 'job quality' refers to a range of inter-connected employment concerns, underlined in the report "The contribution of youth work to address the challenges young people are facing, in particular the transition from education to employment" and incorporating the seven ILO Conventions identified as being fundamental to the rights of human beings at work, irrespective of the levels of development of individual member States. Thus, job quality refers to the absence of child labour and the provision of the following:

- remuneration levels – salary payments, working hours, fringe benefits and equal opportunities are adequately provided;
- job security – employment contracts and the length of tenure provide a sense of long-term stability for workers;
- social protection – mechanisms for health, life, disability and unemployment insurance, as well as pension schemes, child care, and maternity leave are in place;
- safety and health concerns – working conditions are adequate and include the prevention of occupational accidents and diseases, the containment of environmental hazards as well as the promotion of health in the workplace;





- human resource development – workers are treated as an integral and valuable asset to the enterprise, provided with education and training opportunities, prospects of promotion and incentives for improvement;

- management and organisation – contemporary management methods are used, sound industrial relations practised, freedom of association and opportunities for participation and involvement encouraged

- freely chosen employment – concerning areas such as the existence and character of bonded labour and exploitative apprenticeship arrangements. (Definition by the ILO and European Youth Forum (2013) publication on Quality jobs for young people)<sup>17</sup>

*Even if youth organisations and Youth Centers do not directly tackle employees' rights, through their work with youth they can inquire, evaluate, consult and advocate towards better employment conditions of working youth.*

*More than that, having in mind the numbers and the tendencies, as youth workers, we can design small pieces of the puzzle that can help youth get better jobs, become better employess, and overall have a happier life. Some hints will be given in the pages of this handbook.*

<sup>17</sup> Quality jobs for young people, ILO and EYF, quoted in the report The contribution of youth work to address the challenges young people are facing, in particular the transition from education to employment. Results of the expert group set up under the European Union Work Plan for Youth for 2014-2015; European Commission - Directorate-General for Education and Culture; 2015

## 1.5 Youth employment – working definitions

Based on the ILO definition, Eurostat defines **unemployed persons** as persons aged 15 to 74 who:

- are without work;
- are available to start work within the next two weeks;
- and have actively sought employment during the previous four weeks.

So someone is referred to as "unemployed" if they don't have a job and are available for and actively searching for work.

Persons in employment comprise all persons above a specified age who during a specified brief period, either one week or one day, were in the following categories:

- paid employment;
- self employment.

The **employment rate** refers to the number of persons in employment as a percentage of the working-age population.

The **unemployment rate** is the number of people who are unemployed divided by the number of people who are unemployed and the number who are employed (the active labour force). The unemployment rate refers to unemployed persons as a percentage of the labour force.

**Inactive individuals** are those who are neither employed nor unemployed (individuals who are not looking for a job).

The **inactivity rate** refers to inactive persons as a percentage of the population (the number of inactive people is divided by the number of all working-age people).<sup>18</sup>



**Total unemployment** encompasses people aged 15-74.  
**Youth unemployment** encompasses people aged 15-24.

**Youth not in education, employment or training (NEETs):**

- NEETs are those not in education, employment or training, aged 15-24
- It includes unemployed NEETs = those who have not managed to find a job and inactive NEETs = people who are not actively seeking employment - they are not employed but they are not available for or actively seeking work

The NEET rate is the number of youth who are not in education, employment or training divided by the total number of youth but also those who are not actively seeking employment (inactive NEETs).<sup>19</sup>

## What about NEETs?



<sup>18</sup> Education at a Glance 2017: OECD Indicators; Organisation for Economic Co-operation and Development - OECD; 2017

<sup>19</sup> Education to Employment: Getting Europe's Youth into Work; McKinsey Center for Government; 2013

NEETs are not a homogeneous group; there are multiple factors that lead to youth being in this category of “not in education, employment and training” and they can be found in different environments.

Eurofound identified a number of factors which increase the possibility of a young person becoming a NEET:

- Low educational attainment
- Low household income
- Living in a remote area
- Difficult family environment
- Immigrant background
- Having a disability

The National Youth Council of Ireland, in the publication “Role of Youth Work in addressing the needs of Young People not in education<sup>20</sup>, employment or training”, quoting the Scottish Strategy for NEETs “More Choices More Chances”, categorised NEET groups as follows:

- **The hardest to help young people** – with complex needs which are often clearly defined and which require intensive levels of support.
- **An ‘intermediate’ group of young people** – less likely to be on the radar in terms of other more specialist or targeted interventions. This group may be ‘quietly disaffected’ and commonly have issues around motivation, confidence and soft skills. Less intensive, appropriately tailored support and interventions could make a massive difference to their outcomes on leaving school.
- **The ‘transition/gap year’ group** – includes young people taking time out before progressing to a further or higher education opportunity; or in voluntary or part-time work. This group – although captured in the headline NEET figure – have a benign experience of NEET.

Youth with a low level of education are three times more likely to fall into the NEET category than those with tertiary education. Low educational attainment is a key characteristic of NEET, so participating in education and training, rather than employment in jobs without training, is the most effective way of enabling NEET youth to access and sustain employment opportunities throughout their adult life.<sup>21</sup>

<sup>20</sup> Young People not in employment, education or training; Characteristic, costs and policy responses in Europe; European Foundation for the Improvement of Living and Working Conditions; 2012

<sup>21</sup> Role of Youth Work in addressing the needs of Young People not in education, employment or training; National Youth Council of Ireland; 2013



NEETs have lower levels of both interpersonal and institutional trust when compared with non NEETs; they are less likely to believe that other people could be trusted, would be fair and helpful and less likely to trust institutions such as the political system, government and the police, Eurofound study shows. Development of policies and programmes to engage and support them have to be well thought and outreach NEET in their environments, because they are unlikely to engage proactively with public institutions if they distrust them. Eurofound suggests that policy measures have to be diversified, tackling different issues along the pathway to employment and paying attention to vulnerable groups that are more likely to cumulate multiple disadvantages.

In a European Commission report analysing the impact of funds allocated to youth employment, several national evaluations highlighted particular issues around low participation of the most vulnerable, which may have been due to a “creaming” effect, which has to be taken into account when planning programmes towards youth. Creaming effect is, in this case, the involvement in employment initiatives of those young people who were closest to the labour market. One other challenge is that some countries lack mechanisms mechanisms to identify, register and monitor NEETs, so that the focus of intervention is on youth who are registered with the Public Employment Services.<sup>22</sup>

*Even if Youth Centres are not necessarily working towards insertion of youth (and NEETs) in the workforce, especially when national regulations clearly separate social work from youth work, they can easily increase employability and outreach through their regular activities and programmes.*

<sup>22</sup> First results of the Youth Employment Initiative. A Final Report to DG Employment, Social Affairs and Inclusion of the European Commission; 2016



## 1.6 Profiles of youth

In their Education to Employment research related to European youth, McKinsey Center for Government describes 7 types of young people, based on their profile and answers regarding **access** to employment, **ambition** to developing skills that employers demand, and **success** (job satisfaction).

*We will offer brief information about these profiles, because they can offer hints related to the possible suitable measures that Youth Centres can plan to reach and support youth. More details can be found in McKinsey's research.*

From the 7 segments, only one – “high achievers” – with 10% of the total youth, reported success in finding suitable employment and being satisfied with the job. The high achievers receive good education and suitable information; they are focused on actively building job skills during their education years. Other 2 segments, totalling 11% – “coasters” and “meanderers” – receive strong support, just that they are less motivated and end

up only moderately satisfied with their job outcomes. The other 4 profile types (79%) lack support and are unhappy with their prospects, with 2 of them, totalling 47%, being either desilusioned and not believing education could help (in the case of “non-believers” – 27%), either not able to continue their education because they cannot afford it (in the case of “strugglers – 20%).

**In a nutshell, the profiles are characterised by the following belief or reality:**

- The High achievers (10%): “I focused and made the best of the support I received.”
- The Coasters (6%): “I flew through education without stopping to think what would come next.”
- The Meanderers (5%): “I got support but I'm not aiming high. Good enough is enough.”
- The Persisters (17%): “I tried and tried, but my education did not equip me to reach my ambitions.”

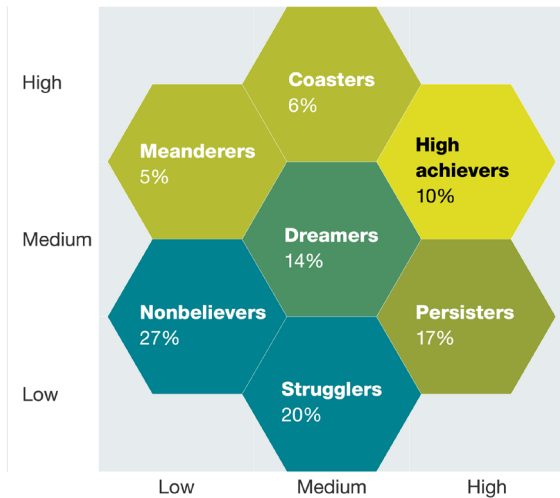
- The Dreamers (14%): "I wish I had known more so that I could have made better decisions to reach my ambitions."
- The Non-believers (27%): "I just don't believe that education will get me far."
- The Strugglers (20%): "I would like to continue my education, but I cannot afford to."<sup>23</sup>

Youth segmentation based on practices, beliefs, and educational achievement,<sup>1</sup> % (100 = 3,659)

Degree of success<sup>2</sup>  
High  Low

**Access**

How much support did you receive on your path from education to employment?



**Desire for employability**

How great was your desire to become employable?

<sup>1</sup>Survey included respondents in France, Germany, Greece, Portugal, Spain, Sweden, and the United Kingdom; Italy was not included in segmentation analyses.

<sup>2</sup>Success of segment based on unemployment rate after secondary education, time to employment, level of job satisfaction, and whether young people found a job relevant to what they had studied.

Source: 2013 McKinsey E2E Europe youth survey

<sup>23</sup> Education to Employment: Getting Europe's Youth into Work; McKinsey Center for Government; 2013

## 1.7 Trends in youth participation

Youth participation is growing. The 2018 EU Eurobarometer regarding youth participation (following past surveys on the topic in 2011, 2013 and 2014) shows several improvements, that can be taken into consideration as positive trends related to youth participation in general.

### **Related to involvement in NGOs**

More than half of respondents are involved in organisations (participation increased by 4% since 2014).

53% of respondents were involved in the activities of at least one organisation in the last 12 months, most common being a sports club (29%), a youth club, leisure-time club or any kind of youth organisation (20%), or a cultural organisation (15%).

### **Related to involvement in decision-making**

Participation in political elections has increased by 18% since 2014. 64% of respondents state they voted in any political election in the last three years.

### **Related to volunteering**

Participation in voluntary activities has increased to almost 1/3 of respondents (6% more than in 2014)

69% participated in voluntary activities focused on changing something in their local communities, 29% state that the activities were aimed at changing their country, 10% say other European countries and 11% another part of the world.

### **Related to EU priorities**

More than half of respondents state that (1) education and skills (53%), and (2) environmental protection and fighting climate change (50%) are priority topics from their point of view. Next 2 priorities are (3) employment (42%) and (4) the management of migratory flows and integration of refugees (40%).



### **Related to encouraging youth to express solidarity**

The main 3 areas where respondents think the EU should take action to encourage young people to express solidarity are: education and training (68%), employment (49%) and welfare and social assistance (37%). On a second list of priorities, youth think the EU should take action in the areas of health and well-being (50%), of protection of the environment and nature (49%) and of creativity and culture (38%).

#### **What is important to youth?**

Youth believe that the promotion of critical thinking, better education about European matters and the rights and responsibility of citizenship as EU citizens are important.

A large majority (89%) think that national governments should strengthen school education about rights and responsibilities as EU citizens.

More than 80% think that learning about European matters, such as the functioning of the EU and its institutions, EU history or European culture, should be part of compulsory school education.

67% of respondents state that European programmes and initiatives such as Erasmus+ and the European Solidarity Corps make them feel more European.

From several options given, the 3 most important ideas for the future of Europe, from the point of view of youth, from the options given, are:

- the promotion of critical thinking and the ability to search for information in order to combat fake news and extremism (49%),
- easy access to information for young people who want to move and work abroad in order to encourage youth employment (49%),
- promoting behaviour change through environmentally-friendly projects such as sustainable transport or recycling systems across Europe (40%).

3 out of 10 youth think that "educating young people in creative and immersive ways through virtual reality, real-life experiences and cultural and artistic events" should be a priority, as well as "more opportunities for young people beyond the current formats of Erasmus+ or the European Solidarity Corps".

More than 1 in 5 agree with "making information and news about the EU available through innovative media channels in multiple languages, such as films, series or simulation games" (23%), or "promoting the EU and its values inside and outside the EU through volunteering" (21%), while 19% most agree with "organising events or roadshows to bring the EU to rural and remote areas",<sup>24</sup>

**Q5** Young Europeans have been asked to give ideas for the future of Europe. From the following ideas, which three do you agree the most with? (MAX. 3 ANSWERS)  
 (% - EU)



<sup>24</sup> Flash Eurobarometer 455 Report - European Youth, September 2017; Survey conducted by TNS political & social at the request of the European Commission, Directorate-General for Education, Youth, Sport and Culture; 2017

## 1.8 What youth believe about their future

In their "Youth and Future of Work Survey", the International Labour Organisation asked young people how they envisioned their work life in the next 10 to 15 years. Their answers might surprise us, since they are a bit different than what we read in the media about the regular millennials profile, for example.

The reality youth face today is much different than the so-called "job for life" that their parents looked forward to at their age. Research findings show that more and more young people have, as a first job, short-term or otherwise insecure work arrangements. Around the world, the proportion of young people getting employed, rather than being "own-account workers" or "contributing family workers", is booming, but not necessarily reflecting more secure or better quality jobs, ILO shows, in the "Global Employment Trends for Youth 2017: Paths to a better working future" report. More casual wage employment has been registered in low and lower middle-income countries, and more temporary, casual and gig work was registered in upper middle-income countries. High income countries have their challenges as well – in high-income countries, 1 in 3 young people employed does not have an employment contract, and in upper middle-income countries, 1 in 2 workers has no contract. In low and lower middle-income countries, three out of four young workers have no contract. Young people living in rural areas are most vulnerable – they are 1/3 as likely to have a work contract.

Regarding the future, things are changing fast especially due to new technologies reshaping jobs... "Will there be enough decent jobs for the 25.6 million more young persons in the labour market between 2017 and 2030?", ILO asks.





ILO's Youth and Future of Work Survey explored how did young people envision their work life in the next 10 to 15 years. A significant share of respondents think about their future with fear or uncertainty. In countries that are in transition or developing, there is a significantly bigger share of youth seeing their future with confidence. Fear and uncertainty seems to be growing exponentially with the technology spreading. Most of the worried respondents come from Europe, Central Asia, North and South America. Technology means flexibility and autonomy, but this freedom brings uncertainty and insecurity. An increasingly unclear future, felt by youth. In ILO's report, one youth stated: "It is a scary world out there, and young people are going to have to find new ways on how to tackle the issue of 'getting a job' and 'keeping a job' because there is no one that will help us to do that."<sup>25</sup>



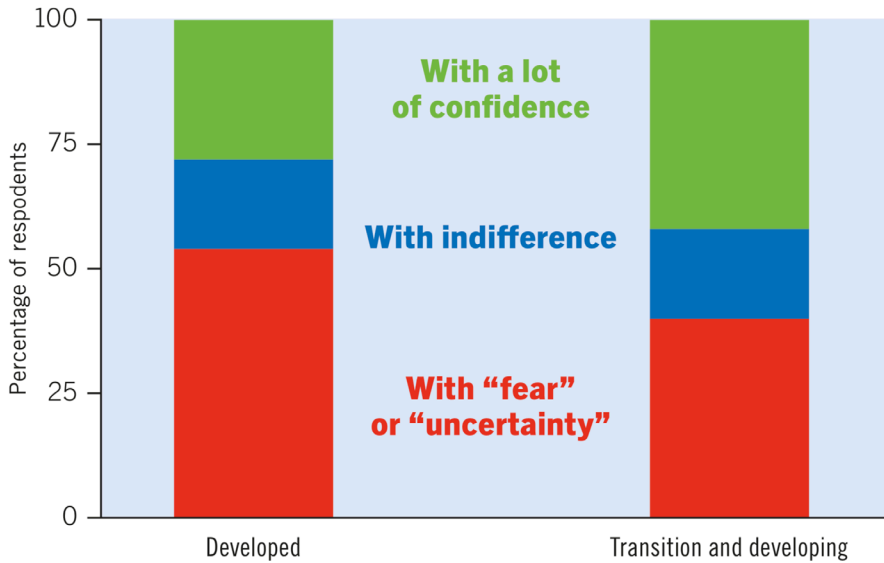
We cannot  
always build  
the **future** for  
our youth, but  
we can build  
our youth for  
the future.

*-Franklin D. Roosevelt*

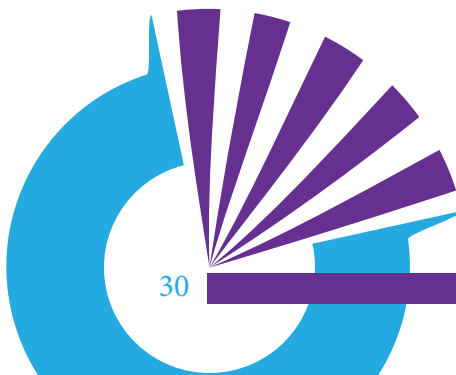
<sup>25</sup> Global Employment Trends for Youth 2017: Paths to a better working future; International Labour Office – Geneva: ILO; 2017

(figure taken from Global Employment Trends for Youth 2017: Paths to a better working future; International Labour Office – Geneva: ILO; 2017)

**Figure 5.6 How young people view their future employment prospects, 2017**

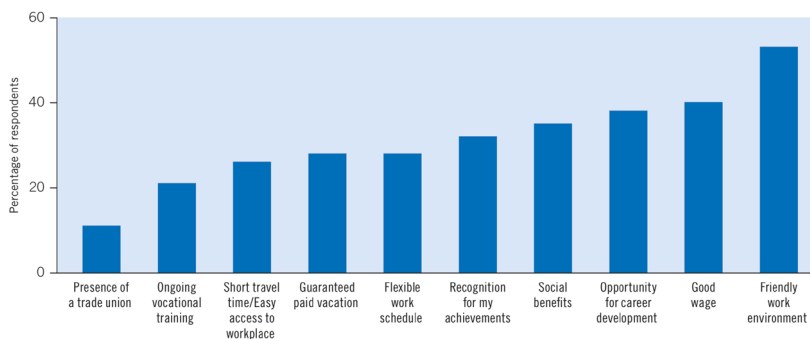


Even if things are changing fast around them, and we presume youth are getting used with this fast pace, their ideal jobs are associated with traditional forms of employment: more than 50% want a friendly work environment, and around 40% of respondents wish for a good wage, opportunities of career development, social benefits and recognition for achievements. Flexibility comes only after the above.



(figure taken from Global Employment Trends for Youth 2017: Paths to a better working future; International Labour Office – Geneva: ILO; 2017)

Figure 5.8 Young people's ideal job, 2017



## 1.9 The road from education to employment

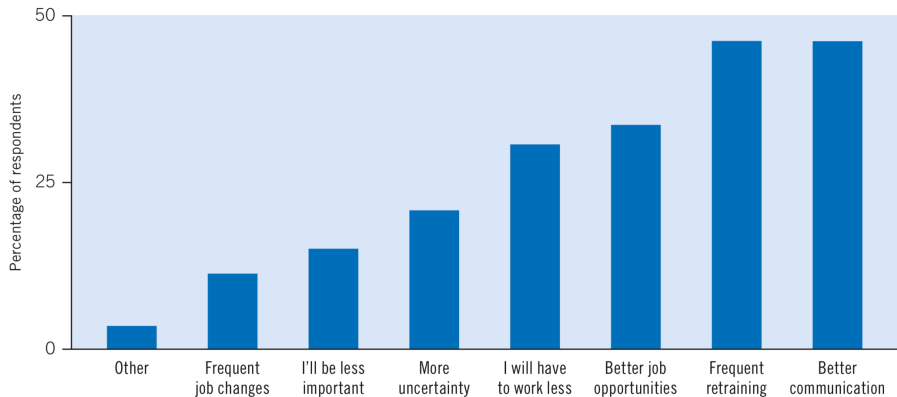
McKinsey study shows European youth face obstacles at every stage of the Education to Employment (E2E) journey. The Education to Employment path is a road with 3 intersections: enrolling in proper education, building the right skills, and finding a suitable job. The problem is that in Europe there are roadblocks at each of these three points. In what concerns enrolling, the biggest challenges for youth are lack of information and costs of education. In what concerns skills, youth do not learn sufficient general skills while they study, and in the same time employers report a shortage of soft skills (such as work ethic, communication, team work). Transition to work is also stated at being difficult. One third of youth find intermediary jobs after graduation. Many more struggle to find a job at all. Access to career-support services is often missing from formal education institutions.<sup>26</sup>

<sup>26</sup> Education to Employment: Getting Europe's Youth into Work; McKinsey Center for Government; 2013

The accelerated technical progress shows that lifelong learning will be more and more a requirement, rather than an option, in order to have a competitive job (or, perhaps, most jobs). Some occupations are less and less needed, while other are progressing. Also, we can see a shift in the skills required for some occupations that change as technology changes. "Reskill and upskill" will be required, ILO states, and the Youth and Future of Work Survey shows that youth are aware of the need of continuous learning, as jobs change. Almost 50% of youth surveyed believe that they will have better communication and frequent retraining. Also, an Infosys research states that most youth in emerging countries are aware that, without technology skills, it will be increasingly hard to get a job.

(figure taken from Global Employment Trends for Youth 2017: Paths to a better working future; International Labour Office – Geneva: ILO; 2017)

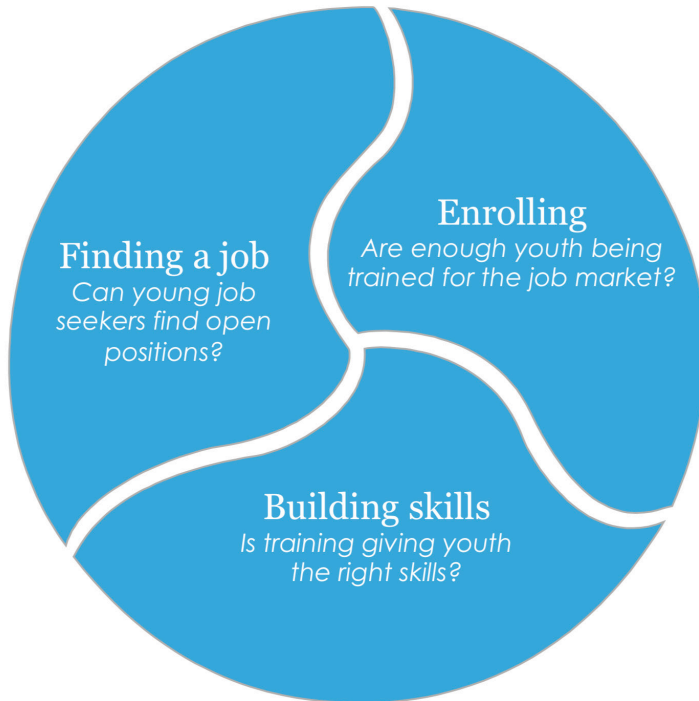
**Figure 6.1 Youth perceptions on the implications of technological change**



Source: Youth and Future of Work Survey (ILO, forthcoming).



## Three main guideposts mark the road to employment



Source: McKinsey Education to Employment: Designing a System that Works, 2012

Youth Guarantee, which determined a series of European and national level plans to be implemented for tackling youth unemployment, states that there are four possible pathways for unemployed youth: 1. Employment; 2. Continued education (and training); 3. Apprenticeships; and 4. Traineeships.





## 1.10 Correlation between education and employment in different regions of Europe (from the project partners)

Partners in the project in which this handbook was elaborated gathered data at local and regional level, in order to underline some trends that can offer details about the relation between education and employment and the trends related to the business fields present in the area.

**Catalonia, region of Spain** with a total number of 3,316,000 workers in 2017, registered an unemployment rate of 12.63%. Top business fields as number of employees were: Services (73.94%), Factories (18.03%), Constructions (6.37%) and Agriculture (1.66%). From a total number of 619,490 companies, the top business fields as number of companies were Services (82.08%), Constructions (11.89%), Factories (6.01%). As the percentages suggest, factories represent only 6% of the total number of companies, but have a larger number of employees (18%), while constructions companies represent almost 12% as number but are of a smaller size, since they employ only 6% of the people at regional level. Services are on top, with the largest share of companies (82%) and a big number of employees (73%) of the total. The total number of companies launched in 2017 was 47,764, while the total number of new employees was 91,999.

Related to trends in employment, the most people employed were in the following fields: Constructions (13,1%), Agriculture (7,3%), Services (2,4%) Factories (1,2%) – a very small percentage in services, and a relatively high percentage in agriculture, considering the overall percentages (total number of employees). In 2017 there were over 500,000 highschool graduates, while the total number of university graduates in 2016 was more than 10 times lower (47,258). The top fields by number of graduates in 2016 do not necessarily show a direct correlation with the labour market, though we can presume the social sciences and law graduates were directly inserted in the services sector: Social Sciences and Law (22,330), Engineering and Architecture (8,991), Healthcare Sciences (8,461), Arts and humanities (4,193) and Sciences (3,283).

**The city of Berlin, Germany**, registered 1,426,462 inhabitants at the end of 2017, and a registered rate of unemployment of 8.4% in april 2018, not counting the people benefitting of different government measures (such as public paid work, inclusive measures, older than 58 y.o. receiving social aid, mid and long-term sick unemployed, receivers of employment grants for the hard-to-place unemployed). The top business fields as number of employees in 2016 were: Health and social care (14.7%), Retail trade (11.4%), Other business services (9.3%), Freelancer technical and scientist services (9.2%), Production (7.4%), Education and teaching (6.3%), Informatics, communication technology (5.7%), Public services / administration (5.7%), Gastronomy (5%), Traffic (4.7%). From the total number of 175,180 companies, the top business fields as number of companies were: Freelancer technical and scientist services (21%), Retail trade (14.3%), Construction companies (8.2%), Health and social services (7.1%), Gastronomy (7%), Other business services (6.8%), Art entertaining and recreation (6.6%), Informatics, communication technology (6.3%), Real estate and housing (6.1%), Production (3%). The total number of new companies was 44,839. In 2017, there were 183,000 less people unemployed than 2016. Higher education graduates in 2017 were 43,891, registered in the following fields: Jurisprudence, business affairs and social science (31.6%), Engineering Sciences (20.8%), Social science (19.4%), Healthcare (6.16%), Art and Art science (6.5%), Humanities (5.6%), Mathematics (5.3%), Nature science (2.6%), Agriculture, forestry and nutritional science (1.6%), Sports (0.4%).<sup>27</sup>



<sup>27</sup> Sources: <https://www.statistik-berlin-brandenburg.de/>





**In Murska Sobota regional unit, from region Pomurje, Slovenia,** a total number of 974,000 workers was registered in 2017, as well as the following unemployment rates: regional unit of Murska Sobota city: 18.00%, statistical region of Pomurje Region:17.4%, Slovenia: 10.6%. The top business fields as numbers of available job offers were: Manufacturing (25,299), Constructions (17,668), Administrative and support service activities (14,622), Health care and social care activities (12,397), Education (11,957), Wholesale and retail trade; repair of motor vehicles and motorcycles (11,242), Transportation and storage (9,840), Accommodation and food service activities (7,960), Professional, scientific and technical activities (6,142), Activities of public administration and defense; mandatory social security activities (3,410). From a total number of 196,072 companies in 2016, the following fields were in the top number of companies: Professional, scientific and technical activities (33,326), Wholesale and retail trade; repair of motor vehicles and motorcycles (27,007), Manufacturing industry (19,556), Constructions (19,508), Arts, entertainment and recreational activities (13,759), Accommodation and food service activities (11,581), Information activities (9,294), Transportation and storage (8,820), Healthcare (5,045), Activities of public administration and defense; mandatory social security activities (2,208). Total number of companies launched in 2017 was of 23,041. New employees were hired in 2017 especially in the following fields (in the order of people employed): Manufacturing, Wholesale and retail trade; repair of motor vehicles and motorcycles, Education, Constructions, Professional, scientific and technical activities. 31,000 people graduated higher education in 2016 and the following fields are in the top: Social sciences, business and law (35%), Engineering, manufacturing and construction (16%), Science (8%).<sup>28</sup>

<sup>28</sup> Sources: SURS, Bisnode, ZRSZ

**The  
city of Kokkola,  
Finland,** had a total of

19,221 workers in 2016. In 2017,  
the unemployment rate was 11.8%.

From a total of 2471 companies in 2016,  
the top fields as number of companies were:  
Building services (183), Real estate services (124),  
Agriculture (109), Barber-hairdresser (98), Transport  
services (92), Organizations (89), Constructions  
(75), Car maintenance (60). 232 new companies  
were launched in 2016. 505 students graduated  
higher education and 316 graduated high school  
in 2016. Students graduated in the following  
fields: Trade and administration (163), Health  
and wellbeing (175), Technology sectors  
(113), ICT (26), Education sector (14),  
Humanistic and arts (6), Service  
sectors (8).



**In Timis County, Romania,** there were 236,264 employed persons in 2017. The registered unemployment rate was 1,02% at 31st of December 2017 (the smallest in the country). The unemployment rate at the level of Romania was a little over 4% at the end of 2017.

The top 10 business fields as number of employees are: Manufacturing industry – 25,394, Wholesale and retail trade; motor vehicles and motorcycles repairing – 17,878, Health and social assistance – 9,414, Education – 9,070, Transport/logistics and storage – 8,706, Constructions – 8,258, Administrative services and support services activities – 7,279, Public administration and defense; public social insurance – 6,765, Information and communication – 4,518, Professional/vocational, scientific and technical activities – 4,086. A number of 4,597 new companies launched in 2017, and in what regards the domains with the largest numbers of companies, the numbers are the following: Wholesale and retail trade; motor vehicles and motorcycles repairing – 4,923, Professional, scientific and technical activities – 2,262, Constructions – 2,015, Manufacturing industry – 1,693, Transportation/logistics and storage – 1,240, Health and social assistance – 1,238, Hotels and restaurants – 931, Other services activities – 896, Agriculture, silviculture and fishery – 890, Administrative service activities and other support service activities- 861.

20,150 persons were registered as new employees, and most of them were hired in: Manufacturing industry – 5,717, Wholesale and retail trade; motor vehicles and motorcycles repairing – 3,066, Administrative service activities and support service activities – 3046, Constructions – 1272, Health and social assistance – 1,262, Transport/logistics and storage – 1,170, Information and communication – 1,072. Unfortunately, we weren't able to receive the data regarding the students that graduated in 2017 and the areas of specialisation. Still, these numbers can be a starting point for making correlations between the graduates and the need on the labour market, and also about the need for graduates of higher education in the county.



**So what?**

**Conclusions:** *though we need a more in-depth analysis to properly investigate correlations between education and the labour market at local, regional and national level, the numbers can at least raise some questions. Is the need of specialisations (shown by the numbers provided from the business sector) fulfilled by the education provided at local level or not? What can be done to support the development of the formal educational system in a more flexible, modular one? What questions could we ask main employers at local level, so that we can figure out, as Youth Centres, what types of trainings and services for youth we can provide, in order for them to have an easier insertion? How can we periodically gather data in order to investigate tendencies and be prepared with future-oriented, needs-based, programmes for youth?*



# CHAPTER

# 2


## A synergy of methods of education, training and youth activities (an encompassing approach on the learning process)

*This chapter will explore research, reports and other publications that give Youth Centres hints related to designing youth activities that can maximize learning directly related to the labour market. Some examples will be given as well, with the aim of inspiring Youth Centres to develop tailor-made activities that are both “in trend” with external developments, as well as easy to implement. We will approach skills related to employment from the perspective of soft skills and general skills, keeping in mind that more targeted courses can always be organized with the support of external experts in the specific fields (e.g. IT, design, or other specific skills required on the labour market). Youth Centres can play a key role towards increasing employability skills of youth; they already provide young people with educational programmes related to youth’ needs, as well as with career guidance.*

### **2.1 What employability?**

National education and training systems bear the most responsibility related to equipping youth with relevant skill sets. In “Global employment trends for youth” ILO suggests some key changes the educational institutions have to make:

- broaden their engagement with learners;
- offer interdisciplinary training and deliver more fluid transdisciplinary skill sets (beyond narrow occupational classifications);
- use experiential learning to support students develop core work skills and knowledge.



Many occupations, ILO states, will require new social and cognitive skills, such as: reasoning, complex problem solving, creativity, emotional intelligence. These could be developed all the way through the formal educational system.<sup>29</sup>

**Employability skills** are “a set of achievements, understandings and personal attributes that make individuals more likely to gain employment and to be successful in their chosen occupations”.<sup>30</sup>

ILO’s Resolution concerning human resources training and development, adopted in 2000, defined **employability skills** as: “the skills, knowledge and competencies that enhance a worker’s ability to secure and retain a job, progress at work and cope with change, secure another job if he/she so wishes or has been laid off and enter more easily into the labour market at different periods of the life cycle. Individuals are most employable when they have broad-based education and training, basic and portable high-level skills, including teamwork, problem solving, information and communications technology (ICT) and communication and language skills. This combination of skills enables them to adapt to changes in the world of work”.

As the definition suggests, employability skills are very slightly linked with certain specialisation fields – they are rather general skills that all youth should possess.

<sup>29</sup> Global Employment Trends for Youth 2017: Paths to a better working future; International Labour Office – Geneva: ILO; 2017

<sup>30</sup> The Youth Employment UK Employability Review - A review of frameworks, common terms and research currently being used to define and determine employability skills in the UK; Youth Employment UK; 2017

## 2.2 Soft skills and employability

In the report "What Works in Soft Skills Development for Youth Employment? – A Donors' Perspective", issued by Youth Employment Funders Group (YEFG), soft skills are defined as the mix of skills, attitudes, behaviours, personal qualities and mindsets that individuals use to be successful across different situations in work and life. YEFG proposes that youth soft skills development should focus on 5 sets of skills:

- positive self-concept,
- self-control,
- communication,
- social skills,
- higher-order thinking (which includes problem-solving, critical thinking and decision-making).

They are very close with the skills related to emotional intelligence – EQ.

The Education Commission, in "The Learning Generation" (2016) makes a clear statement: "Already today, some 40 percent of employers globally are finding it difficult to recruit people with the

skills they need. The ability to acquire new skills throughout life, to adapt and to work flexibly will be at a premium, as will technical, social, and critical thinking skills."

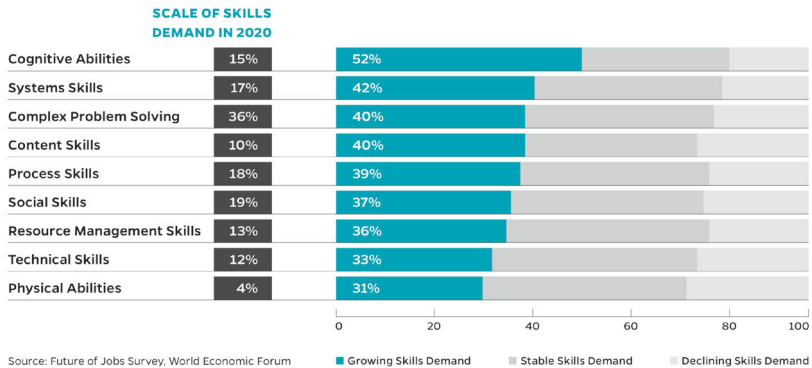
A recent World Economic Forum study quoted by YEFG shows that "more than one third (36%) of all jobs across all industries are expected to require complex problem-solving as one of their core skills, compared to less than 1 in 20 jobs (4%) that will have a core requirement for physical abilities such as physical strength or dexterity."

Also, "social skills – such as persuasion, emotional intelligence and teaching others – will be in higher demand across industries than narrow technical skills, such as programming or equipment operation and control. Content skills (which include ICT literacy and active learning), cognitive abilities (such as creativity and mathematical reasoning) and process skills (such as active listening and critical thinking) will be a growing part of the core skills requirements for many industries." Flexibility in thinking and



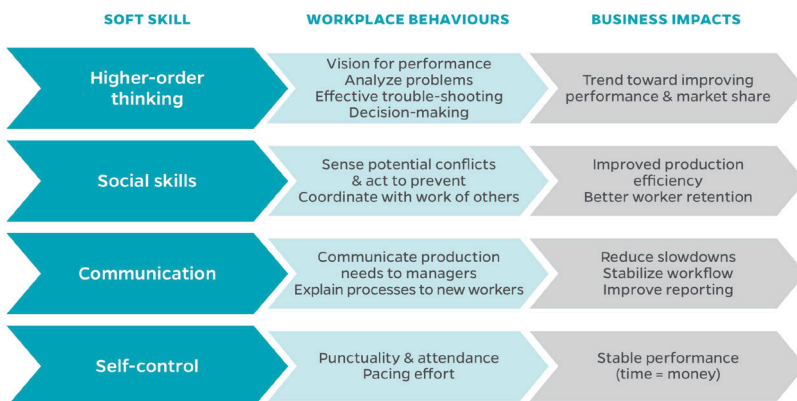
behaviour will be more and more needed, as non-routine work tasks are increasing and routine work tasks are decreasing in the overall working time.

Change in demand for core work-related skills in all industries, 2015-2020 (from publication What Works in Soft Skills Development for Youth Employment? – A Donors' Perspective; Youth Employment Funders Group (YEFG) and Mastercard Foundation; 2017)



In the next graph, YEFG shows the link between soft skills, workplace behaviours and outcomes for the manufacturing sector (from publication What Works in Soft Skills Development for Youth Employment? – A Donors' Perspective; Youth Employment Funders Group (YEFG) and Mastercard Foundation; 2017)

**Figure 2: The link between soft skills, workplace behaviours and outcomes for the manufacturing sector.**



Source: Adapted from USAID (July 2016).<sup>12</sup>



"There is a great deal of qualitative, theoretical and anecdotal evidence that soft skills programs affect youth aspirations, self-concept and behaviours, which translate into better education, health and employment impacts".<sup>31</sup>

The document "Quality Youth Work. A common framework for the further development of youth work" of the European Commission concentrates the conclusions of "Developing the creative and innovative potential of young people through non-formal learning in ways that are relevant to employability" (European Commission, 2013) which links the outcomes and skills acquired in youth work to four categories i.e. Personal, Inter-personal, Self-management and Competences in initiative and delivery.

Skill category	Outcomes identified in the research literature
<b>Personal (e.g. confidence and self-esteem)</b>	<ul style="list-style-type: none"> <li>• Increased confidence and self-esteem</li> <li>• Self-awareness (personal and social)</li> <li>• Readiness to take on new and more diverse experiences</li> </ul>
<b>Interpersonal (e.g. social and communication skills, teamwork, assertiveness)</b>	<ul style="list-style-type: none"> <li>• Improved teamwork</li> <li>• Increased communication</li> <li>• Improved pro-social behavior</li> <li>• More open to people from diverse backgrounds</li> <li>• Positive peer relationships</li> <li>• Enhanced leadership</li> </ul>
<b>Self-management skills (e.g. reliability)</b>	<ul style="list-style-type: none"> <li>• Motivation, commitment, resilience</li> <li>• Increased life skills</li> </ul>
<b>Competences in initiative and delivery (e.g. planning, problem solving, prioritising)</b>	<ul style="list-style-type: none"> <li>• Critical thinking skills</li> <li>• Planning, decision-making</li> <li>• Developed and focused career aspirations</li> </ul>

These skills and capabilities are often "more highly valued than formal education qualifications", according to the UK Commission for Employment and Skills (2009).<sup>32</sup>

<sup>31</sup> What Works in Soft Skills Development for Youth Employment? – A Donors' Perspective; Youth Employment Funders Group (YFEG) and Mastercard Foundation; 2017

<sup>32</sup> Quality Youth Work. A common framework for the further development of youth work. Report from the Expert Group on Youth Work Quality Systems in the EU Member States; European Commission - Directorate-General for Education and Culture; 2015

## 2.3 European-level programmes tackling youth unemployment

Through public funds at EU level, the following measures have been particularly funded. Even if there are specificities from country to country, the first 2 were high priorities (over 70% of funds):

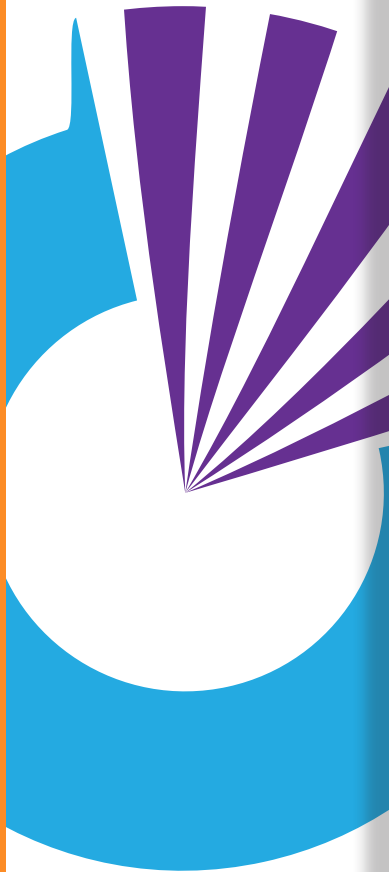
1. Provision of first job experience
2. Provision of traineeships and apprenticeships
3. Quality vocational education and training courses
4. Job and training mobility measures
5. Start-up support for young entrepreneurs
6. Wage and recruitment subsidies
7. Second chance programmes for early school leavers.<sup>33</sup>

An analysis on what are the main measures that were and are funded at European level can give Youth Centres some hints related to (1) what are the priorities, (2) what possible funding sources exist and (3) outcomes and impact of the projects funded so far.

<sup>33</sup> First results of the Youth Employment Initiative. A Final Report to DG Employment, Social Affairs and Inclusion of the European Commission; 2016



## 2.3 European-level programmes tackling youth unemployment



The youth Guarantee, the programme proposed by the European Union after the economic crisis affected youth badly, helped youth unemployment continuously decline and, as the Joint Employment Report of the European Commission states, "has been a key driver of improvement, promoting effective action by Member States, improving coordination among different actors and facilitating structural reform and innovation in policy design. In 2015 alone, 5,5 million young people entered Youth Guarantee schemes and 3,5 million took up an offer of employment, apprenticeship, traineeship or continued education. In several Member States, the Youth Employment Initiative (YEI), targeting the EU regions that faced youth unemployment rates of 25% or more in 2012, played a key role. Despite this welcome progress, continuing structural reforms and upscaling measures will be necessary to ensure that all young people – and especially low-skilled young people and those facing multiple barriers to entering the labour market – benefit from the Youth Guarantee."<sup>34</sup>

<sup>34</sup> Joint Employment Report 2017; European Commission; 2017

As the funding priorities, Youth Guarantee can offer significant ideas on suitable programmes for youth that Youth Centres can propose. For example, after registering a young person for Youth Guarantee, a series of "activation services" are offered to the young person – these are considered by the Youth Employment policy framework as essential and have to be administered to all young people prior to entering Youth Guarantee offers:

- Profiling;
- Intensive counselling;
- Individual action planning;
- Job search assistance;
- Job search monitoring and sanctioning;
- Referral to programmes/other services (work-first/ train-first approaches).<sup>35</sup>

One of the best practice examples given at European level is "one-stop-shops" – established to improve accessibility and outreach, they provide a broad range of youth-related services "under one roof", in a flexible and accessible way. "In 2015, Finland launched one-stop guidance centres for youth. Located in 35 municipalities so far, they provide low-threshold support to all young people below the age of 30, including personal advice and guidance, support in life management, career planning, social skills, as well as education and employment support."<sup>36</sup>

<sup>35</sup> Trends and innovation in youth employment policy in the European Union; Gianni Rosas, International Labour Office; 2018

<sup>36</sup> First results of the Youth Employment Initiative. A Final Report to DG Employment, Social Affairs and Inclusion of the European Commission; 2016



Another example from “First results of the Youth Employment Initiative”: “In Lithuania, the project ‘Discover Yourself’ implemented in all municipalities for the period 2015-2018, involves a cross-sectoral partnership of local PES offices, the police, children rights protection services, social workers and local Youth Centres to support NEETs in gaining personal, social and professional skills.”

## 2.4 What can Youth Centres do?

Robert Arnkil, in the chapter “Lost in transition? Challenges for social inclusion and employment of young people in Europe” of “Youth work and non-formal learning in Europe’s education landscape. A quarter of a century of EU cooperation for youth policy and practice” makes a good sum-up that shows what a suitable partner for youth, in their journey, Youth Centres can be (we will quote his article, as an inspiration):

*“Crisis and change in global markets and in the world of work are so frequently reported that the young generation inevitably finds it confusing, precarious and even scary as they think about careers, skills and jobs. At the same time Europe is aging. The baby boomers, who had a strong belief in progress, education and growth, and who had relatively stable careers, are retiring. The advice they received, and that they passed on to their children — ‘Get a good education and you will have a job for life’ — is no longer valid. There is now a wide gap between the world of many young people and the changing world of work. The ‘X, Y and Z’ generations (Tapscott, 2009; Gratton, 2011) are full of energy and creativity and with new ways of connecting and learning, proficient in the digital world and rising environmental values. But they often possess only fragmentary educational and working careers, they suffer frustration with their aspirations being blocked and they are disillusioned with the response of those in authority to the challenges. The rapidly changing world of work offers scenarios that oscillate between a negative future where everybody scrambles for scarce jobs, and a more positive ‘crafted future’, which allows people to shape their lives and work (Gratton, 2011).*

*The alternative, more positive 'crafted future,' requires continual development of skills and know-how to acquire mastery in one or more areas, with a premium on the ability to create and combine know-how from different areas. Such hybrid know-how (Gratton, 2011; Vuorinen, 2013; Arnkil and Spangar, 2014) increases the options for participating in working life and for coping better with the continual changes it imposes. Gratton (2011) concludes that mastering work calls for 'serial mastery,' the ability to slide and morph into new areas of skills, to self-market and to create credentials. At its best, this can be combined in a positive way with an individual's life-course, providing a sense of ownership, meaning and passion (Järvensivu, 2010). This is a common aspiration among young people. Exercising the positive alternative also demands connections via networking, links to different know-how communities, in paid work, voluntary work, free time or hobbies, so as to accumulate social capital, a collective pool of resources. Belonging to a community gives access to help in solving problems, to different skills, and to a sense of solidarity. By implication, the challenge in education and in subsequent work-related services is to maximise the possibilities for each individual in the hybrid development of skills and networks."*<sup>37</sup>

Youth work, by its own purpose, develops youth in ways that are essential for employment:

- Builds self-esteem and confidence of young people
- Equips young people with valuable life skills (soft skills)
- Builds resilience, such as the ability to deal with the ups and downs of life
- Supports young people to make informed choices and decisions.<sup>38</sup>

National Youth Council of Ireland underlines the capacity of outreach of youth work and youth workers: they "have the capacity to engage with marginalized and excluded young people, many are already doing so with limited resources and in circumstances where they are addressing other needs. They won't wait for young people to come to Youth Centres or facilities, many have and already engage in outreach work to meet the young people on their own turf".

<sup>37</sup> Youth work and non-formal learning in Europe's education landscape. A quarter of a century of EU cooperation for youth policy and practice; European Commission, Directorate-General for Education and Culture; 2015





On the other hand, Youth Centres have to look reachable by all categories of youth: “ill-designed services can alienate young people. A Copenhagen job centre failed to attract or retain young people without work, or NEETs. They walked away because the office looked intimidating and bureaucratic to them. So the job centre hired a group of anthropologists, who lived for a while with the young people and then walked through the entire service process with them. Suggestions resulted in changes in the initial contact, the appearance of the facilities and the transparency of the service process.”<sup>39</sup>. Easy-to-access one-stop-shops have proven their impact. Even if Youth Centre's core business is not directly related to youth employment, Youth Centres can help create quality services, brought to youth by several key stakeholders.

An example given in “Education to Employment: Getting Europe's Youth into Work”, by McKinsey Center for Government is related to Public Employment Services: when youth register as unemployed, PES could gather several stakeholders and get the young person through a 3-step process:

1. Develop a personal development plan;
2. Carry out a needs-assessment of the support needed to find employment;
3. Undertake a job, study place, or some other measure, such as training or subsidised work.

Youth Centres can support youth employment not only directly, by services related to employability skills and insertion on the labour market. They (can) have a great impact by giving youth a framework within which they can get involved, develop competences and raise their self-confidence.

<sup>38</sup> Role of Youth Work in addressing the needs of Young People not in education, employment or training; National Youth Council of Ireland; 2013

<sup>39</sup> Youth work and non-formal learning in Europe's education landscape. A quarter of a century of EU cooperation for youth policy and practice; European Commission, Directorate-General for Education and Culture; 2015

The report "What Works in Soft Skills Development for Youth Employment? – A Donors' Perspective" weights as a great positive influence in the development of skills the active youth leadership and participation in programming: *"Meaningful youth engagement is critical for effective program and policy planning; it can also help youth build soft skills. Young people demand participation, choice and voice, and seek to develop skills related to those values and desires. They often learn best from their peers. Community service, peer-mentoring, service-learning and youth-led development are very promising ways of building soft skills in young adults. Every young person should have multiple opportunities to assess, design and deliver needed services to their own community and beyond. The resulting work experience and skills they foster are in high demand in the labour market. Youth-led design has the effect of building soft skills and therefore should be scaled up, especially in community-based programs."*<sup>40</sup>



The same report shows the importance of youth programmes in handling stress and trauma – "exposure to adversity may compromise brain function in terms of self-control and executive functioning, making it more difficult for young people to develop the soft skills needed for workforce success", so Youth Centres can establish partnerships with specialised stakeholders, and can consider even supporting trauma-affected youth by "interventions such as cognitive-behavioural therapy to build self-control and positive self-concept."<sup>41</sup>

<sup>40</sup> What Works in Soft Skills Development for Youth Employment? – A Donors' Perspective; Youth Employment Funders Group (YEF) and Mastercard Foundation; 2017

<sup>41</sup> What Works in Soft Skills Development for Youth Employment? – A Donors' Perspective; Youth Employment Funders Group (YEF) and Mastercard Foundation; 2017



There are several distinctive ways that Youth Centres are supporting youth towards employment, either directly (with activities that focus on increasing employability skills) or indirectly, by the wide range of personal development programmes.

The non-compulsory approach of youth work offers youth genuine ways in which they can develop their skills and can become better persons.

When talking about activities towards employment, project partners describe a series of different activities, all of them supporting youth towards employment.

For example, **the Slovenian partners** organises a series of entrepreneurial activities for youth.

**The Catalan partner** offers support for youth to do homework, languages training, workshops related to different topics, counselling, training courses of specific fields.

**The partner in Berlin** uses a mixture of informal and nonformal framework – starting from an informal open space where young people can come, according to the needs and wishes, special measures in nonformal context are developed.

The activities support development of key competences such as entrepreneurship, language skills, creative skills, etc. There is no fixed curriculum. Also, they do not provide employment services as social work because legally the youth work is separated from social work. Special facilities and institutions are working on this issue of raising employability through special measures, usually based on common agreement between youngster, parents and youth services.

**The partner in Finland** has a “Nature School” as one of the departments of the Youth Centre, which offers outdoor education, special focus in team building activities and Sponsorship Class Action for children. They also offer social youth work coaching. Apart from that, there is a city youth service in Kokkola: “Ohjaamo” is a low-threshold service point for young people under 30 years old. It offers information, counselling and guidance regarding studying and working life, career planning and in issues regarding living and health. In 2017, Ohjaamo organised special educative days in job searching, study possibilities and career planning for young people.

**The partner in Romania** constantly organises European trainings, supporting Romanian youth not only get certain skills but also have an intercultural experience. Also, over 100 youth are sent

in youth exchanges abroad, yearly. These interactions with youth from other countries can have a great impact on the perspectives towards the future, and they broaden local youth's horizons.

## 2.5 Examples of activities from our experience so far

Below, we created a collection of activities that tackle, at various levels, youth employment, acquisition of soft skills, and youth empowerment towards becoming active citizens. Some of them have a direct relation with insertion on the labour market, others tackle this indirectly, helping youth get involved in activities and processes that can further help them in their lives, and indirectly becoming better professionals: Below, we created a collection of activities that tackle, at various levels, youth employment, acquisition of soft skills, and youth empowerment towards becoming active citizens. Some of them have a direct relation with insertion on the labour market, others tackle this indirectly, helping youth get involved in activities and processes that can further help them in their lives, and indirectly becoming better professionals:



**Title of the activity:** *I wish to become an entrepreneur – do I know how to market myself? / Entrepreneur Club*

- **Main objective of the activity:** Encouraging young people to develop entrepreneurial ideas and offering support during the first steps on their path to entrepreneurship. It can be a very effective approach to reducing youth unemployment and creating new employment opportunities - not only on a regional but also national and European level. By developing key skills and competences that are of utmost importance for ensuring flexibility and competitiveness in the labour market and creating new companies/jobs (by unemployed young people).

During the activities, participants were encouraged to transform their hobbies into viable entrepreneurial ideas, gather information and shape them to coherent end products.

- **Description of the activity:** Entrepreneurial club is intended for young people who are innovative and have good entrepreneur ideas but need help with their realization into practice.

During the activity, a positive entrepreneurial climate will be created, moreover young people will be given insight to the world of entrepreneurship and gain their first experiences within this field. Participants will be introduced to various techniques for generating entrepreneurial ideas as well as techniques regarding joint decision making.

**Step 1** – The participant chooses one entrepreneurial idea, which he/she will be developing during the activity. A detailed identification and argumentation follows.

**Step 2** – Analyses of personality characteristics that are needed for entrepreneurship. Getting to know proper business etiquette.

**Step 3** – A systemic break-down of the idea and preparation of a “mini business plan” with concrete data and information acquisition needed for the preparation of such document.

**Step 4** – Understanding and trying to delimitate individual areas of business. In addition, trying to organize the implementation of formed business ideas (if possible).

- **Competences developed by activity:** Developing skills, attitudes and abilities that are enabling young people to take responsibility for their lives and material existence, while at the same time helping them to understand their part in society by actively participating in it and actively shaping it. The emphasis is put on their personal development, because only through self-knowledge they will be able to recognize their potential, identify what they want to do in life and learn how to achieve their wishes and goals in a socially responsible way (e.g. eco-social entrepreneurship, green entrepreneurship).

Developing competences that are important for entrepreneurship: creativity, self-initiative, responsibility, confidence, risk-taking etc.

Developing skills regarding basic business knowledge and networking, thereby understanding the role of creativity, entrepreneurship and the meaning of entrepreneurship for society, developing entrepreneurial consciousness as a social category, to ensure participants' creativity and the realization of their own businesses.

- **Resources needed:** Involvement of businesses and local communities. Youth workers with experiences in the field for implementation of the activity. A space where the activity will take place (involving proper materials, equipment, etc).
- **Contact:** RIS Dvorec Rakičan – Youth Centre RISK0 <http://www.ris-dr.si> | [info@ris-dr.si](mailto:info@ris-dr.si)

### **Title of the activity:** *Marketplace of Ideas*

- **Main objective of the activity:** Presentation of business ideas with the goal to transform the creativity of individuals into real job opportunities. Moreover, one of the main goals is to offer young people the opportunity to further develop and gain a plethora of soft skills important for personal and professional development. The activity also strengthens connections between local and national stakeholders, as relevant stakeholders are of key importance for successful implementation of the activity.



- **Description of the activity:** Participants present their entrepreneurial ideas to successful entrepreneurs and other business or support institutions representatives. Participants receive constructive feedback in terms of their business ideas and ways on how to perfect and upgrade the idea.
- **Competences developed by activity:** Young people involved in this activity will acquire and improve skills and competences in connection with the development of an entrepreneurial idea and the promotion of creativity and innovation. At the same time, they perfect their communication skills and abilities of working in a team (e.g. work ethics, professional attitude, team work, accepting criticism). They improve their creative thinking and start thinking "out of the box".
- **Resources needed:** Involvement of businesses and local communities as well as other stakeholders. Youth workers with experiences in the field for implementation of the activity. A space where the activity will take place (involving proper materials, equipment, etc).
- **Contact:** RIS Dvorec Rakičan – Youth Centre RISKO  
<http://www.ris-dr.si> | [info@ris-dr.si](mailto:info@ris-dr.si)

### **Title of the activity:** *Social youth work coaching*

- **Main objective of the activity:** Social youth work coaching helps young people to find their individual resources and begin planning for their future. The goal of the training is to improve their everyday skills and develop skills that are needed in both educational and working life.
- **Description of the activity:** The training is a part of social youth work and social empowerment services. Social pedagogical orientation is the foundation for executing the training. The service is intended for young people aged 13–28 who face being left without an education and outside working life. The training is a supportive resource for outreach youth work, workshops, educational establishments and authorities working with young people.



■ **Competences developed by activity:**

- Helps to find individual strengths and resources
- Enhances everyday skills and develops skills that are needed in both educational and working life
- Helps young people plan for their future
- Offers experiential activities as well as individual and group-based support
- Based on experiential and action-based pedagogy

■ **Resources needed:** Human resources trained in personal development for youth, career counselling, coaching and mentoring.

■ **Contact:** Nuorisokeskus Villa Elba  
<http://www.villaelba.fi> | [elba@kokkola.fi](mailto:elba@kokkola.fi)

**Title of the activity:** *Personal Branding Pyramid*

■ **Main objective of the activity:** Empower youngsters to know themselves and to develop their capacity to enhance their skills

■ **Description of the activity:** Personal branding pyramid is a model created as a base for the learning process in the creation of a brand. A personal statement is a simple and clear phrase, meaningful about the value that one can bring into the world. This activity is based on reflection through questions on each level.

■ **Competences developed by activity:**

Social skills, professional skills, personal branding, personal confidence and clarity.

■ **Resources needed:**





- **Contact:** Universitat Autònoma de Barcelona / [informacio@uab.cat](mailto:informacio@uab.cat) | <http://www.uab.cat>  
*Source of the method:* project Personal Branding 4Euth Employment, implemented by Fundació Catalunya Voluntària from Barcelona and Coaching 4EU organisation

### Title of the activity: *Buddy System*

- **Main objective of the activity:** Develop interpersonal and support skills
- **Description of the activity:** This method is based on a partnership between two participants who will work together in supporting each other for the accomplishment of one objective they each have. At the end of the training days, the progress is evaluated.
- **Competences developed by activity:**  
Personal and professional skills
- **Resources needed:** none
- **Contact:** Universitat Autònoma de Barcelona / [informacio@uab.cat](mailto:informacio@uab.cat) | <http://www.uab.cat>  
*Source of the method:* project Personal Branding 4EUth Employment implemented by Fundació Catalunya Voluntària from Barcelona and Coaching 4EU organisation

### Title of the activity: *International Club*

- **Main objective of the activity:** International Club is an international education tool designed for young people. It is a process that allows young people to actively plan, join and manage international projects, such as youth exchanges, by themselves. The objective is also to get to know different cultures, international opportunities and global world phenomena.
- **Description of the activity:** International Club guides young people in learning about international encounters and appreciating diversity and equality, and supports their possibilities to discover other cultures as well as share experiences of their own culture. The youngsters are active members of the club, not only participants or "consumers". Their initiative and ideas are realised during the club meetings.

■ **Competences developed by activity:**

In the International Club young people have the opportunity to:

- Learn to appreciate different cultures
- Cooperate with young people from different countries
- Expand their own points of view and views of the world
- Learn to understand and respect diversity and differences among people
- Develop their language skills

■ **Resources needed:** Instructor Guide

This guide contains information, ideas and tips for leading the International Club. The presented activities are suitable for youngsters aged 13 and older, but they can be adapted to suit other age groups as well. The instructor

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**Title of the activity:** *Open youth work*

■ **Main objective of the activity:** “Young people should be provided with the youth work services necessary to promote their development. They should build on the interests of young people and be co-determined and shaped by them, empowering them to self-determination and encouraging and leading them to social responsibility and commitment.” (Social code VIII, §11 (1))

■ **Description of the activity:** The activity is a permanent activity of all youth centres in Germany and by law the main one.

After young people come to the youth center, they are welcomed by the group and the staff. In common activity, they spend time together in sports, games and socializing. It also forges plans for joint activities, which are implemented together as well. The social skills of young people are developed.

Two examples of how this mixed informal and nonformal activities can have a positive effect on young people's career choices.



**Example 1:** A youngster, Steve, participated in several youth work projects, both in the Youth Centre and internationally. He participated in these projects because the projects involved the street art culture and he was able to follow his hobby of graffiti, and he also learned how he can pass his skills and abilities to other young people. We took advantage of and made him teach a workshop for teens. He had a lot of fun and realized that it also influenced the other young people, so he decided that he would be studying social work. Three years ago, Steve decided to start working for us as a youth worker in the Youth Centre, and he is still here today.

**Example 2:** Toni first came to our facility as a teenager. There he discovered his love for electronic music. He got the opportunity to develop his skills and received access to his own space, that he built with his friends as a recording studio. When he wanted to present his music, he started to organize party series with his teenager friends. We helped him discover what he needs to look out for. The parties became a success, because besides the music he always paid attention to creative and enthusiastic decoration and event technology. Later he started supporting open air events for projects of other young people. In this way, he built Carnival cars, equipped stages inland and abroad and put on an ever more extensive equipment. These processes have always been characterized by many joint discussions with plaques and ideas. Of course there were also conflicts. Today, he heads the team of the telecolleagues, who are sought after sound and light artists and also a well-known DJ team of the Berlin electro-romusik scene. Undoubtedly, his greatest successes are the cooperation with the Dortmund Philharmonic, in which he played his songs together with the orchestra and was also responsible for sound and light-show.

■ **Competences developed by activity:**

Entrepreneurship, social competencies, mathematical and digital competencies

■ **Resources needed:** Patience and free money to implement project ideas.

■ **Other information:** In Germany we divide between youth work, which is always open to everyone, informal and on voluntary base, and social work. Youth social work includes, by law and also in practical implementation, all services which support educational and vocational training, integration into the world of work and their social inclusion in order to compensate social disadvantages or overcome individual disabilities. "To the extent that the training of these young people is not ensured (...), suitable educational and employment-related social and educational measures can be offered, which take into account the skills and development of these young people." (Social code VIII, §13 (2))

The offers of youth services should be coordinated with the measures of the school administration, the Federal Employment Agency, the providers of company and non-company training as well as the providers of employment offers. To make this more easy, and also to have just one public department youth have to deal with, the "Jugendberufsagentur" (Youth Employment Agency) was founded. The overarching goal of the Youth Employment Agency Berlin is to lead every young person or young adult in Berlin who has not yet reached the age of 25 to a vocational qualification.

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## Title of the activity: *Timis County Youth Strategy*

■ **Main objective of the activity:** Creating a youth strategy for the period 2017-2021 in Timis county; Increasing the capacity of 60 young people to implement a structured dialogue process between them and the public local and county authorities during the project period; Implementing a structured dialogue among young people, youth NGOs and the public local and county authorities.

■ **Description of the activity:** We did 6 focus groups with different categories of young people: pupils, students, employed / unemployed youth, young people between 28 and 35 years old and youth coming from small urban areas. The 40 young participants in the focus groups presented and analysed the main problems they face, for how long they have experimented them and whether they believe that the voice of the young people at the level of Timiș county is heard.



The results of the focus groups were used in the construction of a youth needs survey. The questionnaire was applied to 1,160 young people aged between 14 and 35 years old in Timișoara and other 12 localities in the county. For the application of the questionnaire an application was created, and with the help of tablets, 20 volunteer students could approach the young people directly. We organised 3 training activities for 60 young people on structured dialogue and methods of public participation. The main event was 1 national conference of structured dialogue where 100 young people from all over the country interacted with the Ministry of Youth and Sports and other relevant public bodies, as well as with Romanian Youth Council and the Public Policies Center within the West University of Timisoara on the situation in the country regarding the dialogue between young people and authorities. During the conference, young people also took part in structured dialogue workshops. Then, we had 1 week of consultations and implementation of the draft strategy (80 participants: young people, NGOs, public institutions), followed by support and adoption of the proposal.

■ **Competences developed by activity:**

Young people have acquired engagement/involvement skills & social and civic initiative skills (through structured dialogue courses & participation methods). We increased the capacity of youth NGOs to learn about the democratic process & to interact with the authorities, and we raised competencies for realization/drafting documents on public policy.

■ **Resources needed:** 20 volunteers who applied questionnaires; Spaces dedicated to focus groups; Representatives of public institutions, youth NGOs and civil society. The overall budget of the whole project was ±40,000 Eur.

■ **Contact:** FITT / [www.fitt.ro](http://www.fitt.ro) | [office@fitt.ro](mailto:office@fitt.ro)

**Title of the activity:** *All the ZIP for YOUTH*

■ **Main objective of the activity:** Key youth meeting in Timișoara, All the ZIP for Youth had a defining role for Timisoara, since it was the very event proceeding the submission of the final calendar of events for Timisoara - candidate to the title of European Youth Capital in 2020. It had as purpose compiling the contribution of all those present and not only to the candidacy of Timișoara in the finals for the European Youth Capital in 2020.

The purpose of the ZIP for Youth Participation was to show to all the young people in Europe the events designed by, with and for the youth which were going to take place in 2020 (if Timișoara had gained the title of European Youth Capital in 2020) and the preceding years.

■ **Description of the activity:** During the youth meeting the 70 participants thought about the events/activities they wanted to implement under the programme Timișoara - European Youth Capital 2020 and they have filled in the Support Declarations. After reviewing the steps FITT Timișoara has taken in the process of candidacy and learning about the concept of #Tm4EYC2020, as well as learning about the digital infrastructure prepared especially for the support of Timișoara's candidacy, the participants have filled in three large scale calendars, with their own ideas of events/activities (120 contributions) for the years preceding the candidacy (2018 and 2019) and the year of the candidacy itself, 2020.

■ **Competences developed by activity:**

The young people acquired skills regarding social involvement and were empowered to make their voices heard by promoting their own ideas for the development of the European Youth Capital programme, which reflected their contribution and their trust in the future. They have also better acknowledged their European identity and understood the advantages of cultural exchanges and youth mobilities.

■ **Resources needed:** 3 interns and 3 volunteers (registering participants, preparing the coffee break and helping to fill in the calendars). Other resources: 150 t-shirts, 150 presentation folders, 300 name tags, 300 pens, 3 large scale calendars, 2 roll-ups, snacks, the exhibition hall and the theatre room in FITT. Budget: 400 Eur.

■ **Contact:** FITT / [www.fitt.ro](http://www.fitt.ro) | [office@fitt.ro](mailto:office@fitt.ro)  
<https://www.youtube.com/watch?v=gd-e1BxNzbE>





## Title of the activity: *Forging Fairness – Youth Exchange*

- **Main objective of the activity:** The main objective of the youth exchange Forging fairness, financed by Erasmus+ programme, was to raise awareness among young people about discrimination, its effects and what can we do when we face it in our daily life.
- **Description of the activity:** During the youth exchange, young participants worked in groups for the entire days of activities, choosing to represent a discriminated group in the society. The chosen groups were refugees, muslims, people with disabilities, LGBT community, homeless people. Participants had the chance to learn the context and history of these groups and discover local/national programmes that are implemented to support them. One of the outcomes of the project were the campaigns created by participants and carried out in the city of Timisoara, promoting social inclusion of disadvantaged groups, reaching the people of Timisoara and having the chance to learn their perspective, as well.
- **Competences developed by activity:**  
The young people have acquired skills in realizing and implementing support campaigns, they developed knowledge about social inclusion, human rights and methods of fighting against discrimination. Besides these, they developed their competences in speaking in a foreign language, in being aware of other cultures and values and, most importantly, how to accept each other and work in teams toward reaching their goals.
- **Resources needed:** 3-5 persons involved in the coordinating team of the project
- **Contact:** FITT / [www.fitt.ro](http://www.fitt.ro) | [office@fitt.ro](mailto:office@fitt.ro)



## Title of the activity: *Structured Dialogue with Youth – regional consultations*

- **Main objective of the activity:** The Timiș County Youth Foundation (FITT), as a member of the National Working Group on Structured Dialogue, organised 5 regional youth consultation workshops across the country using its own consultation tools. The main objective of these workshops was to involve young people in the development of a structured dialogue between them and decision-makers with competences on youth policies and beyond, in order to formulate and substantiate a series of coherent action measures based on the needs and aspirations of young people, in a local, regional, national and European context.
- **Description of the activity:** One workshop was designed to last for 2 days during which the participants discussed about the following topics: the role of the actors in the community, finding answers to some questions corresponding to cycle 6 of structured dialogue with young people at European level, discrimination and human rights, community development and needs analysis, etc.
- **Competences developed by activity:** Participants acquired efficient methods of communication and interaction with the authorities and the decision makers. They have also learnt about the differences, the opportunities and the approaches of youth involvement in the rural and urban communities. They have gained skills in finding relevant information in the media about the topics they are interested in and how to differentiate if from the fake-news. Facilitators offered them instruments, contexts and resources for youth development and learning opportunities, including Erasmus+ opportunities. At the end of the workshops, the young participants have learnt which is the impact of their implication in the community and which are the effects of their passivity.
- **Resources needed:** Suitable room for the workshop (also fit for world cafe); catering for coffee breaks and lunch; accommodation and transport (budget) if the case; equipment (video projector, flipchart, A4 sheets, markers and others)
- **Contact:** FITT / [www.fitt.ro](http://www.fitt.ro) | [office@fitt.ro](mailto:office@fitt.ro)



## 2.6 Formal vs nonformal; the flexibility of Youth Centres

In "Youth work and non-formal learning in Europe's education landscape. A quarter of a century of EU cooperation for youth policy and practice", in the chapter "Youth work and nonformal learning in Europe's education landscape and the call for a shift in education", Tomi Kiilakoski makes a good observation related to the need of cooperation between formal and nonformal education (especially youth work): *"From the critical perspective, schools are equipped to control docile bodies (Foucault, 1995), not to offer flexible learning environments. The structures create path dependencies: the way things are organised today will also affect the future. As long as schools are built in a traditional manner, the school day tends to follow traditional patterns and pedagogical practices are likely to remain stable. But youth work can be carried out in many settings. It can take place in urban settings — streets, parks and parking lots — or in the countryside; or in schools, youth clubs, prisons, cafes or shopping malls (Sapin, 2009).*

*It is not tied to a single context. 'When you look at the future, it seems to be the case that schools can no longer be isolated islands. And in that phase, one of the most natural partners is the youth work' (from an interview with a teacher)."*

A well functioning and open communication and collaboration mechanism set up between, for example, local universities and local youth centres, can provide students with knowledge and skills that complete each other. An agile youth centre can, for example, design and implement short-term, impactful, soft skills trainings, branding or orientation trainings. And these are just a few examples. Tomi Kiilakoski mentions that "the cooperation of formal and non-formal can be seen as dependent on at least four perspectives:

- 1. Developing new methods of engaging within the changing educational landscape:** The methods used in the non-formal sector may be more appropriate to tackle questions that lie outside school subjects. Many important matters today — such as media education, environmental education, peace education or entrepreneurial learning — require a holistic approach. The traditional subjects of the school curriculum are not capable of meeting the requirements of these fields of education. But developing new ways of promoting learning can be created by cooperation.
- 2. Taking into account the full scope of learning:** Much learning takes place outside school. The use of technology and technological literacy are learnt mainly from everyday activities. The matter is twofold: on the one hand there is a question of recognising the knowledge the young already have; on the other hand it is a question of being able to critically evaluate if the knowledge is epistemologically or ethically sound.
- 3. Developing meta-skills:** In the changing educational landscape, second-order skills become all the more relevant. These skills include, for example, being able to access information, evaluate the reliability of sources, evaluate one's own convictions and be critical. These are not automatic capacities. The perspective of learning as acquisition should be coupled with learning as participation (Wenger, 1998) — of taking part in a communal process. The perspective of meta-skills requires engaging with the life world, and communities are part of this. It is an argument in favour of combining school and leisure time, education and entertainment and formal and non-formal ways of promoting learning.
- 4. Developing formal modes of recognising prior learning that takes place outside schools:** The current educational landscape cannot be understood only by looking at the classrooms. A dynamic flow of the everyday brings about many learning experiences. The entire scope of knowledge and experience held by an individual should be made visible in the educational system. This requires understanding of how the formal system works and also how learning takes place outside formal institutions."<sup>42</sup>

<sup>42</sup> Youth work and non-formal learning in Europe's education landscape. A quarter of a century of EU cooperation for youth policy and practice; European Commission, Directorate-General for Education and Culture; 2015



These perspectives are very encouraging when we think of the place Youth Centres could have in young people's lives, and how they could be placed in the educational landscape. Kiilakoski ends his plea about the inherent need of both formal and nonformal learning with this: "*philosopher Herbert Spencer asked a crucial question when he was thinking about education. what knowledge is of most worth?*". The answer could only motivate us to do more of what is relevant in terms of helping youth learn.

## 2.7 Other policy proposals, initiatives, tools and resources to be taken into account

Except for the ones already mentioned in this report (e.g. Youth Guarantee) there are a series of initiatives that can help Youth Centres (1) develop concrete actions, programmes and activities aligned with policies in place, (2) get involved in the processes of programming, structured dialogue, and other types of involvement at policy level. The list below is not exhaustive, it only mentions some of the initiatives in the (youth) employment field:

1. **Decent Jobs for Youth** – a global initiative developed under the 2030 Agenda for Sustainable Development, launched in 2016, with endorsement of the United Nations. Its key priorities include: digital skills for youth; quality apprenticeships; green jobs for youth; youth in the rural economy; youth's transition from the informal to the formal economy; youth in fragile situations; youth entrepreneurship and self-employment; and youth, 15 to 17 years of age, in hazardous occupations<sup>43</sup>.

2. **The New Skills Agenda for Europe**, adopted by the European Commission in 2016, encourages reforms that focus on: sustained investment in skills acquisition among youth and adults, better alignment of skills with labour market needs, including closer business-education partnerships, and enhancing the potential of apprenticeships<sup>44</sup>. Out of the 10 actions aiming at making available the right training, skills and support to people in the EU, we mention three that might be of interest: VET (vocational education and training), Key competences, and Europass.

<sup>43</sup> Global Employment Trends for Youth 2017: Paths to a better working future; International Labour Office – Geneva: ILO; 2017

<sup>44</sup> Joint Employment Report 2017; European Commission; 2017

■ **3. The Future of Work Centenary Initiative** (one of the initiatives that mark ILO's 100th anniversary). Through multi-stakeholder and national dialogues related to work and society, decent jobs for all, organisation and governance of work, a series of critical measures were identified, some of which being of interest for youth employment and youth work, such as:

- Develop adequate policies for skills development, education and training;
- Develop policies to foster entrepreneurship and self-employment;
- Develop policies to promote rights at work;
- Adapt policies to new and future technological realities.

In order to act upon these priorities, ILO established the Global Commission on the Future of Work, whose task is to produce an independent report by 2019 on how to achieve a future of work that provides decent and sustainable work opportunities for all. Also, throughout the process, stakeholders emphasised the importance of "collecting evidence, developing the capacity of all stakeholders, including the social partners, and initiating comprehensive policy frameworks that go beyond the labour market, capable of addressing other social and economic realities."<sup>45</sup>

■ **4. As a results of their research, McKinsey Center for Government proposes a series of actions that can close the Education to Employment gap.** Some of these are:

■ **Innovate with design, course delivery, and financing to make education more affordable and accessible** by: breaking degrees and vocational programmes into smaller modules, "enabling young people to combine and sequence them in the order that makes most sense for their career aspirations".

■ **Focus young people, employers, and education providers on improving employment readiness** by: education providers and organisations helping youth get quality information about different career paths; education providers focusing on tracking graduates' employment and their job satisfaction after leaving school; employers work together with education providers on designing curricula that fit business needs and increase opportunities for practical learning; big employers setting up training academies.

<sup>45</sup> Global Employment Trends for Youth 2017: Paths to a better working future; International Labour Office – Geneva: ILO; 2017



■ **Build the supporting structures that allow the best interventions to scale up** by: creating a system that gathers and shares key data, such as job forecasts by profession, youth job-placement rates, employer satisfaction with the graduates of different programs, etc; sharing examples of successful programmes and creating sectoral / regional solutions based on these; simulating the workplace context by gamification and offering this experience to a large number of youth<sup>46</sup>.

■ **5. Structured dialogue** is a great participatory tool to involve youth at local, regional, national and European level. "Structured dialogue with young people serves as a forum for continuous joint reflection on the priorities, implementation and follow-up of European cooperation in the youth field, to make sure the opinions of young people are taken into account in defining the EU's youth policies. It involves regular consultations of young people and youth organisations at all levels in EU countries, as well as dialogue between youth representatives and policymakers at EU youth conferences organised by the Member States holding the European Council presidency, and during European Youth Week. (...) In the Member States, the participatory process is organised and ensured by national working groups that include youth ministries, youth councils, youth organisations and other stakeholders. " More information can be found at: [http://ec.europa.eu/youth/policy/implementation/dialogue\\_en.htm](http://ec.europa.eu/youth/policy/implementation/dialogue_en.htm)

<sup>45</sup> Global Employment Trends for Youth 2017: Paths to a better working future; International Labour Office – Geneva: ILO; 2017

<sup>46</sup> Education to Employment: Getting Europe's Youth into Work; McKinsey Center for Government; 2013

<sup>47</sup> Youth work and non-formal learning in Europe's education landscape. A quarter of a century of EU cooperation for youth policy and practice; European Commission, Directorate-General for Education and Culture; 2015

# CHAPTER

# 3

## How to use job search portals and available information about the labour market at local, national and European level

### 3.1 European, national, local job search portals

There are several job search portals that are of reference for youth in a certain country. Mostly, there are national-level platforms that can be used are are known locally. Besides that, the local/regional employment agencies publish available jobs.

At European level, the job platform EURES - <https://ec.europa.eu/eures/> is a Job Mobility Portal that offers in the most possible friendly manner several types of support for people looking for a job in Europe. There is also a chat service available – with an EURES Adviser. Besides a multitude of jobs, there are a series of tips & tricks which, in a one-click-away manner, offer condensed information. For example, related to starting a professional career abroad, EURES has a page that guides you to a series of info:

*"Moving from student life to professional life abroad can be daunting. Moreover, applying for a job is often a challenging and time-consuming adventure! In order to make the transition smoother, 6 steps are listed below with useful 'hints & tips' that you may want to consider before moving to another country. Please click on each item and consult the relevant page:*

- I. Finding information on jobs abroad
- II. Practical and legal aspects of mobility
- III. Applying for a job abroad
- IV. The selection tests & the interview
- V. Moving abroad
- VI. Settling in a new country"



Lately, groups on social media are becoming more relevant when it comes to job search – youth that have a certain profession in mind can also find relevant jobs on relevant channels on social media. Also, LinkedIn is increasingly popular. Project partners documented a series of local and national level portals. Some of the findings are shown in Annex 1.

In what concerns Youth Centres, when it comes to counselling youth towards employment, it is relevant that they know the options at local and European level, so that they can guide youth towards the suitable portal / website.

### **3.2 Tips and tricks for youth**

Of course, counselling has to have a high degree of personalisation related to the profile of the young person that is counselled, and each Youth Center can develop its own instruments in working with youth on the topic of applying to jobs.

However, there are a series of tips and tricks that are applicable to the vast majority of youth, such as:





- Get experience through volunteering – many useful skills can be learned experientially.

- Apply to jobs that are under your level, as well – it is much more valuable to start somewhere, than to wait for the perfect job.

- Use advanced search on recruitment sites – have filters that are closer to your (entry-level) experience.

- Ask for a reasonable amount of money at your first job – first deserve, then desire.

- Ensure employers that you are motivated to work there – search info about the companies, think about why you are suitable to work there.

- Create a network – sometimes, people in your network know exactly what you are searching for and can recommend suitable jobs.

Lists like this one can be prepared, tailor-made, for the youth or group of young people you are working with.





<b>Name of job search portal</b>	<b>Mojedelo.com</b> - <a href="https://www.mojedelo.com/">https://www.mojedelo.com/</a>
<b>Level of the portal (local/national/Europea)</b>	National (involving all Slovenian regions)
<b>Private/Public portal</b>	Private (but publicly accessed)
<b>Free/Payment-based access for employers</b>	Free-based access for employers
<b>Free/Payment-based access for youth</b>	Free-based access for youth
<b>Number of employers enrolled</b>	<b>20,176</b>
<b>Number of users enrolled</b>	Over 250,000 users (according to registered newsletter receivers) Over 300,000 users (per month)
<b>Description of the portal</b>	Mojedelo.com is the biggest Slovenian employment portal. It offers information regarding job vacancies as well as tips for career development, how to write a good CV, how to successfully conduct a job interview, career advice, access to different tools. Employers have access to an efficient communication channel to interact with the labour market, while job seekers are given access to tools and services to enable their career development and find a job. The portal has been operating for more than 10 years and offers employers and job seekers the chance to establish direct contact. The portal lists top 10 employers, top job vacancies, offers news about job opportunities and events, lists links to other useful tools, webpages, employment agencies etc.
<b>Search facilities:</b>	<ul style="list-style-type: none"> <li>• by geographical area</li> <li>• by education (level and a title of education)</li> <li>• by profession (the title of the profession)</li> <li>• by type, (fixed-term work, self-employed, student work, volunteering, etc.)</li> <li>• by working hours/duration (full – time, part time, projects work, etc.)</li> <li>• by employer</li> </ul>
<b>E-mail alerts possibility</b>	Yes
<b>Tips and tricks for using the platform</b>	The portal is nicely structured, users can create a profile and upload their CV. Important information are highlighted. Users can use the portal without registration but it in this case they cannot create a profile. Registration and usage is for free. This portal uses logos of companies and businesses offering jobs, thus the user can quickly go over listed job offers and find those that are appropriate/interesting for him/her. The portal also has an appealing template (using photos and appealing graphics) and a so called “compatibility test”. By creating a profile on the portal and uploading certain information, the user can check his/her compatibility with the chosen job offer just by clicking on the icon. The programme then calculates the compatibility level and highlights matched points.
<b>Other information - Languages</b>	The portal only uses Slovenian language

## Annex 1 – job search portals analysis at local or country level

Name of job search portal	<b>ZAVOD REPUBLIKE SLOVENIJE ZA ZAPOSLJAVANJE</b> - <a href="https://www.ess.gov.si">https://www.ess.gov.si</a>
Level of the portal (local/national/European)	National
Private/Public portal	Public portal
Free/Payment-based access for employers	Free-based access for employers
Free/Payment-based access for youth	Free-based access for youth
Number of employers enrolled	3,261 vacancies, number of employers unknown
Number of users enrolled	81,220
Description of the portal	<p>Employment Service of Slovenia is one of the key Slovenian labour market institutions, which also operates a job search portal. It is an independent legal entity with public institute status operating uniformly across the entire country.</p> <p><b>Main activities:</b> Employment advice and jobbroking, life-long career guidance, unemployment benefit and unemployment, insurance implementation of active employment policy, (AEP) measures and programmes, issuing of work and employment permits for foreign workers, preparation of analytical, development and other professional materials related to ESS activities labour market (LM) and ESS information of a public nature.</p> <p><b>Users of services are:</b> Unemployed persons, employers, jobseekers, pupils and students who need professional help in the fields of employment and career guidance, professional institutions, providers of active employment policy programmes, social partners and general public.</p>
Search facilities:	<p>by geographical area</p> <p>by education (level and a title of education)</p> <p>by profession (the title of the profession)</p> <p>by key words (name of the job offers, field, duration, etc)</p> <p>by name of the job offer</p> <p>The portal also offers help in the form of an interactive virtual assistant.</p>
Email alerts possibility	Yes
Tips and tricks for using the platform	<p>The portal is nicely structured, users can create a profile and upload their CV and also list their non-formal knowledge and skills, thus informing their potential employers about them (which is very useful). Registration and the use of the portal is free of charge.</p> <p>The template of the portal is a little rigid, sometimes the filters for job searching do not work sufficiently enough (for example: by using the "date" filter, job offers are listed from current to past announcements, but the regional filter lists job offers outside of the selected region, which is a bit confusing).</p>
Other information - Languages	<p>The platform offers information in Slovenian, English, Italian, Croatian, Italian. Although the job portal is integrated in the platform, the only evaluable language for the job searching portal is Slovenian. The only part regarding active job searching in English language is the part referring to information and legislation of employment in Slovenia in connection to foreign workers (visas, permits, etc).</p>



<b>Name of job search portal</b>	Jovecat.cat
<b>Level of the portal (local/national/European)</b>	Local-Cataluña
<b>Private/Public portal</b>	Public
<b>Free/Payment-based access for employers</b>	Free
<b>Free/Payment-based access for youth</b>	Free
<b>Description of the portal</b>	<p>It belongs to the regional Government of Catalonia. The website is linked to the general website and it has the same structure and aesthetic.</p> <p>We can find general information with tips of how to find a job, and also job offers.</p> <p>There is one space where young people can ask for help and counselling online.</p> <p>The website sections are:</p> <p>Work: there is a general description of the Regional Youngsters Work Office and the support that they can use to find a job, it also explains the different kinds of jobs that they can find: internships, summer work and temporary jobs, self-employment, online jobs and work abroad. It also presents information about different training activities and useful documents related to different types of jobs. There also some tips and links to websites where youngsters can find job offers.</p> <p>Education and training: there is general info about the different kinds of post-compulsory education, some educational resources and links to other websites where youngsters can find scholarships to study.</p> <p>Others: it also presents some info about services and resources for youngsters related to healthcare, what to do in their free time, social inclusion, drugs prevention, environment, etc.</p> <p>If someone wants to access open job positions, they have to access the "work" section, then "Young Work Office" and then "Job Pull". It's not very easy to find the place.</p> <p>Job offers are structured in the following fields:</p> <ul style="list-style-type: none"> <li>- Culture and free time, Education, Sports, Jobs for disabled youngsters, Services for people, Services for enterprises, ICT, Tour and hospitality, Factories, Food Industry</li> </ul> <p>When they access each field, they find the offers in pdf files. There is a browser where they can use some filters (full time, part time, permanent, temporary...).</p>
<b>Search facilities:</b>	
<b>E-mail alerts possibility</b>	No
<b>Tips and tricks for using the platform</b>	It presents some tips to help youngsters find a job (presentation letters, curricula, links to websites to find a job and also to training resources).
<b>Other information</b>	Summarizing, it is not only a portal where youngsters can find job offers, but a portal where they can find resources to find a job, professional counselling, training resources and other resources to improve their skills. <a href="https://lovecat.gencat.cat/ca/remes/treball/oficina_love_de_treball/borsa_treball/">https://lovecat.gencat.cat/ca/remes/treball/oficina_love_de_treball/borsa_treball/</a>



<b>Name of job search portal</b>	<a href="http://www.stepstone.de">www.stepstone.de</a> / <a href="https://www.stepstone.com/">https://www.stepstone.com/</a>
<b>Level of the portal (local/national/European)</b>	Germany and 20 countries in Europe
<b>Private/Public portal</b>	private
<b>Free/Payment-based access for employers</b>	paid
<b>Number of employees enrolled</b>	29,000,000
<b>Number of users enrolled</b>	24,000,000
<b>Description of the portal</b>	StepStone is a company that has taken great strides forward to be a leader in the online recruitment marketplace.
<b>Search facilities:</b>	Date posted: New jobs, Last week. Skills: Sales, English language, Support, Consulting, German, Ms Excel, Management. Categories: Engineering & Technical jobs, IT, Sales, Field Service, Customer Service. Sectors: Wholesale, Retail Trade, IT & Internet, Other Business activities. Region: Europe, Western Europe, Berlin. Experience: Experience required, No experience.
<b>E-mail alerts possibility</b>	Type of work: Part time, Full time. Type of contract: Permanent contract, Temporary, Internship, Freelance.
<b>Tips and tricks for using the platform</b>	The user can set some filters and then write the personal email and sign in to have a job agent and in that way can receive alerts on job offers that fit with the preferences. To be part of StepStone and to be more updated with new information and jobs connected with your preferences, you can create CV or your Profile in 5 minutes, in 2 easy steps like: Login and Register, Create your CV, and Be found by recruiters.

<b>Name of job search portal</b>	Monster.de
<b>Level of the portal (local/national/European)</b>	Europe, North America, Middle East, Asia & Pacific Rim.
<b>Private/Public portal</b>	private
<b>Free/Payment-based access for employers</b>	paid
<b>Description of the portal</b>	Monster is a global online employment solution for people seeking for jobs and the employers.
<b>Search facilities</b>	To search for a job you: Write the job titles, Location, Posting date, Companies, Job type and then search for jobs.
<b>E-mail alerts possibility</b>	The user can set some filters and then write the personal email and sign in to have a job agent and in that way can receive alerts on job offers that fits with the preferences.
<b>Tips and tricks for using the platform</b>	To let employers find you easy you <u>become</u> a <u>Monster</u> by just uploading your CV and making sure it's set to 'Visible' for employers to come to you with the latest jobs.



<b>Name of job search portal</b>	Feina Activa - <a href="https://feinaactiva.gencat.cat/web/guest/home">https://feinaactiva.gencat.cat/web/guest/home</a>
<b>Level of the portal (local/national/European)</b>	Local-Catalunya
<b>Private/Public portal</b>	Public
<b>Free/Payment-based access for employers</b>	Free
<b>Free/Payment-based access for youth</b>	Free
<b>Number of employees enrolled</b>	29,847
<b>Description of the portal</b>	It is not focused on youngsters, but it is one of the bigger portals at regional level. It is not necessary to do the registration to see the job offers.
<b>Search facilities:</b>	They can use several criteria to search offers: geographical position (city, province, Spain and Europe), field (administration, engineering, marketing, communication, personal services, etc). It is possible to do "advanced search" through the following criteria: - General data: reference of the offer, keywords, job position, previous experience, hours per day (full time or part time), kind of job relation (permanent, temporary, self-employment) and salary. They can also choose if they are looking for a position available for disabled people. - Place: city, province, Spain and Europe. They can also introduce ZIP and find offers close to it. - Academic data: level of studies and field of the studies. - Other specific information: drive licence and travel availability.
<b>E-mail alerts possibility</b>	Yes
<b>Tips and tricks for using the platform</b>	It is important to maintain the profile updated and attach presentation letter to each application.
<b>Name of job search portal</b>	Treballoteca.com
<b>Level of the portal (local/national/European)</b>	Local-Catalunya
<b>Private/Public portal</b>	Public
<b>Free/Payment-based access for employers</b>	Free
<b>Free/Payment-based access for youth</b>	Free
<b>Number of employees enrolled</b>	176
<b>Number of users enrolled</b>	--
<b>Description of the portal</b>	Despite the fact that it is not a specific portal for youngsters, it has a lot of job offers which are usually requested by them. For example: au-pair, life guard, leisure instructor, etc. There is also information about labour conditions, labour market legislation, tips of how to find a job, etc. They can use criteria to search positions such as field, city, geographical area, or keywords.
<b>Search facilities</b>	No.
<b>E-mail alerts possibility</b>	No.
<b>Tips and tricks for using the platform</b>	Despite there are not a lot of job offers, it is a good resource to find information about how to find a job, understand contracts and legislation related to the labour market etc.

<b>Name of job search portal</b>	Nexus
<b>Level of the portal (local/national/European)</b>	Local (Universitat Autònoma de Barcelona)
<b>Private/Public portal</b>	Private
<b>Free/Payment-based access for employers</b>	Payment based
<b>Free/Payment-based access for youth</b>	Free
<b>Description of the portal</b>	The portal is focused to UAB's students, since the access to it is through the intranet. The students can upload some general information about themselves and their Curriculum Vitae. Mostly/ job offers are related to internships for students that are finishing their bachelor of master degree or junior positions.
<b>Search facilities:</b>	Youth can use some criteria to filter the offers: type of job position (internship, job, fulltime, part time). They can also find job offers by field and company.
<b>E-mail alerts possibility</b>	No
<b>Tips and tricks for using the platform</b>	The portal is intuitive and it's easy to complete the profile and sign up for job offers.

<b>Name of job search portal</b>	CornerJob
<b>Level of the portal (local/national/European)</b>	Italy, France, Spain and México
<b>Private/Public portal</b>	Public
<b>Free/Payment-based access for employers</b>	Payment for services
<b>Free/Payment-based access for youth</b>	Free
<b>Number of employees enrolled</b>	+200.000 companies
<b>Description of the portal</b>	It is a mobile application and website, but youth have to download the application to access the offers. They have to complete some personal data (name, surname, e-mail, birthday and photo) to do the registration or they can also access through Facebook. Then they have to upload information about their work experience, languages and education.
<b>Search facilities:</b>	The communication with the companies is through chat, and there is also online support through chat. They can use some criteria to do the research: territory (province or city), and field (administration, finance, tourism, events, etc). They can also organise the offers by relevance and the publish date on the website.
<b>E-mail alerts possibility</b>	There are smartphones alerts.
<b>Tips and tricks for using the platform</b>	The website offers some tips for the youth like maintaining their profile updated. A useful advice is to take care of communication through the chat (orthography, style, etc).
<b>Other information</b>	There is no filter to choose the company, so sometimes it is quite difficult to know who are they talking with through the chat when they receive a job offer.



# CHAPTER

# 4

## Focus on the creativity of the individual - highlighting skills and competences through creative activities

In this chapter, we will give a few examples related to the types of activities tackling creativity that the Youth Centres involved in the project have already implemented with youth. There is an enormous amount of ideas either using creativity or building on the creative potential of the participants, that can be implemented. Still, what we would like to underline is that building on creativity requires that we ourselves continuously work towards being open, creative, innovative individuals, always improving our work by using different methods, not being afraid to experiment new ideas, finding alternative ways of thinking and acting.

As George Nelson wonderfully put it, *"You don't think your way to creative work. You work your way to creative thinking."*

And to be able to implement activities using creativity (one way or another) we ourselves have to be creative persons.

The 21st century skills, developed by the United States-based Partnership for 21st Century Skills (P21), also called "The 4 Cs", are:

- collaboration
- communication
- critical thinking
- creativity



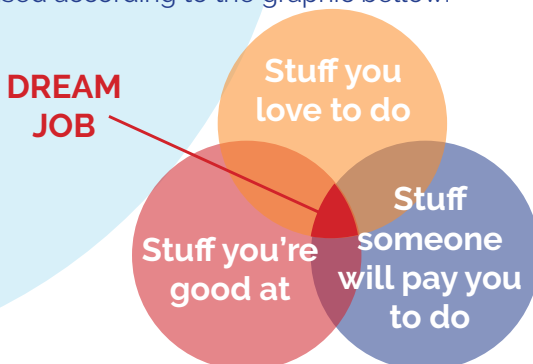
Generally, the formal education system is built in a way that it focuses on what students don't do well, because performance is seen as being good at all subjects. Often, creativity is "killed" by the request to conform to certain standards, to a certain discipline, to a certain (strict) way of doing things. Youth work can easily focus on fostering creativity, through the wide range of nonformal methods used. But to implement creative methods we must first become creative persons.

As Daniel Pink wonderfully put it: "The future belongs to a very different kind of person with a different kind of mind – creators and empathizers, pattern recognizers, and meaning makers. These people – artists, inventors, designers, storytellers... - will reap society's richest rewards and share its greatest joys."

We hope the examples below will inspire you; they are only a few ideas from (as we stated earlier and we strongly believe) the enormous potential that we all, as youth workers, have.

### Title of the activity: *My ideal job*

- **Main objective of the activity:** The objective is to develop communication and social skills among youngsters in order to empower them and facilitate in this way their ability to find a job.
- **Description of the activity:** This is an imagination exercise designed as a journey. Participants are split in groups and have to pass from one station to another. At each station they meet a facilitator who leads their reflection process in order to help them get the mental picture of their ideal job. For more practical people, the stations are organised according to the graphic bellow:





- **Competences developed by activity:**  
Communication skills, personal branding, social skills.
- **Resources needed:** Papers and pens
- **Other informations:** Source of the method: project Personal Branding 4EUth Employment, implemented by Fundació Catalunya Voluntària from Barcelona and Coaching 4EU organisation.

### **Title of the activity:** *Movie making*

- **Main objective of the activity:** This activity was designed for the development and practice of the digital skills of young people.
- **Description of the activity:** The activity can take different shapes, for example as a film festival or as a contest in promoting the best business ideas through movies. Youth get some basic skills related to making a movie, and then receive a mission or a theme that the movie will have.
- **Competences developed by activity:** Digital skills
- **Resources needed:** Digital camera or cell phone
- **Other informations:** Source of the method: project Personal Branding 4EUth Employment implemented by Fundació Catalunya Voluntària from Barcelona and Coaching 4EU organisation.

### **Title of the activity:** *Elf Around!*

- **Main objective of the activity:** The project is meant for involving young people with fewer opportunities. Our focus is on young people who are minorities / migrants, un-employed / with low salaries, temporary jobs, lack of self-confidence, people who have never travelled, with low education, school drop-outs, with learning difficulties, from disadvantaged and/or rural areas, geographically isolated, with low or no English skills, health issues or financial problems. The participants are young people who do not have many chances to travel and gain international experiences.
- **Description of the activity:** During the project, the volunteers helped prepare Villa Elba's Christmas project. The volunteers will be presented the history and secrets of Finnish elves and based on that the volunteers help to plan and realize an Elf path for children and families. In addition, volunteers will organize elf school for the primary school students.

■ **Competences developed by activity:** This project offers young people a chance for participation, to learn to cooperate in a multicultural team and to develop their personal competences like language skills, organisational skills and to learn new working methods. Further, the project will give the young people new experiences and skills, and this can improve their opportunities at the labour market.

The volunteers will be given tasks, tools and support, but an important aspect is that young people's ideas and thoughts will be encouraged and taken into consideration in their daily work tasks. This will empower young people's creativity and entrepreneurship.

■ **Resources needed:** Supervisor to guide the work, support persons to take care of the participants and help them in difficult situations. Some money for props for the elf path.

■ **Other informations:** The project offers the local community another opportunity to meet and associate with some interesting young people from different cultural backgrounds. Moreover, the volunteers work with local Finnish youth, and therefore they will integrate with local young people and this multicultural teamwork can have a big impact on the volunteers and the Finnish youth. The donation of the product of their labour back to the community is hugely appreciated and valued by local people.

## Title of the activity: *diveRcity (project name)*

■ **Main objective of the activity:**

The project supports cooperation among youth, raises creativity, social competences and communication skills and enables youth with skills towards social entrepreneurship.

■ **Description of the activity:** The project enables young people to implement self-organized youth culture events. Besides the financial and legal frame, there are no limits given. Due to a long-term moderation process, facilitated by youth workers, youth will design their own event. They have to think about what they want to present, who could support it, what permissions they will need, which security measures, they need to take care for who the event is designed and how they take into account the needs and rights of others. Throughout the process, they learn how to cooperate, how to share tasks, communicate with each other.



In fact, they get entire project management skills. It works quite well, if they are working in a field of their interest. Moreover, it is their own decisions that they have to design and implement. This increases the motivation and the sense of duty towards the project.

- **Competences developed by activity:** Creative sense and expression, cooperation, communication skills, creativity, social entrepreneurship, mathematical and technical competences.
- **Resources needed:** Facilitator, social educator who is flexible enough to support real selforganised activities of youth and who knows the rules and contact persons to get permission for events in public space. Some amount of budget for youth to use (in our case up to 500 Eur, all expenses such as toilet rent, technical equipment etc were financed from this). Usual small office equipment

### **Title of the activity:** *Music for human rights (project name)*

- **Main objective of the activity:**
  - supporting cooperation among youth
  - raising social competences and communication
  - creative expression
- **Description of the activity:** This Youth exchange used music methodology in work with youngsters, together with education about migration, culture and diversity. We are actively using music methodology since 2015 and are addressing actual topics from our community with it. For work with youngsters, in youth exchanges and in all of our activities, we are very focused at using non-formal methodology in daily work: planned learning, guided process and learning by do-ing. One of the most important aspects for us is that young people exchange ideas, see diversity, use it for education, plan their learning process and share their culture with others. The youth exchanges start with a "get to know each other" session, teambuilding as well as a project introduction, in which expectations, both from participants as well as from the management team, will be expressed, and the programme and the Youthpass will be presented. Expectations will be visualized by the "tree of expectations", which is secured for the evaluation. After this, we focus on the contents in two parallel processes: participants deal with the subject and process their ideas in an

artistic way. There is a three-day creative phase, in which participants process the themes and present them in songs. Each unit starts with an energizer. The contents of the topic is moderated in the group/band by a representative in the management team. Then the instrumental components of the song are determined and rehearsed.

This is a process in which almost all is impro-vised/tried. Passages are discarded, newly developed or rede-signed. The participants learn from each other and complement each other with their different competences. The results are then presented in a public event. The project conclusion is the evalua-tion and the farewell. In the evaluation, the participants reflect on what they experienced, try to visualize the effect on their person and work on "tree of effect", which is compared in the joint dis-cussion with the "tree of expectations". In a further step the par-ticipants can talk about their feelings. In doing so, we will focus on how the songs unfold in the audience and on the audience's reactions.

- **Competences developed by activity:** Creative sense and expression communication skills.
- **Resources needed:** Facilitator, social educator who is flexible enough to support real self organized activities of youth, room for common activities, rehearsal rooms equipped with instruments, usual small office equipment.
- **Other informations:** The project was implemented first time in 2015 and since then 9 times until 2017. We plan to continue it with 4 more projects in 2018.

## Title of the activity: *Slavas kitchen*

- **Main objective of the activity:**
  - Creative expression
  - Cooperation among youth
  - Alternative thinking
- **Description of the activity:** The activity is basically very easy. Up to 15 participants can take part. During the introduction to the participants, it is explained that they are going to create a cover song. They are allowed tu use everything they can find in the kitchen.



**Description of the activity:** They should experiment which kind of sound which device is doing, by blowing, hitting or swiping it, and how to adjust the tone, for instance to fill the object with different levels of water or put it on soft ground. They need to have a time frame of at least 4 hours to do so. 1 hour is needed to experiment and 3 more to rehearse the song. The song is going to be performed in front of audience or, if impossible, is going to be filmed - this is important for the self confidence of participants.

After the activity a debriefing should be held, with questions as:

Where did they have difficulties?

How were they solved?

What was the most interesting experience?

How did they cooperate?

In some cases it is advisable to present them some videos to get inspired: <https://youtu.be/YV5KAbV34NU>



We also adapted the activity. In one case, it was impossible to use a kitchen, so they were allowed to use whatever they can find in the surroundings: <https://youtu.be/peFWX4f771E>



**Competences developed by activity:**

- Social competencies
- Creativity
- Problem solving
- Alternative thinking
- Team spirit

**Resources needed:** Everything you can find in kitchen

## Title of the activity: *Rap at friday*

- **Main objective of the activity:** The main goal of the activity is to enable young people to present themselves. They increase their self-esteem and learn to express them-selves. Several secondary goals are pursued, such as behaving respect-fully towards others, and reflecting on one's own life.
- **Description of the activity:** Each Friday, at a fixed time, the stage of the youth centre turns to an open stage. Everyone can jump on stage, alone or with partners, and invent a rap for the audience.
- **Competences developed by activity:**  
Creative sense, social competencies,
- **Resources needed:** Stage, microphone, sound system

## Title of the activity: *Building a recording room*

- **Main objective of the activity:** The youngsters wanted to record their raps. In order to empower them to self-determination and to encourage social co-responsibility and social commitment, we supported this project.
- **Description of the activity:** The idea was born during a "Rap on Friday" session. The youngsters wanted to record the songs in better quality. So they started to discuss how this could be arranged. With some materials from our wood work-shop and other boughts, they started to build a chamber in one of the rehearsal rooms. They installed a computer, and using the microphones we provided, they installed mixing software on the computer and started to record.
- **Competences developed by activity:** Creativity, social competences. They learned different techniques in woodwork, sound engineering and metal works, calculated expenses and learned how to use the sound software.
- **Resources needed:** Patience, wood, microphone, sound system, pc



# CHAPTER

# 5

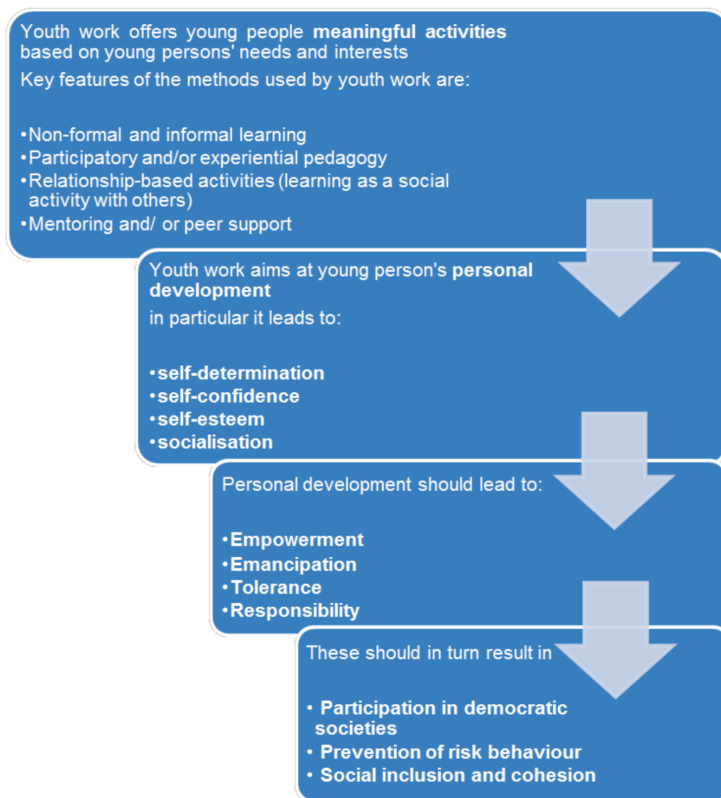
## Summing it up: key factors that lead to the great results of youth work towards employment

### 5.1 Results of youth work

Directly and indirectly, even if not always visible, youth work has a great impact on the individuals, both for personal and for professional development. Sometimes, being so busy with grassroots initiatives and the direct work with youth, we forget this – the impact on youth is not always measurable, tangible; it sometimes can be felt through stories, through what youth tell us they feel after an activity, how they shift and expand points of view and the vision of their future. Ultimately, how they become better persons.



The following graph sums up the impact that youth activities have (taken from "Working with young people: the value of youth work in the European Union")



Source: ICF GHK based on analysis of country reports

The criteria of successful youth work – according to "Working with young people: the value of youth work in the European Union", quoting a model developed by Howard Williamson – are the following:



- Youth workers' relationships with young people;
- Active outreach to young people in need of help and support;
- Sustainability and partnerships with other actors (e.g. formal education, social work);
- Flexibility, accessibility and adapting to the needs of young people;
- Learning opportunities, goal setting and recognition of achievements;
- Enabling young people to experience life, to make mistakes and to participate with their peers in leisure time activities;
- Standing on their feet': allowing young people to drive their own learning and development and to have autonomy;
- Commitment from young people, youth workers and the community<sup>48</sup>.

#### By being involved in youth work, young people:

- Develop certain skills and competences;
- Strengthen their network and their social capital;
- Change certain behaviours (e.g. risk behaviours);
- Build positive relationships<sup>49</sup>.



<sup>48</sup> Working with young people: the value of youth work in the European Union; European Commission, Directorate-General for Education and Culture; 2014

<sup>49</sup> Working with young people: the value of youth work in the European Union; European Commission, Directorate-General for Education and Culture; 2014



Youth work has such positive results mainly because of its healthy core principles, which are:

- 1.** Be perceived as being attractive, bringing added value or joy in life.
- 2.** Respond to the needs, interests and experiences of young people as perceived by themselves.
- 3.** Be actively inclusive; reach out to and welcome all groups of young people.
- 4.** Be based on young people's voluntary and active participation, engagement and responsibility.
- 5.** Have a holistic perspective and meet young people as capable individuals and resources.
- 6.** Enhance young people's rights, personal and social development and autonomy.
- 7.** Be designed, delivered and evaluated together with young people.
- 8.** Be based on non-formal and informal learning.
- 9.** Have a visible learning perspective and design its activities in accordance with clear learning objectives that are relevant to the young people participating<sup>50</sup>."

<sup>50</sup> Quality Youth Work. A common framework for the further development of youth work. Report from the Expert Group on Youth Work Quality Systems in the EU Member States; European Commission - Directorate-General for Education and Culture; 2015



There are, of course, other key reasons for the positive impact of youth work, such as the motivation of youth workers and volunteers.

"The motivation to be involved with youth work activities include:

- Contributing to the personal development of young people;
- Empowering young people;
- Learning from young people;
- Sharing the same common goals and/or beliefs.<sup>51</sup>"

## 5.2 Youth work and employability – a direct correlation

The key characteristics of youth work suggest a direct correlation with employability. As European Council conclusions (2010, 2013) show, there are 2 essential statements on youth work:

1. "Youth work offers developmental spaces and opportunities for all young people" and "is based on non-formal and informal learning processes and on voluntary participation";
2. "Youth work focuses on the personal and social development of young people."<sup>52</sup>

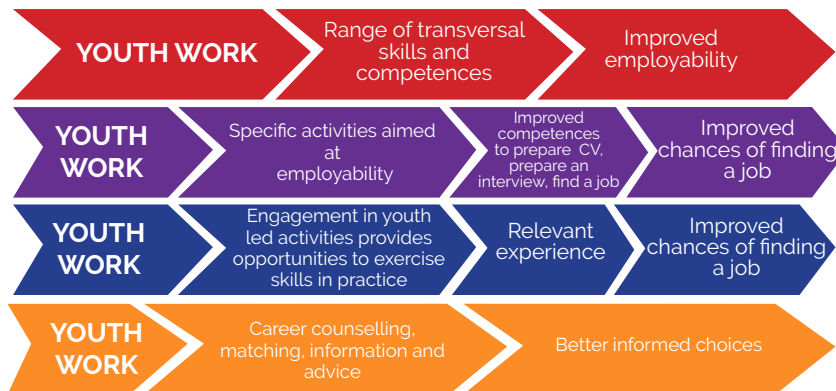
Quoting a European Youth Forum study, the report "Working with young people: the value of youth work in the European Union" underlines that "the competences developed by youth work are also the ones demanded on the labour markets". Skills that young people acquire through the wide range of youth activities make them more "employable", particularly communication skills, decision-making skills, team-working skills, self-confidence and organisational / planning skills. Besides these skills, youth work provides activities specifically focused on fostering employability: preparing a CV, simulation of interviews, discovering personal strengths and interests.

One challenge, the report suggests, is making young people aware of the skills they develop, so that they valorise them when searching for jobs.

<sup>51</sup> Working with young people: the value of youth work in the European Union; European Commission, Directorate-General for Education and Culture; 2014

<sup>52</sup> Quality Youth Work. A common framework for the further development of youth work. Report from the Expert Group on Youth Work Quality Systems in the EU Member States; European

The following graph offers an overview on the impact of youth work towards youth employment (taken from "Working with young people: the value of youth work in the European Union")



more specific youth work activities that foster insertion of youth on the labour market are detailed in country reports, and fall in the next categories:

- counselling and guidance
- mentoring
- practical training or traineeships
- matching service
- identification and documentation of skills and competences
- awareness of rights

For example, "some youth centres or clubs are the places where young people find announcements about jobs, in particular summer jobs or student jobs. These are for example mentioned in the country reports of the French speaking community of Belgium, France and Denmark.<sup>53</sup>"

<sup>53</sup> Working with young people: the value of youth work in the European Union; European Commission, Directorate-General for Education and Culture; 2014



## 5.3 Quality of youth work

"If you can't measure it, you can't improve it", Peter Drucker said. And more than that, what is not measured, for some people does not exist. Quality would mean "how well something fulfils its function" or "to what degree the actual outcomes meet the aims". In "Quality Youth Work. A common framework for the further development of youth work", the first step in measuring the quality of youth work is related to its overall aims - **how well it contributes to the personal and social development of young people**. Also, it relates to youth work's core principles.

Quality is highly dependent on inputs and on processes and methods we use. If we want to measure it, we have to make sure that we have, from the beginning, a clear "end" in mind and proper tools that would measure progress, for the 2 categories of outcomes: quantitative outputs and qualitative effects. Quantitative outputs are visible, quantifiable, immediate results such as: number of people

trained, number of hours of activities delivered. What is more important, and also more difficult, is measuring progress when it comes to qualitative effects, because that is where progress in youth happens, as a direct results of participating in youth work activities. They include attitudes, experiences, perceptions, skills that shift after participation.

In proposing activities that enhance employability skills, we can measure and prove progress if we set clear goals and measurable knowledge and behaviours that youth will get by the end of the activities.

In what regards youth employment, there are 5 qualitative aspects that were underlined as key issues in order to see if an offer towards youth is a good one: suitable, sustainable, satisfactory, fast, well-designed .

In what regards programmes that can be proposed by Youth Centres, flexibility, innovation and quality must go hand in hand. Youth centres are safe spaces for young people who should provide complete solutions to their needs.





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