



#BAGS4YOUTH

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# BUILDING ACTIONS OF GUIDANCE SERVICES FOR YOUTH EMPLOYMENT

PARTNERSHIP



Linköping  
Där idéer blir verklighet



RAZVOJNA AGENCIJA  
ZAGREB



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**Guidelines for Inclusive  
and effective job guidance services**

## PROJECT PARTNERS



### Jobb-och kunskapstorget

Jobb-och kunskapstorget (“The work and knowledge square”) is the unit of the municipality of Linköping dealing with for labour market issues and adult education and the lead partner of this project.

The fundamental function is to help citizens become self-supporting through appropriate measures and occupations. Linköping is a municipality of 156.338 inhabitants located in the Östergötaland Region.



Comune di Forlì

### Forlì Municipality

The Municipality of Forlì is the administrative centre of the Province of Forlì-Cesena, it has about 118.000 inhabitants.

It supports the development of young people's employability, both through projects of education and training, and through information services, together with different actors at local and regional level.



## Project Partners



### IMPEFE

The Municipal Institute for Economic Development, Training and Employment (IMPEFE) is a municipal entity created in August 2003 by the Ciudad Real City Council, whose main objective is to support citizens in finding a job coherent with their training, skills and qualifications and to provide employers with workers who have competences that meets their demands. Ciudad real is a municipality of 75.000

inhabitants located south of Madrid in the Castilla la Mancha region.



### Masku Municipality

the Municipality of Masku is located just north of Turku, in the province of Western Finland and is part of the SouthWest Finland region, it has a population of 9,694 inhabitants. Masku collaborates in a team with six municipalities, vocational education centers, employment office, foundations and associations in order to tackle youth unemployment issues.



### Razvojna Agencija Zagreb

The city of Zagreb is the capital of the Republic of Croatia and with 790.017 inhabitants it is the largest urban area in the country. Razvojna Agencija Zagreb – (Development Agency Zagreb) is a public business support organization founded by the City of Zagreb with objective to stimulate entrepreneurship, entrepreneurial education/training and private business initiatives, especially in the area of development and high technologies.

## Sweden Emilia Romagna Network

SERN is the main transnational network in Europe fostering relations in a multilevel perspective between Northern and Southern Europe and in particular between Sweden and Italy. It operates in 6 thematic areas among which local development and employment. The network is composed by almost 60 members, mostly public authorities.



## BACKGROUND AND OBJECTIVES

One of the priorities of the recent years at all levels is to **boost young people's employability**. Providing a stable occupation to young people is a precondition to facilitate their participation in society, this assumption is even more important when we talk about marginalized citizens<sup>1</sup> since getting a secure job gives a sense of stability which can ultimately lead to the integration in the local community and the development of oneself.

However we assist to certain problematics across Europe that affects the entrance to the labour market of young people.

On one hand there is a need of promoting a “labour culture”, the raising NEET phenomena is a symptom of this lack of motivation in finding an occupation.

In this sense, a new mindset which gives value even to the humblest working activity is required. On the other hand local authorities are struggling with the rapid changes of our society and the economy. It is necessary to support young people with innovative tools in

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<sup>1</sup> With marginalised people we refer to individuals with fewer opportunities at risk of exclusion due to economic, cultural, social background or disability.



their **research or creation of jobs**. The **project Bags4Youth** brings together 6 organizations from 5 European countries with the objective of creating a European network for the exchange of experiences on how to foster employability and active participation of young people.

### Specific Objectives:

- ✓ To raise awareness of political representatives on inclusive models of job-orienteeing services
- ✓ To improve the competences of the staff working in the services, focusing on innovative tools and strategies to relate to young people, particularly disadvantaged, and interact with the local network of stakeholders
- ✓ To enhance the communication with young people in order to foster their participation in the formulation of local policies

- ✓ To create synergies between different actors at local level and between different contexts of intervention, non-formal and informal

### Target Groups

Political representatives, civil servants, civil society organisations, schools, VET providers, young people, including those with fewer opportunities.





## PROJECT ACTIVITIES

The theme of youth employment has been addressed by the project through a set of **10 trans-national and local events from september 2016 to june 2019**. In the first half of the implementation phase the activities focused on the analysis of the best practices in each country related to aspects of the theme. A kick off meeting followed by three thematic conferences have been arranged in this first phase, which provided the partners and the participants with more knowledge about the activities carried out across Europe to help young people finding an occupation and fostering their participation. In its the second half, Bags4Youth focused on presenting local stakeholders the practices observed and engage them in a potential transfer, this has been done through 5 local seminars, one in each country. Finally a valorisation conference has been organised to share the results of the project.



**1<sup>st</sup>  
EVENT****Coordination meeting  
Masku - 12th/13th October 2016**

The opening event took place in the municipality of Masku where the project was presented in a press conference during which each participating organisations presented their local contexts regarding youth unemployment and job-guidance services. The central part of the meeting however focused on the coordination strategy which was discussed in multiple working sessions.

Moreover, the municipality of Masku gave a thorough presentation of the actions carried out to tackle youth unemployment and organised a study visit to “Lounais-Suomen Työllistäjäätiry”, an example of a social enterprise which collaborates with local authorities to provide pathways introducing young people with special needs to the labour market.



## 2<sup>nd</sup> EVENT

### Conference on European employment policies and job-guidance services

Zagreb - 07th/10th February 2017



On the 8th and 9th of October the partners of the project Bags4Youth met in Zagreb, the event was hosted and organized by the Local Development Agency Zagreb. The conference focused on the strategies adopted in each country to tackle youth unemployment and provide youngsters with counselling for choosing their future occupation.

This was the first of three thematic conferences addressed to youth unemployment issues and it was targeted to political representatives and civil servants.

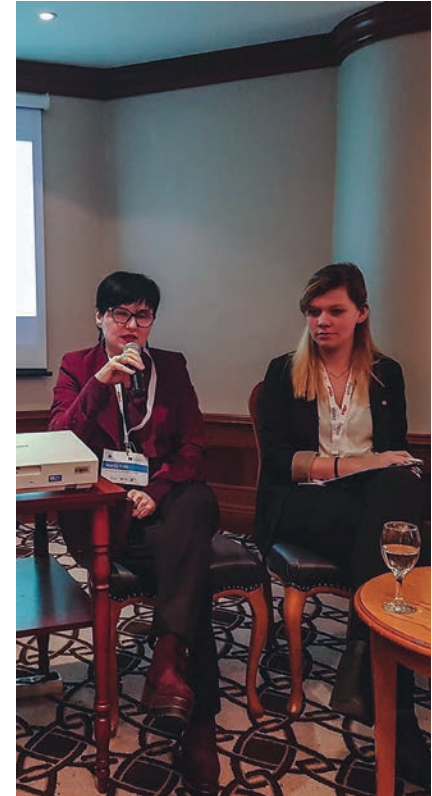
On the first day of conference the participants have been welcomed by Frane Šesnić, Director of Development Agency Zagreb and Marko Pavić, State Secretary, Ministry of Labour and Pension System.

Afterwards, Nicola Catellani, coordinator of the Sweden Emilia Romagna Network presented the details of the project, while Marko Helfrih Local development Agency and Branko Baričević, Head of European Commission Representation in Croatia pro-

vided an insight of actions to foster youth employment both in Croatia and in Europe. The discussion was taken further on in a panel composed by political representatives from all the participating municipalities. The discussion among politicians provided a picture of the activities and the strategic framework in the participating municipalities. In the afternoon the international participants visited Zagreb Technology Park, a start-up incubator supporting 25 young entrepreneurs. Here, some of the startupper met the delegations and presented in details their business and how they have been supported.

The second day of conference focused on the framework of employment and guidance services at national, regional and local level. After a presentation of the state of the art in each countries, the participants discussed the main aspects related to the theme of the conference in two working groups addressed to political representatives and Civil servants.

The discussion in working groups has highlighted important aspects that will be taken into consideration in the development of the project such as the need to improve collaboration with VET education, companies and third sector for effective orientation measures addressed to young people.



## 3rd EVENT

### Conference on the competences of job-guidance services staff

Linköping - 2nd/5th May 2017



The second thematic conference concentrated on the competences needed by operators working in job-guidance services, therefore participants were mostly civil servants or staff of stakeholder organisations working with your people.

In this occasion the partners exchanged practices on which professional profiles are needed in order to provide effective services and how these have to interact and be coordinated.

Also, examples of practices related to the competences needed by the staff were also presented and discussed.

This event also included study visits focusing on the theme in particular at Jobb och Kunskapstorget premises both in the city center and in the Skäggetorp district, one of the most segregated areas in town.

Bringing services to areas populated mostly by refugees or immigrants is an example of concrete strategies implemented at local level and aimed at reaching out margin-

alised people.

The international participants had the opportunity to visit two more services in Skäggetorp, the public library and the youth center “UngPuls”, the second case in particular provides informal learning contexts where young people at risk can find a safe and stimulating environment to grow their passions and at the same time gain some basic skills that are also useful for finding an occupation.

At UngPuls the partners also met the street educators of Linköping, a team of professionals working on the street in collaboration with the police and social services with the main task of reaching out to young people at risk of criminality.



## Project Activities

**Professional profiles and background needed**

- Tutor/coach
- Orientator
- Psychologist
- Sociologist
- Social workers
- Organizational expert
- Communication expert
- Project manager
- Expert in the labor market and labor legislation

**The competences needed**

- Flexibility
- Creativity
- Teamwork
- Being pro-active
- Empathy
- Assertive communication
- Self-knowledge and selfcontrol
- Passion
- Problem solving
- Negotiation/ conflict management
- Tolerance to frustration
- Leadership
- Technological and digital skills



## 4<sup>th</sup> EVENT

### Conference on unemployment and new opportunities, training and self-employment for young people Ciudad Real - October 9th /12th 2017

This conference examined activities targeted at improving young people's entrepreneurial/professional competences aimed at finding an occupation even through self-employment. The first day of the conference was dedicated to self-employment, and it started with presentations of good practices from Spain, including the testimonies of young entrepreneurs supported by local programmes, who have presented their business to the international participants.

The theme of self-employment was further discussed in two working groups on how to **a) support young people in the creation of new companies and b) educating to entrepreneurship**. The same programme structure was repeated the second day, which instead was focused on job orienteering, the two working groups with different participants deepened the discussion on **a) guiding and supporting young people in finding an occupation and b) orienteering through formal, non formal, and informal educational contexts**.





Study visits were organised in local organisation supporting young people in starting their businesses (such as AJE and the chamber of commerce) and in the youth center of Ciudad Real.



**Group 1**  
**Supporting the creation of new**  
**companies**

- More attention to an individual approach respecting the individual needs
- Providing tailored solutions bases on individual assessment
- Co-working spaces are working only in specific cases/groups
- Communication to be improved

**Group 2**  
**Educating to**  
**entrepreneurship**

- Not present in most of national curricula
- Need to foster the acquisition of key competences
- Lack of self-esteem in young people, families are not supporting them in becoming entrepreneurs
- New communication channels needed, a mix of online and offline tools

## JOB-ORIENTEERING

<b>Group 1</b> <b>Guiding and supporting young people in finding an occupation</b>	<b>Group 2</b> <b>Orienteering through formal, non formal, and informal educational contexts</b>
<ul style="list-style-type: none"> <li>• Individual orientation</li> <li>• Enhancement of transversal competences in</li> <li>• Formal and non-formal contexts</li> <li>• Role playing</li> </ul>	<ul style="list-style-type: none"> <li>• Need to involve companies in training paths, built trust with them</li> <li>• Entrepreneurs should feel part of the education and training system</li> <li>• Lack of motivation of young people in finding an occupation, passive attitude instead of a pro-active approach</li> </ul>

**5-9<sup>th</sup>  
EVENT****Local Dissemination Seminars****All countries - March/May 2018**

After the three thematic conferences the second phase of the project foresaw a set of 5 local dissemination seminars, one in each country. Every partner decided a theme for seminar among the most relevant aspects that came up after the three conferences, that is to say:

**1) Self-entrepreneurship**

**2) Work based learning and informal learning**

The main objective of the seminars was to present the good practices observed abroad to the local stakeholders and in view of a potential transfer. For this reason participants were invited from all the participating countries to present their practices and meet the local actors. Furthermore, these events have also been an occasion to organise activities with young people aimed at:

- Collecting their feedback about their situation
- Collecting their suggestions for the future local employment policies
- Informing about the ongoing services targeting them provided by local authorities

## EVENT THEMES

Event	Theme
Event 5 - Zagreb 3rd/4th May 2018	Self-entrepreneurship
Event 6 - Masku 8th/9th May 2018	Educating to entrepreneurship
Event 7 - Forlì 8th/9th March 2018	Self-entrepreneurship
Event 8 - Linköping 14th/15th May 2018	Work based learning
Event 9 - Ciudad Real 16th/17th March 2018	Work based learning

# 10<sup>th</sup> EVENT

**Valorisation conference**  
**Forlì - 12th/15th June 2018**

The final event was aimed at sharing the results of the project. During the first day the project partners presented the results at local level, the presentations included a specific focus on the activities organised during the local seminars but most importantly the practices transferred. Each partner in fact identified at least one good practices that decided to adapt and transfer in collaboration with the local stakeholders. During the second day, the partners worked in groups to define the content of the guidelines on effective job guidance services in the light of the most important elements emerged during the project. The themes of the working groups in fact were:

- a) support and education to self-entrepreneurship**
- b) guidance, orienteering and development of competences**
- c) work based learning**

After this the partners also reflected on possible follow-up projects at European level. Just like the previous occasions, the conference included study visits to local ser-



vices and stakeholders such as youth centers supporting people with fewer opportunities (including migrants) in gaining competences, a VET center, and a cooperative providing opportunities for work-based learning abroad to students.








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## PROJECT RESULTS

The project events provided politicians, civil servants and youth workers with a broader understanding of how the youth employment strategies and services are structured across Europe. The presentations of good practices, working groups discussions and study visits gave the possibility to reflect on the most important problems and needs related to the theme in a multilevel and multilateral perspective. As a matter of fact, the mixed composition of participants in the events was an added value which favoured a thorough analysis of the situation in each country and generated constructive feedback. As a result of the work carried out at transnational level, three main clusters of practices were identified, each have been described by some key elements.





Cluster		Key Elements
1) Self Entrepreneurship		# Support to start up creation # Start up incubation # Entrepreneurship education
2) Job-Guidance And Competence Building		# Job-orienteeing at school # Taylor-made mentoring based on the young person's needs # Peer learning: working groups of your people supporting each other in finding a job # Trainings and workshops # Matching with job vacancies
3) Work based learning		# Curricular Internships at school # Internships for people with fewer opportunities # Summer jobs # Curricular Internships abroad for students

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## GOOD PRACTICES EXCHANGED

During the two years of implementation, the partners exchanged 38 practices, which fall into the clusters presented above. The following section showcases the most representative good practices collected in relation to each cluster.



## # 01 Technology Park Zagreb

### Objectives

To provide support to young people in the process of setting up their start-up

### Activity

- Pre-incubation: free support for the development of working teams for 6 months
- Incubation: support for innovative entrepreneurs in the initial phase of development of new products / services / duration from 3 to 5 years
- Post-incubation: network of experienced professionals and mentors that provide, knowledge assistance and help for new companies
- Virtual incubation: service provided to the members of the Technology Park Zagreb
- Co-working: possibility to rent a desk or an office on a daily, weekly or monthly basis for a special price with entrepreneurial experience



Country

Croatia



Cluster

Self-entrepreneurship



Sub-category

Start-up incubation



Target

Young people

Municipality, local business associations,  
universities, Employment services



Stakeholders Involved

## # 02 Mentoring YBS

### Objectives

Helping young entrepreneurs of Ciudad Real to set up their own business

### Activity

- Training in Entrepreneurial Skills. Entrepreneurial Empowerment
- Training in LEAN startup, Model Canvas, planning of each entrepreneur's business model
- Individual accompaniment of a mentor for each entrepreneur during a year
- Orientation and accompaniment in order to get public grants for Young entrepreneurs
- Intermediation with banks and financial institutions to facilitate access to seed funding for young entrepreneurs
- Personalized accompaniment by mentors, meaning entrepreneurs or professionals with entrepreneurial experience



Country Spain



Cluster Self-entrepreneurship



Sub-category Support to start up creation



Target Young people



Stakeholders Involved Aprofem

## # 03 Entrepreneurship education in primary school

### Objectives

Supporting the schools in the task of teaching children aspects related to entrepreneurship such as curiosity and creativity. Help the school to work closely with the business world.

### Activity

- Lectures and activities at schools
- Creation of educational materials
- Teachers' training



Country Sweden



Cluster Self-entrepreneurship



Sub-category Education to self-entrepreneurship



Target Teachers, pupils



Stakeholders Involved Framtidsfrön

## # 04 Me And My City

### Objectives

To increase social skills and entrepreneurial competences in pupils.

### Activity

Me and My City is a miniature city where students work in a profession and function as consumers and citizens as part of society. The learning concept includes teacher training, learning materials for ten lessons and a day-long visit to the Me & MyCity learning environment. In Finland, sixth-graders aged 12 to 13 participate in Me & MyCity under the direction of their teacher. Me & MyCity for ninth-graders is a learning concept dealing with business and global economy. It consists of lessons in history, social studies and career counselling. The concept culminates to a game in the Me & MyCity learning environment. The Me & MyCity for ninth-graders learning concept simulates the operations of global case companies and a bank. The companies are involved in the lessons, the game and the learning environment. The students step into the shoes of the companies' executives and engage in the tasks of various areas of responsibility. The teams compete against each other and the winning team is the one that achieves the best operating profit and the best reputation. Winning requires a good strategy and close interaction.



Country Finland



Cluster Self-entrepreneurship



Sub-category Education to self-entrepreneurship



Target Teachers, pupils



Stakeholders Involved Schools

## # 05 Pupil counselling

### Objectives

To support pupils in making the right decisions about what and where to study after high school according to their vocation.

### Activity

The staff of the municipality of Masku meet the students to provide them with up to 20 hours of individual counselling.

Activities foreseen during counselling can be:

- Lectures and group works
- Individual counselling
- Work practices
- Visits to companies
- Visits to universities or other educational institutions after the high school



**Country** \_\_\_\_\_ Finland



**Cluster** \_\_\_\_\_ Job-Guidance And Competence Building



**Sub-category** \_\_\_\_\_ Job-orientteering at school



**Target** \_\_\_\_\_ High school students



**Stakeholders Involved** \_\_\_\_\_ Schools

## # 06 Start Lab

### Objectives

Stimulate young people to actively search for work, offering opportunities to experiment directly different professional fields with a view to acquiring real skills which are valuable for the job market.

### Activity

The Start-Lab is a local project coordinated by the social cooperative Paolo Babini in Forlì which foresees the activation of experiential workshops for young people aged 15 to 25 who goes often to youth centers in Forlì (Officina 52 and La Tana). The workshops focus on the skills needed to enter the labour market starting from one's own passions and attitudes. The methodology adopted includes a mix of theoretical classes and practical workshops in real job places. Different start-labs have been arranged between 2016 and 2018 covering different themes/sectors: Start lab - small restaurant, Music start lab, Start lab childcare and entertainment.



Country

Italy



Cluster

Job-Guidance And  
Competence Building



Sub-category

Trainings and workshops



Target

Young people aged between 15-25  
attending youth centers



Stakeholders Involved

Youth centers such as Officina 52  
and La Tana.



## # 07 Street Educators

### Objectives

- 1) Empowering marginalised young people at risk of criminality.
- 2) Prevention of criminality and risky behaviors (drug addiction, gangs etc.).
- 3) Creating a connection among the different organisations/authorities working with these issues (social services, police, youth centers etc.).

### Activity

Street educators meet young people in informal contexts in segregated areas. They observe the behaviours of young people and map the gangs (if any).

After the mapping phase the street educator tries to approach the young person and build a relationships that favours openness without the risk of being judged.

Recognition of the needs of the young people and in a second phase creation of micro-projects, in agreement with the young person.



Country

Italy and Sweden



Cluster

Job-Guidance And  
Competence Building



Sub-category

Taylor-made mentoring based on  
the young person's' needs



Target

Young people at risk of  
criminal behavior



Stakeholders Involved

Pastorale giovanile (Italy)

## # 08 Job Shuttle (Lanzadera De Empleo)

### Objectives

Developing competences in young people in order to find a job, thanks to peer learning/support.

### Activity

The job shuttle is a heterogeneous team of unemployed people with a dynamic, committed and supportive spirit who voluntarily accede to this initiative and, coordinated by a coach, reinforce their skills, generate collective knowledge, become visible and collaborate in the achievement of a common goal: to get a job, or to create their own company.



Country Spain



Cluster Job-Guidance And  
Competence Building



Sub-category Working groups of your people support-  
ing each other in finding a job



Target Unemployed young people



Stakeholders Involved Municipality, local business associations,  
universities, Employment services

## # 09 Kick off programme

### Objectives

- (Re)Introduce young people to the job market.
- Increase motivation in finding an occupation.

### Activity

The practice is can be divided in 3 steps.

1. Identifying NEETs, (Not in Educations, Employment or Training):
  - Notification from schools about possible of drop-outs, and from Social Insurance Agency and Social Service when a person receives support.
  - Work and knowledge square (Jobb och Kunskapstorget) initiates contact, and identifies personal characteristics, background, experience, network etc.
2. Motivation/education:
  - Kick-off program: a mix of group activities and individual discussions, 4 weeks of group activities on the themes of labour market knowledge, health and motivation. The objective is to strengthen the self-esteem, self-insight, labor market



Country

Sweden



Cluster

Job-Guidance And  
Competence Building



Sub-category

Trainings and workshops + Matching  
with job vacancies



Target

Young people between 16  
and 24 years old



Stakeholders Involved

Municipality, local business associations,  
universities, Employment services

education, motivation, etc.

### 3. Matching/internship:

- 4 weeks of internships. This activity includes setting up coordinated actions and support individually each participant together with relevant authorities or actors to better detect the needs in the labor market and realise a positive matching. At the end the participant will have the chance to enter the labor market or return to education.



## # 10 Lounais-Suomen Työllistäjät Ry

### Objectives

To provide young people with special needs or fewer opportunities a meaningful and interesting work.

### Activity

Lounais-Suomen Työllistäjät ry (LT) is an NGOs with 5 different departments (Recycling center, second hand store, textile workshop, restaurant/catering, renewable products workshop) which provides support and occupation to young people with special needs or difficult background.

Guidance and mentoring is given to every individual. Employees are working as an equal member of working community and also have the responsibility of work-tasks. Working tasks are designed on the basis of individual's know-how and interests. The number of working days and hours follows rules of contracts made by social and unemployment agencies that follow each case. LT is responsible for reporting the working days and the results.



Country

Finland



Cluster

Work-based learning



Sub-category

Internships for people with fewer opportunities



Target

Young people with special needs or fewer opportunities



Stakeholders Involved

Social services, employment agency, the municipality

## # 11 Summer jobs

### Activity

Students every year can apply on the website of the municipality and jobs are randomly drawn. Priority is given to students with particular needs, who are invited by school counselors to apply. Jobs are offered by municipality and administered by work and knowledge square (Jobb och Kunskapstorget). Approximately 1.200 positions opens every summer. This activity gives students the possibility to gain professional experience thus improving their chance of finding an occupation after their studies. Furthermore the summer job is an alternative to a period of inactivity, in which young people can lose motivation and also fall in dangerous situations. Finally the young person participating can benefit from observing a working environment when deciding its future occupation or where to specialise.



Country

Sweden (and Finland)



Cluster

Work-based learning



Sub-category

Summer jobs

15-18 year-old youngsters with particular focus on persons with functional impairments, special needs, and close to crime.



Target



Stakeholders Involved

Schools

## # 12 Youth workshop (Officina Giovani)

### Objectives

The practice aims at giving a concrete support to the human and professional growth of young people, so that they can succeed, in finding an occupation.

To give young people the opportunity to experiment a new job.

To give the company the opportunity to experiment in teaching and in the transmission of knowledge and skills related to their specific working activity.

### Activity

Students participate in a 6 month paid internship in a local company. The activity is possible thanks to a networking activities coordinated by the the social cooperative Domus Coop in collaboration with a local bank foundation. The project has recorded high employment rates in young people after their participation.



Country Italy



Cluster Work-based learning



Sub-category Internships for people unemployed or with fewer opportunities



Target Unemployed young people recently graduated from upper secondary school or university



Stakeholders Involved Local companies, social cooperatives, bank foundations

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## PROJECT RESULTS

### Follow-up Projects

#### Italy

In Italy Bags4Youth has largely contributed to consolidate the network of local stakeholders on the theme of youth employment, which at the end of the project counted 75 organisations (es. Local School Office, Schools, Social Cooperatives and Associations, Diocese, University, Employers' associations and enterprises, Technological Regional Development Agency etc.). Thanks to the active participation in the activities, three working groups started in Forlì on the most relevant aspects related to youth employment according to the municipality and the stakeholders involved.

Each working group examined the practices observed across Europe and discussed how these could be transferred and adapted.





## **Group 1**

### **Entrepreneurship at school**

This group is addressing the introduction of active educational and didactic strategies, linked to significant and real contexts: learning environments, enterprise simulations, team work, learning by doing; guidance and education to self- knowledge. Education through game.

Practices identified for transfer: entrepreneurship education activities from pre-schools and primary school (Sweden); entrepreneurship education integrated in primary school curricula (Finland).

## **Group 2**

### **Capacity building at non formal and informal contexts**

Composed by many youth workers and staff of youth centers, this group reflected on the possibility of introducing practices for a more individualised support to young people; improved coaching techniques and new ways to teach soft skills and key competences in informal learning context (such as youth centers).

Practices identified for transfer: School counseling (Finland); Street educators (Sweden); Outreach youth work (Finland).

## **Group 3**

### **Support to youth entrepreneurship and startups**

Particular attention was paid on strengthening the mentorship programmes, creating more spaces where young people can find support and a place to work at their start-ups (co-workings). The members of this group emphasized the need of changing the mindset of young people, who most of the time prefer to be employees rather than employers.

Practices identified for transfer: Mentoring YBS - Aprofem (Spain); Technology Park Zagreb (Croatia).

## Croatia

At local level the project strengthened the collaboration among stakeholders such as the City of Zagreb, the Croatian Employment Services the young Entrepreneur Association etc. for a total of 10 organisations. As a result, a Local Partnership for Employment (LPE) was founded as a model for better cross-sectoral coordination of creating policies related to forming and strengthening human resources.

Different elements came out of the project have been integrated in follow-up initiatives, in particular the ZG Aktiv, a project addressed to tackle the problem of unemployment for young people between 15-29 years old. ZG Aktiv will lead to training programs whose students will acquire new knowledge and skills that will make them acquire greater flexibility, and enable their entry in the labor market, thus ensuring the sustainability of the project results after its completion. Educational programs that will be implemented within the project are based on an analysis of employers' needs and the current labor market situation, an issue which has also been debated during the thematic conference in Ciudad Real.

ZG Aktiv also foresees the establishment of the "Activation Club" (peer to peer job clubs) which have been a model observed abroad and that will be integrated into the core activities of the LPEs of the City of Zagreb as well as multiply into other parts of the Republic of Croatia at local, regional and / or national levels through the development of joint actions and projects through the cooperation of various LPEs.

**Practices identified for transfer:** Mentoring YBS - Aprofem (Spain); Jobshuttle (Spain); Local network on youth employment (Italy).

### Spain

In Spain the municipality of Ciudad Real, represented by IMPEFE, has involved local stakeholders in all the project activities.

The participation of IMPEFE's and the local stakeholders' staff to the transnational events provided many inputs for implementing new activities or improving the existing ones.

The visits in Masku were inspiring for starting to perform activities with young people in the field of recycling and entrepreneurship education at school; Sweden provided inputs on developing a cultural immersion group, and workshops to actively involve young people in the decision making process.

The most relevant impact of the project was the interiorisation into the local development activities of the practices pertaining self-entrepreneurship observed in Croatia. More specifically, IMPEFE in collaboration with the University of Castilla La Mancha will launch an accelerator of ideas. In this field the Zagreb Technology Park has been identified by the municipality of Ciudad Real as a good practice both for its co-working spaces and the support provided to young people who develop IT start-ups.





The accelerator of ideas is in its initial phase and will be developed with the use of European funds as well, however its traits have already been defined, this new service will provide:

- Support to university students in the first phase of business start-up.
- Coworking spaces which favours the exchange of experiences among young entrepreneurs and creating a community.
- A space for projects of entrepreneurs over 30 years.
- Business mentoring developed along the lines of the one implemented in the Technology Park Zagreb (see practice nr.1).

Last but not least, Bags4Youth has strengthened the European dimension of the organisations participating to the “local agreement”, a group of stakeholders working on youth employment in Ciudad Real.

Their active involvement in the project created better condition for the transfer of the good practices in a participatory approach.

**Practices identified for transfer:** Lounais-Suomen Työllistäjät ry (Finland); Kis-am - culture in society (Sweden); Me and my city (Finland); Technology Park Zagreb (Croatia).

## Finland

Thanks to the exchange with other 4 countries the municipality of Masku has developed more knowledge about the quality of its services, especially when it comes to education to entrepreneurship. Although Masku was the smallest municipality in the partnership its practices on entrepreneurship education have been of inspiration for the other partners. The interaction with the other European municipalities in the project and visits to the other countries, brought in Masku two interesting ideas. The first one is to replicate the model of the “Espacio Joven” in Spain, a one-stop-shop youth center where many different services are provided to young people at the same location. Example of services could be for example: rehearsal rooms, help desk of the employment office, orienteering for choosing the field of education, camps etc. The second inspiration came from Sweden and Italy and it consist in organising local workshops with young people in which they are asked their opinion about how to structure local youth policies and services. This participated methodology in Sweden has brought to the creation of public services such as a Skate Park run directly by the young users. The idea of giving young people responsibilities has changed the attitude towards entrepreneurship and work, and it is something that could be applied in the development of the new youth center.

Masku municipality is too small to create such a center alone. Therefore the ideas and efforts will be combined with the neighbouring municipalities of Raisio and Naantali, in order to provide the services from the same location to a greater number of young people. A lot of empty premises within a short distance have been identified and could be suited to host such a youth center. This would also give jobs to people at different ages, but with the a focus on the younger ones.

**Practices identified for transfer:** Espacio Joven (Spain); Kisam (Sweden); Participated planning (Italy).

## Sweden

In the municipality of Linköping the project lead to a discussion on how to use the examples from other countries to solve the problem of young people with a lack of motivation in finding an occupation or studying (NEET) and depending from public subsidies. Young people in Linköping need to be able to leave the protective net of the Swedish welfare system, gain a better understanding of heterogeneous thinking and learn how to include diversity in to their everyday activities.

They also need to gain a greater understanding of the fact that Sweden, and they themselves, are a part of Europe.

One possible idea to start implement came from Spain, and it consist of using mobility programmes such as the European Voluntary Service to create opportunities for young people to gain knowledge; become more independent; learn a new language and get a broader understanding of other cultures.

The municipality will therefore accreditate itself to host young people from other countries and allow Swedish youngsters to visit other European countries. Specific communication structures will have to be created to disseminate this new activity to young people and the staff who meet young people will also have to be trained.

## Practices identified for transfer:

European Voluntary Service (Spain)  
Participated planning (Italy).

**A**

- Sustainability
- Integration - diversity/equality
- Mental health → happy citizens

	Challenges	Possibilities
Sustainability	Lack of knowledge	holistic responsibility and trust
Integration	fear of differences	development, change of ideas, acceptance
Mental health	Lack of sustainability	happy citizens ↓ productive

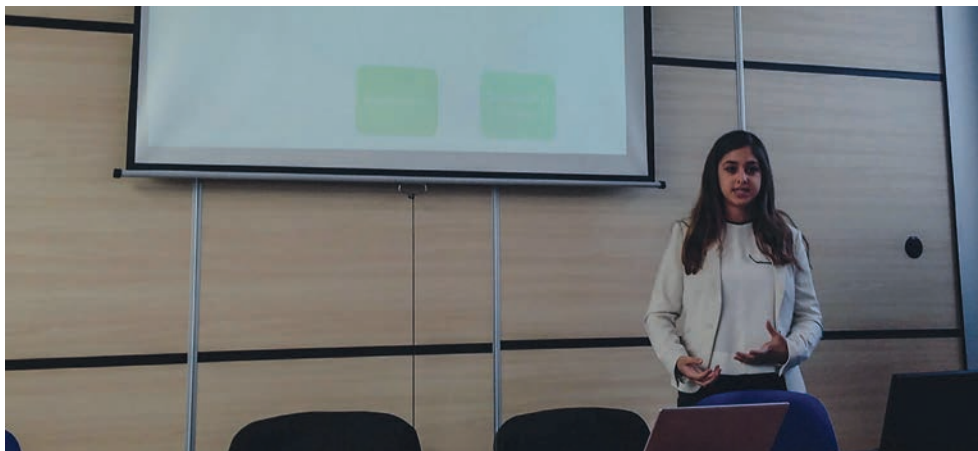
**C**

Human rights  
Culture

Educate  
Provide mindfulness

## INVOLVEMENT OF YOUNG PEOPLE

Bags4Youth methodology was strongly geared toward the direct involvement of young people in the project activities. This has been done mostly through their participation in local dissemination seminars and other local activities. As a result, the project has contributed to increase their knowledge about the local policies and activities targeting them and secondly to make them more aware of other European cultures.



In **Italy** young people have been involved in three ways, through: workshops on local welfare strategies; a panel of young entrepreneurs and a presentation of prototypes developed by the students of a local upper secondary school.

Particularly relevant is the workshop organised on the 9th of march 2018 in occasion of the local dissemination seminar in Italy in which 70 young people aged between 16 and 28 provided inputs for drafting the local welfare and health programme and its operational strategy. The participation was open to anybody, however most of the young people came from upper secondary school students, university students, volunteers. With the help of moderators, the participants have been divided in 6 groups, each of them chose a theme to discuss out of 4 that were presented.

At the end each group decided how to present the result of their work one of them decided to make a simulation of a job interview with the help of the finnish guests.

The participation of European partners enriched the discussion by bringing the point of view of other countries. The panel discussion saw the participation of 8 young entrepreneurs from Italy and Spain and provided elements on how on the entrepreneur's profile, the tools and support needed as well as the training and valorisation activities to favour young entrepreneurship.

Finally, 6 groups of young students from the Technical upper secondary school Marconi in Forlì presented on the 8th March the prototypes which they have developed in a local project on entrepreneurship education.



Similarly to Italy, In **Sweden** young people have been the key players of a workshop organised in occasion of the local dissemination seminar.

There were about 8 young people involved during the workshop and almost 30 have been in contact with Jobbtorget.

During the project, many activities have been arranged to inspire young people and to connect with each other from different areas of towns with music and other creative expressions.

One example is that they painted blue suitcases filled with music and art from their area and then send them over to the next suburb with the purpose to reduce segregation. Furthermore, the young people involved have also created a podcast on the theme of the project which has been released on iTunes.

Jobbtorget has collaborated with virtually all organizations and municipal units that engage young people, but mostly with UngPuls, Bilda, Kisam, Stadsmissionen and Framtidsfrön.



## Involvement of young people



In **Finland** the activities have involved the students participating to “Me and My City” (see description above). International participants have met the students and took part in the activities organised.

In **Croatia** the project has been presented during seminars organised between entrepreneurs and young people aimed at exchanging experiences, and finding new business opportunity.

In **Spain** Bags4Youth has been presented to young people in occasion of the local dissemination seminar, many young people attended the event during which IMPEFE has presented the services addressed to young people provided by the municipality of Ciudad Real, especially in the field of volunteering. The seminar in fact has been organised in the same period of the local volunteering festival, with the intention of raising young people’s interest in this activity which provides an opportunity to develop competences in the view of a future search for a job.

## GUIDELINES FOR INCLUSIVE AND EFFECTIVE JOB GUIDANCE SERVICES

### Self-Entrepreneurship

#### 1. Creating a Culture of Good Entrepreneurship Starting from School

Pursuing a career as entrepreneur is generally considered too risky and difficult. Young people (and in most cases also their families) prefer to be hired as employee rather than being employers. There is a need to create a culture that fosters entrepreneurship, and this should be done starting from primary school and even pre-schools. Games and lectures that leads to the acquisition of soft skills and sense of entrepreneurship should be introduced at school. Also teachers should be trained about how to teach entrepreneurship, and provided with materials. Furthermore, entrepreneurship education should part of the curriculum.

#### 2. Providing Young Entrepreneurs with the Adequate Spaces to Develop their Ideas

Young people willing to become entrepreneurs should have a place at local level where they can get the right support tailored to their needs. Co-working areas should represent a safe



## Guidelines



environment in which young entrepreneurs: a) have a place to work at a reasonable price; b) can “incubate” their new companies during the start-up phase, meaning to receive mentoring and training from tutors and more experienced entrepreneurs; c) creating a community with other young entrepreneurs that facilitate the exchange of ideas, competences and services.

### **3. Offering no Equity Funding Opportunities**

New companies started from young people have many difficulties in raising funds for developing their ideas due to a lack of capital. When deciding how to allocate public or private funds aimed at fostering young entrepreneurship, it is important to create no equity funds through which loans can be granted to young entrepreneurs with little capital.

### **Job-Guidance And Capacity Building**

#### **4. Relocating Services Against Segregation**

Segregation is a problem affecting many mid-sized municipalities nowadays. People

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with fewer opportunities struggling with economic, social and cultural difficulties - among which immigrants and refugees - tend to live in the cheapest neighbourhoods and creating communities which are not integrated and are not seen positively by the local inhabitants. Difficult economic and living conditions as well as the perspective of unemployment affect the decisions of young people living in these areas, for them there is a higher risk of falling into criminality, joining gangs, dropout from school, or making use of drugs. In the light of this situation, employment services as well as youth services should not just be located in the city center, branch offices should be opened in segregated areas and the staff working there should also include people with a background similar to those living in the area.

Not only employment services, also public services such as library should be brought to segregated areas to facilitate access to local citizens.

### **5. Providing Individual and/or Group Counseling Opportunities**

The key element for good orienteering services is counselling. Young people should be provided with the possibility to ask for support to a councillor everytime they have to take decisions about their professional career (but also about their personal life). Individual counseling should be available at school or at the municipality's offices, and young people in need of advice should be granted access to individual counselling for a fixed amount of hours.

Counseling services should also make use of new technologies in order to facilitate the communication with the young users. For

example whatsapp can be used to communicate directly with them, non formal meeting points (such as cafes or youth centers) can be used to meet young persons in order to create a more familiar and open environment.

Group counselling is another technique that is extremely useful when the aspects related to peer to peer learning are emphasized. It should be applied to groups of young people who share similar conditions (ex. long unemployment, dropout from school, etc.), the counselor in this case should follow the group in a set of meetings, and guide the participants with lectures and exercises based on role games and mutual support.

## **6. Making Use of Informal Learning Contexts for Capacity Building Actions**

In our day and age education and learning take place almost everywhere, not only at school (formal educational context). Young people learn in their everyday life, for example when organising concerts or sport event (informal learning contexts). There is a need to rethink the learning process and design capacity building activities using informal learning contexts that young people can access in their spare time and not perceive as “work” or “formal education”.

Youth centers for example should be used as places where young people can participate in workshops or take part in the organisation of events or the maintenance of the building on a voluntary basis. Informal learning activities on one hand reduce the risk of NEETs and on the other develop soft skills in young people that are required by the job market (i.e. relational skills, teamwork, organisational skills etc.)

## Guidelines

### 7. Introducing One-Stop-Shop Models for the Provision of Services and Information

Job guidance services sometimes are scattered across towns and provided by different actors. In some cases these are managed by different public organisations at different level or by a mix of public and private actors. As a result it is not very clear to young people what are the services available to them and where to find help. When setting up job guidance services, it is highly recommended to concentrate all the job-guidance services in one place which easily accessible to young people, in this sense, the most suitable place could be a youth center.





## **Work Based Learning**

### **8. Providing Access to Work Based Learning Opportunities**

Internships in companies are one of the most effective methodologies to make young people gain professional competences.

For this reason, the access to work-based learning opportunities should be granted to young people in all of the phases of their life, whether they are at school, during their summer vacations or after graduation.

Moreover, work-based learning should be used to facilitate the access to the job market of people with disabilities.

### **9. Improving Mentoring and Monitoring of Company Tutors**

Interns are not employees or workers, every company that host an intern should be aware that it is acting as an educational institution. As such each company should liaise with the school in order to understand the learning outcomes of the internship and support the young person in the learning process.

Tutors in companies should gain conscience about their role of “educators” and in-



clude in the working time some “mentoring meetings” with the interns aimed at reflecting on the competences acquired, discussing doubts and improvements.

### **10. Providing Learning Mobility Opportunities**

Young people should be offered the possibility to participate in learning experiences abroad, such as internships, because they boost the acquisition of key competences as well as professional competences. A mobility experience in another European country allows young people to get to know other cultures, and helps them in being more open and proactive when they return to their home country. The benefits of learning mobility are valid not only for work-based learning but also for volunteering service. It is recommended to include in the job guidance services these opportunities abroad, the Erasmus+ programme in this sense might help local authorities to finance such activities.

### **11. Establishing an Effective Networking Strategy with Local Stakeholders**

The final recommendation is transversal to all fields of activity, and it is focussed on the coordination of the services. In order to provide an effective and inclusive job guidance assistance to young people it is necessary to draw a clear map of the existing services and which organisation or department offer them. In fact, in many cases we observe an overlapping of similar services which are provided by different organisations, resulting sometime in a waste of efforts and resources. When different actors are

involved locally, it is required a certain level of coordination among all the organisations and the services provided. In this sense, the municipality can play a pivotal role in leading the services toward the achievement of the local strategies. It becomes important to create a local network of organisations working with job-guidance services and have coordination meetings on a regular basis aimed at evaluating the activities carried out and plan new ones in accordance with the local needs.





