

GOOD PRACTICES, PROJECTS, TOOLS
AND IDEAS FOR FIGHTING YOUTH
UNEMPLOYMENT
COLLECTED OR DEVELOPED BY YOUNG
PEOPLE FROM 10 EUROPEAN
COUNTRIES



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INTRODUCTION

Why was this publication created?

The present publication was created by young people from Europe in their attempt to explore the complex causes of youth unemployment, to discover some solutions that have demonstrated their effectiveness in European countries and to develop together tools that youth workers could use to raise awareness on the problems caused by youth unemployment or to fight against it.

How was it created?

The publication is the result of a longer process that began in January 2015 when MIJARC Europe started to implement its Annual Work Plan with the financial support of the Council of Europe, through the European Youth Foundation. The Annual work plan included two international activities: a seminar and a training course, a series of local training courses and the publication of two magazines on the topic of youth unemployment - "Info Europe" magazine. The research into the topic was done by a group of six young people who volunteered to be part of the Think Tank - a group that prepared and facilitated the first international activity - of the seminar "LET US IN - Keeping the faith in youth". During the seminar the participants talked about youth unemployment in their countries, explored the realities of youth in Europe and came up with three tools that could be used at regional, national and European level to change the situation with the employment of youth people. The tools they developed were discussed and further developed during the next international activity - the training course "Let me lead you(th) to success" - during which other young people focused specifically on what are the biggest problems caused by youth unemployment and how they could be tackled. They also explored projects, programmes, initiatives and ideas from their country that brought positive changes for young people looking for jobs.

What will you find here?

In this publication you will find three sections focusing on good practices and tools to fight against youth unemployment. The first section contains one example of a good practice implemented in a European country that was chosen by participants from that particular country as an example of a measure or project that contributed to improving the situation of young people. In the second section you will find the three tools developed by the participants at the international seminar, while in the third section you will find the tools developed during the international training course.

We encourage you to explore the good practices and the tools and to choose those that you think are the most suitable for your local, regional or national reality.

GOOD PRACTICES COLLECTED BY THE PARTICIPANTS TO THE INTERNATIONAL TRAINING COURSE "LET ME LEAD YOU(TH) TO SUCCESS"

In this section we have included nine examples of good practice in the field of youth unemployment from nine different European countries (Armenia, Austria, Belgium, Bulgaria, France, Germany, Macedonia, Romania, Turkey). They were selected by participants from each particular country and each one tries to explain in a short and simple way what the good practice is about, who implemented it and why the participants thought this was a good practice. The aim was to show how youth unemployment was approached in each of the nine countries and what is the perception that young people have on the measures, projects or programmes that have been implemented in their country. We cannot claim that these are the best practices there are in these nine countries, but they are good examples that young people perceive as effective when it comes to reducing youth unemployment in their countries.



COLLECTION OF GOOD PRACTICES

TRAINING COURSE 2015 - Let me lead you(th) to success

Country: ARMENIA

Organisation: FEDERATION OF YOUTH CLUBS OF ARMENIA



Title of the good practice: ART (Armenian Rural Tours)

Selected by Mkhitarian Atom and Avetisyan Astghik

WHAT ?

With the support of the Armenian Presidency, FYCA implemented a project "START" for supporting rural youth initiatives. During the TC a number of new initiatives and project groups were formed. One of them was project group ART – to develop rural tourism in Armenia. The aim of the initiative was to create B&B's in different villages and interesting tours for foreigners and youth from other regions. People got money from their parents or used their own savings to renovate a room in their house. Some of them applied for loans as there are state programmes supporting start-ups.

WHO?

The initiative was implemented by the number of young people from different regions of Armenia. New B&B's were opened, websites were created, touristic guides were published.

WHY?

This was an example of good practice because it was initiated by young people based on their needs. It was developed in different regions and becomes a network of local initiatives. About 10 young people now have their own small businesses (after 2 years).

By the support (TC's and counseling) of our organization now a network of local youth touristic initiatives is created.

Let me lead you(th)
to success



COLLECTION OF GOOD PRACTICES

TRAINING COURSE 2015 - Let me lead you(th) to success

Country: AUSTRIA

Organisation: LAND JUGEND AUSTRIA

Title of the good practice: Polytechnic school



Selected by Allram Daniela and Tschuschnigg Christine Theresa

WHAT ?

In Austria, young people have to go to school for 9 years in total. After eight years of schooling you can choose between two different kinds of schooling: high school and polytechnic school. The polytechnic school is a 1-year-school between secondary school and doing an apprenticeship. This is a special kind of school - Polytechnic School - during which you can get information about different areas: tourism, technical jobs or office jobs. You can go on one-week internships to get a feeling of how doing a certain job would feel. This is a practical school, where you also learn social skills. It is in contact with enterprises and responds to their employment needs. It is also for those who don't know what to do after school and this way they can get an idea.

WHO?

It's an Austrian school type, which is very rare in Europe. It has been implemented by the Ministry of Education for decades.

WHY?

This was an example of good practice because it helps adolescents (mostly 14-years-olds) to get social skills and technical skills in the area they want to work afterwards. It prepares young people for getting a job especially in rural areas. The teachers there are really dedicated to making sure that everyone gets an apprenticeship afterwards.

Let me lead you(th)
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TRAINING COURSE 2015 - Let me lead you(th) to success

Country: BELGIUM

Organisation: KLJ

Title of the good practice: Internships for young people



Selected by Vermeullen David

WHAT ?

When a young person studies at school they have to do one or more internships. The school has to look to the company and to the student if the internship is going well. If a company accepts a young person

as in intern, the company will pay smaller taxes than it would pay for somebody that had worked before. The government gives extra money to the company when they accept somebody that just finished school. The company can chose to give a permanent contract or a short time/ temporary contract. They can only give a temporary contract for maximum one year. After that year they have to offer the worker a permanent contract. If somebody has a permanent contract, the chance they that person will get fired is lower the company would have to pay 3 times the monthly wage of that person to him/her.

WHO?

The Ministry of Labour

WHY?

In most companies you have people that do physical work and people that do computer work. You have companies where the people doing the physical work are between 18 and 40 (because somebody young has more physical power) and where the computer workers are between 40 and 67. When somebody goes on pension, a physical worker has the chance to work behind a computer because he has the experience and it is less hard for the body. It is cheaper for the company to do this because they don't have to fire anybody, they already know the worker well and they can accept a new young physical worker. In this way a new generation of workers starts.



COLLECTION OF GOOD PRACTICES

TRAINING COURSE 2015 - Let me lead you(th) to success

Country: BULGARIA

Organisation: YMDRAB

Title of the good practice: Support for enterprising people



Selected by Charakchieva Zaharieva Mariyana, Adamova Persenska Evelin and Dodev Yonko

WHAT?

The main project aim was to promote entrepreneurship and to support enterprising people to launch and develop their own business.

The target group included all unemployed people registered at the local "Labour Office" directorates all over the country, including unemployed young people and others who want to start their own business and develop a business plan and/or marketing strategy.

The project helped many unemployed people who have a clear idea, desire and willingness to start their own business. Each participant goes through three project phases. Firstly, the unemployed persons were provided with appropriate vocational training according to their personal business idea. They gained useful knowledge and skills for starting and managing their business. Secondly, professionals helped them to develop their business plan in detail. Finally a funding for each personal business plan was provided by the project budget.

WHO?

This project was implemented in 2014 in Bulgaria by the "Labour office" directorates all over the country. The funding was provided by the EU Operational Programme "Development of Human Resources". The project allows 50 000 unemployed people to be included in training for acquisition of entrepreneurial skills, to obtain advice for the final preparation of a business plan and to start their own business.

WHY?

In my opinion this is a good practice in fighting youth unemployment because:

- It has a personal approach – it takes into account the business idea of each person separately;
- It provides a complex supporting – vocational training, practical and management skills, detailed business plan according to your personal point of view, and finally, funding to start your own business;
- Very simple and easy application – the form is simple;
- Sustainability – each participant must hire at least one worker for one year.



COLLECTION OF GOOD PRACTICES

TRAINING COURSE 2015 - Let me lead you(th) to success

Country: FRANCE

Organisation: MRJC

Title of the good practice: Employees under 30



Selected by Gaillard Céline, Bausson François and Cesbron Thomas

WHAT?

The good practice is actually a rule of the MRJC's functioning. Every employee of MRJC has to be under 30 years old. Every contract has to last 3 years. The employees are "called" by the local players of the organization. It means that the employees are not chosen because of their degrees or experiences but because people believe they are able to do the job (invested, motivated, they believe in the project).

WHO?

The MRJC has fixed the rule for its own functioning.

WHY?

We always want people to have a lot of degrees or experience to give them a job. With this good practice, we show that we trust people even if they are 20 years old and have no diploma. We accept that the job they will get will be their first job experience and we want to provide it to young people. They will learn a lot. A job has to be a training.

Many of MRJC's previous employees have no problems to find another job after this 3 years working experience.



COLLECTION OF GOOD PRACTICES

TRAINING COURSE 2015 - Let me lead you(th) to success

Country: GERMANY

Organisation: KLJB



Title of the good practice: Pre-professional preparation year

Selected by Köglmeier Tanja, Ordowski Daniela and Rudingsdorfer Johannes

WHAT ?

The good practice is that people who do not find a job after finishing school are not seen as unemployed but get the chance to find their professional field, in which they can achieve their potential. After doing this preparation year, they also know far more about their own interests and skills and are more easily able to find a job, having sometimes already made a good impression on entrepreneurs during their internships.

The youngsters who don't find an apprenticeship can voluntarily decide to go to special schools, which offer these preparation years. During this year they get trainings in how to represent themselves and information on which rights they have as soon as they start working. During the year, they also have so called „topic based units“, which means that they are changing the field of work they are focusing on. There are three of these units: technical and manual professions, social professions and clerical professions. As long as they are in school (about 2 months) they learn skills in the specific area taught by advisors in this areas (often entrepreneurs) and afterwards they are sent into an internship in this area. During the internship, the youngsters are led by pedagogues from their school. So they are already introduced into the world of work and can gain their first professional experience. Also they have the chance to make a good impression in enterprises which can be future employers for them. The aim of this practice is to make the young people aware of their own skills and get them in touch with the professional world. The practice can also be used for people who are out of work for a long time and now need to reorientate themselves on the labour market.

WHO?

This practice was implemented by professional schools, mostly funded by the Catholic Church (Katholische Jugendfürsorge) in cooperation with local enterprises, mostly SMEs, who desperately search for trainees, especially in manual and technical professions.

WHY?

We consider this a good practice as it bridges gaps in which youngsters are unemployed. It avoids also gaps in their CVs and gives them at the same time the chance to set their orientation and gain first professional experience. It is successful in fighting youth unemployment as it brings young people in touch with employers and offers them the chance to present themselves in internships without being exploited.



COLLECTION OF GOOD PRACTICES
TRAINING COURSE 2015 - Let me lead you(th) to success
Country: F.Y.R.O. MACEDONIA
Organisation: Centre for Rural Development BUJRUM
Title of the good practice: Starting your own business



Selected by Tasikj Aleksandra and Tasikj Emilija

WHAT ?

The aim of this good practice is to support young people who have the desire and the vision to open their own business. It offers free trainings, advisory and financial support in order to make it easier to implement their business idea.

Who can use it ? Everyone that is unemployed and registered in the ESA (Employment Service Agency).

Participation in this program begins with overall knowledge of entrepreneurship. Depending on their needs, candidates have the possibility to take part to trainings in order to learn entrepreneurship and how to make good business plans with all costs covered by the government. After that, candidates receive advisory and financial support for the registration of their business and for ordering the materials that are needed.

WHO?

This was a project that was implemented by the government, the ESA and supported by the UNDP.

WHY?

It was a good practice because it has helped reduce youth unemployment . These are some results from previous years with the number of people who got employed.

Year	2007	2008	2009	2010	2011	2012	Total
Women	142	238	319	343	334	329	1705
Men	417	404	585	607	616	571	3200
Total	559	642	904	950	950	900	4905



COLLECTION OF GOOD PRACTICES

TRAINING COURSE 2015 - Let me lead you(th) to success

Country: ROMANIA

Organisation: APSD-Agenda 21



Title of the good practice: Guarantee for youth 2014 – 2015

Selected by Tataru Andreea Mirela and Mirea Georgian

WHAT?

"Guarantee for youth 2014 – 2015" is a governmental program, financed by the European Union, designed to facilitate the integration of young people aged between 16 and 24 in the labor market, taking into account that the level of youth unemployment in August 2015 was 18,31% (according to the data of the National Agency of the Labor Force). The design of the initiative consists of three major steps: career advice – registration – enrolment. It implies financial support for internships (funding possibilities of mobility or grants for employers). Also, the employer who maintains the working place for more than 18 months is exempted from paying the contribution for unemployment for 24 months and receives 200 euro and 500 RON (Romanian currency) for each employee from the target group. The employers involved in the program receive monthly 250 euro and 300 RON (Romanian currency) for 1-3 year apprenticeships and 300 euro + 750 RON (Romanian Currency) for specialized trainings. The main aim of the program is to ensure to all the young people under 25 who lose their jobs or do not find any job after finishing their studies, receive in 4 months following the registration in the agencies for employment, a satisfactory employment/ education/ internship offer.

WHO?

This initiative is implemented by the Ministry of Labor, Family, Social Protection and Elderly and supported by local County Agencies of Employment. Other important actors involved in this initiative are the following: Ministry of Education, Ministry of National Education, Ministry of Regional Development and Public Administration, Ministry of Youth and Sport, Ministry of European Funds, Ministry of Foreign Affairs, Ministry of Agriculture and Rural Development, Ministry of Finances, national institutions, NGOs, trade unions and companies.

WHY?

This initiative is very welcomed in Romania because it facilitates the cooperation of several stakeholders in order to tackle the youth unemployment issue at national level. Thus, each partner of this initiative takes the responsibility to improve the quality of jobs' offer to young people. The state's main aim is to improve the labor market and the economy by giving its support in the creation of job opportunities and, on the other hand, multinationals receive subventions and support from the state to hire inexperienced young people. Receiving financial support from the state to hire and train young people is another advantage of this initiative, taking into account that educating young people means an investment in efficient human resources, which can decrease the gap between the information received by young people in higher education institutions and the expectations of the employers. Last but not least, this initiative may have good results on the long term both for the state and for the companies.



COLLECTION OF GOOD PRACTICES

TRAINING COURSE 2015 - Let me lead you(th) to success

Country: TURKEY

Organisation: System & Generation

system & generation

Title of the good practice: Dad send me to school

Selected by Balyurek Onur

WHAT ?

2007 - Campaign "Dad, send me to school" - encouraging girls from Eastern Turkey to go to school, because in this part of Turkey young girls are forced to marry before they are 15 or they can only work in agriculture. Technical schools and companies work together because the labour market needs specialized workers and not office workers.

WHO?

This campaign is developed by Dogan Media group with the support of individuals and other leading companies in Turkey. The good practice can be implemented by social organizations, governmental institutions or local groups.

WHY?

The inequality between girls and boys in Eastern Turkey is considerably high when it comes to going to school. Therefore, it causes big social problems since girls do not have enough access and equal chances to improve themselves and their identity. It is good because the result of this campaign contributes to improving both the personal and social welfare. It opens a new way to deal with such conflict in society.

TOOLS DEVELOPED DURING THE INTERNATIONAL SEMINAR "LET US IN – KEEPING THE FAITH IN YOU(TH)"



TOOLS AND IDEAS

SEMINAR 2015 - Let us in - Keeping the faith in you(th)

Title of the tool: POSITION PAPER

Developed by the participants to the International Seminar

Let us in! Keep the faith in youth!

Abstract: MIJARC Europe as faith-based youth organisation, active in rural areas, asks for more activity in European policies against youth unemployment. Current measures taken at European level are much too basic. Involving also quality measures against exploitation and fighting precarious working conditions for youngsters has to be the aim of a future European policy, also taking a glance on the responsibility of the Church and empowering rural youth. Therefore, the EU has to provide financial and material support for not losing generations of young Europeans.

Young, well educated, but jobless. This is a reality young people in Europe have to face at the moment. Politicians speak already about a “lost generation” of Europe. 22,2%¹ of young people under 25 are currently unemployed in the EU and not any eager action as in the financial crisis for the banks was started. Banks were funded generously by the EU with 455 billion Euros² but the youth was left behind³. When will the time come to have “rescue packages” for the young Europeans? In order to have a brighter future in Europe, something has to change. With the method “See. Judge. Act” MIJARC Europe is presenting its demands in the sections of economy, education, geography, discrimination and its postulations on the Church.

See

Economic

We as MIJARC Europe see that youth unemployment is much higher than the general unemployment in most of the European countries. For a majority of youngsters, working conditions are not stable. They

¹ Euro stat: Youth unemployment statistics. Accessible at: <http://appsso.eurostat.ec.europa.eu/nui/submitViewTableAction.do>.

² European Stability Mechanism: Lending capacity. Accessible at: <http://www.esm.europa.eu/assistance/FCC/index.htm>.

³ 6,4 billion euro spent for fighting the youth unemployment from 2014-2020 (found at: European Council: Youth Emploment initiative. Accessible at: <http://ec.europa.eu/social/main.jsp?catId=1176&langId=en>)

work part time, have limited and short term contracts and because there is too much competition in the labour market, the wages are bound to a race to the bottom.

Education and non-formal education

The educational systems in European are facing two defeats: on the one hand 11% of the 15/24 year old are unemployed, not in training and not in studies, on the other hand even the graduated students are threatened by unemployment. As the education system is not directly connected to the labour market, there is a big gap between studies and working life. To earn professional skills young people have to experience a lot of internships which are mostly unpaid and used by companies to replace paid workers.

Non - formal education allows young people to get competences that they don't learn at university and also encourages them to get involved in society.

Geographical

We see that young people and young farmers living in rural areas are going to the cities because there is a lack of perspectives and jobs in the rural areas. We, as MIJARC Europe, see that farmers all over Europe suffer from the globalization of the market. It makes it for farmers, and especially for the rural youth very difficult when it comes to finding a job.

Discrimination

We as MIJARC Europe, want to stress the fact that nowadays the youngsters are discriminated, concerning the access to work (e.g. gender equality, age, migration, nationality, religion, sexuality etc.). Without any experience it is nearly impossible to get a job and the result is the social exclusion.

Church

We see that the Church is sometimes too far from reality and is losing the connection with society. In an interview published in Italy's La Repubblica, a daily newspaper, on October 1st, 2013 Pope Francis said:

*"The most serious of the evils that afflict the world these days are youth unemployment (...) the young need work and hope but have neither one nor the other, and the problem is they don't even look for them anymore. (...) This, to me, is the most urgent problem that the Church is facing."*⁴

Judge

Economic

The policies against unemployment are only short-term answers and don't solve the problem. They stick too much to the interests of the market and the companies, most of the time influenced heavily by

⁴ Repubblica: Pope's conversation with Scalfari (01.10.2013). Accessible at:
http://www.repubblica.it/cultura/2013/10/01/news/pope_s_conversation_with_scalfari_english-67643118/.

economic lobbyists during their creation. Another problem, related the capitalistic functioning of the labour market is workforces are competing against each other.

Education

Companies misuse regularly interns who search for experience, as a replacement for paid employees to decrease their costs. Missing guidelines for quality internships create uncertainty and a lack of transparency for young people at the beginning of their working life.

If the connection between theoretical education and practical work would be stronger the integration of youth into job would be more fluent.

Non formal education is not appreciated as enough as it should be.

Geographical

We think that there is a need to step back and take a look at the labour market system, if it is sustainable. At this moment there is only being looked at the economical profit without long term plan. For farmers in Europe the system is already starting to collapse. Youth on the countryside who doesn't want to go to the city, stays and helps at home without having the chances they deserve.

Discrimination

The political and economic system causes prejudices about youth so they are shown as a social problem and considered as a number and not as an individual. Also, the stakeholders or the employers ask for experience from the beginning and if the youth doesn't have it, they are pushed away. It causes frustrations and bad living conditions for youngsters.

Church

We as a European youth movement are sure that youth unemployment affects your self-esteem, also involving financial and social consequences, and it is up to the society to solve this issue. Together with the church we can change the society and practice our belief and values like Jesus taught us. As stated in the quote of Pope Francis we need to give the youth a proper future to look forward to.

Act

Economic

Therefore, we demand to the political stakeholders to introduce long-term measures going further than one political mandate and a more ambitious European policy on youth unemployment. More money needs to be invested in youth. We also see a need for a common framework on fighting youth unemployment. Politics should focus more on bringing in values and social aspects to the discussion, because individuals matter. Economy should respect human beings and not only serve the economy.

Education

We demand the European Member states to implement the European common framework on internships and transparency. It should not be allowed to replace full-time jobs by unpaid interns. Furthermore, there has to be created a stronger connection between theoretical and practical education to decrease the gap leaving school and finding employment.

Concerning non formal education, society and economy should get aware that it is giving additional abilities to those who are joining them.

Geographical

We need to work together as a society to find sustainable ways for improving the current situation. We need to find ways to strengthen the local markets and local economy and short circuits especially in agricultural production. We demand a change in policies on European level. In Europe the danger that rural areas are set back and being discriminated from the more urbanized and industrialized parts of the country is very evident. Following this way, we can give a future and a perspective for rural youth finding work next to their homes.

Discrimination

We demand equality and global policies concerning the access to work which does not focus only on experienced youth. The issue is to provide young people the means to understand better the structure of society and the labour market. We demand to support the projects led by young people around reflection on life career plans which allow them to find their role in society and to feel part of it.

Church

We demand that youth, society and the Church try to find each other again. Going this way we can find back the balance between economical profit, inner peace and social values and we can form a coalition to restrict the influence of economy on decisions concerning our lives. We as MIJARC Europe are reaching out our hand to the Church to collaborate and find solutions together.



TOOLS AND IDEAS

SEMINAR 2015 - Let us in - Keeping the faith in you(th)

Title of the tool: The Youth Unemployment GAME!

Developed by the participants to the International Seminar and inspired by the lawn game "KUBB"

Objectives of the game

The objective of this game is to raise the awareness of the people regarding the youth unemployment situation in different countries.

Description of the game

You are a young person in a European country who wants to get a job. To get one you'll need to break down one of 5 wooden blocks. You have 3 attempts.

But it's hard for young people in Europe to get a job. It depends first of the context in your country. So first Pick a country and then... TRY TO GET A JOB!!!!

How to play?

First, in a field of around 10 meters you have to put the blocks in a line and set up the flags of the European countries. The line to throw from for each country is defined by the youth unemployment rate. Then the countries with the lowest rate is set closed to the blocks, and the other further regarding their rates (see photo).

- 1- Pick a paper to define your country
- 2- Find your spot on the field
- 3- Threw the stick to hit one of the blocks
 - ⇒ If you strike one you get a job.
 - ⇒ Try to find a job in another country!

Materials

- 5 wood blocks (or cans, bottles... Be creative!!), and a stick to throw.
- Flags of the countries with the youth unemployment rate in the country
- Sticks to put the flags
- Small piece of paper with the name of the countries and a small box to pick it.
- And play!!!!

Youth unemployment rates

Macedonia	52,2
Greece	49,7
Spain	49,3
Croatia	43,6
Italy	41,5
Cyprus	34,4
Portugal	33,3
Slovakia	25,9
France	23,7

Romania	23,3
Finland	22,8
Euro Area	22,1
Poland	21,1
Sweden	21
EU average	20,6
Ireland	20,2
Belgium	19,9
Bulgaria	19,7
Luxembourg	19,5
Hungary	18,7
Slovenia	17
Lituania	16
United Kingdom	15,7
Latvia	15,7
Czech Republic	14,8
Estonia	11,3
Netherland	11,1
Malta	10,8
Austria	10,1
Danemark	10
Germany	7,1

To go further in the topic there are some other possibilities with this game :

Moving the blocks to show that some types of jobs are easier to find:

To explain the different types of contracts, you can move the blocks and put them in different positions. The closest one will be the easiest to get. Example:

- Some blocks further for long term contracts
- Some closer for short term contracts
- Some even closer for internship contracts

Make steps once you are in the country regarding your situation

Discriminations

To show the discrimination you can add some more criteria to be picked up at the beginning of the game. Regarding your national situation they will help you, or make it harder for you to get a job by getting you closer/further to the blocks. You can write the given situation written in the examples below on small pieces of papers and make the players pick one or 2.

Example :

- You are part of a minority (ex Romas...) → 1 step back
- You have disabilities → 1 step back
- You are a man → 1 step ahead
- You are a woman → one step back
- Etc.

Education level:

As for discriminations you can make some steps ahead or backward regarding given situations on the education levels. Examples:

- You quit school before 15 → 2 steps back
- You have a diploma from high school level → 1 step back
- You have a bachelor degree → 1 step ahead
- You have a master degree → 2 steps ahead
- Etc.

Practical experience

As for discriminations you can make some steps ahead or backward regarding the practical experience. Examples:

- You have a one year experience → 1 step ahead
- You have more than 5 years of experiences → 2 steps ahead
- You have no experience → 1 step back
- You have been unemployed for more than a year → 2 steps back
- Etc.

Social back ground:

As for discriminations you can make some steps ahead or backward regarding given social situations.

Examples:

- You are coming from a rural area → 1 step back
- You are coming from a city center → 1 step ahead
- You are the child of a doctor → 1 step ahead
- You are a child of a worker → 1 step back
- Etc.



TOOLS AND IDEAS

SEMINAR 2015 - Let us in - Keeping the faith in you(th)

Title of the tool: FORUM THEATRE – "Get a job...if you can"

Developed by the participants to the International Seminar

SETUP

The participants prepare the scene and invite passers-by to watch the short play.

Preparation:

- one actor posing as a beggar
- one piece of paper on which you write: UNEMPLOYED
- one actor playing the role of the aggressor
- one actor replacing the aggressor and playing the role of the helper

Invite a person in the street to watch the play:

PLAY

The play starts with a young person who is unemployed begging for money. One person passes by, does not notice the beggar and stumbles because of the few belongings that he has next to him. The person gets really angry, insults the unemployed man/woman and tells him/her that he/she should find a job, stop begging and start working to earn his/her living. The beggar says that finding a job is easier said than done and explains that he/she has been trying to get a job for months, but he/she could not find anything and so he/she is forced to beg in order to survive.

At this point of the play, another actor claps and replaces the aggressor. He/She replays the scene but after stumbling upon the beggar, he/she turns to the beggar to ask if he/she is OK, why he/she is begging and if he/she could help the beggar in some way.

The play stops.

The participants next ask the person they invited to watch the play if they understood what the situation is about and then continue the discussion about the situation of youth and the high rates of youth unemployment in Europe:

QUESTIONS

What happened?
What do you think of this situation?
How would you react?
What do you know about youth unemployment in your country? In Europe?
What do you think are the causes for this situation?
What do you are the effects?
According to you, what should be done about it?
What can young people do to improve this situation? Who could help them?

TOOLS DEVELOPED DURING THE INTERNATIONAL TRAINING COURSE "LET ME LEAD YOU(TH) TO SUCCESS"



TOOLS AND IDEAS

TRAINING COURSE 2015 - Let me lead you(th) to success

Title of the tool: Job – Chair – Discrimination Game

Developed by Avetisyan Astghik, François Bausson, Johannes Rudingsdorfer and Onur Balyurek

Number of Participants: 4 – hardly a limit

Time: game about 10 min (without discussion)

Preperation: Chairs for every person, music

General description:

This is a game related to the topic of discrimination in (youth) employment. It wants to give an impuls and introduction into the topic. After the game, it is important to start a discussion about it and clarify the questions and impressions. It is important to stress out the effects of youth unemployment and the measures there can be made against it.

Main objectives:

- Create awareness about discrimination
- Experiment with discrimination
- Discussion about the topic
- Recognize that discrimination is happening in daily life and so easily

Rules:

Aim: Find a seat as fast as possible on one of the chairs.

Diverse participants:

1. Chairs standing in a circle with the backs towards each other
2. Music is playing during the time the people are moving in circle around the chairs.
3. People have to walk around in one direction and following the coordinator's order
4. From time to time the coordinator gives another 'discrimination rule' in, which the people who are concerned have to respect/ follow
5. Rules are added up (so it's possible that you have to do more than one 'discrimination rule' at the same time)
6. When the music stops respecting the 'discrimination rules' the people have to sit as fast as possible on one of the chairs
7. One round after another one chair is removed, so one participant is not able to sit down and won't be 'hired'
8. The last person being in the game wins the hiring process.

Similar participants:

When you have similar participants (background etc.) let them first pick their roles out of a hat or something like that. Then follow the rules above. (you will find the roles at the end of the document)

The "discrimination rules" and the "specific rules" can be combined however you want. You are able to connect it more to real lives with figures etc. or you create it to be funnier through "discrimination rules" like shoe size, hair etc.

Discrimination

rules:

- | | | | |
|---------------|------------|-------------|-------------|
| - Gender | - studies | - Language | - Hair |
| - Skin colour | - Height | - Country | - Race/ |
| - Religion | - Glasses | - Migration | ethnicity/ |
| - Age | - Disabled | background | nationality |
| - Weight | - Money/ | - City – | - Shoe size |
| - Grade of | Wealth | Countryside | |

Specific rules:

Feel free to add more.

- | | | |
|-----------------------|------------------------|-----------------------|
| - One step further | - Walking eyes closed | - Jumping |
| away from the chair | - Turning around while | - Moving body forward |
| - Going backward | going | and backward |
| - Jumping on one foot | - Touch the ground | |

Following questions/ discussion:

(Questions are suggestions; Base your statements on specific examples; Always try to see also the others point of view)

- | | |
|---|---|
| - How did you feel during the game? | - What do you think were your advantages or |
| - What were your thoughts (especially about | disadvantages in the game? |
| the others) and feelings towards them? | - Why do you think there is discrimination? |

- Winner: Are you proud? Why do you think you won?
- First 2-3 losers: What do you feel? Why do you think you lost?
-
- Is there a difference between daily and professional life?
- Did you experience discrimination towards you?
- What is the main discrimination around you?
- Is there a possibility to do something about it?

Roles:

The following are some suggestions for possible characteristics. You can combine them as you want. Feel free to add more.

Characteristics:

- Being an immigrant from Mali without any ID
- President of the youth section of a political party
- Daughter of a bank manager
- A student studying political science
- Very active practicing Muslim
- A young person still living at home with his parents
- Soldier finishing his/ her military service
- Roma about 17 years old
- Never finished primary school
- Young man living in a disadvantaged neighborhood
- Prostitute tested HIV positive in middle age
- Owner of a big company
- Teacher in a foreign country without any native language knowledge
- Daughter/ son of a chinese immigrant
- Model coming from Africa
- Daughter/ Son of an US ambassador
- Afghan refugee about 24 years old
- Young disabled person in a wheelchair
- Former worker in a shoe company
- Lesbian about 21 years old
- Son of a farmer in a small village
- About 27 years old and drug addict
- Wearing glasses
- Being blind
- Journalist fired for creating a scandal
- Blonde
- Farmer without land
- A PHD graduate
- Artist/ musician
- Actor
- Deaf
- Injured professional athlete
- Professional athlete after his/ her career
- Single mother with two children
- Oversized or skinny person



TOOLS AND IDEAS

TRAINING COURSE 2015 - Let me lead you(th) to success

Title of the tool: RATATOOL

Developed by Tasikj Aleksandra, Gaillard Céline, Ordowski

Daniela and Cesbron Thomas

Aim: To talk about the importance of non formal education and the skills/ knowledge /soft skills gained through it.

Target: Groups of young people (5-30ppl)

Description: Put different pictures on the floor (you should have more pictures than the number of participants). Ask the participants to choose the picture that answers one of those questions. You can find a set of pictures in Annex 2.

- Choose a picture that is representing your skills?
- Where are your skills coming from ?
- Choose one picture which is representing non formal education for you ?

Give them 5 minutes to choose and think about that.

Then, ask them to explain their choice one by one, and after that start a discussion about non formal education.

Discussion:

- How do you feel about this piece of work ? What did you like about it ? Dislike? Why?
- What would you change if you had to choose another picture ?
- What about knowledge ? Would you choose the same picture ?
- What are the connection between non formal education and formal ? Can you explain ?
- Do you feel more confident developing your skills and all the things you have gained through non formal education ? Do you think you can use them in your CV ?

This are ideas and examples of reflection but you can select only few of them to adopt this activity to your target population.

Material needed: Various pictures

Options: Use objects, or quotes instead of pictures. Don't hesitate to ask or develop other questions. You can use this tool to talk about different topics .



TOOLS AND IDEAS

TRAINING COURSE 2015 - Let me lead you(th) to success

Title of the tool: FIND YOUR OWN PLACE

Developed by Allram Daniela, Mirea Georgian, Mkhitarian

Atom and Dodev Yonko

Preparation / Materials:

- At least 1 room (or more depending on the number of players) with chairs in it (not more than half of the players)

- It's ok if there are other furniture in the room or additional things where people can sit on -> but not necessary
- 1 clock / watch/ mobile phone with chronometer

Task:

Everyone has to find a place to sit! (in a certain time 10-30 seconds, depends on the number of players in the room). It's not allowed to share a place with another person. You're not allowed to move chairs.

*(players are allowed to go outside the room and sit there, or on the floor). If someone is still standing after time runs out it's ok too.

Debrief :

- How do you feel?
- What was your first thought?
- Why did you choose this place to sit?
- Why could/couldn't you find a place to sit?
- Did you think of other opportunities to sit?
- Do you feel treated unfair?

Aim:

- The chairs are standing for existing jobs. The players are unemployed persons, who have to find their job (chair). Obviously there are not enough jobs for everyone, so the players have to be creative. The players who left the room went abroad for working. The players who are standing up are still unemployed. The players who are sitting on the chairs are employed. The players who are sitting somewhere else have created their own jobs -> entrepreneurship.
- The point of the game is to encourage the creativity to get a job / build your own job. It's the aim to make best out of the situation (lack of jobs).
- It could be used at the beginning of the training course.

- If wanted the rules can be written on a flipchart at the beginning of the game
- No questions allowed from the players
- * not to be told to the players



TOOLS AND IDEAS

TRAINING COURSE 2015 - Let me lead you(th) to success

Title of the tool: CHANGING PERSPECTIVE WITH YOU(TH)

Developed by Köglmeier Tanja, Tataru Andreea, Charakchieva Zaharieva Mariyana

OBJECTIVES

- Facilitating the contact between employers (10-15) and 30-40 youngsters

- Raising awareness of 30-40 people from 14-30 about various opportunities to be involved in the local labour market
- Creating an informal environment for young people and employers to get to know each other and find future colleagues
- Matching together the passion of 30-40 youngsters with the working reality

PARTICIPANTS

- 30-40 young people from youth movement(s)
- 10-15 employers
- 1 official representative (e.g. national employment agency)
- up to 5 representatives of trade unions and other NGOs related to employment

DURATION

- main event: 1 day
- if invitation for a participant of an employer: 2nd day

ORGANIZER

- local youth movement
- support by official agencies, if possible

PREPARATIONS BEFORE THE EVENT

- booking of a venue, suitable for a fair
 - around 60 persons with 10-20 tables for the world café
 - around 60 persons with 20 tables and 40 chairs for the speed dating restaurant or space able to be arranged for catering: space for a dinner with 60 persons
- invitations for the employers and the representatives
 - agenda is included with all the information they need
 - call for bringing their materials to present their company on the fair
 - deadline 1 week before the event starts to fix the guest list
- promotion for the event among young people:
 - using social networks
 - flyers

→ registration deadline one week before the event to have a list of participants

→ each participant should hand in a profile (similar to a CV) to the responsible (best way: online document)
- preparing name signs for everybody
- evaluation form for afterwards (handing it out to employers and participants)
- proposal for an agenda:
 - 1 pm entrance, registration, welcoming
 - 2 pm world café

- 4 pm test of interest
- 5 pm speed dating
- 7 pm break
- 8 pm dinner

WELCOMING

- short speech of the responsible explaining the agenda and the methods
- giving name signs to everybody

WORLD CAFÈ

- method: simple, flexible and suitable for hosting large group dialogues, designed as following:
 - setting: creating the environment: modelled like a café: e.g. round tables with four chairs at each one.
 - Welcome and introduction: having an introduction to the world café process and setting the context
 - Small group rounds '': The process begins with the first round of conversation in the small groups, seated around the tables. At the end of the first round, each member of a group moves to a different and new table. There will be discussed the same questions in each round. One persons as responsible for the table is staying at the same spot.
- Material needed: tables, prepared with the materials from the employers representing themselves
- The employers are staying at their tables, the participants are moving.
- People move around the tables, discussing in each round following questions and issues:
 - Description of the company
 - Expectations towards future employees
 - Possibilities for jobs
 - Question time
- 2-3 persons are discussing with the employers at the same time.
- The time of one round should be around 10 minutes.

TEST OF INTEREST

- All participants should take part in a test regarding their own interests to ensure to meet the employers in the speed dating, that fit to the participants.

ALTERNATIVE 1 (see Annex 1)

- Written test with questions
- The responsible people are arranging the participants according to their interests for the speed dating. The participants are not going to all employers, but only to the "fitting" ones.

ALTERNATIVE 2

- Inviting a professional career advisor from a university/national employment agency.

- Every participant has the possibility to speak to him for having a better chance to meet the employer with the job fitting to him/her skills
- The professional is doing a selection of possible employers to which the participant is going to during the speed dating

SPEED DATING

- Method of speed dating:
 - Bringing together employers and youngsters in pairs
 - After a certain time the partners are changing
- Time which should be spent with each employer:
 - Task of the responsible
 - Matching the number of participants together with the number of employers they want to go to and the time frame
- If a employer is getting interested in one of the participants, he should approach the responsible of the event: they hand out the profile, the participant handed in before the event
- A possible invitation to a company for orientation should be given during the dinner

DINNER

- Clothes should be casual and there's no strict dress code: feeling comfortable is the most important
- Big tables with 2-3 employers at each, sitting together with youngsters interested in their companies (a good mix is important!)
- Informal communication during the dinner with an open end (no time frame)

INVITATION TO A COMPANY

- Employers are held to invite youngsters in which they are interested to their company. It's a possibility to get an insight in a possible future working environment.

EVALUATION

- Written form, so that employers and youngsters can express freely their thoughts without fearing to be disrespectful and leaving a bad impression.



TOOLS AND IDEAS

TRAINING COURSE 2015 - Let me lead you(th) to success

Title of the tool: CATCH AN INTERNSHIP? GET A JOB!

Developed by Vermeullen David, Adamova Persenska Evelin,
Tschuschnigg Christine Theresa and Tasikj Emilija

The aim of the game:

To make a connection between education, internships and getting a job. In the game you can get points that shows the level of internship and education. The more points you get, the more chance you have to get the job. We want to show that sometimes you have to be lucky but you have to do it at your own too. In the real life people with experience, internships have more chances to get the job!

Games education:

Countrygame:

To think for a country and give the first letter and also say for example the third letter is the 12th letter in the alphabet. For example: Malta = M and the 4th letter "T" is the 20th letter in the alphabet. You can do this with 5 countries or less or more. The person that finds the country gets 1 point.

Mathematical game:

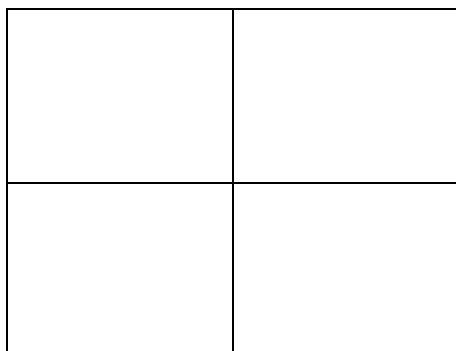
To show small mathematical questions for only a short time on a sheet. (for 1 second or if it is longer for 2 seconds). For example: $5 + 5 = 10$ (1sec). You can do this less or more times. Each answer is 1 point. The first that answers correctly gets 1 point.

Games internship:

Logical games:

You can find different logical games that people can answer fast.

For example:



How many rectangles do you see? Here the answer is 9. This takes more time so you can give more points for the person that answers the fast and correct. For example 2 points.

Lucky game:

To make some stripes and give them different colours. The participants have to take each one stripe. They do not know where the colour stands for. One colour means point(s). So a couple of players will be lucky and have more points.

Final part:

Kubb game:

The players have to stand on the line that has the same number of the points they struggle together in the previous games. So how more points you have, how more chance they have to hit the block. People with a lot of points are standing closer to the block. The person that hits the block gets the job.

Conclusion:

This game is an introduction that shows how this way to get a job works. After the game you can discuss about the connection between the game and real life. For example: The feeling that someone has when he do not get the job.

ANNEX 1

CAREER TEST FOR CHANGING PERSPECTIVE WITH YOU(TH) JOB FAIR

1. Rate the skill level for the following attributes					
	Low	Below average	Average	Above average	High
Logic: reasoning and problem solving					
Management: planning, proper use of time and resources					
People: interaction with others, ability to train and counsel					
Mechanical: working with tools and equipment					
Communication: listening, speaking and working with others					
Judgment: making clear, decisive decisions					
Attention: focus on the problem at hand					
Thinking: working with new ideas and creative thinking					
Physical: strength, agility and dexterity					
Senses: eyesight and hearing					
2. Rate your interest level in the following subjects and activities					
	None	Low	Medium	High	Very high
Art: painting, drawing and sculpture					
Business: economics, finance and marketing					
Law: legal and criminal justice					
Computers: programming and information technology					
Science: math, physics and technology					
Medical: Biology and healthcare					
Culinary: food and drinks					

Construction: working with your hands					
Office: working in an office environment					
Outdoors: working outside of an office					
3. Rate how closely each style of work matches your own personality					
	None	Low	Medium	High	Very high
Attention to details: careful about details and through in completing work tasks					
Integrity: being honest and ethical					
Initiative: taking on responsibilities and challenges					
Dependability: reliable, responsible and dependable					
Persistence: not giving up in the face of obstacles					
Cooperation: being pleasant with others and displaying a good-natured cooperative attitude					
Achievement: maintaining personally challenging goals and exerting effort towards achievement them					
Adaptability: open to change (positive or negative) and to considerable variety in the workplace					
Leadership: willing to lead, take charge and offer options and direction					
Analytical thinking: analyzing information and using logic to address issues and problems					
Independence: completing tasks with little or no supervision					
Stress tolerance: accepting criticism and dealing calmly and effectively with high stress situations					
Innovation: using creativity and alternative thinking to develop new ideas					
Self control: keeping emotions in check, controlling anger and avoiding aggressive behavior					
Concern of others: being sensitive to others' needs and feelings					
Sociability: preferring to work with others rather than alone					

4. Rate how important each of this values are to you in your ideal career					
	Not at all	Not very	Somewhat	Important	Very important
Support: management that stands behind employees					
Working conditions: job security and good working conditions					
Achievement: results oriented and allows employees to use the strongest abilities giving them a feeling of accomplishment					
Independence: employees allowed to work on their own and make decisions					
Recognition: potential for advancement and a role in leadership					
Relationships: employees provide service to others at work with co-workers in a friendly non-competitive environment					

ANNEX 2

SET OF PICTURES FOR RATATOOL





