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**The contribution of youth work to address the challenges young people are facing, in particular the transition from education to employment**

*Results of the expert group set up under the European Union Work Plan for Youth for 2014-2015*

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## Executive summary

The findings of the expert group<sup>1</sup> detail the role of youth work and its specific contribution to addressing the challenges young people face, in particular the transition from education to employment. In this context, youth work is defined as 'actions directed towards young people regarding activities where they take part voluntarily, designed for supporting their personal and social development through non-formal and informal learning'.<sup>2</sup>

### Background

Youth is a period of many transitions such as moving from dependence on parents/family to independence and autonomy. One of the major transitions young people have to navigate is the journey from education and training to the labour market.

Youth work seeks to create a safe, supportive and flexible environment for personal development and offers non-formal and informal learning opportunities, personal advice, guidance and support. It is essential that young people are supported in developing their own identity, in creating a social network (including family and friends) and are included and respected by society. This also assumes on an individual level that they are healthy, confident, autonomous, motivated and have access to personal resources. Among the key elements of a flourishing society are respect, good relationships and mutual trust. On a societal level it is important that young people have access to quality education, training, guidance, jobs and social security. Likewise it is crucial that society enables young people to express their opinions and to participate fully in their community, social developments and in political life.

All of the above aspects and challenges faced by young people are intrinsically linked: to be part of a social network, to feel part of and included in society, to have a positive outlook for the future, are important preconditions for the successful transition from education to the securing employment.

In order to recognise the true value and contribution of youth work in addressing challenges young people are facing, it is required to adopt and embrace the holistic youth work approach to working with young people. Young people, particularly the most disadvantaged, not only need to be provided with skills for the labour market but more importantly with life skills and supports. These are essential to enable them to deal with the many challenges they will encounter and also the confidence to embrace the opportunities that will arise. The findings of the expert group detailed in this report clearly demonstrate how youth work is currently working on these issues. The report also provides evidence (examples and practices) and some key messages with regard to the role of youth work.

One of the main strengths of the youth work approach is the emphasis on partnership and its role as a link and broker between young people and different fields, sectors and services, such as the local community, school, social services, media and the police.

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<sup>1</sup> Expert group 'on defining the specific contribution of youth work and non-formal and informal learning to address the challenges young people are facing, in particular the transition from education to employment' set up under the European Union Work Plan for Youth for 2014-2015.

<sup>2</sup> Working definition from the expert group on Youth Work Quality Systems in the EU Member States, [http://ec.europa.eu/youth/library/reports/quality-youth-work\\_en.pdf](http://ec.europa.eu/youth/library/reports/quality-youth-work_en.pdf).

## Practices and messages

The expert group examined a wide range of initiatives involving youth work, across the EU, to support and promote the employability of young people. In doing so this report provides an insight and guidance for all those working with young people as to how the application of youth work principles and practice can support their work.

The analysis of practices proved that youth work principles – such as voluntary participation, youth-centeredness and mutual respect – were appealing for young people, especially those from disadvantaged backgrounds and as a result more productive in delivering outcomes for all concerned.

The practices in this report also demonstrate that youth work often collaborates with other and different sectors, policy-makers, employers, Public Employment Services and other relevant actors to address the needs of young people.

From the practices the expert group mapped the youth work practices against the challenges young people are facing which shows the clear correlation between them. The different messages and outcomes are also detailed here, outlining what that contribution of youth work is in each context.

The result of this mapping exercise is presented in messages illustrating the contribution of youth work focusing on four main target groups: Public Employment Services (PES) and other Youth Guarantee providers, employers, policy-makers in different fields, and young people.

### **(A) Public Employment Services (PES) and other Youth Guarantee providers:**

- (1) Youth work has the potential to reach and empower diverse young people, including NEETs, and can be your partner in facilitating their integration into the labour market.
- (2) Youth work develops the life management and social skills of young people which assists their transition to the labour market.
- (3) Youth work unlocks the potential of young people and increases their motivation to actively enter the labour market.

The youth work approach assists the PES not only to reach more young people, but also to ensure that more young jobseekers are better prepared and motivated to engage successfully with the PES. This not only benefits the young person, but it can decrease the costs and workload of the PES and improve its performance and outcomes.

### **(B) Employers:**

- (4) Valuable work skills such as responsibility, reliability, planning, problem solving and managing – but also entrepreneurial skills – can be gained through youth work.
- (5) Establishing partnerships with youth work actors is an investment in the development of your business or company.
- (6) Youth work offers safe and reliable ways for young people and potential employers to reach each other.

Youth work strengthens many transversal skills useful for professional life and the world of work and enables young people to gain valuable practical experience. By engaging in partnership with youth work employers can reach motivated and committed young people who will be beneficial for their business.

### **(C) Policy-makers:**

(7) Investing in youth work can ensure a better response to a wide range of societal challenges, including the social inclusion of young people, enhanced active citizenship and easing the transition of young people from education and training to the labour market.

(8) Youth work identifies the challenges and new trends among young people.

(9) Youth work brings a systematic and holistic approach to cross-sectoral youth policy.

As a sector with expertise, experience and a good knowledge of the current situation of young people, youth work can link and coordinate actions for young people with other key stakeholders. Youth work can be the initiator and facilitator for creating and developing cross-sectoral initiatives to address the challenges young people are facing. Therefore youth work should also be involved at all levels in relevant policy-making processes.

### **(D) Young people:**

(10) Youth workers help you to become aware of your skills and competences gained through youth work and other learning opportunities.

(11) Present the skills which you gained in youth work to help you get a job.

(12) Youth work can support you to seek employment and assist you to better match your skills and interests with employment opportunities and career goals.

A positive view of young people is the key principle of youth work. The youth work process engages with young people, builds relations and trust and promotes social inclusion. A core attribute of youth work is its contribution to the development of young people's soft skills such as personal and social skills, team working, problem solving, leadership skills. The holistic approach employed by youth work seeks to maximise the full potential of young people.

## **Conclusions**

The report of the expert group clearly demonstrates the link between youth work principles and practice and its contribution to addressing the challenges young people are facing. The report further provides evidence for this connection, with examples of practices, especially in the transition from education to employment.

This connection and the findings should be acknowledged and taken into account by all those working to enhance the employment and employability of young people. The expert group is of the view that awareness of the broad contribution and further potential of youth work in the lives of individuals and society as a whole should be raised. This not only concerns its role in providing young people with opportunities to develop their skills and improve their employability, but also its role in the inclusion of young people in society and unlocking their potential.

The findings and results can be used by many different groups and stakeholders working with and for young people, but are primarily directed at the target audience addressed in the report, namely Public Employment Services, employers, policy-makers and young people.

The outcomes of this expert group should be broadly disseminated to all those working in the youth field. Therefore the expert group urges all stakeholders to ensure that the principles and practices articulated in this document result in concrete action and ultimately enhance the employment, employability and social inclusion of young people in Europe.



## Introduction

The findings of the expert group<sup>3</sup> detail the role of youth work and its specific contribution to addressing the challenges young people face, in particular the transition from education to employment. The report seeks to make employers, Public Employment Services and policy-makers aware of the crucial role youth work can play – either as a main actor or in partnership with others – in supporting the employment and employability of young people. In this context, youth work is defined as 'actions directed towards young people regarding activities where they take part voluntarily, designed for supporting their personal and social development through non-formal and informal learning'.<sup>4</sup>

### What?

Young people in Europe today face many life challenges, none more difficult than the transition from education to employment. Youth is a period of many transitions such as moving from dependence on parents/family to independence and autonomy. The expert group concludes that supporting young people in this period of transitions calls for a comprehensive and cross-sectoral approach. Therefore the present results pay particular attention to the specific contribution of youth work as partner of other actors – and to the success factors for such partnerships. In the case of the transition from education to employment these partners are mainly employers and Public Employment Services/Youth Guarantee providers.

With a view to delivering a small number of concrete and useable results, the expert group herewith offers the following:

- an overview of young people's challenges and the specific contribution of youth work and non-formal and informal learning to address these challenges (based on literature review<sup>5</sup> as well as expertise and discussion within the group);
- ready-to-use messages targeted to Public Employment Services (PES) and other Youth Guarantee providers, employers, policy-makers in different fields and young people;
- a compendium of concrete good practice examples substantiating these messages;
- recommendations on how to use and further disseminate these messages.

In addition, the questionnaire and assessment form<sup>6</sup> – which were used to assess the identified practices – may serve stakeholders as a tool to design, monitor and evaluate their own programmes.

### Why?

The 2015 EU Youth Report revealed that young people today are better educated than their predecessors and school completion rates are increasing in the EU. Yet, 8.7 million young people aged 15-29 are unemployed, 13.7 million are not in employment,

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<sup>3</sup> Expert group 'on defining the specific contribution of youth work and non-formal and informal learning to address the challenges young people are facing, in particular the transition from education to employment' set up under the European Union Work Plan for Youth for 2014-2015.

<sup>4</sup> The meaning of non-formal and informal learning and other terms is defined in Annex A.

<sup>5</sup> See reference documents in Annex C.

<sup>6</sup> Annex B.

education or training (NEETs<sup>7</sup>) and close to 27 million are at risk of poverty or exclusion. Marginalisation in the labour market, deterioration of living conditions and decreasing social inclusion and political participation are serious threats to young people, especially those with fewer opportunities, and ultimately Europe as a whole.

The economic crisis which commenced in 2008 continues to impact on the employment prospects of young people. As a result one of the priority themes of the European Union Work Plan for Youth for 2014-2015 was the role and further potential of youth work and non-formal and informal learning to counteracting the effects of the crisis on young people. The Member States and the Commission were invited to establish an expert group to 'define the specific contribution of youth work and non-formal and informal learning to address challenges young people are facing, in particular the transition from education to employment'. The recommendations<sup>8</sup> with regard to NEETs during the Lithuanian Presidency of the Council of the EU were used as a starting point for the deliberation of this expert group.

## How?

The expert group was requested to 'concentrate on delivering a small number of concrete and useable results on the subject requested'. The participation of Member States in the work of the group was voluntary and Member States could join it at any time. The following 23 Member States have appointed a representative<sup>9</sup> for this expert group: BE (fr and nl), BG, CZ, DK, DE, EE, IE, FR, HR, IT, CY, LV, LT, LU, HU, MT, NL, AT, PL, PT, SI, SK, FI. Catherine Stilmant (BE fr) and Jana Miháliková (SK) were appointed co-chairs of the group. The expert group was established for the duration of the Work Plan (2014-2015).

The experts brought their respective relevant experience at national level, reviewed relevant literature and sought input from external entities with expertise in this area (Eurofound, employers' representatives). The European Youth Forum was invited as a permanent participant. The expert group built on the work and findings of the previous expert group on youth work quality systems in EU Member States and the role of common indicators or frameworks.<sup>10</sup> The Commission's Directorate-General for Employment, Social Affairs and Inclusion was also closely involved.

The expert group met nine times between October 2014 and December 2015. To communicate and make progress between meetings, the expert group used an online collaboration platform. The co-chairs made an interim report to the Youth Working Party in February 2015. The final results were presented to the Youth Working Party in December 2015.

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<sup>7</sup> Young people who are not employed (i.e. unemployed or inactive according to the International Labour Organisation definition) and do not receive any education or training.

<sup>8</sup> European Union youth conference joint conclusions of 9-12 September 2013; Council conclusions on enhancing the social inclusion of young people not in employment, education or training of 25 November 2013; Vilnius declaration on innovative actions for youth of 6 December 2013.

<sup>9</sup> See list of members in Annex D.

<sup>10</sup> European Commission (2015), Quality Youth Work. A common framework for the further development of youth work. Report from the expert group on Youth Work Quality Systems in the EU Member States  
[http://ec.europa.eu/youth/library/reports/quality-youth-work\\_en.pdf](http://ec.europa.eu/youth/library/reports/quality-youth-work_en.pdf)

## 1. Young people's challenges and the contribution of youth work

The role of this report is to contribute to the understanding of the value youth work brings to the lives of young people with a particular emphasis on its contribution to employability. In doing so the expert group explores and demonstrates the principles and practice by which youth work enables young people to face many life challenges, in particular the often difficult transition from education and training to employment.

The economic recession and changing nature of the labour market has made this transition even more challenging for many young people. In some sectors the skills and competences required exclude young jobseekers with no or few qualifications. In other sectors where qualifications are not required the labour market has changed with a greater prevalence of low pay, poor working conditions and precarious employment. This can lead to a situation where even young people in work are at risk of poverty and social exclusion. Given the precarious nature of the labour market some young people end up in and out of work and into a classic 'low pay and no pay' vicious circle.

In order to address this problem it is required to **adopt and embrace a holistic approach to working with young people**. Young people, particularly the most disadvantaged, not only need to be provided with skills for the labour market but more importantly with life skills and supports. These are essential to enable them to deal with the many challenges they will encounter and also the confidence to embrace the opportunities that will arise.

The expert group examined a wide range of initiatives involving youth work, across the EU, to support and promote the employability of young people. Arising from that exercise the experts highlight in this report the value of and unique contribution of youth work and youth workers in addressing these issues. In doing so this report provides an insight and guidance for all those working with young people as to how the application of youth work principles and practice can support their work.

### Challenges young people are facing in Europe today

Young people in Europe today are facing many and different barriers and problems. In many respects the only certainty is uncertainty. It is essential that young people are supported in developing their own identity, in creating a social network (including family and friends) and are included and respected by society. This also assumes on an individual level that they are healthy, confident, autonomous, motivated and have access to personal resources. Among the key elements of a flourishing society are respect, good relationships and mutual trust. On a societal level it is important that young people have access to quality education, training, guidance, jobs and social security. Likewise it is crucial that society enables young people to express their opinions and to participate fully in their community, social developments and in political life.

**All the above challenges are intrinsically linked** (see chart on next page): to be part of a social network, to feel part of and included in society, to have a positive outlook for the future, are important preconditions for the successful transition from education to the securing employment. Youth is a period of many transitions such as moving from dependence on parents/family to independence and autonomy. One of the major transitions young people have to navigate is the journey from education and training to the labour market.

## Challenges young people are facing

### Individual

- Positive future outlook
- Using my resources
- Being initiative
- Being autonomous
- Being motivated
- Finding my identity (who can I be?)

### Relational

- Having people I can trust
- Having a good relationship with my friends, parents and family
- Creating a social network

### Societal

- Having access to quality education and training
- Finding a quality guidance
- Finding a quality offer
- Finding a quality job
- Finding a place in society
- Express my opinion in society

They are linked to each other.

## Specific contribution of youth work

**The power of youth work is its holistic approach** which can address many of these challenges at once through:

- Respect
- Dialogue approach
- Relation work (trust)
- Inclusive approach
- Positive approach
- Tailor-made approach
- Flexible approach
- Voluntary based approach
- Non-formal and informal learning
- Resource perspective (building on the young person's potential)
- Youth advocacy

## The contribution of youth work to address these challenges

Youth work seeks to address these challenges in a holistic and integrated way paying attention to the different areas of life and the young person as a whole and not just one aspect. Youth work is founded on the development of mutual respect and trust between the youth worker and young person over the long-term. Youth work seeks to create a safe, supportive and flexible environment for personal development and offers non-formal and informal learning opportunities, personal advice, guidance and support. Youth work seeks to create comfortable and enjoyable settings which are more effective in reaching young people and enabling creativity and self-expression. One of the main strengths of the youth work approach is the emphasis on partnership and its role as a link and broker between young people and different fields, sectors and services, such as the local community, school, social services, media and the police.

This expert group understands that youth work is based on a set of values, including an approach which views young people positively rather than as a problem to be solved. Youth work seeks to strengthen individual social competencies, believe in the young person's capabilities and give them the chance to take on responsibilities. The expert group believes that this approach which is a value deeply rooted in youth work, helps to build self-esteem, confidence and character.

The **youth work approach** understands a young person not as a unit of labour or as a problem to be solved, but rather as a person with talent, skills and abilities some of which have yet to be realised. The process engages with young people, builds relations and trust and empowers them to use their strengths and address their weaknesses. Youth work also supports young people to become active citizens and engage in decisions and actions which affect them and their community. As a result youth work enables young people to better understand the views and concerns of others and those of wider society which in turn contributes to greater harmony and social inclusion. In this context, youth work also has a preventive effect on polarisation and radicalisation potentially resulting in violent behaviour.

The principles of youth work espouse equality for young people and strive to advance their social, economic and cultural rights. Youth work seeks to support young people to address the barriers and challenges they face, but it seeks to do more than that. The youth work approach involves working to **influence and change public policies and actions which impact on young people**. In this situation, youth workers and youth work organisations in partnership with young people can act as advocates and work to influence policies and decisions that affect their lives.

**Youth work can be an invaluable partner for others working with young people**, as long as other partners understand the underlying principles of youth work. In that context other partners need to recognise that while youth work can contribute to the employability of young people, it is not just a tool of employment policy. Instead they must understand that it is an approach underpinned by principles designed to support the social and personal development of young people and enhance social capital based on values of humanity. This expert group report examined ways in which the youth work sector and others working with young people can foster multiple positive outcomes for young people including enhanced employability, though not exclusively so. In summary this report outlines how youth work can support young people to reach their full potential in all spheres of life which if achieved would contribute significantly to the social and economic well-being not just of young people, but to society as a whole across Europe.

## Insights and reflections from the collected examples

The following section provides insights and reflections from the examples collected and discussed by the expert group.<sup>11</sup>

The **transition from education to employment** is increasingly complex and individualised for today's young people<sup>12</sup> and there is a growing demand for targeted youth work aimed at giving young people better opportunities in education and in the labour market.<sup>13</sup> The good practice examples collected by the expert group show that youth work contributes to addressing the complex challenge of transition to employment, for instance by enabling the development of start-ups or the labour market integration of NEETs.

→ **Examples: (1) Ballymun Youth Guarantee (BYG) Pilot, (2) Carrot: Reloaded, (3) Colleagues, (5) Discover Yourself (YGI project), (6) FOCUS 18-25, (10) NEET-youngsters support through youth centres and long-term voluntary work, (12) Outreach youth work, (15) spacelab – Production School Vienna, (16) Three steps to employment.**

The majority of the practices in this report were initiated by youth work organisations and institutions, building on the success and potential of youth work. They also demonstrate the importance of a wide network of local partners and the ability to cooperate with various stakeholders, including social partners.

→ **Examples: (5) Discover Yourself (YGI project), (9) Local Voluntary Service, (13) Portrait of a City, (17) Training on citizenship for migrants, (18) Training on social skills, (23) Youth work exchange.**

In the European Union a key priority is the **reduction of youth unemployment**. Therefore special attention should be paid not only to the acquisition of skills but to the **development of the required skills** that will meet the needs of the labour market. Young people who may wish to start up an enterprise should also be supported. Youth work can be successful in supporting young people's lives, including getting a job, actively involving inactive young people, strengthening social contacts, developing their own potential, and breaking old stereotypes and habits. Youth work also assists young people to find their place in society and in their community. Some of the practices provided personal support and guidance and facilitated young people to get a valuable work experience.

→ **Examples: (1) Ballymun Youth Guarantee (BYG) Pilot, (5) Discover Yourself (YGI project), (8) Kreaktor – Youth Creative Lab, (14) Sophisticated People, (15) spacelab – Production School, (21) Youth Centres measure, (24) Youth workshop activities for young people.**

Other practices focused on **outreach with NEETS**, for example detached youth work or provided volunteering opportunities as a first step to become active.

→ **Examples: (9) Local Voluntary Service, (10) NEET-youngsters support through youth centres and long-term voluntary work, (18) Training on social skills.**

There might be an increasing expectation that youth work can deliver services/supports previously delivered by other policy sectors. The expert group

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<sup>11</sup> See compendium of good practice examples in Chapter 3.

<sup>12</sup> EU Youth Report 2015.

<sup>13</sup> European Commission (2014), Working with young people: the value of youth work in the European Union, ICF GHK, Publications Office of the European Union, Luxembourg.

agreed that incorporating the experience and expertise of youth work into the various policy measures aimed at young people can enhance the effectiveness and improve the outcomes of such employability projects. Cooperation between the field of employment policy and youth work can be promising and productive, but for this cooperation to be successful, common understanding and boundaries must be agreed at the start. **Trust and mutual respect between young people and youth workers** is a core component of the youth work approach. One of the biggest concerns amongst the youth work sector is that it will lose the trust, respect and credibility built up over many years if it becomes a tool and agent of others. Young people may believe (sometimes incorrectly) that contrary to youth workers, others may not have their best interests at heart. Therefore the youth work sector should have an input into the design, operation and ongoing implementation of measures so as to assure that the trust and mutual respect with the target group (young people) is maintained. This will ensure that the philosophy, methods, approaches and tools will apply the principles and practices of youth work to which the young people are familiar.

Likewise, it is important for the youth work sector to understand the role, objectives and limitations of other actors and to work in partnership to achieve a common goal: which should be to support young people to fulfil their potential and to enhance their employability. In particular **Public Employment Services (PES)** are often dealing with a large number of jobseekers of all ages and may not have the time, resources and capacity to follow a flexible approach as practised by the youth work sector. Official rules and standards which the PES might be required to apply may intimidate or deter some young people from engaging fully with them. In addition, some unemployed young people can feel demoralised and stigmatised by their situation and have low levels of motivation, leading to negative outcomes. The youth work approach therefore assists the PES not only to reach more young people, but also to ensure that more young jobseekers are better prepared and motivated to **engage successfully with the PES**. This not only benefits the young person, but it can decrease the costs and workload of the PES and improve its performance and outcomes.

The examples of good practice also illustrate that priorities set by national public authorities only became a reality due to the contribution of local youth work and its partners who provided a quick and flexible service which is close to young people.

→ **Examples: (6) FOCUS 18-25, (12) Outreach youth work, (20) Young Street Network.**

The fact that a number of these initiatives are funded by the public sector but implemented by NGOs shows that the **cooperation with youth work** is working and achieving results.

The time and effort youth workers were willing and able to dedicate to support young people as they progress was much appreciated. The analysis of practices proved that youth work principles – such as voluntary participation, youth-centeredness and mutual respect – were appealing for young people, especially those from disadvantaged backgrounds. **Personal support** was repeatedly emphasised as the key success factor.

→ **Examples: (2) Carrot: Reloaded, (15) spacelab – Production School Vienna, (17) Training on citizenship for migrants, (19) Work Acquired Competence-counseling (WAC) in integrated Youth Competence Centres, (24) Youth workshop activities, (25) Youth inc.**



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## 2. Targeted messages on the contribution of youth work

In this chapter of the report the expert group presents straightforward and useful information about youth work and how it is related to you and your work.

The expert group is addressing the information in the form of short messages to:

- Public Employment Services (PES) and other Youth Guarantee providers;
- employers;
- policy-makers;
- young people.

### How to use these messages

These messages should assist and be an inspiration for:

- establishing partnerships with youth work organisations;
- looking for new ideas and working on new approaches for youth in cooperation with youth work actors;
- improving the situation of and employability of young people.

The messages are based on real life examples from various EU Member States and are directly linked to the compendium of good practice examples presented in Chapter 3 of this report.

The messages and examples of practice can be used as an independent and autonomous part of the report.

## **(A) Public Employment Services (PES) and other Youth Guarantee providers**

**(1) Youth work has the potential to reach and empower diverse young people, including NEETs, and can be your partner in facilitating their integration into the labour market.**

*Would you agree that the best job offer is useless if it does not reach the right person?*

*Are you looking for cooperation partners to deliver your service and projects facilitating youth transition into the labour market?*

Youth work can reach young people other services cannot. It has a long tradition and employs best practice in working with diverse young people, including those in difficult life situations, those who are not in employment, education or training (NEETs) and young people with no or limited qualifications. Youth work provides an integral approach and a variety of methods to reach inactive and excluded young people and can cooperate with you in providing services for them. Youth workers can support you in encouraging young jobseekers to identify and develop their skills; share their know-how and methodology; and advise and support you to enhance your engagement with young people who are unemployed. This can ensure that the young jobseekers remain highly motivated and determined until they complete your project and ultimately secure employment.

Establish contact and partnerships with youth work actors in your country and consult them on your activities which are addressed to young NEETs!

**→ Get inspired by the following examples: (1), (2), (5), (6), (10), (12), (14), (15), (17), (18), (19), (21), (22), (23).**

**Keyword: OUTREACH**

**(2) Youth work develops the life management and social skills of young people which assists their transition to the labour market.**

*Have you observed that young people active in youth organisations and their communities have relevant skills and competences for vacant jobs?*

*Would you prefer to encounter more young people who need less support and fewer who require intensive and extensive support from the PES to access the labour market?*

One of the benefits for young people involved in youth work is that they gain a wide range of skills and competences that are in demand in the labour market. As a result they are less likely to require the services and support of the PES. Youth work is helping young people to overcome barriers and find solutions to life's challenges by developing their personal skills. In doing so youth work builds the resilience of young

people so that they have the skills and confidence to overcome the many challenges they will face.

To strengthen the impact of your actions towards young people, establish partnership with youth workers and introduce youth work principles and approaches to enhance the effectiveness and impact of your service!

→ **Get inspired by the following examples: (2), (3), (5), (8), (9), (13), (14), (15), (19), (21), (24), (25).**

**Keyword: MANAGEMENT**

**(3) Youth work unlocks the potential of young people and increases their motivation to actively enter the labour market.**

*Do some of the young people you work with lack motivation?*

*Is your portfolio of supportive tools limited?*

You are not alone in your efforts to support young people's successful transition and integration into the labour market and you can combine forces with youth work actors to cooperate on delivering activities aiming at increasing young people's employment. The youth work setting encourages young people to test their limits, to find solutions to problems, to try new ideas – and often it shapes their future careers. They gain confidence in their own abilities and may even progress to entrepreneurship. Their youth work experience can contribute to other already developed skills and can assist young people to achieve a better start in the labour market.

Consult youth workers about what kind of supporting measures are suitable for young people to increase their motivation and to make better use of their talents and abilities when looking for job, and adapt it into your work!

→ **Get inspired by the following examples: (2), (4), (5), (6), (8), (11), (13), (15), (17), (18), (20), (22).**

**Keyword: MOTIVATION**

## (B) Employers

**(4) Valuable work skills such as responsibility, reliability, planning, problem solving and managing – but also entrepreneurial skills – can be gained through youth work.**

*Are you looking for young employees who already have planning, teamwork and problem solving skills?*

*Has your candidate gained competences relevant and valuable for your business?*

Many employers just check for formal education qualifications, work experience, part time jobs and traineeships in CVs when undertaking recruitment. You should also check candidates' CVs and ask in interviews if they have participated in youth work and/or have youth work experience. Recent studies<sup>14</sup> indicate that youth work strengthens many core/transversal skills useful for professional life and the world of work and enables young people to gain valuable practical experience, an opportunity which formal education seldom offers. Youth work also develops a very crucial competence: learning-to-learn which will be beneficial for your company – for example when you have to adapt your business to changing market conditions, you will not have to invest in new employees as you already have flexible and adaptive employees better able to engage with the new circumstances.

Such youth work experience and engagement in supporting the community may also be valuable when looking for possible business partners – check whether your potential business partner has been involved in youth work activities or cross-sectoral partnerships, it will bring added value to your company.

**→ Get inspired by the following examples: (2), (3), (4), (5), (6), (8), (9), (10), (13), (14), (15), (16), (18), (20), (22), (23), (24), (25).**

**Keyword: *ENTREPRENEURSHIP***

<sup>14</sup> European Commission (2014), Working with young people: the value of youth work in the European Union, ICF GHK, Publications Office of the European Union, Luxembourg; European Youth Forum (2012), Study on the impact of non-formal education in youth organisations on young people's employability, Bath University/GHK Consulting.

**(5) Establishing partnerships with youth work actors is an investment in the development of your business or company.**

*Do you want to constantly develop your enterprise?*

*Are you looking for inspiring partners and co-workers?*

Your business can work in partnership with youth work in a variety of ways. One example is a traineeship or apprenticeship programme for young jobseekers in partnership with a youth organisation or youth center, which would require a financial investment. However such partnership can also involve cooperation without any financial commitment. More important in such cooperation is your time, know-how and human resources; you also can bring new skills and role models to the youth work sector. You will see that youth work often brings out the previously hidden or untapped talents and qualities of young people who can be of great value to your company. It will give you access to excellent young employees who will be more job ready and who will have the skills relevant for your business. Youth workers can ensure that such youth initiatives run smoothly and effectively for both the participants and you.

Working closely with the community, youth workers are valuable partners and they can support you in establishing a good reputation in the community as a 'youth friendly', 'youth supporting' and 'community supporting' enterprise. Knowledge of the potential of youth work can ensure you are one step ahead in your business. Youth workers may also share with your company their know-how and bring new skills, such as working with diverse teams, which may benefit your business.

→ **Get inspired by the following examples: (11), (23), (24).**

**Keyword: PARTNERSHIP**

**(6) Youth work offers safe and reliable ways for young people and potential employers to reach each other.**

*Are you looking for young employees matching your company's needs?*

*Would you like to widen your recruitment options?*

Youth workers have the capacity to see the potential in each young person and know how to nurture it. They can also identify strengths and weaknesses of individual young people and work with them to build on their strengths and address their weaknesses.

You can reach committed young people for your business by establishing a partnership with the youth work sector. This includes the use of communication channels of youth work to inform young people about your company or enterprise.

→ **Get inspired by the following examples: (1), (3), (5), (8), (9), (10), (12), (17), (19), (21), (23), (24).**

**Keyword: PLATFORM**

## (C) Policy-makers

**(7) Investing in youth work can ensure a better response to a wide range of societal challenges, including the social inclusion of young people, enhanced active citizenship and easing the transition of young people from education and training to the labour market.**

*Are you looking for partners to assist in developing and delivering best practice with regard to the constantly emerging social and labour market challenges of young people?*

*Have you invited youth work actors to cooperate with you on creating solutions for young jobseekers?*

Youth work organisations support young people to deal with a wide range of challenges, among them finding and securing employment. The full potential of youth work to support and promote the employment and employability of young people is untapped to date. To work effectively youth workers have to be close to and gain the trust of young people, especially the most disadvantaged. They support young people individually and as part of a group, build their confidence, provide guidance. In doing so they provide a means for young jobseekers, especially the most distant from the labour market, back into education, training and work experience. In light of the well-established principles and practice of youth work, it has a role to play and contribution to make in the youth employment policy field. Youth workers and youth work organisations should be involved in the development, implementation and evaluation of youth and employment policy for young people.

We encourage you to work with youth work actors who can assist you to reach more young people, to make those engagements more effective and to better achieve your objective to increase the employment and employability of young people. Such partnerships can lead to tailor-made solutions and synergy between youth policies and the reality of young people's lives and challenges.

**→ Get inspired by the following examples: (1), (2), (3), (5), (6), (8), (9), (11), (13), (14), (15), (16), (17), (18), (19), (20), (21), (22), (23), (25).**

**Keyword: INCLUSION**

**(8) Youth work identifies the challenges and new trends among young people.**

*Do you believe you have the full picture of the current situation of young people?*

*Would you like to be better prepared and supported to respond to young people's needs?*

Since people working in the youth work sector are close to young people they can be a great source of information. Youth work is like a radar, it is first in line and can pick up early indications of changes, tendencies and trends among young people and help

trigger quicker responses. It saves time and money to consult young people and youth work first on the current situation and challenges. Only after such consultation should youth policies and measures be developed and implemented.

Moreover, since youth work is closest to young people, and has the knowledge and experience of working with them, it cannot only be the best partner for devising plans and strategies, but also in promoting and implementing such policies and measures.

→ **Get inspired by the following examples: (5), (6), (10), (15), (19), (20), (21), (22), (23).**

**Keyword: RADAR**

**(9) Youth work brings a systematic and holistic approach to cross-sectoral youth policy.**

*Are you looking for effective actions and synergy with other actors in the field of youth policy?*

*Have you considered youth work as a partner to address the challenges you are encountering?*

Youth work is based on a holistic approach in working with various partners. As a sector with expertise and experience and good knowledge of the current situation of young people, it can link and coordinate actions for young people with other key stakeholders. Youth work can be the initiator and facilitator for creating and developing cross-sectoral initiatives to address the challenges young people are facing.

→ **Get inspired by the following examples: (1), (4), (5), (6), (12), (15), (17), (19), (21), (22), (24), (25).**

**Keyword: HOLISTIC**

## (D) Young people

**(10) Youth workers help you to become aware of your skills and competences gained through youth work and other learning opportunities.**

*Would you like more assistance in getting a job which matches your competences and interests?*

*Have you ever looked for help in seeking employment and/or in applying for jobs and in preparing for interviews at your local youth work organisation?*

Youth workers have professional and practical experience of supporting young people to develop their personal and professional capacities and to maximise their full potential. They can work with you over the long term to help you to recognise and build on your strengths, virtues and to explore your capabilities which are valued and sought in the labour market.

Youth workers will support you to improve and reflect on your skills and competences and translate your CV into professional language which potential employers will understand.

→ **Get inspired by the following examples: (4), (5), (6), (9), (14), (15), (18), (19), (21), (22), (24), (25).**

**Keyword: RECOGNITION**

**(11) Present the skills which you gained in youth work to help you get a job.**

*Would you like to make a better impression on potential employers by presenting your strengths and achievements?*

*Have you ever presented your skills and competences gained through non-formal learning at a job interview?*

When you are actively involved in youth organisations or youth centres/youth clubs, it increases your chances in the labour market.<sup>15</sup> Young people gain many skills and competences through their youth work and non-formal learning activities, such as teamwork, leadership, intercultural competences/cooperating in a multicultural group, project management, problem solving, critical thinking. Many young people are not

<sup>15</sup> European Commission (2014), Working with young people: the value of youth work in the European Union, ICF GHK, Publications Office of the European Union, Luxembourg; European Youth Forum (2012), Study on the impact of non-formal education in youth organisations on young people's employability, Bath University/GHK Consulting.

aware that they have gained these skills and that these skills are highly valued and sought after by employers.

Youth workers can help you to identify these skills and will support you to properly present these in your CV and discuss and articulate during an interview. As these skills and competences are highly appreciated and desired by employers, you should be confident to present them using practical examples of your youth work activities and achievements.

→ **Get inspired by the following examples: (3), (10), (11), (13), (16), (22).**

**Keyword: SKILLS**

**(12) Youth work can support you to seek employment and assist you to better match your skills and interests with employment opportunities and career goals.**

*Have you ever looked for support from a youth work organisation in looking for a job or preparing for an interview?*

*Have you thought of setting up your own business?*

The job you are looking for might be closer than you think – you may just need some extra assistance and someone who will help you to express your abilities and desires as you start your career. You should consider youth workers as possible sources of guidance and advice in this context. Youth workers can help you to link your interests, passions, skills and competences to labour market offers.

If you consider developing your entrepreneurial skills or setting up your own business, youth workers can assist you and assess your plans, expectations and capacities, and/or they will guide you to the services offering you extra help and advice.

→ **Get inspired by the following examples: (1), (5), (8), (10), (12), (15), (17), (20), (21), (23).**

**Keyword: INTEREST**

### 3. Compendium of good practice examples

The tangible good practice examples compiled in this chapter substantiate the targeted messages on the contribution of youth work contained in Chapter 2.

These 25 practices were identified and analysed with the help of a questionnaire and an assessment form,<sup>16</sup> which the expert group developed for that purpose. Initially, the members of the expert group looked exclusively for examples that facilitate labour market transitions; at a later stage the research was widened to include other important challenges young people encounter.

Each good practice example is presented on one page (alphabetical order). On the top right side of each page, a speech bubble contains the keyword highlighting the most relevant contribution of youth work in the practice. The numbers below refer to the messages on the contribution of youth work substantiated by the example.

#### Synoptic table

The synoptic table on the next page provides an overview of all practices which employed youth work methodologies and their links to the 12 targeted messages on the contribution of youth work.

The table shows the following elements:

#### Messages

The 12 messages are set out in the different columns. They are sorted by target group (Public Employment Services (PES) and other Youth Guarantee providers, employers, policy-makers in different fields, and young people). A keyword is assigned to each message, summarising the focus of the full message.

#### Good practices

The identified good practices from different European countries are listed vertically – one practice per row – and are numbered from 1 to 25. Next to the name of each practice, a keyword points to the main focus of the practice. Although each of the initiatives produces several valuable outputs, only one keyword per practice was chosen to highlight the most relevant contribution of youth work.

#### Mapping

The table shows the links between the messages and good practice examples. Each initiative is linked to several messages, covering at least one message per target group.

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<sup>16</sup> Annex B.

Synoptic table	Addressee: Message:	PES			Employers			Policy-makers			Young people		
		(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)	(12)
Name of the practice:	KEYWORD/Main focus of the practice:	OUTREACH	MANAGEMENT	MOTIVATION	ENTREPRENEURSHIP	PARTNERSHIP	PLATFORM	INCLUSION	RADAR	HOLISTIC	RECOGNITION	SKILLS	INTEREST
(1) Ballymun Youth Guarantee (BYG) Pilot	OUTREACH	<input checked="" type="checkbox"/>					<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
(2) Carrot: Reloaded	ENTREPRENEURSHIP		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>					
(3) Colleagues	ENTREPRENEURSHIP		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>					<input checked="" type="checkbox"/>	
(4) Competence Passport	RECOGNITION			<input checked="" type="checkbox"/>						<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
(5) Discover Yourself (YGI project)	INCLUSION	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>				
(6) FOCUS 18-25	INCLUSION	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
(7) I am worth for Two	RECOGNITION	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>					<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	
(8) Kreaktor – Youth Creative Lab	ENTREPRENEURSHIP		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>						<input checked="" type="checkbox"/>
(9) Local Voluntary Service	MOTIVATION		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>		
(10) NEET-youngsters support through youth centres...	MOTIVATION	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
(11) NUOTTA training	MOTIVATION			<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>						<input checked="" type="checkbox"/>	
(12) Outreach youth work	OUTREACH	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>					<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>
(13) Portrait of a City	MOTIVATION		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>		
(14) Sophisticated People	INCLUSION	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>		
(15) spacelab – Production School Vienna	OUTREACH	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>				
(16) Three steps to employment	ENTREPRENEURSHIP			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>					<input checked="" type="checkbox"/>	
(17) Training on citizenship for migrants	HOLISTIC	<input checked="" type="checkbox"/>			<input checked="" type="checkbox"/>								
(18) Training on social skills	SKILLS	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>		
(19) Work Acquired Competence-counseling (WAC)...	OUTREACH	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>				
(20) Young Street Network	INCLUSION			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>				
(21) Youth Centres measure	INCLUSION	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>				
(22) Youth Dialogue!	INCLUSION	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>				
(23) Youth work exchange	PLATFORM	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>				
(24) Youth workshop activities for young people	SKILLS		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>		
(25) Youth.inc	SKILLS		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>		

## (1) Ballymun Youth Guarantee (BYG) Pilot

Keyword:  
OUTREACH

Messages:  
1, 6, 7, 9, 12

**Organisation: Partnership of key stakeholders led by the Department of Social Protection**

Country	Ireland	
Age of the target group	18-24	
Geographical scope of the practice	<input checked="" type="checkbox"/> Local	
Type of organisation	<input checked="" type="checkbox"/> Nongovernmental <input checked="" type="checkbox"/> Governmental	(Partnership of governmental and nongovernmental)
Contribution of youth work		<input checked="" type="checkbox"/> Partner
Funding sources	<input checked="" type="checkbox"/> Public/state level <input checked="" type="checkbox"/> Public/local level	<input checked="" type="checkbox"/> Public/EU level

### Testimony:

'One of the strengths of the BYG pilot was the partnership approach which involved stakeholders such as the Public Employment Services, education and training providers, local authorities, employers and the youth work sector working together to implement the scheme. The youth work sector was an equal partner in the process and viewed as crucial to the success of the initiative given its capacity to reach young people, especially the most disadvantaged. It also played a key role in ensuring the views of young people were heard and proposals from participants were incorporated into the design and operation of the pilot as a result.' (James Doorley, Deputy Director of NYCI and member of the National Steering Group, BYG)

### Main impact of the practice:

One of the greatest challenges was in the first instance reaching young people, and also retaining participants in the process once they had engaged. This is where the local youth service Ballymun Regional Youth Resource played a key role in engaging with and supporting young people to participate. Their consultation with young people led to changes in how the PES communicated with young people, e.g. changing from formal letter to text messaging.

### Activities:

The BYG engagement process included elements of assessment, guidance, education and training with an emphasis on providing a work placement opportunity as a route to permanent employment. Each client received a guarantee of access to career guidance leading to identification of an individual career plan with follow-through to training, education, work experience or full-time employment.

### Website:

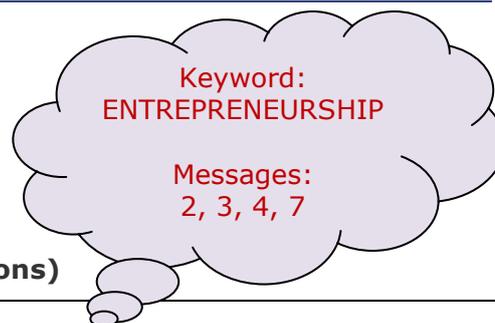
<https://ballymunpilot.wordpress.com/>

### The project in figures

Duration: January to December 2014  
 € 300 000 budget  
 739 young people contacted  
 679 completed the process  
 69% of participants found BYG beneficial  
 29% drop in youth unemployment in Ballymun following one year pilot (greater reduction compared to other North Dublin centres where the drop was of 18.5%)

## (2) Carrot: Reloaded

Marchewka: Reaktywacja



### Organisation: Nieformalna Grupa Działań Pozytywnych (Informal group of positive actions)

Country	Poland	
Age of the target group	Not specified	
Geographical scope of the practice	<input checked="" type="checkbox"/> Regional	
Type of organisation	<input checked="" type="checkbox"/> Nongovernmental	
Contribution of youth work	<input checked="" type="checkbox"/> Initiator	<input checked="" type="checkbox"/> Coordinator
	<input checked="" type="checkbox"/> Promoter	
Funding sources	<input checked="" type="checkbox"/> Companies	<input checked="" type="checkbox"/> Public/EU level

### Testimony:

Ewa, expert from Poland: 'I wanted to present this project because it is a true youth project – from the very beginning till the very end – invented, prepared and implemented by young people themselves. Lucky to take part in the workshops led by young project promoters I've seen myself their work and their positive impact on participants.'

Katarzyna, project coordinator: 'To this day we are recognised as "carrots". It's nice. People have changed their nutrition habits. They know how to critically use and understand all the information on healthy eating which is so often contradictory.'

### Main impact of the practice:

The project was based on young promoters' interest, passion and responsibility; it let them develop knowledge of cuisine; learn their own style of working and cooperating, managing a project, etc. After completing the project they started their professional career – delivering workshops on healthy cooking, co-running a website on healthy eating, cooperating with eco-business companies, and providing advice on healthy diet. The project promoted entrepreneurial skills.

### Activities:

Joy of cooking, knowledge of healthy cuisine, workshops, meetings with people, improving one's health – this is the core of the 'Carrot' project. It consisted of a series of trainings and workshops, meetings with professionals and participants of activities led entirely by young promoters. The aim was not only to get to know recipes and cook together but to understand the reasons of health problems and diseases from a holistic point of view and learn how to choose food and cook consciously. An additional aspect was to learn the variety of cultures and ancient traditions of healthy cuisine.

#### The project in figures

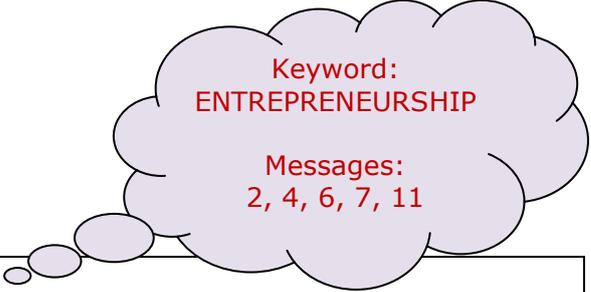
4 young project promoters  
 € 5 420 to grant 1.5 years of activities  
 Duration: 2008-2010

### Website:

<http://www.mlodziej.org.pl/dofinansowalismy/marchewka-reaktywacja>

### (3) Colleagues

Kolegice



#### Organisation: Zavod Nefiks

Country	Slovenia	
Age of the target group	20-29	
Geographical scope of the practice	<input checked="" type="checkbox"/> Regional <input checked="" type="checkbox"/> Local	<input checked="" type="checkbox"/> National
Type of organisation	<input checked="" type="checkbox"/> Nongovernmental	
Contribution of youth work	<input checked="" type="checkbox"/> Initiator	
Funding sources	<input checked="" type="checkbox"/> Public/state level <input checked="" type="checkbox"/> Other foundations	<input checked="" type="checkbox"/> Public/local level

#### Testimony:

'The project is empowering young women to develop their entrepreneurial skills and start their own career path, with the help of older, more experienced female colleagues as tutors. The most disadvantaged group of unemployed youth – young women – were addressed to help themselves and among each others. They are normally highly educated, but are still facing difficulties entering the labour market. The project is offering a platform for greater integration of young women into the labour market by increasing their competences, skills and also management and entrepreneurial approach, by offering them career guidance and tutoring.' (Tea Jarc, expert from Slovenia)

#### Main impact of the practice:

Via tutoring from more experienced women, young women got career guidance and improved their employability by taking part in non-formal and informal learning processes. The approach was holistic and long term and at the same time tailor-made for each participant, aiming to empower individuals' full potential.

#### Activities:

First a group of 15 young women is gathered. Together with them their career goals are set. On the basis of their career goals the organisation tries to find tutors – successful women – for each of them. Each of them makes a personal career plan and together with the tutor, they plan how to reach the stated goal. The young woman and the tutor work towards goals individually. The group of young women have regular meetings every month, where they debate their positions and career paths. Public events are organised to raise the issue of young women's unemployment (with cookies offered to ministries, Twitter campaigns, round tables, discussions...).

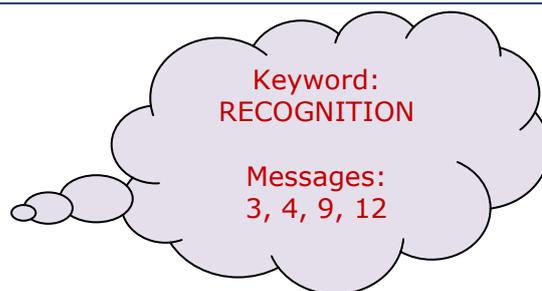
#### The project in figures

15 young women  
15 young tutors  
Monthly meetings

#### Website:

<http://www.talentiran.si/index.php/kolegice>

## (4) Competence Passport



### Organisation:

**Stowarzyszenie Europe4Youth, Poland (coordinator);  
Europe4Youth Deutschland, Youth Included, URBANIAC (partners)**

Country	Poland, Germany, Czech Republic, Romania		
Age of the target group	Young people aged 13-30; decision-makers in youth policy, entrepreneurs, employers, youth workers (no age limit)		
Geographical scope of the practice	<input checked="" type="checkbox"/> International		
Type of organisation	<input checked="" type="checkbox"/> Nongovernmental		
Contribution of youth work	<input checked="" type="checkbox"/> Initiator	<input checked="" type="checkbox"/> Coordinator	
	<input checked="" type="checkbox"/> Promoter	<input checked="" type="checkbox"/> Partner	
Funding sources	<input checked="" type="checkbox"/> Public/EU level		

### Testimony:

Ewa, expert from Poland: 'The aim of the "Competence Passport" project is to create a universal, ready-to-use document easy to decode by the labour market, confirming knowledge and skills gained through non-formal learning activities. Such certificate would contribute to the recognition of non-formal learning outcomes and improve one's chances in the labour and education market. The project is unique because it is developed in cross-sectoral cooperation of NGOs and employers.'

### Main impact of the practice:

The project is ongoing and its long-term impact is not known yet.

### Activities:

The main aim is to create and develop the 'Competence Passport' – a certificate/tool to make non-formal learning recognisable, accompanied by quality guidance for self-development. The project consists of several international meetings (administration meetings, seminars on non-formal learning recognition and building a certificate) and local actions, including debates, workshops, conferences and promotion events in participating countries. There was also a pilot programme for the Competence Passport in 2015 – a cycle of traineeships for 100 young people during the holidays to test the certificate.

#### The project in figures

Up to 200 participants  
Duration: 2014-2015

### Website:

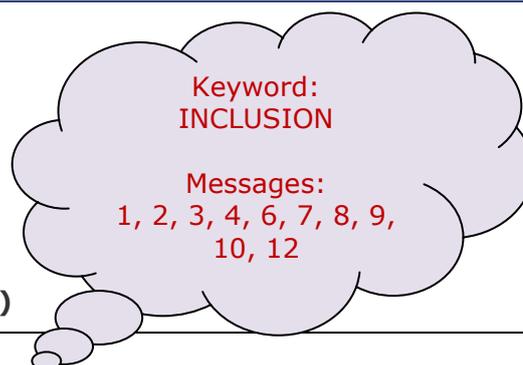
<http://comp-pass.org/about#Compass>

## (5) Discover Yourself (YGI project)

Atrask save (JGI projektas)

### Organisation:

**Department of Youth Affairs under the Ministry of Social Security and Labour (DYA)**



Country	Lithuania	
Age of the target group	15-29	
Geographical scope of the practice	<input checked="" type="checkbox"/> National	
Type of organisation	<input checked="" type="checkbox"/> Governmental	
Contribution of youth work	<input checked="" type="checkbox"/> Promote	<input checked="" type="checkbox"/> Coordinator
	<input checked="" type="checkbox"/> Partner	
Funding sources	<input checked="" type="checkbox"/> Public/state level	<input checked="" type="checkbox"/> Public/EU level

### Testimony:

'The project "Discover Yourself" is a good example how various methods of youth work and non-formal education, especially individual work, can be applied working with inactive NEETs. The project's activities are based on clarifying the needs of the participants and to provide services helping them to gain lacking skills and enhance their motivation for working or learning', says Jolanta Sakalauskiene, Head of Youth Unit at the Ministry of Social Security and Labour and member of the expert group.

### Main impact of the practice:

The structure contributed in forming a national network of qualified local Youth Guarantee Initiative (YGI) coordinators who are able to identify individual needs of each participant and provide services designed personally for them. Local YGI coordinators working in each municipality initiated cross-sectoral cooperation at the local level that involves local departments of the PES, police, children rights protection service, social workers, local youth centres and open youth spaces, and other stakeholders that provide information about NEETs living in the municipality and help to contact them. Regarding the participants, the project has positive impacts for young people in terms of gaining personal, social and professional skills services that seek to enhance their motivation for working or learning. The services are offered according to the needs and wishes of inactive NEETs, whether they seek to get a job offer, traineeship or continue education.

#### The project in figures

52 partners were chosen to provide services in all 60 Lithuanian municipalities.

64 local YGI coordinators cover work directly with inactive NEETs and provide services of early intervention.

12 000 inactive NEETs are expected to participate in the project until September 2018.

### Activities:

Minimum supervision of the childcare, social and life skills education, motivation, informing about youth opportunities, mediation and consultations for inactive NEETs, education institutions and PES, organising and encouraging taking part in voluntary activities.

**Website:** <http://www.jrd.lt/jgi-igyvendinimas>, <https://www.jaunimogarantijos.lt>

## (6) FOCUS 18-25

Keyword:  
INCLUSION

Messages:  
1, 3, 4, 7, 9, 10

### Organisation:

#### JES (Urban laboratory for children and youth)

Country	Belgium	
Age of the target group	18-25	
Geographical scope of the practice	<input checked="" type="checkbox"/> Regional	<input checked="" type="checkbox"/> Local
Type of organisation	<input checked="" type="checkbox"/> Nongovernmental	
Contribution of youth work	<input checked="" type="checkbox"/> Initiator <input checked="" type="checkbox"/> Promote	<input checked="" type="checkbox"/> Coordinator
Funding sources	<input checked="" type="checkbox"/> Public/state level	<input checked="" type="checkbox"/> Public/EU level

### Testimony:

'Focus 18-25 is aimed at unemployed young people who have lost links to regular Brussels providers (labour market, Flemish Public Employment Service, training, school). There are two differences from "ordinary" screenings in Brussels: it is a practical screening – most screenings are conversations or tests on personal computer/paper. And it's not sector-specific, so not directly addressed to the labour market. The practice of FOCUS 18-25 is more based on the empowerment and building self-esteem of a very vulnerable target group, using youth work methodologies and experiential learning.' (Thomas De Vos, Coordinator Outreachproject JES Brussels)

### Main impact of the practice:

Outcomes of the practice: discovering a better view on personal competences, building more self-esteem, enhancing soft skills, custom and tailor-made orientation towards labour market and/or training providers.

### Activities:

First step is a screening by activities (focus week), to figure out the strengths and desires of the target group and orientate them in a direction they approve. Besides the screenings, we also work on their general attitudes. The guidance after the focus week with regards to the observations and evaluations is used for the following steps towards work or training.

#### The project in figures

Duration: 2010-2015

1 week programme, twice a year

€ 38 000 per year

Unemployed youth (18-25), domiciled in Brussels

Average of 8 participants per programme

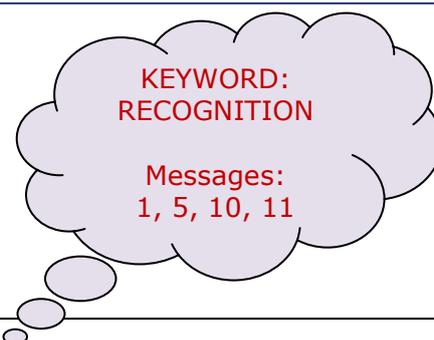
Main keywords: outreach work (mobile youth work), training courses, working groups, camps, supporting youth initiatives (ideas) in community, study visits, information events, network enforcement.

### Website:

[www.jes.be](http://www.jes.be)

## (7) I am worth for Two

Vrijedim za dvoje



### Organisation:

#### PRONI Centre for Social Education

Country	Croatia
Age of the target group	Young people 18-30, Decision-makers (no age limit)
Geographical scope of the practice	<input checked="" type="checkbox"/> Regional
Type of organisation	<input checked="" type="checkbox"/> Nongovernmental
Contribution of youth work	<input checked="" type="checkbox"/> Initiator
Funding sources	<input checked="" type="checkbox"/> Public/EU level

### Testimony:

'It is an outmost interesting approach to development of volunteering, using youth work activities based on methodology of structural dialogue. It appears that such approach also ensures involving a large number of young people and makes it possible to collect valuable experiences and recommendations based on their needs.' (Goran Jelenić, Project manager)

'This process, I think, raises the level of motivation among young people for stronger participation in youth and community work, but at the same time development of youth and community work and further development of volunteering, followed by personal and professional development of young people.' (Milica Marčetić, Volunteer).

### Main impact of the practice:

By contributing to the creation of County Strategies for Human Resource Development, the project enables structural development of volunteering, community and youth work in east Croatia, thus providing to citizens, especially to young people, opportunities for further personal and professional development.

Additionally, by tackling the issue of recognition of voluntary work, especially among employers, the project enables easier integration of young people with voluntary experience into the labour market.

### Activities:

The project is based on structured dialogue between young people and decision-makers. The survey will be implemented and based on results, focus discussions will take place. The results, together with tailor-made promotional material, will be disseminated throughout the region. The aim is to enhance the recognition and validation of volunteering, and impact on strategic changes related to volunteering and validation of voluntary activities.

**The project in figures**

- 155 participants
- 1 500 young people and 250 employers included in survey
- 5 focus discussions with young people
- 5 focus discussions with decision-makers
- Joint discussion with employers
- € 11 070

### Website:

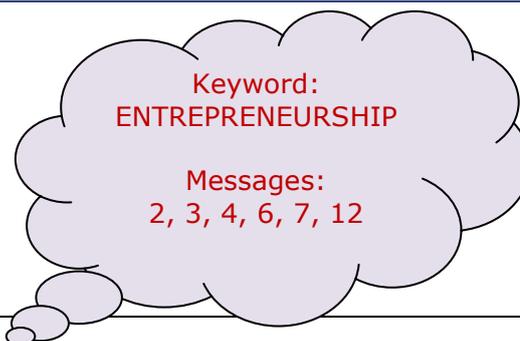
[www.proni.hr/?lang=en](http://www.proni.hr/?lang=en)

## (8) Kreaktor – Youth Creative Lab

Kreaktor – mladinski kreativni laboratorij

### Organisation:

**Youth Center of Dravinja valley**



Country	Slovenia
Age of the target group	20-29
Geographical scope of the practice	<input checked="" type="checkbox"/> Local
Type of organisation	<input checked="" type="checkbox"/> Nongovernmental
Contribution of youth work	<input checked="" type="checkbox"/> Initiator
Funding sources	<input checked="" type="checkbox"/> Public/EU level

### Testimony:

'The project motivates young people to develop as individuals, in society and increase their social network, and to find a place in the society by offering a place to develop entrepreneurial skills and to potentially start their business in their local environment by motivating them to find their interest and offering them a platform for gaining management experiences.' (Tea Jarc, expert from Slovenia)

### Main impact of the practice:

A co-working place and workshops gather young people who got motivated in finding a solution for challenges they are facing wanting to find a job. It empowered them with new knowledge on possibilities to stay in their local environment.

### Activities:

Extensive, containing weekly implementing motivational workshops for young people, introduction of co-working in small local environment, motivating young people to activate and get self-employment, provide mentoring for young people in terms of financial independence, the creation of

#### The project in figures

118 participants

Cooperation among local youth center and the business sector, social institutions, the employment office and career consulting centres

new jobs at the local level, prevention of the emigration of the young. Offering youth consulting, training courses, working groups, working camps, study visits, etc.

### Website:

<http://fsp.si/kreaktor-pilotni-projekt-spodbujanja-zaposlovanja-mladih/>

## (9) Local Voluntary Service

Domáca dobrovoľnícka služba



### Organisation:

**OZ V.I.A.C. – Inštitút pre podporu a rozvoj mládeže**

Country	Slovakia	
Age of the target group	19-26	
Geographical scope of the practice	<input checked="" type="checkbox"/> Regional	
Type of organisation	<input checked="" type="checkbox"/> Nongovernmental	<input checked="" type="checkbox"/> Governmental
Contribution of youth work	<input checked="" type="checkbox"/> Initiator	
Funding sources	<input checked="" type="checkbox"/> Public/state level	

### Testimony:

'A traditional NGO showed the courage to go an unthreaded path. Their intention to help young people in a difficult situation was stronger than their routine.' (Jana Miháliková, expert from Slovakia)

'To recognise myself, my opportunities, my attitudes, my limits. To decide what I want to work on and I really care about...' (Andrea, 24, unemployed university graduate)

### Main impact of the practice:

Personal development of young people was a very strong component. An individual approach and flexibility allowed young people to develop in a 'not-under-pressure' surrounding. Youth work offered first work experience to young people who described it as an enriching and fruitful exercise. Youth work helped to involve employers into the project offering job experience and professional training for disadvantaged groups. Youth work linked small employers and young disadvantaged people with special services and opportunities from the PES.

### Activities:

Volunteering – community line: young people were involved into various community activities with other volunteers in the centre; work experience: young people spent several hours weekly in various local companies such as an e-shop, flower shop, carpenter, advertising company; personal development: coaching, assessment of personal competencies, personal development plan, mentoring, various trainings (self-motivation, communication, problem solving, etc.).

### The project in figures

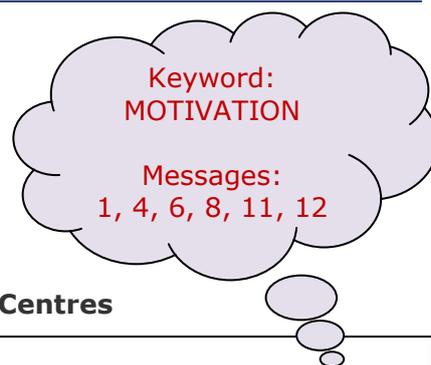
8 young people from vulnerable backgrounds  
 6 months duration  
 2 young people employed, 2 back into education, all still in touch with the host NGO as active volunteers  
 € 31 000  
 10 local partners (small companies, NGOs, PES, employers...)  
 2 full time youth workers, 1 external mentor

### Website:

[http://dobrovolnictvo.ozviac.sk/index\\_dds\\_.php?page=1](http://dobrovolnictvo.ozviac.sk/index_dds_.php?page=1)

## (10) NEET-youngsters support through youth centres and long-term voluntary work

NEET-noorte toetamine läbi noortekeskuste ja pikaajalise vabatahtliku tegevuse



### Organisation: Association of Estonian Open Youth Centres

Country	Estonia	
Age of the target group	15-26, NEET-youngsters	
Geographical scope of the practice	<input checked="" type="checkbox"/> National	<input checked="" type="checkbox"/> Local
Type of organisation	<input checked="" type="checkbox"/> Nongovernmental	
Contribution of youth work	<input checked="" type="checkbox"/> Partner	<input checked="" type="checkbox"/> Coordinator
Funding sources	<input checked="" type="checkbox"/> Public/state level	

### Testimony:

Heidi, expert from Estonia: 'The aim of the project is to support NEET-youngsters through voluntary work to have more experiences from transition from education to employment. The project strengths were youth centres because through youth centres, young persons reach more easily the way to the public service; youth centres work is extremely varied and almost everyone finds activities which interest them; youth centre is very close to young person, trustful and equal relationship; good partnership with employment office; flexible; some NEET has found the way to youth centre and others involvement is much easier.'

Liis, young person: 'I didn't know that youth work can be a learning process and can play an important role for my working life! Through youth work I discovered what I like and in my community there are so many interesting working areas!'

### Main impact of the practice:

More than 600 youngsters had the possibility to take part in voluntary activities that promote their soft skills, competences and capabilities. Young people got a better vision about working, found out their strengths, analysed their learning process and got new contacts.

### Activities:

The National Foundation of Civil Society looked for partners who are able to support and reach NEET-youngsters and support them through voluntary spaces.

The main idea was to offer individual coaching for NEETs, preparation before long-term volunteering like workshops and trainings. First we had long-term training courses for youth workers (about network, analyse of learning, etc.). Every youth centre created its own network and supported youngsters during the process.

**Website:** [www.ank.ee](http://www.ank.ee)

### The project in figures

Duration: 2013-2014

33 youth centres started a new service for NEET-youngsters, 12 Counties across Estonia

2 000 youngsters were involved across Estonia

609 NEET-youngsters took part in long-term volunteering across Estonia

20 youth workers took part in trainings how to support NEET-youngsters

## (11) NUOTTA training

Nuotta-valmennus

Keyword:  
MOTIVATION

Messages:  
3, 5, 7, 11

### Organisation: Finnish Youth Centres

Country	Finland
Age of the target group	Under 29 year olds
Geographical scope of the practice	<input checked="" type="checkbox"/> National <input checked="" type="checkbox"/> Local
Type of organisation	<input checked="" type="checkbox"/> Governmental
Contribution of youth work	<input checked="" type="checkbox"/> Initiator
Funding sources	<input checked="" type="checkbox"/> Public/state level

### Testimony:

'Nuotta training relies on volunteerism, practical applications, a participatory spirit and community. These elements are implemented in either daily or intensive training that is tailor-made to suit the needs of the individual or group in question.' (Merja Hilpinen, expert from Finland)

### Main impact of the practice:

The expertise of the national youth centres in experiential and action-based pedagogy is instrumental in the training, where each of the youth centre's strong points and operating environments are used to the fullest. Nuotta training provides individual and group-based support, in addition to various hands-on activities.

### Activities:

Based on the theory of experiential learning. Typical activities are climbing, trekking, canoeing, archery, arts and different problem-solving games. Typical length is 2-4 days. Participants stay in the youth centre overnight.

### The project in figures

10 national youth centres  
2 574 young people  
7 474 overnights

### Website:

<http://www.snk.fi/en/services/nuotta+training/>

## (12) Outreach youth work

Etsivä nuorisotyö

Keyword:  
OUTREACH

Messages:  
1, 4, 9, 12

### Organisation: Offered by municipalities in Finland

Country	Finland	
Age of the target group	15-29	
Geographical scope of the practice	<input checked="" type="checkbox"/> Local	
Type of organisation	<input checked="" type="checkbox"/> Governmental	
Contribution of youth work	<input checked="" type="checkbox"/> Initiator	
Funding sources	<input checked="" type="checkbox"/> Public/state level	<input checked="" type="checkbox"/> Public/local level

### Testimony:

'Studies show that the results and effectiveness of outreach youth work are linked with the qualitative dimensions of the work. An outreach youth worker is easy to find: s/he meets the young in the most suitable place to the young, such as at youth centres, in school, office or café and goes next to the young, as a trusted person and if necessary, will go together with the young to different services, such as for example the social welfare office or PES office.' (Merja Hilpinen, expert from Finland)

### Main impact of the practice:

The purpose of outreach youth work is to help, support and guide those under 29-year-old young people who are outside education or the labour market, and who need support to reach public sector services that promote their growth and independence as well as their access to education and work or with committing to an available service, or who are at risk of social exclusion. Young people's participation in the support measures provided under outreach youth work is voluntary. Outreach youth work also builds bridges between authorities and public administration and works cross-sectoral.

### Activities:

Methods of outreach youth work include street work, detached youth work, mobile youth work or outreach youth work, depending on target groups and environments.

#### The project in figures

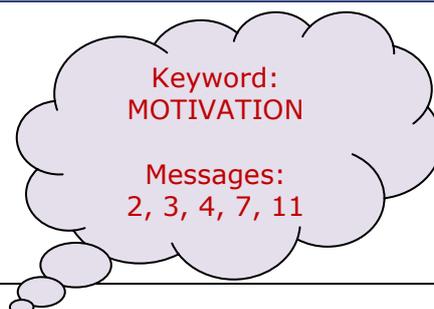
16 740 young people

494 outreach youth workers

### Website:

[http://www.minedu.fi/OPM/Nuoriso/nuorisotyoen\\_kohteet\\_ja\\_rahoitus/etsiva\\_nuorisoty/?lang=en](http://www.minedu.fi/OPM/Nuoriso/nuorisotyoen_kohteet_ja_rahoitus/etsiva_nuorisoty/?lang=en)

## (13) Portrait of a City



### Organisation:

#### Youth for Exchange and Understanding Cyprus

Country	Cyprus	
Age of the target group	18-35	
Geographical scope of the practice	<input checked="" type="checkbox"/> Local	
Type of organisation	<input checked="" type="checkbox"/> Nongovernmental	
Contribution of youth work	<input checked="" type="checkbox"/> Initiator <input checked="" type="checkbox"/> Promote	<input checked="" type="checkbox"/> Coordinator
Funding sources	<input checked="" type="checkbox"/> Public/local level <input checked="" type="checkbox"/> Companies	<input checked="" type="checkbox"/> Young people themselves

### Testimony:

'The project is purely youth led based on the principles of youth work. With the project young people who have already made a transition to the world of work are acting as mentors for young people who are still in the transition phase. This is beneficial for both. The first expand their network and get further empowerment by being leaders and the latter are unskilled and acquire "role models" and critical friends.' (Eliana, youth worker)

### Main impact of the practice:

The project brings together young people interested in arts. It gives them the opportunity to explore the theme of identity and diversity through various arts in ways that support their personal and professional development. Non-governmental youth organisations, local authorities and businesses are partners – this collaboration helps the young people to explore the various cultures that exist today in the capital, namely the old town of Nicosia. Young people who have made their first steps in the sector of creative industries are the leaders of workshops helping other young people to deepen their knowledge in various forms of arts and make their first steps in 'exercising' them. The workshop leaders enhance their network whereas the participants are empowered to take up initiatives of (self) employment in the field of arts. The facilitators of the endeavour are youth workers.

#### The project in figures

The project is ongoing for 3 years.

150 young people have participated.

15 workshop leaders have expanded their experience and network.

20 of the participants have created their own creative initiative and came back to the project as workshop leaders.

### Activities:

Each year the programme takes a month's time for preparation and it culminates with a three-day arts festival. The festival includes different art workshops which are organised by and for young people.

### Website:

<http://www.cyc.org.cy/site-article-1022-7-gr.php>

## (14) Sophisticated People

Keyword:  
INCLUSION

Messages:  
1, 2, 6, 7, 10

### Organisation: Karuna e.V.

Country	Germany	
Age of the target group	14-17	
Geographical scope of the practice	<input checked="" type="checkbox"/> National	
Type of organisation	<input checked="" type="checkbox"/> Nongovernmental	
Contribution of youth work	<input checked="" type="checkbox"/> Initiator	<input checked="" type="checkbox"/> Coordinator
	<input checked="" type="checkbox"/> Promoter	
Funding sources	<input checked="" type="checkbox"/> Public/state level	<input checked="" type="checkbox"/> Companies
	<input checked="" type="checkbox"/> Donation/charity	<input checked="" type="checkbox"/> Other foundations

### Testimony:

'This practice example shows how youth work can perceive talents and potentials of a stigmatised target group, in this case street kids, and create a safe and supportive environment for them, so that they can act out their creativity and switch into a valorised status of a clothes' designer and tailor. At the same time the project illustrates how innovative approaches of support for disconnected youth evolves out of bottom-up processes in conceptualising measures driven by youth work.' (Sarah Beierle, Youth researcher at the German Youth Institute)

### Main impact of the practice:

The project not only cares for the basic needs of street kids. By enabling the realisation of their own ideas they can experience new qualities of appreciation and find prospects for their future personal development instead of using drugs.

### Activities:

The project provides a workshop and professionals, where street kids can design and manufacture clothes. Also, a shop was acquired where the produced collection is sold. By creating and producing clothes the street kids develop life skills required for jobs. Celebrities were involved to promote the products in the public.

### The project in figures

The target group are young people between 14 and 17 years.

There are about 15 participants.

Currently the project is spreading from Berlin to three other cities in Germany (Hamburg, Gera and Dresden).

### Website:

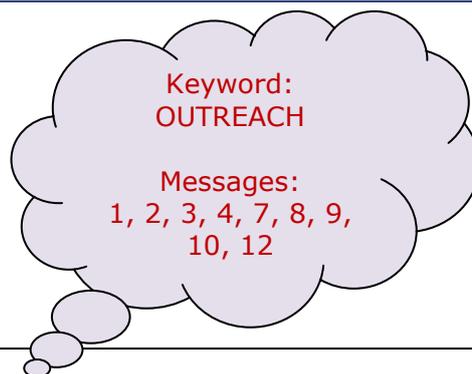
<http://cms.karuna-ev.de/die-karuna-einrichtungen/sophisticated-people/>

## (15) spacelab – Production School Vienna

spacelab – Produktionsschule Wien

### Organisation:

**Partnership led by Verein zur Schaffung offener Kultur- und Werkstättenhäuser (WUK)**



Country	Austria
Age of the target group	15-25
Geographical scope of the practice	<input checked="" type="checkbox"/> Local
Type of organisation	<input checked="" type="checkbox"/> Nongovernmental
Contribution of youth work	<input checked="" type="checkbox"/> Partner
Funding sources	<input checked="" type="checkbox"/> Public/local level

### Testimony:

'The special characteristic of this project is the modular concept with different levels of personal commitment of the young people. The programme combines methods of open youth work and labour market aims. The most important contribution of open and detached youth work is to find NEETs who are not registered in the system of the Public Employment Service. In the project they are seen as "SEEDs" (searching for employment, education and development – term created by Ibrahim Celik, spacelab\_umwelt), because of the inclusive approach of the project.' (Teamleader open and detached youth work, spacelab\_umwelt and spacelab\_gestaltung)

### Main impact of the practice:

The main objective of spacelab is the development of personal and professional prospects. More than 95% of the participants who stay for more than 3 months have a training or job opportunity.

### Activities:

Spacelab offers in four facilities a complete and manifold programme for the integration of youngsters into the labour market. Each of the facilities offers five different modules:

- open and detached youth work
- daily vocational training
- continuous vocational training
- basic education
- prospect development.

### Website:

<http://www.spacelab.cc/>

**The project in figures**

In 2014 spacelab supported 877 clients.

In 2014 33% of the participants started a scholar career, an apprenticeship, other qualification programmes or got employed.

There are 84 staff involved (full time or part time).

As a project of Vienna's Vocational Training Guarantee in 2015 spacelab is funded with a budget of € 3.5 million.

## (16) Three steps to employment

Kolme askelta työelämään

**Organisation: Finnish 4H Federation**

**Keyword:**  
ENTREPRENEURSHIP

**Messages:**  
3, 4, 7, 11

Country	Finland
Age of the target group	13-18 (rural areas and cities)
Geographical scope of the practice	<input checked="" type="checkbox"/> International <input checked="" type="checkbox"/> National <input checked="" type="checkbox"/> Regional <input checked="" type="checkbox"/> Local
Type of organisation	<input checked="" type="checkbox"/> Nongovernmental
Contribution of youth work	<input checked="" type="checkbox"/> Initiator
Funding sources	<input checked="" type="checkbox"/> Public/state level <input checked="" type="checkbox"/> Public/EU level <input checked="" type="checkbox"/> Public/local level

### Testimony:

'The project improves life management skills, individual development like identity, new resources, initiative, autonomy, motivation. It also aims at relational development like relationships, social network and supports access to quality education and training. It helps finding an interest-based quality job and a place in society.' (Merja Hilpinen, expert from Finland)

### Main impact of the practice:

'Three steps to employment' encourages young people aged 13 and older to start their own projects. It teaches them entrepreneurial skills that will be useful in working life, gives them the opportunity to get their first work experience and supports their first steps as entrepreneurs. The clubs are run by volunteers who are trained for the work by 4H.

### The project in figures

3 000 clubs  
 5 000 to 10 000 courses (4 hours) per year  
 8 000 young people get work yearly.  
 700 young people set up their own enterprise.

### Activities:

Group activities; basic skills for working life at 'License to work' courses; convey jobs from private citizens, municipalities or companies.

### Website:

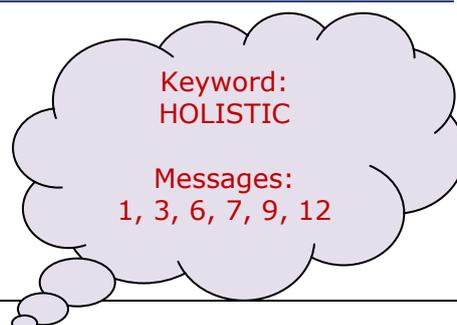
<http://www.4h.fi/en/principles-of-4h-youth-work/>

## (17) Training on citizenship for migrants

Programme d'intégration citoyenne

### Organisation :

#### Education Globale et Développement



Country	Belgium
Age of the target group	18-35
Geographical scope of the practice	<input checked="" type="checkbox"/> Regional <input checked="" type="checkbox"/> Local
Type of organisation	<input checked="" type="checkbox"/> Nongovernmental
Contribution of youth work	<input checked="" type="checkbox"/> Initiator
Funding sources	<input checked="" type="checkbox"/> Public/state level

### Testimony:

Catherine, expert from Belgium: 'This project has been created by a youth organisation on its own terms. It is thus very creative and focused on young people's competences, more than employability, pushing ahead the tailor-made approach. Another important success factor was the number of partners involved: local authorities (public sector), educational institutions, other youth work institutions, cultural institutions, social institutions, employment office... Besides this network, the succes key components are the main reasons for the chosen good practice: holistic approach, positive/inclusive approach...'

'It has positively changed our perception of socio-economic realities in Belgium, has boosted our confidence through clear knowledge presentation and was made accessible to us', says a participant.

### Main impact of the practice:

The project mainly impacts individual development (identity, new resources, initiative, autonomous, motivation, etc.); relational development (relationships, social network); having access to quality education and training; finding a quality guidance; understanding the Belgian society. An important point for the trainees is the certificate given at the end of the training process.

### Activities:

The project offers training courses, analysis of social space, taking appointments for institutional, social, cultural and educational visits and training collaborations, inclusion of local residents through visits, special sessions on self-expression and valorisation of already gained personal competences.

#### The project in figures

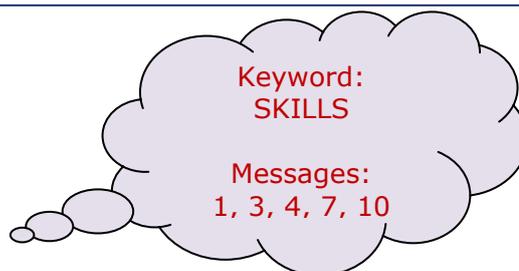
30 young people 18-35  
 10 partners involved  
 3-4 months  
 € 5 000

### Website:

[www.peaceducation.org](http://www.peaceducation.org)

## (18) Training on social skills

Trening socialnih veščin



### Organisation:

**Društvo Center za pomoč mladim (CPM) (Youth Aid Centre Association)**

Country	Slovenia	
Age of the target group	15-20	
Geographical scope of the practice	<input checked="" type="checkbox"/> National	
Type of organisation	<input checked="" type="checkbox"/> Nongovernmental	
Contribution of youth work	<input checked="" type="checkbox"/> Initiator	
Funding sources	<input checked="" type="checkbox"/> Public/state level	<input checked="" type="checkbox"/> Public/local level
	<input checked="" type="checkbox"/> Donation/charity	

### Testimony:

'The programme has a great outreach and includes Slovenian youngsters coming from different environments. Its objectives are to improve their social skills and offer them an opportunity to take responsibility for themselves, accepting differences among each other, taking care of one's mental health, taking care of relationships, active citizenship, critical thinking, empowerment, better self-esteem, improving learning habits as well as practical knowledge next to social skills that help youngsters on their way to adulthood.' (Tea Jarc, expert from Slovenia)

### Main impact of the practice:

The practice is integrated into a whole system of programmes for youngsters in order to deliver a comprehensive treatment, uniting professional and voluntary work in the field of rights and mental health of young people. The activities address all problems that concern this population: school or study problems, problems in the relationship to parents or other people, poverty and social exclusion, unemployment, drug abuse, etc.

### Activities:

Individual psychotherapy, workshops in high schools, assertiveness trainings, working with volunteers, international youth exchanges and international trainings for youth workers, etc. Work with youngsters on a long-term basis, co-guide our programmes for youngsters together with employees who offer full support and mentoring on their individual path of learning.

### The project in figures

614 youngsters attending the training in 2 years

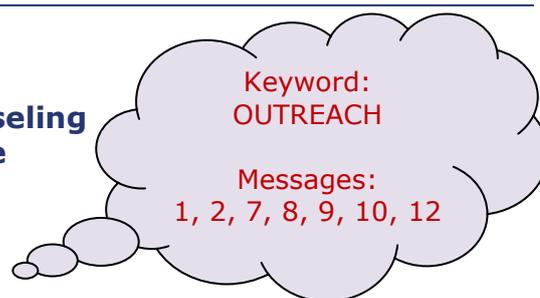
Cross-sectoral cooperation among: municipalities, youth centres, high schools, social service centre, office for health and social affairs, neighbourhood youth centres association, state youth office, special education centres, faculties, juvenile residences, group housing programmes, police, courts, info centres, etc.

### Website:

<http://www.cpm-drustvo.si/en/projects/training-of-social-skills/>

## (19) Work Acquired Competence-counseling (WAC) in integrated Youth Competence Centres

Arbeidscompetentiebegeleiding (ACB) in JongerenCompetentieCentra



### Organisation: JES (Urban laboratory for children and youth)

Country	Belgium	
Age of the target group	16-26	
Geographical scope of the practice	<input checked="" type="checkbox"/> Regional	<input checked="" type="checkbox"/> Local
Type of organisation	<input checked="" type="checkbox"/> Nongovernmental	
Contribution of youth work	<input checked="" type="checkbox"/> Initiator <input checked="" type="checkbox"/> Promote	<input checked="" type="checkbox"/> Coordinator
Funding sources	<input checked="" type="checkbox"/> Public/state level	<input checked="" type="checkbox"/> Public/local level

### Testimony:

'Trust is something you can't buy.' (Mostafa Ameziane, WAC-counselor since 6.5 years)

### Main impact of the practice:

The WAC-counseling project, integrated in the Youth Competence Centres in the City of Antwerp, is offering the target group a tailor-made programme to strengthen their position in education or/and labour market. Most youngsters reached by the project are NEETs. The WAC-counselors are empowering youngsters on three levels: individual, collective (personal network) and societal. Their approach is positive, integral and tailor-made. Working in the long term is essential; building on a trustful relationship is the biggest challenge and lever. They are working 'between' the street and the counters (PES, schools, other societal institutions, etc.).

### Activities:

Main activities: outreach work (mobile youth work), youth consulting, training courses, camps, supporting youth initiatives (ideas) in the community, study visits, interest-based youth events, interest-based activities (clubs, hobby groups), open youth work, voluntary work, information events, network enforcement.

### Website:

[www.jes.be](http://www.jes.be)

**The project in figures**

€ 165 000 (City of Antwerp) on annual basis for the employment of 3 WAC-counselors

Results 2014:

- Total of youngsters (16-25 years): 253
- Closed ID-fiches at the beginning of 2014: 39
- New ID-fiches during 2014: 54
- Guidance youngsters following school: 70
- Youngsters in training: 25 (21 started a training in 2014)
- Youngsters found work with limited contract: 74
- Youngsters found work with unlimited contract: 5
- Average age: 22 years 11 months

## (20) Young Street Network

Mreža Mlada ulica

Keyword:  
INCLUSION

Messages:  
3, 4, 7, 8, 12

### Organisation: Mreža Mlada ulica

Country	Slovenia	
Age of the target group	20-29	
Geographical scope of the practice	<input checked="" type="checkbox"/> Local	
Type of organisation	<input checked="" type="checkbox"/> Nongovernmental	
Contribution of youth work	<input checked="" type="checkbox"/> Promote	<input checked="" type="checkbox"/> Coordinator
Funding sources	<input checked="" type="checkbox"/> Public/local level	

### Testimony:

'This network is addressing young people's needs and the needs of communities and its response to various interests of both. It is implementing street-based youth work activities for two target groups: regular participants – street-based youth workers, youth, students (of social sciences) – and occasional participants: youth hanging out in public places. It is advocating for a right of youth to hang out in public places of their preference, with reducing the abuse of alcohol and of legal and illegal drugs among young people who gather in the streets of the city; reduction of peer violence and disturbance of public order, etc.' (Tea Jarc, expert from Slovenia)

### Main impact of the practice:

The network contributed to a significant decrease of disturbance of public order (garbage disposal, public urination, minor vandalism), and it empowered the whole community. Together young people and the local community are creating common ground that opens up new solutions (e.g. municipal youth strategy) and therefore contributes to a much better mutual understanding and acceptance. It resolved the problem of a big gap between the local residents, city authorities and the youth who hang out in public places. Since then, youth is actively participating in meetings with local authorities and residents.

### Activities:

It is based on street youth work in those public places where young people gather mostly on weekends when the number of young people in public places is the highest. Handing out trash bins to groups of youth and baking free pancakes are the main approaches to open a dialogue with the message: 'Now you have the opportunity to take responsibility for your actions.' So, together with young people and the local community, a common ground is created that opens up new solutions and therefore contributes to a much better mutual understanding and acceptance.

### The project in figures

Collaboration with the police

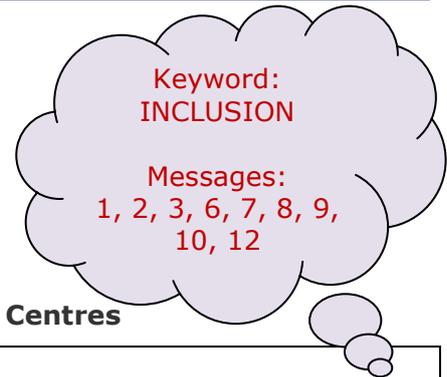
Street youth work, inclusion of youth in local communality

### Website:

<http://www.zavod-bob.si/mreza-mlada-ulica/>

## (21) Youth Centres measure

Noorte konkurentsivõime suurendamiseks ja sotsiaalse tõrjutuse vähendamiseks ühiskonnale pakutava noorsootöö teenuse osutamine läbi noortekeskuste



### Organisation: Association of Estonian Open Youth Centres

Country	Estonia	
Age of the target group	7-26	
Geographical scope of the practice	<input checked="" type="checkbox"/> National	
Type of organisation	<input checked="" type="checkbox"/> Nongovernmental	
Contribution of youth work	<input checked="" type="checkbox"/> Coordinator	
Funding sources	<input checked="" type="checkbox"/> Public/state level	<input checked="" type="checkbox"/> Public/EU level
	<input checked="" type="checkbox"/> Other foundations	

### Testimony:

Heidi, expert from Estonia: 'Youth centres measure was part of the European Social Fund programme "Developing youth work quality". The aim of the overall programme was to support the employability of young people through high quality youth work. The programme highlights that youth work is a learning process and has an important place in lifelong learning. Youth centres measure also provides trainings for youth workers in order to develop skills and knowledge necessary to work effectively with young people and support young people's transitions to the labour market, as well as to prevent social exclusion in general.'

Triin, young person: 'Study trips to vocational schools and entrepreneurs were useful to introduce local needs and opportunities. Visiting vocational schools decreased youngsters' fear to step in strange institutions.'

### Main impact of the practice:

The aim of the measure which offers individual and group-based support for young people was social empowerment of youth. The activities aimed at strengthening self-confidence, life management skills, social skills and active lifestyles of youth.

### Activities:

During preparation youth workers got knowledge about mobile (outreach) youth work. During 3 years, youth centres offered different activities like hobby groups, camps, labour market introducing and integration activities, such as trainings, workshops, visits, voluntary activities, real work experiences. To involve more youth most youth centres started new mobile youth work, and all opened a youth initiative foundation on local level to support youth ideas and get more knowledge to organise more events and realise their ideas. All activities were connected and part of a complex approach.

**Website:** [www.ank.ee](http://www.ank.ee)

### The project in figures

Duration: 2010-2013

137 youth centres

15 counties over Estonia

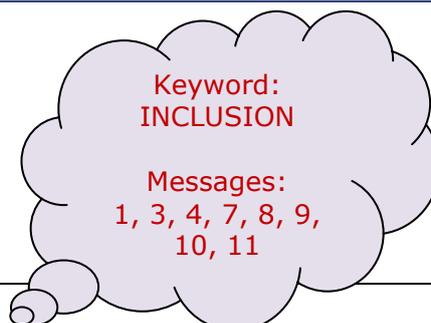
50 000 youngsters were involved across Estonia, more than 100 000 participations.

90 youth workers took part in trainings.

More than 100 new hobby groups were opened, 600 new youth initiatives.

## (22) Youth Dialogue!

Dialog mladih!



### Organisation: National Youth Council of Slovenia

Country	Slovenia	
Age of the target group	15-30	
Geographical scope of the practice	<input checked="" type="checkbox"/> National	
Type of organisation	<input checked="" type="checkbox"/> Nongovernmental	
Contribution of youth work	<input checked="" type="checkbox"/> Initiator	<input checked="" type="checkbox"/> Coordinator
	<input checked="" type="checkbox"/> Promote	<input checked="" type="checkbox"/> Partner
Funding sources	<input checked="" type="checkbox"/> Public/state level	<input checked="" type="checkbox"/> Public/EU level

### Testimony:

'The project is creating a space for young people from local communities from all over Slovenia to actively participate in dialogue with decision-makers and to send a strong message that they want to be involved in and want to influence on policy-making that impact on young people (in the field of participation, employment, education, leisure activities, etc. – whatever young people want to address). It is run by a bottom-up approach and in a holistic way, where in a platform of young people and different institutions and employers, young people can discover their potential and express their opinion.' (Tea Jarc, expert from Slovenia)

### Main impact of the practice:

As a result of the project, young people's opinion has been actually taken into account and their recommendation implemented: 'First challenge', an active employment measure, was implemented at local and national level. The PES of Slovenia announced to subsidy social contributions to employers who employ young people who are under 30 years old and for whom it is the first job ever.

### Activities:

12 regional two-day long activities with around 50 young people from the local/regional community, with the aim of empowering young people to take part in the decision-making process. Gathering with local and national stakeholders where young people are presenting their recommendations and agree on implementation arrangements. The last cycle of the dialogue consisted in a three-day national event and the presentation of the national recommendation in the Slovenian Parliament to the Ministries and Members of Parliament.

### The project in figures

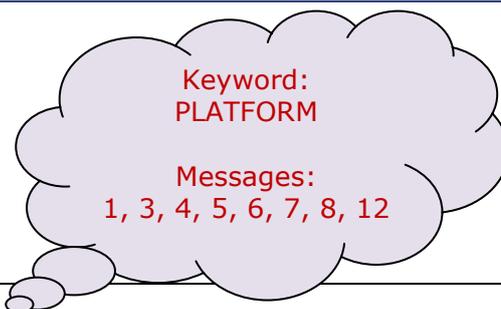
- 668 young people
- 12 regional events, one national event
- Local stakeholders
- National stakeholders
- Participation in decision-making process
- PES of Slovenia

### Website:

[http://www.mss.si/datoteke/dokumenti/Publikacija\\_Dialog\\_mladih\\_final.pdf](http://www.mss.si/datoteke/dokumenti/Publikacija_Dialog_mladih_final.pdf)

## (23) Youth work exchange

Noorte tööbõrs



### Organisation: Rõuge Opened Youth Centre

Country	Estonia	
Age of the target group	7-26	
Geographical scope of the practice	<input checked="" type="checkbox"/> Local	
Type of organisation	<input checked="" type="checkbox"/> Governmental	
Contribution of youth work	<input checked="" type="checkbox"/> Promote	<input checked="" type="checkbox"/> Coordinator
Funding sources	<input checked="" type="checkbox"/> Other foundations <input checked="" type="checkbox"/> Young people themselves	<input checked="" type="checkbox"/> Public/local level <input checked="" type="checkbox"/> Companies

### Testimony:

Heidi, expert from Estonia: 'This initiative gives young people the possibility to practise in a safe local reality, to get to know how to write a job application and how to make a contract with an employer. This method gives more responsibility to young people than just their passive participation in working camps where everything is organised by others. Through this project most of the youngsters gain their first working experience.'

Coordinator: 'To create a webpage by young people was an easy way to collect and correct all information we needed to solve the problem of youth unemployment and the local labour market needs. We were a good link between actors!'

### Main impact of the practice:

More than 300 youngsters had the possibility to gain their first working experience, knowledge how to write a job application and how to communicate with employers.

### Activities:

The aim of the project is to prepare young people for the labour market, decrease the lack of information between young people and the community, involve young people more into community life. The main activities are training courses for young people in youth centres (CV writing, job interviews), study trips to local entrepreneurs (in order to bring both sides closer); the setting-up of the website [www.noorteklubi.ee/bors](http://www.noorteklubi.ee/bors); the dissemination of information about the website; the yearly update of the website at the beginning of the summer holiday.

### The project in figures

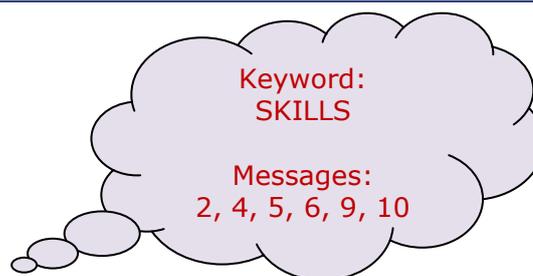
Duration: started in 2009  
 300 participants  
 10 youth centres  
 15 companies close to Rõuge rural government

### Website:

[www.noorteklubi.ee/bors](http://www.noorteklubi.ee/bors)

## (24) Youth workshop activities for young people

Nuorten työpajatoiminta



### Organisation:

**Offered by municipalities and youth organisations in Finland**

Country	Finland	
Age of the target group	15-29	
Geographical scope of the practice	<input checked="" type="checkbox"/> Regional	<input checked="" type="checkbox"/> Local
Type of organisation	<input checked="" type="checkbox"/> Nongovernmental	<input checked="" type="checkbox"/> Governmental
Contribution of youth work	<input checked="" type="checkbox"/> Initiator	
Funding sources	<input checked="" type="checkbox"/> Public/state level	<input checked="" type="checkbox"/> Public/local level
	<input checked="" type="checkbox"/> Other foundations	

### Testimony:

'The workshop activities support young people in developing their life management skills, reinforce their social independence and facilitate their growth at their own pace and learning by doing; offer young people possibilities for on-the-job introduction to working life and help young people to find their personal strengths and draw up realistic future plans. Most importantly, each young person is personally involved in preparing their plans, setting their targets and assessing their results and achievements.' (Merja Hilpinen, expert from Finland)

### Main impact of the practice:

The workshops' aim is to improve the skills and abilities of young people to enable them to get into education, training or employment and to improve their life management skills through work, through work training and personal coaching. Workshops also build bridges between workshops, authorities and public administration. The workshops may be maintained by municipalities, subregions or joint municipal authorities, foundations, associations or other actors. In a local government, a municipal workshop may also operate as part of youth, education, social or technical services, central administration or employment services.

### Activities:

The workshop activities are targeted at young people who are inactive and who need support like group activities, individual support, guidance, job-training, courses. Workshops provide personal coaching, offering a low-threshold, functional and rehabilitative service.

### The project in figures

Nationwide  
14 200 young people  
1 370 immigrants  
Average duration of the training period: 3 to 6 months

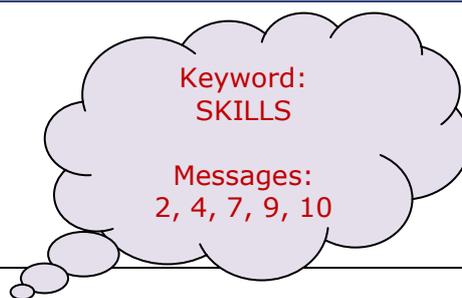
### Website:

[http://www.minedu.fi/OPM/Nuoriso/nuorisotyoen\\_kohteet\\_ja\\_rahointus/tyoepajat/?lang=en](http://www.minedu.fi/OPM/Nuoriso/nuorisotyoen_kohteet_ja_rahointus/tyoepajat/?lang=en)

## (25) Youth.inc

### Organisation:

#### Malta's National Youth Agency



Country	Malta
Age of the target group	16-21
Geographical scope of the practice	<input checked="" type="checkbox"/> National
Type of organisation	<input checked="" type="checkbox"/> Governmental
Contribution of youth work	<input checked="" type="checkbox"/> Promote
Funding sources	<input checked="" type="checkbox"/> Public/state level

### Testimony:

'This project started four years ago with the idea of helping young people "lost" in our educational system. We wanted to offer them an alternative way of learning within an informal and non-formal education training programme. Our aim was to support and guide the most vulnerable young people who found it challenging to be successful in a formal educational setting. Four years on ... this programme is reaching its aim with more young people better prepared to enter the labour market or to continue their studies in vocational colleges.' (Bryan Magro, Senior Manager)

'This is my second year at Youth.inc ... I can't believe that I have gone through this fab experience with my friends ... I was bullied at school and did not go for the last two years of my secondary school ... now I feel that I am well able to face life as any other young person ...' (Stephen, 17 years old)

### Main impact of the practice:

Youth.inc is a 'second chance' education programme for young people to help them in the transition from education to employment. It is an inclusive educational experiential programme for young people who wish to continue to build on their educational experience and gain more knowledge, values and skills to either enter the labour market or gain qualifications to continue further training. Youth.inc is under the remit and management of Malta's National Youth Agency – with a view to adopting a more youth-centred approach and to further strengthening the complementary role of informal and non-formal learning.

#### The project in figures

120 young people are registered in the Programme for 2015/2016.

Staff consist of 9 youth workers, Senior Manager and 1 part time secretary.

Over 400 young people have participated in the programme in the last 4 years.

### Activities:

The project is divided into five main areas: basic skills courses, work placement, vocational courses, activities, life skills programme.

### Website:

[http://www.agenzjazghazagh.gov.mt/Categories/937/Youth\\_inc/](http://www.agenzjazghazagh.gov.mt/Categories/937/Youth_inc/)

## 4. Conclusions

The report of the expert group clearly demonstrates the link between youth work principles and practice and its contribution to addressing the challenges young people are facing. The report provides evidence for this connection, with examples of practices, especially in the transition from education to employment.

This connection and the findings should be acknowledged and taken into account by all those working to enhance the employment and employability of young people. The expert group is of the view that awareness of the broad contribution and further potential of youth work in the lives of individuals and society as a whole should be raised. This not only concerns its role in providing young people with opportunities to develop their skills and improve their employability, but also its role in the inclusion of young people in society and unlocking their potential.

The findings and results of this report can be used by many different groups and stakeholders working with and for young people, but are primarily directed at the target audience addressed in the report, namely Public Employment Services, employers, policy-makers and young people.

In order to ensure the findings of this report are disseminated, the contribution of youth work is reflected and its potential further realised, the expert group calls upon:

### 1. Policy-makers

- to invest in youth work as it can make a valuable contribution in helping young people in their transition to adulthood, in particular given its holistic approach;
- to understand that youth work can assist you in the fulfilment in your objectives concerning young people and lead to better results and outcomes;
- to recognise that youth work in its core is holistic and cross-sectoral and can therefore help in shaping cross-sectoral policies and integrated measures in different policy fields;
- to ensure that the youth work sector is involved in the development and implementation of youth policies at all levels, since its proximity to young people gives it expertise on young people's views and needs that others may lack;

### 2. Employers

- to understand and recognise that young people's experience in youth work develops soft skills, which better prepares and enhances their capacity and adaptability to meet the needs of a rapidly changing work environment;
- to engage with the youth work sector so as to reach young people and use this opportunity to bring more young people closer to and into the labour market, therefore widening the pool of talent from which you can recruit;
- to work in partnership with the youth work sector to strengthen the capacities of young people so they are better prepared to enter and perform in the labour market and have skills relevant to your business or company;

### 3. Public Employment Services (PES) and other Youth Guarantee providers

- to engage with the youth work sector in the development, implementation and evaluation of policies and measures designed to reach young people, bring them closer to the labour market and to support them into education, training and ultimately into employment. This will ensure that the measures reflect the needs of young people, are better adapted to their circumstances, will promote

awareness, enhance outreach and deliver better results and outcomes for both the young people and PES and Youth Guarantee providers;

- to understand and recognise the value of youth work in the implementation of the Youth Guarantee as set out in the Council recommendation on establishing a Youth Guarantee, which recommends that Member States 'ensure the consultation or involvement of young people and/or youth organisations in designing and further developing the Youth Guarantee scheme to tailor services to the needs of beneficiaries and to have them act as multipliers in awareness-raising activities' (Building up partnership-based approaches);

#### **4. The youth work sector**

- to work to reach even more young people, in particular to ensure engagement with young people from diverse backgrounds, those experiencing disadvantage and furthest from the labour market;
- to further build its capacity to recognise and address the needs of and challenges young people are encountering and to provide space and opportunities for them to address these needs and challenges and to find their place in society, including in the labour market;
- to cooperate with different sectors and stakeholders to provide a larger range of opportunities for young people;
- to recognise its role as an advocate at all levels to influence policies and decisions that affect young people's lives and ensure they have structures in place to allow young people to have a say on decisions and actions which impact on them;

#### **5. The Youth Working Party and the incoming Trio Presidencies**

- to take into account the findings and outcomes of this expert group in its future work. The outcomes should serve as a relevant source of information and guidance in particular with regard to the work of the proposed expert groups and peer-learning exercises under the European Union Work Plan for Youth for 2016-2018;
- to take ownership of the outcomes of this expert group and disseminate the report to all relevant stakeholders at national, regional and local level so that the current and future potential contribution of youth work is recognised and reflected in policy and measures;
- to translate the report – or relevant parts of it – in the respective national language(s) in order to make the key messages accessible to all those working with and for young people at all levels.

The compendium of good practice examples and the annex can also be used by those working with young people for reference when presenting their work. The expert group hopes that the examples will inspire and guide others grappling with youth unemployment and support the development of new activities and cross-sectoral cooperation. In addition, the good examples provide information and practical guidance for policy-makers on how youth work can help to address the needs of young people and of society.

The outcomes of this expert group should be broadly disseminated to all those working in the youth field. Therefore the expert group urges all stakeholders to ensure that the principles and practices articulated in this document result in concrete action and ultimately enhance the employment, employability and social inclusion of young people in Europe.

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## Annexes

### Annex A – Definitions

#### Youth work

Youth work is understood as: Actions directed towards young people regarding activities where they take part voluntarily, designed for supporting their personal and social development through non-formal and informal learning.

Youth work takes place in many different forms and settings. The most common ones are listed below:

- Youth centres
- Youth projects
- Outreach/detached youth work
- Informal youth groups
- Youth camps/colonies
- Youth information
- Youth organisations
- Youth movements

It is important to note that these different forms of youth work could, in accordance with the above working definition, be carried out and/or governed by different entities (municipalities, NGOs, etc.) and take place in different localities (youth centres, schools, churches, etc.). Notable is also that these are the most common forms of youth work and that, due to different terms used in different countries and/or local conditions, there are other (sub-) forms of youth work that still apply to the working definition above.

(Working definition from the expert group on Youth Work Quality Systems in the EU Member States, [http://ec.europa.eu/youth/library/reports/quality-youth-work\\_en.pdf](http://ec.europa.eu/youth/library/reports/quality-youth-work_en.pdf))

#### Non-formal and informal learning

(a) **formal learning** means learning which takes place in an organised and structured environment, specifically dedicated to learning, and typically leads to the award of a qualification, usually in the form of a certificate or a diploma; it includes systems of general education, initial vocational training and higher education;

(b) **non-formal learning** means learning which takes place through planned activities (in terms of learning objectives, learning time) where some form of learning support is present (e.g. student-teacher relationships); it may cover programmes to impart work skills, adult literacy and basic education for early school leavers; very common cases of non-formal learning include in-company training, through which companies update and improve the skills of their workers such as ICT skills, structured on-line learning (e.g. by making use of open educational resources), and courses organised by civil society organisations for their members, their target group or the general public;

(c) **informal learning** means learning resulting from daily activities related to work, family or leisure and is not organised or structured in terms of objectives, time or learning support; it may be unintentional from the learner's perspective; examples of learning outcomes acquired through informal learning are skills acquired through life and work experiences, project management skills or ICT skills acquired at work, languages learned and intercultural skills acquired during a stay in another country, ICT skills acquired outside work, skills acquired through volunteering, cultural

activities, sports, youth work and through activities at home (e.g. taking care of a child).

(Definitions from Council Recommendation of 20 December 2012 on the validation of non-formal and informal learning, OJ C 398, 22.12.2012, p. 1-5)

## **Transition**

The youth age is characterised by a series of transitions, including for example detachment processes from the family, transitions in own living facilities and life-forms, the development of an own identity and lifestyle as well as the formation of relations with friends and mates. A central transition that marks this life period is the one from school to vocational training/studies and to employment. The successful performance at this transition is dependent on structural and individual resources. On the structural side, this concerns for example conditions of the regional labour market or the transmission of cultural, social and economic capital within families. But also individual preconditions play an important role.

Increasingly, education seems to be the key for the successful accomplishment of transitions. However, there is evidence that a good school performance is not a guarantee for success at the labour market entry, as shows for some years in many European countries.

The concepts of how the transition from school to employment should be performed are still very linear in the minds of young people and involved institutions. Ideally, the graduation from school is immediately followed by studies or vocational training which in turn lead to qualified employment. However, there is a tendency of increasingly prolonged pathways from school to employment. Young people remain longer in educational stations (e.g. prolonged school attendance) and the way to employment is often characterised by yo-yo-processes. Resulting from this we speak of emerging adulthood today that follows the youth period.

The developments in contemporary transitions addressed above refer not only to new chances but also to new risks. While young people have more opportunities in designing their pathways, the danger of not arriving and of ending up as NEET (being neither in education, employment or training) has increased as well. Long-term life planning has become more difficult for young people compared to their parent's generation.

(Birgit Reißig, expert from Germany, 24 April 2015)

## **Quality jobs**

The term 'job quality' refers to a range of inter-connected employment concerns. These concerns incorporate the seven ILO Conventions identified by the ILO's Governing Body as being fundamental to the rights of human beings at work, irrespective of the levels of development of individual member States. These rights are a precondition for all others in that they provide for the necessary implements to strive freely for the improvement of individual and collective conditions of work. Further to this, job quality refers to the absence of child labour and the provision of the following:

- remuneration levels – where salary payments, working hours, fringe benefits and equal opportunities are adequately provided;
- job security – where employment contracts and the length of tenure provide a sense of long-term stability for workers;

- social protection – where mechanisms for health, life, disability and unemployment insurance, as well as pension schemes, child care, and maternity leave are in place;
- safety and health concerns – where working conditions are adequate and include the prevention of occupational accidents and diseases, the containment of environmental hazards as well as the promotion of health in the workplace;
- human resource development – where workers are treated as an integral and valuable asset to the enterprise, provided with education and training opportunities, prospects of promotion and incentives for improvement;
- management and organisation – where contemporary management methods are used (e.g. Total Quality Control), sound industrial relations practised, freedom of association and opportunities for participation and involvement encouraged; and
- freely chosen employment – concerning areas such as the existence and character of bonded labour and exploitative apprenticeship arrangements.

(Definition by the ILO and European Youth Forum (2013) publication on Quality jobs for young people)

### **Cross-sectoral cooperation**

**Cross sectorial (policy) cooperation** is a recognised relationship between part or parts of different sectors of society that have been formed to take action on an issue to achieve certain outcomes, in a way which is more effective, efficient or sustainable than might be achieved by one sector acting alone.

**Cross sectorial approach** is when cross sectorial cooperation is applied to a concrete action.

**Cross sectorial policies** aim to develop linkages across sectors in a way that broadens and deepens the overall impact and support base for innovation. Ideally, an integrated approach would encompass mutually reinforcing government, community, and individual efforts.

**Partnership approach** is built on principles and practices of shared commitment between the actors. It can be referred to both levels – personal and institutional. It also refers to shared responsibilities and acknowledgment of strength all partners bring into cooperation.

(Explanation on the terminology – Latvian Presidency of the Council of the EU, Youth Working Party, 11 March 2015)

## Annex B – Questionnaire and assessment form

The questionnaire and assessment form hereinafter were used to assess the identified practices. They may serve stakeholders as a tool to design, monitor and evaluate their own programmes.

### About this tool

This questionnaire was developed by the expert group. It consists of three parts:

**Part I – FACTS** that collects basic details of the practice, e.g. its geographical scope, funding and partners involved.

**Part II – ORIGINS OF THE PRACTICE** focuses on background information about the practice, such as aims, objectives, activities and duration.

This part may serve stakeholders as inspiration on the varied forms, methods and approaches that can be taken into consideration when planning:

- preparatory activities,
- the contribution of participants,
- the reach/outreach of participants,
- the role of the partners, especially employers and the business sector.

This part of the questionnaire also provides a list of success factors reflecting elements of quality in youth work projects/practices to be kept in mind when designing, monitoring or evaluating initiatives or programmes (Question 35).

**Part III – ASSESSMENT FORM** – it firstly offers criteria which compare to a given practice with relevant know-how from existing studies and surveys related to youth employment, youth transitions and the value of youth work.

With the help of this part of the questionnaire, stakeholders may check:

- the aim of their measure facilitating labour market transition (Question 7),
- if their practice uses successful approaches (Questions 8 and 9), or
- if their practice reflects any of the identified youth work success factors (Question 10).

Secondly, the assessment form provides two simple tools for comparison and analysis:

Question 11 contains the list of challenges young people are facing at individual, relational and societal level. With the help of this list, stakeholders can verify the link of their initiative to these different challenges.

Questions 12 to 14 are oriented towards the contribution of youth work to address these challenges. The experts invite stakeholders to look at their practice in the following three areas: how does youth work contribute to the personal development of the young participant (Question 12), to the challenges at community/societal level (Question 13), and how does the practice apply or reflect core principles and features of youth work.

## Questionnaire – Introduction

The expert group on defining the specific contribution of youth work and non-formal and informal learning to address the challenges young people are facing, in particular the transition from education to employment is looking for good practices that show the specific contribution of youth work in the transition to adulthood/an independent life, with a particular focus on young people's employability. The experts will use these examples to prove the valuable contribution of youth work to society.

These good youth work practices can be every-day activities, projects or programmes that help young people in their personal and social development and in their transition to employment (facilitate the school-to-work transition, develop skills relevant to the labour market, support a first work experience or improve access to the labour market or first job).

The analysis of these good practices will feed into the final report of the expert group, which will be presented to the EU Council and the Representatives of the Governments of the Member States and widely disseminated throughout Europe.

PS. Please fill in in English.

(\* = mandatory field)

### Part I – FACTS

1. Name of the practice (+ EN translation)\* (For report)
2. Country\* (For report)
3. Name of organisation\* (For report)
4. Type of organisation\*
  - Governmental
  - Nongovernmental
  - Non-formal
  - Other:
5. Geographical scope of the practice\*
  - Local
  - National
  - Regional
  - International
  - Other:
6. Organisation contribution\*
  - Initiator
  - Co-ordinator, promoter
  - Partner
  - Other:

7. Funding sources\*
  - Public/ local level
  - Public/ state level
  - Companies
  - Public/ EU level
  - Other foundations
  - Donation/ charity
  - Young people themselves
  - Other:
8. Official name of financiers\* (For report)
9. Budget amount (in euro)\* (For report)
10. When it started, does it still last?\* (For report)
11. Age of target group\* (For report)
12. Profile description of target group\*
13. Total number of participants (unique)\* (For report)
14. Involved partners (cooperation areas)\*
  - Business sector
  - Local authorities (public sector)
  - Educational institutions
  - Other youth work institutions
  - Culture institutions
  - Social institutions
  - Police
  - Employment office
  - Medicine institutions
  - Criminal authorities
  - Environmental office
  - Info centres
  - Career consulting centres
  - Other:
15. Official names of the partners\* (For report)
16. Links to the organisation and/or practise website\* (For report)
17. Background information of further material of practise, if needed

## Part II – ORIGINS OF THE PRACTICE

18. What specific youngsters challenges or opportunities it targets?\*
- Individual development (identity, new resources, initiative, autonomous, motivation, etc.)
  - Relational development (relationships, social network)
  - Having access to quality education and training
  - Finding a quality guidance (different transisions)
  - Finding a quality offer (interest-based possibilities)
  - Finding a interest-based quality job
  - Finding a place in society
  - Express opinion in society
  - Other:
19. Participants contribution\*
- Creating ideas
  - Preparation activities
  - Implementation activities
  - Participation
  - Evaluation activities
  - Other:
20. How did you reach your target group?\*
- Outreach youth work (mobile youth work)
  - Network
  - Youth started that activity
  - Institution everyday activities
  - Social media, campaigns
  - Youth to youth info
  - Other:
21. Aims and objectives of the practice\*
22. Short description of activities (10 sentences)\* (For report)
23. Main activities of the practice\*
- Outreach work (mobile youth work)
  - Youth consulting
  - Training courses
  - Working groups
  - Working camps
  - Camps
  - Supporting youth initiatives (ideas) in community
  - Study visits
  - Interest-based youth events
  - Interest-based activities (clubs, hobby groups)
  - Open youth work
  - Voluntary work
  - Information events
  - International youth work
  - Network enforcement
  - Youth work activities at school
  - Other:
24. Other comments (activities), if needed:

25. How long can a young person be participant?\*
- No limits
  - Depended on the young person
  - 1-2 months
  - 3-4 months
  - More than 4 months
  - Other:
26. Type of work?\*
- Individual approach
  - Group activities
  - Balanced (individual and group activities)
  - Other:
27. What is the indicator that young person is 'done'?\*
- Diploma, certificate
  - No indicators
  - Note in our data system
  - Other:
28. Is there are/were any practise continue possibilities?\*
- There are/were several possibilities to continue
  - No flexibilities
  - Other:
29. Role of the partners\*
- Helping reach the participants
  - Common activities
  - Financers
  - Substantive experts
  - Network enforcement
  - Using each others resources (activities, knowledges, info, equipments)
  - Other:
30. Other comments (role of partners), if needed
31. If employers were involved, were they public or private, and what was their role and motivation?
32. Management and implementation arrangement. Specify number of staff involved, including volunteers.\*
33. Any special preparation needed?\*
- No
  - Training courses
  - Analysis of social space
  - Common strategy
  - Other:
34. Results/outputs and outcomes of the practice. Were the objectives reached?\*

35. Success key words\*

- Holistic approach
- Positive approach
- Inclusive approach
- Long-term approach
- Resource perspective (building on the young person's potential)
- Dialogue approach
- Relation work (trust)
- Non-formal and informal learning
- Voluntary based approach
- Tailor-made approach
- Flexible approach
- Flexible budget possibilities
- Network
- Competences of youth workers
- Common understandings between with other actors (social services, media, police, local community, international development actors)
- Monitoring and quality assurance
- Strong social partner (management and labour) involvement
- Other:

36. Any challenges faced during the implementation?

**Evaluation**

37. Describe used forms of the evaluation/feedback, frequency of evaluation/feedback\*

38. Sustainability and follow up\*

39. Validation of practise, if applicable

40. Live testimonials, if available

**Contacts**

41. In case of need of further clarification please leave contact for the expert group (name, e-mail address), not to be published\*

### Part III – ASSESSMENT FORM

1. Name of expert\*
2. Contact details\*
3. Name of practice\*
4. Country\*
5. Contribution of youth work\*
  - Initiator
  - Coordinator
  - Partner
  - Other:
6. What field of action of the EU Youth Strategy is it related to?\*
7. Aim of the measure which seeks to help young people get a job (if applicable)
8. Regarding policy measures facilitating labour market transition (if applicable)  
See Eurofound (2014), Mapping youth transitions in Europe, p. 69-75
9. For successful employment interventions with excluded youth  
See <https://www.salto-youth.net/tools/toolbox/tool/inclusion-through-employability-what-works-in-employment-projects-and-what-doesn-t.1355>, p. 18-19

## 10. Youth work success factors

See European Commission (2014), Working with young people: the value of youth work in the European Union, p. 167-176

- Flexibility, accessibility and adapting to the needs of young people
- Active outreach to young people in need of help and support
- Learning opportunities and a framework for goal setting and recognition of achievements
- Involving young people in decision-making and in the design of youth initiatives
- Reaching out to schools (schools as the base for youth work)
- Building partnerships with other actors (social services, media, police, local community, international development actors)
- Safe and supportive environment for personal development
- Enjoyable and fun setting for young people's creativity and self-expression
- Other:

## 11. Which challenge(s) is/are addressed by the practice?\*

Individual/relational/societal level

- Having a positive future outlook
- Using my resources
- Being initiative
- Being autonomous
- Being motivated
- Finding my identity (who can I be?)
- Having people I can trust
- Having a good relationship with my friends, parents and family
- Creating a social network
- Having access to quality education and training
- Finding a quality guidance
- Finding a quality offer
- Finding a quality job
- Finding a place in society
- Express my opinion in society

## 12. What is the contribution of youth work to address the challenge(s)?\*

Personal development level

- Resource perspective (building on the young person's potential)
- Learning by doing – developing practical skills (in opposition to school method)
- personal coaching/mentoring/tutoring
- on holistic/'global' development of a person
- Aspiration/passion/motivation
- Increased responsibilities step by step
- Feedback/reflection
- In general: personal, individual and social development
- Strengthening self-confidence
- Improving life-management skills (or at least basic life skills)
- Developing self-awareness
- Expressing your potential and creativity
- Development of perspectives
- Learning 'pro-social' attitude (e.g. thanks to voluntary work/activities) – Reducing anti-social behaviour
- Creating team-building and community-spirit among young people
- To cope with insecurity, uncertainties - facing challenges (individual, relational)
- career guidance, teaching setting (life) goals etc.
- Empowerment

- Autonomous, independent people, able to lead their lives, even to set up their own companies
- Youth workers' skills & involvement (voluntary and salaried)
- Increasing job opportunities as youth workers

13. What is the contribution of youth work to address the challenge(s)?\*

Community/societal level

- Creating networks with all relevant sectors, stakeholders and social partners (employers'/workers' organisations)
- Working with many local partners
- Initiating cross-sectoral/partnership cooperation
- Providing effective solutions to service gaps
- Changing opinion of the community
- Building community/social network
- Closest service to youngsters (home made)
- Outreach – Reaching the 'excluded', e.g. NEETs, of vulnerable backgrounds
- Activating the inactive
- Providing relevant information
- Offering practical experience including experience of various job placement & competences needed in these jobs; 'intro to working life'

14. What is the contribution of youth work to address the challenge(s)?\*

Approaches to and fundamentals of youth work

- The power of youth work is its holistic approach, which can address many aspects of these transitions.
- Positive approach
- Inclusive approach/Facilitates social inclusion/socio-economic integration
- Respect/dialogue approach
- Relation work (trust)
- Acting as an advocate for young people at all times
- Non-formal and informal learning
- Peer to peer
- Voluntary based approach/Voluntary participation (mostly 'fun')
- Tailor-made approach
- Focus on the needs of young people – 'Focus on people' method/approach
- Letting people to do things and 'co-own' the activity
- Flexible approach/Flexibility in 'modus operandi'/methods
- Low threshold/easy access
- Speaking young people's language
- Rich diversity in terms of activities/actors
- Creating a safe environment
- Room for experimentation/mistakes allowed
- Life-long/long-term effects

15. Is there any other contribution of youth work which is not in the above list?

16. How is the contribution of youth work reflected in the methodology or approach of the practice?\*

Analyse practice and find evidences of contribution of youth work in individual and/or relational and/or societal level

17. If youth work were not involved in the practice, what would be missing in the practice?\*

18. Please provide a quote from a partner (employer/business, Public Employment Service/Youth Guarantee provider, policy-makers and/or young persons) answering the following question: 'How did youth work contribute to achieve YOUR objective?'

19. Short, targeted messages on the contribution of youth work to employers/business

Main message from practice:

20. Short, targeted messages on the contribution of youth work to Public Employment Services/Youth Guarantee providers

Main message from practice:

21. Short, targeted messages on the contribution of youth work to policy-makers (education, social inclusion, health, public security, etc.)

Main message from practice:

22. Other comments:

## Annex C – Reference documents

### Relevant European Union policy documents (sorted by most recent)

EU Youth Report 2015, Publications Office of the European Union, Luxembourg  
(to be published: <http://bookshop.europa.eu/en/home/>)

Council conclusions on enhancing cross-sectorial policy cooperation to effectively address socio-economic challenges facing young people (18 May 2015), OJ C 172, 27.5.2015, p. 3-7

Council conclusions on reinforcing youth work to ensure cohesive societies (18 May 2015), OJ C 170, 23.5.2015, p. 2-3

Council conclusions on promoting young people's access to rights in order to foster their autonomy and participation in civil society (12 December 2014), OJ C 18, 21.1.2015, p. 1-4

Resolution of the Council and of the Representatives of the Governments of the Member States, meeting within the Council, of 20 May 2014 on a European Union Work Plan for Youth for 2014-2015, OJ C 183, 14.6.2014, p. 5-11

Council conclusions on enhancing the social inclusion of young people not in employment, education or training (25 November 2013), OJ C 30, 1.2.2014, p. 5-8

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## Annex D – Members of the expert group

MS <sup>17</sup>	NAME	MINISTRY / ORGANISATION
BE fr	Ms Catherine STILMANT	Ministère de la Fédération Wallonie-Bruxelles Direction générale de la Culture Service général de l'Inspection de la Culture <a href="mailto:catherine.stilmant@cfwb.be">catherine.stilmant@cfwb.be</a>
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DK	Mr Arnt VESTERGAARD LOUW	The Centre for Youth Research / CEFU Institute for Learning and Philosophy Aalborg University, Copenhagen, <a href="mailto:avl@learning.aau.dk">avl@learning.aau.dk</a>
DE	Ms Birgit REISSIG	Leitung des Forschungsschwerpunkt "Übergänge im Jugendalter" und der Außenstelle Halle Deutsches Jugendinstitut Außenstelle Halle <a href="mailto:reissig@dji.de">reissig@dji.de</a>
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FR	Mr Philippe MOBBS	Ministère des Sports, de la Jeunesse, de l'Education populaire et de la Vie associative DJEPVA <a href="mailto:philippe.mobbs@jeunesse-sports.gouv.fr">philippe.mobbs@jeunesse-sports.gouv.fr</a>
HR	Mr Natko GERES / Ms Leila YOUNIS	Status – M <a href="mailto:Status-m@status-m.hr">Status-m@status-m.hr</a>

<sup>17</sup> Roman alphabetical order of the countries' geographical names in the original language(s).

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