

LET'S WORK IT OUT

innovative approaches to youth work and
employment



IMPRESSUM

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FOREWORD



We hope this publication will inform you, educate you, help in your future work, motivate you, and last - but certainly not least - inspire you to make a change in your local communities.

Dear youth workers, volunteers, teachers, young people, representatives of youth organizations, all of you who decided to open this publication!

Welcome!

We would like to greet you and thank you for downloading our small publication, where you can find useful information regarding working with unemployed young people. The publication in front of you is a result of a training course "Entrepreneurship School for Youth Workers" held in Njivice, Island of Krk from September 28th to October 7th, where 30 experts working with young people gathered in order to enhance their knowledge in the topic of entrepreneurship, communication and teamwork. The training was consisted of several workshops, where participants provided suggestions, ideas and solutions to youth unemployment that can be quite useful for future work of every individual. Also, they helped in creating new workshops, which you can discover through reading this publication.

As you will notice, the publication is consisted of two important parts: first deals with youth unemployment in general, with emphasis on unemployment in four countries which

participated on the training course – Northern Ireland, Portugal, Greece and Croatia. This part also deals with solutions to youth unemployment – some of them are quite innovative and encouraging, while others are connected with systematic change that needs to be done on a national and international level. Second part is quite useful for all of you who are working with young people – we have created a set of workshops you can use with young people in different local communities. In the end of this foreword...

... we hope this publication will provide you with useful information for your future work.

... we hope this publication will motivate you to work with young people and tackle the unemployment in your local communities.

... we hope this publication will give you tools and techniques for workshops.

... we hope this publication will inspire you to make a change in lives of young people.

Look inside, and find something for yourself...

Domagoj Morić
Domagoj Morić
Editor

WHAT & WHY?

Training course "Entrepreneurship School for Youth Workers" was organized in Croatia with the aim of improving communication and entrepreneurial skills and abilities of the participants.

They will be able to empower and encourage young people to become initiators of social change in their local communities and to start their ideas into action.

WHERE?

The training course was held in Island of Krk, city Njivice in a resort camp from September 28th to October 7th, 2015.

During the training course, participants helped in the creation of this publication and solutions of unemployment.

WHO?

The training course gathered 30 participants active in youth work sector (youth workers, teachers, psychologists, trainers) from four different countries - Northern Ireland (UK), Portugal, Greece and Croatia.

All the participants were quite eager to learn and share their existing knowledge.

SOME STATISTICS...

30

participants

4

countries

8

days

72

working hours

∞

friendship

11

trainers & lecturers

4,4

average grade

12

mobile homes

2

cities

INTRODUCTION

Why is it important to talk about (un)employment? Even though youth unemployment is always higher than with adults, current situation is quite concerning. In general, unemployment of young people in EU 28 countries is around 20 % - however, some countries are affected more (e.g. Greece or Croatia) than others.

In Europe today, the question of unemployment is a phenomena which is often discussed about. However, it has to be mentioned that specifically youth unemployment was high even before economical crisis (Youth Unemployment in Europe - Appraisal and Policy Options, Robert Bosch Stiftung, 2014.).

Especially alarming situation is with the young people who completed the formal education and remain unemployed and without the possibility of continuing formal or non-formal education (NEET young people, which means that they are "Not in Education, Employment, or Training"). Surveys indicate far more difficult situation for young people without working experience to find employment and especially for young people with long-term unemployment status. This long-term status eventually leads to decreasing of self-confidence and motivation, which leads to even less possibility for finding work. Also, these young people usually have less possibility to gain and/or improve competences that could benefit them in finding work and usually have no opportunity of getting introduced to the possibilities of starting up their own business initiatives and ideas thus creating the self-employment opportunities.

As the unemployment rate is quite high, especially in countries like Greece and

Croatia (please refer to the chapter "Youth unemployment in Europe – specific look on Northern Ireland, Portugal, Greece and Croatia"), the need of raising this issue became quite important.

So, what can we do?

Firstly, we have to openly talk about this problem – European Union already recognized this issue and started several measures to combat unemployment. One of the measures is Youth Guarantee, which ensures that all young people under 25 years old – whether registered with employment services or not – get a good-quality, concrete offer within four months of them leaving formal education or becoming unemployed.

However, even though we have some concrete measures, there is still little debate on psychological and other effects unemployment has on personality of young people, their attitudes and social life in general.

Secondly, advocating campaign (on national level, as well as EU level) is also a possible solution. Advocacy campaign can help in raising awareness of general population about the issues young unemployed people conquer on everyday basis.

And last, but not least, educational

activities are also quite desirable – however, "one off activities" need to be improved and consistent mentoring implemented. Young people have in several researches also emphasized the need of this approach.

One of the good examples of the above mentioned activity is the Program "Spring School of Entrepreneurship" which Forum for Freedom in Education implements for the last five years. We educate, mentor and provide support to young, unemployed people. Results have shown that most of them found appropriate jobs, have started their own businesses and became active in local communities.

Also, it is important to work on quality programmes for adult education, re-training programmes and cooperation of the education system with labor market. Furthermore, lobbying for legislation that encourages young people in the process of employment is something we should implement on everyday basis. Legislation in the field of work also needs to be updated and should be more consistent with the redefinition of the concept of „workplace“ in the 21st century.

In the next pages, you will be able to find solutions to youth unemployment made by experts, youth workers and young people who participated at the training course "Entrepreneurship School for Youth Workers".



PART ONE

Let's talk about unemployment of young people and possible solutions!

YOUTH UNEMPLOYMENT IN EUROPE



In this section, the participants' findings about unemployment in four countries will be presented. This section is giving a specific look on unemployment of young people and their effects in Northern Ireland, Portugal, Greece and Croatia.

Portugal

Portugal has had several ups and downs in the period from 2008 to 2015. Crisis started shortly after Troika when two banks went bankrupt. However, growth is taking place right now in Portugal. Young people unemployment (16 – 25 years) is decreasing on yearly basis. In 2013 unemployment was 38.1 %, in 2014 it was 34.7 % and in September 2015, rate was 31,9 %.

In comparison, general unemployment in August 2015 was 11,9 %. Young people are employed seasonally, not on a long-term contract. Also, young people who are unemployed for long time (NEET group) are the most vulnerable group.

Some issues that need to be tackled in Portugal are the following:

1. Economic migration – Based on statistical data, Portugal is the second country in Europe by number of young people migrating to other countries. Usually, the reasons for migration are better options for finding jobs and better life standards in general. Countries where Portuguese migrate the most are Germany, Saudi Arabia, United Kingdom, Ireland, Sweden and USA. This situation impacts the whole country, as brain draining is happening.

2. Banks problems – Two Portuguese banks (Banco Português de Negócios – BPN and Banco Privado Português – BPP) have been accumulating losses for years due to bad investments, embezzlement and accounting fraud; in the end they went bankrupt, which caused economic crisis. Even though Portugal is recovering, there is no financing support for enterprises. Opportunities to buy and invest are quite low and state gives money directly to the banks in order to help their recovery.

3. Educational system – In schools, pupils are not provided with important skills, such as financial skills, entrepreneurship skills and management skills. Because of that, young people and general population are not equipped with sufficient knowledge and are not empowered to take risks at all. In general, the system is not responding to the needs of society and pupils' needs. Government policies are not meeting the needs of entrepreneurs and in general entrepreneurship.

4. Administrative service does not provide enough information to people who want to start their own business and the similar situation happens when people have their businesses – information is not available to entrepreneurs.

Greece

Greece has had one of the highest rates of unemployment for several years – not just on general level, but also specifically related to young people. When looking at general population, data says that 1,2 million people are unemployed, out of which 75 % are long-term unemployed – this counts up to 900 000 people. The whole situation with unemployment has become a social issue – there is significant rise in violence and crime. People are angry and desperate, which leads to moral crises and reported cases of xenophobia and racism. As it was said, young people are also affected with the situation. In the age range from 15 to 29, unemployment is 49,5%. Concerning fact is that 73,1 % of unemployed youth are long-term unemployed and cannot find work easily, even though almost all of young people are willing to work part time. Some of the issues Greece needs to resolve:

1. Economy related issues – Economic crises has affected every part of the life of Greeks. Their economy became oriented towards services, whereas production of goods has declined. Young people have financial issues, which can lead to psychological and physical problems such as depression or even fulfilling basic needs for food. Only sector which provides growth and where young people are directed to – is the information technology sector.

2. Educational system – isn't tailored to the needs of young people and the current

situation in the job market. Young people are attending university studies, but afterwards they often cannot find any employment. Due to the lack of employment, young people decide to educate themselves further. After they finish higher level of studies, they again try to find a job. Greeks describe this situation as "vicious circle for young people", as they cannot find any job.

3. Environment – Social environment has also been affected due to the unemployment. People are becoming more depressed, miserable, passive and they have lower self-confidence. Furthermore, participants reported about evident lack of moral values among people.

4. Economic migration – As young people cannot find any job, they are migrating to other countries around the world in order to improve their situation and living conditions. Most Greeks are migrating to Germany, United Kingdom and Australia. Mostly, the people migrating are doctors, teachers, and scientists – briefly, the ones who have higher educational qualifications.

5. Administrative issues – Administration is quite large and inefficient. Taxes are high and not stable, which means that they are changing constantly – in most cases taxes are increasing. The entrepreneurship potential is visible and present; however, there is a significant risk for investing in business. Whole environment is generally unstable with well known issues such as nepotism and corruption.





Northern Ireland (United Kingdom)

Northern Ireland has slightly different situation in youth unemployment than other three analyzed countries. Youth unemployment in the period of January to March 2015 was 18 %, which means that almost one out of five young people are unemployed. The situation varies across the United Kingdom and the countries, so in Scotland the unemployment rate is 10 %, in England 12 % and in Northern Ireland 20,2 %.

In general, situation with young people cannot be described as “black or white”, there are no concrete steps which can be used in order to help young people. The context is quite complex, as young people are in the different phases in their lives – which can be compared with the metaphor of “snakes and ladders”. Youth work has the potential and responsibility then to help young people.

Youth unemployment is recognized as a problem in the country. The strategy in the youth sector was developed in 2012 with defined long-term and short-term goals. Short-term goal is oriented towards investing funds in the projects that support employability. On the other hand long-term goal is to provide access to education and employment to all youngsters.

Some of the issues that should be addressed are the following:

1. Growing administration for youth workers – Sometimes youth workers have important, but yet enormous work on

administration in different EU projects and writing reports, as well as productivity sheets for different donors. This directly can affect the work of youth workers, as they need to handle both administrative needs and needs of their final beneficiaries – young people which can be quite challenging sometimes.

2. Economic migration of young people – As in other analyzed countries, Northern Ireland also has a problem with economic migration. More than 7500 young people yearly leave the country, and half of the young people are thinking about migration. The countries that are most popular are Australia, Canada and United States of America.

The solution to problem of unemployment is seen in youth sector and non-profit sector. Young people should go through programs of volunteering, education and training – shortly, building capacities of young people is crucial. Also, programs should be tailor made for specific groups (e. g. young mothers, young men, etc.).

Excellent example of programs for unemployed young people are the ones offered by YouthAction Northern Ireland. Their program, developed in different stages, offer young people opportunities to develop themselves. More information about their programs can be found on www.youthaction.org.

Croatia

Croatia is one of the countries in European Union with highest unemployment rate of young people. It is in the top three countries (right after Greece and Spain) with unemployment rate of 40 to 45 %. This means that every second young person is unemployed. In comparison to this data, general unemployment rate is around 20 %. Statistics can sometimes be misleading, as they are changing due to seasonal employment.

Situation with young people is similar to one in Greece. Government is trying to introduce some measures through Youth Guarantee, such as professional training of young people, for which they receive around 300 Euros. The salaries of young people are also quite insufficient – the lowest one is around 300 Euros and the average salary is 500 Euros.

Croatia also has some issues that should be resolved:

1. Bureaucracy – it is reported that administration is quite enormous in Croatia and that they are always asking for new documents and papers when you apply for something – so called “one paper always missing” situation, which can be discouraging for young people who start their own businesses.

2. Employment issues – Unfortunately, Employment agency does not provide adequate support to young people. In general, tax payments for businesses are big and can be a burden for a new entrepreneur. Also, law framework is unstable, which means that regulations are changing often and it is hard for entrepreneurs to track all the changes. Young people and general population think that the job in the government is the safest one. Situation on job market is not good, as

there are only temporary jobs available.

3. Economic migration – Young people in Croatia are leaving for other countries, due to different factors: social environment, low pay and inability to find a job in the field they have studied. Young people are mostly leaving for Germany and Ireland, where they hope to find a decent job and living.

3. Corruption – It is generally said that it is „important to know people to get the opportunity to get a job“. In some cases, Call for application for a open work place is publicized, however, it is already decided who will work on a certain position. In other cases, some people are paying upfront employers to get employed. So, the situation with corruption is quite widespread and should be tackled.

4. Croatian industry and entrepreneurship have a big challenge of being revitalized in the future, since many companies were destroyed after the war in the 1990. The political system is trying to work out a fair and supporting environment for healthy businesses, yet this remains a big challenge, considering the above mentioned issues.

5. General social environment – General environment and atmosphere is very low and sometimes is hard to be positive. The atmosphere is connected with above mentioned issues, and several other problems, such as nepotism and political affiliation. This could be changed with quality introduction of Civic Education in schools, as people are still afraid to report irregularities. It should be also mentioned that we all live in different realities. Even though general atmosphere is not positive, there are a lot successful stories of young people who started their own business and examples of young people who were employed and successful.



SHORT SUMMARY OF THE SITUATION

PORTUGAL

CROATIA

NORTHERN
IRELAND

GREECE

Youth
unemployment *

34,7 %

in September 2015

43,1 %

in September 2015

20,2 %

in September 2015

49,5 %

in September 2015

General
unemployment *

12,4 %

in September 2015

15,5 %

in September 2015

6,2 %

in September 2015

24,6 %

in September 2015

Main issues to
tackle

- 1) Economic migration
- 2) Education
- 3) Administration

- 1) Environment
- 2) Economic migration
- 3) Corruption

- 1) Admin work of youth workers
- 2) Economic migration

- 1) Education
- 2) Bureaucracy
- 3) Economic migration

* Remark: Data for Croatia, Greece and Portugal obtained from Eurostat data (young people aged 16 to 24); data for Northern Ireland obtained from Northern Ireland Labour Market Report September 2015 (young people aged 18 to 24)

CAN WE DO SOMETHING TO TACKLE UNEMPLOYMENT?

At the training course "Entrepreneurship School for Youth Workers" participants have identified several levels in which we can tackle unemployment - some of them are in our power to handle, while others are depending on external factors - such as globalization, policies and laws on international level

In the first chapter of this publication we have identified the situation with youth unemployment in four different countries. Based on the identified and analyzed situation it is always a good thing to think about the possible solutions. Some of the questions youth workers and other people dealing with unemployment can ask themselves are the following ones: What can I do to tackle unemployment? What are the skills and knowledge needed? What are the opportunities which can help to resolve the status of unemployment? What is the role of youth work in unemployment? What is the role of policy? Can I affect the policy?

In general, we can discuss about three levels when talking about unemployment. These three levels are: Individual level, youth work level and policy level.

One of the most important levels, in which we can make changes, is individual level. It is shown that unemployed young people have increased feeling of injustice, discrimination and abandonment in relation to persons and institutions that have the power and influence. They feel that qualifications, competences and motivation are less important factors for employment in comparison to meaningful connections and corruption (Poljšak-Škraban and Žorga, 2007). Other studies show that

young people choose passive approach in dealing with the difficulties of employment and the consequences arising therefrom (Koller-Trbović et al., 2009). Furthermore, young people often talk about „victim role“ in the hiring process and blame institutions or people that have the power (government, employers, discrimination, market, etc.). Because of that it is important to think about some possible solutions that can be implemented in order to prevent „victim role“. Young person can think about different possibilities that are offered to them (training courses, volunteering opportunities), as this can help them in gaining additional experience. Furthermore, it is important to stay positive, confident and energetic. This level is completely in the control of the young person, so it is important to have entrepreneurial spirit and be proactive.

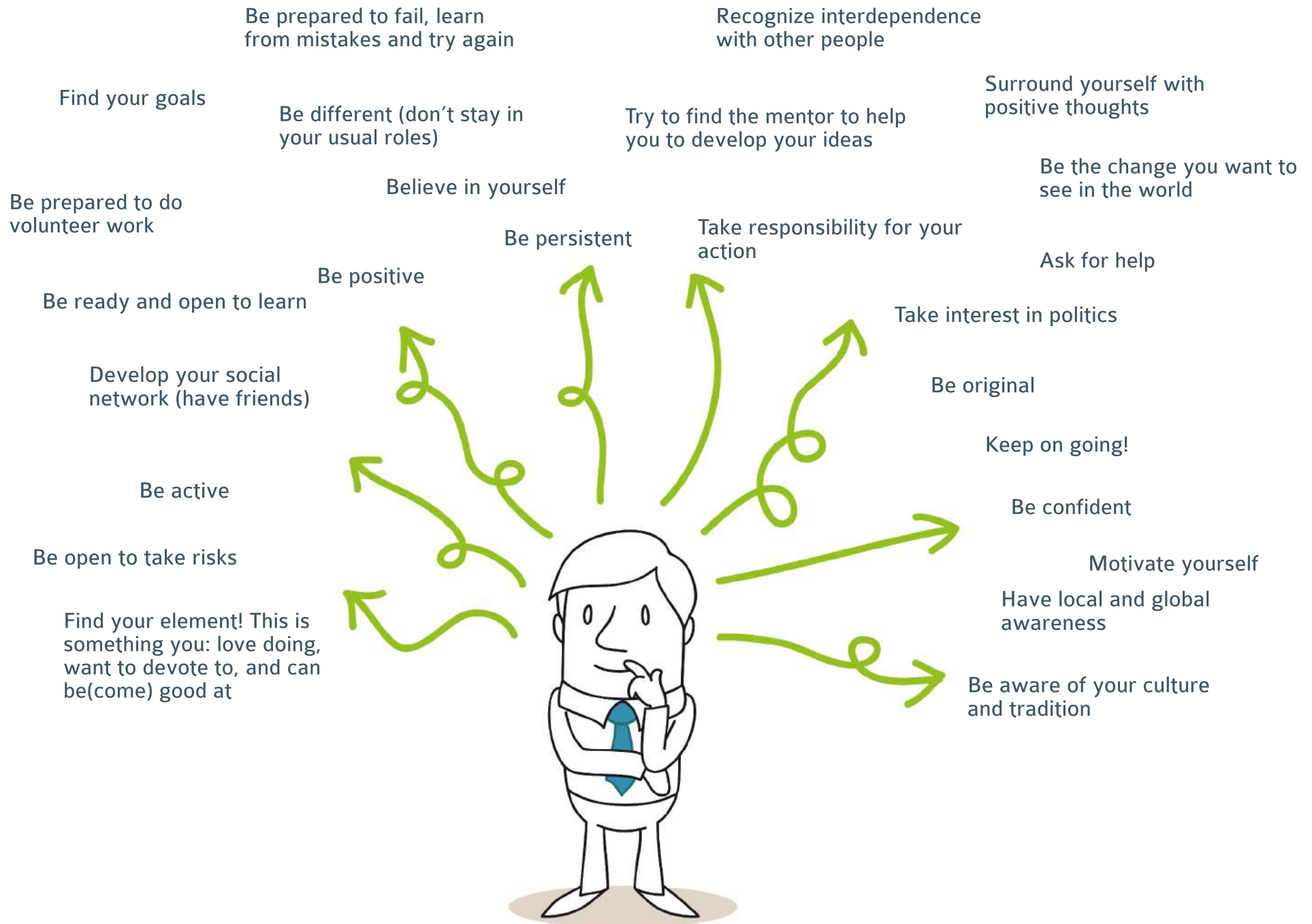
Second level, youth work level, is also quite important. Youth workers can definitely provide support to young people in developing their personality, skills and competencies, as well as their position on the job market. They can empower them through different activities – such as trainings, conferences, connecting with local businesses and providing voluntary opportunities to young people. Those are just some of the examples in which youth work can be useful for developing young

persons' skills in this area.

The last level is one which we cannot influence completely. This is the policy level. This level is the one which shapes youth policies and is responsible for direction in which all laws, strategies and other documents are heading to. Some policies include volunteering policies, educational policies, youth involvement policies. Some of the policy reforms that should be made are certainly connected to education and changing the paradigm of learning. The other changes include recognition of non-formal education and volunteering, improving implementation of Youth guarantee and introduction Civic Education in schools around Europe. We can influence them through organizing advocacy campaigns.

Participants of the training course „Entrepreneurship School for Youth Workers“ have made a list of possible solutions, which can be found in the next few pages – they discussed about all three levels. While some of the changes are quite realistic and possible, others are connected to structural and paradigm changes and their realization could take long time. However, we should all advocate for changes and do what is in our power to change current status quo!

INDIVIDUAL LEVEL



YOUTH WORK LEVEL

Motivate young people through appreciation and recognition

Make emphasis on artistic development and body moving

Bring guests of different professions to share their experiences

Encourage young people to work on their talents, skills – space to find out what they like, who they are, through different education games – pretending to be businessmen, artist, teacher....

Give young people opportunities to volunteer in order to build different skills

Set partnership with other organizations and also companies for taking in young people for work – building strong partnerships

Visit local business

Build capacities – mentors, coaching, approach one-to-one

Learn by doing

Trainings – support young people with different skills (CV-s, interviews...)

Provide volunteering experiences

Organize conferences and forums, talking together – voicing out the solutions

Connect to schools

Youth work organizations – identify needs of young people, their passions

Provide experience for young people to work within enterprise

Raise awareness with administration and paperwork

Bring together young people to speak and find solutions



POLICY LEVEL – WHAT CAN WE ADVOCATE FOR?

Introducing civic education in curricula, as It is stopping corruption and builds more ethical society

Defining the term "volunteering" more clearly

Raising awareness of volunteering on a national and international level

More open communication of the government

Higher involvement of young people in politics

Raising awareness about work of government and politics (public needs to see what the politicians are doing)

Promoting among young people need to participate in the parliament and politics

Raising awareness about (dis)advantages of capitalism and current economic system

Recognizing non-formal education and volunteering (youth pass, portfolio, training portfolio) – really important

Providing more practical skills, more soft skills in educational system

Recognizing the youth work as profession

Improving implementation of Youth guarantee

Providing more opportunities for job shadowing

Changing priorities of states/governments to be more oriented towards young people and their needs

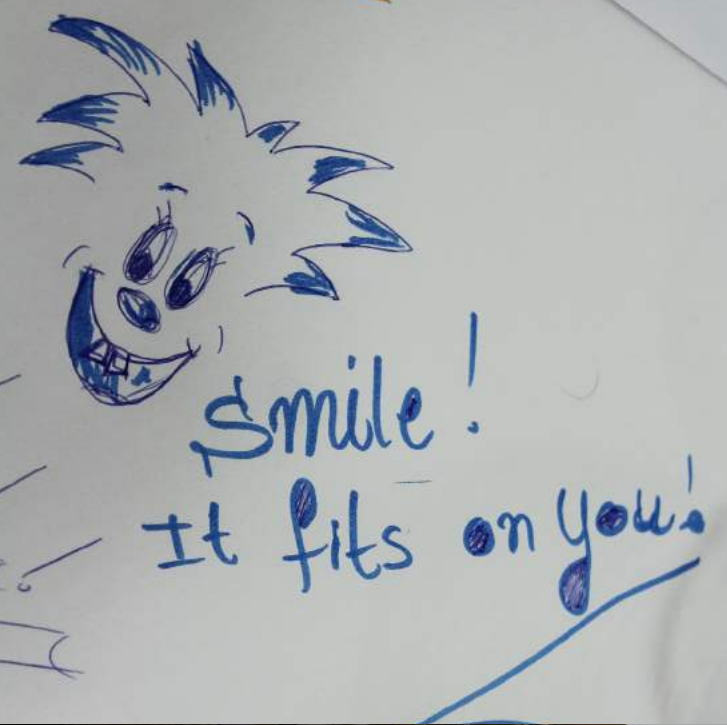




PART TWO

Let's talk about youth work and suggestions of activities and workshops!

YOUTH WORKERS - AGENTS OF CHANGE



In this part of the publication, we are talking more about youth work and the role of youth work in entrepreneurship. Also, this part of the publication is going to provide youth workers with some ideas on activities and workshops that they can use in every day work.

In today's society youth work is a field that develops constantly and the need to adapt to certain changes in society is a necessity. In social surroundings, youth workers have to adapt their programs and activities to the needs of young people (or sometimes, the needs of society). One of those needs is also – the need that young people become more entrepreneurial.

The relationship between youth work and entrepreneurship is either assumed or contested, but it is not thoroughly examined. Because of that, it is important to discuss if entrepreneurship of young people is societal need or individual need of young people.

Youth work needs to develop personal skills of young people and help in promotion of their self-confidence, self-love, developing their capabilities and empowering them to fulfill their dreams. This process is called personalization. However, due to changes in economic situation in whole Europe, the process of socialization becomes more emphasized. This is a process in which we observe young people and their needs based on relations to others and different social systems, as well as the situations in which young people are engaged in. Usage of this approach in youth work can influence different views and perspectives young people have on society – critics say

that it does not help them to become critically aware of what is happening in society (Pantea, 2014).

So, should youth workers use personalization process or socialization process? As entrepreneurship is societal need, we believe that in working with young people in this topic both approaches should be used. When developing entrepreneurial skills and capabilities, we talk about communication skills, negotiation skills, writing skills, creativity and as a result young people can become more confident in themselves.

Sense of initiative and entrepreneurship is one of the main key competences defined by European Commission and it means to turn ideas into actions, to be creative and innovative, to take risks and to plan and manage projects. This means that people can optimally use opportunities for personal (or professional) development. As this is one of the key competences that we should develop throughout life, it is important to identify with young people if this is something what they want to develop and then give them support through the process.

In order to better support the young people in developing their entrepreneurship skills, we have prepared short workshops you can use in your everyday work.



IDEAS FOR WORKSHOPS

WORKSHOP 1

CREATE YOUR OWN LEARNING PLAN!

Target group

young people

Goal

- to introduce young people with the concept of creating learning plan as a helpful tool in achieving set goals

Outcomes

- to make their path in starting their own business or project more clearer
- to define their goals and sub-goals
- to define methods and time-frame
- to recognize the importance of planning in everyday life
- to become aware of setting their own goals, possible obstacles and solutions

Duration

45 minutes

Materials

A3 papers, pencils, markers

Activity description

Start off the activity with a small discussion about goals. Ask participants if they have ever had goals in their life? What were they? Did they succeed in fulfilling them? Did they have any obstacles? Why yes/not? Invite participants to share their goals if they are comfortable with sharing in big group.

After the end of the discussion, ask the participants why it is important to plan their goals and how we can do this. There are several reasons such as – having clearer vision of the future, preventing quitting up when issues occur, achieving something you want...

Introduce the concept of the learning plan. Tell the participants that this is a technique where they can think about what they want to achieve in the foreseen period – it can be six months or one year. Tell them that this is a technique which can help them in getting better vision of themselves and what is necessary to achieve something in the future.

Introduce the basic questions which need to be answered in the plan: 1) What is the goal? What are the sub-goals?; 2) What materials do I need to realize the goal?; 3) Who can help me in achieving the goal? Who are the people I can rely on? Who can provide me with some resources?; 4) When the goal is going to be reached?; 5) What are the possible obstacles on the way of reaching my goal?

Do not forget to tell to the participants that goals should follow the SMART structure (specific, measurable, attainable, realistic and timely), as this is important for evaluation of the realization of the goal.

Tell participant that they can draw, write and visualize their plan as they wish. Give them enough time to think and to write the whole plan on A3 papers. If you wish, you can ask someone to share their plan in the end of the session.

WORKSHOP 2

WHAT CAN WE DO TO TACKLE UNEMPLOYMENT?

Target group

youth workers, young people

Goal

- to brainstorm possible solutions about unemployment of young people on different levels in society - individual level, policy level and youth work level

Outcomes

- to improve communication skills and opinion giving skills
- to think critically
- to become aware of different levels of unemployment
- to improve creativity
- to enhance problem-solving skills

Duration

120 minutes

Materials

flip-chart papers, pencils, markers

Activity description

Open the session with inputs of unemployment of young people and the impact it can have on young people (see previous chapters in this publication for detail reference).

Explain that there are three levels in which we can identify possible solutions. The three levels are individual level, youth work level and policy level. More details on each level can be found in Part One of this publication.

Tell participants that you want to hear more from them and possible solutions – what can we do to tackle unemployment? Tree tables or three parts of the training room should be the spots for discussions. Each table or part of the room will represent one of the levels. Tell participants that you'll use world café method – and that you need one or two moderators for each level. Ask who will be the moderator and will make the summary of all collected opinions. When moderators are picked, they head to their tables or parts of the room to prepare shortly. Meanwhile, you can use creative way of creating three small groups of participants who will go to each of the tables. You can divide them by age, by numbers, by some drawings or using different objects.

Tell three groups that they need to go to one of the tables and discuss with moderators and give their opinions. After approximately 20 minutes tell that the groups need to shift to other table. After next 20 minutes, give the sign that they need to go to next table.

When the discussion is complete, moderators are asked to present the findings to whole group, after which people can discuss more (if they disagree with some statements).

In the end, recommendations can be made for future activities.

WORKSHOP 3

BUSINESS CANVAS

Target group

young people, youth workers, teachers

Goal

- to introduce business canvas – template for developing new or documenting existing business models

Outcomes

- to develop planning skills
- to gain new knowledge and learn main terms in every business such as key partners, key activities, channels, costs, key resources, customer relationship, etc.
- to become aware of different aspects of business and the effort implemented in order to start your own business
- to develop one's entrepreneurship and initiative skill

Duration

240 minutes

Materials

business canvas sheets (each for every participant - with questions), business canvas sheet per group (without questions, on A3 paper) pencils, markers, flip-chart paper, post-it papers

Activity description

Ask the participants what comes to their mind when you say word “business”. Let them brainstorm and write all the suggestions to a flip-chart paper. Then call them to come to flipchart and try to think of a definition for a business. When they're done ask them to together explore differences and similarities in given definitions and than you can tell the official definition (such as definitions from Merriam Webster dictionary or Business dictionary).

Afterwards, tell participants that planning their own business, key activities and whole strategy is not an easy task. However, there are some tools that can be helpful to them in planning. Introduce the business canvas model and main elements (more information can be found on http://businessmodelgeneration.com/downloads/businessmodelgeneration_preview.pdf). It is important to get yourself acquainted with the model. After you have presented the main elements of business canvas, divide participants in three groups. Each group will have different business they want to develop.

Group 1: Restaurant which serves gourmet food

Group 2: Jewelry shop, which is hand-made

Group 3: ICT company that is producing software for mobile devices

After you have divided them, give them business canvas sheets with questions (each participant should have one) and per group one big A3 paper with printed canvas. Their task is to try and fill in the canvas. The best way is to use post-it papers and put it on canvas. Give participants enough time. Of course, the time for this exercise will not be sufficient for going in-depth, but participants can get a good overview of how the canvas looks. In the end, ask participants to present their businesses.

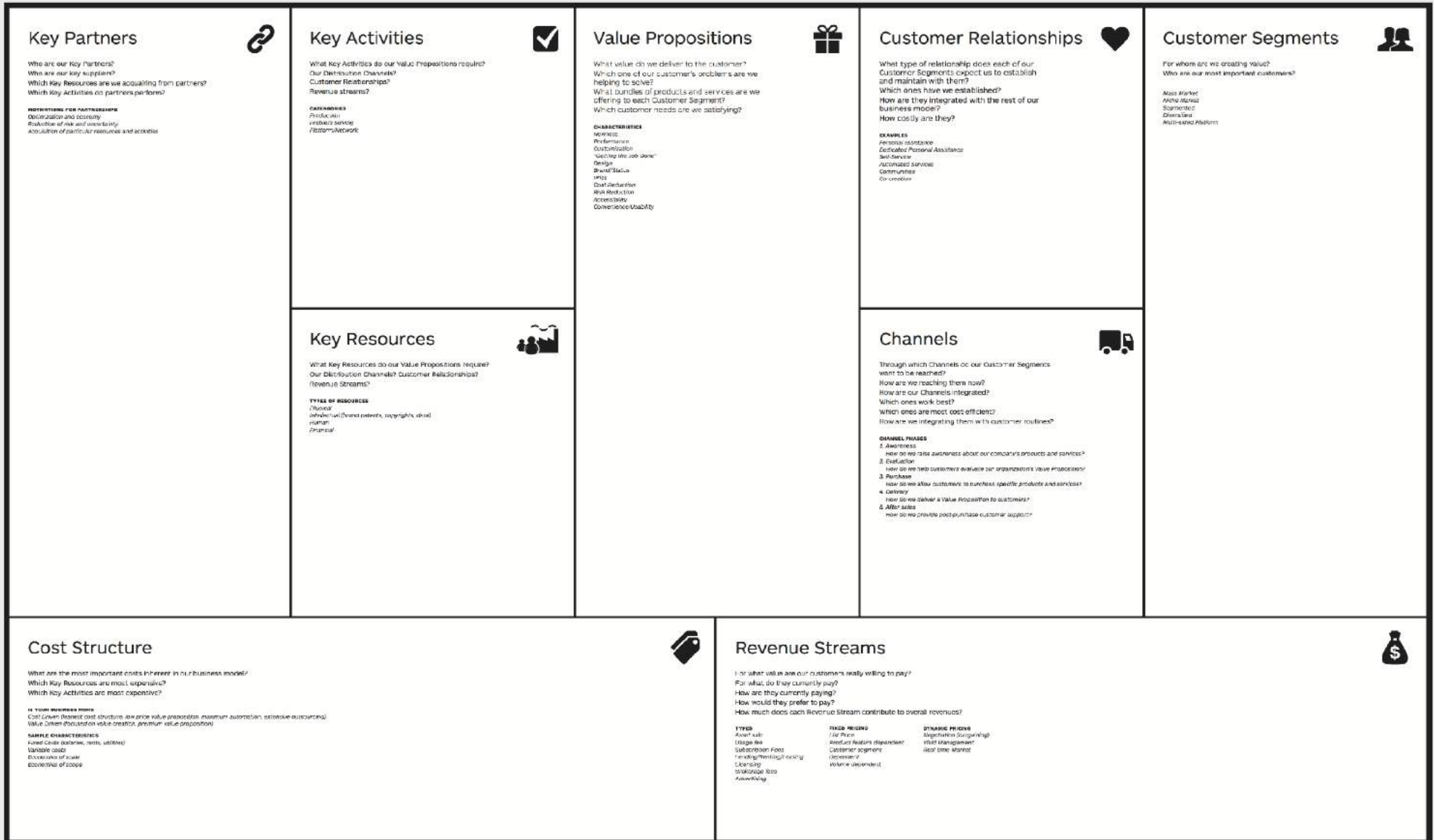
The Business Model Canvas

Designed for:

Designed by:

Date:

Version:



DESIGNED BY: Business Model Foundry AG
The makers of Business Model Generation and Strategyzer

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WORKSHOP 4

JOB INTERVIEW SIMULATION

Target group

young people, youth workers

Goal

- to empower communication skills (verbal and non-verbal) of participants during the interview process for the job position

Outcomes

- to empower young people in job interview skills
- to empower verbal and non-verbal communication skills
- to become aware of the questions that can be asked during the interview process
- to acquire new knowledge and skills in the field of job selection
- to provide experience of simulation of a job interview to both young people and youth workers

Duration

120 minutes

Materials

papers, pencils

Activity description

Tell participants that you will read them a story – give them instruction that they close their eyes, relax and listen. Your voice should be calming and you can read it slowly.

It's Thursday, 8 AM. You wake up, put your slippers and go downstairs in the kitchen. You open a cabinet and take coffee which was inside. You take the cup and put coffee inside, while the water you have put in the kettle starts to boil. It's a relaxed morning. You are just thinking that you can go outside, enjoy in the fresh air and soak up the sun – it's spring, so the weather conditions are perfect. All of the sudden, your mobile starts to ring and interrupts you in the planning of your day. You answer and say: "Hello." The voice from the other side says: "Hello, I'm calling from the company Best Projects Limited. We have received your number from a human resources representative from Great Projects Limited. We are calling because they gave us the recommendation for your work and they say that you currently are unemployed." While these sentences are being told, you remember that last week you didn't get the job at the Great Projects Limited, even though you were one of the final candidates at the interview. The voice from the other side continued to speak: "So, we are interested and would like for you to come on an interview tomorrow morning at 10 o'clock." You answered that this is OK with you. "Great, so see you soon tomorrow.", the voice replied. After the call ended, you thought to yourself: "I cannot believe this has happened – I'd better prepare for tomorrow."

Stop the reading, tell participants to open the eyes. Tell them that they have heard the beginning of the story and you have some questions for them. On the flip-chart, show them the questions (which you have prepared earlier):

- What would you do next?
- How would you prepare – what steps would you make in order to prepare yourself good?
- How would you dress?
- At what time would you arrive at the interview?
- How would you act during an interview?

Divide them in smaller groups and tell them that they go through every question and discuss. Give around 15 minutes to discuss and then let everyone present the findings in the plenary. Add something if it's missing.

Afterwards, tell to the participants that interviewing process sometimes can be quite stressful. But the key is in the preparation and knowing your own strengths and weaknesses, as well as the questions that can come. So, it's always a good idea to practice with someone (a friend or relative) before the interview. Some people also tape themselves with camera, so that they can see the changes in non-verbal communication.

Tell the participants that we'll practice the job interview in pairs. Divide group in pairs. Each pair should receive possible questions to ask, but they are not obligatory to use them all – they are even encouraged to ask new questions. Some of the examples could be:

- Tell me about yourself.
- What is your biggest flaw?
- Have you ever faced any obstacle in your previous work or school and how did you handle it?
- How do you handle stress on the job?
- Why are you the best candidate for this position?
- Describe your most significant accomplishment.
- How do you manage your time?
- How would you describe your teamwork style?
- How do others describe you?
- What do you like to do outside of work?
- Do you have any questions for us?

Job position they are applying to can be whatever position they feel qualified to do (e.g. if you have a marketing expert, probably he/she will go to a interview for position in the marketing field). One person will have be the interviewer, while the other is going to be a job seeker. Tell that the interviewer should write observations. After 20 minutes, give a sign and they need to alternate roles. So, the job seeker becomes the interviewer. After 20 minutes is up, tell the participants to provide feedback to each other interviews (in maximum of 10 minutes).

Return back to the plenary and ask participants how the interviewing process felt, what was the most surprising, were they scared, was feedback useful, etc. Finish the activity with saying that job interviews are a great way to develop communication skills and that answering to different questions is the question of practice – more you practice, the better you will be.

WORKSHOP 5

SWOT AND PEST ANALYSIS

Target group

youth workers, young people

Goal

- to introduce the analysis of surroundings and inner analysis of projects or businesses to participants

Outcomes

- to become aware of surroundings which can have influence on the project or business idea
- to develop systematic and structure thinking
- to become aware of strengths, weaknesses, opportunities and threats of projects or business ideas
- to become aware of the environment (social, political) in general

Duration

120 minutes

Materials

A3 papers, pencils, markers

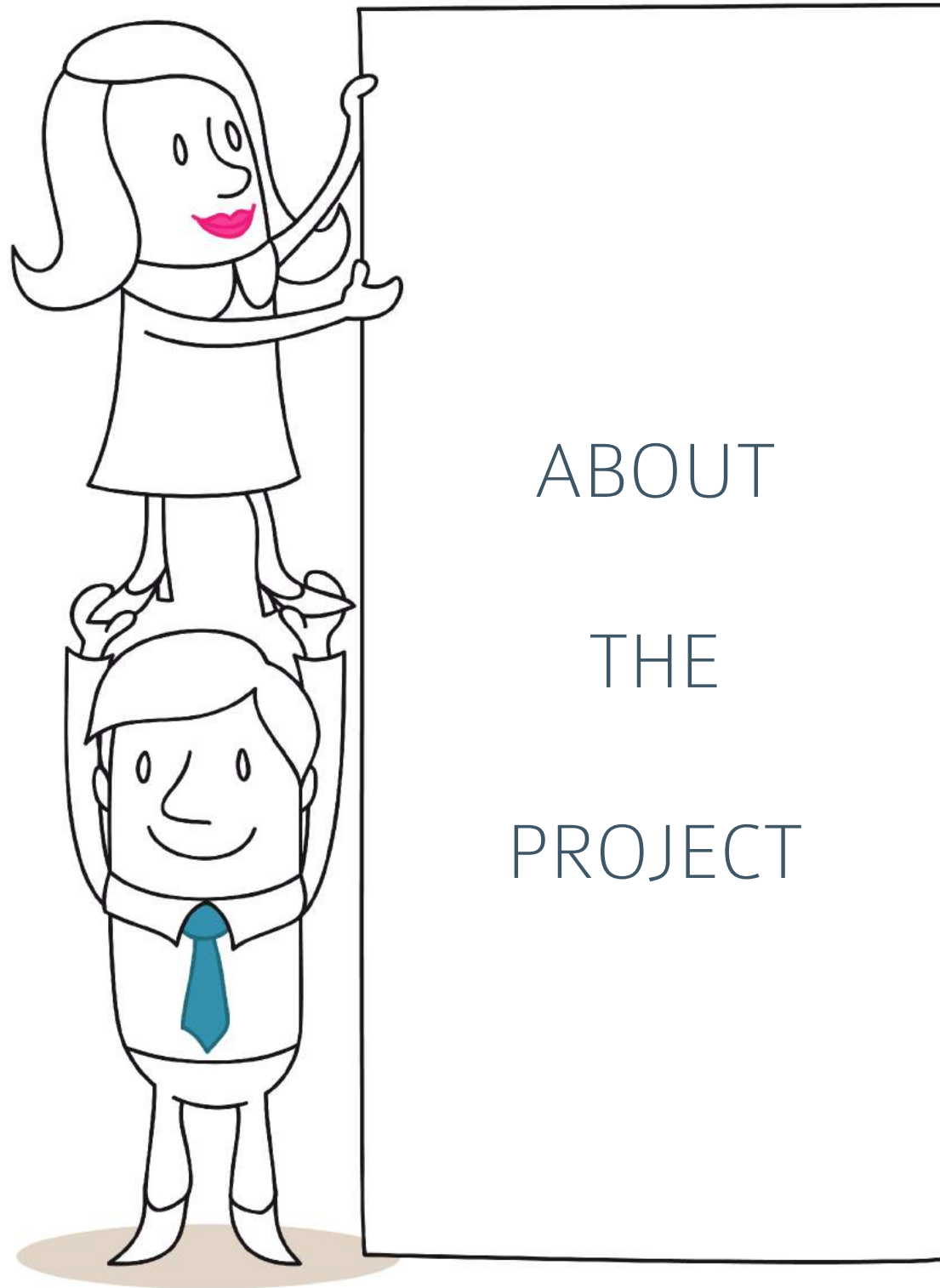
Activity description

Note: This activity is best to implement if participants have developed business or project idea. Alternative way is that the trainer gives them specific goals of the project or business (e.g. starting your own software business, starting awareness raising campaign about citizenship education in local community...).

Start with the discussion on external factors and their influence of the project or business idea. Ask participants different questions about the possible impact of the external factors (e.g. Imagine that you decide to organize a sport event – however, the bad weather starts – how will you deal with it?; What else can influence the project or business idea?). After some ideas and suggestions, continue to talk and explain that there could be a lot of influences of every idea. Because of that, some methods are developed in order to predict external influences. Explain that this is a strategic tool which is used to understand market growth (or decline), business positions, and directions for activities. The method is called PEST analysis – analysis of political, economical, social and technological aspects. Explain in more details the PEST analysis (more information can be found in the website <http://pestleanalysis.com/pest-analysis/>). Tell the participants that they take their own ideas (or the ones you prepared to them) and that they try to define at least two influences per each category. After they are finished, go through the possible influences and encourage participants to give feedback. In the end, mention that all the four elements are closely connected – they can intertwine and interact with each other (e.g. economic problems can cause riots).

Afterwards, tell the participants that after dealing with external factors, it is quite important to deal with internal factors also. Introduce the SWOT analysis. Give the same task to the participants as above – let them try to identify the strengths, opportunities, weaknesses and threats (more information can be found in the website <http://pestleanalysis.com/swot-template/>). Go through SWOT matrix and give the summary of everything said.

Debrief the activity with the questions: How can you use this in the future? Can this be used in personal life or just business life? How?



ABOUT

THE

PROJECT

"ENTREPRENEURSHIP SCHOOL FOR YOUTH WORKERS"



What was the training course all about? What topics did we cover? What was the feedback of participants about the training course and concept of the training? All of this, you can read in the following few lines. We hope this will inspire you to conduct similar training courses in your community.

Entrepreneurship school for youth workers - empowering for combating unemployment of youth in local communities aimed to introduce young people and those working with young people, youth workers, with the concepts of entrepreneurship and how to promote it among youth they work with. The participants from four countries – Greece, Portugal, Northern Ireland (UK) and Croatia – gained competences in the following themes: Introduction to the Communication Skills, Communication Skills for Better Employability, Basics of the Project Management and Introduction to StartUps, Co-working Spaces and Social Enterprise (theory, practical work and study visit). Thus the training course has supported better chances for youth employment, taking initiative in local community and combating negative social and economic trends.

The training course was implemented through the use of non-formal methodology and it was adapted to the participants. Methods used were discussions, role-playing, case studies, simulations, group work, workshops, peer education, world café and other methods that are crucial for non-formal learning. Additionally, trainers made a great effort to create a learning environment for participants to feel safe and focused on their own personal but also group journey during the whole

process. Furthermore, during the training, the participants had the opportunity to find out more about the startups and social enterprise business in the area of Primorsko-Goranska County (city of Rijeka). Other methodology used was experiential learning, meaning that participants were put in the situations of unemployed young people which enhanced learning from their own experiences (e.g. job interview, writing resume and covering letter).

The training course was successful which could be seen from evaluation done at the training course. The participants needed to fill in two questionnaires – first was the general evaluation where aspects for food, accommodation, trainers and whole experience was tested. Other questionnaire was focused on the specific competences in employability and topics which were covered during the training course.

The positive effect is evident in all tested competence, and the largest was in increased awareness of verbal and nonverbal communication during a job interview, getting to know the new people with whom they can develop their project ideas, as well as methods of working with young people on the subject of unemployment.

In general, the training course got average grade of 4,4 (on the scale from 1 to 5).

AND WHAT DO PARTICIPANTS SAY?

I found the whole experience amazing, it has really energised me in terms of my own work and I am really motivated to bring the learning back to my community. I believe I can implement a lot of these practice methods in my own practice and programmes. I feel I have had a personal journey with my own confidence.

I've learned so much about myself and what I've been through and where I am now. I feel so inspired to go out and tackle the world head on!

It was a wonderful experience for me. I've learnt many things and I got inspired. This training also helped me to make a personal plan about my future.

I have learned a lot about myself, my practice and how I interact with others. I felt I found my voice in all the training sessions and became more self-aware and self-confident. I have learnt a lot from the trainers, not just through the sessions but from their facilitations styles and methods, their ability to set the tone of the programme, create a safe environment, and a platform for everyone to feel safe and secure.

It was a wonderful experience for me. I've learnt many things and I got inspired. This training also helped me to make a personal plan about my future.

Without doubt the trainers were fantastic and had a genuine willingness to help us learn. I enjoyed all the weeks' activities. Best experience for me was the interview practice, study trip, project planning.

I learned how to present myself better. Now I have better insights what I want to do.



CONCLUSION

We have come to an end...

CONCLUSION

“Every ending is a new beginning.”

Marianne Williamson



So, we have come to an end of this journey...

We hope that this publication has provided you with some useful tools for your future work. We also hope that it helped in the shaping of the future activities with unemployed young people. The workshops we have provided are just a „scratch“ which can be made with young people on this topic.

The topic of entrepreneurship and developing sense of initiative among young people will become even more important in the shifting economic changes which are coming in the next few years. We hope the workshops we provided will help you in achieving the final goal – to develop skills of young people even more.

We also hope that review of the situation in four countries, as well as the ideas, suggestions and recommendations provided by the participants of the training course were helpful. We are certainly sure that most of the suggestions can be implemented with just a little effort from policy and politicians, but also from individuals and especially youth workers. All of youth workers, as said in the title of the chapter, are agents of change – we are not changing the world of individual young people, but the whole society.

In this short end, we would like to thank you for the reading the whole publication.

If you decide to implement the workshops we have created, please do tell us, share your experience with us and tell us what we can improve. You can send all the comments to Domagoj Morić at Forum for Freedom in Education via e-mail dmoric@fso.hr. On this e-mail you can also send any comments regarding this publication.

Also, if you will have any further questions regarding the whole project, do not hesitate to contact the FFE Team. You can contact us via email: dmoric@fso.hr, our Facebook or Twitter page.

Thanks again for reading this book!

Cheers!

A crowd of stylized, line-art men in white shirts and ties. Most have neutral or slightly sad expressions. In the center, two men are holding up a large white rectangular sign. The man on the left of the sign is smiling. The man on the right of the sign is wearing a red tie, while all other men have blue ties. The word "LITERATURE" is written in a simple, blue, sans-serif font on the sign.

LITERATURE

LITERATURE

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ABOUT FORUM FOR FREEDOM IN EDUCATION

The Forum for Freedom in Education is a well-recognized civil society organisation active since 1992. It works on harmonising the educational system in Croatia with the educational standards of modern democratic societies, guided by the principles of choice and equal access to education that enables the self-realisation of a person.



**FORUM ZA
SLOBODU
ODGOJA**

Our innovative, high-quality programmes provide support to teachers and schools, children and youth, university lecturers and professionals working with children and youth in the educational and the social welfare systems. The programmes of teaching advancement, civic and health education, skills of non-violent conflict resolution and improvement of school management are designed for those stakeholders.

The goals of the programmes of the Forum for Freedom in Education are achieved through professional training seminars and educational activities, studies and analyses, campaigns and creative competitions, as well as through direct work with teachers and schools. Publishing plays an important role in disseminating best practices by way of compendia and other publications available on the organisation's web site. Particular attention is paid to the development of high-quality programmes for children and youth so that they can gain knowledge and skills for their participation in societal and democratic processes.

Besides teacher training programmes, FFE organises programs for children and youth. The creative competition "Colour the World!" became the focal point for promoting tolerance in schools. We receive hundreds of creative works every year, in which students contemplate tolerance by sending the adults clear messages on the society they wish to live in.

Educational programmes of the Forum for Freedom in Education for youth – summer schools and academies, seminars and workshops – are always a place for learning, new friendships, creative ideas, and are a place where young people respond positively to the incentives and effort invested. The Forum for Freedom in Education has been implementing the programme of scholarships in the United Kingdom since 1992, and over 100 students from Croatian high schools have participated in the programme. The experience of education in British schools provided them with a wide range of educational opportunities and they forged friendships that have lasted after the end of their schooling.

Volunteers are a great treasure for the Forum for Freedom in Education. Each year university students and other young professionals join our team to gain basic teamwork skills, learn about the educational system and share in the construction of a better educational system and society.

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LET'S WORK IT OUT

innovative
approaches to youth
work and
employment



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