



**better chances for
YOUNG PEOPLE
on the labour market**

inspiration | networking | projects
inclusion | funding | visibility

18-20 Oct 2011
Antwerp (B)

for people working on youth
employment & entrepreneurship
[www.salto-youth.net/bridges to work](http://www.salto-youth.net/bridges%20to%20work)




**Inclusion Through
Employability**

Youth Work Approaches to
Employment



**Youth Work –
Lack of Knowledge**

**OECD
EU
SALTO**



PRE-CRISIS

- High youth unemployment
- Yoyo trajectory
- Poor work
- Hollowing out
- Lengthening transitions, more vulnerable
- New profiles of exclusion
- Regional variation ? Of degree



**Crisis
Your Panorama**

Youth Unemployment
long-term

3 scenarios

- Bad
- Worse
- Even worse

Hysteresis/Scarring

4 KEY FACTORS OF SUCCESS

- Involvement & participation
- Holistic coordination & governance
- Non-formal learning
- Entrepreneurship

INVOLVEMENT & PARTICIPATION

How can meaningful participation be achieved in practice?

- Dynamic
- Real expectations
- Credibility
- Proximity
- Empowerment
- Emotion
- Mediation

INVOLVEMENT & PARTICIPATION

Drivers for youth participation

- They **see the value** of what is offered
- They are being offered something they **want**
- Promised results are **concrete & credible**
- It answers the questions 'what's in it for me?' 'what's it got to do with me?'

INVOLVEMENT & PARTICIPATION

Drivers for youth participation in programmes

- It is a path to a **job** they want
- They see it as an **opportunity**
- They can **achieve** something
- It is **attractive** to them
- They **feel good** doing it:

INVOLVEMENT & PARTICIPATION

Drivers for youth participation

- **childcare** solutions
- **convenient & inviting** locations, **unintimidating**



Community Links' Connexions service, east London, UK. Shopfront format & street level presence facilitates access & raises awareness of the service, due to visibility

11

COMMITMENT FROM STAKEHOLDERS

- schools, youth centres, local government, NGOs...
- E.g. provide a specialized programme in a school, in exchange the school agrees to meet certain commitments...
- E.g. improving monitoring and evaluation procedures

COMMITMENT WITH YOUNG PEOPLE

- 2-way contract
- fulfil their commitments = developing social **competences**
- with a participant's **family, friends...**

HOLISTIC COORDINATION & GOVERNANCE

HOLISTIC COORDINATION & GOVERNANCE

- Happens locally
- Subsidiarity as close to people as possible
- Interdisciplinary
- Addressing individual mindsets i.e. Actual people
- Involve stakeholders, families **complicity** of parents
- Trust between a community and the institution or organisation
- Addressing setting, people around the youths (teachers...)
- Combined approach advantage of considering different facets of a young person & of efficiency
- Pro-youth practices yourselves



Sweden 'Navigation centres' young people go to and receive interdisciplinary support, tailored to each individual's needs through a single holistic plan

16

HOLISTIC COORDINATION & GOVERNANCE

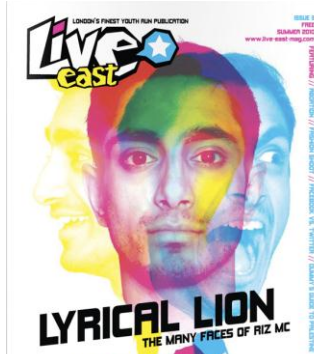
- **Think long-term:**
- The most vulnerable young people require complex and lengthy transitions
- Stable and longer-term relationships with young people
- **Focus not just on getting young people into work, but on getting them stable and long-term jobs duration at least a year**
- **Evaluate** re. success at keeping young people in work for at least a year

NON-FORMAL LEARNING

NON-FORMAL LEARNING



The **Benfica Foundation** in Portugal supports literacy programmes for excluded young people, offering participants the opportunity to achieve something attractive to them



Live East, a well circulated magazine published in East London, entirely produced by young people aged 14-22 coached and edited by media professionals.

NON-FORMAL LEARNING

Decision making, group interaction and negotiation skills
 → participants might be invited to decide how a portion of money in the programme budget will be spent

Standard entry **test** will often be perceived as off-putting
 → participate in activity that displays level of competence

NON-FORMAL LEARNING

Identifying skills gained non-formally

- Before they can convince others, young people must be made to see their own competences
- Need to be **coached on how to explain this to others**

NON-FORMAL LEARNING

Identifying skills gained non-formally

- France - Bilan de Compétences
- Youth In Action - Value of Youth Pass is Process
- London - young person talked through his/her daily routine

NON-FORMAL LEARNING

Identifying skills gained non-formally



C-Stick experience:

- Prioritise teaching skills for interviews and self-presentation.
- Start by building awareness of the value of skills acquired informally or non-formally, among the young people themselves.

NON-FORMAL LEARNING

Validation of Non-Formal learning

- Clearly define the results the learning actions are trying to achieve
- Perceivable change in behaviour, e.g.
 - bullying behaviour stops
 - candidate displays more assuredness in interviews

NON-FORMAL LEARNING

Validation of Non-Formal learning

- Employers & employment services:
 - Ensure they understand & recognise value of non-formal learning
 - Liaise to find out needs and design contents suitably

NON-FORMAL LEARNING

Validation of Non-Formal learning

- Vocational schools:
 - Can evaluate competences & validate them practical
 - 2-way trend formalise non-formal, more non-formal in formal → generic skills

NON-FORMAL LEARNING

Validation of Non-Formal learning

- Importance of networking to get a job support includes:
 - Summer jobs while in school;
 - Training as a means to improve network for young people
 - Study visits: from employers to schools/projects & vice versa

WORK FACTORY, SWEDISH PROJECT

used study visits and training to build young people's networks

- 38% of participants have new knowledge about labour market
- 26% have improved network.
- 63% went from unemployment to work or studies after

NON-FORMAL LEARNING

Acquiring basic education & Generic skills: a staged approach

- Formal learning counter-productive if pertinent generic skills gaps have not first been sufficiently resolved.
- EC: Non-formal learning as a pathway of social inclusion and employability

ENTREPRENEURSHIP

ENTREPRENEURSHIP

- Option for employment
 - General benefit
 - Mainly small-scale
 - Micro-finance growing
- Youth on the Move

ENTREPRENEURSHIP

What can youth entrepreneurship programmes do?

- Give experience of what it is like to run a business
- Stimulate entrepreneurial sensibility
- Essential youth workers work with the business sector they know about business
- Creating training programmes and support structures (incubators...) only effective if address real gap
- If not, work with the existing



Community Links centre, east London. Snack shop run by young people themselves. Participants get a taste of business management, learning about entrepreneurship on a practical level and as an option for them.

34

ENTREPRENEURSHIP

Limitations to youth entrepreneurship programmes

- Barriers to entry:
- Excessive administrative burden
- Broader entrepreneurial culture
- Business environment



THANK YOU!

36