

You(th) Work in Youth Guarantee



OUR MISSION METHOD'S BOOKLET

With **creative** and **innovative**
non-formal methods on **creativity**, **culture**,
employment and **entrepreneurship**



Introduction

This Methods' Booklet was made by the participants of the You(th) Work in Youth Guarantee seminar, which was held in Sfantu Gheorghe, Romania at 2-10 October 2015, supported by the ErasmusPlus Programme and organized by the Asociatia Tinerilor din Judetul Covasna- HARIT.

This Method's booklet makes an attempt to present good methods of non-formal education for fighting against unemployment of young people and how these methods can be integrated into different phases of Youth Guarantee in different countries along with the objectives of European Youth Strategy "Investing and empowering young people. 38 participants from Spain, Bulgaria, France, Greece, Hungary, Italy, Malta, Slovakia and Romania worked on the topic of You(th) Work in Youth Guarantee. They came up with ideas and methods which already exist and some which seem to be something new.

This Proposal tries to inspire everyone who directly deal with NEET young people to be able to prepare, run and develop such type of non-formal methods which can support the needed competences development of their target group.

Good luck with this!

Team of the HARIT

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What is it?

The Youth Guarantee is a new approach to tackling youth unemployment which ensures that all young people under 25 – whether registered with employment services or not – get a good-quality, concrete offer within 4 months of them leaving formal education or becoming unemployed.

The good-quality offer should be for a job, apprenticeship, traineeship, or continued education and be adapted to each individual need and situation.

EU countries endorsed the principle of the Youth Guarantee in April 2013 (Council Recommendation).

How are Youth Guarantee schemes being set up?

Developing and delivering a Youth Guarantee scheme requires strong cooperation between all the key stakeholders: public authorities, employment services, career guidance providers, education & training institutions, youth support services, business, employers, trade unions, etc.

Early intervention and activation are key and, in many cases, reforms are needed, such as improving vocational education and training systems.

The European Commission has helped each EU country to develop its own national Youth Guarantee Implementation Plan and start implementation. The Commission also supports awareness raising activities on the setting up of the Youth Guarantee, with a pilot running in 4 Member States (Latvia, Finland, Portugal and Romania). The concept, products and visuals from this pilot have been put at the disposal of national, regional and local authorities who wish to use it further as an electronic toolkit.

Further, the Commission also facilitates the sharing of best practices between governments, in particular through the European Employment Strategy Mutual Learning Programme.

Success story

Finland has developed a comprehensive Youth Guarantee scheme. A Eurofound evaluation found that, in 2011, 83.5% of young job seekers received a successful offer within 3 months of registering as unemployed. The Finnish scheme has led to personalised plans for young people being drawn up more quickly, ultimately lowering unemployment.

Cost-benefits of a Youth Guarantee

Although precise figures are impossible to determine until each EU country has defined exactly how it will implement the scheme, recent research rates the benefits much higher than the costs.

The total estimated cost of establishing Youth Guarantee schemes in the Eurozone is €21bn a year, or 0.22% of GDP. (Source: ILO report – eurozone job crisis)

However, inaction would be much more costly. Young people not in employment, education or training are estimated to cost the EU €153bn (1.21% of GDP) a year – in benefits and foregone earnings and taxes. (Source: Eurofound report on youth unemployment)

Not all Youth Guarantee measures are expensive. For example, greater cooperation between stakeholders is effective without requiring large budgets.

Funding

To make the Youth Guarantee a reality, national budgets should prioritise youth employment to avoid higher costs in the future.

The EU will top-up national spending on these schemes through the European Social Fund and the €6bn Youth Employment Initiative.

As best working examples from the participating countries of the seminar we all agreed that Malta and Italy has the best ways of applying the Youth Guarantee programme, so here is a short presentationm of both good working applyied methods of the entioned countries:

Youth Guarantee programme in Malta

How did youth guarantee adapted to your country?

They offered free revision classes to students who failed or did not achieve the minimum requirements to continue further studies or get the first pre-requisites to get a job in Malta

The third initiative is an extension of the alternative learning programme where students who do not register to sit for O levels are encouraged to take an educational or vocational course enabling them to potentially go to MCAST

How it works, what is its structure in our country, which actors are involved and what are the measurements in each country?

In Malta the scheme will be:

- Administered by the Ministry and funded to the tune of €2.8 million.
- Those students who do not achieve the required grades in their SEC exams to further their studies will be assisted with catch up programme during the summer months.
- All the initiatives will target 2,000 students and help reduce the number of unemployed persons up to 25 years of age in Malta.

What are the successes and challenges facing on our country and good examples

- Unemployment rate is 6% of which 50% of them are students searching for a job who did not apply with ETC
- This information of youth guarantee is only being aimed mainly to students getting their school leaving certificate and parents told by councillors at schools at this level.
- Students are attending to these extra curriculum classes to further improve and be able to pass exams without knowing it's the youth guarantee program

Good examples of youth guarantee in Malta:

- Almost 2000 people benefitted out of this program in 2014 and it is expected to reach 3,000 people by end 2015.
- in 2013 to 2014, young people out of a job and not receiving any form of education or training had increased from 4,800 to 5,800.

Youth Guarantee programme in Italy

The Youth guarantee programme, aimed at supporting young people better and raising their awareness of existing jobs and training offers, was introduced in Italy exactly one year ago.

Several positive developments took place within the framework of the Youth guarantee implementation plan:

- incentives were introduced to hire young people aged between 18 and 29 who had been out of work for at least six months on permanent contracts;
- hiring conditions on apprenticeship contracts were simplified to make them more attractive for employers;
- profiling methods were adopted to identify young job-seekers according to intervention type required;
- a national website was launched to broaden outreach;
- services delivered to young people (such as training, apprenticeships, assistance for employment search, etc.) were standardised in terms of costs, modalities and duration, and increased use was made of private placement agencies to improve efficiency of support measures.

However, and in spite of EU funds being mobilised rapidly, youth employment prospects remain a major challenge. Young people registered for a Youth guarantee account reached about one fifth of the total potentially interested (1.7 million young people not in education, employment or training) and those with low education and further away from the education and labour systems have been less involved so far.

The Youth guarantee monitoring report of May 2015 presents the following facts:

- some 595 000 young people registered for the programme;
- individual action planning provided by the employment service increased by 11 669, up to 322 014;
- young people to which at least one measure had been proposed amounted to 101 366;
- Sicily was the region with the most registrations, 16% (95 965 units), followed by Campania with 12% (73 531 units) and Lazio with 8% (45 478 units).

A pilot survey conducted by ISFOL and the Labour Ministry in March 2015 underlines that eight out of 10 users were satisfied with the information received about the programme. Satisfaction with service quality was above 85% and rating of professionalism and operators' ability to interpret expectations and motivations was positive, with a growth rate of about 80%, while satisfaction with logistics and organisation was lower.

METHODS

Name of the method **BUILD YOUR SPAGHETTI'S MONUMENT**

Topic creativity

Timing
40 minutes

Main aim of the activity
(What you would like to achieve with it) Explore your creativity with spaghetti and only with one hand

Needed materials
spaghetti, scotch, plasticine, scissor, paper, color pens

Methods step by step
Presentation of activities and elements for building,
(respect the principles, use only one hand, put the other one into the pocket)
- Creating teams (5 min) : each participants picks up a paper with a country and form team with the same country
- Discussions in teams in order to choose the monument which they would like to create (5min)
- Starting of building the monument from the given elements

Learning outcomes
(what they will learn from it?) Using creativity in limited situations

Name of the method **CROSSING THE RIVER**

Topic culture

Timing 45 minutes

Main aim of the activity to develop the social skills and of the participants
(What you would like to achieve with it) and to raise awareness on cultural diversity

Needed materials Papers and pens

Methods step by step Put on the others shoes (5'): Eachone takes off a shoe and the participants must put one shoe of other participant, and walk around with it. Then they have to discuss in group how they felt when they were walking with the shoe of others.

- Create a smalls groups of 4 or 6 participants and give them a story.
- Every group have to read it.
- Make an individual list ordering the behaviour of each characters from the best one to the worst one. According to your own values scale.
- Then discuss with your group why you give the punctuation of each character. And create a collective list among all the points of view.
- Every group explain to the other group their list, and discuss about the how they decide it.
- Finally the small groups join again and create the final list.

Learning outcomes (what they will learn from it?) Empathy
Communications
Discussing differents points of view.
Team working
Reflecting about your own values scale.

Name of the method CV PREPARATION

Topic Employability

Timing 60 minutes

Needed materials Students from 15-16

Computer Lab / some PC's (if not available use pencils and paper)

Printer

Trainer / Organiser / Teacher

(School / Local Council / Youth Centers)

Various examples of CVs both good, bad and horrible.

Methods step by step The trainer / teacher shows the students different CV samples both good and bad ones.

The teacher does not tell the students which are bad or good.

Then the students need to be divided in groups of 3/4 maximum.

All students must go to a computer and create their own CV. After they are done, they should all print their CV. If there are no computers available the students can write together the CV.

The groups swap between the groups their CVs and start discussing what is wrong or good with their CV, what they think that they could do better, and whether they would ask that person for an interview and why.

After this is done, they discuss the CVs with the teacher/trainer on why some CVs don't work or while others do.

Learning outcomes (what they will learn from it?) The idea is that students who just finished school mostly don't know how to write a CV that acceptable by an employer, and improve their chances to being selected for an interview. They will come out with good examples of CVs.

Name of the method PAPER AIRPLANES

Timing 40 minutes

Topic employment

Needed materials Papers (4 per group); scissors, adhesive tape, glue and markers (1 per group)

Methods step by step Form groups of no more than 5 people, and give instruction to make paper airplanes, the group achieves more aircraft manufacture will be the winner. It is important to leave this open instruction so that groups can innovate in size, shape and details of the aircraft manufacture.

As the material is limited (no more than 4 letter size) groups should organize

The work, estimate the material and if necessary, use their own papers or look for them in other groups. They can choose to make tiny aircraft without details, to achieve more. This is valid but must not previously be said the group.

We give a time limit of no more than 10 minutes and proceed to count the airplanes of each group. Who do more win, because that was the instruction or request. The aesthetic details and the size are not taken into account. We only consider that they really look like paper airplane. We give time to the groups so that they can express their feelings and opinions about what happened and pull out a lesson. It is important that the winning group be able to identify some factors that led them to success. Possibly cooperation, division of work and innovation as significant issues arise in the winning group.

Finally we note that in the labour market there will be the same applications and we must manage the quality criteria effectively and ethics in an efficient way and how cooperation, teamwork and innovation can be helpful, without departing from the instruction or request of customers.

Learning outcomes Cooperation

(what they will learn Teamwork

from it?) Problem solving

Following instructions.

Name of the method **TIME'S UP!**

Timing According to the number of participants.

Topic culture

Needed materials Papers, pencils, mobile alarm.

Methods step by step Define number of teams according to number of participants, it could be great if each team be presented represented by different nationalities...

You create your own game : each participants have 5 papers and use his general culture to write one work on each paper. Words are chosen according to international cinema, music, literature and simply thing like a stone for exemple. This part is individual, do not show your words to your team !

After this, each heap of five papers are mixed in one big heap for all teams.

The goal of this game ? Make your team guess the most words as possible in 30 seconds. After these 30 seconds, the heap is given to the next team.

3 rounds :

- First round : each turn, each team can use all the sentences he needs but can not use family words !!!

- Second round : words are again mixed and each turn, each team use only one key word.

- Third round : mixture again and each turn, each team make a mime but can not use any sound !!!

In option : fourth round : each turn, each team close it's eyes, and the member chosen do a position (statue), of course, he can not use any sound and can not make any move...

Each round is finished when the heap is finished.

It's a battle, each team count the number of words guessed at each round, the team who guessed the biggest number of words win.

Learning outcomes (what they will learn from it?) They will learn about culture of each country represented and about general culture of participants. They will learn to listen everybody, the explanation of each word (if it's necessary) to be able to guess them the next round. When we listen every words and there explanations and try to remember them for each round, we can remember them for a long time. So they can improve their general culture, and keep it for a long time !

Name of the method **HANDY**

Timing Introduction 90 seconds, the game 10 minutes, then the results 1 minute

Topic Creativity

Needed materials timer

Methods step by step First of all we will count from one to five, after that I would like everyone to form groups with the number they have. After we have the groups, each group will have one minute to be creative and adapt to the given situation. The situation will be the following: we will give you body parts (not physically), for example three legs and two hands. After the time is over the only thing that can touch the floor are the body parts which we have mentioned before and stay in that position for three seconds. For each accomplished task the team gets one point. Maximum is ten points. The winner gets one big clap from the others.

Learning outcomes Teamwork

(what they will learn from it?) Adapt to different situations really fast
Be creative in short time

Name of the method **TEXT COLLAGES**

Timing 30-45 minutes

Topic Creativity

Needed materials 1-2 pages from any book/s with text

Glue/tape

Scissors

1 blank paper

Small paper bag

- Methods step by step**
- Grab the 2 pages with text and start cutting up phrases and words
 - After cutting all the phrases/words mix them up in the small bag
 - Blindly pick up a single phrase/word and tape/glue them to the blank paper.
 - Tape them in a structured sentence order
 - Keep on doing the previous 2 steps until you either run out of time or paper space or phrases.
 - Read out loud the outcome of your jumbled up story
 - Reconstruct the outcome of the story within a different medium of your choice. It can be music, lyrics, novel, drawing, painting or whatever you choose it to be.

Learning outcomes (what they will learn from it?) The importance about using previous material offered to you (the book) and adapting it in something completely random and inexistent with a completely different meaning which can be used in many diverse contexts. The outcome that is drawing/lyrics/etc., is entirely up to the user on how to further develop the concept on different plane, such as for example a story, play, game, song, etc.

Name of the method **COLLAGES**

Timing 30-45 minutes

Topic Creativity

Needed materials 5 a4 printed illustrations (5 favourite images)

Glue

Scissors

1 blank paper

Methods step by step

- Grab the illustrations and start cutting up certain areas or objects that appeal to you.
- After cutting the pieces start composing the image on the blank paper.
- Glue them in on the paper, and fill in all the blank space. .
- Reconstruct the outcome of the story within a different medium of your choice. It can be music, lyrics, novel, drawing, painting or whatever you choose it to be.

Learning outcomes The importance about using previous material offered to you (the images) and adapting it in something new (with a conscious mind of what appeals to you) within a new setting of which you can work on.

(what they will learn from it?)

Tangible results (if you have any material what they will do) The outcome that is drawing/lyrics/etc., is entirely up to the user on how to further develop the concept on different plane, such as for example a story, play, game, song, etc.

Name of the method A BOOK IN ONE TWEET

Timing No time limits

Topic Culture

Needed materials Not mandatory: but eventually pens and paper

Methods step by step Each participant is asked to summarize in a 140 characters (one tweet) one classic book from its own country in a creative and also funny way.

Learning outcomes (what they will learn from it?) Creativity and culture can combine to reach the same learning objectives, which are sharing different cultural traditions and knowing about mutual cultural backgrounds.

Name of the method **THE STORY OF YOUR LIFE**

Timing 151 MINUTES

Topic Creativity

Needed materials Flipcharts, markers (musical instruments are optional)

Methods step by step For this activity we are going to use two different methods, storytelling and mind mapping

- Divide the group in small groups of 4 people (1')

The groups should have people that can speak in different languages (at least a different language for each participant)

- Every group makes a brainstorming and choose a story (20')

They can share own stories, legends or invented stories

- Write the story and translate in the different languages (30')

Rewrite the story among all the participants adding new things and creating a story that satisfy to all the participants. Then, translate in the other languages than are going to be employed.

- Rehearsal and interpretation of the story among the groups (60')

Each participant has to interiorize the story and interpret the text in the way that they can find comfortable, using verbal as well as non verbal expressions.

- Representation of each story by each group and graphic representation(10' per group)

Every group should represent their story to the others and another two people will draw in flipcharts the story while is represented by the participants. The illustrators should not know the story previously, and they can not see each other's painting.

Learning outcomes Get involved in a multicultural environment

(what they will learn from it?) Recognize the different point of views through different languages (verbal, non verbal and visual)

Team working

Empathy

Name of the method **INTERACTIVE THEATRE**

Timing 2hrs estimate

Topic Culture

Needed materials A room
People
Ready found props in the room such as chairs and tables.

Methods step by step Divide the attendees in 2 groups minimum. If there is a larger number of people split in groups of 6.
Each group will make a play regarding current social issues in their city or country such as:

- Immigration
- Discrimination
- Politics
- Homophobia
- Religion
- The arts
- Health and safety
- Hunting

Each group has 40 minutes to prepare for the play. The play needs to be at least 5 minutes long. (Each group can select a variety of props found in the room or anything close by)

Each group will act out his short play while other groups watch.

After the play, the public and actors while remaining in character, need to engage in a discussion on the situation presented, personal comments, feelings about it and any other thing related.

Repeat the above 2 steps with all groups.

**Learning outcomes
(what they will learn
from it?)**

- You find out different people's points of views
- You learn more about problems surrounding you in your everyday life
- When interacting and engaging in discussions you might rediscover your thoughts and change your opinion
- Learn theatrical interest
- Enhance team work in the organisation
- Improvisation on the spot
- Get out of their comfort zone and be able to express more their opinion
- Through acting in different roles that you do not experience in your daily life you will be able to reach a wider perspective of things
- The tangible result is the final play organised.

Name of the method **CULTURE AT IT'S FINEST**

Timing 90 minutes

Topic Culture

Needed materials Pen,paper,papersheet,microphone,sound system

Methods step by step Two weeks before the event players can registrate in e-mail. In 24 hours they will receive a reply for their registration. When the event is officialy starting, the president of the organisation will tell us some words about the outcome of the day and the juries. The main event organisator will list a schedule and exactly tell us the hour when the participants will have to be ready.

There are three categories : Slam-Poetry, Poetry and Tale telling.

The participants have the opportunity to choose from the three differencet categories,but if they want they can participate in all of them.The participants have to research cultural tales,poeems or even slam poetrys.

Learning outcomes Learning different cultural things of ourselves like cultural tales, poems.

(what they will learn

from it?) People learn new poems and fairytales,and then they furthermore tell to the others, due to this there is a spreading of cultural identity.