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EMPLOYABLE YOUNG PEOPLE

METHODOLOGY TO PERFORM THE EYP PROGRAM

Methodology to support NEETs personal and professional development while engaging local partners and stakeholders in supporting the activities.

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ABOUT THE EYP PROGRAM

The aim

The EYP PROGRAM provides an innovative way to deliver youth work as it supports NEETs personal and professional **development** while actively **engaging** local partners and stakeholders in support activities.

The **EYP program** aims at

- ✓ Enhancing young people's **employability** and personal skills
- ✓ Facilitating NEETs **social inclusion** and **participation** into society and labour market
- ✓ Increasing **awareness** toward youth unemployment issues
- ✓ **Assessing** the capacity of the local economic actors to absorb newly trained youth
- ✓ Initiating a **collaborative** and **sustainable** improvement process at local level

The audience for this manual

The program has been designed to support the following **PROMOTERS**:

⇨ **Youth associations, social services, employment services** and similar organizations in contact with young and/or disadvantaged groups, because

- ✓ They provide professional and structured assistance to youth in need

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- ✓ They are usually closer to young people's needs and act at local level
- ✓ They are used to facilitate inclusion of disadvantaged groups into society

⇨ **Secondary schools and VET providers** and all formal and non-formal education organisations, as the program can help them to

- ✓ Preventing school drops-out or early school leaving
- ✓ Ease transition from school to work by ensuring students empowerment and equip them for entering society
- ✓ Get the companies involved in the process, as they have to express what sort of employees they are in need for.

⇨ **Organisations and institutions providing training and refresh courses** for youth workers, trainers, educators and other professionals, included tertiary education providers.

- ✓ Increasing professionals' awareness and skills will ensure a multiplier effect
- ✓ Faster penetration of the programme in the education system.

It might be important to mention that, the EYP program is a general frame for action and that the instructions offered here need to be adapted to local and real needs. The methodology can be adapted and tailored in relation to the different networks and based on members' specialization, needs and resources.

As an example: if all the members of the network are companies, the program promoters will not ask them to participate actively in the *Skills Assessment* phase or in the NEETs engagement activities, as they might not possess the proper skills. On the other hand, all companies belong to a sector / a cluster / a district, and they might suggest other companies to be involved in the program.

The target groups of the activities

⇨ **NEETs** and other disadvantaged youth groups - The methodology provides instructions on

- ✓ How to **engage** them and maintain them in the activities
- ✓ How to conduct the activities for their **empowerment**
- ✓ How to foster their **employability**
- ✓ How to evaluate the acquired **skills and abilities**
- ✓ How to facilitate their **transition** in to the labour market

⇨ Local actors or key institutions to activate the **NETWORK** and the local community – The promoters will receives tips on:

- ✓ How to **involve** them in the network and keep them in the program
- ✓ How to obtain accurate **information** on economic actors' needs
- ✓ How to use the information to plan long lasting positive **impact** on the community
- ✓ How to keep all parties **informed** during the program
- ✓ How to **ensure** or look for sustainability for the action in the long period.

Benefits

⇨ For the young participants / **NEETs**

- ✓ Improved **motivation** and self- esteem
- ✓ **Enhances** soft skills and abilities and employability
- ✓ Wider perspectives on **active participation** and European citizenship
- ✓ Improved **interest** and participation in the democratic process
- ✓ Increased awareness of **social responsibilities**

The EYP program offers the young participants a concrete way to **enter in contact with work-related situations**, have a better idea of how structured and formally defined organizations operate and work. This opportunity can be a huge step for those NEETs who have been disengaged from the labour market for a long time or maybe have no work experience whatsoever.

⇨ for local **community**

- ✓ Increased availability of **professional staff**
- ✓ More efficient **job matching**
- ✓ More efficient school to **work transition**
- ✓ Increased local cohesion and shared interest for **improvement**
- ✓ Better understanding of local problems and **awareness** on how to respond to them.

The involvement of the community, local employers and economic sector is an essential component of the EYP PROGRAM. By bringing the **private sector** into the process and ensuring their participation and commitment, the EYP program's promoters are more likely to produce **positive and long lasting effects** on the participants and their community. In general, if there is a real intent to create new job positions or job possibilities, the community has to build better connections at local level and increase their acceptance of young people.

The process

The EYP program is shaped upon the LICET® participatory community development. A key component of the **LICET® methodology** is the involvement and **needs** assessment of all actors on a territory or in a community: enterprises, shops, schools, social services, training organizations, municipalities, local administrations…and so on.

The **4 steps structure** has been used in the EYP program to ensure the **involvement** of those institutions, organizations and stakeholders that will contribute significantly in the success of the proposed activities.

The **active participation** of all parties, in fact, will further contribute to the social inclusion of NEETs, as the participated **decisional process and the evaluation** of the results achieved will allow them to become more confident in their abilities to participate in community and fostering inclusion and cohesion.

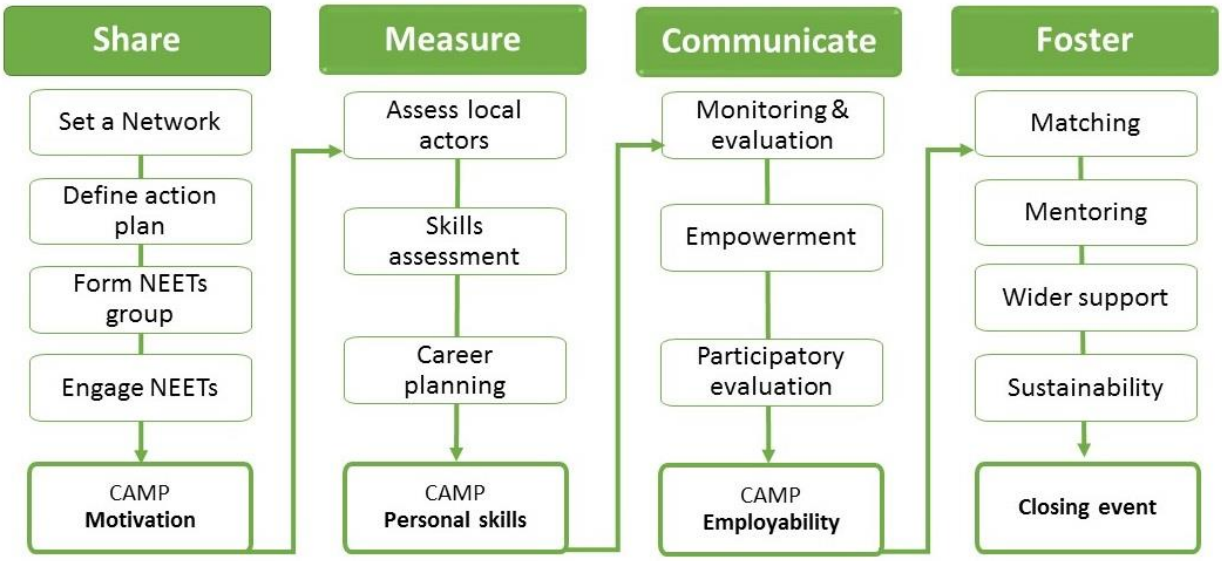
Each phase in the program offer specific goals for each target groups, to offer the promoters step-by-step guidance and ease the monitoring activities along the way.

Staff and personnel to involve in the process

- **1 Program manager**, responsible for the whole process and in contact with the network
- **1 Youth worker or teacher** responsible for the youth group and the coordination of their specific activities
- **1 assessor,** an expert in skills assessment, career planning or employment (see also The EYP TOOL KIT for the assessment process)
- **1 business consultant,** person with some background with business consultancy or labour market / companies needs

The 4 main steps in the EYP program are:

1) SHARE the mission of the program with all participants ⇨ To **ensure** NEETs commitment and engagement in the program ⇨ To look for **adequate** support from local associates
2) MEASURE real needs, strength and weakness of all parties ⇨ To start **planning** NEETs' personal skills and professional **development** ⇨ To offer better **solutions** to both side of the labour market
3) COMMUNICATE the results obtained ⇨ To **empower** NEETs and offer them tools to participate actively in the community ⇨ To **facilitate** a dialogue among all parties involved
4) FOSTER local community's growth ⇨ To **extend** NEETs possibilities for future development and work insertion ⇨ To **ensure** support and accountability by new members



The activities

PHASE 1: SHARE

1.1. Create a **local network** to ensure stable and active local support while implementing the EYP program.

1.2. Define an **action plan**, shaped on the EYP program but with objectives tailored to local needs and naming real local partners

1.3. **Form NEETs groups** by getting in touch with local disadvantage youth and NEETs with a set of online and offline tools.

1.4. **Engage NEETs** and get them interested in the action in the long period.

⇨ **CAMP ON MOTIVATION –** intensive program on motivation and participation in the community life.

PHASE 2: MEASURE

2.1. **Assessing local needs** and strengths to make the program more efficient and the activities more effective. Data collected are analysed by the promoters directly or by other partners in the network

2.2. **NEETs skills assessment** - skills and competence measuring suggestions

2.3. **Career planning** to accompany NEETs in a path to decide what their professional development will be. It is based on the skills assessment and in line with the local needs

⇨ **CAMP 2 PERSONAL SKILLS** – Intensive program focusing on the participant's soft skills

PHASE 3: COMMUNICATE

3.1. **Monitoring and continuous improvement** to ensure the program is aimed in the right direction

3.2. **Empowerment and decision-making** understanding the importance of being part of decision-making process in the community they belong to.

3.3. **Participatory evaluation** to get project members and stakeholders, particularly the target group, involved in a project evaluation.

⇨ **CAMP 3 EMPLOYABILITY SKILLS** - To equip participants with work skills to ensure they are to a standard that would be employable.

PHASE 4: FOSTER

4.1. **Matching trainees and employers/mentors** How to match company and NEET making use of the EYP assessment tools and understanding of interconnections between formal, non-formal education, vocational training

4.2. **Mentoring Programme** to promote the creation of business among young people with the support of highly professional retired people.

4.3. **Wider participation and further support** look for new funding and have the program running, with or without your involvement.

4.4. **Financial sustainability** tips to get new resources and keep the program going until the members reach their goals

⇨ **CAMP 4 GRADUATION** To acknowledge the achievements gained

In the following pages, we will illustrate in details each step in the program and provide some suggestions on how to conduct them to obtain the positive impact on the young people involved and on the community as a whole.

PHASE 1 – SHARING

1.1 Creating a local support network

A multi-actor approach and collaboration at local level can be a cost-effective way to implement youth oriented activities. In addition, it is more effective if specific roles and responsibilities are specified for each actor involved or that we plan to involve.

This approach can help to build a more cohesive community as organisations might take greater responsibility for addressing local needs, while avoiding duplication or overlap of actions and initiatives, especially when findings are scarce.

SELECT POTENTIAL LOCAL PARTNERS TO TAKE PART IN THE PROGRAM

Examples of organizations and groups to **involve** in EYP network:

- ✓ Youth groups, Youth centres and Youth associations
- ✓ Associations working to promote local development, cultural associations (regardless of their religion, culture, ethnic background)
- ✓ Teachers' and parent-teacher associations
- ✓ Youth-serving agencies both private and public
- ✓ Local unemployment offices, Temp agencies and other private and public organizations dealing with unemployed people, and facilitating work insertion
- ✓ Training organizations or training courses providers
- ✓ Local businesses, business associations, chambers of commerce, entrepreneurs associations, "any employers" associations (both active or retired)

- ✓ Businesses that employ or offer apprenticeships to youth
- ✓ Local representatives of the national government
- ✓ Religious leaders and organizations
- ✓ Community associations
- ✓ Supportive local elected officials

The indirect target group and stakeholders to be involved in the process at some point along the way (see also Phase 3 - Communication)

- ✓ Decision-makers at local, regional, national and European level, policy makers and public bodies responsible for education and non-formal education provision on national/EU level
- ✓ Journalists and media providers: correct information on the needs of NEET and the situation, tolerance toward those with disadvantages, openness and will to support them, etc.
- ✓ Public/society on all mentioned levels.
- ✓ Other experts or professionals linked to the project's topics
- ✓ Local, national and international networks of each partner organisation (Erasmus+ project networks, and others)

THE IMPORTANCE OF THE PRIVATE SECTOR

Local businesses provide a great source of support but they often contacted just at the end of the process. Business leaders are, instead, active supporters, mentors and create opportunities in the EYP program. Therefore, it is essential to involve them since the **early stage of planning.** Businesses can benefit from associating their names with local community development program just like the EYP, as they can demonstrate a company's commitment to social responsibility.

DEVELOP A SIMPLE - LOCAL - SPECIFIC MISSION STATEMENT.

Once it is clear what actors and stakeholders are present at local level and what are the most likely to participate in the program, the promoters should write down a common **mission** or a **statement**, specific to the area the activities will take place, so to tied together common needs and ensure members' interest and endorsement.

- ⇨ Keep it **simple** - Make it easier for them to say yes.
- ⇨ Make it **local** - Related to local issues and needs
- ⇨ Be **specific** - When? Where? Provide a general (initial) frame for the activities.

SHARE INFORMATION AMONG MEMBERS OF THE PROGRAM TO ENGAGE THEM

This activity can be organized by contacting the potential members of the network individually to explain them singularly what we want to achieve or during a common initial **meeting**. It is essential to have the mission statement ready by then, and make sure all have the same information.

It is important to clarify potential members of the network their **roles and tasks** in the program, how long the program will last, what is the level of commitment we expect from them, and give them some time to learn about the whole

process. Most importantly, it is relevant to ask if they can add something that is missing.

⇨ It can also be useful to reinforce the shared connections between members and provide guidance on which other organizations should join. It **clarifies** what the network is trying to do, highlighting components such as, as examples, "involving parents" or "promoting skills development" to prevent misunderstandings.

This information sharing will help build understanding and trust among members, as well as provide useful information about the others' interests, strengths, conflicts, and weaknesses. At this stage, the promoters are sharing general aims and wider strategic objectives. Specific objectives and tasks are developed and planned in the next phase.

SOME RECOMMENDATIONS for developing and sustaining a collaborative network with limited resources:

- **START SMALL.** Although a large network brings the perspectives of more members, it is important to lay a solid foundation first. Start with a limited number of members from a defined geographical area.
- **RESIST THE URGE TO BUILD THE NETWORK TOO QUICKLY.** Consider which new members will best support the goals of the program and invite them at the right time. (See also 4.3 Wider and further support for the program step).
- **STAY FOCUSED.** Encourage new members to express their organizations' interests and priorities but be slow to take on new issues.
- **IDENTIFY RESOURCES AMONG THE MEMBERS.** While members may not be able to fund the network directly, they have other resources that can contribute to the group's growth. Early in the program development, all members should identify what they will offer. For example, members may be able to provide a few hours of secretarial support each month or host meetings in their offices. *(see also the 2.2 Skills assessment step)*
- **USE EXISTING OPPORTUNITIES TO MEET AND KEEP ALL INFORMED.** Hold meetings in conjunction with other events, such as a conference or workshop that members are already attending. Use members' existing newsletters and publications to disseminate information on the program and its progress. (See 4.3 Wider and further support for the program step).
- **ENCOURAGE MEMBERS** to include funding for advocacy in their own proposals (see 4.4 Financial sustainability step).
- **INVOLVING YOUTH AND THEIR PEERS** can help the program to get really in touch with other youth, especially the ones more disconnected from the community, the ones that need the program the most. Youth are excellent representatives for programs designed to address their needs, as they can organize friends and other young people to support the program.

Many community groups already work closely with youth and can help bring them into it. Young people's participation may be hampered, however, by their fear that taking a leadership role among adults would be inappropriate. Some adults may have difficultly considering young people as full partners in the activities. To promote active, meaningful youth participation, EYP program members and the other who participate actively in the network should commit to being open to young people's suggestions, actively seeking their input, and finding appropriate ways to ensure their full participation.

Some suggestions on how to get stakeholders involved or have them interested in the program and support you in disseminating it.

WHO?	WHY?	HOW?
STAKEHOLDERS	**COMMUNICATION OBJECTIVE**	**SOME SUGGESTIONS**
Young people	Engage, empower, educate, inform of opportunities available to them, support, personal development, social inclusion, active citizenship, participation in society.	Facebook groups; concerts, local events, local gathering points, …
NGOs tackling similar issues, social services, association dealing with NEETs or unemployed people, association working at local level for social inclusion or locale development.	Sharing good practices, cooperation, build awareness, engage, replicate, provide support to disadvantaged, youth, and learn new methodology.	Direct contact; Facebook pages; websites; direct mailing; newsletter
Local administrations, municipalities, local government	Youth support, support employment, social inclusion, democratic process, governance, local development,	Direct contact; websites; direct mailing; newsletter
Companies - CSR departments	Search for financing or employment opportunities, cooperation, transfer of know-how, partnerships	Direct contact; Invite them to attend events (if any); Attend events they organize; Twitter, newsletter, direct email,
EU institutions	Show results, help dissemination.	EU visibility tools; Erasmus+ Project Results platform; activity reports; intellectual output,
National institutions	Inform, gain support, establish partnerships	Direct mail; events
Stakeholder networks - different for each partner	correlated with the profile of the stakeholder	Mailing lists, newsletter, websites,

1.2 Defining your action plan

Once all partners are engaged, and the members of the network have been clearly identified, the **brief mission statement** has to be translated into an action plan, to set out more precisely what needs to be done, by whom, when and at what cost.

It might be remembered that, the EYP program is a general frame for action that need to be adapted to local and real needs. Therefore, an action plan tailored to local network and needs should be organised along the strategic objectives, outcomes and outputs, which will be achieved. It should also include a budget (if any), a financing plan and a Monitoring and Evaluation process (see 3.1 Monitoring and continuous improvement step).

The action plan should be **detailed** and used like a **daily** instrument for all staff involved (in each

member of the network), to control the actions, costs and timeline, to monitor and evaluate the implementation, to make necessary adjustments and to assess the results.

In order to identify activities clearly, it is essential to define strategic goals as clearly as possible. The **objectives** will help in defining what actions can be performed at local level and facilitate the assignment of responsibilities among the members.

The EYP promoters have to make sure they are setting **S-M-A-R-T** objectives, such as:

- ✓ **S**pecific – clearly stating what the strategy will address and by what means
- ✓ **M**easurable – containing a basis for measurement and a measurable target, whether this is expressed in quantitative or qualitative terms
- ✓ **A**chievable – technically attainable within the scope of the strategy proposed
- ✓ **R**ealistic – given the resources provided, the time allowed, the size of the target groups, etc.
- ✓ **T**ime bound – incorporating a timeline and a date by which the target should be achieve

EYP members must consider which strategy will best allow them to achieve those objectives. Strategies may include, as an example, a public education campaign, direct appeals to a specific leader to change a policy, or lobbying government to pass a law, if necessary.

Identifying proposed strategies and activities helps EYP members divide responsibilities, highlights organizations involvement, determine who is in need for additional training before starting the activities with NEETs, support, or resources and so on. In doing so, it also simplifies the monitoring process, making easier monitoring progress and achievements.

⇨ Creating a **realistic time** line with targeted activities every month, will help ensure EYP network members can follow it and remain focused on common goals and specific tasks, and most importantly, keep the promoter realistic in what activities can be really organized and achieved in a specific period.

When you have clearly in mind what you want to achieve, you can define the outputs that are needed to reach the operational objectives. The purpose (outcome) for each objective has to be identified as well as the outputs. If it is the case, it will facilitate the identification of tasks and activities that need to be conducted.

To get started:

- ✓ Use the 4 phases in the EYP manual as an initial and general framework
- ✓ Break the activities into manageable tasks
- ✓ Clarify the sequence and dependencies between the tasks
- ✓ Estimate the start-up, duration and completion of the activities
- ✓ Summarise scheduling of the main activities
- ✓ Define the milestones
- ✓ Define the existing capacities and the inputs (equipment, expertise...) that are missing

Make sure that for **each activities** and sub activities you have covered all the following points:

- ✓ **Who** is going to do what – assigning the responsibilities and setting targets;
- ✓ **When** – estimating the schedule and duration of activity;
- ✓ In what **order** – determining the sequence and dependence of activities;
- ✓ **How** – defining human, technical and financial resources needed;

- ✓ **What for** – identifying and selecting indicators that can be used to track progress and monitor the performance of the action.

A **precise action plan** will be an added value for EYP program members, and, later on, for the other stakeholders and interested parties, as it offers information on what has been achieved so far, how much it costed, what worked and what can be changed/improved.

- ⇨ Creating a KPI board (Key Performance Indicators) can help the promoter to share the **responsibilities** with other member of the network. The KPIs should cover both individual and organizational tasks. It can be monitored by the promoter or by an independent evaluator, especially in network or consortium with many members.

Maintain up-to-date mailing, phone, fax, and e-mail lists of program members and key contact people. **KEEPING MEMBERS INFORMED** maintains trust, interest, and involvement. It also minimizes misunderstandings and identifies points of disagreement before they become problems.

- ⇨ Program members should always receive minutes after meetings, updates, news clippings, and information on future events. Adequate advance notice of meetings and other events encourages participation in important discussions and decisions.

Identify, as soon as possible, members in the network who have experience in public speaking or interacting with the media. The **SPOKESPEOPLE** may or may not be the same people as the leadership team. One spokesperson should be a young person. Members should agree on a process for handling inquiries from the media.

1.3 Form NEETs groups

In order to get in touch with NEETs or other disadvantaged youth groups, make sure your network involves the following members

- ✓ **Education providers** (public and private schools, universities, VET providers)
- ✓ **Private service providers** (mostly NGOs and social structures)
- ✓ **Local authorities** (public institutions working with young people and/or the unemployed).

The person responsible for **managing** the activities with the young participants (it could be a youth worker, a teacher, a trainers…) will design a set of criteria for forming the group(s) participating in the program. The promoter can decide to have 1 group only or different sub-groups involved in different activities. As an example: all young participants are involved in the CAMPS and in the participatory evaluation but just part of them are selected to take part in the mentoring program.

The promoter should identify, either from the leading organization or from the members of the network, **tutors** (for example youth workers, teachers, trainers…) or **counsellors** with good knowledge on the community's employability situation.

⇨ It is important to state clearly the specific objectives of each group or sections and inform everybody on what they are supposed to do and with what purpose.

A **communication campaign** targeting NEETs can also be used to raise awareness on the program in general and all members of the network should be informed and requested to provide some support at this stage, to make sure to multiply the effect of the communication using different channels. While selecting the channels (on line, paper based, word of mouth…) please consider that some NEETs might be unresponsive and you might reach them thought local stakeholders or their peers.

The most effective way of **recruitment** is the face-to-face, as an important aspect of this phase is gaining their trust. Individual meetings or group meetings are the more formal ways to do it.

⇨ You can use a CRM-based (Customer Relationship Management) software for managing the groups, or the network, before and after forming them. The software should have an online version that would be accessible for youngsters anytime.

Once you have a reach a considerable number of participants, organize a **meeting** with them all, start collecting data on their expectations, and ask for contributions, after you illustrated the whole process. At this stage, the tutors should build youngsters' profile in order to prepare the engagement phase of the methodology.

Design and implement a **newsletter** system specific for youngsters who are involved in this process, in order to prevent them to leave the groups they are part of.

1.4 Engage and maintain NEETs in the EYP program

The promoters have to make sure of creating an **informal and relaxed environment** to help young people not to feel intimidated when visiting it for the first time. This can be achieved through the attitude and behaviour of the staff as well as the layout of the venue. Furthermore, allowing **flexibility** in terms of both timing and start-end hours can encourage young people in different circumstances to access non-formal learning provision. For example, activities can be delivered at different times during the day, or offer roll-on/roll-off provision, meaning that young people do not have to wait in order to start. A rigid schedule could disengage them. This flexibility also means that if the young person finds employment or does not like the training environment, they are able to leave before the end of the programme.

Intensive support and **encouragement** are essential for motivating a positive change in attitudes in the target group and these are precursor for behavioural change, needed also to ensure NEETs' later on participation in the trainings or education opportunities. Promoters can also use other methods to engage them such as recreation (arts, sports, and music), or monetary incentives (in the form of weekly allowances or travel costs).

It is crucial to identify young people's **needs and previous experiences** and help them move to positive outcomes. The tutors and counsellors should make sure to identify and address those individual needs. There is no need to remember that the professional working with this youth groups should be friendly and non-judgemental and be ready to support young people's overcome fears and barriers.

It is important that young people's achievements are **acknowledged** using either recognized qualifications or informal methods (praise, rewards and awards) or informal approaches, to recognize small, but significant achievements. Praise and positive feedback to recognize the achievements sometimes is considered equally important to the young people.

CAMP 1 ON MOTIVATION

The motivation camp will focus upon building an **interest** and a sense of **empowerment** within the participants, which will facilitate participation in the other program's activities and, most of all, social interaction and inclusion. Therefore, it is vital that each group going through the camp are of similar levels in the programme as this ensures that participants will find the camp engaging. As having mixed participants could lead to the camp being under or over simulating which could be demotivating to the participants instead.

The success of the camp will depend on the ability to recognise each participant as individuals and build on their needs within the camp.

Aim	**To increase the participants level of interest within social involvement and motivate them to become active members of the community.**
Skills connected	Self-confidence, attention span, active citizenship, sense of belonging, participation, adaptability, motivation, among others the promoters might select as relevant for the benefit of the participants.
Expected results	✓ There should be a rise in their confidence level in general and in their ability of being an active citizen or a social being in general. ✓ Motivated to increase their skills and an active interest in being an active citizen
Activities	**DAY 1** - Classroom activity **1) Welcome and introduction to the camp -** This is an important step to start building a relationship with the participants and creating the tone of the class. **2) Ensure participants are clear of the standards expected of them** - This is the first Camp so it is important that participants know what is expected of them and the level of commitment they should be showing while being in the programme. **3) Team Building and introductions for the participants** - To begin with introductions between the participants acts as an icebreaker and allows the teacher to gauge how the participants are handling the program so far. The team building exercises will allow further bonding between participants and testing a bit their social skills. Task 1 – Split into groups to do group introductions then broken up further into pairs for the exercise. As a pair, each of them must take turns giving facts about themselves to the other so they can introduce their partner to the class. This measures their attention span, communication skills and social interaction. Task 2 – Further teambuilding exercises. Scenario: the participants are stranded and can only take 5 items from a list of must haves for survival. Allow the participants to decide within the group and create valid reasons for picking each item. This will

	measure communications skills, problem solving and their adaptability to new situations. **DAY 2** - Classroom activity **Self-reflection** - The participants have individual time to reflect on the tasks, how they felt they did within them, good points and bad points. Find out what motivates them to participate. **Set goals -** After having time to reflect it is important that the participants have realistic goals that will encourage them to progress. This allows them to have a sense of responsibility to the programme and to their progress. Learning to have accountability for the actions or lack of them will give them empowerment to complete their goals. **Prepare participants to work in groups to improve social skills and individually** - In groups use the goals individuals set to make a group poster to motivate participants for the length of the camp. Possible bring in a few young people that have went through to similar experiences to further motivate them for the next stages.
Staff	The tutors and other staff in the program present at the camp must understand that their attitude and presence will greatly affect the success level of the camp. This is due to them being the main influencer to the participants and can either make them engage or disengage by the way they approach them. It has been discussed that a good teacher has "8 characteristics" that shape the way they interact with students/ young people. These characteristics will play a part on how the relationship can have a positive or negative effect within a young person's motivation and self-worth shaping the way in which they communicate, the level of their self-worth and the way they apply their skills. The characteristics are defined by research conducted by Ulu, Ozden and Erylimaz (2011) and are the following: • Knowledge of material • Decision making • Critical thinking and problem solving ability • Self-understanding and self-worth correction • Reflection It is important that all workers at the camps understand that their knowledge, actions and attitudes will directly affect the participants they interact with. Most camps of a similar nature confirm that a relaxed but clear approach is best. It should not be a stressful environment as this would not be conclusive with the way the participants engage but expectations should be clear, as this is still a learning environment.
Support	✓ One to one Opportunities with a dedicated youth worker throughout all camps ✓ Extra material if needed or extra help on certain activities ✓ Reflective Journal/ Progress diary
Tools	✓ Writing supplies ✓ Classroom based over 2 days.

PHASE 2 – MEASURING

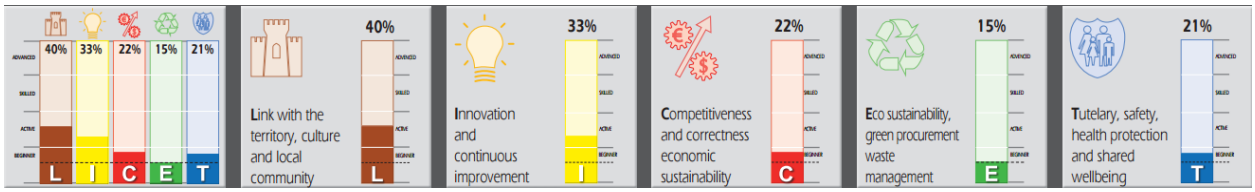
2.1 Assessing local needs and strengths

Local economic actors are the main target group of this activity. While the young participants are involved in the Skills Assessment and in the personal skills development path (next steps), local companies, enterprises, shops, associations and in general **all economic actors** potentially looking for work force are formally involved in the process.

With the help of the free LICET® test, promoters can offer a quick assessment on the situation of the members of the program/network, get a better idea on the situation, and look for opportunities and new synergies to facilitate NEETs work or at least social insertion.

In addition, with a better **local needs analysis**, the program can help the community to have a more effective reading of its own situation and check on the status of available resources, increasing their chance for a collective improvement and better allocation of resources, while making a wider audience aware of the program efforts and aim.

The 38 easy questions in the LICET® model helps to put in relation local development and sustainable wellbeing of people with the values of a territory. The test can be submitted to a wide variety of social and economic fields, from agriculture, to tourism, from manufacture to public administration.



The data collected, then can be used at different stages of the project cycle: problem identification, assessment of local priorities, monitoring of progress and evaluation. It can be used to inform policy design and to provide 'reality checks' to adjust existing strategies and action plan. In each case, to be effective, needs to be linked to other stages of the cycle. In the EYP program case, the results gathered are used to

- ✓ Support more efficient NEETs and trainees **career planning**
- ✓ More accurate suggestions for **training** provision
- ✓ More **efficient** match trainee/company
- ✓ Develop **trainings** (in the long period) that are in line with real local needs and with the community development plans.
- ✓ Ensure **sustainability** (in the longer period) as promoters can be more interested in better structured and more participated planning.

As the same values and questions are used in all fields and sectors, all users use the same values to assess their situation. The model bases its philosophy on five values that are applicable to all organizations, such as:

The Values and their meaning	How to use them in the EYP program
L Link with the territory, culture and local community Reference to the importance of the relationship with local culture and the tangible and intangible heritage. It helps to identify the relation with the territory, the surroundings and the general context the organization operates in. It supports in identifying the heritage and the organizational vision.	It helps determine how the organization is involved and aware of its surroundings and its inclination for caring about the community and its culture. High L level: the organization is already engaged, and might follow the program more easily Low L level: you have to demonstrate that they have to be more 'socially responsible' toward the community – thus more 'desirable' by costumers.
I Innovation and continuous improvement Continuity and sustainability of resources for the future by measuring the ability of the organization to find secure solutions that meet the needs of people through the optimal use of resources. It helps to get creative and innovate with recourses at hand and to move forwards.	It help determine if the organization is flexible and open to innovation or new ideas. High I level: they might have data you can use or practice to improve your program Low I level: they might welcome some new practice or innovation to gain competitive advantage.
C Competitiveness, rightfulness, and economical sustainability Assess the ability to produce profits for producers and benefits for buyers, how to manage resources to maximize effectiveness and efficiency, while achieving the desired objectives. It helps analyze the current situation, check the advantages in terms of quality and internal organization settings.	It helps to determine the ability to absorb new staff and the possibility to foster them in the medium/long period. High C level: show a healthy and stable organization, more likely disposed to hire new staff. Low C level: new staff might help them to bring extra help to get to the objective more easily.

E Eco – Sustainability Management of environmental aspects, ability to minimize negative impact and enhancing the opportunities for development and growth. It helps to rethink about the use of resources.	Waste management and environmental impact can be a major contribution to the company, especially those that have no prior experience and do not manage the internal process at all. High E level: can offer learning opportunities to the youth in the program and offer suggestions to be applied to other companies. Low E level: the organization could be interested in staff with specific "green skill set", especially considering most environmental requirements are compulsory by law.
T Tutelage/protection, health, safety and shared wellness Ability to produce in an ethical, safe and healthy to ensure responsiveness to the needs of the people. It helps ensure employees' and clients' safety and be more socially responsible and aware of the special needs of others.	It can help to determine if the company is a good fit difficult cases or youth at risk. High T level: they can be host for difficult cases or have procedures they can share and that can be used in the program, to support special needs. Low T level: bringing them in the program can boost their 'social' image and become more attentive to special needs, and enlarge costumers' base.

LICET® can be used to transform behaviours in measurable, confrontable, and objective evidences. While you instruct the member on how to fill in the test, you also start a process that can increase their awareness and pint them toward improvement in an easy way.

2.2 Skills assessment

Skills assessment can be beneficial for various reasons and used in several fields of life. Skills assessments determine if applicants have the skills and experience necessary to work or they might need some additional training. An effective skills assessment can be a valuable tool for learning where abilities, interests and even weaknesses lie and what areas need improvement.

Skills assessment is not much difficult task because different sort of skills assessment tools and techniques are available at online or off line, at employment centres, temporary work agencies and in general any training organization. Whatever solution EYP promoters decide to use, make sure you have the data and results of the results of the assessment of the local needs and strengths clear in mind, so to ease the match among candidate and possible employers.

Employers usually look for specific skills in new hire — skills necessary to perform a particular job (technical, "hard" skills), as well as a broad set of general, interpersonal competencies (soft skills)… employability skills.

While technical skills will always be specific to the job you seek, the desire for a well-rounded set of soft skills is nearly universal among employers.

Soft skills are personal characteristics and aptitudes that make us better workers and co-workers — and include verbal and written communications, listening, flexibility/adaptability, leadership, teamwork, problem-solving, planning, analytical, honesty/integrity, work ethic.

For this reason, the EYP program focus on soft skills and employability skills, as they are the ones that any worker should possess, and usually are the ones unemployed people need the most.

2.3 Career planning

Following skills assessment, career planning is meant to describe the most appropriate NEETs' **professional path**. According to their profile and in line with the local needs' analysis, NEETs are matched to a narrowed set of opportunities.

This step and the previous should be performed by or with the **support** of a career consultant, a trainer, and human resources professional or similar to make sure the process is accurate and can offer the best options for all parties involved.

This part of methodology is a complex one, since career planning and orientation involve a large volume of evaluations and assessment, not only of NEETs. There are some accurate metric methods supporting this process for young professionals, though it cannot work properly when dealing with this category of young people, since they are not facing only temporary unemployment, but also other social obstacles. Once a NEET youngster can describe his employability in terms of working abilities, it is much easier for employers to involve that person in work processes. In addition, based on these working abilities, it is easier to design a career path on mid or long term for somebody. In brief:

1. **Designing a collection of types of work** for the economical and industrial profile of the area, based on local analysis at point 2.1. Some examples of these types of work might be: *handwork, working with machines or robots, fixing or repairing things, interacting with people, organizing activities, , routine work, working with numbers, manufacturing, selling, green- skills set* etc.…
2. Assembling a **career-aptitude report** based on previous skills assessment sessions (see 2.2). These should indicate or suggest what kind of occupational profile the youngsters can be addressed to, in relation with the previous step.
3. **Designing categories of opportunities,** such as if the opportunities are related to different occupational fields, these opportunities should be included in clear categories, facilitating the process of matching NEETs with these opportunities. The categories should be designed in accordance with the types of works mentioned in the initial step. The main point here is to offer a 'matrix' of opportunity to the candidate, so to increase the possibilities for success. On one side there are the candidate skills, talents and potentials, on the other there are the company's needs as highlighted by the LICET® test.
4. **Choosing 3 options** for training or improvement (and connected organizations), in order to focus on real possibilities and foster those that can lead to real work insertion and real personal and professional development. Those should be always connected to real local needs, professional profiles (regional / national / EU standards) or concrete job titles to smooth training or hiring process.
5. **Assessment of NEET' compatibility** by conducting a sample-test for each option selected to identify the most appropriate. Simulation of working process or job shadowing are reliable options for running this activity, meaning that local companies and institutions should be ready to provide basic resources for testing youngsters' occupational profile.
6. **Elaborating a logical career plan** for NEET in accordance with the results. This step requires a good understanding of local companies' organizational chart in order to provide a wide perspective of professional opportunities for NEET, in case they will decide to try a career in those companies. In addition, elaborating this career plan should involve international perspectives for youngsters, should they be motivated more by a multi-

national career, although based on a local level initially. This step in particular should be performed or at least reviewed by a career or training professional.

7. To monitor the **progress** of the young participants, use the **EYP SKILL ASSESSMENT**, to observe if the plan is compliant with local opportunities and if the youngsters are committed to the process.
8. To **evaluate** the compatibility between career plan and NEETs, the promoters and program members should evaluate the situation at every months, especially with most difficult cases, and look for incompatibilities or disturbances, in which case the plan should be suspended, re-assessed and discussed with interested parties.
9. **Updating the career plan**. Based on how NEET perceive their career plan, promoters should quickly respond for adding/removing occupational categories to NEET's profile in order to update the plan.

CAMP 2 ON PERSONAL SKILLS DEVELOPMENT

Soft skills will help young people dealing with today varied and unpredictable career paths and help them to be better equipped for society in general, supporting them in enhancing productivity and performance in their lives, at school or at the workplace.

The expression 'soft skills' is often used to describe the skills which characterise **relationships** with other people, or which are about how you approach life and work. Others expressions often used for these types of skills include 'personal skills', 'people skills', 'social skills' or 'transversal skills'.

'Hard skills', by contrast, are job-specific skills, such as professional skills connected to bricklaying or accountancy, medical expertise as diagnosis and treatment, or other skills that can be taught and whose presence is testable through exams.

Aim	To progress soft skill levels from the first **Motivation Camp** ensuring they are confident with any **social** situations while thinking ahead to possible job roles and the skills that would be needed.	
Skills connected	Soft Skills as communication, problem solving, critical thinking, adaptability, observation, teamwork, conflict resolution, social inclusion, creativity … among others the promoters can select as most appropriate for their target beneficiaries.	
Expected results	There should be a rise in their confidence level in general and in their ability of being an active citizen. There should be a significant improvement in their communication and social interaction skills, as well as a rise in their perception of accountability for their actions.	
Activities	Task 1	**Introduction** to camp. Outline expectations. Discuss the subject. Survey participants to find an activity they would like to do to complete the event e.g. sport, arts &crafts.

	Task 2 Get each participant to list their goals for this camp Task 3 In a team, participants should be given a suitable activity (could be a design, build, sport etc). This will help identify the personal effectiveness of each participant, how they work as a team and it will highlight the communication level of the group through conflict management. This task will be a good indicator to show how much development each participant soft skills need. This task should be given a good amount of time for the groups to communicate within themselves and enough time to complete the activity. Task 4 After the task, each participant should reflect on what skills they needed to complete the task and what obstacles/skills made it difficult. **Allow participants to discuss.** Task 5 Ask participants to list job roles they would like to do in the future, giving reasoning. (**Refer to career planning prior to camp)** Task 6 Using the previous list, allow participants to research skills and qualities needed for the job role they want focusing on soft skills. Looking at job adverts allow participants pick out key attributes needed for the job. **Make sure the focus remains on soft skills eg. Communication, problem solving, team work, conflict resolution.** Task 7 Engage participants on the behaviours needed within work and **social situations** and how they should be **accountable for their actions.** (Relate to job roles) Task 9 Participants **discuss their behaviour and reactions to real life situations.** This gives the course leader a chance to measure the participants understanding while giving realistic examples. Task 10 Ask participants to complete a SWOT analysis. This will allow them to identify what they should be working on. Task 11 Participants activity of choice (chosen in day 1) **The reason behind allowing them to decide what group activity they would like to do is that it allows them to work on their communication, creativity and negotiation skills** Task 12 Feedback and advice should be given. Note Possibly include visits to different places/ situations to further expose participants soft skills while allowing them to use them in varying social situations.
Staff/Youth Workers	As this Is still the developing phase within the programme the staff/teacher style will be similar the style within the Motivation Camp (See CAMP 1 for more information). The staff and participants need to understand that developing soft skills is a process and will need constant exposure to situations that use them. It is

	vital that there are opportunities for exposure to soft skills throughout their time at camp. It should be a bit more structured in approach to begin the transition for the next stage, as the change from classroom to work environment can be difficult. As well as more structured, participants need to be made accountable for their actions.
Support	✓ One to one opportunities with a dedicated youth worker throughout all camps. ✓ Extra material if needed or extra help on certain activities. ✓ Action plan for them leaving the camp.
Tools	✓ Computers and internet access. ✓ Writing and craft supplies.
Time and Location	Classroom based with the option of out of class visits.

PHASE 3 – COMMUNICATING

3.1 Monitoring and continuous improvement

All activities need to be monitored and evaluated by the promoters during the entire program duration, so they need to be planned at the early stage of the program implementation, and have to be integrated into each subsequent phase of the programme cycle. A well-developed monitoring and evaluation plan allows adjustments to planned activities and provide an ongoing assessment of progress against objectives, as well as new developments or new opportunities.

MONITORING, such as the regular and systematic collection and analysis of information, is useful to track the progress of the implementation of the activities, against the targets and objectives set at point 1.2 Defining the action plan. The collected **information** offer a reading on where the program is at any given time in relation to the targets and **outcomes**.

Monitoring focuses in particular on efficiency and the use of resources and it provides records of the activities and their results, and signals problems to be solved along the way. It is descriptive and may not be able to explain why a particular problem has arisen, or why a particular outcome has occurred or failed to occur.

EVALUATION, on the other hand, is the action of assessing or estimating the **value**, worth or **impact** of the services you are offering to the target group and the network and it is usually done at the **end** of a **phase** or a main step in the program (when the action plan is delivered, as an example). If performed with the right audiences and at the right time, evaluation (see also 3.3 Participatory evaluation) can help the promoters to

- ✓ Analyse why intended results were or were not achieved
- ✓ Examine implementation process
- ✓ Explores unintended results
- ✓ Provides lessons, highlights significant accomplishments or program potential and offers recommendations for improvement

So, evaluation is a mean to obtaining feedback from the network, data and information about your program from the stakeholders, NEETs groups' progress and their level of involvement and satisfaction in the activities offered. By using the information you collect, you can decide what aspects of your action plan work and what areas need improvement. After you have drawn conclusions from the information, you can make any necessary changes to your goals and/or action plan.

Evaluation can benefit the whole community not only the young people participating in the activities, because

- ✓ **Success is reinforcing - it brings more resources your way**. The more successful the group's work proves to be, the more support and encouragement it might receive from members of the community. Evaluation can document your success, with facts, figures, and examples.
- ✓ **Failure is instructive**. Even if your work falls short of its goals - and even if the program fails - that knowledge can be helpful too. Negative feedback, or a negative evaluation, can really help in the longer-range scheme of things.
- ✓ **Evaluation can make the groups feel good.** Being able to see their successes and the value of their work will obviously boost every body's spirits and motivate them to continue with their work.
- ✓ **Evaluation raises the chances of further action**. Once you have completed your first evaluation, you know what has worked and what has not for your group. The promoters can modify the tactics that did not work as well as planned, and reinforce those areas that were successful.
- ✓ **The evaluation can help understand important aspects of the initiative**. The results may indicate some part of the initiative worked really well and other needs to be readjusted. Evaluation will help you understand why things worked, or did not work, as they did.

While you are still preparing the Action plan make sure you have at least:

- ✓ Determined **baselines** for behaviours you wish to change (this is strongly related to young participants, obviously, but also to the network members). If you want to know how much change your program has brought about (in all parties involved), you need to know what was happening before your program started.
- ✓ Focus on the **impact** your work is having on the community and on the network specifically.
- ✓ Continue **revising and updating** the action plan, using also the data coming from the 2.1 Assessment of local needs, to make it more in line with local real needs.
- ✓ Keep the **team working** on the program strong and focused on the goals at hand. You may want to use a specific survey that appraises your network's goals, and use the feedback to change your planned priorities, if needed.

⇨ When you planned your initiative, you should have identified your specific objectives. One big advantage of having SMART objectives set at the beginning of the action is that the program objectives will guide your evaluation. For each of the objectives, criteria or indicators need to be identified criteria, which will provide reliable and valid measures for each of your objectives. To ease your task, you can use the same criteria used to measure the needs of the economic actors in the Assessment step (2.1). In this way, you can easily compare results and at this stage, people should be used to the LICET® frame of mind.

3.2 Empowerment and decision making

Opportunities for youth to engage in governance and **participate in politica**l and decision-making processes depend largely on the political, socioeconomic, and cultural contexts. In addition, there is strong evidence that the participation of young people in formal, institutional political processes is relatively low when compared to older citizens across the globe. For this reason, the EYP program should provide a safe place for them to learn how to express their opinions and take decisions freely, so to be then active and giving them the opportunity to participate in planning and/or decision-making. Their participation in decision-making is especially important because it:

- ✓ Leads to **better decisions**, actions and outcomes since young people have, as social actors, experiences unique to their situation;
- ✓ Promotes the **well-being** of young people and development of their skills (learning, questioning, expressing views, participating in the implementation of specific projects, etc.);
- ✓ Strengthens the **commitment** to and understanding of human rights and democracy;
- ✓ **Empowers** and protects young people.

NEETs in the program will learn how to better help themselves and help others make choices with the most favourable consequences. **Well-informed** and knowledgeable youth engaged in peer-to-peer activities are more useful than adult-only activities with youth.

Therefore, before involving the youngsters in the participatory evaluation (next step) and most importantly to reinforce their capacity to make decisions and to the ability to decide for themselves, some activities are offered to equip them with the right mind-set and skills.

Some suggestions, depending on the amount of time and resources the program and the community can count on:

1) **A about campaigning.** These trainings would approach topics such as what is a public institution, what is a public policy, how decision are made within an institution and company, how could decisions be influenced, how could somebody propose/change a decision within the community. The sessions should be conducted by personnel from the leading organization before and after the youngsters are enrolled in jobs or internship programs.

2) **About youth inclusion and participation**. The particularities of local and regional jobs, key competencies for attending the labour market, volunteering (what is and which are the benefits of doing it). These actions should not provide competencies in a work filed; they should just make NEETs aware of the key aspects related to jobs and professional opportunities.

3) **Develop an online tool** (such online community or forum) for sharing best practices in terms of youth participation and inclusion. The promoter should regularly check the issues expressed by youngsters and create relevant content for those we are committed to the

program. This tool should be linked to the CRM software used during the organization of the network and NEETs groups, to build a communication bridge with the youngsters through tools they are already used with.

4) **Organizing a meeting with relevant stakeholders,** in order to tailor their next actions in accordance with the NEETs' expectations and needs. This should not be considered an assessment activity; it is a session for checking if the future assessments will extract the relevant information for the job matching process.

The promoters should regularly conduct research on relevant youth policies issued in the community or at national/regional level and update NEETs with the most important topics and examples that create impact on their situation.

As a part of the evaluation and monitoring of the activities task, the promoters should deliver (online or offline) questionnaires to NEETs on how they perceive the role of local stakeholders after taking part in the CAMPS and in the other activities in the program.

The expected results of this activity consists of a better understanding of **active citizenship concept** and decision-making processes. NEETs will develop new attitudes towards their opportunities and social/professional status. The youth workers involved in this activity should be skilled in project management and organizational development, as well in employment issues related to young people.

3.3 Participatory evaluation

Participatory evaluation refers to getting all program stakeholders, particularly the young target groups, involved in a **common evaluation.** The level of participation can vary, from the getting the target group to set objectives, targets, and data sources themselves, to getting participants to gather data, tell their story, and interpret results. Participatory evaluation generally requires good **facilitation** skills and commitment from all the stakeholders, including the participants, to the process.

Participatory evaluation is about valuing and using the knowledge of the target group and the participants to the network (and the whole community if necessary or appropriate) to provide **meaningful** information, and to collection and to interpret of the results with all interested parties.

Participatory evaluations often use rapid appraisal techniques, which are simpler, quicker and less costly than other traditional data collection methods. Using multiple methods, helps ensure the validity and reliability of findings. It is best to choose methods local stakeholders and others can easily carry out, take short amounts of time to accomplish, and appeal to participants.

The promoters may need to clarify whose views are being represented. If you are using insider knowledge to find out about the process of change, for example, you need to ensure that the validity of the information, such as whether they are representative of the entire experience.

Youth participation in evaluation provides legitimate information for making better decisions about the program itself. It brings people together, increases their organizational and community involvement, and expresses their political rights as citizens in a **democratic society**. Thanks also the empowering activities performed soon before this phase; the young participants would feel less stressed when expressing their opinions and view on the program. In facts, there could be different obstacles to youth participation in evaluation. You should expect them as a normal part of the process, and work to address them.

What are some obstacles to youth participation in evaluation in your program? How could you overcome them? What roles should young people play in evaluation?

Decide if a participatory evaluation approach is **appropriate**. Because of the intensity of effort, it is important to weigh the costs and benefits of using this approach. Many evaluations combine participatory and conventional approaches, such as:

- ✓ Interviews with a small number of individuals who are most knowledgeable about the program and the activities performed.
- ✓ A small group (8-12) is asked to discuss ideas, issues and experiences.
- ✓ A small number of people (25-50) is asked a limited number of questions.

Identify **who** should be involved. Determine who will participate and what roles they will play. How will program members be invited to participate? What will keep them involved? It may be appropriate to use as a spokesperson the some person selected to talk to the media. Two important steps are to ask for broad participation and to hold a meeting with the stable member of the program to discuss the process and what it is required for accurate feedbacks.

Collaborate on creating an **evaluation** plan. Collectively, the group defines the priorities for the evaluation, by selecting relevant indicators that document change or show evidence of progress and that are based on the objectives set at the beginning of the program. At this point, it is agreed what is the most appropriate way to collecting the information (focus group, interviews, online survey…) and a small action plan is prepared (similarly at the action plan already presented)

Gather information using the 5 LICET® values might help you to compare and analyse data collected more easily and build consensus on results, as everybody should already be used on the model and its logic.

In relation to activity evaluation, the values can be used in the following way:

Values' specific application	Objectives
Link with the project and parnters' context	✓ Ensure visibility to the program among the members and its network. ✓ Ensure local involvement at all level ✓ Making sure to have an accurate read of local context
Innovation and continuous improvement	✓ Identify problems and capacity to find solutions within the newtork ✓ Making good use of the skills and competences of in the newtork or in the community ✓ Favouring the exchange of information within and outside the newtork or in the community ✓ Monitor and evaluate performance, including the camps and the other newtwork's activities.
Coordination, management and partners' organization	✓ Efficient and effective resources management within the program and in the community. ✓ Achieving objectives - results - impact by the member of the network and the other stakeholders. ✓ Optimized costs and minimized risks to prevent failures and inefficiencies ✓ Efficient and transparent flow of information to and from the promoters
Exploitation and sustainability	✓ Ensure sustainability to the results and products in the long period ✓ Impact of the program on the community and on the target group ✓ Favouring the possibility of continuing the program in the long period. ✓ Capacity of the mememberss to implement new strategies to sustain the program, above and beyond the action plan life-time
Taking care of the individuals, health and safety	✓ Respect the needs of all parties involved in the project. ✓ Ability to provide information to users and beneficiaries

How would you make the case for youth participation in evaluation?

1. Assemble the group in a circle with two persons sitting face - to - face in the centre close enough for others to observe and hear.
2. Ask one person to play the role of a youth leader who wants young people to attend a meeting to plan the evaluation of a new activity.
3. Ask the other person to play the role of a youth who is unsure of whether or why youth should participate.
4. Everyone observes and listens to the approach each person takes, especially how the youth leader makes the case for evaluation.
5. After the roleplay, ask everyone for observations, and discuss why evaluation is important. How would you make the case?

Once data are gathered, the group collectively analyses the data to build a common body of knowledge. Then, the program's promoters can work with participants to reach consensus on findings, conclusions and recommendations. The group develops a common understanding of the results and use the findings to improve and correct the action plan.

Participatory evaluation approaches can be empowering, educational tools for program members and the other actors at local level, as it can be used to ensure that evaluations address locally relevant questions, contribute to improving program performance, and support the development of sustainable partnerships. More importantly, the approach is focused on building the capacity of individuals and teams to carry out all steps in an evaluation process.

CAMP 3 ON EMPLOYABILITY IMPROVEMENT

The focus of this camp is to develop the participants work skills to ensure they are to a standard that would be employable.

This camp is an advancement of the previous camps preparing the participants to be involved in a more formal environment.

Aim	This camp is an advancement of then previous camps preparing the participants to be involved in a more formal environment and to equip them with skills that will help make them employable. Dealing with CV's, cover letters, interview skills and employee behaviour. The interview stage will also give them realistic experience of the interview process which should eliminate any fears they might have about applying jobs.	
Skills connected	Soft skills (Same as personal skills camp) , accountability, hard skills (Writing, presentation, knowledge)	
Expected results in NEETS	Equipped to apply and interview for jobs. Confident to look for jobs and the right attitude to approach professionals. Ready to move forward into a work placement.	
Full description of the activities	**Task 1**	Introduction to camp. Ice breaker- In groups, research local businesses and employer numbers.
	Task 2	As individuals allow them to research job vacancies.
	Task 3	**Job opportunities** - Using the job vacancies found, allow groups to brainstorm what responsibilities each job has and the qualities needed to do it.
	Task 4	Participants will work individually to list the jobs and company they would like to work for and giving reasons for the choices. (Referring to previous career planning activities)
	Task 5	Participants should **discuss work behaviour** and what is expected from them, as well as how employers should behave. this gives the course leader a chance to measure the participants understanding while giving realistic examples.
	Task 6	Focusing on interview techniques using the information learnt through the participant's research. Complement this by issuing a **SWOT analysis test online**. This will help participants to create their CV.
	Task 7	Participants should **create a new CV** online to ensure they highlight their skills to employers.
	Task 9	In preparation for interviews, participants should complete an online application to get them used to the process.
	Task 10	Interview Stage Participants should treat this stage as a **real interview**, which means work dress, personal presentation, and **speech** should all be **acceptable for a work environment.** The interview process could be compared to a "speed dating"

	environment, as interviewees will rotate between interviewers until they have meet all the businesses there. Each participant will be given 6/8 different interviews with feedback provided. **This should be followed up with business / participant matching and a work placement.**
Staff/Youth Workers	The teaching style for this camp should have a noticeable change to the previous camps, as it is more of a teaching environment. It is vital that the staff are understanding but firm to allow participants to get used to a more formal environment. Skills that staff should possess are strong written and communication skills with working knowledge of interview techniques. **Interview stage:** Staff should encourage the participants to treat this exercise as a real experience by maintaining a professional atmosphere. The staff should encourage the participants but not allow them to rely upon them too much as this is the time participants need to use their own skills.
Support	✓ One to one opportunities with a dedicated youth worker throughout all camps ✓ Extra material if needed or extra help on certain activities ✓ Examples of good CV and cover letter writing ✓ Examples of job descriptions ✓ Possible get professionals in to talk to the participants or a site visit would be beneficial.
Tools	✓ Computers and internet access ✓ Classroom based unless on a site visit. ✓ Would be best completed over 2 days with either a site visit or a professional talk.

PHASE 4 – FOSTERING

4.1 Matching trainees and employers or mentors

After the interviews, each participant will be given a 1 or 2 day to choose the business they wish to work with, to allow participants to experience the whole job application process.

The process should help them grown **confidence** and better understanding of the interview process, and should **motivate** them to apply for other opportunities. It should offer a way to clear their ideas on the area of employment they want to pursue after their placement. This phase is the conclusion of the career-planning phase. At the point, 3 hypothesis were made based on their skills and preparation, now they are asked to experiment, simulate and eventually choose what career they are going to pursue.

Prior to the matching phase, businesses need to be recruited to be involved with the interviews and to provide the **placement opportunities.** Make sure you have enough business to offer the participants a wide range of possibilities and styles.

Employers / businesses had already be involved during the 2.1 Assessment phase so they should be prepared and informed already. Participants should **apply** to be interviewed like any other job vacancy, but there should be some connections to the career planning prepared in the prior steps. Participants only need to apply once but will be given 3/4 interviews on the day lasting approximately 10 minutes each.

Participants should treat this stage as a real interview, which means work dress, personal presentation, and speech should all be acceptable for a work environment, as they simulated in CAMP 3.

The interview process could be compared to a "**speed dating**" environment, as interviewees will rotate between interviewers until they have meet all the businesses there. Feedback sheets should be available to the interviews so they can provide notes on each interviewee.

After the interviews, participants should be given a work placement for 1 -2 days to allow them to experience a real work experience.

It is important that the participants understand that they should treat the **experience as a real job interview**, and treat this exercise as a real experience by maintaining a professional atmosphere as they have doing it to benefit from the experience. This will also supply them with a short reference to use in the future so it is imperative that they show a good impression to the employers. Within the simulation, it is essential that the young participants are treated like any other members of the staff.

Once the matching and work experience is **completed,** it is important that participants are given a one to one session with the promoter (or person in charge of the process) to get feedback from the experience as well as being given action points for the future.

A short participated evaluation with the young participants only might be appropriate, especially with cases that are more delicate or complex.

4.2 Senior Mentoring Programme to facilitate business creation

This section specifically address the participants interested in **starting their own business.**

Seniors are retired professionals in different field and businesspersons who offer their extensive knowledge and experience at disposal of the participants who decide to develop a business project. Those seniors professionals and the promoter of the program, together with the young participants, will form a **multidisciplinary** team to advise and pursue different business projects.

In addition to their professional experience and knowledge, senior mentors have a concrete personal profile, such as: high level of motivation; no formal obligation, only commitment with their work; necessity to pass on their knowledge and experiences; realistic point of view; learning from young entrepreneurs.

1) **Opening** – Collect personal data and a brief overview of the business project to Senior Secretary´s Office. Reception committee of Senior Group maintains an interview with the entrepreneur. Ask for completion of a questionnaire that reflects the idea clearly (all data and information provided by the entrepreneur is confidential).
2) **Questionnaire -** Analysis of the questionnaire by the Senior Group (in monthly meeting). If the project is likely to become reality: a Mentoring Team is chosen among senior members (the most suitable with the project). The LICET® questionnaire used to analyse the local needs, can be also useful here, as it can be used to analyse in depth the strong and weak points of the business plan.
3) **Feasibility plan -** The feasibility plan is developed through interviews with the tutor team (as many interviews as entrepreneur needs to finish it). In detail: Business idea and Entrepreneurs (personal data); Company: Activity / Market / Production / Resources and equipment / Organization and human resources/ Security / Legal structure/ Economic resources, etc. More information on the feasibility plan or business plan can be found at the local Chamber of Commerce or online.

4) **Report -** If the feasibility plan is successfully completed, the Senior Group issued a report, which can serve to offer added value to entrepreneur feasibility plan as well as to support entrepreneur when applying for grants or funds to public administrations or banks.
5) **Mentoring and supporting -** In the early stages of the new company, Mentoring Team will continue to support and monitor the entrepreneur.

4.3 Wider and further support for the program

Finding support for a specific step of the program or the whole program means that you will need to draw upon your network, and forging good working relationships with those whose support the activities so far. It is a good way to make sure that the program could be institutionalized, whether or not your own initiative or organization remains.

Institutionalizing a program means making sure that people realize it is needed and necessary to the community's interests, and that steps are taken to make sure the program becomes permanent. A way to achieve that is to convince other area agencies, organizations, and coalitions to support it, for example:

- ✓ Having someone else run the program: You might be able to get another group to take over a program entirely.
- ✓ Having someone else provide funding or resources for the program: You may find that while another group might not be willing to take over running the program, they may be willing to give you money, supplies, or personnel time for it.
- ✓ Having someone else house the program: such as give you offices, meeting space, or help you disseminate the activities with you.

You can also look for support for specific phase or step of the program,

- ✓ To make your program **permanent**. Getting others to help support that program will go a long way toward making it permanent.
- ✓ To get support from people who might not normally support your overall initiative. Some potential supporters might be willing to support a **specific** program even though they might not be willing to support all of your work.

- ✓ To make a limited-time program go on for a **longer** period.
- ✓ To make you less dependent on any one source of support. If you depend on a single source of support, you run the risk of losing it all if something goes wrong. Getting support from a **variety** of sources gives you more autonomy to do the things you want to do and more certainty that you'll always be able to do them.
- ✓ To raise support for your organization as a whole. Getting support for a specific program can raise awareness about your **overall** organization. Being able to show that people support one of the things that you do can get people interested in the other things that you stand for. This can interest other agencies and bodies in adopting your programs and philosophies.

You should try to attract support for specific programs throughout the life of the program--from the initial planning all the way through implementation. Appealing to others for their support, gaining that support early on, then going on to maintain it is far easier than trying to garner support after the fact. Then, once the program is place, you should appeal for even more support in order to institutionalize it

Whom should you try to attract support from? Some suggestions, and please refer to the stakeholder list in the networking activities at the beginning of the manual. Try also to make the other members of the network responsible for the program continuation.

- ✓ **Civic organizations**: This includes groups like the chamber of commerce, local development groups, community development coalitions, and other types of citizens' groups.
- ✓ **Governmental officials or bodies**: Getting the support of your city council, the mayor, the state legislature, or others in the government can go a long way toward making your program permanent, especially in terms of funding. If approaching legislative bodies, it is important to be familiar with any lobbying laws and regulations that might apply to your program.
- ✓ **Key community influential**: These are the movers and shakers of your community--prominent business people, well-known local activists, religious leaders, and so on. These people can have an enormous amount of influence on others, and can be instrumental in helping you gain a broad base of support.
- ✓ **Foundations and other grant makers:** Probably the most important type of support you can hope for is money. Attracting the support of funding agents, especially local ones, is vital.

Next, give some thought to how you can best make your program seem like an attractive thing for the potential supporter to take on. Coming up with a list of common goals can help you make your "pitch," but you will also need to clearly outline what sort of support you need and make sure that what you're asking for is unambiguous.

Come up with a **written request** for the support. Depending on the extent of the support you're requesting, this may be a one-page letter, or it could be a detailed proposal. Whatever form it takes, your proposal to the potential supporter will need to outline the following details:

- Exactly what sort of support you're requesting, or at least an invitation to meet and discuss these details
- When you want the support to begin (and, if applicable, end)
- Why the potential supporter should go for it
- If you performed internal evaluations or participatory evaluation, it might be a good idea to use the data to demonstrate the growth process and the progress of the participants. Data on local needs (see 2.1) and how many young unemployed people were absorbed could be interested to some agents.

General tips for attracting support:

- ⇨ Be helpful to others. That way, later on, you can collect on those favours by asking for support.
- ⇨ Giving public recognition to your supporters is also important. Thank your benefactors publicly.

- Gather and interpret information about the target population, other potential client populations, new service opportunities, and the community as a whole.
- Give supporters lots of feedback about their efforts. This helps them know how they are being most helpful and ways that they can improve.
- Impress them with outcomes. The best motivator for potential supporters is how good your cause is. Show what a good cause your group or organization is, and how effective your program is in helping that cause.

4.4 Financial sustainability

There are many different possibilities for funding and we are only providing some tips and suggestion here. We invite you to think strategically about your funding needs to develop an approach that will allow your organization thrive for a long time to come.

SHARING POSITIONS AND RESOURCES

A strategy for sustaining the initiative is collaboration with other organizations. Collaboration can take place in a variety of different ways, from writing grants together, to sharing such resources as space, equipment, or staff. This strategy is broad and may encompass many of the other strategies that follow.

The important thing to remember when collaborating is to think carefully about who your natural partners are, and whether you share enough of a philosophical and practical base to work together successfully. Before you enter a collaborative arrangement, **think about what you need.** Ask yourself whether and why sharing positions or resources would meet both your needs. Although resources may be one important reason to collaborate, it's generally not enough if it's the only thing you have in common.

BECOMING A LINE ITEM IN AN EXISTING BUDGET

A line item is a part of a budget that is dedicated to one general need. For example, line items often exist for office supplies, payroll, and travel. Your group may be picked up as a line item by another organization, especially if your operating costs aren't too high. For example, a church or council of churches may be willing to pick up the cost of running the camps, if the main costs are office space (which will be free for the church), a half-time coordinator, and basic office and mailing expenses.

Alternately, an organization may decide to pick up one of your activities (skill assessment or coordinating the local companies and entrepreneurs…). For example, the local school district may be willing to pay for the career planning you are promoting.

APPLYING FOR GRANTS

Grant money may come from public sources or from local or federal foundations. Many communities have some community foundation or local trust whose funds must be spent locally, so take advantage of them. Grant awards are sometimes given in resources other than cash (e.g., travel expenses, time off the job).

TAPPING INTO PERSONNEL RESOURCES

Personnel resources are people and positions that exist in other organizations and that can be shared by your organization for little or no cost.

Some common examples include:

- ✓ Time-share positions
- ✓ Volunteers
- ✓ Internships
- ✓ College work-study positions
- ✓ Staff-on-loan
- ✓ In-kind donations of time

SOLICITING IN-KIND SUPPORT

In-kind support simply refers to resources other than money that are available to your group. In-kind support includes those resources you would have otherwise needed to pay for with money.

In-kind support may come from within the network or from the broader community. It should not be seen as inferior to cash donations, but as an equally important part of the resource pool available.

Seeking in-kind support is a core part of a sustainability plan. If your group is going to succeed, you will need more than just money: you will want goods, people, and services, too.

DEVELOPING AND IMPLEMENTING FUNDRAISERS

A fundraiser is an event sponsored by an organization to raise money for the group and its programs. Fundraisers usually require the group to provide a product, a service, or an event that will allow others to contribute money.

If you are working in a group, you might make a handout with your mission, vision, and objectives listed, so that they are right in front of members as they work. At the very least, they are worth stating at the beginning of the meeting.

- ⇨ Brainstorm possible strategies for your organization. Be sure to think about the options in the context of your own unique situation. Which of these possibilities definitely won't work? Which need to be modified for your group? How? Are there other possibilities that are unique to your organization?

- ⇨ Gather input from key people, such as current funders, staff, volunteers, and member of the network. The more people you listen to, the more you stand to gain from different perspectives.

- ⇨ Choose the strategy or strategies that make most sense for your program and network in general. Diversifying your funding by using several different strategies is often very helpful for groups. By having multiple funding sources, you are less likely to be in trouble if one source dries up.

CAMP 4 CLOSING AND FOLLOW UP

To engage participants, stakeholders and local community after the camps to reflect on the

experience and acknowledge the achievements gained throughout the experience.

Aim	Stabilise connections within the community through the participants, stakeholders and the local community to help the long-term impact of the camps. Regarding the NEETs integration into society/ active citizenship.
Skills connected	Motivation, soft skills, long term goals
Expected results in NEETS	This event should help reaffirm the participants worth as active citizens while motivating them to continue the work started at the camp in regards to their employability and skills development.
Full description of the activities	**Prior to the ceremony** This would be a good time to discuss the experience with the individuals and get feedback from them. **Graduation Ceremony** The event should be made to feel special to the participants, as this is to acknowledge their completion of the camps and work experience. The format should be similar to an official graduation ceremony with an opening speech from a relevant ambassador of the programme, this should be followed by the presentation of the programmes certificate and then a closing statement. Afterwards there should the opportunity for the participants to network with the guests (local community, stakeholders) to make valuable connections. Photography should be available to document the occasion.

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