



## UBC Task Force on Youth Employment and Well-Being

---

# FINAL REPORT: The Good, The Bad and The Next Practices





UBC Task Force on  
Youth Employment and Well-Being

---

**FINAL REPORT:**  
The Good, The Bad and  
The Next Practices

Publisher: Union of the Baltic Cities

Coordinator of the publication:  
Project Management Office, Education Division, City of Turku

Design and layout: KMG Turku

Turku, October 2015

Images: Istock

Place of printing: Drukarnia APLA

ISBN 978-83-932480-1-8

# Content

To The Reader .....	4
<b>1</b> Why Are We Doing This?.....	6
1.1 Five Reasons to Support Youth Employment and Well-Being.....	6
1.2 Supporting Youngsters Is a Lucrative Business .....	8
<b>2</b> Where Are We Now? .....	9
2.1 Statistics: EU and the Baltic Sea Region .....	9
2.2 UBC Survey of Youth Employment and Well-Being.....	10
<b>3</b> Where the Magic Happens: Top 7 Questions and Solutions .....	12
<b>4</b> What's Next?.....	40
4.1 Suggestions for the UBC.....	40
4.2 Tools for Development .....	42

## To the Reader

---

The Union of the Baltic Cities (UBC) held a general conference in Mariehamn on October 1–4, 2013. The theme of the conference was combating youth unemployment and marginalization. Because of this, in early 2013, Aleksi Randell, Mayor of Turku, Markku Andersson, Mayor of Jyväskylä, and Jarkko Virtanen, Vice-President of UBC, asked UBC's Finnish member cities to appoint their own experts to a working group, which was tasked with preparing a concrete programme to promote youth employment and well-being in their cities.

The UBC Programme to Promote Youth Employment and Well-Being was introduced in Mariehamn general conference. Discussions in Mariehamn clearly indicated that UBC Member Cities and its partner organizations possess vast experience in these issues. Furthermore, it proved also that they are interested in working together in order to seek practical and effective solutions to tackle youth unemployment and marginalization.

Therefore, the UBC General Conference decided to establish a Task Force on youth employment and well-being. It was set to work until the next UBC General Conference 2015, in which it will present its final report.

Task Force met six times during the years 2014 and 2015:

- Tampere, Finland (March 2014)
- Turku, Finland (June 2014)
- Karlskrona, Sweden (October 2014)
- Riga, Latvia (January 2015)
- Næstved, Denmark (June 2015)
- Espoo, Finland (September 2015)

In between meetings, proposed measures and related materials were developed through a virtual working platform and by e-mail and telephone, when necessary.

As a result of two years of intensive cooperation and work, you have now in your hands the final report of the Task Force on Youth Employment and Well-Being. It is divided in four sections:

- Why Are We Doing This? 5 reasons to support youth employment and well-being; Supporting youngsters is a lucrative business
- Where Are We Now? Statistics; UBC survey
- Where the Magic Happens: Top 7 questions and solutions
- What's Next? Suggestions for the UBC; Tools for development

Although everyone knows that finding employment in the current economic situation is very challenging for many young people, and in most European countries the statistics show that youth unemployment rates are getting even higher this year, our two years of work and our survey shows that in many cases we have also been able to make progress. There are more and more young people continuing their studies after basic education, new models and practices have produced good results and, most importantly, youngsters still believe that there is a future.

On behalf of the Task Force

MATTI MÄKELÄ

The following 27 experts representing 15 UBC member cities and six countries contributed to the work of the Task Force during the years 2014 and 2015:

MATTI MÄKELÄ,  
Turku, matti.makela@turku.fi  
(Chair)

MERJA NORDLING,  
Espoo, merja.nordling@espoo.fi

KAMIL GORAL,  
Gdynia, kamil.goral@gdynia.pl

REET KOKOVKIN,  
Commission on Education, Hiiu (Kärdla),  
reet.kokovkin@hiiumaa.ee

ANNELY VEEVO,  
Commission on Education, Hiiu (Kärdla),  
annely.veevo@kardla.ee

ALMA BRINKMANE,  
Jūrmala, alma.brinkmane@gmail.com

PIRKKO KORHONEN,  
Jyväskylä, Pirkko.korhonen@jkl.fi

DORIS LARSSON,  
Karlskrona, doris.larsson@karlskrona.se

MARIA PERSSON,  
Karlskrona, maria.1.persson@karlskrona.se

EMMA SKOGH,  
Karlskrona, emma.skogh@karlskrona.se

INGRID AUGUSTINSSON  
SWENNERGREN, Karlskrona,  
ingrid.augustinssonsvennergren@karlskrona.se

ILZE CEBERE,  
Liepāja, ilze.cebere@liepaja.edu.lv

KRISTINE NIEDRE-LATHERE, Liepāja,  
Kristina.niedre.lathere@liepaja.edu.lv

INGA SABLO,  
Liepāja, inga.sablo@liepajasbjc.lv

BJÖRN BERTILSSON,  
Linköping, bjorn.bertilsson@linkoping.se

PIA HELLBERG LANNERHEIM,  
Malmö, pia.hellberg-lannerheim@malmo.se

ANN CLEMENSEN,  
Næstved, ancle@naestved.dk

LOUIS KAARUP,  
Næstved, lokaa@naestved.dk

MARIA SANTANA,  
Næstved, masan@naestved.dk

SANDRA BISENIECE,  
Riga, sandra.biseniece@riga.lv

DMITRIJS ZVEREVVS,  
Riga, dmitrijs.zverevs@riga.lv

ROBERT LANG,  
Tallinn, robertlang28@gmail.com

MARIA VIRTANEN,  
Tampere, maria.kr.virtanen@tampere.fi

ULRIKA ANBRING,  
Trelleborg, ulrika.anbring@trelleborg.se

MIKAEL PETTERSSON,  
Trelleborg, mikael.pettersson@trelleborg.se

TIMO HAUKIOJA,  
Turku, timo.haukioja@turku.fi

ANU PARANTAINEN,  
Turku, anu.parantainen@turku.fi

## 1

# Why Are We Doing This?

---

## 1.1 Five reasons to Support Youth Employment and Well-Being

### **The social exclusion and marginalisation of young people causes enormous economic costs that could be avoided**

According to the European Commission, the economic loss to Europe due to the disengagement of young people from the labour market is approximately €153 billion per year. In 2007, the National Audit Office of Finland calculated that every young person who is permanently disengaged from the labour market costs the society no less than EUR one million. At an annual level, the costs for calculated at the time totalled approximately EUR 28,000. Education is the most effective way to combat the issue; it was calculated that every young person who has completed at least an upper secondary school degree saves the society on average over EUR 200,000 during their careers in comparison to a person who only completes comprehensive school. (To account for inflation and other costs, these figures from eight years ago should now be increased by at least 15 percent.)

Full implementation of the Youth Guarantee does not come for free, but it would generate annual savings worth a total of EUR 132 billion in the area of the EU. In comparison, that is over three times

the profit made by Apple Inc., the world's most profitable company, in 2014.

### **The social exclusion and marginalisation of young people threatens social stability**

Social exclusion and marginalisation are among the main threats to domestic safety. Several examples from Europe and elsewhere have demonstrated that areas where young people cannot see any opportunities in their future or any signs of improvement can become real powder kegs.

### **Working life requires everyone to contribute**

As unemployment increases, it sometimes becomes difficult to remember that changes in the population age structure in European countries make it increasingly important that all young people receive education and find their way into working life.

### **Education increases the years spent in working life**

Education has a significant effect on employment rates. Finnish statistics give a representative example. According to them, those who have only completed comprehensive school have an employment rate of 65 percent at best, while completing a degree in upper secondary education raises the rate



FULL IMPLEMENTATION OF THE YOUTH GUARANTEE DOES NOT COME FOR FREE, BUT IT WOULD GENERATE ANNUAL SAVINGS WORTH A TOTAL OF EUR 132 BILLION IN THE AREA OF THE EU.

to a little over 80 percent, and a higher education degree to 90 percent. Additionally – and somewhat surprisingly – those who have only completed comprehensive school are the last to enter the labour market, men around the age of 24, women at the age of 35. This can be explained by the fact that uneducated people often have long periods of unemployment, child care leaves and possible studying attempts at the beginning of their careers, and these factors together keep their employment rate low.

Not having any other education aside from basic education also significantly shortens the length of an individual's career. According to Finnish statistics, a man who has only completed comprehensive school will work for 25.4 years, and a woman for 22.7 years; men will also spend approximately 6.2 years and women 5.6 years as unemployed. Com-

pleting an upper secondary school degree increases the number of expected work years by six for men and by ten for women. Lower tertiary education further increases the number of work years for both men and women by four years, and upper tertiary education by an additional two years.

### Money is not everything

Supporting youth employment and well-being is also part of a just society, which sees supporting disadvantaged people as a value per se. Ultimately, whether the Youth Guarantee is realised or not is not a question of savings generated for educational institutions, municipalities, the society or the EU, but of individuals and their unique lives and dreams.

## 1.2 Supporting Youngsters Is a Lucrative Business

Supporting youth employment and well-being by implementing the Youth Guarantee has been raised as one of the most important European challenges of the next few years. Although various studies have shown how expensive the social exclusion of young people is to society, this is not always taken into consideration in the solutions developed by individual organizations, municipalities or even governments during this financially difficult time. The following two calculations are based on the **results obtained by increasing guidance and support in vocational education in Turku, Finland**, and they present arguments on the societal and organizational level in support of implementing the Youth Guarantee and preventing the social exclusion of young people (the corresponding logic can also be applied to other types of development projects when contemplating arguments):

**The realisation of the Training Guarantee** (how many young people continue their studies in upper secondary level or in transition phase training modules in the autumn that follows their graduation from comprehensive school) increased in Turku from 93.9% (2004) to 98.1% (2012).

### **Savings to society on an annual level:**

55 (increase in the number of young people who have found a study place) x €28,000 (2007 estimate by the Finnish National Audit Office on the annual costs of exclusion from education and working life) = €1,540,000.

**More students complete their studies:** Due to various new guidance and support activities and more flexible routes through education, the graduation rate in Turku Vocational Institute rose 12 percentage points between 2004 and 2010 (from 63.0 to 75.0).

### **Savings to society on an annual level:**

156 (increase in the number of young people who graduated within three years) x €28,000 (estimate by the National Audit Office on the annual costs of exclusion from education and working life) x 0.15 (difference in percentage points in the number of young people who participate in the labour market after completing secondary level education and those who participate without having completed that education) = €655,200.

These calculations should be regarded with caution, as the achieved savings are likely to be higher than estimated. For example, the price tag attached by the National Audit Office to the social exclusion of young people was determined in 2007, and should be adjusted upwards by at least 15% due to inflation. Furthermore, those who are excluded from education in the transition phase between basic education and the upper secondary level and those who drop out of upper secondary level education usually generate costs for the society longer than for just one year.

Source: Mäkelä-Kilpinen. Reaching the Peak. A Manual for Identifying, Transferring and Adopting Innovations

# 2

## Where Are We Now?

### 2.1 Statistics: EU and the Baltic Sea Region

The youth unemployment rate in UBC countries is mostly at or below EU average; the situation is best in Denmark and Germany, where numbers are dramatically below the EU norm. The development from 2012 to 2015 has been positive in Denmark, Estonia, Latvia, Lithuania, and Poland, which have managed clear reductions in youth unemployment. The situation in Germany, Norway, Sweden and Finland has not seen drastic changes; the numbers from Finland and Norway show a small negative and from Germany and Sweden, a small positive change. The percentage of young people not in employment, education or training (NEETs) is below EU average in all UBC countries. It has slightly decreased from 2012 to 2015 everywhere except Finland and Poland, which have both recorded a slight increase.

Statistics are for  
ages 15–24,  
unless otherwise indicated

Country/City /Area	Youth unemployment rate	% of Neets
<b>European Union</b>	20.6 (Q2/2015)	13% (2013)
<b>Denmark</b> (EU statistics)	3.2 (ages 16–24/ July 2015)	7.5% (ages 15–29; 2013)
	7.2 (ages 25–29/July 2015)	3.9% (2013)
Næstved	6.3 (ages 16–29; July 2015)	not available
<b>Estonia</b> (EU statistics)	12.4 (Q1/2015)	5.8%
Hiiu	1.5 (16–24 years old, 2014)	not available
<b>Finland</b> (EU statistics)	20.9 (July 2015)	10.2% (2014)
Jyväskylä	20.9 (2014)	12.6% (incl. young retired people)
Tampere	17.3 (2014)	7.0% (estimation)
Turku	18.4 (July 2015)	9,7% (estimation)
<b>Germany</b> (EU statistics)	7.0 (July 2015)	6.4% (2014)
<b>Latvia</b> (EU statistics)	15.0 (Q2/2015)	6.1% (2013)
Riga	-	11.9% (January 2013, data according to the National Statistics Board of Latvia)
<b>Lithuania</b> (EU statistics)	18.4 (Q2/2015)	5.3% (2013)
<b>Norway</b>	10.5 (July 2015)	4.0% (ages 15–19; 2013) 11.0% (ages 20–24; 2013)
<b>Poland</b> (EU statistics)	19.3 (July 2015)	12.0% (2014)
<b>Sweden</b> (EU statistics)	20.7 (Q2/2015)	3.8 (2013)
Karlskrona	26.3 (March 2014)	not available

## 2.2 UBC Survey of Youth Employment and Well-Being

An online survey about the implementation and stage of implementation of the UBC Youth Employment and Well-Being Programme was conducted between August 14<sup>th</sup> and September 10<sup>th</sup>, 2015. The total number of respondents was 53, 47 of whom represented the public sector. Nearly half of the respondents worked directly with young people; about one third were involved in project or other developmental work. The responses originated from four UBC countries (Denmark, Finland, Latvia, and Sweden); as the differences between countries were negligible, they will be ignored here.

The survey was divided into the following themes:

- Guidance and support
- Flexible educational paths
- Cooperation with different actors
- Youth participation
- Taking special groups (immigrant youth, youth in need of special support) into account
- Other services that prevent social exclusion

Within each theme, the respondents were asked to evaluate the current situation in their organization, city, or region, as well as the changes that have taken place during the previous two years.

**The overall picture** that emerged from the survey is **mostly positive**, but with some important caveats. Guidance and support measures and cooperation between different actors received mostly positive marks, and the general consensus is that in both areas things have been moving to a positive direction. The respondents' views on the current situation in youth participation and the use of flexible educational paths was more neutral, but even there the situation was getting better. In open commentary, there was a call for the use of more peer support.

**When it comes to special groups** such as immigrant youth and youth in need of special support, **the picture was much bleaker**. The support towards integration and for reaching the educational requirements for modern working life was seen as barely satisfactory; the situation of young people requiring special support received only slightly better marks. Most respondents thought that there had been no change in the support provided to either group during the last two years, but a significant minority saw some improvement. In the case of immigrant youth, local language skills were seen as a vital part of both integration and educational success in open commentary.

The respondents' **views on other services** to prevent social exclusion such as anti-homelessness measures, crisis support, and the services provided for NEETs **were mostly neutral**; the situation was seen as 'satisfactory', with no visible improvement within the last two years. The only exceptions here were community-building and anti-bullying measures, which received relatively good marks and where the majority saw clear improvement.

**While the overall picture does not look gloomy**, there is still **clearly room for improvement**. This is especially true with regard to special groups, whose support services are still not fully adequate. In other areas, services are mostly seen as satisfactory or better, but even there, we have to guard against complacency – or, in the words of one respondent: “We got lots of programmes and organizations but they are not effective. Clients do not feel that they have received help, even though we often can say we have done our job.”

## Results of the UBC Survey on Youth Employment and Well-Being

- Current situation (1=very poor, 2=poor, 3=satisfactory, 4=good, 5=very good)
- Development during the last 2 years (1=extremely negative, 2=negative, 3=no change, 4=improvement, 5=immense improvement)



Full results of the survey will be made available on the UBC web site ([www.ubc.net](http://www.ubc.net)) and on the web site [www.koulutustakuu.fi/training-guarantee](http://www.koulutustakuu.fi/training-guarantee).

# 3

## Where the Magic Happens: TOP 7 Questions and Solutions

---

The UBC Task Force on Youth Employment and Well-Being started its work by identifying the main challenges and their possible solutions in its first two meetings in Turku and Tampere. In October 2014, the Task Force collected all this data and formulated the TOP 7 questions, which were as follows:

- How to motivate youngsters?  
Tools and methods
- How to promote social entrepreneurship and social economics?
- How to recognize and validate skills of the youngsters?
- New ways for guidance and support of immigrant youngsters who arrived in their teens
- How can we use new technology more efficiently in guidance, support and education?
- Steps from ill-being to well-being and employment
- How can we help the system to become more diversity-friendly?

In the first half of the year 2015, the Task Force collected answers to these questions in order to find the best and even next practices to support youth employment and well-being. Moreover, workshops were held in several UBC cities to disseminate these excellent practices and working models.



# Q1

## How to motivate youngsters? Tools and methods

Education must meet the needs of different types of learners. Young people may need different ways of studying and diverse learning environments. For instance, functional and work-based learning methods are good alternatives for young people who require special support in their education.

City of Turku, Finland

### Flexible basic education

Flexible basic education is targeted at young people who are at risk of being excluded from basic education without completing comprehensive school. In flexible basic education, teaching takes place alternately at school and at the workplace. Other learning environments are also utilised flexibly. In addition to a special needs teacher, a youth instructor also works in the classroom. Students study in small groups of up to ten students. Each student receives a learning plan, or, if necessary, a personal plan concerning the teaching arrangements.

Teacher TOMMI RÄSÄNEN,  
tommi.rasanen@turku.fi

**Students in basic education are offered the chance to learn more about upper secondary education and different occupational options.** Providing students in basic education with more information about educational options at secondary

level adds to their knowledge of existing educational options. It also dispels wrong conceptions about the opportunities offered by vocational institutions and enhances the students' understanding of working life, different occupations and working life skills.

Career adviser SARI JANSSON,  
sari.jansson@turku.fi

### Mathematics bank

The teachers at Turku Vocational Institute have gathered sample assignments from different vocational fields in the Math bank, which operates on a Moodle platform. The bank contains assignments on the essential content of almost all areas of vocational mathematics along with their solutions. The assignments can be used in math lessons at basic education level as well as in student counselling, when the transfer to upper secondary education is being considered. The student can use the material to learn more about math teaching in the vocational field they find interesting, and to consider whether they are ready to move to study in that field. A need for this arose from basic education. The training officers and teachers at the educational institute consider the Math bank a concrete tool for co-operation between basic education and vocational upper secondary education. The Math bank also serves as a marketing tool for vocational education. Learning about the roles of maths introduces the student to vocational studies in advance, and renders the transfer to vocational education easier.

Teacher JUHA PUSA,  
juha.pusa@turku.fi

**The voices of young people should be heard and they should be able to participate in all matters that relate to them.** Participation and influence are themes that have been given a key role in many city strategies in Finland. It is important that every resident, including young people, has the opportunity to be heard and the chance to influence decision-making in society. Young people's point of view has a particularly significant role when planning services directed at them. Young people who have gained experience in participation and advocacy grow up to be active members of society.

Project manager ANU PARANTAINEN,  
anu.parantainen@turku.fi

### Student representation

The everyday life of the educational institute includes several different ways in which the students can get their voice heard. They can have representatives in the work and development groups and on executive committees of the educational institute. Either the students or their chosen representatives can have a say in specially organized hearings, as well as in feedback and opinion surveys directed at the students. It is essential that the issues that arise in the hearings along with possible corrective measures and development suggestions are written down, so their implementation can be monitored. The students should also be informed about progress without delay.

Project coordinator HEIDI HAKKARAINEN,  
heidi.hakkarainen@turku.fi

### Toimintapassi (Action pass) – learn anywhere you want

Toimintapassi (Action pass) includes tasks from various areas in life (studying, internship, free time) that encourage students to learn the language and gain knowledge about society while outside the ed-

ucational institution. The basic idea is to encourage those who study Finnish as a second language to use Finnish in their everyday life, both in and outside school. In addition to helping them speak Finnish actively, the aim is for the students to get to know the place where they live and the services and recreational activities available in their region. The tasks also direct students to continue their studies and to look for work.

The Action pass was originally planned for the use of the teachers and instructors of training programmes for immigrants, but it can also be adapted as teaching material for other training programmes. There are two versions of the pass, a plain-language one and a regular one for more advanced Finnish speakers.

Project manager JAANA KILPINEN,  
jaana.kilpinen@turku.fi

### City of Jyväskylä, Finland

**Free LiikuntaLaturi** exercise sessions for young people (13–19 years). Teenagers can attend free exercise sessions in different parts of the city. They can try a diverse range of sports, including yoga, street dance, fitness boxing, bowling, parkour and CrossTraining, a new addition.

The program for the spring season consists of 14 sports and runs until the end of April. No advance registration is required for the sessions, and the participants do not need to focus on one specific sport. Instead, they can try new ones.

[www.jyvaskyla.fi/liikuntalaturi](http://www.jyvaskyla.fi/liikuntalaturi)

Project Manager REETA JÄÄSKELÄINEN,  
reeta.jaaskelainen@jkl.fi

Sports Services Manager KIRSI PELO-ARKKO,  
kirsi.pelo-arkko@jkl.fi

**Arts workshop** with support for young people in clarifying their life goals and improving their skills in everyday life. Art Workshop provides various creative activities for 17–29-year-olds in Jyväskylä. The purpose of the art workshop is to gain work experience and motivation by using arts: drama/theatre and expressing oneself, handcrafts, arts, cooking and sports.

Participation does not require earlier knowledge or skills. The only thing needed is an open mind and willingness to learn. Social integration courses for immigrants including Finnish language lessons are also arranged. Arts workshop is one form of employment services of the city of Jyväskylä.

[www.3.jkl.fi/taidepaja](http://www.3.jkl.fi/taidepaja)

JORMA NIEMINEN,  
jorma.nieminen@jkl.fi

**City of Næstved, Denmark**

Næstved Kommune has had success in motivating young people by using the youth mentoring program.

A mentor is assigned to a young person in need of social and recreational development as well as emotional support. This programme is also applied to young persons who have no parents or other adults as role models, as well as to youngsters that have received unemployment benefits for a long time.

Our goal is that 95% of a youth cohort must complete a youth education programme.

Næstved Kommune participated in a mentoring project from 2012-2014 and the results showed that the mentored youngsters had better educational achievements and attitudes toward school. At the same time it reduced some of the negative behaviors and increased their social attitudes in a positive way.

See more (in Danish):

[www.star.dk/da/Om-STAR/Nyt-fra-STAR/Nyheder/2014/11/Mentorstoette-faar-flere-udsatte-i-uddannelse-eller-i-job.aspx](http://www.star.dk/da/Om-STAR/Nyt-fra-STAR/Nyheder/2014/11/Mentorstoette-faar-flere-udsatte-i-uddannelse-eller-i-job.aspx)

During the project, Næstved created a Mentor Corps. This Corps is now placed in the Næstved Ressource Centre where the mentors have a weekly meeting. Otherwise they meet their mentees regularly in the youngsters' own environment.

Mentoring in Næstved guarantees a young person that there is someone who cares about them and that they are not alone in dealing with day to day challenges. This has had a positive impact in the young people's lives and have motivated them to go back to school and get an education.

Mentoring was a part of the reform of unemployment benefits that became effective in Denmark on January 1st, 2014.

**City of Karlskrona, Sweden**

**Kompetensare 2.0** is a new model developed in cooperation with companies to get young people into work or education. Kompetensare 2.0 is an collaboration between the municipality, Employment agency, labor unions and the local business to reduce youth unemployment and addressing labor shortages in the future. Kompetensare 2.0 means that young job-seekers are invited to apply to a program with a content that the business sector has selected out and are important for young people to have knowledge about to become more attractive at the labor market. The contents are first 6 weeks of modular based training (Job & Career – Healthcare – Business Knowledge & Economy – Work environment, Security and Trade union knowledge – Team Building) and then 6–12 week practice in a business. The aim is to match young people based on the needs in the businesses.

Project Manager ANNE KJELLSON,  
anne.kjellson@karlskrona.se

**Navigatorcentrum** – One way in for the young people -many ways out. It creates a meeting point for education, social services, labor and employment department under one roof, provides programs, meeting space, business rooms, speed-dating between companies and youngsters, training etc on a voluntary basis.

Project Manager ANNE KJELLSON,  
anne.kjellson@karlskrona.se

### City of Liepāja, Latvia

**The reception at the City mayor/chairman and Money award** for outstanding pupils for their achievements and success in studies on the state level or international competitions and contests:

- Twice a year pupils are invited by the City chairman at his reception and they are awarded with money prizes for study achievements.

**Schools for talented and gifted pupils:**

- Talented and gifted pupils are invited to join in the “Schools for gifted children”, where pupils can obtain more profound knowledge of subjects with the help of qualified school teachers and professors from higher education institutions.

**Non-formal education accessibility in schools and in the Children and Youth centre (Children and Youth centre has 4 branches):**

- There is a fee for after class activities but we have a system which allows us to offer non-formal education free of charge for some special pupil groups or to receive reliefs or incentives.

**School activities in International projects (ERASMUS+), National and municipal level contests and sport competitions:**

- Schools are involved in 7 ERASMUS+ projects in period of the years 2014-2016 with national level competitions such as: In National

Broadsheets “DIENA” competitions “What’s Up”, Drawing competition “My Latvia”, project competition “Zinis”, Reading competition “Children Jury”, Competition “The most friendly class” etc.

**Career Week, Creativity Week.**

- “Career week” – A national event where in 2014 48 cities were involved and 200 different events were held to motivate youngsters.  
Creativity week in Liepāja, where the schools organize various events with educational content (excursions, professionals are invited to the schools in order to tell their success stories).
- “Produced in Liepāja” exhibition, where entrepreneurs exhibit their achievements. In 2015, 200 companies registered for participation.

**Youth Guard organisations and activities.**

Latvian National Mythological hero Lāčplēsis and his award competition. This is an annual event for school youngsters and youth guard teams. Youngsters compete in different military-related competitions and take part in an endurance race.

**Shadowing**

Annual state event; in 2015, there were 5000 pupils from all around Latvia shadowing politicians, entrepreneurs and different specialists in order to get to know their daily duties and proficiencies.

**Tools and methods: E-Class.**

Each comprehensive education establishment has e-record register which is available for teachers, pupils and parents. In the record register you can see marks and progress, delays and teachers announcements.

**Assistant personnel.**

In each school we have social teacher and psychol-

ogist and in some schools there is a career advisor. All specialists are involved in work with pupils when it's really needed.

### Support team in school.

School administration, specialists (social teacher, psychologist), and a class teacher form support team to work with pupils who have social disorders, academic failure, class delays, and behavioral problems. A team tries to find solutions through an individual approach.

### Liepāja City E-learning environment

[www.lip.lv](http://www.lip.lv) – Each pupil has an access to different E-learning aids for all subjects: Math, Latvian, History, Geography, Nature Sciences etc.

### Pupils Board in each school and a City Pupils Council.

- Pupils Council organizes both educational and entertainment events both
- One representative from each Pupils Board is involved in council activities. City Pupils Council organizes city level events where all schools might participate and takes part in state level activities.

### Youth House – volunteers, participation in International projects.

- “Youth House” is an organization in Liepāja which welcomes and does exchange activities for volunteers from European Union and other countries (Ukraine, Turkey). Youth NGO’s are another platform where youngsters can meet and pursue their interests;
- The establishment writes proposals for and implements international projects. They offer various exchange programmes in other EU countries.
- A career advisor is needed in the Youth House.

### Teachers in the schools from Union “Mission Possible”.

The Union “Mission Possible” offers to schools teachers who use innovative teaching methods and help pupils who have academic and learning difficulties. This Union also organizes Summer Camps where youngsters have a chance to learn the basics of different subjects through research, nature excursions, and games.

### City of Tampere, Finland

**Young people, pupils, students, customers, etc. take part in the decision making** in every level of education and in the city administration, especially when matters that affect them directly are concerned or services for them are planned and developed.

Project manager MARIA VIRTANEN,  
[maria.kr.virtanen@tampere.fi](mailto:maria.kr.virtanen@tampere.fi)

### Modern learning environments in all levels of education

The Finnish education system and especially the curriculum are school-based which allows us to use flexible and versatile pedagogical methods in order to motivate youngsters. The learning environments in schools resemble work life as much as possible. For example, Tampere has adopted **Me and My City** as a learning environment. It is an award winning concept on entrepreneurship, economy and society. This learning environment is funded by cities, companies and Ministry of education. It brings together pupils and teachers, university students, companies and authorities.

The Finnish education system is built on trust in professionalism, a culture of trust on the professionalism of teachers and principals in judging what is best for students and in reporting of progress. Evaluation is seen as a tool for development, not as a tool for inspection.

**Tampere LUMATE Centre (Natural Sciences, Mathematics, Technology)** aims to inspire children and young people in science, mathematics and technology learning and leisure activities. To achieve this, the Centre works in collaboration with schools; free science clubs for pupils, teacher support and in-service education for teachers and renting laboratory equipment and supplies. Lumate Centre is a joint effort of three Universities in Tampere and partly funded by the City of Tampere. It is located in General Upper Secondary School of Technology.

**Aktiivipassi (Activity passport)**

The City of Tampere gives an activity passport to those who have been receiving income support due to low income for more than one year. The passport allows free travel in city busses and free entry to certain sports facilities and museums.

Planning manager **MARITTA NÄRHI**,  
[maritta.narhi@tampere.fi](mailto:maritta.narhi@tampere.fi)



EDUCATION MUST MEET THE NEEDS OF DIFFERENT TYPES OF LEARNERS. YOUNG PEOPLE MAY NEED DIFFERENT WAYS OF STUDYING AND DIVERSE LEARNING ENVIRONMENTS.

# Q2

## How to promote social entrepreneurship and social economics?

For the individual as well as for society generally, securing the best possible framework for new businesses is of crucial importance to future growth. In this chapter you can read about several new and concrete initiatives designed to strengthen conditions for new social entrepreneurs.

### City of Karlskrona, Sweden

#### Sommarlovsföretagarna

Young people get education regarding startups and support in starting a business that is running throughout the summer holidays. All cities in Blekinge County cooperate.

Contact person in Karlskrona,  
BIRGITH JUEL, birgith.juel@karlskrona.se

#### Klaura Pop Up Market

offers young entrepreneurs in Karlskrona a marketplace that pops up right in the center of the city. The sites are different each time.

[www.klaurapopup.se](http://www.klaurapopup.se)

#### Unga Ekar

A regional initiative for young entrepreneurs to tackle youth unemployment. People in the society donate the equivalent a day's wages (or more)

to create a better situation, both for the present and for future of young people in Blekinge. Young entrepreneurs can apply for grant from Unga Ekar. The entrepreneurs have to be active in Blekinge, but aim for an international market. The owners / founders of the companies have to be under 26 years of age and have the ambition to build profitable businesses based in Blekinge. The grants can support any kind of business and requires no ownership from Unga Ekar. It is startup capital to start running or growing a business.

[www.b-b-i.se/ungaekar/](http://www.b-b-i.se/ungaekar/)

### City of Turku, Finland

#### The multi-employer model of youth apprenticeship learning

The Turku Apprenticeship Office and the Practical Nursing training program at the Turku Vocational Institute started developmental work on a new model to encourage youth finishing their basic education to start studies in curriculum-based apprenticeship training. The objective was to lower the employer threshold for making an apprenticeship agreement with young people by developing a model where the responsibility for teaching during studies is shared between several different employers. The model was named the multi-employer model. Apprenticeship placements for the pilot group were charted in advance by the Apprentice-

ship Office with both municipal as well as private childcare providers and services for the elderly.

The group is supervised by their own teacher. The studies begin with an orientation period that was held simultaneously with the school-based group. The period's central objective is to establish group cohesion in the pilot group and orientation to future studies. The first period in the working world starts in nurseries in early studies. In practice, the students spend four days at the workplace every week, while one day is a theory day at the educational institute. This way, the young people have a chance to meet their fellow students at least once a week. The educational institute has, for its part, supported the students' workplace instructors by offering them training on supervising and evaluating young people.

Project coordinator HEIDI HAKKARAINEN,  
heidi.hakkarainen@turku.fi

### Workplace Instructor Training

In addition to school, future professionals learn their skills at the workplace. Employers have an increasingly important role in the vocational growth of young people. If a company or an organization receives trainees for on-the-job education, it needs a skilled person to facilitate the learning process and act as a contact between the workplace and educational institute.

A workplace instructor is a host company/organization employee who is responsible for guiding on-the-job learners. In a training offered by the local vocational institutes, workplace instructors gain expertise in trainee orientation, guidance and learning evaluation. The training also enables the instructor to evaluate trainees in a fair and objective manner, providing valuable feedback. A good workplace instructor helps in creating a positive image of the employer, ensuring future workforce availability. By working with a skilled instructor, the trainee gains optimal benefits in terms of readiness for working life.

Project manager JAANA KILPINEN,  
jaana.kilpinen@turku.fi

### The work life mentor

Work life mentoring is a service provided by the Turku Vocational Institute. Its aim is to support the student's shift from learning and studies to actual working life. The work life mentor knows recruitment practices and the practices concerning forms of employment support, and offers assistance to the young person between the workplace and the educational institute. Teachers act as the experts in their own field, and always carry the main responsibility for the learning taking place in the workplace. The support provided by the work life mentor has more to do with guiding and supporting young people in terms of life skills and the rules of working life.

Work life mentoring consists of the following stages: charting the strengths and possible challenges faced by the student, assistance in finding a place for the on-the-job learning periods when necessary, providing support for on-the-job learning periods, evaluating and reinforcing life skills, and making and implementing a follow-up plan together with institute staff and the student. A work life mentor also supports the workplace instructor during an on-the-job learning period of a special needs student, if necessary.

Project coordinator LIISI MATTILA,  
liisi.mattila@turku.fi

### Hire a young person -campaign

One of the national campaigns, The Pestaa Nuori (hire a young person) campaign, operates in South-western Finland. The opening event for the campaign was held at local shopping centre in Turku in spring 2013. Participants at the event included employers, educational institutions and organizations. Employers can challenge other companies to take part in the campaign through the campaign's website. The website also features job advertisements and introductions to education that are offered to young people.

Career adviser SARI JANSSON,  
sari.jansson@turku.fi

**City of Jyväskylä, Finland**

**Youth activity grants**

are for supporting the independent activities of young people. Grants are granted for the activities of youth organizations, free activity groups and communities, which promote and support youths' independent activity, active citizenship, social empowerment and abstinence from drugs. 2/3 of the members of the applicant organization must be under 29 years old, and the funded activity must be involved with children and youth.

Service manager MARIANNE NURMI,  
marianne.nurmi@jkl.fi

**Innola and ITU Houses for young entrepreneurs.** A building and/or an environment where teenagers can practice entrepreneurial skills easily and are encouraged to trust their own views. Learning by doing, also learning by doing mistakes. Nuorten Keski-Suomi ry, Eeva-Liisa Tilkanen, eeva-liisa.tilkanen@nuortenkeskisuomi.fi

**Nuovo, young power to associations**

-a coaching project which has created new models for young people to create their new jobs and to help them to reach job markets also through voluntary work.

Project Manager SUSANNA UUSITALO,  
Keski-Suomen Yhteisöjen Tuki ry  
susanna.uusitalo@kyt.fi

**City of Næstved, Denmark**

Næstved Job Centre has recently set up a special course for the development of entrepreneurship. By setting their own businesses, the participants will become self-sufficient and capable of taking

care of themselves.

This idea came from India, where the World Bank - among others - lent money to Indian entrepreneurs to help them start or expand their own business. Not only did they transform the life of the entrepreneurs, but they also had a positive impact in their economy.

The idea behind this initiative is to exploit the capabilities that our citizens already possess. We are aware that there are many strict requirements in the process of creating a business, but the most important is that each citizen is motivated and eager to work on creating his own business.

This course has a duration of six months. During this period they learn all stages of small business, from defining a business plan and managing the finances to creating strategies and marketing. Once they finish the course, they will be able to start their own business. To help them do this, they are guaranteed an income (rehabilitation allowance) for half a year. During this period they must start their business.

The Næstved Business Centre also has focus on mentoring. As a new entrepreneur with a business, you are able to get help of a mentor. The mentors are volunteers, who through their own experiences are able to pass on tips and ideas.

More about mentoring:  
[www.naestvederhverv.dk/mentorordning/](http://www.naestvederhverv.dk/mentorordning/)

More about entrepreneurship on national level:  
[sus@sus.dk](mailto:sus@sus.dk)

**City of Liepāja, Latvia**

**Vocational education based on employment environment.**

Entrepreneurs support potential employees and offer internship places for them in the companies.

### **Pupils' employment in summer.**

Every summer Liepāja Municipality pays for 200 working places for 13-14 years old teens. Youngsters work in their schools and city (e.g. doing greenery, sport ground clean-up). Each youngster has a chance to work for a month from Monday to Friday for 4 hours per day.

For 15-19 years old teens employment places are provided by entrepreneurs. Possible jobs include waiters, shop assistant, cashier and others for the summer period.

### **Programme "Junior Achievement".**

In order to raise entrepreneur skills, in the year 2014 Liepāja Municipality paid the participant fee for all schools to give them the possibility to establish their training firms and educate/lead the pupils to business world. All comprehensive education schools and Vocational training schools which are not sub-ordinated by local authorities are involved in this movement.

## **City of Tampere, Finland**

### **"A job for every young person!" campaign (Kaikille nuorille töitä!)**

The Entrepreneurs of Tampere Region started the Kaikille nuorille töitä! campaign in April 2012 to beat the youth unemployment. The campaign has been adopted in several regions in Finland. Employers can challenge other employers to take part in the campaign through the campaign's website: [www.nuorilletoita.fi](http://www.nuorilletoita.fi)

Press officer TUIJA TELENIOUS,  
[tuija.telenius@pirkanmaanyrittajat.fi](mailto:tuija.telenius@pirkanmaanyrittajat.fi)

### **Innovation platforms, Demola and New Factory**

Innovation platforms such as Demola and New Factory, Tampere, are provided to boost entrepre-

neurship among the young.

[www.demola.fi](http://www.demola.fi) & <http://newfactory.fi>

Head of Demola Network VILLE KAIRAMO,  
[ville@demola.net](mailto:ville@demola.net)

### **Promoting co-operative team entrepreneurship in schools**

School co-operatives are being established in different levels of studying, including the Tampere University of Applied Sciences as well as vocational schools. In the Tampere region, there are about 20 co-operatives in schools. Their aim is to learn about entrepreneurship in practice.

Coach MIKAEL JUNTUNEN,  
Tampere University of Applied Sciences,  
[mikael.juntunen@tamk.fi](mailto:mikael.juntunen@tamk.fi)

Y-kampus trailer:  
[www.youtube.com/watch?v=1Fecy-1RxQw](http://www.youtube.com/watch?v=1Fecy-1RxQw)

Proacademy trailer: [vimeo.com/34897877](http://vimeo.com/34897877)

During the recent years the City of Tampere has run projects related to promoting social entrepreneurship and set up a social enterprise which has been operating since the year 2011. The social aspects are also taken into consideration in public procurement. Work life mentors are provided for Finnish and international students and graduates. The City of Tampere offers yearly more than 600 summer jobs for the young who have little or no previous work experience.

Planning manager TUULA MIKKONEN,  
[tuula.mikkonen@tampere.fi](mailto:tuula.mikkonen@tampere.fi)

---

FOR THE INDIVIDUAL AS WELL AS FOR SOCIETY  
GENERALLY, SECURING THE BEST POSSIBLE  
FRAMEWORK FOR NEW BUSINESSES IS OF CRUCIAL  
IMPORTANCE TO FUTURE GROWTH.

# Q3

## How to recognize and validate skills of the youngsters?

Over the last decades the concept of learning has transformed dramatically. It is no longer just academic knowledge acquired in the classroom that counts. As the amount of created and available information increases exponentially, it is much more important to know how to learn continuously, how to learn from experience and how to put the knowledge and skills in practice in the changing environment.

At the same time the working environment has changed dramatically and requests for a different set of competences from the newcomers than it used to.

Therefore, as many young people choose alternative educational paths or find it hard to identify with formal education systems, it is crucial to provide young people with tools for documenting, validating, and recognizing the skills they have acquired through non-formal learning, volunteering or professional experience.

Validating the skills is important both for the potential employers, who need to understand what the young person really knows, and for young people themselves (to raise self-esteem and to be able to make thought-over choices about their future careers).

### City of Turku, Finland

#### Making learning and evaluation more efficient through co-teaching

By making use of co-teaching, two subjects can be taught at the same time in different ways; the group can be split into two, or the teachers may take turns to teach the whole group. Separation and support for weaker students is easier when there are more adults in the group than one. Implementation of the model has not incurred additional costs, as the hourly rates paid to teachers have remained the same. This means that the weekly number of hours for students has been slightly reduced.

Co-teaching supports student evaluation, as evaluation discussions can be held with a colleague teaching at the same time. The model therefore places different requirements on the co-operation between teachers than normal pedagogical models. Traditional tests and exams can be held less often, because the student's skills can be evaluated in practice through different subjects. For example, skills in mathematics can be assessed in connection with work performance: can a student easily measure out the ingredients if the cake has to be made twice as large as stated in the recipe?

Co-teaching may sometimes confuse students if they are not used to it. They are, however, often more amazed by the lack of tests and the practical ways in which they can demonstrate their skills.

Students are used to demonstrating their skills in a test, then leaving it at that. In the model presented, traditional tests and exams are held as rarely as possible, and things students have already learned are revised later in order to deepen the knowledge and view things from different perspectives, just as in working life.

Teacher JUHA PUSA,  
juha.pusa@turku.fi

### Skills demonstrations

Skills demonstrations are an actual work assignment, performed as a part of the VET on-the-job learning period. As there are multiple on-the-job learning periods in the course of a vocational degree program, there are also multiple skills demonstrations that increase in complexity as the trainee gains more skills. As an example, the skills demonstration chain in vehicle repairs qualification starts from a relatively simple lubrication service, followed by performing regular maintenance service in accordance with the manufacturer's service program, then brake, engine, and/or transmission repairs, etc.; the chain eventually reaches full engine diagnostics before graduation.

Project manager JAANA KILPINEN,  
jaana.kilpinen@turku.fi

### City of Jyväskylä, Finland

**Paikko certificate** – to recognize and validate skills which are learned somewhere else than at school, for example at workshops and hobbies.

SUSANNA UUSITALO, susanna.uusitalo@kyt.fi

### City of Næstved, Denmark

Næstved Job Centre cooperates with the Næstved Business School to uncover the social, academic, and work skills of youngsters. An assessment of these experiences is then included in a training plan so that they can be compensated for part of the education in order to get a certificate.

Næstved Job Centre has also just signed a cooperation agreement with Næstved Production School in order to improve the youngsters' chances in the education system and the ordinary labour market. The Production School has alternative workshops and a new type of education: flex education, which is aimed at students who cannot complete an ordinary education.

This project started on January 1st, 2015, and it is supported by the Local Employment Committee as well as by the Regional Employment Committee.

#### Example

I am a young woman with a 9th grade education and I have been receiving social benefits since I was 18. I have two children with my former boyfriend and one with my current boyfriend. I suffer from anxiety, social phobia and obsessive-compulsive disorder (OCD).

I took the entrepreneurship course and the capabilities that were exploited here were my OCD; I am really good at cleaning and I have a great knowledge of traditional home cleaning methods.

Upon finishing the course for the development of entrepreneurship, I established my own cleaning business. I specialized in cleaning homes of elderly citizens, in this way my anxiety and my social phobia are not a problem to me. Today I am a successful businesswoman.

*Ditte, age 26*

### City of Liepāja, Latvia

#### **The Certificate as a proof for attending after-class activities in non-formal education**

Peers who have been attending after-class activities all through the year at Children and Youth Centre obtain the certificate as an approval for the main skills they have attained. The certificate is taken in account when pupils apply for a Scholarship of Liepāja University.

#### **The Certificate of “Junior Achievement” for entrepreneur skills**

Each youngster who has founded and registered his/her training firm gets a certificate for the entrepreneur skills, which is a good addition to their CV.

### City of Tampere, Finland

Every student of upper secondary vocational education in Tampere has a dynamic personal curriculum that is checked regularly and edited when needed. Teachers interview the students to map their interests and hobbies and encourage them to develop skills that can later be used in the curriculum.

Head of student services,  
Tampere Vocational College Tredu,  
PÄIVI PASANEN,  
paivi.pasanen@tampere.fi

# Q4

## New ways for guidance and support of immigrant youngsters who arrived in their teens

In today's tough social and economic climate, young people are facing increasing demands for skills and versatility. To come as a new arrival in a new country as a youth and have neither the language nor the new culture with them can be devastating for many. Therefore, new methods are needed to speed up the process for young people to enter the labor market. Traditional schools and teaching in the new language cannot retrieve the time that the newly arrived young people have missed. The goal is to give young people a safe, meaningful and rewarding journey that creates the conditions for self-support and participation in society – a tailor-made, coherent chain of activities from the introduction to integration.

City of Turku, Finland

### The education path of immigrant youth

Because the education path for young immigrants may include several transition phases, experts in Turku have compiled all the available training opportunities into one comprehensive picture, an education map. This has been of great help in defining the responsibilities of different parties and developing supervision and foresight systems. Forming a joint picture of the education path has also helped actors to see where the path has gaps and what new training programmes/services are required.

Project coordinator MIKA SALONEN  
mika.salonen@turku.fi

City of Jyväskylä, Finland

### Active YOUth (14-18):

Creative workshops for youngsters who are either immigrants or who are interested in international issues and multiculturalism. The project aims to strengthen the multicultural skills of the young people for the future. All guides are foreign volunteers, usually students or professionals, who arrive to Finland only to guide the course.

[activeyouthjkl.wix.com/projekti](http://activeyouthjkl.wix.com/projekti),  
[facebook.com/activeyouthjkl](https://facebook.com/activeyouthjkl)

City of Næstved, Denmark

All young immigrants (teenagers under 18) are enrolled in the municipal primary or lower secondary schools, as they follow the same guidelines as all young Danes. All young immigrants over 18 have to take a Danish language course in their integration period. After finishing the three-year course, they can start a youth education or in a job.



# Q5

## How can we use new technology more efficiently in guidance, support and education?

Today's youngsters are more different as learners and more used to use new technology than the young people of yesteryear. For many of today's youngsters, the traditional ways of guidance, support and education are not working anymore, which is why we need to create and use various technological models.

### City of Turku, Finland

Mobile devices are used as a tool for students' self-evaluation in one of campuses at the Turku Vocational Institute. An electronic textbook for the study course has been made for mobile devices. In the textbook, the evaluation criteria for central content have been opened as tasks corresponding to work performance. This helps the student to understand what is expected of them in concrete terms. The students describe each other's work performance and make notes on the issues they have learned.

Using a mobile device in learning requires a new kind of attitude from both the teacher and the student. The student must act as an active reflector of their own learning, and the teacher must try to unlearn old-fashioned lecture-style teaching and teacher-based learning evaluation.

During evaluation discussions, the ability to describe their own abilities makes it easier for the student to discuss their own learning at different stages. The student will have a positive attitude towards the guidance and evaluation they receive when they guide their own learning process every day towards the best possible results. As the learning progresses, the student's self-guidance increases, and their skills improve. The use of mobile devices and the electronic textbook are especially good for aiding the learning of immigrant students and students who require special support

Teacher JUHA PUSA,  
juha.pusa@turku.fi

### City of Næstved, Denmark

In connection with the Bridging Project, we focused on the need of creating mobile apps for schools and educational institutions. In this way, young people can use their mobile devices to find their way into the education system.

More:  
[www.detvirtuellaenaestved.dk](http://www.detvirtuellaenaestved.dk)  
More about the Bridging Project:  
[ancl@naestved.dk](mailto:ancl@naestved.dk)



# Q6

## Steps from ill-being to well-being and employment

In this chapter we introduce some concrete step-by-step implementation plans. One example is the Youth Guarantee vision for the Turku region along with the supporting action and implementation plan. The contents of the vision as well as the action and implementation plan are based on surveys, seminars, workshops and expert interviews. The actions are divided into the following four groups:

- Continued operations - If It Ain't Broke, Don't Fix It
- Activities in need of development - Business as Usual
- Radical innovations - To Boldly Go Where No Man Has Gone Before
- Catch 22 - Don't Try This at Home

Another aim of this chapter is to introduce useful tools for everyday work and different target groups. Excellent examples have been collected from various UBC cities.

### City of Turku, Finland

#### Youth Guarantee vision and action plan

The Youth Guarantee NOW project was implemented in the Turku region in Southwestern Finland in 2014. Its aim was to support the Youth Guarantee by promoting collaboration between different authorities and actors as well as mapping the practices and operational models that help or hinder the implementation of Youth Guarantee. In

addition to this, the project was tasked with creating a vision and a plan for the full implementation of the Youth Guarantee in the Turku region in 2017. The vision and the plan were based on extensive Youth Guarantee surveys (with a total of 363 participants), Youth Guarantee seminars and workshops, and expert interviews.

According to the vision crafted in the Youth Guarantee NOW project, the Youth Guarantee will be implemented in the Turku region in 2017. For this, the following things are required:

- Every young person will be provided with sufficient support and guidance during and after comprehensive school to enable them to continue in further education or other meaningful activities.
- Most young people (90%) in upper secondary education will complete their studies and gain the ability to enter working life or further education.
- Every young person will be provided with the guidance and support that he/she needs to find a job or a place in further education, workshop or rehabilitation.
- Young people will take active responsibility for their own lives.
- Parents will support young people in their efforts to reach their full potential, and parents themselves will receive sufficient support where needed.
- Everyone from public officials to worklife representatives will actively work together and focus on finding opportunities and creating new innovations.
- Active and effective steps will be taken to remove any bureaucratic obstacles.













---

REGULARLY OFFER YOUNG PEOPLE THE OPPORTUNITY TO DISCUSS THEIR LIFE AND WORRIES WITH A RELIABLE ADULT. THIS ENHANCES AND SUPPORTS THE GROWTH OF YOUNG PEOPLE IN AN ONLINE ENVIRONMENT AND IS ALSO INTENDED TO PREVENT PROBLEMS.

## Q7

## How can we help the system to become more diversity-friendly?

The systemic development of public service response to the social needs of a society can be compared to another novelty of our times - a startup enterprise. Today the challenges are unprecedented, the demand is immediate and the solutions must be innovative, or the system quickly outdates itself and ceases to reach the target audience. On the other hand, the system needs to maintain stability, budgetability, accountability and transparency. The first and foremost decision en route to a diversity-friendly system could be our acceptance that change is our only constant. Democratic society benefits from the diversity of its members, and so should the public service response system. Is it possible to plan for a change? Where to begin? How to control outputs? In our quest, we propose to evaluate today's challenges through one particular value system which has immensely benefited the fastest developing enterprise of our civilisation - information technologies. It is a simple logic planning and action framework - Agility Manifesto, that has been proven to work and get even better when under immediate demand and tight budgets. Its principles are

- Individuals and interactions over processes and tools
- Working solutions over comprehensive documentation
- Customer collaboration over contract negotiation
- Responding to change over following a plan

In light of agile thinking, we do not claim to provide

miraculous solutions in this document. We merely invite you to share our experiences and have a further discussion - to benefit from our diversity and to welcome change.

City of Jyväskylä, Finland

Young Flow – Network on dialogue between young people and public institutions (Flow4YU) / 2011–2013, [www.flow4yu.eu](http://www.flow4yu.eu)

### Olkkari, a living room for parents

is for all parents of teenagers who need e.g. peer support and a chance to share their thoughts, challenges, etc. Sometimes in these relaxed meetings, the group also has professional guests to provide information and support. A group has meetings once a week.

### Ignite -project

is run by The Youth Organization of Central Finland, whose goal is to increase youngsters' abilities and possibilities to do, take action and have an influence on their lives and surroundings. This special project is coaching adults to give peer-support to young people.

Nuorten Keski-Suomi ry,  
EEVA-LIISA TILKANEN,  
[eva-liisa.tilkanen@nuortenkeskisuomi.fi](mailto:eva-liisa.tilkanen@nuortenkeskisuomi.fi)



## 4

## What's Next?

## 4.1 Suggestions for the UBC

The suggestions of the Task Force's to the UBC can be summed up in five key words:

- sharing
- learning
- co-operation
- commitment
- courage

Members of the Task Force have now collected the best practices that support youth employment and well-being. The next step is to **share** these practices and operation models more efficiently. Our proposal is that in order to develop our processes of mutual **learning** and exploitation of the best practices, the UBC should organize 2-4 thematic workshops per year focusing on questions relating to the youth guarantee and supporting youth employment and well-being. Possible themes for the year 2016 are:

- Young immigrants
- Youth unemployment
- Participation of young people
- Young people with mental problems

Every effort should be made to get the right people involved and into attendance. Thematic workshops could be funded by organizing cities, the UBC, participating cities and ongoing projects.

Moreover, the UBC should encourage all member cities to arrange, promote and seek funding for study visits and expert visits to help disseminate and implement the best youth guarantee practices of UBC cities.

These working methods will deepen **co-operation** between UBC cities and lead to new projects and other forms of joint development. UBC cities could jointly seek funding for these projects, for example, from EU's structural funds.

The results from development work do not appear overnight. For this reason, it is vital that all actors and all organizations involved in the process are **committed** to long term work and cooperation. One part of that is to keep abreast of the latest developments. Therefore the UBC should conduct another survey on the implementation of the Youth Employment and Well-Being Programme in 2017.

Moreover, if the UBC General Conference decides to execute these measures, the coordinating body and funding of these measures must be decided as well.

One idea that often came up in Task Force meetings was that concentrating only on problems and challenges hinders the implementation of the Youth Guarantee and development activities in general. Instead, we should focus on finding and trying out opportunities and working towards the desired goals: we should not concentrate on explaining why something cannot be done, but in-

stead look for solutions and ways to accomplish the goals that have been set. Of course, you need to have **courage** to take this leap into the unknown, into a world where we are allowed to make mistakes and learn from them. In chapter 4.2 we introduce some development tools which may help in taking this leap.

### **SUMMARY OF THE SUGGESTED MEASURES:**

- 2-4 thematic workshops per year focusing on questions relating to the youth guarantee and support of youth employment and well-being.
- The UBC should encourage all member cities to arrange, promote and seek funding for study visits and expert visits to help disseminate and implement the best youth guarantee practices of UBC cities.
- New projects and other forms of joint development between UBC cities.
- Follow-up survey on the implementation of the Youth Employment and Well-Being Programme in 2017.
- Decision about the coordination and funding of these measures.
- Focus on finding and trying out opportunities and working towards the desired goals.

## 4.2 Tools for Development

### Agile and traditional project models:

The concept of agile projects was originally developed for software development. Its principles can, however, also be put to use in other developmental activities. Agile and traditional project models can be distinguished as follows:

#### Agile projects

- individuals and interaction
- functional applications
- cooperation
- reacting to change

#### Traditional projects

- processes and tools
- precise documentation
- contract negotiations
- following plans

### Must-win Battle

The concept of a “must-win battle” entails that the leadership chooses a few objectives and focus areas that are important for putting the strategy into practice, and all developmental measures and required resources focus on achieving these objectives. The leadership and other persons in charge actively monitor and evaluate the progress of these objectives.

### DARPA

DARPA (Defense Advanced Research Projects Agency) is a research organization that is a part of the United States Department of Defense. DARPA has provided funding for the development of such innovations as the Internet, GPS tracking, and stealth technology. The key element of their developmental model is setting the objectives so high that up to 85% of projects fail. Despite this, even unsuccessful projects provide a great deal of new

information and results that can be utilised elsewhere. The model emphasises the idea that easily achieved, safe goals only tend to yield mediocre results.

### Nudge

The concept of nudge was created by Richard Thaler and Cass Sunstein in the early 2000s. A nudge refers to an operating model that subtly persuades people to act in the desired manner. A nudge does not limit anyone’s freedom. Instead, it simplifies the decisions that are good for the individual and the community. A classic example of a nudge comes from the Schiphol airport in Amsterdam, where painting a fly in men’s urinals reduced cleaning costs by 80 percent.

### The Peak tool

Many innovations created through developmental work have been mainstreamed and established as normal practices over the years. With regard to supporting the employment and well-being of youngsters, such innovations include the various models for providing guidance and cooperating in the transition phase and otherwise. The innovation transfer tool developed in the Peak project makes it easier for other actors to adopt various good practices.

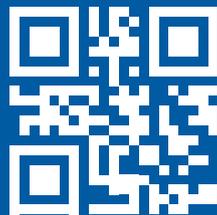
You can download the tool from this web-site:  
[www.koulutustakuu.fi/wp-content/uploads/2014/02/Huippu\\_englanti\\_painoon\\_korjattu.pdf](http://www.koulutustakuu.fi/wp-content/uploads/2014/02/Huippu_englanti_painoon_korjattu.pdf)

---

SHARING  
LEARNING  
CO-OPERATION  
COMMITMENT  
COURAGE







VISIT OUR WEBSITE

[WWW.UBC.NET](http://WWW.UBC.NET)