



**Task Force on Youth Employment and Well-being
Overview: Situation on Spring 2014**



Overview: Gdynia

Themes	Challenges	Good practices	Innovations/new ideas
I Guidance and support	<p>1. Introducing young people to the issues of employment, labour force and economy.</p> <p>2. Introducing young people to the issues of setting up and planning a business of their own.</p>	<p>1. Classes about enterprises in secondary schools and in high schools.</p> <p>2. Gdynia Business week – an undertaking, with the participation of the cities of Gdynia, Seattle and with the key involvement and partnership of Microsoft and Boeing companies, aiming at getting skills in setting up and planning a business, including the business plan, recruitment marketing, finances - all carried out within one-week-time, under corporate specialist supervision.</p>	<p>1. Adjusting the formula and the topics of classes to present trends and requirements of the market.</p> <p>2. Maintaining the formula and its dissemination among young people.</p>
II Flexible educational paths	<p>1. Lack of classes educating in the ship-building industry market.</p> <p>2. Very little interest in vocational and technical collages education with the increasing level of unemployment of university graduates.</p>	<p>1. Apprenticeship and scholarship programmes for students of ship- building- related classes, carried out with the partnership of one local Gdynia shipyard.</p> <p>2. Creating an attractive offer of apprenticeships, for example technical classes having apprenticeship with Mercedes Benz shops.</p>	<p>1. Searching for new enterprises willing to undertake similar activities. Providing job offers for young people who graduate from schools.</p> <p>2. Enhancing and encouraging to study in vocational and technical schools through apprenticeship offer , giving real value skills after the education completion.</p>
III Cooperation between different actors	<p>1. Limited offer of after-classes activities for students, being a wise-like offer for young students. Young people as rightful members of the social dialogue in the city.</p> <p>2. The need for concentration of information and enterprises of the city in one place.</p> <p>3. The need for concentration of information and None-Government activities in one place.</p>	<p>1. Idea Exchange Place (Wymiennikownia) - Meetings on constant or special basis, aiming at expressing and sharing young people needs.</p> <p>2. Gdynia Center of Enterprise Support (Gdyńskie Centrum Wspierania Przedsiębiorczosci) – a place, where setting up the business can be done, where professional consulting is provided regarding business plan, business training, setting up the business and getting EU funding.</p> <p>3. Gdynia Center of None-Government Organisations (Gdyńskie Centrum Organizacji Pozarządowych) – an independent department of Gdynia Town Hall, responsible for the cooperation with the None-Government sector. A Centre of expertise, support and information regarding associations, funds and volunteering.</p>	<p>1. Maintaining and development of the project. Making it popular with young people.</p> <p>2. Encouraging young people who are entering the work market to using the GCWP services.</p> <p>3. The development of GCOP reflecting needs and making such actions popular with young people.</p>

	4. Building up an active pro-family oriented policy in the city, promotion of the pro-family values.	4. Gdynia Family-Oriented (Gdynia Rodzinna)– a programme focusing all family oriented activities of Gdynia Town Hall. Not only families with large amount of children. It has been awarded by the President of Poland with the special prize – “Good climate for the family”.	4. Further development of the offer, looking for new parties willing to join the programme.
IV Participation	1 & 2. Lack of activities undertaken by young people regarding their community and age group. Making young people more active. 3. An attempt to define real needs of the young people.	1. The Civic Budget – Community members can introduce projects and vote without the age limit. 2. The Youth Town Hall Council – giving opinions, consulting, education, actions aimed at young people and the city. 3. Gdynia Skatepark – A cooperation of the City, a private investor and the young people, who will be in charge of the Skatepark	1. Improvements of the Civic Budget related solutions. 2. The cooperation between the Youth Town Hall Council and The Town Hall Council. 3. The necessity of undertaking flexible forms of cooperation in the future.
V Taking special groups into account	1. Making active in the labour market of disabled people.	1. Gdynia without barriers – multidirectional support and activation of disabled people, e.g. while looking for jobs. Realisation of the project „Sprawni w pracy”, including job counselling, support of the labour office workers, psychologist, and professional support for disabled people who look for a job.	1. Looking for new solutions and improving current solutions regarding disabled people and making them more active in the labour market.
VI Other services that prevent social exclusion	1. Places, where lots of social dysfunctions can be found.	1. A Housing Estate Club Apteka – building strong and active local community in the area of revitalization done through animation and assistance activities, carried out according to the rule “nothing happens without the citizen”.	1. Further development of the project, undertaking further steps in revitalization of the city district. The idea to revitalize other, similar places/ districts of the city.

The Development project or work we are proud of (content, why we are proud of it? website or other source of further information):

1. Gdynia’s Business Plan – A Competition that takes place in includes series of training in planning, setting up, running own business and especially creating the business plan. The winners receive funds for their implementation in the City of Gdynia.

<http://www.gdyniaprzedsiebiorcza.pl/x.php/2,2743/Competition-Gdynia-s-Business-Plan.html>

2. Gdynia’s Job Fair – A project aimed at presenting job offers from Poland and another countries, career counseling and training in CV writing, starting up an own business or safe looking for employment abroad.

<http://www.gdyniaprzedsiebiorcza.pl/x.php/1,3381/Targi-Pracy-Edukacji-i-Przedsiębiorczosci-NORDA.html>

3. The "Gdynia’s Merchant" (“Gdyński Kupiec”) - A local competition involving entrepreneurial training, the opportunity to win a voucher to cover the annual rental of the pavilion in the Municipal Market Hall, and also the ability to obtain financing to start a business.

<http://www.gdyniaprzedsiebiorcza.pl/x.php/1,3632/Projekt-Gdynski-Kupiec-.html>

4. Pomeranian Science and Technology Park stands for innovation and entrepreneurship – “The main idea of PSTP is to concentrate multiple factors related to companies’ development, facilitating running business activities, transfer and implementation of technology in a relatively small space. Pomeranian Science and Technology Park offers modern space for office premises and laboratories, conference and exhibition halls, prototype rooms, leisure area, services of two entities: EXPERYMENT Science Centre and Regional Patent Information Centre.”

<http://www.gdyniaprzedsiebiorcza.pl/x.php/2,2240/Pomeranian-Science-and-Technology-Park-stands-for-innovation-and-entrepreneurship.html>

<http://ppnt.pl/>

5. Pomeranian Campus of Professions – “Pomeranian Campus of Professions is an innovative initiative whose objective is to offer free assistance to the residents of Gdynia and Pomorskie Voivodeship - unemployed, graduates, persons looking for a job, persons who want to obtain new qualifications or start own business activities. The campus gives unemployed persons, graduates or students of secondary schools the opportunity to explore their professional predispositions as well as receive help with taking decisions regarding choice of profession.”

<http://www.gdyniaprzedsiebiorcza.pl/x.php/2,2845/Pomeranian-Campus-of-Professions.html>

6. International Economic Forum – “Gdynia is one of the symbols of Polish economy. Its foundation was an example of visionary imagination and strategic approach towards development. Today Gdynia is still the window onto the world. International Economic Forum organized in our city is an excellent example of this as well as an opportunity for people from the area of business and science from the entire region of the Baltic Sea to meet and discuss various issues.”

<http://www.gdyniaprzedsiebiorcza.pl/x.php/2,2846/International-Economic-Forum.html>

<http://forum.gdynia.pl/>

7. “Gdynia on the Run” (“Gdyńskie Poruszenie”) - A programme run by Gdynia Sport and Leisure Centre, aiming at promotion of a healthy lifestyle. It includes activities such as running, nordic walking, fitness, yoga, tai chi and parkrun. The programme is addressed to all age groups and is very popular with city inhabitants.

<http://gdyniasport.pl/opis-projektu/>

Overview: Hiiu

Themes	Challenges	Good practices	Innovations/new ideas
I Guidance and support	How to motivate youngsters so that they could believe in themselves and not search relief from wrong things; what could make youngsters to act so that they could be ready to enter job market; how to guide their way of thinking so, that they could not use to get everything for free, but rather be ready to give and invest; how to teach them courage to take risks, to create workplace for themselves etc. Youngster needs both professional counseling (career and family planning) and not-professional support (sharing problems, support in everyday problems).	Good system of youth center and career counseling, where youngsters can get needed help, including psychological counseling. Every year is held youth fair „I Have an Idea“, where youngsters meet with schools and entrepreneurs; days of entrepreneurship. Youngsters visit different companies etc.	To find new methods, how to inform youngsters, that creating a job for themselves is easy and they should not fear risks.
II Flexible educational paths	Formal education is not popular among youngsters, they search more and more for methods, which could make education acquiring more interesting, practical and broader. Youth participate lot in non-formal education - (sports clubs, music schools, handwork, dancing), it gives additional value to school curriculum. Use volunteers on youth work (EVS) and send youngsters from Hiiumaa out as volunteers. Special projects for handicapped workers.	Hiiu county does not have many problematic youngsters. Those who are not able to study in normal schools can go to alternative schools in mainland Estonia. Sometimes people will come back to island and finish their education in Kärkla Part-Time school (part of Kärkla Common Gymnasium). Kärkla Common Gymnasium is running Comenius projects. In year 2013 NGO V.E.S.T.A made a Project „Creative Management for Youth“, where youngsters where introduced to different fields of Comenius projects, where they could test those in real life and to get experience, if that kind of work suits them. Purpose of the Project was, that practice could support theory. Youth project NEET – for unemployed people. Project idea is to find enterprises or offices, where youngsters could make volunteer job, in order to get experience, knowledge and contacts. Through European Volunteer service to bring volunteers into center.	Change youngsters the way of thinking more creative and teach them to take risks, to see their own life under different angle. Take youngster in the frames of project to real workplaces where they could try a specific job (for ex. Glass blowing, kindergarten teaching etc.) May be on the fields of creative industries, because this field of economy is not yet fully explored. (on islands people must find other possibilities then just production)
III Cooperation between different actors	Cooperation with other enterprises and authorities is good. (For ex. Unemployment Insurance Fund, local LEADER group, different NGOs, different offices in Hiiu County). On moment we have rather small co-work with entrepreneurs (Gymnasium students from grade 11 are visiting them once in a year. Youngsters could see more different companies.		

IV Participation	Youngsters are not interested about politics and what happens in local municipality. It is difficult to integrate them into decision-making processes and to motivate to think something together. Youngsters are not interested about UBC either. How to teach them to take initiative?	Youth council NGO Hiiumaa Ankur. Youth council of Hiiu county.	Introduce to youngsters work of political parties and explain why they are needed; introduce political systems, show work of journalists etc. Take youngsters to Brussels and show on place why election of European Parliament is important; Take youngsters to UBC adult activities, for example create kind of youth organization (youth council) to UBC board. (Important is to get travel expenses covered through project)
V Taking special groups into account	In Hiiu municipality we have few people with special needs, but they would like also to participate in different activities.	Center of disabled children, social centers. Every Friday to children from Kärkla Social Centre will come to Youth Center. Both of them are autistic, they play with Wii game console and also play air hockey.	Informing normal children and showing them, that in our community live also different people - those with special needs (visits to centers for people with special needs?)
VI Other services that prevent social exclusion	To increase professional level of people who work with youth and knowledge in preventive work and to decrease risk behavior of socially excluded youth.	Program HELP for risk group children and youngsters – Preventive activities program. If project gets financing then activities will start at 1.06.2014). European Economic Area support program „Risk Children and youth.“	Create network of specialists (youth workers, children protection etc) in Hiiu county and offer through it to target group youth different activities (incl. practical activities, training, therapy, counseling etc.) As methods could be used mobile youth work and drama pedagogics.

The Development project or work we are proud of (content, why we are proud of it? website or other source of further information):

From 1st May till 1st October was held local youth initiative „Creative Industries for Youth“ in Kärkla, Hiiumaa, Estonia (NGO V.E.S.T.A, Hiiu Municipality). There were 20 youngsters in the core group, who organized all events and involved other youngsters to the activities. They were youngsters from countryside and had less economical possibilities. The project was run 154 days.

The goal of the project was increase the employability of young people, encouraging young people to think about how to create attractive jobs at home and providing them with the necessary knowledge to create jobs.

There was research about youth in other European countries: do they have similar problems with job, the young people living in smaller places are easy to find work, how they feel about your company's creation, whether it is initiated programs to promote entrepreneurship among young people, success stories of young people in starting businesses etc. We organized Forum with youth, entrepreneurs and politicians on 9.-10.May 2013; The event had both: a theoretical side, where it talked about success stories, as well as the practical side, where young people could put their own skills to the test.

There were 8 different topics of interest to young people in the project, workshops, led by experts in their field. The aim was to provide young people with an idea how they can start their own creative business and how to deal with their own management. It was important to get an overview of the workshop to discuss the specialty and the suitability of the workshop participants. There were discussion. The workshops were: visual arts, performing arts, prescriptive arts, audio-visual arts, fashion, cake making and decorating, leadership, venture creation, event planning and budgeting, and organizing big events, e-handbook.

Workshops were shared whole the time of project and depended on youngsters proposals. E-Handbook "ABC of the creative economy start-ups" has an overview about the youngsters learned in the project included tips on how to create a creative business, what mistakes you can avoid, how to manage, market and so on. E-Handbook has translated into English (UBC ComEd) and is loaded up on <http://www.ubc.net/commissions,25.html>

Hiiu Municipality leads a work of UBC Commission on Education. We have organized many years activities about young entrepreneurs etc. Here some examples:

- **The activities of the Commission on Education in 2013:**

“Smart Youth 2013” and electronical handbook for creative industry of young people

UBC Commission on Education planned a youth entrepreneurship project “Smart Youth 2013”. The project aims were to initiate youth entrepreneurship, enterprise and initiative; the aim was to develop product that is usable daily. Project started on 1st February but there were less interest in member cities. Commission cancelled the competition and replaced it with electronical handbook for creative industry of young people. Commission created handbook with good practice of creative industry and information how to create and develop own company.

[Startup Guide for Entrepreneurs in Creative Industries \(920.42 KB \)](#)

“Youth Democracy project Life, Media and Participation- Youth in Baltic Sea Region!”

This project is held by UBC Commission on Youth Issues, UBC Commission on Education participates as a partner. It is about Youth democracy education in youth council and by youngsters. In the year 2013 every group organized a campaign for people, politicians and entrepreneurs with topics important for local youngsters. Youngsters from Kärđla made it on two levels: local and international. On the local level the youngsters focused on the following questions: 1) How to make young people interested in politics? - Young people said policy is not interesting and they really can not understand it. Politicians explained that policy is important and provides an opportunity to make a difference. In conclusion it can be said that young people understood how important it is to take part in decisions and say out what they really think. 2) How to make young people inspired at entrepreneurship?/encourage young people dealing with entrepreneurship? - Young people can realise their own ideas. You can not be afraid to fail, because you can learn from your own mistakes. It also provides a good experience. 3) How to change Kärđla Cinema more attractive? - Young people said that there should be more advertisements about films: posters, facebook. In youngsters' opinion there should be new cinema technique in Kärđla cinema. Cinema should definitely be opened at Fridays and Saturdays. On international level the youngsters organized another campaign. Firstly they organized flyers „Did you know ...?“ There were some short descriptions about a) local elections: who can be elected, how to be a candidate, who can elect etc; b) youth council: what is youth council, how to be elected to youth council, why is important that young people participate on local level etc; c) Union of the Baltic Cities for youth: what is UBC, do young people know it, what does UBC for young people, what kind of opportunities youth have in UBC etc. Youngsters shared flyers on the street and asked other youngsters what they know about elections, youth council and UBC. This campaign were organized in UBC Estonian cities like Haapsalu, Pärnu, Jõgeva, Keila, Jõhvi, Rakvere, Kärđla, Paide and Elva.

[Video](#)

Workshop "How to prevent & fight unemployment among youth" and Commission on Education meeting in Mariehamn, at the UBC General Conference

On 1-4 October 2013 there was held a joint workshop with UBC Commission on Business "How to prevent & fight unemployment among youth". Two youngsters of commission education, Susanna Veevo and Adele Vaks, presented electronic handbook for creative industry of young people.

- **The activities of the Commission on Education in 2012:**

Youth week of entrepreneurship „How an active youngster becomes a young entrepreneur“

UBC Commission on Education was one of organisers in Youth week of entrepreneurship on 26th -30th of March 2012 in Kärdla, Estonia. This event was organized with NGO Hiiumaa Ankur, Kärdla Town Government, Information and Counselling Centre „HUPS“, B7 Baltic Islands Network and Hiiumaa Cooperation Network.

Research „Youngsters – Young Entrepreneurs?“

Union of the Baltic Cities Commission on Education in association with Kärdla Town Government, NGO Hiiumaa Ankur, Information and Counselling Centre „HUPS“, B7 Baltic Islands Network organized research „Youngsters – Young Entrepreneurs.“ It was Internet-based research, which mapped young entrepreneurship activities in target locations and gathers information about potential youngsters who want to start with entrepreneurship. We were searched answer to question: What will hinder young people to start with entrepreneurship: Are they not ready? Do they lack knowledge, experience, skills? Weak economical environment? Insufficient support or information? Research took part until June 30, 2012 in English, Estonian and Russian.

Business Day and Youth Conference in Kärdla

UBC Commission on Education works together with different organisations and UBC commissions, in order to create different possibilities of education for Youth, including education on entrepreneurship and managing. On October 3 to 5, 2012 was held in Kärdla business day and youth conference, which was organized in association with Kärdla Town Government, Foundation Tuuru, Counselling Centre „HUPS“, B7 Baltic Islands Network and Hiiumaa Cooperation Network.

Conference “Notice Youth Work”.

On 4th of October was the conference targeted to civil servants, working with youth, Youth workers etc. Conference has focused to youth work on Hiiumaa, Estonia and Europe. About the cooperation with youth organisations in Europe there were presentations from the representatives of B7 Baltic Islands Network.

Overview: Jyväskylä

Themes	Challenges	Good practices	Innovations/new ideas
I Guidance and support	<p>STILL INADEQUATE RESOURCES AND TOOLS TO HELP EVERYONE</p> <p>Not enough time and personnel to guide individually.</p> <p>Education and training not enough available for supportive personnel.</p> <p>Despite of good cooperation and models, still inadequate preventing drop-outs work especially after basic education</p>	<p>Saapas and e-Saapas – voluntary people take part into music festivals, school finishing parties etc. to help youngsters in several ways there when needed (alcohol, drugs, etc.), Text-Tupu – text message service for teenagers and young adults always available</p> <p>“The sun” -model: how to manage student’s path in Jyväskylä Educational Consortium</p> <p>Koppari.fi (ages 16-29) (FANTASTIC!)</p> <p>A map and breakdown of the service network, which focuses especially on finding young people who are at risk of becoming early school leavers.</p> <p>An electronic service map application which covers all the key services required</p> <p>J-Nappi (ages 18-29)</p> <p>An easy access centre for young adults where people are given all kinds of short or long term help they need with living, learning, working, money usage, mental problems, depression etc.</p> <p>Arts Workshop (ages 17-29)</p> <p>The goal of the art workshop is to support young people in clarifying their life goals and improving their skills in everyday life</p>	
II Flexible educational paths		<p>JOPO-classes - flexible comprehensive education, a special education in schools</p>	
III Cooperation between different actors	<p>STILL INADEQUATE COOPERATION</p> <p>How to manage/coordinate different actors in youth issues</p> <p>Timetables – challenging to find suitable times for meetings</p> <p>Information giving and receiving - sharing</p>	<p>The Local Youth Guarantee Group: actors from all sectors dealing with young people (educational organizations, social and health services, student services, work, police, church, entrepreneurs, associations etc.) meet regularly and increase cooperation between different stakeholders in many ways and levels.</p> <p>“The sun” -model: an excellent example how to manage student’s path in Jyväskylä Educational Consortium in good cooperation</p> <p>J-Nappi (ages 18-29)</p> <p>An easy access centre for young adults where people are given all kinds of short or long term help they need with living, learning, working, money usage, mental problems, depression etc.</p>	
IV Participation	<p>Commitment and persistence of voluntary workers – a turnover rate is now quite high - the work has to be done anyway!</p>	<p>A big amount of voluntary workers in Saapas -activities</p> <p>Arts Workshop (ages 17-29)</p> <p>The goal of the art workshop is to support young people in clarifying their life goals and improving their skills in everyday life</p> <p>Youth councils (ages 13-20)</p>	

		<p>Kids parliaments (ages 7-13) A program for promoting children and youth participation in Jyväskylä (2012-2015)</p>	
V Taking special groups into account		<p>A plain language confirmation school arranged by church. A flexible education path arranged in cooperation between different organizations</p>	
VI Other services that prevent social exclusion		<p>Well-being learning (for all school goers) A preventive learning method used in all schools in Jyväskylä, which aims to teach every child the main issues connected with physical and mental well-being (food, sleep, activities, sports, interaction with others etc.)</p> <p>Arts Workshop (ages 17-29) The goal of the art workshop is to support young people in clarifying their life goals and improving their skills in everyday life Youth service in shopping centres,</p> <p>Outreach youth work (ages 15-29) The purpose is to help those young people who are outside education or the labour market, and who need support or who are at risk of social exclusion</p>	

Overview: Karlskrona

Themes	Challenges	Good practices	Innovations/ new ideas
<p>I Guidance and support</p>	<p>To ensure that the study and career managers have the right information regarding the market need. How to inform young people at an early age? What professions there are? What is the need for education and skills? Ensure that there are enough study and career managers.</p> <p>Inspire young people to start their own business.</p> <p>Preventing drop outs in schools. Make young people choose to stay in school and take the exam.</p> <p>Inspire young people to want to continue to study at higher levels and to inspire them to try to get a job. Many young people choose to stay home and live off their parents because the system does not suit them.</p>	<p>Sommarlovsföretagarna – Young people get education regarding startups and support in starting a business that is running throughout the summer holidays.</p> <p>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. One of Karlskrona's Property Companies has offered officeplaces for the entrepreneurs from the NGO Klaura Pop Up Market. Initially free off rent. In the future low rent</p> <p>Unga Ekar - A regional initiative for young entrepreneurs to tackle youth unemployment. People in the society donates 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 aiming for an international market. The owners / founders of the companies have to be under 26 years old 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.</p> <p>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, 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 content 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.</p> <p>Navigatorcentrum – One way in for the young people -many ways out. Creating meeting point for education, social services, labor and employment department under one roof. Provide programs, meeting space, business rooms, training etc on a voluntary basis.</p>	<p>To use young people in the development of new concepts and models.</p>
<p>II Flexible educational paths</p>	<p>Lacking well-established apprenticeship system Need of new education methods</p>		

III Cooperation between different actors	Young people with obstacles of various kinds tend to fall through the cracks in the system. There are many parties involved - school, Employment agency, Social insurance Agency, labor market departments, social services and health care.		
IV Participation	Interviews with young people		
V Taking special groups into account	<p>Over 50% of the young people that are enrolled in the Employment Agency with other ethnic backgrounds are unemployed. At the same time the groups of people that are far away from the labor market are growing mostly due to psychosocial barriers and use of drugs and other substances.</p>	<p>Rock i samverkan, or "Rocksam" is a "Finsam" project working on behalf of Karlskrona Municipality, the County Council, the Employment Agency and the Social Insurance Agency. In Rocksam we work with preparatory working life oriented rehabilitation for participants between 18-30 years with some kind of a barrier / illness. Rocksam works with:</p> <ul style="list-style-type: none"> • to coordinate the various government actions for the individual • to develop a personal action plan with realistic goals and milestones • to actively motivate / coach against the participant's individual goals • to identify the participants' ability to work, interests and strengths • building relationships and trust to increase participants' confidence and self esteem <p>Jobbcenter. IPS- Individual placement and support. IPS is an evidence based working method to support people with mental impairment to find work. IPS is the form of supported employment that the scientific evaluations demonstrated gives the best results in comparison to other forms of assistance when it comes to helping people with mental disabilities to enter the labor market. The aim are:</p> <ul style="list-style-type: none"> • The suitability is based on the person's willingness to work • The person's interest and choice is important • Assessment of the economic situation in the early stages • Job search starts early • Systematic recruitment of job opportunity and contact with employers • Non-temporary support based on the need of the participants <p>Job Center currently receives inquiries from all over Sweden to give aid with the implementation process because Job Center is a good example of success. The factors of success are that Job Center has followed the principle of the IPS concept and that Job Center has focused on getting into a good cooperation with the authorities concerned. 2014, when the project were transferred over to ordinary activities, a cooperation agreement was written with the Employment Agency and the County psychiatry.</p>	

VI Other services that prevent social exclusion			
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The Development project or work we are proud of (content, why we are proud of it? website or other source of further information):

*Kompetensare 2.0 The concept is build by companies and has been on a trial period two years with good results.
Jobcenter is one of the most successful projekt in sweden working with people with mental impairment.*

Overview: Kaunas

Themes	Challenges	Good practices	Innovations/new ideas
I Guidance and support	<p>Not enough personnel to guide youth individually.</p> <p>Lack of work experience</p> <p>Acquired professional knowledge mismatch labor market needs. Inspire youngsters to start their own business</p>	<p>Kaunas has Youth Job Center which guides young people searching a job - shows how to write CV, motivation letters and so on. Youth NGO's whose dealing with business are also very active in coaching and mentoring youngsters about entrepreneurship.</p> <p>Round table discussions with employers, city government, universities and youth representatives lead to a better understanding what kind of professions will be needable in the near future and to start orient youngsters.</p> <p>Kaunas city municipality Fund for supporting new and inovative business ideas (especially young people ideas)</p>	
II Flexible educational paths	<p>Lack of good apprenticeship system</p> <p>Non formal education is still not very accepted in the educational field</p>	<p>New system "Youth guarantees" has emerged - youngster after leaving school, can change his profession in several months and have working experience.</p>	
III Cooperation between different actors	<p>Not equal input of different actors</p>	<p>Kaunas city has Council on academical issues which includes heads of universities, politicians and youth representatives (it is a good platform to share ideas and to take them into an action).</p> <p>Cooperation platform between Youth NGO's, politicians and private sector to ensure funding for youth initiatives which will be held for youngsters in Kaunas</p>	
IV Participation	<p>Not very active participation in public and voluntary life</p>	<p>Spreading information about different NGO and their facilities (NGO markets, Kaunas youth week)</p>	
V Taking special groups into account	<p>To pay more attention on disabled people</p>	<p>More projects are funded for integration of disabled, less opportunities having people in daily/social life</p>	
VI Other services that prevent social exclusion			

Overview: Kemi

Themes	Challenges	Good practices	Innovations/new ideas
I Guidance and support	Demand of the personal support and guidance is greater than the available resources (demand 1 x week)	Outreach social work, mental health clinic co-operation and networking	Students of the Bachelor of Social Services degree program will complete one study module by taking under their guidance one young person who do not have received any student place after 9th class (primary school).
II Flexible educational paths	The rate of discontinuation in vocational institute is high	JOPO-classes. "Key to profession" is intended for young people aged 16. It combines studying and practical training in workshops. Opinnollistaminen = Increasing competencies and its identification in a workshop settings with the learn by doing methods (Youth workshops).	
III Cooperation between different actors	Despite the networking and cooperation there are still young people who will fall out from all services.	Outreach youth work, a common treatment and rehabilitation plan with mental health clinic services and adult social work. Info group, preventive substance abuse working group, preventive mental health working group.	
IV Participation		Young mothers (under 20 years of age) group => Peer support for education and employment pathway. Support once per week for 2-3 hours.	
V Taking special groups into account			
VI Other services that prevent social exclusion		Youth guidance and service network	

Overview: Malmö

Themes	Challenges	Good practices	Innovations/new ideas
I Guidance and support	<p>There are an obligations for schools on all levels both public and private to provide the students with proper guidance about the school system, the labor market, demands, grades etc. It is a part of our Swedish curriculum on all levels The challenge is to provide the correct information about vocational education and what it is like to work in a none academic environment. As the majority of the guidance counselors never been in contact with blue color work and might have some difficulties to give proper information about it.</p> <p>When it comes to entrepreneurship, it is the same as with guidance, it is in the curriculum of the Swedish education.</p> <p>The challenge is that very few school can and/or will provide the young people with internship during their studies</p>	<p>In Sweden their is an obligation for the municipalities to keep track on all young people age 16 -19. If they are not in school, upper secondary or University, the city send out a question asking where they are, what they are doing and if they want to talk to someone or maybe if they want a coach. It can be a challenge to find the young person but in Malmö the once in charge has managed to have some kind of contact with 100% of the young persons not attaining school. This does not necessary mean that the they will take the help the city offers but they will know that it is available.</p> <p>The public employment service takes care of the job seeking activities after 3 month of unemployment. The city (job Malmö, the employment unit) starts working day one with the unemployed young people and give them a chance to get an internship or help them with different job seeking activities</p>	<p>Guidance centre All guidance councellors are placed in one and the same place in order to give as many as possible the best guidance. It's a place in the town centre next to a big shopping mall with computers, guidance programs and all help you can wish.</p>
II Flexible educational paths	<p>Flexible education paths is mostly used when talking about adult education. We, the city of Malmö is a city with people from 178 nationalities, so a more flexible education system could and would be very needed. There are young people starting school very late in life, young people with PTSD, poor language skills and so on. Adults with no skills up til academic skills born outside of Europe is a challenge.</p>	<p>E2C - the student decides which subject he or she want to focus on, study in there own pace according to their ability, there is breakfast in the morning and a subsidies lunch 2€. If the student feel a bit tired of studying then they can have a short or longer period of internship. This school is provided for young people age 18 - 29 who dropped out either in compulsory school or the first year of upper secondary.</p>	<p>Swedish for immigrants are provided on different levels depending on the study background. It's also provided on line, evenings and weekends. All in order to give people a possibilily to work at the same time as learning Swedish.</p>
III Cooperation between different actors	<p>Its hard to get different administration inside the city to cooperate and it is even more difficult to work with the region or the state because of different regulations and different culture.</p>	<p>FINSAM The concept of <i>Finsam</i> stands for financial coordination between social insurance service, public employment service, region and municipality with the purpose to restore or enhance the individual's function and work ability. The government expects that Finsam shall give effect at three levels:</p> <ul style="list-style-type: none"> • for the individual 	

		<ul style="list-style-type: none"> • for collaboration • for the society 	
IV Participation	There is a challenge to get young people into politics. They are interested in the questions but not in being structural and formative	<p>On the other hand. Malmö has "Policy on Youth Influence".</p> <ul style="list-style-type: none"> • All young people shall have real access to welfare. • All young people shall have real access to influence <p>Principles guiding is;</p> <ul style="list-style-type: none"> • The right of children and young people • Appropriate information and methods of working • Dialogue with young people • Support youth organisations • Influence on decision-making • The city of malmö being an attractive Employer for young people 	
V Taking special groups into account	<p>Young disable people with neuropsychiatric problems is a large group that faces problem with not only school but also work.</p> <p>Young unaccompanied refugees is another group that is increasing, last year 900 young people arrived to Malmö and the city has to provide them with accomendation and education.</p>	<p>Fenix is a municipality-wide employment program set up by the City of Malmö. It is directed at young adults between 18-24 years for whom conventional social support and labour market inputs have been shown to be insufficient. Activities supplement the municipality's other inputs in this area. The goal of activities is to help young people improve their preconditions for work or studies. A majority of the participants at Fenix have no more education than Swedish elementary school (compulsory schooling between 7 and 16 years old) while very few have experience of paid employment. Most participants have serious psychosocial problems, which may take the form of passivity, feelings of isolation and depression. To be considered for acceptance onto the Fenix program, the following requirements must be met:</p> <ol style="list-style-type: none"> 1. Own motivation to start at Fenix 2. The participant must have settled living arrangements 3. To be drug-free 	
VI Other services that prevent social exclusion			
The Development project or work we are proud of (content, why we are proud of it? website or other source of further information):			
We work a lot with subsidiest work for young people in orde to get the first work experiences and fresh references. there are coaches that try after 6 month to coach the young people into the privat labor market.			

Overview: Naestved

Themes	Challenges	Good practices	Innovations/new ideas
I Guidance and support	Young people fails to grasp their life - both privately and socially.	Mentor support	For the purpose of strategi and assistance in the everyday life. For purpose of breaking down barriers and help /initiative efforts targeted towards training or work.
II Flexible educational paths	Many young people have not completed the primary school and will not be able to complete an ordinary education.	If their challenge prevents them for achieving an ordinary - EGU (an professional basis education)	EGU. There is much practical work and little theory. Otherwise STU - specially organized youth - gains evidence of particular academic competence.
III Cooperation between different actors	Many young people do not have a professional education.	Lack of academic skills - extra education i danish and math.	The project for bridging the gap. Soft transformation for the young to start on an education and to complete a youth education.
IV Participation	---	---	---
V Taking special groups into account	Many new graduates can not find a job or get experience in relation to their field of study.	Internship and wage subsidies. Rotation.	Internship and wage subsidies obtains experience within their professional field. The rotation project. The company offers education for its employees in turn for young people with a professional education takes over throughout the period of education. The employee obtains further education and the young people obtains experience within their professional field.
VI Other services that prevent social exclusion	Support contacts - loneliness and isolation	Gathering young unemployed people in a special enviroemnt, where they can get help with social and pratical issues.	Gathering them in an evironment with other young people where they can gain help with docestic problems in the group - which also help them into social relations.

The Development project or work we are proud of (content, why we are proud of it? website or other source of further information):

The project for bridging the gap. We have solid results from the project. 25% of the young people with a long-term unemployment have been helped into an education. The processing has been moved from the jobcenter and to the schools, so that the young people are maintained in the study environment and can achieve social relations. Contagion effect.

Overview: Riga

Themes	Challenges	Good practices	Innovations/new ideas
I Guidance and support	<p>Not all of the municipal schools at the moment have career counselors among their staff.</p> <p>Few counseling opportunities are available for young people who are outside of educational institutions.</p>	<p>Once a year the city is organising Career Week - Career Week. Last year 233 different activities were organised by primary and secondary schools, vocational schools (which are managed by the state), businesses, several universities and even few preschools. Most of the events were open to anyone of interest, so thousands of young people could choose where to participate.</p> <p>The full list of implemented workshops / events is available here (in Latvian), whereas a short video summary of the week can be watched here (with English subtitles).</p>	<p>Enriching youth centres' functions with career guidance and counseling</p>
II Flexible educational paths	<p>Recognition of skills acquired through volunteering and non-formal education</p> <p>High number of young people entering the job market who have underdeveloped social competences and attitudes (according to the employers)</p>		<p>Developing framework and methodology for documenting and validating skills acquired through volunteering and non-formal learning</p>
III Cooperation between different actors	<p>There's a quite weak link between secondary schools, vocational schools and higher education institutions (one of the reason for that is different accountability of the schools - secondary schools are accountable to the city, vocational - to the state)</p>		
IV Participation	<p>Non-active young people are lacking participation platforms that would fit their interests and lifestyle (not meaning youth councils or advisory boards here)</p>	<p>The city of Riga has a diverse landscape of youth participation. The three pillars to be mentioned are Riga Student Council, Resources centre for youth NGOs "Kaņieris" and active youth organisations in Riga, as well as Advisory Board of Youth NGOs.</p> <p>Riga Student Council is compiled of representatives of schools' parliaments and therefore has a direct link to educational institutions and young people there.</p> <p>"Kaņieris" was set up in order to support youth organisations operating in Riga with premises, resources and skills (via counseling, mentoring and training). It grew into an environment for innovation and try-out in the field of youth work (largely due to a permanent expert pool it hosts) and developed its research capacity in the field of young people's needs and interests.</p> <p>Advisory Board of Youth NGOs has recently been re-elected and acts as a platform for Riga organisations in their advocacy work and policy making due to the direct link to municipal institutions and politicians.</p>	<p>Incorporating gamification principles in the work of participation platforms</p> <p>Making existing participation platforms more inclusive</p>

V Taking special groups into account	Services and support provided for special groups of youth (new migrants, young people with special needs, etc.) are quite fragmented		
VI Other services that prevent social exclusion			

The Development project or work we are proud of (content, why we are proud of it? website or other source of further information):

INTERREG IV A Central Baltic programme project "Youth Space" (implemented jointly by Riga, Stockholm and Tallinn in 2010 - 2013) took an extra effort in empowering young people by creating spaces for their participation and self-development. Non-formal education methods were put in use to build up capacity of young people and to improve qualifications of youth workers and youth leaders. As a result a resource centre for youth NGOs "Kaņieris" was set up in Riga and the capacity of youth organisations has been strengthened. The web of the project - www.youthspace.eu; web of "Kanieris" - www.kopnica.lv

Overview: Tallinn

Themes	Challenges	Good practices	Innovations/new ideas
I Guidance and support	The need for career counseling is bigger than possibilities. Lack of service providers who could carry on the guidance and support on job-market and employment issues: youth workers in youth centers are not very comfortable with these issues yet. More possibilities in private sector and there is a challenge how to better involve private sector in these matters into our work (for example ENTRUM program started by Eesti Energia company)	Good career-counseling system (Career center, career counseling at schools and at the center). Special web-site where also guidance and support are partly provided www.taninfo.ee Special events and materials before summer are issued concerning summer jobs and guidance for entering job-market (Suvekalender). Materials (Suvekalender) are given to graduates of the secondary schools and gymnasiums with their diplomas. Some very good examples in private sector: ENTRUM, Ajujaht	ENTRUM program - the concept itself. Please read yourself http://www.entrum.ee/en/
II Flexible educational paths	How to prevent drop-out from secondary schools. How to prepare teachers to work with children and youth with special needs. How to foster networking between educational, social and youth work sectors.	Quite easily accessible occupational education in Estonia (you can ways even from 7th grade, if you have educational problems in ordinary school to go into occupational education). Also good possibilities to re-enter education if you have failed in younger ages: gymnasiums for adults (täiskasvanute gümnaasiumid). If at some point you fail from higher education path, there is also possibilities to re-enter easily. Also VÕTA system is getting better: how to apply and count previous study and work experience.	
III Cooperation between different actors		Some co-operation between public and private sector in supporting youth entrepreneurship and active life style: ENTRUM, Ajujaht, Tallinn youth week, Tallinn Entrepreneurs Day, start-ups and creative incubators	
IV Participation	Depends what is meant by "participation" here?		
V Taking special groups into account	Many challenges ahead, very few good examples yet in Estonia in general.		
VI Other services that prevent social exclusion		youth centers service, Õpilasmalev (Youth working camp during summer)	
The Development project or work we are proud of (content, why we are proud of it? website or other source of further information):			
Suvetöö (Summer Work campaign), noorte ettevõtluslaad (youth entrepreneurship market), pupils companies (õpilasfirmad)			

Overview: Tampere

Themes	Challenges	Good practices	Innovations/new ideas
<p>I Guidance and support</p>	<p>Demand of personal support and guidance exceeds resources available</p> <p>Regardless of all networking and co-operation always some young people drop out of vocational schools (upper secondary education) as well as all services</p>	<p>Nuorillepaikkoja.fi, an electronic Youth Guarantee service map of key services for the young in the Tampere Region</p> <p>Nuortentampere.fi & SaySome Chat, easy access electronic guidance services for the young</p> <p>NUORTEN TALO - Young People's House, an easy access centre for the young and young adults with any kinds of problems, offering joint services and guidance under one roof</p> <p>AKU - a service centre for the young under 18 years old in need of a study place and career guidance</p> <p>TYPÄ/Nuoret - a service centre for the young unemployed</p> <p>MAINIO - a service centre for the immigrants offering guidance in several foreign languages</p> <p>Outreach youth and social work + health care</p> <p>Various workshops supporting young people who need to clarify their goals in life and to improve their skills in everyday life</p> <p>Cross-sectoral working groups</p> <p>Voluntary support</p> <p>Tutoring and mentoring</p>	<p>SaySome Chat, easy access electronic guidance services for the young</p> <p>Nuorillepaikkoja.fi, an electronic Youth Guarantee service map of key services for the young in the Tampere Region</p> <p>NUORTEN TALO, an easy access centre for the young and young adults with any kinds of problems, offering joint services and guidance under one roof</p>
<p>II Flexible educational paths</p>		<p>JOPO-classes, flexible comprehensive and vocational education, special education, practical training at workshops and workplaces, 2+1 model, etc.</p> <p>Various workshops supporting young people who need to clarify their goals in life and to improve their skills in everyday life</p> <p>Developing and using new learning environments and innovation platforms like Demola, Entrepreneurship village and Entrepreneurship Campus</p>	<p>Developing and using new learning environments and innovation platforms like Demola, Entrepreneurship village and Entrepreneurship Campus</p>
<p>III Cooperation between different actors</p>	<p>Regardless of all networking and co-operation always some young people drop out of all services</p> <p>How to co-ordinate the variety of different actors and vast amount of services in youth issues</p> <p>Lack of time and finding common time</p> <p>Access to information</p>	<p>Cross-sectoral working groups (at all levels from individuals to strategic planning)</p> <p>The Local Youth Guarantee Group</p> <p>Outreach youth work</p> <p>NUORTEN TALO, an easy access centre for the young and young adults with any kinds of problems, offering joint services and guidance under one roof</p>	<p>NUORTEN TALO, an easy access centre for the young and young adults with any kinds of problems, offering joint services and guidance under one roof</p>

<p>IV Participation</p>		<p>Customer-participatory service development (local public services) Voluntary work Peer support Various workshops supporting young people who need to clarify their goals in life and to improve their skills in everyday life The City Youth Council, Children's Parliament, Pupils' and Students' councils at educational institutions</p>	<p>Customer-participatory service development (local public services) Various workshops supporting young people who need to clarify their goals in life and to improve their skills in everyday life</p>
<p>V Taking special groups into account</p>		<p>Promoting the use of plain language (Easy Finnish) in city administration Flexible educational paths arranged in cooperation with several organisations Survey on the handicapped young living in Tampere and their situation carried out by handicapped young researchers Survey on the young immigrants living in the Tampere Region and their situation Special Advisory Councils of: the Handicapped, the Immigrants, and the Roma people (and also the City Youth Council and Children's Parliament)</p>	<p>Survey on the handicapped young living in Tampere and their situation carried out by handicapped young researchers</p>
<p>VI Other services that prevent social exclusion</p>		<p>Youth guidance and service network (includes also e.g. health care issues) Services helping NEETs, those who need support, and those who are at risk of social exclusion Various workshops supporting young people who need to clarify their goals in life and to improve their skills in everyday life Youth services and outreach youth work in suburbs, shopping centres, city centre, educational institutions, etc. and also on the internet Sports, culture and freetime services Employment and entrepreneurship services Housing, public transport and urban planning</p>	<p><u>Nuorilletoita.fi</u> campaign to find workplaces <u>Opiskelijantampere.fi</u> and student-friendly city campaigns</p>

Overview: Trelleborg

Themes	Challenges	Good practices	Innovations/new ideas
I Guidance and support	Preventing drop outs in schools. Unmotivated youths	We have a broad knowledge background in the working group as we have studied and worked in different areas.	We have for four years pursued development projects that we have now assembled in a method based on that we have group activities for eight weeks with different themes and then the youth has internship for three months.
II Flexible educational paths	We have no other procedures in addition to the regular school system.	We have several projects that aim to interact more players in Trelleborg. In the current situation, we are working on labor management along with the gymnasium and Arbetsförmedlingen to reduce unemployment and dropout rates.	Projekt In - Unemployment Office, the gymnasium and Arbetsförmedlingens co-project.
III Cooperation between different actors	Since we have different systems and ways of working can be difficult to work with Arbetsförmedlingen.	We have four recruiters working on the municipality to network with businesses and find jobs that fit our target audience. We've been through them with out many participants.	The recruiters.
IV Participation			
V Taking special groups into account	Several of our youth have not completed the gymnasium and are therefore difficult to enter the labor market. Many participants are also diagnosed and have various forms of psychological difficulties.	Internships Wage subsidies	Our project Sign In's audience with "diffuse work ability" and work according to the "Supported Education". The project has two employees and 16 participants.
VI Other services that prevent social exclusion	No social network.	We work in group activities and through this we hope that the participants can learn to be in social settings.	

Overview: Turku

Themes	Challenges	Good practices	Innovations/new ideas
<p>I Guidance and support</p>	<p>Development of support and guidance in upper secondary level</p> <p>Inadequate number of guidance and support personnel in upper secondary schools</p> <p>guidance from school to work (especially challenging with the youngsters with special needs or with immigrant background)</p>	<p>Tutoring at Turku Vocational Institute Every year, Turku Vocational Institute trains approximately 120 tutors, who represent the institute's fields of study extensively. The tutors receive and guide new students at the beginning of the autumn term, together with group leaders and guidance counsellors. In addition to this, they visit comprehensive schools to give ninth graders information sessions together with career planners. Tutors represent and promote their own field and educational institution.</p> <p>Support team in upper secondary vocational education and training The support team at Turku Vocational Institute consists of three psychologists, two curators, two career planners and a student activities coordinator. They work in close cooperation with guidance counsellors, teachers and public health nurses. They act as a support to teachers, and as their partner in situations relating to student welfare. cooperation with basic education and other actors in the transition phase</p> <p>Operational models for grouping The purpose of grouping is to help the members in a group get to know each other and in this way establish a safe and encouraging atmosphere within the group. A well grouped class improves the participants' own learning ability and prevents social exclusion. In order to carry out grouping, the staff must first be offered training (ideology and practices), and they must be committed to the principles of grouping. In order to make the grouping work as a process and make it respond to different occurrences that happen in a group, making an annual clock is recommended. The main emphasis of grouping is on the autumn of the first year of study, but grouping is also recommended at the beginning of the second and third years of school.</p> <p>Rästäpaja activities Rästäpaja (group for catch-up work) is a place where young people can catch up on their schoolwork, practice for tests, do their homework and make up for their absences. The activities of Rästäpaja are supervised by an appointed person(s), organised and take place in a reserved space. Rästäpaja is a place where students can easily come to in order to catch up on work. A visit to the group is recorded into the student information system, and the visit is not recorded as an absence from other lessons. Rästäpaja can be open to all students, or it can be targeted at a specific target group. The aim of Rästäpaja is to support the students' study progress and, if necessary, offer them a more peaceful place to work.</p> <p>Career planner's job description During their studies, students may face times when they require additional support in order to keep going and progress through their studies. Turku Vocational Institute employs two career planners who</p>	<p>Job-search classes in upper secondary school The VaSiTe project has organised job-search classes in Turku for students in upper secondary school. The students receive one credit for completing the course. The contents of the course have been developed to cover the entire job-search process: recognising your own skills and their significance in job searching, job-search skills, preparing documentation, a job interview and how to prepare for it. The project will produce materials for teachers and instructors throughout 2013. The objective of the course is to teach practical skills relating to job search and provide information about working life</p>

		<p>work to support students and help them complete their studies. In the event that a student drops out, the career planners provide information and guidance about new options. In addition to their career planning work, they are involved in transition phase cooperation with all the upper comprehensive schools in Turku. Their cooperation partners include the guidance counsellors in upper comprehensive schools as well as special needs teachers and public health nurses, when necessary. Students can contact a career planner themselves if they have problems with motivation towards their studies, or if they need to consider dropping out, changing fields, or if they require guidance on job search.</p> <p>Guidance towards further education: Spring is coming, are you ready? Spring is coming, are you ready? is a theme week organised at Salo Region Vocational College, during which students receive comprehensive information about working life and its ground rules. Participants who come and introduce themselves during the theme week include the Employment and Economic Development Office, trade unions and companies in different fields. Students are also encouraged to make sure that they can graduate, and they are given additional support to help them complete their studies.</p> <p>Youth Counselling and Guidance Service Point NuortenTurku NuortenTurku is a service offered by the City of Turku Youth Services Centre to all young people under 29. It is a service point that offers information, counselling and guidance. At the information and counselling service point, young people can look for information independently or they can ask for assistance from staff. The service point offers brochures and other materials, and there are three computer terminals for public use, a copy machine, a fax and a telephone. The equipment is available for use free of charge. NuortenTurku answers questions relating to, for instance, hobbies, working life, studies, looking for a place to live, recreation, international opportunities and income security, or whatever young people need information on.</p>	
<p>II Flexible educational paths</p>	<p>How to create even more flexible and individual routes through education</p> <p>Developing apprenticeship training into a real opportunity for the youngsters (nowadays it is mostly used by the adults who are already in working life)</p>	<p>Flexible basic education Flexible basic education is targeted at young people who are at risk of being excluded from basic education and not being able to complete 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 consisting of ten students. Each student receives a learning plan, or, if necessary, a personal plan concerning the teaching arrangements.</p> <p>Expanded on-the-job learning A more extensive utilisation of on-the-job learning in vocational studies increases career orientation, work-based learning and orientation towards practice in basic vocational education and training. This model makes it possible to obtain special expertise and current information from working life, which is especially significant in fields that are constantly developing. Because this model integrates learning theory and practical skills, it offers a motivating and individual way of learning a vocation to students</p>	<p>Open Vocational Education</p> <p>New practices in apprenticeship training (more support for both the youngsters and the enterprises, a group of employees instead of just one etc.)</p>

		<p>who learn best by doing.</p> <p>2+1 (the final year of education is completed through an apprenticeship) In the 2+1 model, students in the final year of their studies complete their education through an apprenticeship. The extent of an apprenticeship varies from four months to a year. This model is targeted at students who have completed the core subjects that are part of the qualification and who have either found or can find an apprenticeship. This model improves the students' chances of finding employment and – just like expanded on-the-job learning – it offers a work-based and practical way of learning a vocation.</p> <p>Workshop studies as a part of vocational studies The recognition that there are students with different ways of learning has continually increased in vocational education. Because of this, educational institutions are faced with a situation where they have to consider how and where else learning is possible. One alternative is to utilise youth workshops as learning environments, where the students can improve their skills by using work-based methods which emphasise reflection, independence and individual support. Tasks and activities completed at a workshop are evaluated according to the contents of the curriculum, and they can be included in the qualification in basic vocational education.</p> <p>Completing an upper secondary school diploma in cooperation with a vocational institute Students at upper secondary school have the opportunity to showcase their skills and interest in practical and art subjects through upper secondary school diplomas. Like other separate skill demonstrations related to upper secondary school studies, upper secondary school diplomas supplement the skill level indicated in the upper secondary school certificate and the matriculation examination certificate. Because vocational institutes have suitable classrooms and the pedagogical expertise for completing diplomas, different institutions in Turku have joined forces and have experimented with offering studies on the premises of a vocational institute and the Turku University of Applied Sciences. Contents of the studies have been tailored in cooperation with upper secondary education.</p>	
<p>III Cooperation between different actors</p>	<p>Creation of new networks to face the challenges of the future (and termination of those who have already done their task)</p> <p>Creating closer ties with our UBC- and EU-partners</p>	<p>Youth Group of Kaarina meets once a month at the Employment and Economic Development Office. A social worker for 18 to 25-year-olds acts as the chairperson and the convenor. Other members in the group include the city's work planner, a public health nurse for the long-term unemployed, an expert and a career planning psychologist from the Employment and Economic Development Office, a rehabilitation counsellor, a career advisor, outreach youth workers and workshop representatives. The meeting begins with just the gathered officials, and after this two to four invited customers join the meeting. At this time, only the employees working with the customer in question are present. The idea behind this is centralised cross-administrative cooperation, which means that the customer meets more than one employee at the same time and they make decisions together. At the end of spring and autumn, the youth group convenes for an expanded development session, during which each member reports on their latest news, the group discusses future changes significant to the youth group, and they prepare the meeting schedule for the next six months.</p>	<p>Regional Youth Guarantee 2017 -vision (draft, at the moment with very ambitious goals: In 2017 the Youth Guarantee will come into force in the Turku region. This entails the following things:</p> <ul style="list-style-type: none"> • Every young person will be ensured

Further information: katja.vossi@kaarina.fi

To coordinate the realisation of the Youth Guarantee, the City of Turku established a steering group in spring 2013 to monitor progress. In addition to representatives from the city's different branches, representatives from the Centre for Economic Development, Transport and the Environment, and the Employment and Economic Development Office were also invited to sit on the steering group. The steering group came to an agreement about 27 development measures, which were divided into preventive, supportive and corrective measures. This list was worked into a concrete plan of action during a seminar organised at the beginning of June, in cooperation with the region's other actors. Further information: matti.makela@turku.fi

MAST – provincial guidance model:

The guidance model developed in the MAST project is based on cooperation between educational institutions, workshops, basic education and upper secondary education, the adoption of a provincial youth supervision system and new pedagogical guidance models, as well as increasing the cooperation between different actors. The measures connected to the guidance model make it possible to help young people move forward on their education path, reduce drop-out rates and help more students complete their studies.

Guidance model for young people in Turku

Turku utilises a guidance model for young people, which defines who takes responsibility for guiding young people after they complete comprehensive school. The model defines what role each actor has, when the guidance takes place, and how the operating model works when a young person is excluded from education. In brief: Guidance counselling in comprehensive schools is responsible for guiding young people until the results of the joint application are published. If a young person is admitted to an educational institution, the institution in question assumes responsibility for guiding the student. They have the responsibility for guiding the student even in the case where the student decides to drop out. The responsibility for guiding young people who have not been admitted to an educational institution belongs to youth services and their outreach youth work.

Further information: www.koulutustakuu.fi/training-guarantee/

In order to promote the Youth Guarantee, campaigns have been started in different regions. The purpose of these campaigns is to improve young people's chances of finding employment and study places. The campaigns encourage employers to participate in realising the Youth Guarantee. On the websites of different campaigns, employers can, for instance, advertise job vacancies and challenge other companies and employers to join the campaign. Examples of cooperation between different actors include the following campaigns: Pestaa Nuori (hire a young person) in Southwest Finland, Työtä Nuorille (employment for young people) in Satakunta, and Kaikille Nuorille Töitä (employment for all young people) in Pirkanmaa.

The Pestaa Nuori campaign operates in Southwest Finland. The opening event for the campaign was held at Skanssi shopping centre in Turku on 18 April 2013. Participants at the event included

sufficient support and guidance throughout compulsory education and during the following transitional stages, so that they can move forward in their lives after compulsory education, be it through further education or other meaningful activities.

- Young people in upper secondary education will, on the whole (over 90%), complete their studies and be prepared to move into the world of work or further education.
- Every unemployed young person will be found a job, place in education, place in a 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

		<p>employers, educational institutions and organisations. 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.</p> <p>During the Pestaa Nuori campaign, 14 new companies have been challenged to join the campaign, and 210 unemployed young people have found work.</p> <p>The Työtä Nuorille campaign was launched in Satakunta on 21 March 2012. The campaign strives to find companies willing to employ young people and to challenge employers in Satakunta to promote youth employment through their operations. Companies who join the campaign receive a campaign sticker and a banner. All those challenged to join are also mentioned on the Työtä Nuorille website and on Facebook.</p> <p>When the Työtä Nuorille campaign was started, there were 2,460 unemployed people under 30 in Satakunta, but by 17 June 2013 their number was down to 2,062. There are 43 employers involved in the campaign.</p> <p>Pirkanmaa started their Kaikille Nuorille Töitä campaign on 21 April 2012. On the campaign's website, companies can offer young people work try-outs or apprenticeships as well as steady or fixed-term employment. You can also challenge other entrepreneurs and employers to join the campaign through the website.</p> <p>There are 134 companies taking part in the campaign, 2,449 promises have been made, and 218 vacancies have been filled.</p> <p>This information about the campaign's performance is based on information that was available on 17 June 2013.</p>	<p>needed.</p> <ul style="list-style-type: none"> • All involved, from officials to those in working life, will actively work together and focus on finding opportunities and developing new innovation. • Active and effective steps will be taken to remove obstructive bureaucratic hurdles.
<p>IV Participation</p>	<p>How to empower all youngsters? How to make sure that we hear them all, instead of just listening the most talented and the most active?</p>	<p>Youth council in City of Turku</p> <p>Workshops for the youngsters about goals and measures of the different projects</p>	<p>Giving young people more influential role in planning and executing projects.</p>
<p>V Taking special groups into account</p>	<p>Inadequate number of study and work places for the youngsters with special need.</p> <p>How to engage municipalities and enterprises to take more active role in employing youngsters with special needs?</p> <p>Still, we need more tools and methods to support</p>	<p>Depicting a young immigrant's education path</p> <p>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 helped to define the responsibilities of different parties and the development of 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.</p> <p>Joint application for immigrant education</p> <p>In 2010, a joint application system for preparatory immigrant education was adopted in Turku, because there are multiple education organisers and training courses that start at the same time. Before this joint application, young immigrants could apply for all different training programmes even when their skill level did not correspond to the training, or they could be accepted on several training programmes at the same time.</p> <p>In joint application, various education organisers utilise a joint application form, which the applicant</p>	

	immigrant youngsters.	<p>can use to apply to more than one education programme. Applicants only take part in one entrance examination, which includes a language skills test, a structured interview and evaluation criteria, which have been developed in cooperation with teachers from different educational institutions. If the applicants do not get offered their first choice, they are guided to their second-choice educational institution. The aim is to direct every applicant to the education that is most suitable to them.</p> <p>Preparing groups in preparatory education for distinctly different vocational fields (e.g. preparatory education for the social and health care field) Preparatory training programmes that prepare young immigrants for different vocational fields introduce the students to the relevant vocabulary and work as early as during preparatory education. Working life is also utilised during preparatory education: from the beginning of their education, the students spend a couple of hours a week in workplaces connected to their own vocational field in order to learn practical language skills. These training programmes targeted at different vocational fields have produced excellent results. The students have confirmed their choice of career, they have been motivated towards their studies and nearly all of them have continued on to official vocational studies after completing the preparatory education.</p> <p>Job description of a transition phase career advisor In Turku, a transition phase career advisor assists guidance counsellors and special needs teachers who are in charge of young people in years nine and ten at comprehensive school. The advisor helps support those students who have problems at school and who do not have plans for their future because of this. The career advisor acts as the personal support person for young people who are in the transition phase between basic education and upper secondary education, and the advisor also acts as their liaison between these two education levels. The transition phase career advisor continues to supervise the young people in his or her care during the first phase of their further education.</p>	
VI Other services that prevent social exclusion		<p>KiVa school KiVa school is a programme that was developed in 2006–2009 by the University of Turku as a joint effort between the psychology department and the Centre for Learning Research. The KiVa school programme was funded by the Ministry of Education and Culture, and it is targeted at comprehensive schools. In addition to individual students, the measures included in the programme are targeted at classrooms, schools and parents. Special characteristics of the KiVa school programme include versatile and practical material, utilising virtual learning environments and influencing the whole group. The programme includes both general and targeted measures.</p>	
The Development project or work we are proud of (content, why we are proud of it? website or other source of further information):			
<p>MAST project: Developing Provincial Guiding Model The goal of MAST project was to develop and establish a provincial guiding model and a network of experts in southwest Finland. Vocational schools, youth workshops and other actors guiding youth in the province were involved in the project. The project began in 2009 and ended on December 31st 2011.</p>			

The key concept of the provincial guiding model is flexibility, which is seen in all measures carried out. The operating model generated by the project is based on

1. the cooperation between schools and workshops and between basic and secondary education,
2. development of a provincial youth monitoring system,
3. implementing new pedagogic guiding models,
4. cutting number of dropouts and enhancing graduation in secondary education,
5. enhancing the transfer of youth from school to working life and increasing cooperation between actors.

MAST project generated many results. One of the most central ones is the cooperation agreements between the schools and youth workshops in the province and generating and approving the operating models associated with these in the spring of 2010. The agreement defines the terms on which the possibility to study vocational basic degrees through working in youth workshops is offered to students in need of individual assistance and guidance.

The curricula of different professional fields have been opened up in cooperation of the schools and youth workshops. Thanks to this, the professional skills demonstrated in workshops can be assessed according to the general criteria of the schools. There was 59 youth studying in workshops during the first operating year and the results of the new operating model have been extremely encouraging (See: chapter 4).

One of the central developing targets of the project was the support measures in the transition phase. A process description and model was developed for guiding youth without a secondary education study place. According to this model, a person responsible for transition phase guidance has been defined in all municipalities of the province.

In addition to good practices connected with transition phases, the project has also developed vocational selection for those completing their basic education and special education in vocational basic training. According to the extended training guarantee model, the requirements of working life have been taken into account by enhancing the working life skills of the students at the final stages of their studies.

Guiding model in a nutshell

The provincial guiding model can be crystallised in four key points:

- **Values**
- **Commitments**
- **Measures**
- **Materials**

The implementation and realisation of the model is guided by values, such as equality, fairness and accepting and respecting individualism and diversity.

Each actor must commit to certain matters to implement the provincial guiding model. For example, regarding studies carried out in a youth workshop, the functionality of the model requires that the school is committed to offering the student a possibility to perform studies in different learning environments. Passing parts of a vocational basic degree in a youth workshop is an example of a measure. The basis for the commitments and measures is the view that one of the central values of our educational system is offering equal opportunities to all youth.

Material in this context means apart from concrete materials also operating models. For example the materials of studies passed at the workshop are the workshop study implementation model and the agreements, forms, instructions, curricula etc. related to it.