



REPORT 2014

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PART I: General overview

The Union of the Baltic Cities (UBC) hold a general conference in Mariehamn on 1–4 October 2013. The theme of the conference was combating youth unemployment and marginalisation. 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 City of Turku took the lead in running the working group, which convened three times, twice in Tampere (14 March and 25 April) and once in Turku (23 May). In between meetings, proposed measures and related materials were developed through a virtual working platform and by e-mail and telephone, when necessary.

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 organisations possess a vast experience in these issues. Furthermore, it proved also that they are interested to work 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 shall work until the next UBC General Conference 2015, in which it will present its final report.

Task Force has met three times during the year 2014: in Tampere (March), in Turku (June) and in Karlskrona (October). As a result of this year's work, you have now in your hands an interim report of the Task Force on Youth Employment and Well-Being. It is divided in three sections:

- statistics from different countries and cities
- where are we now? where will we be tomorrow?
- where the magic happens (true success stories)



The following experts representing 12 UBC member cities have contributed to the work of the Task Force during the year 2014:

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EU statistics + statistics from each city

According to the estimate of the EU Commission, the total cost of establishing Youth Guarantee schemes in the Eurozone is €21bn a year. However, inaction would be much more costly; the yearly cost of young people not in employment, education or training is estimated to reach €153bn (1.21% of GDP).

Country/City	Youth unemployment rate (3-4/2014)	% of Neets (3-4/2014)	% of young entrepreneurs (latest)
Denmark (EU statistics)	4,6 (15-29 year old 2013) 13,1 (15-24 years old 2013)	7,5 (2013) 3,9 (15-24 years old 2013)	15.400 (2013) 4,3 (Thousand 15-24 years old 2013)
Naestved	7,1 (2013 - 16-29 year olds)	not available	not available

Gross unemployment has remained largely unchanged in the first quarter of 2014 - which is not produced new figures.

Country/City	Youth unemployment rate (3-4/2014)	% of Neets (3-4/2014)	% of young entrepreneurs (latest)
Estonia (EU statistics)	18,7 (15-24 years old 2013)	5,8	1,5 (Thousand 24 years old 2013)
Hiiu	1, 5 (16-24 years old, 2014)	not available	not available



Country/City	Youth unemployment rate (3-4/2014)	% of Neets (3-4/2014)	% of young entrepreneurs (latest)
Finland (EU statistics)	15,3 (15-24 years old 2014)	8,9 (15-24 years old, estimation, 2013)	7,9 (Thousand 15-24 years old 2013)
Jyväskylä	20,9 (15-24 years old)	12,6 (15-24 years old, consists also young retired people)	not officially available, roughly 7%
Tampere	17,3 (15-24 years old)	7 (estimation)	not available
Turku	14,3 (15-24 years old)	9,7 (estimation)	2,0 (estimation)

Country/City	Youth unemployment rate (3-4/2014)	% of Neets (3-4/2014)	% of young entrepreneurs (latest)
Latvia (EU statistics)	23,2 (15-24 years old 2013)	6,1 (15-24 years old 2013)	3,1 (Thousand 15-24 years old 2013)
Riga		11,9% (15--24 year old, January 2013, data according to the National Statistics Board of Latvia)	No data

Country/City	Youth unemployment rate (3-4/2014)	% of Neets (3-4/2014)	% of young entrepreneurs (latest)
Lithuania (EU statistics)	21,9(15-24 years old 2013)	5,3 (15-24 years old 2013)	No Number

Country/City	Youth unemployment rate (3-4/2014)	% of Neets (3-4/2014)	% of young entrepreneurs (latest)
Sweden (EU statistics)	23,5 (15-24 years old 2013)	3,8 (15-24 years old 2013)	11,5 (Thousand 15-24 years old 2013)
Karlskrona	26,3 (Mars 2014)	not available	not available



PART II: Where are we now? Where will we be tomorrow?

I Guidance and support

Young people in UBC cities need and deserve proper guidance and support by a professional counselors in touch with the labor market, so they can provide proper educational advise as well as offer and support realistic choices. Challenges, good practices and innovations of guidance and support have been identified in the three areas listed below.

1. Employment and entrepreneurship

Challenges:

- motivating young people and introducing them to issues concerning the labor market
- helping young people to turn their interest in entrepreneurship into an actual career as an entrepreneur

Good practices:

- business, career, and enterpreneurship education (Gdynia, Hiiu, Riga, Naestved), including visits to businesses and instruction on how to make a business plan and create one's own company
- youth centers with career and psychological counseling and other forms of support (Hiiu, Kaunas, Tallinn, UBC ComEd, Tampere, Turku)
- innovation camps: InnoCamp, Innovate or Die, Innovation Week, Innovative Spring Day (Jyväskylä)
- internship projects (Karlskrona, Hiiu; Kaunas, Tallinn, Malmö)
- round table discussions with employers, city government, universities and youth representatives, with an eye on understanding what skills and degrees will be in demand in the future (Kaunas, Hiiu, UBC ComEd)
- events, materials, and guidance about summer jobs and entering the labor market (Tallinn, Turku)



Innovations / new ideas:

- adjusting educational choices to market demands (Gdynia, Jyväskylä, Naestved)
- new ways to encourage entrepreneurship, self-employment and prudent risk-taking (Hiiu, UBC ComEd, Jyväskylä)
- youth participation in the development of new concepts and models (Karlskrona, Jyväskylä)
- guidance centers: guidance counselors and other available forms of help, support, and facilities in youth centers (Riga) or otherwise in one central location for easy access (Malmö, Hiiu, Jyväskylä)
- job-searching classes in upper secondary school along with instruction on how to be ready for the job market (Turku)

2. Education and drop-out prevention**Challenges:**

- preventing drop-outs after basic education and during secondary education
- insufficient time and personnel individual guidance, not enough education and training for support personnel (esp. regarding blue-collar/non-academic alternatives)

Good practices:

- constantly available text message service for teenagers and young adults (Jyväskylä, Tampere)
- an electronic service map application covering all required key services (Jyväskylä, Tampere)
- an easy-access centre for the young and young adults with any kinds of problems, offering joint services and guidance under one roof (Tampere)
- a service network map focusing especially on finding young people at risk of leaving school early (Jyväskylä, Malmö, Trelleborg)
- tutoring and support in upper secondary vocational education and training (Turku, Naestved):
 - operational models for grouping
 - group for catch-up work, where students can catch up on their schoolwork, practice for tests, do their homework and make up for their absences
 - career planners

Innovations / new ideas:

- developmental projects: eight weeks of group activities with different themes followed by a three-month internship (Trelleborg).

3. Everyday life

Challenges:

- dealing with youth with motivational problems or in need of professional counseling (career and family planning) and/or support (sharing problems, support in everyday problems)
- insufficient time and personnel for individual guidance

Good practices:

- an easy-access centre for young adults with help in everyday life (Jyväskylä, Naestved)
- arts workshop with support for young people in clarifying their life goals and improving their skills in everyday life (Jyväskylä, Tampere)
- youth centers with career and psychological counseling and other forms of support (Hiiu, Turku)
- outreach social work in cooperation with a mental health clinic (Kemi, Hiiu, Tampere)
- service centre for immigrants offering guidance in several foreign languages (Tampere)
- multidisciplinary working groups with participants from several sectors (Tampere, Jyväskylä, Hiiu)
- voluntary support, tutoring and mentoring (Tampere, Naestved, Jyväskylä).

Innovations / new ideas:

- a study module for Students in the Bachelor of Social Services degree program, which consists of the student taking responsibility of guiding of one young person in secondary education after completing basic education (primary school, Kemi)
- easy-access electronic guidance services for the young, an electronic map of key Youth Guarantee services (Tampere, Jyväskylä)
- an easy-access youth centre offering joint services and guidance under one roof (Tampere).

II Flexible educational paths

1. Vocational education

Target group: youngsters who do not want higher education.

Challenges:

- high drop-out rates in vocational education; low appeal of formal education
- a need for new educational methods and an apprenticeship training system that presents a real opportunity for young people instead of just adults already in working life

Good practices:

- apprenticeship and scholarship programmes in partnership with local businesses (Gdynia)
- combined study and practical training in workshops (Kemi, Tampere)



- learning by doing (Kemi, Jyväskylä); expanded on-the-job learning, which increases career orientation, work-based learning and orientation towards practice (Turku)
- the “2+1 –model” (the final year of education is completed through an apprenticeship; Turku, Jyväskylä)
- workshop studies as a part of vocational studies (Turku, Jyväskylä)
- completing an upper secondary school diploma in cooperation with a vocational institute
- promotion of issues among decision-makers and legislators through seminars and conferences about young entrepreneurs and (vocational) education (UBC ComEd).

Innovations / new ideas:

- searching for new partners in existing scholarship and apprenticeship programmes which might provide job offers after school and increase the appeal of education(Gdynia)
- new learning environments and innovation platforms (Demola, New Factory, Me & MyCity, Entrepreneurship village, Entrepreneurship Campus; Tampere)
- Open Vocational Education
- new practices in apprenticeship training (more support for both the youngsters and the enterprises, apprenticeships with a group of employees instead of a single one etc.; Turku).

2. Non-formal education

Challenges:

- low acceptability of non-formal education in the educational field despite its benefits
- employers reporting a high number of young people entering the job market with underdeveloped social competences and attitudes

Good practices:

- transforming a hobby into a profession (Hiiu, Tallinn); voluntary work as both on-the-job learning practice and the opportunity to explore different fields (Hiiu, Tallinn)
- projects giving practical work experience along with increased confidence and labor-market skills (Hiiu, Trelleborg)
- flexible comprehensive education (Jyväskylä)
- art workshops and competitions (Jyväskylä, Hiiu, Tallinn, UBC ComEd).

Innovations / new ideas:

- encouraging creative thinking and prudent risk-taking among young people, encouraging them to see their own life from a different angle (Hiiu, UBC ComEd).
- developing a framework and methodology for documenting and validating skills acquired through volunteering and non-formal learning (Riga, Tallinn).



3. Flexible education

Target group: at-risk youth (immigrants, drop-outs)

Challenges:

- preventing drop-outs in secondary education
- preparing teachers for work with children and youth with special needs
- promoting networking between educational, social and youth work sectors
- a need for a flexible education system, especially for educational work with different nationalities and youth not in schools

Good practices:

- studies paced according to student ability (Malmö)
- professional basic education (EGU) for young people whose challenges prevent them from achieving an ordinary degree (Naestved)
- flexible basic education (Turku, Jyväskylä)
- adult gymnasiums (Tallinn)
- accessible vocational education and increased opportunities to re-enter education that was left uncompleted, along with a system for taking previous studies and work experience into account (VÕTA system; Tallinn, Jyväskylä)

Innovations / new ideas:

- flexible Swedish language education for immigrants, enabling students to work and learn the language at the same time (Malmö)
- specially organized youth (STU) provides evidence of particular academic competences (Naestved)

III Inter-agency cooperation

Challenges:

- coordinating activities and the flow of information across a wide range of actors
- transition between educational stages
- youth with multiple issues falling through the cracks in a system with a large number of separate actors

Good practices:

- concentrating different services in one easily accessible physical location (Gdynia, Jyväskylä, Tampere)
- partnerships (between different actors in the public sector or between the public and private sectors) in organizing events or providing coordinated services (Hiiu, Jyväskylä, Malmö, Tallinn, Tampere); inter-agency guidance models (Turku)
- centralized cross-administrative cooperation – meetings where actors from different sectors can work on the issues of single clients together (Turku, Jyväskylä)



- youth initiatives (Kaunas)
- outreach youth work (Kemi, Tampere, Jyväskylä)
- concrete Youth Guarantee action plan by a local steering group with members from various agencies (Turku, Jyväskylä)
- regional youth employment campaigns (Turku, Tampere, Jyväskylä)

Innovations / new ideas:

- “soft landing” at the start of a new educational stage (Naestved)
- recruiters seeking jobs for targeted youth groups (Trelleborg)
- regional Youth Guarantee 2017 –vision with ambitious goals (Turku)

IV Participation

UBC Commission on Education participated in the Youth Democracy Project organized by the Youth Commission. During a campaign it organized among the youth in Kärddla, UBC ComEd interviewed young people on issues like politics, voting, and their familiarity with the UBC. Kärddla youngsters made a video (available at the UBC website) as well as designed and distributed flyers to youngsters in Estonian cities, showcasing Estonia, the political system of the EU, and the UBC.

Among young people, interest in municipal or national politics as well as the UBC is low, making it difficult to integrate them into decision-making and planning processes. One of the main issues regarding participation is teaching youth to take initiative; the most pressing question is ‘how’.

Different facets of participation can be categorized as follows:

1. Politics and Society

- Youth councils (Gdynia, Hiiu, Jyväskylä, Riga, Tampere, Turku)
- forums for meetings between politicians and citizens (Gdynia, Hiiu, Tallinn).

2. (International) organizations

- Union of the Baltic Cities
 - participation can be improved by better promotion of the UBC
- Non-Governmental Organizations (NGOs)
 - participation can be improved by spreading information about different NGOs, their activities and facilities (Kaunas, Malmö, Tallinn, Riga, Jyväskylä)

3. Leisure activities

- leisure activities available free for youth aged 12-17 years, LiikuntaLaturi (Jyväskylä)

4. Voluntary work

- youth councils/parliaments, art workshops, organized events at schools, youth centers etc.
- commitment can be a challenge; high turn-over rate is common



Innovations / new ideas:

- cooperation between the Youth Council and City Council (Gdynia, Hiiu).
- introducing young people to political parties (how they work, why they are needed) as well as the political system (both at the local and EU level) and the work of journalists (Hiiu)
- including young people in all UBC activities by e.g. creating a youth organization for the UBC board

V Taking special groups into account

One of the challenges facing UBC cities is integrating various special groups (the disabled, immigrants, unemployed recent graduates) into the community. To ensure this, public officers should use accessible language; flexible cooperation between different actors is also required.

1. Disabled people**Challenges:**

- insufficient awareness of the needs of disabled people, their opportunities in the labor market and their involvement in different activities
- the challenges facing disabled youth with neuropsychiatric problems

Good practices:

- mentor support (Naestved)
- multidirectional support and activation of disabled people (Gdynia), cooperation between different support organizations (Hiiu, Gdynia)
- funding for projects improving the opportunities and integration of the disabled (Kaunas, Gdynia)
- Center for disabled children (Hiiu)
- career advisor for transition phases between different educational stages and from school to the job market (Turku).

Innovations / new ideas:

- new ways of making the labour market more accessible for the disabled (Gdynia)
- increasing diversity awareness at schools (Hiiu)
- information on handicapped youth provided by handicapped young researchers (Tampere)

2. Immigrants**Challenges:**

- high unemployment among immigrant youth



- need for more tools and methods for support

Good practices:

- plain language confirmation school arranged by the state church (Jyväskylä)
- flexible educational path and various other joint arrangements by different organizations (Jyväskylä, Karlskrona, Tampere, Turku, Naestved)
- job center with individual placement and support (Karlskrona, Naestved)
- subsidized employment, internship (Trelleborg)
- survey providing information on young immigrants and their situation (Tampere)
- a preparatory phase for vocational education and training (Turku, Jyväskylä)

Innovations / new ideas:

- municipality-wide employment programs (Malmö)

3. Unemployed recent graduates

Challenges:

- too many new graduates unemployed and unable to get work experience in their profession

Good practices:

- internships and wage subsidies
- work rotation: employers offer further education to their current employees, while recently graduated young professionals take over their jobs for the duration to gain relevant work experience (Naestved)
- transition phase career advisors (Turku)

Innovations / new ideas:

- work rotation (Naestved).

VI Other services that prevent social exclusion

Target group: children and youth at risk (people with disabilities, immigrants, etc)

1. Multifunctional centers

Good practices:

- Housing Estate Club Apteka – community-building and revitalization effort (motto: “nothing happens without the citizen”; Gdynia)



- meetings for unemployed youth in an environment where they can get assistance with social and practical issues (Naestved)
- Youth center service, Õpilasmalev – Youth summer camp (Tallinn)
- A centre for young adults, J-Nappi – offers assistance to young adults in multiple challenges (Jyväskylä)

Innovations / new ideas:

- project development and dissemination of results (Gdynia)
- peer assistance for unemployed youth (Naestved).

2. Interagency cooperation and networking

Challenges:

- improving the professional skills of youth workers
- preventing risk behavior, enhancing support contacts to battle social isolation

Good practices:

- HELP program with preventive activities for children and youth in high-risk groups (Hiiu)
- youth guidance and service network (Kemi, Tampere, Jyväskylä).

Innovations / new ideas:

- a network of specialists offering activities for target group youth (e.g. mobile youth work and drama pedagogics; Hiiu).

3. New methods

Good practices:

- learning well-being/well being learning (Jyväskylä)
- non-formal education in e.g. art workshops, social groups etc. (Jyväskylä, Tampere, UBC ComEd, Trelleborg, Hiiu)
- KiVa school (Turku).

Innovations / new ideas:

- student-friendly campaigns (Tampere)

PART III: Where the magic happens

Real stories about supporting employment and well-being of youngsters

Hiu

Good story: LEADER transnational project Growing Gastronomists

Do you know what you children eat at school?

Do you know your school cook by name?

Do you know how much of the product used in school dinery is of local origin?

Or produced ecologically?

These were the questions that LEADER people of five LAGS in three countries (among them two are the members of UBC – Kärđla and Kuressaare) faced when Skype-discussed the issues of local food and short supply chain. What is local food? And is cost the only criteria for the quality of school food?

LEADER project Growing Gastronomists is a transnational cooperation between LAGs of Estonia, France and England. The main objective of the project is to strengthen links between schools and local food producers. The aim of the project is to study the implementation options of short supply chain from producers and processors "from farm to pot", exchange experiences and to learn from each other. The second objective is to teach children practical examples, farm work, food preparation, etc.

The project activities are divided into two groups:

1. activities oriented towards school children;
2. activities oriented towards staff of schools and pre-schools/nurseries.

Together with partners there are carried out a variety of events and theme days, which are related to topics of local food and eating habits, such as exchange of school cooks in individual partner country and introduction of values of local food to children.



Growing Astronauts turned out to be a huge success. Not only school children are eager to take part and continue with the project, the cooks and parents are as enthusiastic as well. In The Nordic-Baltic Leader Cooperation Award Contest 2013 the project got the official recognition as the best LEADER project in the category of Local Resources and Environment

<http://www.maainfo.ee/index.php?page=3669>

Words of recognition from the Jury: The topics of the project are very "up-to-date" in rural development at the moment: local food, young people and short supply chains. In the project there has been developed good and practical exchange between schools and farms. Children have learnt the value of locally produced healthy food. At the same time it has encouraged farmers in their work.

As the result of the project, a number of movie clips will be produced to make the learning process more interesting together with the interactive cookbook, translated into English, French and Estonian.

In the pages <http://hiiusellid.webnode.com/>, <http://esto-growingastronauts.webnode.com/> and <http://growing-astronauts.eu> one can see how children learn to cook and appreciate fresh local food. You can see videos that will soon become a part of the virtual cook book. Not only children learn new skills, but also parents, cooks and people responsible of daily food in schools. During the study trips to partner LAGs participants have already learned what can be arranged better back at home and to whom to respond when one is in need of change in local network of short supply chain.

Here is one recipe from the cook book of Growing Astronauts to try at home: To make vegetable crisps at home, take carrot, beetroot, parsnip, knob celery, turnip or potato. You need some oil, salt, pepper. To get a pleasant flavour you can use different herbs, if you wish. Peel the vegetables and cut into thin slices (about 1 mm or less). Spread one layer of sliced vegetables on a baking tray covered with parchment paper. Brush with oil, add salt, pepper, herbs. Bake in a 180 degree oven until the vegetables are crispy.

Watch the process in video:

<https://www.youtube.com/watch?v=QZZN0b3oQtU&feature=youtu.be>

Project Duration: September 2012 - December 2014 More info: Reet Kokovkin

<http://www.kogu.hiiumaa.ee/>

Jyväskylä

Good story I: Arts Workshop (ages 17-29)

The goal of the art workshop is to support young unemployed people in clarifying their life goals and improving their skills in everyday life. The purpose is to gain work experience and motivation by using arts: drama/theatre and expressing oneself, handcrafts, arts, cooking and sports.

Hundreds of youngsters participate yearly these 3-4 months workshops – and the results have been great: the most of those participants have found their path towards the future.

http://www3.jkl.fi/blogit/taidetyopaja/?page_id=538

contact: jorma.nieminen@jkl.fi



Good story II: J-Nappi (ages 18-29) and Koppari.fi

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.

<http://www.jyvaskyla.fi/nuortenaikuistenpalvelukeskus> (information unfortunately only in Finnish)

contact: seija.kinnunen@jkl.fi

Koppari.fi (ages 16-29) is a virtual tool for a bit younger people, a map and breakdown of the service network, which focuses especially on finding young people who are at risk of becoming early school leavers. An electronic service map application which covers all the key services required

<http://www.koppari.fi/>

contact: anna-kaarina.autere@jkl.fi

Karlskrona

Good story: A cooking talent was discovered on an internship

Thanks to the municipal project “Kompetensare 2.0” Johanna Ljungberg was given an internship at the restaurant Sjörok. The restaurant discovered that Johanna had real talent for the business and gave her the chance to study to become a chef.

When Johanna was selected to be one of the young people in the project “Kompetensare 2.0” she had been unemployed for four months. In the project young people have the possibility to attend study visits to various companies and they are given information about the law and regulations that apply to employees.

The project also helps young people to internships in different companies. Johanna, who always wanted to try working in the kitchen of a restaurant, wanted just that. Ove Kjellsson, who works in the project as a matchmaker, thought that it would be exciting for Johanna to have an internship at the restaurant Sjörok. He contacted the restaurant and Johanna got an internship.

Johanna practiced full-time for six weeks. She tried different types of jobs within the restaurant; working in the kitchen, working as a waitress, stocking supplies, filling up the coolers, taking orders from customers and operating the dishwashers. The restaurant was very pleased with her work and her internship was extended for four weeks.

-The employees at the restaurant were great, giving cooking tips to me and I got the opportunity to try new things. I already had been thinking about becoming a chef in a restaurant and this internship gave me the opportunity to test the profession. This experience made me realize that this is the right thing for me, says Johanna.

During the summer, Johanna worked part time at the restaurant. Philip Gamelius, one of the owners at the restaurant Sjörok, thought Johanna had real talent when it comes to cooking.



Because of this Johanna got one of the municipality apprenticeships and started an education to become a cook at the restaurant Sjørök.

-The education program will last for one year and after that I hope to get a job. Now that I will have more work experience I believe that it will be easier for me to get a job, says Johanna.

The project is ended but the working method is transfer to www.karlskrona.se/navigatorcentrum



Naestved

Good story I:

Josefine Hansen is 26 year old and was unemployed for a long period of time. "It was not easy for me to find a job, I felt unsure of myself and afraid to meet new people" - says Josephine. First she was assigned to an activation program. After a time of activation and with the help of a psychiatrist, Josefine came to terms with the ghosts of her troubled past. "I was sexually abused as a child. Later I had a violent husband and after I delivered my oldest child, I experienced severe postpartum depression, so there were plenty of things to do for the psychiatrist I got in touch with through a job consultant! - says Josefine Josefine got the courage to get work experience in SuperBrugsen (a local supermarket). After the training period the supermarket offered Josefine a job-rotation program*. She was very happy to acquire new skills and to get back her zeal for work. SuperBrugsen was so satisfied with Josefine, that they found the economic means for hiring Josefine after the job-rotation period ended. Today Josefine is a full time employee in the supermarket.

* The Danish job rotation program allows a business to send its workers on courses for skills development while taking on an unemployed person to cover for them. That person is provided by the local job centre.

Facts about job-rotation in Naestved:

The Job-rotation program in Naestved has so far resulted in 26 full-time employees in the private sector and 32 in the public sector. In total, around 58 companies have chosen to participate in the program. Private companies can get a subsidy of 194 DKK per hour, where the public companies



get 173 DKK per hour. The rotation program is used by many different industries: hotel and restaurant, transport, health care, account, service, etc. at virtually no cost.

<http://www.brugjobrotation.dk/naestved-jobcenter>

Good story II:

Bridging course program Casper is a 20 years old young man who is a volunteer firefighter. He became recipient of cash benefits after he lost his driven license and later his apartment due to financial problems. He had one education desire and that was to become a hospital porter. He was assigned to the Bridging course program and got a mentor to get him into ordinary education. After two months he found a small apartment and regained his driving license with financial help from the Jobcentre. During the bridging course program he got an internship at Falck (provider of emergency services). Despite the fact that Casper did not meet the age requirement of 21 years old, he started training at Falck ½ years before he become 21.

<http://vibyggerbro.dk/om.html>

Riga

Good story I: Professional network for youth Prakse.lv/PractiCan.com

Prakse.lv (eng. Internship.lv) is a professional network for youth. Prakse.lv connects students with large and mid-size companies opening doors to professional career. It gives opportunity for youth to apply for work/internship vacancies, get virtual work experience through Virtual Practice, and find the right studies.

Prakse.lv has been operating in Latvian market for 6 years and will launch internationally as PractiCan.com in end of 2014 and will be available for youth in other EU member states.

Now it has 67 000 registered users (34% of youth in country), 1,000 educational institutions and more than 3000 companies, NGO and government institution already using the platform.

Since 2013 Prakse.lv portal has an integrated tool "Virtual Practice" that provides an opportunity for the users to test and train their professional skills virtually by simulating real work situations (designed by companies and government institutions).

Prakse.lv and PractiCan.com is a project run by an NGO "Jauniešu konsultācijas". Its main aim is to educate and train European young people to be successful and competent in the national and global labor market, to help young people find their passion in life and show them the opportunities how to develop and use their talent on their way to successful career.

More info: www.practican.com

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The pictures: <http://files.fm/u/yzfiifm>

Tampere

Good story I: City of Tampere encouraging young people to become entrepreneurs

City of Tampere has over the years been active both on a strategic and an operational level on employment and youth employment. However, within this activity the theme of enterprising and entrepreneurship of young people needs much further enhancement.

Since October 2013, City of Tampere has been a partner in a project named My Generation at Work, funded by EU Urbact Programme. The main objective of My Generation at Work is to promote the employability of young people in a changing labour market, with special focus on enterprising skills and attitudes. You can read more about the project in project's homepage: <http://urbact.eu/en/projects/active-inclusion/my-generation-at-work/our-project/>.

In Tampere, the development topics are:

- Developing enterprising, self-employment and job-creation
- Co-creation “spaces” for coordination, skills development and job-creation
- Brokerage between young people and business.

Within the project, we want to start immediately to DO and experiment in the topics/areas, where the city wants to achieve new service products. We call these small experiments GO FOR IT (GFI's) to emphasise that we need to start exploring the new possibilities. The experiments are small pilots or 'mini-projects', which realise the priority of each city. They always involve young people in cocreation; they are multi-stakeholder pilots, involving motivated, advanced or otherwise interesting actors, who could open new possibilities and pathways; they can be 'old ones', which are now connected to the project or completely new ones, launched by the project.

In Tampere, we have selected five experiments GFI's.

1. **Developing start-up services for young people.** Within this experiment, there are four separate activities organised in order to connect the basic start-up services and the young people. The goal is to make existing start-up services very easy for young people to reach and to give information about entrepreneurship in young people's own language and way.
2. **Promoting co-operative team entrepreneurship in schools.** School co-operatives are being established in different levels of studying: for example in Tampere University of Applied Sciences as well in vocational school. In the Tampere region there are about 20 co-
3. **Summer café.** This was a new experiment where young unemployed residents of Tampere were invited together in order to establish a cooperative that implements Summer Café in the centre of Tampere. The café was open in May 7th – August 24th 2013. The participants were independent entrepreneurs within the co-operative.



4. **Entrepreneurship at school.** In this new experiment an entrepreneur was working as an entrepreneurial coach at Ylöjärvi Upper Secondary School. Main job of the coach was to bring the business life perspective to the everyday school life.
5. **Me & My City.** This is a unique concept in entrepreneurship education in Europe and a Finnish education innovation based on the curriculum. Me & MyCity learning environment is a miniature town built from mobile wall elements, and includes 15 different local and regional enterprises and public services in which students can work. For one day in Me & MyCity, the 6th grade pupils (12-13 years of age) work in their own profession and act as consumers and citizens in their own society. Every day, there are about 60-70 pupils in the Me & MyCity. After the visit the pupils will reflect on the visit. The concept is owned by TAT Taloudellinen Tiedotustoimisto and City of Tampere is a partner in Tampere learning environment.

In order to achieve the objectives of the project, all cities write a Local Action Plan LAP. The aim of the LAP in Tampere is to make a new difference by

- informing young people about entrepreneurial possibilities,
- creating interest towards enterprising,
- underlining the possibilities of team-entrepreneurship (co-operatives),
- creating materials about entrepreneurship options together with young people (in young people's language),
- creating new platform for entrepreneurial actors and young people together to think new ideas fostering entrepreneurship among young people (for example new webpages),
- creating co-operative team-entrepreneurship for young people (like an incubator or a hub),
- inventing new ways to meet young people relating to entrepreneurial advising and
- connecting business advisors with young people

Also, the LAP aims at linking better the different entrepreneurial actors and advisors. As a result, all the different parties would form a network where every actor knows each other and can promote each other to the youth. Inside this network, young people could easily move between different entrepreneurial actors in a way that suits best their life situations at a given time.

Thus, City of Tampere continues to fight with the high youth unemployment rates. In the city strategies the employment of young people has been given high priority together with the long term unemployed. The scope of the local action plan LAP is to contribute to the city policy in decreasing youth unemployment by unifying different actors who promote entrepreneurial skills and attitudes among young people and informing these different actors about each other's work.

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Good story II: University Students' Innovation Platform Demola at New Factory, Tampere

In Demola, university students develop product and service demos together with companies, creating new solutions to real-life problems. Demola provides an inspiring atmosphere of creative co-creation and new learning opportunities for students and professionals of different universities and organizations.

Demola Tampere is located at the New Factory innovation center in the historic cotton factory in the Finlayson area. This is where the Demola Network was launched in 2008. Today, Demola Tampere carries out annually some 100 projects with 450 students. 40 % of the students are international. The partner companies have licensed 80 % of the project outputs and recruited 15 % of Demola's students. Since 2008 the Demola Network has grown and now works on a global level.

For universities, Demola offers a way to build sustainable company relationships and a vantage point to market needs. It also offers a smooth project flow of practical real-case courses.

The business contacts it provides are not valuable only for the schools involved, but will directly benefit the students as well. *"Thanks to Demola, everyday operations in universities have changed: internationality is not just about language, it's also a cultural thing. Expanding the Demola concept to other countries also brings new opportunities for students and universities."*, says Mr. Markku Kivikoski, President of Tampere University of Technology.

Demola offers university students a unique opportunity to add some real-life twist into the conventional path towards a career. At Demola, students work in a project with a multidisciplinary team solving real-life cases together with partner companies, and all this is part of their degree programme. *"Thanks to Demola I have gained experience in performing under these circumstances and my self-confidence has grown: I'm bold enough to say that I can do things in practice rather than just in theory."*, says a student Joonas Kempainen.

For companies Demola offers brainpower for fresh ideas and new perspectives, an international pool of young talent from all fields of science, university partners with the latest research, and an award-winning innovation platform to guarantee real results.

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Turku

Good story I: Transfer of information between basic education and upper secondary level

In basic education, a pupil needing special support is supported and guided in many different ways, but the information about these well-functioning models is unfortunately not always transferred to the teaching and counselling personnel at the next institute. In Turku, the challenge is met by agreeing on the transfer of information between the school where the pupil attended basic education and Turku Vocational Institute. The tools for this are forms related to the information transfer, co-operation meetings between counsellors and co-operation with the parents/ guardians. The aim of such information transfer is that, by utilising information and experience garnered during basic education, the upper secondary level studies of the young person begin as favourably as possible.

When, in basic education, it is felt that a young person completing his/her studies will need special support at upper secondary level, the class supervisor, guidance counsellor, special needs teacher or a specially agreed person part of the teaching or counselling staff meet with the pupil and his/her parent/guardian to fill in a description of the pupil's situation on a Finishing Comprehensive School form. On the form, they note the possible need for support, models for support and guidance that proved successful in basic education, and also any special skills that the young person has. Once the young person's study place in further education has been confirmed, either the transitional-stage careers counsellor or the basic education guidance counsellor transfer the form to the guidance counsellor at the upper secondary level institute when the new school year begins.

If a need for information and experience on the young person's basic education emerges only once upper secondary level studies have begun, the guidance counsellor contacts the guidance counsellor at the school where the young person completed basic education. During the final year of basic education all young people completing basic education in Turku and their parents/guardians are asked for written permission to transfer such information. In that way, it can be ensured that the transfer of information is possible even at a later stage.

www.koulutustakuu.fi

Good story II: Agreement model for workshop-based studies

One operational focus of the Southwest Finland provincial MAST project was the strengthening and regularization of co-operation between the region's vocational institutes and youth workshops. A concrete outcome of the operating model created in the project was a co-operation agreement between Southwest Finland's major vocational institutes and youth workshops.

The starting point of the agreement was that students requiring more extensive individual support and guidance will be offered the chance to study labour-intensively, in a workshop, vocational subjects other than just those related to on-the-job learning. The agreement defines the terms and responsibilities for organizing a study unit. Different to other co-operation agreements, the agreement states that the institute will pay the workshop for the working days that the student spends there in workshop-based studies.



At the workshop, the objective of studying is for the student to successfully complete his/her qualification. During their workshop-based studies, the students remain students of the institute, and after the workshop period they can continue studying at their own institute. Labour-intensive studying is very suitable for students who are in danger of dropping out or who are better suited to studying in a different environment than that of a normal school.

Opening up the curricula

The students of vocational institutes that have concluded an agreement may study curriculum-based modules in places at work. The creation of this model has required much planning, desk work and process description. The curricula for different subjects have been opened up so that it has become possible to consider what vocational studies can be performed at each particular workplace. It has also been important to define which matters fall under the workshop's and which under the institute's responsibility.

The smooth execution of the model has been improved by the fact that, at the workshops and institutes involved in the agreement, a contact person has been appointed, who attends to matters in his/her own organisation. The role of teachers is, however, also key in studies performed in a workshop, as they are involved in planning the implementation of workshop studies and are responsible for assessing the overall study module.

The operating model introduced has further intensified cooperation between vocational institutes and youth workshops. The co-operation has, however, brought the workshops closer to the institutes in a way that has allowed the workshops to preserve the individual and supervisory nature of their activities.

www.koulutustakuu.fi



PART IV: Calculations and savings

Supporting youngsters is a lucrative business

Implementing the Youth Guarantee has been raised as one of the most important challenges of the next few years in both Finland and the rest of Europe. 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 organisations, municipalities or even governments during this financially difficult time. The following calculation present arguments on four different levels and from four different perspectives 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):

Perspective 1: society level

Argument 1: The realisation of the Youth Guarantee will significantly prevent social exclusion, which the Ministry of the Interior considers an important threat to public safety.

Argument 2: As the age structure of the population develops, it becomes increasingly important that all young people receive training and can thus make an effective transition to working life.

Argument 3: According to an estimate by the National Audit Office, every young person who is permanently excluded from the labour market costs society approximately one million euros before they reach the age of 60. On an annual level the costs amount to €28,000.

It is impossible to give an accurate estimate of the average or likely length of the social exclusion of young people who have been excluded from education or who have dropped out of upper secondary education. Despite this, we can already build calculation models which are clearly indicative and which show the cost-efficiency of services that provide guidance and support for young people and otherwise prevent social exclusion. A few examples are presented below:

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 (estimate by the 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 as such, it is already in need of index adjustment. 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 generate costs, on average, for the society longer than for just one year.

Perspective 2: organisational level (long-term benefits of project portfolios or packages)

In the early 2000s, stimulated by various projects, Turku Vocational Institute began investing heavily in developing the institute's guidance and support activities by creating new operating models and increasing the resources allocated to these activities. The measures taken produced excellent results in five years, as the table below demonstrates:

	2003	2004	2008	2009
Drop-out rate	4.7	4.6	2.8	3.7
Pass rate	65.2	63.0	72.0	71.0

These development activities also continued after 2009 and the graduation rate, for example, has improved further.

The cost-efficiency of activities related to reducing the number of dropouts when comparing, for example, figures for 2009 to 2003, can be calculated using the following formula:

$$(A - B) \times C - D = E$$

Where:

A = the number of dropouts during the observation year (in this example, 2009) calculated by the drop-out rate of the reference year (in this example, 2003)

B = the actual number of dropouts in 2009

C = the average unit price of vocational education at Turku Vocational Institute in 2009



D = the amount of additional financial resources allocated to guidance and support activities in 2009 compared with 2003 (using the wage level of 2009)

E = achieved savings

$$(177 - 139) \times €8,880.98 - €150,651 = \mathbf{€186,826.24}$$

Using the performance numbers of the peak year (observation year 2008, reference year still 2003), the savings are even more noticeable:

$$(172 - 102) \times €8,880.98 - €150,651 = \mathbf{€471,017.60}$$

Furthermore, due to its low drop-out rate and high graduation rate, Turku Vocational Institute has been continually successful in the performance measurements conducted by the Finnish National Board of Education. This has earned the education's organiser (the City of Turku) performance-based funding, for example, in the years mentioned in the table, as follows:

2008: €1,488,750

2009: €1,091,858

To summarise, investing in effective and high-quality teaching and sufficient guidance and support activities generated a profit of almost two million euros in 2008 and approximately 1.25 million euros in 2009.

Perspective 3: Network level (benefits of an individual project)

In the VaSkooli project for young immigrants, presented earlier as a case example, effectiveness was analysed based on both achieved results and the changes that took place in the target group's situation. The examination shows that the services offered by various organisations have improved, which is reflected in the reduced drop-out rates and the fact that more young immigrants have been able to transition to upper secondary level education. From the perspectives of educational institutions and the society, this generates clear savings due to the reduction in social exclusion and the better realisation of the Training Guarantee. With regard to the target group, the effectiveness is reflected as an opportunity to move forward on the education path and in life.

These good results are based on the actors' strong commitment to the project's goals and the systematic communication and promotion work that was carried out from the beginning of the project. The project has spread information about its activities both within and beyond the project. Special attention was paid to committing the decision-makers at various levels to the development of training opportunities for young immigrants. The topic has been presented to the Turku City Board and the Education, Vocational Education, Youth, and Health Care and Social Services Committees, among others. The management teams of the organisations in charge of the project have, for their part, actively supported its planting.

Perspective 4: individual level

The Youth Guarantee is part of the Finnish social model, which is based on the core values of providing everyone with equal opportunities and taking care of those who are at a disadvantage. Because of this, the social exclusion of young people is not only a matter of a million euros, but also a matter of the unique lives of individuals and whether or not people can fulfill their dreams.



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