



GUIDELINES

FINAL MANUAL OF PROJECT
YES ME – Young Employment System for Mobility in Europe



GUIDELINES

I-INTRODUCTION

I.1-Yes Me Project

Young people are one of the sectors of the population that has been hardest hit by the current global economic crisis.

Figures confirm that young people represent one of the most fragile segments of the labour market. Their vulnerability stems from a lack of skills, work experience, ability to look for work and the economic resources needed for the job search.

Within the context of this general framework, consideration must also be given to the existence of a significant number of young people who are not currently employed and are not using this time to further their education or training. These are the so-called **NEETs, that is, Neither in Education nor in Employment or Training**, according to the definition as generally adopted in the scientific literature. The vulnerability of this sector of the population within the job market and within society as a whole is further accentuated if one takes the following factors into consideration:

- a) Individuals with poor qualifications are much less competitive in the labour market;
- b) If the period of unemployment extends into the medium to long term, it in itself results in fewer future job opportunities;
- c) Youth unemployment not only has an economic impact on one's income but, more importantly, it results in an increased risk of social exclusion, a progressive marginalization and a bleak outlook of the future.

Based on an analysis of this scenario, the project aims to help define and carry out field tests on a series of innovative tools designed to support access to employment by that sector of young people characterised as:

- ↪ In disadvantaged situations contributing to the individual's increased risk of employment, economic and social exclusion
- ↪ Within the 21 – 29 age group
- ↪ Having completed a low level of education (not beyond compulsory education)
- ↪ Never having been employed or currently unemployed
- ↪ Registered with the employment centre

Starting from the project beneficiaries' condition of coming from a significantly disadvantaged background, it was decided to focus attention primarily on an analysis of competences, particularly transversal and transferable skills, given that, as found in **Report IA Description of the Personal and Transversal Skills Needed by the Selected Target Population**, which is the product of the work carried out by the transnational project team (the project contents and methodology are provided below), these





are considered to be the key to enhancing job mobility and to tackling an unstable job market through the acquisition of the appropriate tools.

According to the analysis, it was found that **transversal skills** are the essential tool for carrying out different tasks and functions and for effectively using one's technical skills. In addition to this transversal element, the analysis also highlighted the importance of "**Attitudes**", namely the social and situational awareness skills, which the participants were already able to express or are developing, that help increase the possibility of enhancing transversal skills and acquiring new skills and new methods of learning. Both transversal skills and attitudes can be appropriately modified and developed through education and training but active involvement/participation methods that are action-oriented and that encourage and promote the transfer of skills in order to achieve real mobility of individuals are lacking or are highly inadequate in the programmes currently in use.

1.2-The innovativeness of YesMe

The project had the strategic aim to *help define innovative intervention tools and programmes to improve the labour mobility of young people with a high risk of exclusion from the labour market*, in order to counteract and reduce the particularly severe impact that the current recession has had, and continues to have, on this segment of the population.

In particular, the project has intervened in support of job mobility and with priority being given to specific elements of the *transition between different labour market conditions*:

- a) inactive ⇔ employed
- b) unemployed ⇔ employed

The definition of **an inactive individual** is based on the absence of an active job search; according to ISTAT, the latter consists in having:

- ↪ had a job interview or contact with a public employment centre within the reference period;
- ↪ participated in a public recruitment competition;
- ↪ utilised a newspaper advert in regards to the active job search.

The duration of the reference period is a key variable in determining the number of inactive as opposed to unemployed individuals (Bank of Italy).

Therefore, individuals are deemed inactive if they are:

- ↪ of non-working age (young people between the ages of 0 and 15; seniors over the age of 64);
- ↪ of working age, that is between the ages of 15 and 64, who do not carry out a productive activity and are not within the category of the unemployed.

Other semantic distinctions can be made, according to which inactive persons may be divided into two groups. The first regards those individuals who are not looking for employment nor would they be immediately available to work, should an employment opportunity arise. The second group, identified as a "grey area" by ISTAT, comprises those persons that, although not actively seeking employment, would be available to work if given the opportunity; those persons that are actively





seeking employment but would not be immediately available to work; those persons that are not seeking employment but would accept a job offer, should one be made to them.

An **unemployed individual** is a person that has lost a previous job and is looking for work. The unemployed status is defined as long term if it has persisted for at least 12 months. Between unemployment and inactivity comes into play the loss of faith in the possibility of finding a job that, if not long term, is treated as part of the unemployment. Youth unemployment regards all persons aged 15 to 24¹.

As the project aimed to reinforce the beneficiaries' personal and transversal skills, enhancing the individual's capacity to enter into and face the challenges of the labour market, its results over the medium to long term may also positively impact upon other aspects of mobility, such as:

- a) job to job mobility: intended as a transition from one job to another. This type of mobility describes the condition in which the mobility enables employers and employees to maximize efficiency in the use of one's competences for the company and for individuals;
- b) occupational mobility, intended as a change in a worker's professional profile, or career level, that may arise at the same time as a change of employer or otherwise. Occupational mobility describes the capacity of companies and individuals to advance career development.
- c) temporary employment → permanent employment
- d) employed → self-employed (Self-employment is a situation in which «an individual undertakes to provide a service or work for monetary compensation, wherein the individual is the primary or sole owner of the business and no employment relationship exists with the customer» Art. 2222 of the Civil Code)
- e) forced job mobility → voluntary job mobility: the transition from a condition due, for example, to economic conditions, changes in labour laws, health conditions or age-related issues to one based on the employee's voluntary decision to change jobs because it is deemed to be advantageous.

The following is a list of innovative features characterising the project and experimented intervention protocol as described below:

- ↪ **greater competitiveness of the target population** involved through the strengthening of transversal skills and attitudes, with particular attention given to social and situational awareness skills through the strengthening of transversal skills and attitudes,
- ↪ **a greater possibility of access** to training courses and opportunities to develop technical skills by young people with a high risk of occupational exclusion, in response to the changing requirements of the local labour market

¹ For the definitions of unemployed and inactive refer to the Bank of Italy publications: "[A critical analysis of the definitions of unemployment and labour-force participation in Italy](#)", "[Occasional Papers \(Questioni di Economia e Finanza\): The crisis and employment in Italy](#)"





- ↳ **creation of a network of stakeholders**, drawing from both the educational system and the employment environment, aimed at strengthening the link between the business world – **educational and training sector** – local employment services
- ↳ development of **policies and programmes for the active inclusion of the target group** in order to reduce the risks of social marginalisation and its effects on the social system as a whole
- ↳ **improved effectiveness of the employment centre services** offered to the participants in terms of tools, means of communication and organisation of services.

Utilising the descriptive and analytical report of the transversal skills needed by the target group (Report IA) as a starting point, the project team identified and analysed a number of best practices utilised in other parts of Europe or within the project partner countries, highlighting their transferability to the target population and their innovativeness in term of ability to give solutions to specific needs. A matching exercise of transversal skills / attitudes / methods of intervention / specific services was carried out and led to the preparation of a catalogue of tools in which specific services/programmes are proposed for each of the needed skills (or skill sets).

An individualised intervention protocol was drawn from the catalogue and defined according to the real needs expressed by the participants, the requirements/demands of the labour market and the transversal skills possessed by each beneficiary.



1.3-The project work group

The **project partnership** raised from the knowledge that in current labour market conditions, a concerted effort must be made by a partnership of public and private players in order to develop innovative and effective intervention tools that are able to support the weaker sectors of the population. In particular, the project partners have been able to provide specific competences and experiences that have been enhanced through effective networking.

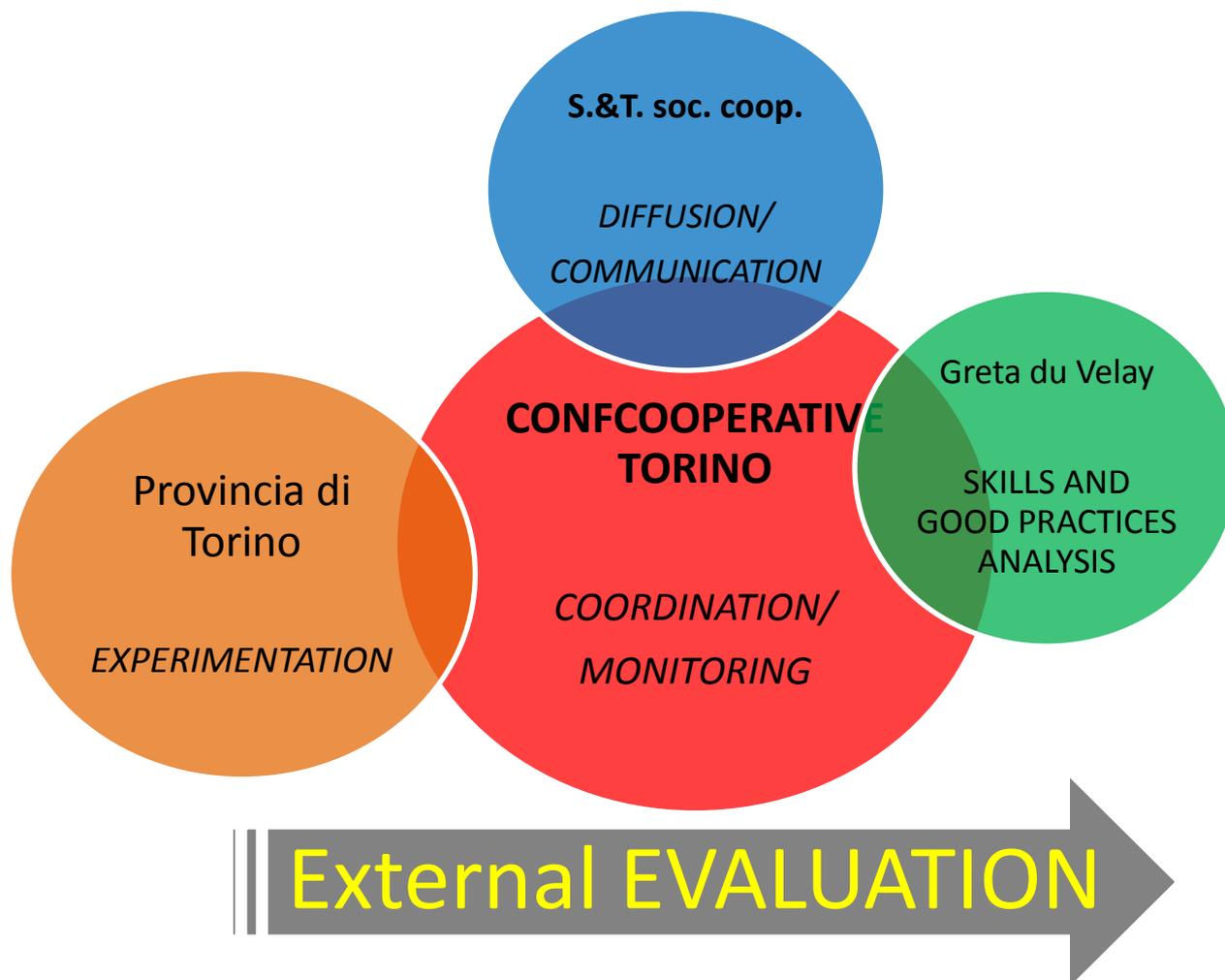
The project partners have amassed significant experience in individual and joint development of European projects aimed at defining and testing best practices supporting entry into the labour market and social inclusion (active inclusion) by society's more vulnerable groups, including young people, and comprise:

All partners actively participated in all project phases, with specific responsibilities on the basis of their competences and experiences.

The management and diffusion activities have seen the contribution by all involved actors in order to optimize intervention's effectiveness and its impact ability in the medium-long terms.

The following scheme describe how specific responsibilities have been attributed:





A **transdisciplinary work group** has been created to operate in parallel and partial overlap with the partnership members, who have shared competences, resources, opportunities, networks of contacts and formal and informal relationships for the purpose of achieving the project’s expected results. This work group comprises the same partners, as well as a group of specialists from various disciplinary fields, chosen in relation to the individual programmes developed within the Protocol and their operation.

1.4 - The role of the Guidelines

The expected final outcome of the YES ME project was the validation of an intervention Protocol supporting the labour mobility of youth at a high risk of occupational and social exclusion, through experimentation on a selected sample of the target population.





The results of this “experimentation” are provided in these Guidelines in order to facilitate the transferability of the model even at European level and to increase the potential for future impact in the medium to long term.

These operating Guidelines serve the following purposes:

- ↪ To provide general indications regarding possible actions to develop supporting labour mobility amongst youth at risk of occupational and social exclusion
- ↪ To provided detailed descriptions of the tools to adopt in applying the intervention model
- ↪ To provide recommendations and suggestions for the continuous improvement of the actions to be taken

In the reading and implementation of these Guidelines it is important to keep in mind that the Yes Me model has been structured in such a way that even partial application of the individual activities is possible.

Accordingly, this document provides indications on:

- ↪ The core objectives of the model and the selected target group
- ↪ The organisational arrangement of the individual activities
- ↪ The operational tools adopted
- ↪ The optimal duration of the individual activities
- ↪ Any hierarchical links between the activities

These Guidelines have been organised into the following sections:

- ↪ **The experimentation:** describes the overall execution of the experimentation, the objectives, the activities, the parties involved, the timing;
- ↪ **The critical issues that emerged:** describes the risks and critical points encountered during execution of the activities provided for in the experimentation;
- ↪ **The solutions adopted:** describes the measures and solutions adopted to deal with the risks and critical points that arose during the experimentation;
- ↪ **The solutions suggested:** describes the additional measures and solutions that could not be adopted within the context of the experimentation but that are considered useful in dealing with risks and critical issues arising during the execution of the activities;
- ↪ **The recommendations (warning):** describes suggestions and provides indications and observations that should be carefully considered for the successful outcome of the activities;
- ↪ **The tools:** provides a list of the tools utilised for the various activities, with a copy of each.





2-THE EXPERIMENTATION

2.1.- The target group

The Yes Me experimentation involved a sample group of 20 beneficiaries from the project's target population, comprising young people at a high risk of occupational and social exclusion, who had the following characteristics:

- aged 21 to 29
- a low level of schooling (have not gone beyond compulsory education)
- either unemployed or first-time jobseekers
- registered with the Employment Agency

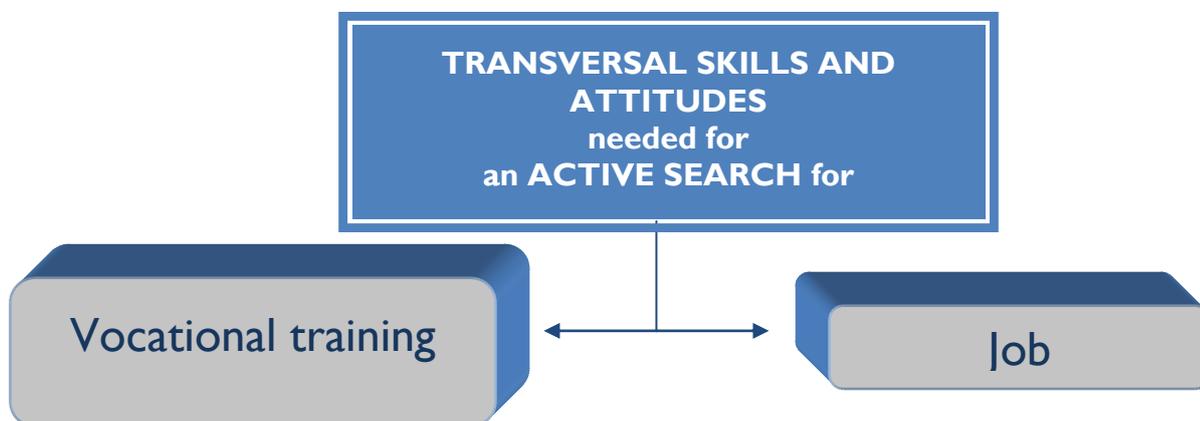
The experience highlighted the possibility of transferring the model, or part of it, to different target groups, albeit characterised by an elevated risk of social and occupational exclusion.

2.2.- Duration

The experimentation was carried out over a period of 10 months.

2.3.- The objectives

In order to enhance the competitiveness of young people in the labour market it will be necessary to strengthen/encourage:





Consequently, the key objectives of the experimentation were:

- ↪ **to enhance the labour market competitiveness of the target population**, young people at a high risk of occupational and social exclusion, through a programme aimed at establishing and consolidating:

✓ **Personal skills/attitudes**

- 1) Curiosity, the drive to learn
- 2) Initiative
- 3) Flexibility
- 4) Creativity
- 5) Reliability
- 6) Maintain a dynamic and positive approach
- 7) Ability to be accurate and precise in one's work and in the manner of presenting oneself.

✓ **Transversal skills**

- 1) Ability to organise one's work in autonomy
- 2) Interpersonal skills and the ability to integrate socially within the company
- 3) Know how to act within the company setting (respect roles, acknowledge the setting, analyse the setting, observe, listen, comply with rules)
- 4) Ability to work effectively within a team
- 5) Communication skills (with clients, first of all, but also with colleagues, listening)
- 6) Learning and motivational flexibility
- 7) Effective problem solving and the ability to operate in difficult situations

- ↪ **Encourage**, through the development of personal and transversal skills, **the target group's propensity and ability to gain access to processes for the consolidation of those technical skills** required within the local job market (for example, professional training courses funded by the ESF, workshops, internships)

- ↪ **Enhance the effectiveness** of the services provided to the target population by the Employment Agencies





2.4 - The activities

Below are the activities that aim to develop the above transversal skills and attitudes and that were tested in the Yes Me project.

(Refer to the attached Experimentation Catalogue for a detailed description.)

↪ **Development Center and skills evaluation** (Catalogue ref. - Tool C)

- ✓ Group assessment
- ✓ Individual interviews
- ✓ Drafting of the beneficiary's profile
- ✓ Preparation of the IAP
- ✓ Final group assessment

↪ **Theatre for Psychosocial Training and Sensibilisation** (Catalogue ref. - Tool I)

- ✓ Teamwork
- ✓ Workshops
- ✓ Independent work + coaching
- ✓ General rehearsal
- ✓ Theatre performance

↪ **Web Animation** (Catalogue ref. - Tool A)

- ✓ The features of social networks
- ✓ Blog animation
- ✓ Facebook page animation
- ✓ The web, social networks and marketing
- ✓ Website creation

↪ **Personal Wellbeing Workshop** (Catalogue ref. - Tool H)

- ✓ Image consulting services
- ✓ Self appreciation
- ✓ Image and communication

↪ **Effective self promotion** (Catalogue ref. - Tools E/G/H/M/O)

- ✓ Reconstruction of individual history for CV preparation
- ✓ Effective communication training
- ✓ Meetings with key players
- ✓ Video CV production
- ✓ Mock interview





↪ **Company traineeships** (Catalogue ref. - Tool N)

- ✓ Matching and scouting activities
- ✓ Application proposals to companies
- ✓ Preparation for and completion of interview
- ✓ (additional training if needed)
- ✓ Commencement of traineeship placement
- ✓ Periodic monitoring and final evaluation
- ✓ (additional training if needed)

↪ **National Civil Service Volunteer (NCS) Programme** (Catalogue ref. - Tool L)

- ✓ Youth selection announcement (for CSV funded projects)
- ✓ CSV presentation (plenary and individual) and collection of applications
- ✓ Orientation interviews for the specific project/CSV office and presentation of application submissions
- ✓ Selection interviews and publication of the ranking list to access specific projects/offices (including any waiting list)
- ✓ General training
- ✓ Commencement of CSC activity, including activity-specific training
- ✓ Ongoing monitoring

↪ **Peer Groups** (Catalogue ref. - Tool F)

- ✓ Informational interviews with referred expert peers
- ✓ Recommendation of peers by the participants
- ✓ Group meetings with peers (personal accounts)

↪ **Self Entrepreneurship** (Catalogue ref. - Tool D)

- ✓ Business creation training
- ✓ Cooperative business presentation
- ✓ Cooperative business simulation

↪ **Strengthening Laboratory** (Catalogue ref. - Tool R)

- ✓ Personalised support
- ✓ Counselling service
- ✓ Personalised skills consolidation





↪ **Training Vouchers** (Catalogue ref. - Tool P)

- ✓ Presentation of the programmes
- ✓ Establishment of procedures
- ✓ Activation of vouchers

↪ **Equal Opportunities** (cfr. Catalogo-strumento Q)

- ✓ Relevant legislation and principles
- ✓ The Equality Council
- ✓ The network of equality issues representatives





2.5- Timing

The existing hierarchical links between the activities should be respected in order to achieve the objectives stated above and to ensure that the intervention is both highly effective and efficient. In fact, certain actions serve as preparatory activities for others and are able to have a greater impact on the target population. In the following table, we indicate the assigned order of priority (based on the specific characteristics of the target group and the requirements that were identified during the experimentation phase) and the optimal timescale for the activities over a test period of 10 months.

ACTIVITIES	PRIORITIES	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10
DEVELOPMENT CENTER	1										
PSYCHOSOCIAL THEATRE	2										
STRENGTHENING LABORATORY	2										
PERSONAL WELLBEING	3	as needed									
EFFECTIVE SELF PROMOTION	3										
- Reconstruction of individual history for CV use											
- Effective communication training											
- Meetings with key players											
- Video CV production											
- Mock interview											
PEERS	3										
TRAINING VOUCHER	4	as needed									
SELF ENTREPRENEURSHIP	4										
WEB	5										
- Training											
- BLOG – FB animation...											
NCS	5										
INTERNSHIPS	5	TIMING TO BE DEFINED BASED ON THE EVALUATION OF THE INDIVIDUAL LEVELS OF TRANSVERSAL SKILLS AND ATTITUDES ACHIEVED									





2.6-The involved actors

The professional profiles involved in and essential to the implementation of the individual activities are described in the attached Experimentation Catalogue for each of the activities included within the Yes Me project experimentation.

It is important to guarantee a continuous and coordinated effort between the various professional resources involved: the Yes Me project has set up a team to facilitate and ensure the discussion and shared resolution of any critical issues arising along the way either at system level or in relation to the individual beneficiaries.

The Yes Me experience highlights the importance of the relational approach to the specific target group: it is therefore advisable to work with experts/operators who have had previous experience with the project's target group and/or are in a similar age bracket and to adopt communication models that foster the relationship-building process.

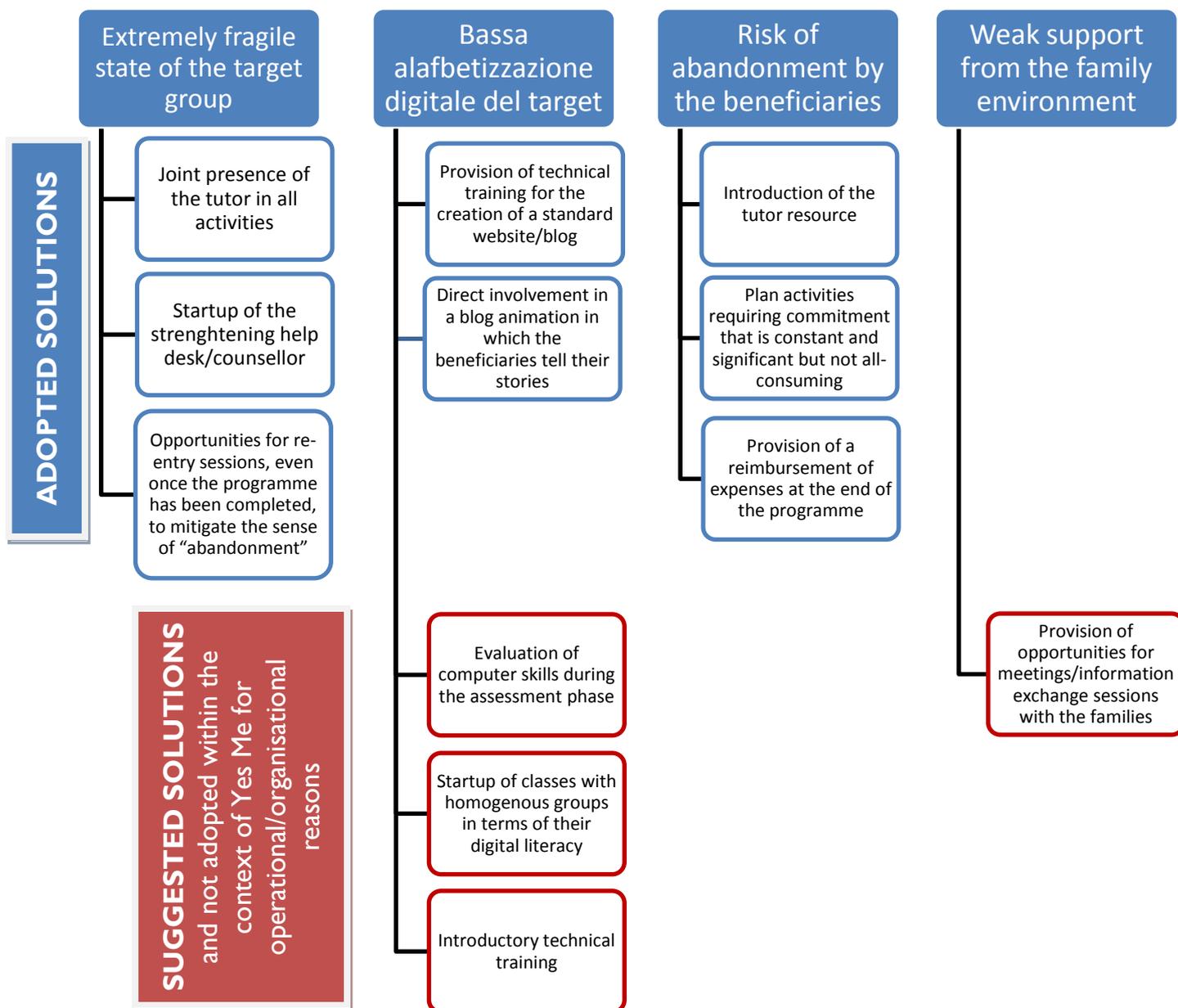
The cross-sectoral professional resources, whose role must provide for and be characterised by a continuous and regular presence in order to ensure the overall effectiveness of the intervention, are identified as follows:

- ↪ Project coordinator: the individual responsible for the overall coordination of the experimentation, at both planning and operational organisation levels; this individual also serves as a point of reference for all the operators involved and responsibilities include the monitoring of activities from both a management and a qualitative standpoint.
- ↪ Programme tutor/professional educator: the beneficiaries' cornerstone, the person who guides them, encourages them and supports them in difficult times. It is advisable to identify a single tutor for each beneficiary, right from the selection phase. A relational approach with the specific target group would appear crucial to the completion of the programme in this case as well.
- ↪ Counsellor, psychologist: represents a support source that is, to some extent, "external" to the actual programme. The specific characteristics of the target group make it necessary to employ an individualised psychological reinforcement measure that operates on a voluntary basis.





3- THE CRITICAL ISSUES THAT EMERGED AND THE SOLUTIONS ADOPTED/SUGGESTED





4 – RECOMMENDATIONS – “WARNING!”

We have indicated below a series of lessons learned during the Yes Me experimentation project, which serve as recommendations for maximising the effectiveness of the intervention.

For some of the critical issues/concerns that emerged, it was possible to find and implement solutions during the course of the experimentation. In other cases, however, either because of specific organisational or time constraints (linked to the experimental scale of the programme) or because the concerns were only identified during the final evaluation of the programme’s effectiveness, it was not possible to implement the appropriate corrective measures. These are presented below with a view to achieving effective transfer of the programme.



THE STRUCTURING OF THE PROGRAMME

- Structure a programme that is individualised and based on a direct relationship with the beneficiary but, at the same time, is able to foster the group component and its role



THE TEAM

- Ensure that there is coordination and continuous dialogue between all professional resources involved.
- Enlist experts/operators who have had previous experience with the project’s target group and/or are in a similar age bracket and adopt communication models that foster the relationship-building process



THE TUTOR

- The tutor plays a fundamental role. The interpersonal relationship that is created through the individualised mentoring represents a crucial element in reducing the risk of withdrawal from the programme by the beneficiary and in stimulating his/her active participation



THE WEB COMMUNICATION PROCESS

- Carry out a preliminary assessment of the beneficiaries’ basic computer skills and subdivide the group according to digital literacy levels. Those with good computer skills may focus on the creation and updating of the website; provide technical training to the remaining individuals, after which they will join the others in the web animation workshop
- Provide areas that are suitable and properly equipped for the workshop
- Commence the workshop once the group has enhanced and consolidated computer skills
- Enlist a web communications and animation expert and a communications expert with a solid background in managing project groups/tutors; alternatively, a single website consultant with both educational and communications expertise





DEVELOPMENT CENTER

- Rather than a simple assessment, provide a Development Center approach. This process comprises the same range of tools found in an Assessment Center but it includes the widespread use of **feedback**, combined with the delivery of concrete indications on how to develop the intended change. It is particularly important to provide a closing individual feedback and discussion session



RE-ENTRY SESSIONS

- Plan group “re-entry” sessions upon completion of the programme in order to reduce the beneficiaries’ sense of abandonment and avoid the risk of them returning to conditions of potential exclusion



EXPENSE REIMBURSEMENTS

- Provide for the reimbursement of the beneficiaries’ out-of-pocket expenses upon completion of the programme in order to help secure their involvement in the project
- Provide for the necessary resources in the budget to reimburse the expenses borne by the companies hosting the beneficiaries during their internships in order to secure the presence of a company tutor



THE FAMILY

- In many cases, the fragility and difficulties of the specific target group are also rooted in the family’s difficulty in providing support. The family’s acknowledgement of the programme’s potential could help reinforce the effectiveness of the project. Therefore, both at the start and during the course of the programme, it would be useful to organise meetings and information exchange sessions with the beneficiaries’ families



SUPPORT NETWORKS

- Activate tools to foster dialogue and networking with other national and European projects.
- The particular characteristics of the target group will entail the involvement of community health services in order to secure an integrated response to each of the critical issues



THE LOCAL SURROUNDINGS

- Arrange an initial and interim analysis of the local surroundings in terms of the educational and employment offer in order to ensure consistency with the beneficiaries’ individual programmes and to maximise their opportunities for inclusion





5-THE TOOLS (ATTACHMENTS)

- ↪ Experimentation Catalogue: provides details of the activities carried out and the operating instructions for their execution
- ↪ Experimentation Protocol: a standardising tool for organisational learning, it contains the processes of the project's activities
- ↪ PAI – Individual Action Plan: contains the operational planning of the services (indicating type and duration)
- ↪ Employment Agency Selection Interview Form: a record to help the Employment Agency operators in selecting the experimentation beneficiaries

www.yesme.it





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For further information see: <http://ec.europa.eu/progress>

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