

Education

- Recognition of skills and talents, foster reward to positive reinforcement
 - Start up support services
 - Support to potential entrepreneurial YP
 - Raise expectations of youngsters “be all you can be”
 - Using role models input to schools foster sessions
 - Support family unit
-

- Absent from activities (parallel activities)
FR
- Making companies understand the benefits of cooperation with youth organisations
- Companies abuse “first” job policy

Job market department called “first job” for young people financed by the government

- Recognise talents
 - A personal guide/ coach
 - Competitions for NGO to get funds for activities discovering talents among young people
 - Peer support programme
 - Exchange between companies and youngster
-

Practical Realistic Solutions

1. Make sure schools are aware + understand options of strategic partners – to do this there should be a nominated liaison officer to act as a route of communication. Schools should consider VQ's. I.e. Glasgow has a current programme of education employment officers
 - Schools don't meet reality + working life
 - Schools exclude Young people that don't fit the mould
 - Help structures different options not explored by school
 2. Local exchange trading schemes (Cog scheme) – Local Economy Alternative to cash
 3. School should run “taster sessions” for young people – should be delivered by young entrepreneurs and business people. If interested consider including in mainstream curriculum (difficult)
 4. Tear down barriers between Academic type studying + Practical studying experience in “real life” not just theory – Links to Life Long Learning
-

- Voluntary service – How to work with young people to understand that it is an opportunity to get experience
 - Links – Education – labour market – welfare services
 - Assessment – To reach young people with difficulties and help them to assess their preferences & talents abilities
-

1. Valuing youth talent

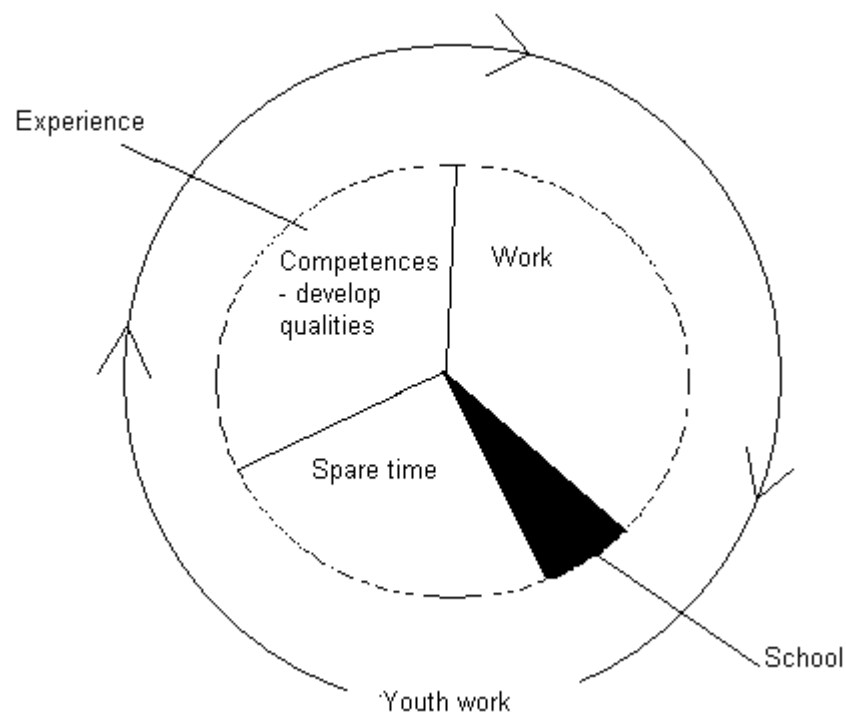
- Creating an active database on school level regarding the skills/ talents of each individual
 - a. Classes for discovering talents
 - b. Encouragement of students to participate in job markets, competitions etc.
 - c. Informing of the students on existing possibilities/ opportunities on self discovery

- d. Create a test system based on self evaluation to increase self esteem
- 2. Links to economic priorities
 - School curricula correlated to local labour market needs
 - Changing study profiles as it is needed within the local economy
- 3. Preparing for working life
 - Education/ schools encourage to be flexible and get informal knowledge
 - To offer an overview of how the working life functions, what possibilities there are
 - Bringing models of best practice to students preparing to the transitions
- 4. supporting enterprising behaviour of the youth
 - Doing real project within schools
 - a. To carry out own business projects
 - b. To learn networking with different partners with different interests
 - Classes explaining enterprising

- Solution outside the schools (community centres)
- Choosing
- Realistic expectations

Problems

- Poor infrastructure in youth project → lack of continuity
 - Motivate the youth to get involved in project to carry project on
 - e.g. Patras – local support group needs support to continue after My Generation
 - Seek investment from businesses with benefit of project for youth
- Poor judgement youth when applying for certain jobs
- Schools businesses be open about the steps to take to get that position
- Antwerp:



- Successful strategy Riga
 - Open days by businesses for the youth – youth asks questions → greater understanding of what they want to do, what job to seek
 - Glasgow
 - Curriculum of excellence exposing children to practical + academic at infancy until the end of high school → qualify in the subject they are passionate about
 - Youth Competence Centre
 - Youngsters meet each other – events, workshops, activities, parties, music – youngsters become volunteer, organise
 - Youngsters learn on an informal way in their spare time. They develop their qualities (chances, experience) and see and value them
 - The youth workers value the competences and give youngsters more chances to grow self-esteem
 - Workshop, courses, experiences make youngsters strong and ready for a job → a job coach helps them
-

Preparing youngsters for working life

- Information
 - Role models who they can relate to
 - Help making choices (how?)
 - Passionate coaches
-

1. Economic priorities
2. Supporting enterprising behaviour
3. Preparing people for the working life
4. valuing and building on young people's talents

1, 2, 3, 4) Tirgu-Mures: Creating awareness towards government that action is needed!

2) Birmingham: 3rd sector organisation

2) Valencia: Taking enterprising serious in a curriculum

2) Belgium: "Mini-enterprise" at secondary school

2) Antwerp: Creating awareness with youngsters about entrepreneurship

3) Birmingham: Internship → good contact with partners

3) Antwerp: WAC at Youth Competence Centres

4) Antwerp: Training of competences of students during breaks at schools → creating their own leisure time activities

4) Birmingham: Example Scott: Challenging behaviour youngsters at school. Teachers ass.