



**Transnational Best Practices Catalogue
In Youth Policy**



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INTRODUCTION

Youth Capacity project represents a great opportunity for the partners involved to reflect on the situation of Youth Policies, analyse and project new initiatives enriched with precious contribution of an European approach.

The youth is not only the future of the Europe, but also its present, representing one of the most important values of progress. The development of youth's vital projects depends on their human and social development, being responsible of building their future being active and committed players within the society.

In the last decade the partners involved had to face a strong economic crisis that affected at different levels all the countries involved, affecting the opportunities of young people and specially for what concerns their opportunities as their employability.

The partners have identified, as first step of their common collaboration, the definition of a **Transnational Good Practice Catalogue** in Youth Policy Making.

In each country, represented by a Partner, a National Report has been produced after an analysis of the local situation and after organizing some meetings with local stakeholders gathering the local best practices.



The National Reports have been elaborated thanks to the creation and involvement of Local Action Groups that collected, at local level, the most significant aspects of the existing youth activities and policies.

As an even more important aspect it must be considered that the LAGs focused out the needs and the lack of investments and put in evidence the weak aspects of local policies.

The Partners were requested to include in their reports the existing information regarding ordinary youth activities, policy makers training on youth agenda and youth issues, on youth, inclusion activities, on youth employment and entrepreneurship initiatives by Local or Regional Authorities etc.

Furthermore, thanks to the cooperation with the Local Action Groups, a significant lack the training of youth policy makers in relation to their youth policy tasks has been detected. For these reason in some of the territories involved a further reflection in in this aspect will be necessary.

For what concerns Italy an important aspect to be considered is the urgent need of activating some activity related to “No Hate Speech Movement” considering the critical situation arisen in the media and in the society.

The raise of violent expression in social networks, media and in everyday life it is a risk for the maintenance of European values of peace, tolerance, and justice.

THE REPORT

All Partner defined a common approach to the research and identified and developed questionnaire made of 6 Questions finalized to the detection of the main aspects as mentioned in the introduction.

The methodology of analysis agreed took in consideration all the requests arisen from the Project Partners, and was defined during the first Partner Meeting and through SKYPE conferences held in Spring.

Analysis of the actual situation

The first question was finalized to better understand if “Youth Policies” receive any support at local and regional levels how local Authorities participate in this process.

Generally, all territories Partners have to face the scepticism of youngster towards politics and invert this tendency supporting the Youth Policies and promoting the involvement of young people in the policy making process contrasting in this way the existing culture and negative attitude of young citizens towards the policymakers.

It must be noticed that a very active role of Association of Municipalities of Murcia Region and Cyprus to develop “youth policies”.

Murcia Association through its “Youth Institute” collaborates on stable basis with the youth bodies of the autonomous communities and with the town councils, through "**The Interterritorial Council of Youth**, for the development of joint actions in youth policies and the Federation of **Municipalities and Provinces** to support to the municipalities. In addition, the **Observatory of**

Youth in Spain is in charge of the analysis and diagnosis of the situation of young people to support the formulation of youth initiatives, programs and policies.

The youth policy competencies are distributed among the three state administrations: Central, Regional and Local.

Regional governments develop their youth policies through instruments such as "strategic plans" of a transversal nature.

Medium and / or large town councils execute their policy through "**local youth plans**".

The Federations of Municipalities contribute to the coordination and exchange of experiences in youth policies, having formed both national and territorial Youth Commissions, formed by the political / technical responsible in this area.



The main initiatives concerning Youth in the Region of Murcia are included in the “Youth Plan of the Region of Murcia”.

It is a set of measures and actions aimed at responding to the demands and needs of young people in the Region of Murcia, as well as promoting and developing public policies of the regional administration that positively impact the young population.

The plan will collect the strategy and actions to be carried out in the **Region of Murcia until 2023, grouped into thematic areas** related to all ministries: education and training, employment and entrepreneurship, health and welfare, participation, volunteer activities, social inclusion, youth and the world, and creativity and culture.

The **Cyprus Association** has also identified interesting initiatives already running in the isle.

The existing initiative in Cyprus involve:

Some local communities and Municipalities have already set up some **Youth Councils** for enhancing the involvement of young people in local policy making; and the Association itself has also realized **local consultations** for the development and evaluation of **the National Youth Strategy**

It must be noticed the existence of an interesting NGO “**Cyprus Youth DiplomaCY**” that encourages young people to become active citizens by giving its members (young people aged 16 to 35), the opportunity to participate in meetings with Ministries, Technocrats and Foreign Examiners in Cyprus, to participate in events, conferences and programs they organize on a regular basis, discussions, study visits with a particular emphasis on diplomacy, international relations and the protection and promotion of young people's rights.

It is important to note that the **policy making process in Cyprus** is mostly implemented **in national level and the role of the local authorities in decision-**

making process is limited. Therefore, it is difficult for young people to get further involve in the policy making process in Cyprus.

The initiatives selected in **Greece** take into consideration specially the problem of unemployment and are focused to promote opportunities for youngsters.

Particularly interest is **The Network of Specialised Centres** for Social and Professional Inclusion of People with Disabilities is created and accredited by **EOPPEP (National Organisation for the Certification of Qualifications and Vocational Guidance)** with the aim of addressing programmes and completed services of learning and counselling to people with disabilities (including young people with disabilities)

The General Secretariat for Youth (GSY), the governmental body responsible for the planning and implementation of youth policy in Greece, co-operates closely with the **Hellenic National Youth Council (HNYC)**, as the official representative of young Greeks in Greece and abroad, on all levels and issues that concern young people. In order to achieve its objectives on social inclusion, the GSY issues leaflets and material, coordinates the implementation of programmes and projects in Greece that are the result of participation in European or other international institutions, promotes and finances the participation of young people and youth organisations in international events and ensures the exchange of experiences and ideas with international organisations that deal with the issue of social inclusion. Aiming to continuously train and inform young people on this crucial issue, the GSY, in collaboration with other state bodies and social institutions (universities, unions, other NGOs) organises public events (conferences, workshops, seminars) and numerous activities that directly target young people.

TRAINING AND TEACHING EXPERIENCES

As second aspect of Youth Capacity Local Analysis Partners decided to find out if any experience in training/teaching/counselling on development of Youth policies has ever take place in their territories.

The Federation of Municipalities of the Region of Murcia is very structured and **develops annual training plans for local employees and / or local politicians since 1995**. This training is basically related to the specialization of local policies (sectoral training) and with generic or soft skills (emotional intelligence, conflict management, time management, negotiation skills, assertiveness, stress management, communication skills, change management ...)

Furthermore until December 31, 2018 the FMRM has organized, planned and **developed an impressive amount of activities: 24 training plans, with 1,063 training actions, taught 29,763 teaching hours, with 20,572 participants. All this has involved an investment in training of € 3,113,000**

Also in **Cyprus** some institutions are providing a general guidance as training to young people in order to develop several soft skills although without providing special training on the development of Youth policies-related soft skills in Cyprus.

One of this institutions is **the Pancyprian Coordinating Committee for the Protection and Welfare of Children (PCCPWC)** which realises specific trainings for the members of the Children's Parliament, in order to prepare them on promoting children's rights through policy making.

TRAINING NEEDS

The third aspect analysed concerns the training needs expressed in each area necessary to improve and develop the competences of young citizens to make them more competitive and to ease their growth also as future European citizens and workers.

In all territories a significant need of organizing training activities arose strongly and all partners shared the belief that to change the attitude among the young generations toward politics, participation and democracy it will be necessary to develop innovative tools and training activities.

In the early training of the young people should be included the tools for soft skills as they facilitate their incorporation into the labour work. Soft skills nowadays are more necessary than ever in the process of getting into labour market. In a recruitment process, soft skills could make the difference between getting a job or being rejected and they are the considered by employers as the key element to select one concrete person.

Murcia Partners put in evidence also that the capacity building at university level is not enough to be in the new world of employment, aggravated by the new technologies that require further skills. Therefore, there is a current need to design and develop training programmes for youth not only at Higher education level but also for other less qualified young people.

The Unione Montana together with the Greek colleagues have detected the need in developing new forms of training to support entrepreneurial competences and skills connected with new technologies as well as the competencies in creating networks and collaborative economy.

SPECIAL PROGRAMMES FOR YOUNG PEOPLE

Partners were asked to give their opinion in consideration to the real attention given in each country to develop special programmes for young people and the soft skills.

In Spain the debate has started from specific studies which provide the following data: students from university background do not have the required skills for the employment work. In general, there is mismatch between educational curricula and profiles and the needs of labour market. Nowadays some initiatives are taking place to train soft skills but there is still a lot of room for improvement.

The situation in Cyprus is almost similar to other partners, in fact not enough attention is currently provided in Cyprus for evolving such programmes mainly due to the limited resources of the responsible governmental body/ies e.g. ministry.



EXISTING TRAINING PROGRAMMES

The fifth question was finalised to research and identify the existing training programmes and courses for developing the soft skills and to define if are freely-accessible (free of charge or/and developed as open educational resource?).

The arisen results have reflected very discordant results, due to different geographical basis of analysis

In fact the analysis undertaken on National and regional basis have provided significant results. On the other hand the analysis provided at local level, as in the Mountain area of Unione Montana have provided more reduced results.

In Cyprus interesting initiatives have been detected and listed as follows:

The training programs that are currently offered by some institutions are:

“Summer School of Leadership and creativity”

“Summer School for student Empowerment”

“Students in Action”

“Youth leadership summer school”

“3RD NATIONAL SYNOD: CHALLENGE YOUR FUTURE: SKILLS, TRENDS, OPPORTUNITIES”

“Youth Empowered”

In Murcia Region, at present, there is not a CV in Spain for the learning of soft skills. The Regional Service of Employment and Training (SEF) is focused on developing training programmes on soft skills to enhance employability of people, especially for long term unemployed. In this sense, SEF is leading ICARO Project (<http://icaro-softskills.eu/>) cofinanced under the EU programme Erasmus + with the aim of improving the employability of adult learners through the acquisition of soft skills. The project has developed a free online training platform on soft skills.

Another innovative initiative is the Escape Room. A motivating strategy for learning soft skills developed by a Secondary School Centre (IES Juan Carlos I) aiming to develop motivating educational strategies that lead to the improvement of the academic results of the students and incorporating fun and motivational methodological strategies that improve the social and communicative skills of the students and thus the academic results as well.

The results collected in Greece refers mainly to labour market/Employment and entrepreneurial sphere. And are listed as follows:

1. Entrepreneurship Hubs” project:

its objective is to support young people who have been achieved distinction in entrepreneurial competitions by providing entrepreneurial training and developing entrepreneurial skills, as well as to support them in the

implementation of their entrepreneurial plans in the open market. It aims to:
a) promote young people's entrepreneurship in order to help them develop their entrepreneurial spirit and their skills in organisational procedures management and unit administration as well as to make them familiar with research and technology issues; and b) to link, in the most effective way, the education system with the labour market by strengthening pupils', learners' and students' entrepreneurial spirit.

2. [Municipality of Heraklion](#)

The Municipal Center for the Promotion of Innovation, Entrepreneurship and the Structured Democratic Dialogue "DEMOSKOPIO" is organizing a Workshop on "From Education to Labor Market".

3. Municipality of Chersonissos

Event " PROTECT YOUTH FROM ACCIDENTS"

Youth inclusion activities

4. Youthnet Hellas

The Council of Europe's 'No Hate Speech Movement' campaign launched about three years ago is an effort to combat its rhetoric of bullying, racism, and discrimination on the Internet. The framework is part of the program "Young people are fighting the rhetoric on the Internet" designed for 2012-2014. In May 2015, during the program evaluation, the successful campaign got the green light and will continue for the next two years. Youthnet Hellas is involved in this great effort of the Council of Europe. It is one of the organizations that is a partner and supporter of the campaign in Greece.

Educate politicians from Greece and abroad on funding youth activities.

Organisation events: Athens Photo Festival 2019, EU Careers Student Ambassadors

Promotion intern position for young students

5. Economic Chamber of Eastern Crete

JOB DAYS EVENT: Two- day event for young economists to help them enter the labor market, seminars, mentorship, etc. The goal was to address the problems that young people have to face in order to access to their first job and to thought them the necessary soft skills to enter the labour market

6. Heraklion Chamber of Commerce and industry

Organized a workshop "Entrepreneurship and Innovation in Education"

The Heraklion Chamber of Commerce created the H2B HUB is an ideas' accelerator that aims to strengthen the startup business ecosystem by providing the right conditions for creating new innovative business activities, such as inspiration, knowledge, collaboration capabilities and resources! We do not stop, however, at that. It is a culture change movement around the ideas generated. The accelerator support young potential entrepreneurs through connections to a global network of mentors, successful entrepreneurs and scientists. In this movement, everyone can participate and interact!

7. The Science and Technology Park of Crete (STEP-C)

The STEP-C was created in 1993 as an initiative of the [Foundation for Research and Technology-Hellas \(FORTH\)](#), one of the largest Research Organizations in the country. STEP-C offers, in addition to incubating facilities and services to start up companies with new and emerging technologies, specialized professional services geared to assisting and guiding them to:

Unleash their potential through innovation

Assess and secure their intellectual capital

Support better their business interests and needs

Transfer their technological advancements into the manufacturing of innovative products and services

European program for young:

[Erasmus for young entrepreneurs programme -benefits for Host entrepreneurs](#)

"Five Good Reasons To Boost Your Business with Erasmus For Young Entrepreneurs"

8. Homo digitalis:

The use of the Internet constitutes an important part of everyday life in the contemporary era. The digital world has become part of our reality and influences our way of thinking, our choices and our acts. It reforms our society as a whole, but also the human existence in itself, by creating a new, digital representation of ourselves; a digital personality, which is not necessarily identical to our real personality, but enjoys the same freedoms and rights.

Homo Digitalis focuses on the protection of Internet users in Greece.

It is present in order to combat and ensure the fundamental rights and freedoms in the digital world, when they are challenged or jeopardized by public organs, persons or private organizations.

For example, the countries located in Southern Europe, such as Italy, Greece or Spain have implemented employment policies related to taxation measures, which have influenced the youth unemployment rates positively in the short term, achieving good results momentarily (creating temporary works, part time very low paid traineeships, etc.), but not solving the structural youth unemployment problem.

Programs for youths:

Information actions in schools.

Collaboration with University of Crete for student information.

Organize 2-3 informative workshops within the year.

Informative videos in order to inform the youth

The experiences collected in the Unione Montana Alta Langa, for its reduced dimensions, are less numerous.

The main significant activities are related to the involvement of young people directly in everyday life of the society through the Voluntary Associations as Pro Loco, Civil Protection, Red Cross as well as Sport Associations.

The Unione Montana takes also part in some Erasmus + projects dedicated to disable people, students and young entrepreneurs.



NEXT STEPS

As last point of the questionnaire Project Partners decided to identify what could be the best initiatives necessary in each territory to improve its attractiveness for young citizens?

Murcia Association of Municipalities identified the need of training **active agents in the policies aimed at youth people**, the possibility to express their ambitions and aspirations meaning a full participation of the young people.

A network of **youth places** for the implementation of activities of their activities at social, cultural and policy level could be also a positive initiative together with support **of a policy, in particular aimed at rural areas**, and the youth people that inhabit there.

The Identified priorities are:

- 1) Housing (Region)
- 2) Installations (Municipalities and Region)
- 3) Social possibilities of the rural areas for the youth policies

For what concerns the future activities selected by **Cypriot Partner**

The main problem to address is the lost, among young people in Cyprus, of their trust towards the policymakers and government in Cyprus.

Hence, several actions are needed in order to improve the attractiveness of young citizens such as:

- Initiatives for the development of soft skills – e.g. offering University courses with exemptions to the young students who have devoted time and effort on developing soft skills through several programs and volunteering.
- Raise awareness to the young citizens for developing of related soft skills
- . Changing the attitude/mindset of Cypriot Citizens – e.g. improving the relationship with the mass media to promote the positive image of young people to the governmental bodies and policymakers.
- More responsibilities related with policy making should be given to the existing youth councils for enhancing the impact of the youth to the policies of Cyprus.

The Identified priorities are:

- 1) Mass media – promoting the positive image of young people for helping the governmental bodies realize the importance of having the active youth citizens involved in the policy making process.
- 2) Governmental bodies related the youth e.g. ministries – assigning responsibilities related with the policy-making process to young citizens as a significant initiative for young people to become more active in this process.
- 3) Local Authorities e.g. municipalities and communities – investing more resources and offering more responsibilities related with policy-making process to the existing Youth Councils for promoting the “Youth Policies” concept and assist in creating more Youth Councils of

other local authorities by disseminating the positive impact and outputs of having a Youth Council.

The **Technical Institute of Heraklion** has identified as unique priority

The Identified priorities are:

1-Development of job strategies to support employment

High priority investment needs are therefore identified to improve access to employment of all jobseekers, in particular youth and long-term unemployed, promote self-employment and the social economy, continue modernising labour market institutions and services to assess and anticipate skills needs as well as promote women's labour market participation, and in particular to:

- support active and preventive labour market measures that are open to all
- identify individual needs and provide personalised services and targeted and tailored training
- strengthen capacity and support structures for the promotion of social enterprises
- further improve the capacity of public employment services for better provision of services
- develop and implement comprehensive skills strategies including digital skills, with the involvement of social partners and other relevant actors
- develop work-life balance policies and promote innovative work organisation

All the national / local/ regional programs must focus on the problems that young people have to face in order to access to their first job when exiting the education system, facilitating their adaptation in a new labor market where key

competences in soft skills have become essential criteria to be employed. Key competences should be acquired by young people when finishing their education before entering working life, forming a basis for further learning. Therefore, investment in such skills for professional/educational organizations and employers is essential for younger people in order to facilitate access to employment and activate human capital towards increasing levels of skills attainment, innovation and dynamism.

The priorities defined by the **Unione Montana** are related to the promotion of the participation of Young people to local administrative process.

The priorities are both structural and methodological and in part similar to the priorities identified by the Association of Municipalities of Murcia and Cyprus.

- 1) Mass media – promoting the positive image of young people for helping the governmental bodies realize the importance of having the active youth citizens involved in the policy making process.
- 2) Local Authorities e.g. municipalities and communities – investing more resources and offering more responsibilities related with policy-making process to the existing Youth Councils for promoting the “Youth Policies” concept and assist in creating more Youth Councils of other local authorities by disseminating the positive impact and outputs of having a Youth Council.
- 3) Meeting point – Coworking – Cooperative working. Support the creation of Youth Centre dedicated to young citizens in order to ease their cooperation and communication.

2. National Reports

National Report of Cyprus

Project: Youth Capacity

Partner: Cyprus Academy of Local Government

December 2019

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Introduction

The project “Enhancing Capacities of Youth Policy Makers Across Europe”, known as “Youth Capacity” has been designed and developed to address the needs and most importantly to identify any gaps of European youth and of the policy making process for the participating countries.

As the draft 2015 Joint Report of the Council and the Commission on the implementation of the renewed framework for European cooperation in the youth field acknowledges, youth is an asset for Europe. It is crucial to ensure that young people have the opportunity to develop and educate themselves. As education solely cannot contribute to personal development, practical experience is also a necessary tool to develop and as a result, to be able to assist people to shape the world through effective policy making. However, issues such as the instability and uncertainty of the economic and political landscapes, increased unemployment rates and social exclusion are becoming barriers for young Europeans in terms of personal development. Therefore, although the educational level of European youth has developed throughout the years, the threats have also increased, and several actions are required to ensure that the development of young people, who will become the future policy makers, continues and is effective.

Through the Youth Capacity project, each partner aims to identify the main gaps and deficiencies of its local youth and the extent of inclusion of youth in the policy making process via existing initiatives and the development of related soft skills. The project aims to develop tools to minimise and overcome the gaps that will be identified.

About this report

This report has been developed as the Intellectual Output 1 of the project for the partner in Cyprus, the Cyprus Academy of Local Government. All information and results mentioned in this report have been extracted via the interviews and focus group sessions (conducted using questionnaires) implemented by the partner, in combination with its Local Action Group. Therefore, the main objectives of this report, as outlined in the questionnaire (Annex 1), are:

- a. to briefly describe any existing initiatives in Cyprus regarding youth inclusion and exposure to the policy making procedure and practice;
- b. to identify any potential training, teaching and/or counselling available in Cyprus for developing soft skills for youth, related to policy making; and
- c. to suggest potential actions for increasing the attractiveness of Cyprus and of the policy making process to youth, as well as to identify the main bodies for leading and implementing these actions.

In addition, another main objective of the report, as outlined in Annex 2 of the questionnaire, is to identify the most essential soft skills that need development for the following key competences, for successful re-integration of youth into the labour market:

- a. Social and civil competences;
- b. Digital competence;
- c. Sense of initiative and entrepreneurship; and
- d. Cultural awareness and expression.

Analysis of the current situation in Cyprus

Although Cyprus is not considered a large sized country with a population of approximately 875 000¹ by the end of 2018, Cyprus has faced several crises related to political and economic instability and increased unemployment in recent years. Therefore, any policies developed in Cyprus must be specific and useful to maintain the future stability of the country. As the future of the country depends on its youth, young citizens should be exposed at an early stage to the policy making procedure in order to gain the relevant education and experience. Consequently, the inclusion and exposure of each young person in Cyprus as early on as possible, is an important element and tool for increasing the future policy making future efficiency and effectiveness.

¹ Demographic Report 2018, Republic of Cyprus, available at: [https://www.mof.gov.cy/mof/cystat/statistics.nsf/All/0F27BA4B99ABE197C22584BA003C9DED/\\$file/Demographic_Statistics-2018-EN-291119.pdf?OpenElement](https://www.mof.gov.cy/mof/cystat/statistics.nsf/All/0F27BA4B99ABE197C22584BA003C9DED/$file/Demographic_Statistics-2018-EN-291119.pdf?OpenElement) (last accessed 10 December 2019).

Existing initiatives

Currently in Cyprus, there are some initiatives for supporting youth policies and the involvement of young people in the policy making process. These existing initiatives in Cyprus involve:

- a. the existence of some Youth Councils in local communities and municipalities for engaging young people in local policy making.
- b. the creation of local consultations for the development and evaluation of the National Youth Strategy.
- c. Cyprus Youth DiplomaCY, which is a Non-Governmental Organisation (NGO) comprised of young people. The main purpose of the Cyprus Youth DiplomaCY is to encourage young people to become active citizens by giving its members (young people aged 16 to 35), the opportunity to participate in meetings with Ministries, Technocrats and Foreign Examiners in Cyprus, to participate in events, conferences and programs they organize on a regular basis, as well as discussions and study visits, with a particular emphasis on diplomacy, international relations and the protection and promotion of young people's rights.

Although it can be said that Cyprus is making efforts to include young people into its policy making process and to develop effective youth policies, the above initiatives are not considered as adequate since many more actions are required to motivate youth. Young citizens tend to have a negative attitude towards policy makers in Cyprus, due to the several crises that the country has faced in recent years, as well as due to lack of personal commitment. For example, although the main aim of the Youth Councils in several municipalities and communities is the inclusion of the youth in the policy making process, in reality many of these councils have responsibilities and engage in actions that are irrelevant with the policy making procedure.

In addition, it is important to note that the policy making process in Cyprus is mostly at the national level and the role of the local authorities in the decision-making process is limited. This presents an addition challenge for young people to get further involved into the policy making process in Cyprus.

Soft skills

Soft skills are considered as fundamental stepping stones for young people, that cannot be acquired through any stage of a young person's formal education. Therefore, other forms of training can assist young people to develop several soft skills. Currently in Cyprus, there are a number of institutions which perceive soft skills as significant educational elements and therefore, provide relevant training courses for developing them. One such institution called the "Pancyprian Coordinating Committee for the Protection and Welfare of Children (PCCPWC)²" offers several trainings to members of the Childrens' Parliament for promoting childrens' rights through an improved policy making process.

Although the above example can be considered as specialised training for the development of policy-making related skills, other available training courses currently only provide general guidance for the development of non-specialised soft skills. For example, several workshops are offered by Universities to students for increasing their abilities related to the practical realities of the work environment, such as effective communication skills and time management skills. As the youth making process is a unique and specialised field, specialised training is required to develop useful and relevant soft skills.

Consequently, not enough attention is currently being provided in Cyprus for further developing and funding such specialised soft skill development programmes, mainly due to the limited resources of the responsible governmental body/ies e.g. the relevant ministry. However, the development of such skills is critical; they will assist young people to become more involved in the decision-making process and make an impact in the modernization of Cyprus.

Other examples of special training programmes/courses currently available to young citizens in Cyprus for developing distinctive soft skills are:

² Pancyprian Coordinating Committee for the Protection and Welfare of Children, available at: <https://www.domviolence.org.cy/en/%cf%80%ce%b1%ce%b3%ce%ba%cf%8d%cf%80%cf%81%ce%b9%ce%b1-%cf%83%cf%85%ce%bd%cf%84%ce%bf%ce%bd%ce%b9%cf%83%cf%84%ce%b9%ce%ba%ce%ae-%ce%b5%cf%80%ce%b9%cf%84%cf%81%ce%bf%cf%80%ce%ae-%cf%80%cf%81%ce%bf/> [last accessed 01 December 2019].

- a. “Summer school of leadership and creativity”³
- b. “Summer school for student empowerment”⁴
- c. “Students in action”⁵
- d. “3rd National Conference: Challenge Your Future: Skills, Trends, Opportunities”⁶
- e. “Youth Empowered”⁷

Most of the above specialised trainings are offered by institutions dedicated to youth inclusion and to increasing the involvement of youth into society and the work environment. Due to the limited seats available for each training programme however, those programmes have a cost for participation, and they may also have some eligibility criteria in case the submitted applications exceed the available seats.

Required actions for improving youth’s attitude and inclusion

Based on the gaps identified, is it evident that young people in Cyprus have lost trust in the policymakers and government of Cyprus, leading to their limited inclusion into the youth policy-making process. Hence, several actions are needed in order to improve the attractiveness of policy-making to young citizens, such as:

- i. Raising awareness amongst young citizens for the need to develop soft skills related to youth policy-making.
- ii. Offering initiatives for the development of these related soft skills – e.g. offering University courses with exemptions to young students who have devoted time and effort to developing soft skills through several programs and volunteering.

³ Summer school of leadership and creativity, available at: <https://www.cyprusinteractionlab.com/3rd-youth-leadership-summer-school/>

⁴ ONEK: Annual Report (2017), ONEK, pp.34 available at: [https://onek.org.cy/wp-content/uploads/%CE%9F%CE%9D%CE%95%CE%9A AnnualReport 2017en.pdf](https://onek.org.cy/wp-content/uploads/%CE%9F%CE%9D%CE%95%CE%9A%20AnnualReport%202017en.pdf) (Last accessed: 03 December 2019).

⁵ Students in Action, available at: <https://onek.org.cy/en/home-page/programs-and-service/funding-opportunities/students-in-action/> (Last accessed: 03 December 2019).

⁶ 3rd National Youth Conference (2018), available at: <https://www.cardet.org/get-updated/news/134-3rd-national-youth-conference-april-30-2018> (Last accessed: 04 December 2019).

⁷ Youth Empowerment, available at: <https://cy.coca-colahellenic.com/gr/etairiki-ipeftthinotita/csr-programmata/youthempoweredcy> (Last accessed 10 December 2019).

- iii. Changing the attitude/mindset of Cypriot citizens on these issues – e.g. engaging with local media to promote a positive image of young people to governmental bodies and policymakers.
- iv. Giving more responsibilities related to policy making to the existing Youth Councils, for enhancing the impact of youth on Cyprus' policies.

The above suggested measures are significant actions for improving the relationship of the government of Cyprus with its young citizens and for the government to gain the trust of its young citizens. Many stakeholders play a role in implementing these actions and can help lead the way for the development of effective youth policies. These include:

- i. Media; to promote the positive image of young people as active citizens and their important role in helping governmental bodies with the policy making process.
- ii. Governmental bodies related to youth e.g. ministries; to assign responsibilities related to the policy-making process to young citizens, and to develop initiatives for young people to become more active in this process.
- iii. Local Authorities e.g. municipalities and communities; to invest more resources and offer more responsibilities related to policy-making process to the existing Youth Councils for developing and promoting youth policies and to assist in creating more Youth Councils for other local authorities, by communicating the positive impact and outputs of having a Youth Council.

Key competences for developing the employability of youth

Based on the EU document “Key competences for lifelong learning⁸” and the questionnaire (Annex 1), the most important key competences for youth’s employment-related issues are:

- a. Social and civil competences;

⁸ Key competences for lifelong learning (2018), available at: <https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52018SC0014&from=EN> (last accessed 03 December 2019).

- b. Digital competence;
- c. Sense of initiative and entrepreneurship; and
- d. Cultural awareness and expression.

For each key competence, a list of soft skills was provided to the partner's Local Action Group in order to rate the importance of those soft skills from a scale of 0 (not important) to 10 (extremely important). The results of the ranking are summarised in Annex 2 of this report.

Based on the results summarised in Annex 1, all the soft skills across all four competences are considered of high importance (with a rate of 10) for future learners and should be considered for future soft skills training.

It is worth noting that the only soft skill which received a rating of less than 10, was the "ability for self-presentation in verbal and written form" for the key competence of social and civil competences, which received a rate of 5, as this soft skill cannot be developed by a specific group of people (i.e. people with disabilities).

Annex 1: The Questionnaire of Intellectual Output 1

BEST PRACTICES QUESTIONNAIRE ABOUT EXISTING IN THE PARTNER COUNTRY EDUCATIONAL, TRAINING AND CONSULTING SERVICES TO IMPROVE THE EMPLOYMENT-RELATED SOFT SKILLS OF ADULTS (ANSWER IN 4-5 LINES MAX.)

Territory:

Date:

1. Could you shortly describe the situation on your country about the existing initiatives to support “Youth Policies” at local and regional Levels?
2. Do you have any experience in training/teaching/counselling on development of Youth policies-related soft skills?
3. Do you think that special training programs are needed to develop youth policies-related soft skills?
4. Do you think enough attention is given in your country to develop special programmes for young people and the soft skills?

5. Do you know about special training programs/courses for developing the soft skills? Are these courses freely-accessible (free of charge or/and developed as open educational resource?). If Yes, please describe shortly and define the link to the web-site.

6. What, in your opinion, does your territory need to improve its attractiveness for young citizens?

7. List N° 3 priority actions and the stakeholders to be involved to achieve positive solutions of Youth Policies.

Key competences for employment-related issues selected in the project on the basis of EU document „KEY COMPETENCES FOR LIFELONG LEARNING. European Reference Framework“ are the following:

- **Social and civic competences**
- **Digital competence**
- **Sense of initiative and entrepreneurship;**
- **Cultural awareness and expression.**

In accordance with the description of the defined competences, the list of soft skills to each competence is suggested to the participants of the Focus Groups (see below). Please rate importance of soft skills on a scale of 0 (not important) to 10 (extremely important) that (from the opinion of trainers) the learners from the target group need for successful re-integration into labour market

(summarises the answers from the participants by writing the number of the answers in the appreciate scale)

Social and civic competences

Social competence includes personal, interpersonal and intercultural competence and cover all forms of behaviour that equip individuals to participate in an effective and constructive way in social and working life, and particularly in increasingly diverse societies, and to resolve conflict where necessary. Civic competence equips individuals to fully participate in civic life, based on knowledge of social and political concepts and structures and a commitment to active and democratic participation. Social competence is linked to personal and social well-being which requires an understanding of how individuals can ensure optimum physical and mental health, including as a resource for oneself and one's family and one's immediate social environment, and knowledge of how a healthy lifestyle can contribute to this. For successful interpersonal and social participation it is essential to understand the codes of conduct and manners generally accepted in different societies and environments (e.g. at work). It is equally important to be aware of basic concepts relating to individuals, groups, work organisations, gender equality and non-discrimination, society and culture. Understanding the multi-cultural and socioeconomic dimensions of European societies and how national cultural identity interacts with the European identity is essential. **The core skills** of this competence include the ability to communicate constructively in different environments, to show tolerance, express and understand different viewpoints, to negotiate with the ability to create confidence, and to feel empathy. Individuals should be capable of coping with stress and frustration and expressing them in a constructive way and should also distinguish between the personal and professional spheres.

The competence is based on an attitude of collaboration, assertiveness and integrity. Individuals should have an interest in socio-economic developments and intercultural communication and should value diversity and respect others, and be prepared both to overcome prejudices and to compromise.

DEFINITION OF THE EMPLOYMENT-RELATED COMPETENCES AND RELATED SOFT SKILLS

Source: The Key Competences for Lifelong Learning – A European Framework. Official Journal of the European Union on 30 December 2006/L394

Social and civic competences- <i>Soft Skills</i>	Importance (1-10)
Ability to communicate constructively in different environments	
Ability to show tolerance	
Ability to express and understand different viewpoints	
Ability for self-presentation in verbal and written form	
Ability to establish interpersonal relationships	
Ability to negotiate with the creation of confidence	
Ability to feel empathy	
Ability to be capable of coping with stress and frustration	
Ability to resolve conflicts and problems	
Ability to accept feedback and constructive criticism	
Aware of basic concepts relating to non-discrimination	
Aware about Gender equality and Diversity	
Ability to distinguish the personal and professional spheres	
Ability to be flexible and prepared to compromises	
..... more?	

Digital competences

Digital competence involves the confident and critical use of Information Society Technology (IST) for work, leisure and communication. It is underpinned by basic skills in ICT: the use of computers to retrieve, assess, store, produce, present and exchange information, and to communicate and participate in collaborative networks via the Internet.

Digital competence requires a sound understanding and knowledge of the nature, role and opportunities of IST in everyday contexts: in personal and social life as well as at work. This includes main computer applications such as word processing, spreadsheets, databases, information storage and management, and an understanding of the opportunities and potential risks of the Internet and communication via electronic media (email, network tools) for work, leisure, information sharing and collaborative networking, learning and research. Individuals should also understand how IST can support creativity and innovation, and be aware of issues around the validity and reliability of information available and of the legal and ethical principles involved in the interactive use of IST.

Skills needed include the ability to search, collect and process information and use it in a critical and systematic way, assessing relevance and distinguishing the real from the virtual while recognising the links. Individuals should have skills to use tools to produce, present and understand complex information and the ability to access search and use Internet-based services. Individuals should also be able use IST to support critical thinking, creativity, and innovation.

Use of IST requires a critical and reflective attitude towards available information and a responsible use of the interactive media. An interest in engaging in communities and networks for cultural, social and/or professional purposes also supports this competence.

Digital competences –Soft Skills

Ability to use of computers to retrieve, assess, store, produce, present and exchange information

Ability to communicate and participate in collaborative networks via the Internet (or to use Social media)

Ability to access internet search and use internet-based services

Able to Follow Rules / Manuals/ Guides while using ICT

Apply ethical rules while use ICT

More...

Sense of initiative and entrepreneurship

Sense of initiative and entrepreneurship refers to an individual's ability to turn ideas into action. It includes creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. This supports individuals, not only in their everyday lives at home and in society, but also in the workplace in being aware of the context of their work and being able to seize opportunities, and is a foundation for more specific skills and knowledge needed by those establishing or contributing to social or commercial activity. This should include awareness of ethical values and promote good governance.

Necessary knowledge includes the ability to identify available opportunities for personal, professional and/or business activities, including 'bigger picture' issues that provide the context in which people live and work, such as a broad understanding of the workings of the economy, and the opportunities and challenges facing an employer or organisation. Individuals should also be aware of the ethical position of enterprises, and how they can be a force for good, for example through fair trade or through social enterprise. **Skills relate** to proactive project management (involving, for example the ability to plan, organise, manage, lead and delegate, analyse, communicate, debrief, evaluate and record), effective representation and negotiation, and the ability to work both as an individual and collaboratively in teams. The ability to judge and identify one's strengths and weaknesses, and to assess and take risks as and when warranted, is essential. An entrepreneurial attitude is characterised by initiative, pro-activity, independence and innovation in personal and social life, as much as at work. It also includes motivation and determination to meet objectives, whether personal goals or aims held in common with others, including at work.

Sense of initiative and entrepreneurship – Soft Skills	Importance (1-10)
Ability to plan	
Ability to analyse	
Ability to work both as an individual and collaboratively in teams	
effective representation and negotiation	
ability to judge and identify one’s strengths and weaknesses	
Ability to assess and take risks	
....	

Cultural awareness and expression

Appreciation of the importance of the creative expression of ideas, experiences and emotions in a range of media, including music, performing arts, literature, and the visual arts. Cultural knowledge includes an awareness of local, national and European cultural heritage and their place in the world. It covers a basic knowledge of major cultural works, including popular contemporary culture. It is essential to understand the cultural and linguistic diversity in Europe and other regions of the world, the need to preserve it and the importance of aesthetic factors in daily life. **Skills relate** to both appreciation and expression: the appreciation and enjoyment of works of art and performances as well as self-expression through a variety of media using one’s innate capacities. Skills include also the ability to relate one’s own creative and expressive points of view to the opinions of others and to identify and realise social and economic opportunities in cultural activity. Cultural expression is essential to the development of creative skills, which can be transferred to a variety of

professional contexts. A solid understanding of one's own culture and a sense of identity can be the basis for an open attitude towards and respect for diversity of cultural expression. A positive attitude also covers creativity, and the willingness to cultivate aesthetic capacity through artistic self-expression and participation in cultural life. Essential knowledge, skills and attitudes related to this competence:

Cultural awareness and expression	Importance (1-10)
Ability to understand the cultural and linguistic diversity in Europe and other regions of the world	
ability to relate one's own creative and expressive points of view to the opinions of others	
Ability to identify and realise social and economic opportunities in cultural activity	
respect for diversity of cultural expression	
Ability for artistic self-expression	

QUESTIONS FOR DISCUSSION ABOUT EXISTING SOFT SKILLS ASSESSMENT TOOLS IN THE PARTNER COUNTRY

1. Do you think that Assessment of the soft skill is important for learners? Please, argue your answers.
2. Do you know any online assessment tool to evaluate employment-related soft skills connecting? If yes, please describe shortly and define the link to the web-site

GATHERING INFORMATION ABOUT EXISTING CURRICULUM FOR DEVELOPING YOUTH POLICEIS-RELATED SOFT SKILLS

Please, define shortly the existing in the country curriculum for development employment-related soft skills and indicate the link to the source (web-site or other source)

For example,

Project title: Choose a job not a dole / Project acronym: JOB-YES!

The Project offers innovative solutions to foster integration of people with disadvantaged background and fewer opportunities into the labour market by 1) upgrading their low soft skills coherent with the employment-related key competences: sense of initiative and entrepreneurship, social and civic competences, digital competences and learning to learn; 2) improving the quality of training provided by adult education (AE) organisations active in employment-related training in order to attract low-skilled people and motivate

them to learn. Thus, the project contributes to “Europe 2020” strategy to reach employment rate of 75% as well to achieve benchmark of 15% of learners’ participation in lifelong learning as defined in European agenda for adult learning. <http://job-yes.eu>

Annex 2: Key competences for youth's employment-related issues

a. Social and civic competences

Ability to communicate constructively in different environments	10
Ability to show tolerance	10
Ability to express and understand different viewpoints	10
Ability for self-presentation in verbal and written form	5 (*people with disabilities)
Ability to establish interpersonal relationships	10
Ability to negotiate with the creation of confidence	10
Ability to feel empathy	10
Ability to be capable of coping with stress and frustration	10
Ability to resolve conflicts and problems	10
Ability to accept feedback and constructive criticism	10
Aware of basic concepts relating to non-discrimination	10
Aware about gender equality and diversity	10
Ability to distinguish between the personal and professional spheres	10
Ability to be flexible and prepared to compromise	10

b. Digital competences

Ability to use of computers to retrieve, assess, store, produce, present and exchange information	10
Ability to communicate and participate in collaborative networks via the internet (or to use social media)	10
Ability to access internet search engines and use internet-based services	10
Ability to follow rules / manuals/ guides, while using ICT	10
Ability to apply ethical rules while using ICT	10

c. Sense of initiative and entrepreneurship

Ability to plan	10
Ability to analyse	10
Ability to work both as an individual and collaboratively in teams	10
Ability to provide effective representation and negotiation	10
Ability to judge and identify one's strengths and weaknesses	10
Ability to assess and take risks	10

d. Cultural awareness and expression

Ability to understand the cultural and linguistic diversity in Europe and other regions of the world	10
Ability to relate one's own creative and expressive points of view to the opinions of others	10

Ability to identify and realise social and economic opportunities in cultural activity	10
Ability to respect diversity of cultural expression	10
Ability for artistic self-expression	10

Project title: Enhancing Capacities of Youth Policy Makers Across Europe

National Report of Greece

:

Intellectual Output 1: Transnational Good Practice Catalogue in Youth Policy Making

Summary Report from the focus group meeting

National Report

The youth is not only the future of the Europe, but also its present, representing one of the most important values of progress. The development of youth's vital projects depends on their human and social development, being responsible of building their future being active and committed players within the society.

Since its economic crash nearly a decade ago, Greece has had the highest youth unemployment in the EU. Young people in Greece have been more adversely affected by the crisis than in the other countries analysed (Ireland, Portugal, Spain and Cyprus). This holds true for all parameters considered - employment, unemployment, long-term unemployment, NEET youth (Neither in Employment, Education or Training). Greek youth the biggest victims of unemployment, Youth unemployment has been declining in all these countries since 2013 while economic adjustment was ongoing, but remained at a high level of 50.1 % in January 2015 in Greece. Greece shows a number of specific structural features having caused a comparatively weak performance before the crisis started: a prolonged and incomplete transition from education to work, a high share of highly educated unemployed aged 25-29, strong gender differentials, (flattening) regional disparities, sectoral labour market segregation and a high share of informal employment. A huge impact of the current crisis on these needs for the entire population could be observed in Greece. An increase of absolute poverty in Greece has been observed with the needs for housing, food (nourishment-nutrition), clothing and transportation not being fulfilled for an increasing share of the population

Although the unemployment rate in Greece has very gradually dropped to 18.6 percent, youth unemployment remains enormous at 33 percent in June from 33 percent in May of 2019. Youth Unemployment Rate in Greece averaged 35.53 percent from 1998 until 2019, reaching an all time high of 59.60 percent in January of 2013 and a record low of 21 percent in April of

2008. **More than one in five people in Greece today are unemployed and** the young are affected the most, with approximately 50% of active 15-24 year old out of work. However, In the long-term, the Greece Youth Unemployment Rate is projected to trend around 30.30 percent in 2020, according to our econometric models.

The rate of long-term youth unemployment in Greece has decreased since 2016. This development is important because, as the duration of unemployment prolongs, people's skills are lessened, the possibility of leaving the labor market increases, which, at the same time, increases the risk of social exclusion, poverty and increasing inequalities.

As a reaction to soaring youth unemployment, European and national initiatives have been intensified to cope with structural weaknesses and to improve shortterm job perspectives. These include, for example, a national Youth Action Plan, funding from the Youth Employment Initiative and support from a Commission Task Force Greece. Given a persisting lack of labour demand and budget constraints, recommendations from recent analyses include the expansion of temporary, subsidised public work programmes, further increasing the effective use of EU funding, efficiency gains in shaping ALMPs and expanding the age limits of the Youth Guarantee

BEST PRACTICES QUESTIONNAIRE ABOUT EXISTING IN THE PARTNER COUNTRY EDUCATIONAL, TRAINING AND CONSULTING SERVICES TO IMPROVE THE EMPLOYMENT-RELATED SOFT SKILLS OF ADULTS (ANSWER IN 4-5 LINES MAX.)

**Focus Group Meeting, Youth Project, 5th July 2019, Heraklion, Greece
Table of Participants**

No	Name Surname	Email	Organisation
1	Maria Voudaski	voudaski@katartisi.gr	TIHC
2	Katharakis Michael	katharak@katartisi.gr	TIHC
4	Kounoupas Nikolaos	kounoupasnikos@gmail.com	Municipality of Chersonissos
5	Koudoumas Emmanouil	koudoumas@hmu.gr	University ELMEPA
6	Giannis Linardakis	linardakis@ebh.gr	Heraklion Chamber of Commerce and Industry
7	Stylios Portokalidis	portokalidis@katartisi.gr	TIHC

Summary Report from the Youth LAG Meeting

Partner Organisation: TIHC

Date of Focus Group: 5th July 2019

Place: Heraklion Chamber of Commerce and Industry, 09th Koronaiou Street, 71202, Heraklion, Greece

Annex 1

- 1. Could you shortly describe the situation on your country about the existing initiatives to support “Youth Policies” at local and regional Levels?.**

Since its economic crash nearly a decade ago, Greece has had the highest youth unemployment in the EU. As a result, that affected negatively affecting the confidence and trust which the young people have in government and in policy makers. The paradox is that, even there is so much need to support Youth Policies at a local and regional level in order to change the negative vibe, there are few existing initiatives.

See the examples below:

- A. Entrepreneurship Hubs” project:**

its objective is to support young people who have been achieved distinction in entrepreneurial competitions by providing entrepreneurial training and developing entrepreneurial skills, as well as to support them in the implementation of their entrepreneurial plans in the open market. It aims to: a) promote young people’s entrepreneurship in order to help them develop their entrepreneurial spirit and their skills in organisational procedures management and unit administration as well as to make them familiar with research and technology issues; and b) to link, in the most effective way, the education system with the labour market by strengthening pupils’, learners’ and students’ entrepreneurial spirit.

- B. Municipality of Heraklion**

The Municipal Center for the Promotion of Innovation, Entrepreneurship and the Structured Democratic Dialogue

"DEMOSKOPIO" is organizing a Workshop on "From Education to Labor Market".

C. Municipality of Chersonissos

- Event " PROTECT YOUTH FROM ACCIDENTS"
- Youth inclusion activities

D. Youthnet Hellas

- The Council of Europe's 'No Hate Speech Movement' campaign launched about three years ago is an effort to combat its rhetoric of bullying, racism, and discrimination on the Internet. The framework is part of the program "Young people are fighting the rhetoric on the Internet" designed for 2012-2014. In May 2015, during the program evaluation, the successful campaign got the green light and will continue for the next two years. Youthnet Hellas is involved in this great effort of the Council of Europe. It is one of the organizations that is a partner and supporter of the campaign in Greece.
- Educate politicians from Greece and abroad on funding youth activities.
- Organisation events: Athens Photo Festival 2019, EU Careers Student Ambassadors
- Promotion intern position for young students

E. Economic Chamber of Eastern Crete

- JOB DAYS EVENT: Two- day event for young economists to help them enter the labor market, seminars, mentorship, etc. The goal was to address the problems that young people have to face in order to access to their first job and to taught them the necessary soft skills to enter the labour market

F. Heraklion Chamber of Commerce and industry

- Organized a workshop "Entrepreneurship and Innovation in Education"
- The Heraklion Chamber of Commerce created the H2B HUB is an ideas' accelerator that aims to strengthen the startup business ecosystem by providing the right conditions for creating new innovative business activities, such as inspiration, knowledge,

collaboration capabilities and resources! We do not stop, however, at that. It is a culture change movement around the ideas generated. The accelerator_support young potential entrepreneurs through connections to a global network of mentors, successful entrepreneurs and scientists. In this movement, everyone can participate and interact!

G. The Science and Technology Park of Crete (STEP-C)

The STEP-C was created in 1993 as an initiative of the Foundation for Research and Technology-Hellas (FORTH), one of the largest Research Organizations in the country. STEP-C offers, in addition to incubating facilities and services to start up companies with new and emerging technologies, specialized professional services geared to assisting and guiding them to:

- Unleash their potential through innovation
- Assess and secure their intellectual capital
- Support better their business interests and needs
- Transfer their technological advancements into the manufacturing of innovative products and services

European program for young:

- **Erasmus for young entrepreneurs programme -benefits for Host entrepreneurs**
- "Five Good Reasons To Boost Your Business with Erasmus For Young Entrepreneurs"

H. Homo digitalis:

The use of the Internet constitutes an important part of everyday life in the contemporary era. The digital world has become part of our reality and influences our way of thinking, our choices and our acts. It reforms our society as a whole, but also the human existence in itself, by creating a new, digital representation of ourselves; **a digital personality, which is not necessarily identical to our real personality, but enjoys the same freedoms and rights.**

Homo Digitalis focuses on the protection of Internet users in Greece.

It is present in order to combat and ensure the fundamental rights and freedoms in the digital world, when they are challenged or jeopardized by public organs, persons or private organizations.

For example, the countries located in Southern Europe, such as Italy, Greece or Spain have implemented employment policies related to taxation measures, which have influenced the youth unemployment rates positively in the short term, achieving good results momentarily (creating temporary works, part time very low paid traineeships, etc.), but not solving the structural youth unemployment problem.

Programs for youths:

- Information actions in schools.
- Collaboration with University of Crete for student information.
- Organize 2-3 informative workshops within the year.
- Informative videos in order to inform the youth

2. Do you have any experience in training/teaching/counselling on development of Youth policies-related soft skills?

Most of the people in our focus group have had experience in training/teaching/counselling on development of employment-related soft skills of adult ranging from 10 years to 4 years and some of them have had experience in training/teaching/counselling on development of Youth policies-related soft skills . In most of the cases such training programmes were targeting either Youth polices (funded by the Greek state) or funded by the municipalities.

3. Do you think that special training programs are needed to develop youth policies-related soft skills?

The importance of developing special training programs for development youth policies-related soft skills is very significant for all the focus group members. Definitely, that will have as a result that young people to be more involved in the decision-making process.

4. Do you think enough attention is given in your country to develop special programmes for young people and the soft skills?

The perception of the focus group is that only recently there has been little attention on soft skills development in Greece. Members of the focus group with many years of experience in training for development of soft skills believe that the attention given to soft skills development is non-existing or not enough. The main reasons are that, soft skills are not accredited and they cannot assist a potential employee get a job and also the fact that soft skills training is not free. The only free soft-skills courses are those targeting public servants or those organised by corporations who wish their employees to develop such competencies

5. Do you know about special training programs/courses for developing the soft skills? Are these courses freely-accessible (free of charge or/and developed as open educational resource?). If Yes, please describe shortly and define the link to the web-site.

There are many special training programs/courses for developing soft skills in Greece but none is free except from those organised by the state for public servants. The National School of Public Administration and Local Government organises a range of soft skills training programmes free of charge, the main down set being is that most of them are implemented in Athens and Thessaloniki and little less in other areas of Greece. Such courses include: Managing Stress, Social Skills Development (Communication, Team Work, and Negotiation Skills), Coaching, Target Setting, Problem Solving, etc. Currently, a new Law Decree (85/2018/B), decreased the maximum number of training courses a Public Servant can attend annually - including amongst others - training courses in Soft Skills development.

In the private sector many companies – especially in the tourism industry and the services sector in general – organise courses for development of soft skills for their employees for free. Vocational training institutes implement such courses subject to fees.

The TIHC participated in the ICARO Project (<http://icaro-softskills.eu/>) cofinanced under the EU programme Erasmus + with the aim of improving the employability of adult learners through the acquisition of soft skills. The project has developed a free online training platform on soft skills.

Soft Skills development courses are also frequent in Erasmus+ projects. In 2017, Youthnet Hellas has implemented a KA1 Youth mobility project, where 20 Youth Policy Makers and Youth Workers from Greece and Cyprus were trained to develop (amongst others) soft skills in order to perform better their youth work. Their participation was funded by Erasmus+.

- National School of Public Administration and Local Government: <http://www.ekdd.gr/ekdda/index.php/gr/2012-09-06-11-30-13/2014-10-22-09-58-44>
- TIHC: www.katartisi.gr
- General Secretariat for Lifelong Learning and Youth: www.gsae.edu.gr/en/
- TrainYouth project: www.trainyouth.weebly.com/
- Icaro : <http://icaro-softskills.eu/>

6. What, in your opinion, does your territory need to improve its attractiveness for young citizens?

The young people in Greece have lost their trust towards the policymakers and government in Greece.

The perception of the focus group suggested several actions in order to improve the attractiveness for young citizens:

1. offering University courses and courses from Vocational centers in soft skills

2. Changing the attitude/mindset of Greek Citizens = *Lack of evaluation of effectiveness of such training programmes (i.e. difficulty to measure to which extent someone's soft skills were developed or enhanced following training)*
3. Raise young voluntarism
4. Policy makers should add to their strategy actions to implement young people in the public life such as they can create a project named "be policy maker for one day" in order the young people to understand what the policy makers do in the daily life.
5. Implement young people in festivals, events for the public, young people to help the governmental bodies in the policy making process.

7. List N° 3 priority actions and the stakeholders to be involved to achieve positive solutions of Youth Policies.

All the Political stakeholders should be involved in these actions, such as the Government bodies (ministries), local authorities (municipalities, communities, associations, etc) but it is very important to exist initiative actions too.

- Government bodies and local authorities - Promotion in the social media how important the young citizens participate in the civil life
- Local authorities - To create seminar for the young people about the needs of the civil life
- Local authorities - To define one day of the month, which the young citizens they can participate in the board of directors of the municipalities or the associations
- Municipalities - Create more Youth Council and to give to them more responsibilities

DEFINITION OF THE EMPLOYMENT-RELATED COMPETENCES AND RELATED SOFT SKILLS

Source: The Key Competences for Lifelong Learning – A European Framework. Official Journal of the European Union on 30 December 2006/L394

Key competences for employment-related issues selected in the project on the basis of EU document „KEY COMPETENCES FOR LIFELONG LEARNING. European Reference Framework“ are the following:

- **Social and civic competences**
- **Digital competence**
- **Sense of initiative and entrepreneurship;**
- **Cultural awareness and expression.**

In accordance with the description of the defined competences, the list of soft skills to each competence is suggested to the participants of the Focus Groups (see below). Please rate importance of soft skills on a scale of 0 (not important) to 10 (extremely important) that (from the opinion of trainers) the learners from the target group need for successful re-integration into labour market (summarises the answers from the participants by writing the number of the answers in the appreciate scale)

Social and civic competences

Social competence includes personal, interpersonal and intercultural competence and cover all forms of behaviour that equip individuals to participate in an effective and constructive way in social and working life, and particularly in increasingly diverse societies, and to resolve conflict where necessary. Civic competence equips individuals to fully participate in civic life, based on knowledge of social and political concepts and structures

and a commitment to active and democratic participation. Social competence is linked to personal and social well-being which requires an understanding of how individuals can ensure optimum physical and mental health, including as a resource for oneself and one's family and one's immediate social environment, and knowledge of how a healthy lifestyle can contribute to this. For successful interpersonal and social participation it is essential to understand the codes of conduct and manners generally accepted in different societies and environments (e.g. at work). It is equally important to be aware of basic concepts relating to individuals, groups, work organisations, gender equality and non-discrimination, society and culture. Understanding the multi-cultural and socioeconomic dimensions of European societies and how national cultural identity interacts with the European identity is essential. **The core skills** of this competence include the ability to communicate constructively in different environments, to show tolerance, express and understand different viewpoints, to negotiate with the ability to create confidence, and to feel empathy. Individuals should be capable of coping with stress and frustration and expressing them in a constructive way and should also distinguish between the personal and professional spheres.

The competence is based on an attitude of collaboration, assertiveness and integrity. Individuals should have an interest in socio-economic developments and intercultural communication and should value diversity and respect others, and be prepared both to overcome prejudices and to compromise.

Civic competence is based on knowledge of the concepts of democracy, justice, equality, citizenship, and civil rights, including how they are expressed in the Charter of Fundamental Rights of the European Union and international declarations and how they are applied by various institutions at the local, regional, national, European and international levels. It includes knowledge of contemporary events, as well as the main events and trends in national, European and world history. In addition, an awareness of the aims, values and policies of social and political movements should be developed. Knowledge of European integration and of the EU's structures, main objectives and values is also essential, as well as an awareness of

diversity and cultural identities in Europe. **Skills for civic** competence relate to the ability to engage effectively with others in the public domain, and to display solidarity and interest in solving problems affecting the local and wider community. This involves critical and creative reflection and constructive participation in community or neighbourhood activities as well as decision making at all levels, from local to national and European level, in particular through voting. Full respect for human rights including equality as a basis for democracy, appreciation and understanding of differences between value systems of different religious or ethnic groups lay the foundations for a positive attitude. This means displaying both a sense of belonging to one's locality, country, the EU and Europe in general and to the world, and a willingness to participate in democratic decision-making at all levels. It also includes demonstrating a sense of responsibility, as well as showing understanding of and respect for the shared values that are necessary to ensure community cohesion, such as respect for democratic principles. Constructive participation also involves civic activities, support for social diversity and cohesion and sustainable development, and a readiness to respect the values and privacy of others.

Social and civic competences- <i>Soft Skills</i>	Importance (1-10)
Ability to communicate constructively in different environments	10
Ability to show tolerance	10
Ability to express and understand different viewpoints	10
Ability for self-presentation in verbal and written form	8
Ability to establish interpersonal relationships	8
Ability to negotiate with the creation of confidence	10
Ability to feel empathy	10
Ability to be capable of coping with stress and frustration	10
Ability to resolve conflicts and problems	10
Ability to accept feedback and constructive criticism	10
Aware of basic concepts relating to non-discrimination	10
Aware about Gender equality and Diversity	10
Ability to distinguish the personal and professional spheres	8
Ability to be flexible and prepared to compromises	10
..... more?	

Digital competences

Digital competence involves the confident and critical use of Information Society Technology (IST) for work, leisure and communication. It is underpinned by basic skills in ICT: the use of computers to retrieve, assess, store, produce, present and exchange information, and to communicate and participate in collaborative networks via the Internet.

Digital competence requires a sound understanding and knowledge of the nature, role and opportunities of IST in everyday contexts: in personal and social life as well as at work. This includes main computer applications such as word processing, spreadsheets, databases, information storage and management, and an understanding of the opportunities and potential risks of the Internet and communication via electronic media (email, network tools) for work, leisure, information sharing and collaborative networking, learning and research. Individuals should also understand how IST can support creativity and innovation, and be aware of issues around the validity and reliability of information available and of the legal and ethical principles involved in the interactive use of IST.

Skills needed include the ability to search, collect and process information and use it in a critical and systematic way, assessing relevance and distinguishing the real from the virtual while recognising the links. Individuals should have skills to use tools to produce, present and understand complex information and the ability to access search and use Internet-based services. Individuals should also be able use IST to support critical thinking, creativity, and innovation.

Use of IST requires a critical and reflective attitude towards available information and a responsible use of the interactive media. An interest in engaging in communities and networks for cultural, social and/or professional purposes also supports this competence.

Digital competences –Soft Skills	Importance (1-10)
Ability to use of computers to retrieve, assess, store, produce, present and exchange information	7
Ability to communicate and participate in collaborative networks via the Internet (or to use Social media)	7
Ability to access internet search and use internet-based services	8
Able to Follow Rules / Manuals/ Guides while using ICT	8
Apply ethical rules while use ICT	8
More... Critical knowledge for the use of internet	10

Sense of initiative and entrepreneurship

Sense of initiative and entrepreneurship refers to an individual's ability to turn ideas into action. It includes creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. This supports individuals, not only in their everyday lives at home and in society, but also in the workplace in being aware of the context of their work and being able to seize opportunities, and is a foundation for more specific skills and knowledge needed by those establishing or contributing to social or commercial activity. This should include awareness of ethical values and promote good governance.

Necessary knowledge includes the ability to identify available opportunities for personal, professional and/or business activities, including 'bigger picture' issues that provide the context in which people live and work, such as a broad understanding of the workings of the economy, and the opportunities and challenges facing an employer or organisation. Individuals should also be aware of the ethical position of enterprises, and how they can be a force for good, for example through fair trade or through social enterprise. **Skills relate** to proactive project management (involving,

Sense of initiative and entrepreneurship –Soft Skills	Importance (1-10)
Ability to plan	8
Ability to analyse	10
Ability to work both as an individual and collaboratively in teams	8
effective representation and negotiation	10
ability to judge and identify one’s strengths and weaknesses	10
Ability to assess and take risks	10
....	

for example the ability to plan, organise, manage, lead and delegate, analyse, communicate, debrief, evaluate and record), effective representation and negotiation, and the ability to work both as an individual and collaboratively in teams. The ability to judge and identify one’s strengths and weaknesses, and to assess and take risks as and when warranted, is essential. An entrepreneurial attitude is characterised by initiative, pro-activity, independence and innovation in personal and social life, as much as at work. It also includes motivation and determination to meet objectives, whether personal goals or aims held in common with others, including at work.

Cultural awareness and expression

Appreciation of the importance of the creative expression of ideas, experiences and emotions in a range of media, including music, performing arts, literature, and the visual arts. Cultural knowledge includes an awareness of local, national and European cultural heritage and their place in the world. It covers a basic knowledge of major cultural works, including popular contemporary culture. It is essential to understand the cultural and linguistic diversity in Europe and other regions of the world, the need to preserve it and the importance of aesthetic factors in daily life. **Skills relate** to both appreciation and expression: the appreciation and enjoyment of

works of art and performances as well as self-expression through a variety of media using one's innate capacities. Skills include also the ability to relate one's own creative and expressive points of view to the opinions of others and to identify and realise social and economic opportunities in cultural activity. Cultural expression is essential to the development of creative skills, which can be transferred to a variety of professional contexts. A solid understanding of one's own culture and a sense of identity can be the basis for an open attitude towards and respect for diversity of cultural expression. A positive attitude also covers creativity, and the willingness to cultivate aesthetic capacity through artistic self-expression and participation in cultural life. Essential knowledge, skills and attitudes related to this competence:

Cultural awareness and expression	Importance (1-10)
Ability to understand the cultural and linguistic diversity in Europe and other regions of the world	10
ability to relate one's own creative and expressive points of view to the opinions of others	7
Ability to identify and realise social and economic opportunities in cultural activity	6.14
respect for diversity of cultural expression	9
Ability for artistic self-expression	7

QUESTIONS FOR DISCUSSION ABOUT EXISTING SOFT SKILLS ASSESSMENT TOOLS IN THE PARTNER COUNTRY

1. Do you think that Assessment of the soft skill is important for learners? Please, argue your answers.

Soft Skills assessment at individual level is very important as long as it is objective and relying on a grading system. Such an assessment system will help participants locate their weak areas and focus on improving those for a better job development and cooperation with their co-workers (in the case of employers)

2. Do you know any online assessment tool to evaluate employment-related soft skills connecting?

If yes, please describe shortly and define the link to the website

None of the focus group members is aware of such online assessment tool for soft skills, only the TIHC's staff.

In the previously mentioned ICARO Project, it has been developed an online assessment tool to evaluate employment-related soft skills. (http://icaro-softskills.eu/wp-content/uploads/2018/09/IO2_Soft-Skills-Assessment-Tool-KitV4.pdf).

GATHERING INFORMATION ABOUT EXISTING CURRICULUM FOR DEVELOPING YOUTH POLICEIS-RELATED SOFT SKILLS

Please, define shortly the existing in the country curriculum for development employment-related soft skills and indicate the link to the source (web-site or other source)

The Technical Institute of Heraklion Chamber of Commerce is providing two courses on soft skills, emotional intelligence and conflict management.

<http://www.katartisi.gr/ulopoithenta-seminaria-pros-ektupwsi/265-sunesthimatiki-noimosini>

<http://www.katartisi.gr/ulopoithenta-seminaria-pros-ektupwsi/220-2015-02-09-07-10-25>

The National School of Public Administration and Local Government offer courses exclusively to public servant: Managing Stress, Social Skills Development (Communication, Team Work, and Negotiation Skills), Coaching, Target Setting, Problem Solving, etc.

*National School of Public Administration and Local Government:
<http://www.ekdd.gr/ekdda/index.php/gr/2012-09-06-11-30-13/2014-10-22-09-58-44>*

ICARO project <http://icaro-softskills.eu/>

The project Innovative on Soft Skills for Adult Learners (ICARO) is funded by the ERASMUS+ Programme and aims at designing a customised training path adapted to the needs of each participant in order to get their (re)integration in labour market. ICARO will work with long-term unemployed adult learners, low-skilled and people facing difficulties to access to labour market.

ICARO goes a step beyond and it will recognize the skills acquired by the learners after the practical application of the curriculum.

On the other hand, ICARO will improve the training of adults educators / employment officers working with long-term unemployed adult learners. One key success factor in the practical implementation of ICARO methodology is the appropriate training of adult staff to be able to successfully reproduce the methodology with end-users.

ICARO Project will have an impact on the participating adult learners who will see improved their employability as well as in relevant stakeholders

(labour market officers, teachers from vocational training schools, non-governmental organizations, small and medium-sized enterprises, local and national policy makers in the sphere of education). Stakeholders will extend their knowledge about soft skills development and capacities in adult education provision for increased employability.

At the end of the project we expect to deliver:

- Transnational Report on accredited tools/programmes on soft-skills for adult learners
- Soft skills assessment Toolkit – Personalized and Customized Service Strategy
- Training curriculum on soft skills for unemployed adult learners
- Handbook for Adult Staff
- Blended learning programme – “From home to work”
- Accreditation
- Case studies

National Report of Italy

Project: Youth Capacity

Partner:

NATIONAL REPORT

TRANSNATIONAL CATALOG OF BEST PRACTICES

IN THE YOUTH POLICY

- **INTRODUCTION**

The Youth Capacity project represents a great opportunity for partners involved **to analyze and reflect on the situation of youth policies and plan new initiatives** enriched with the partners involved to reflect on the situation of youth policies, analyze and plan new initiatives enriched with the precious contribution of a European approach.

Being citizens of a country within the Union also implies being considered European citizens and not just Italian nationals.

The European Union has been built over time, it is a process in-the-making and soon it will be up to the younger generation to decide it's future. The European Union has gone from 6 to 28 member-states since 1957, and all of the members have joined forces to improve the situation regarding youth policies, including:

- Giving the ability to study, train and work in any country within the European Union. Many young people have taken the advantage of the freedom of movement within European countries, which has created the right to study and follow training courses, work, and use the opportunities offered by the Union labor market.
- Erasmus +: a program thanks to which young people can spend a period of time abroad while receiving financial and organizational contributions from their partner universities.

- Youth Guarantee System: the EU contributes to ensuring young people adequate training by allowing them to acquire the skills that employers need. Support is provided through training courses directly in the employers' workplace or through a professional and personalized orientation.

In Italy, the Piedmont region is committed to involve young people in promoting associations, civil and political commitment, and an active participation in social life through the enhancement of the skills of each individual young person.

Piedmont has a new law on youth policies which has, among its main objectives, the provision on the enhancement of the initiatives of young people aged between 15 and 29, regarding their civil and political commitment.

THE NEWS INTRODUCED

The development of coordinated actions with the Municipalities and world associations, the management of an information system to facilitate the networking of knowledge and the enhancement of initiatives, also through the establishment of the Regional Forum for young people, play a central role in policy planning.

The new law also focuses on education in legality and non-violence, attention to gender and non-discrimination issues, the involvement of young people in active citizenship projects and their participation in the decision-making processes of democratic life.

- **THE YOUTH WORKER**

The figure of the "YOUTH WORKER" was born as a socio-educational animator who helps young people organize themselves and get information on the issues that concern them, as well as to identify any risky behaviors and to encourage mobility and European citizenship.

- **THE YOUNG FORUM**

The Regional Youth Forum replaces the Youth Council in the role of a stable body of comparison and is made up of 25 local administrators under the age of 29 and 25 members of the associations. The Forum allows for comparisons and discussions with the Region and its local authorities. This body also formulates proposals to the Giunta and the Regional Council regarding youth policies by the 30th of November each year.

- **REGISTER OF YOUTH ASSOCIATIONS**

The law introduces the Register of youth associations, a non-profit tool, which is relied on to obtain the contributions and funding provided.

- **YOUNG PIEDMONT**

The Piemonte Giovani portal has become the official communication channel on youth policies. Browsing the seven thematic areas proposed by this portal, it is possible to find useful information on academics, work, culture and creativity, travel and mobility, social life, sport, health and well-being. The numerous Youth Information Centers and then have to ask for support from the central editorial office, strengthening the link between the new generations and the public institutions.

- **YOUTH GUARANTEE**

The Youth Guarantee program in Piedmont is a program dedicated to young people between the age of 15 and 29 who do not study and do not work, and who will now be able to access the active policy services provided by the Job Centers and Employment Agencies accredited with the Region. The European initiative aimed at promoting youth employment has started in Piedmont with a total investment of 37 million euros.

There are several activities planned to bring the under 30s closer to the world of employment: specialist orientations (individual interviews and group workshops), skills identification together with validation services, work support and extracurricular internships lasting six months full time. To join the proposed activities, the young person must register on the national Youth Guarantee portal, complete the registration on a dedicated regional portal and make an appointment with his employment center, where he will then receive a first orientation. The worker can then choose the accredited operator who

will provide an orientation with a specialist and explain the active employment policy measures.

- **CONCRETE INITIATIVES FOR YOUNG PEOPLE**

There is an opening of new calls that include daily workshops, residential seminars, training courses, and includes specialist courses in administration to combat youth unemployment.

- **WORKING SITUATION IN PIEDMONT**

The number of employed people in Piedmont has increased compared to previous years: there has been a substantial increase in fixed-term work, thus decreasing unemployment in the region by 10%, unfortunately with a greater accentuation among women, a trend that is also widespread in the national territory.

The employment rate of young people in the 15-29 age group, the main subject of ongoing policies, has risen from 35.4 to 37.1%. These were results that were to be considered encouraging, from which the various policies launched in favor of young people and the rise of apprenticeship contracts aimed at permanent employment relationships may have been affected. This is a positive trend, especially as regards to the industrial sector which, with an ability to innovate, translates into a greater demand for personnel and for new ideas and visions.

The new challenge for the Piedmont economic sector is not so much the ability to hire young people, most-commonly graduates due to the need of lower positions and salaries, but that of creating a real job demand for the youth in Piedmont with a third-party training level that fully enhances their skills and allows the right space also for the recognition in the labor market of people with intermediate qualifications (mainly diplomas) in positions corresponding to their qualifications.

- **L'UNIONE MONTANA ALTA LANGA**

The Union Montana Alta Langa was born on the 14th of July 2014.

The Union is constituted as an organizational branch aimed at the promotion, economic development, safeguarding and enhancement of the mountain

territories from a touristic, cultural and gastronomical point of view. The local commission for the landscape, the management of hiking trails, and the protection projects of the youth policies involve young people in the rediscovery of their territories.

The Montana Union is a local authority with public legal personnel that operates in the territory coinciding with that of the Municipalities that constitute it, according to the principles established by the Constitution, by Community law and by the state and regional regulations. It constitutes the organizational form set up by the Municipalities and aimed at promoting economic development, safeguarding and enhancing the mountain territories.

In particular, the aims pursued are:

- promoting socio-economic development and the protection of the territory;
- cooperate with the municipalities to improve the living conditions of their citizens and to provide them with adequate levels of service;
- management of the ICT infrastructure for internet and Wi-Fi connection.

The Union is made up of 38 municipalities:

Albaretto Torre, Arguello, Belvedere Langhe, Benevello, Bergolo, Bonvicino, Borgomale, Bosia, Bossolasco, Camerana, Castelletto Uzzone, Castino, Cerretto Langhe , Cissone, Cortemilia, Cossano Belbo, Cravanzana, Feisoglio, Gorzegno, Gottasecca, Igliano, Lequio Berria, Levice, Mombarcaro, Monesiglio, Murazzano, Niella Belbo, Paroldo, Perletto, Pezzolo Valle Uzzone, Prunetto, Rocchetta Belbo, San Benedetto Belbo, Santo Stefano Belbo, Serravalle Langhe, Somano, Torre Bormida, Trezzo Tinella.

- **IBO PROJECT**

The IBO project, with the support and direct participation of the Montana Union, was able to take shape within the Piedmont area.

It offers international cooperation and volunteering projects all over the world. It carries out educational projects aimed at the immediate involvement of young people in sharing experiences, promoting social commitment,

participation and responsibility. It allows them to grow as volunteers by always offering them new opportunities. Not just children are involved in the project, families take part as well together with schools, training centers and reception facilities.

With the activation of this project we want to propose the intent of:

- **Promote access to education and training** as the fundamental rights of each person together with offering opportunities to create a change for the whole community;

- **Involve young people** in voluntary work, and share experiences to promote social commitment, participation and responsibility.

- The values that are incentivized are:

- Volunteering as a choice of social commitment;

- solidarity and sharing;

- the richness of diversity;

- work as a tool for growth and emancipation;

- respect for people and the environment in a context of justice, peace and legality;

- consistency in one's daily choices.

- Objectives regarding the International Cooperation activities are aimed at:

- sensitizing families on the importance of children's schooling;

- creating reception facilities to meet primary needs and facilitate school attendance;

- promoting local employment through training courses.

- Volunteering in the World and Local Participation activities are aimed at:

- proposing and encouraging participation in medium and long-term volunteering experiences;

- raising awareness and involving citizens in the fight against poverty as well as economic and social imbalances;

- set up a network of local volunteer groups.

- **UNIVERSAL CIVIL SERVICE**

The National Civil Service operates in compliance with the principles of solidarity, participation, inclusion and social utility in the services rendered, and it is also a benefit in enhancing youth employment. The areas of intervention of the National Civil Service are attributable to the sectors of: environment, assistance, education and cultural promotion, artistic and cultural heritage, civil protection, civil service abroad.

Purposes

The National Civil Service plans to achieve the following purposes:

- contribute, as an alternative to compulsory military service, to the defense of the fatherland with non-military means and activities;

- to favor the realization of the constitutional principles of social solidarity;

- to promote solidarity and cooperation, both at national and international level, with particular regard to the protection of social rights, personal services and importance for peace between peoples;

It is engaging in a project aimed at the defense, unarmed and non-violent, of the fatherland, of the importance of education, of the peace between peoples and of the promotion of the founding values of the Italian Republic, while using concrete actions for the communities and the territory. It is a commitment to others, it is a participation of responsibility, it is an opportunity to grow by comparing one another, it is a way to know different realities, to understand and share together, it is a professional growth, it is an instrument of peace and integration, it is a form of help to those who live in discomfort or who have fewer opportunities, it is an act of love and solidarity towards others, it is an opportunity for comparison with other cultures, it is a resource for the country, a useful experience to get closer to the world of work.

The universal civil service also represents an important opportunity for training and personal and professional growth for young people, who are an indispensable and vital resource for the country's cultural, social and economic progress. It is a year dedicated to community service and contextually to personal training and individual growth.

- **PROLOCO DI PAESE**

The Mountain Union is the founder and supporter of multiple territorial events of various kinds: it aims to collaborate with citizens of all ages, to rediscover the values of tradition and history, and to have a new vision of the future.

Many events focused on territorial promotion are organized by the municipalities with the help of volunteers, even organizing national-level fairs aimed at making the flavors of local products known.

In these events the participation of young people is requested, young people who can contribute, in various aspects, to the realization of the events themselves.

The goal is to encourage collaboration for the birth of a real united community.

Young people can take part in the organization and they can share initiatives thanks to the direct relationship with the administrations of the individual countries.

In addition, they can learn practical, fun and educational activities, such as: cooking, serving, organizing themed evenings and advertising.

In this way, they can come into contact with people from other countries, including foreign ones, improving empowerment.

- **THE CAM PROJECT**

In the small municipalities of the Alta Langa, efforts are being made to create collaboration between children and teens.

Responsibility is attributed to young teens and adults aged between 16 and 23, who are able to help the little ones in after-school activities, the performance of various tasks, workshops, team games and participation in educational and stimulating didactic activities.

The full responsibility that is provided improves the skills of young educators, increasing personal self-esteem.

- **ESTATE RAGAZZI**

The same activities that are proposed in the **CAM** are carried out during the summer, in which older children, mainly educators, stimulate the participation of young people with events, excursions, trips and the carrying out of summer-time tasks.

This event has a total duration of 30 days in which cooperation, teamwork and fun memories are stimulated and created.

Following a collection of best practices at national level on the development of youth policies, carried out within the project "**Enhancing Capacities of Youth Policy Makers Across Europe**" (**Youth Capacity**), action n. **2018-2-IT03-KA205-014000** in the programme **ERASMUS PLUS KA2 STRATEGIC PARTNERSHIPS FOR YOUTH- Innovation**.

- **BEST PRACTICE 1: ANG INRADIO**

1) TITLE OF THE BEST PRACTICE

Ang InRadio

2) PROMOTER OF BEST PRACTICE

Agenzia Nazionale per i Giovani (Youth National Agency)

3) COUNTRY OF BEST PRACTICE

Italy

4) DESCRIPTION OF BEST PRACTICE

"Ang inRadio", (where IN represents a multiplicity of meanings: the story of the Agency INradio, Insieme (together), Inclusion, intends to promote a direct involvement of children in all the themes addressed to them; the radio will in fact be the megaphone of the initiatives of the National Agency for Youth linked to youth policies, but it is also a tool to inform and listen to young people, often protagonists of radio broadcasts along with experts from the world of politics, culture, information, work and society. It will be a space to promote projects within the Erasmus + and European Solidarity Corps starting right from the voice of the protagonists; a space made with and for young people.

He will use a language that is close to the new generations and will be the place where children will feel at ease because they will have the opportunity to express their ideas, their dreams through a microphone without being afraid of prejudices. It will be a useful tool for promoting the Government's opportunities for young people and constantly confronting the youth world. An important tool of social inclusion able to reach even the smallest Italian municipality.

A tool that encourages dialogue with new generations and above all listening to their needs, their desires, expectations, fears, and dreams.

At the same time it will be a place of sharing and participation because it is the intention of the Agency to set up, through Ang's digital radio, the radios dedicated to young people, as well as the radio experiences born within the European program and, at the same time, give the possibility to the associations to experiment also with digital tools of easy accessibility, like a simple cell phone, the possibility of "doing radio", thus going to implement the Agency's schedule.

5) TARGET GROUPS OF BEST PRACTICE

Young people

6) RESULTS OF BEST PRACTICE

44 webradio were born in 13 italian regions

7) WEB SITE OF THE BEST PRACTICE

<http://www.agenziagiovani.it/ang/3220-radio>

- **BEST PRACTICE 2: JOB & ORIENTA**

1) TITLE OF THE BEST PRACTICE

Job & Orienta

2) PROMOTER OF BEST PRACTICE

Veneto Region and Veronafiore, with local and national institutions and bodies, trade associations, associations and coordinations of the school system, training and work, third sector realities and volunteering

3) COUNTRY OF BEST PRACTICE

Italy

4) DESCRIPTION OF BEST PRACTICE

Now in its 29th edition, JOB & Orienta is the largest national exhibition of orientation, education, training and work: it enhances and strengthens the dialogue between the world of education and the world of work. The exhibition-conference is a privileged meeting place between the visitor and the world of work, school and training, with information and events useful for the orientation of young people.

The Show includes a full calendar of cultural events including conventions and debates, meetings and seminars, in the presence of authoritative exponents of the world of economics, politics and entrepreneurship, intended for both professionals and young people and families. There are also laboratories, shows and lively moments of animation to actively involve visitors.

The exhibition is developed in two pavilions: one is dedicated to the world of education, school, teacher training, international mobility and school tourism, and the other one is reserved for universities, academies, professional training and work.

In each area, the JOBInternational profile indicates the Italian and foreign realities that promote international mobility for study, training and work, while the JOBinGreen profile highlights the exhibitors who strive to pursue environmental, social and economic sustainability objectives. Finally, the CreativityJOB profile enhances the excellence of Made in Italy.

5) TARGET GROUPS OF BEST PRACTICE

Young people and students

6) RESULTS OF BEST PRACTICE

70 thousand visitors, 500 exhibitors, 200 cultural events and 300 speakers involved: these are the numbers of the last (29th) edition.

7) WEB SITE OF THE BEST PRACTICE

www.joborienta.info

• BEST PRACTICE 3: JOBBING FEST

1) TITLE OF THE BEST PRACTICE

Jobbing Fest

2) PROMOTER OF BEST PRACTICE

Jobbing Fest is organized by a communication and public relation agency, Basilicata Press, in collaboration with European Social Fund, Chambers of Commerce and several public bodies and private organizations

3) COUNTRY OF BEST PRACTICE

Italy

4) DESCRIPTION OF BEST PRACTICE

Jobbing Fest was created in 2013 with the aim of providing information on the changing world of job and helping young people to orient themselves, to achieve a different awareness of personal abilities and possibilities to create their own working future. Meeting, workshop, laboratories, storytelling sections are hold in order to debate about "The future of work and the challenge of skills". Last edition, in 2019, was realized as a roadshow in 5 days, in Basilicata (South Italy) in partnership with the European Commission's vocational skills week, with different events per day:

- Morning: meeting with students
- Afternoon: laboratories with young people
- Evening: talk show with experts of labour market

Specific meetings illustrated tools and actions implemented by the European Social Fund. The right information, for young people, to stay connected to the specific opportunities for professional and training growth activated by the fund.

The events, aimed at students, young people, NEETs and anyone who wants to expand their chances of accessing the labor market, with a view to marketing themselves, are organized with the intention of telling scenarios, showing testimonials, and discovering tools and implement business culture among young job seekers.

5) TARGET GROUPS OF BEST PRACTICE

The main target are students (16-18 years old) and Neet (15-29 years old), in a region with very high level of unemployment (two under 24 out of three are unemployed)

6) RESULTS OF BEST PRACTICE

Since 2013, students are more aware towards the choices of their future. They receive inputs and compare each other, read an information tool (the Toolbox) created specifically for them. They simulate a job interview, they exercise critical thinking, they are stimulated to problem solving and other soft skills, they are informed about the opportunities that exist in their region, in Italy and in Europe.

Since 2013, over 3.000 people received information about scenarios of labour market to be more aware for the future.

7) WEB SITE OF THE BEST PRACTICE

www.jobbingfest.it

- **BEST PRACTICE 4: LA LOMBARDIA È DEI GIOVANI**

1) TITLE OF THE BEST PRACTICE

La Lombardia è dei Giovani (Lombardia belongs to young)

2) PROMOTER OF BEST PRACTICE

Lombardia Region

3) COUNTRY OF BEST PRACTICE

Italy

4) DESCRIPTION OF BEST PRACTICE

Lombardia Region intends to support the inclusive participation of young people in the social and political life of the territories through the co-financing of interventions aimed at design active citizenship paths, enhancing civic leadership;

promote financial education projects, focusing on the principles of equity and sustainability; develop paths to enhance the heritage of the territories and to belong to a community by recognizing their social role.

5) TARGET GROUPS OF BEST PRACTICE

Local networks of municipalities in single or associated form, having a municipality or associations of municipalities, with a supra-municipal

dimension and in partnership with other public and / or private subjects (youth associations, parishes, foundations, trade associations, etc.) may apply.) and educational institutions are the main actor of the project, for partnership composed as follows:

In the case of a leader represented by a Municipality of less than 15,000 inhabitants, it must consist of at least two municipalities, a representation of territorial associations and schools;

In the case of a leader represented by a Municipality greater than 15,000 inhabitants, it must consist of at least three municipalities, a representation of territorial associations and schools;

In the case of a leader represented by a Union of Municipalities, it must include a representation of territorial associations and schools.

6) RESULTS OF BEST PRACTICE

26 networks of Municipalities participated with many interesting ideas that put the under-34s at the center of local activities. All the projects presented will be carried out in partnership with the Third Sector entities that operate in the municipalities and aim at the social inclusion of young people who live, study, work in Lombardy, through forms of active citizenship. The winner project were financed with money and services. The complex amount by Lombardia Region was of 940.000 €

7) WEB SITE OF THE BEST PRACTICE

<https://www.regione.lombardia.it/wps/portal/istituzionale/HP/DettaglioBando/servizi-e-informazioni/cittadini/persona-casa-famiglia/Giovani/Bando-la-lombardia-e-dei-giovani>

- **BEST PRACTICE 5: FANO YOUNG LAB**

1) TITLE OF THE BEST PRACTICE

Fano Young Lab

2) PROMOTER OF BEST PRACTICE

Fano Municipality

3) COUNTRY OF BEST PRACTICE

Italy

4) DESCRIPTION OF BEST PRACTICE

The minds and enthusiasm of young people to make the city grow: with this principle, the Fano Young Lab is born, thanks to the mayor Massimo Seri. He spoke to young people from Facebook and Instagram profiles: "Dear girls and boys, Fano needs you. I invite you to take up this challenge and join me to think of innovative ideas and to make our Fano grow and improve. The participants who will propose ideas and topics will be divided into worktables, each by topic and will meet a couple of times a week in spaces made available by the Municipality of Fano, which will then be communicated during the first meeting.

All in the presence of staff of the Municipality of Fano, who will have the task of coordinating the meetings. "Environment, work, events, and general issues about the city: participants will be able to address any topic

5) TARGET GROUPS OF BEST PRACTICE

Young people aged between 16 and 25 years

6) RESULTS OF BEST PRACTICE

The project was born at the end of 2019 and there are not results, yet. But over 100 young people will be together around worktable to discuss about ideas for the future of their town. And public administrators will examine these ideas; the best ideas will be integrated in the politics of Municipality.

7) WEB SITE OF THE BEST PRACTICE

(there is not a website yet, but only an email to participate in the initiative: fanoyounglab@comune.fano.pu.it)

- **ALMALAUREA**

Another fundamental point, not to be overlooked at the national level, is the service made available by the Italian university system called ALMALAUREA.

AlmaLaurea is at the service of under-graduates, universities and businesses and is an Inter-University Consortium that was founded in 1994 and to which 75 Universities belong to today. This service helps 91% of the total graduates who leave the Italian university system every year. The Consortium is supported by the member universities, with the contribution of the Ministry of Education, of the University and Research (MIUR), and by companies and entities that use the services offered.

This service carries out two census surveys each year on the profile and employment status of graduates after one, three or five years post-graduation, while also returning to the participating universities, the MIUR, the National Agency for the Evaluation of the University System and Research (ANVUR) and this document is a reliable documentary basis to facilitate the planning, monitoring and evaluation processes of the decisions made by the universities.

AlmaLaurea aims to:

- Monitor students' study paths and analyze the characteristics and performance of graduates on the academic and employment front, allow for comparisons between different courses and places of study;
- Collect and make available online the CVs of graduates (to date there are 3,000,000) to facilitate the meeting between demand and supply of qualified work and workers;

- Support the consortium universities in job placement activities through a web platform for intermediation that allows universities to manage the search and selection of personnel by making available the CVs of graduates, the publication of job offers and the organization of events aimed at promoting the matching of supply and demand for job opportunities;
- Promote the meeting between supply and demand for skilled work;
- Carry out personnel search and selection activities through the wholly-owned subsidiary AlmaLaurea srl, authorized by the Ministry of Labor to carry out personnel search and selection activities
- Internationalize its services, skills, and research activities in a global perspective collaborating with European countries in line with the Lisbon Strategy and outside Europe.

As for the field of investigation and research, the entire documentation produced by AlmaLaurea can be consulted online.

The documentation produced by AlmaLaurea helps to assure the participating universities, the MIUR, the National Agency for the Evaluation of the University System and Research (ANVUR) and the entire university system, a reliable documentary basis to facilitate decision-making processes and the planning of training, orientation and service for students.

AlmaLaurea surveys on the profile and employment status of graduates, PhDs and Master graduates who have now become a point of reference for the academic community, as well as for the economic and political world. The Consortium also makes available its expertise and experience for targeted

surveys on individual groups of graduates and focuses on particular aspects related to the university-world and the labor market.

National Report of Spain

Project: Youth Capacity

Partner: Federation of Municipalities of the Region of Murcia (FMRM)

Date: Murcia. December 2019

NATIONAL REPORT ON YOUTH POLICIES IN SPAIN

1.- A historical reference

In order to contemplate the current reality of youth policies in Spain, we must take a look back to the different efforts and stages that youth have gone through in our country and the policies that have been developed.

The implosion of youth policies in Spain occurred in parallel with the recovery of democracy and the Constitution of 1978.

Previously, under Franco's regime, youth policies were complementary, transmitting the regime's ideology, although during a large part of this period young people were somewhat invisible to the public authorities. To sum up this long period we would talk about 3 stages that overlap in time itself:

- **Stage one.** Directly related to the youth front with a clear profile of ideological and political submission, the Youth Front (FJ) will develop sports and leisure and free time policies through the Spanish Youth Organization (OJE) and the Women's Section. In the university world, the Students' Union (SEU)
- **Second stage.** This can be called National-Catholicism, in which the Catholic Church plays a fundamental role in the implementation of education (Catholic teaching centres) and through these centres begins the development of youth and volunteer policies such as Catholic Action.
- **Third stage.** Linked to a timid opening of the regime and above all to the economic development plans that at the end of the 1950s and the 1960s and through technocratic cabinets will promote policies linked to economic development. The rise of the Spanish economy is to some extent linked to the incorporation of young people into the active and political life of the country. Young people, whether students or workers of this generation, will adopt critical attitudes towards the regime itself. This is the period in which the Catholic

Scout movement begins to flourish, and in some ways, it will rival the OJE.

Until 1977, all youth policy was carried out by the General Secretariat of the Movement.

In the same year (1977), the General Directorate of Youth and the General Directorate of Sports appeared for the first time, separately.

In **1978 the Spanish Constitution was approved**, where in its **Chapter III on "The guiding principles of social and economic policy"** in its Article 48 it states that "*the public authorities shall promote the conditions for the free and effective participation of young people in political, social, economic and cultural development*". In turn, the Constitution implies the decentralization of the centralist state coming from the Franco regime. Therefore, the decentralisation of power, competences and financing of the State is initiated by distributing it between a new Institution, which are the Autonomous Communities, and the City Councils. This new structure will affect youth policy by distributing its competences among the three administrations, Central, Autonomous and Local.

2.- CURRENT YOUTH INSTITUTIONS AND POLICIES IN SPAIN

2.1.- Spanish Youth Institute (INJUVE)

In **1985**, with the celebration of the *International Year of Youth*, a whole package of youth policies was articulated in Spain that will be developed over the years until today. That same year, **the Youth Institute (INJUVE) was created** with the aim of designing and implementing youth policies, promoting associationism, developing a youth information and documentation system and fostering international cooperation. Over time, it acquired complementary functions such as coordinating the actions of other departments and administrations, comprehensive youth plans, managing grants to the associative world, conducting studies and

disseminating reports and promoting youth tourism and national and international exchange mobility.

In 2005 this Institute was reinforced by the Royal Decree 4 May, giving it the status of an Autonomous Body of the Youth Institute. The INJUVE started with a budget of 10 million euros, and currently (2019) has 33 million euros.

2.2.- Spanish youth council (CJE) <http://www.cje.org/es/>

The aforementioned Article 48 of the Spanish Constitution provided the public authorities with a mandate to promote the conditions for the free and effective participation of young people in political, social, economic and cultural development. Consequently, and as a development and materialization of the same, in 1983 the Spanish Youth Council was created by law (Law 18/1983, November 16), as an autonomous body and a public law entity with its own legal personality and full capacity to fulfill its purposes, whose essential purpose is to offer a channel of free adhesion to promote the participation of youth in the political, social, economic and cultural development of Spain.

With the economic crisis and the measures to rationalise the public sector, the legal nature of the Council was redefined (article 21), with the CJE being a privately based corporate entity with legal personality, whose purpose is to serve as a channel for meeting, dialogue, participation and advice on public policy in the area of youth, and which will carry out the functions that are determined by regulation to fulfil these purposes.

Finally, in 2018 and by Royal Decree (RD 999/2018 of 3 August) its composition and operation regulations are regulated.

Its website defines the CJE "The Spanish Youth Council (CJE) is a platform of youth entities, created by law in 1983 and made up of the Youth Councils of the Autonomous Communities and youth organisations at state level. Promoting the participation of youth in the political, social, economic and cultural development of our State in a global environment is our

essential aim, as stated in article 48 of the Spanish Constitution. At present, 60 youth organizations are part of this common project.

We work to achieve a pluralistic platform that encourages reflection and the exchange of ideas and experiences between the different sensibilities and ideologies that make up the reality of youth associations in our state, as well as to transfer the proposals, claims and complaints that arise within the CJE to the Administration, social agents and the media. All this is aimed at responding to the problems, concerns and aspirations of young people and improving their quality of life.

Our values are democratic and pluralistic participation, as a means to exercise full citizenship in society, social commitment, equal opportunities, dialogue and respect for diversity in its broadest sense.

The existence of the Spanish Youth Council is both a right and a commitment: to participate in the design of policies that directly or indirectly affect young people and to present alternatives to the problems of this group".

In short, the CJE can be defined in practice as a space for coordination, dialogue, training and cooperation of the entities and organizations that make up the youth association movement. Without forgetting its facet of reflection, joint work, training, dialogue with public authorities and State institutions, systematisation of the experience of the organised youth movement and opening up to new channels and ways of action.

This same body has been mimicked in most Autonomous Communities as Regional (or Autonomous) Youth Councils, as well as in large or very large municipalities with strong youth associations.

2.3.- YOUTH POLICIES

The youth policy developed by the State is collected through the instrument of **Youth Plans or Strategic Youth Plans** that have a multi-year character. In the historical one, the plans began in 1991 (first plan 1991-1993) with 10 million euros for the three years of development.

In 2014 the Government adopts the **Action Plan of the Youth Strategy 2020**.

This strategy is an interministerial initiative promoted by the Ministry of Health, Social Services and Equality, through the Youth Institute, which defines the strategic lines of youth policies with a 2020 horizon, in line with the objectives of the European Union's 2020 Strategy.

The preparation of this Strategy involves a diagnosis of the situation and opinions of young people and an analysis of youth trends for the year 2020. It also involves an analysis of policies and actions in the youth field in recent years, and of the background, which serves as a basis for the Strategy.

The **Strategy revolves around 3 Action Plans, 6 axes, 14 objectives and 211 measures, and is budgeted at nearly 3 billion euros for each (two-year) action plan.**

The **Youth 2020 Strategy** will be implemented through **Action Plans** that will include actions in the field of youth from the different Ministries:

- [Action Plan 2014-2016](#): Budget 2014-2015 and mid-term evaluation in 2016)
- [Action Plan 2016-2018](#): Budget 2016-2017 and mid-term evaluation in 2018)
- [Action Plan 2018-2020](#): Budget 2018-2019 and final evaluation in 2020)

Priority axes of the strategy:

- Strategic Axis 1. Education and Training.
- Strategic Axis 2. Employment and Entrepreneurship.
- Strategic Axis 3. Housing.
- Strategic Axis 4. Prevention and Health.
- Strategic Axis 5: Participation, Volunteering, Inclusion and Equality.
- Strategic Axis 6. Institutional Cooperation.

EDUCATION AND TRAINING	EMPLEO Y EMPRENDIMIENTO	HOUSING
<p>Objectives:</p> <p>1.- To increase the employability and entrepreneurship of the young sector.</p> <p>2.- To promote the non-formal training system.</p> <p>3.- To identify and promote new niches and areas of employment generation through training.</p> <p>Main actions:</p> <p>Programmes relating to the educational offer of distance learning, new cycles of basic vocational training, dual vocational training.</p> <p>Promoting the non-formal training system.</p> <p>Inngames Program and those aimed at training digital professionals, digital entrepreneurship, e-learning and emerging technologies.</p>	<p>Objectives:</p> <p>4.- To promote the creation of youth employment opportunities.</p> <p>To promote the insertion of young people in the labour market.</p> <p>To promote the insertion of young people who are setting up as self-employed and to encourage the creation of companies by young people under 30.</p> <p>5.- To promote the entrepreneurial culture.</p> <p>6.- To promote the implementation of the youth guarantee system.</p> <p>Main actions:</p> <p>Measures in the field of recruitment.</p> <p>Youth Entrepreneurship and Employment Strategy 2013-2016.</p> <p>Measures of a fiscal nature.</p> <p>Programmes to promote entrepreneurship such as the National</p>	<p>Objectives:</p> <p>7.- Increase the rate of youth emancipation</p> <p>Main actions:</p> <p>Aid for the rental of housing to facilitate access to and permanence in rented housing.</p> <p>Maintenance of tax relief for rentals.</p> <p>Promotion of public rental housing.</p>

	<p>Competition for Young Entrepreneurs, as well as guides to digital resources and applications that facilitate entrepreneurship.</p> <p>Subsidies under the Personal Income Tax</p> <p>Implementation of the Youth Guarantee in Spain</p>	
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<p>PREVENTION AND HEALTH</p> <p>Objectives: To promote actions aimed at encouraging healthy living habits. To reduce the consumption of drugs and narcotics.</p> <p>Main actions: Health Promotion and Prevention Strategy in the NHS, programmes to promote healthy lifestyle habits, encourage the practice of sport, and raise awareness in the field of road safety.</p> <p>Programmes for the prevention of drug consumption and the reduction of consumption risks and their damage. Social awareness plans and information campaigns</p>	<p>PARTICIPATION, VOLUNTEERING, INCLUSION AND EQUALITY</p> <p>Objectives: 10.- To encourage voluntary activity by young people, especially those linked to ICTs. 11.- To fight against the social exclusion of the most disadvantaged sectors of the youth population. 12.- To fight against any kind of discrimination violence. 13.- Promotion of equality</p> <p>Main actions: Management of the European Voluntary Service programme.</p> <p>Fight against the exclusion of people with disabilities, socio-health, employment and socio-labour integration programmes.</p>	<p>INSTITUTIONAL COOPERATION</p> <p>Objectives: To promote collaboration between public administrations, national and international bodies and youth organisations whose actions affect young people, through the fields of youth cooperation.</p> <p>Main actions: Provided mainly through existing bodies and mechanisms: The Interterritorial Youth Council. The Sports, Youth and Leisure Commission of the FEMP. The Spanish Youth Council The EU Youth Group The Council of Europe's European Youth Steering Committee The Ibero-American Youth Organization</p>
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	Measures for the Promotion of equal opportunities and gender, education in vulnerable groups, corporate volunteering, support for teachers and educators of minors with judicial measures financed by income tax subsidies.	
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3.- YOUTH POLICIES IN THE REGIONAL FRAMEWORK.

With the Constitution, the state of the autonomies was developed. It should be noted that the competences of Youth are not expressly attributed to the Autonomous Communities in article 148 of the Constitution, although neither are they attributed to the State in article 149 of the same, however by assimilation and by the content of article 149.3 of the Constitution, which states that "the matters not expressly attributed to the State by this Constitution may correspond to the Autonomous Communities, by virtue of their respective statutes. Competence over matters not assumed by the Statutes of Autonomy shall fall to the State, whose rules shall prevail, in the event of conflict, over the Autonomous Communities, in all matters not attributed to the exclusive competence of the latter". The Statutes of Autonomy, the maximum legal regulation governing each territory, on 19 statutes (including the cities of Ceuta and Melilla) 13 do include youth policies as a competence. However, all of them have developed youth policies.

The instruments followed have been similar to those of the State, and the policies are included in regional youth plans.

With regard to the Youth Institute (INJUVE), only Andalusia, Navarre and Valencia created similar autonomous bodies. The rest were structured in specific general directions in most cases.

The Youth Councils as bodies for the participation of the associated youth were created in almost all of the Autonomous Communities.

The youth policies developed at this level, similar to the state, are established by Youth Plans in which youth associations, territorial youth councils and municipalities (federations of autonomous municipalities) participate. These plans are coordinated and promoted by the Regional Youth Directorate.

Next we transcribe the common areas where the different Autonomous Communities have worked on youth policy, each one with different intensities, but they can give a global idea of the services and common policies in the territories.

"Health area: prevention of drug addiction including alcohol, training in sexuality, unwanted pregnancies and sexually transmitted diseases, prevention of traffic

accidents and programmes on eating disorders (anorexia and bulimia), healthy sport and prevention of doping

2. Area of emancipation: mortgage management, access to housing and housing exchanges, job exchanges, job insertion programmes, young entrepreneur programmes, advice on employment and self-employment, support for job mobility, collaboration with trade union programmes for training young people.

3. Area of Participation and Promotion of Associationism: Support, promotion and management of voluntary work, support for Youth Councils and youth associations. Training of youth technicians from associations and municipalities. Prizes and awards for tasks undertaken by young people or that benefit young people.

Youth Information Area: Information Centres, libraries for young people, publications of brochures and dossiers on different topics, prevention of violence, promotion of multiculturalism and/or alternatively interculturality (sometimes confused), youth card, prevention of racism and xenophobia, support to radio stations and young press.

5. Area for the promotion of creativity and other cultural expressions: young art exhibitions, competitions and grants. Spaces for creation. Artistic and cultural workshops, classical, modern and popular music, art and fashion competitions. Volunteering and rehabilitation of cultural assets.

6. Area of mobility and exchange: camps and exchanges in other countries, youth tourism, night and rural transport, transport passes, travel and transfer facilities for European grants and aid. Volunteering and international cooperation.

7. Area of leisure and free time: summer camps, sports and adventure programs, concerts, free time schools. It includes the programs related to the environment that could be in the areas of Information, Volunteering and Mobility and exchanges.

8. Area of promotion of new technologies.

9. Area of management of the network of Youth Hostels and other facilities".

(*). "Youth Policies in Democratic Spain" Domingo Comas Arnau. INJUVE Study (page 110)

4.- YOUTH POLICIES IN THE MUNICIPAL FRAMEWORK.

It is 40 years since the restoration of local democracy in Spain. In 1979 the first municipal elections since the fall of the Spanish Republic took place. The city councils that emerged in 1979 were the ones that initiated youth policies. Youth policy for young people and carried out by young people themselves, through the **youth councils**, which generally fell to the youngest councillor on the council's governing team.

In addition, the **work teams** are formed to develop these policies, so that part of the youth movements of each municipality are incorporated into the local public management.

The first municipal budgets for youth policies were drawn up. And with the budgets, the construction or adaptation of premises for youth spaces where to develop local policies in this area (Youth Houses, Information Centres, Cultural Creation Centres...) began.

All this is developed without the competences in the matter of youth being of the town halls, or at least they were clearly defined. The Law on the Basis of the Local Regime (7/1985), as well as its revision, more because of the crisis than to clarify the competences and local financing of 2013, the Law 27/2013 on the rationalization and sustainability of the local administration, defines youth as a local competence.

However, an unavoidable reality is that the local councils are the essential protagonists of youth policy in Spain. Motivated by the fact that they are the institution closest to the citizen and, at the same time, it should not be forgotten that youth had been one of the segments of the population that had promoted and fostered political change and the arrival of democracy, together with the fact that 1979 saw the incorporation into local politics of numerous government teams whose average age was low in comparison with other administrations.

At the beginning of the eighties, the city councils took the decision to constitute the Spanish Federation of Municipalities and Provinces (FEMP), the Spanish Section of the Council of European Municipalities. The FEMP leads the way in youth policy in Spanish local councils. Throughout the decade, the territorial federations were constituted, in our case, the Federation of Municipalities of the Region of Murcia (FMRM) was created in 1984.

In 1981, the FEMP created the Youth Commission, made up of 22 town councils or provincial councils. Its members: Barcelona, Valladolid, Zaragoza, Murcia, Puerto Santa María, Alcalá de Henares, Culleredo, Palma de Mallorca, Lérida, Majadahonda, Cáceres, Salamanca, Vitoria, Madrid, Seville, Avilés, Manises, San Sebastián de los Reyes, Rubí and the Barcelona Provincial Council. In 1982, the first Youth Council Guide was published.

Among the Commission's initiatives, it was proposed that youth policy should be led directly by the mayor and the youth councillor, thus materialising sector-based youth policies. On the other hand, at the budgetary level, it demanded 1% of the general budgets of the municipalities for youth policies.

The maximalist proposals of this committee, more based on illusion than on reality, had difficulties to materialize. In few municipalities did the mayor lead the youth policies. And in terms of the budget, the agreements did have an impact on the 22 members of the Commission, who multiplied their budgets by 400 in four years, but the national average remained halfway through, with 0.5% of the budget being spent on youth.

In conclusion, youth policy has been consolidated at local level and has even been maintained, with cuts, despite the crisis. The municipalities are maintaining the staff and budget structures in the youth services. And in some Communities that no longer collaborate in the financing of youth projects, the municipalities have maintained these services with their own resources.

5.- REPORT ON THE SITUATION IN THE REGION OF MURCIA

POPULATION DATA

Population between 16 and 30 years old in the Region

Law 6/2007, of 4 April, on Youth in the Region of Murcia, the young population is composed of the part of the population that is between 14 and 30 years old.

With data from the Register of Inhabitants of 1 July 2017, there were a total of 282,542 in the Region of Murcia, representing 19.16% of the total population. By sex, the population of men was 144,513 (51.15%) and women 138,029 (48.85%).

When the total population of the Region of Murcia is broken down into nationalities, we find that 86.48% of the population is of Spanish origin. This means that the remaining 13.52% are of foreign origin, most of them coming from European Union member countries (26.55%), Africa (40.68%) and South America (21.44%).

Occupation of the total population. Gender grouping.

Activity rate.

Therefore, we find ourselves in the Region with a mainly masculinized labour market, possibly due to the fact that one of the sources of more jobs in Murcia is the rural environment that traditionally employs men.

This new trend has mainly affected the Region of Murcia since the differences between men and women are considerable and the distance between them is increasing every year. In addition, it is the unemployment rate of women that makes the Murcia average above the Spanish average.

REGIONAL GOVERNMENT

Actions aimed at young people from the Government of the Region of Murcia.

The Regional Government of Murcia is developing a set of measures aimed at young people (students, unemployed, in situations of social risk, vulnerability or as victims of violence...) and designed to improve their personal situation, social and occupational integration or to facilitate their participation, of which:

- 46% are related to the employment and entrepreneurship axes, as a clear commitment to entrepreneurship by the regional government;
- 19% refer to the different issues of social inclusion, which shows one of the factors in which the vulnerability of young people is most visible;
- 13.5% are shared by the Education and Training blocks

- and Health and Welfare, as these are policies that directly affect the development of children and young people;
- 6% applies to the Youth and the World block, as demonstrated by the integration of young people living and studying in the European Union;
- and finally, 2% of the measures are applied to policies promoting youth participation.

Measures to promote employment and entrepreneurship among young people from the Ministry of Employment and the Institute for the Promotion of the Region of Murcia

- **Training and Youth Guarantee.** Young people are a group that has been particularly affected by the crisis, which is why the regional government is committed to their training and to the Youth Guarantee, which is helping them to have more and more job opportunities.
 - Social and labour itineraries for young people in a situation or risk of social exclusion, registered in the national youth guarantee system.
 - Subsidy for the indefinite hiring of Youth Guarantee beneficiaries with a university degree if the contract is for the development of tasks inherent to their degree (3,750 euros if they are hired part-time, 7,500 if they are hired full-time).
 - Training programme in professionalism certificates aimed at young people registered in the Youth Guarantee System.
 - Zero quota. Promotion of the establishment of young persons, beneficiaries of the Youth Guarantee System, as self-employed persons, by subsidizing the performance of a full-time self-employed economic activity which entails the obligation of registration in the RETA, through two programs: Single flat-rate subsidy to help them start up their activity, the Community assumes in full the fees for young self-employed persons in their first year of activity. In the second year, the self-employed person only pays 50 euros of the fee.
 - Training programme in languages and ICT aimed at young people registered in the National Youth Guarantee System.
 - Employment and solidarity entrepreneurship launcher. Activities aimed at the active search for employment and intermediation, Unemployed persons under 35 years of age.
 - Participation in employment programmes that allow them to receive remuneration while they are training and developing jobs of social interest in their municipalities.
 - Grants to boost youth employment, such as that which allocates between 3,000 and 6,000 euros to companies that give a permanent contract to unemployed

young people under 30 years of age and subsidies for full-time training contracts for unemployed young people under 30 years of age and for converting temporary training contracts into permanent contracts.

- Talent visa. Promotion of stable recruitment of young researchers. Subsidy for the recruitment of young researchers to companies, technology and innovation centres in the Region.

- **Business support**. The promotion of the entrepreneurial spirit and support for the creation of small businesses is a permanent measure carried out by the Regional Ministry of Employment and the Institute for the Promotion of the Region of Murcia (INFO).
 - Coworking EOI INFO. Support to innovative entrepreneurial projects through a grant for accommodation in the Murcia Science Park for 3 months with group training, personalised mentoring, visits to infrastructures and companies and a final act of project presentations.
 - Embarka (My Ideal School) Program to promote entrepreneurship at an early age.
 - Programme for the training and promotion of the entrepreneurial spirit aimed at young people.
 - MILLENNIALS To raise the qualification and encourage the employment of young people through training itineraries.
 - INNOVA+EMPLEO. Itineraries to develop future innovation managers in companies among university graduates.
 - Aid for the establishment as a self-employed person, through the subsidy to the economic activity as a self-employed person.
 - Imagine a different company. Promotion of innovative initiatives from the educational field through a competition that rewards the best ideas for innovative business projects.

Measures aimed at contributing to the social inclusion of young people most vulnerable through the Housing Regional ministry.

- **Housing**. Help with renting regular and permanent housing. To facilitate access to rental housing for young people with limited economic means through direct aid to the tenant.
 - Granting aid of up to 50% of the amount of the monthly rent.
- **ICT**. Training programme for the proper use of information and communication technologies by young people for protection and legal measures.
- **Programs for incorporation into adult life**. Measures in residential care for the transit of 16 to 18 year olds that guarantee coverage of the minimum needs of

minors who have been under guardianship, lack family support and, on reaching the age of majority, find themselves in a situation of serious social vulnerability.

Education and Training:

- **Early school leaving prevention plan**. Coordination between the DGs of Vocational Training and Special Education and the SEF for the establishment of a protocol of coordination, derivation and monitoring of activities; meetings also with the DG of Youth for the monitoring of the action protocol with the aim of deriving young people from the youth guarantee to the CEPA;
- **School-age sports programme**. Young sportsmen and women from 18 to 18 years old, who compete in cadet and youth categories.
- **Environmental education** and children's workshops in different events around the Mar Menor.
- **Program "Know the fluvial spaces of the Region of Murcia in canoe"**.

Youth and the world

Europe direct. Office in the Region of the European network whose mission is to inform about the EU and any topic related to the European Union:

- They offer you answers on any EU policy
- They provide you with contact details of European organisations
- They advise you on how to solve problems related to your rights as a European

Support programs for young university students.

- European Commission's "EPSO Ambassador" programme to promote participation in universities.
- Golondrina Programme. Program of stays for the accomplishment of official university studies, doctorate and works of investigation in the public Universities and centers of investigation associated for resident murcianos abroad.
- **Let's EU learning**. Information and advice service on EU institutions, policies and opportunities for young people in the Region of Murcia: Organisation of talks, seminars and workshops in educational centres and associations, call for an annual drawing competition "My people Europe".

Youth participation

- **Youth Councils**. Support to the LOCAL YOUTH COUNCILS (CLJ), as the maximum body of representation of the associations, of the youth entities and of the participative youth and interlocutor of the same ones in front of their city council. The CLJs have their own legal personality and were created in development of the provisions of Article 48 of the Constitution and Article 9.2 of the Statute of Autonomy of the Region of Murcia, and are governed by Law 6/2007 of 4 April on Youth of the Region of Murcia, its Regulations and other rules that apply to it.
- **The Youth Awards of the Region of Murcia**, created in 2002, are honorary awards granted with the aim of highlighting, recognizing and encouraging all those actions aimed at the effective promotion and participation that affect or make possible the development of young people. They have the following modalities:
 - **Initiative Award**, in recognition of ideas and projects that involve novel and innovative actions developed by young people or in the field of youth.
 - **Commitment Award**, in recognition of the social and voluntary work carried out on a regular and permanent basis by young people or in the field of youth.
 - **Participation Award**, in recognition of actions that promote the participation and active presence of young people in society.
 - **Solidarity Award**, in recognition of the unconditional and disinterested support for other causes or interests carried out by young people or in the field of youth.
 - **Social Entrepreneurship Award**, in recognition of initiatives in the business field with a social or environmental objective developed by young people or in the youth field.
 - **Youth of the Year Award**, in recognition of relevant social, cultural, artistic or scientific action by a young person.
- **Environmental volunteering in protected areas** such as the Mar Menor and its surroundings.
- **Civil Protection Volunteer Exchange**. Training for volunteers to act more effectively and collaborate in the management of major emergencies, through the following actions:
 - Exercises and drills.
 - Mobile surveillance of forest and beach fires.
 - Training and coexistence days.

LOCAL ADMINISTRATIONS

The Region of Murcia is a Spanish autonomous community composed of 45 municipalities, some of which are among the most populous in Spain. Murcia (7th municipality of Spain by population), Cartagena (24th) and Lorca (70th). It also has 5 among the largest in Spain: Lorca (2nd), Jumilla (10th), Moratalla (12th), Murcia (16th) and Caravaca de la Cruz (20th).

Since the creation of the democratic town councils in 1978, there are Departments destined to the youth in which they develop programs and performances destined to impel the

ADMINISTRACIONES LOCALES

La [Región de Murcia](#) es una [comunidad autónoma española](#) integrada por 45 [municipios](#), algunos de los cuales se encuentran entre los más poblados de España. [Murcia](#) (7º municipio de España por población), [Cartagena](#) (24º) y [Lorca](#) (70º). También cuenta con 5 entre [los más extensos de España](#): Lorca (2º), [Jumilla](#) (10º), [Moratalla](#) (12º), Murcia (16º) y [Caravaca de la Cruz](#) (20º).

Since the creation of the democratic local councils in 1978, there have been Departments dedicated to young people in which they develop programmes and actions aimed at promoting the role of young people in society, encouraging their participation, improving their qualifications for access to employment, complementing formal training, encouraging leisure and free time and promoting Culture, Art and young artists.

As good practices to highlight the projects "Languages club" and "Crea Murcia", of the City Council of Murcia; Youth Employment of Lorca, "Young participatory budget" of Molina de Segura, "Generation P30. Change to change the world" of the City Council of Cartagena.

Youth Plan of the Region of Murcia 2019-2023

Between January 2018 and February 2019 the Government of the Region of Murcia has drawn up a Youth Plan with the aim of gathering information on the needs of young people in the Region of Murcia for the next five years and a consultation document to find out about regional and local policies aimed at young people in the Region.

WORKING METHODOLOGY OF THE MURCIA REGION YOUTH PLAN

The methodology used for the elaboration of the Youth Plan is based on participation and structured dialogue and has been developed in successive phases:

Information phase: *January 2018.* The citizens are informed about this initiative of the regional government and the participatory process for the elaboration of the Plan is made known.

Pre-consultation phase. *February - March 2018.* The opinion and proposals of the different departments of the regional administration and its public sector, as well as of the Councils responsible for Youth in the local administrations, are gathered.

Deliberation phase. *April - October 2018.* Face-to-face and telematic activities are carried out to obtain the contributions of citizens and social organisations:

- Participative meetings: addressed to young people grouped by sectors, as participative meetings with young people belonging to the entities that include the CERMI Region of Murcia, the National Meeting of Youth Correspondents, and the I Scout Forum of the Region of Murcia
- Technical meetings: with representative entities of the organized youth
- Debate meetings: with the participation of citizens in general and social entities.

Public consultation phase: *January 2019,* by means of an online survey for citizen assessment and contributions on the draft Plan.

Return phase: *February 2019.* Preparation of the final document.

The Youth Plan divided into action areas.

As a result of the consultation process, a total of 105 proposals have been collected, which are grouped into 8 lines of action that are intended to be the main backbone of political action aimed at youth.

These lines of action are as follows:

- Axis 1: Education and training
- Axis 2: Employment and entrepreneurship
- Axis 3: Health and well-being
- Axis 4: Participation
- Axis 5: Voluntary activities
- Axis 6: Social inclusion
- Axis 7: Youth and the world
- Axis 8: Creativity and culture.

Estos ejes, ordenados conforme a las Consejerías relacionadas con la Juventud de la Región de Murcia son el punto de partida de trabajo para confeccionar, a lo largo de los próximos 5 años, las políticas destinadas a la mejora de las condiciones de la

juventud y su integración en la vida social, laboral, cultural y participativa de la ciudadanía.

- **Axis 1: Education and training.** The lines of work are as follows:
 - To promote basic, medium and higher professional education, adapting it to the needs of the labour market.
 - Promotion of bilingualism as a means of approaching an increasingly cosmopolitan and globalised society.
 - Promoting education in values and increasing educational intervention activities for young people between 12 and 16 years of age, as they are considered to be groups with special exposure to inappropriate behaviour.
 - To encourage actions within formal and non-formal education that favour the responsible use of new technologies and social networks, so as to promote group work and the prevention of violent behaviour.
 - Reinforce scholarship and study aid programs.
- **Axis 2: Employment and entrepreneurship.** The lines of work for the promotion of inclusive employment are
 - Promotion of employment in the youth sector.
 - Promoting paid internship programmes in Europe.
 - Promoting courses and workshops aimed at improving entrepreneurial skills.
 - Strengthen internship spaces in companies and strengthen the students' curriculum.
 - Improving the working conditions of young people and access to their first job.
- **Axis 3: Health and well-being.** The Plan includes the following lines of work:
 - Creation of an exchange of student flats, as well as an increase in aid for the renting of housing for young people.
 - Effective actions for the prevention of unhealthy habits and drug addiction, as well as avoiding access to gambling in premises or via the Internet.
 - Extending the offer of the Youth Card +30 to facilitate access to culture in its various expressions.
 - Promote environmental education among young people.
 - Encourage young people and organisations to use public sports facilities during long hours and at weekends.
- **Axis 4: Participation.** The lines of work in youth participation are:

- Reactivation of the Youth Council of the Region of Murcia and strengthening the work of the local youth councils.
- To create spaces of associative coexistence, as well as to promote the creation of youth resource centres in the municipalities.
- To favour the visibility and the participation of young people with disabilities in the youth debate and decision forums.
- To promote training actions for participation and night and weekend leisure workshops.
- To reactivate the Youth Observatory of the Region of Murcia.

- **Axis 5: Voluntary activities**
 - Promotion of the social work of volunteers.
 - Promoting cooperation projects with young volunteers.
 - Encourage an inclusive and diverse volunteering pool.
 - To publish a regional guide to volunteering.

- **Axis 6: Social inclusion**
 - Accessibility improvements for young people with disabilities.
 - Comprehensive plans for working with young people at risk of social exclusion.
 - Places in activities for young people at risk of exclusion.
 - Effective social awareness activities.

- **Axis 7: Youth and the world**
 - Encourage training sessions in institutes, both for students and teachers.
 - To promote free time activities throughout the year.
 - To promote cooperation and cultural exchange through volunteer work.
 - Encourage the Europe Direct programme.

- **Axis 8: Creativity and culture.**
 - Reinforcement of the opening hours of public libraries.
 - Facilitating reading activities accessible to people with disabilities.
 - Plan for detection of high abilities.
 - Carrying out music competitions and social concerts.

3. Best Practices

realised in the framework of the project

Enhancing Capacities of Youth Policy Makers Across Europe (Youth Capacity)

action n. 2018-2-IT03-KA205-014000

in the programme

ERASMUS PLUS KA2 STRATEGIC PARTNERSHIPS FOR YOUTH- Innovation

BEST PRACTICE 1

PARTNER: Cyprus Academy of Local Government

COUNTRY: Cyprus

1) TITLE OF THE BEST PRACTICE

Title of the best practice

Youth Councils

2) PROMOTER OF THE BEST PRACTICE

Organization/Institution (Give a description of the organisation/ school/ institution, municipality, etc.)

Municipalities and communities

3) COUNTRY OF THE BEST PRACTICE

Indicate in which country is realised the best practice

Cyprus

4) DESCRIPTION OF THE BEST PRACTICE

Description, aims and objectives

(a) Involvement of young citizens into the policy-making process of the community or municipality;

(b) Organisation of several local events, conferences and workshops; and

(c) Promoting dialogue and communication between youth and the community or municipality.

5) TARGET GROUPS OF THE BEST PRACTICE

Age, gender and other important characteristics

The members of the Youth Councils (volunteers) should be both male and female with an average age range of 18-45. The members of the Youth Councils should be at least 5.

6) RESULTS OF THE BEST PRACTICE

Results obtained at local, regional, national or international level

The Youth Councils has so far achieved the involvement of the youth in community and/or municipality in terms of the policy – making, establishment of yearly events, etc.

7) WEBSITE OF THE BEST PRACTICE

Web site of the best practice

All those Councils are represented by the Cyprus Youth Clubs Organisation (NGO). The official website of the organisation is: http://www.cyprusyouth.org/domains/cyprusyouth.org/public_html/adv/

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ERASMUS PLUS KA2 STRATEGIC PARTNERSHIPS FOR YOUTH- Innovation

BEST PRACTICE 2

PARTNER: Cyprus Academy of Local Government

COUNTRY: Cyprus

8) TITLE OF THE BEST PRACTICE

Title of the best practice

Cyprus Youth DiplomaCY

9) PROMOTER OF THE BEST PRACTICE

Organization/Institution (Give a description of the organisation/ school/ institution, municipality, etc.)

The Cyprus Youth DiplomaCY is a Non-Governmental Organisation

10) COUNTRY OF THE BEST PRACTICE

Indicate in which country is realised the best practice

Cyprus

11) DESCRIPTION OF THE BEST PRACTICE

Description, aims and objectives

(a) Raise awareness and involvement of the youth in areas of policymaking, public relations and diplomacy as a mean to defend the youth rights; and

(b) Participation in several events, councils, conferences in Cyprus and aboard.

12) TARGET GROUPS OF THE BEST PRACTICE

Age, gender and other important characteristics

The members of the Cyprus Youth DiplomaCY can be both male and female (Cyprus based citizens only) with an age range of 16-35.

13) RESULTS OF THE BEST PRACTICE

Results obtained at local, regional, national or international level

(a) Participation in several events related with the youth and the policymaking e.g. participation in the public Consultation of the ministry of Foreign Affairs of the Republic of Cyprus (30/07/2018)

(b) Implementation of several seminars for the young citizens in Cyprus as a mean to raise awareness and to upgrade existing documents and initiatives related to the youth e.g. "strengthening of the National Youth Council" seminar.

14) WEBSITE OF THE BEST PRACTICE

Web site of the best practice

<https://cyprusyouthdiplomacy.com/>

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ERASMUS PLUS KA2 STRATEGIC PARTNERSHIPS FOR YOUTH- Innovation

BEST PRACTICE 3

PARTNER: Cyprus Academy of Local Government

COUNTRY: Cyprus

15) TITLE OF THE BEST PRACTICE

Title of the best practice

Summer School as a special training program for developing soft skills

16) PROMOTER OF THE BEST PRACTICE

Organization/Institution (Give a description of the organisation/ school/ institution, municipality, etc.)

Youth Board of Cyprus

17) COUNTRY OF THE BEST PRACTICE

Indicate in which country is realised the best practice

Cyprus

18) DESCRIPTION OF THE BEST PRACTICE

Description, aims and objectives

The Youth Board of Cyprus is an advisory organisation responsible for the youth and it submits proposals on the formation of a comprehensive and specialized youth policy to the Council of Ministers. The main aim of its policies is:

- (a) the progress and welfare of the youth in Cyprus;
- (b) empowerment of young people to actively participate and be responsible for the social, economic and cultural development of their country; and
- (c) engagement into youth related problems.

19) TARGET GROUPS OF THE BEST PRACTICE

Age, gender and other important characteristics

The participants can be both male and female with an age range of 18-30.

20) RESULTS OF THE BEST PRACTICE

Results obtained at local, regional, national or international level

- (c) Empowerment of young people who have a clear vision in policymaking, positive change and social progress.
- (d) Development of soft skills related to the summer school (e.g. leadership)

21) WEBSITE OF THE BEST PRACTICE

Web site of the best practice

<https://onek.org.cy/>

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ERASMUS PLUS KA2 STRATEGIC PARTNERSHIPS FOR YOUTH- Innovation

TEMPLATE TO BE FILLED FOR EACH OF THE BEST PRACTICE

PARTNER: Technical Institute of Heraklion Chamber of Commerce COUNTRY: GREECE

1) TITLE OF THE BEST PRACTICE

Title of the best practice

H2B HUB

2) PROMOTER OF THE BEST PRACTICE

Organization/Institution (Give a description of the organisation/ school/ institution, municipality, etc.)

Heraklion Chamber of Commerce & Industry

3) COUNTRY OF THE BEST PRACTICE

Indicate in which country is realised the best practice

GREECE

4) DESCRIPTION OF THE BEST PRACTICE

Description, aims and objectives

It is an accelerator that aims to strengthen the startup business ecosystem by providing the right conditions for creating new innovative business activities, such as inspiration, knowledge, collaboration capabilities and resources. The objectives are to encourage and promote innovation and sustainable entrepreneurship for delivering economic and social value in Crete

5) TARGET GROUPS OF THE BEST PRACTICE

Age, gender and other important characteristics

Young entrepreneurs should be both male and female with an average age 18-40

6) RESULTS OF THE BEST PRACTICE

Results obtained at local, regional, national or international level

The H2b hub has so far achieved the involvement of youth in innovation. Has helped the young people to turn an idea to a business

7) WEBSITE OF THE BEST PRACTICE

Web site of the best practice

<http://www.ebeh.gr/web/guest;jsessionid=DDDF9515E68E216B0B41E3A0A018FB4E>

The official site of the organisation is the above.

And the facebook profile of H2B HUB is <https://www.facebook.com/htobhub/>

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TEMPLATE TO BE FILLED FOR EACH OF THE BEST PRACTICE

PARTNER: Technical Institute of Heraklion Chamber of Commerce COUNTRY: GREECE

8) TITLE OF THE BEST PRACTICE

Title of the best practice

Youthnet Hellas.

9) PROMOTER OF THE BEST PRACTICE

Organization/Institution (Give a description of the organisation/ school/ institution, municipality, etc.)

Youthnet Hellas is a non-profit Organization, Youthnet Hellas is aiming to promote young people's participation, information, social inclusion, voluntarism and active citizenship in community life in National, European and International level!

10) COUNTRY OF THE BEST PRACTICE

Indicate in which country is realised the best practice

GREECE

11) DESCRIPTION OF THE BEST PRACTICE

Description, aims and objectives

Youthnet Hellas aims networking young people on the basis of thematic initiatives and monitoring the implementation of International and European Youth Policies.

- Educate politicians from Greece and abroad on funding youth activities.
- Organisation events: Athens Photo Festival 2019, EU Careers Student Ambassador
- Promotion intern position for young students
- Organizes "No hate" campaign to prevent the social exclusion

12) TARGET GROUPS OF THE BEST PRACTICE

Age, gender and other important characteristics

The participants should be both male and female with an average age 18-40

13) RESULTS OF THE BEST PRACTICE

Results obtained at local, regional, national or international level

- Prevent the social exclusion
- Educate politicians the important to invest in youth activities etc.
- promote young people's participation, information, social inclusion, voluntarism and active citizenship in community life in National, European and International level!

14) WEBSITE OF THE BEST PRACTICE

Web site of the best practice

<http://youthnet.gr/>

The official site of the organisation is the above.

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TEMPLATE TO BE FILLED FOR EACH OF THE BEST PRACTICE

PARTNER: Technical Institute of Heraklion Chamber of Commerce COUNTRY: GREECE

15) TITLE OF THE BEST PRACTICE

Title of the best practice

JobDays

16) PROMOTER OF THE BEST PRACTICE

Organization/Institution (Give a description of the organisation/ school/ institution, municipality, etc.)

ECONOMIC CHAMBER EAST CRETE

17) COUNTRY OF THE BEST PRACTICE

Indicate in which country is realised the best practice

GRECE

18) DESCRIPTION OF THE BEST PRACTICE

Description, aims and objectives

It is an event that takes place ones every year. There are 3 events para role at the same time for two days. The first is an exhibition with representatives of entrepreneurs from Grete, the second is sessions with mentors and the last one is seminars about soft skills.

The aims is to help the young people to enter the labor market

The objectives are to address the problems that young people have to face in order to access their first job and to taught them the necessary soft skills to enter the labor market

19) TARGET GROUPS OF THE BEST PRACTICE

Age, gender and other important characteristics

The members of the Economic Chamber should be both male and female with an average age 18-40

20) RESULTS OF THE BEST PRACTICE

Results obtained at local, regional, national or international level

The Economic Chamber has so far achieved the involvement of youth in economic community. Has helped the young people to enter to the labor market

21) WEBSITE OF THE BEST PRACTICE

Web site of the best practice

http://www.oetak.gr/web/component/option,com_frontpage/Itemid,1/lang,el/

The official site of the organisation is the above.

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ERASMUS PLUS KA2 STRATEGIC PARTNERSHIPS FOR YOUTH- Innovation

TEMPLATE TO BE FILLED FOR EACH OF THE BEST PRACTICE

PARTNER: EURO-NET COUNTRY: ITALY

1) TITLE OF THE BEST PRACTICE

Title of the best practice

Ang InRadio

2) PROMOTER OF THE BEST PRACTICE

Organization/Institution (Give a description of the organisation/ school/ institution, municipality, etc.)

Agenzia Nazionale per i Giovani (Youth National Agency)

3) COUNTRY OF THE BEST PRACTICE

Indicate in which country is realised the best practice

Italy

4) DESCRIPTION OF THE BEST PRACTICE

Description, aims and objectives

"Ang inRadio", (where IN represents a multiplicity of meanings: the story of the Agency INradio, Insieme (together), Inclusion, intends to promote a direct involvement of children in all the themes addressed to them; the radio will in fact be the megaphone of the initiatives of the National Agency for Youth linked to youth policies, but it is also a tool to inform and listen to young people, often protagonists of radio broadcasts along with experts from the world of politics, culture, information, work and society. It will be a space to promote projects within the Erasmus + and European Solidarity Corps starting right from the voice of the protagonists; a space made with and for young people.

He will use a language that is close to the new generations and will be the place where children will feel at ease because they will have the opportunity to express their ideas, their dreams through a microphone without being afraid of prejudices. It will be a useful tool for promoting the Government's opportunities for young people and constantly confronting the youth world. An important tool of social inclusion able to reach even the smallest Italian municipality.

A tool that encourages dialogue with new generations and above all listening to their needs, their desires, expectations, fears, and dreams.

At the same time it will be a place of sharing and participation because it is the intention of the Agency to set up, through Ang's digital radio, the radios dedicated to young people, as well as the radio experiences born within the European program and, at the same time, give the possibility to the associations to experiment also with digital tools of easy accessibility, like a simple cell phone, the possibility of "doing radio", thus going to implement the Agency's schedule.

5) TARGET GROUPS OF THE BEST PRACTICE

Age, gender and other important characteristics

Young people

6) RESULTS OF THE BEST PRACTICE

Results obtained at local, regional, national or international level

44 webradio were born in 13 Italian regions

7) WEBSITE OF THE BEST PRACTICE

Web site of the best practice

<http://www.agenziagiovani.it/ang/3220-radio>

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TEMPLATE TO BE FILLED FOR EACH OF THE BEST PRACTICE

PARTNER: EURO-NET COUNTRY: ITALY

8) TITLE OF THE BEST PRACTICE

Title of the best practice

Job & Orienta

9) PROMOTER OF THE BEST PRACTICE

Organization/Institution (Give a description of the organisation/ school/ institution, municipality, etc.)

Veneto Region and Veronafiere, with local and national institutions and bodies, trade associations, associations and coordinations of the school system, training and work, third sector realities and volunteering

10) COUNTRY OF THE BEST PRACTICE

Indicate in which country is realised the best practice

Italy

11) DESCRIPTION OF THE BEST PRACTICE

Description, aims and objectives

Now in its 29th edition, JOB & Orienta is the largest national exhibition of orientation, education, training and work: it enhances and strengthens the dialogue between the world of education and the world of work. The exhibition-conference is a privileged meeting place between the visitor and the world of work, school and training, with information and events useful for the orientation of young people.

The Show includes a full calendar of cultural events including conventions and debates, meetings and seminars, in the presence of authoritative exponents of the world of economics, politics and entrepreneurship, intended for both professionals and young people and families. There are also laboratories, shows and lively moments of animation to actively involve visitors.

The exhibition is developed in two pavilions: one is dedicated to the world of education, school, teacher training, international mobility and school tourism, and the other one is reserved for universities, academies, professional training and work.

In each area, the JOBInternational profile indicates the Italian and foreign realities that promote international mobility for study, training and work, while the JOBinGreen profile highlights the exhibitors who strive to pursue environmental, social and economic sustainability objectives. Finally, the CreativityJOB profile enhances the excellence of Made in Italy.

12) TARGET GROUPS OF THE BEST PRACTICE

Age, gender and other important characteristics

Young people and students

13) RESULTS OF THE BEST PRACTICE

Results obtained at local, regional, national or international level

70 thousand visitors, 500 exhibitors, 200 cultural events and 300 speakers involved: these are the numbers of the last (29th) edition.

14) WEBSITE OF THE BEST PRACTICE

Web site of the best practice

www.joborienta.info

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TEMPLATE TO BE FILLED FOR EACH OF THE BEST PRACTICE

PARTNER: EURO-NET COUNTRY: ITALY

15) TITLE OF THE BEST PRACTICE

Title of the best practice

Jobbing Fest

16) PROMOTER OF THE BEST PRACTICE

Organization/Institution (Give a description of the organisation/ school/ institution, municipality, etc.)

Jobbing Fest is organized by a communication and public relation agency, Basilicata Press, in collaboration with European Social Fund, Chambers of Commerce and several public bodies and private organizations

17) COUNTRY OF THE BEST PRACTICE

Indicate in which country is realised the best practice

Italy

18) DESCRIPTION OF THE BEST PRACTICE

Description, aims and objectives

Jobbing Fest was created in 2013 with the aim of providing information on the changing world of job and helping young people to orient themselves, to achieve a different awareness of personal abilities and possibilities to create their own working future. Meeting, workshop, laboratories, storytelling sections are hold in order to debate about "The future of work and the challenge of skills".

Last edition, in 2019, was realized as a roadshow in 5 days, in Basilicata (South Italy) in partnership with the European Commission's vocational skills week, with different events per day:

- Morning: meeting with students
- Afternoon: laboratories with young people
- Evening: talk show with experts of labour market

Specific meetings illustrated tools and actions implemented by the European Social Fund. The right information, for young people, to stay connected to the specific opportunities for professional and training growth activated by the fund.

The events, aimed at students, young people, NEETs and anyone who wants to expand their chances of accessing the labor market, with a view to marketing themselves, are organized with the intention of telling scenarios, showing testimonials, and discovering tools and implement business culture among young job seekers.

19) TARGET GROUPS OF THE BEST PRACTICE

Age, gender and other important characteristics

The main target are students (16-18 years old) and Neet (15-29 years old), in a region with very high level of unemployment (two under 24 out of three are unemployed)

20) RESULTS OF THE BEST PRACTICE

Results obtained at local, regional, national or international level

Since 2013, students are more aware towards the choices of their future. They receive inputs and compare each other, read an information tool (the Toolbox) created specifically for them. They simulate a job interview, they exercise critical thinking, they are stimulated to problem solving and other soft skills, they are informed about the opportunities that exist in their region, in Italy and in Europe.
Since 2013, over 3.000 people received information about scenarios of labour market to be more aware for the future.

21) WEBSITE OF THE BEST PRACTICE

Web site of the best practice

www.jobbingfest.it

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TEMPLATE TO BE FILLED FOR EACH OF THE BEST PRACTICE

PARTNER: EURO-NET COUNTRY: ITALY

22) TITLE OF THE BEST PRACTICE

Title of the best practice

La Lombardia è dei Giovani (Lombardia belongs to young)

23) PROMOTER OF THE BEST PRACTICE

Organization/Institution (Give a description of the organisation/ school/ institution, municipality, etc.)

Lombardia Region

24) COUNTRY OF THE BEST PRACTICE

Indicate in which country is realised the best practice

Italy

25) DESCRIPTION OF THE BEST PRACTICE

Description, aims and objectives

Lombardia Region intends to support the inclusive participation of young people in the social and political life of the territories through the co-financing of interventions aimed at design active citizenship paths, enhancing civic leadership; promote financial education projects, focusing on the principles of equity and sustainability; develop paths to enhance the heritage of the territories and to belong to a community by recognizing their social role.

26) TARGET GROUPS OF THE BEST PRACTICE

Age, gender and other important characteristics

Local networks of municipalities in single or associated form, having a municipality or associations of municipalities, with a supra-municipal dimension and in partnership with other public and / or private subjects (youth associations, parishes, foundations, trade associations, etc.) may apply.) and educational institutions are the main actor of the project, for partnership composed as follows:

In the case of a leader represented by a Municipality of less than 15,000 inhabitants, it must consist of at least two municipalities, a representation of territorial associations and schools;

In the case of a leader represented by a Municipality greater than 15,000 inhabitants, it must consist of at least three municipalities, a representation of territorial associations and schools;

In the case of a leader represented by a Union of Municipalities, it must include a representation of territorial associations and schools.

27) RESULTS OF THE BEST PRACTICE

Results obtained at local, regional, national or international level

26 networks of Municipalities participated with many interesting ideas that put the under-34s at the center of local activities. All the projects presented will be carried out in partnership with the Third Sector entities that operate in the municipalities and aim at the social inclusion of young people who live, study, work in Lombardy, through forms of active citizenship. The winner project were financed with money and services. The complex amount by Lombardia Region was of 940.000 €

28) WEBSITE OF THE BEST PRACTICE

Web site of the best practice

<https://www.regione.lombardia.it/wps/portal/istituzionale/HP/DettaglioBando/servizi-e-informazioni/cittadini/persone-casa-famiglia/Giovani/Bando-la-lombardia-e-dei-giovani>

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TEMPLATE TO BE FILLED FOR EACH OF THE BEST PRACTICE

PARTNER: EURO-NET COUNTRY: ITALY

29) TITLE OF THE BEST PRACTICE

Title of the best practice

Fano Young Lab

30) PROMOTER OF THE BEST PRACTICE

Organization/Institution (Give a description of the organisation/ school/ institution, municipality, etc.)

Fano Municipality

31) COUNTRY OF THE BEST PRACTICE

Indicate in which country is realised the best practice

Italy

32) DESCRIPTION OF THE BEST PRACTICE

Description, aims and objectives

The minds and enthusiasm of young people to make the city grow: with this principle, the Fano Young Lab is born, thanks to the mayor Massimo Seri. He spoke to young people from Facebook and Instagram profiles: "Dear girls and boys, Fano needs you. I invite you to take up this challenge and join me to think of innovative ideas and to make our Fano grow and improve.

The participants who will propose ideas and topics will be divided into work tables, each by topic and will meet a couple of times a week in spaces made available by the Municipality of Fano, which will then be communicated during the first meeting.

All in the presence of staff of the Municipality of Fano, who will have the task of coordinating the meetings. "Environment, work, events, and general issues about the city: participants will be able to address any topic

33) TARGET GROUPS OF THE BEST PRACTICE

Age, gender and other important characteristics

Young people aged between 16 and 25 years

34) RESULTS OF THE BEST PRACTICE

Results obtained at local, regional, national or international level

The project was born at the end of 2019 and there are not results, yet. But over 100 young people will be together around work table to discuss about ideas for the future of their town. And public administrators will examine these ideas; the best ideas will be integrated in the politics of Municipality.

35) WEBSITE OF THE BEST PRACTICE

Web site of the best practice

(there is not a website yet, but only an email to participate in the initiative: fanoyounglab@comune.fano.pu.it.

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TEMPLATE TO BE FILLED FOR EACH OF THE BEST PRACTICE

PARTNER: FMRM- COUNTRY: SPAIN

1) TITLE OF THE BEST PRACTICE

Title of the best practice

“Languages Club”

2) PROMOTER OF THE BEST PRACTICE

Organization/Institution (Give a description of the organisation/ school/ institution, municipality, etc.)

City Council of Murcia

3) COUNTRY OF THE BEST PRACTICE

Indicate in which country is realised the best practice

Spain

4) DESCRIPTION OF THE BEST PRACTICE

Description, aims and objectives

Description:

The Language Club is a free service that allows young people to practice a foreign language through conversation.

It consists of a set of activities aimed at facilitating the practice of EU languages to young people as a complement to their academic training. These activities are carried out with other young Europeans who do internships and volunteer with EU programs, such as Erasmus Plus, the European Solidarity Corps, Erasmus practices and other modalities of international mobility programs.

Aims:

Allow young people to know other cultures, practice languages and live their membership in the European Union by sharing time and activities with young people from other EU countries.

Objectives:

- Encourage knowing another language as a tool that facilitates professional and personal mobility and also as a means of intercultural development and approach to others
- Enable access to language learning for young people with limited financial resources.
- Bringing Europe to young people through the practice of language and relations between young people from other countries.
- Encourage the learning of EU languages through non-formal education, through recreational, leisure and free time activities.

5) TARGET GROUPS OF THE BEST PRACTICE

Age, gender and other important characteristics

Young people between 12 and 25 years old residing in the municipality of Murcia, both local and students from other EU countries through exchange programs.

6) RESULTS OF THE BEST PRACTICE

Results obtained at local, regional, national or international level

More than 4000 young people from all over the municipality of Murcia have been trained in languages since the Program was launched 15 years ago

7) WEBSITE OF THE BEST PRACTICE

Web site of the best practice

Put your own
logo here

https://www.informajoven.org/juventud/proyecto europeo/club_idiomas.asp

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in the programme

ERASMUS PLUS KA2 STRATEGIC PARTNERSHIPS FOR YOUTH- Innovation

TEMPLATE TO BE FILLED FOR EACH OF THE BEST PRACTICE

PARTNER: FMRM COUNTRY: SPAIN

1) TITLE OF THE BEST PRACTICE

Title of the best practice

"CreaMurcia"

2) PROMOTER OF THE BEST PRACTICE

Organization/Institution (Give a description of the organisation/ school/ institution, municipality, etc.)

City Council of Murcia

3) COUNTRY OF THE BEST PRACTICE

Indicate in which country is realised the best practice

Spain

4) DESCRIPTION OF THE BEST PRACTICE

Description, aims and objectives

Descripción: "CreaMurcia" is a municipal Competition based on artistic creativity in the fields of Performing Arts, Music, Fine Arts, Design, Visual Arts, Comics, Literature and Gastronomy.

This competition is an ideal framework within which young artists can express themselves in the cultural context. The priorities are to produce and promote works of Art and the interchange of ideas. It is also an exceptional showcase of new creations and artistic trends.

The winners will receive cash prizes and their Works will be published in the appropriate medium (CD, Book, Magazines, etc.). In addition the project will facilitate the participation in events at local, national and international level, such as Lemon Pop, IBAFF (International Cinema Festival of Murcia), Fantasy Cinema Festival International Biennial for Young Creators of Europe and the Mediterranean.

Aims: With the slogan: "We see you", CreaMurcia is aimed at promoting cultural diversity as well as the experimentation of current artistic trends.

Objectives:

- Encourage and boost the talent of the local news artist.
- Motivate and reveal the creative talent of the young creators and offer them a showcase where they can exhibit their works.
- Detect and identify new artists in the different disciplines
- Develop several ways of promoting the most outstanding artist in the different editions of the Competition through the networks of artistic mobility.

5) TARGET GROUPS OF THE BEST PRACTICE

Age, gender and other important characteristics

Young people from 16 to 35 years old

6) RESULTS OF THE BEST PRACTICE

Results obtained at local, regional, national or international level

27 editions of the Competition

More than artists promoted

Some artists who had participate and won are:

Literature: Miguel Ángel Hernández <http://www.mahernandez.es/>

Gastronomy: David López <https://www.murciagastronomica.es/ponentes/david-lopez-3/>

Music: Rozalén <https://www.rozalen.org/>; Second <https://second.es/>; <https://www.funambulista.es/>

Pascual Cantero (Muerdo) <https://www.youtube.com/watch?v=89xZfmCO1s>

Aarón Sáez (Varry Brava) <https://www.youtube.com/watch?v=sa1hpuc4dLA>

Comic: Salva Espín https://www.marvel.com/comics/creators/13251/salva_espin

Performance Arts: <http://www.olmedo.es/olmedoclasico/participantes/daniel-albaladejo>

Press reviews:

<https://www.laverdad.es/murcia/culturas/201409/20/alba-maria-flores-maria-20140920020253-v.html>;

<https://www.laverdad.es/hemeroteca/noticia/creamurcia.html>

7) WEBSITE OF THE BEST PRACTICE

Web site of the best practice

<https://www.informajoven.org/juventud/dinamizacion/creamurcia.asp>

realised in the framework of the project

Enhancing Capacities of Youth Policy Makers Across Europe (Youth Capacity)

action n. 2018-2-IT03-KA205-014000

in the programme

ERASMUS PLUS KA2 STRATEGIC PARTNERSHIPS FOR YOUTH- Innovation

TEMPLATE TO BE FILLED FOR EACH OF THE BEST PRACTICE

PARTNER: **FMRM** COUNTRY: **SPAIN**

1) TITLE OF THE BEST PRACTICE

Title of the best practice

"YouthEmployment Lorca"

2) PROMOTER OF THE BEST PRACTICE

Organization/Institution (Give a description of the organisation/ school/ institution, municipality, etc.)

City Council of Lorca

3) COUNTRY OF THE BEST PRACTICE

Indicate in which country is realised the best practice

Spain

4) DESCRIPTION OF THE BEST PRACTICE

Description, aims and objectives

Description: Integrated training and practice plans in companies in the following sectors: Textile (Local Craft-embroidered in silk); Catering; social-health care to dependents; Computing; Trade; Leisure; Construction; Gardening. In addition, training is provided in equal opportunities, basic skill, guidance and job search.

Aims: sustainable integration of Young people in the labor market, by strengthening the employability and professional skills of young people who are no employed and no integrated into education and training system to facilitate their insertion into employment.

5) TARGET GROUPS OF THE BEST PRACTICE

Age, gender and other important characteristics

Young people over the age 16 and fewer than 30, whatever their training level and who are enrolled in the National Youth Guarantee File.

6) RESULTS OF THE BEST PRACTICE

Results obtained at local, regional, national or international level

Agreements [have been](#) signed [with](#) 47 companies [in the area for the realization of training](#) practices [in the different training](#) specialties.

[There is a](#) significant [improvement in the attitude and basic](#) skills [for the job search and maintenance of young people](#) in their employment.

450 young people have been trained

30 young people have achieved jobs

7) WEBSITE OF THE BEST PRACTICE

Web site of the best practice

<http://www.concejaliadeempleo.lorca.es/>

realised in the framework of the project

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ERASMUS PLUS KA2 STRATEGIC PARTNERSHIPS FOR YOUTH- Innovation

TEMPLATE TO BE FILLED FOR EACH OF THE BEST PRACTICE

PARTNER: FMRM- COUNTRY: SPAIN

1) TITLE OF THE BEST PRACTICE

Title of the best practice

Young Participatory Budget

2) PROMOTER OF THE BEST PRACTICE

Organization/Institution (Give a description of the organisation/ school/ institution, municipality, etc.)

City Council of Molina de Segura, through the Council of Citizen Participation, in collaboration with Youth and Education Councils.

3) COUNTRY OF THE BEST PRACTICE

Indicate in which country is realized the best practice

Spain

4) DESCRIPTION OF THE BEST PRACTICE

Description, aims and objectives

Objectives:

- Promote participatory democracy in the younger sector of citizenship by providing young people with the theoretical and practical tools to enable them to be aware of the values and institutional infrastructure that make their development possible.
- Be aware of the importance of implementing the values of good governance, transparency and participation.
- Develop and implement an experience of participatory budgeting in their usual educational context.
- Provide spaces in the Center of Secondary Education to develop the project.
- Promote the involvement of young participants in the design of social and cultural programs at extracurricular times in the budget.

5) TARGET GROUPS OF THE BEST PRACTICE

Age, gender and other important characteristics

This Project is aimed at the population sector from 12 years onwards who wants to energize participatory activities and be part of the driving force of the Youth Participatory Budget.

6) RESULTS OF THE BEST PRACTICE

Results obtained at local, regional, national or international level

Project is co-funded by the Erasmus + Programme of the European Union

Educational Centres: 8
Participating students: 1.267
Voters: 1.079
Proposals of activities: 91
Winning proposals: 3 (Holi Run Night, Year-Round Movie Programme and Scape Room Sessions)
All the proposals have been implemented by the Youth Department of the City Council of Molina de Segura with a large participation of the young people.

7) WEBSITE OF THE BEST PRACTICE

Web site of the best practice

www.decide.molina.es
Facebook: <https://www.facebook.com/participacionMolina/>
Twitter: @DecideMolina
Instagram: @participacion.molina

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TEMPLATE TO BE FILLED FOR EACH OF THE BEST PRACTICE

PARTNER: **FMRM** COUNTRY: **SPAIN**

1) TITLE OF THE BEST PRACTICE

Title of the best practice

“Generation P30. Change to change the world”

2) PROMOTER OF THE BEST PRACTICE

Organization/Institution (Give a description of the organisation/ school/ institution, municipality, etc.)

City Council of Cartagena

3) COUNTRY OF THE BEST PRACTICE

Indicate in which country is realised the best practice

Spain

4) DESCRIPTION OF THE BEST PRACTICE

Description, aims and objectives

Description:

Creation of a Young Volunteer Network, “Generation P30”, as a generation committed to the core axes of the 2030 Agenda: Planet, People, Prosperity, Peace, Partnership.

Actions:

-Design a web site and a on line platform

-Communication and marketing campaign in media and social networks, creation of a logo (heroes without a cape) and a slogan (get on the wave of volunteering) design of a solidary T-shirt, North-South solidary exhibition.

-Conducting a competition between the schools and students of Cartagena with 2 parts:

Theoretical: training of the 5 main axes of the 2030 Agenda, through a game.

Practice: development of a volunteer activities (accompanying to the elderly in different nursing homes, digital literacy for the elderly, solidarity market, etc.)

-I Congress “Young people leading change” (October 30, 2019), to foster leadership and social participation among young people, who could hear different experiences of leadership, entrepreneurship and solidarity.

Aims: Promote volunteerism and solidarity values, as well as delivery contents of the 2030 Agenda and the SDGs among young people in the Region of Murcia.

Objectives:

- Create a Youth Volunteering Network that takes on the role of young people as the key players in a fairer and more supportive society.

-Encourage volunteering as a means of social participation and the values of solidarity and social justice giving [them the opportunity to become influencers in their own environment.](#)

-[Prevent racism, xenophobia or any other form of discrimination.](#)

-Promote entrepreneurship and sustainable development, as well as raising awareness among all stakeholders about the importance of everyone's contribution to social change.

5) TARGET GROUPS OF THE BEST PRACTICE

Age, gender and other important characteristics

Young people from 16 to 35 years old

6) RESULTS OF THE BEST PRACTICE

Results obtained at local, regional, national or international level

594 [young people from](#) 11 schools [in the municipality of](#) Cartagena [have](#) participated

7) WEBSITE OF THE BEST PRACTICE

Web site of the best practice

<http://cpcd.upct.es/maestrosmundi/index.html>

Partners

UNIONE MONTANA ALTA LANGA



www.unionemontanaaaltalanga.it

HERAKLION CHAMBER OF COMMERCE OF CRETE, IN GREECE. EXPERIENCED IN INNOVATION AND VOCATIONAL TRAINING PROJECTS AND INITIATIVES



www.katartisi.gr

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