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VR-ACE

Virtual Reality for Accelerated Career Entry for Young Job Seekers

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# State-of-the-art report on the needs of young jobseekers

Lithuania, Italy, Cyprus, Denmark, Finland, France



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# Introduction

The Erasmus + KA2 project, VR-ACE: Virtual Reality for Accelerated Career Entry for Young Job Seekers, played a crucial role in helping young people excel at the workplace helpfully and sustainably. The project addressed young people's challenges when entering the labor market, particularly interview difficulties.

The project aimed to bridge the gap in young people's skill set to navigate job interviews successfully, and to explore the use of Virtual Reality technology as a means of strengthening the readiness of the youth to succeed in their conversations with potential employers.

This synthesis report's main objective was to identify the training needs of young job seekers and youth workers specifically related to the job interview process. Partner organisations conducted national research to identify areas needing improvement to ensure young people had the necessary knowledge and confidence to succeed in this crucial recruitment stage.

The research consisted of these parts:

1. Desk and Field Research
2. Learning Outcomes Identification Study

The first stage analysed the target group's needs and the labour market requirements in different countries. This analysis served as the foundation for the second phase: a Learning Outcomes identification study. This study helped partners identify and assess key learning outcomes essential for succeeding in job interviews. This step informed the development of relevant and effective training programs and tools to address the target group's needs and objectives.

The research also sought to understand the barriers young job seekers faced during interviews and how the project's results could address these issues. This analysis drew upon existing research in the field, as well as empirical data collected through interviews and surveys with the target groups.

This research was expected to provide a comprehensive overview of young job seekers' and youth workers' communication needs, and perceived challenges related to job interviews.

This allowed partners to develop the educational framework for the educational materials, curriculum, and VR scenarios.

Consequently, this detailed document comprised the research findings by the partners. This document provided comprehensive insights into the issues that might arise during a job interview and assisted in finding appropriate solutions to address these challenges effectively.





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# 1. Desk research

## 1.1 Country profile

This chapter provides an overview of labor market indicators across six countries. It explores various aspects of the workforce, including population size and the working-age population as a percentage of the total. To understand employment trends, the chapter examines overall unemployment rates and takes a closer look at youth unemployment rates, specifically for individuals aged 16 to 30. Additionally, it analyzes average wage levels to assess income disparities. Finally, the chapter highlights the gender pay gap and the age wage gap within these countries' labor markets.

### 1.1.1 Lithuania

Lithuania has a population of around 2.89 million people, with a high working-age population proportion of 78.8%. Unemployment sits at a national rate of 7.7%, though youth unemployment is higher, particularly for young men aged 15-24 at 23.1%.

The average monthly wage is €2,110.3 (2024). When it comes to job types, employees make up the vast majority (88.2%) with more women in employment positions (91.4%) compared to men (85.1%). Interestingly, self-employment is more common for men (14.6%) than women (7.9%). There is also a gender wage gap of 10.3% (Official statistics portal, N.D.)

The unemployment rate stands at 8.2 per cent, the male at 8.3, female – 8 per cent (Employment and unemployment in Q1 2024, 2024).

The employment rate of persons aged 15–64 stands at 72.2 per cent (Employment and unemployment in Q1 2024, 2024). In the said age group, the female employment rate is 1.4 percentage points lower than that of male (71.5 and 72.9 percent respectively). 1 million 433 thousand persons have worked or had a job (2024).

### 1.1.2 Finland

The population in Finland is currently around 5,6 million (Statistics Finland, 2024a) from which 61.8% of the age group 15-64 are working age population. At the end of the year 2023 (Q4) 77.9% of this working-age population of age 15-64 were considered as labour force in Finland, while the rest of the working-age population was outside of labour force (e.g. students, persons on disability pension or chronically ill, carers of own children or other relative, and persons in military service) (Statistics Finland, 2024b).

In February 2024, the general unemployment rate for the specific age group of 15 to 64 in Finland was 8.0% (Statistics Finland, 2024b). Particularly, the youth unemployment rate was 16.8% for people aged 15 to 24, and 8.8% for people aged 25 to 34. In 2022, 9.1% of young people aged 15-29 in Finland were not in employment, education, or training (NEET), nor in military service (Finnish Institute for Health and Welfare 2023). This could result either from voluntary or non-voluntary reasons.

At the end of the year 2023 (Q4) the average monthly wage for full-time employees in Finland was 3,994 euros. For males, the average wage was 4,327 euros, and for females 3,675 euros. This wage gap is present in monthly median wages in all sectors (i.e., private, municipal, and



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government jobs), as well as in all professions - the only exceptions being cleaning persons, nannies/child nurses, and school attendance assistants. There are also more males than females working with a permanent employment contract, as females are having 5 percentage points more temporary employment contracts (Statistics Finland, 2024c.)

### 1.1.3 Cyprus

In Cyprus, according to Eurostat, the population stands at 926,000 residents. The working-age population, aged 15 to 64, constitutes 94% of the citizens, with a relatively low unemployment rate of 6%. However, concerning young people aged 16-30, the unemployment rate spikes to 18.40%. The average wage in Cyprus is approximately 2,160 EUR per month. Job quality, particularly concerning age and gender, varies notably. Gender gaps widen among those aged 20-49 and those employed in the private sector, with women earning 90.3 cents for every euro earned by men. Additionally, the mean earnings relative to the median earnings of youth compared to the prime-age working population indicate a gap of 25.2, underscoring disparities in age-related wages.

### 1.1.4 Denmark

Denmark has a population of nearly 6 million (5.932.654, 2023 Eurostat), where 76,4% is a part of the working population. The Total Unemployment rate (seasonally adjusted data) was in November 2023 calculated to 4,8%, where the unemployment for young people (aged 15-29 years) was in Q3 2023 at 9,4%. The average annual wage according to OECD is 59939 Euro. Job quality in Denmark (according to OECD), by age was measured for Earnings Quality: 30,0, Labour security: 5,19, Job strain: 17,49. Furthermore Job quality by Sex was measured for Earnings quality: 29,85 (women) and 32,02 (men). For Labour insecurity: 4,01 (for women) and 4,17 (for men), and Job strain 15,79 (women) and 20,42 (men). The gender wage gap for 2021 (OECD) was measured to be 5,6% and the age wage gap for the same year was measured to -4,1%.

In addition to the above data, the OECD Better Life Index (OECD, 2024) shows a picture of a country that does well in most categories compared to the OECD average. In the Better Life Index report's section on Jobs, the Danish Flexicurity model is highlighted. This model allows employers great flexibility in hiring and dismissing employees, while on the other hand the social security system provides extensive support for unemployed, as well as unemployment insurances.

### 1.1.5 France

France has a population of about 67 million with a workforce that includes 3.1% from other EU countries and 5.3% non-EU citizens (Luxembourg: Publications Office of the European Union., 2023). Early school leavers, particularly boys, face a higher risk of poverty, unemployment or social exclusion. The NEET rate (young people not in education, employment or training) for 15-24 year olds was 10% in 2022, higher than the EU average youth unemployment rate of 14.5% for the same age group ((Luxembourg: Publications Office of the European Union., 2023). The overall employment rate for those aged 20-64 was 75% in 2022 [1]. There has been a slight rise in unemployment in 2023, reaching 7.4% in Q3, and it is projected to keep rising to 7.8% by 2025 (Urvoy, 2023). The gender pay gap is 15%, with men earning more than women on average (Urvoy, 2023). France's economy is dominated by the service sector, which employs 80% of the workforce, while industry, construction and



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agriculture account for the remaining 20%. Despite the rising unemployment, there are still many job opportunities. Over 3 million jobs were projected to be available in 2023, with most positions being offered by small companies and concentrated in service industries like hospitality, healthcare and personal services. The wage range was from 4000 euros for Managers, 2.600 euros for Intermediate positions, 1910 euros for workers, 1860 euros for employees (Statista Research Department, 2024).

### 1.1.6 Italy

Italy's population today, as of January 2024, is short of 59 million people (Nations Geo, 2024). The working-age population (15-64 years) was about 37,089,641 as of Q3 2023 (Country meters, 2024). This represents approximately 65.9% of the total population. The Unemployment rate, as of November 2023, was 7.5%, while youth unemployment represented 22.3%, according to EURES (EURES, 2023). The average wage in Italy was approximately €31,459, in 2022 (Eurostat, 2024).

Employment rates vary significantly by age. In 2023, the employment rate for those aged 25-54 was approximately 73.4% (Fred Economic Data, 2024). Data from 2022 in the EU (which includes Italy) indicates a growing share of employed people aged 55-64 years and a decreasing share of those aged 15-24 years. The level of educational attainment has a significant impact on employment rates, with higher rates for those with higher education. Gender differences in employment rates are evident at different levels of educational attainment, with the employment gap between men and women widening as the level of educational attainment lowers (Eurostat, 2023).

In 2022, women in Italy earned annually about 2.7 thousand euros less than men. However, the gender pay gap decreased in the last few years. In 2020, it amounted to about 11.5 percent in favour of men, whereas the difference in 2016 was equal to 12.7 percent. According to JobPricing, the annual gross salary of women amounted to 27.4 thousand euros in 2019. On the other hand, men had an average annual salary of 30.4 thousand euros (Statista, 2023). As for the age wage gap, the last available data is from 2018. The senior over prime-age difference was 18.5%, a continuous decrease since 2002, when the difference was 28.5% (OECD, 2024). The youth over prime age difference was 25.4%. It was 23,7% in 2014, but 31.4% in 2010 and 32.1% in 2006.

## 1.2 Policy actions – existing programs in the area of supporting youth employment

In this chapter, we present the overall policy context for youth employment in the project countries, along with the youth employment support mechanisms available in these regions. Additionally, we highlight private initiatives and non-governmental organizations (NGOs) that contribute to supporting youth employment.

### 1.2.1 Lithuania

In Lithuania, there are employment policies targeting youth and young workers to address youth unemployment and skills development. These policies include subsidised employment, skill acquisition support, public works, and job rotation programs.



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The **"Support for the First Job"** program, introduced in 2012, promotes youth employment by providing wage subsidies to employers hiring young individuals without prior work experience.

The Lithuanian government implements the **"Stay in the Labour Market"** project, targeting young people under 29 through active labour market policies. These initiatives are regulated by laws like the Law on Support for Employment and funded by the European Social Fund (ESF) to support youth integration into the labour market.

In Lithuania, the Ministry of Social Security and Labour's **"Youth Guarantee Initiative"** tackles youth unemployment with a multi-phased approach. It improves monitoring and early intervention, while also increasing inclusivity for vulnerable young people.

The **"Employment Service"** implements employment support policies. Our aim is to help jobseekers get into work faster, acquire the right skills where needed and compete successfully on the labour market, and employers find the right people for the job.

**"Agency for Youth"** manages funding calls and programmes: the European Solidarity Corps and Erasmus+.

**"Ministry of Social Security and Labour of the Republic of Lithuania"** - government activity website.

**"A career for you"** - the guidance process offers a unique opportunity to try on and test careers of interest. This can be done by pupils, students or anyone who wants to discover their favourite field.

**KURSUOK** is a one-stop national adult education platform where people can choose the training they need and match national priorities, and receive funding of up to €500. The KURSUOK platform aims to encourage adults to develop general and professional competences, to contribute to the development of lifelong learning habits in society, and to make it possible for anyone who wants to learn to apply for state funding.

**Klaipėda Association of Youth Organisations "Round Table" (KLAS)** was founded on 9 October 1998. KLAS unites 26 youth and youth organisations, shapes and implements the youth policy of Klaipėda. KLAS also coordinates the activities of youth organisations, provides them with relevant information and services, trains leaders of youth organisations on various topics, represents their interests in relations with local authorities, the Lithuanian Council of Youth Organisations, and delegates youth representatives to the Klaipėda City Municipal Youth Council.

**Youth Voluntary Service (YVS)** is an intensive 6-month volunteering programme for young people aged between 14 and 29, where young people volunteer for an average of 40 hours/month in an accredited host organisation of their choice (you can check the status in the database of host organisations), meet once a month with a mentor(s) nominated by the organisation organising the volunteering activity, and learn how to overcome challenges, reflect on their experiences and identify lessons learned, and formulate directions for development.

### 1.2.2 Finland

There are several **state mechanisms supporting** youth employment in Finland. The Ministry of Education and Culture in Finland is responsible for the development of youth work and



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youth policy in cooperation with various sectors, including preparing the *National Youth and Child Policy Programme (VANUPO)* every four years. The State Youth Council appointed by the Finnish Government oversees the work by producing information and monitoring the work with the ministry according to requirements of the *Youth Act* (last renewed in 2017), which forms the legislative basis for youth-related work in Finland. (Ministry of Education and Culture, 2024a; Ministry of Education and Culture, 2024b.)

The **VANUPO** Programme for the years 2024-2027 is currently in preparation. The previous VANUPO Programme for the years 2020-2023 focused on the prevention of social exclusions and enhancing the inclusion and involvement of young people. To support youth employment and career entry, this VANUPO Programme (2020-2023) implemented the **Youth Guarantee Act** for “young people under the age of 25 and graduates under the age of 30”. This group was “guaranteed a job or work trial, traineeship, workshop, and apprenticeship or rehabilitation placement no later than three months into the period of unemployment”. (Ministry of Education and Culture, 2020.)

The **Youth Barometer** of the State Youth Council in Finland has annually measured the values and attitudes of 15-29-year-old young people in Finland since 1994 (State Youth Council, 2024; Finnish Youth Research Society, 2024). Regarding getting a job and income, the Finnish youth in 2022 felt less insecure compared to youth in 2004 and 2014. Both 10 and 20 years ago insecurity was felt by a third of youth, whereas in 2022 only 14-19% felt insecurity (State Youth Council, 2023).

The main service point for career entry support, job search, and unemployment in Finland is **TE Services**. TE Services offers public employment and business services that are free for all working-age citizens. TE Services also executes the *Youth Guarantee* from the VANUPO Programme 2020-2023 providing services for young adults. There are currently physical *TE Offices* in 15 areas and more than 80 locations around Finland. The *Job Market Finland* is the E-services of TE Services.

The following coaching programs are being offered for young adults by TE Services:

**Job and career path coaching:** This is a service of coaching and peer group support for 2-3 months, focusing on enhancing job search skills to guarantee job entry.

**Path coaching in plain language:** There is an additional coaching service offered in plain language for those in need of clear and well-organised communication and content, e.g. immigrants or people with learning disabilities.

**Coaching for young adults under 30 years:** This is a tailored individual coaching service offered especially for young adults under 30 years. The service includes individual coaching for 5-6 months, a minimum of 9 hours altogether, and it is provided by a private sector partner company.

The public **One-Stop Guidance Centers, called Ohjaamot**, are physical service centres around Finland where young adults under 30 can receive information and guidance regarding various issues related to life including finding employment and entering work life. They create a one-stop platform from which the public, private, and third-sector parties offer multidisciplinary services for employment, education, life management, and well-being. These *One-Stop Guidance Centers* implement the objectives and activities of the EU Youth Guarantee (Finnish Government, 2018).



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Alongside TE Services and Ohjaamot, there are local **municipal sector services** as well as **third sector services** of civil society organisations and foundations that support youths' entrance to careers. **Municipal outreach youth work and workshop activities** provide support for learning working life skills and for training and seeking employment (Finnish Institute for Health and Welfare 2023). Furthermore, the third-sector VAMOS operation is a service supporting around 2000 young adults between 16 to 29 years of age (Deaconess Foundation, 2024). The service is offered in 11 cities in Finland, and it aims at giving individualised support in life and finding a way towards education and work.

A job coaching app for young people aged 13-25 called **Duunikouts** was published in 2019, and further developed during the years 2021-2023. Duunikouts app is free of charge and provides the following: tips for searching for a job, a job application process guide, tools for practising job interviews, quizzes, information on working life rules, videos, and a tool for defining own skill profile from which the app creates a pre-filled skill-based CV. Duunikouts app is available in Finnish, English, and Swedish. In addition, there are Finnish plain language versions that combine Arabic, Russian, and Somali. Duunikouts app has more than 14,900 users. (JA Finland, 2022; JA Finland, 2024.)

### 1.2.3 Cyprus

In Cyprus, the legal framework governing the employment of young people is carefully designed to protect their rights and ensure their well-being. This framework includes several key provisions. Local young individuals are allowed to commence work at the age of 15. However, this allowance comes with certain conditions and restrictions aimed at ensuring that their work does not interfere with their health, safety, or education. In particular, exceptions to this minimum age requirement are made for family businesses, allowing children under 15 to work under specific conditions.

For non-Cypriot young individuals, the minimum working age is set at 18. This stipulation is part of the **Law on the Protection of Young Persons in Employment**. The law provides additional protection for foreign youth working in Cyprus, recognising that they might lack the same social and family support networks as local youth. By setting a higher minimum age for foreign workers, the law aims to safeguard their well-being and ensure they are appropriately integrated into the labour market.

**Responsibilities of Government Agencies** Several government bodies in Cyprus are tasked with the regulation and protection of young workers, ensuring their rights are upheld and their work environments are safe.

The **Social Welfare Service of the Ministry of Labour, Welfare, and Social Insurance** is one of the key agencies responsible for safeguarding the rights of young employees. This service ensures that the working conditions for young people are safe, that they are not subjected to exploitation, and that their employment does not interfere with their education and overall development. The Social Welfare Service also provides assistance and support to young workers, addressing any issues or violations of their rights that may arise.

The **Youth Board of Cyprus** is central body responsible for a wide range of issues affecting young people, the Youth Board focuses on employment, education, and personal



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development. They are instrumental in creating policies and programmes that support the well-being and growth of young people in Cyprus.

In summary, Cyprus has established a comprehensive legal and institutional framework to protect young workers. The laws are designed to balance the need for young people to gain work experience with the necessity of protecting their health, education, and overall well-being. The Social Welfare Service and the Youth Board of Cyprus are instrumental in implementing these protections and providing support to young employees. These agencies ensure that the rights of young workers are upheld and that they have access to resources and opportunities that foster their development and integration into society. Through these efforts, Cyprus aims to create a safe and supportive environment for young workers.

### 1.2.4 Denmark

The Danish society has several measures available to help unemployed youth with entering the job market (Integration of young people in the labour market, 2024). What measures are utilised may depend on the individual's situation. In general the majority of the measures are administered by job centres that are run by the municipality and by unemployment insurances. Currently there are 21 unemployment insurances, called "**A-kasse**" in Danish, who are collectively represented by the interest organisation "**Danske A-kasser**" (Danske A-kasser, 2024). Some unemployment insurances are also run by the labour unions, and it is common that unemployment insurance is focused on a particular section of the labour force. It is a part of the unemployment insurance's tasks to provide caseworkers and counselling to the unemployed, similarly to what the jobcentre does, and to guide the unemployed through the requirements that come with receiving unemployment benefits. The tradition of Danish unemployment insurance has been in practice since 1907.

When becoming unemployed, depending on the individual's situation, they may be eligible for financial support through unemployment benefits, cash benefits, educational benefits or state educational grants.

For unemployed that are struggling with illness, or have health problems that limit their ability to work at a normal capacity, there are several measures available such as opportunities for re-education, subsidised "flex jobs", and special jobs for unemployed citizens who are nearing retirement that have no more of their unemployment insurance left (Indsatser ved sygdom, nedslidning mv., 2024).

For unemployed youth who are lacking in education, the general approach is to direct these individuals towards commencing education, general or vocational. There are also measures aimed at employers with measures for providing wage-subsidy jobs, internship programmes, re-education of employees, and "usefulness initiatives" that are offered specifically by public employers (Virksomhedsrettede redskaber, 2024).

In addition to the above, for individuals under the age of 40 who for particular reasons are not capable of joining the labour market, an early retirement scheme is available.



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## 1.2.5 France

Youth policies in France are cross-sectoral and partnership-based. They combine all the initiatives designed to support young people on their path to autonomy. Overall objectives:

Promoting young people's autonomy means acting on all the drivers that enable young people to build their own path and to thrive. Youth policy includes all actions designed to support young people's path to autonomy, notably through education, training, social and professional inclusion, housing, health, safety, civic engagement and participation, access to sporting and cultural leisure activities, and international mobility. Youth policies are playing a key role in reducing social and territorial inequalities.

This strategy involves a wide range of sectors, at both national and local level. It is built on the following pillars:

- Supporting young people's development and promoting access to civic engagement and mobility;
- Giving special priority to education, counselling and training;
- Promoting employment and labour market integration;
- Tackling inequalities in the path towards autonomy;
- Improving young people's living conditions.

### Ensuring consistency of youth policies

Overall coherence of youth policies is ensured thanks to the following mechanisms:

**The Comité Interministériel de la Jeunesse (CIJ)**, a body created by Decree no. 82-367 of April 30, 1982, which can be called upon at any time by the Prime Minister.

Article 54 of the French Equality and Citizenship Act of January 27, 2017 provides for greater regional involvement in youth policy through the leadership given to regional councils in this area within local authorities.

**The Conseil d'Orientation des Politiques de Jeunesse (Youth Policy Orientation Council)**: set up in France in 2016, this is a consultative administrative commission reporting to the Prime Minister and tasked with creating coherence and transversality in public policies concerning young people.

### Department of Youth, Non Formal Education, and Voluntary organisations (DJEPVA)

Within the Ministry of National Education and Youth, the DJEPVA draws up and steers youth policies, civic engagement and participation, non-formal education, and voluntary organisations.

### DJEPVA's youth-oriented missions

The DJEPVA supports young people's civic commitment as part of their citizenship journey. It ensures educational continuity for children and young people at non-school times and in non-school environments. It works to promote young people's autonomy and equal opportunities by supporting youth-friendly information and support schemes to help them become integrated into society.



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### The Ministry in the regions

The DRAJES coordinate public policies on sport, youth, voluntary organisation, civic engagement, and non-formal education.

### The national institute for youth and popular education (INJEP)

The Institut National de la Jeunesse et de l'Education Populaire (INJEP) is a national body whose work fuels the Ministry's youth policy initiatives.

### The Civic Service Agency (l'Agence du Service Civique)

Under the supervision of the Ministry, the Civic Service Agency ensures the implementation of the Civic Service, as well as the Youth & Sports strand of the European Erasmus+ programme and the European Solidarity Corps.

## 1.2.6 Italy

According to Anpal, the Italian **National Agency for Active Labour Policies**, there are a series of active policies designed for helping young people find a job. These include initiatives such as basic and specialised orientation, training, support in the search for a job, mentoring for starting a business, employment incentives.

These policies currently active include the following initiatives:

- **National Youth Card 2023**

It is a virtual card that allows facilitated access to goods, services, experiences and entertainment, cultural and training opportunities, and is aimed at girls and boys between 18 and 35 years old residing in Italy.

It can be used in Italy and in the European countries associated with the Youth Card Eyca program.

- **The Youth Guarantee Programme**

It is the most important program to combat youth unemployment in Italy, an initiative promoted by the European Union. It is aimed at NEETs, girls and boys between 15 and 29 years old, resident in Italy, who do not work and are not included in any school or training course.

Young people up to 34 years of age residing in the most disadvantaged regions, whether or not engaged in a training or education course, can take advantage of the opportunities of Axis 1bis. Young people receive a good-quality offer of work, education or training within a limited time of becoming unemployed or leaving formal education.

In Italy, several private mechanisms and NGOs play a vital role in supporting youth employment. These include:

- 1) Training and Education NGOs: There are organisations focused on skills development, offering training programs and workshops tailored to the evolving job market. Some examples include:



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- a. **Save the Children Italy.** While known for their broader child welfare work, they also engage in initiatives for education and skill development for youth, vocational training, apprenticeships, business skills, financial literacy, life skills, etc.
  - b. **Junior Achievement Italy.** Focused on preparing young people for employment and entrepreneurship through educational programs.
- 2) Entrepreneurship and start-up incubators. These entities provide young entrepreneurs with mentoring, networking opportunities, and access to investors. Some examples include:
- a. **Luiss EnLabs & LVenture Group.** A startup accelerator based in Rome that provides an intensive growth program and investment opportunities to promising startups.
  - b. **H-FARM:** This innovation platform supports the creation of new business models and the transformation and education of young talent and companies of all sizes.
  - c. **Polihub:** Based in Milan, Polihub is a startup district and incubator that offers services to support the growth and development of innovative startups.
  - d. **I3P:** Based in Turin, I3P is one of the main university incubators in Europe, offering support to innovative startups.
- 3) Private employment agencies.
- 4) Corporate Social Responsibility Initiatives. Various companies run programs aimed at hiring and training young people, often focusing on marginalised or disadvantaged youth. These include:
- a. **Fondazione ENI Enrico Mattei (FEEM).** Known for its focus on sustainable development, FEEM also runs programs related to youth education and employment.
  - b. **Fondazione Prada.** Besides its cultural and arts initiatives, it also engages in social programs that can include youth development and employment.
  - c. **Barilla Center for Food and Nutrition Foundation.** Involved in various social initiatives, some of which include programs aimed at youth education and employment, particularly in sustainable food and agriculture sectors.
- 5) **Youth Development Foundations and Charities.** Examples are: **Fondazione Cariplo**, **Fondazione Mondo Digitale**, and **Fondazione CRT**.



## 1.3 Existing communication skills programs

In this sub-chapter, we present existing communication skills programs aimed at improving various competencies, such as public speaking, active listening, negotiation, and other essential skills for young job seekers in Europe. These include different courses, free-of-charge programs, and initiatives offered by both state and private organizations. Additionally, we evaluate their effectiveness in enhancing these skills.

### 1.3.1 Lithuania

#### 1) Introducing Public Communication Studies: An Overview of Theoretical Approaches

This course is planned as one of the core introductory courses to the public communications field, and provides an overview of basic theories, models, histories and traditions as well as functions of media and communications in contemporary societies.

#### 2) Knowledge academy - Communication Skills Course – Lithuania

Our range of Communication Skills Courses gives you the tools and knowledge to get your message out there to those who need to hear it. Whether you need to assert, present or negotiate, you will need to learn to communicate clearly and confidently.

Reasons to choose:

- Experience enhanced interpersonal relationships
- Achieve improved career prospects
- Boost confidence and self-assurance
- Learn effective conflict resolution
- Achieve proficiency in public speaking and presentations

#### 3) International Communication at Vilnius University faculty of Communication

Combining a high level of theoretical analysis with real-world application, the International Communication studies increases your knowledge of intercultural, organisational and political aspects of international communication.

### 1.3.2 Finland

**Spring House Oy** (Staffpoint, 2024) offers tailored individual professional coaching for young adults under 30 years who are customers of TE Services. Coaching focuses on job search support, applying for education, or finding a work trial placement. The duration of coaching is 5-6 months. The coaching addresses the following needs and provides competence-building for

- Job search skills (e.g. different job search channels, finding jobs, application documents, preparing for a job interview, standing out, using social media)
- Different employment options (e.g. part-time and full-time work, temporary agency work, entrepreneurship, combining paid work and entrepreneurship)
- Working life skills (e.g. communication, interaction and IT skills, labour market situation, self-knowledge)



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- Training opportunities (e.g. studies and competence requirements in different fields, partial and full qualifications, funding of studies)
- Networking (e.g. building, growing, and utilising networks)
- TE services and employment subsidies (e.g. personal services, pay subsidy, labour market training, work trial).

**VAMOS** coaching (Deaconess Foundation, 2024) is targeted at young adults aged 16-29 who are not in employment, education, or training (NEET) to provide them with intensive long-term support related to challenges of various issues of everyday life such as mental health, housing, money issues, education, keeping up with studies, or finding a way to working life to increase their self-agency. The VAMOS operation started in the year 2008 and is currently available in 11 cities nationwide in Finland. Service is also free of charge.

**Duunikoutsu app** (JA Finland, 2022; JA Finland, 2024) has more than 14,900 users and is targeted mainly to young people aged 13-25 to increase their knowledge and skills on:

- Finding a TET period placement and first job opportunities
- Accumulating working life skills
- Writing a job application and preparing for a job interview
- Self-awareness and recognizing one's own strengths
- Accessing up-to-date work-life information
- Career planning and finding one's own path

### 1.3.3 Cyprus

- 1) In Cyprus, the **Training Centres of the Ministry of Education, Culture, Sports, and Youth (YPPAN)** offers various classes to assist citizens in fulfilling their educational and training requirements across all educational settings: formal, non-formal, and informal. The primary goal is to address unemployment among young people by providing opportunities for upskilling and reskilling low-qualified and low-skilled adults.
- 2) **The Adult Education Centres in Cyprus** offer a diverse range of courses aimed at acquiring vocational skills, targeting professionals seeking to enhance their effectiveness in the workplace or improve their employment prospects.
- 3) The project named "**Action Plan for Digital Skills: Implementation of Specific Actions**" has been incorporated into Cyprus Tomorrow, the National Recovery and Resilience Plan.

Five vital skill areas have been identified for cultivation through education and training programmes to ensure the acquisition of essential skills: a) information and data literacy; b) communication and collaboration; c) digital content creation; d) safety; e) problem-solving.

### 1.3.4 Denmark

In Denmark, support for helping jobseekers (including youth) with their communication needs can be accessed by the citizens through a number of sources. Below we can find three examples:



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### Jobcentre Copenhagen (run by the municipality)

An example of an online resource offered by the Jobcentre in Copenhagen is a website with advice on how to appear during job interviews and presents the most common questions during the interview. In addition to this, they also offer sparring for CV's and applications if contacted. As for advice on appearance, they present a ca 4-minute-long video (Jobcenter København, Din fremtoning til jobsamtalen, 2024), with advice on the following topics:

- The first impression
- The good handshake
- To sit on a chair, posture
- Eye contact
- Voice, nervousness
- Ending the interview with a good handshake

Link to relevant video: <https://jobtips.kk.dk/jobtips/jobsamtalen/din-fremtoning-til-jobsamtalen>

### Union, HK (The trade and office workers union)

HK offers an online resource with advice on what to do before, during and after the job interview (HK, Gode råd til jobsamtalen, 2024). These advice range from:

- Practical things to do in preparation for the interview
- What the most commonly asked questions are with some inspiration on how to answer those
- How to prepare for online interviews
- How to deal with second rounds of interview
- How to handle rejections

They also offer support and guidance over the phone. In addition to the advice they also offer online courses (HK, Onlinekurser, 2024) on various topics related to job searching.

### Unemployment insurance, MA (The Masters Unemployment Fund)

The MA unemployment insurance, an insurance targeting academics, provides a website with advice similar to the two previous examples (MA-Kasse, Jobsamtalen, 2024). They provide a video with advice on what to do when preparing for a job interview.

They also provide information on the following topics: Most commonly asked questions, Check lists on what keep in mind during the interview, How to prepare for online interviews etc.

## 1.3.5 France

There are employment schemes for young people finding professional integration difficult because of their social situations.



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**The Youth Commitment Contract**, which replaces the Youth Guarantee from March 2022, is part of the European "Youth Guarantee".

The European Guarantee aims to offer all NEETs under 25 years of age a professional integration solution (apprenticeship or internship, job, training, studies).

### **Course within an EPIDE (Établissement Pour l'Insertion dans l'Emploi)**

The EPIDE is a public administrative establishment whose mission is to support young people who are far from employment in their social and professional project through an adapted and individualised course.

The EPIDE is aimed at young people aged 17 to 25, without a diploma, without qualifications or in the process of being marginalised. It takes care of young people in a military-inspired framework.

### **Second chance schools, E2c**

The E2Cs enable young people to join a training programme in which work-linked training plays a major role, thus facilitating their access to employment or the pursuit of a qualification.

The concept of "second chance schools" took shape under the impetus of European work. This concept of a second chance in education was included in the White Paper "Teaching and Learning, Towards the Learning Society", presented in December 1995 at the Madrid summit of heads of state and government.

**Service Militaire Adapté (SMA – Adapted military service)** is under the aegis of the ministry in charge of overseas French territories. It is a military scheme for socio-professional integration designed for young people 18-26 y/o who are the furthest removed from the world of work in Overseas France. Lasting for six to eight months and renewable, such service is attested by

*The following private mechanisms are some of the mechanisms that support youth employment in France:*

**The French Youth Forum (FFJ)** was created on June 20, 2012. It lives by the will of the main organisations managed and led by young people. Beyond their differences, these associative, trade union, political and mutualist organisations are convinced that young people have a voice to contribute to society. Website:

<https://forumfrancaisjeunesse.fr/membres/>

Association law 1901, Cnajep was born in 1968 following the desire of Youth movements and Popular Education associations, belonging to very diverse horizons and sectors of activity, to meet to create a space for dialogue, consultation and representation to public authorities on issues concerning Youth and Popular Education. Website:

<https://www.cnajep.asso.fr/le-cnajep/>



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### 1.3.6 Italy

#### 1) Skills and Competencies for communicating in the enterprise

The course explains how to convey the message in the right way, learning the techniques and ways to communicate effectively.

This course is offered by a private course provider, however the cost is relatively small. The course does not focus solely on job interviews, but it's a comprehensive course covering various communication skills in different aspects of life in the workplace.

More information: <https://www.igeacps.it/corso/corso-online-skills-e-competenze-per-comunicare-in-azienda/>

#### 2) Competencies for active job search

The course intends to develop self-empowerment and basic skills necessary to actively search for a job, also providing operational methodological ideas for planning one's professional future by also learning to use web channels and social networks.

More information: <https://www.newdayformazione.it/wpsite/corsi/competenze-per-la-ricerca-attiva-del-lavoro/#cont>

#### 3) Successful job interview course

Free course promoted by Lombardia Region for unemployed people, under the European Social Fund.

Duration: 24 hours

The course includes theoretical sessions, analysing all the techniques and tools to succeed in job interviews and practical sessions in which participants go through simulations of job interviews in order to get accustomed to the process, whether it's an individual, or a group interview.

More information: <https://corsidia.org/corsi-gratis-formazione-per-disoccupati-milano/il-colloquio-di-lavoro-efficace-milano-maximus>

## 1.4 Best practices from European countries

Below are best practices from European countries in the area of youth employment support. These initiatives showcase a diverse range of innovative strategies designed to address the unique challenges faced by young people entering the labor market.



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Title of Best Practice: Lithuanian Employment Service	
Country:	Lithuania
Name - Type of school/organisation:	Lithuanian Employment Service
Name of the Best Practice	“Jaunimo užimtumo skatinimas” “Promoting youth employment”
Number of beneficiaries	1 242 all staff members
Very short background of the school/organisation:	The aim is to help jobseekers get into work faster, acquire the skills they need to compete successfully in the labour market, and help employers find the right people.
Short description of the best practice:	The project enables participants to take part in active labour market policy measures. This will reduce the number of unemployed in this target group.
Best practice addressed this need/problem/issue:	Reduces the number of young people aged 16-29 who are not in employment, education or training.
Impact the best practice had on young job seekers and/or youth workers:	Long-term unemployed participants who have entered education, training, qualifications or employment, including self-employment, after participation have found jobs
Source of information/Link:	Employment Service. (2019). <i>Encouraging youth employment</i> . <a href="https://www.uzimtumo.lt/">Jaunimo užimtumo skatinimas   Užimtumo tarnyba (uzt.lt)</a>

Title of Best Practice: Employment service	
Country:	Lithuania
Name - Type of school/organisation:	Employment service
Name of the Best Practice	Parama verslo kūrimui



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	Business start-up support
<b>Number of staff:</b>	1 242 all staff members
<b>Very short background of the school/organisation:</b>	The aim is to help jobseekers get into work faster, acquire the skills they need to compete successfully in the labour market, and help employers find the right people.
<b>Short description of the best practice:</b>	Business Start-up Assistance (BSA) is for people, who find a job for themselves or others.
<b>Best practice addressed this need/problem/issue:</b>	Employment for the unemployed person(s) referred by the unemployment service in a micro-enterprise: <ul style="list-style-type: none"> <li>- with fewer than 10 employees;</li> <li>- the annual revenue of the enterprise does not exceed EUR 2 million.</li> </ul> <p>EUR 2 million;</p> <ul style="list-style-type: none"> <li>- the value of the assets listed in the undertaking's balance sheet does not exceed EUR 2 million.</li> </ul>
<b>Impact the best practice had on young job seekers and/or youth workers:</b>	-
<b>Source of information/Link:</b>	Employment Service. (N.D.). <i>Business start-up support</i> . <a href="#">Parama verslo kūrimui   Užimtumo tarnyba (uzt.lt)</a>

Title of Best Practice: Education Exchange Support Foundation	
<b>Country:</b>	Lithuania
<b>Name - Type of school/organisation:</b>	Education Exchange Support Foundation
<b>Name of the Best Practice</b>	Euroguidance project
<b>Number of staff:</b>	4 on the project



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Title of Best Practice: Education Exchange Support Foundation	
<b>Country:</b>	Lithuania
<b>Name - Type of school/organisation:</b>	Education Exchange Support Foundation
<b>Name of the Best Practice</b>	Euroguidance project
<b>Very short background of the school/organisation:</b>	Euroguidance is primarily an information and methodological resource centre for Lithuanian career information and counselling professionals, with the latest information and methodological tools for career planning published at Euroguidance's expense, as well as regular training and information seminars for professionals.
<b>Short description of the best practice:</b>	Developing the European dimension of lifelong career education (career guidance).
<b>Best practice addressed this need/problem/issue:</b>	<p>Project objectives:</p> <p>To promote and strengthen inter-institutional cooperation in the field of career education, drawing on the experience and knowledge of the international Euroguidance network.</p> <p>To mobilise and coordinate a national working group of career education stakeholders in cooperation with the national Europass Centre.</p> <p>Disseminate information on European education, learning and work opportunities and raise the profile of the Europass platform within the career development community in Lithuania.</p> <p>Contribute to the development of professional competences of Lithuanian career professionals, with a particular focus on inclusive education and raising awareness of the value of international mobility.</p> <p>To cooperate with Euroguidance centres in other countries, the national Europass centre, other EU networks and national projects.</p>



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Title of Best Practice: Education Exchange Support Foundation	
Country:	Lithuania
Name - Type of school/organisation:	Education Exchange Support Foundation
Name of the Best Practice	Euroguidance project
Impact the best practice had on young job seekers and/or youth workers:	<p>Continuous exchange of knowledge and relevant information on career development between competent institutions.</p> <p>Regular meetings of the National Stakeholder Working Group on Career Education to coordinate strategies and activities in the areas of skills recognition, qualifications and career guidance, and to influence policy making.</p> <p>"Euroguidance Ambassadors' activities include events, training for career professionals, presentations, methodological tools, thematic articles, etc.</p> <p>Distance learning course for career professionals on international career and learning mobility.</p> <p>National and international events on career topics, in cooperation with the national Europass Centre and other European networks and initiatives, national projects.</p> <p>Administration and development of <a href="http://www.euroguidance.eu">www.euroguidance.eu</a> and <a href="http://www.euroguidance.lt">www.euroguidance.lt</a>; Career Specialists   Administration and development of the EUROGUIDANCE Facebook group.</p>
Source of information/Link:	<p>Euro guidance. (N.D.). <i>About the project.</i> <a href="https://www.euroguidance.lt/apie-mus/apie-projekta/">https://www.euroguidance.lt/apie-mus/apie-projekta/</a></p> <p>Education Exchange Support Foundation. (N.D.). <i>Euroguidance.</i> <a href="https://smpf.lrv.lt/lt/projektai/vykstantys-projektai/euroguidance/">https://smpf.lrv.lt/lt/projektai/vykstantys-projektai/euroguidance/</a></p>

### Title of Best Practice: Tailored career coaching for young adults under 30 years

Country:	Finland
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<b>Name - Type of school/organisation:</b>	TE Services
<b>Name of the Best Practice</b>	Coaching for young adults under 30 years
<b>Number of staff:</b>	There are currently physical <i>TE Offices</i> in 15 areas and more than 80 locations around Finland, and the <i>Job Market Finland</i> is the E-services of TE Services.  Most of the coaching service is provided by a service provider acting as a partner of the local TE Offices.
<b>Very short background of the school/organisation:</b>	TE Services is a public employment and business service centre offering nationwide guidance and coaching services for all working-age populations in Finland. All services are free of charge.  Service providers/partners organising youth coaching in southern Finland include eg.: <ul style="list-style-type: none"> <li>• <a href="#">Arffman Finland Oy</a></li> <li>• <a href="#">Eezy valmennuskeskus</a></li> <li>• <a href="#">Spring House Oy</a></li> <li>• <a href="#">Suuntimo</a></li> <li>• <a href="#">Hyria BI Oy</a></li> </ul>
<b>Short description of the best practice:</b>	Tailored individual professional coaching for young adults under 30 years. Coaching focused on job search support, applying for education, or finding a work trial placement. Duration of coaching 5-6 months.
<b>Best practice addressed this need/problem/issue:</b>	For example, <a href="#">Spring House Oy</a> addresses the following needs and provides competence building: <ul style="list-style-type: none"> <li>• Job search skills (e.g. different job search channels, finding jobs, application documents, preparing for a job interview, standing out, using social media)</li> <li>• Different employment options (e.g. part-time and full-time work, temporary agency work, entrepreneurship, combining paid work and entrepreneurship)</li> <li>• Working life skills (e.g. communication, interaction and IT skills, labour market situation, self-knowledge)</li> <li>• Training opportunities (e.g. studies and competence requirements in different fields,</li> </ul>



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	<p>partial and full qualifications, funding of studies)</p> <ul style="list-style-type: none"> <li>• Networking (e.g. building, growing, and utilising networks)</li> <li>• TE services and employment subsidies (e.g. personal services, pay subsidy, labour market training, work trial)</li> </ul>
<p><b>Impact the best practice had on young job seekers and/or youth workers:</b></p>	<p>Feedback from <a href="#">Spring House Oy</a> coaching shared by the young adults:</p> <ul style="list-style-type: none"> <li>• Gaining new and useful knowledge</li> <li>• Valuable, individualised, and professional help received from the coach</li> <li>• The coach showed interest and offered motivation</li> <li>• Gaining feeling of success and going forward</li> <li>• Able to see new opportunities and centering focus</li> <li>• Being invited to job interviews</li> <li>• Finding employment</li> </ul>
<p><b>Source of information/Link:</b></p>	<ul style="list-style-type: none"> <li>• <a href="#">Nuorten valmennus - TE-palvelut</a></li> <li>• <a href="#">Job Market Finland (tyomarkkinatori.fi)</a></li> <li>• <a href="#">Spring House Oy</a></li> </ul>

<p><b>Title of Best Practice: Ohjaamot</b></p>	
<p><b>Country:</b></p>	<p>Finland</p>
<p><b>Name - Type of school/organisation:</b></p>	<p>Ohjaamot</p>
<p><b>Name of the Best Practice</b></p>	<p>The public One-Stop Guidance Centers for young adults under 30</p>
<p><b>Number of staff:</b></p>	<p>Currently, there are 70 One-Stop Guidance Centers in Finland nationwide</p>
<p><b>Very short background of the school/organisation:</b></p>	<p>From the one-stop platform public, private, and third sectors together offer multidisciplinary services for employment, education, life management, and well-</p>



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	being. These One-Stop Guidance Centers implement the objectives and activities of the EU Youth Guarantee (Finnish Government, 2018).
<b>Short description of the best practice:</b>	Young adults under 30 can receive information and guidance regarding various issues related to life including finding employment and entering work life.
<b>Best practice addressed this need/problem/issue:</b>	Service in Ohjaamot is free of charge, low-threshold service with no requirement to make an appointment beforehand. Young adults under 30 years can receive support also while staying anonymous if they wish so, and guidance is always tailored according to the issues the young adults themselves decide to communicate.
<b>Impact the best practice had on young job seekers and/or youth workers:</b>	During the year 2019, Ohjaamot services were used face-to-face ca. 156 000 times, from which 90 000 were individual encounters and 66 000 group encounters in altogether 25 guidance centres nationwide. Within individual encounters 30% of the encounters concerned employment and 30% concerned education. In group encounters the respective percentages were 13% and 19%. In the year 2019, 63% of the customers were unemployed. (Määttä, 2020.)
<b>Source of information/Link:</b>	Finnish Government <a href="https://www.valtioneuvosto.fi">Ohjaamotoiminnan+perusteet (valtioneuvosto.fi)</a> Määttä, 2020

Title of Best Practice: VAMOS operation	
<b>Country:</b>	Finland
<b>Name - Type of school/organisation:</b>	Deaconess Foundation
<b>Name of the Best Practice</b>	VAMOS
<b>Number of staff:</b>	VAMOS work is offered in 11 locations with around 100 employees
<b>Very short background of the school/organisation:</b>	The Deaconess Foundation, in partnership with Rinnekodit Ltd, is a 155-year-old social foundation group that strives for human dignity. They provide effective social welfare and health services to those in need of special support, with the ultimate goal of



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	<p>building a more just society. The profits from their operations are directed towards supporting those in the most vulnerable situations. The foundation group firmly believes that people should always be at the centre of everything they do.</p> <p>VAMOS is an expert in developing and implementing effective coaching services for young people. Their pioneering operation started in Helsinki in 2008 and has since expanded nationwide. The services they offer are mainly aimed at young people aged 16-29 who are not in employment or education. Over the years, they have provided their services to a total of 15,000 young people.</p> <p>VAMOS coaching services are financed by e.g. The European Social Fund (ESF), the Assistance Center for Social and Health Organizations (STEA), the Ministry of Education and Culture, Regional Administrative Agencies, the Deaconess Institute and the cities.</p>
<b>Short description of the best practice:</b>	<p>VAMOS operation offers goal-oriented, youth-oriented, and long-term individual and group coaching for young adults aged 16-29 to support them with challenges related to everyday life, mental health, housing, everyday money issues, or finding a path to education or work.</p> <p>All services for young people are free of charge.</p>
<b>Best practice addressed this need/problem/issue:</b>	<p>Young adults have their own employee who has time to get to know them. Service includes both individual coaching and functional groups. VAMOS coaching provides support for everyday life and planning for the future to find a pathway to school or working life. VAMOS operation targets to improve young adults' well-being and faith in future.</p>
<b>Impact the best practice had on young job seekers and/or youth workers:</b>	<p>In 2023, VAMOS reached 1,891 young people and young adults with intensive coaching, of which 825 ended up in the service. 51 % of them progressed to work and education paths. 75% of young adults involved in VAMOS service reported an increase in their own experience of themselves. On average a young adult is involved in service for 10 months.</p>
<b>Source of information/Link:</b>	<p><a href="https://hdl.fi">Deaconess Foundation in Helsinki   Read more about us (hdl.fi)</a></p>



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	<p><a href="https://hdl.fi">Vamos tukee 16-29-vuotiaita nuoria   Diakonissalaitos (hdl.fi)</a></p> <p><a href="https://hdl.fi">Vaikuttavuus - Vamos ehkäisee tutkitusti nuorten syrjäytymistä (hdl.fi)</a></p>
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Title of Best Practice: SALTO resource Centres	
<b>Country:</b>	Belgium
<b>Name - Type of school/organisation:</b>	SALTO resource Centres
<b>Name of the Best Practice</b>	Use Your Hands to Move Ahead 2.0
<b>Number of beneficiaries :</b>	Non provided
<b>Very short background of the school/organisation:</b>	SALTO-YOUTH is a network of seven Resource Centres working on European priority areas within the youth field.
<b>Short description of the best practice:</b>	“Use Your Hands to Move Ahead 2.0” is an educational programme aimed at youth workers, youth leaders, European institutions, and all others who work with young people facing socio-economic obstacles.
<b>Best practice addressed this need/problem/issue:</b>	The program focuses on utilising European Solidarity Corps volunteering projects to benefit young people. Also, it demonstrates how combining the “personal pathway” approach with the methodology of practical tasks directly responds to these young people’s specific learning needs.
<b>Impact the best practice had on young job seekers and/or youth workers:</b>	To support young people and ease their school-to-work transition by providing them with additional opportunities to make a start in the labour market in the form of traineeships or jobs within their own country or across borders.
<b>Source of information/Link:</b>	<a href="https://www.salto-youth.net/rc/inclusion/inclusionpublications/useyourhand">https://www.salto-youth.net/rc/inclusion/inclusionpublications/useyourhand</a>



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Title of Best Practice: Social Assistance for New Employment	
<b>Country:</b>	Bulgaria
<b>Name - Type of school/organisation:</b>	UNDP and Bulgaria's Ministry of Labour and Social Policy
<b>Name of the Best Practice</b>	Social Assistance for New Employment
<b>Number of beneficiaries :</b>	21,438 unemployed individuals.
<b>Very short background of the school/organisation:</b>	The United Nations Development Programme is a United Nations agency tasked with helping countries eliminate poverty and achieve sustainable economic growth and human development.
<b>Short description of the best practice:</b>	The National Programme "From Social Assistance to Employment" provides subsidised employment in order to achieve social inclusion of the unemployed, including the low-skilled, who receive social benefits monthly and for whom this is the only opportunity to work and earn their income.
<b>Best practice addressed this need/problem/issue:</b>	Subsidies were offered to employers to compensate for the low-skill levels, lack of work experience, or other disadvantages of the jobseeker.
<b>Impact the best practice had on young job seekers and/or youth workers:</b>	In 2012, the program offered employment to 21,438 unemployed individuals. However, just under half of them re-registered at the Public Employment Service (PES) after the program concluded. Additionally, employees who mentor trainees are eligible for extra compensation during the coaching period, and unemployed individuals hired for 'green jobs' are also entitled to benefits.
<b>Source of information/Link:</b>	<a href="https://www.undp.org/about-us">https://www.undp.org/about-us</a> <a href="https://ec.europa.eu/social/BlobServlet?docId=14079&amp;langId=en">https://ec.europa.eu/social/BlobServlet?docId=14079&amp;langId=en</a>

Title of Best Practice: VDAB approach to low-skilled adults & young people	
<b>Country:</b>	Belgium
<b>Name - Type of school/organisation:</b>	Flemish Employment and Vocational Training Services



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<b>Name of the Best Practice</b>	VDAB approach to low-skilled adults & young people
<b>Number of beneficiaries :</b>	Not provided
<b>Very short background of the school/organisation:</b>	The VDAB is Flanders' public employment service, primarily focused on facilitating employment opportunities.
<b>Short description of the best practice:</b>	VDAB provided two internship programs tailored for young individuals with low skill levels. The 'Instapstage' offered internships to those seeking their first work experience, aiming to develop their competencies. Additionally, the 'WIJ (Werk inleving jongeren)' program offered internships with intensive guidance, specifically designed for extremely low-skilled youth.
<b>Best practice addressed this need/problem/issue:</b>	These programs provide an alternative pathway to obtaining formal recognition, outside the conventional education and training systems.
<b>Impact the best practice had on young job seekers and/or youth workers:</b>	The programs helped unemployed adults with low skills to earn a degree and begin a career in a high-demand profession.
<b>Source of information/Link:</b>	<a href="https://ec.europa.eu/social/BlobServlet?docId=14079&amp;langId=en">https://ec.europa.eu/social/BlobServlet?docId=14079&amp;langId=en</a>

#### Title of Best Practice: World Careers Denmark

<b>Country:</b>	Denmark
<b>Name - Type of school/organisation:</b>	"Mod Strømmen" (transl. "against the stream")
<b>Name of the Best Practice</b>	World Careers Denmark
<b>Number of staff:</b>	-
<b>Very short background of the school/organisation:</b>	World Careers Denmark, founded in 2006 (representing Blue Denmark which is the common name for the Danish Maritime Industry), is a campaign aiming to raise awareness about and to help with recruitment to the Maritime Industry (World Careers, About the campaign, 2024).



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<b>Short description of the best practice:</b>	The initiative was sponsored by the Danish Maritime Fund and involved a campaign with three high quality video stories following youth working in different areas of the maritime industry. The videos were published on the World Careers Denmark website, and the three episodes gained 39000, 34000 and 36000 views. The videos were available in Danish only (World Careers, Mod strømmen, 2024), but there were subtitles available on the videos located on the English version of the website (World Careers, Against the stream, 2024).
<b>Best practice addressed this need/problem/issue:</b>	Recruiting young people in the Maritime Industry
<b>Impact the best practice had on young job seekers and/or youth workers:</b>	As a result, Danske Rederier, experienced a record of interest to their Danish Shipping Education trainee program for 2023, and 63 new students from 13 different nationalities started their education (Danish Shipping, Nyt traineehold slår nyt rekord, 2024).
<b>Source information/Link:</b>	<b>of</b> <a href="https://worldcareers.dk/en/">https://worldcareers.dk/en/</a> <a href="https://danishshipping.dk/pressemeddelser/2023/nyt-traineehold-slaar-rekord/">https://danishshipping.dk/pressemeddelser/2023/nyt-traineehold-slaar-rekord/</a> (in Danish)

Title of Best Practice: Life at Three	
<b>Country:</b>	Sweden
<b>Name - Type of school/organisation:</b>	Tre - Private telecommunications company (Tre Sweden, 2024)
<b>Name of the Best Practice</b>	“Livet på Tre” (transl. “life at Three”)
<b>Number of staff:</b>	1100
<b>Very short background of the school/organisation:</b>	Three (3 or “Tre” in Swedish), is a global telecommunications brand, owned by CK Hutchison Holdings. The Swedish branch was launched in 2003. (Three, Global website, 2024)
<b>Short description of the best practice:</b>	Tre launched a recruitment campaign in Sweden during fall 2022, where they aimed to increase the number of women in their telecom operations, and mainly in the sales division. They produced videos with their top female sales staff about



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	<p>life at the company, and for the first time they utilised TikTok for promoting the videos.</p> <p>The videos are available here: <a href="https://www.tiktok.com/@3sverige/video/7151283637282032902">https://www.tiktok.com/@3sverige/video/7151283637282032902</a> and here: <a href="https://www.tiktok.com/@3sverige/video/7153612393833090310">https://www.tiktok.com/@3sverige/video/7153612393833090310</a></p>
<b>Best practice addressed this need/problem/issue:</b>	Recruiting more female co-workers.
<b>Impact the best practice had on young job seekers and/or youth workers:</b>	The campaign was very successful (597000 and 278000 views) and the company saw an increase of applications with 800% compared to their traditional recruitment ads, and was followed up with another campaign (Q4, 2023).
<b>Source of information/Link:</b>	The marketing campaign is described in the following articles (in Swedish): <a href="https://www.resume.se/marknadsforing/kampanj/tre-lyfter-stjarnsaljare-pa-tiktok-for-att-na-unga-kvinnor/">https://www.resume.se/marknadsforing/kampanj/tre-lyfter-stjarnsaljare-pa-tiktok-for-att-na-unga-kvinnor/</a> and <a href="https://www.resume.se/marknadsforing/kampanj/tre-fortsatter-satsa-pa-rekrytering-vill-na-tjejer-i-tech/">https://www.resume.se/marknadsforing/kampanj/tre-fortsatter-satsa-pa-rekrytering-vill-na-tjejer-i-tech/</a>

Title of Best Practice: Careers in Coop	
<b>Country:</b>	Denmark
<b>Name - Type of school/organisation:</b>	Coop Denmark (Coop Denmark, About Coop, 2024)
<b>Name of the Best Practice</b>	“Karriere i Coop” (transl. “Careers in Coop”)
<b>Number of staff:</b>	40.000
<b>Very short background of the school/organisation:</b>	Coop Denmark A/S is one of the largest consumer goods retailers in the country.
<b>Short description of the best practice:</b>	Coop launched a similar campaign in 2021 for recruiting coworkers to their almost 1000 supermarkets across Denmark and Greenland. The campaign featured a website and six videos that were promoted on various social media channels, as well as on screens in buses, and at the youth educations.



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<b>Best practice addressed this need/problem/issue:</b>	Recruiting co-workers increases diversity among co-workers.
<b>Impact the best practice had on young job seekers and/or youth workers:</b>	Some of the videos received over 100 000 views, while others seem to not have been promoted at all, having only a few hundred views. The videos were only available in Danish and there were no subtitles available. The campaign was also mentioned in the Coop annual report as an example of the commitment to recruiting coworkers in a market with shortage of candidates. The campaign had an emphasis on diversity, and they also mention that 50% of their staff is under 25 years of age. Link to annual report (Coop Denmark, Annual report 2021 (in Danish), 2024)
<b>Source of information/Link:</b>	A link to the campaign website can be found here: <a href="https://jobs.coop.dk/">https://jobs.coop.dk/</a> and a link describing the campaign can be found here: <a href="https://bureaubiz.dk/coop-skyder-rekrutteringskampagne-i-gang/">https://bureaubiz.dk/coop-skyder-rekrutteringskampagne-i-gang/</a> . Both links are only available in Danish.

Title of Best Practice: Together, All The Way	
<b>Country:</b>	Denmark
<b>Name - Type of school/organisation:</b>	A.P. Møller - Maersk
<b>Name of the Best Practice</b>	Together, All The Way
<b>Number of staff:</b>	100.000+
<b>Very short background of the school/organisation:</b>	Maersk is a Danish shipping, supply chain and logistics company operating globally with offices in 130 countries. (About Maersk, 2024)
<b>Short description of the best practice:</b>	In 2020 Maersk launched a video campaign aimed at recruiting new talent, while breaking conventions associated with the shipping industry. The 3:48 long video features music, choreography and elaborate sets, with a diverse cast. The video can be viewed here: <a href="https://www.youtube.com/watch?v=l8F7GZnERNU">https://www.youtube.com/watch?v=l8F7GZnERNU</a>
<b>Best practice addressed this need/problem/issue:</b>	Recruiting top talents in digital, innovation and tech worldwide, while competing with companies such as Apple, Google, and Facebook



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<b>Impact the best practice had on young job seekers and/or youth workers:</b>	According to the Maersk Head of Corporate branding, the campaign gave impressive results, with greatly increased views on Snapchat and Youtube compared to the normal benchmarks. In all the campaign generated 41 million views on social media. For the first quarter of the following year, the number of applications for open positions had risen by 60% compared to the previous year.
<b>Source information/Link:</b>	Interview regarding the Together All The Way campaign (in Danish): <a href="https://markedsforing.dk/artikler/nyheder/udskaldt-maersk-kampagne-har-skabt-imponerende-resultater/#">https://markedsforing.dk/artikler/nyheder/udskaldt-maersk-kampagne-har-skabt-imponerende-resultater/#</a>

Below are indicated 3 best practices from France in the area of youth employment support.

Title of Best Practice: The “1 jeune, 1 solution” plan	
<b>Country:</b>	France
<b>Name - Type of school/organisation:</b>	Ministries of Labour, Employment, Vocational Training and Integration, National Education, Youth and Sports, as well as the Ministry of Higher Education, Research and Innovation
<b>Name of the Best Practice</b>	Coaching for young adults under 30 years
<b>Number of staff:</b>	A great number of staff is involved since many social actors work together
<b>Very short background of the school/organisation:</b>	Not applicable
<b>Short description of the best practice:</b>	The “1 young person, 1 solution” plan brings together the Ministries of Labour, Employment, Vocational Training and Integration, National Education, Youth and Sports, as well as the Ministry of Higher Education, Research and Innovation. Its development and implementation are based on cross-disciplinary and collaborative work, particularly between ministries and institutional actors in employment (social partners, public service for employment, state services in the territories, associations for youth and apprentices, associations for representing local elected representatives, etc.).



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<b>Best practice addressed this need/problem/issue:</b>	<ul style="list-style-type: none"> <li>Integrating efforts of many social players to find customised solutions for young people who are unemployed.</li> </ul>
<b>Impact the best practice had on young job seekers and/or youth workers:</b>	<ul style="list-style-type: none"> <li>The plan largely focuses on getting young people into work and its measures based on three axes:</li> <li>Helping young people get a foot on the career ladder</li> <li>Guiding and training 200,000 young people for the industries and professions of the future</li> <li>Supporting young people who are not in the workforce by creating 300,000 customised paths for integration.</li> </ul>
<b>Source of information/Link:</b>	<p>YouthWiki, 28/11/2023, European Commission. Link: <a href="https://national-policies.eacea.ec.europa.eu/youthwiki/chapters/france/36-integration-of-young-people-in-the-labour-market">https://national-policies.eacea.ec.europa.eu/youthwiki/chapters/france/36-integration-of-young-people-in-the-labour-market</a></p>

Title of Best Practice: PIX – Improve your digital skills	
<b>Country:</b>	France
<b>Name - Type of school/organisation:</b>	Non-Profit Public Organisation supported by the French Ministry of Education, United Nations, UNESCO, the European Union.
<b>Name of the Best Practice</b>	PIX – Improve your digital skills
<b>Number of staff:</b>	100 persons
<b>Very short background of the school/organisation:</b>	<p>Founded in 2016, Pix is a non-profit, French-based public organisation aiming to improve digital literacy across the globe. Our structure is bringing together various French and international public stakeholders involved in education and professional training.</p> <p>Behind Pix is a team of 100 experts from various fields, all driven by a common goal: help everyone assess and improve their digital skills to use them in any setting.</p>



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<b>Short description of the best practice:</b>	<p>PIX is a free app that allows young people develop their digital skills for free. Specifically it suggests to users: «Develop your digital skills through test and fun challenges.</p> <p>Beyond a simple multiple-choice quiz</p> <p>Through fun challenges and recreated real-life situations, you will learn to handle files and data, to explore the web and answer questions to grasp and further develop your digital knowledge.</p> <p>For everyone at every level</p> <p>From beginner to expert level, all exercises are tailored to your needs for an individualised assessment”.</p>
<b>Best practice addressed this need/problem/issue:</b>	Unemployed people’s limited digital skills
<b>Impact the best practice had on young job seekers and/or youth workers:</b>	Thousands of users have improved their digital skills for free and increased their possibilities in finding a job.
<b>Source of information/Link:</b>	<a href="https://pix.org/en/">https://pix.org/en/</a>

Title of Best Practice: “Destination France”	
<b>Country:</b>	France
<b>Name - Type of school/organisation:</b>	French Ministry of Economy
<b>Name of the Best Practice</b>	“Destination France” A COMMUNICATION CAMPAIGN TO PROMOTE PROFESSIONS AND TRADES IN THE TOURISM INDUSTRY
<b>Number of staff:</b>	Not applicable
<b>Very short background of the school/organisation:</b>	-
<b>Short description of the best practice:</b>	On 13 September, the French ministry of economy launched a wide communication campaign all over



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	France and on many medias as part of the Destination France plan to raise the awareness of younger audience about the diversity of training courses and professions and trades in the tourism industry, a sector that is recruiting thousands of people and offers diverse career plans.
<b>Best practice addressed this need/problem/issue:</b>	To bring together unemployed people and the Tourism Industry employers.
<b>Impact the best practice had on young job seekers and/or youth workers:</b>	<p>This campaign stages the “1001 reasons” to work in tourism, and aims at reuniting three major objectives at short and medium term, such as:</p> <p>the strengthening of the attractiveness of the tourism industry to better raise awareness about the diversity of professions and professional opportunities;</p> <p>recruitment, with facilitating mechanisms to recruit in professions experimenting shortage, especially to prepare for the major events to come, and for example the Rugby World Cup held in France in 2023;</p> <p>training courses, with a highlight on courses leading to such professions and trades.</p> <p>Spread over a year, this campaign is mainly directed towards the young from 16 and 25 years old currently seeking a job or a professional purpose.</p>
<b>Source of information/Link:</b>	<a href="https://www.campusfrance.org/en/a-communication-campaign-to-promote-professions-and-trades-in-the-tourism-industry">https://www.campusfrance.org/en/a-communication-campaign-to-promote-professions-and-trades-in-the-tourism-industry</a>



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Title of Best Practice: Generation Italy	
<b>Country:</b>	Italy
<b>Name - Type of school/organisation:</b>	Generation Italy / Foundation
<b>Name of the Best Practice</b>	Dai Slancio Alla Tua Carriera (Boost your Career)
<b>Number of beneficiaries:</b>	Thousands since it's foundation
<b>Very short background of the school/organisation:</b>	Generation Italy, founded on January 1, 2014, is a non-profit organisation based in Italy with 169 employees. It operates in the Government Administration, Health and Human Services, and Education Administration Programs industries. The company focuses on education, training, and training, with a focus on promoting access to professional profiles and supporting individuals with professional and motivation. Generation Italy offers free professional training and experience, aiming to provide a comprehensive overview of the industry.
<b>Short description of the best practice:</b>	Generation Italy helps young people develop highly qualified skills by providing companies with the professional profiles they need. It supports young people aged 18-29 years old, providing them with access to a training plan that allows them to effectively prepare for companies' demand for junior staff. Courses are 3 to 14 weeks and are designed for young people to acquire the competencies most sought after by employers. These include team working, problem solving, and also communication techniques to be successful during job interviews. Also, after the course, participants can count on the support and mentorship provided by the programme to share experiences and receive advice on how to overcome the first difficulties.
<b>Best practice addressed this need/problem/issue:</b>	Providing skills to young people required by the labour market
<b>Impact the best practice had on young job seekers and/or youth workers:</b>	85000 people worldwide completing the courses 87% of graduates placed within 6 months of programme completion Graduates are helped to achieve economic mobility for themselves and their families.



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	<p>Graduates placed within 6 months of completion of the course.</p> <p>Main outcomes are sustained employment, income and well-being over time.</p>
<b>Source of information/Link:</b>	<a href="https://italy.generation.org/">https://italy.generation.org/</a>

<b>Title of Best Practice: Helping people get into employment</b>	
<b>Name - Type of school/organisation:</b>	Maximus Italia
<b>Name of the Best Practice</b>	<b>Helping people get into employment</b>
<b>Number of beneficiaries</b>	Data about number of beneficiaries not available however the organisation operations across 4 different regions, and registration to their programmes is free
<b>Very short background of the school/organisation:</b>	<p>Maximus is a company providing people-centred services to communities around the world since the 1970s. They support people to overcome major life changes, enabling them to transform their lives. Maximus is at the service of Public Administrations to support citizens. They provide people with the support they need to achieve success. They help people find stable employment, develop new skills and gain greater independence.</p> <p>The programme is funded by the European Social Fund</p>
<b>Short description of the best practice:</b>	Maximus supports people in defining their professional project and in acquiring autonomy and awareness in the search and choice of work, through the development of targeted skills, and by providing continuous assistance before and after the placement. Each candidate is assigned a case manager who will follow them throughout the process.



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<b>Best practice addressed this need/problem/issue:</b>	Supporting people in planning their careers, developing their skills, and looking for a job.
<b>Impact the best practice had on young job seekers and/or youth workers:</b>	<p>The programme has helped hundreds of candidates to enter the job market. Among the most positive features of this best practices are:</p> <ul style="list-style-type: none"> <li>- One-to-one support</li> <li>- Personalised development plan</li> <li>- Development of skills required to find a job</li> <li>- Help in the job search</li> <li>- Continuous motivation</li> </ul>
<b>Source of information/Link:</b>	<a href="https://maximusitalia.it/it/job-seekers">https://maximusitalia.it/it/job-seekers</a>

Title of Best Practice: Orientation and employment services	
<b>Country:</b>	Italy
<b>Name - Type of school/organisation:</b>	Immaginazione e Lavoro
<b>Name of the Best Practice</b>	Orientation and employment services
<b>Number of beneficiaries</b>	1340 pupils currently in training
<b>Very short background of the school/organisation:</b>	<p>Immaginazione e Lavoro is a social cooperative, whose mission is to respond to the need for personal and professional skills of anyone who has the ambition to grow, enhancing their potential and bringing out their talents.</p> <p>They support businesses and workers to be competitive in the market, supporting them in accepting the challenges of the present and looking to the future in an innovative way.</p> <p>They help young people and adults into employment, encouraging a real match between job supply and demand.</p> <p>They contribute to the socio-economic well-being of the communities and territories in which they operate</p>



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	through a national network, becoming policy advisors and generating social impact.
<b>Short description of the best practice:</b>	<p>Thanks to a team of experts, the organisation offers orientation services some of which include:</p> <p>Informative interview</p> <p>Analysis of the candidate's previous experience and study path</p> <p>Skills assessment and CV review</p> <p>Evaluation of the training and/or work offer most suited to the profile</p> <p>Sharing goals and career counselling</p> <p>Design and delivery of training courses to implement missing skills, in response to company needs</p> <p>Activation of extracurricular internships</p> <p>Accompaniment to work and possible job placement</p> <p>Evaluation of provision of Apprenticeship contract</p>
<b>Best practice addressed this need/problem/issue:</b>	This best practice addresses the needs of people who find it difficult to enter the labour market offering services to increase employability, skills development, support to find a job, etc.
<b>Impact the best practice had on young job seekers and/or youth workers:</b>	<p>10.801 trained employees</p> <p>648 work experiences organised</p> <p>1.469 companies involved</p> <p>2.126 candidates who were provided with an interview</p>
<b>Source of information/Link:</b>	<a href="https://immaginazioneelavoro.it/consulenza-orientamento-accompagnamento-lavoro/">https://immaginazioneelavoro.it/consulenza-orientamento-accompagnamento-lavoro/</a>



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## 1.5 Main actions needed to be done for youth employment support

In this chapter, we present the key actions that have been implemented and those planned to support youth employment within the context of the EU and project partner countries.

### 1.5.1 European Union

The **European Skills Agenda** is a five-year plan to help individuals and businesses develop more and better skills and to put them to use, by:

- strengthening **sustainable competitiveness**, as set out in the European commission. (N.D.). *The European Green Deal*. <https://ec.europa.eu/info/strategy/priorities-2019-2024/european-green-deal>
- ensuring **social fairness**, putting into practice the first principle of the European commission: access to education, training and lifelong learning for everybody, everywhere in the EU  
European commission. (N.D.). *Employment, social affairs and inclusion*. [https://ec.europa.eu/commission/priorities/deeper-and-fairer-economic-and-monetary-union/european-pillar-social-rights\\_en](https://ec.europa.eu/commission/priorities/deeper-and-fairer-economic-and-monetary-union/european-pillar-social-rights_en)
- building **resilience** to react to crises, based on the lessons learnt during the COVID-19 pandemic.  
European Commission. (N.D.). *European Skills Agenda*. <https://ec.europa.eu/social/main.jsp?catId=1223&langId=en>

In a European context, we have the reinforced **Youth Guarantee**.

The reinforced Youth Guarantee is a commitment by all Member States to ensure that all young people under the age of 30 receive a good quality offer of employment, continued education, apprenticeship, traineeship, within a period of four months of becoming unemployed or leaving education.

All EU countries have committed to the implementation of the reinforced Youth Guarantee in a Council Recommendation of October 2020. The Recommendation is based on a Commission proposal, part of the Youth Employment Support package.

**Eurodesk** is a European youth information network created in 1990. As a support organisation to Erasmus+, Eurodesk makes information on learning mobility comprehensive and accessible to young people and those who work with them.

With a network of 39 Eurodesk Centres connected to local information providers in 37 European countries, Eurodesk raises awareness on European opportunities and encourages young people to become active citizens. Eurodesk federates over 3000 so-called “multipliers and ambassadors” that are regional or local organisations working with young people, delivering youth information and advising young people on mobility opportunities.

To ensure the quality of services in all 37 countries, Eurodesk offers its members quality training and support, and access to youth information services and tools (Eurodesk, N.D.).



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**Erasmus for Young Entrepreneurs** helps provide aspiring European entrepreneurs with the skills necessary to start and/or successfully run a small business in Europe. New entrepreneurs gather and exchange knowledge and business ideas with an experienced entrepreneur, with whom they stay and collaborate for a period of 1 to 6 months.

The stay is partly financed by the European Commission.

## 1.5.2 Lithuania

### Jaunimo užimtumo iniciatyva (YEI)

The Youth Employment Initiative is one of the main EU financial instruments to support the implementation of the Youth Guarantee Initiative programmes up to 2023. The EU launched it in 2013 to provide support to young people living in regions with youth unemployment rates above 25%.

Between 2021 and 2023, Member States can increase their YEI and European Social Fund resources to help young people affected by coronavirus thanks to additional EU funding under the Recovery Assistance for Cohesion and European Territories Initiative (REACT-EU).

The Youth Employment Initiative supports young people who are not in education, employment or training, including the long-term unemployed and those who are not registered as job seekers. This ensures that young people in the most pressing areas of Europe can receive targeted support. The Youth Employment Initiative typically supports:

- apprenticeships,
- traineeships,
- placement,
- further training towards a qualification.

## 1.5.3 Finland

In the context of Finland, there seem to be plenty of nationwide and local supporting policies, organisations, services, and ongoing development projects that are aimed to support young adults in the search for career paths and entrance to both education and work. Most of the services are free of charge. However, some issues seem to cause barriers for young adults to find their way to these services or fail to support young adults' commitment to these services.

### 1. Future services targeted to support young adults' employment and entrance to work should be brought to the attention of local *One-Stop Guidance Centers* and similar.

There has been an increasing need to gather together scattered services that support unemployed people and young adults in Finland under the same roof or service point for the convenience of this target group. The public *One-Stop Guidance Centers (Ohjaamot)* for young adults under 30 are now working as platforms and local places where young adults can receive guidance and find services suitable for them in their life situations.

Future services targeting to support young adults' employment and entrance to work are therefore important to bring to the attention of local Ohjaamot and other similar services (see Navigaattori).



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## 2. Low-threshold services with minimal barriers are best for young adults seeking support for career path planning, entrance, and employment.

The Finnish Institute for Health and Welfare (2023) suggests that low-threshold services for especially NEET youth (not in employment, education, or training) should include physical encounters, remote services, anonymous contact and support, and having the services come to the young person where they are.

For example, the joint *Helper* project by Xamk and Juvenia promotes the inclusion of immigrants' access to employment (Xamk Juvenia, 2024), and the *Duunikoutsi* job coaching app free of charge provides different language versions combined with plain language (JA Finland, 2022; JA Finland, 2024.)

## 3. Young adults should be provided with realistic information and guidance about what working life skills employers value, and information on rights and responsibilities that people have as job seekers and employees.

For example, Xamk's Waypoint project (Xamk, 2022b) gathered views from both young adults, and employers and entrepreneurs on working life skills. Based on the feedback from young people, the most prominent working skills that they feel they possess are their commitment to work, ability to take responsibility, efficient management skills, willingness to learn new things, and flexibility towards work tasks and community. However, young adults felt that they were less proficient in presentation skills and dealing with pressure, which affected their confidence and self-efficacy.

Entrepreneurs valued employees having positive attitudes towards work and the work community, proficiency in language and multiculturalism, high motivation and willingness to learn, the ability to take responsibility for their tasks, developing self-management and time management skills, learning how to balance work and free time, and being able to organise their work effectively.

### 1.5.4 Cyprus

To support youth employment in alignment with the priorities outlined in the National Strategy for Lifelong Learning 2021-2027 in Cyprus, three main actions are proposed. These actions are designed to create a robust and dynamic labour market that addresses the evolving needs of the economy while providing individuals with the skills and opportunities necessary to thrive.

#### 1. Increasing Adult Participation in Relevant Programmes

Increasing adult participation in lifelong learning programmes is crucial for maintaining a skilled workforce that can adapt to changes in the labour market. Many young individuals, particularly those who have been out of the education system for an extended period, may need additional qualifications or new skills to remain competitive.

#### 2. Reducing Unemployment Among Young People

Youth unemployment is a significant concern that impacts both the economic stability and social structure of Cyprus. By focusing on reducing unemployment among young people, this action aims to integrate them more effectively into the labour market. Young people often face barriers such as a lack of work experience, skills mismatches, and limited access to job opportunities.



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### 3. Upskilling and Reskilling Low-Qualified and Low-Skilled Adults

Upskilling and reskilling low-qualified and low-skilled adults are vital components of building an inclusive and resilient labour market. These individuals are often at a higher risk of unemployment and underemployment, particularly in a rapidly changing economic environment where technological advancements and industry shifts can render certain skills obsolete.

#### 1.5.5 Denmark

In recent years (EACEA, Current debates and reforms, 2024) policy developments have highlighted:

- Focus on discussions regarding the NEET group
- After-school jobs
- Matching student intakes in educational programs with the labour market demands

In the public debate, three suggestions targeting youth who are missing both work and education were presented in a debate article (written by Mie Dalskov Pihl, special advisor for the minister of children and education, published January 31, 2022) (Pihl, 2024):

- Collaborations between municipalities and businesses for better access to internships and trainee programs
- Support the young so that they can finish their education
- More support for the Preparatory Basic Education and Training (FGU), which aims to help youth below 25 years of age to prepare for entering the labour market, or further education.

#### 1.5.6 France

At a local level in France, many programmes are being ran but more action is needed in:

1. Updating skills for the new digital era.
2. Employees profiling and evaluation based on a unified European benchmark so that qualifications can be assessed and evaluated across European countries.
3. Integration of refugee population in the working and social life of receiving countries.
4. Discrepancies in recruitment need to be addressed:

The Pôle Emploi, (currently named France Travail) study shows discrepancies in recruitment in lines of business. For example, the general sector of services alone (services to companies and individuals) attracts 62% of recruitment projects (+1.5% compared with 2022). It should be noted that an amplification of recruitment projects in business and automobile repair (+10%) and hotel and catering (8.3%). However, there is a decrease of projects in public administration and education, in retail and in occupations using rubber and plastics.

<https://www.francealumni.fr/es/noticias/employment-in-france-more-than-3-million-jobs-available-in-2023-8429>



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### 1.5.7 Italy

Addressing the challenge of youth employment in Europe requires a multifaceted approach that acknowledges the diverse needs of young people and the rapidly changing job market. The following three actions could be instrumental in supporting youth employment in Europe:

#### 1) Comprehensive Career Guidance and Counseling Services

This could include the offer of personalised career guidance services in educational institutions and public employment centres. These services should help young individuals identify their strengths, interests, and suitable career paths based on market trends.

#### 2) Strengthening the Bridge between Education and Employment.

Education should always be aligned with the requirements of the labour market. It would be beneficial to foster partnerships between educational institutions and industries to provide insights into the real working world, ensuring that the skills taught are relevant and up-to-date. This could also involve guest lectures from industry professionals, company visits, and case study projects. Emphasis should also be given to the recruitment process, whether through lectures, simulations of other means, where future jobseekers learn how to succeed in the process of finding a job, the skills most sought after, the common mistakes people make, and so on.

#### 3) Enhancing Access to Internship and Traineeship Opportunities.

Another crucial tool to support young people get into employment is the promotion and the development of quality internships that provide meaningful work experience and learning opportunities. Internships should have clear objectives, mentorship components, and the potential for job offers upon successful completion.

Alongside quality placements, there should be comprehensive monitoring systems to ensure that traineeships and apprenticeships are of high quality, truly beneficial, and do not exploit young workers.

## 1.6 Main state organisations or state systems for the support of Youth Employment in the project partner countries.

Country	State organisation or state system	Contact information
Lithuania	<p><b>Užimtumo tarnyba (The employment service):</b></p> <p>The Employment Service implements employment support policies. Our aim is to help jobseekers get into work faster, acquire the right skills where needed and compete successfully on the labour market, and employers find the right people for the job.</p>	<p>General consultation number 1883</p> <p>Phone: +370 5 250 0883</p> <p>E-mail: <a href="mailto:info@uzt.lt">info@uzt.lt</a>, <a href="mailto:eures@uzt.lt">eures@uzt.lt</a></p>



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Lithuania	<p><b>Ministry of Social Security and Labour of the Republic of Lithuania</b></p> <p>Youth Guarantee Initiative Implementation</p> <p><b>Regional career centres</b></p> <p>14 Regional career centres were established in the beginning of 2022 (Regional career centres operated in Alytus since 2019). Career counsellors and activity coordinators are employed. A wide range of career guidance, counselling and information services, vocational activation and shadowing services are provided to develop personal qualities and skills, improve the employability of young people and adults, to promote their entrepreneurship knowledge.</p>	<p>E-mail.: <a href="mailto:post@socmin.lt">post@socmin.lt</a></p> <p>Phone: (+370 5) 266 4201</p> <p>Fax: (+370 5) 266 4209</p>
Lithuania	<b>Klaipėda City Municipal Administration</b>	<p>Address: Liepų g. 11, 92138, Klaipėda</p> <p>Phone: (+370 46) 39 60 66,</p> <p>E-mail: <a href="mailto:info@klaipeda.lt">info@klaipeda.lt</a></p>
Lithuania	<b>Create for Lithuania</b>	<p>Address: Upės g. 23 - 1, III floor, LT-08128, Vilnius</p> <p>E-mail.: <a href="mailto:info@investlithuania.com">info@investlithuania.com</a></p> <p>Phone: +37061853358</p>
Finland	<b>TE Services</b>	<p><a href="https://toimistot.te-palvelut.fi/yhteystiedot">https://toimistot.te-palvelut.fi/yhteystiedot</a></p> <p><a href="https://toimistot.te-palvelut.fi/uusimaa/nuorten-valmennus">https://toimistot.te-palvelut.fi/uusimaa/nuorten-valmennus</a></p>
Finland	<b>Ohjaamo Helsinki</b>	<p><a href="mailto:ohjaamo@hel.fi">ohjaamo@hel.fi</a></p> <p>09 31025861</p> <p>Fredrikinkatu 48, 00100 Helsinki Kampi</p>
Cyprus	<b>ANAD - Human Resource Development Authority of Cyprus</b>	<p>Website:</p> <p>Telephone number: +357 22515000</p> <p>Email: <a href="mailto:info@anad.org.cy">info@anad.org.cy</a></p>
Cyprus	<b>CYPRUS YOUTH COUNCIL</b>	<p>Website: <a href="https://cyc.org.cy/member-organizations/">https://cyc.org.cy/member-organizations/</a></p> <p>Telephone number: +357 22 878316</p> <p>Email: <a href="mailto:info@cyc.org.cy">info@cyc.org.cy</a></p>



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Cyprus	<b>European Youth Parliament (EYP)</b>	Website: <a href="https://www.eypcyprus.com/">https://www.eypcyprus.com/</a> Telephone: +357 99627099 Email: <a href="mailto:president@eypcyprus.com">president@eypcyprus.com</a>
Denmark	<b>The Ministry of Employment</b>  A more detailed description of the measures for including youth in the labour market in Denmark, as well as the social security measures, can be found at the EACEA website (EACEA, Denmark, Integration of young people in the labour market, 2024).	<a href="https://bm.dk/the-ministry-of-employment/the-ministry/">https://bm.dk/the-ministry-of-employment/the-ministry/</a>
Denmark	<b>The Danish agency for labour market and recruitment</b>  The three policy general policy measures for supporting employment are: Education, guidance and upgrading of skills, Jobs subject to wages subsidy, Practical work training at public or private enterprises (The Danish agency for labour market and recruitment, active labour market policy measures, 2024)  Current efforts for supporting youth in finding work or further education (The Danish agency for labour market and recruitment, measures aimed at youth, 2024)	<a href="https://www.star.dk/en/about-the-danish-agency-for-labour-market-and-recruitment/">https://www.star.dk/en/about-the-danish-agency-for-labour-market-and-recruitment/</a>
Denmark	<b>Jobcentre Copenhagen</b>  Local Job Centres driven by the municipalities. Here included the contact to the Youth section of the Jobcentre in the Copenhagen targeting unemployed under 30 years of age (Jobcenter Copenhagen, youth section, contact address, 2024)	<a href="https://info.jobnet.dk/mit-jobcenter/hovedstaden-og-bornholm/koebenhavn-ungecentret">https://info.jobnet.dk/mit-jobcenter/hovedstaden-og-bornholm/koebenhavn-ungecentret</a>
Denmark	<b>Væksthuset</b>  Additionally, some municipalities may have further collaborations with specialised organisations. As an example of this Jobcentre Copenhagen collaborates with Væksthuset, an organisation who specialises in helping unemployed with special needs (Væksthuset Samarbejder med Jobcenter København, u.d.).	<a href="https://www.vaeksthuset.dk/jobcenter/koebenhavn/">https://www.vaeksthuset.dk/jobcenter/koebenhavn/</a>
France	<b>France Travail</b> brings all employment services under a single body, with a single point of contact for registering, counselling, and training, placing and	<a href="https://www.francetravail.fr/accueil/">https://www.francetravail.fr/accueil/</a>



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	paying benefits to the unemployed who are entitled. (As of January 1st, 2024, Pôle emploi is renamed France Travail).	
Italy	<p><b>Agenzia Nazionale Politiche Attive del Lavoro, or ANPAL (National Agency for Active Labour Policies)</b></p> <p>In Italy, the main state organisation responsible for the support of youth employment.</p> <p>Additionally, the "National Operational Programme for Employment and Training" (PON IOG - Programma Operativo Nazionale Iniziativa Occupazione Giovani) is another significant initiative that receives European funding to support the integration of young people into the labour market, especially in regions where youth unemployment rates are exceptionally high.</p>	<p>Website: <a href="https://www.anpal.gov.it/">https://www.anpal.gov.it/</a></p> <p>Telephone: 800.00.00.39</p> <p>Contact form: <a href="https://www.anpal.gov.it/modulo-di-contatto">https://www.anpal.gov.it/modulo-di-contatto</a></p>



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## 2. Field research and Learning Outcomes Identification Study

This chapter presents the results of field research conducted in each project partner country. Each partner aimed to collect data through surveys (see Annex 1 and 2) from at least 10 job seekers and 5 youth workers. Additionally, a brief description of the participant selection process is provided, along with an overview of the key demographic characteristics of the research participants.

### 2.1 Lithuania

#### 2.1.1 Description of participants

The field research survey to gain insights from Lithuanian young job seekers and youth workers was conducted between March and May 2024. A total of 5 youth workers and 24 young job seekers nationwide participated, sharing their perspectives through two separate surveys. The surveys were distributed via several national job agencies, and additional responses were gathered using a snowball sampling method (personal contacts). The majority of job seekers surveyed are currently balancing dual roles, such as being students while also working or seeking employment. Youth workers primarily engage with students or youth at schools (K-12).

Among the 5 youth workers, 3 are employed at the University of Klaipėda, 1 works at a research center, and 1 serves as a career consultant at a secondary school. Regarding their educational background, 3 participants reported holding a PhD (see Figure 1). Additionally, all participants have been working with young people for more than 4 years. Their main areas of activity include education, research, and psychology.

Education:  
24 atsakymai

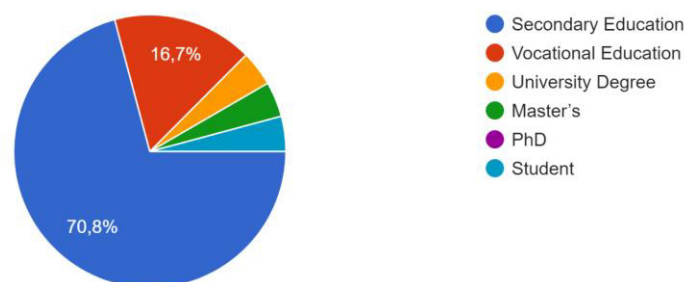


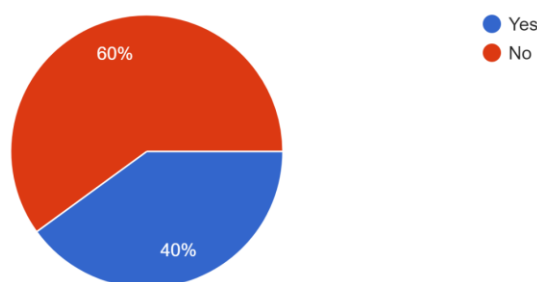
Figure 1. Education background of youth workers



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5. I have been trained to prepare young people to manage their career / find employment

5 atsakymai

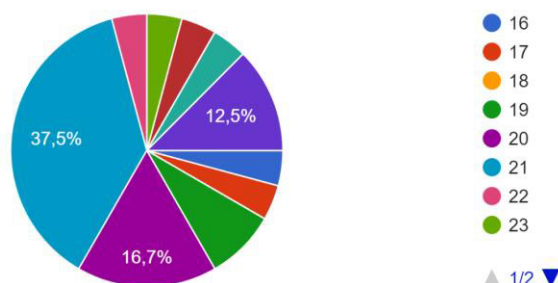


**Figure 2 Experience of preparation of young people**

Only 60 % of the participants have been trained to coach young adults related to career and employment. However, all of the participants have practical experience in this field (Figure 2).

Talking about the job seekers profile, the majority of the participants were around 20- 21 years old (Figure 3). The 15 young adults who participated in the survey as young job seekers were between ages 16-29 (Figure 3.). The average age of the respondents was 23. 70% of them had finished secondary education, and the rest had a vocational, university-level education background and also even a Master's degree (Figure 4.).

Age  
24 atsakymai



**Figure3 Age of young job seekers**



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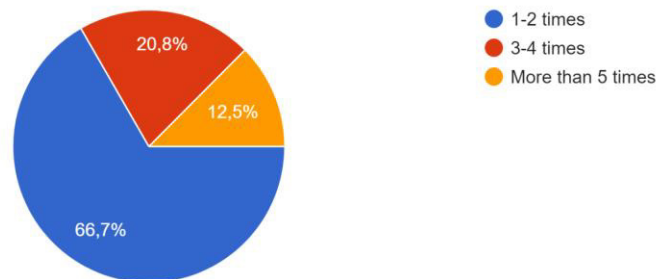
Education:  
24 atsakymai



**Figure 4. Education background of young job seekers**

Talking about the amount of experience from job interviews the results have showed that 66,7 % were taken part in the interview at least 1-2 times, 20,5 % participated in the interview 3-4 times, and even 12.5% participated more than 5 times

5 I have taken part in a job interview:  
24 atsakymai



**Figure 5. Amount of experience from job interviews**

Main positions young job seekers are looking for: Sales Manager, Head of Sales, Marketing Manager, Project Manager, Project Coordinator, Dispatch/Logistics Manager, Social Media Manager, Lawyer, Video Content Producer/Videographer, Criminal Police Officer, Junior Investigator, Paralegal, Court Clerk, Manager, Business Manager, Forwarder Agent (Logistics), Doctor, Anti-Money Laundering Officer, Financial Researcher, Financial Investigator, Quality Assurance Analyst, Construction Worker, Owner/CEO, Warehouse Worker, Forklift Operator, Nanny, and more. For another answer about an area where they are looking for a job, the following answers were collected:

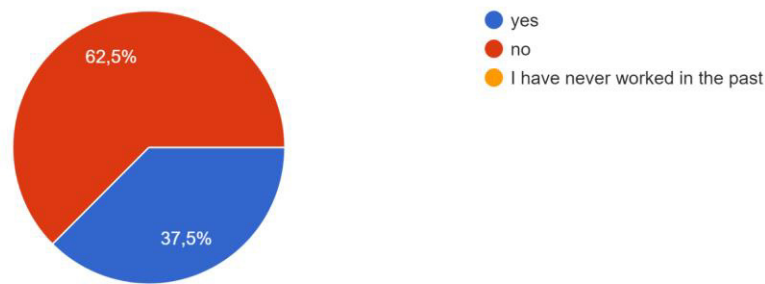
Job Positions: Law, Entertainment and Creative Industries, Logistics, Marketing, Show Business, Marketing and Advertising, Private and Public Sectors, Management, Sales, Medicine, and Childcare/Nanny roles.



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I have worked in the past but I am now unemployed

24 atsakymai



**Figure 6. Work experience**

Talking about their work experience, even 62.5% have never worked before, and 37,5% have a working experience (Figure 6).

### Profile of the selected youth workers' organisation

Klaipėda University - is a university in the Lithuanian port city of Klaipėda. Klaipėda University today enters into its third decade of existence. It develops as an autonomous and modern scientific and study centre.

ERCC - Non-governmental organisation Education, Research & Consultancy Center (ERCC) was founded in 2006 on initiative of 2 persons having extensive experience in adult education and project management. Since organisation is established by 2 professionals with different educational background, accordingly ERCC activities are divided into the following directions:

### 2.1.2 Educational needs and Training Areas to support young job seekers and youth workers

According to the survey results of the young job seekers, following aspects can be emphasised.

A recent survey explored the skills and experiences of young people entering the job market. Here's a breakdown of the key findings. Young adults reported feeling confident in their interpersonal skills, including friendliness, active listening, empathy, and teamwork. However, areas for improvement identified non-verbal communication (body language), self-confidence, and vocal control. When it comes to learning new skills, face-to-face instruction, video tutorials, and exercises were the most popular choices. Reading materials were less preferred. The biggest hurdles young job seekers faced were feelings of inadequacy due to perceived lack of experience or education compared to competitors. The application process itself also proved challenging, with anxieties related to self-promotion, crafting compelling applications, and navigating the wait for a response. Notably, some respondents found online interviews and video applications particularly nerve-wracking. Anxiety and stress were prevalent before interviews, with challenges including calming down, physical reactions like sweating, and maintaining composure. Some felt overwhelmed by the unfamiliar situation and pressure to perform well. Others struggled with projecting confidence, highlighting strengths, and answering both expected and unexpected questions. The survey also assessed the youth workers' abilities to coach young adults. In most areas, including communication skills, empathy, and respect, youth workers felt confident in their coaching abilities. Visual



communication (creating presentations) was the one area where they reported needing some additional support. Youth workers identified several topics they'd like to receive training on. These included promoting self-awareness and self-development in young adults, fostering inclusivity, creating mentorship programs, and developing techniques for motivation and positive reinforcement. There was also interest in topics like communication (written, verbal, and non-verbal), building self-confidence, and mindfulness. Interestingly, none of the listed skills were seen as completely irrelevant. The biggest challenges youth workers faced in preparing young adults for interviews were boosting their self-belief, encouraging realistic self-assessment, and helping them effectively communicate strengths and weaknesses using real-life examples. When it comes to a potential course supporting young job seekers, the most valued topics included developing a positive mindset, building self-confidence and self-expression, and learning about local job opportunities and employers.

### Barriers to Finding Employment for Young Adults

- Young job seekers face a multitude of challenges in their quest for employment, including:
  - Waiting for a response from employers
  - Difficulty finding work that fits around class schedules
  - Oversaturated job markets
  - Reluctance to hire students
  - Personal factors
  - Limited job opportunities
  - Lack of knowledge about job search resources
  - Challenges in choosing a company or position
  - Inconsistent job search efforts
  - Unawareness of companies seeking similar profiles
  - Inadequate work experience
  - Stress: The pressure to find a job and the uncertainty of the job search process can contribute to stress and anxiety.

### Challenges Faced During Job Interviews

Here's a summary of the common challenges faced by young job seekers during interviews, which were presented by the respondents.

- No perceived difficulties: Some youngsters may feel confident and prepared for interviews, not experiencing any significant challenges.
- Unrelated questions
- Lack of difficulty: For some, interviews may not pose a significant challenge
- Stress: Anxiety and stress are prevalent during interviews
- Self-confidence
- Stress and lack of company knowledge
- Interview preparation





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- Initial minutes: The initial minutes of an interview can be particularly challenging, as individuals may feel nervous and self-conscious.
- Getting started
- Relaxing and releasing stress
- Adapting to new business models or products
- Talking about oneself
- Receiving an invitation: Simply getting invited to an interview can be challenging
- Dressing appropriately
- Maintaining a positive attitude
- Overall stress

### **Educational and communication needs and training areas**

Based on the survey results following educational and communication needs and training areas were identified in the survey response analysis.

#### **Young job seekers needs:**

- more information and skills of active listening
- Information on volume and tone of voice
- Effective Verbal Communication
- Respect
- Help and guidance with stress, anxiety, and calming, (especially for interviews)
- Replying to questions in a job interview
- Trust and experience that employers are not so demanding (understanding employer role)
- CV writing and sending
- Recognizing own strengths and weaknesses and especially how to communicate them
- Becoming more comfortable with online interviews and video recording

#### **Youth workers needs:**

- Helping with overcoming Fear and Self-Presentation
- Building Self-Belief
- Understanding Job Search Strategies
- Maintaining Motivation
- **Training needs with specific topics for young job seekers**

Based on the research information about challenges faced during job interviews, we can emphasise 5 main areas of need for the job seekers.



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1. Stress Management and Self-Confidence Building:
  - Techniques to manage anxiety and self-doubt before and during interviews are needed.
  - This could include relaxation exercises, positive self-talk practices, and rehearsing interview responses.
  - Building self-confidence can involve identifying personal strengths and learning to effectively communicate them.
2. Interview Preparation and Communication Skills:
  - Young adults need guidance on effective interview preparation strategies.
  - This includes researching potential employers, anticipating interview questions, and practising clear and concise communication.
  - Training on active listening skills, positive body language, and crafting compelling answers that highlight their qualifications is crucial.
3. Mock Interviews and Feedback:
  - Opportunities to practise interview skills and receive constructive feedback are essential.
  - Mock interviews provide a safe space to rehearse with simulated scenarios and feedback on communication, content, and overall presentation.
4. Building Interview Confidence Through Knowledge:
  - Staying informed about industry trends and new business models relevant to their field is important for young adults.
  - Understanding the company's business and having well-informed questions can boost confidence and demonstrate genuine interest in the opportunity.
5. Effective Self-Marketing and Storytelling:
  - Young adults need support in effectively communicating their skills, experiences, and accomplishments.
  - Training on identifying and articulating strengths, crafting compelling narratives about their experiences, and connecting skills to specific job requirements can be a valuable asset in interviews.

### Training needs with specific topics for youth workers

Research result have showed key areas where youth workers need support:

1. Understanding Youth Job Seeker Challenges
2. Building Interview Confidence in young job seekers
3. Effective Interview Preparation Techniques
4. Supporting Self-Marketing and Storytelling



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### 2.1.3 Recommendations on training areas and topics and respective Learning Outcomes for young job seekers

Based on the research information about challenges faced during job interviews, here are 5 recommendations for training young job seekers:

- Stress Management and Self-Confidence Building
- Interview Preparation and Communication Skills
- Mock Interviews and Feedback
- Building Interview Confidence through Knowledge
- Effective Self-Marketing and Storytelling

### 2.1.4 Recommendations on training areas and topics and respective Learning Outcomes for youth workers

Based on the research information about challenges faced during job interviews, here are 5 recommendations for training youth workers

1. Understanding Youth Job Seeker Challenges
2. Building interview confidence in young job
3. Effective Interview Preparation Techniques for young job seekers
4. Supporting Self-Marketing and Storytelling for Young Adults



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## 2.2 Finland

### 2.2.1 Description of Participants

The survey for field research to gain insight from Finnish young job seekers and youth workers was conducted in March – April 2024. Altogether 5 youth workers and 15 young job seekers nationwide replied and shared their views through two surveys. The surveys were directed to 7 Culture Houses in Finland led by the Finnish Sosped Foundation. These Culture Houses are low-threshold day centres, free of charge, and offer functional peer instructor-led culture-related groups for young adults aged 18-35 (The Finnish Sosped Foundation, 2024).

The two surveys were directed to the Finnish Sosped Foundation's Culture Houses' youth workers with the job titles *supervisors in charge* and *activity supervisors*, as well as for the unemployed young adults aged 18-29 who participate in Culture House activities.

All 5 youth worker survey participants had university-level education and experience of more than 4 years of working with young adults (maximum response option, See Annex II.). All five respondents were not specifically trained to coach young adults related to career and employment. However, most supervisors in the Finnish Sosped Foundation's Culture Houses' do that and few are also specifically trained.

The 15 young adults who participated in the survey as young job seekers were between ages 20-29 (Figure 1.). The average age of the respondents was 25. 93.3% of them had finished secondary education, and the rest had a university-level education background (Figure 2.).

1. Ikä  
15 vastausta

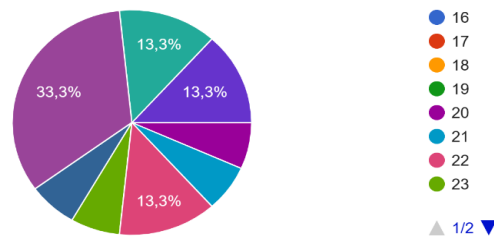


Figure 1. Age of young job seekers

2. Koulutus (valitse ylin suorittamasi koulutustaso)  
15 vastausta

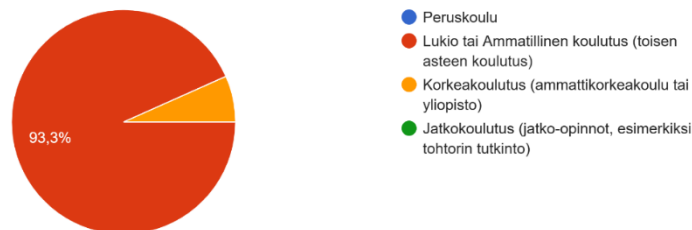


Figure 2. Education background of young job seekers



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About half of them had participated in 3-4 job interviews throughout their life, one-fourth had experience from 1-2 job interviews, and the rest had experience from more than 5 job interviews (Figure 3.). The majority of respondents (86.7%) had worked before and were now unemployed (Figure 4). The rest had no work experience.

5. Valitse lause, joka parhaiten kuvaa tilannettasi:

15 vastausta

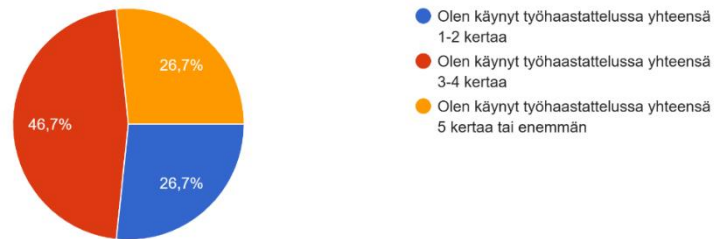


Figure 3. Amount of experience from job interviews

6. Valitse lause, joka parhaiten kuvaa tilannettasi:

15 vastausta

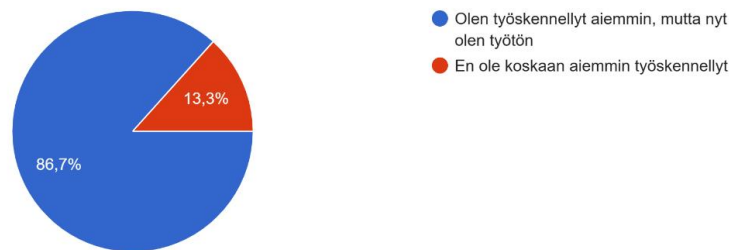


Figure 4. Work experience

The respondents reported looking for jobs in the Social field, Trading, Industry, Non-profit sector, Youth work, Administration, ICT, Media, Customer service, Field of education, Field of child care. The most mentioned ones were Work in Retail and Youth work. One respondent replied not knowing which way they would like to proceed.

The specific jobs these young job seekers had been or were looking for included assistant, personal assistant, shelving, salesperson, store cashier, warehouse worker, nanny, kindergarten assistant, supervisor, youth counsellor, office worker, archivist, accountant, library assistant, cleaner, laundry worker, and pizza courier. The majority of respondents (73.3%) had been sending out CVs for the past 6 months (Figure 5.), while the rest of them had longer time since or not sent.



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7. Olen etsinyt töitä lähettämällä CV:ni  
15 vastausta

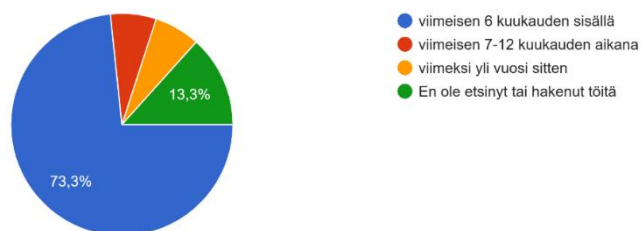


Figure 5. Sending CV in the past months

The respondents also reported other methods they had used for job seeking. These included sending open applications and contacting organisations via email, taking advantage of connections of relatives, walking in and asking for a job, making a call to ask for open jobs, and via internships. Two respondents reported no other than sending CV.

### Profile of the selected youth workers' organisation

The Finnish Sosped Foundation is a non-governmental organisation founded in 1984 and works in the social and health sectors. The foundation's goal is to promote well-being and recovery through social interactions, peer support, and peer-to-peer action. Social pedagogy and a holistic, relationship-centred approach guide all of the organisation's activities. (The Finnish Sosped Foundation, 2024.)

Sosped's programs help people with mental health problems, disabilities, social exclusion, and behavioural addictions. They aim to improve participants' quality of life and raise awareness about these issues. In 2021, Sosped's programs had over 6100 participants, and all activities were free of charge. The organisation has 40 professionals and 400 volunteer workers in over 20 cities across Finland. Sosped partners with various projects and similar organisations nationally and internationally.

### 2.2.2 Educational needs and Training Areas to support young job seekers and youth workers

*According to the survey results the young job seekers* felt they were most familiar and skilled with skills of friendliness and sociable behaviour, respect and inclusion in practice, active listening, and empathy. Also, communicative skills by verbalising and writing were mainly seen as existing good and excellent skills by the respondents, and collaboration with others was preferred. The least familiar young job seekers were with skills related to non-verbal cues such as body posture and knowing when to sit down or stand up in an interview context, self-confidence, and volume and tone of voice. 60% of the respondents reported having attended a communication skills workshop or class.

In somewhat accordance with answers indicating above the familiarity with sociable behaviour, communication skills, and preference for collaboration, some respondents were not at all or not too uncomfortable communicating with people they don't know so well (46.7%) or making eye contact during a job interview (53.4%) – however, some felt quite or really uncomfortable. All respondents reported feeling more or less stressed before an interview and also felt they had difficulty calming themselves down and feeling relaxed.



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Regarding how to write good CVs and how to select companies and organisations to send CVs, writing good CVs seems to be doable for most (66.7%), while having confidence in sending CVs had more variation in answers. The majority (66.7%) also reported knowing their strengths and weaknesses as a person.

Regarding ways of learning, young job seekers strongly preferred face-to-face classes (86.7%) and watching videos (93.3%) or having exercises or quizzes (80%) while learning something new. Reading texts when trying to learn was preferred by less than half (46.6%). They were also mainly accustomed (66.7%) and positive towards (60%) using Virtual Reality applications.

Respondents mainly knew how to participate in an online interview, apart from a few respondents (13.4%).

Approximately half of the young job seekers responded that the most difficult part of finding a job was related to feeling not having enough work experience or suitable education regarding competition in the labour market. Four comments highlighted also difficult feelings towards the actual process of applying for a particular job: marketing own skills, writing a good application, waiting for a reply, and getting further in the process. Two respondents reported feeling especially uncomfortable with the increasingly popular online interviews and having to record video interviews by themselves to be sent as part of the application process. Three respondents felt everything was difficult.

The most difficult part of going to an interview was according to half of the respondents the feelings and bodily experiences of anxiety and stress, challenges in calming down, getting too sweaty, and sitting still. Some also mentioned how the new situation and expectations of needing to act on others' (employer's) terms were making interviews difficult for them. For others, being confident, able to highlight their strengths, and answering both expected and unexpected interview questions were the most difficult things in job interviews.

**The youth workers** (supervisors in charge, and activity supervisors) of Sosped's Culture Houses were very familiar with and able to coach young adults in mainly all the surveyed skills, especially in active listening, effective verbal communication, effective written communication, friendliness and sociable behaviour, self-confidence, volume and tone of voice, empathy, and respect and inclusion in practice. Effective visual communication (creating visual presentations) was the only one where these respondents reported a bit less familiarity.

The respondents were most interested in learning more about the following: self-awareness, promoting self-development, inclusivity, creating a mentorship scheme, motivation, and being affirmative. Somewhat interesting topics were also: engagement, written, verbal and non-verbal communication, self-confidence, and mindfulness. The least interesting ones for the respondents were: self-presentation, empathy, adaptability, and story-telling. Importantly, there were no skills that the respondents found uninteresting.

As the most difficult part about preparing young job seekers to attend an interview, the respondents (youth workers) named getting young adults to believe in themselves, supporting young adults to have a realistic overview of their skills, and supporting young adults to be able to tell about their characteristics (strengths and weaknesses) through real-life examples.



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Regarding a course supporting young job seekers, the respondents (youth workers) would be valuing most the topics of creating a positive mindset, self-confidence and self-expression, and how to get to know the local employers and organisations.

### Educational and communication needs and training areas

Based on the survey results following educational and communication needs and training areas were identified in the survey response analysis.

#### Young job seekers need

- Non-verbal cues such as body posture and knowing when to sit down or stand up in an interview context
- Volume and tone of voice
- Self-confidence
- Communicating with a new person in a new situation
- Help and guidance with stress, anxiety, and calming, (especially for interviews)
- Replying to questions in a job interview
- Trust and experience that employers are not so demanding (understanding employer role)
- CV writing and sending; a recap of main points or best practices
- Recognizing own strengths and weaknesses and especially how to communicate them
- Becoming more comfortable with online interviews and video recording

#### Youth workers need

- *Self-recognized skills/competence gaps for youth workers:*
  - supporting young adults in improving their oral, written, and non-verbal communication skills
  - improving their adaptability to new situations
  - guiding how to use Virtual Reality applications
- *Interest in learning more about:* self-awareness, promoting self-development, inclusivity, creating a mentorship scheme, motivation, and being affirmative, engagement, written, verbal and non-verbal communication, self-confidence, and mindfulness, self-presentation, empathy, adaptability, story-telling (in written order).
- *Find challenging:* getting young adults to believe in themselves, supporting young adults to have a realistic overview of their skills, and supporting young adults to be able to tell about their characteristics (strengths and weaknesses) through real-life examples
- *Topics wished for:* creating a positive mindset, self-confidence, self-expression, and how to get to know the local employers and organisations.



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- *Preferred learning methods:* face-to-face situations, videos, and texts. Few of them also preferred exercises and quizzes. There was variation regarding the existing experience and enthusiasm related to using Virtual Reality applications.

### Training needs with specific topics for young job seekers

Based on the survey results from both surveys specific training topics for young job seekers are indicated as shown in the survey responses and analysis.

- **Training topics for young job seekers:**
  - Short basics and best practices of job application and interview process
    - incl. employee and employer roles and responsibilities and rights
    - incl. CV writing and sending
    - incl. face-to-face, online, and self-recorded video interviews
  - Self-awareness skills: identifying and learning how to communicate your strengths and weaknesses through real-life experiences and examples
    - incl. self-confidence
  - Self-expression skills:
    - non-verbal cues such as body posture and knowing when to sit down or stand up in an interview context
    - volume and tone of voice
    - building self-confidence and positive mindset
    - inc. oral, written, and visual communication skills
  - Stress-coping and relaxation strategies
    - new situations, new people
- **Methods of training preferred by young job seekers:**
  - Face-to-face
  - Videos
  - Exercises
  - Quizzes
  - Not too long or too many texts
  - Opportunity for both face-to-face and virtual practice

### Training needs with specific topics for youth workers

Based on the survey results from both surveys specific training topics for youth workers are indicated as shown in the survey responses and analysis.



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- **Training topics for youth workers:**
  - How to support young adults in the basics and best practices of job application and interview process
  - How to support young adults with self-expression and communication
  - How to support young adults in building self-confidence
  - How to support young adults in coping with stress
  - Virtual Reality application know-how: Support needed with VR. There was variation regarding the existing experience and enthusiasm related to using Virtual Reality applications.
- **Methods of training preferred by youth workers:**
  - Face-to-face situations
  - Videos
  - Texts
  - Exercises and quizzes (but not too many)

### 2.2.3 Recommendations on training areas and topics and respective Learning Outcomes for young job seekers

Based on the above-categorised education and training needs the following four training areas with topics are provided as recommendations. Respective Learning Outcomes recommendations for young job seekers are also provided.

1. Short basics and best practices of job application and interview process
2. Self-awareness skills
3. Self-expression skills
4. Stress-coping and relaxation strategies

### 2.2.4 Recommendations on training areas and topics and respective Learning Outcomes for youth workers

Based on the above-categorised education and training needs the following five training areas with topics are provided as recommendations. Respective Learning Outcomes recommendations for youth workers are also provided.

1. How to support young adults in the basics and best practices of job application and interview process
2. How to support young adults with self-expression and communication
3. How to support young adults in building self-confidence
4. How to support young adults in coping with stress
5. Virtual Reality application know-how





## 2.3 Cyprus

### 2.3.1 Description of participants

Youth workers and their organisations exhibit distinct characteristics reflective of their professional backgrounds and experience. An overwhelming majority, 80%, hold university degrees at the bachelor's and master's levels, with the remaining 20% possessing secondary education qualifications. Moreover, 80% of these workers boast over 4 years of experience working with young people, while 20% mentioned working for 3 to 4 years, emphasising their extensive expertise in the field. Conversely, young job seekers demonstrate diverse traits and aspirations. Their ages span a range centred around 20 and 25 years old, with 21-year-olds comprising 15% of participants and 28-year-olds making up 5% of the group (Table 1). Approximately 57% of these seekers have been actively looking for employment for over 7 months, while around 26% have been engaged in job searches for 3 to 6 months. Interestingly, 10% are not actively seeking employment, and 5% have already been employed for over 1 year. The private sector appears to be the primary target for job seekers, with participants pursuing positions aligned with their academic backgrounds and interests. This data underscores a diversity of goals among young job seekers, from gaining relevant experience to aligning their positions with their educational qualifications.

The selection of participants adhered to the research criteria, drawing from volunteers listed with STANDO LTD. and associated organisations. The research methodology involved an online approach, with questionnaires disseminated to participants via email.

#### Profile of the selected youth workers organisation

The youth workers participating in the survey were drawn from organisations selected based on their dedication to youth activities and engagement. These encompassed various entities such as youth-focused organisations, community centres, and schools actively involving young individuals. Participants hailed from three distinct organisations and companies, including two research centres and a training centre specialising in youth employment and training.

Chart 2. Years of experience among youth workers

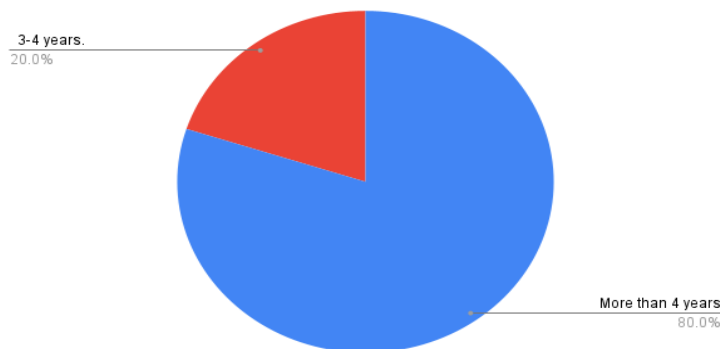


Table 1 Years of experience of youth workers



### 2.3.2 Educational needs and training areas to support young job seekers and youth workers

The data analysis revealed that young job seekers require comprehensive support to enhance their employability and effectively navigate the job market. This includes assistance in developing crucial job-search skills, such as crafting resumes and preparing for interviews, to increase their competitiveness in securing employment opportunities. Conversely, investing in professional development opportunities is essential for youth workers to enhance their effectiveness in supporting and mentoring young individuals. This entails providing training programmes aimed at honing mentoring and training skills, thereby equipping them with the necessary tools and knowledge to guide and empower the youth they work with.

Chart 2. Duration of job search among young job seekers

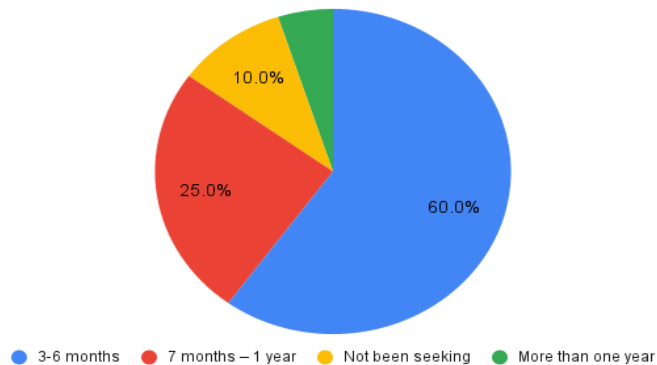


Table 1 Duration of the job search

#### Educational and communication needs and training areas

The research analysis highlighted significant challenges faced by young job seekers, particularly in navigating various communication styles and coping mechanisms for stress. Notably, the data revealed that a majority of these individuals felt inadequately equipped to express non-verbal cues effectively, contributing to difficulties in communicating with unfamiliar individuals, a factor closely associated with heightened stress levels during interviews.

Turning to the perspective of youth workers, the research identified that nearly 60% of those surveyed had undergone training lasting a minimum of six months, specifically focusing on preparing young people for managing their careers. While their overall responses regarding communication needs tended to fall within the middle to higher range, a significant portion of participants acknowledged utilising virtual reality (VR) materials and other digital tools for learning purposes.

#### Training needs with specific topics for young job seekers

The research findings reveal the specific training requirements of young job seekers, mainly focusing on improving their communication abilities. This includes both verbal and written communication styles, essential for effectively conveying their qualifications and aspirations to potential employers. Moreover, interaction skills such as non-verbal communication play a



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crucial role, yet many participants expressed difficulties, particularly in maintaining eye contact and managing stress during interactions.

### Training needs with specific topics for youth workers

The majority of youth workers expressed a strong sense of confidence in their ability to provide guidance to their trainees regarding curriculum vitae (CV) development and interview readiness. Their extensive experience working with youth populations readily demonstrates this confidence. Nonetheless, their responses also revealed areas where they felt less equipped. Despite their assurance in imparting practical guidance, they acknowledged a lack of knowledge pertaining to equipping young job seekers with strategies for cultivating composure, stress management, and the effective utilisation of virtual reality applications. Furthermore, when asked about their confidence in priming youth for online versus traditional face-to-face interviews, the majority indicated a preference for in-person interviews, signalling a need for assistance in guiding youth to navigate visual interview formats more effectively.

### 2.3.3 Recommendations on training areas and topics and respective learning outcomes for young job seekers

Considering the points mentioned earlier and the highlighted areas, it's clear that many young job seekers find stress management and staying calm during interviews quite challenging. They believe it's crucial to learn techniques to handle stress better and understand interviews more effectively.

When it comes to training preferences, a lot of them like using virtual reality (VR) technology because it makes learning more interesting and engaging. They also prefer learning materials such as videos and games because they are interactive and visually appealing, which helps them learn better. They're most interested in communication skills and digitalization. This shows they understand the importance of these skills in today's job market, and they seek learning opportunities in these fields.

### 2.3.4 Recommendations on training areas and topics and respective learning outcomes for youth workers

While the majority of youth workers expressed confidence in their ability to instruct communication skills and prepare young people for job interviews, their preference leaned towards in-person educational settings. Nevertheless, they showed interest in leveraging digital tools such as virtual reality (VR), quizzes, and videos for training purposes. However, they also highlighted a shortage of materials, structured curricula, and opportunities for real-life scenario practices, which they deemed crucial for their profession. Consequently, they expressed a desire for learning outcomes that encompass these elements to enhance their effectiveness in supporting the youth population.



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## 2.4 Denmark

### 2.4.1 Description of participants

A total of seven youth workers responded to the survey, all of which were working at departments within Jobcentre Copenhagen. Three respondents replied that they are working within the “lærepladsindsatsen” which literally translates to “the apprenticeship effort”, an initiative that helps youth (age 18-29) to find apprenticeships and internships in their VET educations<sup>1</sup>. One respondent replied that they are working with youth under the age of 30 who are ready for education. One respondent didn’t answer the question, and one respondent replied that they are working with cash benefit recipients.

A majority of the respondents (Table 1) had university degrees at a bachelor’s level, while two had a degree at a master’s level and one had a VET level degree. All the youth workers were also all experienced, having worked with youth for more than 4 years, with the exception of one who had 1-2 years of experience. Noteworthy is that three out of seven of the youth workers had received specific training regarding assisting youth in preparing to find employment.

1. Din uddannelse (sæt kryds ved det højeste niveau, du har afsluttet)

7 responses

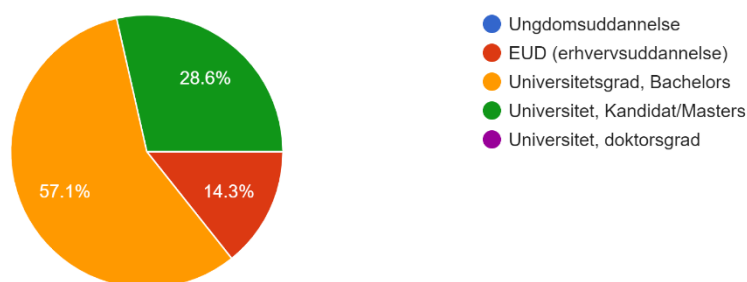


Table 1 Education of the participants

A total of nine young jobseekers answered the survey. Among them, 8 responded to an English version of the survey and 1 answered the Danish version. The age span of the jobseekers were between 20 and 29, and they were all within the sectors of IT, marketing, and computer games related fields such as development arts and design. As for the job positions that they were applying for, these were all in the aforementioned fields and in positions in project management, content specialist, designer, 3D artists, or developers. They had all experience with job interviews, with the majority of them having tried being part of job interviews 1-2 times (Table 2). All but one job seeker participant had worked before, but were unemployed

<sup>1</sup> <https://www.kk.dk/borger/jobsoegning-og-ledighed/fritidsjob-og-laereplads/laere-og-elevplads/om-laerepladsindsatsen>



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now. All but one job seeker had been sending their CV to potential employers, doing that actively from between 3-6 months, to more than a year. They had been to networking events, using LinkedIn and visiting companies directly to present themselves.

4. Vælg venligst det svar, der passer bedst til din situation:

7 responses

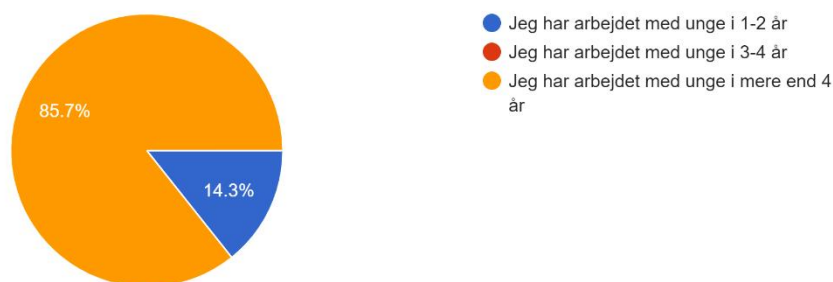


Table 2 Experience of the job interview

### Profile of the selected youth workers' organisation

The organisation, Jobcentre Copenhagen (Jobcenter København, Kontakt, 2024), was partly selected as it is the organisation that all who register as unemployed in Copenhagen will have to go through. Secondly it was selected as Virsabi already had connections within the organisation since earlier.

The Jobcentre is part of the administration for employment and integration, a public authority of the Copenhagen municipality. They provide services and case workers for unemployed citizens.

The administration for employment and integration in the Copenhagen municipality, houses 2200 employees, where the Jobcentre itself houses ca 1400 employees.

It is hard to find an exact number for this question as many work with young under 30 to some degree, and organisational changes happen frequently. However the dedicated Youth Unit has around 160 who work exclusively with young people.

The municipality has provided services for the unemployed for a long time, but as a result of organisational changes the services for unemployed were moved over to the new job centres in 2007.

## 2.4.2 Educational needs and Training Areas to support young job seekers and youth workers

### Youthworkers



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The survey results show a picture of the Danish youth workers generally describing themselves as knowledgeable about communications skills, and confident in their ability to train youth in communication skills (questionnaire items 6 and 7). While still reporting relatively high on the rating scales, some areas that were rated slightly lower were; (item 6) Effective visual communication and Self-confidence, (item 7) Non-verbal communication and Self-awareness, Stress management and relaxation, as well as, Preparations for new situations, Preparations for online interviews and Awareness of strengths and weaknesses.

The one topic that stands out is their perceived ability to teach about using virtual reality applications, where a majority of the youth workers reported low levels of confidence.

### Young Jobseekers

In regards to the questionnaire items relating to familiarity with communication skills topics (item 9), the respondents rated their skill level at communication skills as generally high (towards the higher end of the rating scale) for topics such as:

- Active listening
- Verbal communication
- Effective written communication
- Effective visual communication
- Friendliness and sociable behaviour
- Volume and tone
- Empathy
- Respect and inclusion in practise

Self-confidence, non-verbal cues, were rated lower than the other with numbers closer to the middle of the rating scale. However, this difference is neither dramatic nor should be interpreted carefully as the group of respondents is small and no analysis for statistical significance was done.

Further we can notice that the jobseekers are to some extent seeking opportunities to observe and learn from good communication examples, and have reached out to friends and colleagues for feedback on their own communication. To some degree, they practise improving their communication habits, but less of them have attended workshops or classes focused on communication.

Most of the respondents reply that they to some degree have difficulty in communicating with people they don't know well, while a third of them say that this is less of an issue. Regarding feeling stressed before an interview, five out of nine report that this is an issue for them to some degree, and five out of nine report that making eye contact during the interview is an issue to some degree. As for challenges with calming themselves and feeling relaxed, their replies indicate that half of them are having this challenge.

Furthermore, the respondents reported that they like to work with others, they generally are quite aware of their strengths and weaknesses, and most of them claim that they know how to write a good CV. They also reported that a majority of them to some extent know how to





select companies to send their CV to, and a strong majority reported that they know how to attend online interviews.

### Virtual reality

Regarding virtual reality, among the youth workers only one had tried VR before, and in regards to their attitude towards using VR, they were generally neutral, while three reported that they didn't like to use it. Where this scepticism comes from (in some cases without having tried VR) could be a topic for further investigations.

Among the young job seekers, they responded (item 10 n and o), that about half of the group have some form of experience with using VR and whether they enjoy using VR, their answers were scattered across the whole range of the rating scale.

### Training needs with specific topics for young job seekers

In terms of learning preferences for the young job seekers, most of them like to learn in classes, meeting up in person, and most of them like learning through watching videos. They also report that learning from reading texts and learning through exercises and quizzes are viewed positively. From the responses to the four above questionnaire items (10: p, q, r, s) it is not possible to see a clear preference that is rated much higher or lower than the others, and such all the learning method should be taken into account as good options when developing learning materials for the Danish young jobseekers.

As for the topics where the job seekers felt less confident in their abilities, to summarise what was mentioned in section 2.3.2, the topics related to shyness, self-confidence and stress-management were the ones where the respondents reported that they were less good at.

As for the respondents own words about what they find most difficult about going to job interviews (item 11b), they replied:

- *Waiting for the answer and negotiating.*
- *Be natural in your behaviour and don't show the stress*
- *Gauging how it actually went.*
- *preparing beforehand*
- *Being well spoken and easy to talk with.*
- *knowing what to talk about*
- *getting the interview*

### Training needs with specific topics for youth workers

As for the greatest challenges in preparing youth in preparing for job interviews, the youth workers responded:

- *That they (the youth) themselves believe they can master the task and do not need more learning*
- *That they (the youth) can see the idea with it. Many think "What's in it for me"*





- *Getting them (the youth) to target their communications towards the company*
- *To train self-confidence and presence*
- *Getting them (the youth) invited to one (interview)*
- *That they (the youth) must understand what they can get out of it*
- *(Preparing the youth for that) it is a vulnerable situation for many as there is a focus on one's weak sides*

These replies indicate challenges in topics related to Self-esteem, Motivation and visualising their future goals, Communication and Presentation skills. Finally one respondent pointed towards the topic of self-awareness and handling criticism, while one pointed out that just being able to reach an interview is the greatest challenge, which of course is a significant challenge.

Regarding the youth workers wishes for what they would value from a course on preparing youth for job interviews, they asked for the following topics:

- *When the light is switched on and you have hit on something that can motivate them. When they succeed in achieving their dream job, or the job on the way to what they really want. When (they) understand that we are together about their situation, find the job or student place*
- *Strengthen their belief in their own abilities*
- *Targeted communication*
- *Equality, motivation and oral/written presentation*
- *Do not know*
- *Relevant examples*
- *Self-presentation, self-confidence, mindfulness for youth that have been unemployed for a long period, as they often have had a mental set-back*

These responses point towards the topics of Motivation, Self-esteem, Communication and Presentation Skills.

### 2.4.3 Recommendations on training areas and topics and respective Learning Outcomes for young job seekers

To summarise the results of the young job seekers survey, the areas that the respondents perceive themselves as weakest in are related to self-confidence, shyness and stress-related issues. However, the results of the survey do not indicate any dramatic lack of confidence, or excessive amounts of stress.







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In regards to other communication skills, at least the respondents themselves perceive their own abilities as relatively good. Whether their abilities are considered good by potential employers is another question which future investigations may take on.

Some of the confidence and anxieties that the respondents may feel, could be related to their inexperience and youth, but they are still valid points where additional training may improve their performance in future job interviews.

It should be noted that most of the respondents had not attended workshops or classes related to communication skills, where some of these issues could have been addressed.

Around half of the respondents had some degree of experience with Virtual Reality, but it should be noted that many of the respondents also had educational backgrounds within IT or computer games related topics. Despite these results, some training materials on how Virtual Reality can be used in a meaningful way to train skills could be a valuable contribution in any learning materials that the VR-ACE project will develop.

#### 2.4.4 Recommendations on training areas and topics and respective Learning Outcomes for youth workers

As for recommendations on training areas and topics for the youth workers who participated in the survey, the respondents themselves reported that Oral and Written communication, Adaptability, Self-awareness, Self-confidence, Self-development and Motivation were topics of interest. However, the youth workers also reported that they felt very confident in teaching Oral and Written communication as well as Empathy, which may indicate that these are topics of great personal interest, or seen as the most important topics among the others. Effective visual communication, Self-confidence, Non-verbal communication, Stress management and relaxation, as well as Preparations for new situations and Preparations for online interviews, were the topics that the respondents felt less confident in teaching. Here the topic of Self-esteem, is a notable aspect as it also was brought up in the later questionnaire items.

One topic that stood out is the teaching of how to use Virtual Reality, and in general VR seems to be an unfamiliar topic to the respondents. This indicates that a comprehensive section about Virtual Reality might be needed in the teaching materials for the youth workers.

##### Summary of training areas:

- Communication skills (targeted towards employer)
- Empathy and Motivation
- Self-confidence, stress management
- Preparations for online interviews
- Using Virtual Reality

##### Note:

One of the previously documented benefits of training using Virtual Reality is that the trainees tend to feel more confident after having gone through a VR training program.



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## 2.5 France

### 2.5.1 Description of Participants

The survey for field research to gain insight from French young job seekers and youth workers was conducted in February – March 2024. Altogether 5 youth workers and 11 young job seekers nationwide replied and shared their views through two surveys. The surveys were directed by IRIPS in cooperation with in-house and outside youth workers and to job-seekers participating in the organisation's training programs and to those of other Corsican organisations that we cooperate with.

The youth workers were contacted by email or phone call and the job seekers were briefed in person and guided to complete a Google form with questions. Both surveys were translated and delivered in French.

All 5 youth workers participating have university-level education and experience of more than 4 years of working with young adults (maximum response option, See Annex II.). All five respondents were not specifically trained to coach young adults related to career and employment.

The 11 young adults who participated in the survey as young job seekers were between ages 20-29 (Figure 1.). The average age of the respondents was 25. 93.3% of them had finished secondary education, and the rest had a university-level education background (Figure 2.).

90% of the responders were between 27-29 years old. The remaining percentage were younger people.

#### 1. Age

11 απαντήσεις

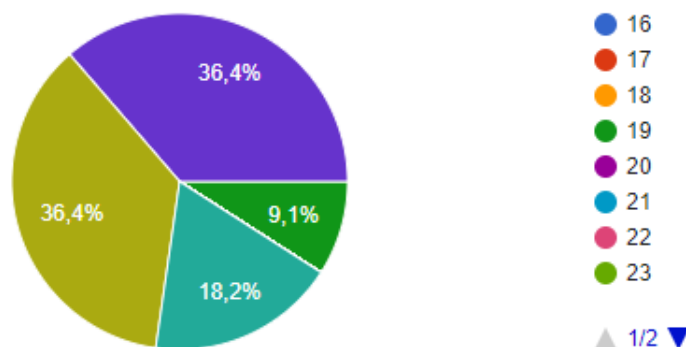


Figure 1 - 2. Age of young job seekers



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## 1. Age

11 απαντήσεις

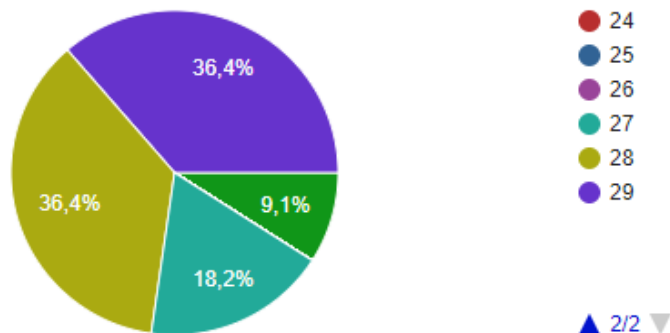


Figure 3. Education background of young job seekers

81,8% had completed secondary education, 9,1% had a University degree and 9% a postgraduate degree.

## 2. Formation (veuillez cocher le niveau le plus élevé que vous avez atteint)

11 απαντήσεις

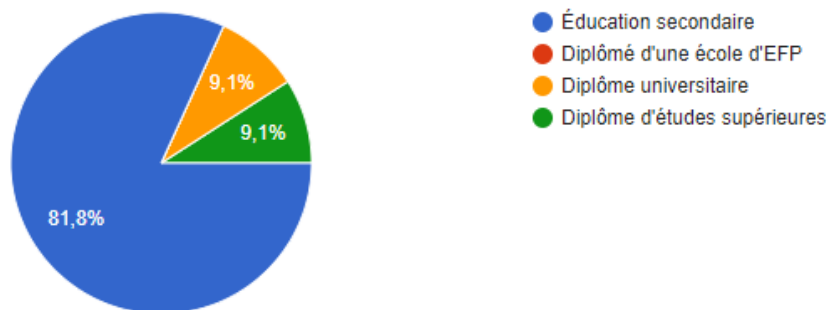


Figure 4. Amount of experience from job interviews

63% had participated in 1-2 interviews, 18,2% have participated in 3-4 interviews and 18,2% in over 5 interviews. In general we can say that participants represented all levels of experience regarding interviews.



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5. Veuillez sélectionner la phrase qui décrit le mieux votre situation :

11 απαντήσεις

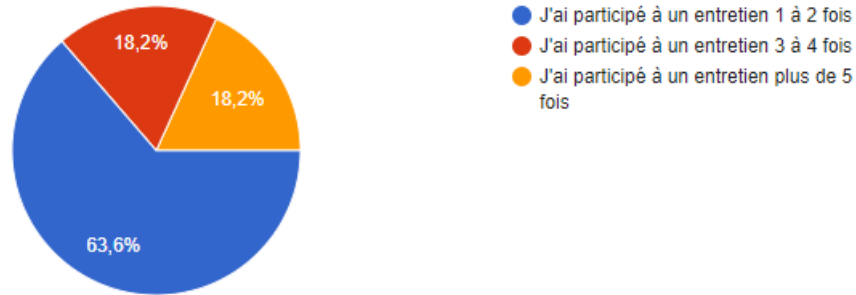


Figure 5. Work experience & Sectors where participants seek a job

81,8% of the participating job seekers have worked in the past but are now unemployed and 18,2% have never worked in the past.

[Αντιγραφή](#)

6. Veuillez sélectionner la phrase qui décrit le mieux votre situation :

11 απαντήσεις

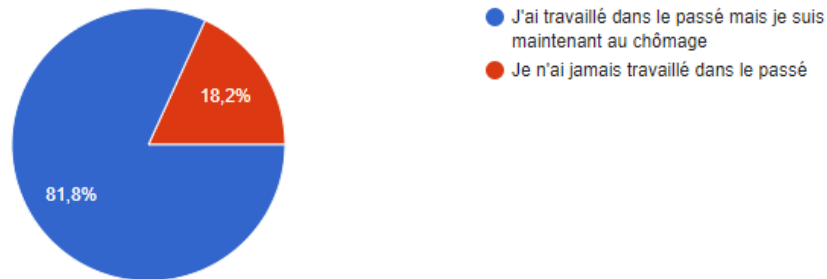


Figure 6. Searching for employment by sending CV

The sectors that the young job seekers have already worked in were: Construction, the Medical sector, as auto mechanics, in public works, salesperson at a supermarket.

The sectors where they are searching for a job are: Construction worker, professional integration advisor, a managerial position, electrician for motorcycles, crane operator, warehouse worker, repair work, working outdoors.

72% of participants have used that method for the past 3-6 months.

9% have used this method from 6 -12 months

9% have used it for a longer period and,

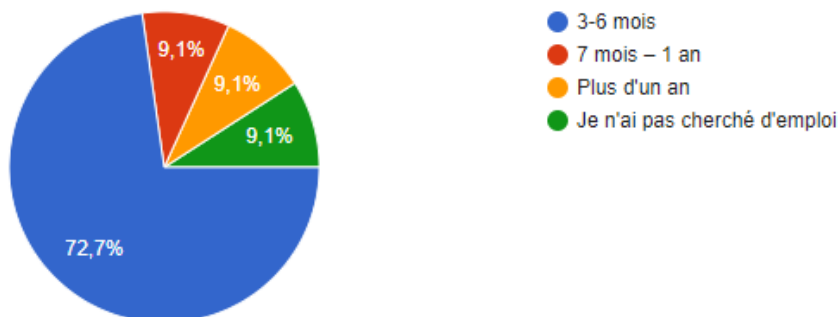
9% have never searched for employment before.



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## 7. J'ai cherché un emploi en envoyant mon C.V. pour le passé:

11 απαντήσεις



**Figure 7. Searching for employment by other methods (than sending CV)**

The respondents also reported other methods they had used for job seeking. These included word of mouth, spontaneous application on the spot, by presenting themselves when seeing an ad, by telephone call. Two participants reported that they only have been sending CVs.

### Profile of the selected youth workers organisation

The youth worker participating in the study came from the following organisations:

**IFRTS** is a training institute with the rank of private university and preparing diplomas in the social, medico-social and health sectors. It counts several academics from different disciplines among its members (psychoanalysts, sociologists, ethnologists, lawyers, economists, ergonomists, etc.).

The Institute is also an active research centre around these themes. It regularly organises seminars and study days focusing on specific subjects, which allows for exchanges and thus enriches knowledge.

### Etudes et Chantiers, Course, its activities include:

- Risk management and prevention in natural spaces
- Maintenance of natural spaces: Maintenance and opening of trails, maintenance and development of green spaces (gardens, protected areas, etc.)
- Water management and flood control: Maintenance and restoration of wetlands, maintenance of watercourses, maintenance and restoration of irrigation canals
- Fire prevention: Creation of fire barriers, maintenance of DFCL (Forest defence against fire) trails, clearing within the framework of OLD (Legal Clearing Obligations)
- Development and preservation of the coastline: Protection and development of the coastline (Consolidation of the dune cord, transplantation etc.), collection, sorting and transport of waste: Cleaning of beaches and along the coastline.



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**Working Scope SC' Opara:** is a cooperative of entrepreneurs which allows its partners to test their business creation project on a real scale. During the first test period, participants benefit from reinforced support to help them start their activity in the best conditions.

**Sud Concept** is a cooperative and participatory training and consulting company created in 2008, specialising in continuing education for adults and consulting for public and private organisations.

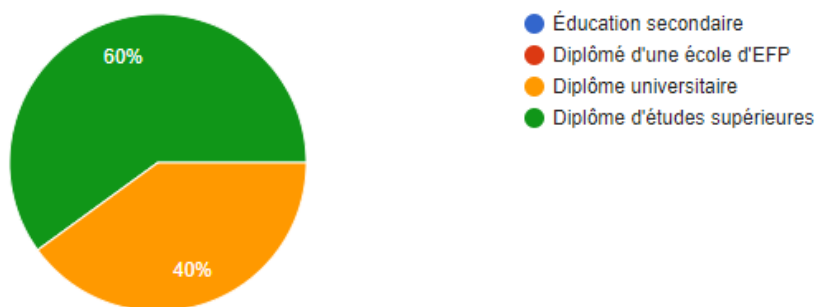
**Universite Corse** was founded in 1765 and reopened in 1981, the University of Corsica Pasquale Paoli is one of the 71 French universities. As an academic and research structure firmly anchored in its territory, it is in direct contact with major local and international issues. The University of Corsica Pasquale Paoli is a multidisciplinary institution which counts 8 faculties, institutes and schools. It offers 130 diplomas, ranging from two-year undergraduate studies to doctoral studies.

### Figures 8, 9, 10. Educational Level and years working with young people

#### 1. Formation (veuillez cocher le niveau le plus élevé que vous avez atteint)



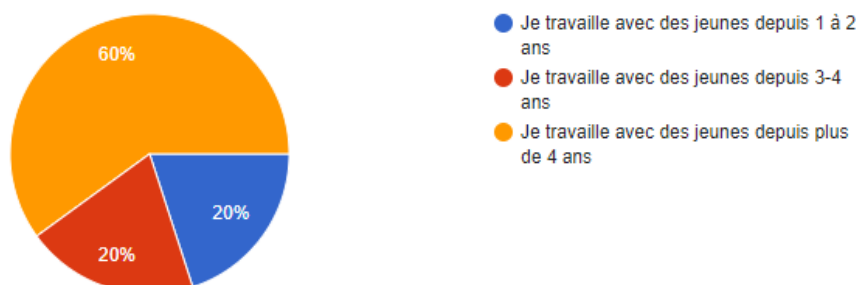
5 απαντήσεις



60% of participants have a diploma of Higher Studies and 40% a University degree.

#### 4. Veuillez sélectionner la réponse qui correspond le mieux à votre situation :

5 απαντήσεις



60% of youth workers participating in the survey have worked with young people for over 4 years, 20% 3-4 years and 20% 1-2 years.



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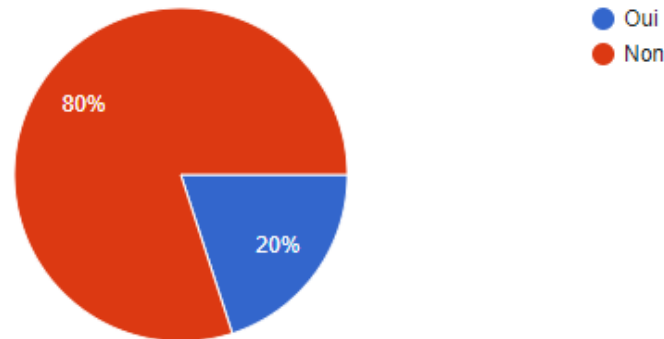
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## 5. J'ai été formé pour préparer les jeunes à gérer leur carrière / trouver un emploi

5 απαντήσεις



80% of participants are occupied with preparing young people for the professional career and finding a job.

Two of the participating youth workers have undergone training specifically on youth direction on employment.

### 2.5.2 Educational needs and Training Areas to support young job seekers and youth workers

Most participants believe that they have very good skills (score of 6 or 7) in Active Listening, Oral Communication, Written Communication, good skills (score of 5) in creating visual presentations, Social presence and friendliness, Volume and tone of voice when communicating

Most are experiencing difficulties in Empathy, Self-Confidence, body posture and body language and half of the participants are not familiar with Respect and Inclusion in a Work Environment.

Most participants seek occasions to be good communicators but again the majority have not asked anybody to evaluate their performance and give them feedback.

Only 2 out of 11 participants have participated in any time of training or workshop regarding any form of communication.

Most participants have difficulty in communicating with people that they don't know, and most feel stressed before an interview.

Most have difficulty in making eye-contact during an interview and don't know how to calm and relax themselves before or during the interview.

Most feel that they can collaborate well with others and that they know their own strengths and weaknesses.

More than half of participants don't know how to write a good c.v., how to find companies to send it and how to participate in an online interview.

Almost 80% have never used Virtual Reality applications but they would like to try one.



Participants stated that the most difficult part about finding a new job is the interview process (speaking with people they don't know and handling stress) and the salary and working terms negotiation.

**Youth Workers survey results show that:**

Youth Workers state that they are very good (6 or 7 score) at Active Listening, Oral Communication, Written Communication, Creating communication materials, being sociable and friendly, having self-confidence, using the correct tone and volume of voice, utilising Empathy. There is so much doubt about practising respect and inclusion.

**Regarding helping young people in the following tasks, they have difficulty in:**

Teaching young people to prepare a CV.

Help them with written and oral communication.

Nonverbal communication.

Self-confidence.

Stress and anxiety management.

Adapting to new situations.

Preparing young people for interviews either in-person or online.

Teaching them how to use V-R applications.

**Some difficulty is shown in:**

Helping young people evaluate their own strengths and weaknesses.

Regarding the youth workers' familiarisation with V-R the results were:

Most have not used it.

All are fond of learning both in person and online.

Videos, texts and quizzes are all welcome in the learning process.

**The skills they would mostly like to learn are:**

- Written communication
- Non-verbal communication
- Self-presentation skills
- Adaptability
- Empathy
- Inclusion
- Self-knowledge
- Building confidence
- Creating a mentorship program
- Mindfulness





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- Motivation
- being affirmative

**The participants found the following elements as most difficult in preparing young people for interviews:**

- How to make young people more confident.
- How to teach young people to present themselves.
- How to teach them present their strong points.
- How to develop social skills
- How to accept criticism and using it wisely
- How to manage oneself
- How to ask the right questions
- How to stay positive and strong

### **Educational and communication needs and training areas**

Based on the survey results following educational and communication needs and training areas were identified in the survey response analysis.

#### **Young job seekers needs**

- Non-verbal cues such as body posture and knowing when to sit down or stand up in an interview context
- Volume and tone of voice
- Self-confidence
- Communicating with a new person in a new situation
- Help and guidance with stress, anxiety, and calming, (especially for interviews)
- Replying to questions in a job interview
- Trust and experience that employers are not so demanding (understanding employer role)
- CV writing and sending; a recap of main points or best practices
- Recognizing own strengths and weaknesses and especially how to communicate them
- Becoming more comfortable with online interviews and video recording

#### **Youth workers need**

- *Self-recognized skills/competence gaps for youth workers:*
- *Interest in learning more about:* self-awareness, promoting self-development, inclusivity.
- *Find challenging:* getting young adults to believe in themselves, supporting young adults to have a realistic overview of their skills



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- *Topics wished for:* creating a positive mindset, self-confidence, self-expression, and how to get to know the local employers and organisations.
- *Preferred learning methods:* face-to-face situations, videos, and texts.

### Training needs with specific topics for young job seekers

Based on the survey results:

- **Training topics for young job seekers:**
  - Short basics and best practices of job application and interview process
  - Self-awareness skills: identifying and learning how to communicate strengths and weaknesses through real-life experiences and examples
  - Communication skills:
  - Stress-coping and relaxation strategies
- **Methods of training preferred by young job seekers:**
  - Face-to-face
  - Videos
  - Exercises
  - Quizzes

### Training needs with specific topics for youth workers

Based on the survey results on areas they lack competences and skills:

- **Training topics for youth workers:**
  - How to support young job seekers in:
    - How to prepare a good CV
    - How to map the local market for job opportunities
    - How to prepare for and pass an online interview
  - How to support young adults with self-expression and communication:
    - How to build self-awareness
    - How to promote self-confidence H
    - How to be more affirmative
    - How to negotiate wage, work benefits, work conditions
    - How to build empathy, adaptability, mindfulness
    - How to cope with stress and anxiety

### Methods of training preferred by youth workers:

- Face-to-face situations



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- Videos
- Texts
- Exercises and quizzes (but not too many)

### 2.5.3 Recommendations on training areas and topics and respective Learning Outcomes for young job seekers

Based on the above-categorised education and training needs the following four training areas with topics are provided as recommendations. Respective Learning Outcomes recommendations for young job seekers are also provided.

1. Basic knowledge for of job hunt, application and interview process
2. Self-awareness skills
3. Self-expression skills
4. Stress-coping and relaxation strategies:
5. Introduction to V.R. knowledge, what it is and how it can help in the interview process.

### 2.5.4 Recommendations on training areas and topics and respective Learning Outcomes for youth workers

Based on the self-declared skills and competences gaps and the needs of young job seekers to be supported, the Learning Outcomes should be:

1. How to support young adults before, during and after the job application and interview process.
2. How to support young adults with self-expression and communication
3. How to support young adults in building self-confidence
4. How to support young adults in coping with stress
5. Virtual Reality technical know-how:



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## 2.6 Italy

### 2.6.1 Description of participants

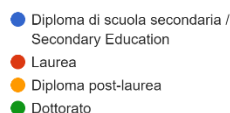
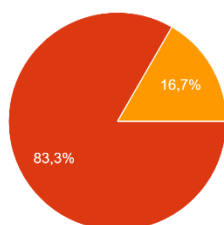
The identification of young job seekers was primarily conducted by tapping into our network of contacts and involving volunteers collaborating with the Fo.Co. organisation through the "Universal Civil Service" (Servizio Civile Universale) initiative, as well as people close to them.

#### Basic characteristics of Youth workers:

The survey was administered to 6 youth workers, their average age was not calculated for this study. Gender distribution was balanced, and the survey included participants with the following features:

#### 1. Livello di Istruzione (seleziona il titolo più alto ottenuto) / Education

6 risposte



#### Education:

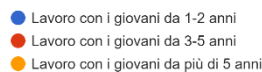
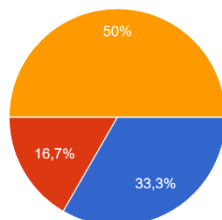
- **83.3%** Bachelor's Degree.

- **16.7%** Master's degree

Below is a list of the organisations for which the professionals involved in the survey work, or collaborate with, in the role of Youth Worker: Fo.Co, Società Cooperativa Mi.Fa. Onlus, Cooperativa Sociale Filotea, Fondazione Santa Maria Delle Vergini, CESIE, Living Peace. Regarding their areas of activity, organisations performing similar activities were involved, and they reported the following main sectors of activities: Reception and Integration, Reception and Integration, Reception- Integration and Education, Integration and Education, Rights-Sustainability-School- Migration, Voluntary Associations-Training.

#### 4. Seleziona la risposta che meglio riflette la tua situazione / Please select the answer that best fits your situation:

6 risposte



#### I have been working with young people for:

-**33.3%** for 1-2 years

-**16.7%** for 3-5 years

-**50%** for more than 5 years.



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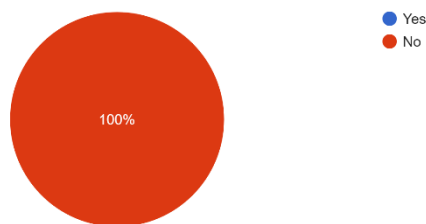


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5. Sono stato formato per preparare i giovani a perseguire una carriera/trovare lavoro / I have been trained to prepare young people to manage their career / find employment

6 risposte



**I have been trained to prepare young people to manage their careers and find employment.**

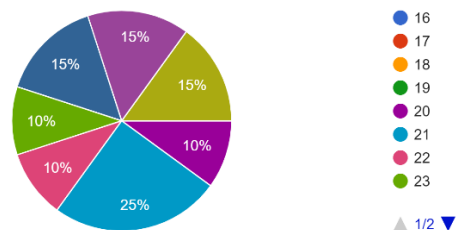
-100% no

**Basic characteristic of Young job seekers**

The survey was administered to 20 young job seekers, with an equal split between men and women, identified through our direct network, showcasing a diverse mix. The survey included participants with the following features:

1. Età / Age

20 risposte

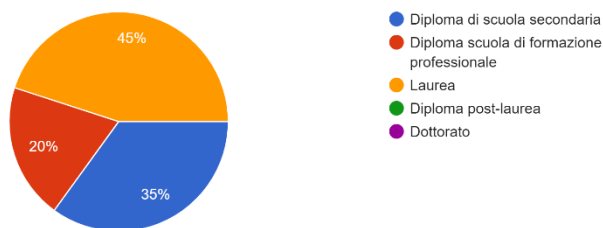


**Age:**

- 25% 21 years old
- 15% 28 years old
- 15% 26 years old
- 15% 25 years old
- 10% 22 years old
- 10% 23 years old
- 10% 20 years old

2. Livello di Istruzione (seleziona il titolo più alto ottenuto) / Education

20 risposte



**Educational background distribution among job seekers:**

- 45% Degree
- 35% High school diploma
- 20% Vocational school diploma

The job seekers are actively seeking employment in various sectors, also mentioning similar preferences. Below are the responses provided:



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- Social, Social and Digital Entrepreneurship, Teaching, Social, In any sector, Tertiary, Sporting or Linguistic, Journalism, employee in a supermarket, Accounting, Social Operator, School, Schools or educational institutions social cooperatives and care institutes, Artistic, Rehabilitation centres for disabled children/young people, Catering, Education, Biological analysis and research, Strategic consulting, Agricultural, Artistic musical, Communication.

Regarding preferences for specific positions, the responses were quite varied, and in some cases, individuals simply specified the geographical location of the desired job without mentioning specific roles. Below are the responses:

- None in particular at the moment, Teacher, Operator, Educator, Working in the social sector as a Counsellor with various integration projects, Vittoria (city), Administrative, Calabria (Italian region), Secretary, Public employee, Warehouse worker, Lecturer, Psychologist, Director -photographer or set designer, Educator, Waitress, Socio-Pedagogical Educator and others.

Talking about the number of job interview participations, the answers are the following: -70% 1-2 job interviews; -15% 3 interviews; -15% in more than 5 interviews. Also, 80 % of the participants have worked in the past. Also 45% have not actively searched for a job by sending the CV, -40% for 3-6 months; -10% for over a year, and 5% of the young job participants for 7 months to a year.

The participants were asked if, besides sending their CV, they had tried to look for a job through another method. Six of them answered no, while the other 14 reported the following responses:

Speaking with other people, introducing myself via video call, Spreading the word, Email, Friends, Online application, I sent my photography portfolio, Face-to-face job interview with the employer themselves, I haven't been job hunting lately, Online, Audition.

### Engagement of Target Groups:

Engagement involved direct networking, utilising known volunteers and individuals within our organisational sphere.

### Profile of the selected youth workers organisation

#### Fo.Co.

The VR-ACE project's Fo.Co. partner was selected among the organisations to participate in the survey, given that a significant portion of its initiatives revolves around training and education. The professionals involved in the organisation primarily engage in youth-related activities.

#### Mi.Fa.

Mi.Fa. (Missione Famiglia Società Cooperative Sociale Onlus) has a long-standing tradition of dedication to welcoming and integrating migrants into the local community.

### Cooperativa Sociale Filotea

Cooperativa Sociale Filotea, since its establishment in May 2008, pursues the general interest in the human promotion and social integration of foreign citizens. Youth workers from their staff were selected for the survey due to their accumulated experience, the



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sector of their work, and the collaborative opportunities that have already been initiated with them.

#### **Fondazione Santa Maria delle Vergini**

The Foundation has been included among the selected organisations due to their accumulated experience, the sector of their work, and the collaborative opportunities that have already been initiated with them.

#### **CESIE**

CESIE is a European study and initiatives centre founded in 2001 with the aim of promoting innovation, participation, and growth in the field of education.

#### **Living Peace**

Living Peace has been included because it is an organisation with which we share values and methods. It is within our network of collaborations, and the professional involved has extensive experience in the field of youth training and guidance.

## **2.6.2 Educational needs and Training Areas to support young job seekers and youth workers**

### **Young jobseekers**

The majority of respondents possess a university degree, highlighting a well-educated group of job seekers. There's a significant interest in the social sector, followed by fields like biological analysis and research. Respondents show a preference for interactive learning methods, such as exercises and quizzes, suggesting a desire for practical and engaging educational content. Key challenges faced by the target group include the scarcity of job positions, finding suitable opportunities, and passing initial screenings, highlighting the need for better job market understanding and application strategies. The obstacles related to passing job interviews include preparing according to employers' expectations, managing anxiety, and convincingly presenting oneself as the right candidate, pointing towards a need for improved interview preparation and communication skills.

### **Youth workers**

Most respondents are familiar with active listening, effective verbal and written communication, and visual communication, but less confident in their ability to train others in these skills. There is a recognition of self-confidence, empathy, and respect, with a good number of youth workers feeling capable of supporting and training others in these areas. Competencies like volume and tone of voice show a mixed level of familiarity, suggesting an area for further development.

Respondents feel they can instruct and support young people in preparing CVs and improving oral communication skills, with a strong agreement in these areas. There's a general agreement on the ability to receive constructive feedback and improve written communication, but less confidence in training others to cope with stressful situations or practice calmness and relaxation.

Virtual reality applications have not been widely used or favoured, indicating potential for growth or a need for introduction in training programs. There is a strong preference for in-



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person learning, watching videos for new information, and engaging through exercises and quizzes. There is High interest in improving oral, non-verbal communication, and adaptability. There is significant interest in learning about empathy, inclusivity, self-awareness, and promoting self-development, showing a focus on personal growth and interpersonal skills.

Among the recommendations, training areas and specific topics to be trained, there is communication skills enhancement (active listening, verbal and written communication, presentation skills); Personal development (self-confidence building, overcoming stress and anxiety, public speaking, empathy and respect); professional skills (CV writing, job search and application, Digital Literacy and Technology adoption (introduction to virtual reality, digital tools for job searching and personal branding online).

### Educational and communication needs and training areas

#### Young jobseekers

With regards to the communication skills indicated in the questionnaire, the majority of respondents have indicated they are familiar with most skills.

Based on the numbers you've provided, here is a qualitative interpretation:

- Active Listening
- Effective Verbal Communication
- Effective Written Communication
- Effective Visual Communication.
- Friendliness and Sociable Behavior
- Self-confidence
- Volume and Tone of Voice
- Empathy
- Respect
- Non-verbal Cues
- With regards to the educational and communication needs of young jobseekers, the following conclusions can be drawn:

The main areas we consider training should be focused on are:

- Communication, both verbal and non-verbal
- Helping individuals identify their strengths and weaknesses
- Interview skills
- Networking
- CV writing
- IT literacy





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### Youth workers

The questionnaire data highlights several key educational and communication needs for youth workers, alongside training areas that could significantly enhance their effectiveness in supporting young job seekers. In particular:

- Advanced communication skills
- Personal development tools
- Professional guidance skills
- Digital literacy
- Engagement and motivation techniques

### Training needs with specific topics for young job seekers

Based on the survey responses, the main topics that would benefit young jobseekers are:

1. Active listening and observational techniques to improve personal communication.
2. Asking for, receiving, and implementing feedback effectively.
3. Developing effective communication skills including both verbal, written, and non-verbal communication.
4. Verbal and written communication strategies for professional settings, including effective public speaking and presentation skills.
5. Techniques for stress management, interview preparation, and making a strong first impression.
6. Understanding and articulating personal strengths and weaknesses
7. Creating effective CVs and cover letters
8. Online interview techniques and digital presence.
9. Effective interpersonal skills, conflict resolution, and project collaboration.
10. Effective job search techniques and employer research.

### Training needs with specific topics for youth workers

Based on the surveys the main topics that would benefit youth workers are:

- Advanced communication techniques
- Professional development skills
- Personal growth and confidence building
- Digital literacy and technology use
- Teaching and mentoring strategies



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### 2.6.3 Recommendations on training areas and topics and respective Learning Outcomes for young job seekers

Here are some recommendations for training areas and topics, along with the learning outcomes that can be expected for young job seekers:

- **Professional Communication:**

- Public Speaking and Presentation Skills
- Effective Networking and Relationship Building
- Negotiation Techniques
- Writing Professional Documents (CVs, Cover Letters, Emails)

**Learning Outcomes:**

- Confidently speak and present in a professional setting
- Build and maintain professional relationships
- Apply negotiation strategies in job offers and workplace scenarios
- Craft clear, concise, and effective professional documents

- 2. **Personal Development and Self-Management:**

- Self-Assessment and Personal Branding
- Constructive Feedback and Continuous Improvement
- Time Management and Organisational Skills
- Resilience and Coping Strategies for Rejection

**Learning Outcomes:**

- Identify personal strengths and weaknesses and articulate a personal brand
- Utilise feedback for personal and professional growth
- Effectively manage time and organise tasks
- Demonstrate resilience and maintain motivation during job search

- 3. **Job Search Strategies:**

- Utilising Job Boards and Social Media for Job Searching
- Tailoring Applications to Job Descriptions
- Strategies for Following Up on Applications

**Learning Outcomes:**

- Navigate and utilise digital platforms for job searching effectively
- Customise applications to increase the chances of job interview selection
- Employ follow-up techniques to stand out to potential employers



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#### 4. Interview Skills:

- Preparing for Interviews (In-person and Virtual)
- Understanding and Answering Common Interview Questions
- Strategies for Stress Management Before and During Interviews

#### Learning Outcomes:

- Prepare thoroughly for different types of interviews
- Respond to interview questions succinctly and appropriately
- Employ techniques to manage interview stress and perform under pressure

#### 5. Digital Literacy:

- Basic Technical Skills for the Workplace
- Managing Digital Presence and Personal Information
- Understanding and Using Emerging Technologies (e.g., VR)

#### Learning Outcomes:

- Operate common workplace software and tools competently
- Manage online profiles to enhance job prospects
- Demonstrate an understanding of, and adaptability to, emerging technologies

#### 6. Collaborative Work Skills:

- Teamwork and Effective Group Collaboration
- Conflict Resolution and Constructive Criticism

#### Learning Outcomes:

- Work effectively within a team to achieve common goals
- Navigate and resolve conflicts in a professional manner

#### Active and Multimedia Learning:

- Engagement with Interactive Educational Tools
- Learning Through Multimedia Resources (Videos, Online Tutorials)
- Application of Knowledge Through Exercises and Quizzes

#### Learning Outcomes:

- Actively engage with interactive tools for enhanced learning
- Use multimedia resources for self-paced learning
- Apply learned concepts to practical scenarios to solidify understanding



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## 2.6.4 Recommendations on training areas and topics and respective Learning Outcomes for youth workers

Here are some recommendations for training areas and topics, along with the learning outcomes that can be expected for youth workers:

### 1) Communication Skills:

- Active Listening and Empathy. Cultivating an understanding and empathetic approach in all interactions.
- Effective Verbal and Non-Verbal Communication. Enhancing spoken communication and understanding body language cues.
- Clear and Persuasive Written Communication. Teaching how to write compelling CVs, cover letters, and professional correspondence.

#### Learning Outcomes:

- Demonstrate enhanced listening skills, fostering stronger connections and understanding with youth.
- Apply effective verbal and non-verbal techniques to communicate clearly and persuasively.
- Produce high-quality written documents that effectively convey intended messages.

### 2) Professional and Personal Development:

- Confidence Building and Self-Awareness. Strategies for boosting self-confidence and developing a strong sense of self.
- Stress and Anxiety Management. Techniques for managing stress in professional settings and during job searches.
- Career Guidance Skills Tools and methods for advising youth on career exploration and decision-making.

#### Learning Outcomes:

- Demonstrate increased self-confidence and self-awareness in professional interactions.
- Employ strategies to manage personal stress and support youth in anxiety-inducing situations.
- Provide informed, constructive career guidance to young job seekers.

### 3) Digital Competencies

- Navigating Digital Job Markets. Using online platforms and social media for job searching and networking.
- Emerging Technologies. Understanding and applying technologies like virtual reality in educational and training contexts.



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- Online Engagement and Content Creation. Creating engaging digital content and utilising online platforms for educational purposes.

#### Learning Outcomes:

- Effectively use digital tools and platforms for job search guidance and personal branding.
- Incorporate emerging technologies into training and development programs.
- Engage and motivate youth through creative and impactful online content.

#### 1) Inclusive Practices and Cultural Competency:

- Cultural Sensitivity and Inclusivity. Building an inclusive environment that respects diverse backgrounds and perspectives.

#### Learning Outcomes:

- Create and maintain a supportive, inclusive atmosphere for all youth.
- Recognize personal biases and employ strategies to minimise their impact in professional settings.

#### 2) Educational Methodologies and Engagement Strategies:

- Active Learning and Participation. Designing and facilitating interactive learning experiences.
- Mentorship and Coaching Techniques. Effective strategies for mentoring and coaching youth.
- Adapting to Learning Styles. Tailoring educational approaches to meet the varied learning styles of youth.

#### Learning Outcomes:

Implement interactive and participatory educational methods that enhance learning and retention.

Serve as an effective mentor or coach, providing guidance and support tailored to individual needs.

Adapt teaching and guidance methods to accommodate different learning preferences, enhancing educational impact.



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### 3. Conclusions

The research included in this report has gathered data with the aim to identify young job seekers' and youth workers' needs, specifically related to the job interview process. Partner organizations conducted a comprehensive research initiative to pinpoint areas for improvement and ensure young people possess the necessary knowledge and confidence to excel in this crucial recruitment stage.

**Desk research, which had an aim to provide the context in which the field research data should be viewed in.**

1. The desk research shows that project partner countries, despite varying demographics, share similar youth unemployment rates.
2. According to the European Commission (2024), in April 2024, 2.83 million young people (under 25) were unemployed in the EU, with 2.272 million in the euro area. The youth unemployment rate in April 2024 was 14.4% in the EU (down from 14.7% in March) and 14.1% in the euro area (down from 14.3%).
3. All project partner countries have strong and well-developed programs for young job seekers, operating at both governmental and private sector levels. These mechanisms aim to support youth employment.
4. Existing communication skills programs vary across partner countries, ranging from major degree programs to short-term courses. Most countries offer both types of programs, with a shared focus on active listening, communication barriers, conflict resolution, and other relevant skills.
5. The desk research also identified 18 best practices in youth employment support from Lithuania, Finland, Belgium, Denmark, Sweden, France, and Italy.
6. Future recommendations. Research results key current and future initiatives aimed at lowering youth unemployment rates in the EU and project partner countries for the future recommendations. These actions focus on: Encouraging further training and qualification upgrades, matching student intakes in educational programs with labour market demands and other. By implementing these initiatives, we can equip young people with the skills and knowledge they need to succeed in the job market.



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## Field research, with an aim to map and describe the current situation regarding preparation of job interviews in the partner countries

Building on the initial analysis, this study identified and assessed key learning outcomes essential for job interview success. This informed the development of targeted and effective training programs and tools to address the specific needs and goals of young job seekers.

1. Current study is based on the two surveys (young job seekers and youth workers). **In total 99 young job seekers** were surveyed (Young job seekers: Lithuania – 24; Finland – 15, Cyprus – 20; Denmark – 9, France – 11; Italy – 20) and **33 youth workers** (youth workers: Lithuania – 5; Finland – 5, Cyprus – 5; Denmark – 7, France – 5; Italy – 6;
2. Field research of young job seekers among all countries have shown very similar results. Talking about **major educational needs of young job seekers**, research participants have mentioned that they are really familiar with such skills as: verbal communication, social behaviour and friendliness/politeness. The least familiar young job seekers were with skills related to non-verbal communication, also such skills as volume and tone of voice. Most commonly the needs of the young job seekers are stress management and self-development in young adults, fostering inclusivity, creating mentorship programs, and developing techniques for motivation and positive reinforcement. Educational needs: feeling confident in their interpersonal skills, including friendliness, active listening, empathy, and teamwork. Areas for improvement identified non-verbal communication, preparing a CV, job interview skills.
3. Results of the **youth workers' needs** have shown that youth workers are lacking skills of stress management and coaching young people (helping to build self-esteem and self belief, self-awareness, promoting self-development). Youth workers need more skills in searching for job positions, also helping young job seekers to be prepared for the interview (potential interview questions, positive interview etiquette, behaviour during the interview).
4. Respondents show a preference for interactive learning methods, such as exercises and quizzes, suggesting a desire for practical and engaging educational content
5. Research results also showed that both young job seekers and youth workers are very **interested in VR technology** because it makes learning more interesting and engaging, and it is very innovative.
6. The research has shown that young job seekers from one point of view are very self-confident, they are confident about their skills and knowledge, verbal and nonverbal communication skills, behaviour during the interview and answering questions skills. However, from the other point of view they are lacking these skills, starting from hard



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skills and technical – CV preparation, continuing how to get dressed during the interview, finishing emotional intelligence.



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# Annexes

## Annex I. Young job seekers survey

*Dear participant, thank you for assisting the VR-ACE project's team determine which are the training and preparation needs of young job seekers, for a successful job interview.*

*The data collected is anonymous and will only be used for the needs of the VR-ACE project.*

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1. Age:
2. Education:  
Secondary Education, University Degree, Post-graduate studies

*Please select the answer that best fits your situation:*

3. I have taken part in a job interview:

1-2 times      3-4 times      More than 5 times

4. I have worked in the past but I am now unemployed    Yes    No
5. I have never worked in the past
6. I have been seeking for a job by sending my C.V. for the past:

3-6 months      7 months – 1 year      More than one year

7. I have been seeking for a job by a different method (please indicate how)

.....

On a seven – point scale indicate the extent to which you agree with the following statements:

(1 Totally agree – 2 Quite Agree – 3 Agree – 4 Not quite agree – 5 Neither agree nor disagree – 6 Not agree – 7 Strongly disagree)

8. I am familiar and can use in practice:

- a. Active Listening (1-7)
- b. Effective Verbal Communication (Expressing myself clearly through spoken words) (1-7)
- c. Effective Written Communication (Expressing myself clearly through written texts) (1-7)
- d. Effective Visual Communication (creating visual presentations) (1-7)
- e. Friendliness and Sociable behavior (1-7)
- f. Self-confidence (1-7)
- g. Volume and tone of voice (1-7)
- h. Empathy (1-7)



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- i. Respect (1-7)
- j. Non-verbal cues (body posture, knowing when to sit down or stand up in an interview context).

Please rate the following skills in terms of difficulty for you on a scale of 1-7

1= Very easy, I am very good at it

2= Fairly easy

3 = Quite easy

4 = Neither easy, nor difficult

5 = Challenging

6= Difficult

7= Very difficult

- a. Active Listening
- b. Effective Verbal Communication (Expressing myself clearly through spoken words)
- c. Effective Written Communication (Expressing myself clearly through written texts)
- d. Effective Visual Communication (creating visual presentations)
- e. Friendliness and Sociable behavior
- f. Self-confidence
- g. Volume and tone of voice
- e. Empathy
- h. Respect
- i. Non-verbal cues (body posture, knowing when to sit down or stand up in an interview context).

On a seven – point scale indicate the extent to which you agree with the following statements (1 Totally agree – 2 Quite Agree – 3 Agree – 4 Not quite agree – 5 Neither agree nor disagree – 6 Not agree – 7 Strongly disagree):

I seek opportunities to observe good communicators around me

I have asked a close friend or colleague for constructive feedback

I practice improving communication habits

I have attended communication skills workshops or classes

I seek opportunities to communicate better

I have difficulty in communicating with people I don't know well

I feel stressed before an interview

I feel stressed during an interview



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- I have difficulty in making eye-contact during an interview
- I have difficulty calming myself down and feeling relaxed
- I like to collaborate with others
- I can adapt to new environments or situations
- I know my strengths and weaknesses as a person
- I know how to write a good C.V.
- I know how to select companies and organisations to send my C.V.
- I don't mind receiving feedback during or after an interview
- I know how to attend an online interview
- I like to attend online workshops or classes
- I have used Virtual Reality applications
- I like using Virtual Reality applications
- I like to learn in classes that take place in-person
- I like to watch videos when I am trying to learn something new
- I like to read texts when I am trying to learn something new
- I like to learn through exercises and quizzes

**Open ended questions:**

The most difficult part about finding a job is .....

The most difficult part of going to an interview is.....



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## Annex II. Youth workers survey

***Dear participant, thank you for assisting the VR-ACE project's team determine which are the training and preparation needs of young job seekers, for a successful job interview, and your role as a youth worker in supporting those needs.***

***The data collected is anonymous and will only be used for the needs of the VR-ACE project.***

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1. Education:  
Secondary Education, University Degree, Post-graduate studies
2. Organisation (name and address) .....
3. Area of activity of the organisation .....

*Please select the answer that best fits your situation:*

I have been working with young people for:

1-2 years    3-5 years    More than 5 years

I have been trained to prepare young people to manage their career / find employment

Yes        No

If Yes, please specify by which organisation, title and duration of the training scheme:

.....

**Please rate the following skills in terms of your familiarity with them on a scale of 1-7**

(1= I know it very well and can support/train others

2= I know it well but I am not quite familiar on how to support/train others

3 = I don't know it so well

4 = I have only a general idea about it

5 = I know some things relating to it

6= I don't know it so well

7= I don't know it at all)

- a. Active Listening
- b. Effective Verbal Communication (Expressing myself clearly through spoken words)
- c. Effective Written Communication (Expressing myself clearly through written texts)
- d. Effective Visual Communication (creating visual presentations)
- e. Friendliness and Sociable behavior
- f. Self-confidence
- g. Volume and tone of voice



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- h. Empathy
- i. Respect

**On a seven – point scale please indicate the extent to which you agree with the following statements (1 means totally agree; 7 means totally disagree):**

I can instruct and support young people on how to:

- a. Prepare a C.V.
- b. Select companies and organisations to send their C.V.
- c. Receive constructive feedback
- d. Improve their oral communication skills
- e. Improve their written communication skills
- f. Improve their non-verbal communication skills
- g. Improve their self-awareness
- h. Improve the way they cope with stressful situations
- i. Practice calmness and relaxation
- j. Improve their adaptability to new situations
- k. Prepare for an interview in person
- l. Prepare for an online interview
- m. Learn how to use Virtual Reality applications
- n. Become aware of their strengths and weaknesses as a person

**On a seven – point scale indicate the extent to which you agree with the following statements (1 means totally agree; 7 means totally disagree):**

- a. I have used Virtual Reality applications and I like them
- b. I like to learn in classes that take place in-person
- c. I like to watch videos when I am trying to learn something new
- d. I like to read texts when I am trying to learn something new
- e. I like to learn through exercises and quizzes

**Please rate your interest in learning about each of the following skills and capabilities on a scale of 1-7 (1=totally interested, 7 = not interested at all):**

- a. Oral Communication
- b. Written Communication
- c. Non-verbal communication
- d. Self-presentation
- e. Adaptability
- f. Empathy
- g. Inclusivity
- h. Self-awareness
- i. Self-Confidence
- j. Creating a mentorship scheme
- k. Promoting self-development
- l. Mindfulness
- m. Motivation
- n. Engagement
- o. Story-telling



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p. Being affirmative

**Open ended questions:**

The most difficult part about preparing young job seekers to attend an interview is .....

What I would mostly value in a course regarding supporting young job seekers is the topic(s).....



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