



cesie
the world is only one creature

welfare

Workability and Flexicurity for Employment

Public Report

7th - 15th November 2015,
Palermo, Italy

ERASMUS+ programme, Key Action 1 - Mobility of Youth Workers.



Co-funded by the
Erasmus+ Programme
of the European Union

Public Report



“Workability and Flexicurity for Employment”

ERASMUS+ programme, Key Action 1 - Mobility of Youth Workers.

Training Course
7th - 15th November 2015



PARTNER ORGANISATIONS

CESIE

Bulgarian Network for Human Rights Education

Udruga Veliki Mali Čovjek

Mhtconsult ApS

Kinonikes Sineteristikes Drastiriotites Efpathon Omadon EDRA

Biedriba "Pozitiva Doma"

Rokiskio jaunimo organizaciju sajunga "Apvalus stalas"

Association Out of standart

Youth Forum Bitola

Overhalla commune

Associação para a Formação Profissional e Desenvolvimento do Montijo

Fundatia ACTIVITY pentru resurse umane si dezvoltare durabila

Kulturno izobrazevalno drustvo PiNA

Asociación Intercultural Europea - Go Europe

Ayuntamiento De Murcia

Kasif Genclik ve Spor Kulubu Dernegi

Dacorum Council for Voluntary Service

Italy

Bulgaria

Croatia

Denmark

Greece

Latvia

Lithuania

Lithuania

Macedonia

Norway

Portugal

Romania

Slovenia

Spain

Spain

Turkey

UK

Index

WELFARE in a nutshell.....	4
WELFARE's objectives.....	5
The working programme.....	6
WELFARE's methodological approach.....	7
WELFARE Activities.....	8
Evaluation Techniques.....	19
Contacts.....	20

WELFARE in a nutshell

Young people's integration into the labour market is one of the main goals of Europe 2020 strategy that should be supported and facilitated through education and training to face youth unemployment and inactivity. In fact, nowadays many people lose their skills and many young people struggle to enter the labour market for several causes. Increase and improve suitable skills for those jobs in demand on the labour market is now a current need at European level and this can be ensured with a better matching of workability of the skills needed, improving the flexicurity and young people.

So, two main concepts need to be strengthened in order to counteract the spreading of youth unemployment:

- **Flexicurity** is defined as the ability to change, to meet the globalized business needs and new concept of security: that comes not from an ordinary stable work but from the awareness of our own capability and predisposition to change.
- **Workability** is a precondition for employability that enables individuals to extend their working lives through a continuous self-investment on new skills.

The project WELFARE – Workability & Flexicurity for Employment” was a 8-days training course which took place in Baida - in the neighbourhood of Palermo – involving 39 participants from 15 European Programme countries: Italy, Bulgaria, Croatia, Denmark, Greece, Latvia, Lithuania, Macedonia, Norway, Portugal, Romania, Slovenia, Spain, Turkey, UK.

The project aimed at involving youth workers, project leaders, youth advisers and other professionals working with youth in a modular pathway to **inspire** them, at providing them with **tools and methodologies** in order to **help young unemployed people** to face current employment challenges through a **new and innovative** pattern that use music, theatre and art as means of **promoting new skills and employment** in particular, **stimulating creative partnerships** between **culture** on the one hand, and **labour market** on the other hand.

WELFARE's objectives

- To provide youth workers with new knowledge on workability and flexicurity that will serve the young people they work with to be more equipped for current labour market needs and challenges;
- To promote and encourage flexibility and workability in their work as a response to youth unemployment and for young people's empowerment, through creative approach;
- To introduce new creative ways of reaching out to target groups of young unemployed people by familiarizing them with new artistic, musical and theatrical tools and dynamics;
- To increase awareness of the youth workers on the importance of culture, art and music, as non-formal tools for their work with youth and how it can have effects in every day routine, as well as the perspectives in the labour field;
- To facilitate the exchange of experiences, traditions, best practices, habits and promote cooperation in the field of creative work with youth through culture, art and music in the EU countries.
- To establish networks for further joint collaboration of the organizations involved in the project.

WELFARE's programme

	7 th Nov.	8 th Nov.	9 th Nov.	10 th Nov.	11 th Nov.	12 th Nov.	13 th Nov.	14 th Nov.	15 th Nov.
Morning 9h30-13h	Arrival morning	9.30 – 11.00 Presentation of the Training Course, objectives and agenda, training team and rules 11.30 – 13.00 Expectations, fears and contribution exercise "Symbols of three"	9.30 – 9.45 Morning Energizer - Team building 9.45 – 13.00 Introduction into flexibility and workability	9.30 – 10.00 Morning Energizer - Team building 10.00 – 11.30 Non-formal learning as main tool for youth work 12.00 – 13.00 Creative thinking introduction	9.00 – 13.00 Art and flexibility: how non formal expression can help to strengthen Flexicurity and workability?	8.30 – 10.00 Morning Energizer - Team building 10.00 – 11.00 Introduction to the Workshops 11.00 – 12.45 Workshops on Music, Theatre of Oppressed and Art sessions	8.30 – 13.00 Workshops on Music, Theatre of Oppressed and Art sessions. Continuation	9.30 – 10.00 Morning Energizer - Team building 10.00 – 13.00 Presentation of Erasmus+ and funding opportunities. Open space technology: presentation of future projects	Departure day
Afternoon 15h-18h30	14.00 – 19.00 Get to know each other and ice-breaking activities	15.00 – 16.30 Mapping of employment in Europe 17.00 – 18.15 Youth skills into the future 18.15 – 18.30 Daily Evaluation	15.00 – 16.30 Application of Flexicurity and workability to youth work 17.00 – 18.15 Presentation of the role play exercise 18.15 – 18.30 Daily Evaluation	15.00 – 16.30 Creative thinking Workshop 17.00 – 18.15 Creative thinking Workshop 18.15 – 18.30 Daily Evaluation	Visit of CESIE and introduction to art as an expression tool for young people and Cultural visit of Palermo	15.00 – 16.30 Workshops on Music, Theatre of Oppressed and Art sessions 17.00 – 18.30 Workshops on Music, Theatre of Oppressed and Art sessions 18.15 – 18.30 Daily Evaluation	15.00 – 18.30 Preparation for the Performance and Exhibition	17.00 – 18.30 Final evaluation. Feedback of the participants on the training. Presentation of the Youthpass. Conclusions and outline of the results.	
Evening 20h-22h	Welcome dinner	Intercultural encounter (I)	Intercultural encounter (II)	Dinner Organizations' bazaar	Dinner in Palermo	Dinner	Performance and Exhibition	Farewell dinner	

WELFARE's methodological approach

During the WELFARE Training Course, the working methods was primarily based on the active participation and learning of participants promoted through non-formal and informal activities, through theoretical sessions, practical exercises, creative workshops and team-building fostering the creativity, empowerment and active participation of the group as a whole, but also individual work to stimulate the learning of each of the participants involved in the learning path.

The main methodological approaches were based on:

- **Creative thinking methods:** effective methods to find innovative solutions for traditional problems, through a variety of mental and manual activities which stimulate ideas generation;
- **Experiential learning:** the so-called "learning from experience" i.e.: role-playing games, creative activities in the field of music, art and theatre, etc;
- **Cooperative learning:** participants worked together, divided in small groups to reach common goals(i.e.: buzz groups);
- **Peer learning:** activities allowed participants to learn from each other, transferring good practices, experiences and knowledge;
- **Structured learning path as regard music, art and Theatre of Oppressed** – made up of introduction of activity, presentation of proper case study, experiential creative and interactive activity based on the daily vehicle chosen;
- **Open Space Technology:** an interactive method of development of ideas for follow up projects and actions;
- **Communication-based methods:** a constant interaction among participants, dialogue, debates, improving participants' intercultural learning and increase their tolerance.

WELFARE Activities:

- **Group building activity to get to know each other**



As one of the first activity of the Training, Trainers asked participants to divide them in 2 different queues, one in front of the other and sit on chairs. Then, they asked participants of one queue to start to draw the portrait of the participant in front of them, with music in the background accompanying their drawing. Each 2 minutes trainers stopped music, and each time the music was stopped participant drawing the portrait had to change place into the next sit. So, the new “artist” had to continue the drawing of the previous participant. At the end of the activity, all the portraits would have been drawn by all the participants, giving in this way a collective view of each one.

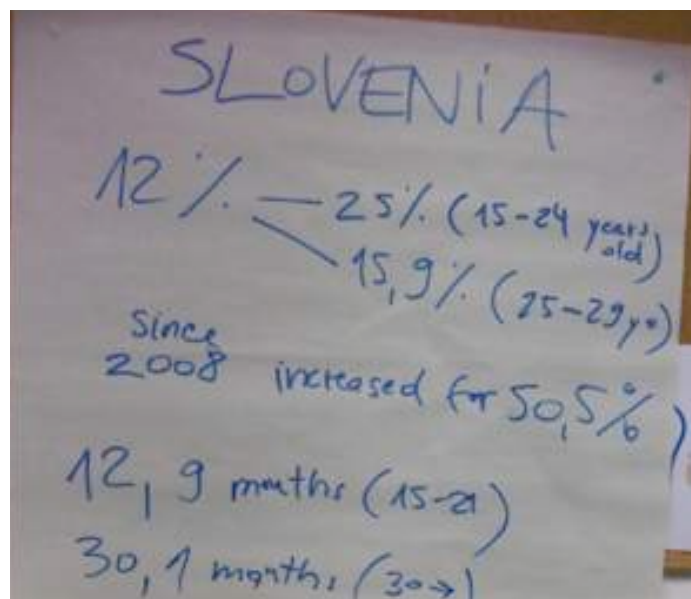
- **Expectations, fears & contribution activity**



After the introduction of WELFARE’s learning objectives by the trainers, each participant had to reflect and to write anonymously on coloured post-its

everything they would “gain” thanks to the TC (orange ones), what they would “give” (green ones) to the group, and what they would “avoid” (pink ones). Then, these post-it were hung up on 3 distinctive flipcharts. Afterwards, the trainers introduced them to the whole group as a way to remind them their learning needs and to reflect on their learning path just started. This session was also the opportunity for the trainers to take into consideration this information as a feedback to adapt the work programme to the specific needs of the participants.

- **Mapping of employment in Europe**



During the pre-departure preparation for the project, participants had been asked to gather information regarding the youth employment/unemployment (facts, statistical data, trends, etc...) to give an overview of the situation in their countries at the beginning of the project, thus allowing all the participants to compare their situation to the ones of the other participating countries. For this session, they were divided in national groups and introduced to the whole group this information, through flipcharts, Power Point presentations and videos. This allowed the sharing of data and to find common areas and ground among different countries, crucial to start working together. Moreover, they had the chance to share best practices and case studies of each country, thus giving inspiration to other participants on the problem-solving of the connected issues presented.

- **Organizations' bazaar**



Every participating organisation had been given a stand to dispose their organisation's promotion materials, gadgets, visibility projects, posters, etc. Then participants introduced briefly the activities of their organization, especially those ones related to the topic of the project. After this introduction, participants were free to visit the organisations' stands in the room, as simulating the visit of a fair. Thanks to this

activity, participants learned about each participating organizations and related activities, so that they started to discuss about possibilities of networking, which will be more deepened in the last days of activities of the training course.

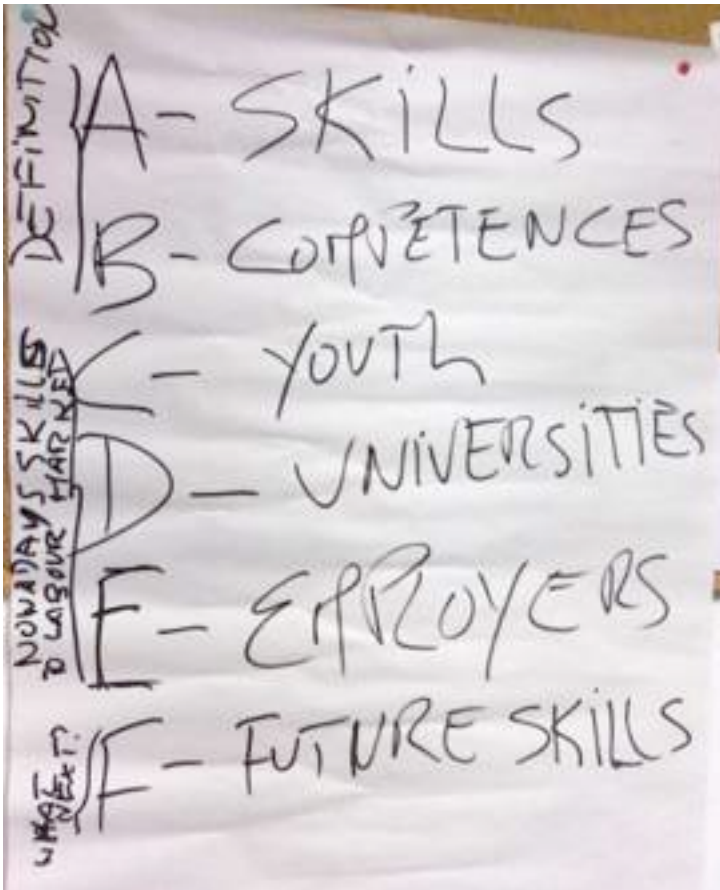
- **Intercultural Dinners**

One of the tasks of the pre-departure preparation was also to bring some traditional products, food and beverages from their countries. These evenings have been the opportunity for all the participants to share cultures, traditions, meals, dances & music they did not know before, as a way to increase their



intercultural knowledge & sensitivity. Moreover, since the activity was widely disseminated at local level, the participation of the local community allowed to increase furthermore the intercultural exchange as well as to disseminate the content of the training course and the aim of the Erasmus Plus programme.

- **Youth Skills: into the future**



This activity was introduced by the trainers explaining the concept of both soft & hard skills and how much useful they are to enter in the labour market. Then, participants were split into 6 groups (A - B - C -D- E -F):

Through the use of flipcharts, they were asked to reflect on skills (group A) and competences (group B) required from young people to enter the labour market from the point of view of several stakeholders/target group: young people (group C), universities (group D) and employers (group E). The last group (group F) focused on the reflection on possible future skills and competences required from young people as the labour market will tend to change even more. Then, the participants had to introduce the results of their

work to the whole group. Finally, the trainers stimulated the dialogue between the participants as a debriefing about the results. The aim of this exercise was to make participants think of this issue from multiple perspectives and to reach – through a participative discussion – a shared and common understanding on the topic of skills and labour market requirements.



- **Introduction into flexicurity and workability**



As these two concepts are quite new, the trainers started with getting information from participants on what they already know about these definitions through small buzz groups, changing the participants every 5-10 minutes and gathering feedback on flipcharts. In the end of the activity, the trainers did a summary of

the expressed opinions and ideas and facilitate the final definition of both terms, setting the knowledge of the whole group on both the concepts.

Please, check the meaning of Flexicurity & Workability at the beginning of the current report

What is a buzz group?

A buzz group is a technique connected to cooperative learning in which a big group is divided in smaller groups (from 3 up to 6 people) in order to hold small discussion to develop a task or to reach a shared opinion/idea/consensus on a topic within a defined period of time. Each group has a speaker who inform the bigger group on the result of the discussion of his/her own buzz group. As used in the activity specified above, people composing the buzz group can change according to a fixed time.

- **Application of flexicurity and workability to youth workers through SWOT analysis**

After having agreed on a common definition of the 2 core notions of Flexicurity & Workability, the participants were divided into 3 different groups to think about and analyze these concepts in a “speed dating” format, changing every 5 minutes by trainers’ signal. The mind tool used as basis of this activity was an interactive SWOT analysis. In this way, participants had the opportunity to share their ideas and experience about these 2 concepts through analyzing their Strengths, Weaknesses, Opportunities and Threats, implemented in the framework of youth work and youth employment. Then, the trainers consolidated their knowledge and helped the participants to debrief to know what to keep in mind to pave the way for the other activities as a continuous learning flow.

What is a Speed Dating?

If you want to create an activity involving Speed Dating, you just need to create an inner and outer circle of chairs where participants can sit one in front of each other thus discussing briefly on some topics. At the signal of the trainers, they need to change place in the next chair (the inner circle moving to the left, the outer circle moving to the right), discussing in this way the topics with new people.

What is a SWOT analysis?

SWOT is an acronym standing for Strengths, Weaknesses, Opportunities & Threats and it's a spread method used for an analysis or evaluation (also used by ventures or companies). It's also well-known as SWOT Matrix.

(Source: "How doing a needs analysis?" - "Summarising the outcomes" section; <https://www.salto-youth.net/rc/inclusion/inclusionforas/shapinginclusionin-detail/NeedsAnalysisHowTo/>)

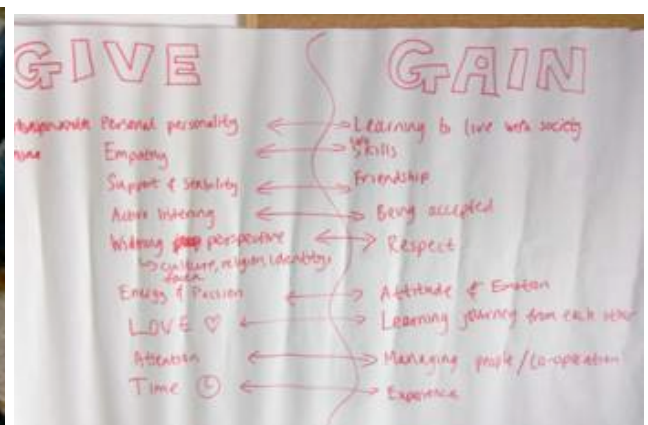
- **Role play exercise**

To consolidate the knowledge developed in the previous activity, the participants were offered to conduct a short role-play in groups about flexicurity and workability concepts applied to practice on a hypothetical working context. Trainers introduced the main rules of the activity: the participants - divided in 5 groups - came up with a scenario, including as main characters 1) young people, 2) employers, 3) education institutions, 4) local authorities.

Participants prepared and presented to trainers and the group their role play. After each play, the trainer facilitated a short discussion on the main points and idea of the play, opening a short discussion about the contents and the decision behind the role play of the participants.

- **Non-formal learning as main tool for youth work**

During this activity, participants have been introduced to the non-formal education concept (its definition, its benefits for the youth work and its main tools/methods) but, also, the differences between the formal, non-formal and informal education so that they could improve the use of these educational methods in their daily work. After this first introduction, participants were divided in groups and asked to provide & share their experience/tools they use in their work to the whole



group. The trainer asked the participants to write on a flipchart what this non-formal education method can “give” to the youth workers and the youngsters & what is to be “gained” thanks to its use.

This activity had at its basis the peer-to-peer learning method (with an exchange of knowledge & good practices among participants) to stimulate their reflection about alternative tools to be implemented in their work.

- **Creative Thinking Workshop**

Before starting this activity, the concept of creative thinking was introduced to all the participants, giving in this way an important tool to be used during the all activities and Training Course. After this short introduction, they started to put in practice such method in the following workshop:

The participants – divided in 6 groups – were asked to go back in the time when they were children to let go their creativity to explore the concepts of “flexicurity and workability” in youth employment. The aim was to make them explore new horizons to think “outside the box” for problem solving. The participants were divided in 4 groups and were asked to use various materials contained in a box, putting the creative thinking on practice in order to create new “worlds” to express their creativity and open up the resources inside they didn't know were there.

At the end of the activity, the trainers emphasized and presented the way the creative thinking could be applied to the employment problem and how it is one of the main tool to ensure flexicurity and workability.



What is the Creative Thinking?

Creative Thinking techniques are processes by which we focus attention, escape the confines of the current situation and generate connections to keep the mind moving. Fundamentally it is a change in direction in your thinking and the generation of new ideas and serves as problem solving method.

If you want to see more examples through which to see how to implement creative thinking process, please check: “A Do-It-Yourself Manual & Activities for developing Creative Thinking”; [p.81-87 http://cesie.org/media/2011/10/Manuale-HCT-ENG-A5-DEF.pdf](http://cesie.org/media/2011/10/Manuale-HCT-ENG-A5-DEF.pdf).

- **Team Building Activity “Train Trust”**



The participants are divided in 4 rows. Everyone is blind-folded, except the last one that has to lead the row to reach a specific place. This “driver” could only use his hands with some particular gestures to drive the others : one tap on the back to make the row go straight ahead, one tap on the left shoulder to go left, one tap on the right shoulder to go right, and finally two taps on the back to stop

everyone. The message passed from one another to the head of the “train”, who led the movements on the basis of these information received.

The goal was to make the participants think about the importance of communication and trust in a working group.

- **Introduction to art as an expression tool for young people: Visit of CESIE**



The participants visited CESIE office to learn about the work and experience in creative, non-formal approaches and projects. They had the chance to learn about Palermo city centre and the place where CESIE and its local partners develop

different projects involving disadvantaged children, young people and adults, using art and other non-formal approaches. The visit strengthened their knowledge of the local situation, and allowed to mix the visit of projects with the walk through the art of Palermo, its creativity and the changes that it went through the centuries arriving to the current mix of cultures.

- **The Theatre of Oppressed workshop**



This workshop was used to deal with the youngsters' flexicurity and workability by the participants. This workshop was a preparatory work and a rehearsal for the final performance achieved on WELFARE's last day. The session began with exercises aimed at linking the five senses of the participants to create an

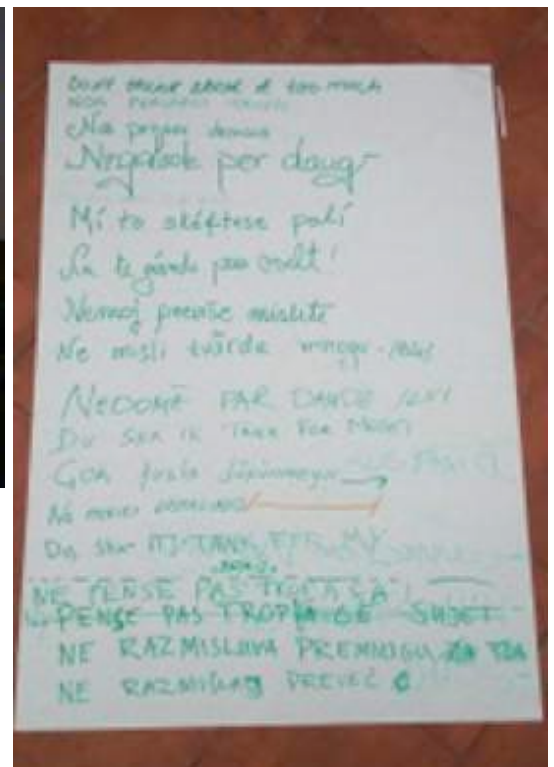
atmosphere of confidence and creativity between them. Divided in groups, the participants evolved a theatre play based on the personal negative & stressful experience of a participant (the oppressed one) pushed to carry out more & more tasks for his job by his boss (the oppressor). During the final performance, some participants from other groups took part as actors, replacing the protagonist, and offered alternative solutions to solve this problem.

(Source: <http://www.attempt-eu.org/uploads/media/FORUM.THEATRE.fin.pdf>)

- **The Music workshop**

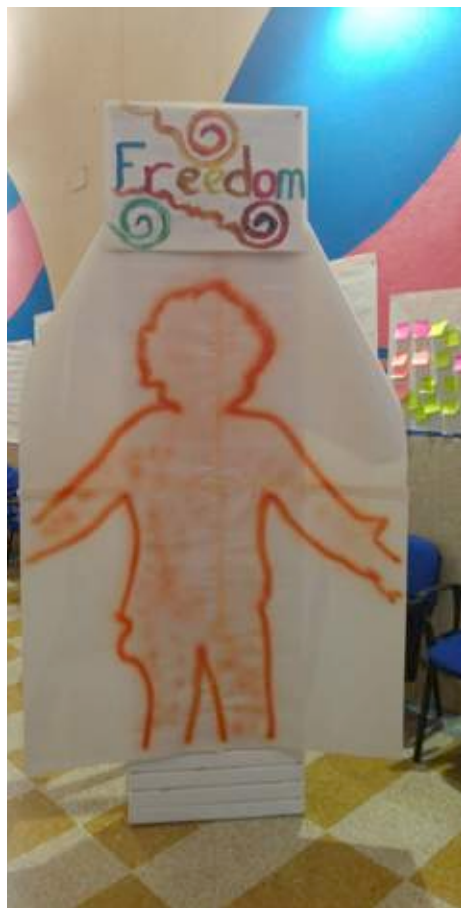


A group of participants had to sing as a close-knit choir under the supervision of a trainer. This workshop was a preparatory work and a rehearsal for the final performance achieved on WELFARE's last day. For this session, real choristers came to train the participants to sing & to help them to understand the dynamics of a choir, as a metaphor of a working group. The participants' choir made some exercises which explored coordination, team leading position & synchrony on



that purpose. For example, one exercise consisted in assuming the chorusmaster's role to make aware the participants that in a group the head is not the only leader : he has to face people with strong personalities that can appear also as rivals, even leaders. The goal was to point out the strengths and unity of a group and how to overcome difficulties to reach the common aim.

- **The Art workshop**



In preparation of the final performance, the participants led some artistic activities.

The participants were divided in 2 different groups to enhance and stimulate their creativity : one group was dedicated to the creation of a theatre play and a second one the creation of some pieces of art linked with the play to make the sense more plain to the other participants during the final performance.

As in the previous cases, also here the concepts of workability and flexicurity led the development of the work.



- **Open space technology**



The participants received the brief introduction into the project writing and project structure and started working on the project ideas that they would like to implement as a follow up to the TC. Afterwards, parallel sessions was created that permitted participants join the ideas/groups they are

most interested in, changing if they are not interested in or they feel they cannot contribute. This was the opportunity for the participants share ideas & to reflect on the development of possible future projects. Time of sessions was limited, in order to give space to the discussion of as much ideas as possible.

- **Follow-up and networking**



This part of the session was dedicated to possible follow up activities to the TC, to exchange contacts and establish new partnerships among participants.

(Source: “Follow-up, dissemination and exploitation of results” on <https://www.salto-youth.net/rc/inclusion/inclusionresources/inclusiongroups/inclusionrural/InclusionRuralFollowUp/>)

Evaluation Techniques



During WELFARE, the team of trainers organized the following evaluation sessions, covering all the moments of the learning path of the participants through:

Pre- and post-evaluation questionnaires have been developed and sent to the participants before and after the TC respectively.

Pre-evaluation questionnaire contained questions on the participants' expectations, previous experiences, as a possible contributions to the TC's implementation. Post-evaluation questionnaire was aimed at the assessment of all the activities carried out throughout the WELFARE's implementation, level of participants' satisfaction on the learning and logistic matters as well as extent to which initial expectations have been met.

Concerning the daily evaluation groups:

Participants have been divided into 5 groups called "Italian families". "Families" daily gathered to discuss the activities & their feelings of the day, giving them a space to express their feedbacks or to propose some change according to their learning needs.

I realise that all the answers to workability and flexicurity questions are inside of us and we can solve all the challenges in time.

I've learnt informal techniques in order to boost employability by using visual art, theater or singing!

Contacts

CESIE, www.cesie.org
Via Roma, 94 – 90133 Palermo, Italy
For further information, contact: **training@cesie.org**



www.cesie.org



Co-funded by the
Erasmus+ Programme
of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.