



**Solutions for the existing challenges through
TOP 7 questions**

1) How to motivate youngsters? Tools and methods

Education Division, City of Turku, Finland

Education must meet the needs of different types of learners. Young people may need different ways of studying and diverse learning environments. For instance, functional and work-based learning methods are good alternatives for young people who require special support in their education. (Education Division, City of Turku, Finland)

Project manager Anu Parantainen, anu.parantainen@turku.fi

Flexible basic education

Flexible basic education is targeted at young people who are at risk of being excluded from basic education without completing comprehensive school. In flexible basic education, teaching takes place alternately at school and at the workplace. Other learning environments are also utilised flexibly. In addition to a special needs teacher, a youth instructor also works in the classroom. Students study in small groups of up to ten students. Each student receives a learning plan, or, if necessary, a personal plan concerning the teaching arrangements. (Education Division, City of Turku, Finland)

Teacher Tommi Räsänen, tommi.rasanen@turku.fi

Students in basic education are offered the chance to learn more about upper secondary education and different occupational options. Providing students in basic education with more information about educational options at secondary level adds to their knowledge of existing educational options. It also dispels wrong conceptions about the opportunities offered by vocational institutions and enhances the students' understanding of working life, different occupations and working life skills. (Education Division, City of Turku, Finland)

Career adviser Sari Jansson, sari.jansson@turku.fi

Mathematics bank

The teachers at Turku Vocational Institute have gathered sample assignments from different vocational fields in the Math bank, which operates on a Moodle platform. The bank contains assignments on the essential content of almost all areas of vocational mathematics along with their solutions. The assignments can be used in math lessons at basic education level as well as in student counselling, when the transfer to upper secondary education is being considered. The student can use the material to learn more about math teaching in the vocational field they find interesting, and to consider whether they are ready to move to study in that field. A need for this arose from basic education.

The training officers and teachers at the educational institute consider the Math bank a concrete tool for co-operation between basic education and vocational upper secondary education. The Math bank also serves as a marketing tool for vocational education. Learning about the roles of maths introduces the student to vocational studies in advance, and renders the transfer to vocational education easier. (Education Division, City of Turku, Finland)

Teacher Juha Pusa, juha.pusa@turku.fi

The voices of young people should be heard and they should be able to participate in all matters that relate to them. Participation and influence are themes that have been given a key role in many city strategies in Finland. It is important that every resident, including young people, has the opportunity to be heard and the chance to influence decision-making in society. Young people's point of view has a particularly significant role when planning services directed at them. Young people who have gained experience in participation and advocacy grow up to be active members of society. (Education Division, City of Turku, Finland)

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Student representation

The everyday life of the educational institute includes several different ways in which the students can get their voice heard. They can have representatives in the work and development groups and on executive committees of the educational institute. Either the students or their chosen representatives can have a say in specially organized hearings, as well as in feedback and opinion surveys directed at the students. It is essential that the issues that arise in the hearings along with possible corrective measures and development suggestions are written down, so their implementation can be monitored. The students should also be informed about progress without delay. (Education Division, City of Turku, Finland)

Project coordinator Heidi Hakkarainen, heidi.hakkarainen@turku.fi

Toimintapassi (Action pass) – learn anywhere you want

Toimintapassi (Action pass) includes tasks from various areas in life (studying, internship, free time) that encourage students to learn the language and gain knowledge about society while outside the educational institution. The basic idea is to encourage those who study Finnish as a second language to use Finnish in their everyday life, both in and outside school. In addition to helping them speak Finnish actively, the aim is for the students to get to know the place where they live and the services and recreational activities available in their region. The tasks also direct students to continue their studies and to look for work.

The Action pass was originally planned for the use of the teachers and instructors of training programmes for immigrants, but it can also be adapted as teaching material for other training programmes. There are two versions of the pass, a plain-language one and a regular one for more advanced Finnish speakers. (Education Division, City of Turku, Finland)

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City of Jyväskylä, Finland

Free LiikuntaLaturi exercise sessions for young people (13–19 years). Teenagers can attend free exercise sessions in different parts of the city. They can try a diverse range of sports, including yoga, street dance, fitness boxing, bowling, parkour and CrossTraining, a new addition.

The program for the spring season consists of 14 sports and runs until the end of April. No advance registration is required for the sessions, and the participants do not need to focus on one specific sport. Instead, they can try new ones.

<http://www.jyvaskyla.fi/liikuntalaturi>

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Jyväskylä RockAll – a rock choir for the young people (13-25 years) which was founded five years ago on the basis of an initiative one teenager herself has sent to city municipals. It has appealed to be a success story. The choir is rehearsing weekly.

Rock-choir conductor:
Seppo Pohjolainen (+358 40 777 4073)

Arts workshop with support for young people in clarifying their life goals and improving their skills in everyday life. Art Workshop provides various creative activities for 17–29 years old in Jyväskylä. The purpose of the art workshop is to gain work experience and motivation by using arts: drama/theatre and expressing oneself, handcrafts, arts, cooking and sports.

Participation does not require earlier knowledge or skills. The only thing needed is an open mind and willingness to learn. Arranges also social integration courses for immigrants including Finnish language lessons. Arts workshop is one form of employment services of the city of Jyväskylä.

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City of Naestved, Denmark

Naestved Kommune has success in motivating young people by using the youth mentoring program.

A mentor is assigned to a young person in need of social and recreational development as well as emotional support. This programme is also applied to young persons who have not parents or any other adults as a role model, as well as to youngsters that have received unemployment benefits for long time.

Our goal is that 95% of a youth cohort must complete a youth education programme.

Naestved Kommune participated in a mentoring project from 2012-2014 and the results showed that the mentored youngsters had a better chance in terms of educational achievements. They had better attitudes toward school. At the same time it reduced some of the negative behaviors and increased their social attitudes in a positive way.

See more (in Danish): <http://www.star.dk/da/Om-STAR/Nyt-fra-STAR/Nyheder/2014/11/Mentorstoette-faar-flere-udsatte-i-uddannelse-eller-i-job.aspx>

During the project, Naestved created a Mentor Corps. This Corps is now placed in the Naestved Ressource Centre where the mentors have a weekly meeting. Otherwise they meet their mentees regularly in the youngsters' own environment.

Mentoring in Naestved guarantees a young person that there is someone who cares about them and they are not alone in dealing with day to day challenges. This has had a positive impact in the young people's lives and have motivated them to go back to school and get an education.

A legislation became effective in Denmark on January 1st 2014: the reform of unemployment benefits in which mentoring is now a part of it.

Karlskrona, Sweden

Kompetensare 2.0 – Is a new model developed in cooperation with companies to get young people into work or education. Kompetensare 2.0 is an collaboration between the municipality, Employment agency, unions and the local business to reduce youth unemployment and addressing labor shortages in the future. Kompetensare 2.0 means that young job-seekers are invited to apply to a program with a content that the business sector has selected out and are important for young people to have knowledge about to become more attractive at the labor market. The content are first 6 weeks of modular based training (Job & Career – Healthcare – Business Knowledge & Economy – Work environment, Security and Trade union knowledge – Team Building) and then 6–12 week practice in a business. The aim is to match young people based on the needs in the businesses.

Project Manager Anne Kjellson, anne.kjellson@karlskrona.se

Navigatorcentrum – One way in for the young people -many ways out. Creating meeting point for education, social services, labor and employment department under one roof. Provide programs, meeting space, business rooms, Speed-dating between companies and youngsters, training etc on a voluntary basis.

Project Manager Anne Kjellson, anne.kjellson@karlskrona.se

Liepaja, Latvia

The reception at the City mayor/chairman and Money award for outstanding pupils for their achievements and success in studies on the state level or international competitions and contests:

- Twice a year pupils are invited by the City chairman at his reception and they are awarded with money prizes for study achievements.
- Annually in May completing all planned competitions on the State level and Scientific Research these both teachers and pupils involved in this process are invited to receive the Money awards and Acknowledgements for the achievements on the State level so as for representing our city all over the world.

Schools for talented and gifted pupils:

- Talented and gifted pupils are invited to join in the “Schools for gifted children” where pupils can obtain more profound acquisition of subjects led by qualified school teachers and professors from higher education institutions.

Non-formal education accessibility in schools and in the Children and Youth centre (Children and Youth centre has 4 branches):

- In a study year 2013/14 – in the centre activities were involved 2810 children /in after school activities which are offered in schools were involved 2465 pupils) – the total number of pupils in our municipality from the 1st to 12th grade is 8277 (the list of the after class activities is available www.liepajasbjc.lv and in the internet home page of each school). There is a fee for after class activities but we have a system which allows us to offer non-formal education free of charge for some special pupil groups or to receive reliefs or incentives.

School activities in International projects (ERASMUS+), National and municipal level contests and sport competitions:

- Schools are involved in 7 ERASMUS+ projects in period of the years 2014-2016
National level competitions: In National Broadsheets “DIENA” competitions “What’s Up” , Drawing competition “My Latvia”, project competition “Zinis”, Reading competition “Children Jury”, Competition “The most friendly class” etc.

Career Week, Creativity Week.

- All over Latvia there is organised a great event “Career week” – In 2014 in this project was involved 48 cities and was hold 200 different events to motivate youngsters.
Creativity week in Liepāja – the schools are organising various events both with educational essence and excursions and different professionals are invited to the schools in order to tell their success stories.
- There is an exhibition “Produced in Liepāja” hold in our city, where entrepreneurs exhibit their achievements. In 2015 200 companies are registered for participation.

Youth Guard organisations and activities.

Latvian National Mythological epos hero Lāčplēsis and its award competition. This is annual event for school youngsters and young guard teams. Youngsters compete in different military related competitions and take part in an endurance race.

Shadowing

Annual state event in a year 2015 there were 5000 pupils from all around Latvia who were shadowing politicians, entrepreneurs and different specialists in order to get to know their daily duties and proficiencies.

Tools and methods:

E-Class.

Each comprehensive education establishment have e-record register which is available for teachers, pupils and parents. In the record register you can see marks and progress, delays and teachers announcements.

Assistant personnel.

In each school we have social teacher and psychologist and in some schools there is a career advisor. All specialists are involved in work with pupils when it’s really needed.

Support team in school.

School administration, specialists (social teacher, psychologist), class teacher. A support team work with pupils who have social disorders, academic failure, class delays, and behaviour disorders. A team try to find solutions through the individual approach.

Liepāja City E-learning environment

www.lip.lv – Each pupil has an access for different E-learning aids for all subjects: Math, Latvian, History, Geography, Nature Sciences etc.

Pupils Board in each school and City Pupils Council.

- Pupils Council organise various events both educational and entertaining and the main – represents pupil's interests on a board.
- One representative from each Pupils Board is involved in The Council activities. City Pupils Council organise city level events where all schools might participate and takes part in State level activities.

Youth House – volunteers, participation in International projects.

- Establishment “ Youth House” is one of organisations in Liepāja which welcomes and do exchange activities for volunteers from European Union and other countries (Ukraine, Turkey) , Youth NGO's are another platform where the youngsters can meet and fulfil their interests;
- The establishment writes proposals and implements international projects. They offer to their peers different exchange programmes in other EU countries.
- What we foresee we need a career advisor in a Youth House.

Exhibition “Produced in Liepāja”

This is a place and a time when our entrepreneurs can meet the youth. The employers tell about the professional categories where they feel a lack of employees and even talking in perspective for the future where the new specialists will be needed. The youngsters can ask different questions to the employers about the modern technologies which will be introduced.

Teachers in the schools from Union “Mission Possible”.

The Union “Mission Possible” offers to the schools teachers, who uses innovative teaching methods and helps the pupils who are academically unsuccessful and with learning difficulties. In the same way this Union organises Summer Camps where youngsters have a chance to learn the basics of different subjects through research, excursion in nature and games.

City of Tampere, Finland

Young people, pupils, students, customers, etc. take part in the decision making in every level of education and in the city administration, especially when matters that affect them directly are concerned or services for them are planned and developed.

Project manager Maria Virtanen, maria.kr.virtanen@tampere.fi

Student-friendliness programme of the City of Tampere

Director Tuija Mannila, tuija.mannila@tampere.fi

All pupils and students have on-the-job learning as part of their studies.

Project manager Maria Virtanen, maria.kr.virtanen@tampere.fi

Modern learning environments in all levels of education

The Finnish education system and especially the curriculum are school-based which allows us to use flexible and versatile pedagogical methods in order to motivate youngsters. The learning environments in schools resemble work life as much as possible. For example, Tampere has adopted **Me and My City** as a learning environment. It is an award winning concept on entrepreneurship, economy and society. This learning environment is funded by cities, companies and Ministry of education. It brings together pupils and teachers, university students, companies and authorities.

The Finnish education system is built on trust in professionalism, a culture of trust on teacher's and principals' professionalism in judging what is best for students and in reporting of progress. Evaluation is seen as a tool for development, not as a tool for inspection.

Tampere LUMATE Centre (Natural Sciences, Mathematics, Technology) aims to inspire children and young people in science, mathematics and technology learning and leisure activities. To achieve this, the Centre works in collaboration with schools; free science clubs for pupils, teacher support and in-service education for teachers and renting laboratory equipment and supplies. Lumate Centre is a joint effort of three Universities in Tampere and partly funded by the City of Tampere. It is located in General Upper Secondary School of Technology.

Developing modern learning environments in Tampere and in its region, Top School project & Regional Academy

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Flexible basic education

Flexible basic education is targeted at young people who are at risk of being excluded from basic education without completing comprehensive school.

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Aktiivipassi (Activity passport)

The City of Tampere gives an activity passport to those who have been receiving income support due to low income for more than one year. The passport allows free travel in city busses and free entry to certain sports facilities and museums.

Planning manager Maritta Närhi, maritta.narhi@tampere.fi

2) How to promote social entrepreneurship and social economics?

For the individual as well as for society generally, securing the best possible framework for new businesses is of crucial importance to future growth. In this chapter you can read about several new and concrete initiatives designed to strengthen conditions for new social entrepreneurs.

Karlskrona, Sweden

Sommarlovsföretagarna – Young people get education regarding startups and support in starting a business that is running throughout the summer holidays. All cities in Blekinge County cooperates.

Contact person in Karlskrona, birgith.juel@karlskrona.se

Klaura Pop Up Market – offers young entrepreneurs in Karlskrona a marketplace that pops up right in the center of the city. The sites are different each time.

<http://www.klaurapopup.se/>

Unga Ekar – A regional initiative for young entrepreneurs to tackle youth unemployment. People in the society donates the equivalent a day's wages (or more) to create a better situation, both for the present and for future of young people in Blekinge. Young entrepreneurs can apply for grant from Unga Ekar. The entrepreneurs have to be active in Blekinge, but aiming for an international market. The owners / founders of the companies have to be under 26 years old and have the ambition to build profitable businesses based in Blekinge. The grants can support any kind of business and requires no ownership from Unga Ekar. It is startup capital to start running or growing a business.

<http://www.b-b-i.se/ungaekar/>

Education Division, City of Turku, Finland

The multi-employer model of youth apprenticeship learning

The Turku Apprenticeship Office and the Practical Nursing training program at the Turku Vocational Institute started developmental work on a new model to encourage youth finishing their basic education to start studies in curriculum-based apprenticeship training. The objective was to lower the employer threshold for making an apprenticeship agreement with young people by developing a model where the responsibility for teaching during studies is shared between several different employers. The model was named the multi-employer model. Apprenticeship placements for the pilot group were charted in advance by the Apprenticeship Office with both municipal as well as private childcare providers and services for the elderly.

The group is supervised by their own teacher. The studies begin with an orientation period that was held simultaneously with the school-based group. The period's central objective is to establish group cohesion in the pilot group and orientation to future studies. The first period in the working world starts in nurseries in early studies. In practice, the students spend four days at the workplace every week, while one day is a theory day at the educational institute. This way, the young people has a chance to meet their fellow students at least once a week. The educational institute has, for its part, supports the students' workplace instructors by offering them training on supervising and evaluating young people. (Education Division, City of Turku, Finland)

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Workplace Instructor Training

In addition to school, future professionals learn their skills at the workplace. Employers have an increasingly important role in the vocational growth of young people. If a company or an organization receives trainees for on-the-job education, it needs a skilled person to facilitate the learning process and act as a contact between the workplace and educational institute.

A workplace instructor is a host company/organization employee who is responsible for guiding on-the-job learners. In a training offered by the local vocational institutes, workplace instructors gain expertise in trainee orientation,

guidance and learning evaluation. The training also enables the instructor to evaluate trainees in a fair and objective manner, providing valuable feedback. A good workplace instructor helps in creating a positive image of the employer, ensuring future workforce availability. By working with a skilled instructor, the trainee gains optimal benefits in terms of readiness for working life. (Education Division, City of Turku, Finland)

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The work life mentor

Work life mentoring is a service provided by the Turku Vocational Institute. Its aim is to support the student's shift from learning and studies to actual working life. The work life mentor knows recruitment practices and the practices concerning forms of employment support, and offers assistance to the young person between the workplace and the educational institute. Teachers act as the experts in their own field, and always carry the main responsibility for learning taking place in the workplace. The support provided by the work life mentor has more to do with guiding and supporting young people in terms of life skills and the rules of working life.

Work life mentoring consists of the following stages: charting the strengths and possible challenges faced by the student, assistance in finding a place for the on-the-job learning periods when necessary, providing support for on-the-job learning periods, evaluating and reinforcing life skills, and making and implementing a follow-up plan together with institute staff and the student. A work life mentor also supports the workplace instructor during an on-the-job learning period of a special needs student, if necessary. (Education Division, City of Turku, Finland)

Project coordinator Liisi Mattila, liisi.mattila@turku.fi

Hire a young person -campaign

One of the national campaigns, The Pestaa Nuori (hire a young person) campaign, operates in Southwest Finland. The opening event for the campaign was held at local shopping centre in Turku in spring 2013. Participants at the event included employers, educational institutions and organizations. Employers can challenge other companies to take part in the campaign through the campaign's website. The website also features job advertisements and introductions to education that are offered to young people. (Education Division, City of Turku, Finland)

Career adviser Sari Jansson, sari.jansson@turku.fi

City of Jyväskylä, Finland

Youth activity grants are for supporting the youths' independent activities. Grants are granted for the activities of youth organisations, free activity groups and communities, which promote and support youths' independent activity, active citizenship, social empowerment and abstinence from drugs. 2/3 of the members of the applicant organisation must be under 29 years old, and the funded activity must be involved with children and youth.

Service manager Marianne Nurmi +358 14 266 4207 marianne.nurmi@jkl.fi

Innola and ITU Houses for young entrepreneurs. A building and/or an environment where teenagers can practice entrepreneurial skills easily and are encouraged to do that trusting their own views. Learning by doing, also learning by doing mistakes.

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Nuovo, young power to associations -a coaching project is creating new models for young people to create their new jobs and to help them to reach job markets also through voluntary work.

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City of Naestved, Denmark

Naestved Job Centre has recently set up a special course for the development of entrepreneurship. By setting their own businesses, the participants will become self sufficient and capable of taking care of themselves.

This idea came from India, where the World Bank - among others - lend money to Indian entrepreneurs to help them start or expand their own business. Not only they transformed the life of the entrepreneurs but they also had a positive impact in their economy.

The idea behind this initiative is to exploit the capabilities that our citizens already possess. We are aware that there are many strict requirements in the process of creating a business, but the most important is that each citizen is motivated and eager to work on creating his own business.

This course has a duration of six months. During this period they learn all stages of small business, from defining a business plan and managing the finances to creating strategies and marketing. Once they finish the course, they will be able to start their own business. To help them do this, they are guaranteed an income (rehabilitation allowance) for half a year. During this period they must have their business started.

Entrepreneurs over 30 years can borrow a start-up capital of maximum DKK 50,000 from the municipality. Monthly repayment starts simultaneously with the payment of the municipal loan.

The Naestved Business Centre has also focus on mentoring. As a new entrepreneur with a business, you are able to get help of a mentor. The mentors are volunteers, who through their own experiences are able to pass on tips and ideas.

More about mentoring: <http://www.naestvederhverv.dk/mentorordning/>

More about entrepreneurship on national level: sus@sus.dk

Liepaja, Latvia

Vocational education based on employment environment.

Entrepreneurs support potential employees and offer internship places for them in the companies. (Germany experience)

Pupils' employment in summer.

Every summer Liepāja Municipality pay 200 working places for 13-14 years old teens. Youngsters work in their schools and city. Do greenery, sport ground clean-up. Each youngster has a chance to work for a month from Monday to Friday for 4 hours per day.

For 15-19 years old teens employment places are provided by entrepreneurs. They do waiters, shop assistant, cashier and other for a summer period.

Programme "Junior Achievement".

In order to raise entrepreneur skills in a year 2014 Liepaja Municipality paid the participant fee for all schools. Now they got a possibility to establish their training firms and educate/lead the pupils in business world. All comprehensive education schools and Vocational training schools which are not sub-ordinated by local authorities are involved in this movement.

- One of motivators is also non-formal activity or formation "New merchants" where all peers can obtain more profound acquisition of entrepreneur's skills.
- Youngsters can participate in a game "Opportunity to forum".

City of Tampere, Finland

A job for every young person! campaign (Kaikille nuorille töitä!)

The Entrepreneurs of Tampere Region started the Kaikille nuorille töitä! campaign in April 2012 to beat the youth unemployment. The campaign has been adopted in several regions in Finland. Employers can challenge other employers to take part in the campaign through the campaign's website: <http://www.nuorilletoita.fi/>

Press officer Tuija Telenius, tuija.telenius@pirkanmaanyrittajat.fi

Innovation platforms, Demola and New Factory

Innovation platforms such as Demola and New Factory, Tampere, are provided to boost entrepreneurship among the young.

Head of Demola Network Ville Kairamo, ville@demola.net, tel. +358 40 566 7182, <http://www.demola.fi> & <http://newfactory.fi/>

Promoting co-operative team entrepreneurship in schools

School co-operatives are being established in different levels of studying: for example at Tampere University of Applied Sciences as well as in vocational schools. In the Tampere region there are about 20 co-operatives in schools. Their aim is to learn about entrepreneurship in practice.

Coach Mikael Juntunen, Tampere University of Applied Sciences, mikael.juntunen@tamk.fi

Y-kampus trailer: <http://www.youtube.com/watch?v=1Fecy-1RxQw>

Proacademy trailer: <http://vimeo.com/34897877>

During the recent years the City of Tampere has run projects related to promoting social entrepreneurship and set up a social enterprise which has been operating since the year 2011. The social aspects are also taken into consideration in public procurement. Work life mentors are provided for Finnish and international students and graduates. The City of Tampere offers yearly more than 600 summer jobs for the young who have little or no previous work experience.

Planning manager Tuula Mikkonen, tuula.mikkonen@tampere.fi

3) How to recognize and validate skills of the youngsters?

Over the last decades the concept of learning has transformed dramatically. It's not any longer just academic knowledge acquired in the classroom that counts. As the amount of created and available information increases exponentially, it is much more important to know how to learn continuously, how to learn from experience and how to put the knowledge and skills in practice in the changing environment.

At the same time the working environment has changed dramatically and requests for a different set of competences from the newcomers than it used to.

Therefore, as many young people choose alternative educational paths or find it hard for them to identify themselves with formal education systems, it is crucial to provide young people with tools how to document, validate and recognize the skills they have acquired through non-formal learning, volunteering or professional experience.

Validating the skills is just as important for the potential employers to understand what really the person knows, as it is for young people themselves (to raise self-esteem and to be able to make thought-over choices about their future career).

Education Division, City of Turku, Finland

Making learning and evaluation more efficient through co-teaching

By making use of co-teaching, two subjects can be taught at the same time in different ways; the group can be split into two, or the teachers may take turns to teach the whole group. Separation and support for weaker students is easier when there are more adults in the group than one. Implementation of the model has not incurred additional costs, as the hourly rates paid to teachers have remained the same. This means that the weekly number of hours for students has been slightly reduced.

Co-teaching supports student evaluation, as evaluation discussions can be held with a colleague teaching at the same time. The model therefore places different requirements on the co-operation between teachers than normal pedagogical models. Traditional tests and exams can be held less often, because the student's skills can be evaluated in practice through different subjects. For example, skills in mathematics can be assessed in connection with work performance: can a student easily measure out the ingredients if the cake has to be made twice as large as stated in the recipe?

Co-teaching may sometimes confuse students if they are not used to it. They are, however, often more amazed by the lack of tests and the practical ways in which they can demonstrate their skills. Students are used to demonstrating their skills in a test, then leaving it at that. In the model presented, traditional tests and exams are held as rarely as possible, and things students have already learned are revised later in order to deepen the knowledge and view things from different perspectives, just as in working life. (Education Division, City of Turku, Finland)

Teacher Juha Pusa, juha.pusa@turku.fi

Skills demonstrations

Skills demonstrations are an actual work assignment, performed as a part of the VET on-the-job learning period. As there are multiple on-the-job learning periods in the course of a vocational degree program, there are also multiple skills demonstrations that increase in complexity as the trainee gains more skills. As an example, the skills demonstration chain in vehicle repairs qualification starts from a relatively simple lubrication service, followed by performing regular maintenance service in accordance with the manufacturer's service program, then brake, engine, and/or transmission repairs, etc.; the chain eventually reaches full engine diagnostics before graduation. (Education Division, City of Turku, Finland)

Project manager Jaana Kilpinen, jaana.kilpinen@turku.fi

City of Jyväskylä, Finland

Paikko certificate – to recognize and validate skill which are learnt somewhere else than at school, for example at workshops and hobbies.

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City of Naestved, Denmark

Naestved Job Centre cooperates with the Naestved Business School to uncover the youngsters' social and academic skills and their work skills. An assessment of these experiences is then included in a training plan so that there can be compensated for part of the education in order to get a certificate.

Naestved Job Centre has also just signed a cooperation agreement with Naestved Production School in order to improve the youngsters' chances in the education system and the ordinary labour market. The Production School has alternative workshops and a new type of education: flex education, which is aimed at students who can't complete an ordinary education.

This project started in January 1st 2015 and it is supported by the Local Employment Committee as well as by the Regional Employment Committee.

In relation to specific skills, we have already described this in section 2 - entrepreneurship. Here there is a special focus on corporate skills that will help the young people to develop their career.

Example

I am a young woman with a 9th grade and I have been receiving social benefits since I was 18. I have two children with my former boyfriend and one child with my current boyfriend. I suffer from anxiety, social phobia and obsessive-compulsive disorder (OCD).

I took the entrepreneurship course and the capabilities that were exploited here were my OCD; I am really good at cleaning and I have a great knowledge of traditional home cleaning methods.

Upon finishing the course for the development of entrepreneurship, I established my own cleaning business. I specialized in cleaning homes of elderly citizens, in this way my anxiety and my social phobia are not a problem to me. Today I am a successful businesswoman.

Ditte, 26 years.

Liepaja, Latvia

The Certificate as a proof for attending after-class activities in non-formal education

Peers who have been attending after-class activities all through the year at Children and Youth Centre obtain the certificate as an approval for the main skills they achieved and how many classes they have attended. The certificate is taken in account when pupils apply for a Scholarship of Liepaja University.

The Certificate of “Junior Achievement” for the gained entrepreneur skills

Each youngster who has founded and registered his/her training firm gets the certificate for the entrepreneur skills what can be attached to the CV.

City of Tampere, Finland

The Finnish education system is built on trust in professionalism, a culture of trust on teacher's and principals' professionalism in judging what is best for students and in reporting of progress. Evaluation is seen as a tool for development, not as a tool for inspection.

Project director Riitta Juusenaho, riitta.juusenaho@tampere.fi

For example every student of upper secondary vocational education in Tampere has a dynamic personal curriculum that is checked regularly and edited when needed. Teachers interview the students to map the interests and hobbies they have and encourage them to develop skills that can later be used in the curriculum.

Head of student services, Tampere Vocational College Tredu, Päivi Pasanen, paivi.pasanen@tampere.fi

4) New ways for guidance and support of Immigrant-youngsters that arrived in their teens

In today's tough social and economic climate, young people are facing increasing demands for skills and versatility. To come as a new arrival in a new country as a youth and neither have the language nor the new culture with them can be devastating for many. Therefore, new methods are needed to speed up the process for young people to enter the labor market. Traditional schools and teaching in the new language can not retrieve the time that the newly arrived young people have missed. The goal is to give young people a safe and meaningful and rewarding journey that creates the conditions for self-support and participation in society. A custom qualitative coherent chain of activities from the introduction to integration.

Education Division, City of Turku, Finland

The education path of immigrant youth

Because the education path for young immigrants may include several transition phases, experts in Turku have compiled all the available training opportunities into one comprehensive picture, an education map. This has been of great help in defining the responsibilities of different parties and developing supervision and foresight systems. Forming a joint picture of the education path has also helped actors to see where the path has gaps and what new training programmes/services are required. (Education Division, City of Turku, Finland)

Project coordinator Mika Salonen mika.salonen@turku.fi

City of Jyväskylä, Finland

Active YOUth (14-18): Creative workshops for those youngsters who are either immigrants or who are interested in international issues and multiculturalism. A project aims to strengthen the multicultural skills of the young people for the future. All guides are foreign volunteers, usually students or professionals, who arrive to Finland only for to guide the course. activeyouthjkl.wix.com/projekti , Facebookissa [facebook.com/activeyouthjkl](https://www.facebook.com/activeyouthjkl)

City of Naestved, Denmark

All young immigrants (teenagers under 18) are enrolled in the municipal primary and lower secondary school, as they follow the guidelines as all young Danes. While all young immigrants over 18 have to take a Danish language course in their integration period. After finishing the course which last three years, they can start a youth education or in a job.

Naestved Job Centre has a very low number of young people with another ethnic background on public assistance in relation to the number of immigrants who come to the municipality. We experience that many of these youngsters have already educational aspirations and move on. Others comes from families where their tradition is to have own businesses, and they become part of the family business.

Young immigrants receiving social benefits have other problems than unemployment: drug addiction, gang-related problems, health challenges of mental nature and poor language skills. We send these young people during their integration period and integration initiatives to Independent Boarding Schools (Efterskoler) and to Folk High Schools (Højskoler) where they are challenged through social interaction with others and where education, establishment of self esteem and self confidence are in focus.

In addition, through our activation initiatives with local associations - sports and youth clubs - we try to involve young people in healthy social relations and interests.

Karlskrona, Sweden

This is a concept that has been proven among adults and now will start for young people (18-24).

The employment of youth in municipal activities for 6 months. During the employment, the young language training, supervision and support. One day a week they meet in groups of maximum ten who, under supervision, they talk about everyday things at work. It talks about the culture clash that is linked to actual events in the past week. They talk about why Swedes do like them together with the standards and valuation as the young carries with him from his homeland and how to act in the workplace for everyone to understand each other. Session leader has a role in which she / he challenges around difficult issues but also get the young to actually meet the new culture without detracting from their own.

Doris Larsson, doris.larsson@karlskrona.se

City of Tampere, Finland

Peer support

Targeted support is needed both to parents of the teens and teenagers themselves. The biggest challenge is catching up with the language to be able to study (if not international school is available). Information about pathways to studies, educational system and working lives requirements is important. One tool to provide this is information in informal way and the principle of "low threshold" is peer support. Young person with his/her own experience of migration and studies in the country of arrival will give counselling to other teens, working at schools, clubs for youngsters, in social media in co-operation with other actors in the field and also authorities like employment office, etc.

Head coordinator of immigration affairs Marja Nyrhinen, marja.nyrhinen@tampere.fi

5) How we can use new technology more efficiently in guidance, support and education?

In this chapter the main idea is that today's youngsters are more different learners and more used to use new technology than young people in earlier days. For today's youngsters the traditional ways of guidance, support and education are not working anymore and that's why we need to create and use various technological models.

Education Division, City of Turku, Finland

Mobile devices as an aid for self-evaluation

Mobile devices are used as a tool for students' self-evaluation in one of campuses at the Turku Vocational Institute. An electronic textbook for the study course has been made for mobile devices. In the textbook, the evaluation criteria for central content have been opened as tasks corresponding to work performance. This helps the student to understand what is expected of them in concrete terms. The students describe each other's work performance and make notes on the issues they have learned.

Using a mobile device in learning requires a new kind of attitude from both the teacher and the student. The student must act as an active reflector of their own learning, and the teacher must try to unlearn old-fashioned lecture-style teaching and teacher-based learning evaluation.

During evaluation discussions, having learned to regularly describe their own abilities makes it easier for the student to discuss their own learning at different stages. The student will have a positive attitude towards guidance and evaluation they receive when they guide their own learning process every day towards the best possible results. As the learning progresses, the student's self-guidance increases, and their skills improve. The use of mobile devices and the electronic textbook are especially good for aiding the learning of immigrant students and students who require special support. (Education Division, City of Turku, Finland)

Teacher Juha Pusa, juha.pusa@turku.fi

City of Jyväskylä, Finland

An electronic service map application for the youngsters covering/mapping all required key services.

Anna-Kaarina Autere anna-kaarina.autere@jkl.fi
www.koppi.fi

(**E-learning** is already quite common in city of Jyväskylä. Pupils can use tablets in lessons, they learn how to take advantage of them in learning. There are several different kind of projects going on.)

City of Naestved, Denmark

In connection with the Bridging Project, the project focused on the need of creating school and educational institutions mobile applications (apps). In this way, young people can use their mobile devices to find their way into the education system.

More: www.detvirtuellaenaestved.dk
More about the Bridging Project: ancle@naestved.dk

There is no doubt that it is more attractive to use the electronic means when it comes to capturing the interest of the youngsters as it is the way the youngsters communicate today.

Liepaja, Latvia

- WI-FI access point in all comprehensive education schools, Children and Youth Centre and Youth House;
- Tablet PC for each pupil (only in one school and for one class);
- Students and lecturers at Riga Technical University exchanges information via E-programme “ORTUS”;
- Entirely all schools have their own web page;
- Contest, competitions on definite topics online;

City of Tampere, Finland

The in-service-education for all teachers

The main thing is to at first educate teachers to use technology. After this they really use it as a tool while they teach. In Finland motivated teachers often work as mentors for those who are not so familiar with technology. Broad knowledge should be emphasized, and equal value should be given to all aspects of individual growth and learning: morality, creativity, knowledge and skills. Students should be allowed to bring their own devices to school and use them. Schools can buy devices for those who do not have them.

Project director Riitta Juusenaho, riitta.juusenaho@tampere.fi

Young people, pupils, students, customers, etc. are reached in the platforms that they use when possible. Services that can be used regardless of device, place or time are planned, tested, developed and taken into use.

Project manager Maria Virtanen, maria.kr.virtanen@tampere.fi

An electronic Youth Guarantee service map for the young: <http://www.nuorillepaikkoja.fi/>

Project manager Jouni Salminen, jouni.salminen@te-toimisto.fi

City of Riga, Latvia

PlayToDo app

A new Android application for youth aged from 15 to 25 years PlayToDo was created together with Estonian, Swedish young people and Riga Youth NGO. It is a free planning tool with challenge game. Youth are invited to plan their free time, create projects, and challenge themselves and others in performing set tasks. The youth workers can build their own network and interact with young people.

This application combines the real everyday life of a young person with gaming elements, making the use of application and performance of daily tasks an exciting exercise.

The Android application PlayToDo is available for download from Google Play store and www.playtodo.com and was done with funds available from Central Baltic INTERREG IV A programme.

Sandra Biseniece, project manager, sandra.biseniece@riga.lv

”Pulmakulma” - online guidance and support for youngsters

In Espoo we provide online guidance and support on all topics concerning the lives of young people. We have an online questions and answers -service for 13-25-year-olds in cooperation with 10 municipalities in the region. Youngsters can post their questions online and get an answer from a youth worker as well as other youngsters who read their questions. A live chat is open once a week, to offer a possibility for private conversation with a youth worker or sexual counselor. The service is popular and well-known among youngsters in Espoo.

Contact: yesbox@espoo.fi

6) Steps from ill-being to well-being and employment

In this chapter our main idea was to introduce some concrete step-by-step implementation plans. One example is the Youth Guarantee vision for the Turku region along with a supporting action and implementation plan. The contents of the vision as well as the action and implementation plan were based on surveys, seminars, workshops and expert interviews. The actions are divided into the following four groups:

- Continued operations - If It Ain't Broke, Don't Fix It
- Activities in need of development - Business as Usual
- Radical innovations - To Boldly Go Where No Man Has Gone Before
- Catch 22 - Don't Try This at Home

Another aim of this chapter was to introduce useful tools for everyday work and different target groups. Excellent examples have been collected from various UBC cities.

Education Division, City of Turku, Finland

Guidance and support services will be offered to young people who are unemployed, did not get a study place after comprehensive school, or have dropped out of upper secondary education. Many young people do not know how to take advantage of available help and services. Young people between 15 and 20 are in the searching phase of their growing up process, which makes it difficult for them to find their educational and career path without support. Early support reduces the need for expensive special services later. (Education Division, City of Turku, Finland)

Taina Laaksonen, taina.laaksonen@turku.fi

Outreach youth work

Outreach youth work is a special form of youth work. Its purpose is to interact with young people and offer them the chance to have safe and confidential contact with an adult. Outreach youth work helps young people find solutions to their problems and questions, and reach the services they need.

The primary purpose of outreach youth work is to help those young people under 29 who are not in education or employment, or who need support to reach the services they need. Outreach youth work offers young people early support if they themselves want it.

Services offered by outreach youth work include:

- support for making comprehensive plans for their life
- help in finding the right services and assistance in them
- mobile outreach work (e.g. street work, cooperation with schools)
- individual guidance

Outreach youth work is currently conducted in almost 300 municipalities in Finland. (Education Division, City of Turku, Finland)

Taina Laaksonen, taina.laaksonen@turku.fi

Guidance model for young people in Turku

Turku utilises a guidance model for young people, which defines who takes responsibility for guiding young people after they complete comprehensive school. The model defines what role each actor has, when the guidance takes place, and how the operating model works when a young person is excluded from education. In brief: Guidance counselling in comprehensive schools is responsible for guiding young people until the results of the joint application are published. If a young person is admitted to an educational institution, the institution in question assumes responsibility for guiding the student. They have the responsibility for guiding the student even in the case where the student decides to drop out. The responsibility for guiding young people who have not been admitted to an educational institution belongs to youth services and their outreach youth work. (Education Division, City of Turku, Finland)

Project manager Anu Parantainen, anu.parantainen@turku.fi

Youth Guarantee vision and action plan

The Youth Guarantee NOW project was implemented in the Turku region in Southwestern Finland in 2014. Its aim was to support the Youth Guarantee by promoting collaboration between different authorities and actors as well as mapping the practices and operational models that help or hinder the implementation of Youth Guarantee. In addition to this, the project was tasked with creating vision and a plan for the full implementation of the Youth Guarantee in the Turku region in 2017. The vision and the plan were based on extensive Youth Guarantee surveys (with a total of 363 participants), Youth Guarantee seminars and workshops, and expert interviews.

According to the vision crafted in the Youth Guarantee NOW project, **the Youth Guarantee will be implemented in the Turku region in 2017**. For this, the following things are required:

1. Every young person will be provided with sufficient support and guidance during and after comprehensive school to enable them to continue in further education or other meaningful activities.
2. Most young people (90%) in upper secondary education will complete their studies and gain the ability to enter working life or further education.
3. Every young person will be provided with the guidance and support that he/she needs to find a job or a place in further education, workshop or rehabilitation.
4. Young people will take active responsibility for their own lives.
5. Parents will support young people in their efforts to reach their full potential, and parents themselves will receive sufficient support where needed.
6. Everyone from public officials to worklife representatives will actively work together and focus on finding opportunities and creating new innovations.
7. Active and effective steps will be taken to remove any bureaucratic obstacles.

A detailed action plan was created to support the realization of this vision. The actions and operations in the plan are divided into four categories:

- Continued operations (“If It Ain’t Broke, Don’t Fix It”): Current activities that need to continue for the vision to come true.
- Activities in need of development (“Business as Usual”): Current activities that may need some developmental work and fine-tuning in order to bring maximum benefits.
- Radical innovations (“To Boldly Go Where No Man Has Gone Before”): New, unconventional, innovative, and possibly also controversial proposals for solving Youth Guarantee -related challenges. These proposals are typically of the “high risk – high reward” variety.
- Catch 22 (“Don’t Try This at Home”): Bureaucratic or legal hurdles, counterproductive practices, and other problematic issues that stand in the way of a full implementation of the Youth Guarantee.

In addition to supporting Youth Guarantee work in the Turku region, both the vision and the action plan are intended as tools for actors interested in developing and implementing the Youth Guarantee in the EU and elsewhere.

The full English-language version of the vision and action plan is available online at http://www.koulutustakuu.fi/wp-content/uploads/2014/12/NYT_eng_nettiin.pdf

(Education Division, City of Turku, Finland)
Manager of the Project Office Matti Mäkelä, matti.makela@turku.fi

City of Jyväskylä, Finland

On call street outreach service Synkkis for young people: On Friday nights (from 2p.m. to 11p.m.) a group of volunteer adults walk on the streets, shopping centres etc. among youngsters, discuss with them and when needed, take care of them.

Seppo Pohjolainen, +35814 266 4861, seppo.pohjolainen@jkl.fi City of Jyväskylä/ Youth Services

OhjausLaturi Information, instructions and guidance for all young people (13-29 years) living in Jyväskylä about studies, hobbies, living, services etc. also instructions for them who have been left out of studies.

Teija Lapinmäki +35850 373 4139 / ohjauslaturi@jkl.fi

Ohjaamo is a (national) venue/network, where a multiprofessional team helps youngsters with different needs in taking their first steps in rehabilitation and finding their place in society (living, working etc.). The aim is that all support is given in right time and individually. Ohjaamo is both a venue where to come as well as a network of professionals. Project Manager seija.kinnunen@jkl.fi

Arts workshop with support for young people in clarifying their life goals and improving their skills in everyday life. Art Workshop provides various creative activities for 17 – 29 years old in Jyväskylä. The purpose of the art workshop is to gain work experience and motivation by using arts: drama/theatre and expressing oneself, handcrafts, arts, cooking and sports.

Participation does not require earlier knowledge or skills. The only thing needed is an open mind and willingness to learn. Arranges also social integration courses for immigrants including Finnish language lessons. Arts workshop is one form of employment services of the city of Jyväskylä.

Jorma Nieminen (jorma.nieminen@jkl.fi)

www.3.jkl.fi/taidepaja

Nuovo , young power to association -a coaching project is creating new models for young people to create their new jobs and to help them to reach job markets also through voluntary work.

Susanna Uusitalo, Project Manager, Keski-Suomen Yhteisöjen Tuki ry
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City of Naestved, Denmark

For the last five years we have tried different efforts; some have gone well, other less so. At the same time it is of great relevance what other issues exist in our society in general.

We have a huge task in getting companies to participate in the initiatives we introduce. Currently the number of manufacturing jobs are declining as developing countries have taken over much of the low-skilled and low-capital production once done in Denmark. Furthermore most of these jobs will never return. The Naestved Job Centre is therefore constantly monitoring the demands of labour by local businesses.

Today we have a group of young unemployed (about 400 out of 800 youngsters) receiving social assistance who have poor skills and social problems. It is a great challenge to us to find a place for these young people in the labour market. Therefore we need businesses to take responsibility - to create job opportunities to those who do not have the same opportunities as those youngsters with an education.

We believe that everyone has competences that can be used in a job, and many people grow with tasks and responsibilities. The mentoring program is helping to bridge the gap between the youngsters and the society.

Karlskrona, Sweden

Rock i samverkan, or "Rocksam" is a project working on behalf of Karlskrona Municipality, the County Council, the Employment Agency and the Social Insurance Agency. In Rocksam we work with preparatory working life oriented rehabilitation for participants between 18-30 years with some kind of a barrier / illness.

Rocksam works with:

- to coordinate the various government actions for the individual
- to develop a personal action plan with realistic goals and milestones
- to actively motivate / coach against the participant's individual goals
- to identify the participants' ability to work, interests and strengths
- building relationships and trust to increase participants' confidence and self esteem

Jobbcenter. IPS- Individual placement and support. IPS is an evidence based working method to support people with mental impairment to find work. IPS is the form of supported employment that the scientific evaluations demonstrated gives the best results in comparison to other forms of assistance when it comes to helping people with mental disabilities to enter the labor market. The aim are:

- The suitability is based on the person's willingness to work
- The person's interest and choice is important
- Assessment of the economic situation in the early stages Job search starts early
- Systematic recruitment of job opportunity and contact with employers
- Non-temporary support based on the need of the participants

Job Center currently receives inquiries from all over Sweden to give aid with the implementation process because Job Center is a good example of success. The factors of success are that Job Center has followed the principle of the IPS concept and that Job Center has focused on getting into a good cooperation with the authorities concerned. 2014, when the project were transferred over to ordinary activities, a cooperation agreement was written with the Employment Agency and the County psychiatry.

Jörgen Aronsson Jorgen.Aronsson@karlskrona.se

Liepaja, Latvia

- NEET project in Liepāja starting from a year 2016. For youngsters who don't study and neither work at the age of 15-29 will be elaborated individual programme to return them back either into educational system or labour market. There will be a chance for each youngster led by mentor to take part in non-formal education activities, to get suggestions of career advisor, to participate in different workshops.
- Social support – allowance (accommodation, nutrition) can be adjusted for the families if the teen at the age of 16-18 is registered as an unemployed and are involved in a career activities, for instance, courses.
- There are strict regulations set by Local authorities when you can get discounts for after-class activities fees for 100%, 50% or 25% . For instance, 100% discount can get disabled children.

City of Tampere, Finland

City strategy and its action plans promoting the Youth Guarantee and well-being of the young in Tampere

The joint vision, aims and indicators have been modified in the participatory city strategy process and the actions are continuously being developed according to the needs and feedback of the young.

Project manager Maria Virtanen, maria.kr.virtanen@tampere.fi

Student-friendliness programme of the City of Tampere for the wellbeing of students

Director Tuija Mannila, tuija.mannila@tampere.fi

Poverty prevention programme and Activity passport for citizens with low income

The City of Tampere has launched a Poverty prevention programme to help citizens with low income. The City gives an activity passport to those who have been receiving income support for more than one year. The passport allows free rides in city busses and free entries to certain sports facilities and museums.

Planning manager Maritta Närhi, maritta.narhi@tampere.fi

Young People's House (Nuorten talo) and outreach youth work

In October 2013 the City of Tampere opened a multi-disciplinary service center with low threshold for the young. In this one stop guidance center 16 to 29 year old people can get information, advice and guidance services under one roof. The Young People's House is located in the office of the youth outreach work and the low-threshold meeting point for the young.

Manager Titta Pelttari, titta.pelttari@tampere.fi , nuortentalo@tampere.fi

Guidance model for young people that have completed comprehensive school in Tampere

School counselor Mikko Siippainen, mikko.siippainen@tampere.fi
and/or project manager, principal Jari Ikola, jari.ikola@tampere.fi

7) How we help the system to become more diversity-friendly?

The systemic development of public service's response to the social needs of a society can be compared to another novelty of our times - a startup enterprise. Today the challenges are unprecedented, the demand is immediate and the solutions must be innovative, or the system outdates itself and ceases to reach the target auditorium. On the other hand, the system needs to maintain a stability, budgetability, accountability and transparency. The first and foremost decision en route to a diversity friendly system could be our acceptance that the change is our only constant. Democratic society benefits in diversity of it's members, and so should public service's response system. Is it possible to plan for a change? Where to begin? How to control outputs? In our quest we propose to evaluate today's challenges through one particular value system which has immensely benefited the fastest developing enterprise of our civilisation - information technologies. It is a simple logic planning and action framework - Agility Manifesto, that has been proven working, even better if under immediate demand and tight budgets. It says: A. Individuals and interactions over processes and tools; B. Working solutions over comprehensive documentation; C. Customer collaboration over contract negotiation; D. Responding to change over following a plan; While there is value in the items on the right, we value the items on the left more.

In light of agile thinking we do not provide miraculous solutions in this document. We merely invite you to our experiences and further discussion - to benefit from our diversity and to welcome change.

City of Jyväskylä, Finland

Young Flow – Network on dialogue between young people and public institutions (Flow4YU) / 2011–2013
<http://www.flow4yu.eu>

Oikkari, a living room for parents is for all parents of teenagers who need for example peer support and possibilities to share their thoughts, challenges, etc. Sometimes in these relaxed meetings the group also have professional guests to inform and support them. A group has meetings once a week.

Ignite -project is run by The Youth Organisation of Central Finland, which goal is to increase youngsters' abilities and possibilities to do, take action and have an influence on their lives and surroundings. This special project is coaching adults to give peer-support -kind of encouraging help to young people.

Nuorten Keski-Suomi ry, Eeva-Liisa Tilkanen, +358 40 552 8070, eeva-liisa.tilkanen@nuortenkeskisuomi.fi

City of Naestved, Denmark

Our experiences with young people with special needs are that they are young people with great skills when it comes to service. They have competences to work in kitchens, shops, supermarkets, etc. Because there are many features in services, they can contribute with their skills.

A youth hostel nearby is run exclusively by young people with special needs. The youth hostel is very popular and it is based on the fact that youngsters with special needs can and will work and they get recognition from society.

<http://danhostelfaxe.dk/den-social-virksomhed/>

Liepaja, Latvia

There is a comprehensive education school in our city where the language programme is offered for the minorities living in Liepāja.

City of Tampere, Finland

The system changes when people working in it are educated, officials in recruitment are aware of legislation in diversity and discrimination, more “diverse” people are employed and are working in the institutes as colleagues and questions of discrimination and diversity are discussed in public.

Head coordinator of immigration affairs Marja Nyrhinen, marja.nyrhinen@tampere.fi