

# TOOLBOX FOR IDENTIFICATION OF NEEDS

## ABOUT THIS DOCUMENT

### FLY TO WORK PROJECT RESULT 1 - TOOLBOX FOR IDENTIFICATION OF NEEDS

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# INTRODUCTION

Youth employment refers to the current situation that young people are facing in the labour market. The term employability is defined by the International Labour Organisation as follow;

**“** *The ability of individuals to find and keep a job, to progress at work and to adapt to change throughout their working lives.* **”**

The FLY2WORK project focuses on these important concepts and shows that they are interconnected.

The current employment situation has changed a lot in recent years, especially since the health crisis, and young people have been the first affected, which has also had an impact on their work vision.

At European level, youth employment has become a major issue. Indeed, the unemployment rate at the European level is 14.9% in 2020, and because of the covid crisis this rate has risen to 17.1%. These figures are much higher than the adult unemployment rate (8.1%), according to the European Commission. Various factors can explain this difficulty for young people to enter the labour market and especially to remain. Firstly, the greatest concentration of jobs is in large urban areas, which means a higher unemployment rate. Secondly, many elements come into effect: the new expectations of young people and their relationship to work, the new jobs available on the market, the search for meaning in work, the desire to find a balance between personal and professional life.

All these factors will be discovered throughout our research for the F2W project in order to identify the needs of young people and employers to enable a sustainable integration into professional life.

# TOOLBOX FOR IDENTIFICATION OF NEEDS AND OBJECTIVES

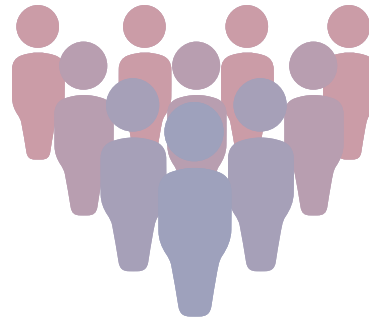
Fly to work aims at fostering youth employability by creating a methodology jointly with a set of tools and good practices that will help companies and, in general, all sorts of employers (social enterprises, foundations, associations, etc.) to design good onboarding plans adapted to their own needs. This way we want to contribute to the solution of the current situation by helping to create better jobs for youngsters in terms of quality, durability, and stability.

Our specific objectives are:

- To improve youngsters' employability. At the end of the project, we will have a methodology ready to be implemented in every organization in Europe willing to improve their processes of hiring young people, improving their employability.
- To encourage employers to hire young people by providing tools that help them to design good onboarding plans. A practical set of tools will be developed enabling youngsters to adapt better and in a short time to the work environment and encourage employers to give youngsters their first opportunity.
- To help companies to retain talent.
- To reduce the gap between the expectations of youngsters regarding work life and what it is. A practical set of tools will be developed enabling youngsters to adapt better and in a short time to the work environment and encourage employers to give youngsters their first opportunity.
- To involve public administrations at a more practical and "close to the reality" level. The inclusion of all stakeholders in the equation will promote the social dialogue that will lead to a set of experiences, best practices, success stories, and materials that will help administrations to elaborate more practical and focused instruments.



# TARGET GROUP



## YOUNG PEOPLE

The profile we agreed on: young people who already have some knowledge of the labor market, who already had work experience, between the ages of 18 and 30.

## YOUTH WORKER

People working with young people to facilitate their personal, social, and educational development through informal education, care (e.g., preventive) or leisure approaches.

## EDUCATIONAL-INSTITUTIONAL CENTERS

Organization that enable young people to acquire skills and knowledge. Structures that support young people in developing their professional project and entering the labor market.

## EMPLOYERS

Anyone who employs people and is concerned about the employability of young people and their integration into the labor market.

# PART 1 - DESK RESEARCH ON YOUTH EMPLOYABILITY

To start working on the implementation of an onboarding plan, it is important to know the subject we are working on. Therefore, a document to describe and understand the labour market and the employability of young people has been created.

This is our first tool and first step in our research for the implementation of the project. Here are the guidelines that have been provided. The template covered the whole subject so that everyone had a good understanding for each country.

## **EMPLOYMENT SITUATION OF YOUNG PEOPLE (18-30 years old)**

What is the situation of Youth employment in your country?

Please provide some facts and figures, such as:

- Proportion of unemployed young people
- Proportion of not in education, employment, or training (NEETs)
- Proportion of young people with a degree or qualification in relation with employment rate
- Gender balance in terms of employment
- Average age when young people access their first “meaningful”/long-term job
- Average duration of a job for young people
- Are there some specific sectors or positions where young people are more represented?
- Information about the age when young people enter the labor market
- What contracts are offered to young people and which salaries?

## **THE EVOLUTION OF THE LABOR MARKET AND YOUNG PEOPLE**

What are the main changes regarding the above-mentioned topics that occurred during the past 10 years?

Ways of working, used tools, jobs that disappeared or were created...

Please focus as much as possible on the topic of “first job” and be as precise as possible, especially trying to explain the reasons of these changes.



## **FOCUS ON EMPLOYERS**

### **Employment barriers**

Is it difficult to recruit young people in your country?

Please explain.

If yes, please give some details, such as:

- the main reasons that are evoked by the employers to recruit or not young people
- employability of young people (are they “employable”/ready to enter the labor market?)

Is there any study showing what employers expect the most from young people when recruiting (diplomas VS skills for example)?

Is “well-being” of employees considered as a priority in your country by employers?

## **FOCUS ON YOUNG PEOPLE**

Is there any study showing:

- what young people expect the most from their dreamt job?
- what their relation to work is?
- what the biggest challenges are for young people when they are hired?

Please consider different ages if data is available

Do youth workers play a role in the support to young people regarding employment?

If yes, how?

## **EXISTING POLICIES AND MEASURES**

### **Public policies**

Has the national / regional / local government implemented any measures to help young people enter the labor market or reliance policies?

If so, what are they? What are they trying to solve?

How are they doing it? Are they considered as efficient?

Provide references and examples.

For the ones that are considered as efficient, a more detailed explanation will be presented in the “Good practice” template

### **Initiatives inside organizations/companies**

Can you identify some good practices/methods aiming at strengthening youngsters’ employability and fostering long-term employment?

Provide references and examples.

For the ones that are considered as efficient, a more detailed explanation will be presented in the “Good practice” template





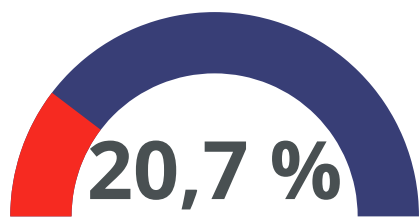
# I - EUROPEAN CONTEXT AND COUNTRIES COMPARISON

## Employment situation in Europe

The European Commission has established 2022 as the European Year of Youth, focusing on the challenges and opportunities that nearly 86 million young people who live in Europe will have to face in the following years. In fact, almost one in every six people are aged between 15 and 29 years, being equally distributed between 15–19, 20–24 and 25–29 years, with a slight predominance of the latter group. Regardless of the age, as a group, they all have suffered the impacts of the pandemic in terms of employment and access to the labour market, whereas, on the other hand, all of them see new opportunities arising, such as those related to the digital and green transitions.

### *Facts and figures*

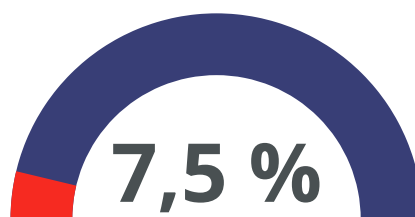
*"The higher educational level, the lower the unemployment rate."*



OF UNEMPLOYMENT RATE FOR 20- TO 29-YEAR-OLDS WITH **LOW EDUCATIONAL LEVEL**



OF UNEMPLOYMENT RATE FOR 20- TO 29-YEAR-OLDS WITH **MEDIUM EDUCATIONAL LEVEL**



OF UNEMPLOYMENT RATE FOR **HIGHLY QUALIFIED YOUNG PEOPLE**

## Proportion of NEETS

*Individuals who are neither in employment nor in education or training*

On average, in the EU, **12,5% of young people between 15 and 29 years old which means almost 1 out of 10 young people are considered as NEETS**. The highest rates are in Italy (22,2%), Greece (17,7%), Romania (16,8%) and Bulgaria (16,7%).



The highest rates are in Italy (22,2%), Greece (17,7%), Romania (16,8%) and Bulgaria (16,7%). NEETS can be divided in two groups:

- person actively seeking employment with no success
- individuals who have chosen not to look for a job

In this sense, in 2019, 4,6% of NEETs were unemployed, whereas 7,8% were not looking for a job as a personal choice.

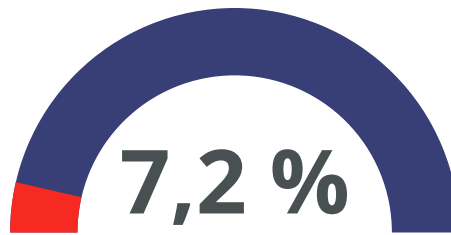
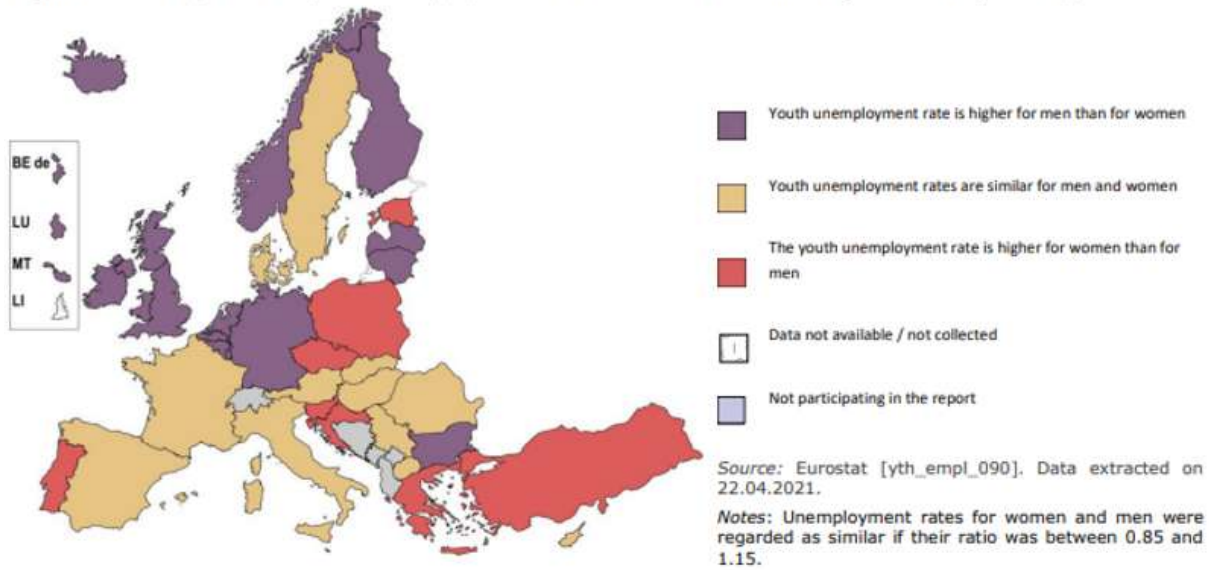
On average, the proportion of women who are NEETs is higher (14,4% rate for women, 10,6% for men). This division seems to be deeper in countries such as Hungary, Czechia and Romania, where women -still- tend to have more family-related responsibilities

## Gender balance

Average unemployment rates in the EU, do not differ greatly between young women and young men; however, if we take a closer look to the unemployment rates by countries, there are distinctions. In fact, unemployment rates for men were higher than for women in 13 countries in 2019, mostly in northern Europe, Bulgaria and Malta. The most pronounced gaps were found in Lithuania, where the unemployment rates of young men were 10,3 % compared with the respective unemployment rates of 6,8 % of young women, and Iceland (9,2 % men versus 5,9 % of young women).



Figure 3.7: Comparison of youth unemployment rates for men and women aged 15-29 by country, 2019



THE GENDER PAY GAP AMONG YOUNG WORKERS AGED 25 TO 29 IN UE IN 2018

*around half of the gender pay gap observed for the overall population.*

**Sector where young people are more represented**

In 2019, according to Eurofund calculation the top 3 sectors of employment of young workers (aged 15 - 29 years) :



FOOD AND ACCOMODATION SERVICES



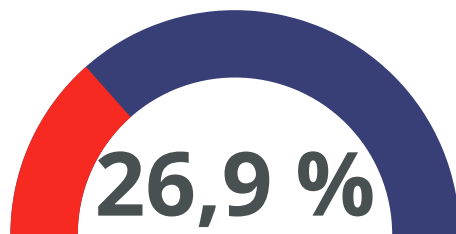
WHOLESALE AND RETAIL



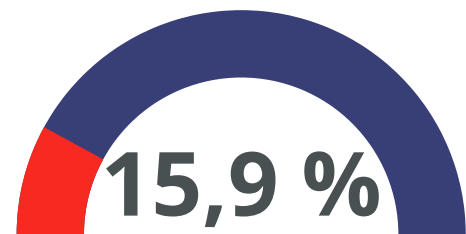
ART AND ENTERTAINMENT

## Contracts offered to young people

In comparison with other age groups, the youth labour market has a prevalence of temporary contracts. This type of contracts can be seen as an important step in the transition from education to the labour market because it gives the chance to acquire work experience, makes it easier for them to find a stable job in the future and gives employers the opportunity to assess their suitability and capacity to perform the tasks required.



OF 20 - 24 YEARS OLD HAVE  
A PART-TIME JOB



OF 25 - 29 YEARS OLD HAVE  
A PART-TIME JOB

## Young people relationship to work

The major challenges for young people are finding a stable job and establishing their independence. The transition from education to employment is rarely smooth; on the contrary, it is often a complex process, with steps forwards and back, interruptions and periods of overlap between different types of activity, which negatively affects in the consecution of those objectives.

The traditional model of transition, where a young person finds his or her first job directly after graduation and sets a stable career path, is becoming less and less common in our changing and globalized world. Many young people start working part-time or have summer jobs while still studying, whereas others start on temporary or fixed-term contracts. Others decide to return to their studies after a period of employment to upgrade their skills or qualifications.

## Support of youth worker to young people

Youth work greatly varies from one country to another; in fact, what youth workers do and who youth workers are differs considerably and makes it difficult to set a common definition. One of the classifications analyses the conditions influencing what youth workers can and cannot do and classifies countries into four groups.

The first group would be Belgium French speaking, Germany, Estonia, Finland, France, Ireland, Luxembourg and Slovakia, countries which “have legislative definitions of youth work, a competency description of youth work or quality assurance mechanisms in place, associations of youth workers and youth work related to vocational and tertiary education, with public support for non-formal learning and identifiable career paths”.

A second group, Austria, Belgium Dutch speaking, Czech Republic, Malta, Netherlands, Portugal and Sweden, countries which still have room for development. A third group Bulgaria, Latvia, Lithuania and Slovenia have some elements but others still need to be developed. And, lastly, Cyprus, Greece, Croatia, Italy, Poland and Romania who still have to establish the basis of youth work.

### Public policies

Public policies aiming to boost young people's employment differ from one EU country to another, although they can be subdivided into two main groups: those policies which directly offer insertion in the labour market via temporary job placements and paid trainings, and other policies that focus on encouraging employers to hire young job seekers, through economic advantages like the reduction of taxation and social security contributions. These two types of measures usually are combined and converge in the same country. It is also important to state that there is a minority of European countries where young employment measures exist only in the framework of the EU Youth Guarantee or, simply, do not focus on young people.

The European Union measures on the subject are focused on three main axes: **Youth Guarantee, vocational education and training and apprenticeships.**

Youth Guarantee, which was created in 2013, has already helped create opportunities for young people improving and expanding public employment services for young people. Currently, all member states are committed via the so called "reinforced Young Guarantee" to ensure that all young people under 30 years old receive "a good quality offer of employment, continued education, apprenticeship or traineeship within a period of four months of becoming unemployed or leaving education". This Recommendation is backed up by significant EU financing under NextGenerationEU and the long-term EU budget and aims to help young people in the short and medium term, since it guarantees that every young person joining the program will be offered an employment, an apprenticeship, a traineeship or an education opportunity with four months after signing up. This re-born Young Guarantee also wants to become more inclusive, focusing on disadvantaged groups, aims to connect with the needs of companies, especially SMEs, focuses on the green and digital transitions and includes personalized counselling and mentoring.

The second focal point for the EU is vocational education and training (VET), a policy that will help to prepare people for work and develop skills that are becoming more and more demanded by companies. The idea of the Commission is to transform this vocational education and training system to make it more modern, attractive and useful in the new era of digital and green transitions.

Lastly, the EU want to give a boost to apprenticeships, so companies get the skilled labour force they truly need, and, at the same time, youngsters develop the skills they will be using thorough their professional life.

The European Union is also running the following programs: the **European Solidarity Corps**.

The European Solidarity Corps allows young people to get involved and organisations to set up initiatives in Europe on various activities. The European Solidarity Corps provides grants to organisations selected through a call for proposals. This programme offers opportunities for volunteering, internships, apprenticeships, projects and various others.

## II - COUNTRIES COMPARISON

Each partner country of the project; Portugal, Italy, Spain and France, has been conducted a study and research about labour market and youth situation in their respective countries. It is important to analyse the results and make a comparison.

### *Facts and Figures*

#### General situation



## Gender repartition

**In Italy**, according to eurostat data youth employment rate shows a huge differences between women and male; there are more young men employed than women. The difference between both genders in 2021 was **6.8%** (for male it was 20.1%, but for women 13.3%).

**In Portugal**, the employment rate of the population aged between 16 and 74 is, in April 2022, **67.4% for males and 60.4% for females**, as can be confirmed in the table below (INE, 2022). There are also significant differences between the genders in terms of salary. A male person earns, on average, 1109.2 euros in 2020, while a female person earns, on average, 960.3 euros, thus resulting **in a difference of 148.9 euros** (PorData, 2022).

**In Spain**, the Youth Employability study does not address a significant gender issues in terms of employment, unemployment.

**In France**, in 2019, 44.6% of 15-29 year olds are employed (employment rate). Of these, **46.7% are men and 42.6% are women**

## Proportion of NEETS, and level of education

*Individuals who are neither in employment nor in education or training*

**In Portugal**, according to (eurostat, 2022), we can observe that there is not a very significant difference between men and women who do not work, do not study, or do not follow an education, contrary to the rest of Europe. The Portuguese percentage is around 12% for men and 13% for women. In 2021, 21.3% of residents in Portugal had secondary or post-secondary education, an increase from the 11.8% recorded in 2011. In addition to this percentage who completed only secondary education, there was also significant growth at the level of higher education, the percentage of population with higher education courses increased from 11.8% to 17.4%, as shown in the graph below (Lusa, 2021). In 2020, the risk of young graduates becoming unemployed increased by 1.6 percentage points, according to a study of the Brighter Future platform of the José Neves Foundation (Almeida J. , 2021). In 2000, only around 11 per cent of people aged 20-34 had higher education and, by 2020, that figure had risen to 39.6 per cent. "This very large growth has not been matched by demand. There was no growth in sectors capable of absorbing this much more specialised workforce," explained the professor Paulo Marques at ISCTE (Carvalho, 2021).

**In Spain**, the fourth quarter of 2021 youth employment from 16-24 years increases at all levels of studies. The increase has been more accused in the medium and high levels, for which it increases in the last year a 24.8% and 25.8%, respectively, and lower in the low level of education, with a 5.2% increase. Among those aged 25 to 29 have been those who have low education those who have experienced the greatest increase in employment.

The group of young people with medium-high level of education is the one that comes showing a more favorable evolution in relation to the level of employment, compared to the behavior observed at the low level, which is the one that has concentrated job loss during the pandemic, to be the one that most grows in this quarter.

**In Italy**, the steady trend in the percentage of young people holding a tertiary education is (Eurostat 2020) equal to 27.8% (27.6% in 2019). Despite having achieved the national target in 2016, it was well below the EU average target (40%).

According to ISTAT in 2018, the young people's participation rate in education and training accounted for 61.0% among young people aged between 15 and 24 and 37.4% among individuals in the age group between 20 and 24 years old.

**In France**, in 2021, 8.9% of working people with a diploma of 2 years or more and having completed their initial training within the last 1 to 4 years are unemployed. This figure rises to 44.6% for people with no qualifications.

Globally, for each countries, the level of education achieved is decisive: the higher the level of education, the situation within the labour market is more favourable and vice versa.

### **First "significant job", time to enter in the labor market**

**In Portugal**, according to (Pinto, 2010), regarding the time young people take to enter the labour market, it depends on the education level: young people who have only completed the 3rd cycle of basic education need 26 months on average to find their first job; with higher education, it takes on average 9.5 months, and with secondary education, the average rises to 14.8 months. When it comes to age, from 15 to 19 years old, it takes on average 11.4 months, from 20 to 24 years old 15.6 months and from 25 to 29 years old 18.2 months. The integration of young people into the labour market is one of the great challenges of public employment policy today. This target faces major difficulties, mainly as a result of low experience. Portugal has about 7% of young students in employment, 3% of young students unemployed and more than 90% of young students are outside of the labor force (Eurostat, 2021).

**In Italy**, according to an article of "Il sole 24", the average age when young people starting their first long-term job is when they are 26.5 years old. For men, the average age when they begin to work is when they are 25 years old, but for women when they are 28 years old. The average age for Europeans is 22.5 years. For men, it is when they are 23 years old, but for women, they are 22 years old.



**In France**, young people find their first significant job at an average age of **22 years and 7 months**. The employment conditions of young people in their first significant job are generally less stable than those of their elders. On the one hand, these young people are more frequently employed part-time (33%, compared to 28% for those aged 30 and over). On the other hand, they are more often in temporary employment (16%, compared to only 2% for those aged 30 and over). These different characteristics confirm that young people are willing to take on more precarious jobs in order to enter the labor market and gain initial professional experience. However, this choice is not necessarily a long-term one. Indeed, the average duration of the first significant job is only **17 months**.

In general, today there are no longer jobs for life. In fact, the quality or durability of a job is increasingly disconnected from the idea of bonding and much more associated with the fact of having a profession being a result of a set of factors, such as: personal satisfaction, professional fulfillment, a healthy professional environment, among many others.

### **The evolution of labor market**

For each country, during the last decade, youth employment has experienced an increase in temporary work, involuntary partiality and low wages. **In Portugal**, regarding the evolution of the young employed population, a study from INE reported that, over a period of approximately 40 years, the rate has been decreasing and in 2013 it reached the lowest number ever, with only 238,000 young people in employment. This decline had a slight increase until 2019, but in 2020 it decreased again, most likely due to the Sars-Cov pandemic. While some professions became extinct, others appeared, promising to create new job opportunities, such as the Digital Marketing Professional, the Social Network Manager, the App Developer, the Wind Energy Engineer, the Data Analyst and the e-Commerce Specialist, among other. **In Italy**, many parameters show a very complicated evolution of the labour market, especially in terms of employment contracts. A figure that clearly shows a trend reversal in recent years is that of the trend in term employment compared to permanent employment. In fact, the number of fixed-term employees has grown since **2007 from 2.27 million to 2.92 million equal to 28.6%**. Another difficulties facing Italy is the number of inactive people which reaches almost 14 million of people.

The research shows that the labor market has changed considerably in recent years, especially since the covid 19 crisis. Nowadays, companies and organizations must reconcile several factors in order to be in phase with the current economic environment and to last. The way people work, and their ambitions have changed. Companies must therefore succeed in meeting several challenges: technological progress, environmental protection, and social cohesion.

## Employment barrier for young people and employers expectations

### France, Italy, Portugal and Spain reported several barriers to employment:

- Lack of qualifications
- Over-qualification (especially with a gap between the expectations of young people and the reality of the market)
- Lack of experience of young people
- Few offers for many demands in some fields of work
- Need to find work-life balance for young people
- Lack of alignment between young people education skills and employment skills needed by the companies
- Manage telecommuting : challenge that employers have to face particularly during the past few years.
- Other peripheral barriers to employment which means the existence of "non-professional" difficulties that prevent some young people from finding a job or engaging in an integration process (social, economics, social, physical, psychological for example).

### Employers expectations reported:

- Communication
- Time management
- Ability to work in teams
- Independent motivation: interest, commitment, values
- Ability to work in fast-paced environments
- Dynamism, team, learning, potential, reactivity, listening
- Communication: presentation, expression, feeling, smile, politeness, cleanliness
- Aptitude, organisational skills, operational
- Motivation, interest, commitment, values
- Education, training: diploma, language, background, project, career path, education, studies
- Availability, punctuality
- Adaptability
- Autonomy and initiatives

The various studies show that employers are above all looking for soft skills, i.e. people skills and attitudes, before the level of diplomas and qualifications. Recently, a study in France showed that employers attach importance to mad-skills. Mad skills include things acquired during professional activities or outside, original qualities or skills, which can be useful to the company.

## Young people relationship with work

**France, Italy, Portugal and Spain reported several expectations from young people related to work:**

- Use the skills they learnt during their educational path
- Personal and professional development
- Find the right balance between private and work life (what matters most today is how job can fit into their lives)
- Find a meaningful and in line with their value
- A wage corresponding to their expectations and their level of qualification
- The opportunity for career progression
- Availability and attentiveness from the manager
- Autonomy and trust from the manager
- Help to progress in one's work from the manager
- Recognition from the manager
- A stable job (not precarious in terms of the contract provided)

### **Young people challenges:**

Usually the jobs require skills that young people don't have yet, and when the requirements are accessible, the salary is low. Normally, companies use short-term internships, part-time job or fixed-term contract which does not give security to young people. What is taught in the classes is too theoretical, young people do not feel prepared for the labour market. In general young people are not very optimistic about their chances of emancipation and economic-labour independence. Low wages, unemployment and job insecurity are the main concerns.

### **Public policies**

In every in the countries researched, policies and program are implemented in order to promote and help the entry of young people into the labour market. Here is an overview of the actions implemented in each country

#### **Italy:**

- Budget allocated to companies that hire young graduates and reduction of their contribution and taxes ('Young Excellence', '35 bonus')
- The concessions for employers are also provided for the recruitment of young people between 15 and 29 years of age with a professionalizing apprenticeship. This is essentially based on the contribution relief which varies according to the number of employees.

### France :

- Budget allocated to companies that hire young people for a professionalizing apprenticeship and reduction of their contribution and taxes
- Civic Service: a paid voluntary commitment for 16-25 year olds
- The "1 young person, 1 solution" plan, launched in the summer of 2020, aims to offer a solution to each young person. With more than 9 billion euros invested, it mobilises a range of measures: recruitment aid, training, support, financial aid for young people in difficulty, etc. in order to respond to all situations.
- The youth commitment contract (for NEETs): a fully personalised pathway that can last from 6 to 12 months for young people depending on their profile, with the aim of helping them to define their professional project and find a job.

### Portugal :

- Creation of "Investe Jovem" with the objective of tackling youth unemployment: national strategy to combat unemployment, creating new measures of employment initiatives where specific support is specified for young employees. It provides financial and technical support.
- At a regional level, there is the good example of the "Programa de Capacitação Juvenil". The focus is to involve, connect and promote the empowerment of young people, stimulating active citizenship.

### Spain :

The main measures and guidelines for youth employment since 2013 have been the following:

- 2013: National Plan for the implementation of the Youth Guarantee (Plan Nacional de Implantación de Garantía Juvenil)
- 2013-2016: Entrepreneurship and Youth employment strategy (Estratégia de emprendimiento y empleo joven)
- 2019-2021: Youth Employment Shock Plan (Plan de choque de empleo joven)
- 2021-2027: Youth guarantee Plan Plus (Plan de garantía juvenil plus)

The current plan "Youth guarantee Plan Plus" has the scope of promoting the creation of employment opportunities and increasing the qualification and labor insertion of young people, providing them with more professional skills, overcoming the technological gap and segregation.



## II - GOOD PRACTICES

For the collect of good practices, a document has been provided, this is our second tool, in order to follow an homogeneous guidelines for each partner and collect relevant information useful for the project.

This document aims at giving a structure for the desk research to the Fly to work's partners to collect relevant good practices regarding the integration of young people into the labour market. It could be general policies measures on National, Regional, and local level, or actions created by companies or organizations that have been tested widely enough to be considered as efficient. This allows research to be completed and good practice to be identified at the local level and used as inspiration.

### Definition of “**GOOD practice**”:

A good practice is not only a practice that is good, but a practice that has been proven to work well and produce good results and is therefore recommended as a model. It is a successful experience, which has been tested and validated, in the broad sense, which has been repeated and deserves to be shared so that a greater number of people can adopt it.

- A GOOD PRACTICE TO BE IDENTIFIED, must meet a set of CRITERIA. Some of them are listed below:
- EFFECTIVE AND SUCCESSFUL: A “GOOD practice” has proven its strategic relevance as the most effective way in achieving a specific objective; it has been successfully adopted and has had a positive impact on individuals and/or communities.
- SUSTAINABLE: A “GOOD practice” meets current needs, without compromising the ability to address future needs. Consider sustainability from a social, economic, and environmental point of view.
- GENDER SENSITIVE: a GOOD practice must be “gender sensitive”, guaranteeing equal opportunities to men and women and it must be able to meet needs expressed by both the targets.
- TECHNICALLY FEASIBLE: a “GOOD practice” is easy to learn and to implement.
- INHERENTLY PARTICIPATORY: participatory/co-creation approaches are essential as they support a joint sense of ownership of decisions and actions.
- REPLICABLE AND ADAPTABLE: A “GOOD practice” should have the potential for replication and should therefore be adaptable and transferable to other contexts.

## Tool used for Good practices' description & analysis

For the search for our good practice, we have implemented a table that allows everyone to identify good practices, a useful tool that allows us to have a global description and to analyse it better. This tool is available in the annex to this document.

## Good practices collected by partners

Each project partner has collected good practices from their country or at European level. For each of these a detailed analysis and description has been made, which you can find in the annex. Below you will find a short description and the names of the good practices per partner.

### Fi-goup, Spain:

- Eurodyssey: Exchange program for young people
- Generation Spain: a training programme aiming to transform education to prepare, place, and support people into life-changing careers that would otherwise be inaccessible.

### TDM2000, Italy:

- Garanzia Giovani- Youth Guarantee: ensure that all young people under the age of 25 - whether enrolled or not in employment services - can get a valid offer within 4 months of leaving or starting school unemployment. The offer may consist of a job, apprenticeship, internship, or further course of study and must be adapted to the situation and needs of the person concerned. EU countries endorsed the Youth Guarantee principle in April 2013
- Master and Back: the Region of Sardinia's programme that enables young Sardinian graduates to enhance their skills through higher education at universities of excellence operating outside Sardinia, and then make the skills and professionalism acquired available to the Sardinian territory.
- Resto al Sud: a financial incentive to support the establishment and development of new businesses or freelance activities in the regions of southern Italy.

### Porto Business School, Portugal:

- IEFP - Instituto do Emprego e Formação Profissional - Estágios ATIVAR.PT: national public employment service. Its mission is to promote the creation and quality of employment and to combat unemployment by implementing active employment policies, including vocational training.
- “Inov Contacto”: Contacto International Internships offers your company young graduates up to the age of 29 who are looking for their first job and willing to work abroad.

- “KPMG” - Graduates Programme: provides an insight into the labour market, integrating young people into multidisciplinary teams, with different levels of seniority and always accompanied by the best professionals.

#### **Approximar, Portugal:**

- EXPERIMENTA - Programa de Empregabilidade Jovem : This initiative is aimed at young residents and students in the Municipality of Cascais, aged between 18 and 29 years old (at the start of the activity), having as a requirement minimum access to attend the 12th year of schooling. In the case of young people with Special Educational Needs (SEN) and/or disabilities.
- #StandOut - Projeto para a Promoção do Potencial Jovem: Intervene in the employability and professional integration of young people, between 16 and 30 years old, who are in a situation (or at risk) of social exclusion in the city of Faro, with a priority focus on combating the difficulty that these young people have in insertion in the job market and in having consistent, regular and lasting professional experiences.
- BORA JOVENS: carried out by the ONG Ajuda em Ação and Coca-Cola Portugal, aims to bring the world of work closer to young people who have fewer opportunities and are at risk of social exclusion. This project brings together a group of 70 young people, between the ages of 18 and 25, from the municipalities of Loures, Lisbon, Setúbal, Porto and Almada to acquire the skills and training necessary for integration into the job market more easily, quickly and flexibility.

#### **Pistes-Solidaires, France:**

- Civic service: the aim is to mobilise young people to meet the challenges facing society. Open to all young people aged 16 to 25, and up to 30 years of age if they are disabled, it offers a framework for commitment where young people can work together, gain skills and live a unique human experience.
- The international volunteer work in companies (VIE) allows, under certain conditions, to carry out a mission (scientific, technical, commercial, humanitarian...) in a French company abroad for young people between 18 and 28 years old.
- Youth engagement contract: a fully personalised programme that can last from 6 to 12 months for young people depending on their profile, with the aim of helping them to define their professional project and find a job (with financial help, specific program, a mentor).



## III - ONBOARDING PLAN ANALYSIS

For the collect of onboarding plan and to analyse it, a document has been provided in order to follow an homogeneous guidelines for each partner and collect relevant information useful for the project.

*What is an onboarding plan?*

First of all, an explanation of the terms 'onboarding plans' and its principles has been made. An onboarding plan refers to the integration process that takes place when a new employee joins a company. These human resources (HR) actions enable the new employee to get to know the company and make it easier for people to integrate. For the company, onboarding conveys a positive image and helps to stimulate motivation and a sense of belonging among employees.

*Why set up an integration process?*

There is every reason to develop a sustainable and caring onboarding process. For both the company and the new employee, this involves several advantages.

A successful onboarding process allows the new employee to be:

- Seduced and convinced by the company: the integration process must confirm their choice to join the company,
- Loyal and committed: the induction also helps to create a feeling of belonging and commitment in the employee,
- At ease: a proper welcome allows the employee to quickly find his or her feet and find his or her place in the team.

Similarly, for the recruiting company, onboarding plan has the advantage of:

- Drawing a positive portrait and a positive image of the company,
- Encourage the motivation and therefore the productivity of the employee,
- Project a positive image of the employer brand to existing employees,
- Promote a pleasant working atmosphere,
- Allow for mutual knowledge between the employee and the team,
- Measure the degree of mutual satisfaction on both sides,
- Avoid the voluntary departure of a dissatisfied employee and new recruitment costs.





The onboarding process does not only start on the day the new employee arrives. On the contrary, there is a whole pre-onboarding phase that must be considered beforehand. This preparation work initiates the first steps of the integration within the company. In fact, once the candidate has responded positively to the job offer, pre-boarding can begin. This consists of preparing the arrival and reception of the future employee. However, it is not a common tool yet and the project aims at developing a methodology to be shared with employers to support the employment and integration of young people in the companies/organizations.

The aim of this research is to collect and analyze existing tools to get inspiration and become more familiar with such a tool. In order to understand better the process and their pros and cons.

According to our research, a tool for onboarding plan analysis has been created ; the aim is to identify good practices and identify needs. The tool used for this part of this research is available on **annexe 2**.

### **Onboarding plan collected and analyzed by partners**

Each project partner has collected onboarding plan at National, European or International level. For each of them, a detailed analysis and description has been made, which you can find in the annex. Below you will find the most important points raised and the analyses that has been made to integrate a new employee in a company.

To begin with, here are the important points to consider when integrating a new employee into a company. Onboarding plans have been considered as a good and efficient tool to answer the needs of both employers and new employee, so that the recruitment is successful and lasting. Here are other important points to consider in the preparation of the onboarding process;

#### **Before the entry of the new employee in the company**

The onboarding process does not only start on the day the new employee arrives. On the contrary, there is a whole pre-onboarding phase that must be considered beforehand. When we look at our analysis, we can see that the preparation work initiates the first steps of the integration within the company. In fact, once the candidate has responded positively to the job offer, pre-boarding can begin. This consists of preparing the arrival and reception of the future employee. This generally takes the form of the following actions:

- Making an internal announcement: this involves preparing existing employees for the arrival of their new colleague.



- Anticipate needs: to ensure that everything is ready when the new employee arrives, prepare the workplace, the various accesses, and identifiers, if applicable, and any other equipment that the employee will be required to use on arrival.
- Draw up an induction program: this can cover the welcome day but is not limited to it. It may be useful to structure the days or weeks to come after the first day of work.
- Prepare a welcome message: this will help to develop a feeling of importance in the employee when they see that their entry does not go unnoticed. Thus, a welcome message prepared in advance and shared among all the teams is a gesture that greatly contributes to a good first impression.

#### **In the first days of arrivals:**

- Communicate about general information in the company (company policies, teams, responsibilities, HR information etc.)
- The structure of the team and its responsibilities, so that new recruits know who to contact if they have a problem or specific question
- Propose a mentoring process that will allow questions and doubts to be solved quickly. A mentor can be identified who will be responsible for facilitating the integration, clarifying small doubts that may arise
- Set up objectives and expectations
- Propose flexibility in organization of the new employee tasks
- Consider a long period of onboarding process
- Provide emotional support
- Monitor and accompany the new employee in his new responsibilities
- Organise training session in order to help the new employee getting to know his new job
- Meetings with all the people who will be directly linked to the functions that the new employee will perform in order to achieve an easier and faster integration.
- Team buldings activities

#### **During the first 3 months:**

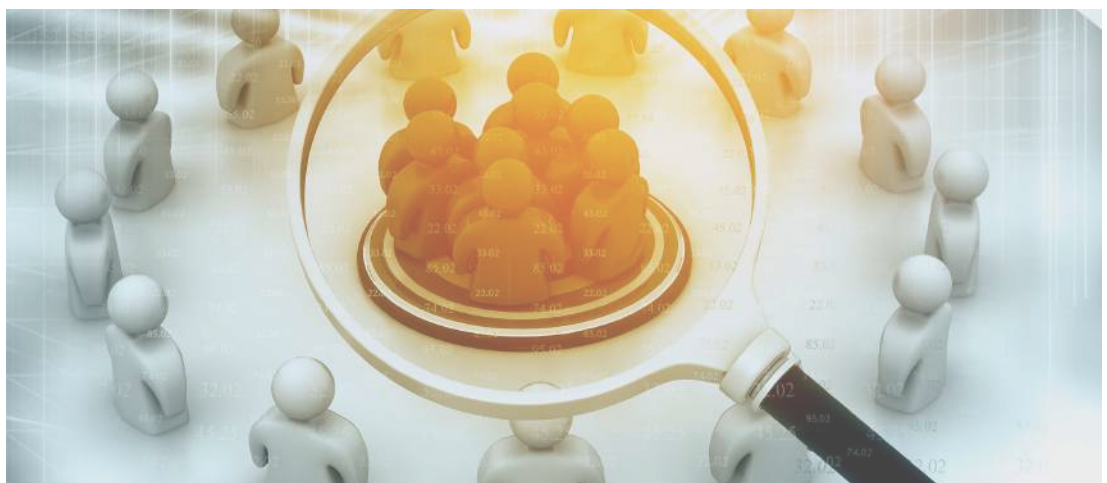
The analysis show that on onboarding has to last in order to be effective. This can be implemented through:

- Regular meeting with the mentor / manager
- Emotional support when needed
- Mentoring and follow-up process

In general, the integration plan should be well defined and adapted to each function and profession. For each of the analyses, the process must last over time and must allow the employee to feel integrated, that he/she has objectives set and that a process of evolution is put in place. Also, it will allow the people not to have a large amount of information in a short period of time. The integration plan can take the form of software, an HR document with welcome kits, or a checklist to be adapted according to the newcomers and their positions. The field research and surveys that will be carried out with our target groups will highlight the important points to be included.

# PART 2 - FIELD RESEARCH ON YOUTH EMPLOYABILITY

The general objective of this part of the research is to identify the needs of the participants and stakeholders by conducting field research through focus groups. In general, there are several reports showing the needs of the participants involved in this process. However, all of them show general figures and needs at regional, national and European levels. This research is intended to obtain closer results and conclusions, at a local level, as to focus the target groups impacted by the project. Nowadays, when a company or employer defines some internal processes (main regarding HR internal policies) they do not conduct any internal or external research. FLY2WORK specific objective is to create a set of practical and easy-to-apply tools in order to encourage companies and employers to do this kind of research before taking on any kind of recruitment policy or process. This way, the policies or processes would be more accurate and focused on the target group impacted, in this specific case, youngsters. Furthermore, thanks to its transversality and its practical conception, we consider this tool will have a very high potential of transferability, not only in the field of recruiting youngsters but also it could be applied to other groups and countries. For this field research on youth employability, all partners jointly will defined the criterias to chose the participants in the focus groups. Each partners individually found will their potential participants identified in the preparation phase. Then, all partners together decided the criteria most important to take into account and elaborated of the questionnaires to be applied. The conduction of the field research has been done by all at a local level. The aim of this part is to elaborate the report and conclusion of all our focus group according to the defined criterias.



# I- FOCUS GROUP IMPLEMENTATION

This phase lasted about six months, during which time each of the partners developed a strategy for setting up focus group sessions. The aim was to survey the target groups mentioned above:

- Young people
- Youth workers
- Institutional actors
- Educational centres



After having conducted several researches on potential participants and actors present at local levels. There was a prospecting and communication phase to invite them to participate in our survey. This mobilisation phase was challenging for each of the partners; it was difficult to gather all of these actors in order to collect their opinions and to reconcile the obligations of each. In addition, we had to bring each target group together in group sessions; individual interviews were not recommended. The group sessions allowed an exchange between the participants, sometimes creating a debate and thus having a satisfactory panel of answers for the project.

## A few figures:

MORE THAN  
**170**  
PARTICIPANTS

**79** YOUNG PEOPLE

**73** YOUTH WORKERS

**10** EMPLOYERS

**13** EDUCATIONAL/INSTITUTIONAL  
CENTERS



**16**  
SESSIONS  
ORGANISED  
ACROSS  
EUROPE



During the desk research, general and especially broad level information was collected, and the questionnaires we developed helped to complete our research. In the annex to this report, you will find the questionnaires used during the focus group sessions. The answers will allow us to elaborate an analysis for each of our target groups and to select the most important points. Finally, the completed questionnaires will be the final tool to identify the needs of young people to enter the labour market and a company.



The questionnaires are developed in two distinct parts. Firstly, we looked at the general expectations of each stakeholder, their views on different issues and the actions taken to improve the weaknesses found above. Secondly, the second part of the questionnaire focuses on the integration plans; an entire section will be devoted to the analysis of the answers given in this part of the questionnaire.

### From young people point of view...

Let's start with the analysis of the answers given by the young people on the rather general questions. We were interested in several themes in order to visualise and understand the needs of young people within a company but also in the labour market. We can group these points into 4 main categories;

- Current experiences
- Expectations
- Knowledge about policies
- Ambitions

The young people interviewed were between 18 and 29 years old, all of whom had already had some work experience of varying lengths. It was interesting to ask them what they remembered the most in order to know the environment in which they have already been and what they remembered. We can already note that for many of them it was a summer job and/or their first job after leaving school. It can be seen that there are both positive and negative aspects.

	<ul style="list-style-type: none"> <li>• Stress due to colleague or hierarchy</li> <li>• No evolution perspectives</li> <li>• Difficulty to find a nice work environment (unsatisfying previous experiences)</li> <li>• Lack of communication</li> <li>• Focus on results not on people</li> <li>• Competitiveness</li> <li>• Complicated work conditions</li> <li>• Difficult job conditions</li> </ul>	<ul style="list-style-type: none"> <li>• Helpful staff and supportive</li> <li>• Team spirit</li> <li>• Eager to take care of the employees from the manager</li> <li>• Training possibilities</li> <li>• Communication</li> <li>• Unformal environment</li> <li>• Autonomy</li> </ul>	
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It is interesting to know the environment in which young people evolve and/or have evolved to understand what motivates them now.

## "How would your ideal company be?"

A utopian question that we wanted to ask our panel of participants. This allowed us to understand their general view of the labour market and what they expect from it. The answers reveal a distinction between social conditions, the working environment, the general atmosphere and management.

### MANAGEMENT

- Regular feedback
- Recognition
- Structural company (clear definition of each person's roles)
- Evolution possibilities
- Autonomy

### ENVIRONMENT

- Diversified and inclusive company
- Resources for the well-being of employees
- Values
- Space (lights, outdoor space, office)
- Interactive environment
- Empathy and good atmosphere between colleagues

### JOB CONDITIONS

- Health insurance
- Salary - bonuses - advantages
- Flexibility (hours, work from home)
- Food allowance
- Work - life balance
- Working tools (e.g. phone, car).

## Stability

In the panel of young people interviewed, the question of stability at work was debated. Indeed, it was noted that young people no longer necessarily have the same approach and value of work as they used to. The aim is no longer necessarily to find a job, a "good" position and to stay there. The young people interviewed need a job that corresponds to their values and above all their lifestyles in order to keep a good balance. However, this remains mixed, as the beginning of the working world is often synonymous with instability, the causes being :

Short contracts

Low pay

Job location

This question also showed that some young people idealised the world of work and what it could offer. Indeed, when the question of stability is asked, it is understood that it is first necessary to overcome the barriers to entry into the world of work that young people face:

- Lack of networking
- Lack of experiences
- Qualification (over/under qualified)
- Job proposal not fitting young people's will
- Mobility (job location)
- Reality vs expectations

**“At first, we are looking for what we want, but it doesn't quite fit the company's proposal. Then, we go with what the company proposes because we need to work. Modify what we want to get work.”**

## What would make you leave a company?

When asked what would make an employee leave his or her new company, remarks about management in general are the first answers given:

- Lack of recognition
- Human relations (atmosphere)
- Working conditions (materials, environment, premises etc.)
- No possibility of development
- Overwork - stress
- Lack of interest in the work
- Better contract elsewhere
- Self-initiated
- Conflicts
- Lack of alignment with the company culture

This question is interesting as it allows us to understand the needs of young people when they arrive in a company and where to focus when they join a new team. These answers seem obvious, however, activity and non-communication sometimes lead to complicated situations that can be avoided.

## Knowledge about existing programs

Questions about the knowledge of actions and programmes dedicated to job search, volunteering, internship and any other action that allows to give experience to young people, are sometimes little/not known. Indeed, if young people do not go looking for information or take the initiative to get involved to gain experience, the programmes are not well known.

## From employers point of view...

### Young people expectations

"According to you, what young people expectations are?"

When we ask employers to list the criteria for what young people are looking for, we notice that the first answers concern fields of activity in the first place; IT, Sales, creative jobs, project management. It is true that some fields of activity attract more than others and that for certain positions, it is difficult to recruit people. Then, the answers will concern the working conditions; flexibility, good work environment, the salary.

### Employers expectations

In terms of the skills employers are looking for, all of our respondents highlighted soft skills and interpersonal skills first:

- Proactive attitude
- Capacity to take initiatives
- Organization
- Good communication skills
- Motivation
- Creativity
- Respect
- Soft skills
- Empathy
- Willing to learn





The question of qualifications remains, important. In fact, skills and diplomas are two very distinct things that should no longer be associated. Indeed, for certain fields of work, it is essential to validate certain certifications. If this is not the case, soft skills will always take precedence. This aspect is important to underline because for 2 applications with similar qualifications and background; it will be the personality that will determine a decision.

### Experiences needed

Then, there is the question of experience, it is often put forward that employers need to hire people with experience. But here again, in the panel of people interviewed, it depends on the situation and especially on the position to be filled and it is sometimes more advantageous for companies to give young people a chance, to train them and to develop them.

**“ It depends on the need, we are often recruiting young people after a period of internship in our company. ”**

**“ The more experience people have, the more wages they ask for. ”**

Also, when employers were asked if they had ever recruited young people without significant experience who had evolved within their establishment, the answer was yes by the majority. Without doubt, the question of experience will remain a complicated debate and barrier for both young people and employers.

To compensate for this, companies are also involved and funding is available for internships, work-study programmes and voluntary work. Public or private programmes that are sometimes little known by organisations working with young people, and companies sometimes do not make the link with them. For the companies, the challenges are also important to allow young people to integrate into the professional environment:

- The location of the job offered
- Turnover, eager to try new things and especially the fear of missing out on other things
- Lack of maturity
- Disengagement

The question of stability is no longer an important issue and a goal to achieve for young people, the reflection of the future is no longer long term and this is complicated to apprehend for companies and employers that need to think in the long term to be sustainable.

## From youth workers point of views...

On the side of the professional who accompany young people in their journey, the aspects concerning the expectations of young people and the expectations of employers, we find globally the same criteria as those mentioned previously. The divergences and the analyses were interesting on the aspects linked to the challenges and barriers that lead to difficulties for young people to enter the labour market and to stabilise themselves;

- Less opportunities or short opportunities (there are also very popular fields with few offers)
- Series of short/different experiences (difficulty for the young people to explain their path, promotion of themselves during an interview)
- Personal challenge; difficulty for young people to find their path
- Gap between academic and world of work they feel like "a square trying to fit in a circle"
- Lack of network
- Educational certificate and diploma are not adjusted to the reality of labor market which leads to unfair wages
- Age-related discrimination (too young)
- Over-protection by parents
- In Covid, the repeated periods of lockdown have not allowed young people to do summer jobs or other experiences.

**“A square trying to fit in a circle.”**

The above-mentioned change of mentality on stability and long-term careers is well identified but difficult for companies to apprehend. Youth workers have a key role in a young person's pathway into the labour market. It was therefore important to know what they think young people are missing when they enter the labour market:

- how management works
- Capacity of self-consciousness
- Soft skills

Non-formal education is therefore crucial in learning about the world outside of school and an academic setting. It allows for the acquisition of new experiences (volunteers, scouting, internships, etc.) and it is in these settings that young people gain maturity and grow from a personal point of view. These are qualities that help to boost their self-esteem and self-confidence later on. Out-of-school experiences are also valued for their ability to learn and discover new things, to develop a critical mind and a good attitude towards the environment, social norms, and appropriate attitudes in the professional world.

Youth workers are therefore the pillars to accompany young people and propose alternatives and actions to get out of their comfort zones. This is why the respondents to our questionnaire stressed that various programmes exist to facilitate and enable them to gain experience and skills, for example

- Skills development program / skills assessment / coaching
- Open days (job fair...)
- Company visiting school
- Promoting non-formal education among schools.

### From institutional workers point of views...

Concerning the institutional actors and the experience they have with young people, the same conclusions can be drawn regarding the expectations of young people and those of employees. Again, the points to highlight are the gaps between expectations and reality. The role of organisations accompanying young people in their job search is crucial in helping them to understand how a company works.

Schools are trying to set up and carry out actions to enable students and pupils to acquire a better knowledge of the world that awaits them;

- Job fairs
- Summer holiday camps
- Summer internships
- Voluntary work
- Organization session for unemployed people to develop tools to enter the job market
- Be more interconnected between every organization

This last one is very important, as the question of whether the organisations present during the focus group was working together, most of the time, the answer is no. The organisations are very important in the life of a young person, they are often complementary, but do not necessarily work together. However, it is essential to give young people all the keys they need to better understand their future. These actors present at the sessions also underlined the importance of giving young people more practical opportunities outside of school.

**“ Basically, young people are valued for their initiatives and their capacity to take an opportunity and to be active in their live outside the educational system. ”**



### "How could it be improve to prepare young people to reality of job market?"

It is well understood that before joining a company, a person has a whole pathway to follow, and it starts at secondary school. This question is therefore essential to measure the things to be put in place to allow alternatives and above all a better knowledge for young people about the world of work. Education and support play a key role, so it is important to offer more concrete actions to young people, for example:

- Work on this matter and educate young people about this sonner at school
- More dissemination of program and opportunities for young people
- Be invited to school / job fairs / session on how work the job market
- Explain job conditions for different work - provide a guide with info about specific position
- Organisation in youth field should be more interconnected with education center and between them
- Explain the basics of labour law, employees and employers.

**“To project yourself, you have to understand the environment that awaits you, and at the moment this is not the case.”**

The questions asked during these surveys helped us to confirm the data found during our documentary research. We were also able to go deeper into the understanding of each other's points of view. This work is an important pillar for providing solid and relevant input into the construction of a basis for the onboarding plan. A process that can meet the needs of young people and also of employers.



## II - WHAT WOULD BE AN IDEAL ONBOARDING PROCESS?

To avoid unstable situation and versatility from young people, company starts to implement "onboarding plan" to ensure the integration of their employees. So we asked our targets group their opinion on our existing onboarding on existing process and way of improvement.

In order to better imagine the tool and the way to implement such a process, we focused on 2 main questions:

- What could lead to a bad integration?
- What are the most important elements to ensure a good integration?

To begin with, it is interesting to consider that the majority of our panel interviewed have never had an integration plan. In addition, for some, the integration was done but not in a constructed way, which means that some things were left unresolved.

### **Risk factors of a poor integration**

First, we asked our panel what risk factors might lead to a poor integration of a new employee. Here is a summary of the most common responses:

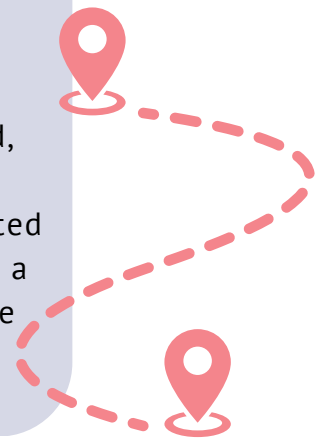
- Little time given
- Difference between what was said on arrival and what happens in reality
- Incompatibility between people, bad environment
- Lack of communication
- Feeling useless or not contributing effectively to missions
- Not knowing who to talk to, feeling like a nuisance when questions come up
- Lack of clarity concerning the missions and the company's structures
- Lack of achievable objectives or excessive work load.
- Lack of proactive management to promote integration activities.
- Lack of long-term professional development.
- The benefits presented to the recruit are not implemented or do not correspond to what was promised.
- Lack of conciliation/flexibility.
- Adaptation to the new environment from both side: "young people are losing touch. It's all very online, all very digital. Then when they go to a face-to-face profession, they have difficulty integrating into a job requiring dialogue." (e.g. provide a training to respond to the needs)

## Elements to be included in an onboarding plan

According to the answers given above, the survey respondents visualise an integration plan in a chronological way. The first steps in a company are decisive for the newcomer. It is even said that the employee knows within the first few weeks whether he or she will stay or not. There are therefore important elements and criteria that should not be overlooked, which we have put together in the form of a timeline.

### BEFORE NEW EMPLOYEE ARRIVAL

- Team announcement
- Mentor attribution
- Office and logistics preparation (administratives...)
- Contract and practical information ready
- Planning preparation (e.g. mention training if needed, feedback time)
- Edition of a precise job description and tasks attributed
- In case the new person another city/country; prepare a kit with useful information about accommodation, the city, tips etc.



**“If when you arrive nothing is prepared, you are inevitably going to feel uncomfortable and feel like a burden.”**

The survey shows us that the arrival of a new employee must be prepared so that the newcomer feels that his arrival is expected. For this, companies or human resources can prepare a checklist with things not to forget and especially things that are not necessarily visible; registration for complementary health insurance, preparation of the contract, etc. All the criteria mentioned allow for good organisation and make things easier for the employee but also for the employer. All the criteria mentioned allow for good organisation and make things easier for the employee but especially for the employer.



## DURING NEW EMPLOYEE ARRIVAL

- "Formal" welcome meeting : team presentations, contract explanations, office, colleagues, tasks, etc.
- "Unformal" time : to get use to the company habits and adapt to the new environment
- Contract and practical information ready
- Provide a 'welcome kit' (goodies, mug...)
- Provide every necessary resources of the company; internal platform, internal communication tools, maps of offices, organizational structures (values, vision, company's objectives...) through an interactive platform
- Time dedicated for administrative and work conditions (right, day-off politics, salary, advantages, rules etc.)
- Office and logistics preparation (materials ready, tools..)
- Contract and practical information ready
- Schedule regular time for feedback
- Ask the new employee a 'discovery report'\*
- Be careful about not providing too much info : allow the new employee autonomy to understand and assimilate the new information and plan regular check-ins at the beginning

One interviewed company was acknowledged as “**best practice**” in terms of onboarding. Their onboarding process is organized in two phases.

- Preboarding phase: the company has a website with shots of information and the person who will enter the company has access to all this information as well as podcasts, and videos. The newcomer also receives 3 emails with practical information: where to park, eat, etc.
- Onboarding phase: it lasts one week. It focuses on 3 different areas : (1) Networking (with recruits, colleagues); (2) Understanding how the company works. This part is explained with a storytelling format throughout the week (e.g. the history of the product) and with practical exercises (for example, the recruits have to create their product cycle and have dedicated individual digital learning moments). Finally, (3) Administrative information.



\*The discovery report is a document written by a new employee for his or her manager and the company, in which he or she describes what surprises him or her during the first weeks after arrival. It is a way of identifying possible dysfunctions and of collecting suggestions for improvement.

**“The newcomer should not feel like a number, the integration should of course be adapted to the needs, questions asked and above all listening.”**

How these elements are used depends of course on each company and organisation. The role of the manager is to understand the needs and the employee should take in all the information for a successful integration.

***How long does it take to feel integrated in a company?***

According to our panel, it takes about 6 months to a year for an employee to feel fully integrated, whether with the team or for them to take charge of their missions.



**“Of course, it depends of many elements ; personality, size of the company, cultural environment but especially the way in which the employee was welcomed and the onboarding process”**

Our survey helped to understand the framework and the important things to adapt companies and employees to integrate a new environment. The onboarding plan responds to current issues and allows to adapt the integration periods to the audiences with whom companies need to spend time. The onboarding process is an important investment for the company, especially in terms of time. It is a long-term vision that will ensure the sustainability of a company's team and avoid turnover.

One of the last questions asked to our target groups was to name the most important points for an integration, here are the answers

- Adapting the needs, managing in a thoughtful way
- Honesty
- Training period
- Clear explanation of missions, objectives, rules to avoid misunderstandings

It is important to focus on this last point; managers should build their onboarding plan to avoid misunderstandings, and clarify all situations. It is also important to stress that the employee must also be transparent and clear with the employer about these expectations. Finally, the process is a tool for the employee to use, it is not all up to the hiring company.



## CONCLUSION

Through this documentary and field research, we were able to understand precisely the current trends, the behaviour of young people and their new professional habits.

The documentary research allowed us to evaluate at European and national level the market trends, to understand what were the good practices and how companies adapt to the current context. Youth unemployment remains a significant factor in understanding the context. For this project, what is even more decisive is the instability of young people, the new philosophy of life. It is a certainty that previous generations were able to stay in the same job for a lifetime, but today this is no longer the case and it is also a reflection of our current society, which is in permanent movement.

The field research and surveys carried out among our target groups supported the data from our documentary research. But it also showed that this should not be seen as a generalization.

*"The youth of the past is not different from the youth of today"*

The questioning about the future and one's professional project has always existed, youth is by definition in search of a vocation and discovery. What is changing, however, is the way in which the younger generations are no longer content to accept situations that do not suit them, to make things happen and to communicate when things need to change. Integration plans are therefore a relevant tool to meet the needs but it is also a tool to show the reality of the corporate world to new young employees.



## ANNEXE 1 - TOOL FOR IDENTIFICATION OF A GOOD PRACTICES

<b>Date (of completion)</b>	
Suggested by (name, email)	
Title/name of the GOOD practice	
Abstract  An abstract of a maximum of 500 words is useful to provide a summary description of the practice	
Country Website Lead organisation Main partners if applicable Period of implementation Language(s) in which the method is available	
Objectives of the practice	

<p>Context</p> <p>What is the context (initial situation) and challenge being addressed? Provide a short description of the good practice being addressed and specify the period during which the practice has been carried out (timeframe)?</p> <p>How was it funded? (if relevant)</p>	
<p>Methodological Approach</p> <p>What methodology has been used to address the initial issue and lead to a successful outcome and finally to the good practice? What was the process?</p>	
<p>Target groups and their characteristics</p>	
<p>People involved</p> <p>Was the practice involving:</p> <ul style="list-style-type: none"><li>- Other organizations, people (...) than the lead organisation? If yes, please precise.</li><li>- People from different profiles (such as youth workers, employers...)</li></ul>	
<p>Role of each involved stakeholder (e.g. an employee, a manager, a youngster etc.)</p>	

<p>Number of people involved (it can be e.g. % of the total population of the country or of the total target population, if a specific target has been set)</p>	
<p>Methods for involving participants (if applicable)</p>	
<p>Main activities and implementation process (Please describe briefly, referring to timelines or sequences if applicable)</p>	
<p>Related resources that have been developed List/describe the main resources used in the practice's implementation, provide links for accessing them, if applicable/possible</p>	
<p>Evaluation How has the practice been evaluated and what are the main results of it? Which methodology has been used? (Indicators, periodicity, design, samples, quantitative and qualitative methods, ... etc.)</p>	

Why can it be considered as an innovation?	
Results  Report data and give a brief statement summarising the results of the evaluation; provide references if published results are available	
Impacts and benefits	
Sustainability What are the possibilities of extending the GOOD practice more widely?	
Lessons learned What are the key messages and lessons learned to take away from the GOOD practice experience?	
Anything else you think we should know ...that might be relevant to share?	

## ANNEXE 2 - TOOL FOR IDENTIFICATION OF A GOOD PRACTICES

### Getting to know the tool

<p>The context Where is it used, since when, for which positions and which target groups, in which kind of company...</p>	
<p>Objectives of this onboarding plan</p>	
<p>What does it look like? Under which form it exists (document, software, interactive platform...)</p>	
<p>How and when is it used? Who is involved? How much time is dedicated to it and by whom? When does the process start? Is there a clear process of implementation?</p>	
<p>Main activities and contents Describe the structure, topics that are addressed (referring to timelines if applicable), concrete activities that need to be completed...</p>	
<p>Evaluation inside the organizations/companies using the tool How is the use of the tool evaluated? (which - indicators, periodicity, quantitative and qualitative methods, ... etc.)</p>	
<p>Impacts and benefits noticed thanks to the use of the tool; lessons learned</p>	
<p>Related resources that have been developed List/describe the main resources used in the practice's implementation, provide links for accessing them, if applicable/possible</p>	

## Analysing the tool

Strenghts: positive aspects on the content and form	
Weaknesses Suggestions for improvement, missing things...	
Weaknesses: suggestions for improvement, missing things...	

**ANNEXE 3 - TOOL FOR IDENTIFICATION OF NEEDS  
TARGET GROUP'S QUESTIONNAIRES**