



Promote Education, Participation and Projects for Youth

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**IO3**

## **Strategic action plan to mobilize young people and actors of the territory**

**GIO.NET**



**Erasmus+**

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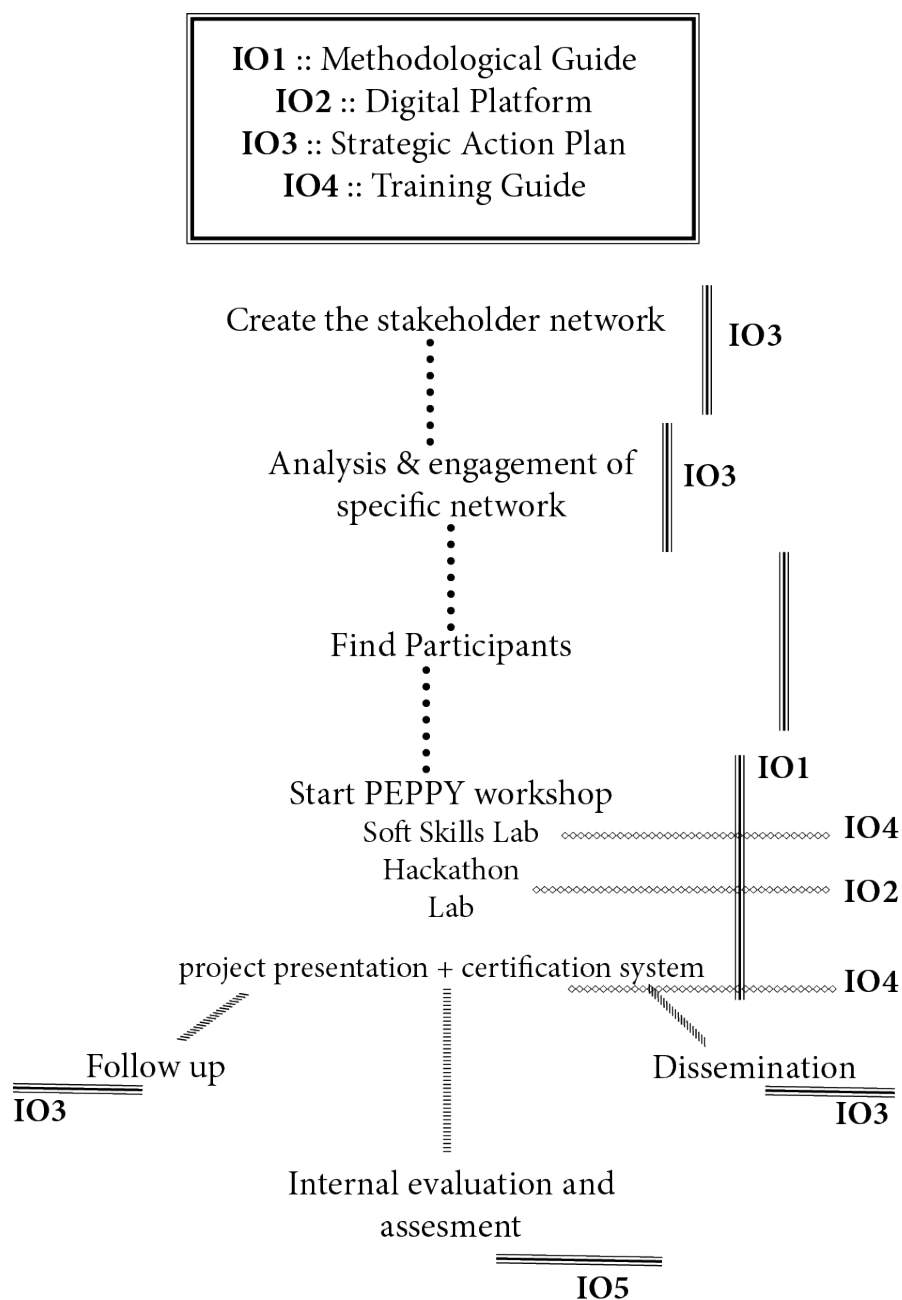
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## PEPPY IMPLEMENTATION PROCESS



## General Introduction

This guide wants to be a track for organizations, associations, schools or institutions who want to implement PEPPY methodologies and activities in their communities and territories. The main learning we had during the experimentation of this project is that the NEET category is extremely wide and complex. For this reason it is impossible to think of a unique method and set of activities that could fit every specific target group in different countries and contexts.

All the recommendations that are presented in this guide are the result of a work-on-field in different european countries and with different specific categories that could stand under the macro-category of NEETs.

For this reason it is important for every other organization that would like to implement the project to be aware of the peculiarities of their target of reference and adapt the methodologies and the activities on this.

To know the community of reference, the territory and the specificities of our area of action is the first step to create an effective impact on them, otherwise it's only an exercise of style.

# Stakeholder Engagement Strategy

## create a network of stakeholders

In order to have a real impact on real communities, it's fundamental to create a network of stakeholders able to help us in different moments of the project.

Organizations, entities, companies, institutions that share the same values and can play a role in the implementation and dissemination of the project.

In order to create a solid network and be able to follow up with them for the co-design of the activities, we should start by defining the different levels of engagement of our possible actors- in this way we will be able to know how to involve them and in which moments.

For PEPPY's project we defined four different levels of involvement for possible stakeholders.

- + **Companies** > project work proposals / sponsor
- + **School / Educational Centers / Territorial entities** > project's dissemination / potential participants proposals
- + **Organizations / Cooperatives** > implementation and tutoring of the program
- + **Job services / Territorial entities** > follow up / policy implementation

Once we are aware of the effort we want to ask our stakeholders, we can start mapping the interesting one.

A good way to do it is by using a *Mapping Tool*, which will allow to keep the information and contacts of the stakeholders organized and have a clear vision of the different categories and levels of engagement.

Resources		Typology	Working field	Requirements	Mission	Characteristics	Country
1	1 Mission Locale Pays Basque	social education services	Charity	Interest in promoting active citizenship	experience in working with young	France	
2	2 CFA Paul Bert	High schools	Teaching/Education	Interest in enhancing youth work	experience in working with young	France	
3	3 CFA Chambre des Métiers 64	High schools	Teaching/Education	Interest in enhancing youth work	experience in working with young	France	
4	4 Butrify	Enterprises (single enterprises or trade associations)	IT (Information Technology)	Interest in enhancing youth work	experience in working with young	France	
5	5 Atelier Lan Berri	Enterprises (single enterprises or trade associations)	Teaching/Education	Interest in enhancing youth work	expertise in project design	France	
6	6 Herrikoa	Enterprises (single enterprises or trade associations)	Accountancy/Finance	Interest in promoting active citizenship	expertise in project design	France	
7	7 Pôle Emploi	Pôle Emploi	Public Sector/Services	Interest in enhancing youth work	experience in working with young	France	
8	8 Ecole d'ingénieurs ESTIA	Universities	Teaching/Education	Interest in enhancing youth work	experience in working with young	France	
9	9 UPPA - Collège Sciences et Technologies pour l'Energie et	Universities	Teaching/Education	Interest in enhancing youth work	experience in working with young	France	
10	10 ISA BTP	Universities	Teaching/Education	Interest in enhancing youth work	experience in working with young	France	
11	11 Direction Diocésaine de l'Enseignement Catholique des P	Associations (labor union, youth, leisure, etc...)	Teaching/Education	Interest in enhancing youth work	experience in working with young	France	
12	12 Maison des Adolescents du Pays Basque (AdoEnla)	Social and welfare services	Healthcare	Interest in enhancing youth work	experience in working with young	France	
13	13 Direction des services départementaux de l'éducation nationale des Pyrénées Atlantiques - Service départem	Public Sector/Services	Public Sector/Services	Interest in promoting active citizenship	experience in working with young	France	
14	14 Espace Socio Culturel Municipal des Hauts-de-Bayonne	Socio-cultural services (archives, museums, libraries)	Public Sector/Services	Interest in promoting active citizenship	experience in working with young	France	
15	15 Espace Jeunes de la mairie de Saint Jean de Luz	Media libraries, youth information desks	Public Sector/Services	Interest in enhancing youth work	experience in working with young	France	
16	16 Cluster Pays Basque Digital	Associations (labor union, youth, leisure, etc...)	IT (Information Technology)	Interest in promoting active citizenship	expertise in project design	France	
17	17 Cluster Eurosuma	Associations (labor union, youth, leisure, etc...)	Engineering/Manufacturing	Interest in enhancing youth work	expertise in project design	France	
18	18 Cluster Goazen	Associations (labor union, youth, leisure, etc...)	Leisure/Tourism	Interest in enhancing youth work	expertise in project design	France	
19	19 Andere Nahia	Associations (labor union, youth, leisure, etc...)	Charity	Interest in enhancing youth work	experience in working with young	France	
20	20 Aldudarrak Bideo	Enterprises (single enterprises or trade associations)	Marketing/Digital Media	Interest in promoting active citizenship	expertise in project design	France	
21	21 Lurzindia	Enterprises (single enterprises or trade associations)	Environment/Agriculture	Interest in enhancing youth work	experience in working with young	France	
22	22 Synergies	Enterprises (single enterprises or trade associations)	Charity	Interest in promoting active citizenship		France	
23	23 SCIPA	Enterprises (single enterprises or trade associations)	Charity	Interest in promoting active citizenship		France	
24	24 Items Eurl	Enterprises (single enterprises or trade associations)	Construction/Property	Interest in promoting active citizenship		France	
25	25 SCIC Eole	Enterprises (single enterprises or trade associations)	FMSG	Interest in promoting active citizenship		France	
26	26 SCIC Orslop	Enterprises (single enterprises or trade associations)	Retail	Interest in promoting active citizenship		France	
27	27 Conseil de Développement du Pays Basque	Associations (labor union, youth, leisure, etc...)	Public Sector/Services	Interest in promoting active citizenship	expertise in project design	France	
28	28 Lycée de Navarre (Garazi)	High schools	Teaching/Education	Interest in enhancing youth work	experience in working with young	France	
29	29 OGEC AEP HAZPARNE	High schools	Teaching/Education	Interest in enhancing youth work	experience in working with young	France	
30	30 ETOHARRY FORMATION DÉVELOPPEMENT	Universities	Teaching/Education	Interest in enhancing youth work	experience in working with young	France	
31	31 Lycée René Cassin	High schools	Teaching/Education	Interest in enhancing youth work	experience in working with young	France	
32	32 Lycée Paul Bert	High schools	Teaching/Education	Interest in enhancing youth work	experience in working with young	France	
33	33 Lycée Louis de Foix	High schools	Teaching/Education	Interest in enhancing youth work	experience in working with young	France	
34	34 Ecole de la 2ème Chance des Pyrénées-Atlantiques	Associations (labor union youth leisure etc...)	Teaching/Education	Interest in enhancing youth work	experience in working with young	France	

## Engagement and involvement of the network

Once the network is created, you need to make sure to inform it in the right way to keep it engaged and active. Some important points/actions to take in consideration for doing so are:

### Informative materials

Create materials able to give information about the project in a clear and simple way, be sure all the references to websites and platforms are there, and the contact of people from your organization too.

Create materials with a common visual line, in order for them to be engaging other than informative.



### Meetings (group / one-to-one)

Organize meetings with the network and with single actors of the network. The meeting with all the network will be moments in which they share important information and updates about the project, other than giving the opportunity to the different actors to know each other and be aware of the different personalities and skills in the group.

One-to-one meetings will be useful to co-design with the specific actor the activities they are directly involved in, while being a moment to keep them engaged in the project.



## Follow up and constant confrontation

Constant confrontation and follow up are the key. Take moments to ask feedback to your network and to share with them the results of these feedback sessions. It's important to have an external point of view on the project and the diversity of skills of the network can play a fundamental role in creating a bigger impact on the territory.





## Target Analysis

Who are the NEETs we are going to involve in our project? Which are their peculiarities and specific needs? Where can we find them online and offline?

These questions are fundamental in this first stage of the project: they will permit us to understand our specific target and how to reach it and engage it. The stakeholder network can be a useful ally in this analysis, as they can give an overview of the communities they are in touch with.

Having an overview on the NEETs that are reachable from our network is fundamental in order to understand which language, channels and activities we can use to involve them in PEPPY.

As the category of NEET is very wide and incorporates a large number of singularities, the analysis of our specific target is fundamental to be effective both in the communication and in the design of the activities of the workshop.

Working with NEETs means to work with diversity. Different cultural and educational background, different kinds of disadvantages, different motivations and stories that brought us to the NEET status.

Being aware of these elements will enable more effective communication. Defining the right tone of voice, visual mood and specific platforms (both online and offline) would be impossible without knowing our target.

This analysis should be used also to design specific activities for the workshop itself. Warm ups, team building activities but also Soft Skills experience will be more effective if created on the basis of the specificity of the target. Which is the level of comprehension of complex text? And the language level? Which elements can we introduce to create more trust? On which element can we work in order to engage these people more?

To harvest this information about our target, we can have some interview with the stakeholder network or also organize a focus group with some representative of our target of interest.

## How to: Experimentation

The network you created during the first phase of the project will be fundamental to kick off with experimentation. The stakeholders can represent a good channel to find participants, to disseminate information about the project and to extend the net in their own communities.

### Find participants

Finding participants it's one of the most challenging parts for the implementation of the experimentation. For this reason it is important to work in direct contact with stakeholders active and relevant in the territory of action.

To engage the territory is important to take in consideration:

- + to connect with territorial entities active in the youth field
- + to engage the stakeholder network

Both of these can represent a good touchpoint for finding participants and also to have a more complex insight on the reality of NEET needs in the territory of action.

It is important to create adequate informative material that they can use to promote the project on their web platform, social channels and physical spaces.

Both online and offline communication are important. Of course the project needs a web and social platform where to find information and get involved, but also having promotion in physical places is important. Starting from the school and youth center, a good idea is to think which spaces can be used in the free time by young people that could fit in the project's target. Having informative material in these points can be useful to find participants that are not necessarily inside one of the networks of the stakeholders.

As the project will put in practice methodologies and principles of non-conventional education, a good idea to immediately communicate the approach is to organize presentations of the project in informal places. These meetings should be used also to create a first contact with the potential participants and to ask them what are their needs, doubts and expectations on the program. These will help the tutors and coordinators to better explain the project to participants and to better design the agenda and activities.

Some recommendation to create an effective engagement with potential participants, that involves in particular

- + find informal moments where to present the project but also talk about their needs/expectations
- + find a dynamic and stimulating place where to organize the meetings and make them feel welcomed

Also language is very important in order to make them understand the type of project they are approaching. Using some keywords of the project in the communication is important to make the potential participant more acquainted to PEPPY's methodology and approach.

Use an engaging language, choose keywords like: experience / real project / self knowledge. Make sure they understand what they mean, and try to explain in which way the project will transfer these words into activities.

## Organize the experimentation

### Define the projects

In order to engage the participants we need to give them the general information about the project they are going to realize during the PEPPY Lab. To do so, we need to define our committee (one of the stakeholders we engaged) and the topic of the project.

#### contact stakeholders for project proposals

Involve your stakeholders by asking them for project's relevant for their company/organization. This will allow participants to work on real projects for real people- creating more engagement on both sides.

#### co-design with stakeholders the project mood workshop

Involve them in some meetings of the Lab. This will allow students to be in touch with real professionals and at the same time will create more engagement and support from the stakeholders.

### Tutors

Tutors will be the one in direct contact with participants. Not only the ones that are going to implement the activities with the coordinator, but also the one that will be following the direct relation with participants and organization of the group.

For this reason it is important to prepare them well on the tools and methodologies, other than creating a constant confrontation of activities and approaches.

Some recommendations:

- + organize a tutors training on PEPPY's methodologies and tools (guide, platform, service design tools).
- + co-design with the tutors the soft skills lab and the team building activities
- + ask for constant feedback

### Agenda and Spaces

Defining the spaces, dates and timing in which the PEPPY Lab is going to happen will help possible participants to have a more realistic idea of their involvement.

Be sure to follow up with the participants in order to be sure they know when the upcoming meetings are going to be and if they need any tools/preparation for specific activities.

When possible, try to be flexible with the agenda in order to find moments where the majority of participants can be present.

Find a dynamic and informal space where to hold the workshops, these will help the participant's engagement and create the possibility for more informal moments/team building moments.

## Implementation of Hackathon in Methodological Guide

Nothing is more engaging than working on our own ideas. For this reason a good Hackathon can represent an effective engagement tool.

Hackathon is a "marathon" for the emersion of ideas. Starting from a challenge (in this case launched by the sponsor/client), the participant will have a few days to reflect and develop the idea that will be the basis for their project, and the solution to the challenge that was launched.

The Hackathon is a methodology which will be useful also to create a more solid group and a sense of believing in this group. Creating a solid group in this phase will be fundamental in order to work more dynamically during the project realization's phase of the Lab. At the end of the hackathon, the participant will have an idea to work on which was the result of a collective experience: everyone is part of that and the final idea represents the different personalities and souls that are part of the team.

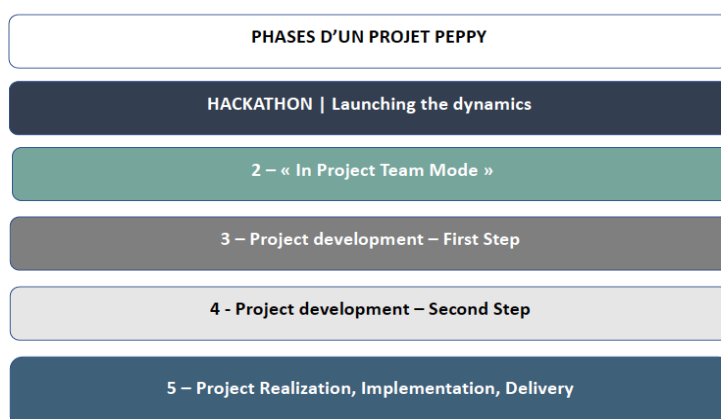
Coordinators and tutors will play a fundamental role in the hackathon, facilitating this process through different service design tools. The tutors will help the participant think further and more deeply on their ideas, trying to go outside the box and reach innovative solutions.

The tools that will be used during the Hackathon are open and flexible and need to be adjusted on the needs of the participants and on the specific challenges.

We implemented the Hackathon as part of PEPPY Methodological Guide, between the IO4 exercises (focusing on soft skills) and the project mode (realization of the idea). Here all the tools and approaches can be found.

The ideal time frame of the Hackathon is 3-4 days, but it can be adapted and adjusted depending on different lengths of time.

The steps of a PEPPY project



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## Dissemination Activities

Dissemination activities are fundamental in a long term perspective.

Implementing communication activities online and offline is the key to promote the results and achievements of the project to a wider public and to find new participants and sponsors for the next editions of the Lab.

### Online dissemination

As we have seen, communication is fundamental in different stages of the project and should be something that is put in practice with continuity.

During the Lab is very important to collect communication material such as photos and videos and create a multimedia archive that can be used during the period of the experimentation to have a live tale of the Lab but also as promoting material for new editions of the Lab.

Creating video interviews or small video pills were to collect the voices and opinion of participants about the Lab and their own experience is a powerful communication medium- other than a tool to harvest feedback in different phases of the project. Engaging the participants in the productions of this kind of materials is even more effective.

### Offline dissemination

If online dissemination activities are fundamental to promote the project, the offline dissemination activities are the one that enable us to connect with the people involved and to enlarge our public.

Organizing events, both for the actors of the net and their networks and for the young participants, it's an effective tool to keep them engaged and to further develop the topics and goals of the project.

For this reason, events such as the project's presentation or the final dissemination event should be open to everyone and should be designed not only as a show for the project's results and achievements, but also as a moment of discussion and confrontation between all the actors.

An effective idea is to insert in these events interesting panels and speeches around the themes of the project (future, job, being young in the job world) with personalities relevant for the young people and that could engage them more in their own development and future projects.

## Learner Journey

In order to systematize and also have in mind which tools are in use in the different phases of the experimentation, we developed two analysis and monitoring tools.

### User journey map

The User Journey Maps is a diagram that visually illustrates the participant flow through the different phases of the experimentation.

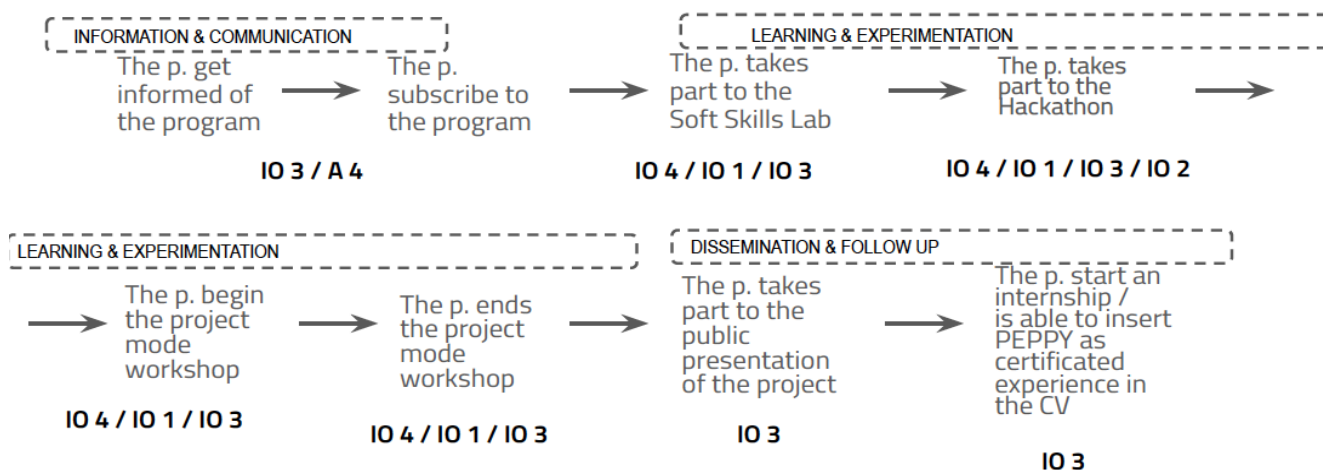
It helps us understand which are the main steps the participant needs to take in order to get to the final point and illustrates to us which specific outputs of PEPPY are being used. This will allow us to easily find references and tools for each step.

The User Journey tool can be applied to different actors of the project.

For example we could draw the journey of the sponsor or the one of the tutors. This is a useful tool we can put in practice everytime we need to clarify the specific action we need to put in practice to involve and engage the protagonists of the experimentation.

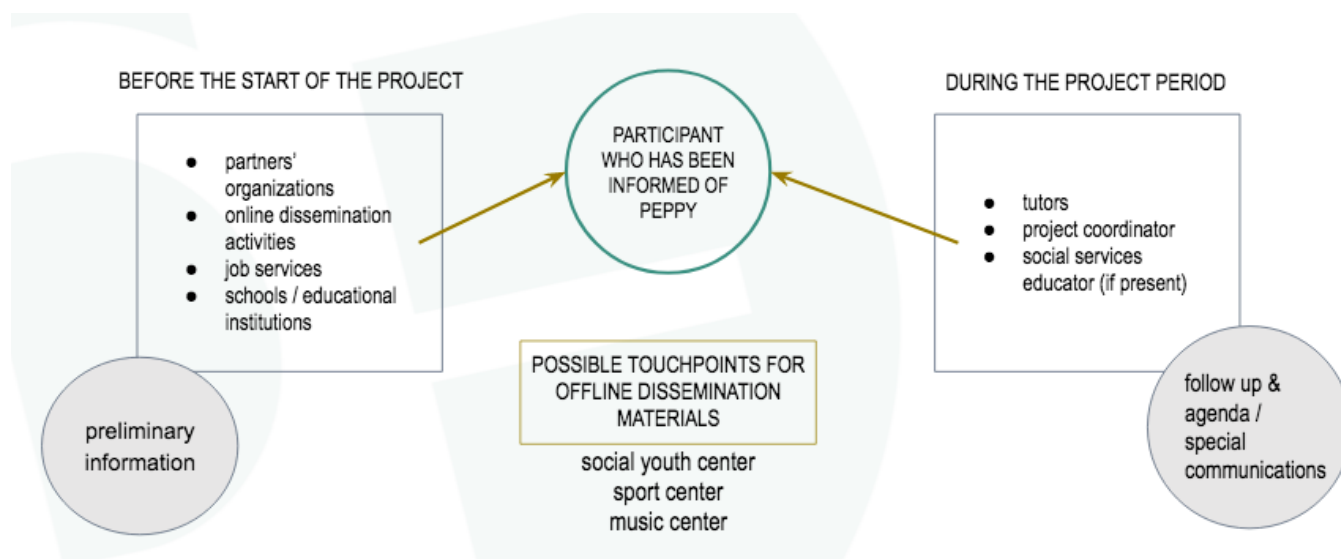


### User Learner Journey Map



## How participants get informed

We develop a tool to visualize how to inform the participants in every phase of the project. This tool is useful to get track of the different people that are responsible to give information to the participants. Putting the participant at the center of the diagram, we can find on the left the actors responsible for the preliminary information providing and on the right the actors responsible to provide information during the Lab. The bottom-center part of the diagram is dedicated to the touchpoints. The touchpoints are the physical places where offline material can be distributed in order to get in touch with new participants that are not reached by the territorial network. This space can also be used to visualize the online touchpoints: web platform, social channel, mailing lists that are interesting for our target.



## On the field: experiences in different countries and contexts

Being able to experiment PEPPY WORKSHOP in different countries and on different NEETs made us able to develop a wide picture of the strength point, weak point and best practice of its implementation.

These learnings were constantly shared between the partners during the experimentation, and it was interesting to see them slightly change accordingly with different specific target groups.

We also were able to experiment the influence of different stakeholders and networks on the results of the project, creating a wide reflection on the engagement of the sponsors.



## French Experimentation (ANTIC)

### Which was your specific target group ?

- Priorities: NEET
- Secondary: students in difficulty, students dropouts, young people in transition or reorientation, young people with disabilities

### Which strategy you used to engage them:

#### Communication activities

The antic Pays Basque does not work directly with the young public and we have chosen **to work through relay structures** so that they can be prescriptors towards the target public: the employment centre, the Mission Locale Pays Basque, the Plateformes de Suivi et d'Appui aux Décrocheurs (PSAD), the Service Civique (Civic Service), the Service d'Orientation et d'Insertion Professionnelle (SCUIO-IP) (Professional Orientation and Insertion Service) of the University, and the youth services of the town halls.

#### Tools / meetings :

We organised meetings to present the PEPPY project to the candidates who were sent to us by the partner organisations. These meetings were held in professional places, away from institutional places considered too worrying for a public of drop-outs.

We organised them at the end of the morning so that they could be followed by a meal taken together over pizza to extend the exchanges.

The aim was to evaluate the availability and motivation of the young people, but above all how PEPPY could adapt to their projects, their desires and their school or professional situation.

#### The projects

In order for PEPPY to be attractive, we have chosen to create a panel of projects to propose to young people.

We have targeted very concrete projects, which make sense in terms of usefulness for vulnerable groups, sustainable development or public service.

We also gave young people the opportunity to propose their own project. Even if they did not have any specific ideas, several young people asked us to work on "digital" projects and we looked for projects in this sense.

### How you kept them engage during the experimentation

#### We adapted the support sequences according to some participants constraints:

- Adaptation of face-to-face working days according to bus schedules
- Taking into account a day dedicated to personal meetings every Friday for a participant with a disability
- We picked up and dropped off a young person at his home during a bus strike

At the beginning of the Hackathon, several "strategies" allowed the young people to gain confidence and to join the PEPPY adventure:

- A welcome with coffee and pastries
- The O4 tools as well as the Persona allowed for a smooth introduction, a confidence building of the young people by the team of tutors.

In the early stages of the project implementation:

- A day of immersion was organised at the sponsors' locations to help the young people understand their problems and their working environment. This day was facilitated by the tutors.

During the project the tutors organised/ carried out:

- Regular face to face support
- Time in autonomy with provision of a working environment (dedicated room, video projector, paper, power strips)
- Remote follow-up via the Teams Chat tool
- Personalised text messages (SMS) for personal problematics
- Regular meetings with sponsors (follow-up or delivery of deliverables), whether face-to-face or remote, always accompanied by a tutor

And a "classic" tutoring work (posture of a guide and not a "knower", responsibility for the tasks to be accomplished, encouragement, continuous availability of the team of tutors (Manu, Laurent, Patrick), reminder of deadlines)

## The sponsors

### How to find them ?

We followed several paths by targeting organisations that would be more sensitive to the fragile situation of these young people in difficulty.

The first was the cooperative companies in our area. This avenue proved to be of little relevance because they did not spontaneously see what subjects they could entrust to the young people (a very unusual approach). Moreover, as they are small companies, not very available and very busy, they did not take the time to look into the matter.

We therefore turned to the local authorities. This was a much better approach because, on the one hand, the projects they carry out are of general interest, which appeals to young people, but on the other hand, they are often enthusiastic about entrusting them with projects due to a lack of internal resources but also because they are convinced that we must rely on young people.

We also approached the social and medico-social sector. These organisations are aware of the difficulties faced by young people and even directly accompany them. Moreover, they are also lacking in internal resources and see the providential help that a group of motivated young people can bring.

Finally, companies and organisations working in the ecological transition and the environment are also good providers of projects for young people. They are happy to pass on their commitment to the younger generation, but also offer motivating projects for PEPPY candidates.

### How to formalise projects with them?

The project sheets proposed by the Bayonne IUT were very useful in framing the demand on the young people. However, it was up to the tutors to fill them in because often the sponsors did not have the time to do so, they put forward an idea for a project which they then had to work on with them.

We made it clear to everyone that the results were not guaranteed and they were fully aware of this. However, after the analysis of the demand phase and just before developing the project, we could have proposed to the sponsors an objective document describing precisely the deliverables that the young people would commit to achieving.

### How can they be mobilised to be available for young people?

It is essential, at the time the project sheets are drawn up and presented to the young people, that time for discussion be planned beforehand. They take place mainly at the beginning of the project, both so that the young people understand the request and so that they can immerse themselves in the sponsor's environment, its constraints and the reality of the field.

The support of the tutors, who encourage the young people to document, summarise and write down these exchanges, means that the sponsors are less likely to be approached.

In some cases, enhancing the commitment of the sponsors through communication actions initiated by the tutors is also likely to influence their availability.

### How can the work of young people be valued by them?

Firstly, by acting as an interface between the young people and the sponsors. As the latter are sometimes reserved and the former in a hurry, the tutors' contribution takes on its full dimension:

- By guiding the young people so that they get to the point and keep them within the framework of the order;
- By regularly informing the sponsors in a transparent manner about the progress and difficulties encountered by the young people.

This work will only make the feedback phase more valuable for all the participants. The tutors should also ensure that there is a time of conviviality following the feedback event to further strengthen the links that have been forged.

### How can continuity be ensured after the young people have returned?

Whether or not the young people's project has been completed, it is essential that the tutors oblige the young people to document their work so that the sponsor's commitment can at least be valued in the event of a project not being completed.

Furthermore, fixing the last day of the youth support project as the presentation of the final result is dangerous because when the sponsor appropriates the results, there are always drosses and things to correct. This is what happened to us and we found it very difficult to get the young people back on track at that point.

Finally, the tutors must be aware that the sponsors may turn to them once the project with the young people has been completed. Even if they cannot guarantee the outcome of a project, they must be available to avoid generating frustration and help them to ensure the continuity of the project.

## Material conditions of the experimentation

### In what types of places did the experimentation take place?

At the ANTIC, two meeting rooms were dedicated to the two groups of young people. These rooms could be used as a single room for the grouping time supervised by the tutors.

The young people could come whenever they wanted during the experiment to work autonomously alone or in groups.

### What kind of equipment has been made available to young people?

7 of the 8 young people had their own laptop. Everybody had his/her own smartphone.

ANTIC provided them a video projector, webcam, paper, power strips.

For the lunch, young people could use a microwave oven and they had access to a lunch area

## What to do after the PEPPY experimentation?

The PEPPY experimentation should be devoted for two thirds of the time to the realisation of the challenge/project and one third of the time to prepare the continuation of PEPPY. This would allow :

- To adjust some of the project deliverables for the sponsor
- Work on the skills acquired
- Work on the professional project

This is only possible if the experimentation lasts at least 4 months to give the young people time to complete the challenge.

## Synthesis

### Strenghts points (what worked well, best practice you used)

- An efficient/adapted methodology for higher education institutions wishing to remobilize their students at risk of dropping out.
- Taking young people out of the 'institutional' setting
- Working with several tutors to ensure continuity of support
- Giving the choice between several projects rather than imposing the subject
- Insist on project planning
- Provide time for discovery and field visits with the young people at the sponsor's premises
- A mix of audiences and an interculturality that took shape within the groups of young people. This was particularly fostered by the initial sequences such as the "persona" workshop, for example.

### Critical points (difficulties, what did not work)

- The strategies for mobilizing young people and youth-related actors, particularly in order to integrate PEPPY into existing dynamics (Pôle Emploi, Mission Locale) for supporting young people.
- Once the project was over, the young people did not wish to continue to reflect on their professional project within the framework of PEPPY
- We did not sufficiently anticipate the difficulties of the sponsors in exploiting the results of the projects once the work of the young people has been completed

### Questioning points

- Tutors should not be regular teachers as otherwise young people instantly put themselves in the position of waiting for the adult to give the solution
- It is useless to suggest to young people in difficulty to bring their own project, they do not have any or do not wish to unveil them

## French Experimentation (IUT)

### Which was your specific target group?

Students in difficulty and Young people who have just graduated from high school who very quickly find themselves in a situation of failure in their studies due to lack of motivation, problem of commitment to studies or orientation error. This is a very important problem in the Basque Country which is known in Aquitaine to see many young people abandon all studies between the ages of 18 and 20.

### Which strategy you used to engage them:

#### Communication activities

In IUT, we communicated by email within the Service d'Orientation et d'Insertion Professionnelle (SCUIO-IP) of Pau University. We communicated via our LinkedIn professional network, our alumni network.

We also communicated by e-mail with students who intended to drop out or who were in difficulty during their training at the University.

#### Tools / meetings :

We organised meetings to present the PEPPY project to all.

We gave young people the opportunity to propose their own project. Even if they did not have any specific ideas, several young people asked us to work on "digital" projects and we looked for projects in this sense.

### How you kept them engage during the experimentation

#### We adapted the support sequences according to some participants constraints:

- Adaptation of face-to-face working days according to bus schedules
- At the beginning of the Hackathon, several "strategies" allowed the young people to gain confidence and to join the PEPPY adventure.
- The O4 tools as well as the Persona allowed for a smooth introduction, a confidence building of the young people by the team of tutors.

#### During the project the tutors organised/ carried out:

- Regular face to face support
- Agenda of the meeting before to meet them
- Time in autonomy with provision of a working environment (dedicated room, paper, power strips)
- Remote follow-up via the Teams Chat tool

And a "classic" tutoring work (posture of a guide and not a "knower", responsibility for the tasks to be accomplished, encouragement, continuous availability of the team of tutors (Marta, Thierry, Patrick), reminder of deadlines)

## The sponsors

For our second experimentation in IUT, we didn't need sponsor as the two groups had their own digital project.

## Material conditions of the experimentation

### In what types of places did the experimentation take place?

At the IUT, two classrooms were dedicated to the two groups of young people. These rooms could be used as a single room for the grouping time supervised by the tutors.

The young people could come whenever they wanted during the experiment to work autonomously alone or in groups.

### What kind of equipment has been made available to young people?

8 young people had their own laptop. Everybody had his/her own smartphone.

IUT provided them a video projector, webcam, paper, power strips.

For the lunch, young people could use a microwave oven and they had access to a lunch area.

## What to do after the PEPPY experimentation and PEPPY PROJET?

### Application of the methodology to the positioning of students (in difficulty or not) at the start of training.

The decision was made that next year 2023 - 2024 at the IUT, all students in BUT IT (Bachelor Universitaire de Technologie) will benefit from the PEPPY approach (around 80 students).

An initiative will be taken to further inform the other departments in order to implement the PEPPY approach throughout the IUT with concrete applications:

- 1- On the projects / challenges proposed at the very beginning of the training
- 2- On the follow-up of students in difficulty (all depts combined) who wish to reorient themselves the following year and who will take advantage of the end of the current year to respond to multidisciplinary challenges taking advantage of digital technology.
- 3- On the accompaniment of graduate students but not yet in employment so that the involvement in a challenge allows them to stay in the IUT to gain confidence (and sometimes skills) to prove themselves and to prove to sponsors that they have their place in a company.



## Synthesis

### Strenghts points (what worked well, best practice you used)

- We had very good feedback from the young people regarding the experimentation and good feedback regarding the commitment to the challenges.
- If the phases of definition of the project to be undertaken and constitution of the project group had been able to take place over a sufficiently spaced period to facilitate creativity and group dynamics, the implementation of the project would have deserved more than a month of work. However, the young people were highly motivated, whatever their skill level, they were very responsible and nevertheless managed to produce high quality work. The constitution of the group and the realization of this entrepreneurial project made it possible to change the perception that the group had of each individual, as well as the perception that each had of himself.
- At the very beginning of university training for young people who find it difficult to enroll in training, for lack of motivation or projection: the PEPPY challenges are then ways of (re) giving meaning and confidence, therefore to give them the desire to invest in the learning targeted during their training.
- When young people are truly dropping out of university in order to allow them to project themselves towards new projects, whether professional or personal, the fact of having experienced PEPPY will always serve them (demonstration of its ability to respond to requests from sponsors and therefore looking for work)

### Critical points (difficulties, what did not work)

- During the first session of the hackaton, a young saw Thierry as a teacher and not like a tutor and he was like frustrated, but after the second hour when he saw what could be the aim of the peppy project, he was more confident and "cooperate". For Marta and Patrick, they didn't have this context.
- The hackathon strategy seemed good, but we see on the ground that it is hard to mobilize young people for 3 full days to achieve it. It's complicated to synchronize their schedules with this rather intense practice.
- Sometimes young people had a loss of motivation in their commitment to the project.
- Young people were generally very interested in the early stages of the PEPPY project. During these phases, they were able to get to know each other better, develop their creativity and get to know the facilitators. Perhaps the young people at the beginning did not see and understand the direction of our project. However, they didn't really understand where we wanted to take them with PEPPY and didn't see the sense of the steps to follow.
- They also had difficulty organizing themselves, distributing roles and planning the activities to be produced. Overall, the methodology is interesting and can contribute to a better progression of young people in terms of digital, creative and entrepreneurial skills. The methodology should be simplified and shortened so that everyone can use it more easily

### Questioning points

- Tutors should not be regular teachers as otherwise young people instantly put themselves in the position of waiting for the adult to give the solution
- It is motivating for the young to have their own project
- The different posture as a tutor (teacher or not)



## Italian Experimentation (GioNet)

### Which was your specific target group ?

NEETs graduated from the VET education system with different disadvantages (social, cultural, physical).

### Which strategy you used to engage them:

#### Communication activities

GIONET collaborated with VET institutions and territorial service in order to reach the NEETs. Some meetings with educators and professionals from VET institutions and job services in order to inform them about the project and to provide them with all the information necessary to find participants for the PEPPY Lab.

The social and web platforms of GIONET were also used to promote the project, other than communicate the ongoing activities during the period of the workshop.

#### Tools / meetings :

First of all, a series of communication and informative material was created- composed by flyers (both for online and offline version), posts (copy + graphics) for social media platforms and articles to be published on web platforms. We then distributed these materials to VET educators and schools, territorial and job services in order to spread them through their networks.

We organised a meeting with potential participants in order to give them information about the workshop. This meeting was also the occasion to connect with the young people and to ask them to share their needs and doubts in order to create more coherent and relevant activities for the Lab. We choose an informal and open-air space to have this meeting, in order to make the participant at ease.

#### The project

The project we proposed for PEPPY Lab was co-design in collaboration with Kilowatt, a social cooperative who managed a regenerated space (Le Serre dei Giardini Margherita) in the biggest urban park of Bologna. The challenge the young people had to face was: "how can we rethink the recycling system of Le Serre in order to make more people do it correctly?"

### How you kept them engage during the experimentation

#### We adapted the support sequences according to some participants constraints:

- Warm ups and team building exercise in order to create connection and trust with the participants
- Constant communication through the Whatsapp Group
- One-to-one communication with the participants

At the beginning of the Hackathon, several "strategies" allowed the young people to gain confidence and to join the PEPPY adventure:

- A common lunch in the restaurant of Le Serre were offered to the participants
- The warmups were design on the basis of young people interests and inclinations

In the early stages of the project implementation:

- One-to-one interview about young people expectations on the Lab

During the project the tutors organised/ carried out:

- Regular face to face support
- Constant information about logistic details in the Whatsapp group
- Personalised text messages (SMS) for personal problematics
- Regular meetings with the committee and specific meetings with different professionals
- Current self-reflection and feedback sessions

## The sponsors

How to find them ?

To find the sponsor, it is a good idea to start from the companies/social cooperatives/organisations mapped during the first phase of the project. To include them from the beginning in PEPPY's territorial network is a key element to keep them engaged and involved in the project.

How to formalise projects with them?

Co-design and contrast confrontation are the key. In order to create a project that is relevant for the sponsor we are working with, we should start from its needs and interests. Reflect with them on some of their internal challenges: which ones can be solved by the young people?

You can then start designing the agenda and activities around this challenge.

How can they be mobilised to be available for young people?

During the co-design, it is important to understand which professionals could be available to hold some of the meetings. Their presence and knowledge will be fundamental for the young people in order to create a more coherent project but also to have the possibility of getting in touch with real professionals, new jobs and new skills.

Settle the date and hour in which these professionals will be available and put them in the official agenda- try to give continuity and coherence with the path of the Lab.

Include them also in feedback sessions, update meetings and of course in the final event.

### How can the work of young people be valued by them?

The constant feedback of different professionals working for this sponsor is fundamental to give young people motivation and validation. And the presence of the sponsor to the final project's presentation is also the key to create validation between the participants.

When possible, the real implementation of the prototype created by the youngster would be the biggest validation.

### How can continuity be ensured after the young people have returned?

Continuity can be ensured through some follow up activities, which could include the promotion and facilitation of internship possibilities.

## Material conditions of the experimentation

### In what types of places did the experimentation take place?

The Lab was held at *Le Serre dei Giardini Margherita*. Young participants had the possibility to work in the space they were realising the project for. These help them feel more connected with the project and to have a constant confrontation with the client/sponsor.

### What kind of equipment has been made available to young people?

GIONET provided all the material necessary to work on the different activities: papers, markers, post-it, printed copies of the tool. GIONET also provided the material necessary to build the prototype designed by the participants.

## What to do after the PEPPY experimentation?

In order to create a coherent follow up for the participants, GIONET involved the job territorial services.

In particular we facilitated the young participants to get access to Garanzia Giovani- a regional fund aiming to promote internship for NEETs.

In collaboration with the job services office dedicated to youngsters, we dedicated some time to going through the application process step-by-step and followed the young participants in the fulfilment of all the different steps necessary to apply to the fund and find an interesting internship.

## Synthesis

### Strengths points (what worked well, best practice you used)

- A flexible methodology, open to the peculiarities of the specific participants
- Taking young people out of the 'institutional' setting
- Working with tutors to ensure continuity of support
- Create meeting with professional on specific topics
- Experiential activities

### Critical points (difficulties, what did not work)

- Give a clear vision of PEPPY's long term objectives to the participants before the Lab
- Guarantee the continuity of young people participations in the meetings
- Create a cohesive communication between all the actors involved in the recruitment of participants

### Questioning points

- Tools and activities need to be adapted on the basis of the level of knowledge/awareness and language of the participants
- To create an effective engagement of the participant, it is necessary to be sure the stakeholder network responsible for engaging them have a clear idea of PEPPY's structure and goals.
- It is useless to suggest to young people in difficulty to bring their own project, they do not have any or do not wish to unveil them

## Italian Experimentation (UNIBO)

### Which was your specific target group ?

Unibo students from the third year of the Department of Education Studies who have difficulties from and after the pandemic or students that are risking the drop out for several motivation.

### Which strategy you used to engage them:

#### Communication activities

Other than PEPPY channels, the workshop was promoted through the official channels of the university (online and offline). The professors involved in the project also promoted the workshop in their classes and selected some students which could fit the participant profile and directly proposed the project to them.

#### Tools / meetings :

First of all, a series of communication and informative material was created- composed by flyers (both for online and offline version), posts (copy + graphics) for social media platforms and articles to be published on web platforms. We then distributed these materials inside the university.

We organised a meeting with potential participants in order to give them information about the workshop.

### The project

How to create an innovative link between the website of the Department and the spaces of the University while creating a more engaging platform for the students.

### How you kept them engage during the experimentation

#### We adapted the support sequences according to some participants constraints:

- Warm ups and team building exercise in order to create connection and trust with the participants
- Constant communication through the Whatsapp Group
- One-to-one communication with the participants

#### At the beginning of the Hackathon, several "strategies" allowed the young people to gain confidence and to join the PEPPY adventure:

- Dialogue on participant's expectation on the workshop and difficulties they encountered during their path inside the university
- The warmups were design on the basis of young people interests and inclinations

#### In the early stages of the project implementation:

- One-to-one interview about young people expectations on the Lab

### During the project the tutors organised/ carried out:

- Regular face to face support
- Constant information about logistic details in the Whatsapp group
- Current self-reflection and feedback sessions

## The sponsors

### How to find them ?

The main sponsor of the experimentation was the University, which was engaged directly and provided the possibility of gaining credits through the PEPPY program. The credits gained by the participants can be spent in their curricula. The university also provided the challenge the participants had to work on and the spaces for the experimentation.

### How to formalise projects with them?

The University played a fundamental role in the institutionalisation of the project, which was inserted in the educational proposal of the course as an additional activity for the study course. Different meetings were held in order to create a synergy between professor, internship study, the secretary and the Department. The project went through all institutional processes necessary to formalise it as an activity of the study course.

### How can the work of young people be valued by them?

The interest of the university and some institutional figures in the project and the commitment in taking it in consideration as an actual option for the development of university services.

The work will be published on the official channel of the university and used as an example and case study for possible future editions.

### How can continuity be ensured after the young people have returned?

Continuity can be ensured through some follow up activities, which could include the promotion of new editions of the workshop and the inclusion of the participants as tutors of new editions.

## Material conditions of the experimentation

### In what types of places did the experimentation take place?

The experimentation took place in the spaces of the university which were used in a more informal way than usual.

### What kind of equipment has been made available to young people?

Both offline and online materials were provided by the university during the Lab.

### What to do after the PEPPY experimentation?

In order to create a coherent follow up for the participants, UNIBO involved institutional figures such as the president of the Department in the final presentation of the project.

During the final presentation of the project, another class from the course study was involved in the Q&A and the participants were able to discuss the project and the workshop in general with their peers.

## Synthesis

### Strengths points (what worked well, best practice you used)

- A flexible methodology, open to the peculiarities of the specific participants
- Informal use of spaces of university that are usually seen as very formal
- Working with tutors to ensure continuity of support
- Experiential activities
- Team building activities

### Critical points (difficulties, what did not work)

- Little involvement of the body and consequently reduced motor activation;
- Not enough space for sharing impressions about the activities
- Not enough time to get the young people really involved in the project

### Questioning points

- Tools and activities need to be adapted on the basis of the level of knowledge/awareness and language of the participants
- It is useless to suggest to young people in difficulty to bring their own project, they do not have any or do not wish to unveil them.
- The exercises of the Training Guide are too “heavy” for some of the participants and block them in the sharing of the answers requested.

## Cyprus Experimentation (UNIC)

### Which was your specific target group?

Participants in the PEPPY project were vocational students who attended hospitality related course for 1 or 2 years but were experiencing obstacles in continuing their studies. This initiative provided a chance for young learners to get in direct connection with the industry and improve their entrepreneurial abilities. Out of the 19 students who completed the program, 80% chose to further their studies while the remaining 20% secured employment within the industry.

### Which strategy you used to engage them:

#### Communication activities

It can be quite challenging to engage learners and encourage them to share personal experiences during training sessions, requiring tutors with extensive experience and training. These instructors must possess excellent communication skills, including active listening, maintaining a positive attitude, sharing their own personal experiences, and demonstrating empathy and respect.

Although we were able to recruit a higher number of participants than originally anticipated, we faced some difficulties communicating with them. To address these issues, we recorded all training sessions and made them available for learners to access at their convenience. We also enabled learners to complete and submit exercises online, and provided discussion sessions when needed. Moodle has proven to be an effective tool for us and the learners to track progress throughout the training.

Despite these efforts, the training has been quite rigorous for the learners. The abundance of exercises requires ample examples for clarity and understanding.

#### Tools/meetings:

During online meetings, participants had the opportunity to interact smoothly, which initially motivated some of them. The primary objective was to enhance their innovative and creative skills using various frameworks, such as SMART and SWOT.

The O4 exercises generated synergy and motivation among participants to develop their soft and entrepreneurial skills gradually. They discovered that these exercises were highly beneficial for their personal and professional growth.

In the hybrid session, some participants joined online and shared their thoughts and experiences. They were also able to hear their colleagues who were physically present on campus. Although all session exercises were completed, participants felt that more time for interaction was necessary. They were motivated for the following week when they would experiment at the perfumery park.



The participants emphasized the importance of the framework in presenting the project and its challenges. Each step was discussed, and they felt they were building the project progressively, improving their creativity and analytical skills. Working with innovators was a valuable opportunity for young students, allowing them to develop teamwork, innovation, communication, and presentation skills.

After brainstorming, participants had the chance to refine their ideas. Putting the key points together after a long brainstorming session was critical. They felt they could define priorities and main objectives while remaining aligned with available resources. Following the priority-setting exercise, participants had to consider how to present their ideas efficiently, reflecting their discussions. This was a useful exercise that provided feedback, motivating participants to perform better and facilitating continued learning.

### The projects

To make PEPPY more appealing, we have developed a selection of projects to present to young people. We have selected specific projects that apply the concepts of the triple bottom line, 4Ps, creation of digital content, and creating a comprehensive visitor experience at the perfumery theme park. In addition, the participants had the chance to suggest their own projects, with tutors guiding them during brainstorming sessions.

### How you kept them engaged during the experimentation

#### We adapted the project to the needs of our target group:

- The instructor's experience was a valuable asset in delivering the training and explaining the various activities.
- We utilized the Moodle platform, which was familiar to the participants. We reminded them via Moodle to complete the exercises before attending the session. The use of Moodle was critical.
- As tutors, we were able to learn more about the participants and engage them more deeply in the project. Additionally, participants could jot down their thoughts, ideas, and experiences on the printed exercises we provided. There were numerous discussions during the session, making it highly interactive for the participants.
- The sponsor maintained an open communication channel with the young learners.
- The brainstorming session was a valuable activity that we spent a lot of time on so that young learners could understand the importance of sharing ideas and the value of teamwork in projects.
- The visit to the sponsoring enterprise was crucial for the development of project ideas.
- We utilized a note board and coloured markers to enable all team members to illustrate their ideas. After completion, all ideas were visible on a board. Each participant felt motivated to contribute and perform at their best.

*In the early stages of the project implementation:*

- A day of immersion was organized at the sponsor's location to assist young people in developing their ideas and engage in numerous discussions with the sponsor.
- The sponsor maintained an open communication channel with the young learners.
- The visit to the sponsor's enterprise was crucial for the development of project ideas.
- We utilized a note board and coloured markers to enable all team members to illustrate their ideas, and a board was used so that after completion, all ideas were visible. Each participant felt motivated to contribute and perform at their best.
- The participants had lunch with the tutors and the sponsor.

*During the project the tutors organized/ carried out:*

- Face-to-face support was provided regularly.
  - Participants were given time to work independently in a dedicated space equipped with necessary resources such as a video projector, paper, and power strips.
  - Remote follow-up was conducted through the Moodle platform.
  - Personalized text messages were sent through Moodle and mobile devices.
  - Regular meetings were held with sponsors accompanied by a tutor for follow-up or delivery of deliverables, either face-to-face or remotely.
- ❖ A detailed presentation of the overall dynamics was clearly visible in the PowerPoint and online sessions. Each tutor presented their team and discussed the various steps of the Hackathon with participants.
- ❖ Pre-hackathon training was conducted through the Moodle platform, utilizing role-playing strategies and personal experiences to explain exercises to students and give them the chance to work independently.
- ❖ Additional online and hybrid sessions were held on March 24, 2022, and April 7, 2022, where tutors presented exercises in their own unique way, adapted to meet the needs of the participants. Modifications were made to some exercises to achieve PEPPY goals.
- ❖ In the hybrid session, some participants joined online and were able to hear their colleagues on-campus. More time for interaction was required, motivating the group for the next session.
- ❖ Laptops were used to assist with exercises and the framework was used by tutors during project presentations.
- ❖ Participants emphasized the importance of the framework in presenting the project and its challenges, as it provided motivation and opportunities for creativity and analytical skill-building.
- ❖ Following brainstorming, participants were given time to rethink their ideas and prioritize objectives while remaining aligned with available resources.

## The sponsors

### How to find them?

The University of Nicosia has established partnerships with various enterprises for internships and project implementations. While the pool of companies was extensive, our focus was on selecting those that would have a direct impact on the young participants' employability and exemplify sustainable community enterprise. We approached a range of potential sponsors, including the public sector, NGOs involved in sustainable development, and the Cyprus Perfumery Theme Park. All organizations expressed a willingness to collaborate and support the young participants in developing project ideas. The Cyprus Perfumery Theme Park, in particular, offered excellent opportunities for participants, including internships and potential employment. We believe that organizations and companies committed to a sustainable development model are best suited for the PEPPY program, as they provide vast possibilities for the creation of new project ideas.

### How to formalise projects with them?

Although the project form proposed by Bayonne IT can be helpful in framing project ideas, UNIC took a different approach to formalizing projects with sponsors. We held several meetings with sponsors to understand their current needs and how the young learners could benefit from engaging in the development of project ideas. The sponsor was very supportive and shared a lot of information about their business to help the learners create project ideas.

### How can they be mobilised to be available for young people?

Availability of sponsors to young learners was a requirement for their involvement in the PEPPY project. The collaboration with the University of Nicosia motivated the sponsor to engage and be available for our learners at any time. With the official collaboration and the signed MoU, the sponsor guarantees the collaboration with our learners, the utilization of successful project ideas, and the creation of internships and jobs.

### How can the work of young people be valued by them?

Having the project coordinator act as a liaison between the sponsor and young learners is essential. The coordinator's guidance throughout the process of generating project ideas is critical to producing viable projects that are financially feasible for the sponsor.

### How can continuity be ensured after the young people have returned?

One of the most successful parts of the experimentation process was the Hackathon held at the sponsoring business, which provided an opportunity for young participants to interact and discuss their project ideas with the sponsor. Many ideas were generated during the Hackathon, but with the guidance of tutors and the sponsor, we narrowed down to three main project ideas that could be immediately implemented with the sponsor's support. Involving young participants in real-life business scenarios is an effective approach to ensure their continuous engagement and involvement.

## Material conditions of the experimentation

### In what types of places did the experimentation take place?

UNIC allocated meeting rooms exclusively for the groups of young participants involved in the experimentation. These spaces were utilized during supervised group work sessions led by tutors, facilitating efficient communication and collaboration among the participants. Furthermore, the participants had access to these meeting rooms at any time during the experiment for independent work, either individually or in groups. This flexibility allowed them to work at their own pace, manage their time effectively, and complete their projects within the stipulated timeline.

The provision of these dedicated meeting rooms also created an ideal learning environment for the participants. It enabled them to concentrate on their projects without distractions, fostering a sense of ownership and responsibility towards the project. Moreover, having separate areas for group and individual work encouraged the development of independent learning and collaboration skills, which are valuable competencies in any profession.

### What kind of equipment has been made available to young people?

The prevalence of personal devices, such as laptops and smartphones, has increased significantly, and it's no surprise that many participants have utilized their own devices. These devices enable them to stay connected, access the internet, and complete various tasks on-the-go, which is essential in today's technology-driven world.

However, when it comes to educational and professional purposes, it's critical to provide additional resources. To this end, UNIC has provided cutting-edge facilities, including video projectors, webcams, and interactive boards. These resources have allowed participants to deliver presentations, collaborate effectively as a group, and attend virtual meetings, which is especially useful in light of the current pandemic situation. The use of these advanced resources has proven to enhance the learning experience and boost productivity levels significantly.

Furthermore, UNIC has provided essential office supplies such as paper and power strips, enabling participants to complete tasks more efficiently. These resources help participants to take notes, brainstorm ideas, and organize their work more effectively, leading to higher-quality output. By providing these resources, UNIC has ensured that participants have access to the tools and resources they need to excel.

## What to do after the PEPPY experimentation?

To maximize the potential benefits of the PEPPY experimentation, a well-thought-out approach is crucial. One effective strategy is to allocate two-thirds of the time to the actualization of the challenge or project and one-third to preparing for the continuation of PEPPY. This approach can help young people involved in the program achieve several goals.

Firstly, dedicating the majority of the time to the actualization of the challenge or project provides participants with ample time to work on project deliverables, collaborate with peers, conduct research, design and implement solutions, and evaluate the outcomes of their efforts. It also allows them to showcase their creativity, problem-solving, and critical thinking skills.

Secondly, dedicating one-third of the time to preparing for the continuation of PEPPY provides numerous advantages. Participants can review the project's outcomes, identify areas for improvement, and make necessary adjustments to meet the sponsor's expectations. Additionally, they can reflect on the skills and knowledge they have acquired during the project and consider ways to apply them in their professional lives.

Thirdly, allocating time to working on professional projects or skills acquired is crucial for participants' development and growth. This approach enables them to gain a better understanding of their career interests and ambitions, identify skills gaps, and work on developing new competencies. Moreover, it provides an opportunity to work on projects or tasks aligned with their career aspirations, allowing them to gain practical experience and build their portfolio.

Lastly, the recommended minimum duration of four months is essential to ensure sufficient time to complete the challenge or project and achieve the desired outcomes. This duration allows for adequate planning, execution, and evaluation of the project, providing participants with a comprehensive learning experience.

In summary, allocating two-thirds of the time to the realization of the challenge/project and one-third of the time to preparing for the continuation of PEPPY is a valuable strategy. It enables young people to work on project deliverables, acquire new skills, and work on professional projects that align with their interests and career aspirations. However, to achieve these goals, the experimentation must last at least four months, providing ample time to complete the challenge and evaluate the outcomes.

## Synthesis

### Strengths points (what worked well, best practice you used)

- Involvement of different stakeholders (Practitioners, participants, tutors, coordinators, companies)
- An efficient/adapted methodology for higher education institutions wishing to remobilize their students at risk of dropping out.
- Taking young people out of the 'institutional' setting
- Working with several tutors to ensure continuity of support.
- Giving the choice between several projects rather than imposing the subject
- Accumulating new experiences with the corporate world
- Gaining new skills and developing competencies
- Provide time for discovery and field visits with the young people at the sponsor's premises.
- A mix of audiences and an interculturality that took shape within the groups of young people.

### Critical points (difficulties, what did not work)

- Communication with partners.
- Digital tools to be enhanced.

### Questioning points

- To avoid young people becoming reliant on adults to give solutions, tutors should not be professional teachers.
- The partners should create a platform that supports the entire methodology, fostering synergy between youth and their tutors, and increasing their involvement in the project.
- Standardizing project planning and preparing necessary tools before launching the experimentation should be done by the partners.

## Cyprus Experimentation (SYNTHESIS)

### Which was your specific target group?

- Migrants and asylum seekers currently in NEET situation. In Cyprus migrants and asylum seekers are a group of people who are left outside the education and training system. Many of them reach Cyprus with the hope of a better future and others with the hope that Cyprus is an easy access point to other EU countries. Unfortunately these people quickly realize that it is not easy to find a job or get further training in Cyprus.

### Which strategy you used to engage them:

#### Communication activities

We directly contacted our liaison person with the migrant community and asked for people who would be interested in participating.

#### Tools / meetings :

We firstly arranged an ice-breaking and introductory meeting where we presented the PEPPY project and its benefits for the participants. We then presented them with the challenge which is a challenge not only helping them to develop desired skills but also helps in their integration.

#### The project

Since we had a group of six we only gave them a project and asked them to work on that. We made sure that the project was not challenging and could be easily supported by their current skills. We took under consideration their level of digital skills and also the fact that the project should be fun. We also ensured that the project would also offer them the opportunity to understand the Cypriot culture thus helping in their further integration into the Cypriot society and feel a sense of belonging.

### How you kept them engaged during the experimentation

#### We adapted the support sequences according to some participants constraints:

- We adapted the meetings based on their schedule.
- We arranged that the meeting place was easily accessible to them and it was the same for all meetings.
- During the Hackathon phase, we ensure that ice breaking activities were enough to help build trust. We added a couple more activities.
- We made sure that plain language we used for all participants to be able to follow.
- We printed out personas and other material since they had a difficulty in accessing the platform.
- We allocated time according to the participants pace and not according to the time proposed.



### During the project the tutors organised/ carried out:

- Individual support based on needs of each participant
- Spending 10 minutes at the beginning of each meeting to clarify the purpose and agenda of the meeting
- Ensuring that there is plenty of time for team work without a lot interference from the trainers
- Trainers ensured that their presence was considered as helping and supporting rather than overwhelming.
- Trainers made sure that the participants knew they were available and easy to reach during the experimentation phase.

### The sponsors

The sponsor was there to present the challenge after our invitation but was not further involved in the process. He answered all questions addressed and also gave the background of the problem that needed to be addressed.

### Material conditions of the experimentation

#### In what types of places did the experimentation take place?

At SYNTHESIS Center for Research and Education. We used the conference rooms that are fully equipped with computers, projectors etc.

#### What kind of equipment has been made available to young people?

Participants used their smartphones, SYNTHESIS provided laptops, office equipment, projector, writing board.

#### What to do after the PEPPY experimentation and PEPPY PROJET?

After the experimentation and project is over, the PEPPY outputs will be still used by SYNTHESIS for further research and as best practices in new projects of the same scope. Additionally, after the project ends, SYNTHESIS will continue promoting the methodology amongst its network and in events where the target groups of PEPPY participate. We hope that the project will be a good reference point for continuation of the support of NEETs and also for people working with youth. The schools we presented the project showed interest for engaging with the project in September when students return to schools.



## Synthesis

### Strenghts points (what worked well, best practice you used)

- The self reflection process. To be able to name their weakness and work for their development.
- The production phase to be able to put into practice what they have learnt and see their idea brought into life.
- To be able to adapt the project to local setting. The participants felt as part of the community
- To be a part of a team to have a role and ensuring that your voice is heard and others rely on you, to have a responsibility as part of a team
- To navigate through challenging phases (learning a new toll, disagreements etc)

### Critical points (difficulties, what did not work)

- Problem with the platform, sometimes not responsive
- The digital skills of participants were not on the same level, sometimes we needed to provide basic training in digital skills
- Difficulty in engaging them in long sessions. We needed regular breaks.
- Not all participants took a lot of their personal time to further work on the project.
- Loss of motivation in the middle of the experimentation..
- The participants wanted to know how the project will help them in the future. They needed solid proof that this process in not just typical but there was value.
- At the end of the project not all participants were able to name the skills they have gained from the process..

### Questioning points

- The duration of the experimentation is rather long and there is loss of interest at some points.
- Would it be easier if participants had the chance to choose members of their team?
- Would it be better if participants in an experimentation new each other beforehand?
- Need for more pitching training