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CONCLUSIONS FROM YOUNG PEOPLE AND COMPANIES

YOUTH & EMPOWERMENT

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1. INTRODUCCIÓN

This document presents the conclusions obtained by young individuals and companies after accessing the training conducted within the Youth and Empowerment project.

The **research** conducted with companies and young people served as the starting point of the project, allowing for a better understanding of important aspects concerning both groups to proceed with the subsequent steps and achieve the project's objectives. Based on the results of this research, a **training program** was developed aimed at providing practical guidance to young individuals in their early stages in the workforce. Following the development of the training, the next step was to verify its effectiveness in achieving the intended objectives. For this purpose, a **pilot test** of the training was conducted with a group of young people and presented to several companies.

This document first presents the conclusions drawn by the young participants, both after the theoretical training session, where the training content was presented, and after the practical training session, in addition to general conclusions. Following this, the conclusions from the perspective of the companies are presented. To conclude the document, we provide final considerations based on the feedback received from both young participants and companies, as well as opportunities for improving the training program.

2. PILOT TEST WITH YOUTH

The pilot test with young people is divided into two phases. In the first, the training and its theoretical contents were presented to the young people. In the second session of the pilot test, participatory activities and debates were held to improve the employability of the young people.

2.1. Training presentation session

The training presentation session aimed at improving young people's entry into the labor market, held on March 12, 2024, at the Youth Training Center of Kalamata, marked a crucial step in equipping young individuals with the **theoretical foundation** necessary for entering the job market. This session, running from 9:30 AM to 1:00 PM, was the first part of a comprehensive training program designed to impart essential knowledge and concepts related to job searching, application processes, job and interview behavior, among other aspects. The primary objectives of this session included familiarizing participants with the **fundamental principles of employability** and laying the groundwork for more practical, hands-on training in subsequent sessions.

A total of 34 participants attended the session, comprising 30 students and 4 teachers from the vocational school of Kalamata. The students, aged between 17 and 20 years old, represented a diverse group eager to gain the skills and knowledge required for their future careers. The accompanying teachers played a supportive role, ensuring the smooth progression of the theoretical session and assisting with various activities. Their presence was instrumental in maintaining an organized and conducive learning environment, allowing participants to focus fully on the training material.

2.1.1. Session development

The session commenced at 9:30 AM with a welcome and introduction, where the trainer introduced themselves and the participants. This was followed by a **summary of the project's goals**, providing an overview of what the participants would learn and achieve. This initial segment was crucial for setting the tone and ensuring that everyone was aligned with the session's objectives.

From 9:45 AM to 10:45 AM, the session featured an interactive presentation covering the first three parts of the training. This segment was designed to be engaging, incorporating **open questions** and **experience-sharing** at the end of each section. The interactive nature of the presentation allowed participants to clarify doubts and deepen their understanding of theoretical concepts. Personal experiences shared by participants made the training material more relatable and easier to grasp. Following a short break from 10:45 AM to 11:00 AM, the session resumed with the second segment from 11:00 AM to 12:30 PM. This part included an interactive presentation of the next three sections of the training and a glossary of the interpersonal skills or soft skills. To ensure comprehensive understanding, **discussions** and **clarifications** of the training topics were conducted. The segment also featured energizer games related to soft skills, which were designed to highlight the importance of these skills in the workplace. These activities not only kept the participants engaged but also reinforced the theoretical knowledge provided earlier.

The session concluded with a reflection and feedback period from 12:30 PM to 1:00 PM. Participants were encouraged to share their thoughts on the session, providing valuable feedback on their learning experience. The trainer then delivered closing remarks, summarizing the key points discussed and thanking the participants for their active participation.



2.1.2. Conclusions drawn by young individuals after the theoretical session

The participants **actively engaged** with the training, posing questions to enhance their understanding of key topics. They inquired about specific job search techniques, effective strategies for finding employment opportunities, and how to approach interviews with confidence and effectiveness. Additionally, they raised concerns about common interview mistakes and sought guidance on how to avoid them. Their **questions and concerns underscored their enthusiasm** for acquiring practical knowledge and skills relevant to their future careers.

Throughout the feedback session, participants reiterated their belief that similar training sessions should be **integrated into their school curriculum**. They emphasized the practical nature of the activities and the relevance of the skills acquired to their future career aspirations. Many expressed a desire for ongoing opportunities to engage in hands-on

learning experiences that prepare them for the workforce. Their feedback underscored the importance of incorporating career readiness programs into the educational system to better equip students for the transition from school to the workplace. Additionally, participants suggested making such training sessions more accessible across different schools and educational institutions to ensure broader participation and impact. This feedback provided valuable insights into the participants' perspectives and highlighted the potential benefits of expanding youth employment training initiatives within educational settings.

The improvement point mentioned by the participants was the **length of the reading materials**. While they mentioned that the trainer did an excellent job of summarizing the key points and focusing on the main ideas during the presentation, some participants felt that the extensive written material could be overwhelming if reviewed independently.

Overall, the **theoretical session was well-received**. The participants appreciated the structured approach and the opportunity to lay a solid foundation for future practical training. The enthusiasm and engagement shown by the participants underscored the importance and effectiveness of starting the training program with a theoretical base. K.A.NE and the trainers were inspired by the enthusiasm and commitment demonstrated by the participants, recognizing their **potential to contribute positively to the workforce and society at large**.

2.2. Practical training session

The practical session for improving youth employment access, held on March 27th at the Youth Training Center of Kalamata, was a pivotal event aimed at equipping young individuals with essential skills for entering the job market. Over the course of six hours, from 9:00 AM to 3:00 PM, participants engaged in a series of **interactive activities** and **discussions** geared towards enhancing their employability. The practical session's location provided a conducive environment for learning, fostering collaboration and engagement among participants as it is familiar to them.

Thirty-two individuals, aged between 17 to 20 years old, participated in the practical session, representing the final class of the vocational school in Kalamata. Among them, 21 were girls and 11 were boys, showcasing a diverse mix of backgrounds and aspirations. The session attracted students eager to gain practical skills and knowledge related to job searching, application procedures, and interview techniques. The session's **objectives** were **multi-faceted**, seeking to empower participants with practical skills and knowledge related to finding, applying, and interviewing for jobs. Additionally, the session aimed to enhance participants' soft skills, such as communication, teamwork, and problem-solving abilities, which are crucial for success in the workplace.

Throughout the practical session, **specialised trainer from K.A.NE**, well-versed in youth employment and development, provided **guidance and expertise**. Her presence ensured that the session ran smoothly and effectively, with participants benefiting from their insights and support. Prior to the event, promotion efforts were undertaken through various channels, including social media platforms, local youth organisations, and educational institutions. Participants were selected based on their interest and availability, with a focus on ensuring representation from the target demographic.

2.2.1. Activity development

The practical session followed a carefully planned agenda. Beginning promptly at 9:00 AM, the session kicked off with a warm welcome and introduction, led by the trainer. Participants were introduced, fostering a sense of community, and the trainer provided an overview of the project's presentation, outlining the **objectives** and **expectations** for the day.

From 9:45 AM to 10:30 AM, participants practiced **job opportunity research techniques**, such as searching for job listings in newspapers. The trainer provided guidance and tips for effective job searching, emphasizing the importance of conducting targeted exploration and utilizing available resources efficiently.

Following the practical exercise, from 10:30 AM to 11:30 AM, participants immersed themselves in an engaging role-playing game titled "Interview Simulation." Teams were formed, and participants assumed different roles within **simulated job interview scenarios**. The trainer provided detailed briefings, guiding participants through various interview situations and challenges. This dynamic activity allowed participants to apply theoretical knowledge in a practical setting, gaining valuable insights into interview concepts and decision-making processes.

Continuing from 11:30 AM, the practical session transitioned into a **curriculum brainstorming session**, which lasted until 12:30 PM. During this segment, participants received an overview of the curriculum contents, allowing them to gain a deeper understanding of the training topics. The trainer facilitated discussions and clarification, encouraging participants to ask questions and express their thoughts. This interactive session provided an opportunity for participants to engage actively with the training material, ensuring **clarity** and **comprehension**.

Following the curriculum brainstorming session, participants took a short break from 12:30 PM to 1:00 PM, allowing for a change of location and a chance to refresh before the afternoon activities. Resuming at 1:00 PM, the session shifted focus to soft skills discussion and self-evaluation. Participants engaged in action games related to soft skills relevant to

employment, fostering **teamwork** and **communication**. Additionally, they participated in **self-assessment group exercises**, reflecting on their own strengths and areas for improvement. This hands-on approach to soft skills development allowed participants to actively assess and enhance their personal capabilities.



2.2.2. Conclusions drawn by young individuals after the practical session

Participants were engaged with the training material, actively posing questions aimed at deepening their understanding of key topics. They sought guidance on specific job search techniques, demonstrating a keen interest in learning effective strategies for securing employment opportunities. Additionally, participants expressed a desire to enhance their interview skills, seeking advice on approaching interviews with confidence and effectiveness. Their inquiries and doubts underscored their eagerness to acquire practical knowledge and skills that are directly applicable to their future career endeavors.

The feedback received from the participants reflected that the practical session was a **positive experience** for them. Many expressed the importance of the hands-on activities and the insights gained throughout the day. They particularly valued the opportunity to **practice interview scenarios** during role-playing, which they found effective in enhancing their understanding of interview concepts and company decision-making processes. Additionally, participants highlighted the **discussion on soft skills** and self-assessment exercises as particularly beneficial, recognizing the importance of interpersonal skills in the job market and expressing a desire to further develop these skills. Overall, participants stated that the practical session met their learning objectives and provided valuable resources for their future professional growth.

Throughout the feedback session, participants reiterated their belief that similar practical sessions should be integrated into their **school curriculum**. They emphasized the practical nature of the activities and the relevance of the skills acquired to their future career aspirations. Many expressed a desire for ongoing opportunities to engage in hands-on learning experiences that prepare them for the workforce. Their feedback underscored the importance of incorporating career readiness programs into the educational system to better equip students for the transition from school to the workplace. Additionally, participants suggested making such practical sessions more accessible across different schools and educational institutions to ensure broader participation and impact. This feedback provided valuable insights into the participants' perspectives and highlighted the potential benefits of expanding youth employment training initiatives within educational settings.

2.2.3. Conclusions drawn by K.A.NE. after the practical session

K.A.NE and the trainers provided positive feedback on the activity, noting its effectiveness in equipping youth with practical skills and knowledge essential for their job search endeavors. The utilization of **non-formal education methodologies** was particularly praised for its ability to engage participants actively and foster a conducive learning environment. Through interactive activities and discussions, participants were able to gain valuable insights into

various aspects of job readiness, including job searching, interview techniques, and soft skills development. This feedback highlighted the importance of incorporating non-formal education approaches in initiatives aimed at empowering young people in their job search and achieving long-term results.

Moreover, the activity played a crucial role in advancing the project's development by providing valuable insights into the effectiveness of the training approach. The success of the session in meeting its objectives underscored the importance of targeted youth employment initiatives in addressing the challenges faced by young individuals entering the job market. K.A.NE and the trainers emphasized the importance of **continuously refining** and **adapting training methodologies** based on **participant feedback** and **evolving industry trends**. This reflective approach to project development ensures that future initiatives remain relevant and impactful in addressing the needs of youth seeking employment opportunities.

In light of the lessons learned, K.A.NE and the trainers recognized the importance of bringing participants closer to **potential employers** and **real-world employment scenarios**. While the activity garnered positive feedback overall, there is an opportunity to enhance participants' exposure to practical experiences that mirror those encountered in the job market. Incorporating more real-life simulations and industry-specific exercises can provide participants with hands-on learning opportunities, bridging the gap between theoretical knowledge and practical application. Additionally, diversifying training methods to accommodate different preferences and learning styles ensures that all participants can fully engage with the material and derive maximum benefit from the sessions. By leveraging these insights and continuously innovating training approaches, K.A.NE endeavors to strengthen its impact on youth empowerment and facilitate smoother transitions into the workforce, ultimately contributing to the development of a skilled and resilient workforce for the future.

2.3. Pilot test with companies

As we have seen, during the training presentation, participants had the opportunity to learn basic concepts related to job searching, interviews, and the skills necessary for the job market. The aim was to provide them with a theoretical foundation to assist them in practical activities.

This was followed by a practical session where young participants engaged in role-playing and other interactive activities to practice interview scenarios and enhance their social skills. These activities aimed to reinforce their understanding of theoretical knowledge and gather feedback.

After each session, participants completed surveys, providing feedback on the educational experience and activities. The surveys are available on the project's website and offer valuable information for program improvement.

From the meeting and the results of the research conducted at the end of the theoretical and practical sessions with the young participants, the following conclusions arise:

2.3.1. Does the training fulfill the project objectives?

Young people believe that such training can help them make a smoother transition from their studies to the labor market.

The participants highlighted the importance of learning basic concepts such as creating a resume or being aware of the importance of soft skills. They sought **advice on specific job search techniques**, employment opportunity strategies, and how to approach interviews with confidence and effectiveness. The young people believe that this education provided them with **valuable tools** and **strategies** to address the challenges of the modern job market and achieve their professional goals with greater confidence and success.

In addition, young people find the **structured approach** of the training material suitable and emphasize the **practical importance** of the knowledge gained. Many expressed gratitude for the opportunity to acquire theoretical knowledge first, which then assisted them in the practical part. The interactive presentation of the training and the inclusion of personal experiences were particularly appreciated for enhancing understanding and linking complex concepts.

Participants actively engaged with the educational material, asking questions aimed at enhancing their understanding of key topics.

2.3.2. What improvements could be made to the training?

The point of improvement mentioned by the participants was the **length of the reading materials**, feeling that the written material could be too extensive if read alone.

The participants suggested the need to **adapt the materials** to **modern preferences of young people**, who are more familiar with technology. Specifically, the young people proposed integrating training content with short videos containing tips and ideas to make it more **engaging** and **easier to understand**. They also mentioned that the use of audio could be beneficial. This proposal highlights the importance of using various media formats to cater to different learning preferences and ensure that the training materials remain **accessible** and **effective** for all participants.

Furthermore, the young people pointed out that the use of various media could enhance their engagement with educational material, making the training more **interesting** and **accessible** for participants.

2.3.3. What are the most relevant points of the training?

Participants particularly appreciated the opportunity to **practice interview scenarios** during role-playing, recognizing its effectiveness in enhancing their understanding of interviews and decision-making processes. These exercises helped them better **understand the requirements** of an interview and **develop the necessary skills** to present themselves confidently. Through practical exercises, they could identify and **correct common mistakes** they might make in real interviews, thereby increasing their chances of success in the job market.

Furthermore, education included extensive discussions about **employees' rights**, providing young people with the knowledge and confidence to negotiate their terms of employment and recognize their employers' obligations. Participants recognized that knowledge of their rights is crucial for their protection and ensuring fair working conditions. This information was particularly important in preparing them to enter the job market with a **sense of justice and security**.

Participants also emphasized the importance of discussing **interpersonal skills** and **self-assessment exercises**. They recognized the significance of soft skills in the job market and expressed a strong desire to further develop these skills. **Education** on interpersonal skills, such as active listening, communication, and time management, was deemed essential for successful **integration into a company** and **achieving professional success**.

Additionally, participants recognized that issues such as **mental health** and **remote work** were particularly relevant and important for current conditions in the job market. Understanding the importance of mental health and **stress management methods** is critical for well-being and productivity in the workplace. Furthermore, remote work, which has become more prevalent due to the pandemic, requires new skills and adaptation to new technologies and communication methods.

The practical application of this knowledge through interactive activities and real-life examples was crucial for participants.

2.3.4. What would be the most appropriate way to deliver the training to young individuals?

The most appropriate way to convey education to young people could be through its **integration** into the school curriculum as a **subject** or **workshop**. Participants expressed the **need for access** to this type of education from a young age to acquire the necessary skills and knowledge for successful integration into the job market. A specialized course or educational program covering the **basic topics** discussed during the education could provide a comprehensive approach to preparing young people for their professional lives.

Additionally, conducting **educational programs in collaboration with schools and educators** could extend the impact of education to a larger number of young people. Collaborating with schools would allow the organization of educational programs as part of students' educational curriculum, encouraging them to acquire the necessary skills and develop their professional prospects. Through this type of collaboration, education can become more **accessible** and **tailored to the needs of young people**, preparing them for a successful transition into the workforce.

2.3.5. Other considerations from young people

Anxieties Surrounding Lack of Previous Job Experience:

Many young participants expressed significant anxiety regarding how companies perceive them in the **absence of prior work experience**. They highlighted concerns about **being overlooked** or **undervalued** during the hiring process due to their limited professional background. This apprehension stems from the belief that companies often prioritize candidates with extensive experience, potentially overlooking the potential and capabilities of those entering the workforce for the first time. Addressing these anxieties requires initiatives aimed at bridging the gap between employers' expectations and the realities faced by young individuals seeking employment opportunities.

Responsibilities as Employees:

Another prevalent concern among young participants was **understanding their responsibilities** as employees and **navigating the expectations of the workplace**. Many expressed a desire for **clearer guidance** on professional conduct, workplace etiquette, and understanding their rights and obligations within the employment relationship. These responsibilities extend beyond task completion to encompass aspects such as communication, time management, and ethical considerations. Providing **comprehensive**

education on these topics can empower young individuals to navigate the complexities of the professional environment confidently and effectively.

Seeking Support and Mentorship:

Recognizing the challenges they face in entering the workforce, many young participants emphasized the importance of seeking **support** and **mentorship opportunities**. They expressed a desire for **guidance** from **experienced professionals** who can provide insights, advice, and mentorship to navigate the nuances of the job market and develop their careers. Establishing **mentorship programs** or **networking opportunities** can facilitate knowledge transfer, skill development, and career advancement for young individuals, helping them overcome barriers and achieve success in their professional endeavors.

3. CONCLUSIONS REACHED BY THE COMPANIES

In Spain, Idíllica Innovación held a **meeting with companies** to verify that the project objectives are indeed achieved through the training. Several of the companies surveyed and interviewed during the research phase participated in this meeting. The purpose of the meeting was to gather their opinions on the training content and its alignment with the project objectives.

To start the meeting, a brief presentation of the training was conducted. Afterwards, a **discussion space** was opened for attending entrepreneurs to express their impressions. During this reflective moment, participants discussed various aspects such as their impressions of young people, what they believe youth seek in the job market, what companies require from individuals with little or no work experience, how the created training could serve as a bridge between young people and companies, and what would be the suitable format to make the training appealing to youth.

At the end of the meeting, the attendees completed a **survey** where they could assess various aspects of the training. This survey is available on the project's website.

From the meeting and the results of the surveys conducted at the end of the joint session with the companies, the following conclusions are drawn:

3.1. Does the training fulfill the project objectives?

The companies agreed that a project like Youth & Empowerment and a training program such as the one presented in the project can help achieve its main objective, which is to **improve youth employability** in Spain and Greece. Furthermore, the companies also agreed that

these types of initiatives can help **bridge the gap between companies and workers**, eliminating discrepancies between them.

The companies believe that the training developed in the Youth & Empowerment project can help young individuals learn important aspects for **successful career development**, especially in areas where concepts are unknown due to lack of or minimal work experience. Additionally, they express that the examples and practical cases presented in the training address the deficiencies identified in young individuals during the research and those they themselves have noticed in those who have started working with them for the first time.

3.2. What improvements could be made to the training?

The companies agree that while the design of the training on the website is intuitive and practical, **the content should be adapted to more current formats**.

The companies consider that the training may be **too extensive** for young individuals, who are not accustomed to reading lengthy documents and typically consume information in **audio** or **video** formats, such as podcasts or short videos on social media, which are popular among the younger audience. The fact that the training is too extensive or not presented in the formats they are accustomed to may result in young individuals having less interest in accessing it, even though the information it provides may be interesting and valuable for them.

Therefore, the companies propose using formats that are more **consumable** and **appealing** to young individuals, such as the aforementioned videos or audios. This will spark greater interest among them in the training content, making the information it provides more engaging and digestible. Using a more attractive format for young individuals will allow them to more effectively understand how they can apply the knowledge acquired through the training to their entry into the workforce and professional development.

3.3. What are the most relevant points of the training?

The attendees agree that all aspects covered in the training are important for a young individual with little or no work experience to integrate into a company and develop their career adequately. However, some topics have drawn more attention, such as **mental health** or **remote work**, due to their current relevance, and **interpersonal skills** or soft skills. The companies consider it essential that both young individuals and organizations agree on the meaning and importance of these skills.

One of the most highlighted skills by the entrepreneurs during the meeting was the culture of effort, which was also mentioned by several respondents in the research phase. Although the

culture of effort is valued by companies, they perceive that it is not always equally appreciated by some young individuals. It is commented that there are various messages in the public sphere from individuals who may serve as role models for young people that do not give the culture of effort the importance that entrepreneurs believe it should have.

The companies also believe that it is necessary for young individuals to **know** and **understand** soft skills, but also to **internalize** them. Some of the attendees at the meeting commented that they have successfully used role-playing dynamics in their companies for the practice of these skills.

It is important to highlight that, on one hand, companies believe that it is possible to learn and develop certain soft skills, such as active listening or communication skills, through various dynamics both in training and in the work environment. However, they also agree that other soft skills, such as motivation or sense of responsibility, are more difficult to teach, as they largely depend on the values instilled by the closest environment.

3.4. What would be the most appropriate way to deliver the training to young individuals?

The companies agree that it would be very beneficial for training of this kind to be delivered in **high schools, universities, and training centers**, as it would provide young individuals with essential knowledge for job seeking, getting hired, or starting their career in a company. However, they consider it essential that young individuals do not perceive this training as something mandatory, but rather as something interesting and useful for their professional and personal development. Therefore, the way the content is presented is crucial to ensure that they truly assimilate and internalize it. The companies also suggest that it would be valuable for **youth associations** to participate in the dissemination of this training.

The companies believe that it would be interesting for the training to reach young individuals not only through training centers but also **directly from the companies**, as part of the onboarding process. Additionally, they suggest that organizations such as **trade unions** could be responsible for transmitting it. They agree that it is important for those presenting the training not to be associated with any political "label," as this could affect its credibility and demotivate young individuals from participating.

3.5. Other considerations from the companies

Approach by companies to the values and needs of the new generations:

The meeting attendees believe that the 2008 economic crisis and the health and economic crisis resulting from the COVID-19 pandemic have been significant milestones that have

influenced young people during their education. This may have caused **their perception of the world** to be **different** from that of previous generations, as well as the education received and the values instilled. Therefore, business leaders consider it necessary to find a connection with young people.

The companies acknowledge that it is currently challenging to connect with young individuals, not only when **hiring personnel** but also for **retaining that talent**. They consider that while the training created in the project can facilitate young individuals in adapting to the requirements of the companies, it is also essential for the **companies to update** and adjust to the vision and needs of the young individuals, taking into account their different conception of the world.

The importance of self-awareness:

During the meeting, the entrepreneurs noted from their experience that many young people feel “lost,” meaning they don't know what they like or what they want to pursue. They believe this is a direct consequence of not having a clear understanding of who they are. Some attendees suggested that a **period of self-discovery** could involve trying out different courses and traveling after completing basic education. Generally, previous generations did not have this opportunity as they had to work to survive. Now, young people have more opportunities in this regard than previous generations, and it would be interesting for them to take advantage of them.

A deeper self-discovery involves uncovering one's own path and, therefore, one's **vocation**. Companies believe that after some experiences, young individuals can have a better understanding of who they truly are and what they want to do in their lives. Referring to data from the research conducted with companies, it is interesting to highlight how experiences such as volunteering or staying abroad are very important for developing skills such as maturity or initiative. Having engaged in various **activities** and lived diverse **experiences** before entering the workforce is a highly appreciated **added value** by companies.

Society's global responsibility:

The companies agree that reducing youth unemployment and mitigating the discrepancies between what companies seek and what young individuals are looking for, as well as the different perceptions they have of each other, should be **shared objectives by all sectors of society**. Young individuals, companies, unions, training centers, and all social entities in general should come together to address a problem that has negative consequences for everyone. Precisely one of the starting points of the project is that youth unemployment not only affects the country's economy but also has repercussions on society as a whole, including aspects such as mental health and social values.

4. FINAL CONSIDERATIONS

Both young people and companies agree that the content provided by the training is suitable for enhancing the employability of young individuals with little to no work experience, both in Spain and Greece. Both groups believe that such training can facilitate the transition of young people from the academic to the professional world.

Aspects such as the importance of soft skills, mental health in the workplace, and remote work have been highlighted in the training content for both young people and companies. Both groups agree that one of the most appropriate ways to deliver this training to young people is through institutes or training centers.

Although both groups agree that the training content is appropriate for young people with little or no work experience to acquire the necessary knowledge and skills to enter the job market, the format in which it is presented is not the most convenient for consumption by a young audience. Both young people and companies suggest that a video or audio format would be more suitable, as mentioned earlier in the conclusions of both groups.

At this point, it is important to highlight that Idíllica has begun contacts with audiovisual companies to adapt the training content to audio and video formats. This initiative aims to make the materials more engaging and accessible for young people, as well as to enhance their understanding and retention of information. Collaboration with audiovisual companies will enable the development of dynamic and interactive content, including short videos, podcasts, and other multimedia resources, to facilitate more effective and enjoyable learning.

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