

Mobilitza't Mobile

EXECUTIVE SUMMARY
NOVEMBRE 2016



Ajuntament de
Barcelona



Barcelona
Activa

Programme co-financed by
the European Union





This publication is supported by the European Union Programme for Employment and Social Solidarity - PROGRESS (2007-2013).

Mobilitza't Mobile is implemented by the European Commission. It was established to financially support the implementation of the objectives of the European Union in the employment, social affairs and equal opportunities area, and thereby contribute to the achievement of the Europe 2020 Strategy goals in these fields. The seven-year Programme targets all stakeholders who can help shape the development of appropriate and effective employment and social legislation and policies, across the EU-27, EFTA-EEA and EU candidate and pre-candidate countries.

For more information see: <http://ec.europa.eu/progress>

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01. Introduction

01.1. CONTEXT OF THE IT-MOBILE SECTOR ¹

Mobiles are transforming society and the way we relate to people and communicate, and not only because this is now part of our everyday lives (education, health, tourism, banking, entertainment, communications and social relations, etc.) but also because mobiles represent a mechanism of change, business opportunities and employment, giving rise to new professional profiles, new forms of communication, and even cultural changes whose impact is increasingly scalable to the community user level.

Given the increasing incorporation of these technologies across different sectors, this is undoubtedly an area of future growth. In the case of Catalonia, specifically Barcelona, this sector enjoys an increasingly strong position in the city and the region, and it has become crucial for the present and near future because of its capacity and role as an engine of growth for business and the economy as a whole.

This tremendously fast upward rise of technology and production development brings with it greater competitiveness, but also a requirement for more specialization / ICT professionals. Therefore, it is an opportunity to have an impact on improvements in terms of training and technical options, to prepare new professional profiles that meet the changing and growing demands of the productive sector and businesses and this in turn means it can grow and develop.

Given the opportunities presented to Barcelona in its position as the Mobile World Capital over the next eight years and the fact it will become a benchmark in the development of new solutions and applications associated with the mobile sector, this all means that anything to do with the training of professionals in this field becomes a crucial element to ensure the future competitiveness of this industry in the region.

01.2. MOBILIZA'T MOBILE

01.2.1 Overview

Given the above context, Barcelona Activa detected the need to promote initiatives that aim to contribute to the consolidation of a link between employment programmes and major city projects that generate economic activity and employment, in this case the mobile capital.

The opportunity to design a pilot programme that puts together different realities came about as part of the PROGRESS framework (Programme for Employment and Social Solidarity of the European Union), which aims to promote the transfer of political and scalable pilot projects through the analysis and evaluation of public policies, and these involved:

¹ Information from the study Job Opportunities in the Mobile Field in Barcelona by Barcelona Activa.

- Barcelona in its role as the mobile capital
- A group of young people that were not studying or working
- Evaluation of public policies

It was from the combination and generation of the synergies of these three elements that *Mobilitza't Mobile* was born. This programme, beyond being aligned with the strategic objectives of the city, also aims to influence the professionalisation of young people with low qualification profiles. Despite being digitally skilled, these youngsters were not able to enhance their skills in the area of mobile devices beyond recreational and social purposes. As such, they do not always take advantage of their potential to transform such skills into future career opportunities in sectors that generate employment.

Also, this programme aims to experiment with innovative methodologies far removed from conventional formats and assess their impact from an experimental point of view.

Mobilitza't Mobile has become, therefore, a multifaceted programme that includes all the areas of second chance programmes (training, counselling and job search), reinventing these to promote their practical and experiential aspects, incorporating and evaluating these methodologies.

01.2.2 Objective

Overall objective: to promote employment placements or a return to education of young people (aged between 18 and 24 with high school ESO certificates) in different professional mobile sector profiles.



Specific objectives:

- Encourage **professional training** for young people for different mobile profiles.
- Experimenting through the use of innovative methodologies far removed from the traditional formats of formal training and second chance programmes (promoting experiential learning, collaborative research work and simulations in work environments).
- Promoting the **evaluation of public policies** through social experiments (incorporating a control group and treatment group).
- Promoting the transfer of best practices and scalable programmes.

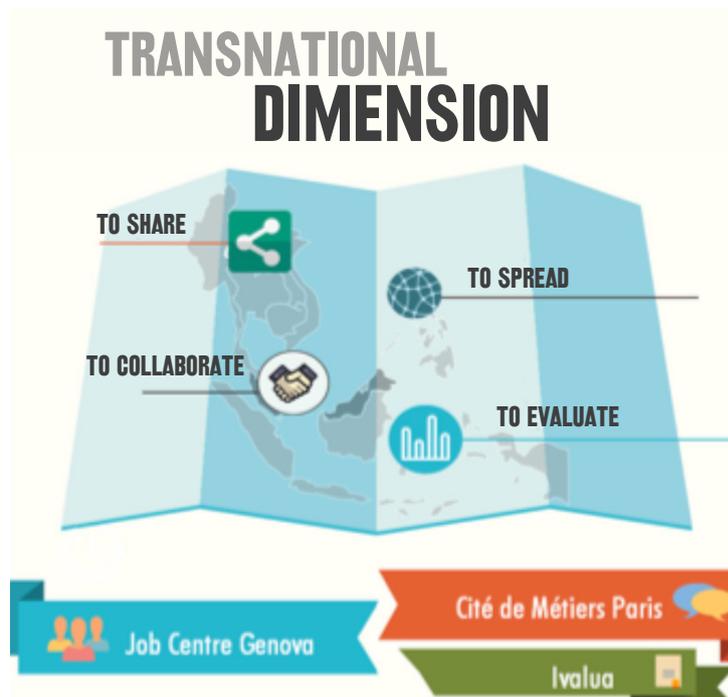
01.2.3 Beneficiaries

Young people between 18 and 24 years old who have graduated from high school with their ESO certificates, unemployed for 2 years and from socially disadvantaged neighbourhoods.

01.2.4 Transnational dimension

To achieve the above goals and to contrast this with the international environment, a partnership project was set up that included the following organizations:

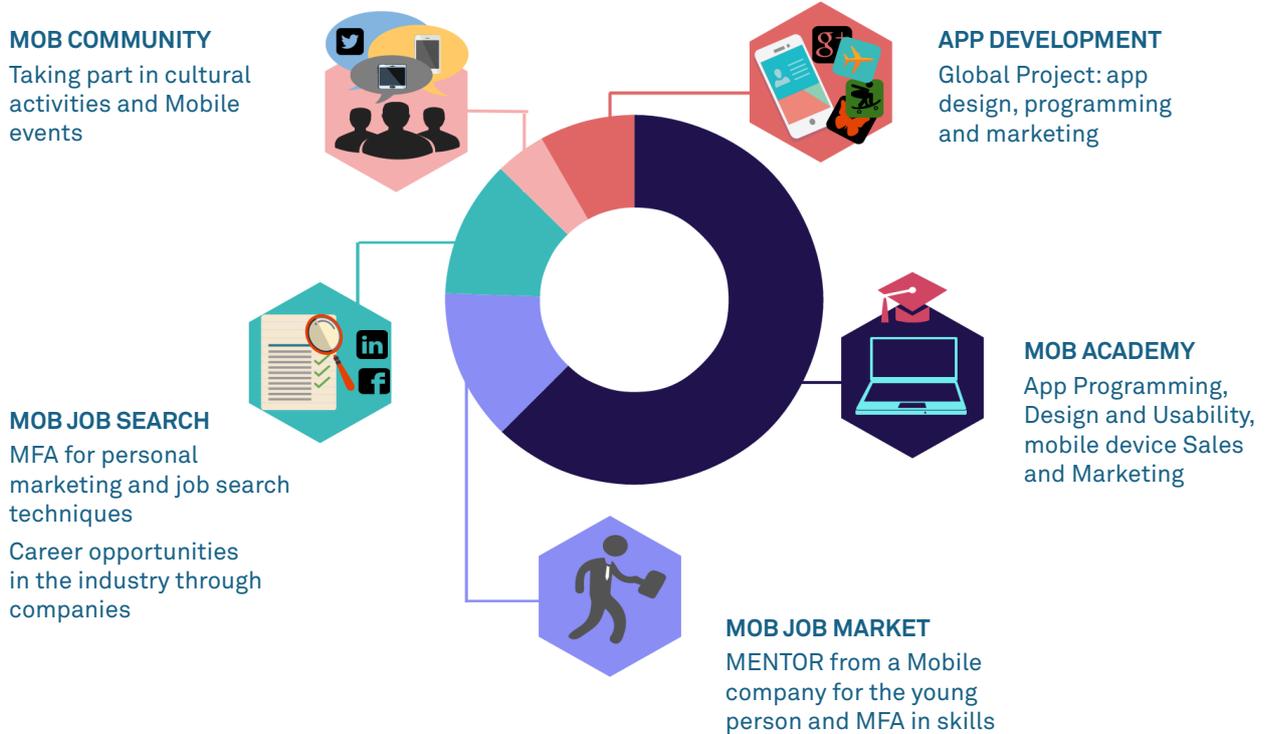
- Institut Català d’Avaluació de Polítiques Públiques (IVÀLUA): partner responsible for the implementation of the experimental evaluation process.
- Cité de Métiers Paris: European partner responsible for the promotion and transfer of the programme.
- Job Centre Genova: European partner for the promotion and transfer of the programme.



01.2.5 Action lines

The *Mobilitza't* Mobile programme included 4 different activities, with all these being interrelated.

1. **MOB JOB MARKET:** activities to develop transferable skills through the use of mobile devices and the latest industry trends, as well as how mobile companies work, carried out by mentors and visits to companies.
2. **MOB ACADEMY:** educational spaces that are innovative and practical to learn how to programme and design and configure mobile applications and market mobile devices.
3. **MOB JOB SEARCH:** actions to trigger work searches and professional opportunities in the IT Mobile sector.
4. **MOB COMMUNITY:** social activities and the promotion of a mobile culture.



02. Methodology

02.1. DEVELOPMENT

Mobilitza't Mobile has reinvented the traditional ambits of second chance intervention programmes, promoting more practical and experiential aspects and incorporating those technologies that young people use in their everyday lives.

Initially this started with participation in a joint training module to learn and experiment with different technologies used to create mobile applications. Then young people chose a special option on the programme: **Design and Usability, App Programming or Sales and Marketing** of mobile devices. During the training sessions they work on developing an app in multidisciplinary teams that responds to some of the challenges posed by the city linked to Culture, Sports and Youth.

Of the 14 applications created by participants, those that managed to get to the final were as follows:



Maps Routes
Historic routes



Catalogue of non-motorised wheeled vehicles
Sports and Leisure for Youth in Barcelona



Besport
Sports gathering events in Barcelona



BCN in a day Young People's Guide
Tourism



Festivalea
Music Festivals in Barcelona



Interactive Graphic Adventure
The legend of St. George
Culture

02.2. INNOVATIVE METHODOLOGY

One of the distinguishing features of the *Mobilitza't* Mobile programme compared to other second chance programmes or formal education is its departure from traditional learning formats (characterized by learning in a classroom setting with mainly lecturing methods). As such *Mobilitza't* Mobile has committed itself to an innovative methodology that is more attractive to young people and their ways of learning, working and living in a technological and relational environment.

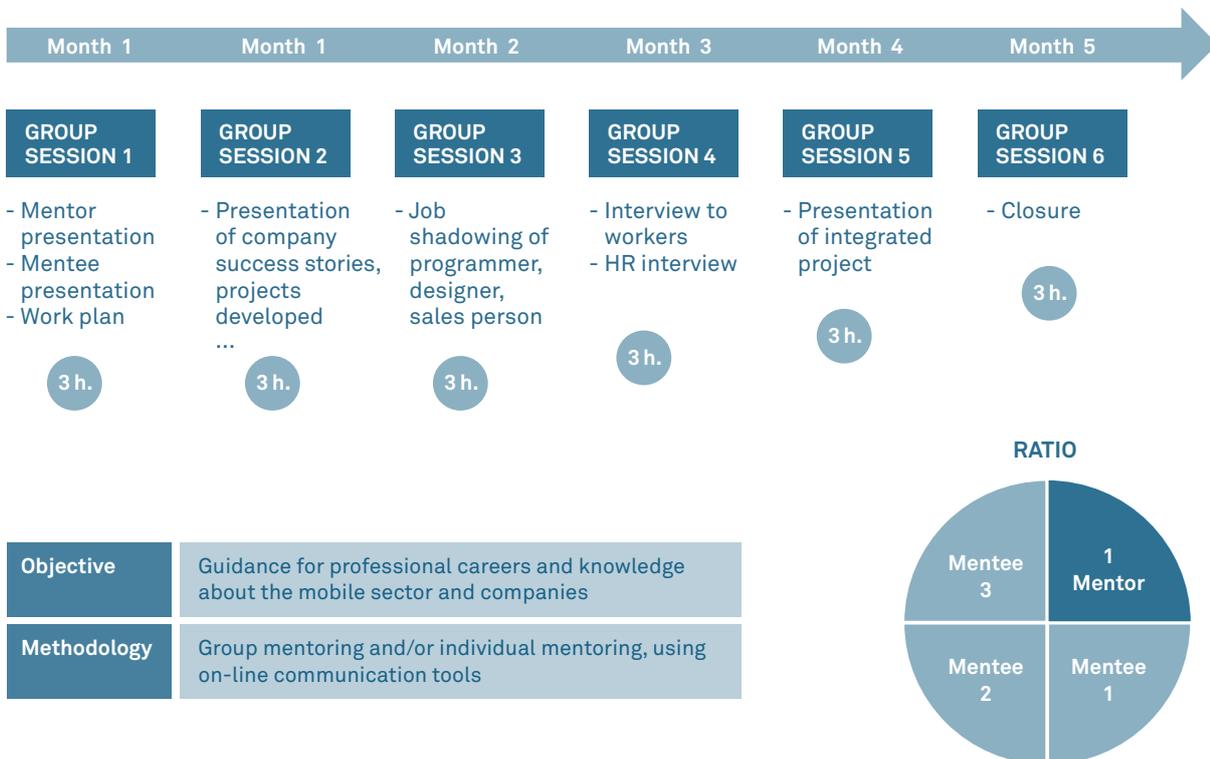
The keys to this innovative methodology focus on:

02.2.1 Mentoring

The use of mentoring as part of the methodology has been one of the most innovative elements of the programme because it offers the possibility for students to get to know the inner workings of an IT-Mobile company hand-in-hand with the professionals of the sector.

The mentor becomes a benchmark in the sector for the participant, accompanying him/her in the orientation and discovery process of this mobile sector.

The diagram summarizes the mentoring process:



02.2.2 Integrated Development Project for an Application

To promote a specialized training process that fosters experiential learning, collaborative research work and simulations of work environments, we included the development of a mobile application by students as the driving force behind the whole learning process.

Just as in a real company, the students on the programme were split into multidisciplinary teams (consisting of programmers, designers and experts in marketing and sales), simulating the operation of a start-up mobile company and the professional profiles that we find in these types of organizations.

Using the methodology of company simulations, city-wide challenges were launched for different themes and participants needed to develop an application to solve the problems assigned to them.

The young participants on the project had to implement all the technical knowledge acquired during the training period and relate to and interact with their team mates to work on those skills that they had practised during the programme (teamwork, initiative, flexibility, planning and communication).

During the process of developing the application, students had the support of a tutor to resolve any questions and short courses to supplement this process.

02.2.3 Mobile Friendly Activities

This process represented a commitment to bringing on new uses for methods traditionally used in the development of skills and job search processes by incorporating the use of mobile devices in an educational context.

Taking advantage of the familiarity of young people with smartphones and tablets, transmedia and gamification -using web technology and mobile applications (combining dynamics to promote self reflection)- became the basis to introduce young people to the use of mobile applications and their potential regarding aspects related to planning and job search skill development.

The thematic blocks that are designed to promote the use of Mobile Friendly Activities (MFA) were:

- **MOB JOB MARKET:** use of mobile apps as a tool to channel group dynamics whereby students practiced the skills of teamwork, initiative, communication, flexibility and planning.
- **MOB JOB SEARCH:** personal marketing and research techniques using smartphones as a personal “office”.

02.2.4 Games Day

Games Day was one of the events that had the greatest impact (both in terms of participation and at the media interest level) on the programme. The objective of this activity was to bring the public closer to the mobile ecosystem, using leisure activities to showcase trends, try out new products and see the latest technologies of the city's leading companies in the gaming and video games business.

This experimental activity was developed in the Mobile World Centre and also in an outdoor fair format. Both settings saw the participation of leading mobile industry companies presenting their products (such as KING).

03. *Mobilitza't* Mobile in images

4YFN

Knowledge about the latest trends and mobile companies in the market.



Manga Fair

Prominence and participation at youth events in the city.



Games Day

Get to know the latest games and applications direct from companies in a very different way.



Mentoring

A way to know how companies really work via the professionals that work there.



Speed dating

Putting mobile companies in the city in touch with young talent.



Visits to companies to get to know their work routines



Workshops and seminars

Start-ups and leading companies in the city share their ideas with youngsters about how the sector is developing, what is required, and what skills are most in demand and how to go about being an entrepreneur.



Closing day of the 2nd. Edition of the program

Presentation of the finalist Applications, testimonials from participating company mentors and dialogue on the future of the sector with the most important stakeholders and companies.



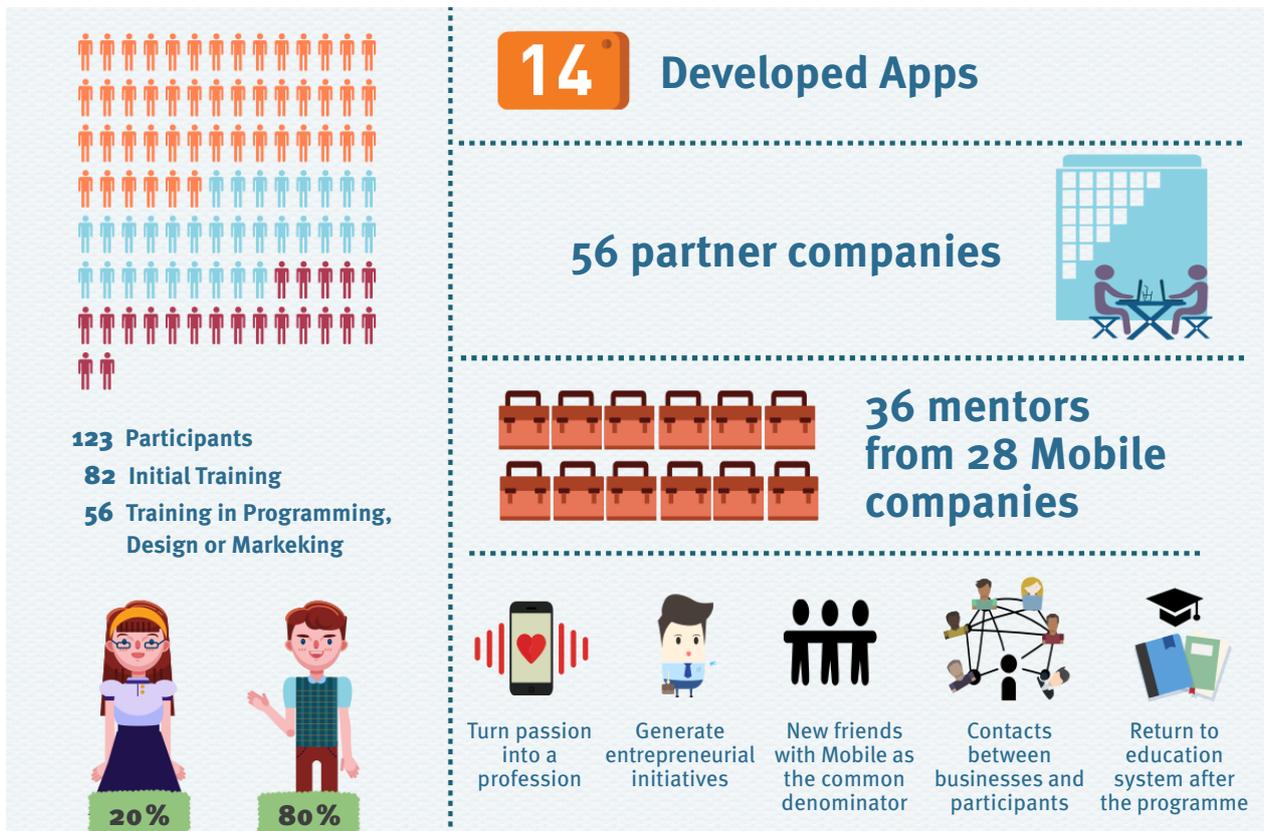
04. Results and evaluation

04.1. FACTS AND NUMBERS

During the development of *Mobilitza't Mobile* (from April 2014 to July 2015), which included two editions of the course, a total of **123 young people** were able to get to see the opportunities present in the mobile sector. Of these, 82 have completed the **first stage of initiation training in the Mobile area**. 58 of these young people have reached the second stage of training which is more intense and longer, training as **app programmers** or in the field of **design and usability** or as experts in the **marketing and sales** of mobile devices.

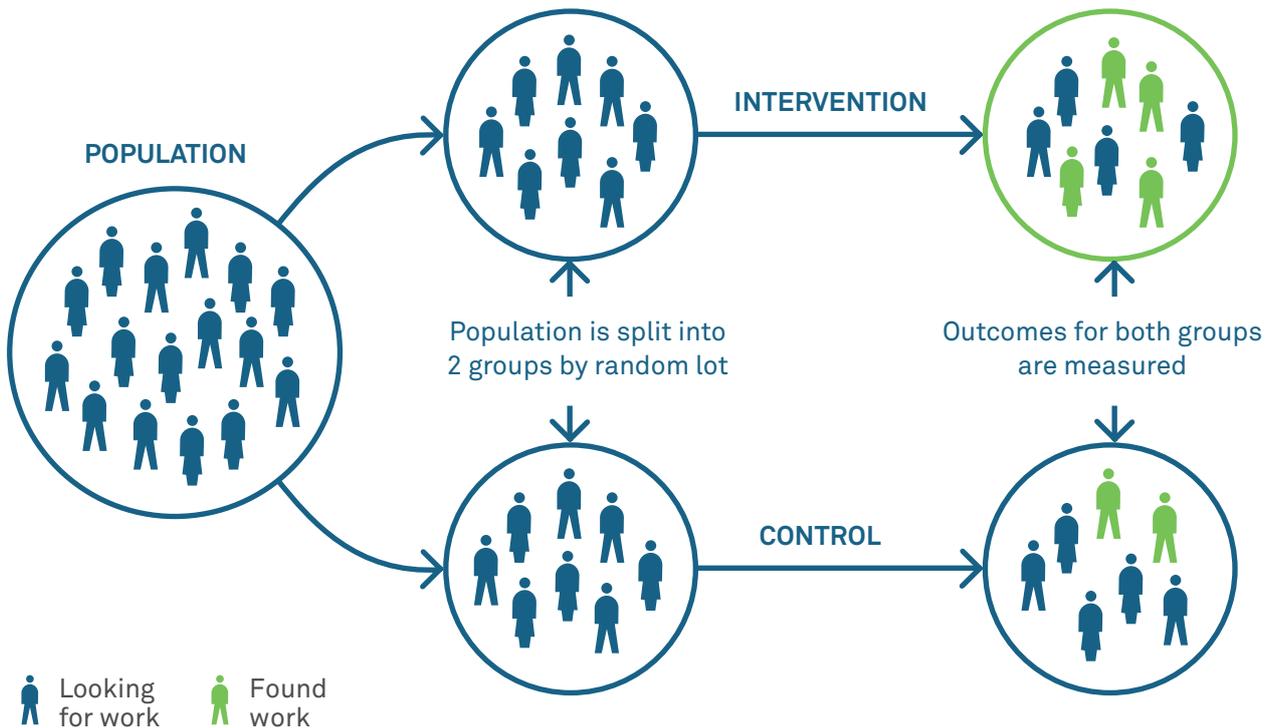
There were over **40 different activities** complementing knowledge of the mobile ecosystem, its trends and future job opportunities and the development of skills. **34 professionals from 28 leading mobile companies** in the city have acted as mentors to students during the programme.

Facts and numbers



04.2. EXPERIMENTAL EVALUATION

An experimental methodology has been followed in order to assess the effectiveness of the *Mobilitza't* Mobile programme. This methodology meant we had an **intervention group** (beneficiaries of the programme selected chosen in a draw) and a **control group** that despite sharing the same profile (not working or studying) were not selected to participate on the programme.



Regarding the evaluation of the effectiveness of the *Mobilitza't* Mobile programme, the main highlights are:

1st. *Mobilitza't* Mobile has had a positive **effect on the monthly employment placement** figures of the young people participating on the programme compared to the control group. Regarding indefinite contracts, it is estimated that the intervention group generated a greater number of placements of this type, especially important considering this trend is growing over time. In the medium term, *Mobilitza't* Mobile participants achieve monthly permanent employment contracts of between 10 and 17 percentage points higher than the control group. Also, contracts for the group on the *Mobilitza't* Mobile programme have a required level of education that is higher than the control group. In the medium term, the probability that a participant on *Mobilitza't* Mobile is hired with a level of education equal to that when arriving to the programme (with an ESO high school certification) is 13 percentage points higher than the control group.

2nd. If the analysis is segmented according to the two editions carried out during the programme, we can observe that the group of participants on the 2nd edition of *Mobilitza't Mobile* has a higher monthly employment placement than the 1st edition (in this first edition of the programme the dropout rate was higher than in the second edition), compared with their respective control groups. More specifically, the group participating in the 2nd edition of *Mobilitza't Mobile* has a monthly employment placement that is 23 percentage points higher than the control group, while for the same period this amount is about 9 percentage points for the 1st group.

3rd. As for the other outcomes, particularly those that **effect education**, we have not detected any effects. It should be clarified that the data collected so far are preliminary (academic year 2015/2016) and, therefore, before reaching a conclusion on this aspect we will need additional data on enrolment and graduation in subsequent years.

Lastly, the results should be interpreted with caution when extrapolating to other similar programmes to *Mobilitza't Mobile* addressed at the same group. The main reason lies in the fact that this sample used for this assessment is not necessarily representative of the whole group of young people who do not study or work. In order to get more robust results, we would encourage similar projects to *Mobilitza't Mobile*, maintaining the random allocation of students, but with a greater number of young people in both the treatment group and in the control group.

04.3. EVALUATING IMPLEMENTATION

The evaluation of the experimental design of *Mobilitza't Mobile* aims to collect information about **how and why the training and workforce mentoring** contribute to the job **placement of young people** or help them to **return to the formal education system** –for example, the difficulties young people have in practice, how they have overcome these challenges or how they experienced their *Mobilitza't Mobile* project-. That is why the evaluation has used qualitative methods (direct observations and semi-structured interviews) to collect information on the training and mentoring activities carried out in practice.

What aspects can we highlight?

1st. Professional training was one of the aspects most highly rated. Firstly, because it has adapted to the level of theory needed by a young participant with little motivation. Especially because they concentrated on practical learning by simulating the launch and marketing of an application for mobile devices. In practice, the second is more relevant than the first reason, given the fact that a significant portion of young participants end up getting a “motivational click”, which is synthesized fairly illustratively by the following quote:

“We need to focus on something, but knowing you need to learn more” (Young participant).

2nd. The support professionals for young participants is the second **most valued aspect and most innovative aspect** of the programme. First, with regard to the mentoring expert, this practice meant the *Mobilitza't* Mobile participant was welcomed into the mobile environment. That is, thanks to a process of identification between senior (mentor) and newcomer (mentee), where the latter gets to know firsthand about the personal requirements for taking their vocation towards the mobile world.

Moreover, with regard to the personal tutor, respondents valued the fact that a professional takes into account the peculiarities of the life of young participants positively as a way of gaining the trust with the participant. In practice, this allows the participant to see the programme (*Mobilitza't* in brackets) as a space where you can spend time to reflect and eventually, where you can decide how to approach one's work and personal life.

However, one of the areas in which there were more difficulties was the fact that a significant portion of participants, especially in the 1st edition, presented **social issues** in addition to their condition as inactive in terms of employment and/or training. Regarding professional training, some of the interviewees stated that the training phase had been too intensive and this led to the fact that a significant portion of participants with this profile dropped out. For example, teachers of the vocational training interviewed noted the need for continuous motivation and adherence to the programme for this profile of young participant, since "the expected level of participants during the first edition was too high, which led to frustration at not reaching the minimum level demanded" (Teacher).

"Before you can think about starting a business or go to a job interview, you need to resolve other personal and family issues" (Tutor).

Furthermore, with regard to support personnel, the majority of respondents expressed that many participants require more professional support than initially expected.

Regarding personal tutors, this showed that in practice *Mobilitza't* Mobile tutoring was highly intense at the personal level but low intensity in terms of orientation and job search in the mobile field. Also, tutors have highlighted the constant task of working on pre-job issues such as punctuality, routines or teamwork.

04.4. CONCLUSIONS

Mobilitza't Mobile has become a unique opportunity for collective learning. On the one hand, because there are very few programmes that use an innovative teaching methodology aimed at vulnerable young people in the economic field that they find attractive.

On the other, evaluating *Mobilitza't Mobile* experimentally converts the programme into an international benchmark that is exportable to other places with vulnerable young people in a situation similar to the young people from Barcelona if we incorporate aspects that can improve the programme as recommended by the technical professionals, such as: adequacy of the level of training of entry-level young people, psycho-social care and an increase in the level of tutoring.

At the quantitative level, we should highlight the fact that the *Mobilitza't* programme has a **positive effect on employment** placement, according to current data, but not on their return to the formal educational system.

At a more qualitative level, both the **training activities and the professional support** given to programme participants have been highly valued by respondents. However, in practice some of the activities -both educational and professional support activities for participants- have been changed from their original form and they have had to adapt to the needs of the profile of young people with additional needs (although not nuclear ones) of the programme.

Overall, the results are good, with interesting data that are positive, **highlighting its innovative methodology** and, therefore, the kind of public policy behind Project *Mobilitza't Mobile*.

