

# Fair youth Labour Label



# FYLL



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# 1) Project, context and objectives

The FYLL project was born from the analysis of the contexts involved: the three "training agencies" are organizations deeply connected with their local territory, community, and the human capital that composes it. In Egina, in Sofia — particularly in the outskirts and in some production sectors linked to a large urban area — and especially in Cellole, where the project originated, the widespread illegal behavior of employers, consciously or unconsciously aimed at exploiting workers in general and young workers in particular, represents a major obstacle to the human sustainability of the local community and, more broadly, of national and European society.

Undeclared work (without a contract), "grey" work (where a worker is officially contracted for fewer hours than they actually work), unpaid overtime, unauthorized holidays, denied leave, and unfair wages are just some of the practices that the project partners' beneficiaries face daily. While some of these behaviors may stem from ignorance of the law — on both sides, workers and employers — others are clearly due to poor management or a deliberate intent to exploit.



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# 1) Project, context and objectives

The first and real objective of the project, therefore, is to eliminate excuses. FYLL begins with promoting training on labor law aimed at both workers — in our case, young people — and employers, fostering encounters between the two sides, and clarifying what is and isn't legally and ethically acceptable. No excuses for participants on either side: by the end of the project's training, no one can say "I didn't know that," even regarding topics not explicitly covered in the course. The goal of the training is not only to provide the basic notions of labor law useful for managing the employer-employee relationship, but also to offer the right tools and contacts to promote fair relations, clear doubts, expand knowledge of the subject, and access protection and support mechanisms.

The project then worked, through a co-design meeting between young people and entrepreneurs from the three participating countries, on creating a label to promote those businesses that, over the past three years, have offered decent working conditions to young people aged 18-25. The work was developed through a workshop based on:



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# 1) Project, context and objectives

- Sharing experiences, to understand which practices were most criticized and prevalent in the three territories;
- Matching harmful practices with defense tools, identifying which actions, instruments, or offices could support workers and/or employers in case of need;
- Defining a series of principles not to be violated, forming the basis for awarding the label.

This was the **agenda** of our international meeting and these were some of the activities and workshops we produced.



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## ■ DAY 1 – Monday, May 12

📍 **Location:** Officine Didaxé – Celleole Youth Centre

🎯 **Theme of the Day:** *Creating Common Ground*

👤 **Participants:** Young people and entrepreneurs from Italy, Greece, and Bulgaria

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### ⌚ 09:30 – 10:00 | Welcome & Introduction

#### **Objectives:**

- Welcome all participants and introduce the FYLL project
- Present the objectives, values, and format of the international workshop
- Explain logistics, roles, and the participatory nature of the activities

#### **Materials:**

- Name badges with flags
- Agenda handouts
- Venue map and practical information

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### ⌚ 10:00 – 10:30 | Ice-Breaker – “One Minute of Work”

**Goal:** Get to know one another through short, meaningful exchanges focused on work experience.

#### **Instructions:**

- Participants form pairs and rotate every 3 minutes
- In each round, they exchange names and one fun or unique fact about their current or past work
- Everyone takes notes on what they learn about each person

#### **Outcome:**

- Quick networking and a sense of familiarity
- A foundation for deeper group work later in the day

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### ⌚ 10:30 – 11:30 | Country Delegation Work – Youth Labour in Our Territories

**Goal:** Each country group maps the local youth employment situation.



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### Instructions:

- Participants are divided by country (IT, GR, BG)
- Using post-it notes on poster boards, they describe:
  - See full list below\*
- They prepare a short presentation for the next session

### Outcome:

- 3 thematic country posters ready for sharing
- Group reflection on employment realities

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## ⌚ 11:30 – 12:30 | Country Presentations & Shared Reflection

**Goal:** Share national findings and identify cross-border commonalities.

### Instructions:

- Each delegation presents their poster (5–7 minutes)
- The facilitator records key themes on a flipchart
- Group discussion follows:
  - What do we all experience?
  - What makes each context unique?

### Outcome:

- A collective map of youth labour challenges and opportunities
- Basis for a shared definition session later in the day

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## ⌚ 12:30 – 13:00 | Game – Labour MythBusters

**Goal:** Debunk myths and stimulate reflection in a fun and active way.

### Instructions:

- Facilitator reads employment-related statements
- Participants move to different sides of the room to show agreement (True / False / Depends)
- Short group debates follow each round



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### Sample statements:

- “Most internships are unpaid.”
- “A degree guarantees a good job.”
- “Young people prefer remote work over in-office work”
- “Seasonal work is mostly done by youth”

### Outcome:

- High energy and engagement
- Deeper understanding of youth labour narratives

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### ⌚ 13:00 – 14:00 | Lunch Break

**Location:** Local catering or nearby restaurant (as arranged)

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### ⌚ 15:00 – 16:00 | Shared Definitions – Youth, Work, and Young People's Work

**Goal:** Co-create definitions of key project concepts across cultures and backgrounds.

### Instructions:

- Mixed-nationality groups define on paper:
  - What is *youth*?
  - What is *work*?
  - What is *young people's work*?
- After 30 minutes, each group presents their definitions
- The facilitator synthesizes a common set of working definitions on a shared board

### Outcome:

- Foundational language for the rest of the workshop
- Mutual understanding across national perspectives

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### 🎉 16:00 – 16:10 | Closing Circle – “The One Word I Take With Me”

**Goal:** Reflect and close the day together.



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## Instructions:

- Standing in a circle, each participant says **one word or short phrase** that captures how they feel or what they're taking from the day
- Optional: pass around an object (like a FYLL badge) to mark speaking turns

## Outcome:

- Emotional closure and cohesion
- Sets a warm and positive tone for Day 2

### \* Labour MythBusters – Statements + Facilitator Notes

1. **“A university degree guarantees a good job.”**  
◆ *Facilitator note:*  **False** – A degree can help, but does not guarantee employment, especially in saturated fields or in regions with high youth unemployment.
2. **“Most internships are unpaid.”**  
◆ *Facilitator note:*  **Largely true** – Especially in southern and eastern Europe, unpaid internships remain widespread, despite some regulations in place.
3. **“Young people today don’t want to work hard.”**  
◆ *Facilitator note:*  **False and stereotypical** – Often repeated in media, but many young people face barriers, not lack of willingness.
4. **“Informal work is the only option for many young people in rural areas.”**  
◆ *Facilitator note:*  **Partially true** – In some areas, the informal economy dominates due to lack of alternatives, but this varies widely.
5. **“It’s better to work abroad than stay in your own country.”**  
◆ *Facilitator note:*  **Subjective** – It depends on opportunities, family ties, and local contexts; not necessarily “better,” but sometimes more viable.
6. **“Seasonal jobs are mostly done by young people.”**  
◆ *Facilitator note:*  **Often true** – Especially in tourism and agriculture, young workers (or students) fill short-term roles.
7. **“Part-time work is always a flexible and safe choice.”**  
◆ *Facilitator note:*  **False** – It can be flexible, but is often unstable, underpaid, and without benefits, especially when involuntary.



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8. **“NEETs are lazy and don’t want to work.”**
  - ◆ *Facilitator note:* **✗ False** – NEET (Not in Education, Employment or Training) is a structural condition, often due to barriers like lack of access, poverty, or exclusion.
9. **“A good CV is more important than personal connections.”**
  - ◆ *Facilitator note:* **⚠ Partially true** – A strong CV matters, but in many countries, personal networks and recommendations play a crucial role.
10. **“Unpaid volunteering doesn’t help with getting a job.”**
  - ◆ *Facilitator note:* **✗ False** – Volunteering can provide skills, experience, and networks that support employability—though it’s not always valued equally.
11. **“Most young people don’t know their labour rights.”**
  - ◆ *Facilitator note:* **✓ Often true** – Labour law education is rare in schools; many young workers are unaware of protections and rights.
12. **“Social media skills are more important than formal education for getting a job.”**
  - ◆ *Facilitator note:* **✗ False** – Digital skills are useful in some sectors, but formal education remains key in many professions.
13. **“Employers prefer to hire people with experience, not young people.”**
  - ◆ *Facilitator note:* **✓ Often true** – A paradox for young people: they need experience to get a job, but need a job to gain experience.
14. **“A regular contract always guarantees fair treatment.”**
  - ◆ *Facilitator note:* **✗ False** – While a contract offers legal protection, exploitation can still occur through loopholes, pressure, or lack of enforcement.
15. **“Minimum wage is enough to live independently.”**
  - ◆ *Facilitator note:* **✗ False** – In many EU countries, minimum wage doesn’t cover cost of living, especially in cities.
16. **“If you work hard, you will always succeed.”**
  - ◆ *Facilitator note:* **✗ False** – Hard work helps, but systemic barriers (inequality, discrimination, poor job markets) also play a major role.
17. **“It’s okay to accept unfair conditions in your first job to gain experience.”**
  - ◆ *Facilitator note:* **⚠ Controversial** – Common advice, but normalizing unfair work can harm workers’ rights and reinforce exploitation.
18. **“In most countries, young people can easily access trade unions.”**
  - ◆ *Facilitator note:* **⚠ Partially true** – Access is legal in most EU countries, but awareness, trust, and engagement levels are often low among youth.



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19. “Digital platforms (like Uber or Deliveroo) offer freedom and autonomy to young workers.”

◆ *Facilitator note:* **Mixed** – These platforms offer flexibility, but often lack protections, benefits, and stable income.

20. “Labour laws protect all workers equally, no matter their age.”

◆ *Facilitator note:* **False** – Youth are often in more precarious contracts and may not benefit equally from protections due to lack of enforcement or awareness.



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## DAY 2 – Tuesday, May 13

📍 **Location:** Officine Didaxé – Celleole Youth Centre

🎯 **Theme of the Day: FYLL Awarding Principles**

👤 **Participants:** Youth and entrepreneurs from Italy, Greece, and Bulgaria

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### ⌚ 09:30 – 10:30 | Definition Duel – What Do We Really Mean?

**Activity:** Participants receive a card with a pair of similar words (e.g. “Work” vs. “Job”) and are asked to define both individually.

Then, in pairs or small groups, they compare meanings and discuss differences.

Final sharing in plenary allows the facilitator to highlight key concepts related to youth labour, ethics, and fairness.

**Outcome:** A collective vocabulary of key concepts that will shape the FYLL label criteria.

\*list of words below

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### ⌚ 10:30 – 12:00 | Group Work – What Makes a Workplace FYLL-Certified?

**Activity title:** *Defining Criteria by Theme*

Participants are divided into **4 groups**, each working on one of the following themes:

1. **Workplace Culture** (respect, equality, listening)
2. **Treatment of Young Workers** (contracts, fairness, voice)
3. **Opportunities for Youth** (growth, trust, learning)
4. **Employer Attitude** (responsibility, transparency, motivation)

Each group must:

- Discuss the theme
- Identify at least **3 clear, fair, realistic criteria** for a workplace to be eligible for the FYLL label
- Write and prepare a short presentation

**Tables' Moderator Guide – Questions to Stimulate Conversation:**

#### 1. Workplace Culture

- What makes a work environment respectful?



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- Why is equality essential at work?
- How can young workers feel truly listened to?
- What does “inclusive culture” look like in practice?

## 2. Treatment of Young Workers

- What are the basic rights every young worker should have?
- How do we define “fairness” in contracts and roles?
- Do young workers feel comfortable giving feedback?
- How can employers avoid exploitation?

## 3. Opportunities for Youth

- What helps young workers grow and feel trusted?
- How do you promote real learning on the job?
- Is training enough, or is mentoring needed?
- What role does feedback play in improvement?

## 4. Employer Attitude

- What does it mean to be a responsible employer?
- How do employers show transparency?
- How do you distinguish real commitment from empty promises?
- Why would an employer invest in young workers?

**Outcome:** 12–16 total draft criteria to serve as the foundation for FYLL.

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### ⌚ 12:00 – 12:30 | Game – FYLL Workplace Bingo

**Activity title:** *FYLL Bingo – Worklife Edition*

Participants receive a bingo card with 3x3 boxes, each describing a work-related experience (e.g. “Has worked abroad”, “Has done unpaid work”).

They must find someone in the room who fits each box and write their name.

First to complete a row, column, or card shouts “FYLL!”

**Outcome:** Fun, movement, and energy before lunch, while keeping the theme alive.

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### ⌚ 12:30 – 13:30 | Lunch Break



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### ⌚ 14:30 – 16:00 | Demonstrability Matrix – From Criteria to Checkable Proofs

**Activity title:** *What Can Be Proven? Designing the FYLL Demonstrability Matrix*

Participants return to their morning groups and receive their list of criteria.

For each criterion, they must complete the matrix:

Criterion	Demonstrability Level	Possible Evidence
(e.g. “Young workers receive contracts”)	Easy / Moderate / Difficult / Impossible	(e.g. copy of contract, staff interview, policy statement)

Each group then presents 1–2 examples in plenary. The facilitator builds a shared matrix and discusses:

- Which criteria are **clearly verifiable**
- Which need **creative assessment tools**
- Which are **aspirational but not provable**

**Outcome:** Foundation for building the FYLL application and assessment system.

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### 🎉 16:00 – 16:15 | Closing Game – “The Fake Job Interview”

**Activity title:** *Speed Interview – Silly Questions, Serious Faces*

Participants pair up. One is the “interviewer”, one is the “candidate”. The interviewer asks a bizarre question, like:

- “If you were a sandwich, which one would you be?”
- “How would you sell spaghetti in a hardware store?”

The candidate must answer **seriously**. Then roles switch.

**Optional:** Funniest exchanges shared in plenary and applauded.

**Outcome:** Laughter, connection, and a light end to an intense and productive day.

\*Definition duel – list of words

⌚ **Business** – An organization focused on profit.

**Enterprise** – A broader initiative, not always profit-driven.

► *All businesses are enterprises, but not all enterprises are businesses.*



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② **Work** – Any task requiring effort.

**Job** – A specific paid position or role.

► *Work is general; a job is defined and contractual.*

② **Contract** – Legally binding agreement.

**Agreement** – Mutual understanding, possibly informal.

► *Contracts are formal agreements; not all agreements are contracts.*

② **Sales** – The act of selling something.

**Marketing** – The strategy to promote sales.

► *Marketing attracts, sales close.*

② **Moral** – Personal beliefs about right/wrong.

**Ethical** – Agreed standards in a social or professional context.

► *Morals are internal; ethics are collective.*

② **Fair** – Perceived as just or impartial.

**Just** – Based on rules, law or principles.

► *Fairness is subjective; justice is systemic.*

② **Responsibility** – A task you take ownership of.

**Duty** – An obligation, often imposed externally.

► *Responsibility is chosen; duty is assigned.*

② **Worker** – Anyone performing work.

**Employee** – A worker with a formal contract.

► *All employees are workers; not all workers are employees.*

② **Salary** – Fixed monthly payment.

**Wage** – Payment based on hours or output.

► *Salaries are fixed; wages are variable.*

② **Boss** – A person in charge.

**Leader** – Someone who guides or inspires.

► *Boss uses authority; leader earns trust.*

② **Equality** – Same treatment for all.

**Equity** – Fairness based on individual needs.

► *Equality is sameness; equity is fairness.*

② **Rules** – External norms to follow.

**Values** – Internal beliefs guiding behavior.

► *Rules are imposed; values are chosen.*



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② **Fairness** – Ethical impartiality.

**Legality** – Compliance with the law.

► *Legal is not always fair, and vice versa.*

② **Service** – An action provided to someone.

**Product** – A tangible item.

► *Service is intangible; product is physical.*

② **Rights** – Entitlements by law or principle.

**Privileges** – Special advantages granted.

► *Rights are universal; privileges are conditional.*

② **Inclusion** – Actively involving everyone.

**Integration** – Bringing someone into a system.

► *Inclusion celebrates difference; integration may expect conformity.*

② **Compliance** – Following rules.

**Commitment** – Choosing to support a cause or goal.

► *Compliance is obligation; commitment is motivation.*

② **Productivity** – Efficiency in work output.

**Profit** – Financial gain.

► *Productivity is performance; profit is the result.*

② **Training** – Skill-based instruction.

**Education** – Broader knowledge development.

► *Training is specific; education is general.*

② **Standard** – Agreed benchmark.

**Certification** – Official proof of meeting a standard.

► *Standard is expectation; certification is evidence.*

② **Health** – Physical and mental well-being.

**Safety** – Being protected from danger.

► *Health is a condition; safety is the environment that preserves it*

\*2 Workplace bingo list of words

- Has worked in a seasonal job
- Has never signed a work contract
- Has done an unpaid internship
- Has worked abroad



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- Has attended a job interview
- Has had an internship abroad
- Has quit a job before the contract ended
- Has worked while studying
- Has been paid cash-in-hand
- Has done voluntary work
- Wants to start their own business
- Knows someone who has been exploited at work
- Has negotiated a raise or better conditions
- Has had a job they really loved
- Has been rejected for a job they really wanted
- Has had to move for a job
- Has worked with a bad boss
- Has never had a job but wants one



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## ■ DAY 3 – Wednesday, May 14

📍 **Location:** Officine Didaxé – Cellole Youth Centre

🎯 **Theme of the Day: Designing the FYLL Application Process**

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### ⌚ 09:30 – 12:00 | From Criteria to Application – What Must a Company Submit?

**Activity title:** *Turning the Demonstrability Matrix into Requirements*

**Objective:**

Define exactly **what a company must submit or declare** in order to apply for the FYLL label, starting from the demonstrable criteria co-created on Day 2.

**Method:**

- Facilitator reviews yesterday's **Demonstrability Matrix**
- In mixed or national groups, participants work through each **verifiable criterion** and identify:
  - What kind of **proof or document** would demonstrate compliance
  - Whether a **declaration, file upload, photo, testimonial or internal policy** is acceptable
  - Which items should be **mandatory** and which optional

**Support materials:**

- A printed version of the criteria
- A table like this:

Criterion	Required Evidence	Submission Format	Notes
e.g. “Young workers receive written contracts”	Contract sample or signed self-declaration	PDF	Mandatory

**Outcome:**

A first draft of the **FYLL Application Form structure**, based on real, assessable requirements — usable by the project team for piloting and validation.

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### ⌚ 12:00 – 12:30 | Game – “Label Pitch!”



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### Objective:

Celebrate and synthesize the work done by having fun and creatively presenting the FYLL label to the world.

### How it works:

- Small groups (3–4 people) invent a **1-minute pitch** to promote the FYLL label
- They draw a **random tone/style** from a hat (e.g. poetic, over-the-top marketing, dramatic, sarcastic, motivational)
- They perform the pitch in front of the group

### Outcome:

Laughter, bonding, and a strong final connection to the **meaning and message** of the FYLL label



### Label Pitch – Styles to Draw

1. **Over-the-top marketing** – Like a cheesy TV commercial
2. **Poetic** – Like you're reading a dramatic poem
3. **News broadcast** – As if you're a TV anchor reporting breaking news
4. **Inspirational / TED Talk style** – Deep pauses, hand gestures, dramatic tone
5. **Sarcastic** – Say the opposite of what you mean, but we get it
6. **Rap or musical** – Turn your pitch into a mini-performance
7. **Corporate robot** – Monotone voice, zero emotion, super formal
8. **Opera or Shakespearean** – Theatrical language, dramatic flair
9. **Angry protester** – As if you're shouting in the streets
10. **TikTok influencer** – Fast, flashy, hashtag-heavy and informal
11. **Sleepy / low energy** – Pitch like you haven't had coffee in 3 days
12. **Sci-fi mode** – The year is 3030, and the FYLL label saved humanity
13. **Romantic comedy** – You're trying to convince your love interest to apply
14. **Weather forecast** – “Today in the fair work climate, we expect...”
15. **Cooking show** – Explain the ingredients of a perfect fair workplace
16. **Detective style** – “The case of the missing fair contract...”
17. **Children's TV presenter** – Bright, exaggerated, overly enthusiastic



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18. **Western movie style** – “This town ain’t big enough for unfair jobs...”

19. **Medieval / fantasy** – Knights, codes of honour, dragons welcome

20. **Animal impression** – Include at least one animal sound in your pitch 

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 **13:00 – 14:00 | Final Lunch & Farewells**

A celebratory close to the international workshop. Time to exchange contacts, reflect informally, and enjoy a final meal together.



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Business	Enterprise
Work	Job
Contract	Agreement
Sales	Marketing
Moral	Ethical
Fair	Just
Responsibility	Duty
Worker	Employee
Salary	Wage
Boss	Leader
Equality	Equity
Rules	Values
Fairness	Legality
Service	Product
Rights	Privileges
Inclusion	Integration
Compliance	Commitment
Productivity	Profit
Training	Education
Standard	Certification
Health	Safety



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Criterion	Demonstrability Level	Possible Evidence
(e.g. "Young workers receive contracts")	Easy / Moderate / Difficult / Impossible	(e.g. copy of contract, staff interview, policy statement)



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Has worked in a seasonal job	Has been rejected for a job they really wanted	Knows someone who has been exploited at work	Has never had a job but wants one
Has had to move for a job	Has quit a job before the contract ended	Has worked with a bad boss	Has done an unpaid internship
Has worked while studying	Has never signed a work contract	Has been paid cash-in-hand	Has had a job they really loved
Has participated in Erasmus Plus programmes	Has done voluntary work	Has worked abroad	
Has attended a job interview	Wants to start their own business	Has had an internship abroad	Has negotiated a raise or better conditions



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# 1) Project, context and objectives

Finally, the project moved on to the label design — the most complex part — where it is important to emphasize a few aspects:

- Those managing the project are not the police, not the financial guard, and do not have access or authority to verify all the information necessary for assigning the label.
- They are not, and do not intend to be, a moral police of the productive activities in the three territories.
- The label is a limited tool that focuses only on one aspect — the work relationship between employer and employee — and does not address other important issues such as environmental sustainability, gender equality, etc.

The result is an imperfect but, in our opinion, meaningful tool. A tool that collects information, performs verifications where possible, relies on testimonies, and aims — through its dissemination — to spread good practices and useful information for managing employer-employee relations.



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## 2) Training as a tool for mutual respect

The training carried out in the three territories did not start from the mistaken assumption of a conflict between two opposing sides. It does not judge one side or the other as guilty — or always guilty. Instead, it begins by acknowledging situations of hardship and difficulty, analyzing them, examining how they are represented in national and European law, and drawing a line: telling workers “this could be a warning sign,” and employers “this is behavior that is not supported by the law.”

As already emphasized, the goal is to eliminate excuses and justifications on both sides — preventing anyone who attended the training from saying, “I didn’t know that.”

The training therefore focused on:

- Analysis and explanation of the principles guiding national and European labor law;
- Analysis and explanation of the most common behaviors that are not contemplated by labor law;
- Provision of tools for information and protection of rights for both parties;



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## 2) Training as a tool for mutual respect

- Presentation of opportunities for employers — in terms of fiscal advantages, territorial impact, and corporate communication;
- Presentation of opportunities for workers — in terms of protection, and improvement of personal, family, and working conditions.

One thing needs to be clarified: although EU Member States tend to align with each other thanks to European regulatory action, significant differences still remain in national legal systems when it comes to labour law.

In this toolkit and in our online courses, you will not find specific guidance on individual national systems or labour law in particular.

That part has been left to the specialists involved in the 25 hours of training delivered in the three different regions.

This is the programme of the training we delivered

We also thought that the training could impact more people than those we met in the 3 territories. And so we produced an interesting and multilingual online training, which you can find here: <https://fyll-project.eu/online-training>.



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# TRAINING PROGRAM – LABOR LAW (20 HOURS)

## Module 1: Introduction to Labor Law (3 hours)

- Course presentation and learning objectives
- History and fundamental principles of labor law
- Role of trade unions and employer associations
- Differences between subordinate, self-employed, and atypical work

## Module 2: Employment Contracts and Job Types (4 hours)

- Fixed-term, permanent, and apprenticeship contracts
- Part-time, internships, occasional work, and agency work
- Key contractual clauses: working hours, salary, benefits, probation period
- Case studies: common employment contract issues

## Module 3: Workers' Rights and Employer Obligations (4 hours)

- Minimum wage, working hours, overtime, and rest periods
- Health and safety regulations in the workplace
- Maternity and paternity rights, sick leave, and paid time off
- Dismissals, resignations, and severance pay

## Module 4: Youth Employment and Labor Market Challenges (3 hours)

- Youth employment trends and challenges in Europe
- Tackling undeclared work and precarious employment
- Legal protections for young workers and apprentices
- Discussion: how to create a fair and sustainable work environment?

## Module 5: The Fair Youth Labour Label (FYLL) and Best Practices (3 hours)

- What is the FYLL label? Objectives and implementation
- How responsible employers can benefit from ethical labor practices
- Examples of best practices in fair employment
- Workshop: defining criteria for ethical and fair employment

## Module 6: Practical Workshop – Rights in Action (3 hours)

- Case study discussions: real-life labor law cases
- Mock negotiations between workers and employers
- Developing an action plan to improve local labor conditions
- Final reflections and certificate distribution



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### 3) Label: principles, application and flexibility

When designing the FYLL label, we started from the ideas of young workers, but always in dialogue with employers. The chosen tool was a co-design workshop involving young people and entrepreneurs from all three countries.

To carry out this workshop, we used a variety of exercises, games, mediated conversations, and working tables typical of informal youth education. We do not claim to have invented anything new — only to have personalized existing practices.

The outcome was a list of principles applied in the creation of our label, alongside tools to support its implementation.



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### 3) Label: principles, application and flexibility

#### Principles      Tool

We do not want to act as moral police or claim to hold the truth or always know what is right or wrong.	Let's stick to the law and labor contracts.
We do not wish to analyze issues other than work; we focus on the employer–employee relationship, leaving environmental, gender, and inclusivity issues to other labels.	Limit the scope strictly to the work relationship.
We want to promote youth employment, as we come from areas with high youth unemployment rates.	Positive label: reward those who have offered jobs to young people aged 18–25.
We do not want to simply reward employers who offer legal work, but those who go beyond the minimum required by law, providing truly decent and sustainable conditions.	Customize the label with additional principles.
We want to reward those who have offered wages above the minimum.	Worker testimony.
We want to reward those who have provided satisfactory working conditions in a healthy environment, even under pressure.	Worker testimony.



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### 3) Label: principles, application and flexibility

What kind of label have we produced, then?

- a) A label that allows reporting by the worker – not whistleblowing: the worker does not report negative behavior. Instead, the “happy” worker reports their employer in order for them to receive positive recognition.
- a.1) The opposite path: an employer who believes they treat their young workers well can submit an application and invite one of them to provide testimony.
- b) A label that promotes those who actually offer employment to young people, based on the idea that those who hire young workers should also provide an engaging and growth-oriented work environment for them.
- c) A label that seeks to obtain real documentation, but does not have the authority to formally require it. This makes it imperfect, yet it encourages dialogue between employer and employee. The label becomes a tool for discussion and learning.
- d) A training tool: a questionnaire that highlights potential warning lights and facilitates internal conversations within the company to clarify dynamics and relationships.



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### 3) Label: principles, application and flexibility

This is the result of our work: a co-designed questionnaire for the employer and the employee, analysing policies and processes in entities providing work for young people aged 18 to 25.

<https://forms.gle/9fMXi6BtPY6FSFDm6>



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## 4) Joining and adapting the idea

What can be done now with FYLL, with the project and the label? In our view, there are two possibilities: joining and adapting.

Joining means expanding the FYLL label network. The invitation is therefore to study, analyze, and comment on it, and to get in touch with us in order to join, translate the training materials and the questionnaire for obtaining the label, and become a local FYLL label holder within your territory and community.

Adapting, on the other hand, means adopting the methodology and replicating it within your community — with your young people, your users (of any age), and your local employers — to create your own version of the FYLL label.

If ours is a FYLL 18–25 label, yours could be:

- A FYLL under 18 label (there is the possibility to work when under 18, generally starting at 16 in most countries, and often being employed in cultural, educational and recreational activities such as summer camps or sport facilities, you could explore what is fair in that case, if your audience is in that age range)



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## 4) Joining and adapting the idea

- A FYLL 25–30 label (in this case you could, for example, focus more than we did on talent retention, internal growth possibilities and flexibility conditions at work)
- A FYLL Migrant label, focusing on those places who shine for their inclusivity towards migrants, but the same could be done with other categories at risk of exclusion

and many others.

And that's just within the labor and project scope. In reality, one can simply appreciate the methodology and apply it flexibly to other areas — just as we have adapted techniques and approaches from other projects, training, and workshops — to create labels focused on other themes such as environmental sustainability, gender equality, or social inclusion.



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## 5) Why get in touch with us

The only thing we ask — whether you wish to join our project or adapt our methodology to your needs — is that you get in touch with us:

- To expand our network, with new contacts from organizations and people sensitive to the issues we care about;
- To complete the project evaluation, we need your feedback;
- To offer you support and share our experience beyond what this toolkit can express.

For this reason:

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