



Co-funded by the
Erasmus+ Programme
of the European Union

"The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein."



**PROVYP - Professional
Orientation of Vulnerable
Young People**

03. E-TOOL MODULES

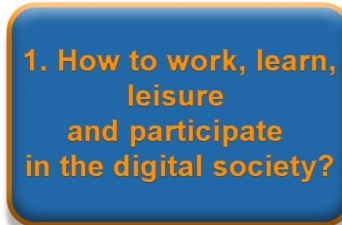
APRIL, 2017

TABLE OF CONTENTS

MODULE 1. ICT TRENDS IN ADULT EDUCATION AND TRAINING	3
MODULE 2. PUBLIC ADMINISTRATION SERVICES FOR UNEMPLOYED YOUNG PEOPLE	10
MODULE 3. SOCIAL ECONOMY AND LABOUR INTEGRATION	16
MODULE 4. START YOUR OWN BUSINESS	23
MODULE 5. NEW SKILLS REQUIREMENTS FOR FITTING JOBS	29
MODULE 6. TAILORED LEARNING OPPORTUNITIES	40
MODULE 7. SOCIAL SERVICES FOR VULNERABLE GROUPS' INCLUSION	46
MODULE 8. PERSONAL DEVELOPMENT FOR CAREER START OF DISADVANTAGED YOUTH	53
MODULE 9. OPEN EDUCATION FOR YOUNG PEOPLE WITH FEWER OPPORTUNITIES	56
MODULE 10. FROM THEORETICAL KNOWLEDGE TO PROFESSIONAL PRACTICE	62

MODULE 1. ICT TRENDS IN ADULT EDUCATION AND TRAINING

The ICT challenge for education and training is twofold: it changes the nature of the skills and competences which education must impart to learners; and it challenges us to harness its power to deliver better ways of teaching and learning. Opening up education and training in Europe through new technologies?



1. Important trends in digital and online learning/ training identified

Key trends include:

- Mobile technologies and faster internet access have led to **new hybrid learning forms blending formal, non-formal and informal learning.**
 - **Education systems are now open to new actors**, educators and learners can build strong and inclusive communities which support rich learning experiences.
 - The ubiquity of **social media and digital technologies throughout society has shown a necessity for educational institutions to open the learning environment** in order to support employability and active citizenship.
 - **Digital and open educational resources can be used, shared and adapted** for different learning contexts **allowing learners to be co-producers of learning materials and enable more authentic learning experiences.**
 - **Data generated from online activity** can be used to **personalized learning, teaching and assessment** (learning analytics). At present, there is limited European research on learning analytics to guide policy and practice, including on issues such as data privacy and protection
- 2. Better use of ICT for rethinking learning, for innovating education and training and new skills requirements:**

2.1. New skills and competences

A fundamental transformation of education and training (E&T) throughout Europe is required to deliver the knowledge and skills needed for growth, employment and participation in society. Creativity, entrepreneurship, learning-to-learn, digital competence and other 21st century skills and competences are emerging as more and more important for innovation, growth and participation in a digital society and economy.

http://ec.europa.eu/growth/sectors/digital-economy/e-skills_en

The ET 2020 framework acknowledges the increasing importance of individual skills in the era of the knowledge-based economy.

The two Europe 2020 education targets also feature as EU benchmarks under the Strategic Framework for Education and Training 2020 (ET 2020). ET 2020 aims to foster European cooperation in education and training, providing common strategic objectives for the EU and its Member States for the period up to 2020. ET 2020 covers the areas of lifelong learning and

mobility; quality and efficiency of education and training; equity, social cohesion and active citizenship; and creativity, innovation and entrepreneurship at all levels of education and training. To support the achievement of these objectives ET 2020 sets EU-wide benchmarks.

2.2. Innovating and modernizing Education and Learning

Innovating and modernizing education and training is directly linked to the educational key targets of the Europe 2020 Strategy <http://ec.europa.eu/social/main.jsp?langId=en&catId=958> and, in particular, the Agenda for New Skills and Jobs, Youth on the Move, <http://ec.europa.eu/youthonthemove/>; the Digital Agenda and the Innovation Union. http://ec.europa.eu/europe2020/index_en.htm

For more information see:

1. Europe 2020: http://ec.europa.eu/europe2020/index_en.htm
2. Digital Agenda Action 68: <https://ec.europa.eu/digital-single-market/content/action-68-member-states-mainstream-elearning-national-policies>
3. Agenda for new skills and jobs: <http://ec.europa.eu/social/main.jsp?langId=en&catId=958>
4. Learning and skills for youth :<https://ec.europa.eu/digital-single-market/dg-connect>
5. e- skills for jobs: <http://eskills4jobs.ec.europa.eu/>
6. e-Skills for growth and jobs:http://ec.europa.eu/growth/sectors/digital-economy/e-skills_en



Opening up education: innovative teaching and learning for all through new technologies and open educational resources (OER)

Opening up education means bringing the digital revolution into education. Digital technologies allow all individuals to learn, anywhere, anytime, through any device, with the support of anyone.

Opening up Education focuses on three main areas:

- Creating opportunities for organizations, teachers and learners to innovate;
- Increased use of Open Educational Resources (OER), ensuring that educational materials produced with public funding are available to all; and
- Better ICT infrastructure and connectivity.

What are the main objectives of this initiative?

1. Create opportunities for organizations, teachers, students and pupils to be more innovative in the way they teach and learn by making more use of digital technologies and content.
2. Boost the use of Open Educational Resources (OER) by ensuring that educational materials produced with public funding, such as Erasmus+, the new EU programme for education, are freely available to all. The new “Open Education Europe” portal, launched today, will provide a gateway to high-quality OER produced in Europe.

3. Increase transparency for users of educational resources regarding copyright.
4. ICT infrastructure and connectivity in schools is often poor. Opening up Education will help schools and classrooms to get broadband access and support ICT infrastructure for education and training.
5. Strengthen cooperation with international organizations and stakeholders to better understand the impact of technology in education and explore new modes of teaching and learning.

STUDENTS: What will Opening up Education mean for students?

More of the digital skills they need to get good jobs, after completing their education, especially for students without good internet and technology access at home.

TEACHERS: What will it mean for teachers?

More of the digital training and skills they need to be confident in the classroom. Opening up Education will support teachers' professional development through open online courses, in line with a project of the Grand Coalition for Digital Jobs, and by creating new (or by scaling up existing) European platforms for teachers' communities of practice across the EU such as ETwinning and EPALE - the Electronic Platform for Adult Learning in Europe.

GOVERNMENTS: What will it mean for national authorities?

Many national authorities have invested massively in ICT for education and training, yet this investment rarely yields the expected returns. Opening up Education represents an opportunity for Member States to work together and to learn from each others' experiences, avoiding duplication and lowering costs.

INDUSTRY: What will it mean for digital and education businesses?

Besides educational institutions, education is also backed by an industry, which provides textbooks, eLearning tools and applications for mathematics, for language learning, learning games and other education material. Using technology more extensively in education opens a new set of opportunities for industry, and coordinating at the European level will speed up the growth of these markets

For more information:

1. Actions under Opening Up Education: http://europa.eu/rapid/press-release_MEMO-13-813_en.htm
2. Digital Agenda and Education: <https://ec.europa.eu/digital-single-market/education>
3. Communication on Opening up Education: <http://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1389115469384&uri=CELEX:52013DC0654>
4. Grand Coalition for Digital Jobs: <https://ec.europa.eu/digital-single-market/en/grand-coalition-digital-jobs>
5. Network of 30 European Ministries of Education dedicated to the innovative use of educational technology: <http://www.eun.org/about>

**3. What are
Open Educational
Resources (OER)?**

ICT and Open Educational Resources facilitate a more interactive, creative, flexible and personalized participation in the learning process.

Open Educational Resources are teaching, learning or research materials that are in the public domain or released with an intellectual property license that allows for their free use, adaptation, and distribution. They represent a strategic opportunity to improve the quality and enhance the equity of education.

1. Open Education Europe: the central access point to find Open Educational Resources

This website allows students, practitioners and educational institutions to share free-to-use open educational resources.

<http://www.openeducationeuropa.eu/>

1.1. MOOCs (Massive Open Online Courses)

Massive Open Online Courses (MOOCs) are changing the educational field, challenging traditional institutional strategies and recognition schemes and opening up new opportunities for learners and educators – both from within and outside formal education.

Keys

- online courses designed for large numbers of participants,
- that can be accessed by anyone anywhere as long as they have an internet connection,
- are open to everyone without entry qualifications,
- And offer a full/complete course experience online for free.

http://www.openeducationeuropa.eu/es/european_scoreboard_moocs

1.2. eTwinning

eTwinning is the community for schools in Europe which offers a platform for staff (teachers, head teachers, librarians, etc) working in a school in one of the European Countries involved to collaborate, develop projects and share experiences.

<http://www.etwinning.net>

1.3. EPAL Electronic Platform for Adult Learning in Europe

EPAL is a multilingual open membership community for teachers, trainers, researchers, academics, policy makers and anyone else with a professional role in adult learning across Europe. This platform let interact with your peers across Europe through the thematic areas which provide structured content according to topic. Moreover everyone can find projects and make professional connections using the partner search repository.

EPAL is funded by the European Commission, as the latest development in an ongoing commitment to improving the quality of adult learning provision in Europe.

<http://ec.europa.eu/epal/en/>

For more information on Open Educational Resources (OER):

1. Open upEd is one of the largest MOOC providers for higher education:
<http://www.openuped.eu/>
2. Learning Opportunities and Qualifications: <http://ec.europa.eu/ploteus/en/home>
3. Supports teachers in creating unique teaching resources, share them within communities of interest and grow in their professional life:
<http://www.opendiscoveryspace.eu/>
4. Impact of Massive Open Online Courses in Europe: <http://moocknowledge.eu/>

4. What is the European Digital competence for citizens?

What is the Digital Competence Framework for Citizens and why is it needed?

Digital competence is more than just ICT functional skills; it involves critical, creative and collaborative uses of ICT and can be broadly defined as the confident, critical and creative use of ICT to achieve goals related to work, employability, learning, leisure, inclusion and/or participation in society.

The EU Digital Competence framework offers learning outcomes descriptors for three proficiency levels (in EUROPASS-CV), and eight proficiency levels on the user needs for other purposes (self-assessment, curricula designs, talent assessment, etc.).

Essentially, the framework identifies 21 competences in five key areas, describing what it means to be digitally savvy. People need to have competences in each of these areas in order to achieve goals related to work, employability, learning, leisure and participation in society.

The European Digital Competence Framework for Citizens, DigComp's five key areas and 21 competences:

- **Information processing**
 - Browsing, searching and filtering data, information and digital content
 - Evaluating data, information and digital content
 - Managing data, information and digital content
- **Communication and collaboration**
 - Interacting through digital technologies
 - Sharing through digital technologies
 - Engaging in citizenship through digital technologies
 - Collaborating through digital technologies
 - Netiquette
 - Managing digital identity
- **Digital content creation**
 - Developing digital content
 - Integrating and re-elaborating digital content
 - Copyright and licenses
 - Programming
- **Safety**
 - Protecting devices
 - Protecting personal data and privacy
 - Protecting health and well-being
 - Protecting the environment
- **Problem solving**
 - Solving technical problems

- Identifying needs and technological responses
- Creatively using digital technologies
- Identifying digital competence gaps

WHO CAN USE DIGCOMP?

The framework can be used by a range of individuals and organizations to assess digital competences. EU citizens with poor digital skills can use it to identify the knowledge they need to become more active in society. Someone who is unemployed and looking for work can use DigComp to identify the digital skills they already have and add that information to their CV and job applications. In addition, the framework can help them to identify the skills they lack, making it easier to search for the right development and learning opportunities.

Employers searching for new members of staff can use DigComp to define precisely the competences and qualifications that are required to draw up a job description or fill a vacancy. Employment services can use the framework to exchange relevant labour market information — such as CVs and vacancies — and to offer informed career guidance to jobseekers for all jobs that require digital skills but which are not ICT professions.

HOW DOES DIGCOMP WORK?

Anyone can freely describe their digital competence in 27 languages through the EUROPASS self-assessment tool based on the DigComp framework (see:<https://europass.cedefop.europa.eu/en/about>).

EUROPASS is an EU service that allows jobseekers to showcase their skills and qualifications in formats that can be easily understood across Europe.

People completing the EUROPASS self-assessment are asked to declare their level of digital competence for each of DigComp's five key areas. Users are provided with three possible answers, which have been designed to show whether their competence is at the level of basic user, independent user or proficient user.


Employers' organisations, trade unions, employment services, education and training providers, and European sector skills councils are among those that already contribute to the framework's development. Their continued, active involvement will ensure that DigComp remains a practical, flexible and relevant tool — one which can be used by a wide range of people and organisations. For more information see: <http://ec.europa.eu/jrc/digcomp>

Useful links:

1. Competence Framework for ICT professionals:<http://www.ecompetences.eu/>
2. Digcomp 2.0: <http://ec.europa.eu/jrc/digcom>
3. e-skills: <http://www.eskillslandscape.eu/>
4. Digital entrepreneurship:http://ec.europa.eu/growth/sectors/digital-economy/entrepreneurship_en
5. Network for the enhancement of digital competences skills: <http://digiskills-project.ea.gr/>

MODULE 2. PUBLIC ADMINISTRATION SERVICES FOR UNEMPLOYED YOUNG PEOPLE

Youth employment is a priority for the European Union. The situation varies a lot across Member States. What is the EU administration doing to solve this challenge?



**1. What is the EU doing
for the
unemployed youth?**

THE YOUTH GUARANTEE

1. What is the Youth Guarantee?
2. Approach
3. Implementation
1. **What is the Youth Guarantee**

The Youth Guarantee is a new approach to tackling youth unemployment which ensures that all young people under 25 – whether registered with employment services or not – get a good-quality, concrete offer within 4 months after leaving the education system or becoming unemployed. The good-quality offer should be for a job, apprenticeship, traineeship, or continued education and be adapted to each individual need and situation.

EU countries endorsed the principle of the Youth Guarantee in April 2013.

2. Approach

The outcome-oriented approach of the Youth Guarantee allows Member States to tailor implementation according to national and local circumstances. The most significant challenge is now to ensure a successful and timely roll-out of the Youth Guarantee implementation plans, particularly in a context of budgetary constraints.

Developing and delivering a Youth Guarantee scheme requires strong cooperation between all the key stakeholders: public authorities, employment services, career guidance providers, education & training institutions, youth support services, business, employers, NGOs, trade unions, etc. Early intervention and activation are key and, in many cases, reforms are needed, such as improving vocational education and training systems.

The Youth Employment Initiative (YEI) was launched to provide extra support to young people aged below 25 and living in regions where youth unemployment was higher than 25% in 2012. It particularly supports young people who are not in education, employment or training (NEETs), including long-term unemployed youngsters or those not registered as job-seekers. This ensures that in parts of Europe where the challenges are most acute, young persons can receive targeted support. The YEI provides additional funding to support the implementation of the Youth Guarantee.

3. Implementation

The European Commission has helped each EU country to develop its own national Youth

Guarantee Implementation Plan and start implementation. The Commission has supported awareness raising activities on the setting up of the Youth Guarantee, with a pilot running in 4 Member States (Latvia, Finland, Portugal and Romania) in 2015. The concept, products and visuals from this pilot as well as lessons learnt have been put at the disposal of national, regional and local authorities who wish to use it further as an electronic toolkit.


The Commission continues to support awareness raising and outreach activities in further four Member States (Bulgaria, Greece, Lithuania and Slovenia) in 2016-17. In addition, a call for proposals has been launched in April 2016 to provide support to Youth Guarantee outreach activities in five more Member States in 2017-18.

Further, the Commission also facilitates the sharing of best practices between governments, in particular through the European Employment Strategy Mutual Learning Programme.

Useful links:

There are many related documents that provide useful information on the issue:

- I am a young European: Where can I register for the Youth Guarantee?
<http://ec.europa.eu/social/BlobServlet?docId=14412&langId=en> (in EN, for all partner countries)
 - The Youth Guarantee - First Successes
<http://ec.europa.eu/social/BlobServlet?docId=13933&langId=en> (in EN, for all partner countries)
 - List of Youth Guarantee coordinators - April 2016
<http://ec.europa.eu/social/BlobServlet?docId=11490&langId=en> (in EN, for all partner countries)
- Frequently Asked Questions on the Youth Guarantee
<http://ec.europa.eu/social/BlobServlet?docId=11423&langId=en> (in EN, for all partner countries)



2. What tools for unemployed youth are available at EU level?

What tools for unemployed youth are available at EU level?

Measures to be taken forward in close partnership with social partners and relevant stakeholders:

1. European Alliance for Apprenticeships
2. Quality Framework for Traineeships
3. Labour Mobility EURES
4. „Your first EURES Job“

1. European Alliance for Apprenticeships

Apprenticeships as a successful form of work-based learning ease the transition from education and training to work, and evidence suggests that countries with a strong VET and apprenticeship system have lower levels of youth unemployment.

Apprenticeships formally combine and alternate company-based training with school-based education and lead to a nationally recognised qualification upon successful completion. Most often

there is a contractual relationship between the employer and the apprentice, with the apprentice being paid for his/her work.

The EAfA promotes youth employment and supports the aims of the Youth Guarantee, while reducing the disparity between skills supply and demand on the labour market.

2. Quality Framework for Traineeships (QFT)

So that young people can acquire high quality work experience under safe and fair conditions and to increase their employability, upon a proposal from the European Commission, in March 2014 Member States agreed on a Quality Framework for Traineeships (QFT). The QFT is an important reference for the determination of a good quality traineeship under the Youth Guarantee. It puts forward guidelines to ensure that all traineeships are based on a written agreement covering learning content and working conditions (i.a. learning objectives, mentorship, limited duration, working time, clear indication whether remuneration/compensation and social protection apply). In addition, traineeship providers are recommended to enhance transparency by disclosing already in the vacancy notice the financial conditions (compensation and social security coverage) and the share of ex-trainees recruited in the past after their traineeship.

3. Labour mobility EURES

The EU facilitates labour mobility, in particular by making young people aware of job opportunities in other EU countries. The EURES portal provides information, advice and recruitment/placement (job matching) services for the benefit of workers and employers as well as any citizen wishing to benefit from the principle of free movement of workers. EURES is a co-operation network between the European Commission, Public Employment Services (PES) of 28 Member States, and their partners. It consists of about 1000 EURES advisers working on transnational and cross border mobility issues. The human network is complemented by the EURES Job Mobility portal which gives access to about 1.4 million job vacancies and over one million CV's across Europe. There are on average more than a million visitors on the EURES portal per month. The overall ongoing reform of EURES aims at making EURES a more demand-driven and result-oriented recruitment tool.

4. Your first EURES Job (YfEJ)

Your first EURES Job is a "targeted mobility scheme". These schemes aim to:

- fill vacancies in a certain sector, occupation, country or group of countries, or
- support particular groups of workers with a propensity to be mobile, such as young people.

Your first EURES job is open to young candidates and employers of the EU-28 countries, Norway and Iceland. Candidates must be nationals and legal residents in any of those countries. The scheme aims to help both young people up to 35 years old to find a job, traineeship or apprenticeship in another Member State and employers to find the skills they need for their hard to fill vacancies. Activities are implemented by consortia driven by EURES services, involving at least seven countries.

Your first EURES Job ran as a pilot between 2012 and mid-2015. This "preparatory action" was financed by the EU budget years 2011-2013. The aim was to help young EU citizens aged 18-30 find a job, traineeship or apprenticeship in any EU country.

As of 2014, Your first EURES Job is financed under the EURES axis of the EaSI programme. Activities are funded through annual calls for proposals. For more information please consult the links provided in the following section.

Useful links:

The Alliance is a platform for sharing experiences and learning from best practices. You can also find partners, develop new ideas and initiatives, and access the latest news and tools on apprenticeships. To find out more, have a look at the frequently asked questions:

- http://europa.eu/rapid/press-release_MEMO-15-5241_en.htm (in EN, for all partner countries)
- Visit the website <http://ec.europa.eu/apprenticeships-alliance> (in all official EU languages, for all partner countries)
- or send an email if you wish to receive the EAfA Newsletter <mailto:empl-eafa@ec.europa.eu>

Register your concrete apprenticeship and training opportunities on the new Drop'pin website: <https://ec.europa.eu/eures/droppin/en> (in all official EU languages, for all partner countries)

The European jobs network EURES: <https://ec.europa.eu/eures/public/language-selection> (in all official EU languages, for all partner countries)

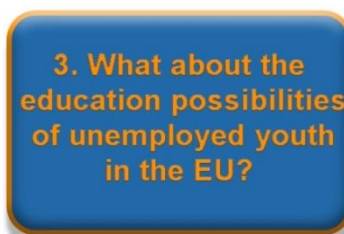
EURES is much more than the Job Mobility Portal of the EU. Find out more about what EURES can do for you: <https://ec.europa.eu/eures/main.jsp?acro=eures&lang=en&catId=1&parentId=0> (in EN, for all partner countries)

Chat with EURES Advisers: <https://ec.europa.eu/eures/public/en/chat-with-eures-advisers> (in EN, for all partner countries)

More about Your first EURES Job on the EURES portal:

- for jobseekers: <https://ec.europa.eu/eures/public/your-first-eures-job-js> (in all official EU languages, for all partner countries)

for employers: <https://ec.europa.eu/eures/public/your-first-eures-job-emp> (in all official EU languages, for all partner countries)



What about the education possibilities of unemployed youth in the EU?

Measures in the field of education and culture: The Erasmus+ programme

1. What is it about?
2. Opportunities for individuals
3. Youthpass

1. What is it about?

The Erasmus+ programme supports projects designed for youth organisations or groups of young people, with a focus on non-formal learning, such as youth exchanges, opportunities for volunteering, training, and networking opportunities for youth workers, cooperation for innovation in youth work, as well as projects to engage young people in a Structured Dialogue with policy makers. The aim of Erasmus+ is to contribute to the Europe 2020 strategy for growth, jobs, social equity and inclusion, as well as the aims of ET2020, the EU's strategic framework for education and training.

2. Opportunities for individuals

Erasmus+ brings such opportunities to all - students, staff, trainees, teachers, volunteers and more. It's not just about Europe or Europeans either - with Erasmus+, people from all over the world can access opportunities.

Studying abroad is a central part of Erasmus+ and has been shown to have a positive effect on later job prospects. It is also an opportunity to improve language skills, gain self-confidence and independence and immerse yourself in a new culture. Erasmus+ also offers the chance to combine studying abroad with a traineeship. Opportunities are available for students at Bachelor, Master or Doctoral levels.

Erasmus+ can help you gain valuable work experience by supporting traineeships (work placements, internships etc.) abroad. The cultural understanding and language skills you learn from working in another country can make it easier to find a job after your studies. Furthermore, working in a relevant organisation opens up perspectives on your studies that seminars and workshops may not provide. These opportunities are open to people currently in education and recent graduates. Traineeships can be carried out in any relevant organisation.

Erasmus+ is open to all young people, not just those involved in education or training. With Erasmus+, you can volunteer in Europe or outside of Europe or participate in a youth exchange abroad. The European Voluntary Service is open to young people aged 17-30 and lets you travel abroad for a period between 2 weeks and 12 months to participate in a project on a voluntary basis. A wide variety of projects are available in many areas such as social care, the environment and culture. Youth exchanges allow groups of young people from different countries to meet and live together for up to 21 days. On a youth exchange, you can expect to participate in activities such as workshops, exercises, debates, role-plays, outdoor activities, etc.

3. Youthpass

Youthpass is a European recognition tool for non-formal and informal learning in youth work. Youthpass is for projects funded by Erasmus+ Youth in Action programme. With Youthpass the participants of these projects can describe what they have done and show what they have learnt. As a tool to document that recognises learning outcomes, it puts policy into practice and practice into policy:

- While creating their Youthpass Certificate together with a support person, the participants of the projects have the possibility to describe what they have done in their project and which competences they have acquired. Thus, Youthpass supports the reflection upon the personal non-formal learning process and outcomes.
- Being a Europe-wide validation instrument for non-formal learning in the youth field, Youthpass contributes to strengthening the social recognition of youth work.
- Describing the added value of the project, Youthpass supports active European citizenship of young people and of youth workers.

Youthpass also aims at supporting the employability of young people and of youth workers by documenting the acquisition of key competences on a certificate.

The Online Linguistic Support (OLS) has been designed to assist Erasmus+ participants in improving their knowledge of the language in which they will work, study or volunteer abroad so that they can make the most out of this experience (in EN, for all partner countries):

<https://www.youtube.com/watch?v=8okpisQwH3A&feature=youtu.be>

Youthpass process (in EN, for all partners):

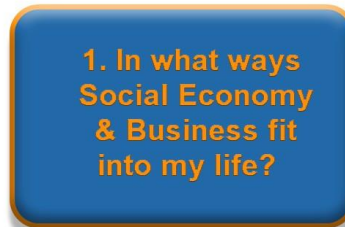
<https://www.youtube.com/watch?v=3hHe95Zy5CY&feature=youtu.be>

Useful links:

1. Erasmus+ website is available in all official EU languages and can be useful for all partner countries: http://ec.europa.eu/programmes/erasmus-plus/node_en
2. Eurodesk is one of the most comprehensive and accessible sources for free information about learning mobility opportunities. Eurodesk also provides national support in 34 countries, as well as training opportunities in an international environment: <https://eurodesk.eu/> (in EN, for all partner countries)
3. SALTO-YOUTH is a network of centres providing non-formal learning resources for youth workers and youth leaders, as well as organising training and networking activities to support organisations and National Agencies active in the Erasmus+ programme: <https://www.salto-youth.net/> (in EN, for all partner countries)
4. Useful for students: http://ec.europa.eu/programmes/erasmus-plus/individuals_en#tab-1-1 (in EN, for all partner countries)
5. Useful for trainees: http://ec.europa.eu/programmes/erasmus-plus/individuals_en#tab-1-4 (in EN, for all partner countries)
6. For all young people: http://ec.europa.eu/programmes/erasmus-plus/individuals_en#tab-1-5 (in EN, for all partner countries)
7. Youthpass website is available in all official EU languages and useful for all partner countries: <https://www.youthpass.eu/en/youthpass/>

MODULE 3. SOCIAL ECONOMY AND LABOUR INTEGRATION

It is stated that Social Economy is mainly defined as the respect for common values and ways of working (European Parliament, 2009). What social economy stands for and how it serves to decrease youth unemployment? Please, check module N° 3 for the ongoing initiatives and real case descriptions.



A significant proportion of Europe's economy is intended to make profits for people other than investors or owners.

Therefore social economy enterprises and companies in Europe, which are rather different from capital-based companies, are mainly as it is stated below:

- they are founded on the principles of solidarity and collective involvement in a process of active citizenship;
- generate high quality jobs and a better quality of life and offer a framework suited to new forms of enterprise, work and responsible consumption;
- play an important role in regional and local development and social cohesion;
- are socially responsible;
- remain as a factor of economic democracy;
- contribute to the stability and pluralism of markets;
- contribute to key European Union's priorities and strategic objectives such as: smarter, sustainable and inclusive development, social cohesion, full employment and the fight against poverty, participatory democracy, better governance, sustainable development etc.

Briefly – *social economy* is everywhere and for anyone. Social Economy enterprises and organizations are particularly active in the following domains: *social security, social and health services, insurance services, banking services, local services, education, training and research, social tourism, renewable energy, consumer services, industrial and agrifood production, handicraft, building, residential environment and cooperative housing, associated work, as well as in the domains of culture, sport and leisure activities.*

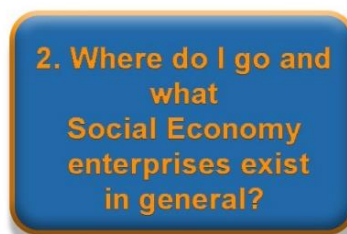
This particular tool concentrates on the role that work integration social enterprises (WISE) play for the employment of young people with low general and professional skills.

Check this out: “*Social Business in Lithuania*” – a YouTube movie:
<https://www.youtube.com/watch?v=zADS4f9PBUI&feature=youtu.be>

Useful links:

1. Social economy in the EU (useful for all partner countries in EN and LT):http://ec.europa.eu/growth/sectors/social-economy_en
2. Social economy Europe (useful for all partner countries in EN and LT):<http://www.socialeconomy.eu.org/>
3. Social economy Europe (2) (useful for all partner countries in EN and LT):
<http://www.socialeconomy.eu.org/social-economy>

4. A map of social enterprises and their eco-systems in Europe. Country Report: Lithuania (useful for all partner countries in EN):
file:///E:/Documents/Downloads/SE%20Mapping_Country%20Report%20Lithuania.pdf
5. Social Economy – FEANTSA (useful for all partner countries in EN):
http://www.feantsa.org/spip.php?action=acceder_document&arg=853&clic=a18f11dd7a073ee7e5865c948740f2f95e3391da&file=pdf%2F0908_social_economy_document_final_en.pdf



There are 2 million social economy enterprises in Europe, representing 10% of all businesses in the EU. More than 11 million people – about 6% of the EU’s employees – work for social economy enterprises.

Existing various associations and networks in Europe unite social economy enterprises in order to make people’s lives of much better quality:

European Network of Social Integration Enterprises (ENSIE)

ENSIE calls to public authorities, especially national ones, to create a favorable eco-system for the maintenance and development of the social enterprises that help the most excluded and marginalized persons.

European Federation of National Organizations Working with the Homeless (FEANTSA)

Picking up on the concept of “multi-disadvantaged workers“, FEANTSA noted that homeless people also deserve special attention due to the distance that separates them from the labor market and the lack of adapted employment opportunities they face.

Social Economy Europe (SEE)

SEE is the EU-level representative organization for the Social Economy.

European Network of Cities and Regions for the Social Economy (REVES)

REVES is the unique European organization based on partnership between local and regional authorities and territorial social economy organizations.

European Economic and Social Committee (EESC)

The EESC is made up of three groups: Employers, Workers and Various Interests. The aim is to build consensus between these groups so that EESC opinions truly reflect the economic and social interests of EU citizens.

Spanish Business Confederation of Social Economy (CEPES)

The Spanish Social Economy Employers’ Confederation (CEPES), established in 1992, is a nationwide employer’s confederation whose inter-industry nature makes it the largest representative institution for Social Economy in Spain, becoming a platform for institutional dialogue with the public authorities.

Work integration social enterprises (WISE)

In many EU countries the social economy and more specifically WISE play an important role for the employment of disadvantaged workers.

HOW YOUNG PEOPLE CONTRIBUTE FROM SOCIAL ECONOMY SCHEMES?

LITHUANIAN CASE

Youth (14-29 years) is an age group which is highly receptive to the changes, therefore targeted and focused education of young people may be changing their worldview, values and attitudes.

The solution was sought in strengthening international cooperation and adopting best practice of Germany, Flanders (Belgium), Wales (the Great Britain), Norway (*Lithuanian Youth Policy*, 2013).

Check this out: “*The scheme of youth work and integration into the labor market in Lithuania*“ (p. 23): <http://www.jrd.lt/uploads/JRD.pdf> (available in EN)

Useful links:

1. Youth Guarantee Implementation Plan (2014-2020) (useful for all partner countries in EN and LT): <http://jaunimogarantijos.lt/en/implementation-plan/120>
2. Lithuanian Youth Policy, 2013 (useful for all partner countries in EN and LT): <http://www.jrd.lt/uploads/JRD.pdf> (pp. 21-23)
3. Social economy enterprise in Lithuania (useful for all partner countries in EN and LT): <http://www.enterpriselithuania.com/en>
4. Social economy Europe (useful for all partner countries in EN and LT): <http://www.socialeconomy.eu.org/social-economy>
5. The social economy from the perspective of active inclusion: employment opportunities for people far from the labor market (useful for all partner countries in EN): file:///E:/Documents/Downloads/Belgium_EN_final.pdf
6. European Network of Social Integration Enterprises (ENSIE) (useful for all partner countries in EN): <http://www.ensie.org/>
7. European Federation of National Organizations Working with the Homeless (FEANTSA) (useful for all partner countries in EN): <http://www.feantsa.org/>
8. Social Economy Europe (SEE) (useful for all partner countries in EN): <http://www.socialeconomy.eu.org/>
9. European Network of Cities and Regions for the Social Economy (REVES) (useful for all partner countries in EN): <http://www.revesnetwork.eu/wp/>
10. European Economic and Social Committee (EESC) (useful for all partner countries in EN): <http://www.eesc.europa.eu/?i=portal.en.home>
11. Spanish Business Confederation of Social Economy (CEPES) (useful for all partner countries in EN and Spanish): <http://www.cepes.es/>
12. Lietuvos verslo konfederacija (LVK) (useful for all partner countries in EN and LT): <http://www.lvk.lt/en>
13. Social Enterprise Summit: Report, Vilnius (useful for all partner countries in EN): http://www.britishcouncil.lt/sites/default/files/ses_report_eng.pdf
14. Innovative Social Enterprise Development Network (ISEDE-NET) (useful for all partner countries in EN): <http://www.isede-net.com/content/social-economy/wise-work-integration-social-enterprises-tool-promoting-inclusion>

3. How Social Economy is regulated in the EU?

EU Member States can be divided into three main groups, based on the legal framework in which social economy entities operate:

- *the first group* represents the highest level of social economy acceptance, where initiatives directed at creating overarching social economy legal frameworks have been developed (e.g. BE, IT, PT, ES, SE and FR);
- *the second group* comprises of countries that have adopted some statutory provisions covering social economy organizations but who have stopped short of developing a systematic normative approach (e.g. UK, DK, FI, EL, PO, MT and LU);
- *the third group* is comprised of countries with a low level or no legal recognition of the social economy, stemming from either the low development of the social economy or the fact that it is not clearly defined, due to other developed overlapping concepts, such as the third sector (e.g. HU, AT, EE, DE, LT, LV, CZ, SI and NL).

Useful links:

1. Legal Framework For Social Economy And Social Enterprises – (this Report (2012) covers the following countries: *Italy, Spain, the United Kingdom, Slovenia and Austria*. Italy, Spain, the United Kingdom and Slovenia are chosen because of their advanced legal infrastructure for SE) (see Annexes 2 & 3, pp. 75-77): <http://evpa.eu.com/wp-content/uploads/2013/02/ECNL-on-socent-in-Europe.pdf>
2. Social Economy: Study for the IMCO Committee. (2016): [http://www.europarl.europa.eu/RegData/etudes/STUD/2016/578969/IPOL_STU\(2016\)578969_EN.pdf](http://www.europarl.europa.eu/RegData/etudes/STUD/2016/578969/IPOL_STU(2016)578969_EN.pdf)
3. *The Law on Unemployment Social Insurance* (OG, 2004, No 4-26) is the primary law regulating support in case of unemployment in Lithuania. This law establishes the legal relationship of unemployment social insurance; the categories of persons covered by this insurance; entitlement to this insurance; conditions for granting this insurance; calculation, payment, funding and administration of this insurance; and responsibility for this insurance.

4. Is Social Economy for me? A bit of the best practices

Check this out: we put some of the best practices of social economy implementation:

*“**Magdas Hotel case:** the first hotel run by refugees in Europe, which opened its doors in Vienna (Austria) in February 2015. This social enterprise aims to support refugees, by providing them with training, enabling them to integrate more easily into the work market. This initiative is particularly significant as it manages to address a compelling social and political issue (the integration of refugees in European society) at the same time as it provides an effective response to market failure (the hotel sector is constantly on the lookout for staff). In terms of its financing, apart from the support of Caritas Austria, this establishment relies on partnerships with museums and private actors. To explain the philosophy underlying the establishment of the Magdas Hotel, the*

coordinator of this initiative has declared that: "rather than focusing on people's shortcomings, we are focusing on their resources". Furthermore, this undertaking constitutes a replicable idea, given the European dimension of the socio-economic issues that Magdas is tackling.

Le Mat case: this is one of the first social franchises in Europe for running hostels, hotels and B&Bs. Each Le Mat is a social enterprise, aiming to create opportunities for local people and their communities, through sustainable tourism. Each Le Mat hotel, hostel or B&B must be a social enterprise, according to national laws, but must also incorporate pre-established social values. These include employing disadvantaged groups, promotion of the local community and its products, applying environmentally friendly procedures, plus ensuring access to guests that may face barriers in the hospitality sector. Le Mat was first established in Italy but has spread to other European countries, including Sweden.

Le Tech Life Onlus case: this social enterprise combines the integration of prisoners and former prisoners back into employment within an enterprise with an environmentally friendly mission. The enterprise specialises in the ecological management of electronic waste. A key driving force underlying the enterprise's success is the cooperation with prisons around Italy, including training while prisoners are still incarcerated. This facilitates the pathway to reintegration of individuals who may otherwise find themselves outside the labour market“.

Other examples of work integration social enterprises (WISE) employing low skilled people and experiencing homelessness

The following examples describe initiatives that work with people experiencing homelessness. The first example is about a WISE in France that employs a number of disadvantaged workers on full time contracts:

*In the **Jardin de Cogagne (Garden of Plenty) in Besançon, France**, homeless people are growing organic fruits and vegetables and sell them to customers who have a subscription for receiving a basket of seasonal fruits and vegetables every week. In return for employing these people, the state reimburses the organisation (employer) for an amount almost equal to the total wage. The organisation provides employment for a certain number of posts and receives grants from regional government that are administered through the European Social Fund (ESF).*

*At the **Kofoeds Skole in Copenhagen, Denmark**, people experiencing homelessness can participate in a range of occupational activities. The more advanced activities are a joiner's shop, a smithy, a painter's workshop, a car repair workshop, a printing workshop, a laundry, clothes and furniture depots, a cleaning section and a kitchen and canteen. Participants in these workshops have a normal working week and receive a financial compensation: <http://www.kofoedsskole.dk/>*

*In **Bologna, Italy, Piazza Grande** is a so-called 'type B' – cooperative that provides employment opportunities for homeless people in a range of areas. These include a well known street newspaper 'Piazza Grande', a bicycle workshop and a tailor workshop:
<http://www.piazzagrande.it/index.html>*

***De Wroeter in Belgium** grows organic vegetables and fruits and sells these on local markets or via an online shop. De Wroeter has approximately 50 people as paid staff and already exists for more than 25 years. 50% of costs are covered by public funding. The remaining budget has to be generated through selling the products: <http://www.dewroeter.be/ac/>*

“Cash und Raus” in Düsseldorf, Germany collects old furniture from households or organises liquidations of apartment contents. The furniture is then sold in a second-hand shop. Cash and Raus offers employment opportunities for people with multiple needs in areas such as logistics, sales, reception and administration: <http://cash-und-raus.skmd.de/>

*In the UK, the **Big Issue** is a weekly magazine which offers homeless and vulnerably housed people the opportunity to earn an income. Vendors buy the Big Issue for 70 p and sell it to the public for £1.50, keeping 80 p for themselves: <http://www.bigissue.com/>*

*Also **Friday People** helps disadvantaged young jobseekers (aged 16-24) develop the expertise essential for employment. The organization uses coaching to focus aspirations, structured training to meet skill gaps and practical supervised projects to demonstrate their ability to complete tasks accurately and on time. To date, 7 out of 10 participants have moved into full time employment or back into further education: <http://www.fridaypeople.org.uk/>*

*Another WISE is **Street Shine** which employs homeless people to offer shoe shining services to customers within offices throughout London. The “Shiners” who are referred to Street Shine by participating homeless organisations, receive training, a regular income, a bank account and ultimately the chance to start up their own franchise: <http://www.streetshine.com/>*

*In **Lithuania** to promote youth entrepreneurship in Lithuania’s largest cities and regions is one of the aims of “Enterprise Lithuania” under the Ministry of Economy. To achieve this aim, “Enterprise Lithuania” is applying various measures. One of them is first-year innovative and traditional business service baskets: <http://www.jrd.lt/uploads/JRD.pdf>*

*Also social integration project **Mano guru: naujos galimybės darbo rinkoje (My Guru: new opportunities in labor market)** in Vilnius (Lithuania) – strives to help in rehabilitation processes for those who were addicted, homeless, jobless etc.: <http://www.manoguru.lt/projektas-mano-guru-naujos-galimybes-darbo-rinkoje/> (available only in LT)*

***Social Business** is rather well developed in Lithuania as well, while supporting those who are in various needs (e.g. for disabled people, people with low incomes or low skilled ones): <http://www.socialinisverslas.lt/gerieji-pavyzdziai/> (available only in LT)*

These examples show that WISE can play an important role in employment strategies for disadvantaged workers. If you are jobless and feel that you do not have enough working skills, just look for opportunities social economy gives you. Or be creative, initiative and think, maybe you could be the one who starts his own social responsible business! Find useful information on other modules of PROVYP website.

Useful links:

1. Social Economy – FEANTSA (useful for all partner countries in EN):
http://www.feantsa.org/spip.php?action=acceder_document&arg=853&cle=a18f11dd7a073ee7e5865c948740f2f95e3391da&file=pdf%2F0908_social_economy_document_final_en.pdf
2. ONLINE SURVEY ON Promoting Empowerment of People in achieving poverty eradication, social integration and full employment integration and full employment and decent work for all (useful for all partner countries in EN):
<http://www.un.org/esa/socdev/publications/FullSurveyEmpowerment.pdf>

MODULE 4. START YOUR OWN BUSINESS

Are you considering establishing your own business and have no clue where to start?

1. What is the 1st step
starting my own
business?



Source: www.entrepreneur.com

You will need **an idea** for a business before you do anything else. How do you come up with a successful idea?

1. Clarify your personal experience and professional competences
2. Have a look at the foreign experience
3. Make a market research
4. Identify the need
5. Check for its potential
1. **Clarify your personal experience and professional competences.** Think about what you can do best or what you are passionate about. For example, if you can make hand-made jewelery, you are a good photographer or you are good at doing your job, all your competences and knowledge could be a base for your own business.
2. **Have a look at foreign experience.** If you went abroad and you liked a product or a service that is not provided in your country, it could be a great business idea. You can analyze how business works in another country and adapt it for your area.
3. **Do some market research.** The easiest way to search for business ideas is to look for them on the internet.
4. **Identify a need.** Come up with a business idea by identifying things people need and are willing to pay for something that is not provided in your area, or what you can do better than anyone else. Identifying needs can be very easy – watch the video on how to do it:

<https://www.youtube.com/watch?v=cIsA1s9SwEU&feature=youtu.be>

5. **Check for the potential of your idea.** To come up with a successful idea, you should evaluate the following: if your service or product will be useful; if people will pay money for it; if there are any obvious legal or other restrictions for the realisation of your idea in your country. If you are still not sure that your idea will be a success, ask your friends/relatives/neighbours/colleagues if they will use your service.

To generate a SUCCESSFUL business idea more easily, answer the 5 questions:

- What are you best at?
- Do you think that you can do something better / cheaper / faster than another company that works in your area?
- Did you like any product abroad (e.g. food, clothing, etc.) which you have never seen / experienced in your own country?
- Did you like any service abroad that is not provided in your area?
- Maybe you noticed that your area lacks cafes/shops/ hairdresser's or other services? Perhaps this is not only your need?

Useful links:

1. Need a Business Idea? Here are 55: <https://www.entrepreneur.com/article/201588>
2. 24 Great Small Business Ideas for 2016: <http://www.businessnewsdaily.com/1646-great-business-ideas-2012.html>
3. 101 Best Side Business Ideas to Start While Working Full-Time: <http://www.ryrob.com/best-businesses-start-while-working-full-time-job/>
4. Twenty Businesses You Can Start Tomorrow: <http://www.forbes.com/sites/seanstonefield/2011/06/09/twenty-businesses-you-can-start-tomorrow/#7e2c5db25578>
5. Idea bank: <http://leidimai.verslilietuva.lt/en/plan/idea-bank/>
6. Verslo idėjos: <http://www.verslilietuva.lt/lt/verslo-pradzia-pirmieji-zingsniai-ideja>
7. <http://www.businessfactorynt.co.uk/biz/ideas-bank/>
8. <http://www.entrepreneur.com/businessideas/index.html>
9. <http://sbinformation.about.com/od/business-ideas/a/small-business-ideas.htm>
10. <http://www.coolbusinessideas.com/>
11. Various methods are used for generation of ideas and their detail specification. Some of them are presented below:
 - Walt Disney method <http://www.idea-sandbox.com/blog/disney-brainstorming-method-dreamer-realist-and-spoiler/>
 - Scamper method <http://www.ideaconnection.com/thinking-methods/scamper-00022.html>
 - Mind map <http://www.mindmapping.com/>
 - Brainstorm <http://www.mindtools.com/brainstm.html>

**2. How to write
a business plan?**



Source: www.entrepreneur.com

A business plan is a *written description* of your business's future, a document that tells what you plan to do and how you plan to do it. If you jot down a paragraph on the back of an envelope describing your business strategy, you've written a plan, or at least the germ of a plan.

Business plans are inherently strategic. You start here, today, with certain resources and abilities. You want to get to a there, a point in the future (usually three to five years out) at which time your business will have a different set of resources and abilities as well as greater profitability and increased assets. Your plan shows how you will get from here to there.

Main questions that have to be answered within a business plan:

- WHO we are?
- WHERE do we go or WHOM we want to become?
- HOW we are going to get there?
- HOW we will measure our success?

Business plan's structure should have at least these chapters:

- Summary – briefly explaining the main idea and the ways to implement that.
- Market analysis – presenting the demands, possible obstacles and the way outs – how the product/service is going to be introduced into the market.
- SWOT analysis. SWOT analysis of identifying possible strengths, weaknesses, opportunities, and threats while implementing your business idea into the market.
- Strategy – show the ways of introducing the product or service into the market and argue it.
- Vision. Aims and objectives – show where you are heading at.
- Reasoning finances (i.e. money flow, incomes, revenue, balance etc.).
- Marketing (i.e. staff, target clients, logistics, facilities, products etc.).

Useful links:

1. Versli Lietuva: <http://www.verslilietuva.lt/lt>
2. Business Plans: *A Step-by-Step Guide*: <https://www.entrepreneur.com/article/247574>
3. Business Model Canvas:
https://www.deekit.com/templates/business/business_model_canvas/?r=cat1&gclid=CP-MwoK7ts4CFUqdGwodD20B6w
4. Free Sample Business Plans: http://www.bplans.com/sample_business_plans.php
5. How To Write A Business Plan:
<http://www.forbes.com/sites/davelavinsky/2014/01/30/how-to-write-a-business-plan/#16aee3474a38>

3. Where can I get funding?



Source: <http://articles.bplans.com/>

You will need a solid business plan to present to any investors and the best place to start would be with determining your basic cost of operations. This will outline and help you determine how much money is needed to produce the product or offer the service you intend to offer or produce. It includes production costs, shipping, taxes, worker's wages, rent for workspace etc. Knowing your cost of operations will be vital to determining if your business will be profitable, since you will need to make more than this baseline in order to remain in business.

- **Approach friends and relatives.** People who know you for a long time are most likely to have faith in your ability and intentions.
- **Talk with a bank** with whom you already have a positive relationship. Ask about what kind of business start-up loans they offer and how they can benefit your business.
 - You can apply for loans and venture capital supported by the **European Union**. Each EU State has the list of local institutions that provide loan's services for starting and developing business ideas and plans. Click *useful link 6* and choose the country where you plan your own business – find the funding opportunities over there.
- If the bank loans will not be enough, look into **local investors**. Research people in your area who may have the funds and motivation to help you.
- Seek **venture capitalists or angel investors**. Angels are high net worth individuals and venture capitalists are companies.

Useful links:

1. Versli Lietuva: <http://www.verslilietuva.lt/lt>
2. 5 Ways of Funding A Business: How To Get Your Piece Of The Pie:
<http://www.forbes.com/sites/alanhall/2012/10/20/5-means-of-funding-a-small-business-how-to-get-your-piece-of-the-pie/#7720b32142fe>

3. How to Get Your Business Funded: <http://articles.bplans.com/how-to-get-your-business-funded/>
4. Where to Get Money to Start a Business: <http://www.businessknowhow.com/money/startup-money.htm>
5. 14 Creative Financing Methods for Startups: <http://www.businessnewsdaily.com/1733-small-business-financing-options-.html>
6. More information about loans and venture capital supported by the European Union: http://europa.eu/youreurope/business/funding-grants/access-to-finance/index_en.htm

4. How to make your business reality?



Source: www.entrepreneur.com

1. Ensure your business is a success
 2. Set up your business
1. Repeatedly here are *seven tips* that will help to ensure your business is a success:
 - **Have a written plan.** Without a plan, it is merely a dream. It doesn't have to be a book, but you need a few pages outlining specific objectives, strategies, financing etc. (*check question 2*)
 - **Don't marry your plan.** Every great military general in history has known that even the best-laid plan sometimes has to be thrown in the fire when the bullets start flying.
 - **Keep your ego in check and listen to others.** Advisors are crucial because you need people to bounce ideas off, inspect what you're doing, and push you to greater accomplishments, holding you accountable for what you are committing to do.
 - **Keep track of everything, and manage by the numbers.** Create written systems for everything, because you will reap benefits from them later on.
 - **Delegate to employees and avoid micromanaging them.** A manager's job is to delegate and then inspect progress. So don't be a control freak.
 - **Use the Internet.** It is incredibly powerful and very cost efficient, but it takes time and some skill.
 - **Reinvent your business.** It is net profit, not gross revenue, that you want to focus on.

Above all, have fun. You can survive, emerge and succeed in this downsized economy, if you follow the right path.

2. If you are an EU citizen you can:

- set up your own **business** (even as a sole trader) **in any EU country (or Iceland, Norway or Liechtenstein).**
- set up a **subsidiary branch** of an existing EU-based business that is already registered in one EU country.

The requirements for business set-up vary by country, please check set-up steps for your country below (*useful link 9*).

Useful links:

1. Versli Lietuva: <http://www.verslilietuva.lt/lt>
2. 7 Ways to Help Ensure Your Business Succeeds: <https://www.entrepreneur.com/article/223390>
3. 3 Steps To Making Any Business Work: <http://johnmichaelmorgan.com/3-steps-to-making-any-business-work/>
4. The Secret to Making Your Business Work for You: <https://www.themuse.com/advice/the-secret-to-making-your-business-work-for-you>
5. 5 Ways to Make Your Business, and Life, a Work of Art: <http://www.inc.com/erik-sherman/5-ways-to-make-your-business-and-life-a-work-of-art.html>
6. Facebook can help you reach all the people who matter most to your business: <https://www.facebook.com/business/overview>
7. How to make your business a brilliant place to work: <http://www.talentedladiesclub.com/all-help/how-to-make-your-business-a-brilliant-place-to-work/>
8. Sell online: Trusted by over 300,000 businesses worldwide: <https://www.shopify.com/freetrial?term=business&Network=Search&SiteTarget=&mt=b&adid=73485270492&device=c&test=&BOID=test-global-business-broad&adpos=1o2&gclid=CNnjcXOts4CFcHNGwodgNkCSw>
9. Start-ups in any EU country: http://europa.eu/youreurope/business/start-grow/start-ups/index_en.htm

MODULE 5. NEW SKILLS REQUIREMENTS FOR FITTING JOBS

Finding the best desired job is a complicated process. Learning how to set career goals, how to communicate, attend to interviews and acquire employability skills increase the opportunities to be employed.

1. Career Choices

The career choice you make determines a huge part of the rest of your life. The choice for a career or profession is rather a complicating decision. Quite often, when a choice is made, you may stay there for a long time. In the past, it was a common phenomenon, people to follow the same profession for the rest of their working lives. However, such attitudes have changed nowadays. In case you realise that you have chosen the wrong profession, or if you are not satisfied with your job, you can decide to do something different. It is then important to carefully think about the next step.

What do I want?

It is a question many young people ask themselves, however there is not available a clear answer. Keep in mind that interests and talents differ between individuals. It is also possible that a career does not turn out to be what you expected. Even a job or a profession you initially liked, after a period, might not seem so fitting anymore.

What is career goal?



© Can Stock Photo - csp6235368

A career goal may help you to discover your abilities and skills and invest into knowledge areas to learn about something that initially attracts your interest.

A career goal is based on your:

- Skills; you have or you will gain to carry out specific tasks.
 - Personal traits; characteristics that are the embodiment of an individual's. They define your habitual patterns of behavior, temperament and emotion.
- Interests; areas, themes or activities you enjoy and may help you to develop skills and abilities.
 - Career possibilities; opportunities to obtain the job you dream for.
 - Job trends; popularity of jobs in close relations to increased opportunities for many people to get employed in a specific field.

Setting a Career Goal



© Can Stock Photo - csp1208044

Setting a career goal is an important step. It will help you to focus on what you want to achieve with your life. Such a choice can refer to a specific field like medicine, education or be even more specified to a job like social worker, accountant or mechanic

Setting a career plan

Once you have chosen a career, start thinking strategically about the steps to accomplish your goal.

Understanding and accomplishing your career goal will be a lot easier if you **create a career plan**. A career plan determines your skills and interests. It answers the question what best suits your talents, and what skills and training you need to attend to. It is recommended to write down all the steps that will help you reach your primary goal of working in your chosen occupation. You may consider it as a roadmap to drive you from point A to B, and then to other destinations. Such a plan should be described in details; short and long-term goals and the steps you will have to take to reach them. It is also good to identify and highlight any anticipated barriers and how you are planning to overcome them.

Available options

A good idea is to find out about your options.

- What professions are there?
- What do they stand for?

Ask people you know about their profession in details. You may ask them to describe to you a regular day. In addition, as long as they know you to describe to you something you might like in their job. The experiences of others may help you to decide on your own profession.

You can also get professional consultation through a career guidance counselor.



The first step is to search for a job. Nowadays there are available many different ways to search for a job. Those can be:

- Register yourself to Public Employment Services as well as to any other recruitment agencies.
- Search and look on several company websites.
- Use Job Search Engines; they allow you to search all the major job sites, company sites, associations and other online job sites by keyword and location, at the same time. Use a job search engine to speed up your job search.
- Follow social media sites; register yourself, create a profile and advertise yourself and your skills. You may begin from LinkedIn; LinkedIn is an online directory of professionals and companies. It is mainly used for networking, job searching, hiring, company research, and connecting with affiliates and a variety of other business related groups.
- Talk to people that you are looking for a job; extended family members, friends and job advisors.



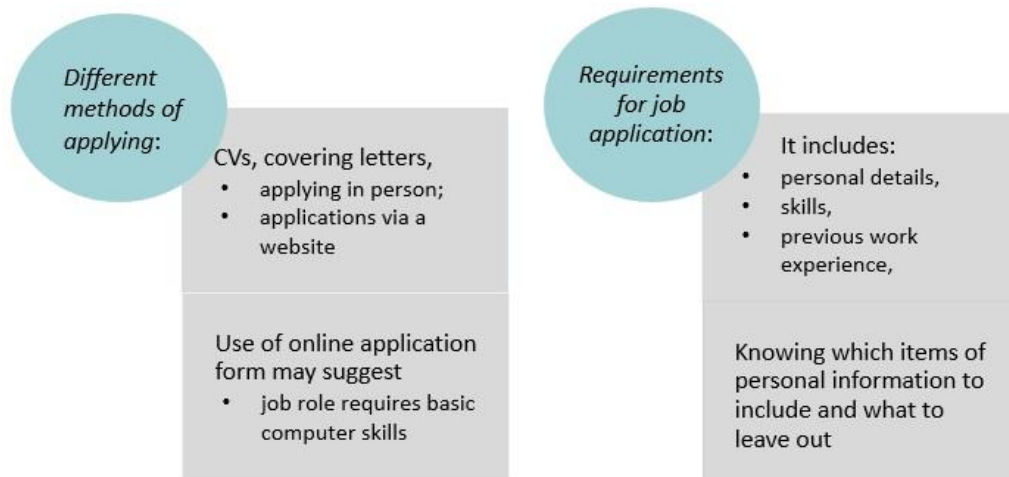
There could be many people applying for the same job as you.

You need to find out as much as you can about the company and the job you are applying for as you may be the person for whom the employer is looking for!

Skills when search for a job

You will need to develop the following skills when searching for a job:

- **Organised** – keep copies of your applications.
- **Written communication** – you may need to write a covering letter to explain why you apply for this job and why you are an excellent candidate for that job.
- **Verbal communication** – you may need to present yourself in front of a potential employer. You need to prepare yourself about it.
- **Time management** – you must get your application in on time. Keep the deadlines!
- **Self-reflection** – think about what you could do differently next time.



Before you start - some do's and don'ts

1. DO's

Research the company, the career area and the actual job for which you are applying

Researching the company in advance is a good way to learn about the organization, so when it comes time for the interview, you won't have to scramble to do background research. It will give you the comfort to speak with genuine interest and you will most likely have a well-formed opinion to share when you will be asked about what do you know about this company or about your

priorities in the first 30 days on the position.

Match your qualifications to a job

Employers will usually spend a limited time to decide if you are a good enough fit for a job. They want to see at once (both in cover letter and CV) that you have many of the skills, experiences and qualities that they value most highly. Spend time to review the job posting, so you will be able familiar with what the employer wants. Make a connection between your skills and the employer's requirements. Identify the keywords describing skills, qualities or experiences which the employer has listed as required or preferred and point to your skills that match to them.

It is also important to review the job duties and make some assumptions about the qualifications needed to carry out those duties. You have to understand which skills would be highly valued by the employer and should be added to your resume and cover letter.

If you are not sure about what skills or qualities to include, check this list of skills for resumes, cover letters and interviews. Several lists of general skills most wanted by employers are available on several websites and job searching engines, plus skills for a variety of occupations. Include the most relevant skills in your resume and cover letter. You may also consider to interview professionals in the field; ask them what it takes to excel in their job.

It is very important to spend time to review the cover letter you prepare for a job to include as many as possible of the qualifications you have for your target job; think of how you might prove that you possess that asset. Write (also prepare yourself to explain it orally) how you used that skill or exhibited that quality in a work, volunteer or co-curricular role.

Whenever possible, point to any positive results or recognition you received while applying the skill.

Prioritize Your Qualifications

Prioritise your qualifications and incorporate the hardest hitting statements into your cover letter. Compose a thesis statement for the beginning of your cover letter which references 2 - 4 assets which make you an excellent fit for the job.

If you have experiences which fit one or more required skills/categories, you may use headings like "xxxxxx Experience" and "Event Planning Experience"; place the related experiences in those sections of the resume. Use bold letters to draw your potential employer's attention to key qualifications.

Make sure you are using the right form

It typical for employers to request from all applicants for employment to complete a job application form. You may be asked to submit a job application even if you have applied for a position with a resume and cover letter. It is a method to have consistent data on file for all applicants.

Make sure that you follow the instructions your employer requests to fill in, according to the job functions.



Do your first draft on a photocopy of the form, to make sure that you can fit everything you want to include into the space available.
DO read the form through and follow all instructions.

Tip: keep a copy of the application form, to remind you of what you said

2. Don'ts

- DON'T use a Standard Application Form or CV where the employer specifies that you should use their own application form.
- DON'T start to write on the form itself until you are perfectly certain of what you are going to say
- **Don't dismiss anything as irrelevant** without careful thought.
 - Students often assume that their part-time work as a waiter, shop assistant or fruit-picker can be of no possible interest to an employer.
 - Employers can learn a great deal about your motivation and skills from jobs such as these - so do include them
- **Don't make lists:** "reading, cinema, sport" under "Interests" will not tell the employer anything useful about you.
- Give details of the extent of these interests and any clubs, societies or achievements related to them.

3. Successful Interviews

A job interview is a situation where a candidate is asked specific questions on an attempt for the employer to find the best person for the job. Moreover, the employer reviews the candidate's experience and abilities; it is also typical to ask questions involving a hypothetical or real problem aiming to assess the candidate's ability to provide solutions on how he or she would handle difficult situations in the workplace.

- Can you do the job? (skills, abilities, qualifications)
- Will you do the job? (interest, attitude & motivation)
- How will you fit into the organisation? (personality)

Review your experience and abilities

The best way to respond is to provide concrete examples of how you handled a similar situation on the job.

Screening vs Selection Interviews

Job Interviews are divided into two categories:

- the screening interviews and
- the hiring or selection interviews.

Screening interviews are used to qualify a candidate (first stage) before he or she meets with a hiring manager for possible selection. Those are usually quick, efficient resulting to the development of a short list of qualified candidates. The overall purpose is to screen and eliminate unqualified candidates.

Face to face interviews are taking part either with someone from the Human Resources department or with a third-party recruiter. Experienced and professional interviewers assess the character, intelligence, and candidate's ability to fit the organisation's culture. They are also utilised at identifying potential problematic areas in the candidate's work background and qualifications. The selection interview is the process in which the candidate's behaviour is predicted in a particular job situation in order to be selected for a post. It is usually preferred from small-medium enterprises as they are flexible, relatively inexpensive and acceptable to both the candidate and the management. It involves forecasting the future, no method can therefore be infallible.

Preparation is the key to success

- Review own skills, experiences and qualities
- Check CV
- Anticipate questions and identify relevant examples
- Prepare key selling points
- Research organisation

DO SOME
PRACTICE

DO SOME PRACTICE

Websites, reports, articles, company literature, etc

- Contacts with knowledge of organisation or sector
- Relevant articles in the press
- Prepare your questions

Interview Typical Questions

About yourself

- Tell me about yourself
- Any updates on your CV?
- Why did you choose that particular degree programme?
- What is your experience relevant to this post?
- What would you consider your major achievements to date?

General Knowledge

- What do you think of the Government's policy on college fees?
- What's your opinion of the EU solidarity?

About the job

- What interests you about this job?
- What do you know about this organisation?
- What other options are you considering?
- How do you see your career developing in 5 years?
- If you were the Head of Department, what would be your priorities?

Methods to Answer Questions

- Listen carefully!!!!
- Seek for clarification in case something is not clear.
- Take time to respond
- Speak clearly, smile and show enthusiasm
- Illustrate answers with real examples and evidence
- Keep answers specific and succinct
- Be alert to interviewer's body language
- Be positive – constructive criticism

Bad Impression Image



- Poor knowledge of role
- Lack of interest and enthusiasm
- Lack of preparation
- Failure to give concrete examples of skills
- Lack of career plan
- Negative attitude – evasive, using excuses
- Over emphasis on money/rewards
- Poor personal appearance

4. Transferability Skills

What are transferable skills?

Talents and abilities you can take from job to job, or use in multiple careers. They can also include skills you acquire during any activity in your life. They may also be applied at a later stage in new situations. They do not include the hard skills that allow you to perform your particular job.

For example, someone may acquire the following skills through all sorts of activities:

- Capacity to work hard
- Employment experience
- Projects delivery experience
- Sports
- Hobbies
- Voluntary Work

In work environment, transferable skills which employers value are:

Communication:

- Speaking effectively
- Writing concisely
- Listening attentively
- Expressing ideas
- Reporting information
- Providing appropriate feedback

Human Relations and Interpersonal Skills:

- Listening
- Motivating others
- Sharing credit
- Cooperating
- Representing others
- Perceiving feelings, situations

- Perceiving nonverbal messages
- Persuading
- Asserting

Research and Planning:

- Creating ideas
- Identifying problems
- Forecasting, predicting
- Imagining alternatives
- Gathering information
- Solving problems
- Extracting important information
- Setting goals
- Develop evaluating strategies

Organization, Management and Leadership:

- Initiate new ideas
- Handle details
- Coordinate tasks
- Manage groups
- Delegate responsibility
- Sell ideas or products
- Decision-making with others
- Managing conflict
-

Which ones do you have?



What is Communication

Communication is the ability to effectively convey a verbal or non-verbal message to other people. The ability to communicate effectively with colleagues and in general with people is essential, no matter the kind of job you will apply for. Nowadays, as we are talking about the digital age, workers must know how to efficiently process incoming and outgoing messages via phone, email and social media. Lack of communication means that you live in silence and isolation and that eliminates your working option for job search. Therefore, it's an area you should work for, to make things happen in your life.

The primary communication skills are:

- Verbal skills – what you say and how you express your thoughts, feelings etc.
- Listening skills – listening to understand, rather than just waiting your turn to talk.
- Writing skills – written communication, essential for any professional career.
- Technology communication skills – the way you communicate and your ability to utilise the new communication media.

Non Verbal Communication

Awareness of nonverbal communication and the messages a candidate sends to employers influence the final decision. Non verbal signals describe the person's attitude, interests, and approach.

First Impressions

The first few minutes in any interview setting are so important that almost nothing else matters. It is the phase where employers look at the candidate and note all of the nonverbal messages they are communicating.

Tip: You form impressions from your posture, handshake, outfit and accessories, space usage, attentiveness, eye contact, and facial expressions.

Posture and Space Usage

- Enter into the interview room with a self-assured attitude.
- Sit comfortably yet upright, but not stiffly

Those two action typically characterize confidence and comfort with yourself.

Slouchy posture speaks loudly about sloppy work and low self-esteem.

Handshake

A confident, comfortable applicant uses the handshake as a positive nonverbal interaction. The handshake should assure your desire for a positive first interaction and impression.

Negative impressions are given when handshakes have firm, dry, solid attitude.

Be aware that also a limp handshake signals low confidence and low self-esteem. On the other hand, an excessively strong handshake may signal that you are overly aggressive or trying to steamroll your employer.

Clothing and Accessories

No matter how informal your work environment, a professional job candidate needs to wear a suit to her first meeting. The selected outfit tells you how well the candidate will interact with and be perceived by customers.

REMEMBER: The chosen accessories either telegraph professionalism – or they don't.

The candidate's chosen clothing and accessories are a form of powerful nonverbal communication.

Tips for non-verbal communication:

- Turn your body and tilt your face toward the speaker.
- Use other parts of your body besides your ears to receive the message:
- Look at the speaker to pick up nonverbal signals or cues
- Your eyes also send signals to the speaker
- When the speaker sees a receptive audience they are motivated to work harder to communicate their message
- React to the speaker by nodding your head



Barriers to Communication

Nowadays, it is typical for communication to take place in a complex and uncertain environment. Several times interpersonal communications may fail. The message (what is said) may not be received exactly the way the sender intended. Understanding the existence of such difficulties and

attempt to minimize them have a direct impact on how effective communication can be. In addition to that, a number of barriers may also occur at any stage in the communication process. Good communicators are seen those who have the ability to adapt their communication style to overcome barriers and maximize the impact of their message.

Some common barriers to communication are displayed below:

- The use of jargon; people may not be familiar or they cannot understand the technical terms.
- Emotional barriers; there are people who face difficulties to express their emotions.
- Lack of attention, interest or irrelevance to the receiver.
- Differences in perceptions and overall understanding.
- Physical disabilities.
- Language differences and the difficulty in understanding.
- Cultural differences.

Acknowledgement

Listen and acknowledge what you hear the speaker saying, even if you don't agree with it.

Acknowledging the speaker's thoughts and feelings does not mean that you approve of or agree with the speaker's opinions or actions.

Your ability to listen and then acknowledge what the speaker said allows the speaker to feel a sense of satisfaction of being understood



While there will always be job-specific skills for which an employer is looking for, all employers are also expecting their employees to acquire several general skills. These general job skills are called "employability skills". Having employability skills can help you get a job. They can also help to stay in a job and be promoted to better positions as well.

Some general employability skills which all employers are looking for, in all kind of jobs, are:

- Decision Making - How to evaluate options.
- Problem Solving - Leadership role to find a positive solution.
- Goal Setting - How to set up a plan to achieve specific goals.
- Critical Thinking - How to be objective and think logically
- Communicating Effectively - How to work with others.



Employability Characteristics

These characteristics refer to knowledge, skills and attitudes which are required to gain a job and to progress within it. Those include:

- Positive Attitude – Don't criticize
- Cooperative – Demonstrate respect

- Accepting and using Feedback – Willingness to learn and improve
- Flexibility – Adapt to new situation and accept challenges
- Leadership – Decision making and problem solving skills
- Conflict Resolution – Reduce disputes and conflicts in an effective manner.
- Set Realistic Goals.
- Be Active in organisation related to your employment.

MODULE 6. TAILORED LEARNING OPPORTUNITIES

Do you have problems improving your learning skills?

1. How I learn?

- How we learn is important to understand our lacks and strengths. To know how are our learners and how we can help them to improve themselves.
- In the path way of the learning process we can find some obstacles that are critical to overtake. We have to think about. What were our learning experiences. What stops us learning. What stops young people learning.
- The VAK learning styles model suggests that most people can be divided into one of three preferred styles of learning. These three styles are as follows, (and there is no right or wrong learning style):
- Someone with a Visual learning style has a preference for seen or observed things, including pictures, diagrams, demonstrations, displays, handouts, films, flip-chart, etc. These people will use phrases such as 'show me', 'let's have a look at that' and will be best able to perform a new task after reading the instructions or watching someone else do it first. These are the people who will work from lists and written directions and instructions.
- Someone with an Auditory learning style has a preference for the transfer of information through listening: to the spoken word, of self or others, of sounds and noises. These people will use phrases such as 'tell me', 'let's talk it over' and will be best able to perform a new task after listening to instructions from an expert. These are the people who are happy being given spoken instructions over the telephone, and can remember all the words to songs that they hear!
- Someone with a Kinaesthetic learning style has a preference for physical experience - touching, feeling, holding, doing, and practical hands-on experiences. These people will use phrases such as 'let me try', 'how do you feel?' and will be best able to perform a new task by going ahead and trying it out, learning as they go. These are the people who like to experiment, hands-on, and never look at the instructions first!

Do the test below and check which are your learning style.

How I learn Quiz

Below are some sentences which describe how people learn. Use the scoring system below to find out how you learn.

4. = The closest to describing you

3. = Next best description

2. = Next best

1. = The least descriptive of you

I make important decisions based on:

- Gut level feelings _____
- Whatever sounds best _____
- What looks best to me _____

- Thinking about arguments for and against ____

During an argument, what affects me most is:

- The other person's tone of voice ____
- Whether or not I can see the other person's point of view ____
- The logic of the other person's argument ____
- Whether or not I am in touch with how the other person feels ____

I find it easiest to:

- Find the ideal volume (loudness) on a stereo system ____
- Pick out the most important part of an interesting subject ____
- Pick out the most comfortable piece of furniture ____
- Choose attractive colour combinations ____

I let people know what is going on inside me by:

- The way I dress and look ____
- The feelings I share ____
- The words I choose ____
- The tone of my voice ____

Things I should say about myself:

- I'm very tuned in to the sounds around me ____
- I'm very good at understanding new facts and information ____
- I am very sensitive to the way clothes feel on my body ____
- Colours and the way a room looks have a strong effect on me ____

How to score:

1 ____ K	2 ____ A	3 ____ A
____ A	____ V	____
D		
____ V	____ D	____ K
____ D	____ K	____ V
4 ____ V	5 ____ A	
____ K	____ D	
____ D	____ K	
____ A	____ V	

Totals :

V			
=	K=	A=	D=

2. Who am I?

- This activity can help to understand the way that each person call themselves and what means for them. Can help as well to remember the names each learner in the group. Also serves as a break- ice activity this exercise can be used in pairs or in group to learn about other and yourself:

Exercise:

Each participant will start by saying their name and then add something it; either anecdote, explanation, feeling about, meaning.(Teachers should make the first example)

After this introduction, ask the learners: What do you think about the explanation of others about their names?

Did you find out something more about the person from the anecdote?

Discussion: Important generate a discussion about the meaning for others

Conclusion: "Listening beyond hearing can lead to greater understanding"

3. How I have to listen?

- With this activity we can develop the active listening between the learners and use the feedback to be aware about the lack of active listening that we have in our normal life.

Listening in pairs

One person to, about anything they wish, except their job.

Second person to simply listen.

1 minute

The person who is listening has to do feedback to the other about what he/she said.

Change over roles and repeat. Different question/feedback.

At the end of this activity learners have to share their feelings being speakers or listeners.

Understanding , clarifying, responding, checking.

This activity could be delivering in trios, the third person has to share the feedback that he/she have felt and compare with the feelings of the active participants.

- Rapport: Is a good understanding of someone and an ability to communicate with someone.
- How do you identify rapport skills? What is their use? What is your intention? Which Human Qualities would be worth cultivating?
- To Understand some important keys about developing Rapport we can focus in some of the next to take into account. Is important focus in this and be aware about our relationship with other when we are listening:
 - a. **Matching:** Tone of voice, Tempo ,Volume, Posture, Breathing , Predicates
 - b. **Back-tracking:** Going back over what was said and done to ensure that all concerned had the same understanding.

- c. **Attending to Other:** Placing your entire conscious attention on the other person, rather than on yourself, so that their experience is the most important during the interaction.
- d. **Paraphrasing:** A process of attentive listening and then selecting your own words to describe the child's experience.
- e. **Reflecting Feelings:** Content + Feeling = Meaning.
- The above three strategies are used to check the accuracy of your understanding and to make the child feel more understood. They provide a mirror for the client to see him/her self more clearly.
- f. **Use of Questions:** Can be useful in encouraging the child to be more specific. Open/Closed questions.
- g. **Knowing Your Limitations:** This is a real strength.
- Constructive Feedback:
- **Giving Feedback** Start with the positive and with whatever needs to be improved. Be specific; avoid comments like 'good' and 'awful'. Being specific makes feedback easier to learn from. Refer to behaviour that can be changed. Offer alternatives; suggest different ways of doing what you observed. Own the feedback. Remember – this is only your opinion. Leave the person with a choice; feedback that demands change is unsuccessful.
- **Receiving Feedback:** Listen to the feedback rather than immediately rejecting or arguing with it. Be clear about what is being said. Check it out with others rather than relying on only one source. Decide what you will do as a result of the feedback. Thank the person for giving the feedback.

Good Listener/Bad Listener

Get into pairs and one of you listen to the other using active listening, rapport and giving constructive feedback.

3 Minutes

Now try again but this time ignore using the above skills and qualities.

Change roles and repeat the activity.

Discussion: Describe how that felt. Try to talk about:

- What skills comprise 'constructive feedback'?
- What human qualities would facilitate the use of 'constructive feedback'?

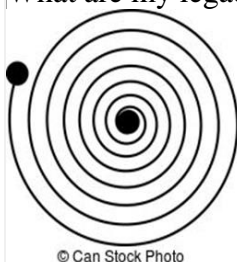
4. Life Spiral

- This activity goes deep in the life of people, understanding the "legacy of experience" which is a theory –which is rather like a map.
- The theory supports the notion that all individuals are product of the influences that their life experiences have had on them. They live out their legacies of experience.
- The Life Spiral has been designed as a tool to help develop self-awareness in clients and professional reflexive practice for practitioners.
- The first instruction is to put on the spiral random life event of the young person. This should be done as an individual exercise and reassurance given that no-one will have to share any content that they do not wish to.

- The second step is that the young person examine the eventss that have been plotted and tell the stories behind them. This can also be done as an individual exercise.
- The third and final step is to reflect on the narratives and pick out any themes, issues, connections that seem apparent. This stage can be done either as an individual exercise or with the support of the practitioner.
- Repeat the exercise over a period of time to build different levels of awareness.

Life Spiral Exercise

What are my legacies?



© Can Stock Photo

Use the Spiral as an example of the life in an individual exercise think about your childhood, patterns, relationships, formations, connections, highlights in my life, etc.

5 minutes individual exercise (Teachers should make the first example)

Share any observations.

Discussion about our view.

What are the events?

What are the stories behind them?

What is our analysis of them and their relationships to each other?

5. What do you call yourself?

- Who I am? How I like that people define to me? This activity aims to understand ourselves in the way that we define us. How we use our identity? What means identity? What means for other the identity?
- “When you call yourself an Indian or a Muslim or a Christian or a European, or anything else, you are being violent. Do you see why it is violent? Because you are separating yourself from the rest of mankind. When you separate yourself by belief, by nationality, by tradition, it breeds violence. So a man who is seeking to understand violence does not belong to any country, to any religion, to any political party or partial system; he is concerned with the total understanding of mankind.” **Jiddu Krishnamurti**

There are many different webpages offering ideas for learning approaches and learning styles:

- MultipleIntelligences examples, quizzes and other resources <http://www.businessballs.com/howardgardnermultipleintelligences.htm> (Language – english, Countries – all partners)
- Human resosurces advices <http://www.businessballs.com/human-resources.htm> (Language – english, Countries – all partners)
- Learning Styules Planner <http://www.educationplanner.org/students/self-assessments/learning-styles.shtml> (Language – english, Countries – all partners)

MODULE 7. SOCIAL SERVICES FOR VULNERABLE GROUPS' INCLUSION

This Module will give you simple indications on how to approach a new career, developing the skills you need to approach the job-market, both as a dependent worker or as a self-employed.

1. Who is at risk of social exclusion?

Young people in the EU have seen their living conditions deteriorating since the onset of the recession; they now constitute one of the age groups at risk of social exclusion. Young people who experience certain disadvantages – for example, due to health problems or disabilities, low levels of education or a migration background – have become even more exposed both to exclusion from the labour market and to social exclusion.

1. Perceived social exclusion
2. NEETs

1. Perceived social exclusion

The perceived social exclusion index based on Eurofound's European Quality of Life Survey (EQLS) measures the extent to which young people feel excluded, based on responses to several questions. The lowest levels of perceived social exclusion were found among young respondents from Denmark, Germany, Austria and Finland and the highest among those from Cyprus, Greece, Bulgaria and Romania.

Few young people agree that they feel excluded from society, but many of them say that their life has become so complicated that they almost cannot find their way (20% of all young people), and that the value of what they do is not recognised by others (21%). A feeling of being excluded from society is most prevalent for unemployed young people (13%), and feeling that their value is not being recognised is most common among inactive young people (30%) (Eurofound, 2014). The increase in the perception of social exclusion was more marked in southern European countries, such as Cyprus and Greece.

2. NEETs

NEETs are those young people not in employment, education and training, who do not acquire human capital through formal channels and are more likely to accumulate several disadvantages (Eurofound, 2012). As their accumulation of human, social and economic capital is hindered, NEETs are the population most at risk of social exclusion. The list of NEETs at risk of social exclusion is very long and includes young unemployed, people with disabilities, young carers, young people with an immigration background, homeless youth, young offenders and so on.

It is well established that falling into the NEET status means first and foremost a loss of young people's potential, which affects their participation in society. Moreover, research suggests that spending time in the NEET status at a young age can produce long-lasting consequences or 'scars' (OECD, 2010). These scars can have a negative effect on future employment outcomes and

earnings, as well as negative consequences on young people's physical and mental health. They can lead to difficult relationships, drug and substance abuse, involvement in criminal activities and disengagement from life and society. These consequences can have a dramatic impact not only on the individual young person but also on their family and on society as a whole, in terms of economic loss due to their non-participation in the labour market and societal consequences stemming from their lack of civic engagement and the risk that their frustration may be exploited by political extremism and populism.

Useful links:

1. Young people who leave school at 16 with low skills are facing increasing challenges in finding a job, and their chances may not improve even if the economy picks up, according to a new OECD report: <http://www.oecd.org/social/growing-risk-of-social-exclusion-among-early-school-leavers.htm>
2. Europe 2020 indicators - poverty and social exclusion: http://ec.europa.eu/eurostat/statistics-explained/index.php/Europe_2020_indicators_-_poverty_and_social_exclusion
3. Social inclusion at the European Youth Portal: https://europa.eu/youth/Eu_en
4. Young people and 'NEETs': <http://www.eurofound.europa.eu/young-people-and-neets-1>



2. What steps could improve the social inclusion of vulnerable youth?

Going beyond the Youth Guarantee Programme of the EC, to address the current situation of young people more comprehensively, are required policies and initiatives that focus not only narrowly on employment or education, but also include more holistic approaches. Services are needed that bring together different measures to address the multitude of issues that young people may be battling with. This holds particularly true for young people who are hard to reach, or face a range of challenges and problems.

1. Labour market inclusion
2. Inclusion in education
3. Social participation
4. Integrated and personalised approach in service provision

1. Labour market inclusion

Inclusion in the labour market is the first step towards full social inclusion of the individual in society; for this reason, high unemployment rates among young people are a source of deep concern. There is a wide variation in the youth unemployment rate between Member States, ranging in April 2015 from 7.2% in Germany to 49.6% in Spain. The situation has improved moderately in recent years, but overall in the EU more than 20% of young people are still looking for a job.

Vulnerable young populations require broader and additional approaches to support further interventions for their reintegration in the labour market. Policies and practices that have been identified and analysed at European level consider that social inclusion is a process in which young people can fulfil their potential; they also recognise that it is a process in which society values and recognises the contribution young people make. However, a well-considered multidimensional strategy is something Member States have only recently started to look into and apply.

The Youth Guarantee, currently rolled out in all EU Member States with the aim of fighting youth unemployment in Europe is an umbrella policy to foster youth employment, enabling more strategic and long-term improvements in young people's school-to-work transitions by reforming public employment services (PES) and training provisions to better take account of the situation and needs of young people.

2. Inclusion in education

When it comes to inclusion in education, 12.7% of all young people aged 18–24 are early leavers from education and training across Europe (Eurostat data, 2012). High early school-leaving rates tend to mean that young people lack skills and qualifications, which may result in a higher risk of unemployment and consequently poverty and social exclusion. Similarly to Spain, in Bulgaria almost 50% of the young people registered as unemployed have secondary or lower levels of education. EU Member States make use of ESF funds through investing them in the modernisation of education and VET or applying measures to prevent early school-leaving, to develop second-chance education programmes and to support a return to education.

3. Social participation

Turning to the wider participation and inclusion of young people in society, a Eurofound study on NEETs found that young people excluded from education, employment or training are at a higher risk of political and social disengagement than their non-NEET peers (Eurofound, 2012). They show overall lower levels of trust, political interest and political and social engagement in comparison to non-NEETs, although differences can be found between country clusters/types of welfare regimes. Based on data from the third EQLS, young people aged 18–24 are less likely to participate in meetings of political organisations and to contact politicians, while they slightly more often attend protests or demonstrations.

For all these reasons, ensuring full participation in society and fostering the active inclusion of young people in society is of key importance.

4. Integrated and personalised approach in service provision

The involvement of a combination of instruments is essential for achieving an integrated approach. Examples of this are the combination of educational guarantees, skills development programmes, employment and economic development services for young people (delivered by the PES) and rehabilitation services, including municipal social and healthcare services and other individual services for young people such as youth outreach work and youth workshop activities. Moreover, taking account of the fact that the reasons behind the difficulties young people are facing may differ from one person to another, the PES takes a personalised approach to assisting the vulnerable young people.

Useful links:

1. The European Youth Guarantee is a guarantee that ensures that every young person in Europe is offered a job, further education or work-focused training at the latest four months after leaving education or after becoming unemployed: <http://www.youth-guarantee.eu/>
2. In EU countries, public employment services (PES) are the authorities that connect jobseekers with employers: <http://ec.europa.eu/social/main.jsp?catId=105&langId=en>

3. Youth on the Move - Investing in Europe's Youth: <http://ec.europa.eu/social/main.jsp?catId=950&langId=en>
4. Better opportunities through education and training: https://ec.europa.eu/programmes/erasmus-plus/node_en
5. The European Solidarity Corps gives 18-30 year olds the opportunity to do volunteer or paid work helping the community and wider society: https://ec.europa.eu/info/eu-solidarity_en

3. What social services for vulnerable youth are offered in the EU?

Some selected policies and measures make an attempt to apply a holistic approach and showcase an essential link between labour market integration and broader social inclusion. Some of the policy measures highlight labour market integration indirectly, by strengthening young people's important transversal skills, or by addressing the needs of specific vulnerable groups. Other measures address the broader consequences of lack of employment security on young people's living conditions and levels of engagement in society.

1. Selected good practices from some PROVYP partner countries
2. Individualising measures
3. Measures preventing exclusion and compensating disadvantage

1. Selected good practices from some PROVYP partner countries

BULGARIA

a. Power is Within You

Equips young people employed in social services and youth workers (aged 18 to 35) with specialist psychological knowledge, methods and techniques for counselling and supporting the empowerment of disadvantaged youth.

b. Social Inclusion of Young People in Marginalised Rural Roma Communities

Establishment of six community development centres (one-stop-shops) targeting Roma youth in rural areas, staffed with trained moderators and with methodological support provided for the centres. Focus is on mediation between the target group and local government structures/municipal social services, counselling and support in the area of professional development.

c. Dom Vazmojnost – House of Opportunity

Sheltered housing, services and life-skills training that aim to achieve rapid, targeted and effective professional development and social integration of young people brought up in closed institutions for children and youth deprived of parental care.

SPAIN

a. Chavós Nebó Youth Network

Roma-led network of youth information services across Spain, providing information and coordination of national, regional and local activities related to multiculturalism targeting the Roma

community, as well as networking activities.

b. Ashoka Jóvenes Changemakers

Initiative fostering social entrepreneurship opportunities for young people (aged 14–24), including (life) skills training.

UK

a. Prince's Trust Team Programme

12-week personal development course aimed at increasing young people's (16–25) confidence and teamwork skills.

b. National Citizen Service

National civic engagement programme for 16–17 year-olds with a focus on undertaking a project in their local community.

c. Fair Chance Fund

Innovative financing measure for initiatives addressing homelessness, being NEET or other issues of youth exclusion.

2. Individualising measures

Many of the individualising schemes include practical help and support to unlock barriers that might otherwise block participation in mainstream opportunities, such as childcare, therapeutic support, or access to housing and finance – for instance, Baby House (Bebisu Maja) in Latvia, and House of Opportunity in Bulgaria. This strong prevalence reflects the recognition that whatever the origin of a young person's (risk of) exclusion, providing guidance alongside other support is crucial to tackling the multidimensional challenge these young people face.

A large group of measures have a strong focus on civic participation and community development. These measures are grounded at a locality or neighbourhood level, with the aim of engaging young people more actively in public life and increasing their participation in local decision-making processes. They typically emphasize young people's collective social inclusion, by focusing on youth-led projects, networks or committees that are managed by young people themselves.

The individualising measures are also characterised by a strong focus on educational as well as social inclusion. These measures offer individual pathways for young people who are experiencing one or more forms of social disadvantage, helping them make a successful transition back into education, volunteering or (ultimately) employment. They differ in the extent to which they have a formal educational focus and objectives, ranging from enrolment at an alternative education institution at one end of the continuum, to entrepreneurship, volunteering or work experience programmes at the other. They are usually time-bound and offer progression through a structured programme, underpinned by an individual plan, with support from a tutor, coach or mentor.

3. Measures preventing exclusion and compensating disadvantage

The compensatory nature of the measures is quite strongly determined by their intended target groups: a number of measures are designed to support young people for whom a risky transition has

already occurred, and which presents a defining characteristic in their continuing exclusion. Their objective is to remedy the effects of quite specific forms of situational disadvantage, including NEET status and prior educational underachievement.

These compensatory actions include developing tailored educational provision for young people with disabilities and the provision of accommodation and mentoring for young people with social and behavioural problems.

The measures adopting a mainly preventive approach tend to be oriented towards larger populations of young people, and focus on their participation and empowerment rather than addressing specific social problems. Preventive measures include actions to challenge negative perceptions of young people, and the creation of opportunities for civic and social engagement, such as through environmental or community projects (Young Street Network in Slovenia) or through young people's active participation in project design or budget allocation (Ashoka Jóvenes Changemakers programme in Spain). A strong intergenerational dimension is apparent in most of these examples, which also aim to bring about attitudinal changes among adult professionals and the wider community.

Several of the combined preventative and compensatory measures are specific to the target groups, but support young people at different points in their life and work transitions and therefore operate across the cycle from prevention to compensation. The House of Opportunity in Bulgaria provides tailored support for young people who are leaving institutional care through life skills training alongside housing and financial advice, while the Chavós Nebó Youth Network in Spain empowers Roma young people to coordinate education, employment, culture and leisure activities on behalf of their local Roma community.

It can be inferred that successful social inclusion measures must engage with young people on their own terms, provide a supportive environment (which reduces the fear of failure) and offer measurable progress towards an end goal.

Useful links:

1. Inspiring practices from Public Employment Services across Europe: <http://ec.europa.eu/social/main.jsp?catId=1206&langId=en>
2. European Agency for Special Needs and Inclusive Education: <https://www.european-agency.org/about-us/easy-to-read>
3. Changemakers is an Ashoka program that rapidly accelerates the impact of social innovators' work on critical social issues by building and nurturing networks of these leading changemakers: <https://www.ashoka.org/en/program/changemakers>
4. The House of Opportunity Programme empowers marginalised young people to break out of poverty and lead successful independent lives: <https://www.trusselltrust.org/what-we-do/overseas-projects/house-of-opportunity/>
5. Helping young people develop key life skills through the House of Opportunity social enterprise programme: <https://www.trusselltrust.org/what-we-do/overseas-projects/hope-soap-project/>
6. If you're unemployed and between 16 and 25, you can meet new people, gain new skills and train: <https://www.princes-trust.org.uk/help-for-young-people/get-job/boost-your-confidence>
7. Youth Access is the advice and counselling network: <http://www.youthaccess.org.uk/>

MODULE 8. PERSONAL DEVELOPMENT FOR CAREER START OF DISADVANTAGED YOUTH

As a result of the crisis, young people, especially those in vulnerable situation, are now the group at highest risk of social exclusion in Europe. Supporting social inclusion of youth, through a holistic approach which includes broader initiatives for their reintegration in society, is a key to fighting youth exclusion which, if protracted, can result in lifelong exclusion.



A good way to start a new project is always to plan step by step what you are going to do, and in order to do so, you need to know which direction your life is going to take. You can do this through a process of self-analysis and personal reflection known as **Personal Development Plan**.

You will be guided throughout the process from our **Personal Development Plan** that you find here attached, if you want something to change it is necessary that you print it out and follow it! What are you waiting for?

Check Annex 1

We will divide the plan into 4 phases, for every one of them you will find a short description here, but to put it into action download the attachment, where you will be followed in your personal analysis, in your goal setting, in your action plan and in your control phase. For every phase you will find useful links to deepen your path.

Phase 1 –Personal Analysis: The first step is designed to analyse your inclinations, strengths and weaknesses. The aim is to make you aware of the path you need to follow in order to achieve the goals that will lead you to a successful job research and your ideal career.

Phase 2 – Setting Goals: After Considering what the Personal Analysis pointed out, you will have to define your goals, and they need to be clear and measurable.

Phase 3 – Action Plan: The next phase is to plan systematically all the concrete actions that will help you achieving your goal: We will give you links that will help you to find opportunities, which are made for you.

Phase 4 – Control: This final step is vital. In order to keep your path going you will need to be motivated and to keep your plan under control. We will help you establish a check date in which you will analyze your learning process and in which you will celebrate your accomplishments.

If you need something different from our Attachment you can find many techniques online: Have a look at this links, if you need more inspiration:

Career Plan Videos (english):

<https://www.youtube.com/watch?v=twWcxIfa2zo&feature=youtu.be>

<https://www.youtube.com/watch?v=BupBhM3FJ1o&feature=youtu.be>

2. Which are the key points of the Plan of Action?

It is important that you focus on your plan of action.

In order to transform your goal in a result you will need **Tools, Competences and Help from People**.

Think about experienced people who already achieved what you desire, who faced the same difficulties you are about to face, who can help you, and how can you contact them?

After this phase, you will need to plan those actions in your calendar, as a sequence. If you already have many commitments remember that for everything you add to your calendar you'll have to sacrifice other activities that are less important to you.

Open the attachment we already gave you before, and start your Plan of Action.

Useful links to insert in your plan of action:

1. If you want to study abroad, here is a short guide on how to receive funding:
<http://www.topuniversities.com/student-info/studying-abroad/where-can-you-study-abroad-free>
2. If you want to learn a language while volunteering abroad, check out this database:
http://europa.eu/youth/volunteering/project_en
For more opportunities like language exchanges or more:
https://europa.eu/youth/EU_en
<http://europeanvoluntaryservice.org>
3. You can always consider to spend a short or long period of time abroad: Check out the programs Au pair, Helpx and Workaway:
<https://www.aupairworld.com/it>
<https://www.aupair.com/it>
<http://www.newaupair.com/>
<http://www.myaupair.us/>
<https://www.workaway.info/>
<http://www.helpx.net/>
4. To improve your experiences you can consider volunteering:
<http://europeanvoluntaryservice.org/>
<https://www.gooverseas.com/volunteer-abroad/europe>
<http://www.projects-abroad.org/volunteer-destinations/volunteer-in-europe/>
5. To improve your cv, why don't you consider an online course:
<https://alison.com/>

<https://training.linuxfoundation.org/free-linux-training>
<https://www.open2study.com/courses>
6. Take a look at what is YouthPass:
<https://www.youthpass.eu/en/youthpass/>

3. How is the path going?

Keeping track of your personal development is a fundamental part of the process. In doing this, you have to focus **deadlines** and **planners**.

After this, you have to set a Check day that needs to be fixed-term; it can be weekly or monthly. It is important that you respect them, and in your check day do not be afraid to register a failure, because both your progresses and your failures are parts of the learning process so don't be afraid to acknowledge them, it is the only way to improve your path!

Finally, remember to **Celebrate** your successes: it is important to acknowledge your successes and celebrate them; this will give you more motivation to reach your goal!

4. Finally, how to apply all this to the Job Market?

Focus on what you learned; you now know what is important to you, how to acquire new skills, you have better understanding of you own timing, your personal methods, and the concrete actions you have to put into practice to acquire new competences and to monitor your career plan.

You are a completely different person now, with new competences and better understanding of the job market so it is imperative that you renew your CV!

Do not stop now, and visit all the modules of Provyp website.

Many online tools can help you with writing your cv in English, here are some of them:

<https://www.visualcv.com/>

<https://www.resume.com/>

Research Engine for jobs:

<https://ec.europa.eu/eures/eures-searchengine/page/main?lang=en#/simpleSearch>

<http://www.monster.co.uk/>

<https://www.glassdoor.com/index.htm>

How to act during an interview:

<https://www.youtube.com/watch?v=9bAgEmihzLs>

<https://youtu.be/iI6jiwoqxg4>

MODULE 9. OPEN EDUCATION FOR YOUNG PEOPLE WITH FEWER OPPORTUNITIES

The dominant education model is being reshaped by the new digital age irresistible dynamic. A new kind of participatory social learning is emerging. Learning communities self-organize nowadays around Internet, expanding the access to all sorts of resources and fostering a new culture of sharing. This module will open the doors to the new open educational resources - social networking, blogs, virtual communities, games, study groups, open courses that are creating a new educational culture of sharing and participation and demanding from learners new digital skills.

1. Open education – what is it?



Open Education is replacing the traditional classroom model, where the teacher stands in front of rows of students to deliver the “truth” and later on uses tests to check whether or not the “truth” has been “transferred”. Students are no longer viewed as empty accounts to be filled by the teachers, no longer mere receiving objects.

Open Education is an emergent alternative education model. It is an optimistic approach that believes that learner-centered education will promote a better quality of learning. Is inspired by the work of many educational reformers such as John Dewey, Paulo Freire or developmental psychologist Jean Piaget. Presents the following key features and principles:

- differentiated learning (based on scientific findings like Howard Gardner’s multiple intelligences, Eric Jensen’s brain based learning or Vygotsky’s zone of proximal development);
- teachers as facilitators (empowering learners by developing learner-centered educational processes)
- learning as an emancipatory process of social justice (based on Freire critical pedagogy)
- cooperative learning (implying the development of interpersonal skills, team work, communication, leadership, conflict management)

Open education stands for the access to quality educational experiences and resources for everyone, breaking down barriers to this goal, such as high monetary costs, outdated materials or legal procedures. Open Education is also about participation and co-creation. Collaboration and sharing knowledge and information with others are the basic characteristic of education and the way to build new knowledge, skills, ideas and meanings.

Pay Attention! Are We Innovating, or Just Digitizing Traditional Teaching?

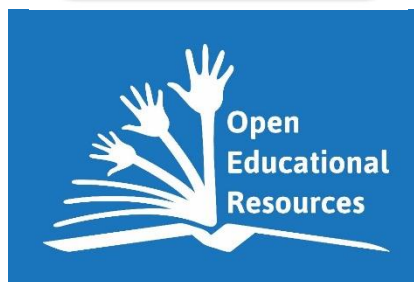
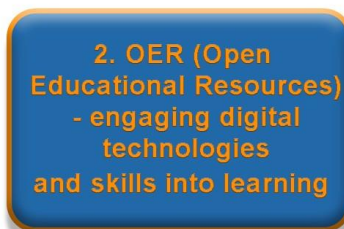
Link: <https://www.edutopia.org/article/are-we-innovating-or-just-digitizing-traditional-teaching-beth-holland>

Useful links:

- For **Differentiation** in the Classroom, see <https://www.youtube.com/watch?v=o7F4TA0tOaA>
- What is **Brain Based Learning**? <https://www.youtube.com/watch?v=YUJp815vib0>
- **Cooperative learning** video and online course: <http://study.com/academy/lesson/what-is-cooperative-learning-definition-lesson-methods.html>

Also check:

<http://modelsofexcellence.education.org/resources> (an inspiring open-source collection of high-quality student work and resources to support the use of student work models.)



- global OER logo adopted for use in multiple languages by UNESCO –

Students are using digital learning everywhere, except school. They are gaming, texting and posting on the Internet. Why cannot we channel those digital skills into learning?

Open Educational Resources (OER) use available technologies, primarily online, and are freely accessible, openly licensed documents and media, released under an intellectual property license that permits their free use for teaching and learning purposes. OER include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge. OER offer opportunities for systemic change in educational content through engaging educators in new participatory processes and effective technologies. OER present a strategic opportunity to improve the quality of education as well as facilitate knowledge sharing and capacity building.

Check some search engines to track Open Educational Resources:

- <https://www.oercommons.org/> (dynamic digital library and network, sharing open education resources)
- <http://www.temoa.info/> (OER multilingual catalog)
- <http://edtechpost.wikispaces.com/> (OER dynamic search engine)

There are several types of OER (Open Educational Resources)::

1. OER for INFORMATION:

1a) Webpages – Download for free an internet browser:



1b) On line courses, lecture notes, assessments, and other course materials. (see as

example: <http://www.europeanschoolnetacademy.eu/web/guest/courses>)

1c) Open ebooks (textbooks licensed under an open copyright license, available online for public use). See <http://openebooks.net/>)

1d) Audio and video podcasts - see <http://podacademy.org/> or click

1e) Slide presentations (see: <https://pt.slideshare.net/>)



2. OER for INTERACTION

2a) search engines - click



See alternative search engines to google - <https://searchenginewatch.com/2016/02/25/say-goodbye-to-google-14-alternative-search-engines/>

2b) web portals (see the 10 most popular portals on the web - <https://www.lifewire.com/most-popular-portals-3486668>)

2c) online databases (see a list - https://en.wikipedia.org/wiki/List_of_online_databases)

2d) tutorials (check, as example, this HTML tutorial https://www.w3schools.com/html/tryit.asp?filename=tryhtml_default)

2e) tests and quizzes (try this one - <http://www.yourfreecareertest.com/>)

3. OER for EXPERIMENTATION

3a) Games (try this game <http://www.neok12.com/games.htm>);

More games at: <http://blog.connectionsacademy.com/the-best-educational-websites-and-online-learning-games-for-k-8-students/>

3b) Simulations (check this one - <http://www.urgentevoke.com/>)

Other simulation sites: <https://www.edutopia.org/online-games-simulations-teaching-tools>

3c) Virtual worlds (<http://virtualworldsforteens.com/educational-virtual-worlds/>)

3d) Open software (see <https://celestiaproject.net/> and many others <https://help.ubuntu.com/community/ListOfOpenSourcePrograms>)

4. OER for COMMUNICATION

4a) Email



4b) chat/instant messaging, Web conferencing

4c) Interact also through online study groups or annotations on social bookmarking sites

Check:

- list of sites for collaborative online studying <http://www.thedigitalshift.com/2012/05/k-12/the-best-sites-for-collaborative-online-studying/>
- list of sites for *social bookmarking websites* - <https://www.qdtricks.net/free-high-pr-social-bookmarking-sites-list/>

5. OER for PRODUCTION

- Authoring, editing and processing tools
- Blogs (see 50 most powerful blogs according to newspaper „The Guardian“
- <https://www.theguardian.com/technology/2008/mar/09/blogs>
)
- wikis (websites that provide collaborative modification of its content and structure directly from the web browser)
- To visit Wikipedia, the most popular wiki-based website, click here



**3. New skills needed
in the digital age**



Source: <http://www.npr.org>

Digital age skills (communication, collaboration, creativity, and critical thinking), need to be incorporated into content standards, so that technology becomes purposeful, meaningful, and relevant.

Some directions on how to develop digital age skills:

1. To develop **Communication** by creating and using class Blogs - (Check <https://wordpress.com/classrooms/>)
2. To train **Creativity** using iPhotography
 - What is your favorite app for iPhotography? (Try <https://pixlr.com>)
3. To exercise **Critical Thinking** through Inquiry based learning: (Check <https://www.socrative.com/>)
4. To practice **Collaboration** using Wikis (<http://www.wikispaces.com/>; <http://byotnetwork.wikispaces.com/>)

The BYOT initiative

BYOT stands for Bring Your Own Technology, and this practice is having an important impact in business as well as in education

Using their personal technology devices, learners can become more proficient with them, learning new ways to use them for learning purposes - research information, solve complex problems, create original products, and publish their work to show what they learned.

The educational benefits of BYOT are grounded in Vygotsky's social learning theory. Learners bring their own understandings, integrating them with new experiences, building in this way new meanings.

Also, learning is fundamentally social. It is the social interaction that drives the learning process. As people share common interests and begin to interact with each other, they often help each other solving problems by offering information and advice.

They find value in working and learning together, and while they are exploring new ideas and shared understandings, they begin to develop new tools, procedures, and structures that help them to work together as a group.

The interplay of technology and community can lead to a virtual community of practices, a *digital habitat*. Technology in such a community helps learners to interact with each other meaningfully and to collaboratively develop new understandings. Some of the methods of online collaboration

include: (1) blogs; (2) wikis; (3) podcasts; and (4) computer simulations.

Some more links:

1. <https://www.openeducationeuropa.eu/> (website launched by the European Commission, focuses primarily on the potential of digital technologies, to discuss and learn on how to bring innovation to the world of education.)
2. <http://www.wsis-community.org/> (UNESCO platform aiming to facilitate information gathering and exchange, and common development of ideas and projects)
3. <http://www.oecconsortium.org/about-oec/> (global network of educational institutions, promoting openness in education around the world)
4. <http://cnx.org/> (open-source platform and open-access repository for open educational resources; available in many languages, including English, Chinese, Spanish, Japanese, Vietnamese, Italian, French, Portuguese, and Thai. T)
5. <https://opensource.com/> (community that shares open source solutions to improve technologies, education, business and more.)
6. <https://www.openeducationeuropa.eu/en/blogs/8-teacher-s-guides-free-educational-technology> (**8 teacher's guides to free educational technology**. The aim is to offer teachers some of the best tips concerning the most popular educational resources available today.)
7. <http://www.eun.org/> (a **network of 30 European Ministries of Education**, based in Brussels, aiming to bring innovation in teaching and learning to key stakeholders, Ministries of Education, schools, teachers, researchers, and industry partners.)
8. <https://archive.org/> (non-profit library of millions of free books, movies, software, music, websites, and more.)
9. <http://www.portuguesmaisperto.pt/PT/> (interactive classes to learn the portuguese language, through an experience of individual and autonomous study, but with the possibility to have the support of a tutor.).

MODULE 10. FROM THEORETICAL KNOWLEDGE TO PROFESSIONAL PRACTICE

Knowledge is incredibly important to any career and life in general. When you're beginning your career, you have no experience. It doesn't matter whether you're 18, 22, or more. You start without experience and it can be hard to find a job. What steps to follow and make this transition easier?

1. Looking for a job in your home country or abroad?

To be able to see what kind of job might suit you, you can start by looking at what you are able to do, what you like doing and try to find out what personal strengths this might suggest.

1. Find out your strong points
2. Prepare your Europass CV
3. Create your European Skills Passport
4. Inform you on job conditions abroad

1. Find out your strong points

Write down a list of your hobbies or things you like doing and next to each of them annotate what skills you have, to do them. For example:

I like doing this: - I am good at it because I have this characteristic:

- a. making films for YouTube - technical know-how, interesting ideas, patience, ability to work in a team
- b. drawing – good memory, imagination, attention, patience, control of different techniques

The skills you have written down on the right side suggest the strengths you use for activities that you like doing.

Then think about which of your strong points that you highlighted above are required in the working life. Write down the strong points which are important to you and which you have noted down on the right side and next to each of them annotate the skill(s) each strong point might suggest you have. Here are some examples:

These are my Strong Points: - These are the professionally relevant skills resulting from my strengths:

- a. Ability to work in a team – good communication skills, interpersonal skills, ability to handle conflicts
- b. Interesting ideas – creativity, initiative, project planning, ...

The objective of the checklists is to gain a better overview of your personal strengths and be able to formulate your own skills in such a way that others understand what you can do and how good you are. In a job, which suits you, you should be able to realize your work-related skills.

Think about three to five professions/occupational areas you are interested in. Around them, write down the results from the previous task, i.e. your professionally relevant strengths. Then decide which of your strong points you can use in which occupational area and match strong points and professions by drawing lines. Can you think of any additional characteristics and strengths you might need to work in these professions?

2. Prepare your Europass CV

The Europass CV is a common CV format accepted by companies throughout Europe. It can be created using Cedefop's user-friendly online editor, with examples and tutorials, a cover letter editor and the ability to attach supporting documents in one single pdf file. In December 2012, the European Commission launched a new CV template and online editor. Improvements include:

- more user-friendly online interface with direct preview of the final document;
- new headings: Personal website, Instant messaging, Language certificate(s);
- improved tutorials for better structured information: description of projects, conferences, publications;
- new graphical identity for better legibility of Europass CV generated: new font, use of colours, simplified headings, etc.

The template is available in 27 languages and is totally free to use with no login or registration details needed, and it does not store any of your personal data. It's no wonder that 1.5 million Europass CVs are completed online every month!

3. Create your European Skills Passport

The European Skills Passport is launched together with the new CV. The ESP is a user-friendly electronic folder to help students, workers or job-seekers build up personal, modular inventory of personal skills and qualifications acquired throughout life.

The ESP can contain a range of documents (Language Passport, copies of degrees, attestations of employment, etc.). When attached to a Europass CV, the European Skills Passport will reinforce the CV by bringing evidence of skills and qualifications listed.

The European Skills Passport helps you document your skills and qualifications to find a job or a training, or validate your skills.

4. Inform you on job conditions abroad

As a European national, you are entitled to look for a job in any other EU country. In this case, the 28 EU member states + Iceland, Liechtenstein, Norway and Switzerland.

- Job vacancies in Europe: <https://ec.europa.eu/eures/eures-searchengine/page/main?lang=en#/simpleSearch>
- Access to jobs in the public sector: <https://ec.europa.eu/eures/eures-searchengine/page/main?lang=en#/simpleSearch> How to get a job in public administrations if you aren't a national

Find out more on:

- Transferring unemployment benefits: http://europa.eu/youreurope/citizens/work/finding-job-abroad/transferring-unemployment-benefits/index_en.htm How to continue drawing benefits while looking for a job abroad
- If you don't find work abroad: http://europa.eu/youreurope/citizens/work/finding-job-abroad/cannot-find-work-abroad/index_en.htm What happens to your benefits if you can't find work and decide to go back to your home country

Useful links:

1. YouRock is an online platform that will help you to discover your working skills from the everyday activities that you do. It's free and easy to use. By selecting the activities that you do you will create a 'Diamond' showing your main skill type, from organisational to creative, leadership, technical, analytical or communications. The skills you identify and your whole profile will be available in 17 European languages! YouRock Diamond: <https://ec.europa.eu/eures/droppin/en/node/605>

2. What is the Europass CV and how does it benefit you?
<https://ec.europa.eu/eures/droppin/en/node/2692>
3. **Visit <http://europass.cedefop.europa.eu/> to complete your Europass CV**
4. Create your European Skills Passport online:
<https://europass.cedefop.europa.eu/editors/en/esp/compose>
5. Information and legal advice on your rights to live, work, travel and study abroad, including access to healthcare and consumer rights.
http://europa.eu/youreurope/citizens/work/index_en.htm

2. Who can support you in the job search?

In most of the cases information, support and guidance are necessary for the young people entering the professional life, trying to find a career path or searching for a job.

1. Job counsellors
2. Peer Mentoring
3. European Networks

1. Job counsellors

To be able to search for a suitable job you need to gradually become active yourself. One of the competences required for this self-activation is the capacity to act.

Here, VET trainers, teachers and counsellors can support you on your way by providing you with guidance and mentoring. Working life is highly demanding and requires the young people looking for professional

orientation to have technical skills, social skills and personal skills. You can ask at your school, nearest employment center or training center for this type of support. In each city/town there are Vocational Information Centers offering information on training courses, further education opportunities, business start-up and career guidance.

VET trainers, teachers and counsellors could:

- help you to find out/realize your strong points and boost these strengths
- motivate you, offering support in your preparation for job interview, CV, cover letter
- support you in the often difficult and exhausting path from school to working life – keeping in mind the demands and quick changes required by the labour market
- help you to overcome all kinds of barriers restraining young people trying to enter the working world
- support you in the search for a suitable, realistic and satisfying career path.

2. Peer Mentoring

Peer Mentors are motivated young employees or trainees, usually volunteers, who could give you support on your path to a job. Peer Mentoring means that you can get tips and inspiration for career entry from someone who has successfully entered the working world. The peer mentor is trained to provide you with guidance and advice. He/she will support you with his/her knowledge, (personal) experience, ideas and impulses in the professional orientation area. He/she will accompany you in finding your career path: young jobholders inform and advise young jobseekers.

Here, the constellation is not that of an adult (experienced) advisor (with a solid career) talking to an (inexperienced, perhaps insecure ...) young person who tries to find a career. In contrast, the

information exchange and guidance takes place among equals, which makes it easier for the young people to feel appreciated and understood. They may learn that others struggled with the same problems and difficulties when starting their careers and had to overcome insecurity – and that their struggle was worthwhile in the end. Young peer counsellors can give positive signals to other young jobseekers and represent encouraging and motivating role models.

You can look for information on Peer Mentoring programmes in your city/town. The mentoring sessions are free of charge.

3. European Networks

- The **ENIC network** (European Network of Information Centres) is made up of national information centers. The role of these centers is to provide information and advice on:
 - the recognition of foreign diplomas, degrees and other academic or professional qualifications;
 - education systems in other European countries and one's own country;
 - opportunities for studying abroad, including information on loans and scholarships, as well as on practical questions related to mobility and equivalence.
- The **NARIC network** (National Academic Recognition Information Centres) was created in 1984. The network aims at improving academic recognition of diplomas and periods of study in the Member States of the European Union, the European Economic Area and Central and Eastern European countries.
- **Ploteus** aims to help students, job seekers, workers, parents, guidance counsellors and trainers to find out information about studying in Europe:
 - learning opportunities and training possibilities available throughout the European Union;
 - education and training systems;
 - exchange programmes and grants;
 - everything you need to know when moving abroad in another European country.
- **EURES** (European Employment Service) aims to facilitate the free movement of workers within the countries of the European Economic Area. Partners in the network include public employment services, trade unions and employer organisations. The partnership is coordinated by the European Commission. Main functions:
 - inform, counsel and provide advice to potentially mobile workers on job opportunities and living and working conditions in the European Economic Area;
 - assist employers in recruiting workers from other countries;
 - provide pertinent advice and guidance to workers and employers in crossborder regions.

Useful links:

- Fresh start in Germany: <http://www.bmas.de/EN/Our-Topics/Fresh-start-in-germany/fresh-start-in-germany.html>
- Working and living in Germany: http://www.eduserver.de/zeigen_e.html?seite=4120
- Ploteus - find a course: <http://ec.europa.eu/ploteus/>
- Ploteus Guidance Services for all EU countries: <http://ec.europa.eu/ploteus/guidance-services#>
- ENIC-NARIC networks: <http://www.enic-naric.net/>
- EURES - The European Employment Service: <http://ec.europa.eu/eures/>
- Professions needing a specific qualification: <http://ec.europa.eu/growth/tools-databases/regprof/>

3. What path you plan on taking through your career?

If your plan is to go into business for yourself or to work for someone else, the degree always is of a big importance. The degree tells others you have a strong foundation on which to build. So, before starting your job search, think well about your possible career path and consider the option to go on studying for a degree. The method known as **SMART Goal-Setting** could help in your career path planning.

1. SMART Goal
2. Setting SMART Goals
1. **SMART Goal**

More than thirty years on, the S.M.A.R.T. acronym has acquired a number of slightly different variations, which can be applied as needed:

S specific, but also significant, simple

M measurable, but also manageable, meaningful

A attainable, but also acceptable, achievable, actionable

R relevant, but also result-based, resourced, realistic

T time-bound, but also tangible, time-based, time-limited

The SMART Goal is related to...

- helping you to generate interest & enthusiasm for a sustainable career path
- helping you to make the best career match
- helping you to close the skills gap

2. Setting SMART Goals

Using available guidelines is a proven way to create goals that you can stick with for the long haul. After reading the explanation of SMART goals, [print our goal-setting worksheet](#) to create your own SMART goals.

These video tutorial and article could also help in setting your SMART goals:

https://www.youtube.com/watch?v=0Mi9_XEXQgc&feature=youtu.be

- <http://www.wikihow.com/Set-SMART-Goals>

Ambiguous or undefined goals aren't going to provide you with the direction you need to succeed. You should give yourself a concrete goal so you know exactly what you're working toward.

- You know your goal is specific if it answers these questions:
 - WHO will be involved in helping you reach your goal (including yourself)?
 - WHAT exact goal do you want to accomplish? Be very specific.
 - WHEN will you start and when will you reach your goal?
 - HOW will you make this happen? These are the action steps to get you toward your goal.
- Your goal is measurable if you can find a way to quantify your success using real numbers.
- To determine whether your goal is attainable, ask yourself honestly if you believe you can achieve it and have all the resources (including time) available to make it happen.
- To determine if your goal is relevant, ask yourself why you want to achieve it. You need to make sure that you're choosing a goal that fits you and your lifestyle. Don't choose a goal

out of guilt, or just because someone else thinks it's something you "should" do. Pick something that is meaningful and relevant to you and you'll set yourself up for success.

- If you don't put a deadline on your goal, it will be difficult to know how to pace yourself to reach it. Every goal should have a date, which will help you stay on track.

Whether go on studying or jump directly into the workforce is a personal decision that's based on a variety of factors. Do you need to start earning a living right away? Will you be able to pick up the theory and context on your own? Do you need more time gaining the practical experience? Only you can answer those questions and only you can determine which is the better path to start out on.

Think about your skills, your possibilities, your dreams and how to fulfil them. Believe in yourself, your knowledge and abilities, and keep on learning throughout your life. Be creative, decided and motivated to achieve the set goals. Remember, that when there's a will, there's a way.