

MEETS

PROJECT

EARLY identification, INDIVIDUALIZED targeting and
TAILORED intervention for young people at risk of NEET

*Flexible pathways and an effective methodology for
the transition into the labour market*

IO2-A3-MENTORING AND COACHING SESSIONS: EMPLOYABILITY AND TRANSITION FOR SCHOOL/VET TO WORK

Marta Méndez-Fuente
Fundación Metal Asturias
Gijón, Asturias (Spain)
29/12/2015
Final

Partners:



Promoter:



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

INDEX

Reference framework

Methodology

Supporting resources

3



Reference framework

The exit from the crisis and the reconstruction of the labor market requires a twofold strategy: the creation of employment opportunities and the labour integration of young people.

The future implies the improvement of job opportunities for young people, regardless their personal or academic situation. On this basis, it is important for each individual to design his/her own employment pathway, counting on the resources and mechanisms that the government and other entities have generated to facilitate their endeavour.

4 Intermediation processes involve -in times of crisis and specially with regard to vulnerable groups- the development of supporting resources to enable them identifying and valuing their abilities, determining the relevant market fitting their educational and career path and guiding their efforts in order to improve their employability.

These actions must be understood as a continuous process aimed at intervening in socio-professional situations -typical in adult life- amongst youngsters who are in risk of becoming NEETs, presenting an assorted professional profile with regard to their basic training, qualification, professional experience etc. Therefore, their needs in the field of employment are large and complex, interrelated in most cases, and require actions tailored to these realities.

The “Mentoring and Coaching Sessions on Employability” must be presented as a set of actions that, in response to individual or group demands, address common or specific problems of participants, for them to be able to better manage their professional pathway and increase their possibilities in the labour market. It is meant to be a flexible and adaptative process.

The group -but still individual, customized and comprehensive- intervention is intended to ensure a better employability of participants and their prompt incorporation into the labor market.

Structurally, the sessions revolve around the importance of employability as a personal feature, with a focus on the promotion of a positive image of oneself and a proactive approach for the job search. They are an integral part of the “Methodology of Individualized Targeting and Tailored Intervention for young people at risk of NEET”, thereby facilitating its success.

Methodology

This mentoring and coaching sessions are meant to facilitate the self-reflection of participants, promoting a proactive attitude towards employment where the acquisition of soft skills plays an important role. The intervention process will address personal (mentoring-related) topics, dealing with both intrapersonal and interpersonal abilities, with a focus on professional (coaching-related) aspects. For this reason, coaches and mentors will be referred to by a single term as “facilitators”.

Since participants (15 per country, in Portugal, Spain and Italy) will be those at risk of becoming NEETs and still in the VET system or in their compulsory level of education, the sessions will be led by the educators and/or counsellors/advisors in their centers who, along with staff from the partner organizations, will act as facilitators.

5

The aim of these sessions is the acquisition or improvement of key transversal competences for employment, with a special focus on proactivity: adaptability, creativity, leadership, entrepreneurial spirit, etc.

The methodology revolves around 2 separate but complementary actions: 2 *individual interviews* and a series of *group gatherings*.

Individual Interview

The process will start with a face2face guidance session, where the participant will meet the facilitator. The aim will be on helping the youngster to identify and reflect on his/her personal objectives and professional expectations. Ultimately, the hope is that it will help the participant to be aware of his/her current competencies, raising awareness of personal strengths, individual achievements and the “where I do well”. All the information, collected by means of a semi-structured interview based on pre-defined *items for a questionnaire/user profile card*, will be discussed with the participant to know his/her “debit and credit sides”, becoming then acquainted about what s/he needs to improve.

Unless it is deemed necessary to organize additional sessions for the benefit of the participant, this methodology foresees only 1 interview at the beginning of the process and 1 upon its completion. During the last one-to-one meeting, the participant will be asked once again about the same aspects as in the first session, with some reference to the topics discussed in the collective sessions, in order to compare the ex-ante and ex-post answers and observe the possible changes on participants and, therefore, the potential impact of the methodology.

Group Gatherings

The information collected during the interviews (user profiles) will be taken as a reference for the group sessions, in order to address specific individual matters but also of general interest



for the audience. They will revolve around some of the [Key Competences for Lifelong Learning](#)¹ with a high intra-personal component and a further impact on the professional life, namely:

- *social and civic competences*
- *sense of initiative and entrepreneurship*
- *learning to learn*

Additionally, the digital competence, specifically with regard to the use of the Internet for professional life, will be addressed as a transversal topic as long as it relates to the 3 aforementioned key competences.

These key competences will be linked and aimed at the achievement of the expected outcomes identified in IO2-A1, so that participants will be able to generate their ...:

6

- ... *social capital* by the development of social and civic competences;
- ... *ability of choosing the appropriate EET option* by fostering their sense of initiative and entrepreneurship;
- ... *positive attitude towards school* by learning how to efficiently learn.

A minimum of 8 sessions (maximum of 12, covering the entire Methodology) will be organised and distributed throughout the general intervention plan of the pilot project, as follows (additional sessions –up to 4- will be organised in the frame of IO2-A4):

- ✓ 2 individual sessions (kickoff and closure)
- ✓ 6 groups sessions, as 2 -on average- per each competence

All of them will be developed as much interactive as possible, in a way for participants to learn from their own debates and reflections. The facilitator will help them in this process, addressing specific issues for youngsters to build the content by themselves.

The facilitator will count on specific reference material and some other supporting resources, such as on-line videos, TV programs and any practical exercise that can be demonstrative for the intended competence.

Though the focus of these sessions will be on acquiring or enhancing key competences by addressing specific content, it is important to put them into the labour perspective. Therefore, participants should have the opportunity of having a glimpse into the world of work. The display of videos, available on-line, showcasing working processes could be helpful for participants to talk about, so they can discuss on the competences they may consider relevant or necessary for the job to be done. It is intended, above all, to spur motivation, enthusiasm and a basic willingness to do something for themselves and for their future.

Every pilot partner will set the agenda according to the particularities of its action plan, given the local perspective of the intervention. It will also tackle the topics based on the peculiarities

¹ <http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=URISERV:c11090>

of the audience (with an eye on the information collected during the one-to-one interviews), so there is no specific syllabus to strictly follow but a *general index (script)* to be adapted if necessary. Therefore, topics like social interaction, conflicts resolution, adaptability, teamwork, social networks and the personal footprint on the Internet, proactivity, etc., will be matters of discussion amongst other subjects. Each session will be summarized in a report, to briefly describe the specific topics addressed, the atmosphere of the gathering, the debates generated, the impressions of participants and an overall conclusion.

Upon completion, it is expected for participants to have improved their employability by their awareness on the need to have basic skills they will need in the labour market. Therefore, they will be able to assess whether they have such required competences, need to improve or lack some of them to weigh their likelihood of gaining employment. The basic aim to achieve is the reinforcement of youngsters' appropriate behaviour, not only with regard to others but also to themselves, improving their self-confidence as individuals and their job prospects.

Supporting resources

Both actions –the individual interviews and the group gatherings- will be developed at local level, taking individual circumstances of participants into consideration. Therefore, there is not a unique intervention but a general structure (script) with common reference resources, to be adapted accordingly if needed. This will help a comparative analysis regardless the regional peculiarities.

Thus, in spite of working locally, a set of resources will be shared at transnational level for each of the planned activities:

Individual Interview (semi-structured):

8

-Questionnaire for User Profile

Group Gatherings:

-Syllabus (general index, with script of content, activities and resources)

-Additional resources

Likewise, a common **report** template will be available in order to summarize the activities performed and the conclusions achieved, with a special focus on ensuring participants to:

- have the social capital (contacts, networks, know-how) to find a job
- know how to choose the most suitable EET for them
- do not have a negative attitude towards school/learning

QUESTIONNAIRE FOR USER PROFILE (individual interview)

(1/2)

PARTICIPANT'S BASIC INFORMATION					
Full Name					
Age		Gender		Nationality	
Minority				Disability	
FAMILY / ENVIRONMENT					
Parents	Age				
	Nationality				
	Job				
	Education				
Family members					
Your neighbourhood					
EDUCATION					
Education level				Digital literacy	
Successful subjects				Failing subjects	
Why you are thinking of quitting studing?					
LEISURE					
Hobbies					
Are you a sprinter or a long-distance runner?					
What you are good at?					
What you are bad at?					
You are so proud of yourself because you were able to...					
Social Network					

9



QUESTIONNAIRE FOR USER PROFILE (individual interview)

(2/2)

THE WORLD OF WORK	
Have you ever meant to look for a job?; how it was?	
10 Do you have any preference (sector, position) for working? Why?	
Which kind of job you wouldn't like to work at? Why?	
What knowledge and/or skills you think it is required for getting that job?	
Are you ready to get it or, on the contrary, far from it?	
Which kind of person you would like as co-worker?	
How do define yourself as a co-worker?	

SYLLABUS (general index, with script of content, activities and resources, for group gatherings)

The program is designed as a flexible script, in order not only to take local peculiarities into account but also to address specific personal needs of participants. It is organized in 3 chapters, as per key competences, each of them focused on one of the specific targeted outcome.

For each competence, its definition -according to the [Recommendation of the European Parliament and of the Council of 18 December 2006 on Key Competences for Lifelong Learning \[Official Journal L 394 of 30.12.2006\]](#)²- is provided, along with specific guiding content () , activities () and related supporting resources such as on-line videos () .

11

All the information and materials are available in English; thus, language adaptations could require a search of similar content at national level, specifically with regard to on-line videos in the given language.

Specific content for each of the competences below, as reference material to boost debates amongst youngsters, is available at [KeyComKit](#)³, a Multilateral Grundtvig Project developed with the support of the Lifelong Learning Programme of the European Commission, available in several European languages, English and Spanish amongst them. The credentials to enter the e-learning site are:

Username: EACEA

Password: europe

This didactic material is intended to be used as a reference resource and, therefore, it would not require any printing. Should it be used externally, it would be mandatory to mention its credits and source of financing.

² <http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex:32006H0962>

³ <http://www.keycompetenceskit.eu/index.html>

SOCIAL AND CIVIL COMPETENCES

Definition:

They refer to personal, interpersonal and intercultural competence and all forms of behaviour that equip individuals to participate in an effective and constructive way in social and working life, and particularly in increasingly diverse societies, and to resolve conflict where necessary. “Social competence” is linked to personal and social well-being, for which an understanding of codes of conduct and customs in the different environments in which individuals operate is essential. “Civic competence”, and particularly knowledge of social and political concepts and structures (democracy, justice, equality, citizenship and civil rights), equips individuals to engage in active and democratic participation⁴.

12

For potential NEETs, this key competence refers to the ability of dealing with people coming from different social and cultural backgrounds. By having contact with our environment, we get to know how it works, what opportunities it offers and what threats we should skip. As important it is to know “our world” as crucial it is to offer the best image of ourselves; and the picture comes from our own behaviour: the way we express ourselves is the way others consider us. The better we know our environment and, above all, the better the environment is acquainted about us, the most we will be involved and the highest our opportunities will be of not being excluded.

Content:

o **Social and Civic Skills**

 Introduction: basic definitions.

Social skills represent the ability to communicate, persuade and interact with other people, without provoking a conflict.

 *Raising question/activity*:

Do people change, with regard to the way they behave?

 The role of social skills for one’s personal development.

Because people are social beings, a lack of good social skills can lead to a lonely, unhappy life, full of anxiety and depression; on the contrary, great social skills help you meeting interesting people, create a good and supportive family, get that job you want and progress further in your career and relationships.

 *Raising question/activity*:

Is it true or false?

 People who talk much are interesting and have good social skills

 Introverts (people who like more to be alone than among other people) are socially unskilled

 A good education and hard work are all anyone needs to succeed at work and in life. Good social skills are less important.

⁴ <http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex:32006H0962>

- 👤 Inspiring resource: [How to teach Civic Competence](#)
- 👤 Inspiring resource: [Hand Gestures around the World](#)

○ **Communication Skills**

📖 Reading comprehension and understanding of information presented in a variety of forms.

Reading is not to look at every word and picture as quick as possible. Rather, it is to identify and understand useful information and ideas in an efficient way. When it comes to reading, your subconscious mind is your radar that helps you to navigate texts and concentrate on what is interesting and important for you.

Reading is a way of passive communication: it is all about getting external information, either for fun or simply because it is needed, so you learn from others or just get the given message. It sets the background for further interaction with the authors or third parties.

13

👤 *Raising question/activity:*

Depending on what you are reading and the aim you pursue, you can do it differently. Please, match the following reading skills: skimming (the main idea), scanning (a particular piece of information), extensive reading (general understanding, for pleasure) and intensive reading (detailed understanding, accurate reading) with the given situations:

How to read

- ☞ Skimming
- ☞ Scanning
- ☞ Extensive reading
- ☞ Intensive reading

What to read

- ☞ Football scores
- ☞ Mobile phone contract
- ☞ Newspaper
- ☞ "Game of Thrones"

📖 Appealing oral communication.

The way we speak has a great impact on our relationships with other people. A brief and organised speech, free of jargon and non-judgmental, will help others keeping the attention on and understand what you are saying.

And do not ever forget you are expressing yourself by your body language. How we say something represents around 38% of the final message.

👤 *Raising question/activity:*

Ask participants to express their ability and willingness to do something ("to do that") like in the video "[The Body Language Workshop: Exercise: I can do That](#)". Upon completion, discuss on which expressions were more and less convincing and why.

📖 Active listening and understanding of others' points of view.

Listening requires more than hearing words; it implies also a psychological involvement with the person who is talking and requires a desire to understand him/her, an attitude of respect and acceptance and a willingness to open one's mind to try and see things from another's point of view. It should be free of prior judgment, evaluation and approval.

👤 *Raising question/activity:*

Are you a good listener? Ask participants to rate each of the following situations as per: 4-Usually; 3-Frequently; 2-Sometimes; 1-Seldom

- ☞ I try to listen carefully even when I'm not interested in the topic ____
- ☞ I'm open to viewpoints that are different from my own ____
- ☞ I make eye contact with the speaker when I'm listening ____
- ☞ I try to avoid being defensive when a speaker is venting negative emotions ____
- ☞ I try to recognize the emotion under the speaker's words ____
- ☞ I anticipate how the other person will react when I speak ____
- ☞ I take notes when it's necessary to remember what I've heard ____
- ☞ I listen without judgment or criticism ____
- ☞ I stay focused even when I hear things I don't agree with or don't want to hear ____
- ☞ I don't allow distractions when I'm intent on listening ____
- ☞ I don't avoid difficult situations ____
- ☞ I can ignore a speaker's mannerisms and appearance ____
- ☞ I avoid leaping to conclusions when listening ____
- ☞ I learn something, however small, from every person I meet ____
- ☞ I try not to form my next response while listening ____
- ☞ I listen for main ideas, not just details ____
- ☞ I know my own hot buttons ____
- ☞ I think about what I'm trying to communicate when I speak ____
- ☞ I try to communicate at the best possible time for success ____
- ☞ I don't assume a certain level of understanding in my listeners when speaking ____
- ☞ I usually get my message across when I communicate ____
- ☞ I consider which form of communication is best: email, phone, in-person, etc ____
- ☞ I tend to listen for more than just what I want to hear ____
- ☞ I can resist day-dreaming when I'm not interested in a speaker ____
- ☞ I can easily paraphrase in my own words what I've just heard ____

The final score will tell about the respondent:

75-100= S/he is an excellent listener and communicator; S/he better keep it up.

50-74= S/he is trying to be a good listener, but it's time to brush up.

25-49= Listening is not one of her/his strong points; s/he should start paying attention.

Boost debates on the results.

🧐 Inspiring resource: [Non-Verbal Communication- For the Birds](#)

🧐 Inspiring resource: [How To Improve Your Listening Skills](#)

o **Managing Information**

📖 Locating, gathering and organising information.

Information is data that we need and not just about what is available through computers but from many sources and in many forms. It helps us reach conclusions, make our choices and communicate more effectively. We are always seeking different information. The ability to locate, evaluate and use information effectively is regarded as "information literacy".

The Internet can be considered the biggest source of information, in constant upgrading, though it cannot be regarded as 100% reliable: it is fed by myriad authors we do not know and, therefore, we cannot take for granted that everything we find is accurate, timely and appropriate.

 *Rising question/activity:*

We are always seeking different information. Ask participants for their information literacy: which kind of information they use to look for and how they get it?; have they ever looked for anything it was hard to or they just couldn't find?; have they experienced any trick –kind of a strategy- they would like to share with others?

 Presenting information.

We not only get information but also deliver it, anytime, everywhere. Likewise it is advisable to manage structured information for our best understanding, we also need to show a well organized and plain data. For that, it is crucial to have a clear idea of the message to give (so we know what we want to say and in which order), the main points to include (regarding how to script an effective presentation) and the methods to be used (from formal to informal).

15

 *Rising question/activity:*

Ask participants to briefly (2 minutes each) explain her/his favourite movie in a way to awaken other the enthusiasm to watch it.

 *Inspiring resource:* Daniel Levitin: "[The Organized Mind: Thinking Straight in an Age of Information Overload](#)"

 *Inspiring resource:* [Use text structure to organize and comprehend new information--Lesson 3 of 6](#)

 *Inspiring resource:* [Write a conclusion for an informational text--Lesson 9 of 12](#)

o **Critical Thinking and Problem Solving**

 Assessment of a situation and problem identification.

We cannot deal with something we are not aware of, so recognizing a problem is the first step to take. And it is crucial to have a positive attitude and face the problem as a challenge to overcome.

 Identification of root causes of a problem.

It is important to clearly understand the difficulty to tackle and make sure that the problem we are trying to solve is the "real" problem; we should also reflect on the circumstances and factors that led us to the given situation. Going deeper on this will help us to further overcome it, because sometimes people find a different problem than the one that is really distressing them, focusing on it since it is easier than dealing with the real problem.

 Evaluation of potential solutions.

"What I did in this situation in the past, and how well that worked?" This would be the first thought in our mind. If it didn't work as desired, we should think of other options, not limiting ourselves but thinking of as many possible solutions as we can, even if they seem to be unrealistic.

 Decision making.

It is all about narrowing down some of the options previously generated, keeping in mind that no problem solution is perfect but have drawbacks to a greater or lesser extent. To have a flexible mind and apply an objective criterion will help.

 Implementation and verification.

It is time to test the final solution out, putting our best effort and enthusiasm on it. We will realize that the decision we put into practice is the result of “small” decisions we have made throughout this entire process.

 *Rising question/activity:*

Since all the aforementioned steps are closely linked to each other, do 1 overall exercise and ask participants to think about a practical (everyday) problem they have faced lately and tell how they manage it: whether they succeed or not and the reasons behind according to the steps being taught, how they faced the problem (as a challenge and an opportunity for improvement or as a “pain”), whether they kept their minds open or not and how their mood changed over time.

 *Inspiring resource:* [Can you solve the bridge riddle? - Alex Gendler](#)

 *Inspiring resource:* [The famously difficult green-eyed logic puzzle - Alex Gendler](#)

 *Inspiring resource:* [Soft Skills--Critical Thinking And Problem Solving](#)

o **Responsibility**

 Setting of mission (goals and priorities).

A responsible person is that one who is reliable and can act without guidance or supervision. If we do the right thing (or not to do the wrong one) now, we won't have to deal with negative consequences later on. Beforehand, we have to differentiate the core from the secondary things to do, what is probably to be what we don't want and what we are keen on doing, respectively.

 Assuming the assigned task and duties.

A responsible person is that one who is accountable and answerable for her or his behavior, keeping always in mind that every action has a consequence. Either at home, school, work or even for our personal lives, we have our own role and we are assigned to do or take control of certain activities, situations, subjects and/or objects.

 Performing the task.

A responsible person is that one who does what s/he is supposed to do under a desired standard of performance. In the end, it is the result that we achieve with our own responsibility what really counts.

 Social responsibility.

A community is a group of people with shared interests. Everyone is a member of at least one community, the place we live in. Whether we regard our community as the people living in our building, neighborhood or town, we have a responsibility as part of its membership. This responsibility starts from obeying the rules of our community life and respecting other people; otherwise, there would be disruptions and our setting

wouldn't run properly. Therefore, every of us every have a piece of responsibility to make the world works.

 *Rising question/activity:*

Since all the aforementioned steps are closely linked to each other, do 1 overall exercise and ask participants to list their main responsibilities at home: what they certainly do and what they don't but they should. Go deep on the consequences of their actions and inactions, both for them and for their relatives. Proceed equally with regard to school, asking them to point out what is their role, what it is expected from them and what could happen in the future if they do not act as desired.

 *Inspiring resource:* [Responsibility](#)

 *Inspiring resource:* [Amazing kids of character: Responsibility \(Accessible Preview\)](#)

o **Adaptability**

17

 Be open and constructive.

It is the ability to change one's behavioral style or method of approach when it is deemed necessary to achieve a goal or to manage a certain situation, having a positive attitude towards change and willingness to deal with it and learn from the new challenge with no pre-conceived judgment.

 Cope with uncertainty.

Very adaptable individuals are not intimidated or frightened with new and unknown circumstances. Life is all about change, so we have to get use to it; otherwise, we will be left behind. We do not know in which direction the change will go and there is no way to avoid it, go against it or escape from it. Therefore, we have to be aware of the constant change and be flexible to overcome every challenge we face in all spheres of our lives.

 Resilience: Learn from your own mistakes and accept feedback.

This ability regards the capacity to be open and deal with any new challenge or situation regardless our background or technical skills. Because of the novelty it implies, it leads us to new experiences where we are very likely to fail and learn from it for the future. We cannot learn from a mistake unless we start admitting we have made it. And to change a mistake is not an option; rather, we can choose how to respond to it and how to proceed –or not to- if a similar challenge happens in the future.

 *Rising question/activity:*

Since all the aforementioned factors are closely linked to each other, do 1 overall exercise and ask participants to remember a very unexpected situation they had to face in the past and how they reacted to it. It would be more constructive if they focus on something they messed up to see how they learnt from the mistake.

 *Inspiring resource:* [Directionless or Adaptability](#)

 *Inspiring resource:* [\(J4\) Adaptability - Character Trades. Games to teach kids good character traits](#)

o **To work with others**

 Working in a group.

In most cases, we are not isolated individuals; rather, we are part of a group: at school, at work, in the family, in the club, ..., we recognise ourselves as members of a bigger entity. Still, each of us can behave independently of each other for the benefit of the group. This means that our behaviour may not be linked to others, but it affects the group as a whole.

 Teamwork.

Being part of a team is one step forward in collaboration within a group. Team members cooperate with each other in a coordinating way so each of them is in charge of a particular activity or responsibility, linked to others, for the overall benefit.

Being part of a group, an especially within a team, implies certain social skills. The most important is to communicate effectively, what means to speak clearly, honestly and nicely and to listen actively; also, and since we are not alone, we have to be disciplined, supportive, objective and committed.

 *Rising question/activity:*

Are you a good team-worker? Ask participants to rate each of the following situations as per: 3-Rarely; 2-Sometimes; 1-Always

- I help others to finish my work ____
- I listen to others' opinions and consider them as possibly correct ____
- I consider it disrespectful to ignore another person ____
- I openly volunteer for assignments and tasks ____
- I accept responsibility for my own errors ____

The final score will not reveal all the skills in need of an improvement but will give a general vision on the extent to which respondents have features of the average team-worker::

Up to 15= S/he has basic skills for team working.

Up to 10= S/he needs to revise certain areas to strengthen current weak skills.

Up to 5= S/he needs to pay attention to her/his related skills for working efficiently in a team.

Boost debates on the results.

-  *Inspiring resource:* [Madagascar Penguins Best and funniest Team work](#) (Note: this regards a team rather than a group).
-  *Inspiring resource:* [The Power of Teamwork - Funny Animation](#) (Note: this regards a group rather than a team).
-  *Inspiring resource:* [Soft Skills--Teamwork](#)
-  *Inspiring resource:* [Conflict Resolution](#)
-  *Inspiring resource:* [Four Tips for Managing Conflict](#)

SENSE OF INITIATIVE AND ENTREPRENEURSHIP

Definition:

It refers to an individual's ability to turn ideas into action. It includes creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. This supports individuals, not only in their everyday lives at home and in society, but also in the workplace in being aware of the context of their work and being able to seize opportunities, and is a foundation for more specific skills and knowledge needed by those establishing or contributing to social or commercial activity. This should include awareness of ethical values and promote good governance⁵.

For potential NEETs, this key competence regards the need of being proactive, including the predisposition to do something without being asked to in order to get a pre-defined goal; this applies not only for being an entrepreneur but also as an employee in a company and, more basically, as a human being in our personal lives. This endeavour requires –in almost all cases- to know what resources we own and what we need for the intended aim and, most importantly, the environment in which we are and its peculiarities that can make it easier or difficult. Particularly, this refers to the willingness of youngsters to decide on what they want to do in the future and, therefore, what they have to do now for their future. This includes, undoubtedly, the need of knowing what they would like to do, what their strengths are and what they need to improve, on one hand, and, on the other side, what their environment offers they could get in terms of education, training and/or employment. This does not mean we will for sure succeed, but we will certainly have more chances for success.

19

Content:

○ **Self-motivation**

Positive mindset.

Despite all the positive (and sometimes negative) influences around us, we have to be the ones who want to be and do better and, therefore, to motivate ourselves. Having the right mentality is crucial to overcome awkward situations. For some people, this is a natural feature but, for others, this is more complicated to achieve though it is all a matter of practicing: rather than mourning or complaining on our bad fate, we better focus on what we can do to turn things right; even if we finally do not get it, at least we tried it and made our best, and we can learn from that experience.

Self analysis and mapping of individual assets.

An initiator behaves proactively, setting realistic and achievable goals. The objectives to reach are not only dependent on her/his experience –rather than instincts- but on her/his own personal traits, with ups & downs. By self-analysing, we reflect and get to know ourselves without the help of another person; it is based on information that is accessible only to each of us. The SWOT analysis help us to identify our Strengths and

⁵ <http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex:32006H0962>

Weaknesses –at internal level- and Opportunities and Threats –in the external sphere-. On one hand, strengths regard positive aspects that are under our control and upon which we can consider for a particular action we are thinking to take; weaknesses are negative aspects that are under our control and that we may plan to improve. On the other hand, opportunities concern the positive conditions that we cannot control but of which we can plan to take advantage, whereas threats are the negative conditions that we cannot control but the effect of which we may be able to lessen.

Without having reflected on ourselves by means of this exercise, we would be lost since we wouldn't know where we are, where we want to go and what we would need for that goal.

 *Rising question/activity:*

20

The following SWOT analysis could help youngsters identifying their likelihood of having a particular occupation. Ask participants to think about a specific job they would like to perform and then request from them to point out:

- ☞ Strengths: what their knowledge, skills and personal traits are for the intended position?
- ☞ Weaknesses: what restrictions they face (lack of a particular ability, ...)?
- ☞ Opportunities: are there any education/training options they should get in order to improve their requested knowledge and/or skills; how about the labour market demand on that particular position?
- ☞ Threats: which external obstacles, in their eyes, could jeopardize or reduce their options for getting that job?; are they manageable?

Since the goal is to make participants reflect on the need to keep going on their education/training for having better job opportunities in the future, this exercise should stress on the internal aspects so they can debate on them and encourage each other. In order to help them identifying both internal features, a short list of both could be offered as a reference:

- ☺ Strengths:
 - ✓ Work experience
 - ✓ Education, competitive vocation
 - ✓ Specific transferable skills (communication, teamwork, time management...)
 - ✓ Personal characteristics (strong work ethic, self-discipline, creativity, optimism, or a high level of energy)
 - ✓ Creative thinking, ability to be innovative
 - ✓ What do you do well?
 - ✓ What have been your most notable life achievements?
 - ✓ What is your greatest asset?
- ☹ Weaknesses:
 - ✓ Lack of work experience
 - ✓ Low education or non marketable vocation
 - ✓ Lack of social skills (poor communication skills, lack of self-knowledge)

- ✓ Negative personal characteristics (lack of discipline, lack of motivation and poor responsibility skills)
- ✓ Weak creativity skills, fear on innovation
- ✓ What do you do badly?
- ✓ Think about your most unpleasant experiences in school and consider whether some aspect of your personal life could be a root cause
- ✓ What could be improved?

 Planning for action.

The resulting information from the SWOT analysis should be used to formulate an action plan: what to and in what order to achieve the main goal we pursue. The goal should not be to get rich in life –on whatever we do- but to enrich our lives.

Any action plan must be based on SMART goals: Specific, Measurable, Attainable, Relevant and Time-bound. These objectives should be turned into specific actions, giving us the pathway for their success by answering what, how and when will they be done.

21

 *Rising question/activity:*

Ask participants to formulate and prioritize 3 goals for overcoming the weaknesses and benefiting the strengths (with an eye on reducing the threats and taking advantage of the opportunities); also, ask them to point out 2 tasks they should do to get each of the goals.

In doing this, they have to assess how the internal and external barriers can be coped with in a shorter or longer time. Nevertheless, once again, since the goal is for participants to continue their education/training, they should stress their reflections on what they should do now for their future: how to make the best of their strengths and how to get over the weaknesses, as long as these aspects are those that are under their control.

 *Inspiring resource:* [Believe in Yourself - Motivational Video](#)

 *Inspiring resource:* [Self Motivation & Mentality - #Selflove Saturday](#)

 *Inspiring resource:* [Personal SWOT Analysis](#)

○ **Creativity**

 Key features of creativity.

Creativity is all about enriching ideas and thinking with freshness. It is a practical process of putting our imagination to work.

We are all creative every day because we are constantly changing the ideas which we hold about the world, about us and our relationship with it. Creativity does not have to be about developing something new to the world, it is more to do with developing something new to ourselves.

The ability to generate alternatives or to see things uniquely does not occur by chance; it is linked to other, more fundamental qualities of thinking, such as flexibility and open-mindset. Besides, creativity can be supported, encouraged and cultivated, as well as weakened, even destroyed.

 *Rising question/activity:*

Ask participants what creativity means for them and how they would describe a creative person and why (features). Then, request to list the characteristics in 3 groups: those they think they already have, those they think they can learn or develop and, finally, those they think they won't be able to learn about.

 Creativity and innovation in identifying problems and exploring possible solutions.

Creativity and innovation are closely related but different: while creativity is thinking about new things, coming up with ideas, innovation is doing new things or implementing the newly created ideas. All innovations begin as creative solutions, but not all creative solutions become innovations.

Children are very creative, so we were (all of us!). We can recover part of such ability while problem solving and thinking: this implies the solutions we come up with to be independently created rather than learned with assistance. A key starting point for this is to turn our problem into a challenge and write it down into small pieces, so we know what we have to deal with to continue with brainstorming (that is: generating ideas).

 *Rising question/activity:*

Ask participants to think about a problem-challenge they face in their lives and turn it into simple challenges. Then, ask them if this seems now more manageable. Afterwards, make them reflect on potential solutions and ask, once again, if they think they had reached to them by looking only at the overall problem.

 *Inspiring resource:* [Ken Robinson: Do schools kill creativity?](#)

 *Inspiring resource:* [How to Build a Culture of Innovation: Sir Ken Robinson](#)

 *Inspiring resource:* [Navi Radjou: Creative problem-solving in the face of extreme limits](#)

 *Inspiring resource:* [Creativity and Innovation](#)

o **Resource management**

 Goal setting.

An effective resource management requires prior goal setting in order to take the correct available resources into account. It is the process by which we decide what we want to achieve, how and by which means: goal setting gives us a clue on the direction and the resources to take. The goals to pursue should be meaningful and relevant (so their achievement implies a benefit for us), specific (not vague or abstract and developed into specific actions) and realistic (so they are achievable). A step forward regards the need to commit ourselves on those goals and to set priorities amongst them as well as deadlines for their accomplishment.

 *Rising question/activity:*

Ask participants to think of a regular day of the week and set goals for it, in a way that it is clear which ones go first and those later.

 Time management.

Resource management regards how we use available and useful resources in the most efficient way. We all have time; it is a universal resource!

Anybody, at some point, has wished to have more time to do something; time is a scarce resource. Time management does not mean to keep track of how we spend our time; rather, it is about making changes on the way we use it by prioritizing the tasks to perform and learning to say “yes” and, more importantly, “no”.

If we organize ourselves, we can do much more things than what we might think.

 *Rising question/activity:*

Ask participants to think and analyse how they would spend a regular day of the week, going into detail on the tasks and events and the time they’d devote to each of them. Then, ask to score them in order of importance for, afterwards, compare the time they’d spend on the important tasks as well as on the others.

 *Inspiring resource:* [Inspirational Clips: TIME...](#)

 *Inspiring resource:* [How to Manage Your Time Better](#)

23

o **Risk management**

 Risks and goals: assessing risks in relation to benefits.

As it happens with problems, we cannot manage risks if we don’t identify them. Risks are a part of our everyday life: sometimes we face risks we have not looked for and sometimes we just take risks voluntarily, leaving our own comfort zone. Some of them seem to be not very serious, but others can lead to severe consequences. By definition, any risk implies a challenge and, therefore, an opportunity to get a potential benefit or hazard out of it, depending on how we manage it: risk and benefit/hazard are the 2 sides of the same coin.

Though there are some risks that do not depend on us, there are others that we take by our own: the decisions on how much risk and what type of risk we take are critical in order to analyse and anticipate the potential resulting rewards we are looking for.

 Basics of risk management.

A good risk management is all about making the right choices when it comes to dealing with different risks, or simply designing and implementing an action plan including not only the assessment and quantification of risks but also the measures to control, reduce or exploit them.

 *Rising question/activity:*

Since the aforementioned factors are closely linked to each other, do 1 overall exercise and ask participants to identify and write down a possible risk they may have in their lives, pointing out its potential dangers and/or benefits and, then, deciding what they can do to avoid or minimise the threats and enjoy the profits, as an action plan.

 *Inspiring resource:* [Taking Risks the Smart Way](#)

 *Inspiring resource:* [This is what happens without risk management - Irvine Insurance](#)

o **Challenges of looking for a job (... starting a small business?)**

 Set realistic goals.

Like starting up a business, we need an action plan for an adequate job search. Looking for a job requires thinking like an entrepreneur: we are our own business product we

want to sell and expect others to buy. The initial steps imply a self-reflection process, identifying the sector and position we want to get according to our profile. The whole process of looking for a job is another “kind job”; it is, just, another challenge.

 Script your own portfolio (CV).

Think of the knowledge and skills you may offer. Given their foreseeable shortage in the target group, a special emphasis should be put on the soft skills: specifically, on their behaviour and their real willingness to work. Like a supermarket offers its best deals in its periodic leaflet for customers to buy its products, the job seeker has to show the best of her/himself for employers to decide hiring her/him.

It is crucial to design a good profile of ourselves in the CV, as important it is to take care of our public profile in the different digital social networks where we are registered, so nobody can see a bad image of us likely to jeopardize our chances of getting a job.

 Look for job vacancies.

Likewise the supermarket spreads its weekly leaflet in the neighbourhood, door-to-door and by other means of dissemination, the job seeker needs to send her/his CV to targeted organizations where there may be any chance to get a job, given the characteristics of the company. The focus is not only on companies offering job opportunities: most positions are covered without any publicity because either the company has CVs already stored from people who sent their CV by their own initiative or just because the company gets to “informally” know someone who could fit the position (networking). Therefore, the job seeker has to be proactive sending the CV and taking advantage of her/his social capital to know about any job vacancy that may be open though not advertised. The Internet offers all kind of helpful information: from specific job vacancies to companies and job profiles and about any intermediary institution; be aware of specific job portals on the Internet.

 *Rising question/activity:*

It is time to ask participants about their job prospects. Though the aim of the methodology is to make them stay in the education/training system, it is important to explore with them their willingness to start working and, most importantly, their likelihood for finding a job. The exercise is intended to make them reflect on the need of a lifelong learning mindset and the benefits, at their age, of keeping on studying the basic/transversal knowledge and skills the schools would bring them. The resulting information will serve to organise some of the activities foreseen under IO2-A4 for a more tailored intervention.

Participants are expected to write down and explain which kind of jobs they would like to perform and what they think they can offer and what they cannot.

 *Inspiring resource:* [How To Find A New Job: Opportunities In The Hidden Jobs Market](#)

 *Inspiring resource:* [Work Search - How Do I Look for a Job?](#)

LEARNING TO LEARN

Definition:

“Learning to learn” is the ability to pursue and persist in learning, to organise one's own learning, including through effective management of time and information, both individually and in groups. It includes awareness of one's learning process and needs, identifying available opportunities, and the ability to overcome obstacles in order to learn successfully. It means gaining, processing and assimilating new knowledge and skills as well as seeking and making use of guidance. It engages learners to build on prior learning and life experiences in order to use and apply knowledge and skills in a variety of contexts: at home, at work, in education and training. Motivation and confidence are crucial to an individual's competence⁶.

A negative attitude towards school is the core reason why youngsters may become NEETs. This is even more pronounced in places with a high unemployment rate. At an early age around the teens, the school or the training center is the place to be: it is the time for youngsters to get educated and/or trained for their future. NEETs show a very deflated and demotivated personality in most spheres of life where they have to make an effort; this is emphasised with regard to schooling as it is their main responsibility. Therefore, they need support to make a turnaround and, sometimes, it is just a matter of reflecting on the way they should learn for their best. Because potential NEETs are, by definition, so fed up with studying, this competence should be based even more on offering them some tips for them to self-reflect and share with their peers their feelings.

25

Content:

- ***Lifelong learning: a daily-basis approach***

- 📖 A systematic approach to learning.

Even if a youngerst quits studing at school, s/he will always have the need to learn, in order to cope with certain tasks s/he never performed before, to face new responsibilities in life and/or to adapt her/himself to new circumstances in her/his environment. There is a continuous need to improve our competences as the combination of knowledge, skills and attitudes we acquire. To keep on learning is the way to improve our competences, that brings benefits beyond our employability: it keeps our mind sharp, increases our self-confidence and provides a feeling of accomplishment, amongst others.

- 📖 Formal, informal and non-formal learning.

Lifelong learning is a broad concept, not being confined to childhood or the classroom, but taking place throughout life and in a wide range of situations (including workplace)⁷.

Throughout our lives, we learn by different forms⁸; we never stop learning:

⁶ <http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex:32006H0962>

⁷ http://eacea.ec.europa.eu/tempus/tools/glossary_en.php

⁸ Terminology of European Education and Training Policy. CEDEFOP, 2014



- *Formal* learning occurs in an organised and structured environment (such as in an education or training institution or on the job) and is explicitly designated as learning (in terms of objectives, time or resources). It is intentional from the learner's point of view. It typically leads to certification. Learning that occurs in an organised and structured context (in a school/training centre or on the job) and is explicitly designated as learning (in terms of objectives, time or learning support).
 - *Non-formal* learning is embedded in planned activities not explicitly designated as learning (in terms of learning objectives, time or support). It is intentional from the learner's point of view. Its outcomes may be validated and may lead to certification and it is sometimes described as semistructured learning.
 - *Informal* learning results from daily activities related to work, family or leisure. It is not organised or structured in terms of objectives, time or learning support. It is, in most cases, unintentional from the learner's perspective. Its outcomes may be validated and certified. It is also referred to as experiential or incidental/random learning.
- 👤 *Inspiring resource:* [Adopting Lifelong Learning](#)
 - 👤 *Inspiring resource:* ["First step- never stop learning", a song with related great motivational, inspirational quotes](#)
- **Identification of learning needs**
 - 📖 **Set individual learning goals**

The formal learning is based on certain objectives to achieve. At school, they are pre-established so students cannot do nothing but pursuing them through their study. Still, youngsters can set their own objectives, so they can develop a long-term vision and they have a source of motivation.

Setting goals is crucial when it is up to us what to learn, specially with regard to non-formal and informal learning.

In any case, it is very helpful for anyone, and more specifically for potential NEETs, to think of the goals they want to reach in a given period with regard to employability (what they want to work at), career (what level they want to attain) and education (any specific knowledge they want to acquire). From the future, they would have to go backwards to see what they have to do in the present.
 - 👤 *Rising question/activity:*

As participants to write down their own goals in the 3 aforementioned areas (employability, career and education). Encourage youngsters to be creative because there is still time for the goals to be attainable if they make an effort.
 - 📖 **Assessment of personal strengths and areas for development.**

Even for topics we don't like, everything we (have to) learn may bring opportunities for the future or simply can be exploited for our own benefit. It is not probable to remember everything we learn at school, though it helps evolving a mindset that will be our main resource for a lifetime.

We do not learn in the same way nor we are good and bad in the same topics. We have to make the best of our strenghts and deal with our weaknesses, trying to turn them into the less detrimental way.

 *Rising question/activity:*

Ask participants to write down their personal strenghts and analyse the extent to which they think they are useful for the goals they have identified, and what would need to be improved, including also the weaknesses they have to manage.

 Identification of learning resources and opportunities

Outside the schooling system, there are many options for learning. Specifically regarding VET, there are multiple opportunities for getting a professional qualification. Any job requires a specific training for its proper performance so, even if we don't want to continue in the education system, we have to get ready for working.

 *Rising question/activity:*

Ask participants to look for specific courses on the Internet related to the jobs they would like to work at.

 *Inspiring resource:* [Personal Mastery - Find Your Strengths](#)

 *Inspiring resource:* [CAS Learning Outcome 1 Increased awareness for your strengths and areas of growth](#)

27

o **Motivation to learn**

 Why to continuing learning.

Benefits of lifelong learning do not only affect positively our competitiveness in the labour market and the likelihood of earning a good income; they also have a positive impact on our personalities and enrich our everyday lives. While at school, youngsters have the chance to furnish themselves not only with the knowledge they need to acquire for passing the exams but also with natural skills, critical to build up their self-confidence, active citizenship and ability to perform a range of everyday tasks, amongst others. The school education is the basis to make the best of further training in our lives.

 New factors of employability and competitiveness in the labour market.

Changing societies and labour markets are making one group of people insecure in their jobs while offering new opportunities for the other. There are no right skills or competences that can secure a lifetime employment, but their acquisition can boost our employability, as the likelihood of gaining employment. Therefore, the underlying pattern of vulnerability is the inability to adjust to changes and to learn on a lifelong basis.

 *Rising question/activity:*

As participants to think over what motivates them to learn, on its wider scope. If not, ask them why they are not motivated and which is the escape route from that unhopeful situation. Boost debate.

 *Inspiring resource:* [Learning Motivation Animation](#)

 *Inspiring resource:* [MOTIVATION TO STUDY- students must watch!](#)



ADDITIONAL RESOURCES: VIDEOS, PRACTICAL DEMONSTRATIONS AND OTHER EXERCISES

As previously mentioned, it is important to put participants into the labour scene, showing them specific working situations; this would allow the group to discuss about facts and not only theoretical background. The Internet offers an array of resources for this purpose, that may be used according to the characteristics of participants.

Specific TV programs, available also on-line in the partner countries concerned, showcase a series of working processes that could be used by facilitators as examples. The videos could trigger debates on technical and transversal competences required for the given job.

28 Despite the numerous on-line videos, and some others partners could have internally, the following are suggested based of the different assortment of topics they offer:

- [How it's Made](#) (English)
- [Segredo das Coisas](#) (Portuguese)
- [Fabricando Made in Spain](#) (Spanish)
- [Así se hace](#) (Spanish)
- [Come è fatto](#) (Italian)

Likewise, role-playing dynamics and simulations are suggested with regard to daily and routine situations where transversal competences are essential and apparent, staging proper and impolite behaviours. Specifically, different exercises addressing the digital footprint may be developed based on inspiring videos available on YouTube and using the most popular social networks, once youngsters use to be very active in the virtual world. By using these digital applications, participants could check by themselves how easy it is to find information about others and get their own –and very probably wrong- conclusions, keeping in mind that it would be the same for employers.

It is strongly advised to use visual items to illustrate the intended topics.

SUMMARY REPORT

Upon completion of the sessions, facilitators will summarize the process, tackling the topics addressed, the activities performed and the conclusions achieved, in order to assess its impact. It is meant to prepare one report per country, under a common format to ease the analysis and comparison of results.

OVERALL PROFILE OF PARTICIPANTS

(i.e.: age; nationality/minority; gender; education level; special risk components; general ex-ante impressions)

29

ATMOSPHERE AT GROUP SESSIONS

(i.e.: predisposition and participation of youngsters)

DEBATES AND TOPICS ADDRESSED

(i.e.: which topics focused the highest attention of participants; specific activities)



EX-POST IMPRESSIONS

(i.e.: did participants change their minds?; have they seriously reflected on the importance of having basic skills?; what plans do they have for the near future?)

30

OVERALL CONCLUSION

(i.e.: strenghts and weaknesses of the process for the intended aim: do they know now where they can find job opportunities?; are they now able to choose their EET option to pursue and the pathway to follow?; do they show now a more positive attitude towards school/learning?)

