It Works!
The Employable Youth

HANDBOOK & TOOLBOX

FOR PROFESSIONALS

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Index

Introduction

This document is made to provide partners with the work program for Intellectual Output 2 (Handbook & Toolbox for professionals). This work plan includes the aims and objectives for this Intellectual Output and also the work plan from the same Intellectual Output which includes phases, tasks, activities, roles for each partner involved, and schedule for implementation.

Due to the partner's profile, active in the field of youth, we have witnessed an increasing need for the enhancement of knowledge, tools and methodologies for these professionals. Due to the high unemployment rate in the UE we notice the need to better guide and provide specific services towards successful employability for young adults, making a special emphasis to those coming from disadvantaged backgrounds.

Nowadays, the materials for professionals in the field that we can find are mostly related to career guidance and counselling and are not that easy to use. The innovative element of this Intellectual Output is the collocation and creation of a toolbox with handbook, easy to use guidelines for every professional to use no matter of his/her background in order to provide better services to the target group.

This tool has two main objectives, tools for employability and soft skills that will be created in the partnership taking into account the needs that the Partners have mapped

Most of the marginalized unemployed youth come into daily contact with the organizations that have formed this consortium and the respective professionals (youth workers/ trainers/ coaches/ educators) and we have identified the need to create a coherent, easy to use toolbox with materials and methodologies that will support the professionals into guiding the youngsters successfully to follow the employability course that will be created

within the project's life cycle and to provide a safety net during the internship period.

The ultimate goal of this Intellectual Output is to be easily adapted and then transferred to serve the needs of different groups facing the same difficulties as out of employment / out of education disadvantaged youth in order to safeguard the transferability potential to other organizations and EU countries.

This tool is made by different tools provide by the partners, each of them had provide two tools that is either a good practice/ methodology or a tool that they have created to be use by professionals in the field. The partners can focus on their needs or on what they have found more successful in their everyday work. It is also important that each partner has a different theme based on their own experience or expertise.

The IO2 is complementary to IO3: the IO2 is for professionals whereas IO3 is the soft skills module for the youngsters. Theoretically, the materials created in IO2 can aid the professionals to steer the youngsters in IO3 (soft skills for employability).

The Inclusion Network

SELF-EVALUATION & UNDERSTANDING
KOLB'S REFLECTIVE MODEL/CYCLE

What?	Learning objectives:
This activity is for the teacher to understand the concept and importance of reflection. Its aim is to educate teachers of the importance adapting/changing their teaching style if they are not getting the results or engagement from pupils that they wished for.	- Raised awareness of the importance of self-reflection - To understand the theory behind self-reflection and evaluation For Teacher to understand it is ok to change the direction of their teaching lessons aren't going to plan.

How to use it?

This is a reading and watching activity for the teacher to raise awareness of self-reflection and evaluation.

Duration:

2 hours (approx.) study time

Materials:

Laptop, or device access internet. An open mind-many teachers struggle to divert away from their natural teaching style.

A. THEORETICAL BACKGROUND

Kolb's reflective model is referred to as "experiential learning". The basis for this model is our own experience, which is then reviewed, analysed and evaluated systematically in three stages. Once this process has been undergone completely, the new experiences will form the starting point for another cycle.

B. TOOL PROCESS

Solo/individual learning activity to be completed by the teacher. They will use this tool and the handbook provided as the guide.

Reflective questions:

Have I got a rigid teaching style?

Do I find it easy to adapt? If not, why? (teacher to look at own experience of learning/teaching and where their own style has come from.)

Do I now feel more confident in self-reflection & evaluation? If not, do I need to access more reading and visual tools to raise my awareness.

Limitations:

Teacher unable to move from their preferred teaching style.

Access to internet issues.

Resources, references & availability:

Link to Kolb's reflective model diagram

http://www.bunbury.wa.gov.au/pdf/environment/u472/Appendix%2019%20 U472%20Community%20Facilitator%20Kolb%20Questionnaire%20Final.pdf

Youtube video explaining Kolb's reflective cycle.

https://www.youtube.com/watch?v=ObQ2DheGOKA

Further Reading:

http://www.nicole-brown.co.uk/reflective-model-according-to-kolb/

What?	Learning objectives:
Questionnaire/activity is to heighten awareness around the types of learning styles pupils/clients may have.	- Raised awareness of the different types of learning styles; visual, auditory, reading/writing, kinesthetic. - For teacher to be able to identify different learning styles within their group. - For Teacher to be confident in completing learning style questionnaires with individuals/group.

How to use it?

Teacher to complete an individual learning styles questionnaire with all group members. To be completed during induction phase of the programme so that all sessions can be catered for their individual learning styles.

Duration:

Questionnaire to be completed at their own pace dependant on their intellectual level and competence.

A. THEORETICAL BACKGROUND

Kolb's learning styles are one of the best known and widely used learning styles theories. Phycologist David Kolb first outlined his theory of learning styles in 1984.

B. TOOL PROCESS

The professional will need:

a. Flipchart/projector to explain the four different learning styles.

b.Handout of printed questionnaire for learners to complete.

Reflective questions:

- What is your learning style as a teacher? Can your lessons/sessions be influenced by this?
- What do you do if a young person cannot dill out the form? Ie; refuses or has a learning need. Be prepared to read out the questionnaire and complete it yourself with the young person's answers.
- What happens if an individual score in all 4 learning styles? Lessons/sessions will have to incorporate activities that cover all four leaning styles.

Limitations:

Learning needs of the individual may mean they cannot fill the form in i.e. Dyslexia or working at a lower levelthan their age group. To provide simplified questionnaires to these individuals.

Resources, references & availability:

Link to Kolbs learning style questionnaire, PDF file/handout also provided.

http://www.bunbury.wa.gov.au/pdf/environment/u472/Appendix%2019%20 U472%20Community%20Facilitator%20Kolb%20Questionnaire%20Final.pdf

Link to image of the four learning styles;

https://www.tejedastots.com/teaching-different-learning-styles/

4 learning styles: https://www.youtube.com/watch?v=_IopcOwfsoU

Piteå kommun

IDENTIFYING AND DETERMINING LABOUR MARKET CONDITIONS

What?

Professionals working with disadvantaged young people will find that they need to communicate how the labour market corresponds with the needs of their clients.

The professionals might meet young people with little or no work experience, or young people with different forms of disabilities. They might also meet persons with bad work experiences, due to lack of communication, explanation and definition – both from employees and employers.

This session offers a hands-on tool (questionnaire) that should be used individually when established a proper contact with a client. The outcome is to maintain the labour market-oriented counselling process with the young person in focus, and to be able to settle on boundaries, expectations and more.

It is designed to cover important aspects of the support some of our clients need, in order to get/keep an employment.

This scientific-based tool (derived from the Supported Employment method) will give the professional a first and steady summary of challenges, strengths and weaknesses that needs to be addressed, for the outcome in counselling young people towards employment.

Learning objectives:

- Gaining science-based knowledge when meeting clients with specific needs of extended labour market support.

- To communicate the conditions between the clients and the labour market

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> • Provide aspects that need to be highlighted for each client, in the process of work labour counselling.

How to use it?

This counselling tool should be used in individual meetings with clients. There are no limitations regarding when to use the tool, which means it can be used with well-known clients as well as new ones. Signs of knowing when to use the tool are:

Workplace is unexpectedly terminating a work placement/employment.

Client returns "unemployed again", with no or little understanding of why.

Duration:

2 hours (preferably divided into two sessions)

Materials:

- 1 questionnaire to hand out.
- A computer/pen (depending on where the client wants to complete the questionnaire).

A. THEORETICAL BACKGROUND

Supported Employment is a method of working with mentally, physically and socially disabled people and other disadvantaged groups to access and maintain paid employment in the open labour market. This method of working is a proactive policy in accordance with the United Nations Convention on the Rights of People with Disabilities.

Supported Employment is completely consistent with the concepts of empowerment, social inclusion, dignity and respect for individuals. Within

Europe, agreement has been reached on the values and principles that should be present at all Supported Employment stages and activities and adhere to full citizenship rights of individuals:

Individuality – Supported Employment regards each individual as unique, with his / her own interests, preferences, conditions and life history.

Respect – Supported Employment activities are always age appropriate, dignifying and enhancing.

Self-determination – Supported Employment assists individuals to improve their interests and preferences, express their choices and define their employment / life plan according to personal and contextual conditions. It promotes the principles of self-advocacy by service users.

Informed Choice – Supported Employment assists individuals to understand their opportunities fully so they can choose consistently within their preferences and with an understanding of the consequences of their choices.

Empowerment – Supported Employment assists individuals to make decisions on their lifestyle and participation in society. Individuals are centrally involved in the planning, evaluation and development of services.

Confidentiality – The Supported Employment service provider considers information given by individuals to them as confidential. The service user has access to his/her personal information gathered by the provider and any disclosure is at the discretion of and with the agreement of the individual.

Flexibility – Staff and organisational structures are able to change according to the needs of service users. Services are flexible and responsive to the needs of individuals and can be adapted to meet specific requirements.

Accessibility – Supported Employment services, facilities and information are fully accessible to all people with any kind of disability.

The values and principles of Supported Employment are supported by a 5-stage process/ methodology that has been identified and acknowledged as a European model of good practice which can be used as the framework within Supported Employment.

Engagement – Underpinned by the core values of accessibility to ensure informed choices are made.

Vocational Profiling – Ensuring empowerment to the individual throughout the process.

Job Finding – Self-determination and informed choice are key values in Supported Employment.

Employer Engagement – Accessibility, flexibility and confidentiality are key values to be nurtured through this process.

On/Off Job Support – Flexibility, confidentiality and respect are the key components to successful support measures. (European Union of Supported Employment – Information Booklet and Quality Standards (2005)

B. TOOL PROCESS

The counsellor decides on whether to meet the learner at work placement, a workplace or at their local office if there's no current work activity for the learner. The purpose with the worksheet is basically to learn as much as possible about their client, in order to work supportively on the path to a new activity.

The learner might not be able to explain why a current work/work placement has been terminated, or why he or she is not being able to find a long-term activity, due to unawareness The learner can also be unsure about how to express towards a professional, or how to speak about uncomfortable obstacles in front of others.

That being said, this worksheet is the first tool in a long trust-building process that is about to begin. If trust is achieved among both parts, chances are that it will lead to an activity with other outcomes, than the previous had.

The learner can choose to complete the worksheet in privacy, but it is of significant importance that the professional and the learner will be given a chance to go through the questions. As shown (see Annex) the questions are

written in me-form, which takes the pressure off by not acting as (yet another) interview for the learner.

By finishing the work sheet, the professional will find themselves with more courage and understanding in the process of Supported Employment. Specifically, within the (as mentioned above) categories of:

- Engagement

- Vocational Profiling

- Job Finding

Mapping myself!

Name:
Personal number:
Adrdress:
Phone number:
E-mail:

CURRENT SITAUTION

Living situation:

My social context (family, friends, relatives):

My economic situation today:

Hobbies:

Strengths you would like to highlight:

BACKGROUND

I have completed following education/courses:

I have started, but not completed following education/courses:

Driver license and access to a car:

Work experience. Describe your work tasks, which company and duration of work:

Work placement experience. Describe your tasks, which company and duration of work placement:

What skills were needed for the tasks?

What personal strengths were suitable at that workplace?

In what way did this work/workplace suited you? If not, what didn't fit you?

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SUPPORT AT WORK

What might affect you at your future workplace (personally, physically, mentally, medication, drug use etc.)?

When starting a job, would you like your counsellor to join you for start?

Have you thought about if and what type of support you would benefit from, at work?

Which working hour suits your daily life best?

Are you aiming for a full time or part time work?

Which work environment is most suitable for you? (Inside, outside, sound- or photosensitive, small or large workplace, etc.)

Have you experienced certain limitations when trying a work? If so, which?

How would you like your counsellor to present you to an employer?

Do you have any references – would you like to name them?

EXPECTATIONS & PLANNING

What would you like to contribute with, at a workplace?

How far can you travel/day?

Accessibility to public transport? How are you planning to get to your work?

Reflective questions:

These questions are meant to be discussed with clients, either individually, or in groups, depending on situation.

- Hobbies and interests; In what circumstance may medical history be relevant to a job opportunity? In what situation may medical history not be appropriate?
- Who decides what information is relevant in what circumstances?
- What kind of information can you gather from a job taster/work experience placement?
- If you were applying for a job, what kind of information about yourself would you provide at a job interview?
- What can be the consequences of omitting information to an employer?

Limitations:

Young people with little word knowledge can experience the questionnaire as threatening and difficult. The reflective questions above can therefore be used in the beginning of each session. They can help in understanding the importance of clarified needs and conditions between the youngster and the workplace.

Professionals need to make sure that each and every client understands the purpose of mapping challenges, strengths and weaknesses.

Resources, references & availability:

www.euse.org/content/supported-employment-toolkit/EUSE

https://ipsworks.org/index.php/what-is-ips/

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COMMUNICATING WITH THE LABOUR MARKET

What?

The rising numbers of NEET's during 2020 indicates that authorities and organizations in respective countries have a tremendous work to be done.

This professional-oriented tool deals with important matters when communicating and explaining the needs of the labour market to young people.

Lack of work experience can cause unconcern and resistance to participate in one's decisions, when choosing a path on the labour market.

The tool will encourage professionals to make young people aware of different qualifications that are needed on the labour market, to discuss why certain professions has specific requirements and to be an eye opener when setting realistic goals.

Learning objectives:

- Increased awareness of the requisites and expectations on the labour market for specific professions.

- To feel comfortable and updated when guiding and counselling young persons with vocational education and training.

How to use it?

Professionals who find themselves with little or no knowledge about labour market conditions will pick up important information that can be passed on to the young people they are working with.

The tool is supposed to be used before a VET placement (in order to increase the quality of the counselling work) but will still be a good feature during or after the placement.

Duration:

2 hours.

Materials:

- A national work labour prognose can be the base for the professionals.

- National and/or regional statistics of salary connected to each profession.

A. THEORETICAL BACKGROUND

Being NEET is obviously a waste of the potential, talent and skills of the young people concerned, but it also has adverse consequences for society and the economy. All negative individual outcomes of NEET status have an additional cost attached to them. Therefore, being NEET is not just a problem for the individual but is also one for societies and economies as a whole. (*NEETs - Young people not in employment, education or training: Characteristics, costs and policy responses in Europe. Publications Office of the European Union, Luxembourg, p 70*)

Empowering young people by creating favourable conditions for them to develop their skills and to work and participate actively in society is essential for sound and sustainable economic and social development. (*NEETs – Young people not in employment, education or training: Characteristics, costs and*

policy responses in Europe, Publications Office of the European Union, Luxembourg, p 17.)

The social welfare systems in the European countries differ from each other. They do have one thing in common and that is the need to decrease people's dependence on the system. This tool is aiming to support young people in dealing with their own profession-based preferences on the labour market. It can, however, contribute to a greater economic freedom, without the need to rely on the welfare system. (*European Foundation for the Improvement of Living and Working Conditions, 2012*)

B. TOOL PROCESS

Step one: The professional chooses several desired branches that they find accurate, diverse and proper for their specific region. Suitable branches could be *health care, retail, transport, industry, childcare, IT, tourism, public sector* etc. They will then have to break these branches down into professions that would match the group of young people they are normally working with. An example of professions could look like this:

> **firefighter, tailor, policeman, postman, travel agent, model; politician, optician, editor, translator, writer, teacher, nurse assistant, librarian, bartender, interior designer, pianist, midwife, jeweler, military, telephone operator, hairdresser, coal miner, chef, housekeeper, attorney, farmer, constructor, nurse, fisherman, banker, hunter, gardener, cosmetologist, waitress, consultant, priest, cleaner, IT-worker, painter, welder, bus driver, electrical engineer, electrician, carpenter, nanny, optician, janitor, office worker, taxi driver, controller, journalist, sea captain, actor etc.**

Step two: These professions shall now relate to updated information about *salary* and *required education*. The national average salary should preferably be chosen. Note that this differs among regions. The professional should choose the region they are situated in.

It is necessary that the professionals have the possibility to educate themselves on a diverse labour market with a great mix of salary and education levels. They are probably dealing with young people with different backgrounds regarding education level, socio-economic conditions, ethnicity etc.

Step three. The professionals now need to decide how this gained knowledge can be communicated to young people within their organisation. One suggestion is to use a deck of cards or coloured cards, where each colour represents professions, salary and education levels that can be matched with each other.

If using a similar tool for learners: It can be used individually but it is recommended to use it with a group of not less than five. The key is to identify individuals who are in the same process of entering the labour market, but preferably not within the same profession. Chances are, that they will raise thoughts and questions and work as inspiration for one another. It is also important to focus on keeping their interest and inspiration. When presenting to young people, beware of giving too many examples at the same session.

Reflective questions:

- Which professional can pick up the wishes of the young person and proceed in finding a suitable VET-placement and/or an actual work? Would it be the current counsellor, or is it necessary to consult someone else, in another organisation?

- Where do we go from here? How can professionals from different organizations, authorities and departments team up and meet the needs from the NEET's?

Limitations:

- The professional needs to be well-informed about their national labour market and be able to meet specific questions. It is suggested that the tool can be used in a co-work between teachers/social workers/counsellors (which are familiar with the individuals and can target their interest) *and* a representative from a public employment office.

- Young people with little or no school background need to be presented several work alternatives that don't require a great deal of education. The professional must choose wisely.

Resources, references & availability:

Statistics regarding professions and salary will be found at public employment offices, such as Jobcenter, Agentur für Arbeit, etc.

This is a translatable example from the Swedish Public Employment Office, that covers types of professions, educations and job adds linked to each profession:

https://arbetsformedlingen.se/For-arbetssokande/Yrken-och-studier/Hitta-yrken/

International figures can be found at

https://www.eurofound.europa.eu/

Nevo Parudimos

CHANGE YOUR GLASSES

What?	Learning objectives:
This is a very simple outdoor exercise in which you go out and explore the locality through someone else's eyes. Themes: Poverty; Disability; Migration.	• To raise awareness of the inequalities in society • To develop skills of observation and imagination • To foster solidarity and motivation to work for justice

How to use it?

Have a brainstorming session where you think about those people who are disadvantaged or living at the margin of society, for example a person with disabilities or a homeless person. After that, choose one such person that you are curious about and explain that they are going out and explore the locality through that person's eyes. It is needed to be pointed out that you are not going to act out the role, but go and imagine what it would be like to live like the other person. What it would be like to be in that person's shoes. For example, it you would be able to enjoy all the amenities? Where would they buy bread from, if they can afford it and where they would live. Also you can pass on the glasses, taking pictures with a digital camera or with the mobile phone as you walk through the locality, in order to use the photos as documentation.

Duration:

90 minutes

Materials:

- Glasses, old glasses from a second hand shop or flee market, or just the frames;
- large sheets of paper,
- pens;
- old magazines post cards, scraps for collage, glue;
- tape for hanging the picture;
- a digital camera or a mobile phone that can take pictures;
- computer and printer.

A. THEORETICAL BACKGROUND

Tips:

You can run this activity as an introductory exercise or as the main activity. In a training meeting it can be done to give people a break and fresh air, or as something extra to be done in the free time of the participants.

The instructions suggest people work individually, but the activity can be done in small groups. Practical considerations such as the size of the group and the availability of cameras will most probably determine how you organise the activity. Bear in mind that it takes time for people to introduce their pictures, so depending on the size of the group, restrict the number of pictures each person chooses to display.

Examples of people who are disadvantaged by society might include a single mother with small children, a pensioner, an immigrant, a person in a wheelchair or someone with HIV/AIDS. Examples of people at the margin of society might include a homeless person, an illegal immigrant, an illiterate person, a mentally ill person or a member of the Roma community. These are

examples of groups of people who do not have the opportunities that are available to the majority. All disadvantaged and marginalised people are poor and suffer from prejudice and stereotyping and are often discriminated against in some way, for instance in access to decent housing and jobs because of the situation they find themselves in.

It is very important that the participants understand that they can not escape from the fact that they are looking through their own eyes and imagining what it is like to be someone living at the margin of the society. They should be aware that by bringing their existing stereotypes and feelings of empathy to the activity they risk reinforcing beliefs that may be distorted or wrong.

They should also know that stereotypes are (useful) generalisations about a group of people but that they should be used with caution as there will be a wide variation within the group and the generalisation will not apply to every individual.

Debriefing and evaluation

Begin by looking at the collection of pictures that you have taken, and from what you have experienced and what you have seen:

- What happened? Did you enjoy the exercise? Why? Why not?

- What is the most surprising thing that you discovered?

- Why did you choose the example you did?

- What preconceived ideas or stereotypes did you have about the person you chose? What influence did these have on how you did the activity and you "chose to see"?

- Did the exercise enable you to empathise in any way with the person at the margin? Why? Why not?

- What have you learnt about yourself?

Discuss some of the broader issues:

- "I know I'm not seeing things as they are, I`m seeing things as I am". What effect do our stereotypes and beliefs have on the way we see the world around us?

- Where do we get our information about disadvantaged and marginalised groups from?

- How risky is it to make assumptions about someone based on a generalisation about the groups as a whole?

- How risky is it to make generalisations about a group of people based on one or two examples?

- Which human rights specifically protect the different examples of disadvantaged people or those living at the margin which the participants identified?

- How are the rights of these people most frequently violated?

- How easy is it for them to claim their rights?

- Who should be responsible for making sure that their rights are not violated – or that they can exercise them.

Resources, references & availability: More information

https://www.coe.int/en/web/compass/change-your-glasses

https://www.simplypsychology.org/katz-braly.html

ALL EQUAL – ALL DIFFERENT

What?	Learning objectives:
• All human beings are universally equal and specifically different. Universal equality and specific differences must be respected. This activity is a short quiz, provocative enough to be interesting in itself, but also the basis for an effective group discussion. It touches the following rights: • Equality in dignity • The right to rights and freedoms without distinction of any kind • The right to a nationality	• To expand understanding about the universality of human rights • To develop skills to read information critically and independently • To foster awareness of ethnocentrism and prejudice in themselves and others, and to develop intercultural learning skills

How to use it?

1. This activity is a sort of quiz, but that the purpose is not to see who has got it right and who has got it wrong; it is just a starting point

2. Check the hand out or the two questions. Take 5 minutes to read them.

3. Then you have to decide:

    a. The source of the first text; which book or document is it an extract from?

    b. Which country/region of the world the author of the second text comes from?

1. Think about the following questions and come with an answer.

   a. Why did they choose one answer in preference to others?

   b. What does the text say about the authors?

   c. Why did the authors write these texts?

   d. What comments do they have about the texts?

1. When you have finished take the question a) and find the reasons that led to that choice. Then repeat the round for the other questions. Record the answers on the flip chart.

1. Reveal the author, Said Al Andalusi (from Spain), and proceed to the debriefing and evaluation.

Duration:

40 minutes – 90 minutes

Materials:

- Handout,
- pen or pencils,
- a large sheet of paper (A3) or
- flipchart and marker pen

Questions:

What is the source of the following text? What book or document is it an extract from?

"All people on earth from the East to the West, from the North and from the South, constitute a single group; (they) differ in three distinct traits: Behaviour, physical appearance and language"

 Choose one of the following answers:

- The UNESCO declaration on racism, 1958

- Herodotus "Travel notes" 198 BCE

- The Vedas, India, c.a. 3000 BCE

- Report of the "All Different – All Equal" youth campaign, Council of Europe 1996

- Said Al-Andalusi, 1029 AD / 420 AH

- Marco Polo in The Travels, 1300, CE

- None of the above

Which country/region of the world does the author of the following text comes from

"Those who live in the extreme North (of Europe…) have suffered from the being too far from the sun. Their air is cold and their skies are cloudy. As a result, their temperament is cool and their behaviour is rude. Consequently their bodies have become enormous, their colour turned white, and their hair drooped down. They have lost keenness of understanding and sharpness of perception. They have been overcome by ignorance and laziness, and infested by fatigue and stupidity.**"**

Choose one of the following answers:

a.   China

b.   Europe

c.   India

d.   Africa

e.   Persia

f.   None of the above

A. THEORETICAL BACKGROUND

The extracts were taken from a book by a famous scholar from Cordoba, Andalusia (in what is now Spain) who was born in 1029 AD / 420 AH. Said Al-Andalusi was a scholar well known for his wisdom and knowledge. For him, civilisation and science were very close to knowing the Holy Koran. He was not only learned in religion, but he also excelled in Arabic literature, medicine, mathematics, astronomy and other sciences.

It should be remembered that at this time, the Mediterranean basin, and especially the Arab Kingdoms around it, constituted -for the author- the centre of "civilisation". Knowledge was not nearly advanced in "the North", as Said calls northern Europe, as it was in the Arab world Persia, China and India.

Be aware that, depending on the group, you may need to give participants insights into how to read texts more critically. You may have to point out that the second text actually reveals a lot about the author, his appearance and culture, for example, that he must have had curly hair and dark skin. Critical reading involves not only understanding, the content of the text, who the author is and why s/he writes what s/he does. Realising this is an important step to understanding how to read all the messages (history, news, poems, song texts etc) and to be aware of the values that they transmit.

One way of introducing the issue of ethnocentrism is to point out to participants that Said, with his dark skin and curly hair, provides a very good definition of a "contrario"-someone whom most people in Europe would not consider "normal". It is also important that, through the discussion, you help participants to understand that cultural differences do not make people "better" or "worse" than the others. You should point out that it is hard not to judge others without prejudice because we take our own cultural perspective as being "the norm". To appreciate this-our own ethnocentrism-is an essential step towards recognising it in others, and to being able to communicate successfully with people of other cultures.

Leave extra time at the end of the activity so you have the flexibility to discuss further the issues and ideas which were raised. For example you may wish to go into an analysis of, or discussion about history teaching and how much or how little we in Europe actually learn about other cultures

Reflective questions: Debriefing and evaluation

Start with a brief review of the activity and then, if you feel the time is right, go on to introduce the notions of prejudice and ethnocentrism.

Address the following questions:

- Were you surprised by the solution?

- How did people make their original individual choices? Were they based on a guesswork? Intuition? Or real knowledge?

- Did people change their minds about their choices during the discussions in small groups? What made them change their minds? Peer pressure? Good arguments?

- How did people defend their choices in the discussions? Did they stick to their choices tentatively or strongly?

- Why did the author describe people from the North the way he did?

- What clues does the second text give us about the author, about his looks and about his culture?

- To what extent is the author view the result of his own ethnocentric viewpoint and prejudice? Or is it fair to say that at the time the cultures in the northern Europe were less "civilised" than his culture

- Can participants think of examples when they heard of or read about other people being addressed in similar ways? How would it feel to be considered as some kind of inferior people?

- When people are not valued for what they are, what are consequences often occur? Can they think of examples from history? And from the present?

- What should we do to counter the effects of prejudice? Are there people or groups in the participant's areas or countries that are also the subject of prejudice? Which ones?

- Education is one way to combat prejudice. What else should be done?

Resources, references & availability:

http://intergroupresources.com/rc/educationpackfirsted.pdf

https://www.coe.int/en/web/compass

PERCEIVING MY CAPACITY

What?	Learning objectives:
A self/assessment/self-reflection activity to assist professionals assess and reflect on their capacity.	- Reflecting on skills developed. - Assessing ones performance as a professional. - Gaining self-knowledge - Planning next steps

How to use it?

This activity can be implemented both individually and in groups of professionals.

The following template is drawn to a flipchart, and the professionals can transfer and fill it in on paper or it can be given printed to them. It is important to catch the overall feeling and professionals' dynamics after each session. A review of the session's milestones could be very helpful for evaluation.

Duration:

60 minutes

Materials:

- papers of printed papers of the template below,
- pens,
- flipchart,
- white board and
- board pens.

A. THEORETICAL BACKGROUND

Carl Rogers places self-assessment at the start of the learning process. By self-assessment and self-reflection we refer to a process that assists us to get to discover our potential, to know better where we are standing right now and how far we need to go, how much effort we must expend for success as well as what steps we need to take by reflecting and realizing our own strengths and weakness in order to clarify areas for improvement. It is a process of ongoing reflection, self- monitoring and self-judgment that has to do with learning from our experiences, reflecting on our professional performance and evaluating our personal characteristics based on evidence, external standards, and explicit criteria for the purpose of future quality and performance improvements (Nkem P. Nonyel, 2015).

 Self-reflection is considered by research to play an important role in self-concept development while according to Levy et al. (2006), improvements in reflective functioning can be associated with improvements in self-representations and a more integrated sense of self. Additionally research has shown that self-assessment can improve one's communication skills, and can result in behavior change (McMillan J, Hearn J,2008).

 Self-assessment involves reflection, planning, acting, evaluating, and recording and is thought to be of a high importance for future professional development and life-long learning, as it develops one's capacity to be assessors of one's self and gain understanding of their own needs. Its importance lies, among other things, in the fact that It enables individuals to

independently assess their own progress rather than relying on others judgment.

B. TOOL PROCESS

Step 1 (30 min)**:** Each professional draws out the template. The idea here is to start to fill all pieces of the template, thinking about his/ her performance during the session. Useful questions that can be posed:

- Do I realise my capacity as a professional?

- Do I know my pros and cons?

- Do I learn new things for myself?

- Do I know my possible resources?

- Do I feel enriched and stronger?

- Do I cooperate efficiently with my partners?

- Are there any skills that I have to work more on?

Strengths	**Weaknesses**
Steps for improvement	**Barriers**

All topics of this template should be discussed and explained in order to be clear and understandable to the professionals before they start to assess themselves.

Step 2 (30 min)**:** All the completed templates are taken from the professionals and the most powerful elements (common thoughts, significant remarks etc) are presented.

Reflective questions:

N/A (reflective questions are part of the whole process-see tool process)

Limitations:

People with disabilities or people who find it difficult to complete the template on their own in general should be assisted.

Resources, references & availability:

Levy K. N., Clarkin J. F., Yeomans F. E., Scott L. N., Wasserman R. H., Kernberg O. F. (2006). The mechanisms of change in the treatment of borderline personality disorder with transference focused psychotherapy. Google Scholar

https://onlinelibrary.wiley.com/doi/abs/10.1002/jclp.20239

McMillan J, Hearn J. Student self-assessment: the key to stronger student motivation and higher achievement. Educational Horizons 2008: 40-49.

Nkem P. Nonyel, Pharm.D. (2015). Self-Assessment is Essential to Lifelong Learning. https://edtheory.blogspot.com/2015/06/self-assessment-is-essential-to.html?fbclid=IwAR2JzoHaiIQyrcMExoa0piTxwXJ06eOf_agd6OMwxcts5qan_QkaU08O7jU

ASSESSMENT SKETCHING

What?	Learning objectives:
A self-assessment / self-reflection activity to assist professionals assess their capacity.	- Reflecting about skills developed. - Assessing ones performance as a professional. - Gaining self-knowledge

How to use it?

This activity is preferably to be implemented in groups. Each professional implements the activity individually and then a conversation with the other members of the group follows. There should be given clear instructions and the professionals should be motivated, encouraged and supported.

Duration:

60-90 minutes

Materials:

- papers,
- pens,
- colorful markers,
- flipchart,
- white board and board pens,
- printed papers of the suitcase.

A. THEORETICAL BACKGROUND

Carl Rogers places self assessment at the start of the learning process. By self-assessment and self-reflection we refer to the process that assists us to get to discover our potential, to know better where we are standing right now and how far we need to go, how much additional effort we need for success as well as what steps we need to take by reflecting and realizing our own strengths and weaknesses in order to clarify areas for improvement. It is a process of ongoing reflection, self- monitoring and self-judgment that has to do with learning from our experiences, reflecting on our professional performance and evaluating our personal characteristics based on evidence, external standards, and explicit criteria for the purpose of future quality and performance improvements (Nkem P. Nonyel, 2015).

Self-reflection is considered by researchers to play an important role in self-concept development while according to Levy et al. (2006), improvements in reflective functioning can be associated with improvements in self-representations and a more integrated sense of self. Additionally research has shown that self-assessment can improve one's communication skills, and can result in behaviour change (McMillan J, Hearn J,2008).

Self-assessment involves reflection, planning, acting, evaluating, and recording and is thought to be of a high importance for future professional development and life-long learning, as it develops one's capacity to be assessors of one's self and gain understanding of their own needs. Its importance lies, among other things, in the fact that It enables individuals to independently assess their own progress rather than relying on others' judgment.

B. TOOL PROCESS

STEP 1

The professionals are asked to sketch individually three different pictures each one of which will represent the followings:

- What they have learned so far during their career

- What they feel about themselves that they need to learn more

- What steps they believe they need to take in order to learn what they think they have not acquired yet.

They need to use their imagination and draw whatever they want to no matter the quality of the art.

STEP2

Three categories are created on a big board, one per question. Whoever finishes, places his/her sketch on the proper category. After everyone has finished, all the professionals take a look at all the sketches.

STEP 3

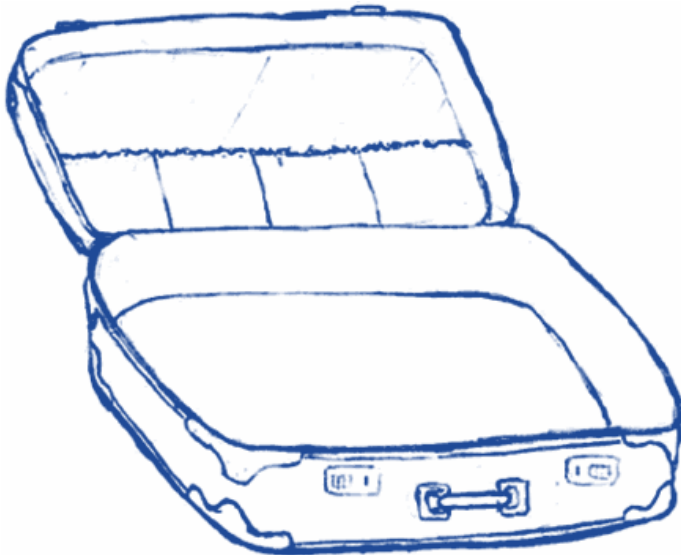A conversation including self-reflection follows. Example of questions for reflection:

- How did you felt? Was it difficult for you to sketch your thoughts and feelings? If yes, why do you believe this happened? (Probably they would understand that one of the basic difficulties and challenges they had to face was the fact that they were asked to sketch issues regarding their learning instead of writing which means that they needed to act "out of the box").

- Which one of the three was more difficult for you to sketch?

- Do you notice any similarities or differences between the sketches?

STEP 4

As the session has come to an end, the presenter asks the professionals before leaving to think and write down what they will take with them in their suitcase (thoughts, feelings, knowledge, experiences etc) and what they will leave behind.

Reflective questions: N/A (reflective questions are part of the whole process-see tool process)

Limitations: People with disabilities or people who find it difficult to implement the activity on their own should be assisted and alternative ways should be found.

Resources, references & availability:

Levy K. N., Clarkin J. F., Yeomans F. E., Scott L. N., Wasserman R. H., Kernberg O. F. (2006). The mechanisms of change in the treatment of borderline personality disorder with transference focused psychotherapy. Google Scholar

https://onlinelibrary.wiley.com/doi/abs/10.1002/jclp.20239

McMillan J, Hearn J. Student self-assessment: the key to stronger student motivation and higher achievement. Educational Horizons 2008: 40-49.

Nkem P. Nonyel, Pharm.D. (2015). Self-Assessment is Essential to Lifelong Learning. https://edtheory.blogspot.com/2015/06/self-assessment-is-essential-to.html?fbclid=IwAR2JzoHaiIQyrcMExoa0piTxwXJ06eOf_agd6OMwxcts5qan_QkaU08O7jU

Centro San Viator

DYNAMIC COMMUNICATION: TRAFFICT LIGHT

What?	**Learning objectives:**
Maintaining adequate communication between social worker and/or a counsellor and youngsters is essential to contribute to the academic development of youngsters. Communication in the classroom is essential to reinforce the learning process and obtain the necessary information from youngsters to be able to influence the achievement of their training objectives.	1. Make visible the factors that obstruct or facilitate communication 2. Obtain tools to improve communication with the other 3. Facilitate the search for verbal and non-verbal expressions that improve communication
This dynamic can help to identify which are the factors that determine communication in the classroom and that can contribute to improving the methodologies used in it.	

How to use it?

Duration:

1 hour approximately

Materials: blank papers, pens and three circles of paper: one red, one yellow, and one green.

A. THEORETICAL BACKGROUND

Communicative competence was considered as the set of skills and abilities put into action that enables appropriate participation in specific communicative situations, such as those that are properly educational or those that surround or provide foundations to the teaching and learning processes in their contexts and institutions.

Communication skills and competencies in class are specified in the different communication skills that social workers and/or counsellors must articulate in class during teaching and the way in which they connect or not with youngsters, who increasingly show themselves as a group heterogeneous and diverse in the social and cultural. These skills go through both the linguistic ones and other types of communication skills, among which are, for example, the non-verbal ones, which mark the possibilities of interaction and empathy in the performance of their teaching function. Some of them would be: make use of different question modalities, use criticism and praise productively, and use understandable language in class presentations.

B. TOOL PROCESS

The coordinator should draw on a blackboard a large traffic light in which the three colours are distinguished: red - the linear model of communication, amber - the interactive model and green - the transactional model. Explain to the teaching group that the drawing represents the traffic light of communication that flows in the group where green is the maximum level of communication and red is the minimum.

To do the activity, the large group must be divided into three subgroups. To perform this action, we recommend using a technique that facilitates grouping.

Three islands must be created in the room; each island corresponds to a colour of the traffic light. The group that is on the red island will have to write down behavioural factors and attitudes that obstruct communication in the classroom.

Those who occupy the green island should write down those factors that favour efficient communication, and, finally, those of the yellow island, they should list factors that are not experienced in the group, but could favour an improvement of social workers and/or a counsellor's communication skills.

After 15 minutes, the teams must rotate from island to island, from red to yellow, from yellow to green and from green to red. The exercise is repeated until all the groups have passed through all the islands.

In group exposition, the factors detected on each island should be discussed. As a first analysis, impressions of the amounts of factors detected in each colour can be taken.

It is important for the group to reach consensus on those factors that obstruct communication. It is also very good to highlight and reaffirm the behaviours and attitudes that favour effective communication in the classroom.

Place:

A large room with enough chairs

Limitations:

It is important to ensure the accessibility of the room for people with physical disabilities. In the same way, we will make sure to offer the participants the help that is necessary to participate in the dynamics.

Resources, references & availability:

This link briefly explains the Linear, Interactive and Transactional models and the text could be used in the theoretical background section and the link in the resources section.

http://thecommunicationprocess.com/models-of-communication/

5 tips to improve communication between social workers and/or a counselorss and youngsters: https://thriveglobal.com/stories/5-tips-to-improve-communication-between-teacher-students/

Communication, teaching and learning: http://unesco.mil-for-teachers.unaoc.org/modules/module-9/unit-1/

Glossary:

Communication skills: Communication skills are abilities you use when giving and receiving different kinds of information. Some examples include communicating ideas, feelings or what's happening around you. Communication skills involve listening, speaking, observing and empathizing.

Verbal communication: Verbal communication is the type of communication in which linguistic signs are used in the message. The signs are mostly arbitrary and / or conventional, since they express what is transmitted and are also linear; each symbol goes one after the other

Nonverbal communication: Nonverbal communication is the transfer of information through the use of body language including eye contact, facial expressions, gestures and more.

DYNAMICS THE AXIOMS OF WATZLAWICK

What?	Learning objectives:
• According to Watzlawick, there are five axioms in his theory of human communication. They are considered axioms because their fulfilment is unfailing; in other words, they reflect factual conditions in human communication, which are never absent. Creating dialogue between young people can be a challenging yet fundamental part of teaching. Effective communication can help to build and foster a safe learning environment where young people can thrive, prosper and learn..	1. Reflect on the propositions that are present in the communication 2. Explore and work on the five axioms of communication 3. Reflect on what has not been said and how it operates in relationships and groups 4. Experience non-verbal communication.

How to use it?

Duration:

60 minutes approximately. Awareness raising session for teacher to understand this concept.

Materials:

video clips and resources identified for teacher. However, if the teacher chooses to use this as an additional session on the VET they would need blank papers and a pen for each participant.

A. THEORETICAL BACKGROUND

According to Paul Watzlawick, there are five axioms in his theory of human communication. It is considered axioms because its fulfilment is unfailing; in other words, they reflect factual conditions in human communication, which are never absent. In other words: the fulfilment of these axioms cannot, logically, not be verified.

The five axioms of Watzlawick are:

1. It is impossible not to communicate

All behaviour is a form of communication. Since there is no form contrary to behaviour ("non-behaviour" or "anti-behaviour"), there is no "non-communication" either.

2. All communication has a content level and a relationship level, in such a way that the latter classifies the former, and is, therefore, a metacommunication

This means that all communication has, in addition to the meaning of the words, more information about how the speaker wants to be understood and to be understood, as well as how the receiving person is going to understand the message; and how the former sees their relationship with the recipient of the information.

3. The nature of a relationship depends on the gradation that the participants make of the communicational sequences between them

Both the sender and the receiver of communication structure the flow of communication in different ways and, thus, interpret their own behaviour as a mere reaction to that of the other. Each believes that the behaviour of the other is "the" cause of their own behaviour, when the truth is that human communication cannot be reduced to a simple game of cause and effect, but is a cyclical process, in which each part it contributes to the continuity (or expansion, or modulation) of the exchange.

4. Human communication involves two modalities: digital and analogical

Communication does not simply involve spoken words (digital communication: what is said); Non-verbal communication (or analogue communication: how to say it) is also important.

5. Communication exchanges can be both symmetrical and complementary

Depending on whether the relationship of the communicating people is based on egalitarian exchanges, that is, they tend to equalize their reciprocal behaviour (eg: group A strongly criticizes group B, group B strongly criticizes group A); or if it is based on additive exchanges, that is, where one and the other complement each other, producing a reciprocal coupling of the relationship (eg: A behaves in a dominant way, B follows this behaviour). A complementary relationship is the one that presents a type of authority (father-son, social worker and/or a counsellor-youngsters) and the symmetric one is the one that appears in beings of equal conditions (brothers, friends, lovers, etc.)

The importance of establishing good communication at a young age is critical in a child's development and future learning. The communication skills that young people learn at school are fully transferable and essential across all

aspects of life. Furthermore, it has been proven that supportive social worker and/or a counsellor- young people relationships have a positive impact on class participation, engagement and ultimately young people's achievements.

Communication can be described as the process where people exchange thoughts or ideas with one another. The benefits of fostering such relationships enables young people to freely discuss thoughts and ideas, and creates an open environment in which questions can be asked without the risk of being judged or humiliated.

Poor communication is the main reason why young people lack motivation, perform badly and consequently dropout of school. According to many studies, success of young people is directly related to effective communication of their social worker and/or a counsellor. Nurturing this kind of interactive and engaging teaching environment demands regular and effective communication.

B. TOOL PROCESS

When working with trainers then this is a reading and watching session, however, when working with trainees/youngsters then the coordinator or the trainer will create 5 teams for each one to work and elaborate one of the five axioms. Each group will be given about 45 minutes to talk about the axiom and then role-play a scene.

At the end of the dramatization, the group must communicate the axiom to the rest, what elaboration they made about it and how they represented it. At this time no debate should be opened.

Once all the groups have performed the dramatization, a space for reflection will be opened to deepen the concepts of each axiom. Which of all was repeated the most? Why?

Quote each axiom again and consult about it (the whole group, not just the team that developed it). What did you understand about this axiom? Now

that you know him, does it usually happen daily in your classes with young people?

Place:

Wide space in which trainers/participants can work in subgroups.

Limitations:

It is important to ensure the accessibility of the room for people with physical disabilities. In the same way, we will make sure to offer the trainers/participants the help that is necessary to participate in the dynamics.

Resources, references & availability:

How to improve your teaching methodologies: https://www.youtube.com/watch?v=kvltxkyxioa

"Eye" understand: the power of non-verbal communication: https://www.youtube.com/watch?v=nssxhfzzvhy&feature=youtu.be

Watzlawick's first axiom - let's make a case: https://www.youtube.com/watch?v=c98avcdaqag

Communication strategies : https://www.aitsl.edu.au/tools-resources/resource/communication-strategies-illustration-of-practice

Glossary:

Active listening: provable consists of a form of communication that shows the speaker that the listener has understood him. There are several levels of listening that can be used depending on the level of understanding that is reached in each case.

Axiom: In mathematics or logic, an axiom is an unprovable rule or first principle accepted as true because it is self-evident or particularly useful. "Nothing can both be and not be at the same time and in the same respect" is an example of an axiom.

Empathy: the ability to perceive, share or infer the feelings, thoughts and emotions of others, based on the recognition of the other as similar, that is, as a similar individual with a mind of his own.

Self-knowledge: the knowledge of oneself, this is used in numerous psychology texts, especially in evolutionary psychology. It is the capacity for introspection and the ability to recognize yourself as an individual, differentiating yourself from your environment and other individuals.

BAG KJS, YES Forum

INDIVIDUAL SUPPORT PLAN

What?	Learning objectives:
In the counselling work of socially disadvantaged young people at the transition from school to vocational training/work, support planning is an essential element for targeted support of young people. The individual training and development status of the participants, the ongoing mediation activities as well as the planning, monitoring, assessment and control of the training and development process are to be continuously documented and revised in the support planning**.**	• How to practice structured support planning? • Contents of a support plan • The added value of Assessment • Specific contents of transitional support plans • Quality criteria

How to use it?

In consultation work with socially disadvantaged young people, relationship work initially plays a very decisive role. We see this as the basis for successful support planning. After getting to know each other, the current starting situation is discussed in one-on-one consultations. As a result, goals and the necessary measures are defined in small steps. The goals and measures are regularly evaluated, updated and, if necessary, adjusted.

Duration:

0,5 -1 h per consultation appointment

Materials:

- Assessment template, printed support plan

A. THEORETICAL BACKGROUND

The following Guiding principles should be observed by implementing support planning with young people. The European Agency for Special Needs Education and Inclusive Education has formulated these for transition planning (school to job) and these are also recommended at this point (European Agency, 2006, p. 30):

- The young person must take an active part in drawing up the transition plan.
- Checking whether other people, e.g. Family should be included
- Are other partners/experts/organisations of the social support system to be included
- The planning must react flexibly to changed values and experiences.

This also addresses the functions of the support plans that they can ideally fulfil. In addition to the legal aspect, support plans for young people have an orientation function: How will my near future looks with a view to my vocational training? Feedback on learning progress and the achievement of goals, the acquisition of skills is also given to the young adults by means of the support plans.

In the literature, numerous recommendations are given for the form and content of support plans. These usually consist of a cover sheet and the actual support plan (often as a table - see appendix).

Other important categories which should be mentioned:

- support / development areas

- support goals

- support measures

- possibility of evaluation

- update date

- production contracts

- partners

Quality criteria

In order for the plan to be an effective tool, there should be so many quality criteria as possible:

• Technical and factual correctness

• Versatility: A support plan is versatile if not only several people (young adults, family, school, other cooperation partners) are involved, but also goals in different areas are formulated.

• Flexibility is shown in the ongoing evaluation and adaptation of the plan to current circumstances.

• Setting limitations and priorities: A support plan should cover a maximum of three support priorities (areas of supporting). This is necessary so that there is no excessive demand.

• Communicability: A support plan is characterized by communicability if all parties involved understand it.

• Individual coordination

• Economy in preparation, implementation and updating: Economy can be achieved by using the support plan in a limited and flexible manner. A cooperative creation and the inclusion of young people and their families can also contribute to the economy by distributing the support measures among several people.

• Reference to the world of work and the surrounding world, the labour market and the requirements from practice. The skills of caring for their own lives and the independence of young people must also be taken into account when planning the transition.

• Commitment: This is achieved when those involved "commit" to the transition plan with their signature, show that the formulated goals are to be achieved and measures are to be implemented.

• Documentation: A support plan should always be put in writing.

• Evaluation: Every support plan should be evaluated in order to check the learning progress. So if the young person notices their progress, then the self-efficacy also increases and the effectiveness can be further increased.

See Melzer (2010 and 2014)

B. TOOL PROCESS

    a. Assessment, self-assessment of the young person

    b. Definition of the goals, which competencies should be worked on

    c. Agreement of the appropriate measures

    d. Determination of the time line

    e. Target check/monitoring

Reflective questions:

• Is the young person involved in the formulation of goals?

• Is the formulation of goals based on the further development of strengths?

• Have potential partners been identified and named?

• Are the time tables and deadlines practicable?

Limitations:

• The young person is not ready for a development process himself.

• The counselling does not take place on a voluntary basis.

Resources, references & availability:

European Agency for Special Needs Education and Inclusive Education (2006). *Individuelle*

Förderpläne für den Übergang von der Schule in den Beruf. Middelfart: https://www.european-agency.org/sites/default/files/individual-transition-plans_itp_de.pdf

Melzer, C. (2014). Förderplanung. In U. Heimlich, R. Stein & F. Wember (Hrsg.),

Handlexikon Lernschwierigkeiten und Verhaltensstörungen (S. 125-128). Stuttgart: Kohlhammer.

Date:

1. Basic information – Trainee

Name			
Date of birth			
Address			
Phone		Mobile	
E-Mail			
Occupation			
Training company			
Start		Planed Ending	

	Very Good	Good	Average	Basic	None
BASIC LANGUAGE LEVEL					
(Language of the hosting country)					
Native language					
Other languages					
BASIC SCHOOL COMPETENCIES					
Ability to read					
Ability to write					
Ability to talk					
Business knowledge					
Mathematics					
BASIC COMPETENCIES					
Staying power/Endurance					
Critical ability					
motivation					

Self-assessment					
Diligence					
Sense of responsibility					
Reliability					
METHODOLOGICAL COMPETENCIES					
Learning ability					
Media competences					
Ability to solve problems					
Self sufficiency					
SOCIAL COMPETENCIES					
Team work					
Communication skills					
Conflict resolution					
Appropriate behaviour					
WORKING BEHAVIOUR					
Willingness to work					
Working result					
Endurance					
Concentration ability					
Willingness to learn					
PROFESSIONAL SKILLS					

2. Priorities for Assistance

MAIN GOAL

SPECIFIC OBJECTIVES					
COMPETENCE	**DESCRIPTION OF OBJECTIVES**	**TO BE REACHED UNTIL**	**TASK DESCRIPTION**	**STATUS OF THE OBJECTIVE**	**PERSON RESPONSIBLE**
General Language Level					
Basic School Competencies					
Basic Competencies					
Methodological Competencies					
Social Competencies					
Working Behaviour					
Professional Skills					

3. Relevant deadlines to the Support Plan

DATE	SHORT DESCRIPTION	DESCRIPTION	PERFORMED BY

4. Expected measures and Recommendation

Training objective or Job admission :	Is expected to be achieved	Rather critical	is expected not to be achieved
Recommendations:			

Date: Date:

Signature trainee: Signature professional:

ASSESSMENT AND EVALUATION OF NON-FORMAL COMPETENCIES

What?	Learning objectives:
The recognition and evaluation of non-formally acquired skills of young people is important for their professional and associated social integration. Disadvantaged young people in particular often have little or no certificates of formal skills. Therefore, proof of non-formal skills is of particular importance to them**.**	- Information and advice for young people - Determination and description of non-formal competencies - Assessment and recognition of these competencies

How to use it?

Disadvantaged young people in the transition from school to work often have problems finding an apprenticeship or job because they have no or only poor school reports. However, many of them have non-formally acquired competencies that are just as important for professional advancement. They can come from the professional field such as for example a forklift license or a driver's license, from the social area (e.g. voluntary youth work / group management), from the technical area (IT knowledge) or from the international area (international experience, foreign language skills). When all these competences have been surveyed and described, they improve the opportunities for vocational training and employment.

Duration:

- 1 to 2 consultation appointments with trained specialists to identify and describe non-formal skills
- 1 appointment with a competent body for the recognition of competencies

- Ideally, another appointment for certification (formal certification) of the competencies

Materials:

Different methods can be used to collect non-formal knowledge and skills, e.g. Competency assessment, competency profile (e.g.: TalentKompass NRW)

- ProfilPASS; www.profilpass-fuer-junge-menschen.de
- Handicraft motor test, e.g. HAMET

DIA-TRAIN – Diagnostic and training unit for young people in the transition from school to work

List of Non-Formal Competencies

- **COMMUNICATION:** including written, verbal and nonverbal communication. It is the ability to speak / write / behave appropriately to the person with whom one wants to communicate.

- **PUBLIC SPEAKING:** capacity of speaking clearly and presenting information effectively.

- **TEAMWORK:** ability to work with others (by sharing responsibilities, communicating effectively, delegating activities) in order to reach a common goal.

- **TIME MANAGEMENT:** to be able to complete tasks within a given deadline and to be punctual.

- **LEADERSHIP:** even if the person is not in a management position, it is important to be proactive, be able to set goals, make decisions and prioritize activities.

- **FLEXIBILITY:** it is the ability to be willing to change, being able to understand different perspectives and to adjust the workflow as the needs change.

- **PERSONAL SKILLS:** it encompasses the skills that enable employees to interact well with others in the workplace, such as, creative thinking, emotional intelligence, and knowledge of boundaries.

- **LEARNABILITY (LEARN TO LEARN):** as today's knowledge become obsolete so quickly, one has to be always prepared and willing to learn new things as demanded by the job.

- **RESILIENCE:** ability to overcome obstacles and failures, by staying focused on the long-term goals.

- **AGILITY:** to be able to respond accordingly to the needs in the workplace.

- **COLLABORATION:** ability to collaborate, share knowledge and contribute to the team.

- **EMPATHY:** ability to see things from someone else's perspective, by understanding their emotions and reactions.

- **CREATIVITY:** to be able to look beyond the present and imagine future possibilities.

- **PROBLEM-SOLVING**: to be able to work through challenges on their own / effective members of a group.

- **NEGOTIATION**: to be able to reach goals while building relationships.

- **LINGUISTIC AND INTERCULTURAL SKILL**: to adapt to colleagues and business partners from other countries and cultures during trainings and work.

- **IT AND MEDIA SKILLS**: to use information and communication technologies for training purposes – especially in times of the COVID-19 pandemic, when in-person contact is limited.

A. THEORETICAL BACKGROUND

Formal education includes (at least in Germany) only the final certificates from general school and university as well as the final certificates from vocational training and further education. All other skills acquired, and by far most of them are acquired in the course of life, are non-formal and informal skills. However, the knowledge and skills are often not visible and therefore not usable, e.g. for vocational training and employment.

This is why procedures must be found and applied to collect and describe these competencies. In a further step, like the formal competences, they can be classified in the national qualifications framework. With the reference framework "European Qualifications Framework" (EQF), this facilitates comparability across Europe.

When determining non-formal competencies, we start from a broad concept of education, which includes the imparting and acquisition of knowledge and skills, personal and social competencies and values.

B. TOOL PROCESS

The recognition and evaluation of non-formally acquired competences takes place in the following steps:

a. Information and advice (about non-formal competencies)

b. Determination and identification of the non-formal competencies (competency assessment)

c. Documentation and evaluation of the non-formal competencies (through self-assessment and external assessment)

d. Validation and certification of the non-formal competencies (confirmation by a competent body / authority)

Reflective questions:

- Which persons or institutions are able to determine and describe non-formally acquired competences?

- Which institution (authority) is authorized to certify the acquisition of non-formally acquired competences (*i.e.* to issue a certificate or a valid certificate)?

- According to which regulations or guidelines can the acquired competences - and at what level - be classified in the respective national qualification framework?

Limitations:

There are no suitable persons or institutions or no means available to recognize and evaluate non-formally acquired competences.

Resources, references & availability:

Top Skills Professionals Need for Workplace Success https://www.thebalancecareers.com/top-skills-every-professional-needs-to-have-4150386

The 12 Most Important Skills You Need To Succeed At Work

https://www.forbes.com/sites/nataliapeart/2019/09/10/the-12-most-important-skills-you-need-to-succeed-at-work/?sh=174e2e51c6ab

Top 20 skills you need to develop your career http://mystarjob.com/articles/story.aspx?file=/2013/6/22/mystarjob_career guide/13226186&sec=mystarjob_caree

In Germany there are already some procedures for assessing and recognizing non-formally acquired skills, e.g. "Valikom – Validierung informell erworbener Kompetenzen in der Berufsbildung"https://www.bmbf.de/de/validierung-

informell-erworbener-kompetenzen-in-der-berufsbildung-valikom-11806.html

As part of the OECD activity "Recognition of non-formal and informal learning", a report by the Federal Ministry of Education (BMBF) is available in Germany: www.OECD.ORG/Germany/41679629.pdf

The Catholic Youth Social Work in Germany, together with other partners, has published a key issues paper on the recognition of non-formally and informally acquired skills of young people: Rita Bergstein et al.: Kompetenzen junger Menschen anerkennen – den Berufseinstieg fördern (Recognize skills of young people - promote career entry), Berlin 2016 www.jugendsozialarbeit.de/media/raw/Eckpunktepapier_Juni_2016_final.pdf

The Bertelsmann Foundation has developed a procedure for determining professional skills: "Myskills – berufliche Kompetenzen erkennen" www.myskills.de

There are "European guidelines for the validation of non-formal and informal learning" (2018):

www.cedefop.europa.eu/en/publications-and-resources/publications/8610

Glossary:

According to OECD definitions:

- *Formal learning*: learning that takes place in an organised and structured context (e.g. school, vocational training)

- *Non-formal learning*: learning as a planned activity that takes place outside of the main education or training systems, e.g. also in youth (social) work / youth professional assistance

- *Informal learning*: it takes place in everyday life, at work, in the family or in leisure time and is therefore not always intended

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All links accessed on 17.08.2021