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EMPLOY

mEntoring prograMme for young People at risk for Labour fOrce entrY

SKILLS & COMPETENCES HANDBOOK



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YASAR UNIVERSITY



celjski mladinski center
projekti mladosti 14-19 letnikov



EMPLOY :

Skills and Competences Handbook

Leading Partner

Yasar University, Turkey

Edited by

EMINA Career Guidance
Foundation

Graphic Design

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Published on

January 2021



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The EMPLOY Project

Youth unemployment has become a chronic problem in most countries including in Europe. The business world has become an increasingly challenging environment for young people. In particular, young people with limited opportunities, who are not in employment, education or training (NEET) and who are economically disadvantaged, and young migrants, who are facing more and more barriers entering the labor market. They often do not have access to career guidance and opportunities to acquire new skills and competencies to increase their employability and their competitiveness in the business world.

EMPLOY Project has been designed to guide young people who are having severe difficulties when entering the labor market by:
 establishing a virtual community of mentorship, with the EMPLOY e-Hub,
 identifying the skills and competences that young people can work on to increase their employability, with the EMPLOY Skills and Competences Handbook, and
 shedding light on the paths that can be followed by the decision makers in the field of youth and employment, with the EMPLOY Policy Toolkit.

EMPLOY project has been carried out as a Strategic Partnership for youth, of six institutions from five different countries; the Higher Institute of Insurance and Finance (VUZF) and Law and Internet Foundation (LIF) from Bulgaria, Celje Youth Center (MCC) from Slovenia, TDM 2000 from Italy, EMINA Career Guidance Foundation from Hungary, and Yasar University from Turkey. The project has been co-financed by the European Union and the Bulgarian National Agency, under the Erasmus+ Programme, Key Action 2: Cooperation for the Exchange of Innovation and Good Practices. EMPLOY has started in October 2019 and will end in September 2021.

Vision and mission of the Handbook,

EMPLOY Skills and Competences Handbook aims to reveal a set of key skills and competences that empower young people when entering the labor market and improving their life long career.

If you are a young person facing difficulties in entering job market;

If you are a young person who would like to improve oneself for a better career;



If you are a mentor striving for assisting young people to be employed and develop their career throughout their life, then...

EMPLOY Skills and Competences Handbook is for you!

What to expect from this Handbook

The Handbook opens with the section “The bird’s eye view: Youth unemployment in Europe and partner countries” and addresses the state of the art of youth unemployment across partner countries and European Union, aiming to identify similarities in the problems and strategies.

The key skills and competences covered in EMPLOY Skills and Competences Handbook are identified and elaborated based on the insights from young people, who have experienced unemployment, as well as from mentors, career advisors and experts in the field of youth unemployment. The most important skills and competences are selected and elaborated, providing mentees quick tips and relevant resources to improve them further.

The Handbook was designed to reach its full potential when it is incorporated with the EMPLOY e-Hub. You can take the first step in this regard by joining the EMPLOY e-Hub! Quick tips are provided in the last section, on how to get career counseling from experienced mentors and experts without facing geographic, economic and linguistic barriers and also how to contribute as a mentor to the EMPLOY e-Hub.

We look forward to welcoming you in EMPLOY e-Hub!

II SKILLS & COMPETENCES HANDBOOK



EMPLOY

MENTORING PROGRAMME

1. Bird's Eye View

This section contains an overview of the State of Art regarding the issue of youth unemployment in Europe, with a focus on the countries of the entities composing the partnership of the EMPLOY project. It includes information about statistics, relevant National policies in the field and to which extent they are in plan or implemented, strategies put in practice by public bodies as well as related projects and good practices implemented by NGOs.

EUROPEAN UNION

In August 2020, 3.032 million young persons (under 25) were unemployed in the EU, of whom 2.460 million were in the euro area. In August 2020, the youth unemployment rate was 17.6% in the EU and 18.1% in the euro area, up from 17.4% and 17.8% respectively in the previous month. Helping young people to enter and stay in the labour market helps to promote economic growth and better living conditions. Young people face special challenges in the transition from school to work. As a result, young people are a very sensitive group and special attention is paid to them (European Commission. Employment, Social Affairs & Inclusion, accessible here: <https://ec.europa.eu/social/main.jsp?catId=1036>).

European Union addresses the youth unemployment problems on different levels.

One of the key actions of the European Union is the Youth Guarantee, which is commitment by all Member States to ensure that all young people under the age of 25 years receive a good-quality offer of employment, continued education, an apprenticeship or a traineeship within a period of four months of becoming unemployed or leaving formal education. It is based on the Council Recommendation adopted in April 2013 following a proposal from the European Commission. In its 2016 Communication Investing in Europe's Youth, the European Commission proposed a renewed effort to support young people through better opportunities to access employment, better opportunities through education and training and better opportunities for solidarity, learning mobility and participation.

An important key EU action in the field of youth unemployment is also the European Solidarity Corps, designed to create opportunities for young people to volunteer or work in solidarity projects that benefit communities and people across Europe.

We should not overlook a Quality Framework for Traineeships, which proposes guidelines for traineeships outside formal education to ensure high-quality learning content and fair working conditions.

Then there is also the European Framework for Quality and Effective Apprenticeships, which sets out common criteria for promoting the



quality and effectiveness of apprenticeships (European Commission. Employment, Social Affairs & Inclusion, accessible here: <https://ec.europa.eu/social/main.jsp?catId=1036>).

To help fight youth unemployment and to kick-start the Youth Guarantee, additional resources were provided for Member States with the highest levels of youth unemployment (above 25%). This came in the form of the Youth Employment Initiative, with EUR 6.4 billion in funds for the most affected Member States. Thanks to its positive impact, it was then increased to 8.8 billion in 2017.

The Youth Employment Initiative, together with significant dedicated investments by the European Social Fund are the key EU financial resources to support youth employment on the ground for the 2014-2020 programming period (European Commission. Employment, Social Affairs & Inclusion, accessible here: <https://ec.europa.eu/social/main.jsp?catId=1036>).

BULGARIA

The most obvious general labor market characteristic of unemployment in Bulgaria is that the rate of youth unemployment is higher than that of adults. That makes the solving of the youth unemployment problem an important challenge for the Republic of Bulgaria.

Bulgaria is not among the countries with the highest youth unemployment in Europe, however the rates of youth unemployment are still high.

According to the report of the National Statistics Institute, the employment in 2020 is declining compared to the same period of 2019, and unemployment is rising: unemployed young people for the second trimester of 2020 at age between 15 and 24 years are 22 300, and at the age between 24-34 years - 46 000.

Significant influence on the dynamics of the registered unemployment is the state of emergency and the containment measures taken by the government in Bulgaria in order to limit the spread of coronavirus in the country. From March 2020 to April 2020, after the state of emergency, Bulgaria reports an increase in youth unemployment of 7.5 % up to 20.8 % within a month, so the total number of young people without a job increases by 15 000 to 36 000.

Due to the increase in the unemployment, the government of Bulgaria has taken some measures to support the business and the employees. The government's plan against the unemployment, already known as "60/40 plan", provides that the state will pay for 3 months 60% of the insurance income of employees in companies from certain most severely affected from the COVID-19 sectors of the economy. These include sectors such as retail, land transport, passenger and air transport, hotels, restaurants, travel agencies, pre-school private education artistic activities and sports.

Another way for helping the unemployed is the provision of interest-free bank loans of 750 euros (1500 lv) for individuals who are on unpaid leave due to the coronavirus crisis, with a repayment period of up to 24 months.

According to the State Agency - Labor office, nearly 68 000 people under the age of 29 are currently unemployed. This made the state to

start inviting the secondary or higher education graduates who cannot find a job immediately to register with the Labor office. The registration in the Labor office gives the young people the opportunities to use the state qualification and employment programs.

One useful program that has been implemented is “Career start”. This program gives the young people the opportunity after selection to become employed on employment contracts for a period of nine months. The employers who hire unemployed young people under the program receive from the state payments for salaries and for the contribution to the social funds.

The “Employment for you” scheme under the Operational program “Human Resources Development”, which started in July as an anti-crisis measure, has provided employment to 5, 436 people, and only in October employment contracts were concluded with 1,097 unemployed.

HUNGARY

From the latest report of 2020 we can see that the general labour market situation improved in line with the good cyclical economic situation. Youth unemployment (10.2% in 2018) and the rate of youth not in employment, education or training (NEET) (10.7% in 2018) have been improving, although the reduction in both indicators is slowing.

Employment and participation continued to rise in 2019. Unemployment, including long-term unemployment, fell to well below pre-crisis levels. Youth unemployment and the share of youth not in employment, education or training have been improving slower, although not all groups benefited equally from the opportunities.

Hungary is implementing its own approach to tackle youth unemployment and ensure that all young people under 30 in need get a good quality offer of employment, continued education, apprenticeship and/or traineeship within a period of four months after becoming unemployed or leaving education.

The Youth Guarantee scheme in Hungary was formally launched on 1 January 2015 and was rolled-out progressively in three phases of implementation linked to target groups: until the end of June 2016 the Hungarian YG focused on long-term unemployed youth, until end 2017 on those unemployed for at least 4 months, and since the beginning of 2018 the guarantee has extended to all young people.

The Ministry for the National Economy has overall responsibility, together with Ministry of Human Resources and other actors such as the National Employment Services (PES) and other Ministries, youth organisations (e.g. the National Youth Council), employment organisations (e.g. the Hungarian Chamber of Commerce and Industry) and organisations for under-represented groups (e.g. the National Roma Council).

It is important to pay attention to the available report of Central Statistics Office of Hungary. According to a recent report by the respective office 62% of young adults of Hungary between the ages of 18–34 lived with their parents in 2019, which is roughly 1.3 million people. This indicator is a huge increase compared to 2005, when only 50% of young adults chose to stay (Hungary Today, Average Young Hungarian Leaves Nest at Age 27).



Since Individual housing is unaffordable, it restricts young people's development of autonomy.

One of the reasons of this is youth unemployment, especially among young women.

Even though policies on unemployed youth, in the active labour market, have been expanded, the effectiveness seems to vary, since many young unemployed remain without any support and are not entitled to benefits either.

In Hungary in active labour-market policies, youth need counselling in terms of life planning rather than control; measures might extend to paid or voluntary work experience in youth work, with outreach approaches to professional orientation, counselling and support in rural areas.

Another challenge in the sector of youth unemployment is poverty of young people which is not addressed at the level of the individual, they are considered as members of family.

One of the difficult and delicate challenge of Hungary is the management of diversity, especially the inclusion of Roma youth. Because of the inter-relation of poverty, segregation and discrimination – all of which have accumulated – they are the most disadvantaged group. Although there are active market policies addressing young Roma, the policies are sometimes too inflexible to be compatible with the living situation of Roma youth.

ITALY

The current state of art in terms of youth unemployment and related policies in Italy is definitely challenging, to say the least. The issue of unemployment, especially among youth, has been an important topic for long time already, within the Italian administration. Italy is, in 2020, the third worse European country in terms of unemployment of young people.

The year of 2020, for obvious reasons linked to COVID-19, has been particularly difficult in terms of working to lower unemployment rates among youth, as different restrictions put in place have especially affected sectors in which young people find employment (i.e. restaurants, entertainment, sport, etc.).

The year started substantially like the previous one, with an unemployment rate, according to ISTAT (Italian institute for statistics), of 9.7%, while youth unemployment was set at 29.6%.

During the year, the rates of unemployment has been a rollercoaster, highly depending on different restrictions put in place, reaching peaks of 32.1%. In the initial phase it has been similar to the year before, as stated, then went increasing, went down again during the summer in which measures were softer, and started growing back in the end of 2020.

We can presume that in 2021 the situation will be highly similar, considering that the year, even after the beginning of the vaccination campaign, has started under the sign of instability and uncertainty of measures, restrictions and possibilities.

This data, however, has to be considered also under another light, as unfortunately in Italy, the phenomenon of the “black market” with people working receiving salaries without paying actual taxation or

avoiding registering of workers to get access to other funds, is common. The statistics, of course, take into account only official data. In Italy, another major point to be considered is the high difference that there can be among different regions, especially between northern and southern regions and islands. Campania, Sicily and Calabria are in the lowest position in this special scoreboard, while Trentino is on top.

In terms of improvement of the situation, there are very few good practices that can be reported, mostly represented by spot projects. There are different actions in place in order to facilitate entrance in the labour market or support to long-term unemployed, but there's a lack of specific strategies related to youth.

Different non profit organizations, trade unions and local public authorities put in place different actions, such as dedicated offices, training in different areas and information centers to provide details on dedicated opportunities. It's also well known how Italy has a great issue with brain drain of talented young people, but it's still a big challenge to work on avoiding a massive moving out of Italian youth in search of careers. In the latest times, however, it has been underlined by the Italian Parliament how there is a necessity to define a new strategy, also in order to answer to the massive trouble caused in this field by the covid-19, and start a new trend.

SLOVENIA

In Slovenia live more than 310,000 people aged between 15 and 29. In June 2020, there were 18,077 young unemployed registered in the records of the Employment Service of Slovenia (ESS), which represents almost twenty percent of all unemployed in Slovenia.

In the first half of this year, 14,989 young people lost their jobs (of which as much as 48.9 percent due to the expiration of temporary employment), while in the same period last year and the year before, 9,869 and 10,944 young people lost their jobs.

In April, when the consequences of measures against the new coronavirus epidemic began to appear, as many as 1,810 young people who worked under a fixed-term employment contract lost their jobs, which is 112.4 percent more than in April last year. In June, 1,119 young people registered with the ESS due to the expiration of their fixed-term employment contracts, which is 69.3 percent more than in June last year.

The main reason for young people to register as unemployed for years is the expiration of a fixed-term employment contract, which confirms our findings that young people work in precarious forms of work and are among the first to lose their jobs or a contract extension.

Slovenia has prepared a National Youth Plan for the period 2013 - 2022.

Based on the National Youth Program, annual implementation plans are adopted, which are harmonized with the budget period and the funds intended for individual measures. The Annual Implementation Plan for 2020 and 2021 has three main goals in the field of employment.

The first goal is to make it easier for young people to start a working career.



Under the PRIORITY SUB-AREA 1: Improving public policies to enable young people to enter the labour market quickly and appropriately (emphasis on young graduates and late entry into the labour market). Under the PRIORITY SUB-AREA 2: promoting innovation, creativity, self-initiative, entrepreneurship (including social entrepreneurship) and youth self-employment, and increasing the importance of developing socially responsible entrepreneurial attitudes and knowledge. PRIORITY SUB-AREA 3: better linking the education system to labour market needs - a responsive and forward-looking education and training system.

The second goal is to improve the quality of employment.

PRIORITY SUB-AREA 4: reducing the prevalence of less favourable forms of employment among young people.

The third goal is to facilitate the reconciliation of work, private and family life.

PRIORITY SUB-AREA 5: strengthen activities to eliminate discrimination based on maternity and parenthood and to facilitate the reconciliation of work, private and family life.

TURKEY

Turkey's young population constitute 15,6% of the total population. With this ratio, the country is the youngest country compared to 28 EU countries.

According to latest data, 25,4% of the young population is unemployed. Considering all age groups, the unemployment rate being around 13% indicates that youth unemployment is a significant issue in the country. The youth unemployment is more prominent in young females (30,6%) compared to young males (22,5%). 26% of young inhabitants are not in employment, education or training (NEET). Among those employed, 54,1% work in the service sector, 28,2% in industry sector and 17,7% in the agricultural sector. In addition, 49,8% of the employed are satisfied with their salary and 62% of the employed are satisfied with the education that they had received, according to a recent nation wide survey.

Presidency of Strategy and Budget (formerly, T. C. Ministry of Development) prepares special expertise commission reports on youth unemployment as reference sources for the national five year development plans. These reports aim to provide a clear vision and a road map regarding the national youth unemployment issue which is especially problematic for more vulnerable young groups such as NEETs, young refugees, migrant and young Syrians under temporary protection, and young with disabilities. The latest special expertise commission report on youth unemployment states that special measures should be taken for abovementioned groups as they tend to be employed in unhealthy conditions such as unpredictable continuity, insufficient income, and lack of social and legal protection (i.e. informal employment). The report attaches a special emphasis on NEETs and the incompatibility between training and job market regarding young population. It is observed that young people who will enter the labor market for the first time have difficulties in finding a job due to reasons such as lack of knowledge and experience, and lack of network. 22% of university graduates can find their first job within the first six months

after graduation. This rate is 10% for those with an education below high school.

In addition to governmental efforts regarding youth unemployment, the efforts of the youth organizations and initiatives should be mentioned. In addition to lobbying at the government level, there is a growing community of youth organizations and foundations that aim to increase the employability of young people who are disadvantaged in the labor market.

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2. The Key Skills & Competences

In the era of ever-increasing globalization there are skills that individuals need in every walk of life all over the world to become successful.

For this reason, individuals have to work hard to acquire all essential skills and tools to deal with the growing demands of personal and professional spheres.

Owning soft skills in the workplace is important since it is key for employees to demonstrate that you understand the different tools that will help you succeed within an organization and your specific position.

Most employers look for applicants who will stay at their company long-term that is why developing soft skills and a variety of competences is crucial. Soft skills can make you a long-term asset to employers.

The enhancement of skills for becoming the most aspired individual for professional growth is key for modern markets and workplaces.

In the main body of the Handbook you can find the key competences and tools that were developed by the six partner organizations of the EMPLOY project.

Each partner collected data on the basis of semi-structured interviews from four interviewees aiming to collect qualitative aspects and insight on desired competencies (including knowledge, skills, attitudes and experience) for the target groups. The interviews targeted experts/mentors and young people from groups at risk who have already successfully entered into the labour market.

In the questionnaire prepared by YASAR university interviewees rated soft skills and tools from one to five giving the highest rate to the soft skills/attitudes/characteristics and tools they find most important in supporting employability.

Each partner country provided a summary of the national interviews that later have been analysed and served as a source of survey results.

After analyzing twenty-four interviews, the survey showed that interviewees considered the following ten skills and five tools as the most important. The skills and tools selected as Key are the ones rated with an average score of 3 or higher out of 5.

In the following pages the reader can discover valuable information describing what the specific skill/ tool is about, tips with useful Do's and Don'ts, together with suggestions on how to improve.

The Key Skills: Communication skills (both written and verbal communication skills), Public Speaking and Presentation Skills, Intercultural Communication Skills, Teamwork, Reliability and Responsibility, Adaptability, Problem Solving capacities, Critical Observation, Self-Management and Time Management.

The Key Tools: Office applications, Social Media Accounts Management, On-Line Communication Tools, Language Proficiency, Digital Tools.



2.1 The Key Skills



Photo by Naassom Azevedo on Unsplash

Communication is a process of exchanging information between two or more individuals. Indeed, the aim of communication is to send the information, so the receiver understands the message and meaning embedded by the sender. Moreover, the process of transmitting information is believed to be dynamic and to have a variable nature determined by the transformations of the environment in which it emerges. In other words, this transmission is featured by the subjects' interaction and its core is the information process. Academics offer different communication models in order to study human interaction. The main models are the so-called linear and interactive models. According to the linear model, communication is „transmission” because for its realization the presence of a receiver is not needed. An example of this model is media broadcasting where one person sends information through channels such as radio and television. On the contrary, the interactive model turns to the more complex communication processes and in this case the presence of a receiver is crucial (Ilieva, 2020a).

Indeed, there are some specific elements of communication without which the process would not take place (Ilieva, 2020a):

- Communicator/Sender
- Coding - the messages are being coded with the help of verbal (language, words, grammar) and non-verbal (facial expressions, gestures, mimics, posture, music, colors, light) symbols.
- The message
- The Receiver/Recipient
- Communication channels (face-to-face; phone; post; email; media)
- Decoding - when the receiver transforms the symbols of the message in notions and ideas.
- Noise - external factors which might affect the effectiveness of the communication process.
- Response
- Feedback

Verbal and Non-Verbal Communication

Verbal Communication is featured by the use of language/ words and it can be both written and oral. Indeed, the latter form of communication regards verbal and visual means and takes place when the individuals are holding speeches, having discussions, or performing presentations (Ilieva, 2020a). Despite the fact that oral communication is a type of verbal transmission of information, it can be conveyed with the help of non-verbal means (body language, gestures) in order to be as effective as possible. On the other hand, written communication is every form of communication that has been provided in writing. An

example of it are letters, papers, reports, emails, text messages, etc. (Prabavathi and Nagasubramani, 2018).

On the other hand, non-verbal communication is based on the use of signs. Actually, this type of communication can be more confusing because the sender does not rely on the use of language as a way to share his/her thoughts/ideas. In other words, the interaction of non-verbal communicators is founded on comprehension and transmission of feelings, conditions, emotions, and even personality features through actions. Many people confuse body language with non-verbal communication, however, experts claim that they are not the same thing because body language regards the physical behavior of the body (eye contact, posture, gestures, etc.), while non-verbal communication concerns the entire communication of body language as well as clothing, accessories, the factors of the external environment and even the way in which time is being utilized. In other words, body language is one of the elements of non-verbal communication (Ilieva, 2020b).

Overall, by mastering communication skills each aspect of our everyday lives can change. For example, communication is of extreme importance for the business sphere because there is no company or organization that can operate without exchanging information with partners, customers, and employees. This means that the process of communicating is of high importance when the external and internal relations of the businesses are regarded.

DOs

Verbal Communication

- Be clear and concise (Barry, 2019)
- Be persistent (Barry, 2019)
- Listen to the other person (Barry, 2019)
- Be frank and genuine (Barry, 2019)
- Adjust your message to the person/people to whom you want to send it (Barry, 2019).
- Try to stay focused on the talk.
- Carefully choose the words that you use.
-

Written Communication

- Plan your message/report/letter/email (Terry, 2020).
- Write in a clear and comprehensive manner.
- Always check/ proofread your writings before sending/submitting (Terry, 2020).
- Write in short paragraphs/ sentences (Prabavathi and Nagasubramani, 2018).
- Use examples (Prabavathi and Nagasubramani, 2018).
- Adjust the style of your writing to the person with whom you communicate (formal, semi-formal, informal style) (Prabavathi and Nagasubramani, 2018).
- When sending emails, try to define the subject accordingly.

2.1.1.

Communication: Verbal and Non-Verbal Communication Skills

Non-verbal Communication

- Observe the surrounding environment (Ilieva, 2020b).
- Observe the context in which the communication takes place (Ilieva, 2020b).
- Try to identify and decode the universal cases of non-verbal behavior (Ilieva, 2020b).
- Try to identify and decode the individual non-verbal behavior (Ilieva, 2020b).
- Try to identify the “norm” in someone else’s behavior (Ilieva, 2020b).
- Observe the variety of signs (Ilieva, 2020b).
- Try to track the changes in behavior (Ilieva, 2020b).
- Try to identify the false and misleading non-verbal signals (Ilieva, 2020b).
- Try to identify the difference between comfort and discomfort (Ilieva, 2020b).
- When you observe others, make it unnoticeable (Ilieva, 2020b).
- Always consider the different signals of the body (arms, legs, head, eyes, the lines of the face) (Ilieva, 2020b).

DON'Ts

Verbal Communication

- Do not take your phone or something else that might distract you.
- Do not interrupt other people.
- Do not stare at the other person (Sheth, 2017).

Written Communication

- When writing, do not use passive voice (Prabavathi and Nagasubramani, 2018).
- Avoid long and complex sentences.
- Do not disregard the name and title of the receiver.
- In terms of business communication do not use informal style of writing/speaking.
- Avoid delays in responses (Misiak, 2019).

Non-verbal Communication

- Do not interpret the gestures in isolation from one another (Ilieva, 2020b).
- Do not disregard the inconsistency between verbal and non-verbal signs (Ilieva, 2020b).
- Do not interpret the gestures out of the context in which they take place (Ilieva, 2020b).
- Do not disregard the multicultural differences in non-verbal com-



munication (Ilieva, 2020b).

HOW TO IMPROVE ?

The course on “Business Communication Techniques for Beginners”, which is available on the EMPLOY e-Hub, can help you improve your business communication skills. Indeed, the course is targeting beginners and can benefit employees, partners, employers, and customers.

[Click here](#)

(Note: If you want to have access to the courses, you should register on the e-Hub.)

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2.1.2. Public Speaking and Presentation Skills

Public speaking and presentation skills are closely related to communication proficiency. In general, those competences are assumed to be “soft skills”, which support various activities, and, thus, can be attributed to social skills. Moreover, we are making use of them in our everyday working processes and, most importantly, they are influenced by our own beliefs, attitude, and behavior. Nevertheless, public speaking and presentation skills can always be developed and improved. It is priceless to be able to communicate your ideas to large groups of people in order to convince and influence them. Indeed, at the workplace these types of competences enhance the career development of the individual and increase the productivity of the company (Ilieva, 2020c).

According to Ilieva (2020c), presentations are an art, which is expressed with the help of skills. In the last decade with the rapid digitalization of the economic and social processes many changes have occurred in the means and tools which are used by presenters/speakers. Despite these novel tools, one of the main skills which is required when having a public speech is the skill of persuasion. The latter competence, however, has nothing to do with digitalization and dates back to Ancient Greece. As Aristotle states, audiences can be successfully approached if the structure of the discourse is built on their expectations and attitude. Otherwise stated, this synchronization can lead to the successful endurance of a convincing communication (Ilieva, 2020c).

The main elements of the presentation process are (Ilieva, 2020c):

- **The presenter** aims at informing the audience in the most attractive way possible in order to provoke interest. Furthermore, the objectives of the presenter/communicator are to form a positive attitude, to convince, and to demonstrate advantages and benefits through verbal means and with the help of visual technical and programming support.
- **The audience** is the receiver of the information.
- **The message** of the presentation/speech is related to its subject.
- The channel in this case is most of the time direct since the presenter is directly speaking to the receiver/the audience.
- **The coding** of the message is verbal, but the sender also uses non-verbal means along with oral speech. Moreover, the coding of the message includes preparation of slides (the shift, colors, photos, schemes, tables, graphs, diagrams, video, and audio).
- **The Decoding** of the message is featured by the process of comprehension.



- **The Noise** is a barrier to comprehension/decoding. For example, the presence of too much text on the slides, the size of the font, the graphs, diagrams, or the bad technical support can all be considered as a noise.
- **Feedback**

Ilieva (2020c) states that public speaking and presentation skills encompass a wide range of competences:

- The skill to introduce information clearly and concisely in accordance with certain objectives and criteria.
- The skill to formulate your objectives clearly and precisely.
- The skill to present information in a logical sequence.
- The skills to make argumentations.
- The skills to make use of a wide variety of information means and sources.
- The skill to make a distinction between facts and opinions.
- The skill to state your position and to have an opinion towards the presented information.
- The skill to structure information/thoughts.
- The skill to transform information from visual to oral format and vice versa.
- The skill to present information graphically, in tables and with the help of symbols.

Overall, being a presenter is not a profession but a role that we play in situations in which public speaking or holding a presentation is required. Therefore, at school, at the university, during conferences, at work, or as part of meetings, we all have played the role of communicators who want to convince, inform, and influence the audience. Otherwise stated, the ability to master public speaking and presentation skills would benefit our education, career development and also improve our personal communication.

DOs

- Plan your speech/presentation (Brown, 2017).
- Be confident and authentic.
- Practice in front of friends/relatives or by yourself (Brown, 2017).
- Make use of interesting presentation slides (Ilieva, 2020c).
- Use graphs, tables, etc. to present the information (Ilieva, 2020c).
- Use more pictures/videos/diagrams/graphs than text (Ilieva, 2020c).
- Present the information in a simple, clear, and interesting way (Ilieva, 2020c).
- Engage the audience (Ilieva, 2020c).
- Give examples (Ilieva, 2020c).
- Use body language (Brown, 2017)
- Make sure you will finish on time (Ilieva, 2020c).
- Before you end the presentation make sure there is time for questions (Brown, 2017).

2.1.2. Public Speaking and Presentation Skills

DON'Ts

- Do not engage the audience with unnecessary details (Ilieva, 2020c).
- Do not read neither from your notes nor from the slides (Ilieva, 2020c).
- Do not speak too low or too fast (Brown, 2017).
- Do not put too much text on the slides (Brown, 2017).
- Do not undermine the importance of your appearance/clothing (Ilieva, 2020c).
- Do not undermine the way in which you will end the presentation (Ilieva, 2020c).

HOW TO IMPROVE ?

The course on “Public Speaking and Presentation Skills”, which is available on the EMPLOY e-Hub, can help you improve the respective competences effectively. Indeed, the course is targeting beginners and can benefit both students and workers.

[Click here](#)

(Note: If you want to have access to the courses, you should register on the e-Hub.)

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2.1.3. Intercultural Communication Skills

Intercultural communication skills is the ability to be able to understand and talk to people who have different cultural and social backgrounds. These differences could manifest in a number of ways, including facial expressions, thought patterns, customs, touch, and so on.

Language knowledge can be a very important part of intercultural communication, but it is by no means the only requirement. Intercultural communication also requires an understanding that different cultures have different habits, standards, social norms, and even patterns. Finally, good intercultural communication skills require a willingness to accept differences and adapt to them, understanding and empathy.

For example, in America and the UK, the traditional way of greeting a stranger is a handshake, while in France the way of greeting a stranger is a kiss on the cheek (called a “bisous”), and in Japan it is a bow. In Scandinavia, people are verbally more direct, which may seem rude to other cultures.

A good knowledge of these differences is important for the same reason that communication is generally important; the easier we understand each other, the easier it is to collaborate.

Alhassan, Abdulai and Ibrahim (2020) find that the long-term benefits of multicultural education include improved productivity, problem-solving skills, and relationships, with a corresponding reduction in prejudice and stereotyping. Multicultural education reinvigorates society, culminating in what Ameny-Dixon (2005) describes as “a broader and more sophisticated view of the world” (Ameny-Dixon et.al 2005; Alhassan, Abdulai and Ibrahim. Communication and Social Interaction across Cultures: The Case of a German and Ghanaian Educational Exchange Program, accessible here: <http://immi.se/intercultural/20-2-53/Alhassan-Communication-53-1.html>).

Dialogue or communication in general is a tool for finding a way to connect different views with a desire to understand and learn from those who are not seeing the world as we do. A successful dialogue is the one that enriches and uplift a respectful exchange of ideas and beliefs. The process of intercultural communication or dialogue requires the individual to overcome the barriers and boundaries of his or her thinking, and persuades the other to question his or her own values in terms of his or her beliefs. In today’s globalized and intercultural world, where cultural differences cannot be avoided every day, the ability to communicate tolerantly and respectfully, taking into account the person or group we communicate with, is a highly desirable factor and the main characteristic and skill of any person (BLEND-IN project, Intercultural Management and Communication for Youth Organizations Handbook, accessible https://www.mc-celje.si/f/docs/Blend-IN/Blend-IN_Prirocnik_ANG.pdf).



DOs

- DO make sure you have some knowledge of the cultural differences of the society that you are living in.
- DO make sure you understand the communication styles of different countries.
- DO learn about the gender and social dynamics.
- DO have an awareness of your own cultural values and beliefs, and be as flexible as possible.
- DO acknowledge the impact of stereotyping.
- DO learn a few words in your interlocutor local language.
- DO apologize immediately if you say the wrong thing.

DON'Ts

- DON'T talk to anyone in a patronizing manner.
- DON'T assume a culturally different person is an expert about his or her cultural group.
- DON'T engage in behaviours that single out a culturally different person
- DON'T ask inappropriate questions or engage in inappropriate behaviours.
- DON'T try to speak or act like a culturally different person.
- DON'T be afraid to apologize.

HOW TO IMPROVE ?

e-HUB courses:

- Work experience and networking:
- Business Communication Techniques for Beginners
- Networking – must-do vs. can-do

Mentoring:

Mentoring Unemployed Young Refugees: Double Disadvantaged Groups

Miscellaneous:

Design Thinking

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<https://www.typpetalk.com/blog/intercultural-communication-skills-help-work-anyone/>

<https://www.uopeople.edu/blog/what-is-intercultural-communication/>

2.1.4. Teamwork and Collaboration

Teamwork and cooperation represent our ability to contribute and adjust to a group with the aim of a mutual benefit and/or the reaching of common goals.

Typically it requires a division of roles and tasks among different group members, based on their skills and competences, in order to perform an action and reach set objectives together.

Both for employers and employees, and in general just for members of a society – good cooperation skills are absolutely essential.

Combining individual and group abilities to reach a common goal successfully is not easy and definitely requires the capacity to work in a team. Being cooperative, in this sense, means to be able to work in a unit with other individuals to reach a common goal, using each of their potentials to the fullest, and even respecting their own needs and possibilities.

Cooperation is important to get individual and group benefits, and is enriched by other opinions and abilities, meaning that being able to mediate, discuss and negotiate is important in order to achieve a higher level of teamwork.

A good cooperater should be able to give and take instructions, listen, empathize, compromise, communicate effectively in general, and also make an effort to contribute the best he/she can.

DOs

- Clarify the goals/make sure you make clear what the goals are. Everyone should have the same understanding of what are the expected achievement by this cooperation and what to expected of them and the other members of the team
- Ensure that there is open communication, and a working environment of mutual respect. Each member should feel comfortable with sharing thoughts, ideas, opinions and solutions.
- Listen carefully to what your coworkers say, ask questions to clarify when something is unclear, but avoid interrupting
- Don't be afraid of being creativity and innovation within the group, and in case you are in charge, let it happen. Take in consideration that all members are individuals with different viewpoints and contributions based on their background, interests, beliefs and talents. Sometimes the best solutions and ideas come from crazy starts!
- Make an effort to facilitate inclusion of all coworkers. Everyone should feel like they're a part of the team and the working process, and have recognition for the contribution given.
- Good team work should include participative leadership, where the members also are held accountable, not guided by a dominant authority. The leader should be respected to keep things sys-



tematic and functional, but should also be able to receive inputs from the team when improvements are needed.

DON'Ts

- The ability to use the potential of all involved persons.
- Don't assign roles without making sure of each persons' capacities, needs and preferences. You might lose efficiency because a person is not happy with his/her task or simply not able to be 100% successful in it.
- Don't make assumptions. Communication is a vital part of teamwork and should be constant during the common process undertaken, as well as applicable by all persons involved so that they all understand. Finding a common language/way of communication is important.
- Don't give up if the first try is not a success. Maybe some adjustments are needed in order to make the team work properly (check the previous points).

HOW TO IMPROVE ?

- Although there is not a dedicated course on our E-hub, you might find the following sources useful:
- <http://employprogramme.eu/enrol/index.php?id=19> – it's a dedicated course on skills and qualities useful for employability. Understanding more about it might also help your teamwork skills.
- <http://employprogramme.eu/enrol/index.php?id=18> – as told, communication is a vital part of the process of teamwork. Therefore, the course on public speaking and presentation skills might help to work better as a team player.

Useful videos about teamwork that are worth checking out on youtube:

<https://youtu.be/CSRiyvhjYz0>

<https://youtu.be/xevQ2yTyK9Y>

2.1.5. Reliability and Responsibility

Reliability and Responsibility have been acknowledged as two of the employability skills you need, in order to increase your chances of getting the job you want.

Reliability helps you increase the trust between you and your employer or future employer; reliability is integral to efficiency and trust. Responsibility means that you acknowledge the responsibility for your own decisions and actions, understand and follow rules and procedures and act professionally and with maturity.

More specifically being reliable and responsible means:

“doing what you say that you will do” and “being available when needed”. Although this might sound simple, it needs a wide range of personal skills. It requires being organised, and managing your time effectively. It means that you have to create schedules for your daily work and be able to keep them, estimate how long things will take, and be sure that you have the time to do them to the required standard. You also need to be able to put priorities and decide in the order that things need to be done.

being trustworthy and conscientious. According to the article of Business Insider about the 11 habits that highly successful people have [5], successful people are typically highly conscientious. That means that they're organized, responsible, and hardworking, and are able to control their impulses. According to SkillsYouNeed.com where the employability skills you need to get a job are described in more detail [1], trustworthiness and conscientiousness are among the most important ones. Trustworthiness and conscientiousness are both parts of self-regulation or self-management, which in turn is an important part of emotional intelligence. Self-regulation means that you have the self-discipline to do things that you may not want to do, but which you know are necessary. People who are self-regulated and reliable take responsibility for their own actions and ensure that they live up to their values. They keep track of deadlines and deliver them without needing to be chased up [1].

being able to look around and see what needs doing—and then do it. This means using your initiative to identify where work needs doing, and getting on and doing it [1]. Daniel Goleman, who developed the concept of emotional intelligence, identified initiative as a key part of self-motivation. He defined it as ‘readiness to act on opportunities’ [1]. acknowledging your mistakes and making a conscious effort to avoid them in the future. This is also very important when working in a team. Also being ethical and cautious when working on sensitive matters. Being reliable is integral to efficiency and trust.

consistently meeting and exceeding your expected level of work performance. Being a reliable person / employee means that you consistently complete your tasks on time, deliver quality work and make minimal mistakes. Also refers to responding on time to requests, whether these requests have to do with a specific task or getting back on a



simple telephone or emails. It also means, making only promises that you can keep.

DOs

- Do what you promise and demonstrate outcomes
- Go the “extra mile”
- Answer emails and requests on time
- Take responsibility for your actions
- Proactively solve problems
- Always remain ethical in your actions
- Be honest and transparent in all work
- Review and evaluate to improve
- Show humility and the will to apologize

DON'Ts

- Don't blame others or make excuses
- Don't do everything yourself. If you see that you are not going to be able to meet a deadline, being reliable means that you may need to ask for help

HOW TO IMPROVE ?

- Find more information about how to improve your Reliability and Responsibility skills on the e-Hub platform. The courses under Pre-employment phase including the topics of “Skills and Qualities” and “Time Management” will help you improve! <http://employmentprogramme.eu/course/index.php?categoryid=3>
- There is also a lot of information on the Internet for improving your Reliability and Responsibility skills. These are some of the websites with good advice: <https://www.bustle.com/articles/167145-11-habits-of-responsible-people-that-everyone-should-consider-adopting>
<https://www.wikihow.com/Be-Responsible#>
- You can watch videos on YouTube on how to improve your Reliability and Responsibility skills. Here are some links of videos:
- Responsibility | ActiveNationUK <https://www.youtube.com/watch?v=-QRqIGznHvU>
- Adolescent Responsibility: Andrew Pendergast at TEDxYouth@Omni (2013, Feb 22) <https://www.youtube.com/watch?v=PdHVL-2MSuPY>
- Taking Responsibility | Sam Montag | TEDxTheWestminsterSchools (2017, Oct 17) <https://www.youtube.com/watch?v=CxCcBmxBGvk>
- What if we made no excuses? | Zara Zaman at TEDxYouth@Winc-hester (2013 Jan 25) https://www.youtube.com/watch?v=a9l37p_DC_o

2.1.5. Reliability and Responsibility

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2.1.6. Adaptability Skills

In today's changing world of risk and instability, adaptability is one of the most sought skills from employers because of its importance for growth in a role. Adaptability is a skill that encompasses the person's ability to adjust to different changes in the environment and learn new things. The American Psychological Association (APA) defines adaptability as "the capacity to make appropriate responses to changed or changing situations; the ability to modify or adjust one's behavior in meeting different circumstances or different people." Some researchers have extended this definition to include not only cognitive and behavioral regulation, but also emotional regulation in response to change, novelty, variability and uncertainty. Cognitive regulation refers to one's ability to adjust thoughts and thinking to deal with changing, novel and uncertain situations. Behavioral regulation refers to one's ability to adjust the nature and degree of behavior or action to successfully navigate changing, novel and uncertain situations. Emotional regulation refers to one's ability to adjust usual or typical emotional responses to successfully interact with changing, novel and uncertain situations.

Adaptability is a typical soft skill. Adaptability means a person can quickly respond to changing ideas, trends, strategies, responsibilities or expectations. In order for adaptability to be applied successfully, it requires a person to possess other skills as well. People who are adaptable are always persistent and are not afraid of changes or failure. They are also more positive and stress tolerant. Not surprisingly, the adaptable person is an open-minded one who is not discouraged by a failure and is very flexible. People in leadership positions are expected to possess adaptability in order to manage unusual situations and respond effectively to them. Not surprisingly, a survey that researched the opinion of leaders for the skills a leader needs in order to respond to the world's megatrends, shows that adaptability is one of the top five skills the leaders feel they need in order to be successful. Adaptability is a necessary quality in an ever-changing work environment. You need to be able to be adaptable in order to learn new things, take on challenges, make adjustments to suit transitions in different aspects of life, for example in the workplace. If you develop your adaptability, you will be able to develop other soft skills such as communication skills and interpersonal skills, problem-solving skills or teamwork skill. That's why being adaptable is really important in the workplace. For successfully managing some jobs, it is important to be adaptable when working on specific projects, develop strategies or implement different approaches to the job.



DOs

- Be aware of changes in your environment
- Ask for feedback
- Learn to accept the changes
- Set your goals
- Be willing to learn and try new things
- Stay positive
- Think about a new situation in a different way

DON'Ts

- Fear of change
- Being discouraged by failure
- Not thinking positively
- Not having desire to learn new things
- Not treating the others as they want to be treated
- Not teaching children how to be adaptable since childhood

HOW TO IMPROVE ?

Find more information about the soft skills and adaptability on the course Career bites on the e-Hub platform. <http://employprogram-me.eu/course/index.php?categoryid=3>

There are also a lot of ideas on the internet about how to improve our adaptability. These are some of the websites with useful information:

- <https://www.glennawilliams.com/blog/2017/9/20/6-ways-to-improve-your-adaptability>
- <https://evernote.com/blog/improve-adaptability-manage-your-life/>
- <https://www.bradford.ac.uk/careers/develop-skills/adapt-flex/>
- <https://www.indeed.com/hire/c/info/adaptability-in-the-workplace>
- <https://www.linkedin.com/pulse/here-5-tips-how-increase-your-adaptability-daniel-urs-schwer>

Find videos on YouTube how to improve your adaptability. Here are some links of videos:

- <https://www.youtube.com/watch?v=OCPoq9mc8l8>
- <https://www.youtube.com/watch?v=Wur3RaGNRS8>
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2.1.7. Problem Solving

Problem solving skills are the necessary skills required to reach complex and unexpected situations that may arise in the workplace. While problem solving skills are widely regarded as its own separate skill, there are often smaller skills that contribute to this ability. These can include research, analysis, active listening and communication skills. In order to solve a problem effectively, it may be necessary to combine these skills such as researching and identifying the cause of the issue. Afterward, analyzing the situation can lead to solution development, and finally using decision making skills to execute a plan. Problem solving consists of defining a problem; determining the cause of the problem; identifying, prioritizing, and selecting alternatives for solutions; and implementing a solution. To define the problem it is necessary to discover all the symptoms and to use problem-solving techniques to find out the root problem. Steps like reviewing the documenting the process and evaluating the possible impact should be part of the process. To have alternatives could always help you out in a problematic situation, you should try to find as many alternatives as you can to be prepared for any circumstances and situation. Team work can be requested to reach a more effective solution. The problem solving process itself is really important to realize the mistake that has been made and to learn how to fix it. This learning process has a key element in the problem-solving process, it can help us to not make the same mistake again. When we offer alternatives, we should consider its implementation; how likely will that particular alternative engage people; if it fits into the project; and if it is really going to solve the problem. The implementation can be supported by actors from outside. To ask for feedback can help us to monitor and test our problem solving skills.

To solve a problem you can use not just generic, but also ad hoc methods. Different areas of science can be implemented in the problem solving process such as philosophy, artificial intelligence, computer science, engineering, mathematics, or medicine. The following techniques are the most suggested ones when it comes to problem solving: Abstraction, meaning to try to model our problem solving idea. Analogy: try to find an analogy related solution. Brainstorming: involve more people, create a team, every idea and all different approaches can help to find the perfect solution and last, but not least time can be spared. Divide and conquer: try to see the problem in elements instead to try to solve it as one. Hypothesis testing means to investigate the assumption and if it is needed try to improve it. Lateral thinking encourages you to be creative and indirect. Means-ends analysis: trying to find the action that helps us to get closer to our goal. Research: trying to identify similar situations to ours and implement its solution. Root cause analysis: trying to define the root problem. Trial-and-error: testing all alternatives to find out the perfect one.

Try to clear any obstacle from your way to solve the problem; barriers will make it more difficult to reach your goal.



DOs

- Allow yourself to analyze a situation from many points of view
- Stay positive throughout for a more efficient environment and more effective solutions

DON'Ts

- Do not allow emotions to guide problem solving. Logical decision making is key to this process.
- Avoid attributing blame to anyone throughout this process, and instead focus on solutions

HOW TO IMPROVE ?

- Find related information on the platform of the Employ. On the following course you can find content about useful skills and qualities.
- <http://employprogramme.eu/enrol/index.php?id=19>
- On the following course you can find more about communication in business for beginners.
- <http://employprogramme.eu/enrol/index.php?id=8>
- On the last course can be gained more information about Inspiration and Success, which could be useful for strengthening the motivation:
- <http://employprogramme.eu/enrol/index.php?id=14>

There is also a lot of information on the internet for improvement of problem solving skills. The following website has some good ideas:

- <https://www.indeed.com/career-advice/career-development/problem-solving-games-workplace>
- <https://www.coursera.org/learn/problem-solving>
- <https://www.futurelearn.com/courses/collections/problem-solving>

For additional information you can explore following YouTube videos:

- https://www.youtube.com/watch?v=QvuQH4_05LI
- <https://www.youtube.com/watch?v=s1lt6pwIF1o>
- <https://www.youtube.com/watch?v=OEydHbngSz0>
- <https://www.youtube.com/watch?v=LaYVqj1EI1A>
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Cherry K. (2020 December 8). Problem-Solving Strategies and Obstacles. <https://www.verywellmind.com/problem-solving>

2.1.8. Critical Observation

Critical observation is the ability to examine and analyze facts and information to maneuver situations more tactfully. Critical observation and critical thinking are different skills with critical thinking allowing the individual to reach a conclusion, while critical observation is purely for information gathering. There are two types of basic critical observation skills; the observation of people and the observation of processes. Individuals can be trained to be highly skilled in understanding what people need, as well as what the situation or process may require. Additional skills that critical observation requires include active listening, analysis, and emotional intelligence. Critical observation can be improved by different methods, such as active listening, requiring people to listen carefully, pay attention and understand. Analyzing performance issues requires motivation and the will to perform. Emotional Intelligence is important to understand feelings and avoid conflicts to have a better performance. People at the workplace should understand the motivation to create empathy. Personality Styles should be recognized by the people with a better critical observation in order to better manage a team. Unconscious Bias should be dismantled; people with critical observation skills can do that very well. How to improve it: identify the subject; focus; be open; improve your concentration; mental workouts; test your observation; and remember your observations. Critical thinking means independent and reflective thinking. It means active learning, being curious and questioning ideas or assumptions. It requires analytical, problem solving and identifying skills. The person who owns critical thinking skills can understand links; identify important arguments and ideas; recognize and create arguments; fix problems in a systematic way; and reflect better on their own goals. A variety of skills are required to be able to think critically for example: observation, analysis, interpretation, reflection, evaluation, inference, explanation, problem solving, and decision making. More specifically the ability to think about certain ideas or approaches critically; prepare different arguments regarding the issue; test the hypothesis in question; it is also important to find out the weakness of the argument; notice implications; and support your argument with structured reasons. It takes time to learn this skill, self-practicing can improve it; routine activities can be applied and practiced in different ways.

When you decide to think critically, you should first define your goal, what is your aim, what do you want to achieve. You always have to remember your target, which you set. Always challenging yourself helps to practice and improve. The following steps should be taken by critical thinking: analyze, interpret, present and evaluate. Furthermore, there is a long list of elements of critical thinking including reflection; analysis; acquisition of information; creativity; structuring arguments; decision making; commitment; clarity; precision; accuracy; depth; breadth; logicalness; significance; fairness; and debate. A critical



thinker aims to become concerned and well informed; self-confidence is considered an advantage; being open-minded helps as well. There are different levels of a critical thinker starting with unreflective thinker; challenged thinker; beginning thinker; practicing thinker; advanced thinker; and on the top level the master thinker.

DOs

- Be aware of any kind of unconscious bias you may hold when it comes to observation
- Understand personality types better to foster a more efficient working environment

DON'Ts

- Do not mistake critical observation for critical thinking
- Do not presume to know anything. Instead, use analysis skills to observe new information and patterns

HOW TO IMPROVE ?

Find related information on the platform of the Employ. On the following course you can find content about useful skills and qualities.

- <http://employprogramme.eu/enrol/index.php?id=19>

On the last course can be gained more information about Inspiration and Success, which could be useful for strengthening the motivation:

- <http://employprogramme.eu/enrol/index.php?id=14>

There is also a lot of information on the Internet for improvement of the Critical Observation. The following links have useful information about critical observation:

- <https://www.jstor.org/stable/3211386>
- <https://www.coursera.org/specializations/logic-critical-thinking-duke>
- <https://www.coursera.org/learn/mindware>

For additional information you can explore following YouTube videos:

- <https://www.youtube.com/watch?v=2954ZvA76WE>
- <https://www.youtube.com/watch?v=9fChbMu-op0>

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Pappas C. (2016, July 6). 6 Tips to Facilitate Critical Observation Skills in Online Training. <https://elearningindustry.com/6-tips-facilitate-critical-observation-skills-online-training>

2.1.9. Self-Management

Self-management skills are necessary for employability and a successful career. Self-management is one of the most important skills employers want in their employees. Self-management is about preparing for the future, being mindful of the present, paying attention to how a person is doing and learning how to do better next time. Self-management is a very important way of personal growth, not only in the workplace.

Self-management is the ability to control thoughts, feelings, actions and reactions. Self-management skills focus on personal responsibility. In the workplace, the employer wants to know that the employee will take the work he/she is entrusted with seriously and will treat it as an opportunity to show that he/she can be entrusted with more important work in the future. If a person has self-management skills, he or she will be successful in the following areas:

Self-motivation - the ability to take initiative and complete tasks. Self-motivated people are driven by the desire to succeed, which is why they take on new tasks and do them to the best of their ability. They can work without someone always telling them what to do.

Time-management- the skill to organize your time is one of the most sought skills by employees. Time management allows a person to prioritize tasks, avoid distractions and maintain focus. Time management is extremely important in the workplace for setting and meeting deadlines and delegating responsibilities appropriately.

Organization- the well-organized person is able to plan and prioritize his/her activities which is useful for self-management of essential responsibilities in the workplace.

Stress-management- this skill is crucial for the workplace where there is a lot of stress. The workplace may bring stress in different forms. For instance, meeting an important deadline or representing a new project before the employers may be really stressful. Handling stress allows the employee to focus on his/her goals and make steady progress forward. When a person is able to manage his/her emotions this means he/she is able to maintain a professional demeanor in the workplace.

Goal setting- this is the ability of a person to determine what he/she wants to achieve and the means to achieve it. In the workplace goal setting is really important because it helps the employee to decide what tasks are important and then to create a plan to achieve them. This skill is necessary to maintain productivity in the workplace.

Accountability- this is the act of taking personal ownership of the responsibilities that come your way. Maintaining responsibility enables better evaluation of the work and determination of the best way for proceeding.



DOs

- Determine the professional tasks you are good at
- Prioritize responsibilities
- Create strict deadlines
- Meet the deadlines
- Perform each task on time
- Stay positive
- Evaluate your progress
- Arrive at meetings on time
- Plan for the next day
- Try to manage the stress in the workplace
- Keep an organized agenda
- Outline project goals
- Highlight your self-management skills in the workplace
- Be initiative

DON'Ts

Find more information about the self-management skills on the e-Hub platform. The course Pre-employment phase includes the topics Skills and Qualities, as well as Time Management:

<http://employprogramme.eu/course/index.php?categoryid=3>

On the course Miscellaneous can be gained more information about Inspiration and Success, which could be useful for strengthening the motivation:

<http://employprogramme.eu/course/index.php?categoryid=6>

There is also a lot of information on the Internet for improvement of self-management skills. These are some of the websites for further information:

- <https://blog.aceup.com/5-ways-to-improve-your-self-management-skills>
- <https://www.peoriamagazines.com/ibi/2010/jun/increase-your-emotional-intelligence-through-self-management>
- <https://mymanagementguide.com/self-management-skills-for-employees-or-how-to-be-a-productive-employee/>
- <https://blog.trello.com/self-management>

Find videos on YouTube how to improve your self-management skills. Here are some links of videos:

- <https://www.youtube.com/watch?v=797MaRP7c-Y>
- https://www.youtube.com/watch?v=_BNDdamTDak
- <https://www.youtube.com/watch?v=oRBMfO8DC0A>

2.1.9. Self-Management

There are also courses for improving self-management. One really convenient option is the online courses for improving self-management such as this one:

- <https://www.futurelearn.com/courses/career-credentials-self-management>
- <https://www.bmc.net/Effective-Self-Management>

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<https://blog.trello.com/self-management>

Acharyya, A. (2017, March 7). Self-management skills every manager should have
<https://www.careerizma.com/blog/self-management-skills/>

Pourshahid, A. Self-management. The secret to productivity, growth, health and sanity
<https://www.klipfolio.com/blog/self-management-tips>





2.1.10. Time Management

Time management is a soft skill that can be useful for everyone, both in life and in the workplace, but certainly not an easy one to improve. When discussing time management, we should keep in mind that the term does not refer only to punctuality. Instead it represents the capacity to organize available time of an individual or a team to make it as productive as possible, even under high pressure or reduced timelines.

In order to better understand what time management is, we should be first of all able to understand what is time for us, which is not an easy question.

Time is a resource with limited availability, this is a statement that is true for everyone. What changes is our ability to fill it and use it, depending on our capacity. It is important that we are able to structure our time so we do not waste it. This includes being respectful of others and not wasting their time either.

A good time management strategy includes four main points:

Planning: deciding how to use our available time in advance

Prioritizing: making sure we know what are the most important objectives we want to achieve with the time we have

Organizing: make the previous two points practical by organizing a schedule of our timing to achieve the given objectives in the due time

Evaluating productivity: checking the results in order to adjust our schedules

Being able to successfully manage time increases productivity and gives a general sense of organization and decreases stress, which might be caused by the absence of schedules.

In order to be successful in the workplace, but also to be able to find a stimulating job, we should make sure that our time management skills are well developed.

By being conscious about our own working methods, and establishing healthy routines and patterns when needed, we can develop our time management skills in a more efficient direction.

DOs

- Keep a schedule of your daily/weekly/monthly goals and “to do” list
- Make sure you know what is more and less important for you to achieve
- Take care about the important, heavy issues first, so that then you have time to work on the smaller things, but at the same time get rid of small tasks (either solving them, passing them or cancelling them)



- Understand what is productivity for you and what you need to spend your time productively, evaluate and plan again to improve
- Be punctual at meetings and at delivering products/services expected from you, but don't be afraid of rescheduling when needed

DON'Ts

- Don't waste your time on things that are not important for you
- Don't waste other people's time as it's an important resource for everyone and they would be less likely to cooperate with you otherwise
- Don't take more tasks than you can handle at the same time. Make sure to solve things before starting others.
- Don't be unrealistic in foreseeing the time you might need to complete tasks.

HOW TO IMPROVE ?

On our E-hub you can find a specific course completely dedicated to the time-management skill:

- <http://employprogramme.eu/enrol/index.php?id=20>

At the same time, it could be useful to work on improvement of soft skills in general, to improve for example planning, evaluating or communication skills:

- <http://employprogramme.eu/enrol/index.php?id=19>

Other interesting tools and inputs to improve time management can be found here:

- https://www.mindtools.com/pages/main/newMN_HTE.htm

Interesting videos to check on youtube:

- <https://www.youtube.com/watch?v=GBM2k2zp-MQ> – additional tips to manage your time effectively
- <https://www.youtube.com/watch?v=fmV0gXpXwDU&t=1s> – an interesting metaphor on how to manage important and less important tasks
- <https://www.youtube.com/watch?v=WXBA4eWskrc> – the philosophy of time management TED talk

Moreover, on the Council of Europe's book of the T-Kit series dedicated to Organisational management, you can find an interesting chapter dedicated to time management

- <https://pjp-eu.coe.int/documents/42128013/47261152/tkit1.pdf/28858c2d-3a8d-4912-93f5-249dc2b63044> - you can download the whole manual here

2.2 The Key Competences



2.2.1. Microsoft Office Suite

The Microsoft Office Suite is the collective name for all of the company's productivity software. This includes Microsoft Word, a word processing tool, Microsoft Excel, a spreadsheet program, Microsoft PowerPoint, interactive presentations and Microsoft Outlook, for email and calendar management. The Microsoft Suite is invaluable to office productivity and management. Therefore, it is imperative that any candidate is proficient at as many programs of the Suite as possible. Proficiency in these skills leads to higher productivity, better employability, and global compatibility.

Microsoft Excel is a spreadsheet editor, it presents tables in rows and columns that can be edited and created by the user. Its main purpose is to contain data in a well-organized way, which is easy to use for all. Its advantage relies on its easy operation and data entry. It manages calculations, graphic tools, pivot tables, and macro programming language. Graphs, charts can be created and outcomes can be predicted as well. Basic skills regarding the use of Microsoft Excel are sum or count cells; use Pivot Table; to form references; create data entry; sorting list and text. Its advantages are: easy to manipulate; easy to analyze; it creates easy and effective comparisons; and it helps with powerful analysis of large amounts of data.

Microsoft Word is a graphical word program, where you can type in and save the created document. It is used mostly to create professional documents, letters, reports or academic documents. You can easily edit your sheet, choosing the size, format of the letters, inserting picture and side notes. The document created virtually can be printed. It has helpful tools that are easy to use. Among its useful features we can list the following: convert a list to a table; convert a bulleted list to a SmartArt; create custom tab; quick selection methods; changing case; and quick parts. Its advantages are extreme availability; integration with other Microsoft Program; instant help with languages and grammar corrections; easy editing; easy writing; and easy to collaborate. It has disadvantages as well, it is expensive; there are too many options; it is prone to virus attacks; and the files created are mostly large.

Microsoft PowerPoint is a representation program. The user of the program can create minimalist and even really complex slides. It is often used at work to create presentations, but it can be used in education and at the academic level too. Through the help of the Program ideas and visions can be presented virtually inserting pictures, drafts, texts and using many more features. Among its advantages we can include the smooth presentation flow, but it is hard to present complex topics.

Microsoft Outlook is a personal information manager program. The Outlook consists of calendar, task managing, contact managing, note taking, journal logging, web browsing and it has an emailing function as well. The last mention option is the most used. To send and receive



emails are both available, furthermore to take notes and use the calendar are also liked options of the Program. Customers prefer to use this program, because of the integration across email, calendar and contact.

DOs

- Spend time understanding and exploring Microsoft Excel, a complex spreadsheet program.
- Save all work consistently on all Microsoft outlets

DON'Ts

- “less is more”- try to keep sheets/work surfaces and slides as simple as possible,
- Try to avoid recreating groups that already exist,
- Do not share the document/presentation with the wrong people,
- Make sure that you do not forget to delete any comments from your sheet before presenting or submitting your paper/presentation.

HOW TO IMPROVE ?

Find related information on the platform of the Employ. On the following course you can find content about useful skills and qualities.

- <http://employprogramme.eu/enrol/index.php?id=19>

There is also a lot of information on the Internet for improvement of the Microsoft Office Suite. The following links have extra information about using Microsoft systems:

- <https://www.coursera.org/specializations/excel>
- <https://www.coursera.org/learn/powerpoint-presentations>
- <https://www.coursera.org/learn/introduction-to-computers-and-office-productivity-software>
- <https://www.coursera.org/learn/introduction-to-computers-and-office-productivity-software>

For additional information you can explore following YouTube videos:

- <https://www.youtube.com/watch?v=filagAYPzFk>
- <https://www.youtube.com/watch?v=b-GxQvV9SWg>
- <https://www.youtube.com/watch?v=utkJiQM4lx4>
- <https://www.youtube.com/watch?v=S-nHYzK-BVg>
- <https://www.youtube.com/watch?v=XF34-Wu6qWU>

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Gallagher S. (2013, January 29). Review: Microsoft Office 365 Home Premium Edition hopes to be at your service. <https://arstechnica.com/information-technology/>

Pugh A. (2018, March). 8 Benefits of Microsoft Office. <https://www.e-careers.com/connected/>

2.2.2. Social media accounts management & Personal Branding

The importance of social media accounts management and personal branding in the employability process is unquestionable. Developing, maintaining and promoting one's personal brand plays a key role in finding and keeping the desired job.

According to a study conducted by C. Johnson at the Metropolitan State University in Minneapolis, USA Personal Branding is defined as “the process by which an individual actively tries to manage others’ impressions of their skills, abilities and experiences”.

A personal brand is who you are, what you stand for, the values you embrace, and the way in which you express those values. Just as a company's brand helps to communicate its value to customers and stand out from the competition, a personal brand does the same for individuals, helping to communicate a unique identity and clear value to potential employers or clients.

As you can understand self-awareness is essential to building a personal brand. One needs to understand his/her strengths and weaknesses in order to effectively present oneself. Also, one needs to understand that, the way social media accounts are managed and the actions they engage today in social media, might influence their future [1]. Regulating posts and disclosures on social media is of a key importance.

On one hand, young adults do not realize the potential long-term impact that negative information can have on their future careers [5] and post in social media without keeping that in mind. On the other hand, human resources departments do use social media to review potential candidates. According to the statistics mentioned in the article of Northeastern University, 85% of hiring managers report that a job candidate's personal brand influences their hiring decisions.

Your personal brand should highlight your strengths, establish a reputation, build trust, and communicate the unique attributes that you bring to your current (or desired) industry. Cultivated well, your personal brand will signal to employers whether or not you'll be the right fit for an open role.

Social media are working as tools for sharing one's personal brand. Applications like LinkedIn, Facebook, YouTube, Pinterest, Instagram, Vimeo, and blogs can help you develop and communicate your personal brand and be successful in finding a job and/or building your career.

Some useful tips to follow for building your personal brand on social media can be found below:

Fully update your social media accounts. Choose to focus on a few



and delete old accounts you don't use, which may damage the consistency of your profile.

Be positive, professional, interesting and responsive when communicating online.

Make posting easy with apps and use cross-posting across different social networks to increase your presence.

Be active and share content on a regular basis.

Create and curate engaging content to demonstrate your knowledge, expertise and achievements within your field.

Find and join groups that are linked to your specific area of expertise or area of interest.

Keep your brand voice, image and tone authentic and consistent, so that you become memorable and trustworthy.

Always keep in mind that your personal brand is a reflection of who you are and what are your skills, abilities and lifestyle.

DOs

- Be consistent on your social brand on any type of social media
- Be positive, professional, interesting and responsive when communicating online
- Your profile is your brand
- Build a brand that is authentically you
- Emphasize your knowledge, abilities, experience and skills
- Be careful: you are what you post

DON'Ts

- Do not post on your social media photos engaging you in questionable behavior
- Do not mix the multiple personalities that you may have on social media
- Do not be afraid to let your personality show through
- Do not over-post; it may lead to fatigue and annoyance
- Do not only report other's content
- Do not make religious or racial or political comments that others may consider offensive

2.2.2. Social media accounts management & Personal Branding

HOW TO IMPROVE ?

Find more about the skills that will help you in Social Media Accounts Management and Personal Branding on Social Media on the e-Hub platform.

The course Pre-employment Phase includes the topics of Skills and Qualities and Career Bites, <http://employprogramme.eu/course/index.php?categoryid=3> and the course Professional Development, includes the topic of Public Speaking & Presentation Skills, <http://employprogramme.eu/course/index.php?categoryid=5> that could be useful for improving your Social Media Accounts Management and Personal Branding on Social Media skills.

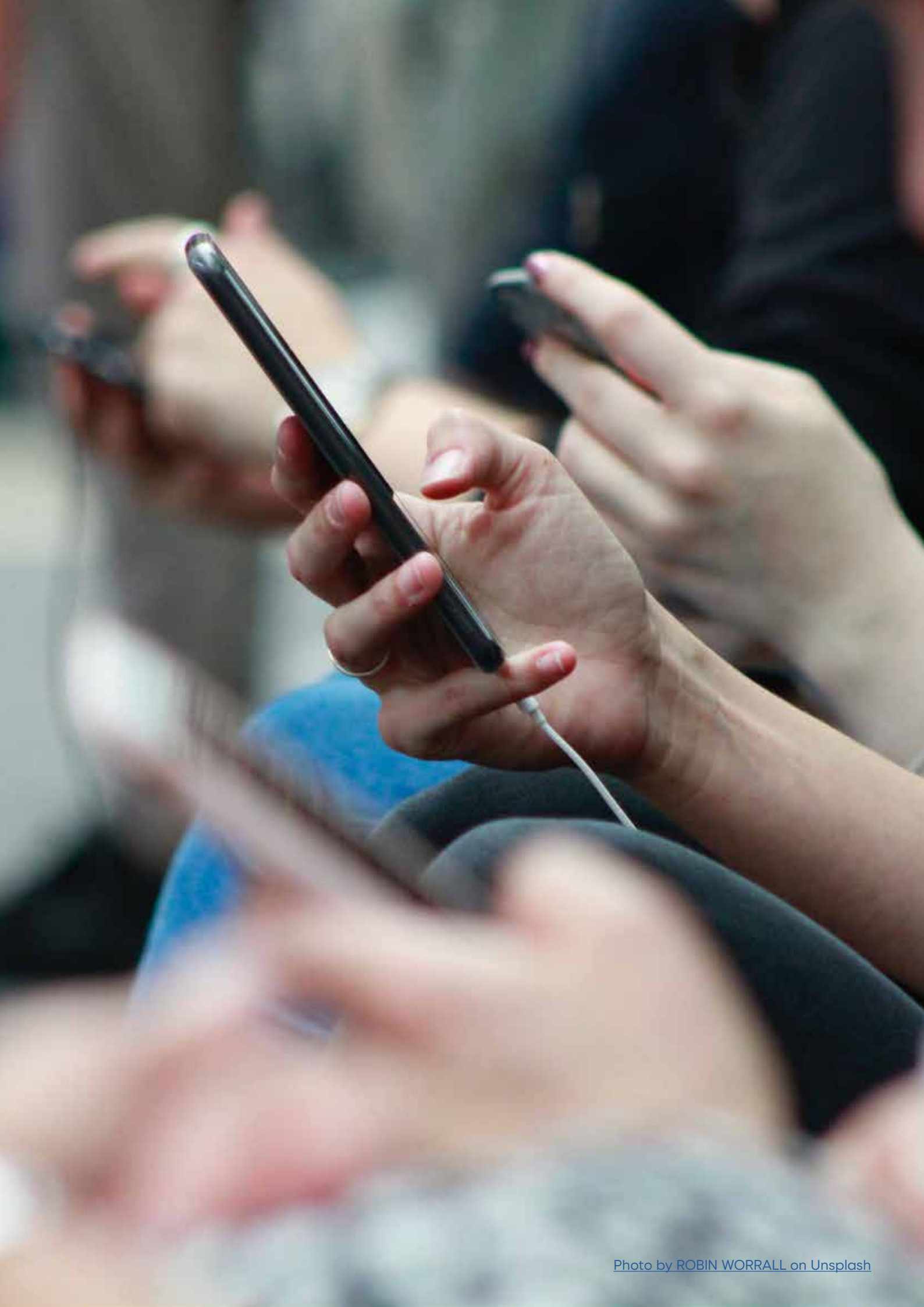
There is also a lot of information on the Internet for improving your Social Media Accounts Management and Personal Branding on Social Media skills. These are some of the websites with good ideas:

- Chen, J. (2020, September 19) The Ultimate Guide to Personal Branding
- <https://sproutsocial.com/insights/personal-branding/>
- Digital Marketing Institute. (2017, November 9) 10 Steps to Building Your Personal Brand on Social Media. <https://digitalmarketinginstitute.com/blog/10-steps-to-building-your-personal-brand-on-social-media>
- Johnson, Katryna. (2017). The Importance of Personal Branding in Social Media
- <https://www.linkedin.com/pulse/importance-personal-branding-social-media-educating-johnson-phd/>
- Grin.Co. (2020, September 19) A Guide to Branding Yourself on Social Media.
- <https://grin.co/blog/a-guide-to-building-your-personal-brand-through-social-media/>
- Northeastern University. (2019, January 14) 10 Tips for Building a Personal Brand & Boost your Career
- <https://www.northeastern.edu/graduate/blog/tips-for-building-your-personal-brand/>

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2.2.3. Online Communication Tools

A wide variety of communication tools are used for external and internal communication. These tools include email, telephones, cell phones, computers, video and web conferencing tools, social networking, as well as diverse online platforms.

Online communication tools is a broad term used for multiple types of software or services allowing people to work, play, and learn together online. We will focus on the communication tools, such as ZOOM, SKYPE, MICROSOFT TEAMS and GOOGLE MEET.

ZOOM is a cloud-based video communications app that allows you to set up virtual video and audio conferencing, webinars, live chats, screen sharing, and other collaborative capabilities. You can join anywhere, from any device. Zoom Meetings syncs with your calendar system and delivers streamlined enterprise-grade video conferencing from desktop and mobile. Users who want to organize their workshops or trainings must register beforehand. There is also a free package with a meeting of three or more people limited to 40 minutes. A user who just wants to join a meeting does not need a user account. He/She only needs to follow the link to the virtual “room” they receive from the meeting organizer. (Antonelli, W. What is Zoom? A comprehensive guide to the wildly popular video-chatting service for computers and smartphones, accessible here: <https://www.businessinsider.com/what-is-zoom-guide#what-is-zoom>).

SKYPE is a free online platform dedicated to videoconferencing. In order to access SKYPE you need to follow a series of steps. Firstly, you need to download the application onto your computer or device and register. Secondly, you need to register your own call name or Skype user ID. Thirdly, share your user ID with others with whom you wish to make a connection. As there is no function for guest log in, you will only be able to connect with others registered on Skype. Once installed, you can arrange video chats with up to 10 different sites. Millions of individuals and businesses use Skype to make free video and voice one-to-one and group calls, send instant messages and share files with other people on Skype (Unuth, N. What is Skype and How Does it Work?, accessible here: <https://www.lifewire.com/what-is-skype-3426903>).

MICROSOFT TEAMS is a persistent chat-based collaboration platform complete with document sharing, online meetings, and many more extremely useful features for business communications. Having an excellent team space is key to being able to make creative decisions and communicate with one another. From the user standpoint, Teams is very intuitive and the learning curve is quite small compared to more complicated collaboration tools (Compete 366. What is Microsoft Teams and should we be using it?, accessible here: <https://www.com->



pete366.com/blog-posts/microsoft-teams-what-is-it-and-should-we-be-using-it/).

GOOGLE MEET: Google Meet (formerly known as Hangouts Meet) is a video-communication service developed by Google. It is one of two apps that constitute the replacement for Google Hangouts, the other being Google Chat. Google Meet apps are available on iOS, Android, and the Web, as well as Chromebooks. To start a Meet, you must “join or start a meeting” at meet.google.com. If you have a meeting ID, you can enter it right at that web address and immediately join. Google account holders can set up a meeting on the same page (Maketeacheasier. Google Meet vs. Zoom vs. Skype: Is Google Meet Any Good?, accessible at: [Google Meet vs. Zoom vs. Skype: Is Google Meet Any Good? \(maketecheasier.com\)](https://maketecheasier.com/google-meet-vs-zoom-vs-skype/))).

DOs

- Test your hardware and internet connection beforehand.
- Blur or change your background in case that it is messy or unprofessional.
- Know when to video conference and when to use e-mails.
- Find a private, quiet place
- Talk in a clear and understandable way.
- Use video, it is more polite.

DON'Ts

- DON'T talk over each other. Use the chat function to ask questions, when someone is speaking.
- DON'T keep your mic on if you're not speaking.
- DON'T let yourself get distracted during the meeting with other things.
- DON'T look messy – present yourself like in a work environment

2.2.3. Online Communication Tools

HOW TO IMPROVE ?

e-HUB courses:

Career guidance:

- Coaching
- Career orientation

Professional development:

- Public Speaking & Presentation Skills

Mentoring:

- Mentoring as a Path Towards Career Goals/Growth

Work experience and networking:

- Business Communication Techniques for Beginners

Pre-employment phase:

- Skills & qualities

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Compete 366. (2020). What is Microsoft Teams and should we be using it?. [Online]. Accessible here: <https://www.compete366.com/blog-posts/microsoft-teams-what-is-it-and-should-we-be-using-it/>

Unuth, N. (2020). What is Skype and How Does it Work?. [Online]. Accessible here: <https://www.lifewire.com/what-is-skype-3426903>

Additional reading:

<https://www.eztalks.com/unified-communications/advantages-and-disadvantages-of-online-communication.html>

<https://www.bangthetable.com/blog/advantages-and-disadvantages-of-online-communication-2/>





2.2.4. Language Proficiency

Language proficiency is defined as a measurement of how well an individual has mastered a language. Proficiency is measured in terms of receptive and expressive language skills, syntax, vocabulary, semantics, and other areas that demonstrate language abilities. There are four domains to language proficiency: reading, writing, speaking, and listening. Language proficiency is measured individually for each language, such that the individual may be proficient in English and not proficient in another language.

Language proficiency is the tool that has been identified as indispensable for success in a job or business. Nowadays, speaking English or another foreign language is a primary prerequisite qualification for employment. Globalization has made language proficiency and international communication skills very important for successful employment. This is why most employers choose people with a good command of a foreign language for job positions or have started conducting English training programmes for their employees in order to reach the target in their business. This shows how important language learning is for career growth language.

One of the main objectives of the European Commission is “to improve the mastery of basic skills, in particular by teaching at least two foreign languages from a very early age” and thus to provide young people with foreign language competences that will support economic growth. The final report of the European Commission on Language proficiency and Employability, states that according to several studies the need for foreign language proficiency is substantial because about one fifth to one quarter of jobs require an advanced level of foreign language skills and the scale of need increases with the job level. For a fifth to a quarter of employers a language other than English is the most useful foreign language. At the EU level, the three languages other than English mentioned most often are German, French and Russian. Besides the languages of larger countries and markets, employers demand a broad range of other, smaller languages. The usefulness of languages other than English appears to be driven by the location of businesses’ customers and trade partners. Overall employers tend to demand a higher level of oral than written skills for both the most and second most useful language. Job roles most clearly requiring higher levels of oral than written skills are those with a strong customer service focus. For the most useful foreign language, employers interviewed most often ask applicants to have high (C1-C2) or medium level (B1-B2) foreign language proficiencies, enabling them to effectively communicate with native speakers, even if interaction is limited to familiar contexts. When a person is going to have an interview for a job position, the most common method of verification of language skills reported by interviewees are oral tests, followed by



both written and oral tests, certification by third parties, other methodologies and, lastly, written tests. Different job positions may require different language proficiency. For example, when a person wants to apply for a job position in the store of “GUCCI” in London, he/she must know Arabic as most of the customers in the store are Arabic. This is why when a person wants to apply for a job position, he/she should be aware of the languages that the position requires.

DOs

- Start learning new languages
- Be consistent
- Practice the languages you speak often- watch movies and TV shows in the foreign language you speak; take part in conversations; make a vocabulary list; try to write in the foreign language; talk and record yourself
- Try to improve the languages you have learnt so far by focusing on your problematic areas and strive to improve your weak points
- Research carefully the job position you are applying for and the language proficiency you need for it

DON'Ts

- Do not stop practicing the foreign language you speak
- Do not be afraid to make mistakes- that's how you learn
- Do not set unrealistic expectations- learning and mastering a foreign language requires time and consistency
- Do not be afraid to speak in a foreign language during a job interview
- Before a job interview practice the foreign language in which you might be asked to show proficiency

2.2.4. Language Proficiency

HOW TO IMPROVE ?

Find more information about the Language proficiency tool on the e-Hub platform. The course Pre-employment phase includes the topic Skills and Qualities:

- <http://employprogramme.eu/course/index.php?categoryid=3>

There is also a lot of information on the internet for improving language proficiency. Find videos on YouTube on how to improve your foreign language. Here are some links of videos:

- <https://www.youtube.com/watch?v=VrDL2vMxOAY>
- <https://www.youtube.com/watch?v=EJXIfLMBSol>
- <https://www.youtube.com/watch?v=zpqrcGIH4R8>

There are also a lot of courses in a face-to-face format or online. There are a lot of applications for learning new languages or mastering foreign languages. Here are some of the most useful ones:

- <https://www.duolingo.com/>
- <https://www.memrise.com/>
- <https://www.babbel.com/>
- <https://www.busuu.com/en/>

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2.2.5. Digital Tools

By Digital Tools we mean different programs, apps, websites, and web-based resources that can be used to complete a task more efficiently. Some of them can be accessed directly in web browsers, while others need to be downloaded as programs or app. Nowadays, many of them are available for different devices, such as phones, tablets, smartwatches and computers. The capacity to have access to and proficiently use different digital tools might boost your employability and increase productivity and efficiency in the workplace.

Different kinds of digital tools include but are not limited to the following:

Office/Openoffice package and in general writing and counting tools

Presentation tools (Power Point, Prezi, Powtoons, etc.)

Programming / Web development tools (Wordpress, Joomla, Wix, etc.)

Operating systems (Windows, Apple, etc.)

Web browsers (Microsoft Edge, Mozilla Firefox, Google Chrome, Safari, Opera, etc.)

Mailing apps (Outlook, Gmail, Aruba, etc.) and tools for mailing lists such as SendinBlue, Mailchimp or Campaign Monitor.

Social Networks (Instagram, Facebook, Linkedin, Youtube, TikTok, Pinterest, etc.)

Instant Messaging apps (Whatsapp, Facebook Messenger, Telegram, Viber, Signal, etc.)

Graphic designing tools (Photoshop, Illustrator, Canva, etc.)

Videomaking tools (Videomaker, Adobe Premiere, Kinemaster, IMovie, etc.)

Communication tools (Zoom, Google Meet, Webex, Skype, etc.)

Nowadays, it is fundamental to be able to interact with the digital world and be capable of using as many digital devices as possible.

Even for jobs that require mostly practical skills, digital tools can be really useful for either looking for the job position or keeping in contact with different actors involved.

DOs

- DLearn to use as many digital tools as possible to have a good arsenal at your disposal
- Keep up-to-date on the latest developments and updates and most commonly used tools
- Try to explore different uses and functionalities of different apps and programmes
- Research about newly released apps that might be useful for your job/need



DON'Ts

Don't be afraid of changing devices and apps: learning new things might take time but it also brings development

Don't always use the same system, which you find user-friendly if it is not widely used by others too

Don't underestimate the power of knowing how to do different things in the digital world

Don't stay behind the times but periodically check out what's new in the field

HOW TO IMPROVE ?

Improving skills related to the use of digital tools may vary a lot, depending on what tools we want to learn how to use and/or improve.

Therefore, we might suggest to check different guides, websites, publications and videos dedicated to the specific tools.

In general, there are a couple of courses in our E-Hub that can be useful from certain points of view:

- <http://employprogramme.eu/enrol/index.php?id=19> is the course related to soft skills and qualities, including the ones related with this topic

Consulting the other chapters of this handbook, especially the ones related with online communication tools, social media management and office applications, might also give a deeper idea on how to improve in those fields.

3. The EMPLOY e-HUB

The Skills and Competences Handbook should be utilized along with the EMPLOY Mentoring e-Hub. Indeed, the latter stems from the fact that the Handbook provides insights related to the knowledge, skills and competences which young people should possess in order to successfully enter into the labour market, while on the e-Hub the mentees can receive training in relations to those skills. Moreover, the chapters of the Handbook are related to the self-evaluation tool which each registered mentee should complete on the Platform. As previously mentioned, the chapters of the Handbook concern the necessary skills and tools for career development, whereas with the help of the self-evaluation tool (a questionnaire available on the Platform) the mentees can evaluate their preparedness in regards to them. Thus, it is essential that the Handbook and the e-Hub are utilized together as they complement each other.

Furthermore, it is important to mention that in order to decide upon the topics of the chapters, the EMPLOY Consortium conducted semi-structured interviews with mentors and mentees from each partner country. According to the analysis of the interviews, the skills/competences and tools considered in this Handbook have been rated as extremely important by the majority of the interviewees. Overall, the EMPLOY Skills and Competences Handbook provides the theoretical background of each competence and tool, while on the e-Hub the mentees can receive mentoring and guidance in relation to them.

The EMPLOY e-Hub

The EMPLOY e-Hub is a mentoring platform which is available in English and all partner languages (Turkish, Bulgarian, Italian, Hungarian and Slovenian). In order to become a mentor or a mentee and to make use of the mentoring services and resources, the users must register on the e-Hub. To begin with, when you access the website, you can find information about the EMPLOY project and about the members of the Consortium. The users can register as mentors when they click the button “How to become a mentor” and as mentees when they click on “How to get a mentor”. Indeed, after completing the registration form, the users have access to the Platform’s content. Further, each user has a dashboard, calendar, a sub-section for private files, and can also access the news and events sub-sections which are available in the Menu. Moreover, the mentees can choose from the registered trainers in the sub-section “Meet your mentor”. In the latter section there are the general profiles of the mentors and their contact details. Indeed, the profiles of the trainers give information about their professions, field of mentoring, country of residence, spoken languages, etc. Herein, it is important to mention that only registered mentees can contact the mentors and that they can even send them private messages through the EMPLOY Platform. Additionally, it should be noted that prior



to kicking off the mentoring process, the mentor should approve the request from the mentee.

In the subsection “Network” the mentees can communicate with each other but also can communicate and exchange information with the mentors which will further foster the quality of the training process. Despite the fact that this subsection is both private and public only registered users can post topics, comments and send private messages.

Mentoring Topics/Courses

The mentoring topics, which were prepared as part of the activities under the project, are the courses that are provided on the EMPLOY Mentoring Platform. Actually, the courses are divided into different categories:

- Career guidance
- Pre-employment phase
- Professional development
- Work experience and networking
- Mentoring
- Miscellaneous

Each course has a name, assigned mentor and the mentees can enroll for as many courses as they want by clicking the button “Enroll”. Moreover, the course page includes description, topics, resources (documents), etc.

Another eminent element of the e-Hub is the “Development Plan” that each mentee can create for the courses they have subscribed to. Those plans contain/encompass titles, descriptions, and sections which on a later stage the mentees can mark as completed. That element of the e-Hub is visible only for the mentees.

The Development Plan includes 4 sections:

- Set my future goals
- Get a mentor
- Set up an ongoing mentoring plan and schedule
- New skills and competences learnt/goals achieved

Certificate

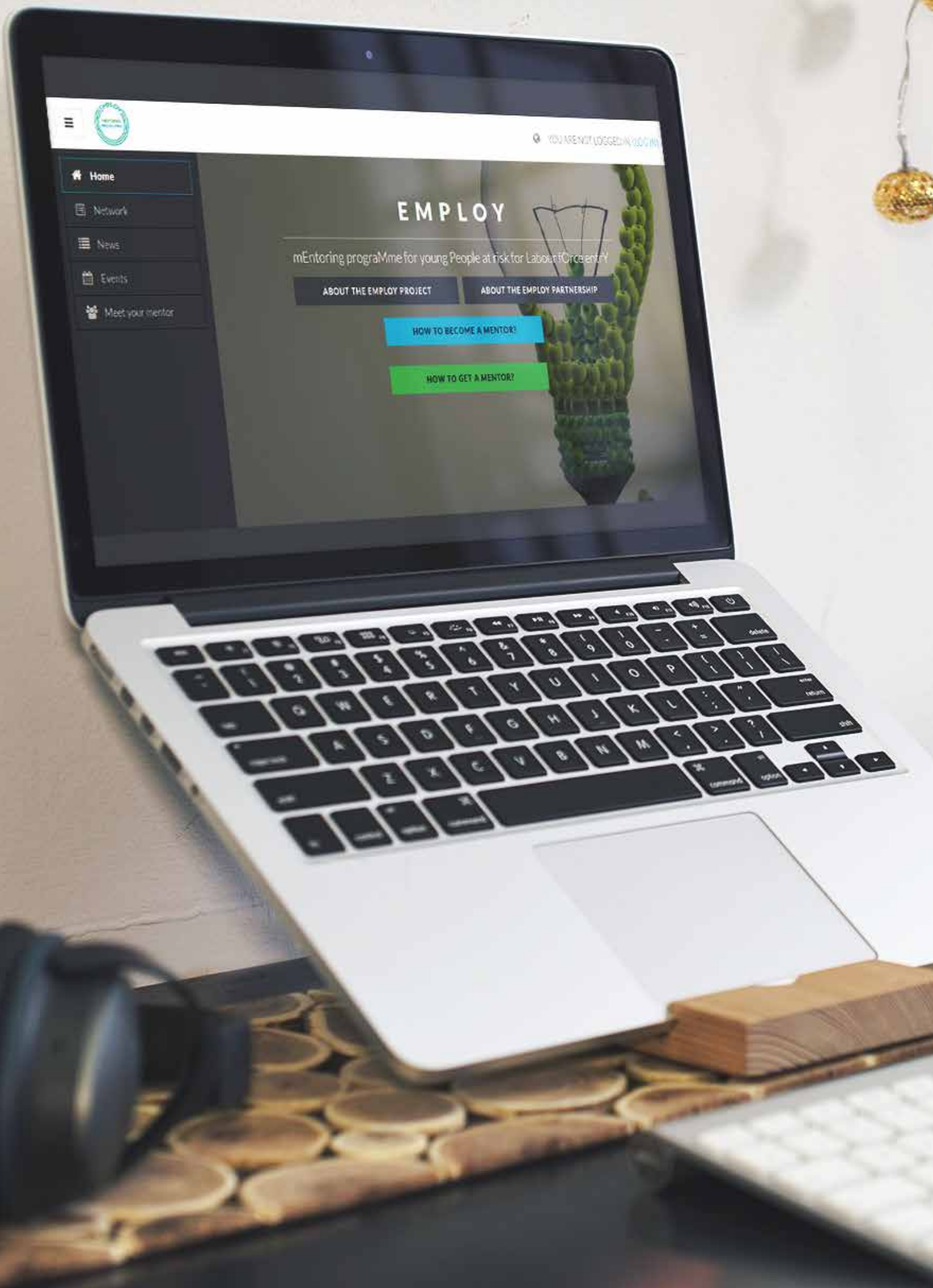
One of the most prominent elements of the e-Hub is the sub-section “Request Certificate” which is available in the Menu. Indeed, after the successful completion of a course the mentees can request a Youth-pass Certificate which indicates that they have acquired a particular skill/competence.

The self-evaluation tool

After registration each user receives a confirmation link by email. When the registered mentees click on the link they received, they will be automatically redirected to the e-Hub and the subsection “Questionnaire”. Indeed, the questionnaire plays the role of a self-evaluation tool which helps them to assess their level of preparedness on the topics according to the EMPLOY Skills and Competences Handbook. The self-assessment tool that is available on the e-Hub consists of

34 questions/skills and tool proficiencies that should be evaluated in accordance with the scale from 1 to 5 (1= Low level of competence (no experience); 5= High level of competence (vast experience)). The results from the conducted surveys are accessible for the mentees and the system administrator. In addition, the mentees can compare their responses to those of other users since they have access to the respective section. Later on, in the process, mentees can compare their initial results with their improvement due to the mentoring process and undertaken courses.





4. European Qualification Framework

What is the European Qualifications Framework (EQF)?

“The European Qualifications Framework (EQF) is a common European reference framework whose purpose is to make qualifications more readable and understandable across different countries and systems. Covering qualifications at all levels and in all sub-systems of education and training, the EQF provides a comprehensive overview over qualifications in the 39 European countries currently involved in its implementation.” (European Center for the Development of Vocational Training. European Qualifications Framework. Accessible here: <https://www.cedefop.europa.eu/en/events-and-projects/projects/european-qualifications-framework-eqf>)

The main purpose of the EQF is to make qualifications more readable and understandable across countries and systems. This is important to support cross-border mobility of learners and workers and lifelong learning across Europe. (European Center for the Development of Vocational Training. European Qualifications Framework. Accessible here: <https://www.cedefop.europa.eu/en/events-and-projects/projects/european-qualifications-framework-eqf>).

The EQF is an 8-level, learning outcomes-based framework for all types of qualifications that serves as a translation tool between different national qualifications frameworks. This framework helps improve transparency, compatibility and portability of people’s qualifications and makes it possible to compare qualifications from different countries and institutions (Europass. European Qualification Framework, accessible here: <https://europa.eu/europass/en/european-qualifications-framework-eqf>).

The EQF covers all types and all levels of qualifications and the use of learning outcomes makes it clear what a person knows, understands and is able to do. The level increases according to the level of proficiency, level 1 is the lowest and 8 the highest level. Most importantly, the EQF is closely linked to national qualifications frameworks, this way it can provide a comprehensive map of all types and levels of qualifications in Europe, which are increasingly accessible through qualification databases (Europass. European Qualification Framework, accessible here: <https://europa.eu/europass/en/european-qualifications-framework-eqf>).

The EQF was set up in 2008 and later revised in 2017. Its revision has kept the core objectives of creating transparency and mutual trust in the landscape of qualifications in Europe. Member States committed themselves to further develop the EQF and make it more effective in facilitating the understanding of national, international and third-country qualifications by employers, workers and learners (Europass.



European Qualification Framework, accessible here: <https://europa.eu/europass/en/european-qualifications-framework-eqf>).

EQF has eight reference levels defined in terms of learning outcomes, i.e. knowledge, skills and autonomy-responsibility. Learning outcomes express what individuals know, understand and are able to do at the end of a learning process. The main purpose of the EQF is to make qualifications more readable and understandable across countries and systems. This is important to support cross-border mobility of learners and workers and lifelong learning across Europe (European Center for the Development of Vocational Training. European Qualifications Framework. Accessible here: <https://www.cedefop.europa.eu/en/events-and-projects/projects/european-qualifications-framework-eqf>).

The EQF levels are not linked to specific qualifications or educational programs, but show the extent to which a learner has acquired relevant knowledge, skills and competences during their learning. Thus, EQF levels cover all education sectors (vocational, general and higher education), all levels of education (primary, secondary and higher education, continuing education), as well as all forms of education (formal, non-formal and informal learning). The EQF works together with other European and international instruments supporting the recognition of qualifications. The Council Recommendation of 26 November 2018 on promoting automatic mutual recognition of higher education and upper secondary education and training qualifications and the outcomes of learning periods abroad refers to the EQF as a way to foster transparency and build trust between national education and training systems Directive 2005/36/EC addresses the recognition of professional qualifications in the EU, enabling professionals to move across borders and practise their occupation or provide services abroad

The Lisbon recognition convention is an international agreement administered by UNESCO and the Council of Europe that allows for the recognition of academic qualifications in Europe and beyond; The EQF is compatible with the Qualifications Framework for the European Higher Education Area and its cycle descriptors. The framework was agreed by education ministers of the intergovernmental Bologna Process in 2005. (Europass. European Qualification Framework, accessible here: <https://europa.eu/europass/en/european-qualifications-framework-eqf>).

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Description of the eight EQF levels

	KNOWLEDGE	SKILLS	Responsibility and Autonomy
Level 1	Basic general knowledge.	Basic skills required to carry out simple tasks.	Work or study under direct supervision in a structured context
Level 2	Basic factual knowledge of a field of work or study.	Basic cognitive and practical skills required to use relevant information in order to carry out tasks and solve routine problems using simple rules and tools	Work or study under supervision with some autonomy
Level 3	Knowledge of facts, principles, processes and general concepts in a field of work or study.	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information.	Take responsibility for completion of tasks in work or study; adapt own behaviour to circumstances in solving problems
Level 4	Factual and theoretical knowledge in broad contexts within a field of work or study.	A range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study.	Exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change; supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities



	KNOWLEDGE	SKILLS	Responsibility and Autonomy
Level 5	Comprehensive, specialised, factual and theoretical knowledge within a field of work or study, and an awareness of the boundaries of that knowledge.	A comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems.	Exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others
Level 6	Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles.	Advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	Manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups
Level 7	Highly specialised knowledge, some of which is at the forefront of knowledge, in a field of work or study, as the basis for original thinking and/ or research. Critical awareness of knowledge issues in a field and at the interface between different fields	Specialised problem-solving skills required in research and / or innovation in order to develop new knowledge and procedures, and to integrate knowledge from different fields	Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams
Level 8	Knowledge at the most advanced frontier of a field of work or study, and at the interface between fields.	The most advanced and specialised skills and techniques, including synthesis and evaluation, required to solve critical problems in research and/ or innovation, and to extend and redefine existing knowledge or professional practice	Demonstrate substantial authority, innovation, autonomy, scholarly and professional integrity and sustained commitment to the development of new ideas or processes at the forefront of work or study contexts including research

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Growing figures of youth unemployment across Europe signals the need for intervention from different angles. On the one hand, governmental efforts are needed, while on the other hand, initiatives for capacity building of the youth are necessary, especially for those who usually start from a few steps behind. Young people with limited opportunities, who are not in employment, education or training (NEET), young migrants and/or young people who are economically disadvantaged.

EMPLOY Project has been designed as a strategic intervention to increase the employability of young people by providing career and capacity building guidance to young people as well as youth workers and decision makers in the field.

This Handbook was created through the joint effort of EMPLOY Partnership to lead the way to improve the key skills and competences for employability. To reach its full potential the EMPLOY e-HUB and EMPLOY Policy Toolkit should be used together.

As the EMPLOY Partnership, we hope that the results of EMPLOY project will significantly contribute to increasing the employability of the young people at risk for labour force entry.

We invite you to contact us on EMPLOY e-hub (<http://employprogramme.eu>) for further cooperation!



Partner Profiles

Higher Institute of Insurance and Finance (VUZF University) is a private university located in Bulgaria, specialized in research in the areas of innovation, finance, management and marketing. The mission and educational philosophy of the university is to prepare highly qualified specialists in the field of economics, equating to the best examples and practices in educational work in Europe and in the world. VUZF aims at applying modern methods of theoretical and practical training of students and their adaptation in practice, as well as developing economic and financial science in accordance with the needs of the modern practice and increasing its competitiveness by prioritizing innovation and joint research with leading universities and research institutes in Europe and worldwide in order to support the forming of the economic and financial policy of Bulgaria and the European Union. VUZF University is committed to offer an innovative platform for the knowledge triangle (government, business, and academia). The university has been an institutional partner of the Sofia Tech Park JSC, the first Bulgarian technological park which provides infrastructure, conference venues, incubator, 12 research laboratories, and office space for start-ups, mature companies, and large R&D businesses. Besides, the university is a member of several corporate and CSR associations including the American Chamber of Commerce, Bulgarian Industrial Association – Union of the Bulgarian Business and the UN Global compact.



EMINA Career Guidance Foundation is a non-profit organization that aims to promote career guidance and conscious way of life to young people and to facilitate both national and international events focused on the social situation of the young generations in Hungary. The foundation organizes individual guidance and group activities about school and working possibilities in order to help young people to face problems in the labor market. Its professional staff takes into consideration the following aspects during their activities: management skills, psychological, sociological, ethical, pedagogical aspects and communication skills. EMINA Career Guidance Foundation also focuses on activities aiming to protect socially disadvantaged youth. Besides guidance, the foundation conducts research and scientific activity as well as programs targeting different minority groups.



Celje Youth Center (MCC) is a public non-profit organization, a place of ideas, socializing and acquiring knowledge in Slovenia. With their infrastructure and a wide variety of activities they enable different target groups to gain non formal competences with an impact on entrepreneurship competences. The center offers a variety of activities for youth including workshops in the field of communication, stru-



ctural dialogue, personal development, social inclusion, active citizenship, entrepreneurship, EU funding mechanisms and arts, as well as cultural events such as concerts, exhibitions and theater plays. MCC has a research unit within the structure for developing new non formal approaches, to research youth participation and develop legislation drafts on a local and national level regarding youth.. In the field of entrepreneurship MCC is preparing various workshop on boosting employment competencies in youth and ensuring networking opportunities between youth and of local companies..



TDM 2000 is an independent non-profit organization in Italy, that coordinates young people willing to cooperate in the voluntary sector, supporting them in developing personal and professional skills through experiential learning and non-formal education. Its main fields of interest are: youth policy, entrepreneurship, human rights, democracy, intercultural learning, active citizenship, non-formal education, international cooperation, local development and migration. All the activities they implement are thought, planned and realized by young people. TDM 2000 is a member of the TDM International network, which is an extensive European network, actively working in 23 European countries, with 29 member organisations. The organization offers trainings and workshops for young people to enhance their soft skills, employability, entrepreneurship skills as well as hosting international exchange programs.



Law and Internet Foundation (LIF) is a renowned Bulgarian NGO and Research Centre which initiates and supports activities for implementation of scientific and applied researches, studies, programmes and projects in the field of new technologies and technological development; social entrepreneurship; transfer of knowledge, expertise and mentorship for students and young researchers. As a Research Centre LIF implements activities, related to mentoring, nationally and internationally, through innovative and rigorous research, education, transfer of knowledge and best practices, as well as strong partnerships with European and international organisations. LIF aims to improve the quality and effectiveness of mentoring across the country by supporting youth mentoring practitioners and promoting mentorship as a means for training, social responsibility, and a manifestation of respect between generations. The mission of the organization is to fuel the quality and quantity of mentoring relationships for students and young adults so that they receive supportive relationships to grow and develop into thriving, productive, engaged professionals and entrepreneurs.



Yasar University is a foundation university, located in the city of Izmir, on the Mediterranean coastline. Established by one of Turkey's leading industry groups, Yasar Holding, in 2001, the university is committed to a unique student-centered experience through its personal approach and welcoming environment, and supporting its students in developing the right skills and competences to be highly emplo-

yable. The university offers English-medium, high quality education in bachelor's, master's and doctoral degrees in science, art and design with European transferable credits (ECTS), in an ideal environment for research, personal development and learning. Collaborating with more than 300 partners world-wide, the university places importance on developing its international role, in line with its local engagement within Izmir and the Aegean Region. Yasar University is an accredited European Voluntary Service (EVS) organization and implements EVS projects within the framework of Erasmus+ programme on a regular basis as a sending and coordinating institution. Since 2005, the university has been involved in several youth projects including European Voluntary Service, youth exchanges, youth trainings, strategic partnerships and capacity building projects.

The Annex of the Employ Skills and Competences Handbook contains valuable information such as Good Practices. It gives insights of implemented projects by all Employ partner countries, (Bulgaria-LIF, Bulgaria-VUZF, Hungary-EMINA, Italy-TDM, Slovenia-MCC, Turkey-YASAR University). These projects are for young people in the context of their integration into the labour market, this experiences can be applicable for young people facing challenges while entering labour market.

All six partners from five countries prepared and presented four projects, three of them describe experience of the project partner organization, while one project is experience from other countries.

Main aspects that you can find in the descriptions of projects refer to the main purpose of the good practice, timeline, possible groupings. It describes the needed techniques and tools for the implementation and any institutions or local communities that were included at any point of the process. It describes techniques of evaluation in some cases you also can find output of the good practice and picture for better visualisation.

Above mentioned Good Practices include projects and initiatives aiming to improve the aptitude and eagerness of businesses to employ and reach out refugees, to offer an information system in the sphere of human resources management, to provide youth workers with the necessary knowledge of social entrepreneurship, to fight youth unemployment by promoting professional development and building a community of young professionals, to improve skills of NEETs in rural regions in order to find a job as well as facilitating entrepreneurship in agro business, to support linguistic skills, to provide individual adult learners with a suite of self-training resources, to promote international mobility and participation in European programmes as a tool to gain skills useful to enter the labour market, Creation of local start-up communities fostering the development of innovation and entrepreneurship in partners regions, exchange of good practices at European level related to the training of youth for employability but focused on the self-analysis and active empowerment, To conduct a comparative research and publish a book on how different countries approach recognition of refugees' skills etc.

Taking into account the fact that main beneficiaries of the EMPLOY project will be young people from groups at risk, the handbook will be available in all partners' languages and English.



PROJECT LIST

1. MVP – Mladi v praksi (Youth in practice)
2. Virtual online career fair
3. Week of non-formal learning
4. The case story of four Afghan refugees employed by Prolet Ltd. under the REST (Refugees Employment, Support and Training) project.
5. MyCompetence – Bulgarian platform that offers an information system in the sphere of human resources management.
6. The added value of Social Entrepreneurship in Youth Work (SEYW)
7. Youth employment magazine
8. eNEET rural online platform for unemployed youth
9. Get ready 2 work
10. Integrating Syrians into Turkish Higher Education through Recognition of Qualifications
11. Young Migrant Entrepreneurs (YME)
12. GENÇ İŞİ KOOPERATİF / YOUTH DEAL COOPERATIVE
13. ZYNTERN-Find the first job of your dreams
14. From Youth to Work
15. iGUIDE
16. EXPERTISE Project
17. MILMA Project – Migrants Labour Integration Model based on Acculturation Project (Fuenlabrada, Spain).
18. 668 in Belgium
19. ELIEMENTAL Project - Breaking down barriers to enterprise
20. THE SKILL UP PROJECT
21. WORTH PROJECT
22. Spread The ART of going UP – STARTUP
23. MOVE
24. ISLANDERS

AIM

The key aim of the project is to empower unemployed youth with competences and skills which will improve their employment opportunities. This is what we strive to do in three regions in Slovenia (Savinjska region, Posavje region and Southeast region of Slovenia).

The investment is co-financed by the Republic of Slovenia and the European Union from the European Social Fund.

GOALS

- Creating equal opportunities for vulnerable groups of young people;
- Involvement of 40 young unemployed persons from three regions in Slovenia into different trainings;
- Enhance competencies and skills of 40 unemployed youth by participating in workshops and trainings;
- Ensure that a minimum of 65% involved in the project will find employment;
- Conducting a 200 hour training course for unemployed youth;
- Establishing a platform for recording competencies and involvement of unemployed youth into the platform;
- Conduct an initial press conference and closing press conference;
- Performing three concerts in the three regions involved into the project as project promotion;
- Implementation of all dissemination activities of the project.

METHODS

Several different innovative methods will be used within the project. The project foresees the realization of the six workshops and a practical part. Workshops to be carried out as part of the project are: Neurolinguistic Programming, Creative Writing Workshop, Public Speaking Workshop, Computer Literacy, Marketing Workshop and Portfolio Making.

The methods we will use to carry out the workshops are:

- balloon and dictionary method;
- VAKOG method;
- different methods for setting goals;
- S.M.A.R.T. method and Dilts pyramid;
- theater techniques;
- audio visual literacy;
- individual and group work;
- discussion;
- round table method;
- brain storming;
- role playing;
- method of working with written and auditory sources.

PROGRESSION

The project is being implemented between February 2020 and September 2021. All project activities are implemented twice; first time in 2020 and second time in 2021.

1. Presentation of the project and search for participants
 - February and March 2020
 - January, February and March 2021
2. Conducting workshops
 - From April to September 2020
 - From April to September 2021
3. Conduction supporting activities
 - The entire duration of the project
4. Evaluation activities and final project activities
 - Evaluation activities will be held in September 2020 and in September 2021 and also at the end of each workshop
 - Final project activities will be held from June to September 2021

Our target group are young unemployed people (aged between 15 and 30) from three regions in Slovenia (Savinjska region, Posavje region and Southeast region of Slovenia).

TARGET GROUP

Workshops will be held in small groups (max 15 people).

GROUP SIZE

1. Presentation of the project and search for participants

- Conducting a press conference;
- Cooperation with local media (newspaper, radio, television) in three Slovenian regions for the purpose of presenting the project;
- Connecting with the Employment Service;
- Conducting a presentation of the project to interested young people.

2. Conducting workshops

- Workshops will be carried out in two sets;
- The first set contains three workshops and will run for 90 hours;
- The second set contains three workshops and practical part and will last 110 hours;

3. Conduction supporting activities

- Setting up an online platform for skills and competences of unemployed youth;
- Informative interviews with local employers;
- Preparation of video material and photos;
- Operation of the project information office for counseling young unemployed people;
- Conducting structural dialog with local decision makers on youth employment;
- Performing three concerts in the three regions involved into the project as project promotion;
- Dissemination activities.

4. Evaluation activities and final project activities

- Issuing certification and youthpass;
- Monitoring the employment status of youngsters involved in the project;
- Holding a closing press conference;
- Presentation of involved youngster (sharing his or hears story);
- Project reports.

IMPLEMENTATION

The main evaluating “tool” of the whole project is the percentage of young people who will be employed. We set ourselves the goal of employing at least 65% of those involved in the project. This will be proven by a health insurance statement (Compulsory health insurance in Slovenia is paid by the employer).

At the same time we will carry out an evaluation after the workshops and at the end of the sets. The acquired skills and competences will be validated with the certificates of participation in the workshop and with Youthpass.

EVALUATION

Not available so far.

OUTPUTS

WEBSITE: https://www.mc-celje.si/MVP-Mladi_v_praksi/

FB PAGE: <https://www.facebook.com/mladivpraksi/>



AIM	Career web portal Optius.com is employment web portal, intended for those, that search for employment and those that search for new employers. With publishing of employment adds, web portal is allowing connecting of jobseekers and employers.
GOALS	<p>For the jobseekers:</p> <ul style="list-style-type: none"> • the opportunity to make a connection with a chosen employer or companies from different segments and regions of Slovenia. • to enhance employability and do the initial conversation just over a web. <p>For the employers:</p> <ul style="list-style-type: none"> • To enlist new employers • To present employment opportunities and traineeship opportunities • To enhance the database of potential collaborators • to rise the reputation of the company
METHODS	<p>Individual sessions between employment seekers and employers</p> <p>Online application</p>
PROGRESSION	<p>The timeline for employment seekers:</p> <ol style="list-style-type: none"> 1. Sign up to newsletter, that the seekers can be notified in time about the online career fair 2. The seekers must create their profile on sejem.optius.com website 3. The seekers must enter their CV directly in their profile. 4. Search for the most perfect career opportunity for them on the day of the fair between employment opportunities and contact employers directly. <p>The participation on the online career fair for jobseekers is free.</p> <p>The timeline for employers:</p> <ol style="list-style-type: none"> 1. Create a company profile 2. Short company presentation and graphical materials 3. A group of specialist from the company that will be available for the jobseekers 4. Airphones and a camera <p>The participation on the online career fair for employers has a fee.</p>
TARGET GROUP	<p>Employment seekers of all ages and background</p> <p>Employers from Slovenia</p> <p>Human-resource managers</p>
GROUP SIZE	Big group
IMPLEMENTATION	Online virtual career fair is simple and efficient way of connecting the right people with employment challenges through application, that is accessible on a web. Employers introduce their company and vacan-

cies on virtual stalls, seekers can in use with employers chat via chat option, they finish a video call, they sign up on vacancies, and/or they are written down to the database of seekers. You can go from your computer, tablet or a smartphone on a fair. On the day of the online fair the jobseekers had to login with their profiles and then had the ability to browse through the employers virtual stand and the employment opportunities. If one opportunity agreed to the jobseeker then they had the ability to directly contact the employer and start an online chat.

The first online career fair was implemented on the 14th of March 2019. The online fair was visited by 5000 people online of which 2500 people were active within, meaning having direct conversations with the employers and human-resource managers. The second online career fair took place between the 22nd and the 26th of January 2020. The participants had the possibilities to search among 50 employers. The second online career fair had a new feature and this was webinars. The online had the function that the participants can enter the webinars, after the end of the online fair the webinars are also available on Youtube

https://www.youtube.com/channel/UC_5CwvofTLcJL4t3kDdlsYw

The evaluation was done by the online career fair providers and the evaluation was presented in a short video, accessible here (<https://www.youtube.com/watch?v=26OoyLc00jA&feature=youtu.be>).

Press conference – digitalization of labor market – accessible here <https://www.youtube.com/watch?v=A36PIBhw1ws>

Webinars accessible here -

https://www.youtube.com/channel/UC_5CwvofTLcJL4t3kDdlsYw https://www.youtube.com/channel/UC_5CwvofTLcJL4t3kDdlsYw

<https://www.youtube.com/watch?v=A36PIBhw1ws>

<https://www.youtube.com/watch?v=26OoyLc00jA&feature=youtu.be>

<https://www.optius.com/on-line-karierni-sejem-2020/>

EVALUATION

OUTPUTS



AIM

The aim of the Week of non-formal learning is to provide concrete workshops for youth in order to boost their knowledge and competencies for a more competitive introduction to the labor market.

GOALS

TNU: Travelog through Jordan, 15. 10. 2019:

- Empower the youth to take on the mobility opportunities;
- Empower the youth to enhance their citizenship competence and cultural awareness and expression competence

TNU: Make-up workshop, 16. 10. 2019:

- Empower youth to enhance their expression competence
- Enhance their self-esteem
- Enhance their public and personal persona and presentation

TNU: Music production workshop, 17. 10. 2019:

- Enhance their music production competency
- Enhance their expression competency
- Motivate them to produce music for public viewing
- Enhance their digital competency.

TNU: Workshop "7 steps from hobby to employment", 17. 10. 2019:

- Motivate the youth to be self employed
- Present them with a real person story of self-entrepreneurship
- Enhance their Entrepreneurship competence
- Enhance their digital competency by showcasing the possibility of social media marketing as a tool

METHODS

Two months prior of the workshop implementation the staff in the Youth center have a brainstorming session regarding the 4 topics which will be included in the Week of non-formal learning. The topics are selected base on the identified need of the youth in the local community as well as on the supporting organizations and workshop implementors. After the selection of the topics the graphical design is created by the youth center volunteer one month prior the implementation. The graphical design includes jumbo size poster, B2 posters for local schools, NGO's libraries and other relevant supporting stakeholders, Facebook covers and Instagram graphics. After the graphical design is done, the PR for the events are next, again one month prior the implementation. The PR person makes the Facebook events and prepares the promotional timeline of each event. The press release is sent to the local media. The PR for this event was focused on social media channels (Facebook, Instagram and Snapchat). Through the month to the implementation date, short post and teasers are being posted. The organization of the events also foresees the correspondence with the implementors of the workshops, timeline, preparation and any materials needed for a successful implementation. During the implementation of the workshops a youth worker is present as a supervisor and also an evaluator. After the implementation of the workshop the youth worker has a short group oral evaluation in order to improve in the next sessions. After the implementation of all workshops a short summary and a photo gallery is posted to the website.

PROGRESSION

TARGET GROUP

Youth from 15 to 30

GROUP SIZE

TNU: Travelog through Jordan, 15. 10. 2019: medium size group (16-40 people) or even big size group (over 40 people)

TNU: Make-up workshop, 16. 10. 2019: small group (2-15 people)

TNU: Music production workshop, 17. 10. 2019: small group (2-15 people)

TNU: Workshop "7 steps from hobby to employment", 17. 10. 2019: medium size group (16-40 people)

The Week of non-formal learning is a combination of 4 standalone workshops that address different needs of the youth and enhance different competencies.

The week is combined of 4 workshops as followed:

1. TNU: Travelog through Jordan, 15. 10. 2019:
2. TNU: Make-up workshop, 16. 10. 2019:
3. TNU: Music production workshop, 17. 10. 2019:
4. TNU: Workshop "7 steps from hobby to employment", 17. 10. 2019:

The first workshop was a lecture or a travelog from a young girl traveler Ajda Zupan, on how to travel the Arab world as a girl. By her personal story talking about the cultural and citizenship competencies. The travelog took place at the MCC coffee shop on the 15th of October 2019 from 19.00 till 20.30 PM.

The second workshop was implemented by a Youth Center volunteer Gruša Erjavec who is a make-up enthusiast. From her stand point of view it was also important as it was the first time that she has carried out a workshop, so she had a supervisor as a senior youth worker to help her guide through the preparation, group dynamics and finally the evaluation. The workshop also addressed the self-esteem of the girl, how to present themselves and enhance their confidence in public. The workshop was carried out in a small group for 5 girls, with all the essentials being prepared in advance. The workshop took place on the 16th of October 2019 from 16.00 till 17.30 in the afternoon.

The third workshop was implemented on the 17th of October 2019 between 17.00 and 19.00 o'clock by Blaž Vrečko, with his stage name DJ Reconceal. He introduced to the participants the basics of composition, what instruments do we need, how to mix music and do we edit the final version.

The workshop addressed the competencies of digitalization and also empowered the youth to take on their own path of self-employment and enhanced their entrepreneurship competency.

The forth workshop was implemented as well on the 17th of October between 16.00 and 17.30 o'clock by the local artist Dolores Ponoš, who is also self-employed in the cultural sector. She presented her story how she had managed to turn her hobby into a business. She talked about the myths of self-employment, which steps to undertake, how she motivated herself and the ability to sale own products or art.

The workshops had external implementors but within each workshop a senior youth worker was present as a supervisor and to make the final evaluation which was in all cases verbal and within the entire group. Discussion on the topics such as: did you receive the required information before the workshop, would you recommend changes in the organization or the implementation of the workshop, did the participation in the workshop enable you to obtain new knowledge and experiences, etc. The evaluation was summarized by the youth worker and resented at the final session of the staff team after the completion of all the workshops as part of the future adaptation.

PPT presentation were made distributed to the participants of each workshop, however, were not made public.

TNU: Travelog through Jordan, 15. 10. 2019, Facebook event accessible here:

<https://www.facebook.com/events/2412485035638523/>

TNU: Make-up workshop, 16. 10. 2019, Facebook event accessible here:

<https://www.facebook.com/events/490580348338784/>

TNU: Music production workshop, 17. 10. 2019, Facebook event accessible here:

<https://www.facebook.com/events/392691581642579/>

TNU: Workshop "7 steps from hobby to employment", 17. 10. 2019, Facebook event accessible here: <https://www.facebook.com/events/654432428381422/>

IMPLEMENTATION

EVALUATION

OUTPUTS



AIM

The REST project aimed to improve the aptitude and eagerness of businesses to employ and reach out refugees.

GOALS

The main goal of the project was to develop and put into use a far-reaching training and support system for companies which are willing to hire and integrate refugees.

METHODS

The support system developed under the project was based on the successful interaction between the key staff (the staff educated in relation to the employment of migrants) and the refugees. Hence, a three-fold approach that comprises of face-to-face workshops, Coaching & Counselling and an online platform was implemented.

The methods used under the project are:

- Face-to-face workshops
- Tutor support and training materials. In particular, the training materials were divided into modules and were accessible through the online platform.
- Module 1 – Recruitment of Refugees
- Module 2 – The legal and administrative aspects of hiring refugees
- Module 3 – Introducing the refugees to the workplace
- Module 4 – Mentoring of refugees for better integration in the workplace
- Module 5 – Intercultural aspects
- Module 6 – Learning a language at the workplace
- Coaching & Counselling was the method used when the companies had problems and challenges during the process of refugees' integration.
- Online platform – e-learning platform; assisting the process of networking between the companies, hiring refugees. The platform is available in six languages.
- Those who took part in the project had the opportunity to validate their competencies through the LEVEL5 (a three-dimensional approach). Indeed, validation was applied as a method as it benefits self-consciousness and stimulates learning.

PROGRESSION

The methods that played a huge role in the particular case are:

- The employer took part in a workshop. Training materials were provided to inform the company about the employment and training of refugees.
- During a job fair, the employer had the chance to meet the refugees.
- Bulgarian language course during work.

TARGET GROUP

The REST project was launched in March 2017 and it was concluded in January 2019. Under the project were organised workshops during which the employers were introduced to the legal aspects of hiring refugees, their integration, mentoring, etc. The Bulgarian company Prolet Ltd. (producer of luxury handbags) took part in such workshop and, hence, it was introduced to the possibilities of employing and mentoring migrants. Moreover, as part of the project, the company had the chance to participate in a job fair. The job fair took place in October 2018 in Harmanli and after it four young Afghan refugees were hired by Prolet Ltd.

The REST project was targeting instructors and training providers (VET mentors, HR trainers). Moreover, the project was aimed at employees who are part of a particular organisation and who want to learn more about the employment of refugees.

GROUP SIZE

Small group

The successful implementation of the REST project became possible due to the Bulgarian partner in the consortium – CATRO. CATRO Bulgaria (a company in the sphere of human resources management and development) selected the region of Haskovo – Harmanli because of the migrant center located there. Actually, both CARTO Bulgaria and UNHCR Bulgaria organised a workshop in which Prolet Ltd. participated.

Moreover, Caritas Bulgaria (NGO focused on supporting vulnerable people) also played a huge role in the successful integration of the young migrants as it arranged the Bulgarian language classes during work.

The feedback of the stakeholders and participants is available in the following video:

<https://www.youtube.com/watch?v=o-VeXL4CU54>

- The guide/manual for companies on the integration of migrants: https://rest-eu.org/wp-content/uploads/REST_manual_english.pdf
- The Good Practice Brochure which was developed under the REST project. In this brochure the success story of the four Afghan refugees can be found: https://rest-eu.org/wp-content/uploads/REST_good_practice_english.pdf

<https://rest-eu.org/>

IMPLEMENTATION

EVALUATION

OUTPUTS



AIM

The platform MyCompetence aims to offer an information system in the sphere of human resources management.

GOALS

The main goals of MyCompetence are:

- To boost the potential of the workforce with the help of e-tools for assessment of the competences and e-learning for acquiring and advancing them.
- To become an information and know-how hub in the process of deploying the competence model in the sphere of human resources.
- To support and initiate effective measures in developing the employability and skills of the labour force in Bulgaria.
- To inform about the needs of the businesses and, thus, to affect the plans and syllabuses of VET schools and higher education institutions.
- To provide good practices in the field of human resources management.
- To provide an online environment and tools for human resources management.

METHODS

MyCompetence is an online platform that reaches its target groups through the Internet. The platform relies on the method of competence assessment that is featured by the process of assessing the extent to which a certain applicant/employee is competent in the field of the particular job position.

The platform uses mainly tests for appraising the competences but also offers e-learning and e-training for the further development of the candidates/employees.

Below are enumerated some of the resources that MyCompetence offers:

1. Tools for self-assessment which include tests that assess, for example, the users' managing competences, social competences, emotional intelligence, team efficiency and others.
2. E-learning that regards a wide variety of training courses (e.g. business etiquette, decision-making tools, effective workplace communication, digital competences, effective use of MS package).
3. MyCompetence offers competence profiles of 1300 employment positions in 25 spheres of the economy. Those position profiles could be used for career orientation, self-assessment of one's professional occupation, national development of education curriculum and requirements, etc.

PROGRESSION

The services provided by the platform are available only for registered users. You can sign up either as an individual user or as an organisation.

If you register as an individual user you have access to:

- E-learning materials
- Tests for competence assessment
- Tools for competence assessment of certain job positions
- The competence profiles
- Information regarding the job market

If you register as an organisation you have access to the administration panel of your enterprise and, thus, you can manage:

- The process of developing a unique competence profile that concerns your enterprise/organisation.
- The process of developing profiles of the job positions in your enterprise/organisation.
- The processes of competence assessment, training and development of employees, by using the e-materials available on the platform.

Besides, if you register as an organisation you have access to the following information:

- Competence profiles of job positions which have already been developed.

- Analyses regarding human capital and the current labour market conditions.

The platform is targeting job applicants, employees, and organisations. In particular, MyCompetence is aimed at companies, public authorities, ministries, universities, institutions, centers offering vocational education, employed workers and students.

Big group

The idea and initial work on developing the platform MyCompetence was fostered by the Bulgarian Industrial Association (BIA) under the European project 'Development and Implementation of a Workforce Competence Assessment System by Sectors and Regions' (2009-2014) in which partners were two Bulgarian Labour Unions. The latter project was implemented under the Human Resources Development Operational Programme (2007-2013). Besides, the implementation of MyCompetence has also continued during the next programming period of the Human Resources Development Operational Programme (2014-2020). Eventually, in September 2019 the copyright and possession of the property of the platform were transferred to the Ministry of Labour and Social Policy which continued to run it.

The partnership network of the platform includes:

- National Council for Assessment of the Competences
- National Center for Assessment of the Competences
- 25 sectoral advisory councils for assessment of the competences. In those advisory councils are represented employers, unions, educational institutions, national agencies, labour market organizations.
- 10 regional centers for the assessment of the competences.
- A wide variety of enterprises.

The platform is being disseminated online and it is free of charge.

The evaluation of students:

https://www.youtube.com/watch?v=uRLC20LoIQg&list=PLLIqyTU79IpZ6DtYK3-jl_FoXiB_J5NC0&index=9

The evaluation of human resources agencies:

https://www.youtube.com/watch?v=se8e-aYNXPE&list=PLLIqyTU79IpZ6DtYK3-jl_FoXiB_J5NC0&index=4

The evaluation of employers:

https://www.youtube.com/watch?v=eQvL_Du1ok4&list=PLLIqyTU79IpZ6DtYK3-jl_FoXiB_J5NC0&index=8

The outputs of this good practice are available online for registered users.

TARGET GROUP

GROUP SIZE

IMPLEMENTATION

EVALUATION

OUTPUTS

MyCompetence: <https://mycompetence.bg/en/>

Facebook: <https://www.facebook.com/mycompetence.bg>

LinkedIn: <https://bg.linkedin.com/in/competencemap>

YouTube: https://www.youtube.com/playlist?list=PLLIqyTU79IpZ6DtYK3-jl_FoXiB_J5NC0



AIM

The added value of Social Entrepreneurship in Youth Work (SEYW) aims to develop a framework within which youth workers can learn from the experience of organisations that operate in the sphere of social entrepreneurship.

GOALS

The main goals of the project are:

- To provide youth workers with the necessary knowledge of social entrepreneurship.
- To examine how the notion of social entrepreneurship is perceived in the partner countries and by their legislation.
- To distribute good practices related to the methodologies used in the sphere of social entrepreneurship.
- To promote the creation of youth initiatives among young people.

METHODS

The methods used under the project:

- Organising short-term study visits during which the staff of the partner organisations are being trained in relation to specific topics.
- Every partner organises local meetings in which young people and youth workers participate. Those meetings are conducted by the trained staff of the organisations.

PROGRESSION

The added value of Social Entrepreneurship in Youth Work (SEYW) is being implemented between February 2019 and January 2021.

TARGET GROUP

SEYW targets:

1. Youth workers who are ready to share their experience and methods.
2. The staff of the participating organisations.

GROUP SIZE

Big group

IMPLEMENTATION

Here in are given two examples of how the project is being implemented:

Example 1

Between 10-16th of June 2019, the partners participated in the first short-term staff meeting in Cagliari, Italy. During the training the representatives of the organisations were engaged in different learning activities and research. The result from this meeting was the creation of the Inspiration Paper. The latter paper consists of the definitions of the notion of social entrepreneurship, youth work and examples of the national legal frameworks of the partner countries as well as a comparison among them.

Example2

The core of SEYW's implementation are the local meetings. The first local meeting took place on 24th of July 2019 in Sofia and it was hosted by Law and Internet Foundation. The participants were young people and youth workers who are interested in the importance of social entrepreneurship and youth work. The discussed topics included the forms of youth participation, as well as the importance of sharing innovative methods to support youth development via social entrepreneurship. The participants were willing to contribute to the comparison of the different perceptions of the meaning of social entrepreneurship in Europe and to share good practices of social entrepreneurship methodologies.

The partners should prepare evaluation reports every 6 months.

Some of the outputs/results that have already been or will be realized:

- To design an Inspiration Paper that regards the meaning of social entrepreneurship in Europe and, in particular, in the partner countries.
- To develop a virtual working space.
- To prepare a comparative analysis of the presented models.

Facebook: <https://www.facebook.com/SEYWproject/>

EVALUATION

OUTPUTS



AIM

The key aim of the onlinemagazine is to share the results and updates of the projects funded by the Norway Fund for youth employment and thus motivate more young people to improve their skills and competences and find a successful job for them.

GOALS

- Showcase of the main achievements of implemented activities
- Providing the target group with useful information
- Motivating the young people to improve their skills and competences
- Supporting the young people to understand better the process of finding an appropriate job
- Promoting activities and events for the youth employment
- Sustainable and quality youth employment
- Combatting youth unemployment
- Raising awareness about youth unemployment among young people in Europe

PROGRESSION

This online magazine has started in 30 July 2019 and since then it has been informing and motivating the young people who have difficulties in finding a job.

TARGET GROUP

The youth employment magazine aims to attract people at the age between 15 and 29 with a special focus on the 25-29 years old group.
The group size is big.

IMPLEMENTATION

1. Presentation of the projects and search for participants
 - Organizing Info days
2. Communication actions:
 - Website page, Facebook and Twitter page
3. Organizing events for promoting projects for youth employment
4. Preparation of the content of the magazine in different sections:
 - News about current achievements and information on the progress of projects
 - Substantive articles
 - Multimedia
 - Updated calendar- all the events organized by projects
 - Success story for motivation
5. Dissemination- disseminating of the results at the level of countries where projects are implemented and the flow of information beyond borders faces significant challenges.

EVALUATION

The tool for evaluation will be how many young people understand about the projects for youth employment by the magazine and how many of them take part in some project as well as what was the impact on them.

OUTPUTS

Website: <https://youthemploymentmag.net/>

Facebook: <https://www.facebook.com/youthemploymentmagazine/>

AIM

The key aim of this good practice is to improve skills of NEETs in rural regions in order to find a job as well as facilitating entrepreneurship in agro business.

GOALS

- Setting-up and operating eNEET Rural System
- 300+ NEETs attending agro-professional online and on-the-spot trainings
- 900 NEETs attending soft-skills development, online and on-the-spot trainings
- 18 best performing trained NEETs taking part in 3-5 days' international mobility actions
- 30 NEETs attending 1-3 months' mobility actions at national agricultural holdings
- Mentoring services to NEETs attending the long-term mobility actions
- 45 NEETs in the process of starting their own businesses
- 2000 users to reach via social media, articles in specialized press, newsletters, press releases, interviews
- Implementation of innovation and technologies in the agriculture sector in rural regions
- Diminishing of skills shortage of youngsters living in rural regions
- Boosting of the entrepreneurship and the employment in agriculture in rural regions
- Improving agro-innovation-related competence of NEETs in rural areas

GROUP SIZE

IMPLEMENTATION

METHODS

- NOBLE Ideas' methodology for the target group with interest to set-up a business
- PHILOXENIA'S operational mechanism for the reception activities of people who start to be entrepreneurs
- JOBKIT methodology for the participants in order to individualize internal and external resources of each one and each group
- New mentoring and coaching approaches- the actors from the rural development and agricultural sector will act as coaches of the young people attending the trainings

PROGRESSION

This project has started in October 2018 and is going to finish in September 2021.

TARGET GROUP

The target group consists of low-skilled NEETs at the age between 25 and 29 who are registered at any public employment service center and living in rural areas, facing multiple barriers in entering into the labour market.

Subgroups:

1. Young people with a secondary school diploma will mostly benefit from trainings which facilitate them to set up companies

2. Those without a diploma will receive trainings which prepare them for skilled jobs.

The group size is big- above 1000 youngsters.

GROUP SIZE

1. Presentation of the project and search for participants
 - Launching the project on a conference
 - Information and an application forms for participants who want to take part on the website page of the project
2. Communication actions:
 - Website page
 - Facebook and Twitter page
 - Project brochures, billboards and leaflets
3. Preparation of the innovative solutions
 - Research in each partner country for innovative methodologies and practices
 - Development of the training materials for the Online and On-the-spot courses
4. Youth employment facilitating services:
 - a short term staff exchange between the stakeholders performing similar activities for study visits
 - Soft-Skills training
 - Agro-professional training
5. Preparation the materials and the units for the Eneet online platform
6. Piloting phase of the eNEET online platform
7. Evaluation activities
 - Project reports
 - Final conference
 - Monitoring the status of the employed neets
 - Monitoring the number of neets who started their own business in agriculture

IMPLEMENTATION

The may tool for evaluation will be the number of the created new jobs- at least 200 as well as at least 45 neets who star their own business in the agriculture. Moreover, another tool to evaluate will be how many neets took part in the project and how much they improved their skills and competences.

EVALUATION

Not available

OUTPUTS

Website: <https://eneet-project.eu/bg/>

Facebook: https://www.facebook.com/pg/eNEETRural/about/?ref=page_inter nal



AIM

The project aimed to prepare the disadvantaged young people and neets (young people who are no longer in the education system or have not succeeded to graduate) to become successful on the labor market with educational programs, language learning and apprenticeship program.

GOALS

- Overall career guidance of neets and disadvantaged young people
- Achieving motivation in each participant to study, develop their skills and competences and thus find a good job
- Development of personal, social and organizational skills in the youngsters
- Improvement of the skill to find a job in the young people
- Improvement of the HR specialists' skills and competences how to work with unemployed young people who did not finished school or are disadvantaged across a special training. The experts improved their ability to understand what are the needs of young people who are looking for a job and learnt how to help them find a suitable job.
- Decreasing of the unemployment in Bulgaria
- Increasing the relevant competences of the participants for the labor market

METHODS

Successful methods from Germany and Austria for training and gaining key competences were transferred in Bulgaria for the aims of the project.

PROGRESSION

The project has been implemented from 01.07.2013 to 31.01.2015 (18 months)

1. Research and analyses- from July to October 2013
2. Exchange of project managers and staff-from December 2014 to January 2014
3. Development of educational programs- from November 2013 to February 2014
4. Piloting phase of the educational programs- from March to August 2014
5. Finalization of the educational programs September and October 2014

TARGET GROUP

The target group is 50 young people at age between 18 to 29 years who have just graduated or are in their first year in university; have not finished their education or are disadvantaged; 10 HR experts with little or no experience in the field of "working with neets" and 10 mentors for the young people.

The project's aim is to attract a big group of participants above 40 people.

GROUP SIZE

1. Research and analyses ; Studying the experience of other Member States or other countries, also through on-site visits, peer reviews and exchange of officials and identification of transfer possibilities to Bulgaria and of adaptation needs;
2. Exchange of programme and project managers, staff, trainers, trainees, stakeholder representatives and on-site exchange of experience;
3. Joint or coordinated organisation of social experiments by adapting and/or validating (testing) innovative models, practices, services, products and support systems from other states
 - Two training and integration programme on the basis of the adapted Austrian and German best practice models were piloted in Bulgaria;
 - A modular training/activation programme and a transnational mobility programme were piloted with 50 Bulgarian unemployed youngsters;
4. Development of programs
 - Research of good practices for educational programs in other states
 - Developing a piloting educational program
 - Presentation of the program on a conference
 - Finalization of the program
5. Dissemination
 - Exchange of information and experience through publications, organisation of events, establishment and/or inclusion in partnership networks, twinning;
6. Evaluation of the impact of the project ; Assessed and evidenced with the LEVEL5 methodology.

IMPLEMENTATION

The main tool for evaluation will be the percentage of young people who gained key competences for finding a job and the actual ones who have succeeded in finding a job.

EVALUATION

No documents

OUTPUTS

Website: <https://getready2work.eu/>

Facebook: <https://www.facebook.com/watch/getready2work/>



Integrating Syrians into Turkish Higher Education through Recognition of Qualifications

AIM

The aim of the action is to test new methodologies of skills recognition for the refugees who lack documents (diploma, transcripts, certificates etc.) or need to validate documents in order to facilitate their access to further education or employment.

GOALS

For young refugees:

- To test the NOKUT's (Norway) "Qualifications Passports for Refugees" in Turkey and benefit from the interview technique to validate skills and recognitions.

For higher education institutions and staff:

- To conduct a comparative research and publish a book on how different countries (Turkey, Norway, Germany, Spain, UK, and the Netherlands) approach recognition of refugees' skills.
- To publish a practical guideline for Turkish higher education institutions on how to better integrate Syrians and prospective refugees into Turkish higher education system.

METHODS

The project used several research and learning methods throughout the activities.

- Desk research for comparative country cases and also for guide for institutions
- A new interview technique with 12 Syrian university students/graduates who had to interrupt their education due to war conditions and who is not able to provide any document to prove their skills and qualifications.
- 1 workshop training with 46 participants
- Survey to 46 participants
- Semi-structured interviews with 4 universities as best practice in Turkey to understand the practical solutions and also challenges in Turkish higher education institutions for refugees' integration .

PROGRESSION

The project is being implemented between 20 December 2017 and 28 February 2019 (14 months)

1. Desk research for comparative country reports and research for good practices January, February, March, April 2018
2. Interviews with 4 higher education institutions in Turkey for experience sharing May 2018–September 2018
3. Training Workshop on Recognition of Refugees' Skills and Qualifications May 22, 2018
4. Conducting and analysis of surveys to 46 experts to understand ad-hoc approaches and challenges in the field concerning the skills assessment of refugees in Turkey May–June 2018
5. Testing NOKUT's Qualification Passport for Refugees by conducting interviews with 11 Syrians in Istanbul May 23–24, 2018
6. International workshop on integration of refugees in higher education December 5, 2018
7. Publication of the Guide for HEIs February 2019 and second version in October 2019
8. Evaluation activities and final project activities January 2019

TARGET GROUP

- Syrians without recognition documents willing to continue their education or seeking job opportunities.
- Higher education institutions in Turkey
- Staff, experts and mentors working on skills & qualifications recognition

GROUP SIZE

QP interview (small group): 11 Syrians, 3 credential evaluators, 2 translators, and 4 observers

Workshop training (medium group): 46 participants

International workshop (medium group): 26 participants

Beneficiaries: All universities in Turkey, HEIs in Europe (big group), skills recognition experts

The project is coordinated by Yasar University UNESCO Chair on International Migration in partnership with Izmir Directorate General of Migration Management and Norwegian Agency for Quality Assurance in Education (NOKUT).

First a desk research and comprehensive literature review is conducted by 6 researchers on how European countries approach integration of refugees in higher education. The report is published both as hard copy and online which reflects the comparative country cases of Turkey, Germany, UK, Spain, the Netherlands and Norway. A training workshop is organized in Istanbul with the participation of 46 people from universities, policy institutions and NGOs. NOKUT's credential evaluators tested the Qualification Passport with 11 Syrians and 8 of them were approved to be eligible to receive the passport document. The QP for the first time tested in Turkey with this project. The interview technique is observed and shared in detail in the prepared new guideline for the HEIs in Turkey. The project also held an international workshop with 26 participants. Turkey's Council of Higher Education also participated to the workshop with a presentation on how Turkey manages Syrians' access to higher education.

The evaluation surveys showed that the project received very positive feedbacks from the participants and target group. As one of the final beneficiaries, the staff members at HEIs' international offices also provided positive feedbacks on how they benefit from the guide.

1. The comparative country reports have been published as a open-access book, "Integration of Refugee Students In European Higher Education Comparative Country Cases". Available at Google Books: https://books.google.com.tr/books?id=SZmyDwAAQBAJ&pg=PA10&lpg=PA10&dq=google+books+ayselin+yildiz&source=bl&ots=covXk0EVEt&sig=ACfU3U1zOJeuZh2NW0CAdTgy77s1r-BprQ&hl=en&sa=X&ved=2ahUKEwlr9_bz-fnAhVBr3EKHcnvDZMQ6AEwHHoEC-BAQAQ#v=onepage&q=google%20books%20ayselin%20yildiz&f=false
2. A practical guideline for higher education institutions and international office staff in Turkey is published (in Turkish to reach the right target group): "Participation of Syrian Students to Higher Education System in Turkey" Available at: <https://unescochair.yasar.edu.tr/suriye-uyruklu-ogrencilerin-turkiyede-yukse-kogretime-katilimleri/7/>
3. Shared best practice of 4 universities in terms of integrating Syrians in higher education; Gaziantep University, Mersin University, Cukurova University, Koc University
4. Through the training on recognition of qualifications, increased knowledge among 46 participants from universities, NGOs and education sector workers.
5. Award of Qualifications Passport to 8 Syrians
- 6.

"Integrating Syrians into Turkish Higher Education through Recognition of Qualifications"

<https://unescochair.yasar.edu.tr/refrectr>

Youtube: https://www.youtube.com/watch?time_continue=9&v=Ik8NqOv9vv0&feature=emb_logo

IMPLEMENTATION

EVALUATION

OUTPUTS

AIM	The Young Migrant Entrepreneurs (YME) project will focus on delivering entrepreneurial learning support.
GOALS	Within the EU, young migrants represent an important pool of potential entrepreneurs, but can face, as other more vulnerable groups, specific legal, cultural and linguistic obstacles. These issues need to be addressed in full to give the right youth work entrepreneurial support equitable to that received by all other entrepreneurial groups. This is the main goal of the Young Migrant Entrepreneurs (YME) project.
METHODS	The partnership programme is about identifying and supporting Young Migrant Entrepreneurs, the so-called 'Migrant Futurepreneurs' and will develop a transnational ID & Support programme targeted at young migrants (14-18) & their educators, youth workers and immigration case workers.
PROGRESSION	The YME project has been launched in Feb 1 2019, and it is planned to be completed on Jan 31, 2021. Between these dates, YME project is progressing with the implementations of the aimed outputs.
TARGET GROUP	Target groups: Youth Workers, Immigration Case Workers, Young Migrants (aged 14-18). This project addresses the needs of Youth Workers supporting young migrant Entrepreneurship Capacity Building. The YME-partnership consists 5 countries (Turkey, Netherlands, Italy, Romania and UK), who have had statistically the most volumes of immigrants entering their country, keeping in mind that Turkey is the immigrants first safe haven.
GROUP SIZE	Small group
IMPLEMENTATION	The partnership programme is about identifying and supporting Young Migrant Entrepreneurs, the so-called 'Migrant Futurepreneurs' and will develop a transnational ID & Support programme targeted at young migrants (14-18) & their educators, youth workers and immigration case workers.
EVALUATION	The feedback of the stakeholders and participants can be followed by the https://arastirma.boun.edu.tr/tr/proje/young-migrant-entrepreneurs website of the project when it is completed on Jan 31 2021
OUTPUTS	YME will produce; <ul style="list-style-type: none"> - Country Conclusion reports on Youth Work Support in relationship to entrepreneurship capacity building with young migrants, combined with expert views - Theoretical Frame Work & Study analysis: The aim is to provide an overview of relevant theoretical perspectives

on youth work and migrant entrepreneurship capacity building

- An app & e-assessment tool both for identifying entrepreneurial skills explaining the Project's main objectives, key steps to build them and success stories will be developed and presented to each partner country.
- Creation of a Youth Worker's Guide
- Creation of a Young Migrant Entrepreneurial Learning Support Package:
 - An official dedicated 'Young Migrant Entrepreneurs' website & OED platform will be built & updated
 - A Green Paper will be published on line & in hard copy, to be available for capitalisation & dissemination at EU-level

"Young Migrant Entrepreneurs" YME

<https://ymeproject.com/index.html#partners>



AIM

Unemployment, inequality, economic bottlenecks, poverty, and exclusion require alternative organizational models to traditional businesses. Social solidarity economy is one of these unordinary models which includes cooperatives, associations, foundations, and social enterprises, which fuel solidarity, pursue social and economic goals, and produce goods, services, and knowledge. Youth Deal Cooperative only works with social solidarity economy actors.

GOALS

- An economy that is equal, democratic and sustainable. 21st century generation is inheriting gross inequalities, environmental destruction, poverty and political institutions that no longer serve them.
- They are working towards a world owned in common, moving beyond an economy based on private ownership and accumulation of wealth.
- They believe the co-operative movement can transform society. It can create meaningful and rewarding work, empower the disempowered and serve the collective wellbeing of the people and the planet.
- They use the co-operative model as a tool to take control over things that matter in our lives: from housing to food, work to community spaces. To bring back ownership and say in spaces that it has been lost.
- Young cooperators from all around the world innovate a new generation cooperative movement that is committed to democracy, equality, and social and environmental responsibility. Youth Deal Cooperative works for this cause in Turkey.
- As a member of International Cooperative Alliance Youth Network, they are expanding an agile and resilient social cooperative ecosystem in Turkey.

METHODS

The methods they will use to carry out the workshops are:

- sociocracy,
- non-formal education techniques,
- different methods for setting goals;
- S.M.A.R.T. method and Dilts Pyramid;
- individual and group work;
- discussion;
- round table method;
- brain storming;
- method of working with written and auditory sources.

PROGRESSION

- Youth Deal Cooperative was established in 2015.
- In 2017, cooperative was granted a reward "Youth Entrepreneurship" by Minister of Trade.
- Their cooperative, now, work with 13 members and 8 volunteers.
- They have gained two funded projects from the World Bank and

Sabancı Foundation, TR.

- Sociocracy system improves sustainability of their Cooperative. Everyone in their community shares duties and who get a specific duty may put a comment. Generally, consensus technique is used for social inclusion of all thoughts.
- They aim to improve their capacity step by step to be role model to other cooperatives in Turkey.

Their target group is young people who are not in sustainable working environment. Moreover, youth means dynamic attitudes and learning to learn for themselves. Everyone who thinks youth way can easily be volunteer or member of our cooperative.

Their cooperative present its services to all social solidarity economy institutions. Cooperatives and social entrepreneurship organizations are their main target group in all projects.

TARGET GROUP

13 members
8 volunteers

GROUP SIZE

- Youth Deal Cooperative works in four areas:
- Consultancy and advocacy cooperatives,
- Project development and implementation,
- Field research and data analysis,
- Strategic consultancy and capacity development.
-

IMPLEMENTATION

Youth Deal Cooperative uses statistical methods for evaluating its services and social impact.

Indicators have defined and all projects are evaluated step by step in all aspects.

EVALUATION

One of the outputs for capacity building Projects:

www.koopdestek.org.tr

Today's prevailing challenges - unemployment, social exclusion, inequality, poverty, and climate change - urge them to reconsider the way they do business and to develop non-conventional alternative enterprises (ILO, 2014). Cooperatives are one of those alternatives. Youth Deal Cooperative proudly presents Turkey's first online cooperative support platform - promoting universal cooperative principles of "education, training, information" and "cooperation among cooperatives".

Koopdestek.org.tr is an online general-audience Q&A platform which presents expert responses to frequently asked questions related to cooperatives. They aim to improve its beta version (first published in Nov. 2019) in terms of content and functionality in the near future.

OUTPUTS

www.gencisi.org

www.instagram.com/gencisikoop

www.twitter.com/gencisikoop

www.facebook.com/gencisikoop

<https://www.linkedin.com/company/genç-işi-koooperatif>



AIM

Zyntern is a job portal for the next generation of employees. Their main mission is to bridge companies to young jobseekers in an easy and user friendly way. As the founders are experienced HR professionals, they designed a recruitment solution making, sourcing and selection processes more efficient. And also they help to stand out from the noise and build employer brand through a unique company profile and job postings.

GOALS

They all started as a student, so they have experienced on their own skin that it is really difficult to find one of the many opportunities. At the same time, they are finding it difficult for their partners, companies of different profiles, to find the right candidates for the opportunities they offer, in the absence of a truly searchable tool. As a result, They believe that Zyntern can provide a quick and effective solution to this problem, helping young generation Y and Z job seekers to find each other based on their common preferences, academic background, professional experience, skills and interests.

METHODS

The first impression is always important if career can depend on it. The classic quick date is about getting to know two strangers in a minimal amount of time. Does this work in the world of work? Zyntern.com believes it is!

- 50 Minutes, 10 Companies, 10 Jobseekers: Within the Zyntern Rapid Rand , 10 invited companies and 10 pre-screened jobseekers could meet each other in person within 50 minutes . There are no job fair stands, marketing flyers, crowds. Just a face-to-face, easy, professional conversation.
- How to Imagine this Innovative Interview Situation?: At the Millenaris Campus , young participants sat table to table every 5 minutes to meet company staff again and again. The program was coordinated by a professional consultant at Zyntern.com. Jobseekers have previously applied for the program with their Zyntern profile. Thanks to Zyntern's matching algorithm, due to ability-based filtering, the representatives of the participating companies were able to speak only to relevant interested parties. The shortness of time therefore did not pose a problem.
- What Happens After the Interview?: Depending on the conversation, this can already be decided by the parties. In accordance with current data management policies, Zyntern provides, in addition to its physical mediation role, space in the digital space for applicants to apply and register securely. When matched, both employer and employee candidates can apply for positions previously announced by companies with just one click , giving you 100% GDPR-safe contact swapping.

Zyntern was created in 2016 by a team of young HR, Marketing and Employer brand building professionals.

On the website of the Zyntern any job skier can set the profile he/she want to gain experience in, the languages he/she speaks, the amount of time he/she can devote to work, and apply for one of his/her internships and start-ups by clicking on your profile.

Staff of Zyntern will immediately notify about the options available for your profile via email.

Job seekers and employers.

Big group.

Steps to create Job portal were following

1. Problem-opportunity
2. Idea-solution/Value proposition
3. Team
4. Target Audience+market knowledge-Blue Ocean strategy
5. Validation
6. Business Model
7. Business Plan
8. Scale up

Zyntern was created in 2016 and is growing until now.

Feedback from the users.

- Employer Branding Specialist, Continental
- With Zyntern I can work with a very young, flexible and agile team, who knows the new generation inside-out, what is important to them, what are the trends, how to reach and talk to them.
- Employer Branding Lead, Unilever
- At Unilever we love Zyntern, because it's user friendly both for job seekers and companies. It's quick, simple, and easy to use. We can reach out to many young talents through the platform, and we found several of our colleagues on it. People behind Zyntern react to our needs quickly, and they also know the new generation. It may become the career platform of the XXI century.
- Recruitment Manager, Prezi
- Zyntern is the most useful platform I met so far for recruiting recent graduates and interns. It attracts the student job seekers, as it's really customized for their needs. We always receive many relevant applicants for our jobs and also have hired many of the candidates through Zyntern. The team is very helpful, they even built our suggestions into the product.

Job portal for the next generation of employees is one of the most successful companies nowadays in Hungary, It has 4 283 jobs posted, 33 168 applicants, 11 203 accepted applications and 17 415 registered students.

WEBSITE: zyntern.com

FACEBOOK: <https://www.facebook.com/zyntern/>



PROGRESSION

TARGET GROUP

GROUP SIZE

IMPLEMENTATION

EVALUATION

OUTPUTS

AIM

This project is aimed at improving practices in youth work in the fields of career and vocational guidance, supporting employability of youth, enhancing job search process and supporting transition from educational activities to labor market.

GOALS

The main goals were: awareness rising of the importance of quality work of youth workers in the field of career and vocational guidance which leads to improvement in the quality of care for the young unemployed persons, especially those with fewer opportunities, increased recognition of the youth work, rising motivation of the youth workers to further develop personal transversal skills and competencies, using ICT tools to obtain better reach of youth in need for support and provide them with adequate tools in their job search process, career management skills and transition to labor market.

METHODS

This project used methods of work with unemployed youth, especially those with fewer opportunities.

Tools and methods were used in in-service training and by on-line platform and transversal skills development of youth workers.

Dissemination was carried out at above levels using the following tools and methods: meetings, presentations, workshops; e-newsletters; online publications; EU-databases, dissemination platforms; web promotion.

PROGRESSION

Project was implemented in 2019 – 2021 January.

Phase 1: Desk research

An overview of existing studies, researches, surveys and literature to complete the needs analysis. Also networks, groups, forums and other services in participating countries and at the European level that work in the field of career and vocational guidance and counseling were identified.

Phase 2: Structured interviews

In each partner country 15 structured interviews consisted of numerous questions conducted with representatives of target group involved in career and vocational guidance and counseling.

P4 as leading organization provided guidelines for all partners including desk research and structured interviews (questions, methods and documentation). Start: 01-03-2018

End: 30-04-2018

TARGET GROUP

Target group of this project were youth workers from 6 participating countries who participated in producing new comprehensive curriculum for work in areas of career guidance and career management skills. The youth workers that took part in the development of the training curriculum implemented national piloting of the materials with additional 24 youth workers per participating country (144 youth workers in total).

Joint staff training included 18 people youth workers from partner organizations and youth workers in the field of career and vocational guidance identified through needs analysis research.

Participants had the opportunity to present and test the shared parts of the training materials among each other. Work organization based on providing feedbacks, mutual sharing of experiences in development providing advices regarding further implementation.

Once the Training Curriculum and materials have been developed, an international training event was organized to train youth workers from each participating country on how to use the curriculum and training materials and how to implement local pilot trainings.

The online platform continuously adapted and upgraded due to technology advancement and needs of young people to come after completing the project by P1 and partners and hosted on the server of the Applicant.

The Training materials are made available through online platform and will be promoted so that it can be used by other organizations and/or individuals too. Thus the project results used beyond the end of the funding period.

In summary, bellow a list of results of the project.

Dissemination-related results:

1. Stakeholder analysis;
2. Dissemination and Exploitation Strategy;
3. Project poster for distribution and printed in 5 languages;
4. Quarterly Dissemination Reports from all partners;
5. Articles in publications about youth, youth workers (at least 1 in each country);
6. Developing a multilingual online platform "Youth Portfolio".

Outcomes-related results:

O1 - Needs analysis

1. Guidelines for needs analysis research phase
2. Desk research
3. Development of instruments for field survey
4. Identification and selection of participants and implementation of field survey
5. Data interpretation and development of need analysis report.

O2 - Training Curriculum development:

1. Developing of the curriculum and feedback from partners
2. Shared writing of training materials
3. Peer evaluation of written training materials
4. Translation and first editing of training materials
5. Piloting and evaluation of training materials
6. Revision, adaptation and finalization of the training materials
7. Dissemination and mainstreaming of the curriculum and training materials

O3 - Online platform "Youth Portfolio":

1. Overview of the other relevant online tools in area of career guidance
2. Content development for the online platform

IMPLEMENTATION

3. IT solution development of the Online platform “Youth Portfolio”
4. Production phase of the Online platform “Youth Portfolio”

Multiplier-event related results:

E1-E5. Multiplier workshops and E6. Final conference:

- Schedule of multiplier events
- List of invited people
- Signed list of participants
- Media announcements (minimum 2 per each)
- Photo- and/or video documents of the events
- Evaluation of the events.

Training-related results:

C1 - Short term joint staff training:

- Schedule of the training events
- List of participants’
- Video and photo documents of the training (uploaded to website of the project)
- Evaluation of the training session.

Other results:

- Sustainability strategy;
- Intellectual Property rights Agreement;
- Project’s Facebook Page (public).

Intangible results:

1. Knowledge and experience gained by the target group in the field of youth work, education and social inclusion;
2. Knowledge and experience gained by partners in the field of transnational cooperation, project management, curriculum development;
3. Exchange of experience and good practice in the field of youth work;
4. Enhanced awareness of lifelong learning opportunities of the target group;
5. Development of ICT skills by using technological tools throughout the project.

Evaluation questioners were applied during transnational meetings, join staff meeting and multiplier events. There was made final evaluation report about organizational aspects of the project, communication among partners and partner satisfaction with participation in this project.

Were used:

- Peer evaluation of written training materials;
- Piloting and evaluation of training materials;
- Listening the feedbacks contributed improvement of the curricula and training materials.

Outputs and reports were developed in cooperation with all partners. The quality handbook took focus on: the management process, the Intellectual Outputs, Training Activities, Multiplier events, Dissemination and exploitation activities.

In order to identify youth workers in the field of career and vocational guidance and to better meet their needs, to explore regional, national and European successful practices including procedures, methodologies and tools in career and vocational guidance and support services in employment and compare them to the existing practices in partner countries, in each participating country, a complex research provided. The aim of this output was at preparing the basis for all further developments and all other outputs.

Phase 1: Desk research

An overview of existing studies, researches, surveys and

Phase 2: Structured interviews

In each partner country 15 structured interviews consisted if numerous questions were conducted with representatives of target group involved in career and vocational guidance and counseling.

Leading organization provided guidelines for all partners including desk research and structured interviews (questions, methods and documentation).

Facebook: <https://www.facebook.com/fromyouthtowork/>



AIM

iGUIDE aimed to support workers, low-skilled workers and those in vulnerable employments to develop the core skills necessary to plan and manage their career progression pathways. It achieved aims by developing a suite of bespoke career planning tools and resources that focused on building the skills of adult workers in three separate categories: skills for job readiness; skills for job seeking and skills for job retention.

GOALS

The goal was to provide individual adult learners with a suite of self-training resources, which were used to develop their career planning skills independently of education and guidance professionals. The ability to conceive and plan a career progression pathway is one of the key determinants of success for people of all ages in Europe and iGUIDE aimed to help people develop this ability.

METHODS

To achieve its objectives, iGUIDE developed a suite of career planning tools and resources, to support adult learners to develop their career management skills in the following 3 categories:

- (1) Prepare – skills for job readiness;
- (2) Search – skills for job seeking;
- (3) Secure – skills for job retention.

PROGRESSION

iGUIDE timeline:

- (1) Project performance quality – addressing the quality of the activities both planned and undertaken, and it addressed how these were anchored in the rationale of the project and the engagement of the project partners and stakeholders.
- (2) Collaboration quality – relating to how the project engaged people and organizations, such as project partners, direct and indirect stakeholders, target groups, and users.
- (3) Resource utilization quality – related to how the monetary and non-monetary contributions, assets, and resources that are made available to a project were utilized.
- (4) Information management quality – relating to how a project acquired, handled, documents, shared and refined the information on which it depends.
- (5) Intellectual Output quality – assessed the quality of outputs, externally imposed technical or sector standards, benchmarks, or conventions.
- (6) Service/product provision quality – related to the demands, expectations, and needs that are expressed by or interpreted from users and target populations that project aimed to serve.
- (7) Dissemination & exploitation quality-related how project prepared, implemented and verified project values, services, and how outcomes became known.

TARGET GROUP

Unemployed persons, those currently active in the labor market, but with low-skills, in roles and sectors which are vulnerable to digitization or globalization, or employees seeking a career change.

Eventual target groups included policymakers; career guidance organizations; trade unions; employer's representative organizations and all organizations providing career support services to employed and unemployed persons.

GROUP SIZE

Big group.

IMPLEMENTATION

iGUIDE developed a comprehensive delivery model for a new career planning intervention to support low-skilled workers and workers in vulnerable employments. It adopted an ab initio approach to developing new resources at introductory and advanced levels.

Steps of implementation:

Phase 1 - Value Proposition. At the first partner meeting, 3 partners presented a draft learning outcomes matrix and indicative topics to be covered by the 36 Career Planning Resources that will comprise the Career Planning Toolkit. Presentations were a basis for planning the development of the key career planning tools and resources.

Phase 2 - Resource and training program development. All partners worked with their local research control group to test the suitability of the proposed resource topics to the needs of their clients. Following the approval of the Value Propositions, 3 partner organizations finalized the learning outcomes for the 12 Career Planning Resources for Job Seeking; Job Readiness and Job retention, respectfully. 6 partner organizations then developed 12 resources each - 6 at introductory and 6 at advanced levels in English.

Phase 3 - In-service Induction Training Program. Learning outcomes for the Career Planning Toolkit were signed off and agreed at the partner meeting.

Phase 4- A first draft of the in-service training was completed and was planned to present at the third partner meeting in Portugal. After testing with the local working groups, a final version was ready in English.

Phase 5 - Piloting. A transnational training event was held in Rzeszow, Poland to pilot the in-service induction training. All partners sent 2 adult educators or adult guidance professionals to this event. Following any revisions, the induction program was implemented at the final stages of the project; 10 adult educators or adult guidance professionals completed the training in each partner country. Once the in-service induction training is completed, partners piloted the Career Planning Toolkit with clients of those front-line workers who completed the in-service induction training program - aimed to reach 100 adult learners, low-skilled workers and workers in vulnerable employments in each partner country by the last month of the project.

Phase 6 - Animation and networking (months 21 to 25) In this phase, partners organized a Career Planning Workshop as a dissemination event in each partner country to officially launch the outputs of the iGUIDE project.

Project start date: 2019

Project end date: 2021

Partners:

The Rightchallenge Association-Portugal.

CARDET-Cyprus.

ADES (Association for Economic and Social Development)-Romania.

REINTEGRA-Czech Republic.

The Center for Training and Research INNEO-Poland

Future In Perspective Ltd.-Ireland

EMINA Foundation-Hungary

Survey Monkey and/or Google Forms were used for conducting internal evaluations.

EVALUATION

Career Planning Toolkit.

In-service Induction Training.

E-learning portal.

OUTPUTS

WEBSITE: iguideproject.eu/

FACEBOOK: <https://www.facebook.com/iGuideProject/>



AIM

This initiative aimed to overcome the needs that trainers and educators of young people with fewer opportunities currently face to provide them those interpersonal skills and intrapersonal competences required to guarantee their social inclusion and facilitate their jump from the training and education field to the labor market.

GOALS

- to create a cooperation framework
- exchange of good practices at European level related to the training of youth for employability but focused on the self analysis and active empowerment
- promote the interaction among their teams towards their professional development
- discover the most successful methodologies on the mentioned field

METHODS

Interactive work, data analysis, research

PROGRESSION

The toolkit of EXPERTISE is the final output of this two-year partnership on which private entities, education bodies and NGOs from six countries have exchanged practices to train young people and promote their employability. The document contains all the activities tested by partners along the project as well as detail guidelines for those who could aim to replicate them as facilitators with young participants. All the practices contained on the toolkit are based on a non-formal approach to facilitate that they can be adapted to different contexts, target groups and the active participation of young people in a fun and dynamic way. Building with bricks, group dynamics, simulations, self-assessment strategies, etc. are just some the training resources that you will be able to find on this new toolkit. The toolkit is accessible here: https://drive.google.com/file/d/1M3lcr8aYNu_R7ErQ3XhiWV-yZxG14Awtg/view

This toolkit is a publication containing all the practices shared among partners along the EXPERTISE project and steps to carry them out with young people. They have been chosen according to their suitability to improve the training of youth with fewer opportunities towards their preparation to access to the labour market thanks to the acquisition of different social and basic personal skills (essential for their development as persons and in any field or profession). The document does not only describe the methodologies explored by the project partnership, but also different tips and ways to adapt them to multiple realities and target groups thanks to different variations that were proposed by partners after the testing of the activities with their young people on each of the six project countries.

TARGET GROUP

Young people who face cultural, economic and social obstacles

GROUP SIZE

See the tool kit

HOW TO USE THE TOOLKIT

This toolkit proposes twelve different activities or sessions described in detail. Each of them contains basic information about their characteristics and concrete guidelines so you can replicate them as a facilitator for young people.

The activities give elementary knowledge to think what strong sides a person should have in order to get a good job or grow as a citizen. With simple and creative exercises, learners will

be able describe what their competences are and which they should develop according to their professional or personal interests. These exercises are a great way to teach varied skills

through simple challenges for participants such as creating stories, playing with bricks, using self-evaluation tools, role playing, etc. that will allow them to know better themselves while building better relations with others. According to this, all the activities are related to the issue of employability of young people and help to assess own skills and plan their future development to achieve personal and professional goals. Despite this issue, the interactive approaches here included will also allow you to use them to deal with different concrete topics or to address social issues such as youth empowerment, problem solving, self-expression, multiple intelligences, etc.

When using the toolkit, you need to take into consideration that:

- Activities are proposed as tested along the project, but they are flexible and can be changed according to your learning objectives as facilitator or the needs of your target group.
- Some activities also incorporate variations proposed by partners during the testing made along the project that will make easier to you to adapt them to your context, target group or training aims.

The website of the project also asks the people using the toolkit to evaluate the manual in order to improve it. The evaluation form is accessible here: <http://www.expertiseproject.eu/materials/>

Final product of EXPERTISE: a toolkit about the training of young people with fewer opportunities on interpersonal and intrapersonal skills to promote their social inclusion and facilitate their access to the labor market. Accessible here:

<http://www.expertiseproject.eu/materials/>

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

Project co-funded under the Erasmus + (2017-2-ES02-KA205-009922), Coordinator Spain

IMPLEMENTATION

EVALUATION

OUTPUTS



EXPERTISE

MILMA Project – Migrants Labour Integration Model based on Acculturation Project

AIM

The MILMA project aims to encourage the labour integration of unemployed locals and migrants in the city of Fuenlabrada, Spain. Moreover, the project's purpose is to serve an example/good practice to other cities across Europe.

GOALS

The main goals of the MILMA project are:

- To become well-known among the population of Fuenlabrada.
- To expand the labour integration of locals and migrants by organising trainings and initiatives in the spheres of employment and entrepreneurship.
- To spread the good practice of Fuenlabrada across the European Union.

METHODS

- The Project relies on the innovative method Business Challenge Labs (BC Labs) engaging companies to provide trainings that meet the requirements of the market. The methodology used within this project emphasises cooperation, networking and the positive aspects of multiculturalism. Additionally, it is important to mention that there were two rounds of the BC Labs. The trainings during the first edition covered the following seven niches within the labour market: Catering; Green Production; Front-End Web Development; Urban Creation and Recycling; Internet of Things; Digital Production: Drones and Robotics; Care for Dependent Persons. On the other hand, the second round of the Labs reviewed the seven niches listed below: Garden Assistant; Upholstering; Kitchen Assistant; Care for dependent people; Urban and Industrial Waste Management; Front-End Web Development and Installation of light pavements.
- The BC Labs include capacity building program that is aimed at groups of locals and migrants who want to find jobs. By forming those groups, the participants have the chance not only to exchange information with one another but also with the professional trainer. The groups have meetings every day and conduct operations as if they are a company (they divide the workload by departments and collaboratively arrange their job-seeking activities).
- The capacity building contains two modules. The first one is the technical training (theory and practice) which is administrated by the local companies and which is planned in terms with more than one Business Challenge. Secondly, the transversal training (Experimental Teams of Employment and Integration (ETEIs)) is focused on non-technical skills.
- Overall, the approach developed under the project provides for the formation of groups comprising of both unemployed locals and migrants.

PROGRESSION

The MILMA project is being implemented between 2018 – 2021.

- The application process for those who wanted to take part in the first round of the BC Labs was opened on 15th of January 2019.
- The selection of the candidates was concluded in the middle of March 2019.
- The first round of the BC Labs took place between March-April 2019 when the ETEIs (the inductive trainings) were launched. In addition, each BC Labs requires a different number of ETEIs hours.
- BC Lab Catering took place between 22nd March 2019 and 11th June 2019.
- BC Lab Internet of Things - 26th March 2019 to 28th June 2019
- BC Lab Front-End Web Development - 26th March 2019 to 12th July 2019
- BC Lab Care for Dependent Persons - 25th March 2019 to 5th August 2019
- BC Lab Green Production - 19th March 2019 to 25th June 2019
- BC Lab Urban Creation and Recycling - 3rd April 2019 to 10th July 2019
- BC Lab Drones and Robotics - 1st April 2019 to 5th July 2019
- On the 12th of July 2019, the first edition of the BC Labs officially ended.
- The selection of the participants for the second round of the trainings was closed in September 2019.
- In October 2019 the second edition of the BC Labs was launched. The end date was set for March 2020.

The project is targeting :

- The jobless local and migrant population.
- NGOs, public agencies and civil organisations engaged in the promotion of the MILMA project across Europe.
- Companies

TARGET GROUP

Big group

GROUP SIZE

MILMA's implementation activities are :

- To arrange BC Labs that currently and in the future are expected to offer vacancies on the labour market.
- Developing BC Labs with the help of enterprises that will be in charge of them.
- Finishing the experimental process of training that is combining enhancement of employability and technical capacity building.
- Compiling the network services following the suggestions of the companies.
- Providing money for spaces, materials and equipment that are necessary for the Business Challenge Labs.

IMPLEMENTATION

The evaluation of the project's companies network after the end of the first edition of the BC Labs: <https://www.uia-initiative.eu/fr/news/what-companies-think-about-milma>

EVALUATION

The evaluation of the participants in the first edition of the BC Labs: <https://www.uia-initiative.eu/fr/news/labour-integration-results-first-round-milma-labs>

BC Lab Drones and Robotics: <https://www.youtube.com/watch?v=r1hQYBEvB0k>

OUTPUTS

AIM

The key aim of this project is to fight youth unemployment by promoting professional development and building a community of young professionals, where its members can find support, mentorship and guidance in the first steps of their careers.

GOALS

- Increasing the youth employment
- Decreasing the unemployment of young graduates and professionals
- Providing the young professionals with useful tools
- Increasing the skills and competences of the young people for finding a job
- Fair working conditions for the young people

PROGRESSION

This non-profit organization was found in Belgium in 2012. Since then it has taken part in many initiatives and projects.

The “668” is:

- Winner of the competition “Europe needs you 4 job- creation” on April 2014.
- Finalist of the European Charlemagne Youth Prize in March 2014.

TARGET GROUP

The target group is young professionals who have just graduated and have not yet found an appropriate job for different reasons.

GROUP SIZE

The group size is big.

IMPLEMENTATION

1. Searching for participants
 - Developing website page as well as facebook and twitter accounts
 - Promoting the Membership programs on special events and on the social media.
2. Developing of Membership Program
 - Basic Membership- including monthly newsletter with job offers and information for events as well as CV-check sessions
 - Premium Membership- including monthly newsletter, CV check session, a career advice session, 20% discount on all events
3. Workshops on career orientation and network technologies- providing the young professionals with useful tools for finding an appropriate job
4. Trainings of the young professionals
5. Webinars on: creative thinking; career strategy, project management; useful tips for writing CV and cover letter

EVALUATION

The most significant tool for evaluation is the number of young graduates and professionals who found their place on the job market. Another indicator for evaluation is the number of young people who

take part in the training, workshops and webinars.

Not available

OUTPUTS

Website: <http://project668.org/about-us/our-hystory/>

Facebook: <https://www.facebook.com/project668/>



AIM

The overall aim of the 'ELIEMENTAL: breaking down barriers to enterprise' project (www.ELIEMENTAL.org) is the need to help reduce the psychological and social burdens of unemployment on groups vulnerable to social exclusion such as unemployed older women, minority ethnic groups and those living with chronic health problems, through providing accessible enterprise and training that is closely targeted to their needs alongside supportive mentoring and relevant information about cooperative and community-based models of inclusive enterprise.

ELIEMENTAL is an applied research project funded by the European Union that worked with people who have barriers preventing them from taking the first steps towards developing their own enterprise.

The project was funded by the Leonardo da Vinci strand of the Lifelong Learning Programme. It was run in four countries, Romania, Poland, Greece and the United Kingdom.

GOALS

The main goals of the ELIEMENTAL project are:

- Identification of social and cultural barriers to employment and enterprise as they are experienced by the target groups; to find out what sorts of problems can prevent people from being enterprising; to explore how individuals can overcome barriers to enterprise (social or cultural).
- Providing a community-based option for reaching out to and providing training amongst communities under-represented in entrepreneurship and employability opportunities.
- Improving the general employability of target groups through developing entrepreneurial skills that would be transferable both to employment and self-employment.
- Increasing the social and cultural capital of the target groups through the provision of a qualification in enterprise skills.
- Developing a new "Ticket to Enterprise" qualification to help people gain enterprise and employability skills that are relevant to their real needs.

Eliemental is based on some of the findings of the ELIE project which worked with immigrant entrepreneurs in the UK, Greece, Finland and Poland

METHODS

Eliemental Project was based on one of the findings of the Elie Project; that many people who would like to be entrepreneurial are prevented from acting because of barriers in their own lives or their communities.

ELIEMENTAL project's approach:

- engaged representatives from the target groups in the original planning of the project. The support of people within the target groups throughout the project has been essential to its success.
- to developing learning materials and other resources has been to at all times reflect the lived experiences of their target groups.

They have used a participatory action research (PAR) approach for the underpinning research supported by continuous feedback from participants in the development and piloting of resources because this approach allows the team to learn from the lived experience of the participants.

- to work closely with community-based volunteer co-researchers who had become gatekeepers to relevant vulnerable communities.
- To collaborate and also benefit from Community Access Points (CAPS), identified by the co-researchers. A CAP is a place identified by the target group as somewhere, accessible, safe, friendly and familiar, where they trust the people running the CAP. This approach had helped the project to provide places where training could take place, as many in the target groups would not access conventional learning environments such as colleges, libraries, government offices or online learning platforms.
- to contact and work with a wider range of governmental, QUANGO (Quasiautonomous non-governmental organisations) and third sector organisations who had taken a great interest in the project and its outputs and who had eagerly taken up opportunities to support the work with groups vulnerable to social exclusion. These organisations are as diverse as the target groups and include specialist police teams working to divert young people from crime, EU-wide Transition Networks (supporting sustainable communities and developing resilience in communities), Recovery Networks (supporting recovering substance abusers), Public Health England (looking at the role of work / enterprise as a support for well-being), Government Commissions on Employability for people with alcohol, substance abuse and obesity problems, political parties and a very wide range of charities working with women, minority-ethnic groups, disabled people and disadvantaged groups.

In general the project's approach and methods had to do with the effect of strengthening a community-based approach, which ensured that Eliemental will have long-term impact as a new form of Community-based Enterprise Education, through adoption of its approach to identifying CAPS and through influencing policies on employability and community enterprise development.

TARGET GROUP

The ELIEMENTAL project was being implemented between 2012 – December 2015.

- The project started with the identification of a soft-skills gap analysis amongst the target groups that was common across all participating countries. The qualitative data highlighted the extent of the soft-skills gap amongst our participants.
- Accordingly, the project team designed the learner materials to work on developing the soft-skills identified and left business planning aspects of the learner materials to the end of the training.
- Furthermore the project developed a new model of outreach for groups vulnerable to social exclusion; the Community Access Points (CAPS). To address this problem of working with hard-to-reach groups, they approached people who were trusted in their communities, and who could act as advocates for the project. The CAP was a safe place where training could take place, where tra-

PROGRESSION

ining could be explained to potential participants and where mentors could be recruited from.

- The creation of a CAPS toolkit to enable effective outreach to groups vulnerable to social exclusion took place. The CAPS toolkit was developed after an analysis of the work of the co-researchers.
- The creation of a suite of training materials to enable the development of soft skills for enterprise and employability followed. The Eliemental training materials were based upon the identified soft-skills shortfalls and had been developed with the further input of the co-researchers and members of the project advisory panels.
- Recruitment and training of mentors and Establishment of a Facebook and CAP-based mentoring system to support people who have been through Eliemental training. The project also used the CAPS as a means of recruiting mentors for their trainees.
- Four pilot trainings of over 100 individuals in the partner countries, were between 20 and 30% (depending on country) of trainees who participated in the Eliemental pilot moved into enterprise or employment; a considerable success especially given that had to do with hard-to-reach groups (last training sessions took place in November 2015).
- Last, the adoption of Eliemental training by national and regional organizations in Romania, UK and Poland, ensured the sustainability of the project results.

TARGET GROUP

The ELIEMENTAL project is targeting:

Women entrepreneurs and especially older women who had been out of the labour market,
 minority ethnic groups under-represented in business start-ups (including Roma),
 people with long-term mental or physical health problems,
 recovering substance abusers and
 long-term unemployed.
 Young People Not in Education, Training or Employment (NEETS).

GROUP SIZE

ELIEMENTAL's trainings and mentoring took place in small groups (four to ten people per group)

IMPLEMENTATION

ELIEMENTAL's implementation activities were:

- Development of resources for delivering a new kind of community-based enterprise education, with guides for students, trainers and mentors
- Establishment of a Facebook and CAP-based mentoring system to support people who have been through Eliemental training.
- Recruitment and training of mentors
- An online Virtual Learning Environment (VLE) with a wide range of

additional materials to assist in delivering the unique Eliemental Enterprise training programme.

- Pilot trainings of over 100 individuals in the four partner countries (UK, Greece, Poland and Romania)
- Development of a new qualification in enterprise education that people can study in their own community and equip themselves with the knowledge and skills to overcome barriers to enterprise.

Eliemental has been acknowledged for its support of marginalized entrepreneurs. The project has been selected as one of the top 40 best initiatives in Europe supporting third country nationals. <http://eliemental.org/newsitem/156>

The Eliemental team designed the pre and post-training questionnaires based on accepted measures of entrepreneurial self-efficacy and measures of wellbeing. The programme was evaluated by using pre- and post-training questionnaire as part of Impact Assessment of the Eliemental Soft Skills training program.

/cms7/resources/uploads/files/Eliemental Oldham Lancaster Data Analysis report 25 April 19.pdf

Eliemental team continued its activities after the completion of the project, enabling investigation of the impact of the work carried out and expansion of its reach. The 2018 Report presents the outcomes from initial pilot programme and 2018 activities. /cms7/resources/uploads/files/finalEliemental 2018.pdf

EVALUATION

ELIEMENTAL outputs and results are:

1. Identification of a soft-skills shortfall amongst our target groups that is common across all participating countries
2. Development of new models of outreach for groups vulnerable to social exclusion (Community Access Points – CAPS)
3. Creation of a CAPS toolkit to enable effective outreach to groups vulnerable to social exclusion a. Adoption of CAPS approach by other organizations working with groups vulnerable to social exclusion
4. Creation of a suite of training materials to enable the development of soft skills for enterprise and employability
5. Establishment of a Facebook and CAP-based mentoring system to support people who have been through ELIEMENTAL training - Recruitment and training of mentors
6. Pilot training of over 100 individuals in partner countries (UK, Greece, Poland, Romania) (Over 25% of trainees moving into enterprise or employment).
7. Adoption of ELIEMENTAL training by national and regional organizations in Romania, UK and Poland, ensuring a legacy from the project.

OUTPUTS

Official Website of the ELIEMENTAL project

<http://www.eliemental.org/>

Facebook: <https://www.facebook.com/pg/eliementalproject/>

Twitter: <https://twitter.com/EliementalP>

YouTube:

<https://www.youtube.com/channel/UC8NJnsnSzgAjUZZPrQN2Efw/featured>

YouTube Video (ABOUT THE ELIEMENTAL PROJECT):

<https://www.youtube.com/watch?v=79YpVLytiEY>



AIM Project that aims to enhance employability skills of new graduates by means of improving the connection between higher education curricula and the demands of the labor market.

GOALS Goal of Strategic partnerships in the field of education, training and youth was cooperation for innovation and exchange of good practices.
Skill Up answers the urgent priority established by Europe 2020 policies of promoting graduates' employability by means of strengthening ties between higher education and VET curricula and the labor world through authentic learning scenarios and career counselling and guidance. The project sets the stage for scaling up innovative learning approaches, ICT-based methodologies, greater inter-sector cooperation, and the European-wide transfer of a replicable process that responds to real world work demands.

- METHODS**
- Map good practices in matching graduates' skills and labor market demands through authentic learning scenarios in partners' HE settings.
 - Improve a set of diverse and subject-specific skills of undergraduates by means
 - Improve a set of transversal and subject-specific skills of undergraduates by means of designing, developing, applying and evaluating 5 authentic learning scenarios in the partners institutions.
 - Offer ways to create a bridge from study to work by training professionals to help students plan their careers by means of a MOOC (Massive Open Online Course) in Career Counselling with emphasis in e-Counselling.
 - Implement and promote a virtual environment that acts as a HUB to connect employers, career counsellors, universities and VET staff, to better prepare students for work.

PROGRESSION Examples of good practices in matching graduates' skills and labor market demands in the partner institutions.
A set of indicative principles and guidelines on how to enhance new graduates' employability skills on HE and VET settings from the perspective of authentic learning.
A MOOC in Career Counselling and Guidance with emphasis in e-Counselling.
A virtual platform (Hub) to bring together employers representatives, academic staff, and career counsellors to better prepare students for work.

TARGET GROUP New graduates, Students.

GROUP SIZE Big group (more than 40 people).

Phase 1: systematic review of literature and reports on employability skills of new graduates at two levels: a European-wide level and a partner countries' national level.

Phase 2: interviews in the partners' institutions to identify, good practices in matching graduates' skills and labor market demands from the in matching graduates' skills and labor market demands from the perspective of authentic learning.

Phase 3: a synchronous online focus group involving teaching staff, undergraduates, graduates, career counsellors and employers from the three partners' countries.

Phase 4: final report, peer review analysis and future sustainability development with the International Advisory Committee, and publishing the results.

Multipliers:

1. Extending the scope: Authentic learning, and Career Counseling and Guidance in Higher Education Stockholm- September 20th, 2018.
2. Building Alliances to Boost New Graduates' Employability Skills Barcelona – June 13th.

Partners: Universitat Oberta de Catalunya, Stockholm University, Technische Hochschule Wildau Technical University of Applied Sciences, Institut Obert de Catalunya, Fundacio Factor Huma, Hochschule Der Bundesagentur fur Arbeit.

Start period: June 2017

End period: June 2019

Not available.

EVALUATION

OUTPUTS

Paper & Poster: Best practices in enhancing graduates' skills for employability: insights from three European countries, October 2017.

Link: <http://media.kav-net.se/2017/10/A.-Ornellas-E.-Edman-Stålbrandt-K.-Falkner-Barcelona-Spain-Stockholm-Sweden.-Best-practices-in-enhancing-graduates-skills-for-employability-three-European-countries.pdf>

Presentation of the Skill Up Project at the "Transitions, career learning and career management skills. Multi-disciplinary and critical perspectives", October 19-20, 2017, Stockholm University.

Link: http://skill-up-project.eu/wp-content/uploads/2017/05/stockholm_presentation.pdf

Presentation of the Skill Up Project at the Collaborative and Exploratory Research Workshop organized by the University of Pinar del Río, Cuba. March 2018

Link: http://skill-up-project.eu/wp-content/uploads/2018/05/Presentation_SkillUp_Cuba_final.pdf

Presentation of the Skill Up Project at the 'The Fourth International Conference on Higher Education Advances (HEAd'18)', June 20-22, 2018 · Valencia, Spain.

Link: http://skill-up-project.eu/wp-content/uploads/2018/07/aornellas_head2018.pdf

Presentation Building and Authentic e-learning environment: The case of financial statement analysis at the IX Annual International Conference on Education and New Learning Technologies. Palma de Mallorca, 2-4 July 2018.

Authors: Fitó-Bertran, A.; Martínez-Argüelles, MJ; Plana-Erta, Dolors

Website: <http://skill-up-project.eu/>



AIM

The main purpose of this project is to determine the long-term employability skills of youth, reveal the training strategies and to create a training methodology for youth trainers.

GOALS

- Assessment of the long-term employability and transferable skills of youth in Europe.
- Provide a Compilation of Success Stories for the Promotion of the Use of Employability Skills in Youth Employment.
- Creation of Training Contents on Employability skills.

METHODS

- Surveys
- Research Analysis
- International trainings for staff
- Creation of guidelines and workshops for local trainings
- E-Learning

PROGRESSION

-WORTH – Youth Employment at the WORK Life THrough Long-Term Employability Skills Project’s Turkish Local Partner Meeting was held in meeting room of TURKONFED – Turkish Enterprise and Business Confederation on 17th May 2017.

-Kick off Meeting organized by TURKONFED was held in Istanbul, Turkey between 23-24 May 2017.

-WORTH PROJECT “Youth Employment at the WORK Life THrough Long-Term Employability Skills” second project meeting was realized in Bilbao, Spain between 05.10.2017-06.10.2017.

-WORTH PROJECT “Youth Employment at the WORK Life THrough Long-Term Employability Skills” third project meeting was realized in Thessaloniki, Greece between 12.02.2018-13.02.2018.

-WORTH Project Final Conference was held in Istanbul, Turkey on 16th January 2018.

-Dissemination events of WORTH (Youth Employment at Work Life Through Long Term Employability Skills) project which is coordinated by TURKONFED under the scope of Erasmus+ Program KA2 Strategic Action has implemented through stakeholders and young people.

TARGET GROUP

Unemployed youth

IMPLEMENTATION

In the Project, two different surveys will be used. The first one will be for employers to determine what qualities they expect from the new employees. Every partner will use this survey for 15 foundation. The second one will be for employees what qualities they have before the employment process. All the partners will apply these two surveys in their country. The results will be evaluated both within the local level and between the partner countries. These surveys will have local and international analysis reports. Then, Good practices will be compiled. The people having these foreseen long-term employability skills

and success stories will be recorded. According to all this information compiled, a training methodology and curriculum will be created. Firstly, the youth trainers will join the training and then in every partner country pilot trainings will take place for young people. Many youth seminars will be arranged to make them aware of these skills. At last, labor market valorisation seminar took place.

OUTPUTS

-Current Situation Analysis of Partners Countries

<http://worthproject.org/current-situation-analysis-of-partner-countries/>

-IO1 Transnational Report On Survey Results:

<http://worthproject.org/210-2/>

-IO2 Compilation of Good Practices for the Promotion of the Use of

Employability Skills in Youth Employment:

<http://worthproject.org/io2-en/>

-IO3 Creation of Training Contents on Employability skills:

<http://worthproject.org/io3-en/>

-IO4 Creation and Update of Web 2.0 Learning Environment:

<http://worthproject.org/io4-student-guide/> <http://worthproject.org/io4-trainer-guide/>

<http://worthproject.org/>

<https://twitter.com/WorthProje>

AIM

The project aimed at promoting the concept of entrepreneurship through several activities.

GOALS

The core objectives of STARTUP were as follows:

- Familiarization with the concept of entrepreneurship and startup businesses
- Creation of local startup communities fostering the development of innovation and entrepreneurship in partners regions
- Acquaintance and aggregation of people who share the same passion for entrepreneurship, in order to create business groups that will jointly develop their idea
- Participants will meet with professionals and experts in the field of business startup, in order to receive support and guidance for the establishment of their own business
- Promotion of mobilization and cooperation of all stakeholders (individuals, private companies, entrepreneurs, local and regional bodies, chambers)
- Promote partner regions as examples of good practice
- Promote internationalization of stakeholders and networking between countries
- Find a common methodology to deal with common problems among partner countries, such as unemployment
- Transfer of innovation, knowledge and experience at international level

METHODS

Research in each involved country
Training of Trainers on the Canva model for entrepreneurship
Local trainings
Inspirational Stories
Web Platform to train and share information and good practices
Local incubators

PROGRESSION

2 years duration, from 01/09/2014 to 31/08/2016

TARGET GROUP

The target groups of this program were individuals or groups of people, unemployed, part-timers or people who wanted to change career orientation and seek a professional way out beyond the trite standards, people who had a positive attitude towards entrepreneurship, but also people who had even expressed an early interest in creating or participating in a new business (startup).

GROUP SIZE

3 trainers and 30 trainees in each involved country (Greece, Italy, Portugal, Spain, Slovenia, Turkey, Romania)

1. Study analysis with data for each partner country, focusing on each region about unemployment in different age groups, their type of employment, occupations in greatest demand, new business creation and their nature, the occupation of the people of each region with activities related to entrepreneurship, the gap in education and the absence of non-incentives for young entrepreneurs.

2. Creation of a web platform the “STARTUP Platform” that have the following functions:

- Project website
- E-learning platform with educational material for entrepreneurship (MOOC)
- Communication tool between partners
- Sharing good practices among local authorities that support entrepreneurship mostly through the creation of incubators

3. Training activities

- Train the trainers
- Training of future entrepreneurs (STARTUP PATHS)
- Training of representatives of local authorities, accordingly on the association of Municipalities initiative and entrepreneurship

The project was well evaluated by all participants

EVALUATION

- Study Analysis
- Web Platform
- Model for local trainings and for training of trainers

OUTPUTS

Website:

<https://www.tdm2000.org/event/startup-spread-the-art-of-going-up/>

<https://www.facebook.com/startuperasmusplus?fref=ts>

<http://startuperasmusplus.com>

AIM

Promote and encourage the mobility of young people abroad in order to enable them to acquire new skills, knowledge and professionalism that will increase their employability.

GOALS

To increase employability of youth in Sardinia
 To promote international mobility and participation in European prog-rammes as a tool to gain skills useful to enter the labour market
 To provide elements of active participation to build local projects for local development
 To train young people about how to use European funds and manage projects

METHODS

- Conferences
- Workshops
- Weekly Trainings
- Focus Groups
- Open Office Front Desk for information

PROGRESSION

MOVE Centre was launched in 2013 and was mostly active throughout the years 2014, 2015 and 2016.

TARGET GROUP

Unemployed Youth, NEETs

GROUP SIZE

The project built an open office for people to ask for information and get opportunities and trainings linked with international mobility for employment. Through the years, more than 1000 people benefited.

IMPLEMENATATION

The MOVE project was a service implemented by the Sardinian Regi-onal Government with its office for labour, together with training and consultancy experts from Tuscany CSCS and local organization ex-pert in youth mobility TDM 2000.
 It was mainly an open office front desk were twice per week interested youth could ask for information about opportunities to study, train or work abroad, how to use their qualifications abroad and such.
 The Centre also organized dedicated conferences and workshops to explain specific programmes or platforms useful to get training, edu-cation and employment opportunities. Dedicated longer term courses have been offered both for youth themselves and for officers of the public service.

MOVE Centre has seen a good review from people using its services, although often the obtainable results were overestimated (i.e. participants thinking that by taking part in an activity abroad they could find a job there).

Website:

www.regione.sardegna.it/j/v/13?s=231823&v=2&c=392&t=1

<https://www.facebook.com/centromove>

www.movesardegna.eu

EVALUATION

OUTPUTS

AIM

Islanders project has a two-fold objective. The first objective is to create activities for tourists which are unique and embedded into the authenticity of the Islands involved in this project. The second objective is that these activities will be planned and implemented by young people who are the local experts, making them employable in the field of tourism and ready to guide and share their knowledge with the tourists they encounter.

This 2 year project will train the young people with the necessary skills to be able to work with the tourists. Customer Care, Communication, Animation, Project Management, Leadership and Teamwork are among the skills which the participants of this project will acquire.

GOALS

- transfer skills useful to facilitate the entry into the world of work of young people (NEET) not in education, employment and training
- training young people from 4 islands (Crete, Sardinia, Malta and the Azores) with tourism and marketing skills
- support young people to create innovative tourism activities at local level
- focus the activities created on purely local experiences, which tourists cannot easily access
- create an interactive platform to promote the activities created by the young people involved

METHODS

- 1) Through targeted activities, train the person on:
 - theory of the tourism industry provided by the Malta Institute for Tourism Studies
 - communication and service for tourists
 - leadership and teamwork
 - creation, planning and practice of activities for tourists
 - self-evaluation and reflection on learning
 - marketing and customer service
 - management of the web platform and promotion of activities
- 2) Development of local activities together with mentors to be tested with foreign visitors.
- 3) International activities to share the ideas developed and discuss them to further develop them.
- 4) A platform to provide the created services managed by the youth themselves

PROGRESSION

The project was implemented during the years 2016-2017. It was followed up by the creation of activities for the local tourism by the youth involved.

TARGET GROUP

Young people from 18 to 25 years old - priority for unemployed young people interested in tourism and entrepreneurship - young people who have followed a training path related to tourism - young people

willing to follow the activities and ensure maximum participation throughout the project

10 participants per island (Sardinia, Malta, Azores, Crete)

GROUP SIZE

- Training course
- Creation of the local tourism activities in each country
- Launch of the platform and activities tourist in every island
- Insertion of activities in the web platform
- Evaluation meeting in Cagliari in March 2017
- Promotion of the activities created
- Management of activities (Organisation and implementation)
- Final evaluation meeting in Crete in the November 2017

IMPLEMENTATION

The project was seen as a useful path by the youth participating in it. The so created tourism services have been implemented by local structures in the years following the project.

EVALUATION

<https://www.facebook.com/islandersssardinia/>

OUTPUTS

Website:

<https://www.facebook.com/pages/category/Website/Islanders-Project-Malta-1384572358247834/>

www.islandersproject.com



Co-funded by the
Erasmus+ Programme
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HUMAN
RESOURCE
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EMPLOY

mEntoring prograMme for young People at risk for Labour fOrce entrY

SKILLS & COMPETENCES HANDBOOK



COORDINATOR



LAW AND INTERNET
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PARTNERS



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