



Proposal of learning units for competences of social and educational professionals



Exchanging practices to recognize and validate competences of social and educational professionals.



www.comworkproject.org



ComWork-Erasmus

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Introduction

This document is created thanks to the contributions made by the professionals that work with NEETs, the NEETs themselves, experts and institutions in the different ways:

- Open Audit developed in each country (reports).
- Contributions in the questionnaire in the peer review.

Moreover, we have relied on:

- The *Guidance and training model for recognize and validate competences of social and educational professionals working with NEET'S (IO2)*
- ESCO. To categorize the survey answers we have taken as a reference the ESCO transversal skills.

- ESCO Transversal skills/competences		
Attitudes and values at work	Values	Follow ethical work practices Show respect
	Attitudes	Demonstrate commitment Handle challenges
Application of knowledge	Information and communication	Interact electronically Manage hardware Manage electronic information Manage software Create electronic content Maintain online privacy and security Seek electronic information
	Numeracy and mathematics	Process mathematical information for work Apply mathematical concepts to work tasks Use mathematical tools and equipment Communicate mathematical work processes Carry out work-related calculations
	Health, safety and the working environment	Implement organizational policies Implement environmentally-sustainable work practices Implement equality policies Implement safety policies
Social skills and competences	Working with others	Work as part of a team Negotiate Display intercultural competence
	Leading others	Leading others Build relationships
Language and communication	Non-verbal communication	Understand non-verbal cues Respond to cultural differences (non-verbal communication) Use non-verbal cues

- ESCO Transversal skills/competences		
Thinking skills and competences	Verbal communication	Spoken production Spoken interaction
	Language	Mother tongue Foreign language
	Learning	Manage the learning self Manage learning process
	Critical thinking	Examine evidence Explore issues
	Creative and entrepreneurial thinking	Generate new ideas Turn new ideas into action
	Problem-solving	Analyze the problem Take action to solve the problem Plan for action
	Planning own work	Manage time Follow plan Set targets

Source: <https://ec.europa.eu/esco/portal/home>

We considered all contributions. Many of them were similar, so this fact helped us in this task.

The feedback received by the partners has been important to elaborate the contents of this.

With this information, we elaborate this document previous steep to develop the next two Intellectual Outputs:

- Guidelines for trainers (IO4)
- Learning UNIT for recognize and validate competences of social and educational professionals (IO5)

Presentation of the training model.

COM_WORK is created for the need of social professionals working with NEETs (Not in Education, Employment or Training). This new phenomenon is widely spread across Europe.

This training has its origin in:

- The cooperative analyses done by all partners.
- Needs identify by the educational and social workers.
- The *Guidance and Training Model for trainers leading training for socio-educational professionals working with NEET'S* developed to make this LU.

The whole training is based on professional experience. They are the protagonist and will be who will transmit the experience by this training model. Also, it is adapted to the needs of professionals and flexible to conditions of professionals.

The training has three axes / Learning Units, one for each area of competence detected in previous actions:

1. Collective competences of a team and a network.
2. Motivational and empowerment competences.
3. Competences for management of change.

Each Learning Unit is independent but at the same time, is connected with the rest of the axis. The duration of each LU will not be more than 50 hours.

Methodological approach.

Each one of the Learning Units is designed according to its increased relevance and consistency with the corresponding area of expertise. There is a cross reflective approach that covers all competences of the three areas. Moreover, during all training, the subject will be in the center.

Beneficiaries of the training model.

The social professionals who work with NEETs. They are the protagonist and the directly beneficiaries, however, the organizations and the NEETs are also indirectly beneficiaries.

Monitoring and evaluation during the training.

The trainers will realize the evaluation process, but in this process will participate the professionals, because they are expert in the work with NEETs and they are protagonist.

Per review.

Open audits.

During May 2016, each country has doing an Open Audit. This activity is within the IO 4. Each country has elaborate a report with the conclusions and other dates. With this information, we have elaborated this part and the content of the proposal of LU.

In this table, you can see the date and the place of each Open Audit

COUNTRY	DATE - PLACE
Bulgary	20 th of May, Smolyan, Bulgaria
Italy	19 th of May, Roma, Italy
Portugal	25 th of May, Lisbon, Portugal
Spain	24 th of May, Valladolid, Spain

Each Open Audit has aimed gather professionals, institutions, young people, NEETs, ex-NEETs... with the goal to analyze the work done so far and collect new suggestions to do this IO and the next steps in our project. They all could share their opinions about COM_WORK Project, about *the Guidance and Training Model for trainers leading training for socio-educational professionals working with NEET'S*, also about other aspects such as the services and young people's needs and about the different status of the NEET. The structure of each one has been flexible but always the methodological approach has been active, being the people protagonist of these events. Then, we analyze each contribution of each Open Audit related with each area.

Web platform and survey.

From 01/03/2016 to 17/07/2016 we have opened a web platform for professionals to collect the contributions of the professionals that gave us their opinion and experiences working with NEETs. The link is <http://www.observal.es/comwork/moodle>. In this Platform they could find:

- Each partner had his own space in their own language and in English too. In this space we had all the information generated for Comwork project so far. Also in this space we had several forums for collecting contributions from the professionals.
- A survey called “*Your competences for working with NEETs*”, available in five languages: English, Bulgarian, Spanish, Italian and Portuguese. The survey was structured in four groups of questions, which we analyzed one by one in:
 - o Collective competences of a team and a network.
 - o Motivational and empowerment competences.
 - o Competences for management of change.
 - o General questions.

Each survey had its link:

- o English: <http://www.observal.es/analisis/index.php/397698?lang=en>
- o Bulgarian: <http://www.observal.es/analisis/index.php/397698?lang=bg>
- o Spanish: <http://www.observal.es/analisis/index.php/397698?lang=es>
- o Italian: <http://www.observal.es/analisis/index.php/397698?lang=it>
- o Portuguese: <http://www.observal.es/analisis/index.php/397698?lang=pt>

Table 1. Summary of people register in the web platform for the Peer Review.

Language	Number of answers
English	6
Bulgarian	20
Spanish	45
Italian	43
Portuguese	4
TOTAL	118

Source: <http://www.observal.es/comwork/moodle>

Table 2. Summary of answers per language in survey.

Language	Number of answers
Bulgarian	31
Spanish	21
Italian	22
Portuguese	8
TOTAL	82

Source: <http://www.observal.es/analisis/index.php/admin/survey/sa/view/surveyid/397698>

AREA 1: Area of the collective competence of a team and network.

Feedback of the PEER REVIEW from the SURVEY.

If you have a group to work with, and you should solve together the same situation, which three actions would you consider to be essential to start working?

Working in team is not easy and there are several steps we have to follow if we want to work in team. This question is related with the first thing we have to consider we face a situation we have to solve in team.

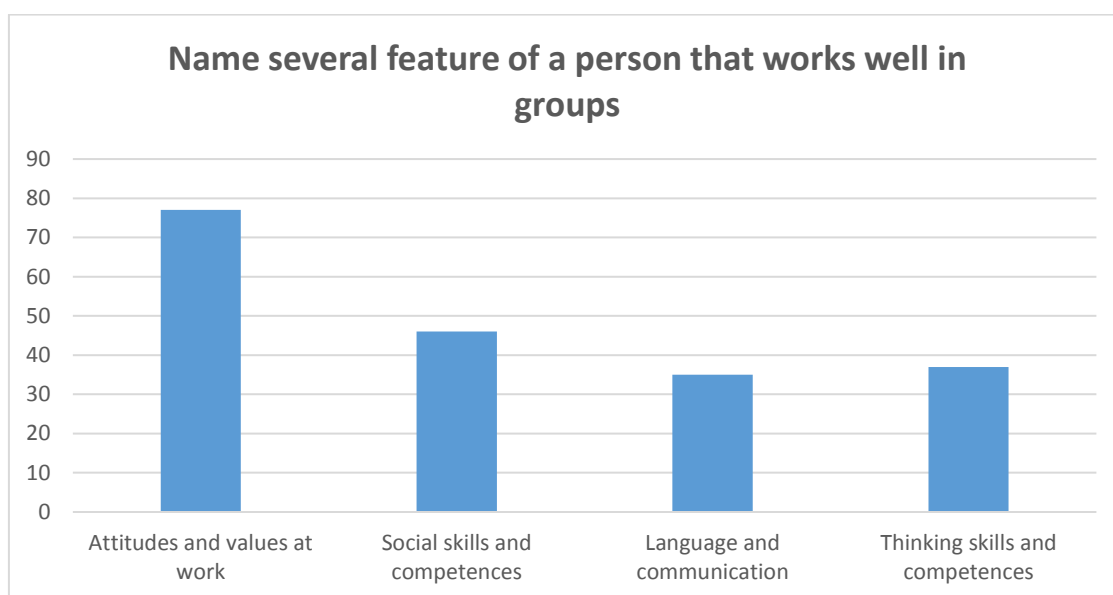
The professionals say that the most important are the thinking skills and competences like planning and making a strategy, to analyze the problem and the situation or the cooperation.

They also consider important the social and skills competences such as having a common goal, to share information, to discuss, to reach agreements or to find a common solution.

The attitudes and values are consider less important when the group star working. Bus still they thing that it is important the responsibility, have a good attitude and interest and team spirit.

Professionals don't think the language and communication skills are the most important to star working, but they are still necessary listen and communication skills.

Graphic 1. Which three actions would you consider to be essential to start working?



How do you know if someone is a good group working person? Name several feature of a person that works well in groups.

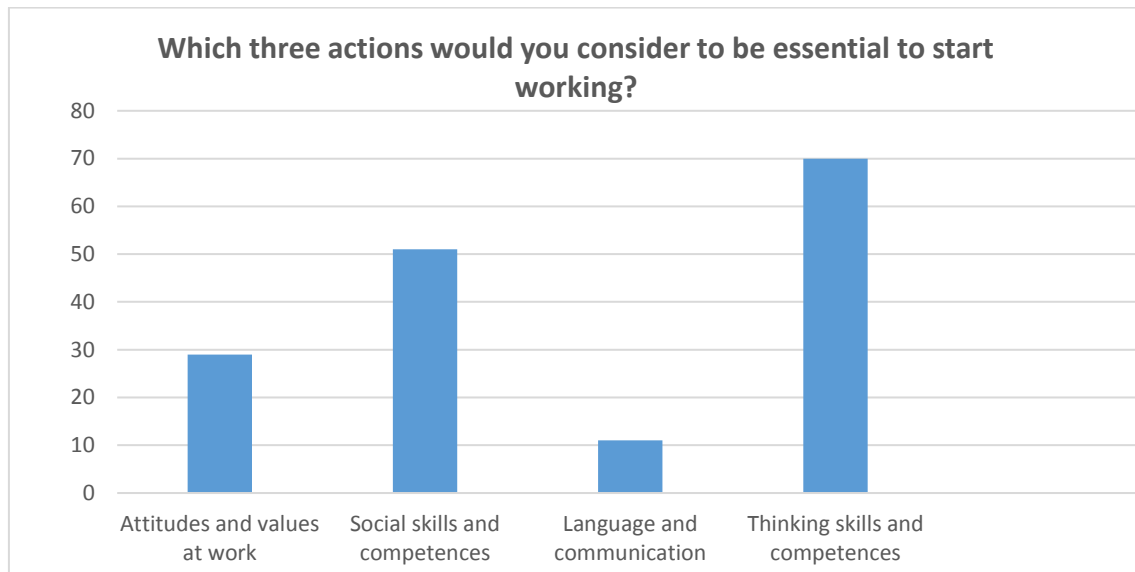
This question is related with the skills that we show while we are solving the situation.

The professionals consider that the most essential skills are the attitudes and values at work such as being proactive, being empathetic and assertive and respectful and concerned with others.

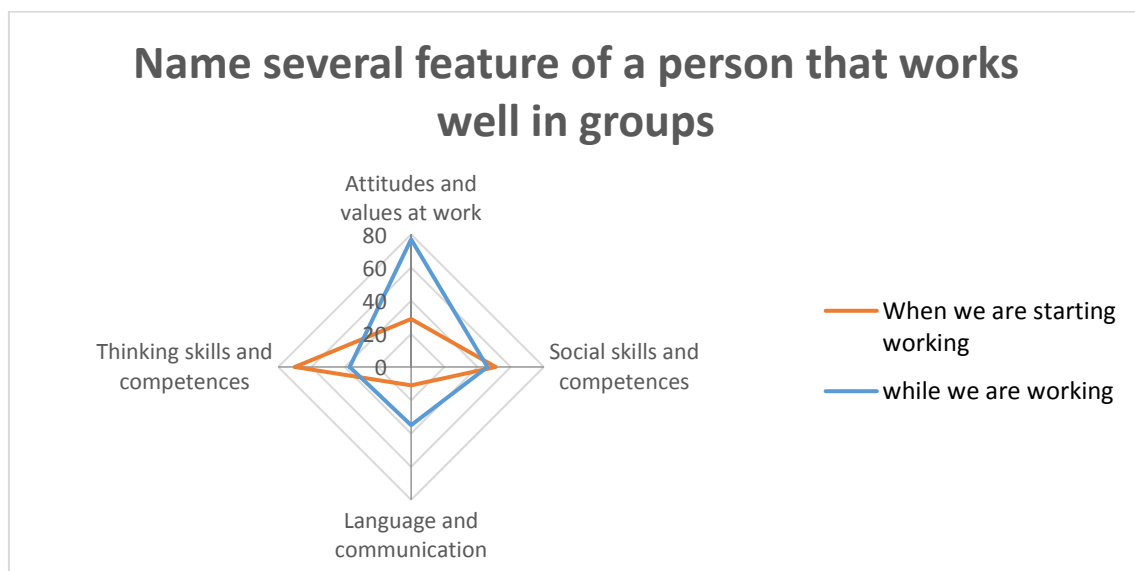
Moreover they considered important the social skills and competence such as motivation and ability to motivate staff and colleagues, accepts opinions, criticism and self-criticism, participation and provides ideas.

The professionals also answered that language and communication (participant, provide ideas, communicative skills or ability to listen) and thinking skills and competences (solve problems or cooperative) have the same importance but not at the same level that the others two categories.

Graphic 2. Name several feature of a person that works well in groups.



Graphic 3 The competences we need to work in team just when we are starting working and while we are working.



As we see in the previous graphic, when we are starting working the most important are the thinking skills and competences such as planning and making a strategy, to analyze the problem and the situation or the cooperation.

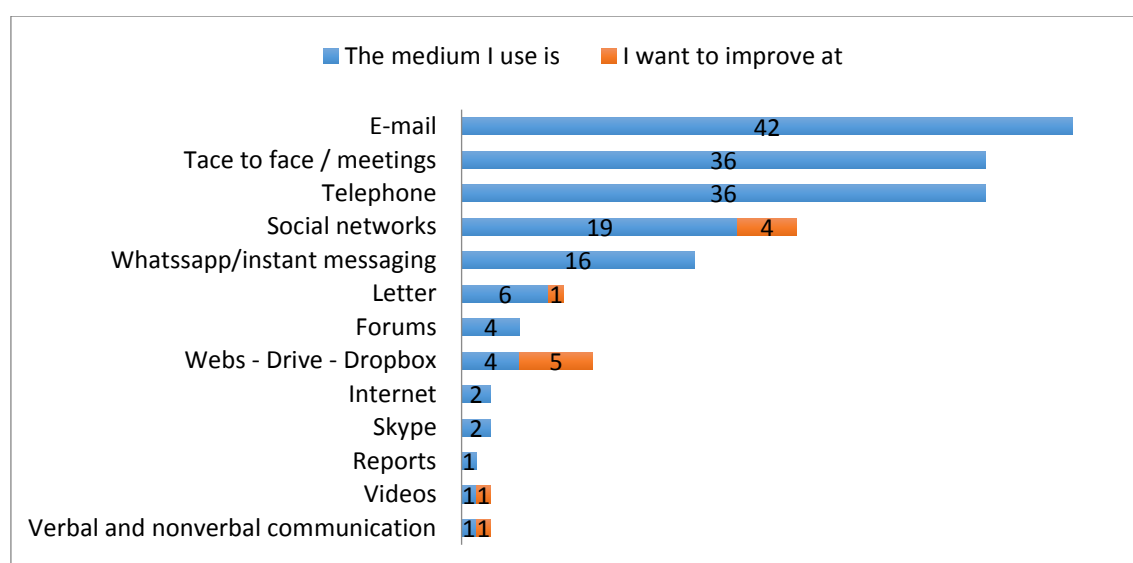
Then, while the group is working, the most important are the attitudes and values at work, like being proactive, being empathetic, assertive and respectful and concerned with others.

Which medium do you use to communicate with your colleagues, other institutions, family, etc.? Would you like to master any other one?

The professionals used the communication by internet, by phone and face to face. It is important to considerer that there are a lot of professionals that use online communication, not only e-mail but also social networks and instant messaging or information repositories (Webs, Drive or Dropbox).

The professionals required formation about social media and information repositories mainly.

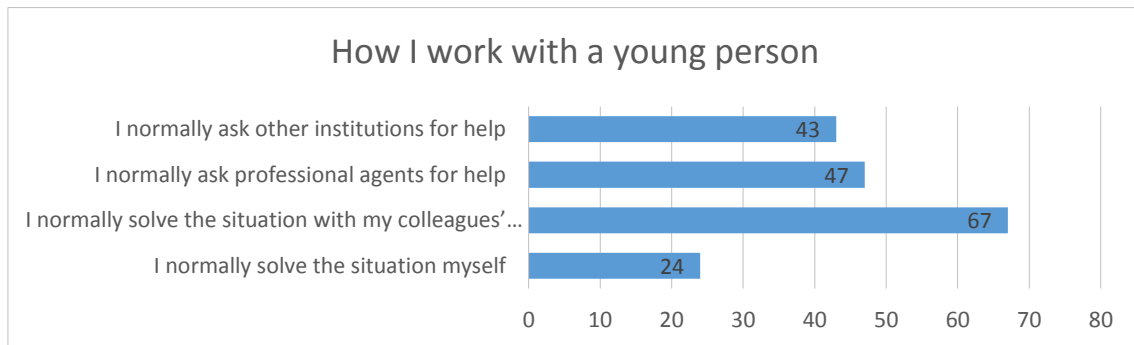
Graphic 4. Medium to communicate and learning nedeed.



In order to work with a young person and help him/her successfully (select as many options as you think, they can be more than just one).

The most of the professionals work and want to do it successfully. For this reason, they work with their colleagues and they are in contact with institutions and other professionals. They are few the professionals that are not in contact with others while they are working.

Graphic 5. How I work with a young person.



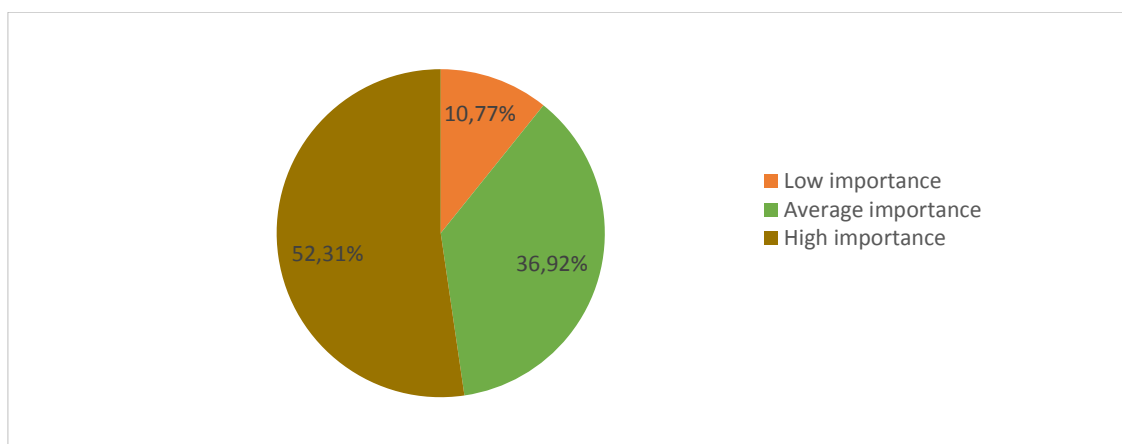
Evaluate every item from 1 (low) to 5 (high) depending on their importance for online working.

For working in network, professionals say that listen actively is very important, also create a good environment or adapt to changes. They also consider that is important to show enthusiasm and offer their help.

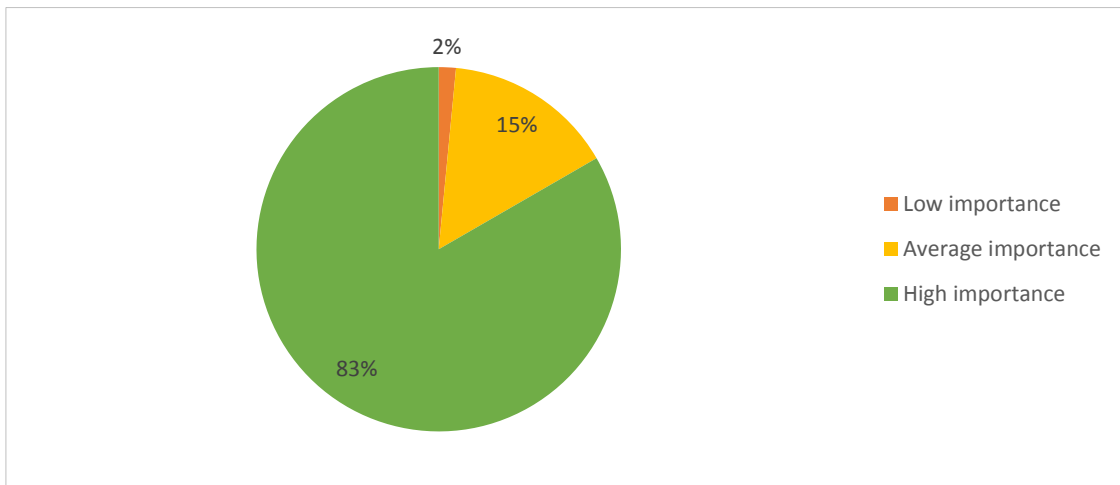
They don't consider that ask for help online it is very important.

In the next graphics we show the value that professionals give to each skill in order to work online with others.

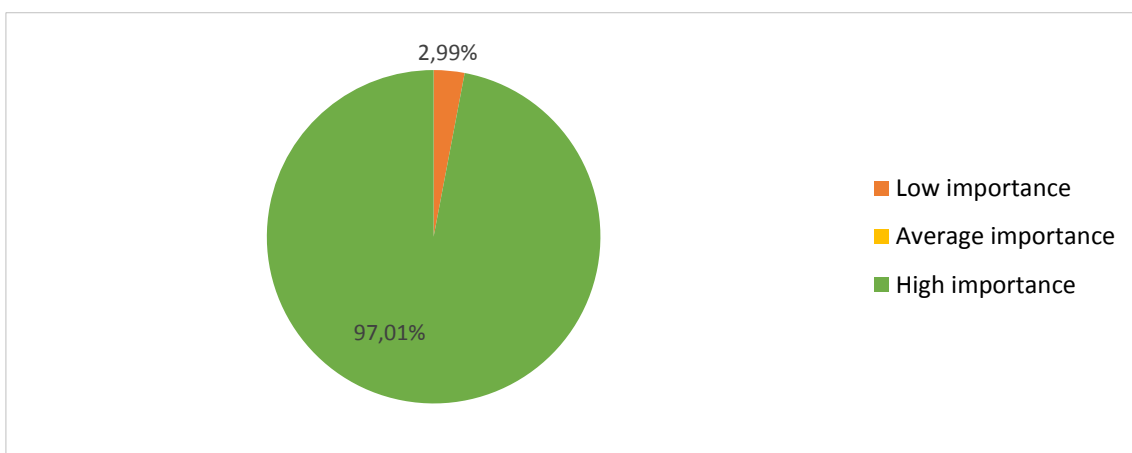
Graphic 6. To ask for help.



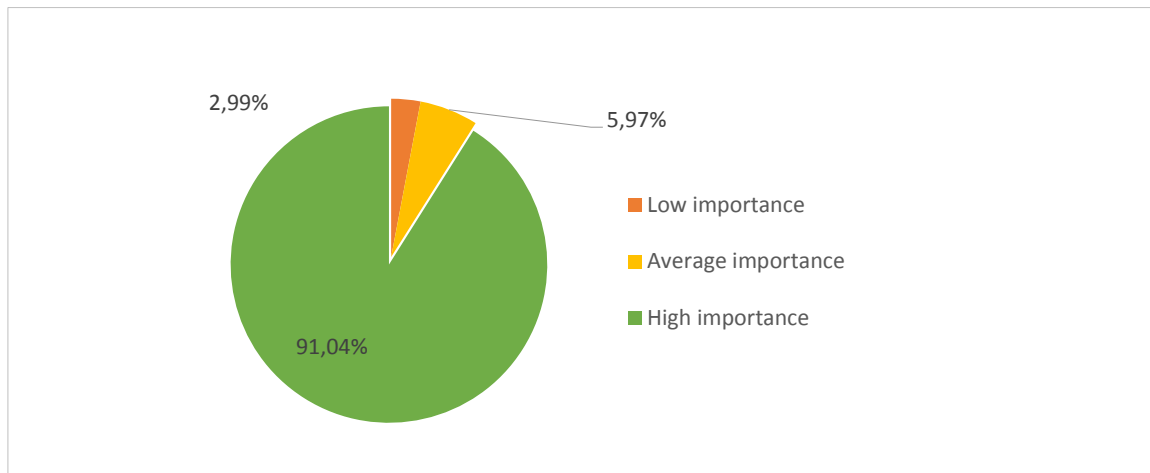
Graphic 7. To offer your help in order to reinforce the solution to certain situations.



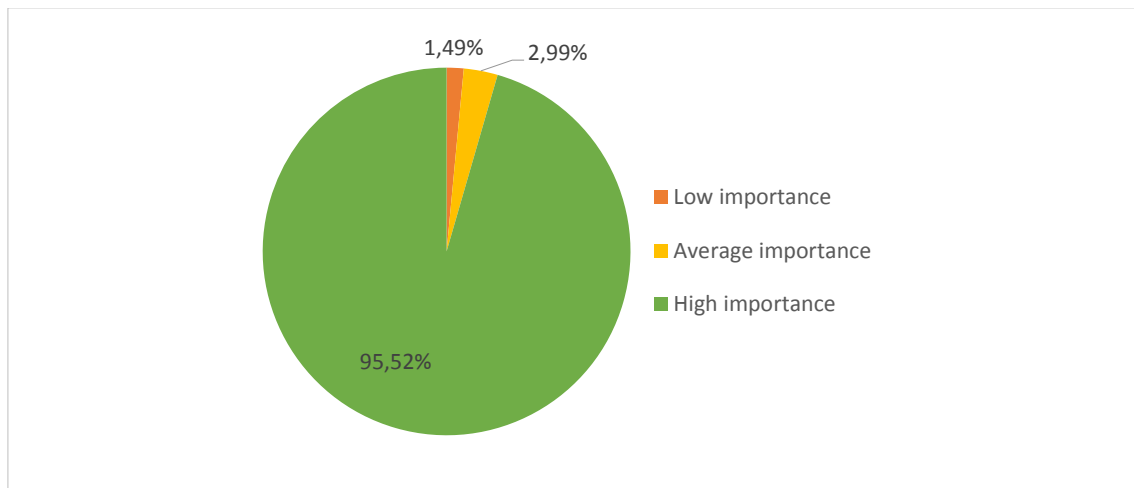
Graphic 8. To listen actively to your colleagues proposals.



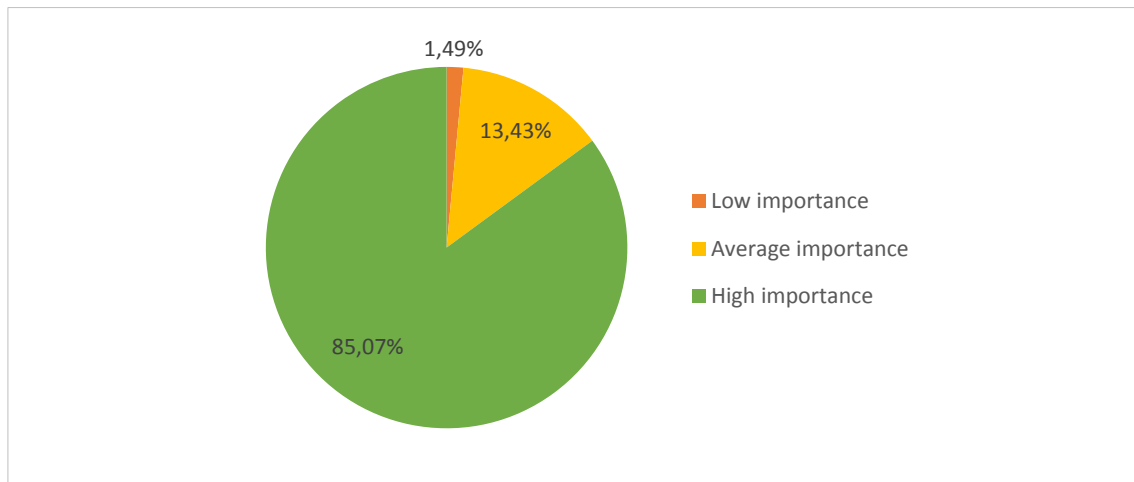
Graphic 9. To adapt to changes.



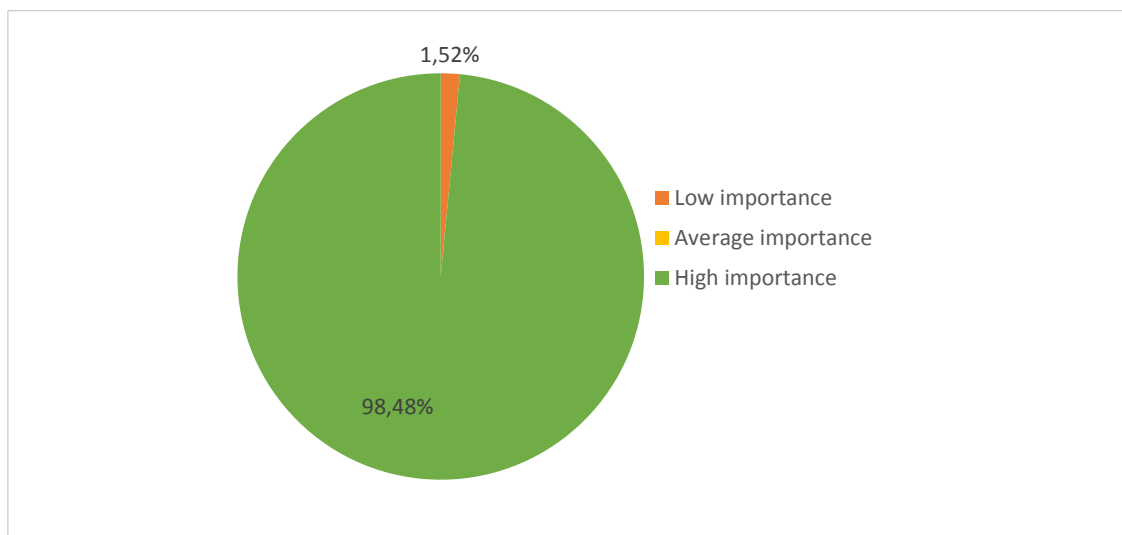
Graphic 10 To create a good environment.



Graphic 11. To show enthusiasm.



Graphic 12. Tolerance and flexibility must be shown towards others' contributions.



Into which topic would you like to go more deeply with this group, related to group work?

Related with the group work, the professionals would like to learn more about social skills like dynamic to unite the group, communication, participation, leadership or conflict management. Also they would like to improve their network skills and how to use the new technologies in order to be in contact with more professionals and with the young people.

Feedback of the PEER REVIEW from the OPEN AUDITS.

- It is necessary that NEET, develop their skills and teamwork skills using:
 - o Group dynamics.
 - o Brainstorming.
 - o Dynamics of expression and communication both verbal and nonverbal.
 - o The development of joint projects.
 - o The develop a sense of belonging and commitment to the group.
- The professional need to know, their family, and to the environment in which it moves, their needs and propose solutions.
- Bring young people the resources and networks in their own city.
- Realization of a resource guide that young people could always carry with them.
- They commented that it is important networks like school, family, youth information points, alternative entities and being in contact with all of them.
- In the process of work with NEETs many institutions (NGOs, labor market offices, municipalities, career guidance centers, schools, VET organizations, universities, employers and young people) should discuss how to collaborate effectively together and find the way to cope with the problem with NEETs.

Module 1: the collective competences of a team (équipe).

Table 3 Collective competences of a team (équipe)

LEARNING UNIT n° 1 : Name of the learning unit: collective competences of a team and a network		Duration: 18 hours
Module 1: The collective competences of a team (équipe)		
Knowledge		
<ul style="list-style-type: none"> - To know how be part of a team in order to archive a common goal. You have to know certain rules or principles about: <ul style="list-style-type: none"> o To respect and concerned with the rest of the team. o To analyze the problem or situation. o To have a common goal. o To communicate using a common language. o To reach agreement or common solution. - To know that the team should be multidisciplinary (different professionals from different fields) - To know that the participants of the team can have different roles. 		
Skills		
<ul style="list-style-type: none"> - To share all the information about the situation and to have a common starting point. - To work as part of a team: listening actively, accept constructive criticism, share information, give constructive criticism, foster social networks, share opinions, collaborate on tasks, share resources. - To negotiate: influence, persuade, argue cases, seek consensus, seek compromise, propose options. - To display intercultural competence: to use culturally appropriate gesture, to use culturally appropriate language. - To demonstrate commitment: Meet commitments, attend to quality, make an effort, attend to detail, to show enthusiasm, to be curious, persist, to work independently, work efficiently. - To have a critical thinking: reflecting approach, to give the opinion in order to find a solution. - To show respect: treat people fairly, work with different viewpoints, show consideration, demonstrate tolerance, show good manners. - To analyze problems and situations. - To plan and to make and strategy in order to archive the common goal. 		

<ul style="list-style-type: none"> - To cooperate with the rest of the team. - To treat people with assertiveness and empathy. - To be flexible and be able to adapt him - herself to different situations.
Competence
<ul style="list-style-type: none"> - To manage and take part of a team with the same goal. - To solve a situation working in team using the personal/particular knowledge and the skill. - To reach agreements and common solutions.
Course of the learning unit
<p>Description of the contents of the LU:</p> <ul style="list-style-type: none"> - Intercultural aspects. - Methods for sharing information. - Social media and social networks. - Proactive attitudes for the team. - Fundamentals of team.
Didactic methods
<ul style="list-style-type: none"> - Team working. - Online learning.
Didactic tools for trainers
<ul style="list-style-type: none"> - PC - Online access - Real cases for the auto-case method - Slides - Material of monitoring

Didactic tools for learners

- Auto-case method (template in tools guide)
- PC
- Online access
- Real cases for the auto-case method
- Slides
- Material that the professionals could considerer. *Guidance and Training Model for trainers leading training for socio-educational professionals working with NEET'S (Training tools):*
 - o Tool 1.1 - prisoner dilemma.
 - o Tool 1.2 - the thief.
 - o Tool 1.3 - flooding.
 - o Tool 1.4 - the chair game.
 - o Tool 1.5 - geometric figures game.
 - o Tool 1.6 - ball game.
 - o Tool 1.7 - game of the town council.
 - o Tool 1.8 - work meeting.
 - o Tool 1.9 - tell by means of objects.
 - o Tool 1.10 - if my team was.
 - o Tool 1.11 - film trailers.
 - o Tool 1.13 - form analysis.
 - o Tool 1.14 - competence learning diary.
 - o Topic: team assertive communication.
 - o Tool 1.15 - the "no" game.
 - o Tool 1.16 - criticism and compliment exercise.
 - o Tool 1.17 - film trailers.
 - o Tool 1.18 - card on the communicative styles of work.
 - o Tool 1.19 - teamwork 24.
- Brainstorming.
- Dynamics of expression and communication, both verbal and nonverbal.
- Dynamics for learning how to develop and joint projects.
- Dynamics of develop a sense of belonging and commitment to the group.
- Any other considered for the trainer.

Needed material

- Spaces that help to work in a team and reflection.

Assessment of learning outcomes
<p>Procedures and criteria for assessment of these learning outcomes.</p> <p>We will evaluate if the student is able to:</p> <ul style="list-style-type: none"> - Work as a part of a team. - Negotiate. - Display intercultural competence. - Demonstrate commitment. - Demonstrate a critical thinking.
Mastery indicators of Learning outcomes or skills or competences acquired
<p>Procedures and criteria for assessment of these learning outcomes.</p> <p>We will evaluate if the student has the knowledge, skills and competences that are explained before.</p>
Bibliography
<ul style="list-style-type: none"> - Each country can use different materials adapt to the needs.

Module 2: the collective competences of a network.

Table 4 The collective competence of a network

LEARNING UNIT n° 1 : Name of the learning unit: collective competences of a team and a network	Duration: 16 hours
Module 2: The collective competences of a network	
Knowledge	
<ul style="list-style-type: none"> - To know a systemic-local-integrated planning for working as “network” - To know the actual media to communicate with each network. <ul style="list-style-type: none"> o E-mail. o Telephone. o Social networks. o Instant messaging / WhatsApp. o Webs - Drive - Dropbox (document repository). o Face to face - meetings. - To know that some close networks have a huge influence for NEETs. <ul style="list-style-type: none"> o Family. o Friends. o School. - To know the importance of all the networks and resources that NEET has in their context in order to be able to match the NEET with each organization or resource. Depending of the NEET’s needed. <ul style="list-style-type: none"> o Youth information points. o Alternative entities (leisure time, sports, associations, NGOs...). o Labor marker offices. o Any other administrative organization that can help both professionals and NEETs. 	
Skills	
<ul style="list-style-type: none"> - To interact electronically with each institutions that can complete our intervention and use on-line services. - To share information and communicate through mobile phone, social media and other ways with the stakeholder. - To manage electronic information knowing store files and cross - check this information and detect bias and inaccuracy. - To create electronic content such as images, tables, edit 	

<p>electronic content, type text, databases, audio and text files.</p> <ul style="list-style-type: none"> - To maintain online privacy and security choosing online measures and reviewing online privacy settings. - To communicate with the media that the young people normally use.
Competence
<ul style="list-style-type: none"> - To build relationships with all organizations and people that can be involved in our work and sharing information. - To choose and to use the right electronic - digital - physical recourse for each moment.
Course of the learning unit
<p>Description of the contents of the LU:</p> <ul style="list-style-type: none"> - Electronic recourse such as social media, databases, on - line services... - Information filters. - Elements of network privacy / privacy policies. - Fundamentals of a network.
Didactic methods
<ul style="list-style-type: none"> - Team working. - Online learning.
Didactic tools for trainers
<ul style="list-style-type: none"> - PC. - Online access. - Slides. - Material of monitoring.

Didactic tools for learners

- PC.
- Online access.
- Real cases for the auto-case method.
- Slides.
- Material that the professionals considerer:
 - o Tool 1.1 - prisoner dilemma.
 - o Tool 1.2 - the thief.
 - o Tool 1.3 - flooding.
 - o Tool 1.4 - the chair game.
 - o Tool 1.5 - geometric figures game.
 - o Tool 1.6 - ball game.
 - o Tool 1.7 - game of the town council.
 - o Tool 1.8 - work meeting.
 - o Tool 1.9 - tell by means of objects.
 - o Tool 1.10 - if my team was.
 - o Tool 1.11 - film trailers.
 - o Tool 1.13 - form analysis.
 - o Tool 1.14 - competence learning diary.
 - o Topic: team assertive communication.
 - o Tool 1.15 - the “no” game.
 - o Tool 1.16 - criticism and compliment exercise.
 - o Tool 1.17 - film trailers.
 - o Tool 1.18 - card on the communicative styles of work.
 - o Tool 1.19 - teamwork 24.
- Any other considered for the trainer.

Needed material

- Spaces that help to teamwork and reflection.

Assessment of learning outcomes

Procedures and criteria for assessment of these learning outcomes.

We will evaluate if the student is able to:

- To know interact electronically.
- To be able to share information and communicate in a network.
- To manage electronic information.
- To demonstrate know create electronic contents.
- To give importance to the privacy policies.

Mastery indicators of Learning outcomes or skills or competences acquired
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Procedures and criteria for assessment of these learning outcomes.
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|--|
| <ul style="list-style-type: none"> - We will evaluate if the student has the knowledge, skills and competences that are explained before. |
|--|

Bibliography

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| <ul style="list-style-type: none"> - Each country can use different materials adapt to the needs |
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Sessions, goals, activities and time.

Table 5. Sessions, goals, activities and time: The collective competences of a team (équipe).

GOALS			TRAINING TYPE	TIME
S E S S I O N S	1	To know the characteristics of a team. To share experiences	Presential, group activities	6
	2	To acquire teamwork skills	Presential, group activities	5
	3	To acquire teamwork skills	Presential, group activities	5
	4	To reflex about work in team	Individual, online	2
	5	To know the characteristics of a network To share experiences about different networks and their uses.	Presential, group activities	4
	6	To acquire network skills	Presential/online group activities	4
	7	To build a networking with the data of all the organization of a specific context.	Presential, group activities	4
	8	To reflex about network	Individual, online	2
TOTAL HOURS				32

AREA 2: motivation and empowerment competences.

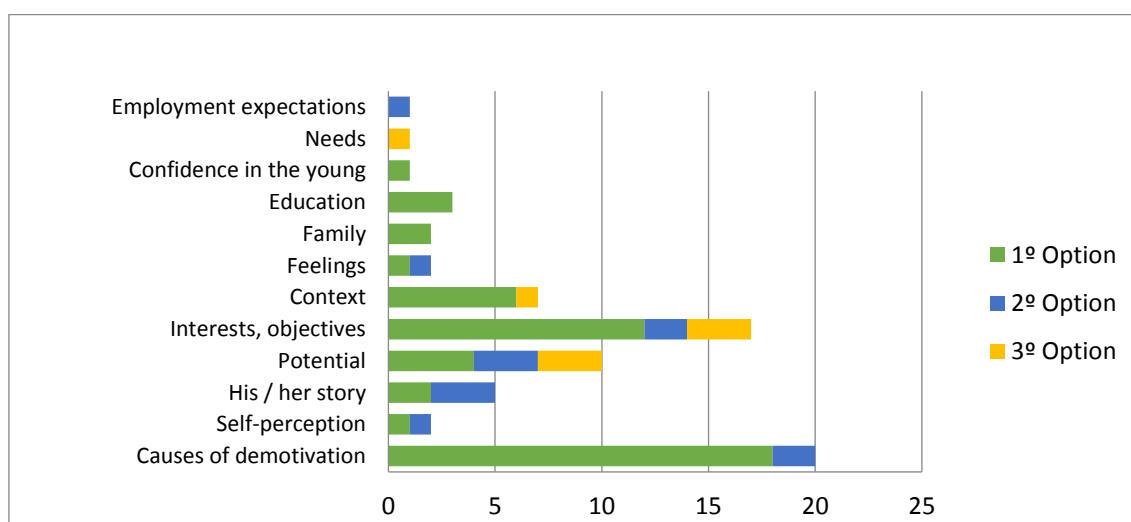
Feedback of the PEER REVIEW from the SURVEY.

What would be the first you need to know about a demotivated young person that has very low self-esteem?

If the professionals face with a young person demotivated, they would like to know firstly the reasons why they are demotivated and their interests and objectives. It is important also to know the context where they live and the potential and competences they have in order to get to know them better.

Most of the professionals responded the survey saying that firstly they would like to know the cause of the demotivation, then their objectives and after that they would like to know the potential and the context that the young have in order to be able to archive or follow their interests and objectives.

Graphic 13. What would be the first you need to know about a demotivated young person that has very low self-esteem?

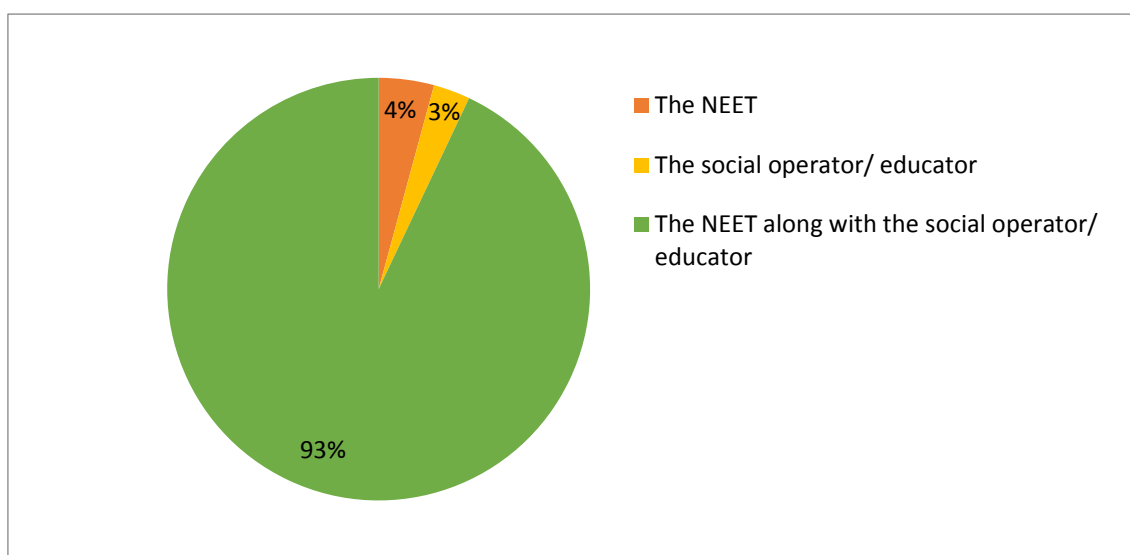


Who should organize, designed, structure and think about the NEET's actions? (If he/she is willing to take any formation course, or write a CV, or look for a job...).

The professionals considered that the NEET along with the social operator / educator are together the responsible of plan the NEET's actions.

It is clear that is the NEET the one that have to take the decisions according to his / her interests, and is the NEET the one that have to stablish a future plan in order to assume ownership that plan (being more responsible and showing more committed), but the professional has to be there to guide him / her in all this process. So, the NEET is the protagonist and the one that have to decide and the professional has to help, not to take the decisions.

Graphic 14 Who should organize, designed, structure and think about the NEET's actions?

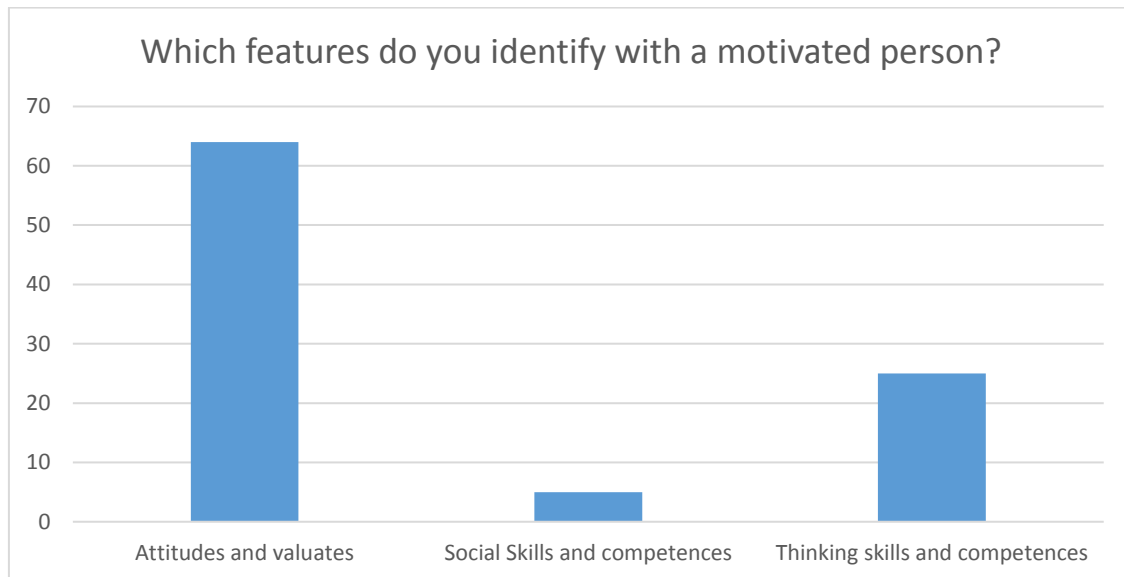


Which features do you identify with a motivated person? Name three features you consider more important.

The professionals identify a motivate person mainly with a positive attitude, being proactive hand having a clear goal.

The most important thing for motivation is to change the attitude. This attitude is related with the future and the objectives they have. Also there are other factors (the creativity, the confidence, the interest to learn, the autonomy, the internal control, the initiative or the leadership) that are also important to motivate.

Graphic 15 Which features do you identify with a motivated person?



Which features do you identify with a demotivated person?

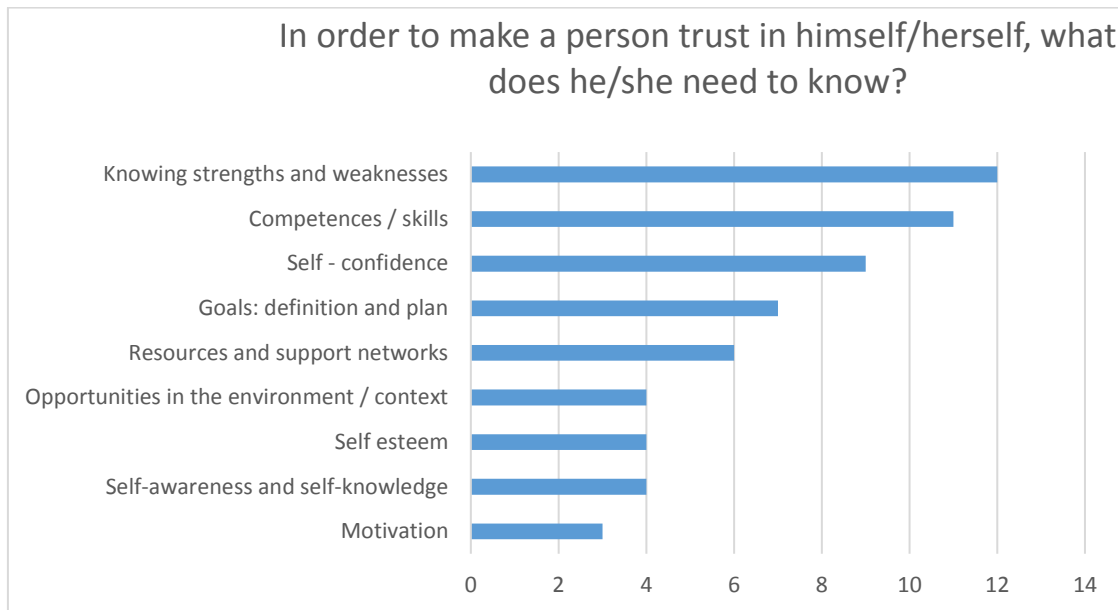
When a person is demotivated the attitude is also very important. Attitudes like fear of change, sloth, flexibility, negative attitude, disinterest, distrust, or the stress. Also it is important the qualification, the expectations or the awareness.

In order to make a person trust in himself/herself, what does he/she need to know? Name three features you consider more important.

When we want to motivate or empowered a NEET, it is important to make them trust in himself/herself.

To make a person trust himself/herself, the professionals consider that the most important thing is to make them to know themselves. The professionals say that it is needed to know the strengths and weakness; the competences and skills, the goals or the characteristics of the context where they life. It is also considered important the self-confidence and the self-esteem.

Graphic 16 In order to make a person trust in himself/herself, what does he/she need to know?

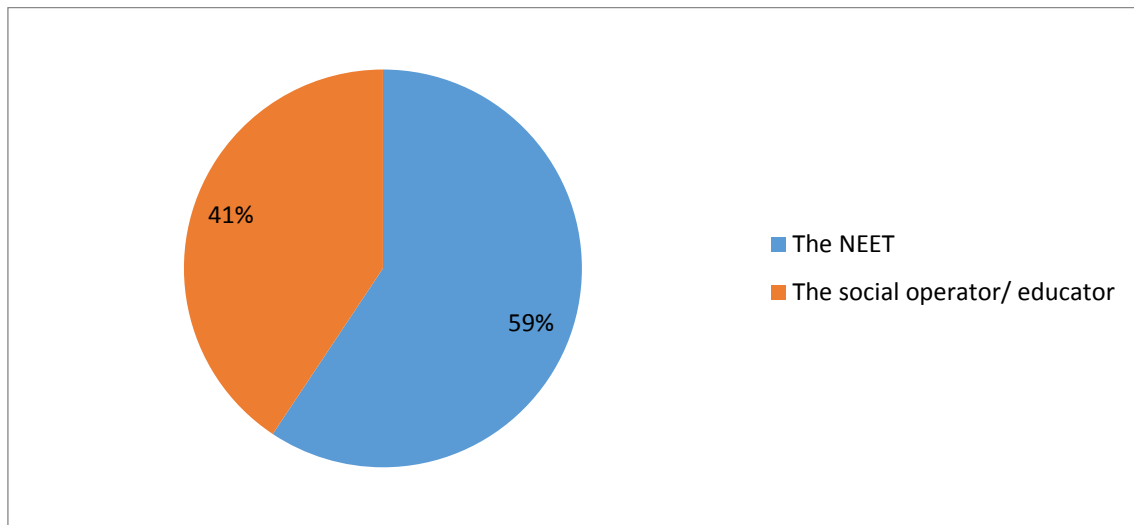


In order to empower or motivate a NEET, who is the one that needs to be aware of his/her competences and possibilities?

To empower or motivate a NEET both, the NEET and the professional have to know the competences and possibilities of the NEET.

If we have previously seen that professionals believe that both have to cooperate for the motivation of the NEET, it is logical that both have to be aware of the skills and possibilities of the young. Always considering that the decisions and interests must come from the young, not from the professional.

Graphic 17 Who is the one that needs to be aware of his/her competences and possibilities?



Into which topic would you like to go more deeply to motivate and contribute to the NEETS empowerment?

The most important for the professionals is learn more about intrapersonal skills like self-stem, motivation techniques, emotional intelligence, psychological aspects or cognitive aspects.

They consider also important the interests of the young people.

Also they would like to learn about job search technics and CV development.

They also want to learn about some specific aspects like coaching and mentoring or alternative pedagogies.

Feedback of the PEER REVIEW from the OPEN AUDITS.

- The motivation is related to the change and this should take place in a natural context of young.
- Motivating factors (professionals):
 - o Get positive expectations.
 - o Peer support.
 - o Protection of the institution where you work.
 - o To do many varied activities and not to enter into routine.
 - o To establish new ways of working with young people.
 - o To reconcile professional life with personal life.
 - o To have a stable team working for a common goal.
- Motivating factors (NEET)
 - o Talk much with them to meet their needs and interests
 - o Practice empathic listening
 - o Become aware that all have qualities that stand out
- Example: In Fundación Romdilla the young people is who teach seniors to use new technologies; in this way the young are developing social and communication skills and also motivated.
- To empower NEET is also necessary to obtain social recognition and set goals
- It is necessary to assess their personal potential, because they know more than they think and establish a bond of trust.
- In some cases NEETs are becoming demotivated of the bureaucracy: seek alternatives to eliminate this demotivation
- Lack of feedback what happens with the NEETs after they are forwarded to educational system or labor market
- Motivating professionals to work with NEETs;
- The professionals language should be more understandable for people who do not have pedagogical education and sections should be kept simple.
- From priorities of young people and co-build with them the common activity of solutions that may be of interest and impact on their skills and their development.
- It is necessary to enter the formative processes in a way that makes sense and has been designed with the young participant, involving the dynamic learning related to everyday life.

- The NEET themselves highlighted that the people that help them are able to host without prejudice.
- The feeling of confidence and perseverance are very important to auto-motivate. They said that the confidence can return the motivation.
- The NEETs (or exNEETs) highlight the active listening and interpretation competences of professionals to help their motivation.
- The NEETs (or ex-NEETs) highlight these competences in the professionals who have helped them:
 - o Confidence
 - o Be encouraged
 - o Look for motivation
 - o Listen actively
 - o Perseverance
 - o To know what happens in me
 - o Others (to valorize, humor, to support, to know how to manage time...).

Module 1: Motivation.

Table 6: Motivation

LEARNING UNIT n° 1: Name of the learning unit: motivational and empowerment competences.		Duration: hours: 20
Module 1: Motivation		
Knowledge		
<ul style="list-style-type: none"> - To know the personal context of the NEETs. To know that the motivation is related with it. - Motivating factors for professional: <ul style="list-style-type: none"> o Get positive expectations. o Peer support. o Protection of the institution where you work. o To do many varied activities and not to enter into routine. o To establish new ways of working with young people. o To reconcile professional life with personal life. o To have a stable team working for a common goal. - Motivating factors for NEETs: <ul style="list-style-type: none"> o Talk much with them to meet their needs and interests. o Practice empathic listening. o Become aware that all have qualities that stand out. 		
Skills		
<ul style="list-style-type: none"> - To examine evidences in order to make the NEET know: <ul style="list-style-type: none"> o To consider alternative views, taking into account his potential and the social possibilities. o To consider impact of judgement on his/her decisions in order to exclude options or take the best option. o To notice bias of oneself and try to have a better and real idea about the society and the actual context. - To make a NEET establish a plan for action we have: <ul style="list-style-type: none"> o To set goals that the NEET really want, considering its competences and potential and the social reality. o To devise strategy. o To prioritize actions. - Explore Issues: Make judgements, draw conclusions, question assumptions, explain reasoning, identify live topics, recognize connections, Identify 		

<p>patterns, ask key questions.</p> <ul style="list-style-type: none"> - To relate with NEETs showing confidence, being encouraged, looking for motivation, listening actively, being perseverance, knowing what is the matter with the young, others (to valorize, to support, to know how to manage time) - The ability to arouse in the NEET: <ul style="list-style-type: none"> o Positive attitude. o Proactivity. o To set goals. o Flexibility. o Curiosity. o Perseverance. o Resilience. o Creativity. o Confidence. o Autonomy. o Empathy. o Others. - Manage self emotions and teach to the NEET how to manage their emotions, improving the emotional intelligence.
Competence
<ul style="list-style-type: none"> - To cater to young implementing strategies and procedures to improve their development, arousing their positive attitude, their proactivity and making them establish their own targets autonomously.
Course of the learning unit
<p>Description of the contents of the LU:</p> <ul style="list-style-type: none"> - Motivation factors. - Demotivation factors. - Emotional intelligence. - Fundamentals of the motivation
Didactic methods
<ul style="list-style-type: none"> - Team working. - Online learning.
Didactic tools for trainers
<ul style="list-style-type: none"> - PC - Online access - Slides - Material of monitoring
Didactic tools for learners

- PC
- Online access
- Slides
- Material that the professionals could considerer. Guidance and Training Model for trainers leading training for socio-educational professionals working with NEET'S
 - o Tool 2.1 - the trick questionnaire
 - o Tool 2.2 - the blind driving with photograph
 - o Tool 2.3 - the newspaper article and the stories construction
 - o Tool 2.4 - a step ahead (game on technical power of the educational relationship)
 - o Tool 2.5 - the watermelon game
 - o Tool 2.6 - listening to count
 - o Tool 2.7 - the story from different points of view
 - o Tool 2.8 - the monster game (on power)
 - o Tool 2.9 - film sequence on the educational relationship and / or management of the interview
 - o Tool 2.10 - self-reflexive sheet on motivation
 - o The emotional literacy
 - o Tool 2.11 - emotion: stay next
 - o Tool 2.12 - the complaint exercise
 - o Tool 2.13 - self-reflexive sheet about what involves me during my work
 - o Adolescence and young people
 - o Tool 2.14 - the metaphor of our adolescence
 - o Tool 2.15 - the representation of the generations through music and the graphic
 - o Tool 2.16 - the sculpture on adolescence
 - o Tool 2.17 - resource walk
 - o Tool 2.18 - talent exchange market
 - o Tool 2.19 - check your good memories
 - o Tool 2.20 - my story
 - o Tool 2.21 - start to be active!

Needed material

- Spaces that help to teamwork and reflection

Assessment of learning outcomes

Procedures and criteria for assessment of these learning outcomes.

We will evaluate if the student is able to:

- Motivate young people.
- Work actively, with positive attitude, in a proactivity way and show

enthusiasm.
Mastery indicators of Learning outcomes or skills or competences or ... acquired
<p>Procedures and criteria for assessment of these learning outcomes.</p> <p>We will evaluate if the student has the knowledge, skills and competences that are explained before.</p>
Bibliography
<ul style="list-style-type: none"> - Each country can use different materials adapt to the needs

Module 2: Empowerment.

Table 7 Empowerment

LEARNING UNIT n° 1: Name of the learning unit: motivational and empowerment competences.		Duration: 14 hours
Module 2: empowerment		
Knowledge		
<ul style="list-style-type: none"> - To know the fundamentals of empowerment. - To know the indicators to know when someone is empower (to take their own decisions, to be aware of their possibilities, etc.) 		
Skills		
<ul style="list-style-type: none"> - To make the NEET to examine evidences about his/herself: <ul style="list-style-type: none"> o To check facts about one life, considering the competences that acquired during his/her life both in training and in their work and leisure activities. They will realize that they have more competences that they thought, improving their self confidence. o To analyze reasoning about one in order to have a real and transparent image about oneself. o Notice bias of oneself and try to have a better and real idea about his/her situation and the context. - To explore Issues in order to make the NEET know: <ul style="list-style-type: none"> o To make judgements about one's potential and about the competences one need to improve. o To be able to draw conclusions of different situation of one's life, knowing what is the most important in each situation. o To question assumptions o To explain reasoning an idea, fact, situation or period of life. o To identify live topics and analyze it. o To recognize connections between one's life, trying to take a common point. o To identify patterns about oneself related with the one's interest. - To implement an strategy in order make NEET to realize and be aware of: <ul style="list-style-type: none"> o Their interests. o Their strengths and Opportunities. o Their weaknesses and threats. o The context where he/she lives and act on. 		
Competences		
<ul style="list-style-type: none"> - To be able to establish a procedure to make the NEET to get to know 		

<p>him/herself in order to identity his/her competences.</p> <ul style="list-style-type: none"> - To be able to stablish a plan taking in account the competences and the interest that one has, according to the opportunities in the context.
Course of the learning unit
<p>Description of the contents of the LU:</p> <ul style="list-style-type: none"> - Life history. <ul style="list-style-type: none"> o Formal, non-formal and informal learning. o Work experiences. o Leisure experiences. o ... - Fundaments of motivation and empowerment. - Group dynamics.
Didactic methods
<ul style="list-style-type: none"> - Team working. - Online learning.
Didactic tools for trainers
<ul style="list-style-type: none"> - PC - Online access - Slides - Material of monitoring

Didactic tools for learners

- PC
- Online access
- Slides
- Material that the professionals could considerer. Guidance and Training Model for trainers leading training for socio-educational professionals working with NEET'S
 - o Tool 2.1 - the trick questionnaire
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 - o Tool 2.6 - listening to count
 - o Tool 2.7 - the story from different points of view
 - o Tool 2.8 - the monster game (on power)
 - o Tool 2.9 - film sequence on the educational relationship and / or management of the interview
 - o Tool 2.10 - self-reflexive sheet on motivation
 - o The emotional literacy
 - o Tool 2.11 - emotion: stay next
 - o Tool 2.12 - the complaint exercise
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 - o Tool 2.15 - the representation of the generations through music and the graphic
 - o Tool 2.16 - the sculpture on adolescence
 - o Tool 2.17 - resource walk
 - o Tool 2.18 - talent exchange market
 - o Tool 2.19 - check your good memories
 - o Tool 2.20 - my story
 - o Tool 2.21 - start to be active!
- Material that the professionals considerer

Needed material

- Spaces that help to teamwork and reflection

Assessment of learning outcomes
<p>Procedures and criteria for assessment of these learning outcomes.</p> <p>We will evaluate if the student is able to:</p> <ul style="list-style-type: none"> - Make NEET to know their competences. - Make NEET to know their interests. - Make NEET to stablish objectives and a plan to reach these objectives.
Mastery indicators of Learning outcomes or skills or competences or ... acquired
<p>Procedures and criteria for assessment of these learning outcomes.</p> <ul style="list-style-type: none"> o We will evaluate if the student has the knowledge, skills and competences that are explained before.
Bibliography
<ul style="list-style-type: none"> - Each country can use different materials adapt to the needs

Sessions, goals, activities and time.

Table 8 Sessions, goals, activities and time: Motivational and empowerment competences.

	GOALS	TRAINING TYPE	TIME
S E S S I O N S	1 To know the motivation and demotivation factors related with professionals and NEETs. To share experiences.	Presential, group activities	6
	2 To acquire and experiments motivation technics for self-motivation.	Presential, group activities	6
	3 To acquire and experiments motivation technics for motivate NEETs.	Presential, group activities	6
	4 To reflex about motivation.	Individual, online	2
	5 To know the fundamentals and indicators of a empowered person. Share experiences.	Presential, group activities	6
	6 To learn how to use tools or different resources to empower others. To experiments the tools regarding with empowerment with others.	Presential, group activities	6

GOALS		TRAINING TYPE	TIME
7	To reflex about empowerment.	Individual, online	2
TOTAL HOURS			34

AREA 3: Competences for management of change.

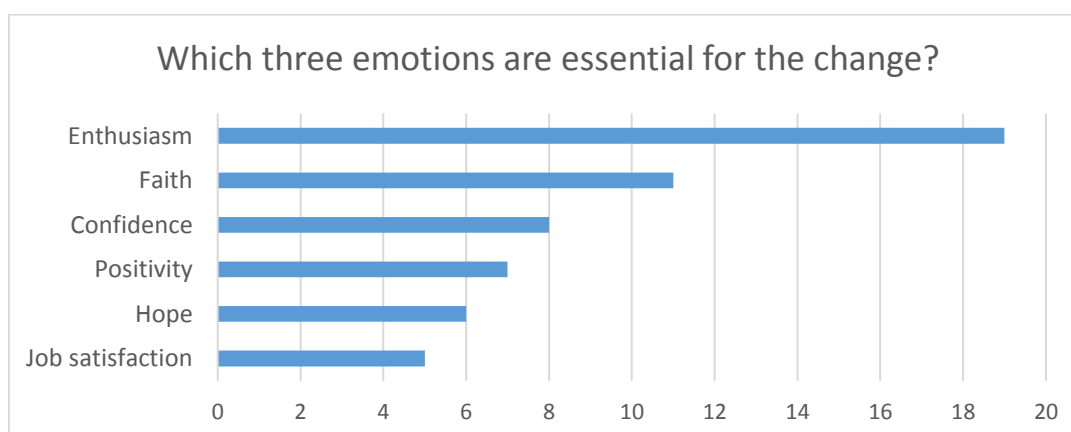
Feedback of the PEER REVIEW from the SURVEY.

Which three emotions are essential for the change?

The professionals consider that there are some emotions more important than others when we want to change.

They identify as the most important have an enthusiasm and positive attitude, also are it is important to have confidence faith and hope, as we can see in the next graphic.

Graphic 18 what three emotions are essential for the change?



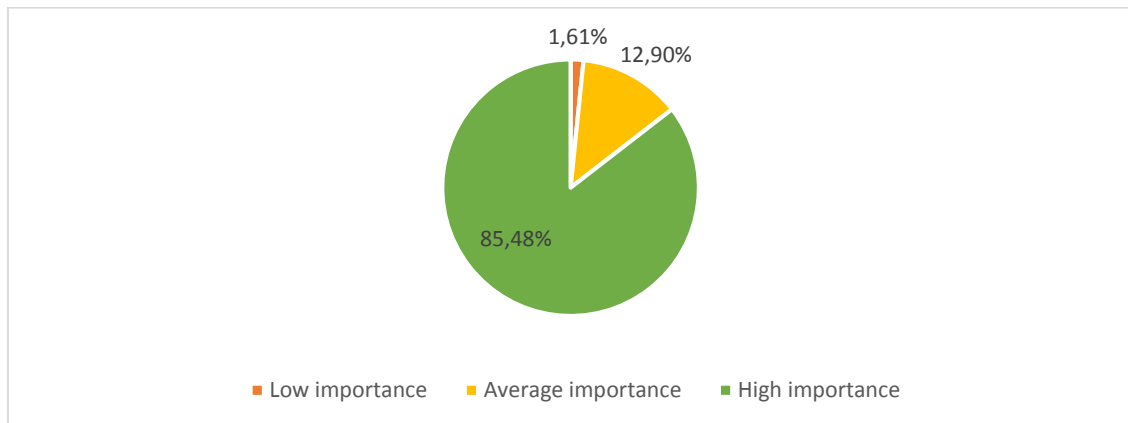
Evaluate every item from 1 (low) to 5 (high) depending on their importance for developing the learning to learn competence.

According to the guide and training model, it was considered that the learning to learn competence is related with:

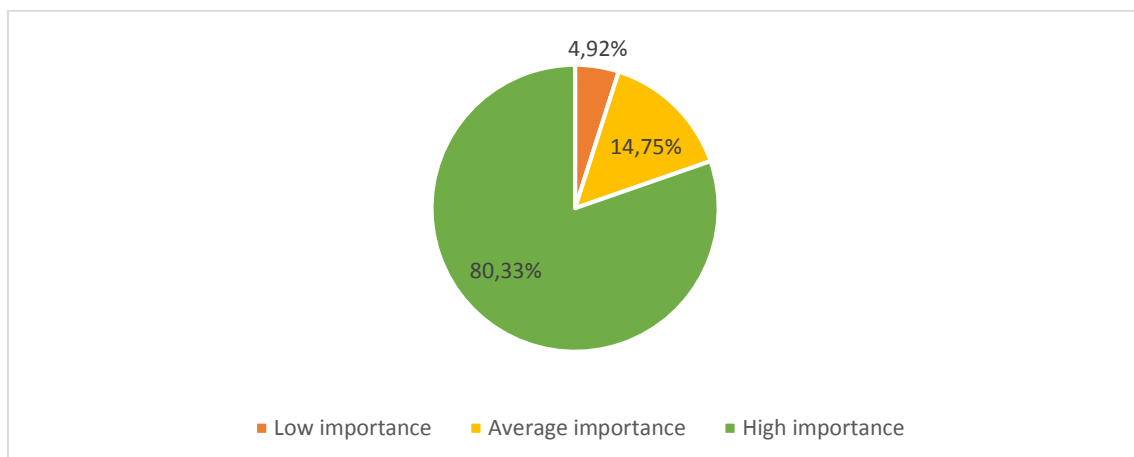
- Updating the knowledge constantly
- Adapting the recent data to each individual situation
- Adapting to any context by using the available resources
- Handling challenges: Adapting to changes
- Handling challenges: Confronting pressure
- Handling challenges: Learning from mistakes

In the next graphics, you can see how important they are considered.

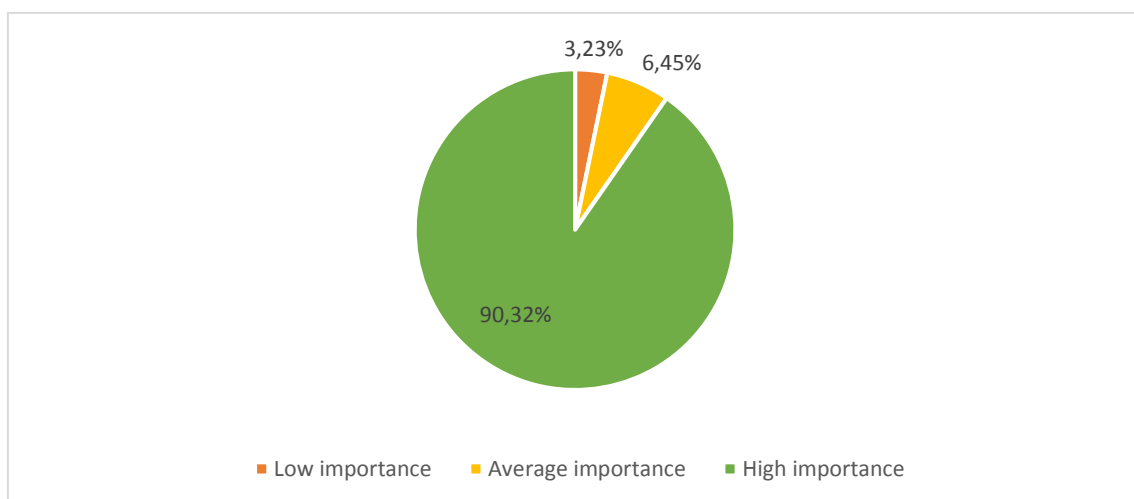
Graphic 19 Updating the knowledge constantly



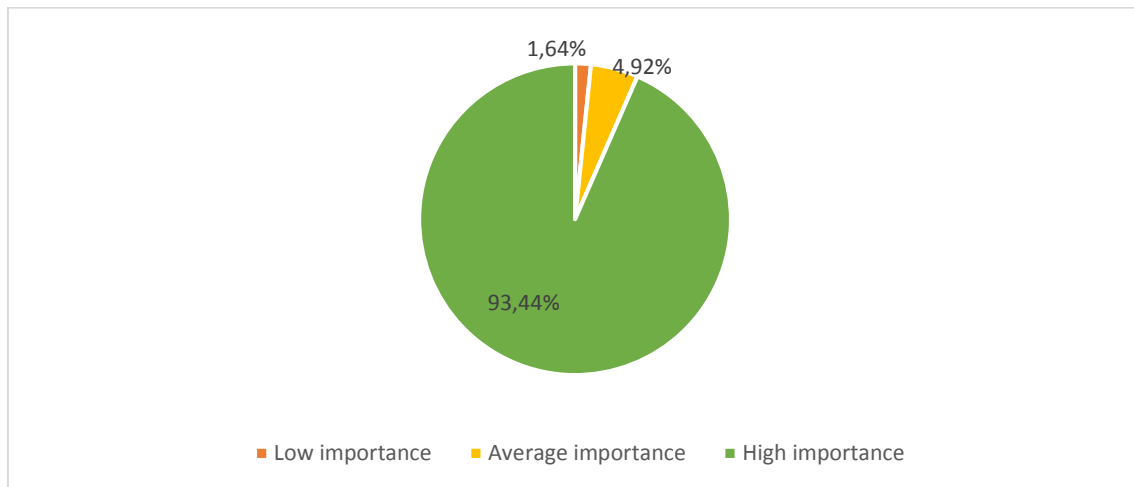
Graphic 20. Adapting the recent data to each individual situation (surveys, training, work...)



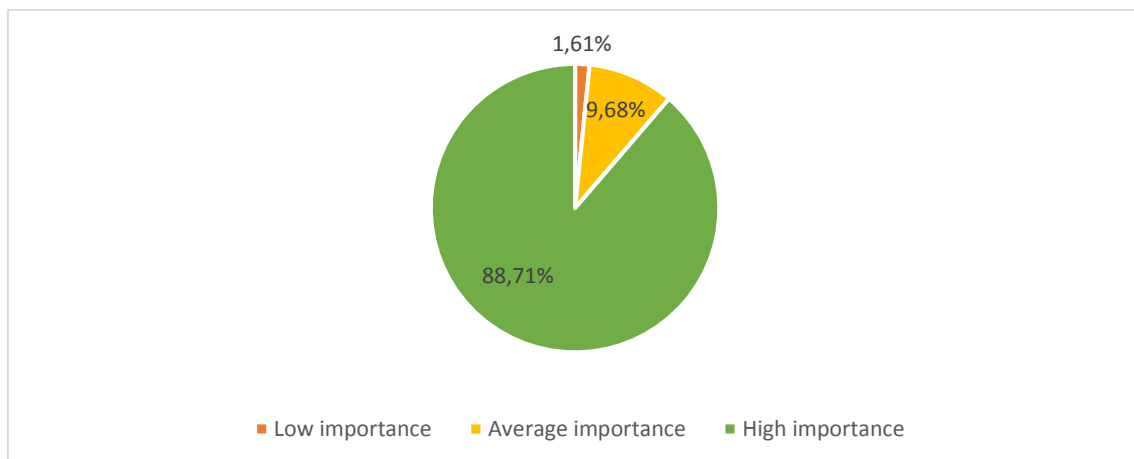
Graphic 21. Adapting to any context by using the available resources



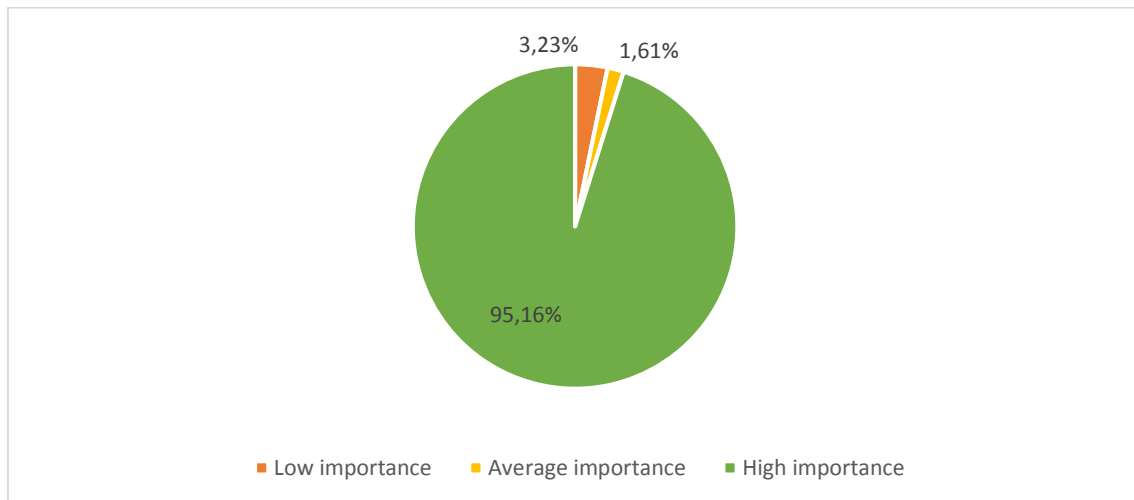
Graphic 22. Handling challenges: Adapting to changes



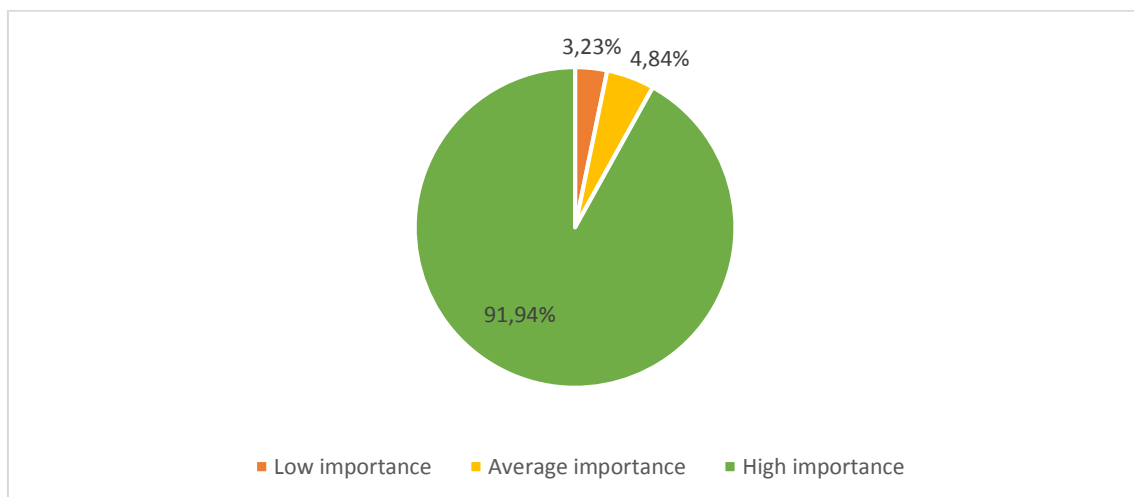
Graphic 23. Handling challenges: Confronting pressure



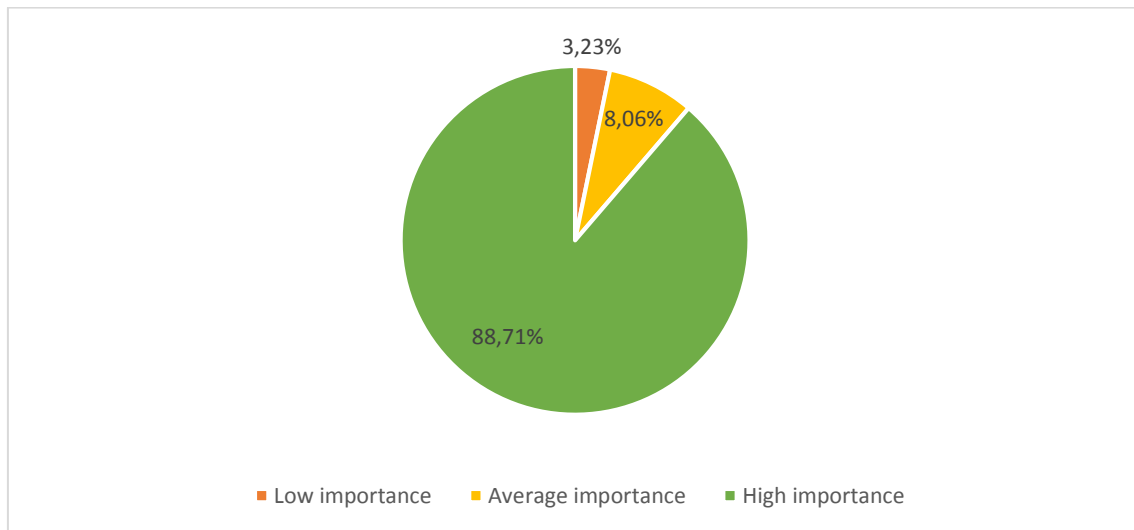
Graphic 24. Handling challenges: Learning from mistakes



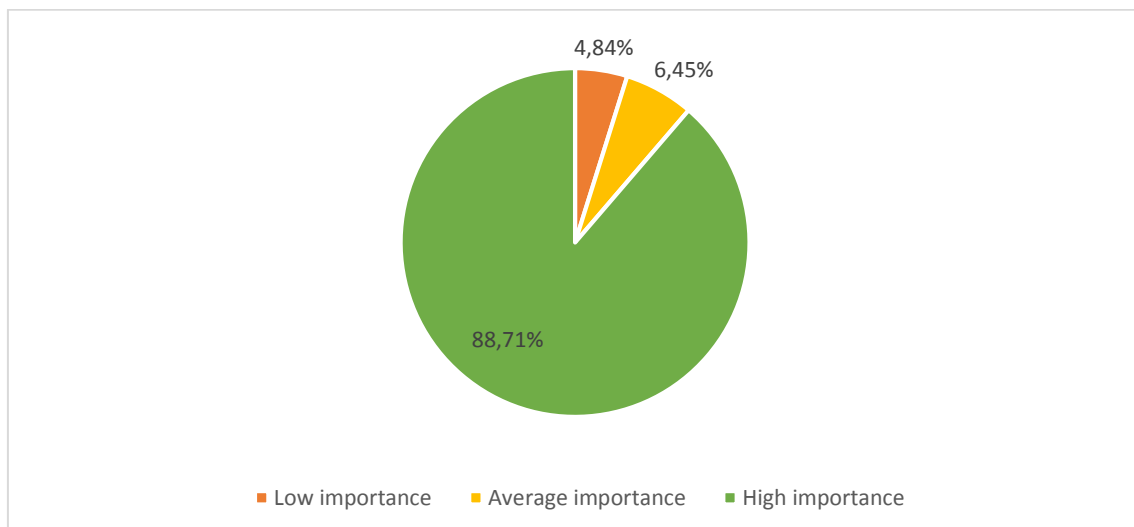
Graphic 25. Handling challenges: Managing frustration



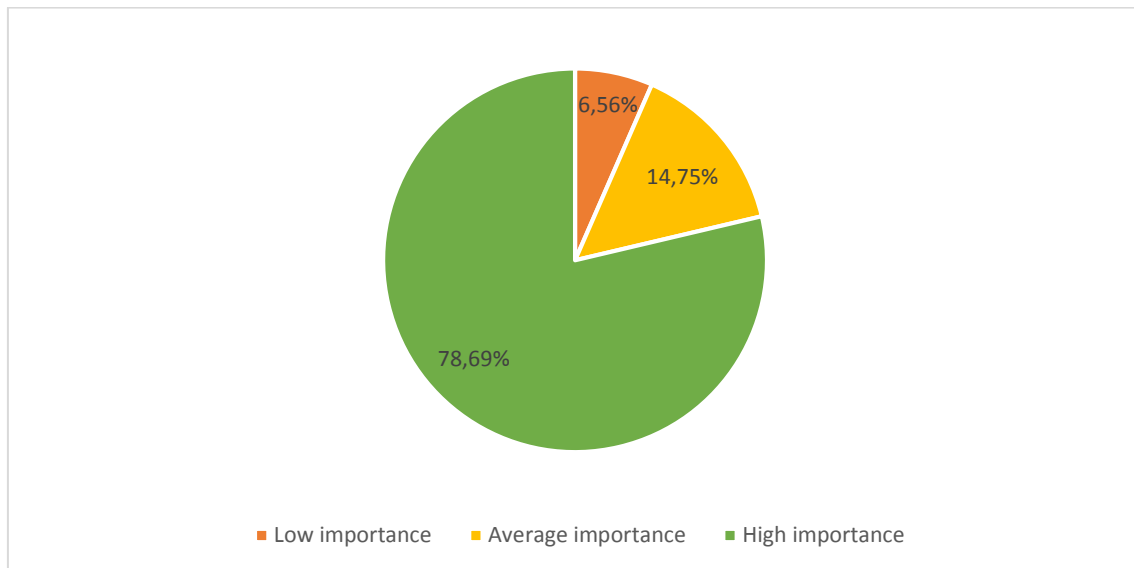
Graphic 26. Analyzing the problem, identifying risks, being precautions, and designing strategies



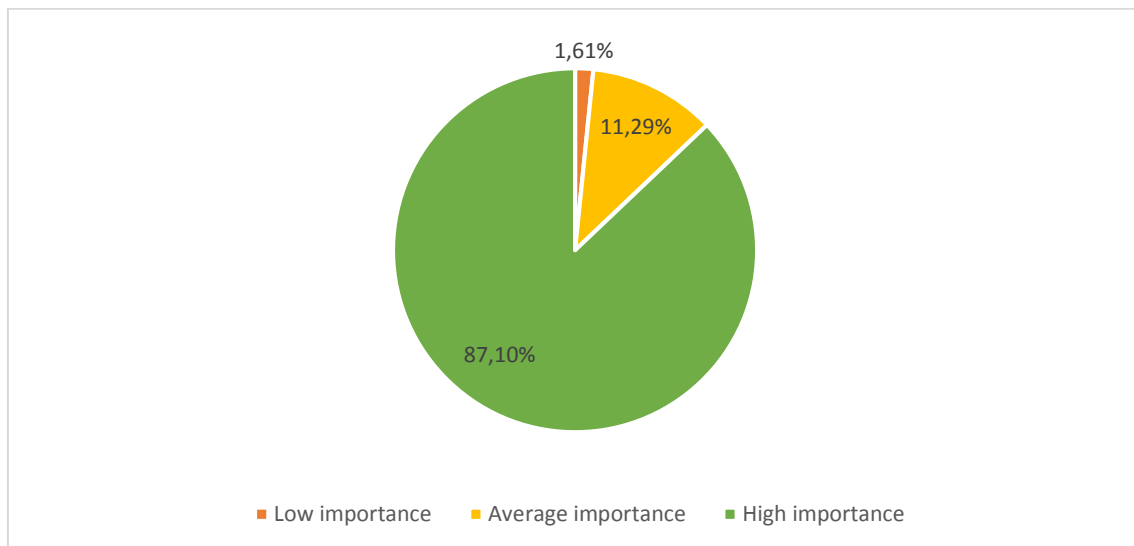
Graphic 27. Critical thinking, and constructive criticism



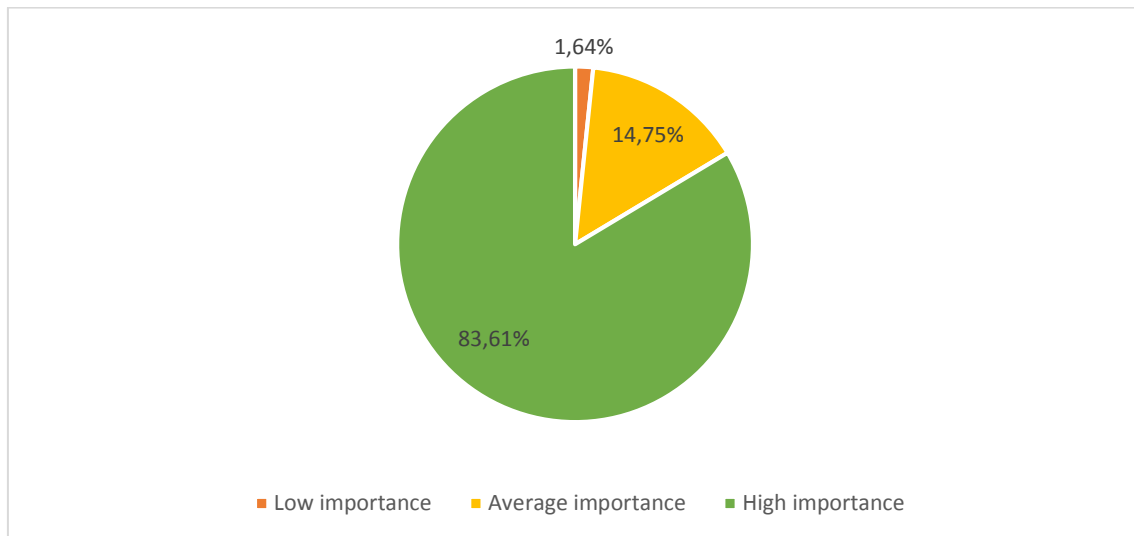
Graphic 28. Monitoring the process and making chronological sequence



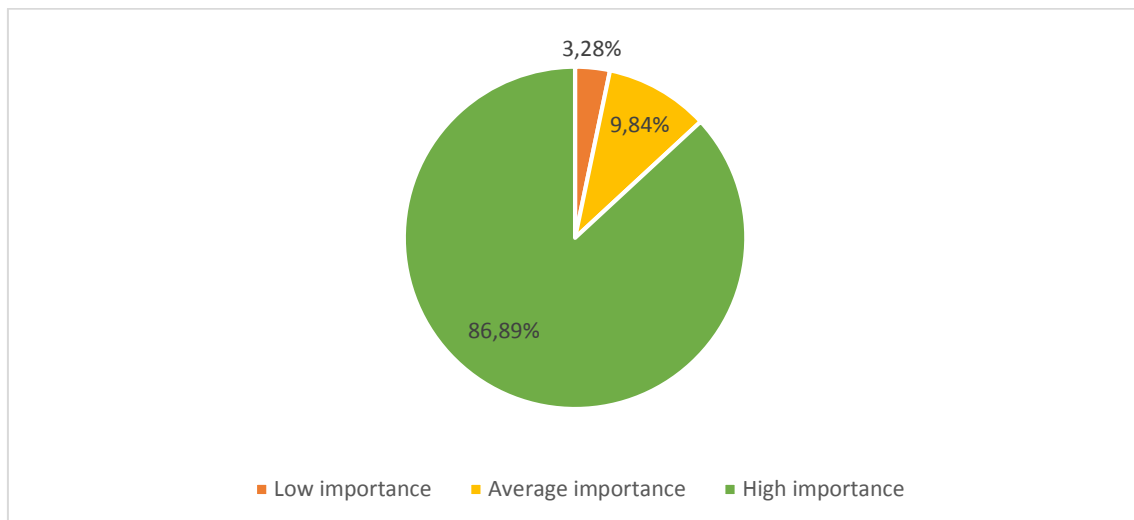
Graphic 29 Reaching conclusions



Graphic 30 Coordinating activities



Graphic 31 Solving problems



Into which topic would you like to go more deeply to make the NEET confront the change?

The professionals want to go deeper in emotional and personals development, such as control of stress situations, activation of consciousness, enhancing personal resources, self-confidence, emotional intelligence, resilience, values or autonomy.

Also it is important for them to learn about things that will help the future of the NEET such as, developing of strategies, challenges, finding alternatives, learning programs, leisure activities, or change factors.

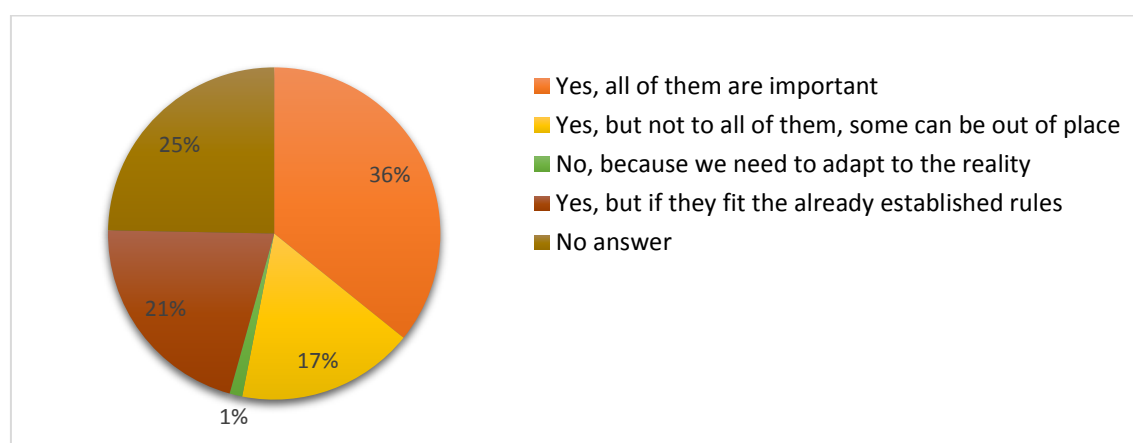
Do we need to take into account every suggestion the NEET makes?

There are not agreement in this questions, but we see that most of the professional that answered (74%) say that YES, we have to considered all of the suggestions the NEET make.

The difference is that some of them say that all the suggestion are important, other say that some of the suggestion can be out of place and others say that only the ones that follow the stablished rules.

The next graphic show the percent of each one:

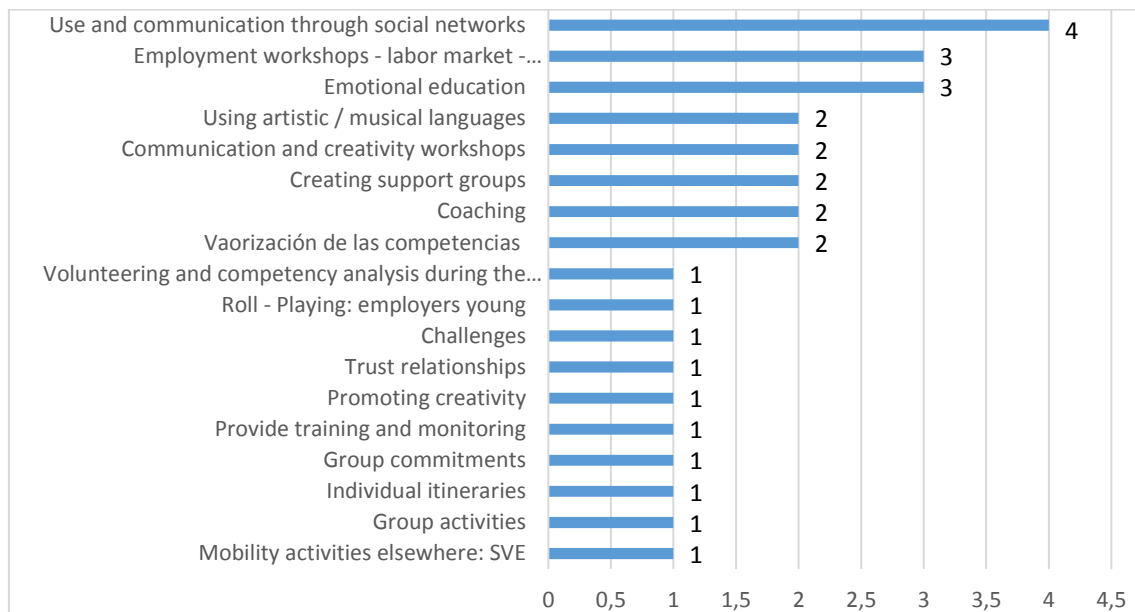
Graphic 32 Do we need to take into account every suggestion the NEET makes?



Write some innovation developed in your group with this collective

The next graphic collect all of the innovative suggestions the professional give to us. We can see that all of them are related with the three areas we are developing.

Graphic 33 Innovation developed in your work with this collective.



Into which topic would you like to go more deeply to make the NEET confront the change?

The professionals want to go deeper in emotional and personals development, such as control of stress situations, activation of consciousness, enhancing personal resources, self-confidence, emotional intelligence, resilience, values or autonomy.

Also it is important for them to learn about things that will help the future of the NEET such as, developing of strategies, challenges, finding alternatives, learning programs, leisure activities, or change factors

Feedback of the PEER REVIEW from the OPEN AUDITS.

- The professional has to know the context and environment in which NEET is moving
- Work from the beginning from the base to promote good management of emotions
- Create a bond of trust with young people so they do not see the professional as the enemy but as an aid to be able to go if need help.
- It is very beneficial for young that the professionals give opinions or propose the alternatives; do not impose them the solution.
- For a good change management it is necessary to manage time, through:
 - o Weekly planings
 - o List of task
 - o Establish phases
 - o Contol the goal and write the reassons
- The patterned activities are not very good because ideally be the last choice the young.
- For better change management, is important to tap the resources that are available and enhance the qualities and abilities of young people.
- It is important the concept of “deconstruction” of negative representations associated with stereotypes like the "toxidependentes" the "gypsies", "marginal", etc
- deepening of the specific context of each young person who accumulates negative social and personal situations in relation to training activities.
- Consider the motivational Paulo Freire influencing strong relationships with active citizenship and encouraging transformative education initiatives and support social change.
- To feel worthy of trust does mean warn suitable in an attempt to do, dream, experience, reach new fittings and significant turning point intersections.
- The NEETs (or ex-NEETs) express that to manage change the perseverance is very important, also for other processes.

- Entrust with confidence to the person who had pushed them to initiate change (in their projects, aspirations, desires, in their dreams...) is essential.
- The personal resources / competences that have helped in a situation of change that NEETs qualify that important are:
 - To put ideas into action
 - To know how to ask for help
 - Insight
 - To grow
 - Esteem
 - Look for motivation
 - Reception without prejudice
 - Others (learn about tools, define the needs, to project...).

Module 1: meta competence for the change.

Table 9. Meta competence for change.

LEARNING UNIT n° 1: Name of the learning unit: competences for management of change.		Duration: 20 hours
Module 1: meta competence for change.		
Knowledge		
<ul style="list-style-type: none"> - To know that emotions are important for the change: <ul style="list-style-type: none"> o Happiness. o Faith. o Confidence. o Positivity. o Hope. o Job satisfaction. o Enthusiasm. o Others (commitment, fears, tranquility, curiosity stress...) - To know how to improve the learn to learn competence. - To know the procedure to establish and follow a plan. 		
Skills		
<ul style="list-style-type: none"> - To make a NEET establish a plan for action with have: to have to know how to make the NEET to do this plan by him/herself. The operator only have to act as a guide. <ul style="list-style-type: none"> o To set goals that the NEET really want, considering its competences and potential and the social reality; o To devise strategy; o To prioritize actions; o To manage the time. - Analyze the problem: explore context of problem, examine causes of problem, identify stakeholders involved in problem. - Take action to solve the problem: Implement strategy, coordinate actions, multi task, evaluate success, troubleshoot. - Handle challenges: Manage frustration, cope with pressure, deal with uncertainty, learn from mistakes, adapt to changes, build on experience. - To propose alternatives without impose mandatory. - To show like a person in who a NEET can trust. - To develop in the NEET resources that help in a situation of change: <ul style="list-style-type: none"> o To put ideas into action o To know how to ask for help o Insight 		

<ul style="list-style-type: none"> ○ To grow ○ Esteem ○ Look for motivation ○ Reception without prejudice ○ Others (learn about tools, define the needs, to project...).
Competence
<ul style="list-style-type: none"> - To accompany NEETs, leaving them to make their own decisions and helping them to make a plan with objectives and tasks to reach them. - To guide the NEETs, helping them to manage their emotions, avoiding stress and frustration.
Course of the learning unit
Description of the contents of the LU: <ul style="list-style-type: none"> - Proactive attitudes for the change. - Essentials emotions for the change. - Communication techniques with NEETs
Didactic methods
<ul style="list-style-type: none"> - Team working. - Online learning.
Didactic tools for trainers
<ul style="list-style-type: none"> - PC - Online access - Slides - Material of monitoring

Didactic tools for learners
<ul style="list-style-type: none"> - PC - Online access - Slides - Material that the professionals could considerer. Guidance and Training Model for trainers leading training for socio-educational professionals working with NEET'S <ul style="list-style-type: none"> o Tool 3.1 - the change gym. o Tool 3.2 - develop curiosity: what's new? o Tool 3.3 - develop the senses / develop creativity. o Tool 3.4 - multisensory description. o Tool 3.5 - technique 6-3-5 or brain writing. o Tool 3.6 - improvisation. - Tools for learning how to <ul style="list-style-type: none"> o Plan weekly planning. o Make a list of task. o Establish phases. o Control the goal and write the reasons. - Material that the professionals considerer
Needed material
<ul style="list-style-type: none"> - Spaces that help to teamwork and reflection
Assessment of learning outcomes
<p>Procedures and criteria for assessment of these learning outcomes.</p> <p>We will evaluate if the student is able to:</p> <ul style="list-style-type: none"> - To accompany NEETs, to take decisions by him/herself - To guide NEETs, helping them to manage their emotions, avoiding stress and frustration.
Mastery indicators of Learning outcomes or skills or competences or ... acquired
<p>Procedures and criteria for assessment of these learning outcomes.</p> <ul style="list-style-type: none"> - We will evaluate if the student has the knowledge, skills and competences that are explained before.
Bibliography
<ul style="list-style-type: none"> - Each country can use different materials adapt to the needs

Module 2: creativity and innovation.

Table 10. Creativity and innovation.

LEARNING UNIT n° 1: Name of the learning unit: competences for management of change.		Duration: 14 hours
Module 2: Creativity and innovation.		
Knowledge		
<ul style="list-style-type: none"> - To know that we can solve a problem with different solutions. - To know good and new practices that have been used to help NEETs in other context. - To know new methods that professionals use to with young people. 		
Skills		
<ul style="list-style-type: none"> - Generate new ideas: <ul style="list-style-type: none"> o Anticipate needs. o Experiment. o Show originality. o Recognize opportunity. o Visualize completed work. - Turn ideas into action: <ul style="list-style-type: none"> o Create implementation strategy. o Adapt implementation strategy. o Produce original work. - To face a problem with original solutions. - To change the point of view according to a new context or situation being flexible and open mind. - To take into account the NEETs ideas, decisions, suggestions although they are different or alternative 		
Competences		
<ul style="list-style-type: none"> - To plan an intervention in which we want to solve a problem o situation apply different and alternative solution, that maybe are not the conventional methods. - To be willing to update their competences continuously integrating new tools and methods in the daily work, so the NEET could have more opportunities. 		

Course of the learning unit
<p>Description of the contents of the LU:</p> <ul style="list-style-type: none"> - New methods. - New instruments. - Divergence thinking. - Different and multiply languages such as artistic, musical... - Good practices in this field.
Didactic methods
<ul style="list-style-type: none"> - Team working. - Online learning.
Didactic tools for trainers
<ul style="list-style-type: none"> - PC - Online access - Slides - Material of monitoring
Didactic tools for learners
<ul style="list-style-type: none"> - PC - Online access - Slides - Material that the professionals could considerer. Guidance and Training Model for trainers leading training for socio-educational professionals working with NEET'S <ul style="list-style-type: none"> o Tool 3.1 - the change gym. o Tool 3.2 - develop curiosity: what's new? o Tool 3.3 - develop the senses / develop creativity. o Tool 3.4 - multisensory description. o Tool 3.5 - technique 6-3-5 or brain writing. o Tool 3.6 - improvisation. - Material that the professionals considerer
Needed material
<ul style="list-style-type: none"> - Spaces that help to teamwork and reflection
Assessment of learning outcomes
<p>Procedures and criteria for assessment of these learning outcomes.</p> <p>We will evaluate if the student is able to:</p> <ul style="list-style-type: none"> - Set a plan an intervention for solving problems using alternative solutions. - Update their competences continuously integrating new tools and methods.

Mastery indicators of Learning outcomes or skills or competences or ... acquired
Procedures and criteria for assessment of these learning outcomes. We will evaluate if the student has the knowledge, skills and competences that are explained before.
Bibliography
- Each country can use different materials adapt to the needs

Sessions, goals, activities and time.

Table 11 Sessions, goals, activities and time: Competence for management of the change.

	GOALS	TRAINING TYPE	TIME
S E S S I O N S	1 To know the connection between emotions and change. To set a plan and its structure. To share experiences.	Presential, group activities such as discussions.	6
	2 To be able solve problems: - Analyze problems - Set a goal - Set a plan to reach the goal and solve the problem	Presential, group activities	6
	3 To know how to improve the intelligence emotional of the NEET (frustration, stress, success...) in order to Learning to learn	Presential, group activities throw dynamics and tools	6
	4 To reflex about meta competence for change.	Individual, online	2
	5 Share experiences: good and innovate practices.	Presential, group activities	6
	6 To solve problems in a creativity way (new ideas, original solutions...)	Presential/online, group activities	6
	7 To reflex about creativity and innovation.	Individual, online	2
TOTAL			34

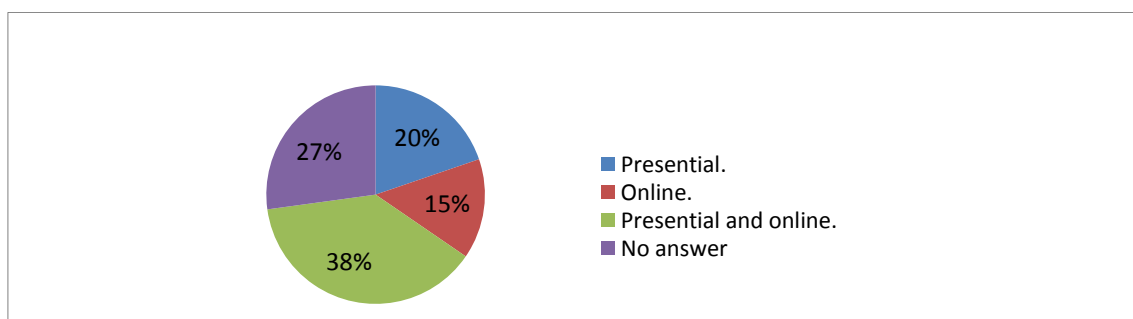
General suggestions.

Suggestions of the PEER REVIEW from the SURVEY: Other questions.

Which method do you think would be the most appropriate to develop this Learning Unit?

The professionals have responded that the best option to implement this Learning Unit is to combine two methods: presential and online. The number of professionals that prefer this combination is the double that who prefer one of the options.

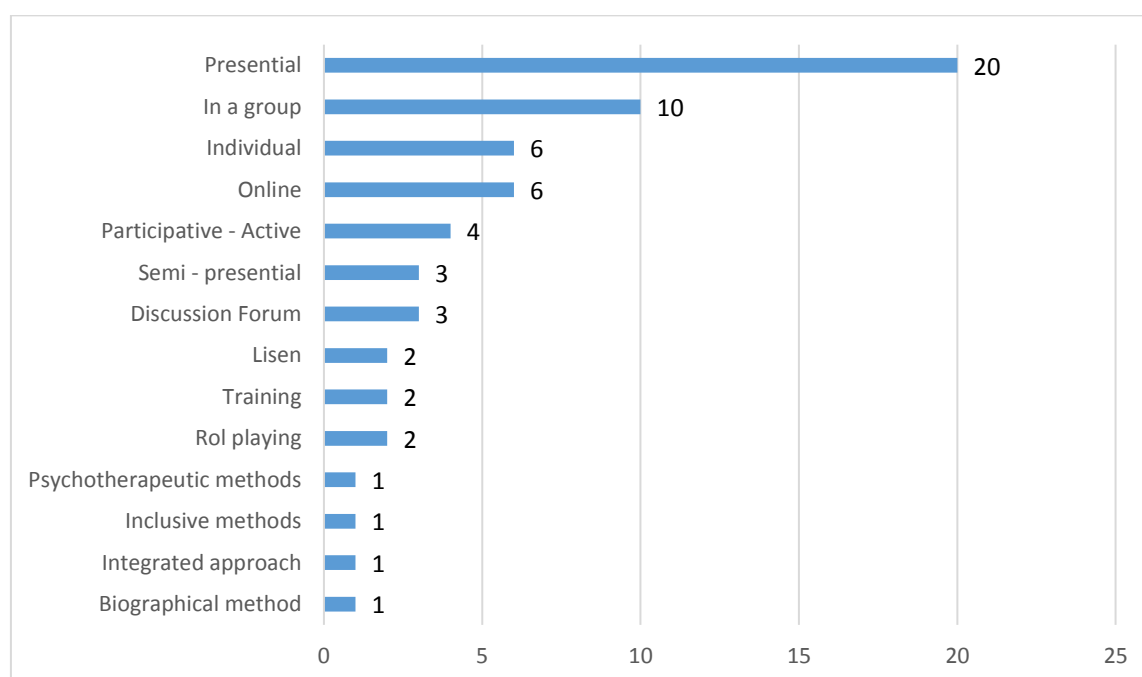
Graphic 34. Which method do you prefer to work with this Learning Unit?



Which method do you think would be the most appropriate to work with the NEETS?

Related with this question, the most important conclusion is that for working with NEETs is necessary to work in person. Between the options to work in a group or individual, the professionals prefer to work in a group. Moreover, they highlight other important aspects such as that the dynamic will be participative and active or the possibility to use the online method.

Graphic 35. Which method do you think would be the most appropriate to work with the NEETS?

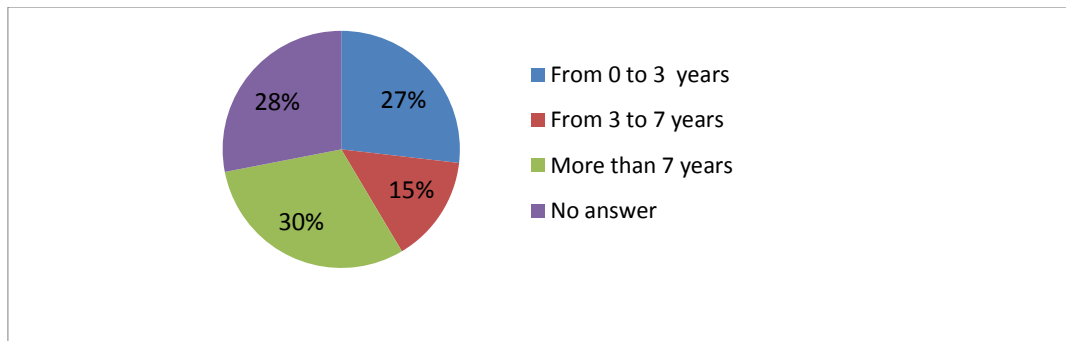


Characteristics of the interviewed.

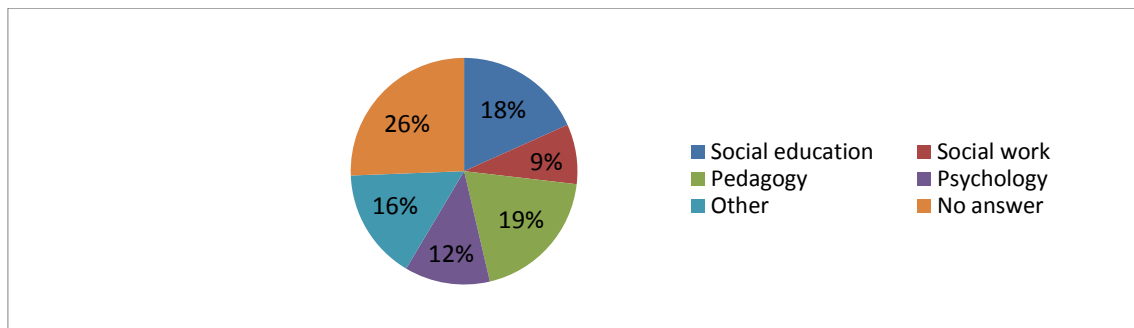
The results of these questions show us that the participants have different years of experience. The professionals with more experience have participated in greater number. This is positive for the results of this report because we have more opinions from more experiences.

Regarding to the training of professionals, we find professionals from different fields as we can see in the graphic 39.

Graphic 36 How long have you been working in this field/sector?



Graphic 37. What kind of training have you gotten?



Suggestion of the OPEN AUDIT.

During the open audit every country collect comments and suggestions that can be transversal and considered out of the areas that Comwork stablish.

The suggestions are:

- It is needed to work together with NEETs.
- The professional team should be multidisciplinary.
- To follow a plan and reach the goal it is needed to set smalls objectives. And objectives that can be archived for the NEET.
- To work in group and in individual way.
- We have to take into account that there are a lack of cooperation between institutions: there is no traceable information what is happening with the NEET after his / her registration in the labor market offices.
- The personal attitude of the professional is a cornerstone - if he/she will be engaged and devoted to his/her work.
- What motivates professionals is to see how young people are reaching the goals, always considering their needs
- If youngsters find a job or start training, the professionals will motivate and will continue helping others.
- To create a bond of trust with young people so they do not see the professional as the enemy but as an aid to be able to go if he/she needs help.
- It is important the concept of “deconstruction” of negative representations associated with stereotypes like the "toxidependentes" the "gypsies", "marginal", etc
- Deepening of the specific context of each young person who accumulates negative social and personal situations in relation to training activities.
- Consider the motivational Paulo Freire influencing strong relationships with active citizenship and encouraging transformative education initiatives and support social change.
- The promotion of volunteering as a way for young to develop skills before becoming NEETs.
- Is necessary to do sustainability of the programs;
- There are not enough trainings to work with NEETs. Neither dissemination about the existing opportunities and services.

- The young people do not have real perspective about the opportunities that they have and what is the situation at the labor market - preferred occupations, valued skills and competences.
- Most of the services are targeting at adults (18+) and the chance NEETs between 16-18 years old to be involved in programs are few.

comWork



Exchanging practices to recognize and validate competences of social and educational professionals.



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