

# comWork



Erasmus+

**Recognize and validate  
competences of social and  
educational professionals:  
theoretical framework and  
learning units**



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



[www.comworkproject.org](http://www.comworkproject.org)



ComWork-Erasmus

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## **COMWORK.**

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## **In the project, partners are:**

### **Italy**

**University Roma Tre, Department of Education  
Lazio Region, Department for training, research and  
innovation, school, university, right to education  
People s.r.l., Rome  
Associazione Il Laboratorio, Rome**

### **Bulgaria**

**Drujestvo Znanie, Sofia**

### **Spain:**

**University of Valladolid, Valladolid**

### **Portugal:**

**Caixa de Mitos, Lisbon**

Introduction .....	5
The project .....	5
<b>1. Theoretical framework.....</b>	<b>9</b>
Introduction .....	9
NEET: a status difficult to define.....	9
NEET: from dissipation towards enhancement of competences.....	16
The concept of competence .....	19
The learning results validation in the EU documents .....	21
European instruments for mobility and transparency of human capital .....	22
<b>2. A comparative analysis to exchange practices, to recognize and validate competences of social and educational professionals.....</b>	<b>26</b>
Introduction .....	26
A collective discussion.....	28
A complex target: NEET and/or NET?.....	30
About numbers and their tender shell .....	37
Rising unemployment .....	37
Over high rate of unemployment and the difficulty to get in to the labour market.....	40
Young NEET in numbers .....	42
The discouraged .....	45
Competences of socio educational operators and training scenarios .....	47
Competences model for professionals.....	49
Strategic skills of socio-educational operators, vocational guidance counsellors and NEETs.....	52
<b>3. The guidance and training model.....</b>	<b>53</b>
Introduction .....	53
Objectives and contents of the model .....	54
Training objectives .....	54
Identification of the trainees.....	56
Methodological approach .....	57
The areas of strategic competences.....	60
Area of the collective competences of a team and a network .....	61
Area of motivational and empowerment competences .....	67
Area of planning and change management competences.....	77
Methodological note and the summary of the Learning Units .....	85

<b>4. Guidelines for trainers.....</b>	<b>86</b>
Training recipients .....	86
Training needs analysis and reading of incoming skills and reference frames.....	87
Educational objectives .....	88
Training methodology.....	89
Type of classroom tools and their use.....	91
"Reflective" Tools .....	91
Role playing, case studies, classroom games tools .....	92
The game of roles (role playing).....	93
Cases study.....	94
The work in sub-groups (to apply into different situations) .....	95
Games's Classroom .....	95
Methodologies in the classroom that use video and cinema .....	96
Training path phases management and overall time. Opening, closing and interim evaluation. ....	97
Training needs analysis and overall time .....	97
Path and lesson opening .....	97
Path and lesson closing .....	98
Training interim evaluation .....	99
Feedback collection, learning and satisfaction evaluation .....	99
Evaluation phases and its reflexive nature.....	99
What evaluate .....	100
How evaluate .....	100
Constant Feedback tools in classroom.....	101
<b>5. The learning units .....</b>	<b>103</b>
Introduction .....	103
The contribution of the open audits and the peer review .....	106
Learning unit 1. Collective competence of a team and a network .....	108
Received feedbacks .....	108
Module 1. Collective competences of a team (équipe) .....	110
Module 2. Collective competences of a network.....	114
Sessions, goals, activities and time .....	117
Learning unit 2. Motivation and empowerment competences.....	118
Received feedbacks .....	118

Module 1. Motivation .....	122
Module 2. Empowerment .....	126
Sessions, goals, activities and time. ....	129
<b>Learning unit 3. Planning and change management competences .....</b>	<b>131</b>
Received feedbacks .....	131
Module 1. Meta competence for the change .....	133
Module 2. Creativity and innovation.....	136
Sessions, goals, activities and time. ....	139
<b>General suggestions.....</b>	<b>140</b>
<b><i>Conclusive reflections .....</i></b>	<b><i>142</i></b>
<b><i>Bibliography.....</i></b>	<b><i>145</i></b>

## Introduction

### The project

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CoMWork is a participatory research project that aims to contribute to innovation progress in the domain of practices promoting social welfare, especially in the domain of NEET (A young person Not in Education, Employment, or Training").

The term NEET is used to describe young people who are not engaged in any form of employment, education or training. In recent years, the term has come into the policy debate due to disproportionate impact of recession for young people (under 30 years old). The unemployment rate for this population segment is nearly doubles that of the average rate.

The research focuses are all extremely charged with meaning and equally indispensable for each other:

- acquired competences in informal and non-formal contexts by social professionals who carry out their professional activities in social and education fields;
- Today, the NEET population is one of the main beneficiaries of the European community resources and, in this research, the recipients also of professional services;
- training and competence recognition and validation system, in European terms, to ensure transparency and mobility to people.

These focuses of research will be object of analysis to achieve the main objective of the project that is to build the Learning Unit.

In each country (Italy, Spain, Portugal and Bulgaria), partners analyse needs and practices in the training of professionals working with NEETS (Not in Education, Employment or Training).

Social and educational workers are key figures for many inclusion and employability policies success, with particular attention to those who are engaged in services dealing with NEET.

CoMWork aims to:

- disseminate the application of competence analysis model in social work field;
- share the model with policy makers and companies;
- promote the use of European tools to recognize competences;
- develop a guidance and training model to recognize and validate competences of social and educational professionals;
- produce learning units for informal and non-formal competences of socio-educational professionals dealing with NEETs.

In the project, partners are:

- Italy: University Roma Tre, Department of Education; the Lazio Region; People and Il laboratorio.
- Spain: University of Valladolid.
- Bulgaria: Znanie Association.
- Portugal: Caixa de Mitos.

The presence of universities along with associations, which work daily with young people and socio-educational professionals, has been crucial to better understand who is involved in it and the difficulties in sharing empowerment paths.

The main outputs of the project are:

- a comparative report on strategic informal and non-formal competences of social and educational professionals;
- a guidance and training model;
- guidelines for trainers;
- three learning units.

In the first stage of the research, data were collected in the countries involved in the project.

Every partner organised focus group and interviews to gather information from social operators and key individuals in the domain of socio educational services (users as well). The aim was to detect the main characteristics of NEET and to get a first picture of main competences needed to work with them, (strategic and complexes competences) and

to accompany them in order to improve their chances in the educational and training activities and in the labour market.

The result of this first stage was a comparative report and the construction of the model for guidance and training.

Definition and common definition, comparative work, competences debate, sharing methodology facing NEET condition were the basis to conceive a subject centred learning program, based on training activities, which involve young people, promote their participation in the society, and enhance their self-management capacity.

The three main areas of strategic competence are:

1. The collective competences of a team and a network;
2. The motivational and empowerment competences;
3. The planning and change management competences.

The first draft of learning unit was discussed by the international group and subsequently presented in the different countries.

An open audit and focus group were organised at a local level in order to verify its efficacy and to collect suggestions about the necessary competences detected from the socio-educational workers involved with NEET.

Peer review activity, based also on the evaluation of answers to a questionnaire, and distributed among social workers (experiences, biographies etc.).

Dissemination events like workshops.

The final version of the training model and the learning unit include the feedback given during the different activities in the different countries, as well.

The COMWORK group became more and more aware of the fact that it is very difficult to have a unique and definitive model.

Methods and tools have to keep their characteristic of flexibility in the sense that they should be a panel of suggestions, which can be combined in a different way in each concrete situation.

It is very important to stress it in the training of social workers so that they understand the spirit of the theoretical framework in order to use the tools very careful and open to the necessity of small or big transformation and adaptation to the contexts and to the people they have in front of them.

# 1.Theoretical framework

## Introduction

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The first phase of the project involves partners in a common definition of the theoretical framework; it aims to define the field, problematize the issues to share concepts and propose ideas within the working group of the CoMWork Project.

## NEET: a status difficult to define

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Today, one of the priorities of the Member States and the European Union, is to face the systemic crisis and renew the social and economic model, it is the fight against unemployment/inactivity in all its structural differences. The policies pursued by the European Union, to address the challenges posed by globalization and unemployment in the labour market of the European Union, are oriented to promote employment and training, considering their implementation not as an objective in itself but as a tool to ensure adequate social inclusion of citizens. In recent years, social inclusion is at risk also, but not only, because of a persistent economic crisis that caused increasing poverty in Europe and the consequent removal/estrangement from the benchmarks and the reduction targets set in the Europe 2020 strategy.

Youth unemployment is extremely high and various factors affect the structural possibility and the personal capability of young Europeans to access rights and achieve personal and professional autonomy. In order to address this issue, intervention programs have been conceived including not only the employment component, but also the endorsement/the support of capacity to develop their potential, throughout empowerment actions.

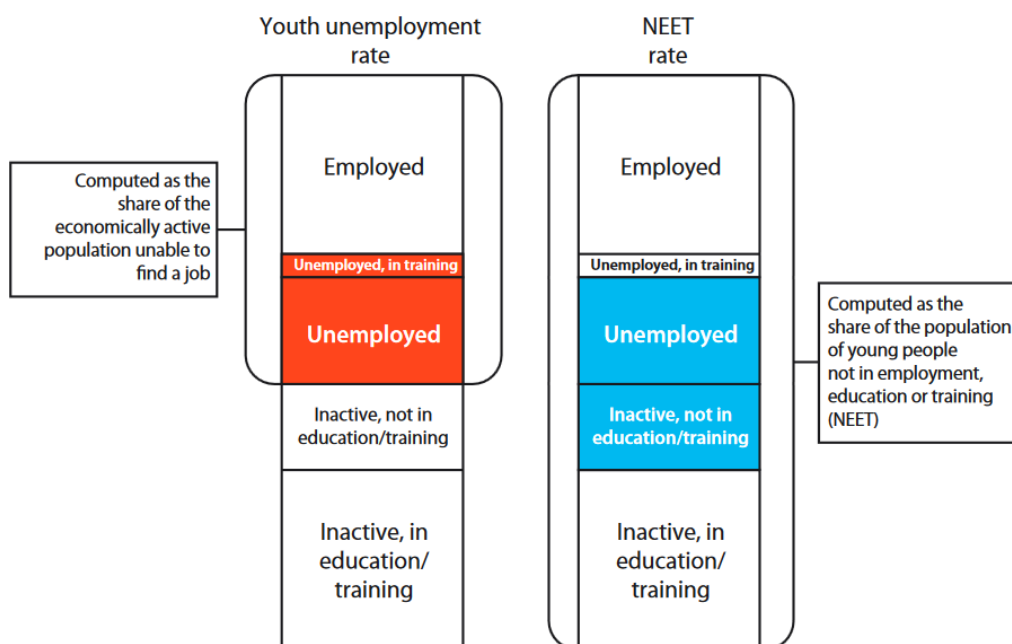
The phenomenon of NEET fits into this context, an acronym for "Not in Education, Employment or Training" or young people who do not participate or seek any path of training, education or work.

According to statistics, the phenomenon is acute, especially in recent years, and is located mainly in the segment of the population aged between 20 and 29 years, with some exceptions. The EU Report, Social Justice Index 2014 - a project that compares 28 European countries in terms of social justice (poverty prevention, right to education, and access to the labour market, social cohesion, health and intergenerational justice) - has shown that in Italy the NEET are 32% of young people, the highest percentage in Europe.

The NEET between 15 and 29 years grew by more than 5 percentage points between 2008 and 2012, rising from 19.2% to 24.6%. The major implementation was for men (7.1 points) rather than women (3.8 points). Within this macro definition, there are different realities, training and social conditions and professions. The starting point is that the NEET represent a collection of stories, each of which is a special case.

“The NEET rate is computed as the share of young people who are not in employment, education or training of the total population of young people. In this, it differs from the youth unemployment rate, which measures the share of young people who are unemployed among the population of young people who are economically active. For this reason, while in relative terms the youth unemployment rate is higher than the NEET rate, in absolute terms the overall number of NEETs is generally higher than the overall number of young unemployed people” (Eurofound, 2016, pg. 10). This is illustrated in Figure 1.

**Figure 1: Conceptual differences between youth unemployment rate and NEET rate**



Source: Eurofound, 2012.

It is difficult to give a uniform image.

It is difficult to give a uniform image. We might begin by saying they are young people that failed in their school or training experience, others who have completed master after master course tried to enter the world of university research but did not succeed. Some of them, having finished required education, are neither working nor attending vocational training, or work illegally and therefore are not economically "recognizable" and fall into the "category".

Some approaches insist especially about the necessity of prevention work against becoming NEET, already in school, trying to bridge very soon training with occupational possibilities.<sup>1</sup>

But NEET are also new graduates, who have immediately sought occupation and failing, have lost motivation and stopped trying; and finally there are graduates who have acquired competences that proved

<sup>1</sup> In this domain, the project "NEET prevention keeping student engaged at Key Stage 4 . Top tips for senior leaders" (National Foundation for Educational Research, 2014) is very interesting and seems to work in a very similar direction of our orientation. For more details: <https://www.nfer.ac.uk/publications/IMPE03/IMPE03.pdf>

insufficient for the demands of the job market; who fail to define a professional project.

Therefore, NEET may be unemployed or inactive, or both.

The NEET population is characterized from a great heterogeneity.

**Figure 2: The heterogeneity of the NEET population**

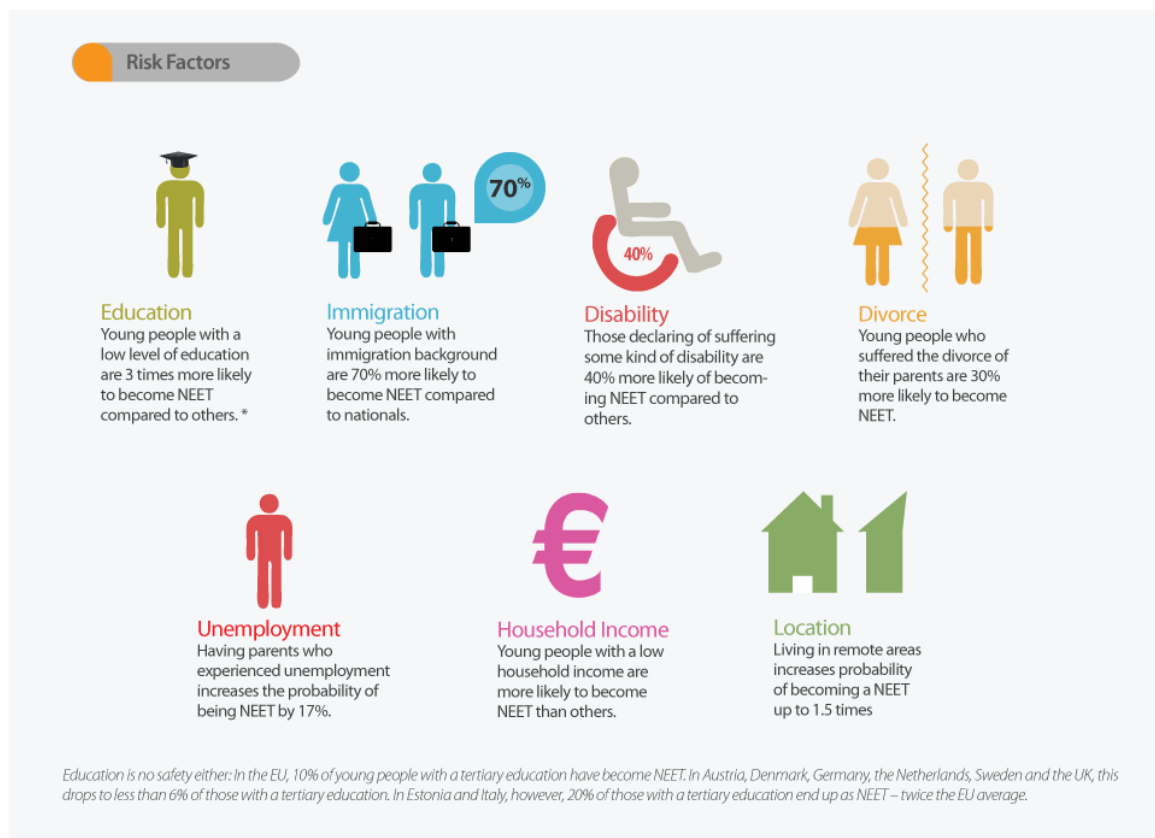


**Source: Eurofound, 2012.**

“It is important to highlight that the heterogeneity of the NEET population needs to be addressed when designing policies to re-engage NEETs with the labour market or with education. The different needs and characteristics of the various subgroups have to be taken into account, and the one-size-fits-all approach must be avoided. Only a tailored approach to tackling the needs of the different subgroups will effectively and successfully reintegrate NEETs” (Eurofound, 2016, pg. 25).

This heterogeneity is strictly connected with the risk factors:

**Figure 3: Factors increasing the probability of becoming NEET**



**Source: Eurofound, 2012.**

We decide to work especially about older NEET but we think it should be useful to keep in mind the concept of “temporary disconnection” adopted to describe the status of very young boys and girls to avoid the adoption of a static view on the whole NEET population.

At the same time, the definition NEET is frequently related to multiple negatives (not-not) and has to be replaced by statements pointing out NEEDS of connection instead static element of inappropriateness.

We believe that educational, social, political factors are relevant elements not only as a result of the economic crisis but also if they are very closely related. Youth unemployment and inactivity are both particularly worrisome, given their permanent effects on employability and future productivity of the people concerned. The current divergence of the youth unemployment rate is likely to fuel a difference even more pronounced, in the long run, of socio-economic fundamentals both in monetary union and in the EU.

Prolonged expulsion from the labour market or the educational system, and the intensification of the economic crisis, may result in:

- long term marginalization;
- early drop out of school (the rate of NEET and school dropout is positively correlated);
- low level of education and training;
- difficulties and low likelihood to be inserted fully and with the appropriate protections in the labour market.

Be "outside" school or the labour world can really strike at the root of a sense of belonging to the society in which you live. You are not exploited, underpaid, fired; you are just "out".

Human Capital identifies the material resources available to a society or a person, which include knowledge, education, information, technical capabilities acquired during life, or all resources that implement the capability to perform activities of transformation and creation aimed at achieving both social and economic goals and personal or collective goals. One of the main concerns at the centre of the EU policies is the huge loss of Human Capital, which is also economically reflected in billions of Euro wasted in inadequate training systems, deficient incentives for innovation policies, inefficient economic policy measures.

In 2014, the project started based on some data. At European level, the situation of young people was alarming in many Member States; Greece and Italy have high both the number and the trends; in Bulgaria, Ireland and Spain was rather the scale of the issue that concern, while in Cyprus, Luxembourg, Hungary, Portugal and Slovenia is the growing trend.

#### Young NEET (15-29 years) par sex in partner countries

Year 2012 (%)

Countries	Young NEET		
	Tote	Male	Female
Bulgaria	24.7	23.0	26.4
Italy	23.9	21.8	26.1
Spain	22.6	23.1	22.2
Portugal	15.9	15.7	16.0

Source: Re-elaborated version of ISTAT data 2013 analysing the 4 countries involved in CoMWork Project

In most European countries, the phenomenon involved women to greater degree (17.8 / 14.0% on average against the men) with particularly large gaps in the Czech Republic and Hungary. Within the statistical data, it is possible to identify some recurring events:

- high presence of women;
- high presence of inactive;
- high proportion of subjects with no work experience;
- high proportion of young people with a high degree;
- high presence of those discouraged in finding a job.

In this context, the Europe 2020 Strategy underlines the binomial youth-competences as a load-bearing axis to help exit from the crisis. In this strategy, themes are developed such as:

- learning competences;
- recognition of professional qualifications;
- European classification of capabilities, competences and professions (European Skills, Competences and Occupations - ESCO);
- identification, recording and validation of competences acquired outside the formal sector of education and training;
- European Skills Passport (eg. Europass and Youthpass) that will allow each one to record and present the lifelong acquired experiences.

One significant aim of the CoMWork project is this particular attention to the concept of competence that finally allows to break the rigidity of definitions.

The project invites people to look at the core of their experiences. Therefore, we managed to meet people (beneficiaries) who turn to services and people (professionals) who, in those services, should be able to propose feasible and replicable paths. Both have to rediscover the sense of planning and the power of choice; facing many questions that come and should come from the status of NEET.

Addressing the causes of NEET, there is a partial view, which emphasizes the individual responsibility, especially the inability of people to acquire specific qualifications; there is therefore a focus on qualifications and

guidance activities on the individuals; the contexts are not discussed and the opportunities (or lack thereof) are missing.

We need to consider more deeply the environment and the use of its potential. This can be critical when we observe professional competences: is the operator someone who circumscribes individual problems? On the other hand, can he/she challenge also the environment in which individual is present in the sense of co-responsibility for found solutions?

This combination with individual and environmental approach challenges for a more and more citizenship connection between all the actions and asks for a sustainable point of view in a large vision about individual and global development. That means we can mobilize many hidden or forgotten competences, as Freire (reference) suggests, and promote an inclusive entrepreneurship for young people during a supportive building process.

## NEET: from dissipation towards enhancement of competences

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To the national economic system, correspond an even more serious deficit in the field of school and training with widespread poverty and fragility of technical capacity, knowledge and basic competences within a highly polarized territorial situation especially for gender variable<sup>2</sup>.

In the language of narrative economy, we can say that this issues is related to deficit of human capital and capabilities as mentioned by Amartya Sen<sup>3</sup> - which are dangerously low compared with the others

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<sup>2</sup> *Cfr.* The data refers to the international survey OECD-PIAAC on adult competences in October 2013 by ISFOL.

<sup>3</sup> Beside Indian economist is important to remember the authoritative contribution of American philosopher Martha Nussbaum which borrows the capability approach by Sen integrating it with a neo-Aristotelian approach (Nussbaum, M.C., *Giustizia Sociale e Dignità*

European countries, and that this capital requires dynamic increased care in order to avoid the risk of its obsolescence. Take the perspective of somebody that requires, in fact, not as many competences structured in a rigid and functionalist sense, but recovering Sen, a dynamic process of capability: “a person’s capability” refers to the alternative combinations of functioning that are feasible for him/her to achieve. Capability is thus a kind of freedom; the substantive freedom to achieve alternative functioning combinations (or, less formally put, the freedom to achieve various lifestyle)” (Sen, 2000, p. 75)<sup>4</sup>.

According to the philosopher Marta Nussbaum (2011), “the capability approach” is an approach to a comparative evaluation of the quality of life, from which springs the theorization of a new social justice. Different sets of motivations allow this theoretical scheme to represent the sustainability and quality of development processes:

- the individual well-being is not considered neither a skill nor a static condition: it is a process in which it is crucial the availability of resources to which access is permitted;
- the equality consideration has been extended: it is an opportunity that resides in the space of life of individuals and societies;
- the relationship with a complex vision of development exceeds the economic size for basing on dimensions related to anthropological values (like feeling good, the development of potential, justice, and equality).

Another element that affects the quality of human capital, reducing the chances of access to the labour market, is the growing gap between the competences required by companies and those acquired by workers (*skills mismatch*), particularly by young workers. This phenomenon is due to several factors such as, for example, the mismatch between of fashioned training and new technologies, and frequent situations of over and under-qualification.

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Umana, Il Mulino, Bologna, 2002; Nussbaum, M. C., *Creare capacità. Liberarsi dalla dittatura del PIL*, Il Mulino, Bologna, 2012).

<sup>4</sup> Sen A., *Development as freedom*, Paperback, August 15, 2000.

This means at individual level:

- the risk of to work in an environment which is incongruous to the competences possessed;
- a major risk of long-term unemployment (as happens to over qualified workers)

In both cases, we face a vicious circle of knowledge decline and consequent social exclusion.

There is a need to enhance human capital, especially among young people and to address the issue of growth in all its complexity. It makes it necessary to reaffirm the central role of education and training, as several EU documents underline (Europe 2020 Strategy recalling the objectives of the 2000 Lisbon Strategy). Education and training have to create conditions for a sustainable inclusive growth, to foster innovation, knowledge based approaches. One of the five identified objectives concerns, in fact, the need to raise the level of education and training of young people by reducing rates of early dropped out of school below 10% (early dropped out school) and increasing to 40% the 30-34years old peoples with a university education (tertiary education).

Within the 2020 Strategy, we have to mention the initiative **Youth on the Move** (launched in 2010) that aimed at enhancing the potential of young people by providing them education and training of quality, effective integration in the labour market and greater **transnational mobility**<sup>5</sup>. This initiative reaffirms the validity of an approach based on active inclusion through the activation of the subject. Young people have to improve constantly their competences and maintain their level of employability and this view should become the core work strategy for social and professional inclusion.

Also the recommendation of the Council of the European Union of 22 April 2013 is very important; it promotes the "Youth Guarantee" to provide young people, under 25, education and work opportunities, a further education, an apprenticeship or internship training or other

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<sup>5</sup> Mobility presupposes transparency of professionals and educational qualifications as well as the presence of disposals that allow citizens to transfer their competences from one system to another, from one country to another (see below tools for mobility).

measure of training within four months after becoming unemployed or from the exit of formal education system. An initiative that, to encourage the authentic activation of different beneficiaries<sup>6</sup>, needs services and highly qualified professionals able to integrate and to create dialogue training culture, knowledge of labour market world and personalization/individualization of actions that put the individual and his personal and professional biography in the centre.

Consequently, it becomes clear that in order to address the profound changes occurring in the labour market, as well as in the conception of learning and training, developing new competences, is a crucial factor to face competition, to open the labour market to young people, to implement competences acquired in previous workplaces or training institutions and promote the necessary flexibility.

## The concept of competence

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The debate about competences in the last 40 years has been related to the consistent transformation of qualifications system and organisational settings and work contexts, more flexible and less structured. The evolution of the concept of competence shows a holistic character, contaminated from different disciplines, as the European and international literature demonstrates, regarding approaches language methodology and instruments.

In this paper, we will not mention the huge number of definitions of competence in the specialized literature; we propose as work definition

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<sup>6</sup> Three types of beneficiaries and actions are identified:

- 1) young people in unemployment and not in possession of qualifications (budget activities, guidance, additional training and internship in companies, even abroad, and initiatives of placement);
- 2) unemployed young people in possession of secondary and university qualifications (training modules in the company in order to qualify them and thereby make them valuable in the job market with *placement* actions);
- 3) young people in difficulty and in danger of social exclusion (educational activities of a promotional nature like "*second chance*", with strong relevance for internships and work placement paths targeted and accompanied).

of our research group<sup>7</sup> competence as “a process by which an individual, faced with a specific work context and its demands, become active, dynamic and aware of his/her own resources, like knowledge, competences, personal characteristics”.

Competence is a different individual mix of different skills that enable to combine knowledge, practical, operational, relational and emotional resources; different level of motivation and commitment (I want to act); capabilities related to context, organisational and social settings making possible for people to assume personal responsibility for tasks, lives and risks (Le Boterf, 2000)<sup>8</sup>.

The concept of competence is useful and necessary and it allows us to face the new forms of competitiveness and the increasing complexity of work situations, requiring not just technical skills but also personal qualities, making the difference by objective identical situations.

The integration between subject and context is therefore relevant to understanding, how do different people work and under what kind of conditions; which are the individual dimensions activated in every profession and activity so that it is possible to make hypothesis about the development of this interaction and to identify and then to certificate the involved skills.

Competence helps to understand, in a more dynamic way, the relationship between subject, learning process, thinking and action. Competence description is at the same time an achievement and an important tool to continue training and work through social recognition of individual knowledge.

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<sup>7</sup> Today, in Italy, there is a formal legislative definition of competence. The Decree, 13 of January 16 2013, regulates the validation of non-formal and informal prior learning and competences certification; it defines competence as a proven ability to use, in situations of work, study or professional and personal development, a structured set of knowledge and skills, acquired in formal, non-formal and informal learning contexts. (In Italian: “*comprovata capacità di utilizzare, in situazioni di lavoro, di studio o nello sviluppo professionale e personale, un insieme strutturato di conoscenze e di abilità acquisite nei contesti di apprendimento formale, non formale o informale*”).

<sup>8</sup> Le Boterf G., *Construire les compétences individuelles et collectives*, Les Éditions d’Organisation, Paris, 2000.

It promotes autonomy, responsibility and personal growth of citizens and workers and takes account of creativity, capacity to change enhancing the “learning to learn”, supporting empowerment, and sense of self-efficacy, and the capacity to make professional and training project and to use what you have learned.

## The learning results validation in the EU documents

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The terms “non-formal” and “informal” are defined by the European Centre for the Development of Professional Training (Cedefop, 2008<sup>9</sup>) as follows: “non-formal learning means that the individual learns voluntarily in programmed activities (work or studies), but that this is not formally in terms of learning objectives. Informal learning, instead, is being acquired on an involuntary basis in everyday activities related to work, family or leisure and is not structured according to learning objectives”.

The topic of the validation of non-formal and informal learning is part of the European agenda since the beginning of the nineties under the heading of lifelong learning. There are references to validation since 2002 in the Communication of the Commission on lifelong learning, the Resolution on advanced cooperation in professional instruction and formation (Copenhagen Declaration). The key documents are the Common European Principles for the identification and validation of non-formal and informal learning (2004) and the Recommendation on the validation of non-formal and informal learning (2012); the European Guidelines of Cedefop (2009 and 2015).

The Principles can be summed up in individual rights (among which the voluntary nature of the validation process), the duties on the parties involved, including the clause for the guarantee of the quality, the value of trust, the credibility and the legitimacy.

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<sup>9</sup> Cedefop, Terminology of European education and training policy. A selection of 100 key terms, Luxembourg: Office for Official Publications of the European Communities, 2008. A second edition was published in 2014.

The Guidelines instead contain the rationale of validation. Until today, not all the member states have activated the construction of a system of validation at national level. European Commission and Cedefop formulate a clear process for competences validation.

The common method for the promotion of the validation of non-formal and informal learning is based on open cooperation, the exchange of national experiences and the dissemination of piloted experiences. In fact, the European Council supports the dissemination and exchange of good practices in member states collected through the European Inventory on the validation of non-formal and informal learning.

## European instruments for mobility and transparency of human capital

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The European Qualification Framework for Lifelong Learning (EQF) has primary importance for the concrete exercise of rights by European citizens to have their formation periods recognised as well as their life and work experiences within the entire common territory. EQF is the joint reference point for describing and comparing qualifications (including those at higher level) and the certificates of professional formation (initial and continuous) that are being issued by the countries of the European Union.

Principle objectives are:

- to promote mobility and permanent learning by making titles, qualifications and competences transparent;
- to improve the quality of systems of instruction and professional formation;
- to promote personalised access for all citizens to instruction and higher education courses through the recognition and validation of non-formal and informal learning;
- to facilitate the transfer of results of learning from one system to the other;
- to define a common code of reference for the systems of instruction and formation based on the results of learning.

Therefore, member states have to establish the most opportune links between EQF and national indicators of education and training, qualification and the recognition of acquired competences; they have to implement and integrate all these instruments which, being aimed at the promotion of mobility and employability of citizens and employees, are inevitably linked to EQF<sup>10</sup>:

- **ECVET (*European Credit system for Vocational Education and Training*)** for the recognition of educational credits in the field of vocational education and training;
- **EUROPASS** criteria for the recognition of periods of training spent in other EU countries;
- **EQUAVET (*European Quality Assurance in Vocational Education and Training*)** for the guarantee of vocational education and training.

In terms of methodology, EQF is based on the results of studies undertaken 1997 by OSCE with the project DeSeCo (Definition and Selection of Competencies) with the aim of identifying key functional competences for employability and for an active citizenship to enable people to cope with current cultural, economic and social changes. These competences, seen in a holistic and relational sense, can be activated by people in an integrated way in specific contexts and can be classified in three kinds of abilities:

1. how to use instruments for effective interaction,
2. how to interact in heterogeneous groups,
3. how to act autonomously and to take responsibility.

EQF is the pillar of recognition of qualifications on learning outcomes understood as the results somebody can demonstrate at the end of a learning process not only of formal, but also of non-formal and informal learning periods. Such achievements can be expressed as knowledge, skills and competences. The comparison and the classification of the

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<sup>10</sup> Among the pilot experiences for the promotion of the system and for the implementation of EQF is the project Color - Competency and learning outcomes recognition for migrants (March 2011 - April 2013) with the participation of six regions. For more details: <http://www.isfol.it/Istituto/chi-siamo/dipartimento-sistemi-formativi/cooperazione-transnazionale-1/progetto-color>.

various qualifications issued by member states is based on common reference points, relating to the learning outcomes and expressed in a structure of eight levels, which allows for their presentation from minimal to maximum complexity.

A further strengthening comes from the recommendation of the Council of Europe of December 2012 with which the member states are called upon to institute national systems for the validation of non-formal and informal learning by 2018. This has had the effect that the social and institutional recognition of experiential learning of all competence levels becomes a right, much more than in the past, which a person can spend as capital in terms of competences independently from the form in which they have been acquired. This is an opportunity to gain recognition in terms of educational credits for the acquisition of titles and qualifications, which traditionally are being issued by formal systems of education – a possession of knowledge, which belong to persons, enterprises, organisations and territories.

This is undoubtedly a complex topic in view of the multiple implications of a political, cultural, trade union and social nature and represents a clear innovation that has significant implications, but can also generate resistances. This makes it imperative to redefine the relationship between different actors involved in the collaboration.

To adopt an approach that centres on the concept of competence allows us to focus our attention on the capacity to mobilise the resources of every individual as a response to different contexts. In addition, it offers the possibility to present one's own wealth of experience in a comprehensive language which can be shared by a wide range of potential dialogue partners, which can be agencies, educational agencies, institutions etc. and which allow for greater transparency in the communication.

The link between transparency and competence is evident when one adopts the perspective of personal services in order to improve the employability and the well-being of the perso

It is crucial to develop processes thanks to it is always more possible to “making transparent” different knowledges, skills and competences of professionals, first, and of people, with particular reference to young and NEET.

## 2.A comparative analysis to exchange practices, to recognize and validate competences of social and educational professionals

### Introduction

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An ambitious goal aims this first output of CoMWork *Exchanging practices for recognize and validate competences of social and educational professionals*: a comparative report on strategic non-formal and informal competences of social and educational professionals.

On one hand, it reports the most significant recount of information and analysis gathered by teams on the field in different countries, on other hand it is also meant to elaborate common criteria to define the validation and qualification of the strategic competences for social and educational operators.

Common work, *CoMWork*, started with partners discussing the main issues outlining the research's schemes of reference. Afterwards, they have been debating the problem of qualification transparency in a European context and the concepts of competences, and the role this concept can play in the innovation of training patterns and national's guidelines for evaluations.

Through the theoretical framework, partners could exchange opinions and experiences about the NEET situation in their own countries and in Europe.

The building of a common proposal first needed to intercept other's views and experiences in each context, so a template<sup>11</sup> has been created to involve national experts and socio-educational operators, in order to set off from the beginning the contributions of the main beneficiaries of the project.

Aware of the considerable organizational differences between countries as Bulgaria, Italy, Spain and Portugal, whether about the role of socio-educational services or about their organization, it has been decided only to suggest the procedures to meet the protagonists and not to standardize them.

Thus, each team organized the meetings with 5 key actors and 20 socio-educational operators in the country following the procedures they felt more appropriate.

A focus group with Italy and Spain's operators took place, while in Spain and Portugal group-meetings were preferred. The reporting has been possible thanks to the enriching face-to-face encounters between partners, during the transnational meetings, too.

All along the whole process, from the Theoretical Framework, to the National Researches until the Comparative Report, teams have been involved in a continuous debate, comparing and co-evaluating to address finally some critical issues, which from the beginning have revealed the complexity of this research and of an appropriate action.

The following report highlights the core of the qualitative comparison between the four national researches with the idea to enhancing collaborative work and open new practices in the light of the collaborations, on the bases of the new findings and testimonies of the different primary actors.

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<sup>11</sup> All CoMWork intellectual outputs are published in different languages on the project website: <http://comworkproject.org/> and on the European dissemination platform Erasmus+ Project Results: <http://ec.europa.eu/programmes/erasmus-plus/projects/>

## A collective discussion

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In CoMWork, collaboration and exchanges are the keys, thanks to the different experience and perspective of the various partners in the social work.

That is why a great attention has been paid to roles, politics and expertise of the participants at the step O1/A2, National Research.

In every country, interviews have been completed with all key-witness, *stakeholders* and decision-makers, revealed their perception over the real capacity of planning and activating solutions, as well as reflections about the main obstacles founded to the full application of the Youth Guarantee<sup>12</sup>.

Taking into consideration the ECA's Special Report n.3/2015<sup>13</sup> about the structural obstacles hindering the program, here we present few excerpt from interviews with responsible of labour services, training and guidance centre from Bulgaria, Italy, Spain and Portugal: "There are not two separate educational systems. Formal education and informal education are two inseparable parts (elements) of the educational system. Realizing this connection (rather that differentiating or opposing one to the other) is one of the factors, which may affect the dissemination of this phenomenon. **This lack of a clear purpose, demotivation for success, and failure to engage (inaction) in young people can be overcome if they are presented with opportunities to make choices that would give meaning to their life. Each action of personal value, which is considered as such by the person, may affect the behaviour of the person in a positive way.** One of these

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<sup>12</sup> The Youth Guarantee is a new approach to tackling youth unemployment which ensures that all young people under 25 – whether registered with employment services or not – get a good-quality, concrete offer within 4 months of them leaving formal education or becoming unemployed. The good-quality offer should be for a job, apprenticeship, traineeship, or continued education and be adapted to each individual need and situation. EU countries endorsed the principle of the Youth Guarantee in April 2013.

<sup>13</sup> Special Relations n. 3/2015:

[http://www.eca.europa.eu/Lists/ECADocuments/SR15\\_03/SR15\\_03\\_EN.pdf](http://www.eca.europa.eu/Lists/ECADocuments/SR15_03/SR15_03_EN.pdf)

opportunities is the validation of competencies acquired through informal learning and self-learning.”

“The current profile of the social service employee is suitable, but it may be improved with modern and innovative approaches for communication, motivation, continued support, and support in time of transition (from kindergarten to school, from primary school to secondary school, and from school to employment), in a situation of crisis, or a new situation.”

“The employment services are not an example for young people. They are general services. Young people do not use them. There should be a reformulation regarding the behaviour of this collective: these services are not attractive for young people with low levels of education; these services are basic for those with higher levels of education. There should be reinforcement on a good academic dossier, or this collective should achieve compulsory education to start an individualized itinerary for the incorporation in the labour market.”

During the comparison phase with the 80 socio-educational operators, if on the one hand, we focused on their way of describing the phenomenon (of NEET); on the other hand, we stimulated reflections about what competences that can be activated, those that needed to be improved, and about the real capacity of services agencies to react appropriately.

Even in the considerations expressed by the socio-educational professionals it is possible to trace out common points for the four countries.

“The suitability of professional profiles is not so much the professional profile per se but the acquisition of other skills and sensibilities towards the collective. In some cases, depending on the project or the NEET’s profile, the empathy and closeness with the collective is more valued than a previous formal training, since the methodological tools can be acquired through other paths.”

“Also, the projects should have continuity; stops, because of problems with funding, damage the relation with young people, eliminating the idea of mentor or model. It could also be interesting the encouragement of mentoring with young NEETS who have been in that situation and they have found a way to leave it.”

“I think the critical point is to establish a relationship between training and work, for example, to follow the German school-work model, or a training to obtain the first educational level in order to integrate young people in the labour market (although in alternation). A new approach should permit to acquire the necessary knowledge to be skilled for the job market at the end of the training”.

“The classical strategies (interviews, interventions in the classroom, lectures) are no longer entirely appropriate for engaging with young people, especially if there is a significant age gap between operators and » potential NEET, limiting the capacity of dialogue. Perhaps using “peers”, presenting their experiences with their language, could represent a possible strategy, or even with a reference “adult” operator, but less “structured” and flexible in the report”.

Many of the professionals involved insist over a *cross-disciplinary* approach, and they request changes in the education and training and updating supply.

## **A complex target: NEET and/or NET?**

In trying to define the target, we faced some difficulties related to the nuances of the term. What we would now like to explain is the principal objective of CoMWork to form Learning Units, which will be able to give strategic skills to young socio-educational operators, to activate projects for the NEET. Such objective demands to sharpen the view of the **NEET phenomenon**, that keeps growing in many European Countries and whose characteristics supersede the traditional categories of as the “social disadvantaged” interpretation.

From the CoMWork Theoretical Framework: “At this point it is worth proposing a reading of the 'status' no longer from multiple negatives (not-not) but by statements. Moreover, this means that in the reading of the problem variables come into play not only as a result of the economic crisis but as a result of also educational, social, political factors. Youth unemployment and inactivity are both particularly worrisome, given their permanent effects on employability and future productivity of the persons concerned. The current divergence of the youth unemployment

rate is likely to fuel a difference even more pronounced, in the long run, of socio-economic fundamentals both in monetary union and in the EU.”

The comparative work leads to new points of reflection, as we can read in the Italian Report: “... an operator that provides guidance to the work of young people in socio-educational nature argues: "in my opinion there is no such clear-cut classification of young people who are considered N.E.E.T. According to my experience, it is not a "class"; it is a period of transition, "stalemate", between one experience (e.g. training or work) and another, so it's not a "homogeneous group" but life stages of individual people”. Another operator, who works in more traditional job guidance and who is also working in the frame of "Youth guarantee", stresses in a provocative way: "The category is totally invented; it is a rhetorical category that probably serves to justify the shifting of the responsibility for the problem outside the system, placing it in the motivation and inability to take action. A problem that is internal to the system in the labour market”.

The comparative views in the Reports emphasize how describing NEET by negations (not/not) turns out to be useful to measure statistically the phenomenon, but it does not add anything to help understanding their situation.

CoMWork, gathering feedback and experiences from those professionals who are called to plan services and take actions, helps in focusing all the aspects of the phenomenon and helps to consider it through many different perspectives.

The territorial government point of view over the NEET says:

- They substantially match with the group of individuals who have abandoned or have been rejected by schools or in the best scenario, those who achieve the basic grade of education, but did not continue afterwards. On a larger scale, it represents a layer of society with little, or in extreme cases, no education.
- They are selected by their ability to study, their job and training more than their professional and/or scholar curriculum. From this perspective, they are classed in two groups: **“pure” and “smart”**, both of them are NEET. The first category designate those who have a resigned, passive attitude, presenting a social

*“scotomization”*<sup>14</sup>; the second category instead concern those who acquired a greater knowledge and are generally more motivated, they properly use technology to accomplish their goals and they are more flexible in the work market.

The NEET seen from the front-office operators:

- They are cropped, not well identified, they are represented by a temporal condition, the sum of phases in personal lives or at least defined as an *“archipelago of notched islands”*;
- They are a “false category”, a “rhetorical definition”, “a label for a functional stigmatization in order to hide the real problem”, that is the lack of vision in work-policies and the distortion of economy politics.

This “cropping” of the image by the operators induce less ability to act properly and it disqualifies the competences. That is way it has been a crucial point in our research.

For the utility of the project, we thought to keep the division in “pure” NEET and “smart” NEET.

Then we focused the attention over the first category, the “pure” ones; we analysed which competences and skills where expected from them by the operators, and those expected by them from the operators who are designed to tutor them in the process towards autonomy.

To accept and introduce this distinction underlines how the NEED definition involves various generations (15-29), and between those, we can find the first “digital generation”.

The employment of digital technologies as pedagogical tools at school, as well as in their free time and socialization spaces since a very early age surely have a strong anthropological and social impact we must take into consideration.

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<sup>14</sup> In psychology, the term indicates the unconscious mental operation, through which a subject occults or excludes from its consciousness or memory a painful or disturbing event or memory.

In our exploration, we adopted the domestication approach; according to it, media and people are a relation, not separated entities. In this key, we tried to set up a biography of a potential last beneficiary of CoMWork.

This approach – introduced by the Yankelovich Institut – schematically outlined few social categorisations, now currently used, as the distinction between “Matures” (born before 1945), “Boomers” (born between 1946 and 1964), and “X Generation” (born after 1964). To these generations afterwards has been added the “Y Generation” (born after 1980).

In this context, a generation is considered as a social segment where consumer’s attitudes and behaviours are coherent unified by a collective shared conscience.

More recently, sociologists talk of a “digital native generation” (Prensky, 2001a; Id., 2001b), also called “Net Generation” (Tapscott, 1998; Id., 2009): this to underline the special familiarity with new technologies peculiar to those who belong to the cohorts of the Millennials generation (born after 1985)<sup>15</sup>.

Mentioning the term of “generation” introduce us directly at the complexity of elements and conditions which are generically resumed in the NEET definition. It could be that all this overlapping made slippery and confused to target and focus beneficiaries, even for socio-educational professionals.

The young Millennials actually represent the bigger generational gap, having experiences that are not familiars to past generations.

With the end of XIX century’s traditional narrations, the generational issue needs a new key to understanding: the crisis of the progress (development) ideology and the transition to a post-growth society give in some measure reason for the absence of conflicts, a peculiarity of the millennial generation. They are “politically apathetic” compared to traditional expectations, but they are very active in the life-style and consumer sphere.

Unsurprisingly, the “micro-narrations” as journals, blogs, and Facebook pages replace the past schemes, this is youth self-production, no more

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<sup>15</sup> Quaglizza G., *Generazione Facebook*, EUT Edizioni Università di Trieste, 2012

bounded to the private or limited social space, and it is something appearing now in the public sphere, thanks to affordability and simplicity of technologies and to the spread digital alphabetization.<sup>16</sup>

The Millennials, or Y Generation, have built a specific life-style, linked to the affirmation of new technologies permitting to improve speed, brevity, and density.

Moved by insatiable appetite for instantaneous gratifications and frequent rewards, (TrendWatching, 2006), living focused on the hic et nunc, Millennials are used to live in a “just in time” universe with immediate availability, where the slogan is “jump on chances”. In fact, Wired magazine coined the term “snack culture” to define this generation consumer’s behaviour: they are based on little bites of everything (sms, tweet, web-episodes, podcast, etc.), called to fill every day empty moments, as a snack (Miller, 2007).

According to the best researchers on the argument (Neil Howe and William Strauss), these are the distinctive features of this generation: they are all grown up with the idea of being special, born by adult parents very keen on parenting; they have always been protected from dangers, thanks to a light net of norms and prescriptions, structured occupations, all organised by over-protective parents; so they are trustful, satisfied of their life, optimistic about the future; they are good for team-work, thanks to new educational methods, which emphasize collaborative learning and egalitarianism; they strive for their professional goals, for which they are able to make long-term plans, but they live continuously under stress to accomplish their family’s expectations, believing that success come as a natural result of personal commitment; they respect norms and conventions, ready to accept everything that can strengthen the family link. The danger is to remain locked in a golden box, avoiding a real confrontation with the diversity of situations and cultural stimulations (Quaglizza, 2012, p.58).

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<sup>16</sup> Colombo F. (2012). Come eravamo. Il ruolo dei media nell’identità generazionale. In: Colombo F., Boccia Artieri G., Del Grosso Destrieri L., Pasquali F. e Sorice M., Media e generazioni nella società italiana (pp. 13-32). Milano: FrancoAngeli.

Other studies <sup>17</sup> (cfr. Twenge, 2006) use another interpretation by incorporating a larger base and a different age categorization (those born between 1970 and 1999): in fact, the distinctive feature of this generation – called *Generation Me* – is the gap between their expectations and reality. Often treated as “little kings” when growing up, taught to always believe in themselves and always go for the best option, today’s 20 and 30 years olds have become “teenager-adults”, who are not adults yet, insecure and narcissists, used to have unlimited aspirations and dreams, put to a severe test by the difficult economic situation and a job market more competitive than ever. Cynicism, the need of affection, anxiety and depression, seem to be the direct emotional result to their condition. Twenge explains as well that their economic situation influences their ecologic and civic sensibility, which is the opposite of the expected scenario formulated by sociologists for the Millennials generation (Quaglizza, 2012, p.61).

This is the context for CoMWork to offer an interpretation of the NEET phenomenon as a social and economic status, cross-cutting different generations (each one owner of different languages, experiences, aspirations) and to address the attention to a better-known segment: the Net/NEET youth.

We could find some common traits to confirm the distinction in pure and smart NEET, even if not so precise as wished to be.

From the analysis and comparison between the four countries, we could see how this typology has been the target of important interventions in the UE area.

**The transition from Net to NEET** is all in some assumptions, ontologically included in its birth: in the absence of a constructive dialectic from our social system, in the deafness of educational systems, in the inadequacy of family’s contexts confronted to big changes and less financial resources. The dialogue with them was closed, institutions refused to discuss, keeping applying unsuitable categories.

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<sup>17</sup> Twenge, J.M. (2006). *Generation Me: Why today’s young Americans are more confident, assertive, entitled—and more miserable than ever before*. New York: Free Press.

In this way, a distance is created and discouragement takes place. Young people lose the capacity of long-term planning, and their visions become confused.

That is probably why an operator (inside the focus group) says: *"Working with NEET is going upstream the river like salmon, or it is like composing a puzzle with many pieces. Working with the static and the confidence in the world of education and work but also with the strength to listen that often schools, companies and institutions to the difficulties of young people often it raises operators faced with a sense of helplessness and worthlessness. An experience that concerns probably more so those who work in guidance to the work by competing with a mandate which is to effect integration and not only the motivation / activation of the boy."*

The theme of the projects and the future seems to return in the words of this educator that during the focus tells us: *"There is one thing that scares me a lot, is that the size of the dream for some kids there, there is no future, you can do any project of life ... but he at most plans tonight with who comes out."*

Taking dreams serious should be an appropriate challenge for operators trying to discover a vital link with NEET and not just looking for job or training in a narrow meaning.

## About numbers and their tender shell

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*“Numbers and life diverge, a case is not a person. Numbers give data over life, and they cannot give interpretation and contextualisation. They give indications over that safety that we lost, over a widespread misery, but unities are not rebuilt and isolation is not broken”  
(Ulrich Beck)*

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Even if, as Beck says “numbers and life diverge”, to carry out a description of the NEET phenomenon in the four partner countries (Bulgaria, Italy, Portugal and Spain), it is essential to make use of numeral indicators, despite many problems due to the differences of legislations, educational and work politics, as well as in the welfare system established in the various countries analysed.

If transition moments increase, an excess of opportunities and episodes can become a factor of greater inequalities, especially as far as the capacity and the medium necessary to individuals to manage these passages is concerned.

### Rising unemployment

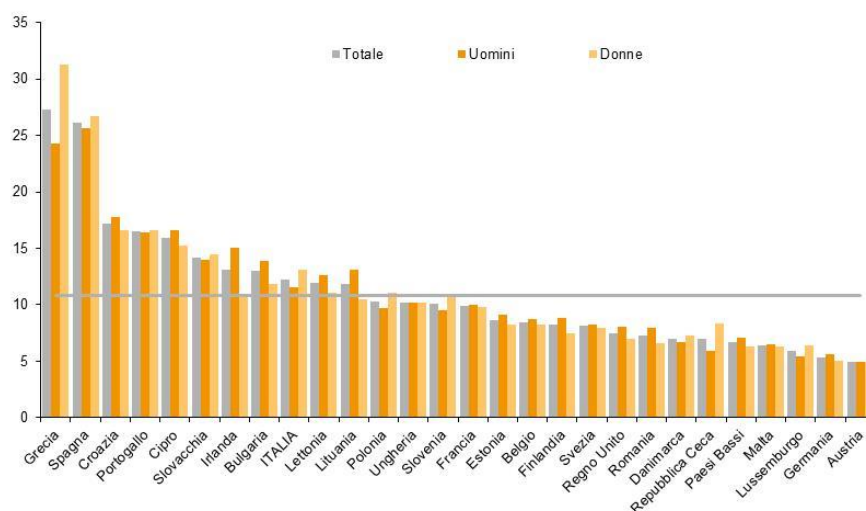
The EU’s job market was severely hit by the economic and financial crisis, which, since 2008, increased unemployment in Europe, the only exception being Germany. Between 2008 and 2013 the unemployment rate augmented by 56.5 % in the UE28 (from 16 million and 741 thousands in 2008, to 26 million 200 thousands in 2013, this means +9 million 460 thousands units).

This has caused the unemployment rate to increase from 7.1 in 2008 to 10.8% in 2013. Even though this is a phenomenon present in the whole of Europe, the number of unemployed has doubled in the larger southern states such as Spain (26.5%) and Greece (27.3%), where unemployment rate attain 25% (Fig. 1).

It affects also Bulgaria (13%), Portugal (16.5%), and Italy, where the unemployment rate is 12.2 % (5.4 points higher than in 2008), with a big increase mainly in the southern regions where it can go as far as 19.7% which is one of Europe's highest rate after Greece and Spain

Picture 1 (%)

PARTNER COUNTRY	TOTAL	MAN	WOMEN
Spain	26.1	25.6	26.7
Portugal	16.5	16.4	16.6
Bulgaria	13.0	13.9	11.8
Italy	12.2	11.5	13.1
UE28	10.8	10.8	10.8



Source: Eurostat, Labour force survey (2013)

What makes this situation worse in the increase of *the long duration unemployment* rate. The ongoing lack of work is not only a considerable social problem, but also a worrying example of the job market's distortion. The rise of the unemployment rate concerns every EU country (the average UE rate being 47.5%), with an increase of nearly 3% in 2015

over 2012. Slovakia has the highest rate 70.2%, however, between the seven countries having more than 50% of the total unemployed individuals, we can find Bulgaria (57.3%), Italy (56.9%) and Portugal (56.3%), while Spain is ninth with 49.7%, and Sweden remains the only country in Europe whose rate still remains below 20% (18.5%).

Eurostat's<sup>18</sup> annual Report highlights that in 2015, the EU unemployment rate continued to fall, to 9.4 %, and was at its lowest since 2010. This was the second year in a row with a markedly diminished rate. Regarding unemployment, the crisis, which started at the end of 2008, peaked at the beginning of 2013. There are, however, large differences between the countries; some have returned to or even improved on their pre-crisis levels, others have stabilised at much higher rates, and yet others show little or no effects from the crisis. There are also improvements in the employment rate, which stood at 70.1 % in 2015. This is the second best annual result since the start of the data series in 1995.

The EU annual average unemployment rate was 9.4 % in 2015, and 10.9 in the euro area. For the EU Member States, the levels ranged from 4.6 % in Germany to 24.9 % in Greece.

Some relevant elements of the situation for all countries in 2015 are the following: Germany clearly stands out as the Member State with the lowest unemployment, joined by the non-member states Iceland, Norway, and Switzerland. The following group (5.0 % to 7.4 %) includes the United Kingdom as the largest economy, as well as a continuous corridor of the Czech Republic, Austria, Hungary, and Romania on one side, a Scandinavian / Baltic cluster of Sweden, Denmark, and Estonia on another, as well as the Netherlands and Luxembourg. Four of the eight countries having unemployment rates from 7.5 % to 9.9 % form a northeastern group, from Poland through most of the Baltic, and into Finland. Joining them, in a more scattered fashion, are Belgium, Slovenia, **Bulgaria**, and Ireland. France and **Italy** form the core of the 10.0 % - 14.9 % group, which also includes Slovakia, **Portugal**, and Turkey. The highest

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<sup>18</sup> For more details: [http://ec.europa.eu/eurostat/statistics-explained/index.php/Labour\\_market\\_and\\_Labour\\_force\\_survey\\_\(LFS\)\\_statistics#Unemployment](http://ec.europa.eu/eurostat/statistics-explained/index.php/Labour_market_and_Labour_force_survey_(LFS)_statistics#Unemployment)

unemployment rates were recorded in Cyprus, Croatia, **Spain**, Greece, and the Former Yugoslav Republic of Macedonia.

## Over high rate of unemployment and the difficulty to get in to the labour market

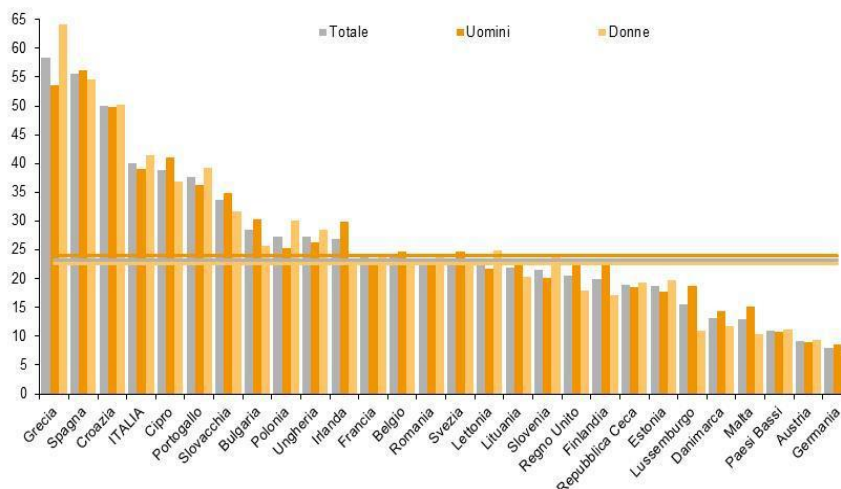
Crisis implements youth unemployment – more vulnerable in relation to market transformation - than adults; reducing opportunity for young people to become independent and exposing a large number of them to the risk of social exclusion. Youth unemployment rate in the UE28 attains 23.3%, with sensible differences between countries: youth condition looks especially critical in Greece, (57.3%), followed by **Spain** (55.5%) Croatia and Italy (40%).

Slovakia and **Bulgaria** are placed at the eighth place, with 28.4% of unemployment, just before Cyprus and Portugal (37.7%).

Young male's rate unemployment in UE28 reaches 24.0% and female is attested to 22.6%, but for Greek, **Spanish** and **Italian** young women the situation is much worst, being attested respectively to 64.2%, 54.6 % e 41.4% (fig. 2).

Figure 2 (%)

PARTNER COUNTRY	TOTAL	MAN	WOMEN
Spain	55.5	56.2	54.6
Italy	40.0	39.0	41.4
Portugal	37.7	36.3	39.3
Bulgaria	28.4	30.2	25.7
UE28	23.3	24.0	22.6



Source: Labour force survey (2013)

Eurostat's 2015 annual Report<sup>19</sup> highlights very well as regarding youth unemployment, a very common misunderstanding is that a 40% youth unemployment rate means that 40% of all persons aged 15-24 are unemployed. This is incorrect because the youth unemployment rate is defined as the number of unemployed persons aged 15–24 divided by the economically active population for the same age group. A large proportion of persons 15-24 are in education, i.e., not economically active, as opposed to older persons, who for the most part are no longer in education, and to a large extent have a job. The unemployment rate is calculated in the same way regardless of the age group, but this misunderstanding has a larger effect when looking at the younger age groups, for the reason just mentioned.[1] This is why Figure 4 contains both the unemployment rate and the unemployment ratio.

The youth unemployment rate is at a two-digit level in all Member States, except Germany. The lower end of the scale (10.0 % to 14.9 %) includes the Czech Republic, Denmark, Estonia, Malta, the Netherlands, Austria, and the United Kingdom. In contrast, Greece, **Spain**, Croatia, and **Italy** have the highest rates. This is a pattern, which closely resembles the

<sup>19</sup> For more details: [http://ec.europa.eu/eurostat/statistics-explained/index.php/Labour\\_market\\_and\\_Labour\\_force\\_survey\\_\(LFS\)\\_statistics#Unemployment](http://ec.europa.eu/eurostat/statistics-explained/index.php/Labour_market_and_Labour_force_survey_(LFS)_statistics#Unemployment)

overall unemployment rate, but the rates are higher for younger persons than for the total averages. Young persons are more exposed to unemployment than older persons are, but the situation is the opposite regarding the length of the unemployment spell.

Considering the unemployment ratio instead, a part of the differences between the countries disappears. While the highest unemployment rate (49.8 % for Greece) is almost seven times higher than the lowest unemployment rate (7.2 % for Germany), this measurement shrinks to slightly above four times for the unemployment ratio (16.8 % for Spain and 4.1 % for the Czech Republic).

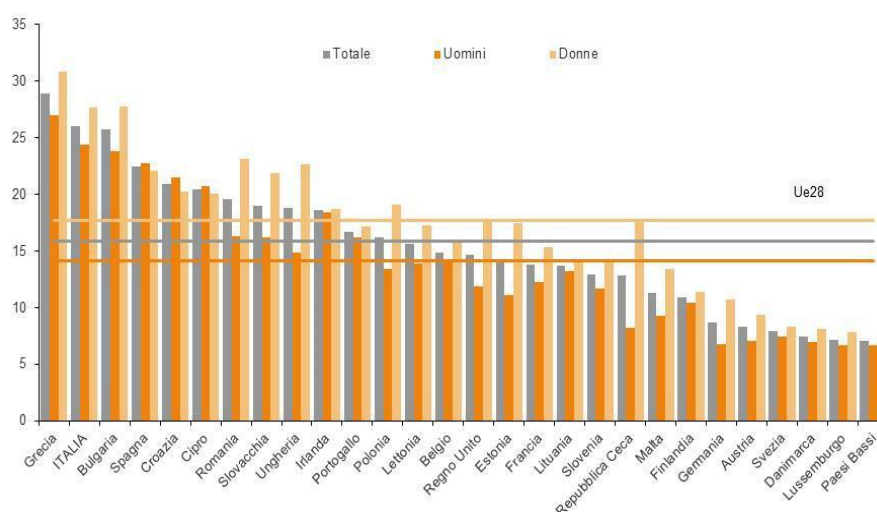
## Young NEET in numbers

In the OCSE community there are 39 millions of young aged between 16 and 29 who, in 2013 did not have a job and neither were following some kind of studies or training, 5 million more than pre-2008. Another worrying aspect is that nearly 20 million young NEET that is about half of them, are not included in any educational or formative system, and they do not look for a job.

figures are especially high in the southern States of Europe, where the crisis hit harder: Greece at first (28.9%), then Italy (26%) , where the percentage of NEETs is signally higher than the UE28's average (15.9%); also in **Bulgaria** (25.7%) and **Spain** (22.5) the situation is not encouraging, while **Portugal** performs a bit better (16.7%). Women are particularly involved in this phenomenon (they represent 17.7 % compared to 14.1% for men) and about half of NEET people are looking for a job, with peaks over 70 % in Greece, **Spain** and **Portugal** (fig. 3).

Figure 3 (%)

PARTNER COUNTRY	TOTAL	MAN	WOMEN
Italy	26.0	24.4	27.7
Bulgaria	25.7	23.8	27.8
Spain	22.5	22.8	22.1
Portugal	16.7	16.2	17.2
UE28	15.9	14.1	17.7



Source: Labour force survey (2013)

Like the rest of Europe, where unemployed and inactive are equally divided in the NEET rate of the segment aged 15-29, in **Italy** inactive NEETs are predominant, with a peak during the economic crisis. This data about young Italians is often explained with the “*discouragement factor*” (see below), linked with the difficulty to find a job. It represents a vicious circle, because reaching 25 years old lacking of any work experience, even if actively searched, means living in a condition of frustration, which grows up with time and may become chronic and cause the exit from the labour market.

Eurostat published in August 2016 the study “Education, employment, both or neither? What are young people doing in the UE?”<sup>20</sup>, in

<sup>20</sup> For more details: <http://ec.europa.eu/eurostat/documents/2995521/7590616/3-11082016-AP-EN.pdf/c0393ef3-2ea1-455a-ab64-2271c41fd9d4>

preparation of the International Youth Day about unemployment affecting young people.

The research is targeted on 20-24 old people and is particularly interesting for COMWORK .

Italy has the highest rate of NEETS: 31% of them between 20 and 24, after Greece (26.1%), Croatia (24.2%), Romania (24.1%), Bulgaria (24.0%), Spain and e Cyprus (both 22.2%).

The narrow rate of NEET is in Holland (7.2%), Luxemburg (8.8%), Denmark, Germany and Sweden (9.3%), Malta and Austria (9.8%), Czech Republic (10.8%).

During the crisis, Italy experienced the strongest increase, rising from 21.6% to 31.1%, +9.5 percentage points. Greece reached +9.3, followed by Spain with +9, Cyprus with + 8.5% and Ireland with +7.8. These countries have had to ask for financial assistance programs. Germany is rather the country in which NEETs have fallen more in the last 10 years (down from 15.2% in 2006 to 9.3% in 2015, i.e. -5.9 points).

At EU level, in 2015 there were almost 5 million the young people between 20 and 24 years (17.3%) who have neither worked nor studied, nor were formed.

In the EU, young people between 15 and 29 represent 17% of the population. The data of the Italian NEET has increased by almost 50% in 10 years: in 2006, it was 21.6%. Throughout the EU, Eurostat data indicates dividing young people into three groups of five years each (15-19, 20-24, 25-29 years). In the 15-19 years slot, 78.5% focuses on studying, 11.3% work and study, 3.7% work, the NEETs are 6.3%. Between 20-24 years, 33% study, 16.9% work and study, 32.6% work, the NEETs rises to 17.3%. Between 25-29 years 8.2% still studied, 13.5% work and study, 58.5% work but the NEETs rise again to 19.2%.

Having in the productive system a waste catchment area of young labour supply, in the productive system, often not exploited or under-exploited, gives a perception of insecurity over the future, the anxiety of making choices and planning, and all this leads to the high risks of wasting the investments States dedicated on education and training.

## The discouraged

If dreams are to be taken seriously, another word, which seems to lead us in the opposite direction, has to be taken seriously and this is discouragement, as loss of courage.

High number of potentially employable people (non-participation rate) suggests the persistence of discouraging mechanisms, depressing the access to the job market for wide ranks of population.

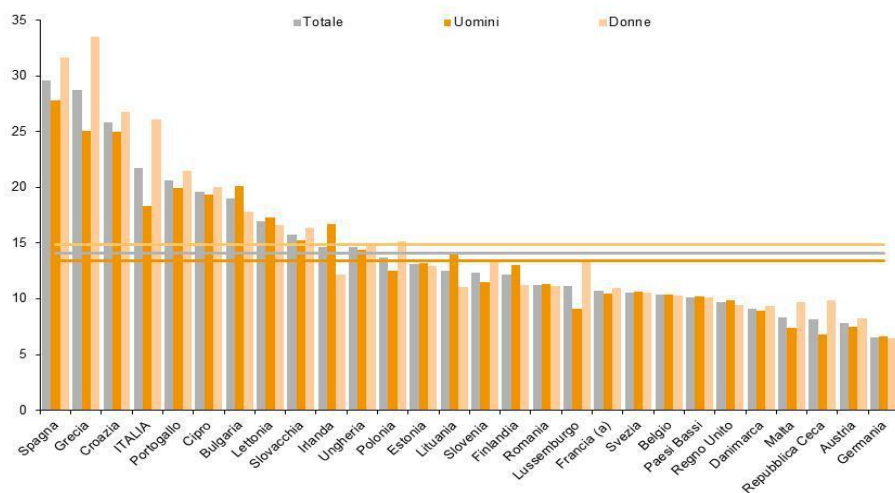
For example, during 2013 in Italy 3 million 91 thousand of unemployed wanted to work but they did not look for it. A big percentage of them, 46.2%, are “discouraged”: they claim they are not looking for a job because they think there is none.

Such data can be very important for those countries characterized by a high rate of people not actively looking for job, consequently they are not registered at the unemployment service and they do not appear in statistics.

In the UE28 zone the average of non-participation is 14.1%, the lower rate being in Germany (6.5%), the higher one in Spain (29.6%), and Italy is at the fourth place with a percentage of 21.7%, after Greece and Croatia. In the European average, women come first with respect to men (14.9% comparing to 13.4%), with a sensible difference between Greece and Italy, where about a quarter of the female population interested to work has no occupation. Conversely, in Bulgaria the male’s indicator is decisively higher than the woman’s one (fig.4).

**Figure 4: Non-participation rate in percentage for the population aged 15-74, by gender and country**

PARTNER COUNTRY	TOTAL	MAN	WOMEN
Spain	29.6	27.8	31.6
Italy	21.7	18.3	26.1
Portugal	20.7	19.9	21.5
Bulgaria	19.0	20.1	17.8
UE28	14.1	13.4	14.9



Source: Labour force survey (2013)

Operators have to confront themselves with dreams and discouragement as two important dimensions of the NEET phenomenon, of course keeping in mind the structural dimension of the problem. They have to provide young people not just with technical training and information but also with reflexivity, as the capacity to understand their failures and insecurity in relation with the big transformation of society.

## Competences of socio educational operators and training scenarios

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What are the key competences of professionals who are supposed to interact efficiently with the NEET? But, first: what is their professional profile? Moreover, in this regard - not to evade an even more radical question - can we really talk about professionals? Alternatively, is it preferable to settle cautiously for the less binding term of "operators", strictly in the plural form? At the risk, however, of indirectly crediting an idea of professional "split into", that is unfinished, behind which hides a number of "emergency" figures that are structured and are sized according to local understanding and for different social contexts, institutional and political?

In fact, these questions have arisen from the common work in the partnership. Of course, more or less directly, certainly, with emphasis and different accents depending on the cultures and sensitivities to the phenomenon of the CoMWork partner countries.

The reflection and research work have resulted in converging answers on methodology and relevance.

Methodologically wise, if we follow Schön (1983; 1987), the theoretical option of relevance of the "technical rationality" model was rejected regarding the paradigm of definitions of socio-educational operators in general versus to the ones particularly confronted to the NEETS issues.

In terms of relevance, a double goal was pursued: one in favour of a more reflective professional (in the words of Shon) and one of a "competence approach" based on the profile of the operator as well as the suggestions on training patterns (Goleman, Le Boterf, Boutinet, between others).

### **Beyond technical rationality: reflective rationality.**

The "technical rationality" model pretends that professional activity consists in providing instrumental solutions to problems classified by theories and scientifically supported techniques.

Two main corollaries of this definition are:

1. the coincidence of professionalism and specialization;
2. the reduction of the prototypes of the professional expertise to a very limited number of professions, the so-called "learned professions", such as medicine, law, business administration and engineering. According to Glazer (1974), one of the leaders of this school of thought, these professions can also be defined as "greater jobs". They are distinguished from "minor professions" such as those of social work (by the way, they will fall in many operators of this project), teaching, priesthood and even city planning. But as noted by Schön (1983; 1987), who leads a critique and theoretical background to this address - you see in Glazer one of its greatest exponents - the so intended greater professions such understood are characterized by the fact of:
  - a. having a clear aim (health, overcome the causes, profit, etc.).
  - b. operating in stable institutional contexts;
  - c. being based on fundamental systematic knowledge.

In contrast, the "minor professions" are affected by changing and ambiguous purposes, operating in contexts where professional activity is unstable; they do not develop a professional base of systematic or scientific knowledge. Hence, the definition of "minor professions" used as the equivalent of "no jobs".

Schön underlines the shortcomings of the "technical rationality" model for the development of adapted professional epistemology in the political and cultural field of a society in profound transformation, as was the US in the nineteen eighties. Which today, as we see it, appears as a "Radical Modern" society (Giddens, 1990), that englobes the phenomenon of the NEET. Moreover, Schön underlines the importance of a "reflective rationality" that enables professionals to recognise themselves and re-think themselves as active and creative artificers of their own acts, of their own choices and decisions in the different contexts of their professional practice.

The training of a professional with this profile implies and supposes a **deep revision of the training models**. In ways to allow new teaching and learning paths for empirical knowledge sustained by "reflective

rationality", indispensable for the construction and the use of knowledge based on, and described by action. In this way, we give dignity and educational value to forms of non-systematized knowledge, which emerges empirically from the professional practice. This disrupts the traditional training model that assigned dignity in training only to forms of organized knowledge systematized, empirically transferable through technical procedures.

We think that this theoretical model offers a legitimate ground to reflective operators/professionals that are called to provide a multi-purpose function of training, education, accompaniment and guidance with a complex and fragile public, as are the NEETS. Providing this model is supported also by the 'competence' approach as elaborated in the Theoretical Framework.

## Competences model for professionals

The competences theoretical model develops the “reflective practitioner” one and *vice versa*. Competence, seen as a conceptual construction and method, provides regulation in “reflective practitioner” in general, and more so, if the professional works in the field of education and guidance.

As described in theoretical framework, the paradigmatic construction of competence can be defined as a mix of resources, specific to each individual, made of:

- a. Knowledge (formal or informal, systematically and local);
- b. Appropriate action according to this knowledge (how to apply the knowledge in practice);
- c. Personal characteristics and behaviours (being able and willing to act in the appropriate way in different situations and contexts; but also being able to become and re-invent oneself (Boutinet, 2004).

A mix that is the basis of each effective professional service. The competence is the “raw material” that is “processed” in the “workshop” of the social professions.

As a method, the paradigm of competence introduces:

- a new general point of view on the issues concerning the training, guidance, management and development of human resources;
- a new point of view and useful approach based on the centrality of the subject;
- the enhancement and reconstruction of the experience (of the ways, forms and meanings that it takes);
- the logic of empowerment and development of the individual capacity to plan.

***The subject in the centre.*** In the competence approach, the individual is the protagonist, weaving his/her own tissue of life course on his/her loom. On the epistemological level of the definition of the profession, it means overcoming the model of technical rationality; while on the level of work, it overcomes the Fordist-Taylorist mantra based on the trilogy of machine-job-execution where the person does not appear except as a body and as a terminal aphasic (Virno, 2001) and not as a thinking machine. Here, however, in view of the competence, the person is an active and proactive subject who holds the reins of their own projects, with the aim to expand the space of possibilities within which to invest its wealth of resources.

***History and biography.*** A person who misses a history, a biography or the awareness of having one, is in a “*scotomization process*”, a being with no past, no present and no future. He/she lives in suspense, like in a kind of a-social and timeless sphere. In the competence approach, one's life story plays an essential role: one recovers the threads from the past, no matter how strong or subtle, and binds them to today's and future weaving work. All this is made possible by the fact that the biography is the “black box” which records the traces of the experience. The biographical approach, typical of the approaches by competence, is the key. It helps us reconstruct the structure of a person's competences through the reconstruction of the ways of their acquisition, their development and their management in the context of the value systems of reference of individuals (Alberici & Serreri, 2009).

***The project and the competence.*** Competences, as a mix of resources called into action by an individual, contain by themselves an anticipative and predictive value of the individual's own success in his/her work. A value that is not contained by any of the single resources on their own,

neither as a result of a simple addition of the resources (as a stock). The quantity and the quality of fundamental systematic knowledge and specific professional procedures that teachers master, on their own, are no guarantee for the person being a good teacher. In other words, more than the project in itself (that is always present at all levels in the competence approach), what matters is to develop a "conduct adapted to project" (Boutinet, 1999). That means being able to make things clear in your discursive scenario; know how to be in the situation; able to move in the complexity and turbulence; knowing how to cope with the unexpected; be able to develop their professional and personal self-according to a perspective view. Because concepts such as work, education, social actor, innovation, change, identity, crisis and attribution of meaning are numerous profiles of complicity and kinship with design concepts and "conduct in the project."

In the last two decades, the concept of 'individual project' and of 'individual in transition' has emerged in the theories on 'Lifelong learning' and 'Lifelong Guidance'. These are two key concepts for thinking in individual solutions, like those that should be privileged for the NEETS, paths that define both their meanderings (v. Today the turbulence of the crisis or, more generally, the process of flexibility and / or insecurity) and their goals: in the double form of "'domestication" of the present moment and anticipation of a future desired. In a form that is both "*autopoietic*" (the individual is the author and actuator of their project) and "praxis" (which concerns the praxis) and inspired to action based on self-regulation of action by the individual.

The reflective rationality paradigm nurtured by the epistemological construction on competences as a method, is what this project defines a cornerstone of the social and educational operator's training. Foremost when he/she is active in the field of the "pure" NEETS, imprisoned in what we called already a bubble in a state of "social withdrawal" (out from education, training and work-free motivation to resume the study or training and get back into the labour market: without history and without a project).

## **Strategic skills of socio-educational operators, vocational guidance counsellors and NEETs**

The project development process, through its various stages passed so far (surveys, interviews, reports, transnational seminars), has allowed us to accurately delimit the scope of the research. Besides, it also has made the identification possible (for conventional agreement) of the areas of strategic competences of socio-educational operators and vocational guidance counsellors, which need, first and foremost, to be dealt with. Intervening as a priority through the development of appropriate Learning Unit think along the lines of reflective training.

Three areas of strategic competences have been identified:

1. The area of collective competences of a team and a network;
2. The area of motivational and empowerment competences;
3. The area of planning and change management competences.

Furthermore, both the research work and the co-planning done by the group of CoMWork provided some concrete suggestions and some operational guidance that will be explained further and briefly shown below:

- experiential training for professionals in order to acquire acquire abilities to re-transfer the experience;
- active training in order to improve the capacity to understand concrete contexts and to adapt in a more flexible way ;
- training in each Area of Competences, which includes Learning Units achievable in a number of hours that ranges from a minimum of 20 to a maximum of 35 overall, depending on the applications and on the skills of the operators;
- each Learning Unit is planned in a self-consistent manner and therefore it is possible to engage in different moments, contexts, and paths.

# 1. The guidance and training model

## Introduction

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The output of the CoMWork project second phase was the processing of the Guidance and Training Model.

The Guidance and Training Model for recognition and validation of competences of social and educational professionals will support to put in practice/implement the Learning Units that are also developed within the project.

This new phenomenon called NEETS is widely spread across Europe. Specific set of transversal competences is required in the work with NEETs in order to tackle the issue with the increasing percentage.

The Guidance is meant to give general direction to trainers in order to provide them with contextualization of the training of social and educational professionals.

The training of operators includes analysis of the relationship between structure and agency, at the level of political power in constructing category of youth (Cohen, 1999). Therefore, that Biographical work should always be aware of the context and of identity capital and helps to deconstruct categories (Cote, 2002).

The competence approach has to incorporate suggestion from the capability approach, so that the pedagogical and social work helps the trainers to (re) activate substantive freedoms as functional capabilities (Nussbaum, 2011). Keeping in mind the balance between risks and protection factors related to class and race belonging (Case S. and K. Haines, 2009).

## Objectives and contents of the model

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In accordance with the research work and the co-planning done by the group of CoMWork, the guidance and training model has the aim to offer some concrete suggestions and some operational directions concerning:

- an experiential training for professionals, who through this method can also acquire the tools to re-transfer the experience;
- an active training which is able to communicate with concrete contexts and therefore flexible;
- a formative path, for each Area of Competences, which includes Learning Units achievable in a number of hours that range from a minimum of 20 to a maximum of 35 overall, depending on the applications and the skills of the operators;
- a formative path in which, each Learning Unit is planned in a self-consistent manner and therefore it is able to engage in different moments, contexts, paths.

The Guidance is meant to support the trainers in their job. The below described points are the basics when planning and implementing a training for social and educational operators working with NEETS. They are only a framework, which could be taken as a starting point and adapted to specific situation.

The overall objective of the training is to develop certain competences within the three areas of strategic competences based on the needs of every particular group/individual.

Additional to the Training and Guidance Model, there is a methodological guide for trainers, which includes detailed methodological steps useful in order to achieve the goals.

### Training objectives

The aim of the training is to achieve development of certain competences, which are recognized as essential for social and educational professionals.

Competence is a different individual mix of: different *skills* that enable to combine knowledge, practical, operational, relation and emotional resources; different level of *motivation* and commitment (I want to act); *capabilities* related to context, organisational and social settings making possible for people to assume personal responsibility for their tasks and lives and risks (Le Boterf, 2000).

The concept of competence is useful and necessary and it allows us to face the new forms of competitiveness and the increasing complexity of work situations, requiring not just technical skills but also personal qualities, making the difference by objective identical situations.

The work carried out together with socio-educational operators, through focus groups and interviews realized in the four CoMWork partner countries, it has given rise to **three main areas, which will be the subject of the training activities:**

- Collective competences of a team and a network:
  - Understanding of organizational aims, culture,
  - The ability to cooperate,
  - The ability to learn from experience,
  - Problem solving,
  - Intercultural competence,
  - Ability to work in a network.
- Competences related to motivation (self-motivation and motivation of the others) and empowerment:
  - Lifelong learning and development,
  - Communication,
  - Self-confidence,
  - Decision making,
  - Pro-active approach.
- Competences, related to management of the change:
  - Assertiveness,
  - Analytical thinking,
  - Flexibility and adaptability,
  - Work under pressure,
  - Ability to take responsibility.

Due to the very broad list of abilities required to work with NEET it is necessary to give operators a large and differentiated set of tools.

By the end of this training, the trainees will be able to use different methods in their daily work with NEETs. They will be able to adopt different techniques according to the specific situation and the individual NEET.

After the training, operators will have competence to choose and to use the proposed tools depending of the target they face. More in general, expected outcomes of the training are:

- trainees will be able to understand the overall picture of the organizational culture, common language and ability to cooperate;
- trainees will know about group dynamics, with particular attention to evident and latent dynamics;
- trainees will be motivated to work with NEETS as well as they will know how to motivate NEETs to cope with their problems;
- trainees will develop intercultural skills and competences, team work;
- trainees will know how to empower NEETs to influence and make decisions that affect their own lives;
- trainees will know how to help NEETs in self-development and self-empowerment;
- trainees will know how to support NEETs to act in appropriate way in accordance to internal and external factors.

## Identification of the trainees

Who are our trainees and where to find them?

The trainees are professionals from educational and social sphere who are directly working with NEETS:

- Labour Market offices (psychologists, psycho-pedagogues, labour market mediators, jurists);
- Employment Agencies (project managers, HR professionals);
- Professional Associations (labour psychologists, HR professionals, psychologists, psycho-pedagogues);
- Educators (trainers, VET teachers, coaches, educational and social workers);

- NGO sector (trainers, project managers, group leaders, youth mediators, educational and social workers);
- Universities (psycho-pedagogues, lecturers);
- Other.

In a European dimension, it is relevant to attribute the EQF level of the trainers' qualification.

The proposal of CoMWork is the 6<sup>th</sup> Level of EQF; this level refers to the following knowledge, skills and competence.

	Knowledge	Skills	Competence
	In the context of EQF, knowledge is described as theoretical and/or factual.	In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).	In the context of EQF, competence is described in terms of responsibility and autonomy.
<b>LEVEL 6</b>	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

## Methodological approach

The aim of the Training is to develop strategic competences of socio-educational operators, which are essential for the performance in the area of working with NEETS.

The three areas of strategic competences, which are subject of this Guidance and Training Model, are result of the National researches and focus groups conducted in each partner country.

The Training will be based on the principles of non-formal learning and experiential learning.

Non-formal learning gives trainees the opportunity to influence their own learning process and their learning outcomes since it fosters self-directed learning.

Essential features of non-formal learning are:

- balanced co-existence and interaction between cognitive, affective and practical dimensions of learning;
- linking individual and social learning, partnership-oriented solidarity and symmetrical teaching/learning relations;
- participatory and learner-centred;
- holistic and process-oriented;
- close to real life concerns, experiential and oriented to learning by doing, using intercultural exchanges and encounters as learning devices;
- voluntary and (ideally) open-access;
- it aims above all to convey and practice the values and skills of democratic life.

We may outline several common elements in existing definitions of non-formal learning such as purposive learning, diverse contexts, different and lighter organisation of provision and delivery, alternative/complementary teaching and learning styles, less developed recognition of outcomes and quality.

Non-formal teaching/training and learning methods:

- communication-based methods: interaction, dialogue, mediation;
- activity-based methods: experience, practice, experimentation;
- socially-focussed methods: partnership, teamwork, networking;
- self-directed methods: creativity, discovery, responsibility.

Specifics of the trainees:

- What key competences are required?
- What key competences are available?

Before the session. You should be aware who is in the group. What kind of competences do they have? What kind of competences do they want to obtain?

Where is the gap?

For implementation of the methodology, trainers should follow the recommendation for each module, which is developed in the Learning Units as part of the Training curriculum.

The Training curriculum includes:

- learning objectives of each LU,
- content,
- assessment instruments,
- exercises,
- subject matter analysis,
- lesson planning and media selection.

Requirements for the trainers are:

- Experience in adult training,
- Experience in personal development trainings.
- Requirements for the training premises:
  - Good Internet connection,
  - ICT equipped,
  - Appropriate training rooms.

CoMWork Learning Units will be strictly related to this and can be represented as continuous relation between the time training with the experience of the operators and their practical activities:



Each one of the Learning Units is designed according to its increased relevance and consistency with the corresponding area of expertise, such as "auto-case" and the area of "collective competence of a team." However, given the holistic construct of competence that we have taken as a reference; given the "core" competencies that characterize social-professional and guidance operators/professional involved / engaged in working with NEET; given the cross reflective approach that covers all competences; given all that, it makes no sense to talk about a match between the total and mechanical areas of competences and LU suggested. If anything, it is more correct to speak of cross LU that across all areas of competence or, LU that bind so prevalent and more competences directed to an area of competence rather than another.

## The areas of strategic competences

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The project development process, through its various stages passed so far (surveys, interviews, reports, transnational seminars), has allowed us to delimit the scope of the research. Besides, it also has made possible the identification (for conventional agreement) of the areas of strategic competences of socio-educational operators and vocational guidance counsellors, which need, first and foremost, to be dealt with. Intervene as a priority through the development of appropriate Learning Unit think along the lines of reflective training.

The areas of strategic competences identified are three:

4. The area of the collective competences of a **team and a network**;
5. The area of **motivational and empowerment** competences;
6. The area of **planning** and **change management** competences.



#### TRAINING IN **collective competences of a team and a network**

- **EQUIPE:** Interdependency, Cooperation, Equipe acknowledgement
- **NETWORK:** Network activation, Communicate over the network, Network Management



#### TRAINING IN **motivational and empowerment competences**

- **MOTIVATION:** Working on motivation, Motivation of the operator, Motivation of the Neet
- **EMPOWERMENT:** Active Listening, Suspension of judgment, Problem-solving strategies



#### TRAINING IN **planning and change management competences**

- **META COMPETENCE FOR CHANGE:** Management of emotional area and development of self-empowerment, Learning to learn, Needs analysis and planning actions
- **CREATIVITY AND INNOVATION:** Recognition and use all the possibilities, Find creative solutions, Train active listening and assertiveness

## **Area of the collective competences of a team and a network**

### **Introduction**

In socio-educational work and in guidance activities in general, the temptation of the solitary hero must be prevented from the beginning, especially when dealing with a barely identified and hardly approachable audience such as “pure” NEET. He/She is someone who is armed with empathy, who is willing to sacrifice himself for the cause, in line with his value reference frameworks and mainly relying on his own more or less pronounced pro social aptitude.

This kind of work takes place/should take place in facilities where a multiplicity of operators and professionals operate. The optimisation of the work lies, therefore, on a mastery of the collective competences of a team as well as, of course, on the individual core competences.

What do we mean by collective competences of a team? Following Le Boterf's footsteps, we talk about collective competences of an organization or a service organised as a network of competences. The concept of collective competence is then not merely reduced to the

expertise of an enlarged liability team or a team made up of different elementary units. Nor collective competences can be considered the sum of individual competences.

Collective competences emerge whenever criticality occurs, or rather, a new problem arises, a new project starts or a quality audit has to be carried out. They represent the intelligence of the organisation and the collective memory in action. They are forged through experience and collective commitment facing the test bed of reality. Their operation greatly depends on the quality of the interactions between people.

### **The collective competences of a team (équipe)**

The main features of the collective competences of a team are:

- Having a common operational picture; that is, having a common representation of the problems to deal with (planning and solution). A common operational representation is achieved if each individual assimilates the overall picture. The whole is contained within the part. The framework of meanings is shared and integrated;
- Having a common code and language; that is, having a “dialect” of the organisation built through the experience made within the organisation itself. This allows to “read between the lines of the organisation” and to intercept both rational dynamics within the group and especially the irrational ones that are lying in all organisations;
- The ability to cooperate. Knowing how to work together presumes collaboration among people with different cultures, resources, statues and roles. It allows, for instance, to know how to manage and resolve conflicts while, at the same time, it promotes – acting on a higher level – the development of the ability to learn from experience. It is about learning from and through action in a collective form and through the organisation. Basically, it is about learning from considerations made during and after the action carried out in terms of organisation or service.

### **The collective competences of a network**

They mainly rely on having the ability to work in a network, in local networks of services and in social networks; this ability adds up to those

that are at the basis of the collective competences of a team about which we just talked.

The more effective models of social services organisation are characterised by their systemic-local-integrated planning which makes them work as “networks of competences”, where the competences of each compose and integrate network expertise and vice versa. Furthermore, network competences convey and enhance “precious” competences such as those that promote innovation from the knowledge assets owned (formal and tacit) and the accumulated experience. In this way, by the way, they break down boundaries between competences and enable their mutual permeability without which there is no value added on a professional level (see the role of the interface competences mentioned for instance by Le Boterf [1994]).

### **Methodological introduction. The auto-case method**

It suggests adopting the method of auto-case (Ibba, 2009, Chestnut, 2001; Brusciaglioni, 1991). It is a mode of training of reflective type, based on the enhancement of the experience. It takes place in-group mode and mobilizes all three of the main attributes of the collective competences in équipe (and in some ways, the collective network competences). It is divided into three phases: setting phase; storytelling/narrative phase; analysis and interpretation phase.

#### **Setting phase**

The setup phase, also called the methodological introduction, aims to explain "the rules of the game" and to enter into the training agreement.

A brief introduction will clarify and make explicit the ethical rules, which govern the path:

1. do not intrude in the privacy of the individual and strict confidentiality on experiential report of the participants;
2. do not foster unrealistic expectations.

Still in the process of setting, it is necessary to define the characteristics of the auto-case and the management rules. It must be cases: real; still open; problematic and significant in relation to the profession held by the person involved into the LU and compared with the course itself. When exposing the story of the auto-case, it cannot be interrupted.

During the in-depth analysis following the story (request for further information on the case, requests for clarification, etc.) it is not allowed to make hypotheses or value judgments, let alone anticipate conclusions.

### **Articulation**

You can work as a group or, if this is too large, you can divide into subgroups. Participants can expose synthetically a real case that occurred to him or her or where they were involved or where they were a direct witness. Therefore, the group or subgroups select the case and discuss it collectively.

In choosing the auto-case to discuss, care must be taken with the help of the trainer / facilitator, to reject arguments outside work, in favour of professionally significant arguments that can cause a high level of emotional involvement.

### **Narration of the auto-case and discussion**

Once identified the auto-case the "bearer" (the presenter of the selected auto-case) conducts its narrative in an appropriate timing, but not too long (20-30 minutes) and exhaustively but not minutely detailed.

At the end of the narrative, the "bearer" expresses the "demand / problem" that intends to address to the group and invites participants to request more information or to deliver in-depth questions. Once all the requests are collected, participants, under the direction of the trainer / facilitator, are called upon to articulate their own comments, to make observations and then to formulate their own hypotheses of response to the question posed by the "bearer".

## Analysis and interpretation

The exposure of the case follows:

- a. a free brainstorming;
- b. a moment of collective construction of some suggested solutions or possible actions.

It is common that questions from members of the group lead to questioning; or open other "tracks" of interpretation and in-depth analysis; or even, do emerge more elements than those in the narrative of the "bearer". All these elements should not be dropped, but appropriately verbalized so that they are present.

It is good to leave space for the most creative interpretations, to allow everyone to confront the complexity of the problem, without bottlenecks or conceptual constraints.

Therefore, it is essential to remember:

- the method works on subjective perceptions;
- the analysis of the auto-case is not an objective procedure research, but a qualitative method of training;
- its focus is mainly to the process management;
- more than a tool for problem solving is a tool for problem setting (setting and management problems);
- it allows the group to develop their own hypotheses, without direct or indirect conditions or restrictions;
- stimulates and develops reflection, rather than the reactivity;
- Aims to compose divergences, discouraging and avoiding any kind of ideological confrontation, and encourages and supports the development of the capacity of the dialectic.

## Articulation

Learning unit 1. Collective competence of a team and a network	Hours
<b>Module 1. Collective competences of a team (<i>équipe</i>)</b>	<b>18</b>
<b>Module 2. Collective competences of a network</b>	<b>16</b>
	<b>34</b>

### TRAINING GROUP ACTIVITIES

- Target audience:
  - a group of at least 6 people and no more than 10 for the auto-case method
  - a group of at least 15 people until 20
- Number of sessions: 6
- Duration of each session: from 4 to 6 h
- Duration: 28h
- Overall duration of the LU: 18h + 16h = 34h

### INDIVIDUAL TRAINING ON THE JOB

- Individual reflexive activities for 3 h every training group activities for:
  - monitor the applicability of the content in practical work
  - use tool for self evaluation
  - recognize their strategic skills in action

### DISTANCE LEARNING

- On line support for 3 hours every training group activities for:
  - depth content, download
  - discuss with the training community
  - have tutor support

## Table of didactic tools

### TOPIC: COOPERATION AND INTERDEPENDENCE

- Group games
  - Goal of these games is to put the participants in situations in which cooperation and interdependence are necessary and essential to achieve goals and solve problems. In these contexts, during the debriefing it will be possible to reflect on the dynamics triggered in the group, on their styles and their expectations during the groupwork and the elements that facilitate or hinder effective teamwork.
- Role Playing
  - These games, in teamwork and network skill training, are aimed at situations more or less distant from the participants' professional environment, to do experience of the strategic dimension and the ability to address the obstacles that cooperation offers us.
- Activations through symbols and metaphors
  - Using tools acting on symbolic dimension and through metaphors it is possible to arouse moments of reflexivity on emotional experiences. Perceptions and styles used by participants during their teamwork

### TOPIC: SELF REFLECTIONS ABOUT COMPETENCES

- Form analysis and competence learning diary

### TOPIC: TEAM ASSERTIVE COMMUNICATION

- Group games
- Exercises
- Activations through symbols and metaphors
- Self-reflexive sheets

## Area of motivational and empowerment competences

### Introduction

The area of motivational and empowerment competences plays a pivotal role in the different areas of competences of the socio-educational professional and/or the guidance counsellor who are involved in social activation of NEETs. Precisely because the lack of motivation and empowerment represent the two main barriers to be removed in “pure” NEETs.

In fact, these two barriers separate them both from education and training, and from work and job seeking. To the NEETs, these barriers are perceived as insurmountable walls, which can take different and extreme forms. As in the case of the self-fulfilling prophecy that often hangs over them:

- on the one hand they do not perceive themselves as able to be trained and employable (they are rejected from school and therefore they refuse training; they are expelled or rejected from work and therefore they refuse to look for a job),
- on the other hand, society (politics, institutions, etc.) perceives them as hard-core subjects who can hardly be helped by effective policies. Yet, the correct use of appropriate motivational and empowerment strategies can be the keystone of effective interventions and policies for the NEETs.

## **Motivation**

The term motivation is relatively recent.

As a matter of fact, it appears both in the philosophical and the psychological vocabulary only in the first decades of the last century (Quadrio Aristarchi, 1996). Despite its previous lack, it has become very common especially in psychological sciences. Psychology has devoted increasing attention to the term social and individual motivation so that some scholars (Cofer, 1972) went so far as to say that, in psychology and in other behavioural sciences, the 20th Century could be defined as a motivational period.

It is not our task here to account for the different theories and approaches that have been adopted in the area of motivation. It will be enough here to recall the two main approaches that refer to two different “fields of competences” equally crucial for our operators as they outline two different profiles and two different professional models.

The first approach, which we could call “experimental” and “unhistorical”, aims at defining the immediate causes of behaviour, and at specifying and determining the connections between the different variables involved, thus building behaviour models.

The second approach, which could be defined “clinical”, aims instead at rebuilding in a more global way the sense of individual experience. Both, the present and the past one, at identifying the ways an individual pursues his social adaptation and his personal fulfilment, and at grasping the reasons that prompt an individual to act or not to act, and possibly the sense attributed to it.

This second perspective opens to horizons of competences, which are relevant to socio-professional educators who work according to a holistic approach that drives a person to transcend his given balance in order to open up to new experiences, to design projects and to anticipate reality mentally, according to the thesis of Nuttin (1959).

### **Empowerment**

If the term motivation is relatively recent, the term empowerment is even more recent. Moreover, it also spread widely in a short span of years. That occurred both in studies of scientific approach and in public debate on facts and social processes involved in various areas starting from the sphere of labour. Although often the discourse on empowerment has been trivialised and over the past three decades this construct has been overworked, it would be a mistake to neglect it. This fact, if anything, can be seen as indicative of a major change in human resources culture, and an essential element in competences culture. Synthetically, we can define empowerment as the process through which “disadvantaged” people strengthen their capability to choose, enhance self-determination and self-regulation developing a sense of self-esteem and self-efficacy and reducing the feelings of helplessness and distrust (Piccardo, 1995). This definition takes us already to the core of the discourse on NEETs. However, it could lead to a kind of semantic misunderstanding and therefore to a misinterpreted approach to the beneficiaries of empowerment because they would risk being considered as individuals somewhat lacking of empowerment.

Actually, the term empowerment has a far wider meaning such as “enhancing, enabling someone to” or “increasing opportunities” in terms of competences and capabilities as mentioned by Amartya Sen.

It is a complex construct that is configured as a multiplicity of elements organised between them, and it defines both a result (a psychological

construct, which is a characteristic of the subject in his interaction with the environment) and the operational process that generates it.

This complexity is introduced from the etymology the word that suggests a division into three separate sections: em-power-ment. The prefix em is used to mean "put in a position" or "go to", referring, then, to a purposeful movement toward something. The noun power is usually literally translated as "power", "be able to", and "power to". Finally, the suffix ment defines, at the same time, both a process that enables individuals to enhance the ability to actively control their life and the result of this process. Generally it relates to the set of knowledge, competences and relational ability that allow an individual or a group to set goals and develop strategies to achieve them by identifying and utilizing the many existing resources, internal and external (Nicoli, Pellegrino, 2011).

Furthermore, empowerment is closely related to the concept of change but not in the meaning of replacing the old with the new. It rather regards change as an additional process that while proposing new alternatives it doesn't force to abandon the already known but it encourages to combine new opportunities with those that are already known. Empowerment is, therefore, a method for planning and acting in a realistic and effective way, a technique to take back control of one's own life, and to gain that feeling of "leadership" given by the fact that the person can choose between his different opportunities. Even more represent an applicative guidance approach that guides methodologically and procedurally on the "making operating" (Bruscaglioni, 1994), a new epistemological approach, a new capability to think the change as increased ability of choices and therefore of freedom and not finding the best solution (Bruscaglioni, 2007).

In this sense, empowerment serves the function of a connective tissue of a wide range of resources constituting the personal and social competences according to Goleman's model (1995). Personal resources such as, for instance, emotional awareness, appropriate self-assessment, initiative, optimism, etc. Social resources such as empathy and social competences as, for instance, the ability to initiate and lead change, the ability to promote and nourish useful links, and teamwork (see previous section on emotional competences).

## Methodological introduction

Training empowering integrates affective aspects, inherited from the principles of social-affective education, and attention to social contexts (community psychology), which aims to promote the quality of life by improving the interactions between individuals and social systems, conceived as relations between elements of increasing complexity: individuals, small groups, organizations, local and global communities. Aspire, therefore, to increase the degree of empowerment of individuals, so that they have greater confidence in their future and a greater awareness of the role that they can play independently or in conjunction with others in grabbing the opportunities of the contexts in which they are inserted and influencing events (Francescato, Tomai, Ghirelli, 2002).

Empowerment is configured, therefore, as a multilevel construct, where each level is closely interconnected with each other because is the cause and at the same time result: individual, organizational and community empower.

The individual empowerment / psychological gathers from a combination of three main components:

- the interpersonal component, that is the perceived control and beliefs about the ability to influence decisions that affect their lives;
- the interactional component, that is the critical awareness, the ability to understand and analyse their social and political environment also by understanding the causal agents, the resources available, their interaction, as well as factors that influence decisions;
- the behavioural component, namely the participation that is the practical aspect of empowerment (Santinello et al, 2009), that is the attempt to exercise control with the involvement of different individuals.

The organizational empowerment regards, however, the processes and organizational structures that increasing the participation of members improve its effectiveness in achieving the goals. Even here, we identify two forms:

- the organization's ability to provide the opportunity for its members to increase control over their lives (organization "empowering");
- the ability of an organization that develops successfully and influencing political decisions (organization "empowered").

The empowerment of communities, finally, relates to collective action aimed at improving the quality of life and the construction of "relevant community" (Iscoe, 1974) in which citizens have "the competence, motivation and resources to affect the improvement of life".

Empowerment is closely related to a process of knowledge and awareness, it is, in fact, enhanced when an individual acquires the tools to understand and evaluate himself (motivations, attitudes, values, strengths and problem areas), small groups and the organizations in which it is inserted, their community and the "mass-mediatic culture". Fundamental components of the empowering training are, therefore, to promote understanding of themselves, their society (socio-political empowerment) and the creative research of a congruence between what you aspire to do and the opportunities provided by the environment (inter-systemic accommodation).

### **The model: two training modules**

Specifically, following the training model suggested by Francescato (Francescato, 2004), the group activities are divided generally into two modules, three days each.

The two modules are separated by a period of about two weeks to allow reflection and re-elaboration of the content and abilities acquired and above all the integration of these in the symbolic and concrete experimenting of new ways to reach the objectives identified in the first three days, producing the triggering of the start-up action: starting to change.

The sequence of activities is driven by the multilevel nature of the construct. From here the subdivision into modules.

The first module considers, in fact, a work focused on the individual and the group. This is done through the use of creativity techniques such as

brainstorming, projective tools (creation of a drama on the work context or role) and work organized into subgroups.

The idea that guides the whole process is the possibility to observe yourself and the world in a new way, taking on the critical issues as opportunities for change. For this, action on individual and relational variables (such as the personal devaluation of staff and lack of relational gratification) means guide individuals to reinterpret the past, processing the negative feelings associated with the experience, for example, professional (impotence, anger, depression, self-blame), to understand the present and re-imagine the future by building a new capability to think positive and mobilizing the desiring energy.

This enhances the experience as a tool for personal and social growth and not only professional to arrive at an assessment of their own motivation, competences and aspirations and increased self-esteem. The topics around the work in the classroom are, therefore, the importance and the meaning attributed to study, education, culture and work, the previous professional experience, the imagination in relation with the approach to the business world assuming the perspective of growth and development.

The reinterpretation of the past and the construction of a new capability to think of the future is mediated by reflection on the links between motivation, commitment and self-efficacy; on how these factors reinforce each other and are crucial for success and how they are subject to the influence of our life contexts and, in the age of mass media, the influence of television, advertising, and the web.

Empowering Training according to this model in the first module aims to:

- a. promote a sense of belonging and increase the cohesion of groups facilitating the birth of rewarding relationships, including through an increase in cross psychosocial abilities with high potential for transferability to different contexts: social, education and employment;
- b. operates a reinforcement of feelings of trust, cooperation and solidarity;
- c. develops capabilities of mutual aid and support, and "peer education";

- d. better understand themselves and own surroundings, making the subjects able to choose appropriate paths related to the opportunities and personal and environmental constraints;
- e. promotes cope strategies and problem solving;
- f. stimulating proactivity and participation of trainees as active participants by providing them with tools to solve problems and make informed decisions.

In this phase, the subjects move the focus of attention from "I" to "We" and begin to observe their own groups in terms of strengths and areas for improvement and, through the technique of problem solving, try to find possible solutions, analysing the steps to be taken to deal with the areas of improvement and to enhance the strengths. The transition from "I" to "We" also brings with it an assumption of responsibility of the individual to the group and the objectives of the group and the transition to action, for this, it is preferable that each one take on a commitment to change to be fulfilled in the interval period between the first and the second module.

The second part, after a moment of self-assessment of the achievement of the objectives identified at the end of the first three days, provides a further opening to the outside: the organizational reality of belonging and the local community.

Since the contexts that surround us pose obstacles and limitations in our work but also offer resources and opportunities, it will need to be able to perceive these aspects (critical awareness) in order to implement the most possible appropriate behaviour. Community psychology offers two reading tools (the Multidimensional Organizational Analysis and Community Analysis) that help to gain articulate and multi-prospective approach of reality under consideration. To apply these analysis methods means to have the possibility to identify the opportunities and highlight specific changes to be promoted in the organization and in the community to act on areas for improvement, finding, the possible plots among desires, propensities, individual ability and opportunities or environmental constraints (Francescato, Tomai, Ghirelli, 2002). The reading of the contexts, in subjective and objective dimensions, has a very important function, as it allows the awareness of the variety of

possible interactions between the different intervening variables increasing the ability of individuals to affect events.

Once acquired elements to better assess and understand themselves, the group, the organization and the host community, and at the conclusion of the work, the subject is invited to revive exploration, through the use of projective techniques, their perceptions of professional experience. This will reflect on possible changes following the acquisition of a new level of awareness during the training course.

### Articulation

Learning unit 2. Motivation and empowerment competences	Hours
<b>Module 1. Motivation</b>	<b>20</b>
<b>Module 2. Empowerment</b>	<b>14</b>
	<b>34</b>

### TRAINING GROUP ACTIVITIES

- Number of sessions:
- first module aims to develops capabilities of mutual aid and support, proactivity and participation = 3 about 18 h tot
- second module aims to identified organizational reality of belonging and the local community = 2 about 12 h tot
- Duration of each session: 6 h
- Duration: 30 h
- Overall duration of the LU: 20h + 14h = 34h

### INDIVIDUAL TRAINING ON THE JOB

- Individual reflexive activities for 2 hours every training group activites for:
- monitor the applicability of the content in practical work
- used tool for self evaluation
- recognize their strategic skills in action

### DISTANCE LEARNING

- On line support for 2 hours every training group activites for:
- depth content, download
- discuss with the training community
- have tutor support

### Table of didactic tools

**TOPIC: THE EDUCATIONAL RELATIONSHIP, THE MAP  
DECENTRALIZATION AND THE LISTENING METHODS**

- **Group Games**
  - The goal of these games is to put the participants in a protected situation where they can experience some skills and some emotions related to the educational relationship and the processes of active listening. During the debriefing it will be possible to reflect on the dynamics on its own relational styles and feelings and emotions that games have set in motion and what the games tell about our experiences and our strategies in relation with the young people.
- **Role playing**
- **Activations through symbols, metaphors and narrative methods**
  - The aim in this case is to bring out reflexivity on the emotional experiences of the participants and styles perceptions, applied during the educational relationship and the helping relationship in general, through the use of metaphors or symbolic dimension.
- **Self-reflexive sheets**

**TOPIC: EMOTIONAL LITERACY**

- **Role playing**

**TOPIC: ADOLESCENCE AND YOUNG PEOPLE**

- **Self-reflexive sheets**

## Area of planning and change management competences

### Introduction

The last few years not only have left a legacy of costs, inequalities and contradictions; they also have left the ability (still to develop and strengthen) to rethink their own priorities at European level, to evaluate with a critical approach the ambitions contained in Europe 2020, and to re-launch a new governance cycle based on partnership and reforms. That is, a new cycle that clearly points out the directions that need to be taken.

We reckon that for our project we need two key elements:

- targeted initiatives, priorities selection, achieving the commitments made;

- the need to support the change, which is creating the conditions so that the implementation of reforms becomes the basic issue of the political debate within each member states.

To be credible and viable these two directions should have some priorities among which:

- to ensure that knowledge and innovation at all levels, represent the heart of European growth;
- develop policies that allow European businesses to create more and better jobs that result in the need to attract more people into work, modernize social protection systems, increasing the adaptability of workers and enterprises, increase investment in human capital through better education and qualifications.

These are very ambitious goals that revolve around the word change. As a result, there are two questions no one can elude: what tools can we use to support the change, and what are the competences required to professionals who work in the area of change management, that is not only to highly specialised professionals of the knowledge society but also to trainers, teachers and socio-educational operators?

It is quite evident that the training level, into the perspective of lifelong learning rather than only in the formal education, plays a decisive role. And since training and learning come to life through the professionals who work there, what is the wealth of resources expected of these figures (in terms of knowledge, abilities, competencies, meta-competencies). Obviously, taking for granted the wealth of methodological and teaching resources?

Several European documents and other research from various institutional sources and of various scientific backgrounds, converge in identifying the following capabilities:

- use strategies of systems analysis in the design of programs;
- use the needs assessment, statistical data, the documents produced by the organization, research, etc. to adapt the programs to the needs and specific clienteles;
- making effective the use of the mechanisms of design, such as councils, committees, working groups, etc. .;

- design or implement a program within the constraints of a limited budget and according to specific quality standards; be convincingly interpreters at policy makers of the modern trends in adult education;
- prepare requests for financial support and identify potential funding sources.

It is quite clear that we are talking about abilities that mainly nourish soft and behavioural competences. In addition to the technical and professional competences, of course. More precisely they feed the meta-competences such as learning to learn and learning to know; learning to do; learning to live together (discovering the other, tending toward common goals); learning to be, according to the fourfold of the four "pillars of education in the 21st Century" (Delors, 1996).

We can define meta-competence a class of logic order higher than competences which highlights the quality linked to the consideration made with regard to competences, and which has the following features (Pepe-Isfol, 2077):

- it concerns general, broad and open cognitive competences;
- it has non-specific characteristics, as it transcends the job, the position and the role within the specific work context, although it is expressed precisely in the latter;
- it involves mainly reflective mental processes;
- it can be considered a competitive value in the training of human resources;
- it guarantees flexibility of the professional profile of the employee;
- it enables self-updating, enrichment, and continuous improvement;
- it contains profiles of high portability in different contexts (work and life);
- It allows facing highly complex, uncertain and variable situations.

These features of meta-competence expand in five large meta-competences that are strategic for change management (Pepe, Isfol):

- a. management of emotional resources and development of self-empowerment meant as a process that tends to widen the range

- of choice, and makes transformations feasible and achievable at individual level;
- b. sense-making and development of generative thinking: learning to learn meant as the ability to consciously change behaviour and cognitive models in order to interact in a more appropriate way with internal and external environments;
  - c. development of networking competences: being able to interact and work within a network enhancing the opportunities provided by communication systems on the network;
  - d. development of evaluative thinking and assessment of complexity meant as a cognitive process aimed at building and using evaluation systems on complex situations/processes/projects;
  - e. planning and evaluating meta-competences meant as the ability to detect the need of training to gain meta-competences in various types of recipients, and therefore the need of implementing learning paths to gain them.

### **Development and training of meta-competences for the change**

The assumption that formal training/education looks like a generator of more productivity of individuals is nowadays greatly reduced. According to the teachings of the modern theories of constructivism and constructionism, the key variable for the development of knowledge is not so much the organized and formal education, but the emotional and socio-cognitive experiences. As noted by Nacamulli (2006) competences in the era of "flexible specialization" are built through enlarged training processes where the training mode for learning converges by doing with high social intensity on the workplace typical of craftsmanship together with encoded training typical of mass production. For the development and enhancement of competences come into play a number of actors (public authority, companies, and individuals) and a wide range of content and training methods is mobilized. As Nacamulli claims, into the diction of "enlarged training" converge very diverse definitions of training as: general training vs. specific training; explicit Training vs. implied Training; institutional training vs. training as operational mechanism.

With regard to the training of the meta-competences of social and educational operator/professionals, we find the model for trainers

developed by ISFOL1 interesting. Due to its characteristics, purposes and transferability we think it is extensible and, therefore be suggested to the operators of our project in terms of Learning Unit.

It is a model of training based on reflexive learning of trainers' meta-competences for change and the following specific objectives:

- management of emotional area and development of self-empowerment;
- search for meaning and generative thinking: learning to learn;
- Thought evaluation and assessment of the complexity (within which develops specific competences for trainers on the design and evaluate courses that focus on developing meta-competences.

The plan is developed and divided into five main phases: planning, analysis of personal resources owned and resource expectations, design, delivery and evaluation. The sequence of these steps, however, should not be considered in a logical hierarchy but of circular and presents the strong integration between the different phases, due to both the characteristics of the object of learning, and the need to develop competences in planning and evaluation on theme.

### **Creativity and innovation**

In our interconnected and global society, as claimed by Gardner (2007), creativity is a good researched, cultivated and magnified. In fact, never as in these times creativity was emphasized<sup>21</sup>, and associated to innovation. Like all the words of success, however, it is likely a semantic and practical weakening (in the sense of its actual practicability) because of his own fortune.

For the purposes of our argument along the axis reflexivity-competence-innovation, creativity should be put away for at least three risks of misunderstanding:

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<sup>21</sup> The model was developed as part of the investigation from the Structural and Human Resources of the Training Systems Isfol by the PON "System Actions" Ob.3 Measure C1 Action 4 "and contained in D. Pepe and V. Infante (2007).

- a. The first risk is linked to a common sense that tends to equate creativity with an industry sector or production or a business field (fashion, design, Made in Italy). Of course, it is true that in these areas the level of creativity is very high. However they cannot under any circumstances vindicate the exclusive;
- b. The second risk is more subtle and less easy to avoid. It is linked to the idea that creativity is a characteristic of singular people, almost unique, with a kind of light bulb that lights up suddenly, or visit as a sort of daemon (Panzarani, 2007) that "romantically whispers in" ear of our mind sentences inspired ideas and shocking;
- c. The third risk is of conceptual order; it is very common and tends to coincide simplistically creativity and innovation.

Always in the footsteps of Gardner (2007), we define creativity as that which arises from the interaction of three elements independent of one another: a) the individual who has full mastery of a discipline or technique or an area of competence and produces regular variations in these areas; b) the cultural field in which the individual works, with its models, with its prescriptions or proscriptions; c) the social environment: the individuals and institutions that offer access to opportunities to engage their capabilities.

Innovation, on the other hand does not live without the creativity that is the lifeblood and at the same time the trigger. However it lives and progresses through the individual intelligences, the collective intelligence, to individual and collective competences. It stems from the confrontation of ideas rather than isolated individual intuition and requires a society production of knowledge oriented and not a society that just delegate a few creative the task to run the head (Panzarani, 2007); that is, a society able to compete with the complexity and innovation equipping itself recursively, of a culture, in turn, innovated and innovative that see the individual as a dynamic entity that grows and moves within a structuring milieu.

In this context, it makes sense to speak of innovation processes as processes of living of dialogue and discussion; continually fed by cultural development and knowledge; the development of scientific research and the socialization of its results. Just as it makes sense to talk about innovation only about a society supported and backed by a solid and

capillary competences: exactly what is lacking in their social areas of steeper stretch mark where various social groups most vulnerable, including the NEET.

The strong emphasis to date on the social dimension that characterizes the axis creativity-innovation-competences does not exclude the possibility that creativity can be "taught" individually or in groups for adults, adolescents, educators, parents and even institutions as one of the leading international experts in applied creativity and innovation management, Hubert Jaoui (2008) teaches us.

Following the model of Jaoui, we propose a training program based on the following exercises:

- to develop the five senses;
- to develop curiosity;
- to train listening;
- to train the will: individual exercise diluted during the day and applied to the life of a day;
- for assertiveness training: individual and group exercises;
- the develop creative process: group exercise.

### Articulation

Learning unit 3. Planning and change management competences		Hours
<b>Module 1. Meta competence for the change</b>		<b>20</b>
<b>Module 2. Creativity and innovation</b>		<b>14</b>
		<b>34</b>

### TRAINING GROUP ACTIVITIES

- Target audience: a group of at least 15 people until 20
- Module 1: Meta-competences for the change
  - Number of sessions: 3 of 6h
- Module 2: Creativity and Innovation
  - Number of sessions: 2 of 6 h
- Total training hours: 30 h
- Overall duration of the LU: 20h+14h=34h



### INDIVIDUAL TRAINING ON THE JOB

- Individual reflexive activities for 2 hours every training group activities for:
  - monitor the applicability of the content in practical work
  - used tool for self evaluation
  - recognize their strategic skills in action



### DISTANCE LEARNING

- On line support for 2 hours every training group activities for:
  - depth content, download
  - discuss with the training community
  - have tutor support

## Table of didactic tools

### TOPIC: PLANNING AND CHANGE MANAGEMENT

- Group games
  - The aim of these exercises is to test people with new situations, within their daily life. In this way, each person can approach the competence to manage and plan change on the basis of a simple method
  - Moreover, this area has the objective to express their constraints about values and cultural differences, their own prejudices to overcome

## Methodological note and the summary of the Learning Units

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Each Learning Units is designed according to its increased relevance and consistency with the corresponding area of expertise, such as "auto-case" and the area of "collective competence of a team".

However, it makes no sense to talk about a match between the total and mechanical areas of competences and learning units suggested, because:

- the holistic construct of competence that we have taken as a reference;
- the "core" competencies that characterize social-professional and guidance operators/professional involved / engaged in working with NEET;
- the cross-reflective approach that covers all competences.

If anything, it is more correct to speak of cross learning units that across all areas of competence or, learning units that bind so prevalent and more competences directed to an area of competence rather than another, but that interact synergistically with all.

## 2. Guidelines for trainers

### Training recipients

The training model presented here is addressed to operators in various capacities dealing with young people NEET in both services and mainly educational projects as in career guidance services and vocational training.

We talk of many operators working in informal education contexts on the territory of those involved in more formal educational settings but also providers of services for career guidance and vocational training and professional initiation.

This choice grows up from an initial hypothesis. The assumption is that it is necessary to weave the dimension of the job guidance with educational models, working out the motivational dimension, on the construction of the project of life of young people, alongside the professional planning and the processes of empowerment and recognition of talents of young people. To realize this we need to put in place a more personalized intervention models with greater continuity and capable of dialogue with communities and networks where young people are placed. On the other hand, if it is hard to have a define a life project it is normal that it will be impossible to build a professional project that speaks about us and the job relationship will live in a lonely functional dimension aspect of income and may not be an important aspect in which to invest.

For this reason, we imagine a recipient of the training course that can come from a basic education and professional practice quite varied, and when possible it seems interesting to imagine the possibility of mixed classrooms where different practices and professional experiences can foster moments of exchange and collaboration and the construction of common languages. To enable this you need to be a part of a training model very flexible and adaptable to different contexts and on the other hand it was necessary to find a common thread that would combine both

support paths to the work that the accompanying educational paths that could be useful tools and skills to someone so large.

## Training needs analysis and reading of incoming skills and reference frames

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Differences between young NEET occur at different levels: gender, age, level of education, the type of the course, and the characteristics of the family of origin. This makes it particularly difficult to imagine the appropriate operational strategies to address the problem in a comprehensive manner and necessarily refers to a calibration of the interventions. Even from the point of view of the necessary competences and training needs analysis, then, it is not easy to identify a linear framework and common to different contexts. Starting from the research some areas of common competences have emerged that may be useful beyond the basic training of the operator and operating contexts although obviously will be declined from the specific needs of both operators and operational contexts under exam. It is also clear that no basic training formalized itself is sufficient to cope with the problems that this work involves; that are not enough knowledge and techniques that can be acquired in a university course.

These are the identified areas used to build the operational model:

1. Soft competences area of listening and reception, communication and assertiveness;
2. Area of the knowledge of the cultures and languages of youth;
3. area of the competence for teamwork and cooperation;
4. Area of leadership competence and design and activation of motivational processes and the construction of the Socratic and educational support processes;
5. Area of resilience and ability to reflect and management of the emotional component of the work;
6. Analysis Area of territorial needs and the ability to work with the formal and informal social and economic networks.

In particular, appears as cross elements of working in various job contexts in one hand the need to do not limit intervention to the young and work on territorial systems, family and the peer group, in view of the network and teamwork. In the other hand the issue of motivation and self-esteem of the young. These two aspects are fundamental to be able to accompany a planning dimension. In particular, this aspect of promoting the ignition of a motivational spark seems to link educational settings with guidance contexts, the NEET of different ages and in some ways different socio-cultural extraction, and it also raises the issue of operator's motivation because it is difficult to motivate someone to a project if you do not have one in turn.

## Educational objectives

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The training aims to train those who work with NEET, in formal, non-formal and informal contexts, experiencing an integrated intervention model for the acquisition of soft competence and guidance activities with a view to networking.

Specifically it will

- promote the processes of learning and change that operators contribute to the exercise of new competence and awareness necessary for work with young people, through the acquisition of soft competence identified in the draft;
- support the personal development through the enhancement of soft competence such as collective and network; motivational and empowerment; design and change, according to the model of reflective learning;
- provide an experiential training for professionals through this mode can acquire the tools to re-transfer the experience;
- experiment and model the proposed route, so it can be replicated in different contexts.

## Training methodology

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*“A man travelling into a region unknown come to a fork in the road. In the absence of knowledge to be safe, he is brought to a moment of pause, of hesitation, of suspension. Which way is the right one? How will resolve its concerns? There are two alternatives: he must, or continue on his way blindly or arbitrarily, and trusting in the fortunate outcome of his attempt, or discover evidence that the lucky his quest, or discover the evidence, they conclude that a particular road is the right.”*  
*(J. Dewey, 1933, How we think, en. trad. p. 74)*

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The course will be conducted using classroom-active and interactive, capable of dialoguing with the concrete contexts, subject to flexibility, able to generate a participation felt, and aware of the operators, and to promote a “climate collaborative”, which offers the operator the possibility to “dominate” in the way of his learning, using a reflective practice.

These methodologies encourage:

- the participation in "lived" of the operators (involving the whole personality of the operator);
- the constant control and recursive (feed-back) on learning and self-assessment;
- the training situation;
- training in the group.

The proposed approach is developed in the context of the training, the reflexive approach is particularly suited to those professionals that work in services that deal with the relational aspects of the person and that Schön called professionalism reflective.

Imagine a training that moves from assumptions very different from the logic of the training or of the transmission of techniques and knowledge in a standard way, in fact: “In professions that have to do with the relationship help adherence to models of technical rationality, based on the concept of experts and collides with the low level of generalizability of knowledge and the difficulty to uniquely define the problem to be addressed”. The reflective training must be oriented to self-development and self-empowerment, the training must be flexible and multi-purpose capable to develop and re-during the same training process. To better perform its role, the training should be able to play even a role of proposal, to stimulate individuals and businesses with ideas and visions can surprise you, mobilize energies, and to reveal trends and guidelines emerging, the aggregate of people and organizations. Thus, it is essential to re-learn patterns, strategies, risk and good practice within their daily operations in order to systematize its own style of work and of their effective strategies.

The methodological process of this program will have as main features the possibility to focus on a problem and to investigate complex situations, the construction/reconstruction of reality, a collective analysis of the attributions of meaning;

The learning process will deal with the capacity of:

- maintain a continuous attention to the collection of information and all analysis of the realities of the context and of the operators;
- bring out and recognize the large and small theories that follow from the actions;
- create a perspective of dissemination and transferability of the results in situations that the operators will recognize as similar.

Particular attention will also be devoted to the establishment of a relational and communicative environment, characterized by:

- confidence;
- active listening;

- empathy;
- support;
- recognition of emotions,
- recognition of the needs of each operator;
- exploitation of the resources of each operator.

From these theoretical approaches that arise, the tools and techniques selected that are described in the next paragraph.

## Type of classroom tools and their use

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The tools for the training represent a hypothetical toolbox that accompanies the training model proposed, the number and the variability of the proposal allows you to choose the instruments in reason in the context of the target audience and training needs detected in the single path. The tools are available, presented through the individual tabs (with related suggestions and instructions for their use) these are only a sample of the various tools that can be selected and used by the trainers (also on the basis of their experience and ability to use them) and in correlation with the different training units with the aim of making more interactive and effective training action in order to simplify the understanding and use them according to the training objectives the training tools proposed can be divided (roughly) in some "macro-categories".

### "Reflective" Tools

Some of the tools presented belong to the category that we define as instruments, self-reflective, and who respond to a reflective approach to the training of adults we consider reflexivity as an essential element to be able to understand the change: the people must constantly reflect on themselves and on their contexts of life and work, must have tools to be able to understand and includes and to be able to operate in the contexts changing and in continuous evolution.

To allow this process in our opinion it is essential to go through a training focused on the life situations, experiences, learning strategies, on the dynamic between informal learning and "classification" more and more large, and more and more consistent of the knowledge acquired, and it is this ongoing relationship between theory and practice between knowledge and action, that constitutes the specific space of the educational process emerging at the same time, the experiential dimension, from the emergency of the problems, reflexivity and proactivity.

The training methodologies reflective tend to put at the heart of the subject with its design capabilities and its relational dimension. Such methods include the methods narrative methods (and related tools) and also tools for narrative and autobiographical, but also other active methodologies and design in order to build processes, such as the balance of competences and empowerment.

Among the tools we appreciated proposed of which there are several in particular use the metaphor as a vehicle for reflexivity and learning. The metaphor has the ability to highlight elements that are already known in a more simple, but also offer new points of view on aspects of reality as complex; at the same time through through the metaphor, it is easier to say and say things that touch on the emotional aspects and the personal affect in the reaction professional with the young people. In particular, there are in the proposed model some of the cards reflexive that use the metaphor and some of the exercises and games that require the use of the metaphor. Very important in the use of metaphorical tools is not to attempt to interpret metaphor or treat it in a standardized way, will be the participants that, if they wish, tell, and reflect on the meanings subjectively attributed to it.

### **Role playing, case studies, classroom games tools**

Among the proposed instruments there are several examples of Role playing, Case studies, and classroom games (with specific instructions), but always in a perspective of training, reflective of the following will

provide some guidelines to assist the trainer an effective use of these tools.

## The game of roles (role playing)

Some of the participants, or even all, depending on the number of participants and the type of the game or to the course, participate in the simulation of a role as "actors" according to a well precise task that has been assigned to them, while the rest of the participants, if not participating directly, will have the role to observe the dynamics put in place. It is one of the pedagogical methods most used and effective in the context of the training courses for the enhancement of the real-life experiences of the participants. At the same time is a methodology that requires preparation and experience of classroom management on the part of the trainer. Useful to recreate in the classroom to real situations, to be analysed together.

What to do:

- Choose the "actors" on a voluntary basis. It is important to involve people only if they really accept.
- Highlight that the objective is not to evaluate individuals but to analyse the strategies put in place
- Invite the "actors" to identify himself in a real situation. The "actor" who plays the role of a stimulus, it must avoid taking a way-too-easy-to-manage (there would be interesting points of comparison) as well as too extreme or caricatured. The simulation will be successful if it will be as real as possible and at the same time, with a level of difficulty for the opponent (neither easy nor impossible).
- Carefully prepare the "scripts" of the participants, eventually explaining them in the plenary session.
- Take time to give secrete information to one ore two participants
- Consider the possibility to record the simulation and then to show it to the group sharing ideas about it. .
- Communicate objectives clearly

- Explain in details to the observers what they should observe during the role-play. Possibly provide a grid of observation in order to focus the attention of the observers on the key points of the simulation.
- If necessary, repeat the same activity in order to have the possibility to compare different way to work in the group.
- Let first the possibility to comment to the actors and observers to comment what take place in the activities and then eventually the trainer. The trainer conduct the analysis and knows how to ask the right questions.
- The trainer makes a summary at the conclusion of the salient points that emerged during the analysis.
- Lead the observers to highlight the critical elements of success put into the scene, and the emergence of the strategies used.
- Not to last too long in the simulation. The better a simulation of thirty minutes well done, and then analysed that one of the sixty analysed in a hurry.

## Cases study

The participants have to analyse a case generally complex and articulated. The case is drawn from a real situation. They share their views and/or decisions.

The trainer can provide the entire story (problem and solution) or just the problem, in order to find out solutions first and then to discuss them, related to the real development of the given situation.

What to do:

- If it is a case structured to make sure you have enough time for presentation and discussion.
- Define and enforce the maximum time of the analysis of the case
- To analyse in plenary session the most important elements of the case
- Facilitate the emergence of the strategies used
- Facilitate the emergence of strengths and weaknesses used for the management of the situation

- Avoid the use of cases, older and/or far away from the expectations and interests of the participants.

## The work in sub-groups (to apply into different situations)

The work in sub-groups allows a strong involvement of the participants and the opportunity to learn through comparison with the experience of the other participants.

What to do:

- Split the large group into smaller groups of four to five people maximum to involve all of them
- Define with precision the objectives of the sub-groups
- Share the summary of the work in sub-groups in plenary
- If possible use of the support room, and to divide the sub-groups
- Edit each exercise, the composition of the sub group and the choice of spokesman
- To be monitor the positive performance of the work by turning in each group responding to any concerns / questions. Keep the groups focused and motivated on the task. Provide any assistants to the trainer to support the sub-groups
- Not to abandon the participants during the work, but to make an observation of the dynamics, "moving" between the various groups, this activity will be very useful at the time of the debriefing.

Games in the classroom can have a variety of functions, from games and icebreaker leading or thesis to the construction of the group up to the games that have the function of facilitating the processes of learning through displacement or through the construction of experiences protected through the game, through to games that meet most of the emotional dimension in facilitating this way the learning processes

Some good practices useful for the management and debriefing of the games in the classroom are:

- Gradually increase the level of difficulty starting from simple exercises, and by adjusting the difficulty also in function of the group work that occurs in the classroom.
- Avoid to propose exercises that are too difficult that could lead to demotivation and frustration as well as the exercises too easy (risk of trivializing of activity)
- Always give the maximum time to complete the exercise and do it respect
- Always be at the disposal of the participants during the exercise for any clarification
- Analyse even together with the participants the utility of the exercise
- Avoid exercises with solutions ambiguous to risk controversy ( unless that is a conscious choice aimed at the processes of displacement)

## **Methodologies in the classroom that use video and cinema**

In the path, it is proposed to use some of the “blob” composed of different pieces of film in sequence, interspersed with phrases and images on a given theme. The function of this tool is to encourage reflection and discussion among the participants on some of the themes touching on the emotional experiences that the movie wakes up. It is important, therefore, in place of the debriefing, after the vision, from the sensations and reflections, which will bring participants. In the model, you propose of “the blob”, but of course, every trainer by following this diagram will make it different by using different films based on needs and target audience.

## Training path phases management and overall time. Opening, closing and interim evaluation.

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### Training needs analysis and overall time

Training path described in learning units assume to perform a preliminary participants training needs analysis. According to participants' experience level, previous training and so on, is required a preliminary phase in which trainers assess participants' goals, to assure their best involvement. Assessment can be realized with preliminary meetings, interviewing main contacts and other appropriate ways.

Learning units proposed last between 20 and 35 hours, more or less. This time can be modified according to needs analysis results. In addition, each of them are virtually independent, so they can be proposed in separate way (i.e., a group of learners could need only LU3 and not others).

So needs analysis is useful to direct development of next training action. Maybe this phase can be very short (just time for some talking) or last some time (group interviews, meetings with representatives and so on). However it's a basic phase to next development: it allows to better gauge time and issues, reduces chance to be "wrong-footed" in participants or trainers expectations and enable to evaluate more careful learners starting condition about issues proposed.

Once specific training path is defined, training activities can start.

### Path and lesson opening

Path designed for learners will last for many lessons. What you read here is a "good practice" which can be applied on an adequate scale both at path beginning (opening of the first lesson is also beginning of the path) and at the start of every lesson.

Opening main goal is:

- Explain how you will work and what to work on;
- Reassure participants anxiety;
- Build the classroom pact;
- Involve, activate and make curious learners in the topic;
- wrong-footing participants' expectations through a surprising and learning experience

Naturally, one or more of these goals can be good for first lesson, other for next ones.

Some possible ways to open a lesson are:

- Brainstorming the topic
- Story, picture, movie
- Making some questions
- Asking to some learners an experience
- Presenting lesson schedule and making classroom pact for the meeting
- Starting from expectations and needs of the group
- Through a game, a joke and so on
- Starting directly the topic with some data or other

We leave to trainer judgment to choose which ways are more adequate.

## **Path and lesson closing**

Closing phase represents lesson or path ending. Conclusion is an ultimate moment for learning consolidation, to analyse other deepening's and to sustain personal interest.

Goals can be:

- Final synthesis
- Ending check
- Task and job assignation
- Presentation of anticipated references
- Condition of emotional status

Some possible ways to close are:

- Requesting feedback to participants (in a free or spontaneous way, or formalized and write form);
- Telling a story
- Showing a clip
- Offering some tips for further studies.

## Training interim evaluation

Evaluation is a key activity to stay aware of training path trend. Before the start of training path, as ex-ante evaluation, it can help to define learners' needs on requested or expected issues.

Since a training path can last for many lessons (according to overall length and lessons scheduling) it needs to foresee some interim evaluation ways, aiming to collect information about progress achieved, status of expected results, difficulties encountered at that time and possible corrections. Interim evaluation usually is performed in the middle of the overall path.

## Feedback collection, learning and satisfaction evaluation

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### Evaluation phases and its reflexive nature

Usually we define 3 phases:

- Ex-ante evaluation: coinciding with needs analysis, when entire path is scheduled; in this phase you can define goals and projects to undertake; it represents the time when “zero point” is fixed, the “yardstick” to understand the range of changes occurred;
- Interim evaluation: coinciding with monitoring, data collection on overall path; if we consider that next evaluation phase can go

much over training path end, the final check can be considered as interim evaluation;

- Ex-post evaluation: it concerns time after learning activity ending; its goal is to verify efficacy of learning strategies and, overall, which results obtained.

However, you have to remember that training approach here described has a reflexive and participative nature, so its evaluation cannot be different. In other words, you have to verify not only how much learners possess specific knowledge or skills. This approach assures the absolute protagonist of learners (more than trainers themselves) and more they are involved more this will foster their awareness of results obtained and to achieve.

Such assumption has an influence over how evaluation will be realized.

## **What evaluate**

Learning Units describes competences to work on with this training. They are the training final goals and so they are target of evaluation too.

In addition, you can evaluate also:

- Learners feedback (to issue discussed, for the trainer, other participants and so on); it's useful to keep some time (also at the end of every lesson) where every learner can say something about his/her mood;
- Overall satisfaction, usually at the end of the training; if it consists of more than one learning unit, you can choose to ask about at the end of each one.

## **How evaluate**

Reflexive evaluation is performed through reflection (free or organized) on experience realized and awareness acquired.

Ways useful for trainers to “take the measure” from the initial condition and the final one are based on value attributed to that distance by participant themselves.

Useful tools are classified in two types:

- Tools allowing to participant to look directly on himself;
- Tools allowing to participant to see his reflex inside the look of other people.

For the first one, in each learning unit you find some self-evaluation sheets<sup>22</sup>. In each of them, you find skill description and behaviours expected. Sheets can be administered at the start, during and at the end of training path. Every participant fills in by himself.

For the second one, same sheets above can be useful but filled by colleagues or other participants, matching results with sheets filled by themselves.

In addition, another type of reflexive evaluation is performed with every kind of group discussion on results, facilitated by trainer using specific questions, at the end of an exercise, a lesson or an entire learning unit.

## **Constant Feedback tools in classroom**

According to reflexive nature of the training path, could be useful to provide some tools giving constant qualitative feedback inside the classroom. For example, a kind of logbook formed with three different posters, over which learners can write at the end of every lesson. Posters could have these headings: “what I bring with me at home”, “what throw in garbage can”, “posts for the group”. Other tool could be a kind of box heading “thought underway”, where learners can put some message, every time they want. Messages can include proposals, feedbacks or other in an anonymous way.

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<sup>22</sup> Self-evaluation sheets are available on CoMWork website, in the Peer review space: <http://www.observal.es/comwork/moodle/>

Finally, to probe more deeply their moods, you can use a big poster at the start of the training path with pictures depicting houses as home of different moods (home of surprise, joy, interest, anger and so on...). Each one has a post-it with his/her name and continuously (also more than one time at lesson) they can change position on houses describing their mood in that moment. This offers a feedback to trainers and to the group itself.

Many other solutions can be found but goal is to build a collective narration, giving opportunity to monitor training evolution, beneath traditional tools focused on satisfaction and learnings.

We underline that the chance to understand results obtained in a reflexive path depends for the most part, by how learners tell them. It is surely possible to take over changes occurred, using field observation of their behaviours. However, the action to keep some space, time and tools for learner self-evaluation, about “where I am?” compared to the training going on or a potential goal, has a very strong reflexive value, capable to generate awareness and activation.

## 3. The learning units

### Introduction

The final version of the three learning units of the CoMWork model, was 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;
- Contributions in peer review;
- Contributions in the questionnaires 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<sup>23</sup>. 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

<sup>23</sup> ESCO "European Skills, Competencies, Occupation Taxonomy". Officially introduced in 2013, by the European Commission, the European classification of skills, qualifications and occupations, is a useful tool for institutions and citizens. ESCO is a common language to facilitate cooperation and dialogue between education, training and labour market players. The European classification, accessible online, totally free and translated in 25 European languages, contributes to relevant initiatives of European cooperation in education and training, support for mobility, study and work, transparency of titles and qualifications.

<b>Application of knowledge</b>	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
<b>Social skills and competences</b>	Working with others	Work as part of a team Negotiate Display intercultural competence
	Leading others	Leading others Build relationships
<b>Language and communication</b>	Non-verbal communication	Understand non-verbal cues Respond to cultural differences (non-verbal communication) Use non-verbal cues
	Verbal communication	Spoken production Spoken interaction
	Language	Mother tongue Foreign language
<b>Thinking skills and competences</b>	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	Analyse 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 helped us in this task. The cooperation among partners was very important to elaborate the contents of this final step of the project.

This training has its origin in:

- The cooperative analyses done by all partners.
- Identified needs from educational and social workers.
- The *Guidance and Training Model for trainers leading training for socio-educational professionals working with NEET* is developed to make this LU.

The whole training is based on professional experience. Operators are the protagonist and they 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. Planning and change management competences.

Each Learning Unit is independent but at the same time, is connected with the rest of the axis. Learning Units can have duration of a number of hours that ranges from a minimum of 20h to a maximum of 35h overall, depending on the applications and on the skills of the operators. However, the duration of each LU will not be more than 50 hours.

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 always in the centre.

Social professionals who work with NEETs are beneficiaries of the training model. They are the protagonist and the directly beneficiaries, however, the organizations and the NEETs are also indirectly beneficiaries.

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

## The contribution of the open audits and the peer review

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During May 2016, each country has doing an Open Audit. This activity is within the IO 4. Each country has elaborated a report<sup>24</sup> with the conclusions and other dates. With this information, we have elaborated this part and the content of the proposal of LU.

Each Open Audit has aimed gather professionals, institutions, young people, NEETs, ex-NEETs, with the goal to analyse 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 CoMWork 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 analyse each contribution of each Open Audit related with each area.

From March to July 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.<sup>25</sup> In this Platform, they could find:

- Partners 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"*<sup>26</sup>, available in five languages: English, Bulgarian, Spanish, Italian and

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<sup>24</sup> Each report is available on the project website: <http://comworkproject.org/>

<sup>25</sup> The link to the platform is: <http://www.observal.es/comwork/moodle>.

<sup>26</sup> Each survey had its link:

English: <http://www.observal.es/analisis/index.php/397698?lang=en>

Bulgarian: <http://www.observal.es/analisis/index.php/397698?lang=bg>

Spanish: <http://www.observal.es/analisis/index.php/397698?lang=es>

Portuguese. The survey was structured in four groups of questions, which we analysed one by one in:

- Collective competences of a team and a network.
- Motivational and empowerment competences.
- Competences for management of change.
- General questions.

*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
<b>TOTAL</b>	<b>118</b>

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
<b>TOTAL</b>	<b>82</b>

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

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Italian: <http://www.observal.es/analisis/index.php/397698?lang=it>

Portuguese: <http://www.observal.es/analisis/index.php/397698?lang=pt>

## Learning unit 1. Collective competence of a team and a network

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### Received feedbacks

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 the most important are the thinking skills and competences like planning and making a strategy, to analyse 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 considered less important when the group start to working. But they still think that it is important the responsibility, have a good attitude and interest and team spirit.

Professionals do not think that the language and communication skills are the most important to start to working, but they think that still necessary listen and communication skills.

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

When we are starting to working the most important are the thinking skills and competences such as planning and making a strategy, to analyse 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.

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

The operators mainly require training in the field of social media and information repositories.

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.

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 do not consider that ask for help online it is very important.

Related with the group work, professionals would like to learn more about social skills like dynamic to unite the group, communication, participation, leadership or conflict management. In addition, 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.

It is necessary that NEET develop their skills and teamwork skills using:

- Group dynamics.
- Brainstorming.
- Dynamics of expression and communication both verbal and nonverbal.
- The development of joint projects.
- The development a sense of belonging and commitment to the group.

The operator needs to know about their family, and 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, labour market offices, municipalities, career guidance centres, 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. Collective competences of a team (équipe)

LEARNING UNIT n° 1	
Collective competences of a team and a network	Duration: 18 hours
<b>Module 1:</b> The collective competences of a team (équipe)	
<b>Knowledge</b>	
<ul style="list-style-type: none"> <li>- 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"> <li>○ To respect the rest of the team and be concerned about the team.</li> <li>○ To analyse the problem or situation.</li> <li>○ To have a common goal.</li> <li>○ To communicate using a common language.</li> <li>○ To reach agreement or common solution.</li> </ul> </li> <li>- To know that the team should be multidisciplinary (different professionals from different fields)</li> <li>- To know that the participants of the team can have different roles.</li> </ul>	
<b>Skills</b>	

- 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 and propose options.
- To show 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, and show good manners.
- To analyse problems and situations.
- To plan and to make and strategy in order to archive the common goal.
- 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**

- 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**

Description of the contents of the LU:

- Intercultural aspects.
- Methods for sharing information.
- Social media and social networks.
- Proactive attitudes for the team.
- Fundamentals of team.

<b>Didactic methods</b>
<ul style="list-style-type: none"> <li>- Team working.</li> <li>- Online learning.</li> </ul>
<b>Didactic tools for trainers</b>
<ul style="list-style-type: none"> <li>- PC</li> <li>- Online access</li> <li>- Real cases for the auto-case method</li> <li>- Slides</li> <li>- Material of monitoring</li> </ul>
<b>Didactic tools for learners</b>
<ul style="list-style-type: none"> <li>- Auto-case method</li> <li>- PC</li> <li>- Online access</li> <li>- Real cases for the auto-case method</li> <li>- Slides</li> <li>- Material that the professionals could considerer. <i>Guidance and Training Model for trainers leading training for socio-educational professionals working with NEET'S (Training tools):</i> <ul style="list-style-type: none"> <li>o Tool 1.1 - prisoner dilemma.</li> <li>o Tool 1.2 - the thief.</li> <li>o Tool 1.3 - flooding.</li> <li>o Tool 1.4 - the chair game.</li> <li>o Tool 1.5 - geometric figures game.</li> <li>o Tool 1.6 - ball game.</li> <li>o Tool 1.7 - game of the town council.</li> <li>o Tool 1.8 - work meeting.</li> <li>o Tool 1.9 - tell by means of objects.</li> <li>o Tool 1.10 - if my team was.</li> <li>o Tool 1.11 - film trailers.</li> <li>o Tool 1.13 - form analysis.</li> <li>o Tool 1.14 - competence learning diary.</li> <li>o Topic: team assertive communication.</li> <li>o Tool 1.15 - the "no" game.</li> <li>o Tool 1.16 - criticism and compliment exercise.</li> <li>o Tool 1.17 - film trailers.</li> <li>o Tool 1.18 - card on the communicative styles of work.</li> <li>o Tool 1.19 - teamwork 24.</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>- Brainstorming.</li> <li>- Dynamics of expression and communication, both verbal and nonverbal.</li> <li>- Dynamics for learning how to develop and joint projects.</li> <li>- Dynamics of develop a sense of belonging and commitment to the group.</li> <li>- Any other considered for the trainer.</li> </ul>
<b>Needed material</b>
<ul style="list-style-type: none"> <li>- Spaces that help to work in a team and reflection.</li> </ul>
<b>Assessment of learning outcomes</b>
<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"> <li>- Work as a part of a team.</li> <li>- Negotiate.</li> <li>- Demonstrate intercultural competence.</li> <li>- Demonstrate commitment.</li> <li>- Demonstrate a critical thinking.</li> </ul>
<b>Mastery indicators of Learning outcomes or skills or competences acquired</b>
<p>Procedures and criteria for assessment of these learning outcomes.</p> <p>We will evaluate if the student has the knowledge, skills and competences which are explained before.</p>
<b>Bibliography</b>
Each country can use different materials adapt to the needs.

## Module 2. Collective competences of a network

LEARNING UNIT n° 1	Duration:
Collective competences of a team and a network	16 hours
<b>Module 2: The collective competences of a network</b>	
<b>Knowledge</b>	
<ul style="list-style-type: none"> <li>- To know a systemic-local-integrated planning for working as “network”</li> <li>- To know the actual media to communicate with each network. <ul style="list-style-type: none"> <li>○ E-mail.</li> <li>○ Telephone.</li> <li>○ Social networks.</li> <li>○ Instant messaging / WhatsApp.</li> <li>○ Webs – Drive – Dropbox (document repository).</li> <li>○ Face to face - meetings.</li> </ul> </li> <li>- To know that some close networks have a huge influence for NEETs. <ul style="list-style-type: none"> <li>○ Family.</li> <li>○ Friends.</li> <li>○ School.</li> </ul> </li> <li>- 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"> <li>○ Youth information points.</li> <li>○ Alternative entities (leisure time, sports, associations, NGOs...).</li> <li>○ Labour marker offices.</li> <li>○ Any other administrative organization that can help both professionals and NEETs.</li> </ul> </li> </ul>	
<b>Skills</b>	
<ul style="list-style-type: none"> <li>- To interact electronically with each institution that can complete our intervention and use on-line services.</li> <li>- To share information and communicate through mobile phone, social media and other ways with the stakeholder.</li> <li>- To manage electronic information knowing store files and cross</li> </ul>	

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

### 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.

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

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

## Sessions, goals, activities and time

	GOALS		TRAINING TYPE	TIME
S E S S I O N S	1	To know the characteristics of a team. To share experiences	Face to Face, group activities	6
	2	To acquire teamwork skills	Face to Face, group activities	5
	3	To acquire teamwork skills	Face to Face, group activities	5
	4	To reflex about work in team	Individual, online	3
	5	To know the characteristics of a network To share experiences about different networks and their uses.	Face to Face, group activities	4
	6	To acquire network skills	Face to Face/online group activities	4
	7	To build a networking with the data of all the organization of a specific context.	Face to Face, group activities	4
	8	To reflex about network	Individual, online	3
TOTAL HOURS				34

## Learning unit 2. Motivation and empowerment competences

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### Received feedbacks

If 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.

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. Therefore, the NEET is the protagonist and the one that have to decide and the professional has to help, not to take the decisions.

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. In addition, 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.

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.

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.

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.

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.

The motivation is related to the change and this should take place in a natural context of young.

Motivating factors (professionals):

- Get positive expectations.
- Peer support.
- Protection of the institution where you work.
- To do many varied activities and not to enter into routine.
- To establish new ways of working with young people.

- To reconcile professional life with personal life.
- To have a stable team working for a common goal.

#### Motivating factors (NEET)

- Talk much with them to meet their needs and interests.
- Practice empathic listening.
- 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 labour 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 have 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 could 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:

- Confidence
- Be encouraged
- Look for motivation
- Listen actively
- Perseverance
- To know what happens in me
- Others (to valorise, humour, to support, to know how to manage time...).

## Module 1. Motivation

LEARNING UNIT n° 2		Duration:
Motivational and empowerment competences		hours 20
<b>Module 1: Motivation</b>		
<b>Knowledge</b>		
<ul style="list-style-type: none"> <li>- To know the personal context of the NEETs. To know that the motivation is related with it.</li> <li>- Motivating factors for professional: <ul style="list-style-type: none"> <li>○ Get positive expectations.</li> <li>○ Peer support.</li> <li>○ Protection of the institution where you work.</li> <li>○ To do many varied activities and not to enter into routine.</li> <li>○ To establish new ways of working with young people.</li> <li>○ To reconcile professional life with personal life.</li> <li>○ To have a stable team working for a common goal.</li> </ul> </li> <li>- Motivating factors for NEETs: <ul style="list-style-type: none"> <li>○ Talk much with them to meet their needs and interests.</li> <li>○ Practice empathic listening.</li> <li>○ Become aware that all have qualities that stand out.</li> </ul> </li> </ul>		
<b>Skills</b>		
<ul style="list-style-type: none"> <li>- To examine evidences in order to make the NEET know: <ul style="list-style-type: none"> <li>○ To consider alternative views, taking into account his potential and the social possibilities.</li> <li>○ To consider impact of judgement on his/her decisions in order to exclude options or take the best option.</li> <li>○ To notice bias of oneself and try to have a better and real idea about the society and the actual context.</li> </ul> </li> <li>- To make a NEET stablish a plan for action we have: <ul style="list-style-type: none"> <li>○ To set goals that the NEET really want, considering its competences and potential and the social reality.</li> <li>○ To devise strategy.</li> <li>○ To prioritize actions.</li> </ul> </li> <li>- Explore Issues: Make judgements, draw conclusions, question assumptions, explain reasoning, identify live topics, and</li> </ul>		

recognize connections, Identify patterns, ask key questions.

- 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 valorise, to support, to know how to manage time)
  
- The ability to arouse in the NEET:
  - Positive attitude.
  - Proactivity.
  - To set goals.
  - Flexibility.
  - Curiosity.
  - Perseverance.
  - Resilience.
  - Creativity.
  - Confidence.
  - Autonomy.
  - Empathy.
  - Others.
- Manage self-emotions and teach to the NEET how to manage their emotions, improving the emotional intelligence.

### **Competence**

- 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**

Description of the contents of the LU:

- Motivation factors.
- Demotivation factors.
- Emotional intelligence.
- Fundamentals of the motivation

### **Didactic methods**

- Team working.
- Online learning.

### Didactic tools for trainers

- PC
- Online access
- Slides
- Material of monitoring

### Didactic tools for learners

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

- Tool 2.18 – talent exchange market
- Tool 2.19 – check your good memories
- Tool 2.20 – my story
- 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**

Procedures and criteria for assessment of these learning outcomes.  
We will evaluate if the student has the knowledge, skills and competences which are explained before.

#### **Bibliography**

Each country can use different materials adapt to the needs.

## Module 2. Empowerment

<b>LEARNING UNIT n° 2</b> <b>Motivational and empowerment competences</b>	<b>Duration:</b> <b>14 hours</b>
<b>Module 2: Empowerment</b>	
<b>Knowledge</b>	
<ul style="list-style-type: none"> <li>- To know the fundamentals of empowerment.</li> <li>- To know the indicators to know when someone is empower and recognize when someone is empowered (to take their own decisions, to be aware of their possibilities, etc.)</li> </ul>	
<b>Skills</b>	
<ul style="list-style-type: none"> <li>- To make the NEET to examine evidences about his/herself:               <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ To analyse reasoning about one in order to have a real and transparent image about oneself.</li> <li>○ Notice bias of oneself and try to have a better and real idea about his/her situation and the context.</li> </ul> </li> <li>- To explore Issues in order to make the NEET know:               <ul style="list-style-type: none"> <li>○ To make judgements about one's potential and about the competences one need to improve.</li> <li>○ To be able to draw conclusions of different situation of one's life, knowing what is the most important in each situation.</li> <li>○ To question assumptions</li> <li>○ To explain reasoning an idea, fact, situation or period of life.</li> <li>○ To identify live topics and analyse them.</li> <li>○ To recognize connections between one's lives, trying to take a common point.</li> <li>○ To identify patterns about oneself related with the one's interest.</li> </ul> </li> </ul>	

<ul style="list-style-type: none"> <li>- To implement an strategy in order make NEET to realize and be aware of:               <ul style="list-style-type: none"> <li>o Their interests.</li> <li>o Their strengths and Opportunities.</li> <li>o Their weaknesses and threats.</li> <li>o The context where he/she lives and acts on.</li> </ul> </li> </ul>
<b>Competences</b>
<ul style="list-style-type: none"> <li>- To be able to establish a procedure to make the NEET to get to know him/herself in order to identify his/her competences.</li> <li>- 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.</li> </ul>
<b>Course of the learning unit</b>
<p>Description of the contents of the LU:</p> <ul style="list-style-type: none"> <li>- Life history.               <ul style="list-style-type: none"> <li>o Formal, non-formal and informal learning.</li> <li>o Work experiences.</li> <li>o Leisure experiences.</li> </ul> </li> <li>- Fundaments of motivation and empowerment.</li> <li>- Group dynamics.</li> </ul>
<b>Didactic methods</b>
<ul style="list-style-type: none"> <li>- Team working.</li> <li>- Online learning.</li> </ul>
<b>Didactic tools for trainers</b>
<ul style="list-style-type: none"> <li>- PC</li> <li>- Online access</li> <li>- Slides</li> <li>- Material of monitoring</li> </ul>

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

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

## Sessions, goals, activities and time.

		GOALS	TRAINING TYPE	TIME
SESSIONS	1	To know the motivation and demotivation factors related with professionals and NEETs. To share experiences.	Face to Face, group activities	6
	2	To acquire and experiments motivation techniques for self-motivation.	Face to Face, group activities	6
	3	To acquire and experiments motivation techniques for motivate NEETs.	Face to Face, group activities	6
	4	To reflect about motivation.	Individual, online	2
	5	To know the fundamentals and indicators of an empowered person. Share experiences.	Face to Face, group activities	6

GOALS		TRAINING TYPE	TIME
6	To learn how to use tools or different resources to empower others. To experiments the tools regarding with empowerment with others.	Face to Face, group activities	6
7	To reflect about empowerment.	Individual, online	2
TOTAL HOURS			34

## Learning unit 3. Planning and change management competences

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### Received feedbacks

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

They have identified as the most important, to have a positive attitude and enthusiasm, it is also important to have trust, faith and hope, as you can see in the chart below.

According to the guidance and training model, it was felt that learning to learn is related to the competence:

- 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

Professionals have to support elements of emotional and personal development, such as the control of stress situations, the activation of consciousness and have to enhance the personal resources, self-confidence, emotional intelligence, resilience, and autonomy.

In addition, 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.

Concerning the need to take into account every suggestion the NEET makes, there is not agreement, 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 suggestions are important, others say that some of the suggestions can be out of place and others say that only the ones that follow the established rules.

Concerning innovative suggestions the professional gives to us, we can see that all of them are related with the three areas we are developing.

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.

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 useful for young that the professionals just give opinions or propose the alternatives; do not impose them the solution.

For a good change management it is necessary to manage time, through weekly planning, list of task, establish phases, control the goal and write small reports.

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 “drug addict”, the “gypsies”, and “marginal”, 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 those 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

LEARNING UNIT n° 3	
Planning and change management competences	
Duration: 20 hours	
<b>Module 1: Meta competence for change</b>	
<b>Knowledge</b>	
<ul style="list-style-type: none"> <li>- To know that emotions are important for the change: <ul style="list-style-type: none"> <li>○ Happiness.</li> <li>○ Faith.</li> <li>○ Confidence.</li> <li>○ Positivity.</li> <li>○ Hope.</li> <li>○ Job satisfaction.</li> <li>○ Enthusiasm.</li> <li>○ Others (commitment, fears, tranquillity, curiosity stress...)</li> </ul> </li> <li>- To know how to improve the learn to learn competence.</li> <li>- To know the procedure to establish and follow a plan.</li> </ul>	

## Skills

- 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 has to act as a guide.
  - To set goals that the NEET really want, considering its competences and potential and the social reality;
  - To devise strategy;
  - To prioritize actions;
  - To manage the time.
- Analyse the problem: explore context of problem, examine causes of problem, and identify stakeholders involved in problem.
- Take action to solve the problem: Implement strategy, coordinate actions, multi task, evaluate success, and troubleshoot.
- Handle challenges: Manage frustration, cope with pressure, deal with uncertainty, learn from mistakes, adapt to changes, and build on experience.
- To propose alternatives without impose mandatory.
- To show like a person in whom a NEET can trust.
- To develop in the NEET resources that help in a situation of change:
  - 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...).

## Competence

- 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.

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

## Module 2. Creativity and innovation

<b>LEARNING UNIT n° 1:</b>	<b>Duration:</b>
<b>Planning and change management competences</b>	<b>14 hours</b>
<b>Module 2: Creativity and innovation</b>	
<b>Knowledge</b>	
<ul style="list-style-type: none"> <li>- To know that we can solve a problem with different solutions.</li> <li>- To know good and new practices that has been used to help NEETs in other context.</li> <li>- To know new methods that professionals use to with young people.</li> </ul>	
<b>Skills</b>	
<ul style="list-style-type: none"> <li>- Generate new ideas: <ul style="list-style-type: none"> <li>o Anticipate needs.</li> <li>o Experiment.</li> <li>o Show originality.</li> <li>o Recognize opportunity.</li> <li>o Visualize completed work.</li> </ul> </li> <li>- Turn ideas into action: <ul style="list-style-type: none"> <li>o Create implementation strategy.</li> <li>o Adapt implementation strategy.</li> <li>o Produce original work.</li> </ul> </li> <li>- To face a problem with original solutions.</li> <li>- To change the point of view according to a new context or</li> </ul>	

<p>situation being flexible and open mind.</p> <ul style="list-style-type: none"> <li>- To take into account the NEETs ideas, decisions, suggestions although they are different or alternative</li> </ul>
<b>Competences</b>
<ul style="list-style-type: none"> <li>- To plan an intervention in which we want to solve a problem o situation apply different and alternative solutions, which maybe are not the conventional methods.</li> <li>- To be willing to update their competences continuously integrating new tools and methods in the daily work, so the NEET could have more opportunities.</li> </ul>
<b>Course of the learning unit</b>
<p>Description of the contents of the LU:</p> <ul style="list-style-type: none"> <li>- New methods.</li> <li>- New instruments.</li> <li>- Divergence thinking.</li> <li>- Different and multiply languages such as artistic, musical.</li> <li>- Good practices in this field.</li> </ul>
<b>Didactic methods</b>
<ul style="list-style-type: none"> <li>- Team working.</li> <li>- Online learning.</li> </ul>
<b>Didactic tools for trainers</b>
<ul style="list-style-type: none"> <li>- PC</li> <li>- Online access</li> <li>- Slides</li> <li>- Material of monitoring</li> </ul>
<b>Didactic tools for learners</b>

- 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 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**

- 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:

- 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.

	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.	Face-to-Face, group activities such as discussions.	6
	2 To be able to solve problems: Analyse problems Set a goal Set a plan to reach the goal and solve the problem	Face to Face, group activities	6
	3 To know how to improve the emotional intelligence of the NEET (frustration, stress, success...) in order to improve Learning to learn	Face to Face, group activities through dynamics and tools	6
	4 To reflect about meta competence for change.	Individual, online	2
	5 Share experiences: good and innovative practices.	Face to Face, group activities	6
	6 To solve problems in a creative way (new ideas, original solutions...)	Face to Face/online, group activities	6
	7 To reflect about creativity and innovation.	Individual, online	2
TOTAL			34

## General suggestions

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Concerning the most appropriate method to develop the Learning Units, professionals have responded that the best option to implement this Learning Unit is to combine two methods: face-to-face and online. The number of professionals that prefer this combination is the double that who prefer one of the options.

Concerning the most appropriate method to work with the NEETS, the most interesting conclusion is that for working with NEET 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.

Concerning the 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.

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

The suggestions are:

- It is needed to work together with NEETs.
- The professional team should be multidisciplinary.
- follow a plan and reach the goal it is needed to set smalls objectives. And objectives that can be archived for the NEET.
- work in group and in individual way.
- We have to take into account that there is a lack of cooperation between institutions: there is no traceable information what is happening with the NEET after his / her registration in the labour 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.
- 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 "drug addict" 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 is not enough training 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 labour 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.

## Conclusive reflections

The complexity in defining Neet as a category is related to the fact that being NEET is more characterised by living in a given situation than by belonging to a group, one could precisely describe.

Producing tools to work with NEET is therefore related to the perception of a phenomenon that changes very quickly in the different countries, not only because of discrepancies between changing labour markets and old-fashioned training opportunities, but also because of statistical data and politics considering NEET on a very wide scale concerning age, income, family situation, months of inactivity, qualification and competences. The question should be: which kind of Neets is growing or sinking? Which kind of Neets is lost in long-time exclusion? How is it possible to match people and opportunities ? This person with his/ her potential and his/her opportunities.

Of course producing educational tools is related to a narrow space where intervention is possible in the sense that we have to identify and work in a domain where education and training actually are able to achieve something. Therefore our team effort was to identify where operators should meet young people with some (not necessary all) characteristic of Neets and how they can identify them: operators have to be aware of the elements of structural complexity of the phenomenon and to feel competent to address Neets with proposals that enable them to cope with complexity. Neet should have a concrete and symbolic space to improve their capacity to explore the own agency.

We wanted to focus on, and to act in, the “empty space between” different ways of being excluded and “the time remaining before” exclusion becomes a long-term condition. Exclusion means having to stay outside or just on the precarious border of the official labour market, or to miss out on training opportunities at a particular age (between 15-29), or in a particular condition (poor or high qualification) . Exclusion means also to lose motivation and therefore energy to become aware about one’s own capacity and competences.

The variety of territories represented in the Comwork partnership showed us the necessity to think of Neet as elements of contexts and to provide a dynamic solution to empower them to “listen” to the particularity of their places and to become a dynamic and flexible element of the context in which they live. This should be taken for granted by operators dealing with them regularly or occasionally.

In this perspective our action research experience showed us that it does not make sense to separate training and vocational guidance, but to link both to the social development and economic process at local level.

Moving from training to workplaces and from workplaces to training opportunities helps to reframe stereotypes about both of them and to avoid hopefulness and disillusionment by young people. But we also have to link this dynamic to vocational training also in the perspective of making working opportunities more visible and attractive in order to enable young people to identify possible working chances.

On the basis of our meetings with operators a practical part of the training should also be to deconstruct the cliché “there is no jobs at all” and to encourage young people to observe working places and become aware of something new: “maybe this activity or job is a good idea also for me”. This is part of a dynamic itinerary to autonomy. To look at and to make a first step.

Guidance and job centres have to be aware of the priority to make work opportunities accessible and transparent and to avoid that young people wait for “help”, because information are not available for them.

From a methodological point of view, dealing with Neets means to cope with short and very focused space (time) for training. Therefore the training has to be tailored individually and the personalisation of knowledge must become the very criterion for quality in order to succeed.

Statistical numbers and conceptual definitions are just a framework around NEETS but it is more interesting and useful to be aware about three dimensions producing the danger to become NEETS ,or to lead to a certain NEET orientation: the structural dimension, meaning the economic and labour market issues in the different countries; the

educational dimension, fostering motivation, security, sense of belonging and agency, and the lobbying dimension, which means creating networks and sharing good practices, but especially promoting integration of education, vocational guidance, placements and work.

Precisely because Neet are an intersectional product of our social situation we need to work as intersectionally as possible, deconstructing categories, exploring the contents of categories, the space in-between, and the related generalisation power of categories. We need also to understand the influence of “given” categories in the development of their subjectivity. And to open the door to facilitate their way out from categories.

Personalising training and vocational guidance requires of course a major effort but seems to give more guarantee for young people in the long term.

Training experiences have a mixed target and have first of all to deal with de- motivation and discouragement. Personalising training is not like individualisation, it is about moving from NEETS people to NEEDS of young people, keeping in mind the different axes of inequality they are/were exposed to and recognising the uniqueness of the person in order to empower active subjectivation and agency. At the same time different social operators dealing with Neets have to assume a common Needs perspective which is interdisciplinary.

In this perspective the learning unit becomes a flexible tool, and an important module in different kinds of vocational or motivational training of young people, empowering them to become actors with their own opportunities of personal and professional growth.

The learning unit shall be the space where to facilitate the move from a Neets static condition to a dynamic philosophy of Needs, first of all regarding the competence of operators and then hopefully also involving young people in a dynamic self-perception and in struggling for their rights, so that they come to believe in their capability to acquire new competences.

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