



# PROMOTION OF LABOUR MOBILITY IN EUROPE

Training course implemented by EUROSUD.

## TOOLBOX





Organization for International Youth Mobility

[www.eurosud.info](http://www.eurosud.info)



L'Agenzia Nazionale per i Giovani (ANG) is the National Agency responsible for the implementation of the Erasmus+ programme in Italy.

[www.agenziagiovani.it](http://www.agenziagiovani.it)



Erasmus+

The EU programme for education, training, youth and sport

<http://ec.europa.eu/programmes/erasmus-plus/>



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## INTRODUCTION

For 8 days Giovinazzo, quiet fishing town, turned into a hectic meeting point for more than two dozens of youth workers and leaders from 8 European countries. What did gather this group of people in Giovinazzo? Key words are promotion of youth labour mobility. Due to last financial and economic crisis in Europe, youth unemployment rate significantly has risen. High youth unemployment rate in south, lack of work forces in north, misuse of workers, inequality of domestic and foreign workers, lack of information about rights and possibilities... This is just the top of the iceberg of issues that European Labour Market faces today. European youth labour mobility offers many possibilities to unemployed young people from Bulgaria to Ireland, from Portugal to Estonia.

The toolbox you are reading is one of the outcomes of the training course implemented in Giovinazzo. For a week, youth workers and leaders from all over Europe met in order to to learn how to promote labour mobility, how to help young people to find information and use tools provided by European Commission such as EURES, Erasmus plus, guaranteed rights and limitations, what support young people working in other member state can get, etc.

Training course “Promotion of Labour Mobility in Europe #PLME16” is a project founded by the European Commission’s Erasmus+ program. The duration of the project was 6 months, from February to July 2016. In April 2016 we implemented a 7-days training course as the main activity.



# TOOLBOX

## **What is this TOOLBOX for?**

The toolbox you are reading , dear reader, is prepared by participants in cooperation with trainers in order to promote and educate about youth and labour mobility. In other words, on the next pages of this toolbox you will find a set of sessions/workshops to make your target group familiar with the project topic.

## **Methodology**

The session/workshop proposal you'll find in this document is deeply rooted in the principles of non-formal education (NFE). Therefore, the methodologies used throughout the whole activity are always based on participation. Sessions are based on large variety of methods such as brainstorming, simulations, role games, etc.

## **Target group- Profile of participants**

The proposed activities are aimed to youngsters and young people willing to become familiar with youth labour mobility in Europe in particular. No prior knowledge is required.

## **How the Toolbox can be used?**

It let participants realised how their experience and knowledge gained and developed during training course may be implemented in their future work and how it can be disseminated successfully by sharing the toolbox with co-workers, partners, other organisations, networks.

Six new activities were created, implemented and evaluated during sessions. Each of tools created by participants includes:

- Target groups
- Objectives
- Time
- Instructions
- Notes
- Evaluation
- Materials



**REAL vs. PERFECT  
ISLAND**



### **Issues that the activity tackles:**

- Get involved with people from different countries
- Get an idea of reality with regards to job mobility in each country
- Get an idea of what the perfect world with regards to job mobility is for the participants

### **Target group:**

Young people aged between 18 and 25

### **Group size:**

25 to 30 people

### **Time:**

90 min

### **Activity description:**

Participants have to create their own island with regarding instructions given by the trainers/leaders. When presentation is given out, all participants may discuss and raise arguments regarding given topics.

### **Objectives:**

- Team building
- Get to know what the idea of the participants is regarding reality in the job market
- Get to know the idea of the perfect world for young people in the job market
- Sharing of ideas of the different cultures

### **Instructions:**

1. Trainer divides participants into three groups.
2. Give each group a topic with regards to building their island.

Topics:

- An environment reflecting the reality with regards to employment and job mobility

- b. An environment reflecting world with regards to employment and job mobility
- c. An environment reflecting the perfect world for international diversity

3. Give participants time to discuss and write down their ideas and arguments.

4. Participants present their island.

5. Other groups can discuss and give out new ideas and start arguments with ideas with presenting group defending their idea.

### **Debriefing and evaluation:**

Questions that could be asked after activity:

-How did you feel doing this activity?

-What did you enjoy/dislike the most?

-Did the 3 groups come up with relevant arguments?

-Did the 3 groups stick to their topics?

-Did the rest of the groups present any different arguments to the ones presented?

-Was the exercise successful?

### **Materials required:**

- flipchart papers
- pens / markers

### **Notes:**

If participants get stuck, the facilitators should ask questions related to the topic to help direct the group in the right direction. The trainers/leaders should explain the exercise in a clear and slow manner keeping in mind the language barrier.



**INTERVIEW  
MARATHON**

### **Issues that the activity tackles:**

- Lack of self-confidence of young persons during a job interview.
- Inexperience in participating in job interviews.

### **Target group:**

- Young people starting from 16 till 29
- Job seekers

### **Group size:**

10- 14 persons

Recommended to have equal number of males and females.

### **Time:**

Total: 40-45 min

10 minutes to prepare participants and distribute roles.

15 minutes for the simulation

15 to 20 minutes for debriefing and evaluating

### **Activity description:**

This is a job interview simulation in which the participants have to face multiple types of situations that can occur in the real life. "Candidates" will have to think fast and adapt to different circumstances that will vary according to the role of the "employer-interviewer".

### **Objectives:**

- Develop ability to fast adapt to changing/unexpected situations.
- Face the reality of a real job interview.
- Gain deeper knowledge regarding questions that employer may ask.
- Gain more self-confidence and self-esteem.
- Develop problem solving spirit.

### **Instructions:**

- 1.Explain the rules to the participants.
- 2.Divide them in two equal groups– Interviewers and candidates.

3.Give the role cards to interviewers and ask them to keep the role secret.

4.Ask everybody to sit at the tables – 2 by 2

5.Start the simulation.

6.Every 2 minutes blow the whistle and ask the candidates to go to the next seat/interviewer until each candidate will face each interviewer.

### **Debriefing and evaluation:**

Ask all the participants to seat in a circle and start an open discussion facilitated by the trainer.

You can use the following questions:

-How did you feel during the simulation?

-Was it hard?

-Which one was the hardest/easiest?

-How do you think you can improve your future interview experience?

-In what way was it useful for you?

### **Materials required:**

- 5 tables (1 on every 2 participants)
- Role cards
- Paper
- Chairs for each participant
- Whistle or something that makes a lot of noise

### **Notes:**

Role cards examples (can be modified according to needs):

1.Friendly interviewer – he/she has a friendly approach to the candidate, smiles, supports the candidate

2.Seriously interviewer – he/she has a normal approach, doesn't smile, very formal.

3.Disinterested/ignorant interviewer – he/she does other things during the interview, like speaking on the phone, reading other papers, etc.





# **Creative CV**

### **Issues that the activity tackles:**

- Lack of knowledge and experience of young people in writing a CV.
- Schools don't prepare young people for the first step in job seeking procedure.

### **Target group:**

- Young people aged 16-30

### **Group size:**

20 people

### **Time:**

180 min

### **Activity description:**

The purpose of the activity is to give instructions how to write an effective CV. Activity is based on team work and SWOT analysis will be use in order to make participants familiar with the topic. Young people should understand why CV is important and how to use their strengths, weaknesses, opportunities and threads in preparing a CV, so they rock the job interview.

### **Objectives:**

- Understand how to use SWOT analysis in writing CV.
- Young people will become aware of their strengths, weaknesses, opportunities and threads.

### **Instructions:**

- 1.Trainers are briefly present CV and its forms.
- 2.Divide participants in pairs of two people.
- 3.Trainers explain the task. The task is to introduce themselves to a person in the pair in a minute.
- 4.Trainers pick five pairs. The people are introducing their pairs two by two in front of the group.

5.Trainers are explaining SWOT analysis and its importance.

6.Each participant receives paper and divides it in 4 parts like SWOT table.

7.Trainers are filling their own paper and provide examples to participants.

8. 25 minutes is given to participants to individually complete their own paper

9. Participants are divided in pairs again and discuss/analyze SWOT paper together

10.Presentation of five pairs in front of the group . The goal is to present other people's competences and skills and to compare with the first introduction of participants.

The purpose of working in pair is to avoid people being shy about talking about themselves in front of the group.

11.Showing an example of the CV, where to insert parts from the SWOT (for example communication skills, language skills, IT skills, social skills...)

### **Debriefing and evaluation:**

Questions asked in debriefing part:

-Do you think you understood the purpose of the SWOT analysis?

-Did you learn how to introduce yourself?

-Did you learn how to include results from the SWOT in a CV?

-Did you learn you should cultivate more some skills?

### **Materials required:**

- Papers
- Pens /markers
- Projector
- Stopwatch

### **Notes:**

If it's possible to collect SWOTs from participants to check whether they understood the task.

**#P.L.M.E. opoly**

### **Issues that the activity tackles:**

- Lack of information and knowledge of young people regarding labour mobility.
- Deficiency of real stories regarding problems young people face when it comes labour mobility.

### **Target group:**

- Young people aged 18-35

### **Group size:**

20-30 people

### **Time:**

90 min

### **Activity description:**

All European countries have different problems and opportunities regarding labour market. Because we are talking about labour mobility within the borders of the EU countries, we believe with this interactive and dynamic game, participants will get an overview about current situation in participating countries.

### **Objectives:**

- Better understanding of level of information that young people have about their country labour mobility.
- Raise awareness about common issues, stereotype, obstacles and other elements that are important for future workers in European country.

### **Instructions:**

1. Facilitator prepare 4 papers same color for each participating country. Topics are:
  - a) Labour market (statistic, unemployment rates, characteristics)
  - b) Working conditions and rights
  - c) Youth employment measures
  - d) Foreign workers

And 4 papers that will represent EU putting it in the middle of every side of playing board.

2. National team has to prepare 15 questions/cards for each section/paper and facilitator for EU sections.
3. All the papers are on the ground and they are forming playing board like Monopoly.
3. On every side of square there are two countries.
3. Each team choose players and game can start.
4. Players roll dice and move according to number. Than they have to answer the question. Correct answer brings +200€ and wrong -100€).
5. Representative of national team gives correct answer and explanation.
6. Game continues until all the questions are used.
7. Facilitator announces winner and game is over.
8. Representative of national team in 3 min presentation sums all the important information.

### **Debriefing and evaluation:**

Questions for discussion:

- How did you like activity?
- What was the biggest challenge?
- Was it hard to find information about your country labour market?
- Did you come up with some strategy?

### **Materials required:**

- Big room
- Papers/cards
- Dice
- Markers

**Notes:** -

**EU mechanisms on  
youth labour mobility  
and employment**



### **Issues that the activity tackles:**

- Deficiency of information about possibilities for young people in labour/learning mobility field.

### **Target group:**

- Young people aged 18-30

### **Group size:**

20-35 people

### **Time:**

90 min

### **Activity description:**

EU mechanisms on youth labour mobility available to young people and youth organisations all across the Europe will be presented through input by trainers, simulations and presentations by participants. All mechanisms should be understood by participants on the way that they can transfer that knowledge to others.

### **Objectives:**

- To use non-formal education as a form of addressing opportunities of youth labour/learning mobility
- Equip young people with information on different EU labour opportunities

### **Instructions:**

1. Ice breaking game/energizer in order to make participants relaxed and open for communication.
2. Trainer briefly presents basic information about unemployment rate among EU country members, its causes and consequences on young people and society in general.
3. Participants are divided in small groups and work on mechanism that is assigned to their group.

4. Each group presents their work/poster, and answer on questions from other participants.

5. Trainer summarizes entire activity in order to clarify learning process so that youngsters can transmit information to other interested young people in their local communities.

### **Debriefing and evaluation:**

Questions for debriefing:

-How many of you knew for more than 3 programs presented today?

-Are young people interested to use EU programs?

-If not, why not? What is stopping them?

-Have you ever try to apply to some of this programs? How it was?

-Do you think that your education background is good enough to compete with other young people on same position?

-Now when you know about opportunities that EU is providing, would you use them to work abroad?

### **Materials required:**

- Flipchart papers
- Pens /markers
- Projector

### **Notes:**

Trainers should point out to search deeper. (NOT just home page of assigned mechanism)

Mechanism that could be introduced are: Erasmus+ traineeships and traineeships in EU institution, Erasmus for young entrepreneurs, Youth guarantee, European Alliance for Apprenticeship, Eures and My first Eures job, Start up Europe, (Youth) Skill panorama, etc.



# **Mobility vs. Braindrain**

### **Issues that the activity tackles:**

- Effects of labour mobility and how it changes labour market of European countries

### **Target group:**

- Young people aged 20-30

### **Group size:**

21 people

### **Time:**

70 min

### **Activity description:**

Free movement of persons is one of the most popular accomplishments of the EU but labour mobility has been affected by deep changes in the European political and economic landscape, especially after the last financial and economic crisis. Participants will debate whether mobility is another name for brain drain.

### **Objectives:**

- To introduce debate as a tool of NFE
- Increase debating and public speaking abilities of young people
- Increase their critical thinking skills

### **Instructions:**

1. Trainer will give theoretical input how to make an argument or counter point when listening to a speaker. Also trainer will clarify the differences between a debate and a discussion.
2. Trainer will divide participants into 3 groups taking care that each group is balanced:
  - a) Group Mobility
  - b) Group Brain drain
  - c) Group Judges

3. Participants in debate group prepare their positions for 20 min. After 15 min trainer gives to each debate group envelope with arguments for pro and con in order to give them wider view on debated topic. Meanwhile, trainer gives instructions how group Judges will evaluate debate and what points they have to take into consideration before final decision.

4. Debate 15 min.

5. The judges discuss the debate and try to reach consensus on who has won the debate.

6. They pronounce the winner and explain why they made that choice.

### **Debriefing and evaluation:**

Some examples of questions that could be asked to participants after debate session:

- How do you feel after this debate?
- Have you been in debate group according to your point of view?
- If not, was it hard to defend viewpoint you don't support?
- What went well in your discussion today?

### **Materials required:**

- A4 papers
- Pens

### **Notes:**

If it's possible implement this activity in the city hall. Environment of city hall will make them more committed and it will help them to go out of their comfort zone.



**ABOUT**



Being one of the perspective growing NGOs in our region Puglia and promoting youth initiatives in our city Bari and neighbourhood, EUROSUD organization for European youth mobility deeply recognize the responsibility towards the development of future. In this regard, we see the importance of connecting youth with different backgrounds together, promoting dialogue between different groups of people and helping to develop an independent, progressive and upgraded civil society.

EUROSUD is established 2013 by a number of experts with a goal to offer a support, help, services and counselling in the area of civil society and democratic institutions development, civil values, and non-formal education for all citizens (especially for young people).

The target group of the organization is composed of young people, their parents, youth leaders, youth workers interested in activities of the network, independently of their educational, social, cultural, ethnical, physical and other background. The activities of the organisation are based on the approaches of non-formal education, experiential and intercultural learning, social inclusion and active participation. Some of activities are round tables, debates, seminars and workshops) about activism, education, promotion and exchange regarding human rights, development of local, regional, European and international cooperation.

We strive to include our local volunteers into our everyday work and we maintain regular contact with our local partners with future cooperation always in minds. Our network is our greatest asset, it covers territory of whole Europe from Portugal to Jordan and from Finland to Egypt. EUROSUD is interested and open to receive international volunteers. It is always an enrichment to work with young people who arrive with different ideas and ways of working from another country, especially if the volunteer has some previous experience in the projects organised in frameworks of our organisation.





Erasmus+ is the European Union programme for education, training, youth and sport. It runs for seven years, from 2014 to 2020, with organisations invited to apply for funding each year to undertake creative and worthwhile activities.

Erasmus+ aims to modernise education, training and youth work across Europe. It is open to education, training, youth and sport organisations across all sectors of lifelong learning, including school education, further and higher education, adult education and the youth sector. It offers exciting opportunities for participants to study, work, volunteer, teach and train abroad in Europe.

Erasmus+ provides opportunities for over 4 million Europeans to study, train, gain work experience and volunteer abroad. Erasmus+ supports transnational partnerships among Education, Training, and Youth institutions and organisations to foster cooperation and bridge the worlds of Education and work in order to tackle the skills gaps we are facing in Europe.

It also supports national efforts to modernise Education, Training, and Youth systems. In the field of Sport, there is support for grassroots projects and cross-border challenges such as combating match-fixing, doping, violence and racism.

Erasmus+ brought together seven previous EU programmes in the fields of Education, Training, and Youth; and it for the first time provides support for Sport. As an integrated programme, Erasmus+ offers more opportunities for cooperation across the Education, Training, Youth and Sport sectors and is easier to access than its predecessors, with simplified funding rules.

More about program you can find on: [http://ec.europa.eu/programmes/erasmus-plus/index\\_en.htm](http://ec.europa.eu/programmes/erasmus-plus/index_en.htm)

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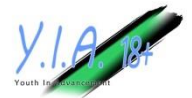
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