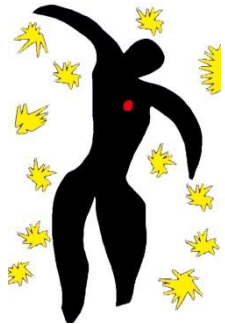# YOUTH WORK FOR EMPLOYABILITY

Non formal education activities
for enhancing soft skills in youth projects

Coordinated by
Associazione Icarus

Supported by

Erasmus+

Youth Work For Employability
why this publication

This publication is a result of activities implemented during the **training course Youth Work for Employability** which gathered 22 people among youth workers, youth leaders, activists and teachers from 10 European Countries to share reality about **youth unemployement phenomenon** in own countries and **create activities to enhance acquisition of life skills in young people** participanting in youth mobility projects.

This publication is addressed to **youth worker, educator, people working in a third sector organisation, coach or mentor, learner in non-formal education**...and...anyone **interested in developing non formal activities for the empowerment of soft skills in young people.**

This project was supported by **Erasmus Plus programme** and coordinated by **Associazione Icarus** in Termini Imerese, Palermo (Italy) in May 2018**.**

Contents of this pubblication reflects the views only of authors and the European Commission cannot be held responsible for it.
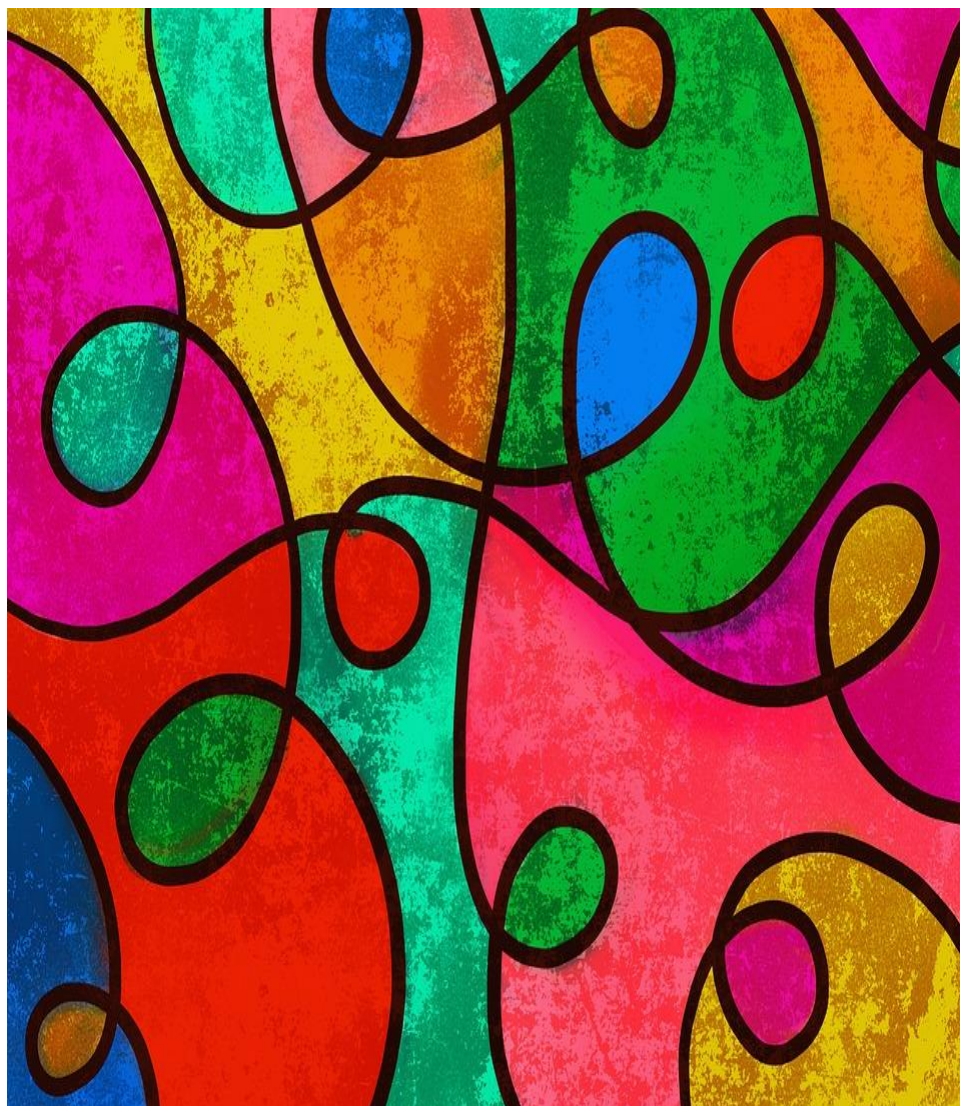
Training Course – idea of the project

It is known that economic crisis is not the only cause of youth unemployment phenomenon but among the reasons there is as well a lack of competencies on young people into the workforce, and skill mismatch between job-seekers and employers' needs.

The idea of this project starts to grow from the needs encountered by project partners to increase abilities of youth workers in identifying needs of their target group in order to propose educational pathway to achieve specific goals, and also, to empower youth workers with competencies to help young people to gain employability skills to approach the labour market.

This, lead us to work on empowering youth workers with new skills and competencies in designing and implementing learning processes and developing educational activities through non formal education methods to reinforce young people transversal skills.

Aims of the project:

- to improve and deepen knowledge of youth workers in the use of Non Formal approaches and methods to enhance transversal skills for young people's employability

- to Improve skills of youth workers in design and implementing learning processes and developing educational activities through Non Formal Education

- to improve cross-competencies of participants such as leadership, prevention management and resolution of problems and conflicts, teamwork skills, communication, etc. to experience new methods which can be transferred to target group afterwards

- to improve the intercultural competences of participants by working in an international context

- to strengthen skills of youth workers in conducting projects involving young people with fewer opportunities and multicultural groups

- to improve the quality of youth work

- to share good practices

Youth unemployement in EU
(competencies for labour market)

Here is some of transversal skills which the group has identified as the most requested in the workfield

- Communication
- Team work
- Problem solving
- Leadership
- Time management
- Emotional Intelligence
- Adaptability
- Critical thinking
- Social skills
- Conflict management

How to design learning activities
«the ADDIE model»

Instructional design (ID)* is the practice of systematically designing, developing and delivering instructional products and experiences to make it more appealing and efficient to learners. It is a great help for engaging and inspiring acquisition of knowledge.

While designing activities it is important to take into account:

- determine needs of the learner
- define the end goal of instruction
- create "intervention" to assist in the transition (set up activities, discussion, support-learning material, etc. as well as the workflow process)
- Create the environment for learning (based on tasks, activities, dynamism, interaction between learners and educator)

There are many instructional design models but many are based on the ADDIE model* which consists on five phases: Analysis, Design, Development, Implementation, and Evaluation.

Analyze – The first phase of content development is Analysis. Analysis refers to the gathering of information about one's audience, the tasks to be completed, how the learners will view the content, and the project's overall goals. The instructional designer then classifies the information to make the content more applicable and successful.

Design – The design phase deals with learning objectives, assessment instruments, exercises, content, subject matter analysis, lesson planning, and media selection. The design phase should be systematic and specific. *Systematic* means a logical, orderly method that identifies, develops, and evaluates a set of planned strategies for attaining project goals. *Specific* means the team must execute each element of the instructional design plan with attention to detail. The design phase may involve writing a *design document/design proposal* or *concept and structure note* to aid final development.

Develop – Development, involves the creation of the activities that will be implemented. It is in this stage that contents of the design phase are assembled.

Implement – After the content is developed, it is then Implemented. This stage allows the instructional designer to test all materials to determine if they are functional and appropriate for the intended audience. Implementation includes evaluation of the design

Evaluate – The final phase, Evaluate, ensures the materials achieved the desired goals. The evaluation phase consists of two parts: formative and summative assessment.

Most of the current instructional design models are variations of the ADDIE model.

*Source: Wikipedia

TOOLKIT

Non Formal Education activities for enhancing young people employability skills

TITLE: BACK TO BACK

AIM

The goal of this activity is to increase communication
Skills

LEARNING OBJECTIVES

Increasing self-confidence (feeling listened), experience active listening and practice emotional intelligence

TARGET GROUP/ SIZE

Young people from 16 to 20 years old/ 20 participants

PRACTICAL IMPLEMENTATION (step by step)

20 Different characters infosheets are prepared as follow

- Job/long term situation
- recent event having an influence
- feeling expressed (eg: Bus driver – recently divorced sadness).

The pieces of paper are mixed in a hat and each participant comes to pick one.

The group is divided in couple. They sit back to back. In each pair, the first participant starts describing his character but he cannot use the "feeling word" and has to describe it. They **cannot have** visual contact.

After 2 minutes, the two participants switch and the second participant do the same with his piece of paper.

Then, each participant has to describe what the other one told him for two minutes each.

After that, the group is reunited and debriefing questions can be asked:

- Describe the activity in one word?
- Did you felt listened?
- Was it difficult for you to try to explain the story of your partner?

THEORETICAL BACKGROUND

Emotional intelligence is a key component of conflict resolution as most of the time conflicts take place as a result of misunderstanding or perception differences. In this case, empathy would be use by the second participant when he has to rephrase the story of his partner and tries to take his point of view but also when he has to play the character himself. Active listening will be the other competency that will be developed. **In non-violent communication, active listening is one of the first steps to improve the situation. To understand what the other is saying but also to make him understand that he is being heard.**

TITLE: BODY MOTION

AIM

The activity is designed to increase the skills of body expression, improving the ability to know and express the own feelings and to recognize the feelings of others, even without words.

LEARNING OBJECTIVES

Activity based on body expression and recognizing feelings. This tool helps to improve understanding and reach the other's message in a deeper way.

TARGET GROUP/ SIZE

Young people from 16 to 20 years old/ 20 participants

PRACTICAL IMPLEMENTATION (step by step)

10 emotions (each emotion in 2 papers) should be written in separate papers and distributed among the participants. No one should see the role of others. Gathered in an open space, they must represent with their body and face the emotion of their role and find the partner who is representing the same emotion of their role.

The emotions can be: excitement, happiness, sadness, anger, anxiety, fear, melancholy, touched, disgust and apathy. It is possible to adapt feelings depending on target age/background.

Once a participant feels like he found his "feeling partner", they should stand close to each other and to start create a circle where other participant will add up while continuing showing their emotions so other participant can continue playing.

Facilitator should pay attention to the person speaking postponing the judgement and paying attention to the speaker, to insist on the fact that it is FORBIDDEN to talk during this game, and have to be careful during the game that participants are not cheating.

Questions for debriefing:

- Describe in one word how you have felt with the activity.
- Was it easy to recognize the emotions that other people represented?
- Do you think it is easier to express emotions with your body or with your words?

THEORETICAL BACKGROUND

Knowledge on active listening concept can help to lead the activity. Bear in mind that express feelings is not always simple and due to cultural/personal perception feelings can have different interpretation and different ways of being demonstrate it

TITLE: GET ORGANIZED!

AIM

This activity is designed to develop organizational-, analytical- and time management skill.

LEARNING OBJECTIVES

To learn a specific tool to use for organizing tasks and managing time

TARGET GROUP/ SIZE

Young people from 20-25 years old/ This activity can be done individually or in small group.

PRACTICAL IMPLEMENTATION (step by step)

If this activity is done individually the trainer asks each person to write a list of tasks that they have to do in the near (or far) future. Then they assign a number to each task according to their perceived importance. At this point, the trainer can ask a few participants to share their list and how/why they organized it in the way that they did.
Now the trainer introduces two symbols (e.g. club and a spade), one representing time sensitivity and the other the importance of the task. The participants should now mark each task with these symbols if they feel that the task matches the criteria.

The trainer now presents the Eisenhower model, drawing it on a flipchart for all to see and explain how it works. Then the trainer distributes markers, post-its, and flipcharts/paper to the participants, for them to make their own model and organize their tasks accordingly.

After doing that, the participants give feedback on their experience and discuss whether this method helped them to organize their tasks and if their schedule changed.

If this activity is done as group method the trainer can group the participants in a few groups that each get a list of tasks, provided by the trainer, related to real-life situations (e.g. small business, project management, event planning etc.). The groups need to discuss and organize the tasks, according to the model, using the methods previously described. After they have decided on the organization of the tasks, each group gives feedback on how useful they think this model is.

THEORETICAL BACKGROUND

Eisenhower's Urgent/Important Principle

The trainer needs to get familiar with the model and be comfortable to explain it to others.

The Eisenhower Matrix

2

Schedule tasks that are important but not time sensitive. Put these on your calendar.

IMPORTANT

1

Focus on these tasks. They are both time sensitive and adding value. Do these tasks first.

NON-URGENT   **URGENT**

Try to avoid doing tasks that are neither urgent nor important. These are not worth your time.

4

NON-IMPORTANT

Delegate tasks that are time sensitive but do not help you accomplish your goals.

3

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FEEDBACK AFTER IMPLEMENTATION

We tried a version of this workshop by making small groups and giving them a list of tasks related to throwing a birthday party. Their mission was then to organize the different tasks according to the model.

Most participants said that the model is useful for them to organize tasks. Many reported that it was a bit complicated at first to understand the model and the difference between urgency and important. Some of them were not convinced and thought that the model wasn't useful. We also realized during the process and in the feedback session that some of the instructions weren't clear and that they needed more information

TITLE: LEARNING FROM FEARS

AIM

Trust and self-confidence are important values for self-development. To learn self-confidence from the youngest age is essential for individuals. Sometimes the absence of self-esteem can be generated by a fear, like for example, the fear of judgement.

LEARNING OBJECTIVES

To boost self-confidence in young people by changing point of view on their fears in a safe environment

To share fears between participants and help to understand that everybody has his own fears and weakness

TARGET GROUP/ SIZE

Since the activity can be sensitive, we recommend it for young adults aged 18+ / Between 6-20

PRACTICAL IMPLEMENTATION (step by step)

We used playcards from the famous game "Dixit" (you can use also collection of different images and photos).

Participants choose a card that evokes their fear/worries which make them feel less self-confident (e.g.: to speak on public, fear of not being accepted in groups etc.) Participants gather in smaller groups to share his own story related to the picked card.

Once everybody said the meaning of the card, participants of the group create all together a story where the main character overcame own fears. Humour is allowed as far as is not used to make joke of someone else fears.

At the end, all groups present their stories in plenary.

Important: Inform participants beforehand, they will share later their worries in small groups and search together how to overcome them in a creative way, therefore, they should choose a fear which they feel comfortable to speak about. The aim of the game is not to push participants out of their limits, conversely, it is to look at fears from different perspectives and understand that everybody has their fears

While doing this activity it is important that there is a good group atmosphere and relation of mutual trust between participants, so the group should be already made up. Since participants are going to share personal information, this activity helps to increase knowledge between participants and feel empathy.

THEORETICAL BACKGROUND

Activity is not simple, we recommend it for leaders/facilitators which have experience in managing group dynamics. It is important to not push participants to share information/memories they don't want to.

WORKSHOP ON CONFLICT MANAGEMENT

(it is composed by 3 activities)

AIM

- To deepen understanding of participants about what is a conflict
- To increase their awareness about different conflict management styles

LEARNING OBJECTIVES

- To understand our perception of conflict
- To consider a different perspective on conflict
- To learn techniques to better handle conflict
- To build trust

TARGET GROUP/ SIZE - Aged 18+/ 15-25 people

Activity 1 – Understanding Conflict (20 minutes)

Participants will pair up and will be provided with a short questionnaire. This activity will allow us to start defining "Conflict" with the participants. After 10 minutes of interviewing each other's, participants will have to present their findings in a cooperative way to reach a common definition.

Questionnaire:

- How do you define conflict?

- What should be the greatest strength when dealing with conflict?
- How can the outcome of a conflict be positive?
- How can the outcome of a conflict be negative?
- For the following words, guess if they constitute **root causes**, **remedy** or **both** when it comes to conflict: Communication, Competition, Inconsistency, Diversity, Perspective, Interdependency, Emotional Intelligence

Debriefing

Summarize answers on a black board to draft a common definition of conflict

Definition of conflict management: practice of being able to identify and handle conflicts sensibly, fairly, and efficiently. Since conflicts in a business are a natural part of the workplace, it is important that there are people who understand conflicts and know how to resolve them. This is important in today's market more than ever. Everyone is striving to show how valuable they are to the company they work for and at times, this can lead to disputes with other members of the team.

Activity 2 – Understanding Values Conflict (20 min)

LEARNING OBJECTIVES
- To understand another's perspective
- To experience true dialogue
- To learn how to listen without judging

TARGET GROUP/ SIZE - Aged 18+/ 15-25 people

Story of Abigail and Tom

*"**Abigail** loves **Tom** who lives on the other side of the river. A flood has destroyed all bridges across the river, and has left only one boat afloat. Abigail asks **Sinbad**, the owner of the boat, to bring her to the other side. Sinbad agrees, but insists that Abigail has to sleep with him in return.*

Abigail does not know what to do and runs to her mother and asks her what she should do. Her mother tells Abigail that she does not want to interfere with Abigail's own business.

In her desperation Abigail sleeps with Sinbad who, afterwards, brings her across the river. Abigail runs to Tom to happily embrace him and tell him everything that has happened. Tom pushes her away bluntly and Abigail runs away.

*Not far from Tom's house, Abigail meets **John**, Tom's best friend. She tells everything that has happened to him as well. John hits Tom for what he has done to Abigail and walks away with her."*

Everybody read the story by him/herself and rank the character

(Abigail, Tom, Sinbad, Abigail's mother, John) according to their behavior: who acted worst? Who second worst? Etc..

After most of the participants have done their ranking, we will ask them to get together in small groups (3 to 6), to discuss about how they perceive the behavior of the characters. The task of the small groups is **to come up with a common list** – a list that everybody in the small group can agree on.

Debriefing

After the small groups have come up with their lists, we will write down the rankings on a board to discuss the similarities and differences between them. We will ask on which grounds people made their ranking; how could they decide what was good and what was bad behavior and how they managed to come up with a common list

They will see then how difficult or easy it is to negotiate about values when having to establish a common list. A possible follow up is to then look at where we learned what is good and what is bad – and what that tells us about what we have in common and what makes us different.

Vision - What am I part of?

Identity - Who am I?

Values & Belief - What is important?

Capabilities - How/What will I learn?

Behavior - What will I do differently?

Environment - When and where am I?

Activity 3: Step by Step (20 minutes)

Participants will be divided in 2 groups and will be provided with two sheets of paper, one 'Conflict' paper and one 'Resolution' paper. While reading a scenario about a conflict in the workplace, they will have to add the actions they would undertake for their scenario that would bring the group from the 'conflict' state to the 'resolution' state.

LEARNING OBJECTIVES

- To discover the steps to effective conflict resolution
- To create a conflict resolution process that can be used in any conflict

TARGET GROUP/ SIZE - Aged 18+/ 15-25 people

Scenario n°1: Work Style Conflicts

Pamela and Jim both work in the accounting department of a small-size company that sell printer. Jim was hired a few months ago and Pamela has been with the company for eight years.

Jim tends to wait until the last minute to get his work done, although he can be considered as someone proficient. Pamela works more steadily and keeps on top of her work daily. She starts complaining about how worry she feels now about his work and her own as they rely on each other for certain tasks.

Because of the conflict, Jim's production and efficiency has decreased and you suspect it's because he wants to avoid Pamela and her anger (1)

Conflict Resolution Strategies for Co-Workers

Once these employees are forced to resolve their differences in mediation, you try to understand their feelings and make them feel heard.

If turnover or rearranging personnel cannot be made easily (eg: if you are in a small size company), changing their tasks to limit interdependency could be a solution.

Working in silos is not ideal, but it's a small compromise to keep your employees happy. Work styles differences is often resulting in a conflict, but it can be resolved with a little understanding and re-organization.

Scenario n°2: Religious and Political Conflicts

Kelly and Ryan both work in the communication department of an international NGO that focuses on human rights. Kelly is a devoted religious person who always votes Political Party n°1 and has religious figurines in her office. Ryan is a professed atheist and supporter of Political Party n°2 who feels that extremely religious people are less intelligent. (2)

Both are trying to avoid discussing religion and politics, although they both know the other's feelings on current events and at times there is palpable tension.

One day, Kelly comes to work wearing a shirt declaring support for a presidential candidate of PP n°1, and Ryan decides he has had enough. He starts by verbally abusing Kelly and then threaten to quit and sue the NGO for allowing a hostile work environment. (3)

(1) Source : http://managestaff.com/common-workplace-conflicts/

(2) In this scenario, Political Party n°1 and n°2 are drastically opposed
(3) Source : http://managestaff.com/common-workplace-conflicts/

Resolution Techniques for Cultural + Political Differences

These kinds of conflicts can be resolved pre-emptively by having clear rules and boundaries in the employee manual/company policy.

Review of this manual/policy once or twice a year as well as making sure new workers are familiar with it will make people more aware and less inclined to encroach on company policy. Declarations of religious or political allegiance should be extremely controlled in any organization.

In the case of Ryan and Kelly, they were probably breaking some rules and not being held accountable for it early on. Now that the problem has reached a fever pitch, you are dealing with possible legal issues.

Giving both workers the opportunity to air their grievances is your first step to resolution. This should be followed by a renewed commitment to following company policy when it comes to being respectful of others' beliefs.
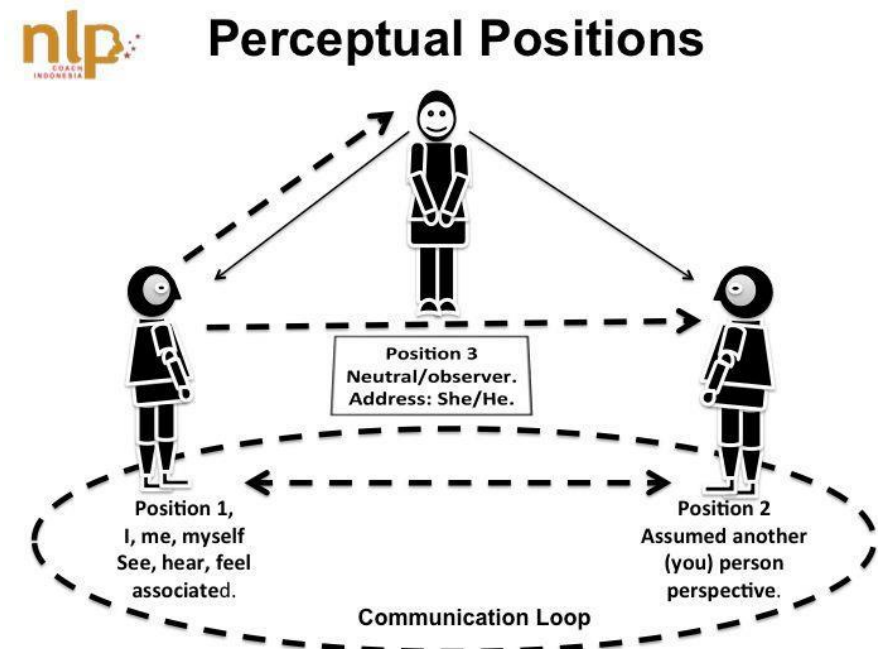
Both workers should be assured that if they will keep their personal beliefs to themselves, they will be safe from recrimination and hostility. They should feel they have the support of the NGO in doing this.

Debriefing

•	Does the two lines of actions share similarities?

•	Which actions are arranged in a different order? Why

Perceptual positions: the skill of adopting more point of view than your own.

The ability to see from the point of view of another is a key skill in understanding people. It pays attention to representations inherent in beliefs, interpreted feelings, values, thinking patterns and identity (equally important components of how we experience ourselves, the world and people)
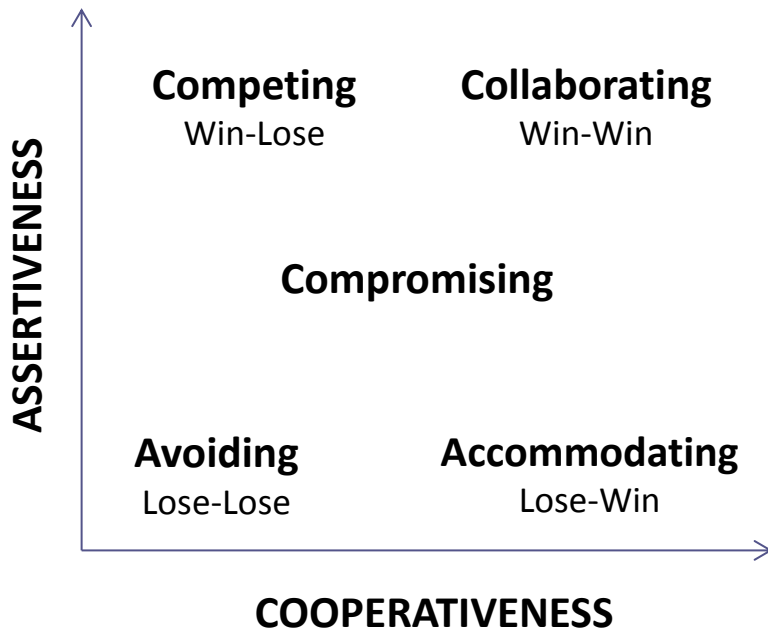

Perceptual Positions

Position 3
Neutral/observer.
Address: She/He.

Position 1,
I, me, myself
See, hear, feel
associated.

Position 2
Assumed another
(you) person
perspective.

Communication Loop

Conclusion / Debriefing

Thomas Kilmann Conflict Mode Instrument (TKI)

Since individuals have not the same expectations and desires, **conflict is a natural part of our interactions with others**. **"Conflict situations" are those in which the concerns of two people appear to be incompatible.**

The TKI assess individual's behaviour in conflict situations described on two dimensions::

1. **assertiveness**, the extent to which the person attempts to satisfy his own concerns,

2. **cooperativeness**, the extent to which the person attempts to satisfy the other person's concerns.

Competing
Win-Lose

Collaborating
Win-Win

Compromising

Avoiding
Lose-Lose

Accommodating
Lose-Win

ASSERTIVENESS

COOPERATIVENESS

These 2 basic dimensions of behaviour define 5 different modes for responding to conflict situations:

Competing is assertive and uncooperative—an individual pursues his own concerns at the other person's expense. This is a power-oriented mode in which you use whatever power seems appropriate to win your own position.

Accommodating is unassertive and cooperative—the opposite of competing. When accommodating, the individual neglects his own concerns to satisfy the concerns of the other person. Accommodating is yielding to another's point of view.

Avoiding is unassertive and uncooperative—the person neither pursues his own concerns nor those of the other individual. Thus, he does not deal with the conflict. Avoiding might take the form of diplomatically sidestepping an issue, postponing an issue until a better time, or simply withdrawing from a threatening situation.

Collaborating is both assertive and cooperative—the opposite of avoiding. Collaborating involves an attempt to work with others to find some solution that fully satisfies their concerns. It means digging into an issue to pinpoint the underlying needs and wants of the two individuals. Collaborating between two persons might take the form of exploring a disagreement to learn from each other's insights or trying to find a creative solution to an interpersonal problem.

Compromising is moderate in both assertiveness and cooperativeness. The objective is to find some expedient, mutually acceptable solution that partially satisfies both parties.   It addresses an issue more directly than avoiding, but does not explore it in as much depth as collaborating.

Another approach could be drawn from the "Game Theory" **Competing** = Win Lose; **Collaborating** = Win-Win; **Avoiding** = Lose-Lose; **Accommodating** = Lose-Win.

FEEDBACK FROM PARTICIPANTS

I got to know many things that I have not know before and I meet with people from different countries it really help me a lot because I know many ideas from different people

I managed to heighten my self confidence and communication skills

I got acquainted with practical tools and experiential non-formal activities on conflict, conflict management, prejudice. The TC introduced ways to manage conflict regarding fulfilment of both our goals and the goals of the other. Hence, my attitude was enhanced in transforming conflict situations into learning opportunities.

I became more independent, responsible, confident, communicative.

In my personal life, I believe that my relationship with others is better, healthier. As a volunteer, the TC helped me a lot in my next youth exchange and in my job perspective.

Non formal education is an excellent opportunity to learn the topic and try it in practice

I discovered a lot about the learning processes, the leadership styles and the conflict management, that I think are also the topics in which I improved the most, or at least I gained a lot of material to work on.

I improved my communication skills and to work in a team. I improved also my English

Now I feel more confident to manage new problems that may appear in my everyday work, because I have the tools and the knowledge to face them

I learned new methods, tools approaches and had the chance to reflect on some thoughts I had already but with a new point of view
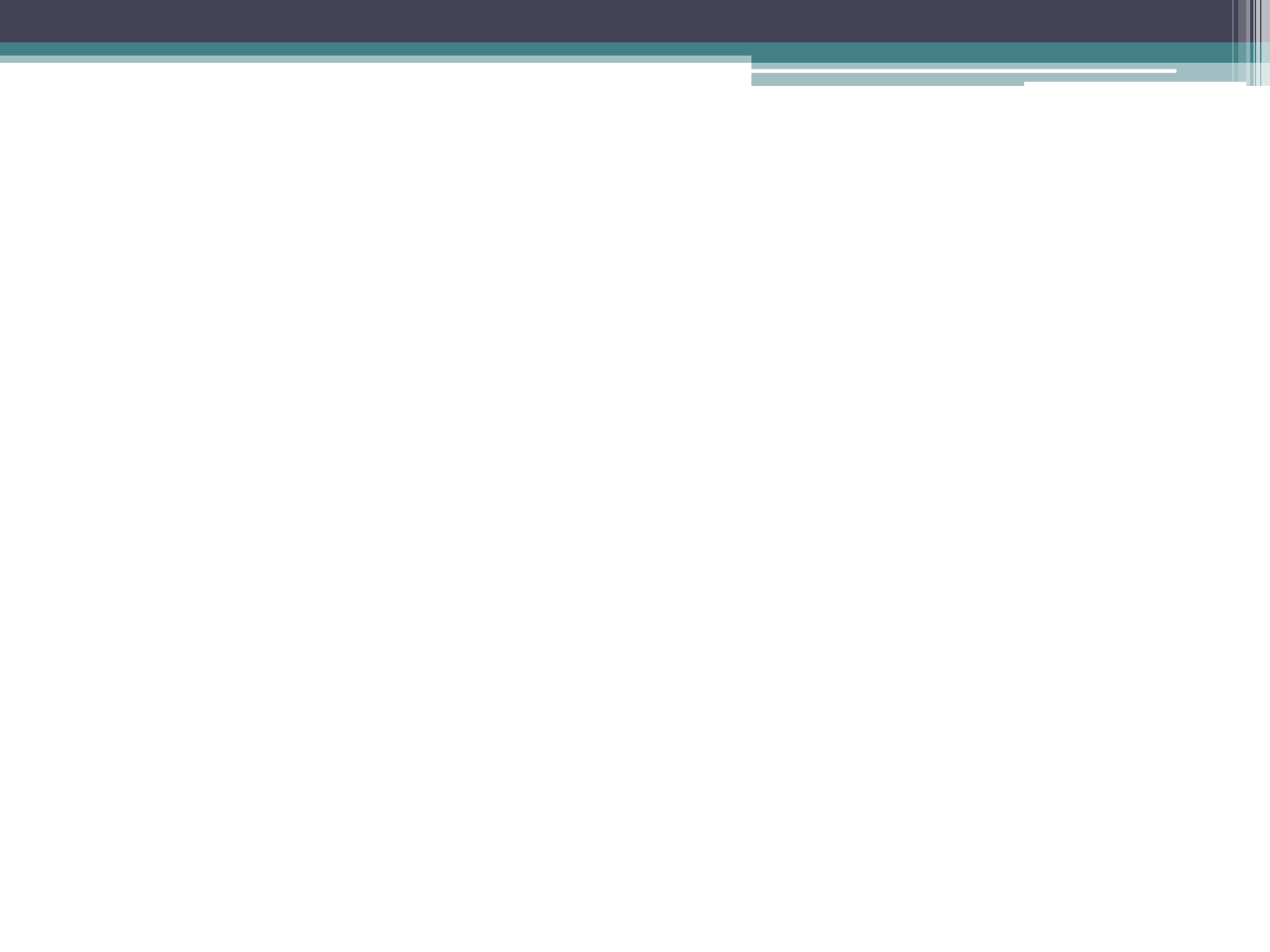
Partners involved

Associazione Icarus - Italy

Association Center For Intercultural Dialogue – Macedonia

ELIX - Greece

Association Jeunesse et Reconstruction – France

SEEDs - Island

Service Volontaire International - Belgium

Hodina H ZS – Czech Republic

Asociatia Be You - Romania

Colectivo GENTES – Spain

Liepajas pilsetas Izglitibas parvalde, Liepajas Bernu un jaunatnes centrs - Latvia

Commissione Sinodale Per La Diaconia - Italy