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KASTA MORRELY
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Erasmus+

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Guideline

Non formal methods for youth integration on the labour market

European Project



EQUAL CHANCES for Labour Market



2016
Iasi, Romania

Non formal methods for youth integration on the labour market

Guideline

**Guideline created within the European project
"EQUAL CHANCES FOR LABOUR MARKET"
organized by Kasta Morrely Organization
funded by the European Union**



Erasmus+

**Non formal methods created with the active involvement of
the participants, representatives of the partner organisations:**

**International Relations Research Student Association
(IRRSA), Bulgaria**

UNESCO Youth Club of Thessaloniki, Greece

SCAMBIEUROPEI, Italy

Express Yourself, Latvia

Youth Alliance Krusevo, Macedonia

Fundacja Centrum AktywnosciTworczej, Poland

**Geoclube – Associação Juvenil de Ciência, Natureza e
Aventura, Portugal**

EuroDEMOS Association, Romania

Kasta Morrely Association, Romania



**2016
Iasi, Romania**

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EQUAL CHANCES for Labour Market

European Project organized by

KASTA MORRELY NGO

KASTA MORRELY is an international cultural association of human rights defense through promotion of competences and qualifications necessary to the development of a democratic society.

The mission of Kasta Morrely NGO is the promotion of values of democracy and European civilization through programs and projects of interest for the sustainable development of the community.

Kasta Morrely NGO is specialized in training opinion leaders through cultural projects and international trainings. Kasta Morely was established in 2002 as an empirical research program for the conception and legalization of the science of two top modern occupations for the first time worldwide.

All members and Board of Kasta Morrely are volunteers.

To accomplish its purpose and objectives, kasta morrely uses ways of action of civil society such as:

- trainings, seminars, debates, conference
- European and international projects
- programs for the development and promotion of authentic art and culture
- multicultural projects
- programs and projects to promote competences and qualification in cultural and creative industries
- programs to promote Romanian traditions
- cultural-educational programs for children and youth
- programs to defend human rights
- festivals, performances, events and ceremonies etc.

KASTA MORRELY NGO is appreciated as organization **example of good practices** between 2008 and 2014 for its international training projects that are part of the European Program for Training Future Leaders.

KASTA MORRELY advocate for **active citizenship** through dynamic partnerships between social actors as a solution to the sustainable development of contemporary society.

KASTA MORRELY offers a framework of opportunity for all the volunteers who want to value their competences and talent.



European Project

EQUAL CHANCES for Labour Market

Kasta Morrely Association organized the **international training Equal Chances for Labour Market**, in **Iasi, Romania** between **10-18 November 2015** with the participation of youth workers and youth leaders from **Bulgaria, Greece, Italy, Latvia, Macedonia, Poland, Portugal, Romania**.

The project had as objectives:

1. *Train the participants as resource persons in developing employment skills of youth from disadvantaged groups;*
2. *Improve the teaching skills of the participants*
3. *Improve the quality, attractiveness and the European dimension of activities that attract to the labor market young people from vulnerable groups;*
4. *Development of a **Guideline with non-formal tools dedicated to facilitating the integration of young people into the labour market**, equal opportunities and social inclusion through employment;*
5. *Increasing European cooperation between youth NGO's and developing the organizational capacity.*

The training activities based on **non-formal education methods** provided the participants an intercultural learning process based on receiving information from experts, professional skills development, exchange of experience and good practices.

Examples of topics addressed: equality of chances, social cohesion, youth with fewer opportunities, labour market integration and European policies, development of competences, organization management, organization strategy development, non formal education, dissemination methods etc.

Examples of methods used: *analyzes, presentations, interactive training sessions, exchange of good practices, portfolios, application of inclusive non-formal tools to the pilot target groups from Iasi, workshops, brainstorming, debates, self analysis.*

The participants made an **exchange of good practices in non formal methods and tools** and applied them with youth from rural areas from Iasi.

The participants received specialized training kits and Youthpass certificates.

As a **long-term impact**, the project aims to achieve partnerships, strengthening the capacity of youth workers and promoter organizations to organize Erasmus + projects dedicate to the inclusion of young people with fewer opportunities on the labor market.

Youth work and employment situation

The latest quarterly data confirms previous modest but positive economic, labour market and social developments. The EU economy continues its moderate growth, which has broadened across virtually all Member States. Labour markets in the EU continue to gradually improve, benefitting from the strengthening in economic activity. There are more permanent and full-time jobs. The increase in employment extended to all sub-population groups. Unemployment including youth unemployment continues to slowly recede in the EU and in most Member States though large differences remain. Long-term unemployment also shows further signs of decline but remains high. Household incomes and financial conditions of EU households continue to improve, benefitting from stronger economic activity and improved labour markets.

The EU economy continues its moderate but consistent growth, with all but one Member State registering positive growth in the second quarter of 2015.

The economic outlook points to a continuation of economic and labour market recovery. Employment growth, which progressed better than could be expected given the modest economic improvements in 2014, appears nevertheless to have slowed down in the EU. At the same time, household incomes continue to improve supported by better income from work and this in turn should feed private consumption. While unemployment in the EU was lower in July and August than in previous months, sound economic growth is crucial to sustain expansion in employment and to support sustainability of household income. There are signs of modest progress in economic development in recent months, with economic sentiment and employment expectations a bit firmer, and unemployment expectations lower than a year ago. Positive medium-term outlook for growth for 2015-2016 has not changed much, with labour markets set to continue to progress moderately.

*EU Employment and Social Situation, Quarterly Review,
September 2015, European Commission*

Youth work and employment situation

Young people in Europe today face many life challenges, none more difficult than the transition from education to employment.

The 2015 EU Youth Report revealed that young people today are better educated than their predecessors and school completion rates are increasing in the EU. Yet, 8.7 million young people aged 15-29 are unemployed, 13.7 million are not in employment, education or training (NEETs - Young people who are not employed (i.e. unemployed or inactive according to the International Labour Organisation definition) and do not receive any education or training) and close to 27 million are at risk of poverty or exclusion. Marginalisation in the labour market, deterioration of living conditions and decreasing social inclusion and political participation are serious threats to young people, especially those with fewer opportunities, and ultimately Europe as a whole.

Youth work seeks to create a safe, supportive and flexible environment for personal development and offers non-formal and informal learning opportunities, personal advice, guidance and support. Young people, particularly the most disadvantaged, not only need to be provided with skills for the labour market but more importantly with life skills and supports. These are essential to enable them to deal with the many challenges they will encounter and also the confidence to embrace the opportunities that will arise.

The principles of youth work espouse equality for young people and strive to advance their social, economic and cultural rights. Youth work is helping young people to overcome barriers and find solutions to life's challenges by developing their personal skills. Youth work seeks to support young people to address the barriers and challenges they face, but it seeks to do more than that. The youth work approach involves working to influence and change public policies and actions which impact on young people. In this situation, youth workers and youth work organisations in partnership with young people can act as advocates and work to influence policies and decisions that affect their lives.

The contribution of youth work to address the challenges young people are facing, in particular the transition from education to employment, Results of the expert group set up under the European Union Work Plan for Youth for 2014-2015, European Commission



Themes: job market, employment competences

Competences: creativity, teamwork, cooperation, initiative, learn how to present yourself at the interview (attitude, presentation, materials, dress code etc.)

Group size: 15-30

Age range: 16+

Time: 90 min.



OBJECTIVES:

- To develop social competencies of the participants.
- To reflect on social inclusion and equal chances.
- To understand and reflect on situations and problems that may appear at a job interview.



Resources:

Markers, flipchart paper, space for the sketch

Preparation:

Have flipchart and paper prepared
Prepare debriefing questions.
Explain the method procedure

DESCRIPTION:

Step 1:

Make a sub-group of 5-7 people who will be first team who will play the sketch. The participants shall split the roles: employer or team employers, employees, secretary. The group will make the scenario of the sketch in which will simulate a job interview. Other role may be added according to the scenario created.

Participants play the roles in a sketch and present different problematic situations that may appear at an interview (sexual harassment, discrimination, lack of respect, etc.) The employees may show different attitudes at the interview.



As the sketch goes on the participants will say STOP and say a key word according to what they think went wrong at the situation observed and point the issue they observed. The sketch will continue according to the scenario established. The participants may interfere with any observation during the whole time of the sketch.



Step 2:

After the sketch is presented the participants work in groups to analyze the problems identified within the situation presented in the sketch and solutions. The participants present the results and discuss about them.



Step 3:

After the solutions are discussed a team of participants will perform a new sketch and show their view on how it should work the interview. This activity involves emotional participation so there should be enough time for the participants to come out of character.

Debrief and evaluation:

Ask the participants to describe the activity and their feelings, their learning.



What happened during the method?
 How did you feel during the sketches?
 How did your role make you feel?
 Did you learn something new about yourself?
 What skills did you need?
 How could you improve your performance?
 Did you enjoy the method? What did you like/dislike about it?

Future Goals



Themes:

personal, social and professional development

Competencies: self reflection, creativity, communication, diversity awareness

Group size: 25 – 35

Age Range: 16 – 35

Time: 90 min.



OBJECTIVES:

- To encourage participants to think about future objectives of development.
- To increase self-awareness on one's own competences.
- To identify opportunities offered by diversity.

Resources:

Flipchart, flipchart papers, coloured markers and coloured pencils, scotch, pens and A4 papers; music system and laptop (optional)

Preparation:

Check you have all the materials needed
Create a comfortable environment



Description:

Step 1 - Individual work

Write on the flipchart the question: How do I want my life to look like in 20 years. Participants are involved in self-reflection on how they would like to be in their future, from personal, social and professional perspectives (you can support with questions such as: what do you want your work to be? How do you see yourself in this work? How do you feel about it? Where do you want to stay? With whom and how many people? How do you spend your free time and holidays? What do you like most to do? How do you feel?) Participants take notes about themselves.

Step 2

Participants work in semi-groups and identify common and different points among them, according to what they have identified in the self-analysis. The semi-groups should make drawings on the common future goals identified and present them in a visual way.



The participants can make one picture that integrate all the goals or individual drawings on each goal identified. The semi-groups present the results in the whole group.



Step 3

The drawings created by the semi-groups will be bonded together in one big picture. The participants will debrief on the common objectives identified in all the group. The picture created will be discussed in detail and reflect on levels of priorities identified on the future goals, and analyzed the common and different perceptions.



The debriefing shall continue on what obstacles the participants may encounter to fulfill their goals and identify the common and different perceptions.

The participants should think of tools, behaviors, attitudes, characteristics that would help them and would be useful to overcome the obstacles identified within the group. What can they as individual, as a group and as a society need to do.

Debrief and evaluation:

Did everyone feel they were able to contribute?

How did the groups make the best use of each of their members?

Do you think that after the self analysis you can do something more about your future? What about after the group work and common debriefing?

What do you think that might be your next step you could to achieve your goals?

Do you think that your personal acts might influent general picture in the community?

I'm prepared



Themes:

it depends on the project themes or participants domains of interest

Competencies: self reflection, creativity, communication, diversity awareness

Group size: 25 – 35

Age Range: 16 – 35

Time: 60 min.



OBJECTIVES:

- To explore the domains of interest of the participants and the project themes.
- To develop group work and cooperative skills.
- To use competition as method of development.

Resources:

Laptop and videoprojector to show the questions (optional), flipchart and flipchart paper, papers and pens, coloured markers, stopwatch.

Preparation: Get information on the participants' domains of interest.

Make at least 25 questions for the quiz with answer options and a possibility to show the questions (with video projector or written on the flipchart paper)

Description:

You should draw on a flipchart paper the trunk of a tree as a symbol of unity and of working together. Divide participants into equal groups of at least 3 and at the most 5. The participants shall find a name of the group. Choose a color as symbol for each team. You present each question (made according to the project themes or participants domains of interest) and the answer options.

The teams will have 30 seconds for each question to give the answer. After seeing the question the participants shall write on a paper their answer and show it up. For each question you should draw a branch on the tree trunk with the color of the team(s) who showed the correct answer.

Debrief and evaluation:

How did you feel during the quizz? How did you work in the group?

Was there any major problem or conflict in the group work?

Did the group work together or was there a “leader”?

What did you learn? How can this knowledge be applied in everyday life?

Necessary competences for employment

Themes: competences development

Competencies: team work, critical thinking, communication abilities, generating ideas, creativity

Group size: 20 – 35

Age Range: 16+

Time: 60 min.



OBJECTIVES:

- To identify necessary competences for youth to employ.
- To analyse the concept of competence and modalities of developing competences.
- To motivate participants to develop competences necessary on the labour market.

Resources: Cards with symbols (for efficiency should be used the cards of the boardgame Dixit); Table on which to be exposed the cards
Flipchart and markers to be written the main ideas

Preparation: The participants shall be informed on the topic of the session before to prepare with specific information; Prepare the Dixit cards.

Description: The cards shall be exposed on a desk/table to be visible for everyone. The participants will look at the cards and will choose a card representative for the competences they want to present. Each participant will show the chosen card to their peers and on basis of the card will present the competences that a young people should have and develop for a better integration on the labour market. The analysis shall continue on basis of the cards and information presented.

Debrief and evaluation:

Why did you choose this card?

What did it transmitted to you when you looked at it?

Have you transmitted all you wanted to say regarding the necessary competences for the labour market?

If you would look again on the cards would you choose the same card?

If yes, did the opinions of your peers influence you to change the card?

How can these competences be improved through non formal education?

What is the next step to obtain and develop these competences?



Solutions for integration on the labour market

Themes: labour market, youth, competences

Competencies: team work, critical thinking, communication, thinking oriented toward solutions

Group size: 20 – 25

Age Range: 16+

Time: 60 min.



OBJECTIVES:

- To explore modalities for youth to integrate on the labour market.
- To develop employment competences among youth.

Resources: Flipchart papers, markers

Preparation: The participants shall search information and reflect on the situation of youth integration on the labour market in their communities.

DESCRIPTION:

Step 1:

The participants will be grouped in 3 teams. In the first step each team should identify 3 problems of youth to integrate on the labour market. The teams shall present publicly the results and give arguments for their choices.

Step 2:

In the second step the participants shall choose 3 of the problems that were presented that are most important. The participants will reflect individually on the selected problems and identify solutions. The solutions will be presented publicly, analyzed and written on the flipchart.

Debrief and evaluation:

How did you worked in groups? What did you learn?

How was it for you to select the 3 main problems of integration on the labor market?

Are you satisfied with the solutions proposed? Are they realistic and viable?

How can this knowledge be applied in practice and everyday life?

What benefits can we get out of this?

Ideas Stock Market



Themes: entrepreneurship, business plan

Competencies: entrepreneurial skills, working in team, communication, innovation, creativity, initiative

Group size: 20 – 40

Age Range: 16+

Time: 90 min.



OBJECTIVES:

- To increase the participants' knowledge on how to create a business plan and on entrepreneurship.
- To develop competences of negotiation and communication.
- To develop the participants' skills in entrepreneurship and steps in developing a business plan.

Resources:

- Human resources: 2 people who will form the commissions for the evaluation of the ideas, 1 officer at the information desk. The members of the evaluation commission shall have basic knowledge on entrepreneurship and business plans.
- Paper printed with different domains of activity for developing the business plans (the topics may be chosen from NACE codes) which will be at the officer at the information desk;
- Coins with different value that can be used for negotiations in the creation of the business plans.
- A4 papers and pens.
- A business plan main steps.



Preparation:

Prepare the lists with the domains to be chosen by the participants for the business plan. (example of domains: environment, active citizenship, art and culture, sports, etc.). Assign for every domain from the list a starting score of points. You shall write for each domain the starting score (bigger or smaller according to its importance and level of difficulty). You shall decide an equivalent of number of coins for 1 point. The coins shall be at the commissions desk.

DESCRIPTION:

Divide participants into groups of 4-5 people each. Within the group they have to choose a name and a slogan.



All the teams will receive at the beginning a number of coins of the same currency (the teams shall receive the same amount each. The amount will be chosen by you according to how many coins you have).

Each team will choose a topic from the list of domains from the officer desk (delegated for this task) for the idea they want to develop as a business. According to the domain chosen and its score the teams will have to pay a price from the starting amount of money that they received.



Within the group they have to develop a business idea and go to a commission for selling it. The commission will analyze the idea and if they like it they may buy it for a bigger price that they will negotiate or reject it and ask for improvements.

For efficiency you may establish 2 commissions for negotiation.

The groups have to gain as much as they can in 1 hour by buying and selling more business ideas or developing one business.

DEBRIEF AND EVALUATION:

How did you feel during the exercise?

If any, what were the differences between the negotiation rounds?

Did you learn anything new about yourself?

How did you work together within the teams?

What problems did you encounter? How did you share the responsibilities in the groups and involve all members?

How could you improve your results? What skills did you use?

Who got the highest score out of all the teams? What was your strategy?

Who has the lowest score? How do you feel? What happened?

Did you enjoy the activity?

Entrepreneurs

Themes: entrepreneurship, competences

Competencies: working in team, time management, spontaneity

Group size: 20 +

Age Range: 16 - 30

Time: 90 min.



OBJECTIVES:

- To develop the participants awareness on the competences needed by an entrepreneur.
- To increase team building in the group.
- To energize the group.



Resources: Flip chart papers, markers
Possibility to stick 3 flip chart papers on the wall.

Preparation: Write “ENTREPRENEUR” on 3 flip chart papers (with the letters one below the other). Stick them on the wall and be sure that it will be enough space in front of them.

DESCRIPTION:

Group the Participants in 3 teams (less than 10 participants for each team). On the wall stick 3 flip chart papers on which is written “ENTREPRENEUR”, with the letters one below the other.

The members of each team will stay in a row in front of one paper. When the facilitator will say, they will have to go one by one, as fast as they can, and write next to each letter of the word “ENTREPRENEUR” a quality, a competence, a skill that an entrepreneur need to have to be a successful one. They don't have to repeat the words.

It will win the team that will finish first.

Debrief and evaluation:

How did you work in teams?

What are the competences identified to have success as entrepreneur?

What other competences would you add?

How do you feel?

Worst scenario



Themes: integration, labor market

Competencies: teamwork, problem solving, communication, conceptual thinking, commitment to career, responsibility

Group size: 20 - 30

Age Range: 16 - 30

Time: 90 min.



OBJECTIVES:

- To develop perspectives for young people to integrate on the labour market.
- To identify problems and solutions for young people to find a job.
- To increase the participants' problem solving abilities.

Resources: white papers and pens, a card with the task

DESCRIPTION:

In groups of 5-6 person each, the participants will try to create the “worst scenario” that one young person can face with after he/she will graduate and cannot integrate into labor market. They can give real examples, cases that they know or can just create an imaginary story that can be real. They will have 30 min for this task.

They will change the stories between groups and for the new scenario they will try to find solutions for reintegrate the young person into labor market and into society. (30 min)

Debrief and evaluation:

How was it for you to create the scenarios?

Do you think that the situations from the scenarios can be real?

Are the solutions realistic? How can they be applied?

Which are the psychological barriers that can diminish the chances to have a job that you want?

What are the steps in finding a job?

What are the consequences at personal level in being unemployed?

How can you prevent “the worst scenario” happen?

Interview simulation RePRESENT YOUrself

Themes: Competencies: proactive thinking, entrepreneurial skills, working in team, goal directness, communication, innovation, flexibility, self improvement, competitiveness

Group size: 20 - 30

Age Range: 16 - 30

Time: 90 min.



OBJECTIVES:

- To increase knowledge and abilities for the participants to sustain a job for an interview.
- To develop the awareness of the participants on the labour market situation from 3 points of view – employer, employee and National Agency for Employment.

Preparation: Set up the tasks for each team;
Prepare the space for the interview simulation;

DESCRIPTION:

The participants will be grouped in 3 teams: employers, candidates for the job and representatives from the National Agency for Employment.

The “Employers” team have to set up the business field they want to employ new people, what are their needs for the future employees and what are the requests from the ones who will come for the interview.

The “candidates” are the ones who are unemployed and want to be selected by the “employers” in the field they are interested in. They have to delegate 2-3 persons for the interview, think for a strategy, some strong points and what are the needs and expectations from the future job.

The “National Agency for Employment” will think globally and will make a strategy how to correlate labor market with the youth's need and with the educational system. They will have 30 min for preparing it.



DESCRIPTION:

After 30 min of working in teams it will take place the interview simulation. The candidates will participate at the interviews organized by employees.

They will find out if they will be selected for the job. After, the National Agency for Employment will present their strategy to integrate them into labor market for those who haven't been selected.



DEBRIEF AND EVALUATION:

How did you feel in the role you have simulated?

How was it for you to prepare for the simulation?

How did you work in the teams?

How do you feel about the results of the job interview?

How would you improve the job interview results?

What were its strong points? What were its weak points?

What would you change?

How do you intend to apply this simulation results in your life?

The trainers may end the method by providing information on how the youth should prepare for an interview, how they should act during the interview, how should make the CV, where to find the latest information on recognition of competences on the labour market and other information that would be helpful for youth to have success at an interview for a job.



My first job



Themes: employability, competences

Competencies: working in teams, developing future vision about labour market, communication in foreign language

Group size: 25 – 30

Age Range: 16 – 20

Time: 60 min.



OBJECTIVES:

- To encourage participants to think about their future jobs;
- To help the youth participants to identify competences needed for the first job;
- To develop among youth team working and common ideas about the competences needed for the first job

Resources: flipchart paper, markers

Preparation: Prepare the needed tasks for the participants, the resources; It is recommended to begin with an energizer for a relaxed environment of work.



DESCRIPTION:

The method will begin with a short introduction regarding the aim of the method, supported by the trainers – 5 min. The trainers will ask the participants if they thought about the first job and if they are decided in which field they would like to have their first job.



The trainers will organize the participants in 5 teams. The trainers will take into consideration if the participants have similar fields in which the youth would like to have the first job.



The trainers will explain the tasks of the teams:



- Ist step: the participants should think about what qualities/competences you need for your first job – 15 min;
- IInd step: the youth from each team will have to put the identified competences on main categories – 10 min;
- IIIrd step: the participants from each team will discuss about how can be gained each of the needed competences – 15 min



The participants shall present the results of the working in team. The participants shall be supported to address questions among each other based on the information presented.

Debrief and evaluation:

How did you feel working in team?

What do you think about the topic of the workshop?

The trainers shall add practical information regarding the preparation, competences and European opportunities that are helpful for youth to obtain their first job. The participants shall be supported to say a word that would represent their feed-back regarding the method.



Working abroad – a challenge for youth generation

Themes: employability, migration

Competencies: working in team, cultural diversity

Group size: 25 - 30

Age Range: 18 - 30

Time: 90 min.



OBJECTIVES:

- To help the participants know and understand different countries culture
- To raise the awareness of the participants about what involves to have a job abroad
- To create the environment for the participants to reflect on how to be prepared for working in a foreign country

Resources: colored stickers, pens, flipchart paper, markers, flipchart

Preparation: Prepare the materials: on small papers write the names of different countries. Prepare the questions for the group working.



DESCRIPTION:

Ist step - The trainers will group the participants in 5/6 teams of around 5 participants.

IId step - The trainers will go to each group and will stick on the forehead of each participant a paper with the name of a country; in the moment that all participants will have a country on forehead, the trainers will explain the task: each participant should guess what is the name of the country from its forehead and for this should put questions at which the others can answer only with yes or no; the participants will work on this until all the participants from the team will guess the name of the country

IIIrd step – the participants will remain in the same groups and will receive from the trainers a paper with the following questions:

What do you think about working abroad?

Do you want to work abroad?

What do you think about leaving your country and your relatives?

What abilities you need to work abroad?

What kind of challenges you will face?

Do you know any programs which will help you to go abroad?

Why the young people from your country would like to work abroad?



The teams shall present their answers to the given questions.



DEBRIEF AND EVALUATION:

What similarities and differences did you identify in the answers provided by the teams?

How did you feel?

What do you think about youth migration?

What do you think about the chosen topic?

Which are the problems and what solution can we found to have good results by working abroad?

The trainers may present examples of European opportunities that can be useful for developing youth competences and to enlarge the intercultural horizon of knowledge.



Find a friend, find a treasure

Themes: employability, migration

Competencies: working in team, cultural diversity



Group size: 20-25

Age Range: 18 -25

Time: 60 min.



OBJECTIVES:

- To create the background for the participants to know each other and to work in teams for a common aim
- To develop communication skills of the youth participants
- To help the participants to make new friends and to discover their personality

Resources: papers, pens, markers, flipchart, flipchart paper

Preparation: Choose 4 people from the group of participants (you may choose those who are more shy and less communicative); the trainers shall have a private conversation with the chosen persons and will have to find out an interesting secret about them that they would like to share with the other participants; the trainers will write on a piece of paper the found out secret and will give it to the person that belongs that secret.

DESCRIPTION:

The trainers will explain the task and the rules of the method. The trainers will explain that in each group there is a person that knows and has the secret. The participants shall find “the friend with the secret” from the other teams. The group will be divided randomly in 4 groups of 5/6 participants.



The teams will have to go to speak with the participants from the other teams and identify who is “the friend with the secret”.



The participants shall ask each other information about themselves (characteristics, hobbies and others). It represents a good pretext to begin a conversation and to socialize with the others, to make more friends and to have one more friend that you know very well.

After they found out through speaking and asking different questions one friend that has the secret, they begin the discussion with that person in each group. Working in each group the participants may asking “the friend with the secret” with personal questions, hobbies, professional competences, aims etc. and create a poster of “the friend with the secret”.

The teams will have to present the posters with the description of the new friend in an attractive. The participants will have interesting aspects to found out more about the new friends. For this task the participants will have 25 minutes.



DEBRIEF AND EVALUATION:

How did you feel with the method (ask the persons whose secret was revealed how they felt)

Was hard or easy to find the new friend with the secret?

How did you work in teams?

What strategy did you have?



The trainers shall bring a short input about the importance of being open, having communication and working in team skills as basis competences for a youth to integrate on the labour market; explain the role of each person in a team to include and support the shy people to integrate in a group.

Speed date of the jobs



Themes: employability

Competencies: self reflection, communication, social competences

Group size: 20 - 30

Age Range: 16 - 25

Time: 90 min.

OBJECTIVES:

- To raise awareness about the importance to be decided on the job the youth would like to have
- To develop own reflection and communication among young participants

Resources: chairs, time keeper

Preparation: The trainers will have to know the characteristics of the youth from the group and will have to conceive 10 important questions that will help the youth to reflect and understand what preparation and work they should make in order to achieve to have the job of their dreams.

DESCRIPTION:

The participants will have 5 minutes to reflect individually regarding the job of their dreams. The participants will be arranged on a big circle made with the chairs and will be 2 rows of chairs with one chair in front of the other. In this way each participant will be in front of another. The trainers will explain the instruction of the method: the trainers will read 10 questions and after each question the participants will have 5 minutes to discuss with the participant from the chair in front. But after each question addressed by the trainers the participants from the circle in the middle will change the chair, will go on the chair on the right, in this way will be raised the communication and interaction between the participants. The 10 questions are conceived by the trainers according to the specific of the group and examples of question could be: What competences do you need for your job? What certificates do you need for the dreamed job? Do your parents sustain you to achieve the job you want? Do you think you are prepared now for that job or in how much year you will be?

Debrief and evaluation:

How did you feel on the individual reflection for the dream job?

Was it easy or hard for you to decide?

Have you analyzed in detail your dream job?

How did you feel when sharing information about your dream job?

Did you change your perspective on the dream job after the discussion?

Have you identified similarities and differences?

What do you do in your daily life to develop competences useful to achieve the aimed dream job?

The way forward



Themes: labour market, youth, competences

Competencies: team work, critical thinking, communication, thinking oriented toward solutions

Group size: 25- 30

Age Range: 16+

Time: 120 min.

OBJECTIVES:

- To promote understanding regarding the access on labour market;
- To develop employment competences among youth.

Resources: flipchart papers, markers, puzzle

Preparation: the facilitators should prepare a puzzle for the youth team to make and 2 spaces representing 2 islands in the middle of the ocean.

DESCRIPTION:

Step 1: The participants will be divided in 3 teams: youth preparing for the labour market, employees, NGOs. The team of NGOs will have 5 members and the rest of participants will be divided in the 2 other teams. The team of NGO is on a boat, travelling and are able to transmit messages between islands. The teams of youth preparing for the labour market and the team of employees will be the habitants of the 2 islands. The island of youth is sinking. They have to finish a puzzle and after to move on the other island. The safe island is the island of employees who is in need of new comers in order to develop.

Step 2: When the simulation starts, the youth from the sinking island will start to make the puzzle, knowing that they have to move on the safe island. The employees from the safe island will prepare a set of tasks in order to receive the new comers. They have to pass their test in order to enter. The team on the boat will travel between the 2 islands and will have the opportunity to transmit messages. On entering on the safe island, youth will need many other tasks to fill (tasks prepared by the people on the island), excepting the puzzle. They will receive them on the spot, excepting the case in which the NGO team will provide them information and tips regarding the access.

Debrief and evaluation:

How did you worked in groups? How did you take decisions?

How did you feel seeing that the puzzle you prepared was not enough to enter on the safe island? Where the suggestions and the messages from the people on the boat listened and applied? Why? How? How did you feel in your roles?

Are you satisfied with the result? What did you learn? How can this knowledge be applied in practice and everyday life? What benefits can we get out of this?

The perfect colleagues

Themes: labour market, youth, inclusion

Competencies: team work, communication, intercultural dialogue, social inclusion, tolerance



Group size: 25- 35

Age Range: 16+

Time: 90 min.

OBJECTIVES:

- To promote understanding regarding diversity;
- To promote tolerance and understanding in the work environment;
- To explore the construction of images of people/groups and the construction of prejudice and stereotypes

Resources: Flipchart papers, markers, handouts, paper, pens

Preparation: The handout prepared by the facilitators - a list with 20 candidates' profiles for a new job. The candidates' profiles should be made according to the region/country stereotypes and prejudices. (persons coming from different communities, with different cultural backgrounds, minorities and others)

DESCRIPTION:

Step 2: Distribute the handouts with the list of the candidates for the job to the participants.

Step 3: Participants individually shall select three first choices of the people whom they would like to work with the most and three they would like to work with the least. They have 5 minutes.

Step 4: In groups of three people, participants share their choices of the three preferred candidates and the three candidates they would like to avoid working with. They have to decide 2 candidates' profiles they will hire. They discuss the reasons, which led to their decisions. They have 15 minutes for this part of the activity.

Debrief and evaluation:

How did you work in groups? How did you feel in the situation when you had to choose people to work with? Why did you feel like that?

While selecting people to work with you, what images or stories did you create about the people from the list? How did you create these stories? What did you conclude from the descriptions? Did you use stereotypes in this exercise? To what extent? Where do these stereotypes come from? How can we overcome our stereotypes when interacting with people who are different?

NewsPloyment



Themes: labour market, youth, media

Competencies: team work, communication

Group size: 25- 35

Age Range: 16+

Time: 90 min.

OBJECTIVES:

- To promote different understanding regarding labour market;
- To promote youth access on the labour market;

Resources: flipchart papers, markers, pens, newspapers

Preparation: newspapers, magazines, publications

DESCRIPTION:

The participants will be divided in 5 groups: employees, unemployed people, education system representatives, public administration, NGOs.

Each group will have to prepare a collage that will represent a page from a newspaper. Each will represent their own view about labour market (on beside of the social actors they are representing) and how are they perceiving the links with the other sectors of the community (the other groups). The collage will be prepared with cut pieces from the publications they have (photos, symbols, etc.).

Each team will present their work and their part of the publication and at the end through a brainstorming the whole group of participants will have to find solutions for a better communication and interaction of the social actors in order to foster youth employment. The results of the brainstorming will be centralised and included in the last page of the newspaper.

DEBRIEF AND EVALUATION:

How did you work in groups?

How did you perceive the labor market from the perspective of the social actors you represented?

How did you perceive the communication with the other social actors?

How did you find the solutions for employability? Do you think they are efficient?

Let's Think!

Themes: labour market, youth

Competencies: team work, communication



Group size: 25-35

Age Range: 16-30

Time: 60 min.

OBJECTIVES:

- To promote understanding regarding labour market;
- To promote communication to easier the access on the labour market;

Resources: flipchart papers, markers

Preparation: The method will involve interaction with an employee or representatives from the companies or HR departments form companies.

DESCRIPTION:

The exercise will start with **3 minutes of self reflection regarding employment interviews - the participants will have to think of how they think they are perceived by the employees.**

Working in groups of 5, the participants will write down on a flipchart paper the ideas, the misconceptions and the feelings they had being at an employment interview. **Also, they will have to identify some “myths” regarding interviews from the perceptions of the young people willing to get a new job.**

The teams will discuss with the representatives of the employees their perception and their feeling about interviews and employment. Within the dialogue, will be discussed also the “myths” regarding employment from the perspective of young people.

Also, the employees or the representatives from the HR will have to prepare their vision on how they think they are perceived at the interviews. If there is not the possibility to meet in the same place the participants with the employees, the participants work can be handed to some HR department representatives and the feedback to be further transmitted to the participants.

The exercise will provide a perspective of how “the other side” is thinking on an employment situation and rising the empathy and self-awareness.

DEBRIEF AND EVALUATION:

How did you worked in groups?

How did you perceived the labor market?

How did you perceived the communication with the other employment actor?

How reasonable do you consider the “thinking” of the other part is?



Working on Empathy



Themes: labour market, migration

Competencies: communication, mobility

Group size: 25 - 35

Age Range: 16+

Time: 90 min.

OBJECTIVES:

- To promote understanding regarding mobility on labour market;
- To empathy and communication between different nationalities on the labour market;

Resources: Flipchart papers, markers

Preparation: The cards from the annex have to be printed for each of the participants

DESCRIPTION:

Explain to the participants the following situation:

You decided that you cannot live in your country. Nonexistent places of well-paid work and the difficulty of finding a job caused your leaving in another country. You have a relative in a foreign country and they can host you and help you to find a workplace there.

Follow the cards and answer to the questions on each: (the annex)

Give to the participants the cards they should analyse individually and on which they should answer to the questions.

In teams of 5, the participants will share their answers and impressions.

Each team will present their results and their perspective of the situation seen from inside but also from the perspective of the community.

Debrief and evaluation:

- *How did you work in groups?*
- *How did you feel?*
- *What is your perception now regarding the immigrants?*
- *What can we do to make our community friendlier?*

Annex:

Cards

1. It came the day when you have to leave, time that you have to say goodbye to family and friends, and this time you're in Flight awaiting takeoff. The person sitting next to you asks you, "Are you the first travel in this new country? "Your answer is" Yes ". The person says:" What would you like to know about it?"

Write three things you say:

2. You had a very smooth flight. When you arrive at customs, you gave your passport to the customs officer. He shook hands with you, telling you something you do not understand pointing to another officer. You then take your luggage and crawl into place he pointed. You do not understand anything the new officer tells you. How do you feel?

3. Finally the officers seem to be satisfied with your passport, and you are allowed to pass through the airport full of people. You look around and not see anyone who is at all familiar. Neighbour family who should wait for you didn't come to meet you. You cannot find anyone. How do you feel?

4. You waited two hours and you have no idea what you should do. Simply sit and wait. Look at the people around you with strange clothes and language that sounded strange for you and of which you do not understand nothing at all. How do you feel while you watch and hear?

5. It seems that people look at you funny and you start to worry about what you do if the family does not appear. While people watching you, what do you think they think?

6. Finally comes the family you expect, with plenty of explanations to justify delay. They take you to their home, a place where you are told that you can only stay for a few days until you will find a job and a place to stay. How do you feel? What do you tell them?

7. Family members tell you that they know a company who is hiring and lead you there. What kind of job do you expect to find?

8. The company says it will grant you a job and that you can start to work the next day. It is a shoe factory, where you have to tip the skin for shoes. You will stay beside a car that has some very sharp blades, and if you do not use blades carefully it will destroy the shoe and there will be the possibility to seriously hurt you. Not sure you understood well what to do, because the person that explained did not speak English very well. At home you were working in the office and you did not have to sit all day at work. At your new work place the working day is compulsory. Briefly impressions of your first days.

9. Factory colleagues are not very friendly because you do not speak their language and it is very hard for you to make new friends. Expose your efforts:

10. You searched for a place to stay, because there is not enough space on your friends. You have two choices: you can move with a family with your nationality, or you can move with a local family. What family you choose and why?

Guideline

Non formal methods for youth integration on the labour market

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**Kasta Morrely Association
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Iasi, Romania**



KASTA MORRELY ASSOCIATION

Romania - Iasi, akm.kastamorrely@gmail.com,

tel: +40731327711, www.kastamorrely.com

www.involved-youth-coalition.com/equal-chances-for-labour-market.html