



NO need TO worry



Positive thinking for N.E.E.Ts
and E.S.Leavers re-engagement

ONLINE TRAINING COURSE
HANDBOOK FOR YOUTH WORKERS

Project n° 2019-1-IT03-KA105-015635

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A stylized illustration of a person in silhouette, standing on the right side of the word 'worry' and holding a string that branches out into several lines, each ending in a small bird or kite-like shape, flying upwards and to the right.

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Developed by

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INTRODUCTION

Project Description

“**No Neet to Worry - Positive thinking for N.E.E.Ts and E.S.Leavers re-engagement**” was an 8-days Online Training Course with the aim of stimulating reflection on the situation of young NEETs (young people not engaged in education, employment or training) and ESLs (early school leavers) and on the context and personal motivations that lead them to find themselves in a state of static limbo.

The training course aimed to provide useful **methodologies and tools** towards a path of discovery and analysis of the concept of **positive thinking** as an indispensable approach to know and make the best use of the potential of each person and to make it the key to encouraging vulnerable categories: in fact, the Training Course focused on adopting **positive attitude, fostering resilience and soft skills** useful for youth workers to be used to support these vulnerable groups in re-engage in society.

The Training Course was organised within the **Erasmus+ programme, KA1 – Learning Mobility of Individuals – Mobility of youth workers** and implemented online between March 22nd, 2022 to March 31st, 2022 due to the still in force Covid-19 pandemic situation. The organizations participating in the partnership, and consequently the participants in the online training course, came from **Italy, Croatia, Greece, Iceland, North Macedonia, Romania, Slovakia, Spain, Portugal, Turkey, Slovenia & France**.

Target Groups

The main target groups of the “No Neet to Worry” Training Course were **Youth workers, Project leaders**. In general, the project was addressed to **Youth Facilitators** working in the proposed theme, with a particular focus on those who live and work in disadvantaged geographical, social, cultural and economic conditions.

The basic requirements for participating in the Training Course were:

- » belong to one of the categories above (Youth workers, Project leaders, Youth Facilitators)
- » be over 18 years old
- » have a basic knowledge of English language
- » come from one of the partnership countries (Italy, Croatia, Greece, Iceland, North Macedonia, Romania, Slovakia, Spain, Portugal, Turkey, Slovenia & France)

Objectives

The main objectives of the Training Course were:

- » provide youth workers with **competences and tools** to effectively act as mentors for NEETs and Early School Leavers, supporting them in their re-engagement in society
- » to support NEETs and Early School Leavers to reflect and discover their own potentials and skills, fostering self-awareness, self-confidence and motivation for future choices
- » to experiment with **positive thinking approaches** for effective communication, resilience promotion, problem solving and proactivity to support vulnerable target groups such as NEETs and Early School Leavers
- » to provide space for **sharing** of experiences and good practices, awareness of Erasmus+ opportunities for networking and cooperation in the youth field
- » to foster **quality improvements** in youth work, enhancing cooperation between organizations in the youth field and awareness towards EU funding opportunities

Topics

The online Training Course focused on adopting positive attitude, fostering resilience and soft skills useful for youth workers to be used to support these vulnerable groups in re-engage in society. The main topic addressed were:

- » **Early School Leaving** and combating failure in education
- » **Labour market issues** including career guidance and youth unemployment
- » **Youth** (Participation, Youth Work, Youth Policy)

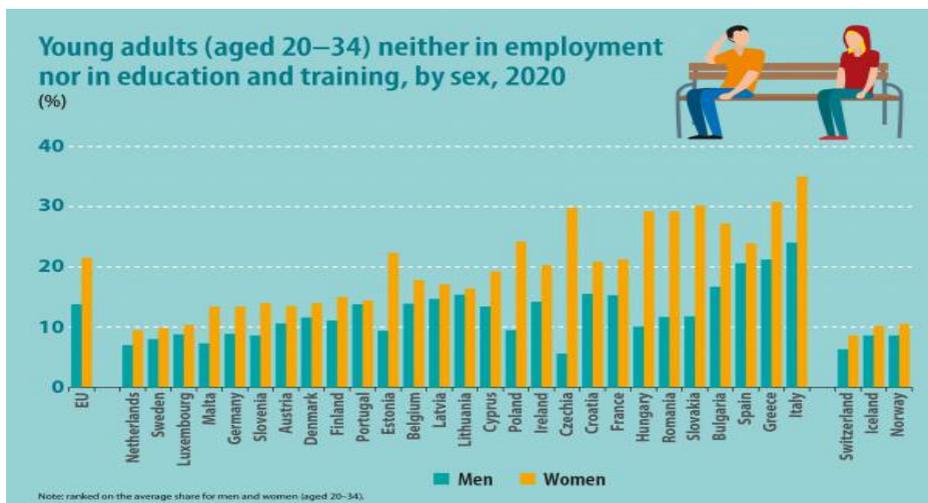
Thanks to the project, at the end of the Training Course, the participants have:

- » gained **new competences** on positive thinking, developed skills as self-awareness, resilience, motivation and problem solving
- » improved their **knowledges and skills** to be able to work as a mentors and counsellors for NEETs and ESLs
- » learned **new techniques** and competences for effective communication, problem solving and proactivity to support vulnerable target groups such as NEETs and Early School Leavers
- » strengthened **organizational skills** through the planning, design and creation of a handbook, a video storytelling and digital mapping to encourage young ESLs to reintegrate into the school system
- » contributed to the **quality improvements** in youth work, enhancing cooperation between organizations in the youth field and awareness towards EU funding opportunities
- » participated to the **sharing** of good practices, Erasmus+ opportunities between national and international realities and creation of networks between European organizations and youth workers

OVERVIEW ON NEETs AND ESLs IN EUROPE

Young people not engaged in education, employment or training in Europe

The indicator “young people neither in employment nor in education and training” abbreviated as “NEET”, corresponds to the **percentage of the population of a given age group and sex** who is not employed and not involved in further education or training (Eurostat, 2019)¹.



ec.europa.eu/eurostat

Eurostat, Statistics on young people neither in employment nor in education or training 2021²

The graph shows how the **17.6 %** of the 20-34 years olds in the European Union in 2020 was neither in employment nor in education and training (NEETs) and how the percentage is still very high in some countries ranging from **8.2 %** in the Netherlands to **29.4 %** in Italy.

- 1 Eurostat, Glossary: Young people neither in employment nor in education and training (NEET), 2019, available at [https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Glossary:Young_people_neither_in_employment_nor_in_education_and_training_\(NEET\)](https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Glossary:Young_people_neither_in_employment_nor_in_education_and_training_(NEET))
- 2 Eurostat, Statistics on young people neither in employment nor in education or training 2021, available at https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Statistics_on_young_people_neither_in_employment_nor_in_education_or_training

Unfortunately, staying in the NEET condition can have negative consequences for youth at the individual, social and economic level:

- » **individual level:** the NEET condition increases the risk of accumulating disadvantages in accessing the world of work as well as the risk of developing deviant behaviours or mental instability and of impoverishing one's social relationships
- » **social level:** the NEET condition make youth be less likely to actively participate in social, cultural and political life than their peers
- » **economic level:** the NEET condition increases the risk of uncertain and low-wage employment and the risk of not having an adequate income

There are several determinants that can contribute to entering or staying in the NEET condition and among these we can find:

- » Lower qualifications;
- » Early school leaving;
- » Being a single parent;
- » Having an illness or disability;
- » Living in a remote area or small city;
- » Migration status;
- » Family background (Assmann, ML., Broschinski, S, 2021)³.

However, these are personal determinants that relate to individuals. With regard to country-specific risk factors, European research is lacking. What has been observed is that being a NEET **is not just a synonym for being unemployed**. For sure, inactive young people seem to be more distanced from the labor market as they face certain barriers that hinder them even from actively looking for a job or make them unavailable for employment, but have been identified **five subgroups** within the NEET world (Eurofound, 2016)⁴:

- » **Unemployed**
- » **Unavailable:** unable to carry out work or training activities for health reasons or family responsibilities
- » **Disengaged:** not looking for work or training opportunities by passive choice
- » **Opportunity seekers:** actively looking for the job or training opportunity they deem most appropriate
- » **Volunteers:** NEETs by active choice, because they have taken a break to go on a trip or a voluntary or pleasure experience.

3 Assmann, ML., Broschinski, S. Mapping Young NEETs Across Europe: Exploring the Institutional Configurations Promoting Youth Disengagement from Education and Employment, 2021, available at <https://doi.org/10.1007/s43151-021-00040-w>

4 Eurofound, Exploring the diversity of NEETs, 2016, available at <https://www.eurofound.europa.eu/it/publications/report/2016/labour-market-social-policies/exploring-the-diversity-of-neets>

In order to support NEETs over all Europe, action should be taken on three fronts. At the **Educational System** level, it is important to prevent and combat early school leaving, support the school-to-work transition, allow students to have direct experiences of the world of work, invest on innovation in teaching and strengthen the programs aimed at socially disadvantaged groups. At the **Labour Market** level, it is important to invest on active employment policies, support training and job orientation and promote internships and apprenticeships as effective work experiences. At the level of **Welfare System**, public intervention that allow youth to live alone, study and train without having to depend on family resources should be increased. This is because the experience of transition to adulthood is linked to young people's family capacity and those who do not have a family able to provide socio-economic support, start from a situation of disadvantage.

In this context, the figure of **Youth Worker** and Facilitator is very relevant, because it offers young people opportunities for learning, personal and social growth, development of skills useful for their training and work path, creativity, intercultural dialogue, volunteering and active citizenship and competences for transition to adulthood and autonomy. "Youth workers facilitate the learning and personal and social development of young people, so that they become independent and responsible citizens through active participation in decision-making processes and inclusion in their respective communities" (ANG)⁵.

Early School Leavers in Europe

The term "*early leaver from education and training*" or **early school leaver**, refers to a person aged 18 to 24 who has completed at lower secondary education and is not involved in further education or training (EUROSTAT, 2021)⁶. Early School Leaving represents an obstacle to economic growth and employment, because it breaks the productivity and competitiveness and feeds poverty and social exclusion. In fact, leaving the educational path prematurely, young people will lack skills and qualifications thus being at greater risk of unemployment, poverty and social exclusion (EC)⁷.

5 Agenzia Nazionale Giovani, Youth Worker, available at <https://agenziagiovani.it/erasmus/youth-worker/>

6 Eurostat, Glossary: early Leavers from education and training, 2021, available at https://ec.europa.eu/eurostat/statisticsexplained/index.php?title=Glossary:Early_Leaver_from_education_and_training

7 European Commission, EUROPEAN SEMESTER THEMATIC FACTSHEET EARLY SCHOOL LEAVERS, available at https://ec.europa.eu/info/sites/default/files/european-semester_thematic-factsheet_early-school-leavers_en_0.pdf

If the European Union goal for 2020 was to reduce the share of young early school leavers to **10%** in average, the goal for 2030 is to reduce it to **9%**. At the moment, in average, **9.9%** of 18 – 24 years old in the EU had completed at most a lower secondary education and were not in further education or training (early school leavers). Among them, **11.8 %** are young men and **8.0 %** young women.



ec.europa.eu/eurostat

Eurostat, Early leavers from education and training, 2021⁸

The factors that can lead a young student to leave school early, are very similar to the risk factors that can lead a youth to enter or persist in the NEET condition:

- » Economic of family problems
- » Physical disability and psychological health
- » Living in underdeveloped areas
- » Lack of support

It is therefore difficult to intervene in support of those who leave school early, even if specific areas of intervention have been identified. The first step is **prevention**: it is important to support initiatives that concern the improvement of teaching and care already in early childhood, expand the services to allow students a greater understanding of their attitudes, in order to make informed choices on training or employment prospects, and to foster compulsory attendance, flexibility in teaching times, greater offer of extracurricular activities. The second step is **intervention**: increase the support for the most disadvantaged students, identify learning difficulties, support through individual learning plans, and / or financial incentives,

⁸ Eurostat, Early leavers from education and training, 2021, available at https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Early_leavers_from_education_and_training

direct parental involvement and monitoring the absenteeism of children and schools. The third step is **compensation** that aims to bring early school leavers into education and training again, with the aim of making them acquire fundamental skills and complete basic education (EU, 2013)⁹.

As in the case of NEET context, the figure of **Youth Worker** and Facilitator can be very relevant to support all the initiatives and intervene in support of early school leavers.

⁹ EU, Reducing early school leaving: Key messages and policy support, 2013, available at https://education.ec.europa.eu/sites/default/files/early-school-leaving-group2013-report_en.pdf



METODOLOGY USED DURING THE TRAINING

The **“No Neet to Worry - Positive thinking for N.E.E.Ts and E.S.Leavers re-engagement”** Training Course and had a duration of 8 days: March 22nd 23rd 24th 25th 28th 29th 30th 31st , 2022. It was held online from 2.00 pm CET till 6 pm CET, managed by Centro per lo Sviluppo Creativo “Danilo Dolci”. The Training Course focused on adopting positive attitude, fostering resilience and soft skills useful for youth workers to support these vulnerable groups in re-engage in society, and it was delivered in 8 sessions each of which with a different focus but consistent with the training path: from the discussion on Youth Work, reflection on positive thinking and how it can be useful, to the analysis of own and others’ strengths, weakness, opportunities and threats; from the consideration on employability skills and working on the re-engagement process, to the presentation of practical tools and methodologies for NEETs and E.S.Leavers re-engagement; from the implementation of workshops using ICT tools, to the deepening on Erasmus+ programme, European funding opportunities for young people, and networking.

LIST OF SUGGESTED ACTIVITIES TO WORK WITH THE TARGET

Several activities were carried out during the online Training Course, each of which with different learning objectives and kind of implementation. Below, some examples of activities that have been carried out and positively evaluated by the participants. The name of the activity, the duration, materials needed, objectives and implementation step by step will be shown in the tables as well as two additional sections for each activity, “tips” and “what we learned” sections, that were compiled by the participants during the evaluation phase.

Activity n°	1
Name of the activity	What does it mean to be out in my country and in the EU?
Duration	90 min
Materials	PPT with statistics and definitions (topics: ESLs and NEETS), sentences to rate on Mentimeter (or other online tools)
Objectives	<ul style="list-style-type: none"> » help participants discover what each of them thinks about the subject of the training: the condition of NEET and ESLeavers in general and each project country » help participants to share ideas by stimulating reflection and listening to each other's' opinions » stimulate discussions and a more in-depth analysis of the problem » stimulate soft skills such as critical thinking, listening and argumentation
Implementation	<p>Discussion and interaction in a large group.</p> <p>Step 1: The facilitator gives a series of statements related to the topic and situation in EU, some of them can be controversial and questionable (For example: Early School Leavers are just people who dropped out of school because they were bored. N.E.E.Ts are an obstacle for the financial development of each country).</p> <p>Step 2: Participants have to give their opinion rating their level of agreement to each sentence from 1 to 5 by using Mentimeter platform.</p> <p>Step 3: Once they have chosen an answer, the trainer asks participants to explain their answer, encouraging them to refer to evidence and examples about also the situation in their country.</p> <p>Step 4: With the support of a PPT presentation, statistics and definitions, problems and possible solutions are presented, in relation to the topic of the sentences that have been presented and rated.</p> <p>Step 5: Final debriefing for identifying common points and main differences between countries.</p>

"What we learned"	We have learned more about the topic of NEET and ESL, definition, statistics, European Situation, why is it important to have a better knowledge of the topic, how can we help these vulnerable groups to reach their full potential and how to motivate them and support them in gaining confidence.
Tips and suggestions	The number of sentences can be reduced if it is intended to discuss certain topics in more detail. It would also be useful if, in addition to the European level, data on each country in particular were presented. ¹⁰



Activity n°	2
Name of the activity	My life path
Duration	75 minutes
Materials	PPT, papers, pens/pencils/colours
Objectives	<ul style="list-style-type: none"> » help youth workers to understand how important it is to be resilient with themselves, facing difficult situations and finding the strength and courage needed to stand in front of the problem » identify which are the resources that make a person resilient
Implementation	<p>Step 1: Trainers make an introduction to resilience</p> <p>Step 2: Participants have to draw their life-line including the ups and downs of experiences they had throughout their lives</p> <p>Step 3: While working, participants have to reflect on what/who helped them during these difficult situations (external and internal resources)</p> <p>Step 4: Once the individual work is completed, participants can share their lives with the group, reflecting on the resources which helped to overcome the lower peaks.</p>

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Pixabay <https://pixabay.com/it/vectors/recensione-negativa-2813741/>,
<https://pixabay.com/it/vectors/risposta-stelle-valutazione-utenti-2800867/>,

"What we learned"	We have learned what resilience is. We learned how to use a visual tool to have a full perspective of our life journey and most important events in our lifetime (tool that can also be used in the work with the target groups). We realised a lot about how to reflect on resources and strengths. This activity is a really nice combination of personal insight and exchange of knowledge with other participants: it was very motivating to learn about other people's stories.
Tips and suggestions	For a deeper experience it can be possible, before sharing personal works in the group, to share them in pairs with another participant in order to create a deeper knowledge between participants and welcome other points of view on motivational factors and useful resources to overcome difficulties ¹¹



Activity n°	3
Name of the activity	S.W.O.T analysis
Duration	90 minutes
Materials	Two real cases of a Youth Worker and a Young person in need, two SWOT matrix in Jamboard
Objectives	<ul style="list-style-type: none"> » learn how to use SWOT tool in order to support NEET and ESL in their re-engagement in society and to be resilient in life » stimulate analysis of a certain situation as a basis for building an effective path of re-integration in society » discover how important is to focus on positive sides of ourselves, and try to overcome difficulties » help participants to evaluate the capabilities as well as the opportunities and the weaknesses a Youth Worker and a Young person in need may have to face

<p>Implementation</p>	<p>Division in two groups.</p> <p>Step 1: A real case is assigned to each group</p> <p>Step 2: Participants will be asked to create in group the S.W.O.T analysis in relation to the cases given, reflecting on strengths and weaknesses, threats and opportunities of the case (Jamboard)</p> <p>Step 3: Share the work with the other groups. Participants of the opposite group can intervene by giving suggestions and advice.</p>
<p>"What we learned"</p>	<ul style="list-style-type: none"> » peer to peer work, collaboration, valuing other points of view, creativity » identification of different stakeholders and spaces which NEETs, ESL, youth workers, etc. to support the development of young people » collaborative work and critical thinking, motivation and design work » reflection on strengths, weaknesses, opportunities and threats in order to identify our positive traits and resources, strengthen our self-awareness and improve ourselves in order to create future plans and smart goals
<p>Tips and suggestions</p>	<p>Creating different personas (youth workers or NEETs with different backgrounds) in order to have SWOT analysis for different 'types' of youth workers and/or 'users' of services. Can be done as a handout (profile described on a piece of paper) or give participants specific roles and for groups to conduct an interview/have a conversation and make conclusions. Same can be done by the organisations (for themselves).</p> <p>Searching for already implemented/ongoing projects/practices that focus on the topic/target groups as examples of good practices.</p> <p>Using of a case study / a person who is going through/went through the process in real life.¹²</p>



Activity n°	4
Name of the activity	Labels
Duration	40 minutes
Materials	Lists of attitudes, values, skills, competences
Objectives	<ul style="list-style-type: none"> » Focus on personal skills, attitudes, competencies, and values » Recall specific situations from professional life, and analysing them to “see” the competence in practice » Stimulate self-awareness » Foster self-reflection about one's current competencies and attitudes » Foster self-reflection about skills to be developed in the future » Foster collaboration and support in the group
Implementation	<p>STEP 1: The trainer shows participants a list of competencies / values / attitudes that can be useful in performing a job</p> <p>STEP 2: from the list of word every participant picks 2 of them</p> <p>One competence/value s/he thinks s/he has</p> <p>One competence/value s/he thinks s/he doesn't have</p> <p>STEP 3: Reflection on the two competencies/values/attitude choose. Every participant should recall an occasion in which s/he used the competence s/he thinks s/he has and reflect on how to develop and improve the competence s/ he thinks s/he doesn't have</p> <p>STEP 4: Sharing with the group. Other participants can intervene to give advices and suggestions.</p>
“What we learned”	<ul style="list-style-type: none"> » to identify competences that we have and those that we do not have and give concrete examples » to identify achievements and understand past experiences and transferable skills » new knowledge from each other by exchanging ideas on how we can work on the competencies we think we do not have » different perspectives on how we can use the competencies we think we have » how we could others improve the lacking competencies on presenting our experiences or tools/methods/techniques.
Tips and suggestions	<p>To make the activity more 'visual', it can be useful to having skills picked by the participants in one place (for example one flipchart or jamboard per skill) where, based on the suggestions of the rest of the group, tools and advices can be added.</p> <p>As a variant, the activity can be performed in the form of a game in which a real experience is presented, and participants try to identify the competence needed in that situation or the lack of skills.</p> <p>In another variant could be possible to work in pairs role playing the job interview in which participants have to elaborate more how they gained some skill; the interviewer should ask questions and challenge the person a bit to prove it (the goal is to look back to own life and think of every experience done to dig for some benefits out of it).¹³</p>



ACTIVITIES DEVELOPED BY PARTICIPANTS

Taking a cue from the activities implemented but also from their personal experience or researches, the participants were asked to present an activity they think could be included in a path like the one has been carried out during the training course, which may be replicated later. The participants were divided in two groups and devised the following activities:

Activity n°	5
Name of the activity	Emotional Pantomima
Duration	10-20 minutes
Topics	Group connection, group building, emotions management
Materials	Online Platforms (if implemented online)
Objectives	Exercise for soft skills: empathy, connection development
Implementation	<p>Better do implement it in groups from 5 to 10 people.</p> <p>Step 1: The leader makes facial expressions, changes posture, moves around, etc. to express a specific emotion. The five core emotions we all recognised as human being: joy, fear, sadness, disgust and anger, but other emotions such as freedom, laziness, tired, confidence, energised, surprise, excitement, curiosity or boredom can be included.</p> <p>Step 2: Using a chat (if implemented online) or simply with the voice, participants should guess which emotion is being displayed.</p> <p>Step 3: Whoever guess the emotion first should restart the game making facial expressions connected to an emotion in order to let other participant guess which emotion is it.</p> <p>Step 4: Follow-up discussion on the different ways of expressing and interpreting emotions and the possibility at times of misunderstanding the emotions of others.¹⁴</p>



Activity n°	6
Name of the activity	The Motivation Shuttle
Duration	1 hour
Topics	Fostering Motivation in NEETs ESLs General Population
Materials	Template , pen, pencils, colours, personal space
Objectives	<ul style="list-style-type: none"> » to define personal objectives and reflect on how to reach them » to find out what personal skills/competences/knowledge are » to improve soft skills: empathy, dialogue, communication, active listening
Implementation	<p>Step 1: The facilitator gives participants printed handouts, one per participant. The facilitator makes sure all participants have a pen/pencil to write with.</p> <p>Step 2: Starting with goals, participants are asked to write down their biggest goals/dreams in life, without any kind of restriction. Later on, they move to writing down what they know (knowledge), what they are able to do (skills) and what they are willing to do (attitude and mindset).</p> <p>Step 3: After reflection about their inner worlds, participants think about the external factors. They start with their motivation or drive (both personal and professional). They then move to support thinking and writing down which their support system is, what tools can support them in reaching their goals, etc.</p> <p>Step 4: Lastly, they think about the concrete steps they can take in order to achieve their goals. It can be short or long-term actions but broken down into steps that can be measured.</p> <p>Step 5: At the end, the participants are invited to share their goals and plans with the rest of the participants. The group is invited to offer advice / support to others in order to help them reach their goals.¹⁵</p>



These activities, which can be implemented to work with the targets, were developed by the participants independently after discussing their realities and reflecting on the activities carried out during the Training Course. Proposed activities can be modified and implemented for the activities in presence.



ACTIVITIES FOR WORKSHOPS

As part of the online Training Course, participants were asked to work in groups and apply through three different workshops what has been learned during the previous activities of training in order to help N.E.E.Ts or E.S.L. to re-engage back to education or labour market. The idea of these workshops was to provide youth workers and youngsters with the opportunity to **put into practice some useful methodologies** to be proposed in their work with the target group. For this reason, three different workshop methodologies have been proposed:

- » **Raise Awareness Campaign** for raising awareness and stimulate motivation in youth;
- » **Storytelling: digital story mapping** specifically addressed to ESLs
- » **ITC for Self-promotion** specifically addressed to NEETs

A first session was used to present participants the methodologies for the workshops: how to create an effective campaign using creative thinking, what is storytelling and video-story mapping, and how use social media and ICT for self-promotion in labour market. After having acquired knowledge about these methods, each participant chooses which workshops he/she wanted to do in order to experiment one of these methods. Each group started to familiarise with the chosen methodology with the support of trainers, and in a following session, participants were left free to work and use their creativity. Each group has been accompanied by an expert trainer in order to make the work easy and fluent.

The groups had a whole training day to finish their work (with always the presence of a trainer specialized in each group), and after the creation process each group presented the final work/results to the rest of participants. To conclude, the debriefing session was useful to share feedback about the methodologies used and their impact on N.E.E.Ts and E.S.L. The feedbacks were very positive, and the workshops were evaluated as useful and productive by all the participants.

Raise Awareness Campaign

Participants were asked to use their creativity in order to create an attractive advertising campaign that encourages young people to use positive thinking as a tool to reintegrate into the educational or professional system. This was done through posters in social media (Instagram).

The topic chosen by the group was the **promotion of services among young migrants aged 15-29**. As if they were an organization working in the youth field (education and training) they created three posts on Instagram with the goal to promote positively the participation of young migrants, stimulate them to actively participate in education and training and involve them in a training course (learning the language and become community mediators).

Through the use of the application Zeobb (<https://zeobb.com/generate-instagram-post/>) three Instagram posts have been created. With the first post the group wanted to communicate curiosity, attraction, hope, positivity, new possibilities and being passionate; the second post had the aim to give information on the community mediator figure and to communicate hope and support (specific information about the role of community mediator); the third post wanted to communicate engagement and involvement.



The participants reflected on the content development, graphic arrangements, use of hashtags and techniques to make an awareness campaign attractive (use of motivational quotes, definition of targets, use of appropriate images, creation of a call to action).



Storytelling: digital story mapping

Participants created, through the methodology of video storytelling, their own digital story-map. Digital storytelling and story mapping are innovative methods already experimented in education to avoid school dispersion, having a great impact on this target group, stimulating self-awareness & positive thinking about their future decisions. The aim of the workshop was to develop the video storytelling to create a «digital story map» making participants' story interesting to others through a video.



The participants wrote a script to follow during the recording and recorded themselves or used videos that they already have. Tips for shooting the video were given in advance (how to shoot videos using mobile devices, how to use the voiceover and a suggestive background music, light and setting, making some rehearsal before recording and several technical hints) and continuous support was given by the trainers. Each participant in the group developed a video focused on their own life which was shown to the other group mates.

ITC for Self-Promotion

Participants were asked to combine their IT skills with their creativity to create a digital CV (using videos, canvas and other digital tools). The aim was to provide young NEETs with innovative techniques to present themselves and their skills in innovative ways, thus increasing their chances of finding a job.

The participants had the possibility to use PowerPoint as well as other presentation tools (e.g. www.canva.com) using their own pictures or copyright free images and adding emoji, animations, stickers visually representing the main points of their story.

03. Corporate infographic illustrations development for a recipe's book.



04. Poster design for artistic events.



Each participant in the group developed a portfolio considering their skills and competences which was shown to the other group mates.

SOME TOOLS TO IMPLEMENT A TRAINING COURSE ONLINE

Over the past two years, due to the pandemic situation, there has been a need for more flexible pathways to access education and lifelong learning opportunities. One solution was certainly to take advantage of the technological progress, internet access and tools for distance learning. Therefore, it is fundamental to have a list of useful online tools in order to be able to implement online sessions and make them more participatory and interesting.

Some tools below¹⁶:



16 IO2 "Project-based learning Methodology: from theory to practice" from LEAP – Learning to Participate (Erasmus+ - KA2: Strategic Partnership | Youth. Project n° 2018-3-AT02-KA205-002231)

Tool	Function	Free/not free
docs.google.com	Collaborative Writing	Free
yourpart.eu	Collaborative Writing	Free
mentimeter.com	Collecting Ideas	Free version with limited functionality
padlet.com	Collecting Ideas	Free version with limited functionality
tricider.com	Collecting Ideas	Free
jamboard.google.com	Collecting Ideas/Drawing	Free
kialo-edu.com	Debating	Free
canva.com	Infographics/ Poster/ Pamphlet	Free version with limited functionality
thinglink.com	Infographics/ Poster/ Pamphlet	Free version with limited functionality
easel.ly	Poster/ Pamphlet	Free version with limited functionality
mindmup.com	Mindmapping and Organising	Free version with limited functionality
mindmeister.com	Mindmapping and Organising	Free version with limited functionality
miro.com	Mindmapping and Organising	Free version with limited functionality
bubbl.us	Mindmapping and Organising	Free version with limited functionality
timetoast.com	Mindmapping and Organising	Free
zeemaps.com	Mindmapping and Organising	Free version with limited functionality
Skype	Online meetings	Free version with limited functionality
Zoom	Online meetings	Free version with limited functionality
Big Blue Button	Online meetings	Free
meet.google.com	Online meetings	Free
Microsoft Teams	Online meetings	Free version with limited functionality
Kahoot.com	Quiz	Free version with limited functionality
Quizlet.com	Quiz	Free version with limited functionality
prezi.com	Presentation	Free version with limited functionality
docs.google.com/presentation	Presentation	Free
h5p.org	Video/Films	Free
vimeo.com	Video/Films	Free version with limited functionality

PARTICIPANTS' TESTIMONIALS

It was my first experience on this form of training, with people from other countries. I really enjoyed, it was amazing, to share our experiences and learn new methods how to work with youth people – António

It's been a beautiful experience, to meet all this new people with different and interesting backgrounds, to share a little of my knowledge & be able to inspire them to create their visual presentations. Thank you all, wish you the best! – Eli

It was a very informative and entertaining experience with you. It was fun to meet and exchange ideas with the people who live all around the world – Ibrahim

I liked that the training was practical and interactive. The tools that you shared are helpful for my personal and professional life, thank you! I do feel, that for people who already have many experiences it could be too basic – Vita

Meeting people from other cultures and listening to their perspectives on events added a lot to me. The fact that we carried out an interactive study also ensured that this experience was active and permanent – Derya

Learned a lot of new things on the topic of NEETs and ESL. Very informative and fun experience – Aleksandra

CONCLUSION

In conclusion, taking into account the results achieved and the evaluation of the participants obtained through different means, the experience can certainly be assessed as successful. Despite the need to implement the Training Course online due to the persistent restrictions caused by the Covid-19 pandemic, the activities were effectively adapted to be conducted online, the learning objectives were assessed and achieved, cohesion was created in the group and active participation was remarkable.

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Center For Intercultural Dialogue Association

North Macedonia



Centrul European pentru Tineret
INICIATIVA DE PARTNERI
NICOLAE BALULESCU

Centrul European pentru Tineret

Romania



DIVADLO
BEZ DOMOVA

Divadlo bez domova

Slovakia



EURODYNAMIS

Eurodynamis

Spain



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NO need TO worry



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