

104 Good Practices
Toolbox for upskilling adult
educators and NEETs
Teachers' best practices
and success stories

Compendium



STONE

STrengthen the skills Of NEets

Table of contents

1. Introduction	3
2. Teachers' success stories and best practices from Cyprus	4
2.1. Active Youth	4
2.2. Youth Entrepreneurship	6
2.3. National Action Plan for Youth Employment.....	7
3. Teachers' success Consulting, Training, Entrepreneurship stories and best practices from Estonia.....	8
3.1. Support programme "Youth prop up"	8
3.2. Mobile Youth Work.....	10
3.3. The Youth Centres Logbook.....	11
4. Teachers' success stories and best practices from Greece	12
4.1. Implementing actions in the context of the project "EGF/2015/011 GR/SUPERMARKET LARISSA"	12
4.2. Implementing actions in the context of the project "EGF/2015/011 GR/SUPERMARKET LARISSA"	14
4.3. Implementing actions in the context of the project "EGF/2015/011 GR/SUPERMARKET LARISSA"	16
4.4. Implementing actions in the context of the project "EGF/2015/011 GR/SUPERMARKET LARISSA"	17
5. Teachers' success stories and best practices from Ireland.....	18
6. Teachers' success stories and best practices from Lithuania.....	19
6.1. Socialinės įtraukties agentai, Ieva/Socialinė darbuotoja (https://sites.google.com/view/socialinesitrauktiesagentai)	19
6.2. Blessed Matulaitis Social centre, Daiva / Social worker	20
6.3. DUO day, Jurgita / Biology Teacher	21
7. Teachers' success stories and best practices from Romania.....	22
7.1. Neet's training and counselling	22
7.2. Neet's counselling and professional integration	23
7.3. Youth training and counselling, Perju Aurora Gabriela	24



1. Introduction

This good practice toolkit is a collection of best practices for in-service training for adult educators, youth workers, counsellors, and NEETs. The best practice toolbox is a single module and is part of the eLearning platform.

Purpose: To enable adult educators to communicate effectively with other adult educators and with their clients (NEET students), to exchange information, good practices, and tips.

The toolbox of good practices includes the following content:

- good practices and success stories of learners (NEETs) - success stories of NEETs, good examples of peer empowerment and support for NEETs;
- good practices and success stories for adult educators/teachers, counsellors, youth workers - youth empowerment, social support and action programmes for young people and their families, support systems and services for NEETs, educational programmes, and methods, etc. - good practices and success stories for NEETs.

The Impact for the adult educators:

- Enhancing interaction;
- Bringing together expertise, knowledge and best practices;
- Virtual forum for exchanging ideas, how to teach and help the target group of NEETs;
- Develops many teachers/educators/counsellors/youth workers general competencies, including social and civic competence, cultural and value competence, self-determination, learning and communication skills and entrepreneurial competences;
- Develop a social network space;
- Makes the teacher's work easier by helping to achieve learners/students performance;
- Promote collaborations about teaching NEETs in the community;

The impact for the NEETs:

- Increase the NEETs motivation;
- Help to developing new ideas for NEETs, how to move on;
- Inspiration;
- Learn from others' mistakes and also learn from the others good practices and success stories;
- Learn how to handle difficult situations;
- Develop many NEETs general competencies, including social and civic competence, cultural and value competence, self-determination, self-confidence, soft, learning and communication skills, and entrepreneurial competences;
- Learn to motivate, cooperate, plan and involve time.

The impact for the school/training centre:

- Brings the school's experience from life itself;
- Helps to involve school and youth in community activities.



2. Teachers' success stories and best practices from Cyprus

2.1. Active Youth

Introduction

The Youth Guarantee has become a reality across the EU. It has facilitated structural reforms and innovation in policy design across EU Member States. Cyprus presented a Youth Guarantee Implementation Plan on 31 December 2013. The priorities to improve youth employment prospects focus on: (i) Preventing early school leaving and easing the transition from school to work; (ii) establishing activation strategies through targeted labour market policies for the disadvantaged youth 15-29, including (iii) The implementation of a National Youth Guarantee; (iv) Boosting labour demand through sectoral growth, promotion of micro- and small-enterprises and entrepreneurship development; (v) Formulate outreach strategies and increase labour market integration of youth (vi) Enhancing effectiveness and impact of employment services and labour market policies. (vii) Establishing a monitoring and evaluation system

The introduction of a National Youth Guarantee aimed at offering school leavers and newly unemployed youth (15-24) with an opportunity for education, training, work experience or employment within four months from leaving school or becoming unemployed. The delivery of the Youth Guarantee is organized around an integrated service delivery model that includes: i) employment services (information on vacancies, group counselling and job search assistance); ii) individualized counselling and guidance assistance for those unable to gain a foothold in the labour market within the first four months; and iii) intensive support, including referral to active labour market/return to education schemes.

Main challenge

The drastic increase in the number of unemployed has required a redeployment of all available human resources of the Public Employment Service (PES) to manage intake services. As a consequence, the provision of individualized counselling and guidance services has been drastically reduced. The lack of interest by young people in the services provided by the PES, despite a five fold increase in the number of young unemployed, is a signal of disengagement, worker discouragement and labour market detachment.

Feedback

“Outreach to young people not in employment, education or training (NEETs) and other vulnerable groups continues to be one of the key issues. Recently, Cyprus has strengthened outreach activities by mapping and profiling the population of NEETs twice a year and building partnerships with local actors as part of an action plan. The plan was set up in April 2019 and is currently being implemented, but its results are still to be evaluated. Efforts are also being made to promote collaboration between the public employment services, the counselling and career education services and other providers of Youth Guarantee interventions, targeting unregistered youth through regional partnerships and informing schools about employment and training opportunities.

Partners and interested parties

Partnership across a wide range of actors and outreach initiatives are key in building bridges between these young people and the institutions mandated to provide assistance.

Impact

The decrease of the unemployment rate of young people aged 15-29. The reduction of long-term unemployment. Early intervention is widely acknowledged as the most effective means to reduce the risk of long unemployment spells, skills erosion, labour market scarring and inactivity traps.

Challenges

One of the main challenges was to improve competitiveness and promote private sector development. Many young people are unaware of the labour market services that are available to them, while others have lost all hope of ever finding a job.

Remarks

Outreach to young people not in employment, education or training (NEETs) and other vulnerable groups continues to be one of the key issues.

2.2. Youth Entrepreneurship

Introduction

The program aims to develop, support and promote entrepreneurship among young people through financial support and educational training courses for the development of new and sustainable SMEs. The scheme promotes the implementation of new technologies and innovative production methods, entrepreneurial development in the sector of environment, as well as entrepreneurial activities for the formation of dynamic, evolving and competitive businesses.

Main challenge

A key issue of concern was young people's perceptions of how difficult it is to set up a business.

Feedback

During the implementation period four series of seminars were conducted in Nicosia and Limassol, while more seminars were planned in other cities, as well as rural areas. Two seminars were given to high-school graduates and two seminars were addressed to university graduates; these were attended by 26 young people in total. Each seminar series was 28 hours long, and lasted four days; participants learned about the stages of business development, self-employment schemes, company registration procedures, business plan drafting, project management, sales and communication techniques, selling a business and business investigation. After the four-day seminars, participants received further individualised support during their first business steps by experienced business mentors for a period of six months.

Partners and interested parties

The Youth Board of Cyprus actively supports the Youth Entrepreneurship scheme which operates under the umbrella of the Ministry of Commerce, Industry and Tourism (Industrial Development Service).

Impact

This support programme allows young people with limited knowledge and networks, to discover and enhance the competences of their business as well as establish sustainable businesses and good working conditions for themselves, as well as their peers. Additionally, the YBC created a specialized platform for this programme:

www.youthentrepreneurship.eu . Here, young people can access more information on the Programme, the dates, and venues of every training event, along with further information on how to create a new business.

Challenges

YBC undertook during the implementation period:

- to promote the program and the distribution of relevant information to young people;
- to organise the seminars to present the program;
- to provide technical assistance and other consultation to interested people;
- to enhance cooperation among young entrepreneurs participating in the program.

2.3. National Action Plan for Youth Employment

Introduction

I took an educational course in computers so I can maximize my techniques in social media and on the internet. It also had topics focused on how to use Word, PowerPoint and Excel, things that you are required to know nowadays in most of the jobs you want to work. The number of participants was 20 people.

Feedback

They felt satisfied with the contents of the course and felt more secure with the new techniques they learned. Having computer skills in computers is more important and required.

Partners and interested parties

I use all the skills I learnt for my own good, creating my own page in social media.

Impact

A better quality of life is finding a better job thanks to the new techniques they learnt.

Challenges

Thanks to the new skills I learned, I didn't find any challenges.

Remarks

If you try you will succeed!



3. Teachers' success Consulting, Training, Entrepreneurship stories and best practices from Estonia

3.1. Support programme "Youth prop up"

Introduction

The Youth Prop Up programme is a new action plan which has been implemented in Estonia.

The programme is designed to specifically target:

- Young people aged 15 to 26 years.
- Young people who are not currently involved in any kind of academic study or employment.

The Association of Estonian Open Youth Centres is the organisation responsible for the development and implementation of the Youth Prop Up action plan for the estimated duration of 2015-2021. The programme currently supports the 13000 individuals who meet these criteria.

Main challenge

Average monthly workload of the Youth Prop Up activities:

- mapping of regional opportunities and collaboration partners, updating and transfer of information, 5%;
- networking for identifying the youths and planning activities, 5%;
- mobile youth work, other opportunities for contacting and finding young people, 25%;
- individual coaching, 25%;
- group counselling, 5%;
- support and development of the contact between the youth and institutions, 20%;
- joint activities and supervision targeted to groups, 15%;
- analysis and planning, 5%.

Feedback

The support programme is founded on the principles of social pedagogy, with the aim of supporting activities involving children and young people in a way that their well-being, freedom and self-esteem can thrive. This approach is centred around relationships. Therefore, important factors of integrating active listening, expression, creativity, teamwork and supportive networks as part of the young person's environment is a main consideration. For this reason, the supporting activities of Youth Prop Up should be affordable and interesting to the participants to cultivate their creativity and bring out their natural strengths. The activities revolve around the participant in the present moment and focus on their interests and practical desires. All actions are based on the skills that the participants want to develop further in their lives. This enables them to take an active part in the direction of future activities, that they can then implement within their own lives outside of the programme.

Partners and interested parties

Estonian Unemployment Foundation, local communities, local governments etc.

Impact

The programmed activities are set to be carried out at local level, designed so as interaction can take place on a one-to-one basis with the participants. This ensures that their progress can be monitored and tailored to their specific requirements. Participants can then actively use these skills learned in their everyday living environment.

The centres implementing Youth Prop Up are located throughout various regions within Estonia. The programme is currently being implemented by approximately 30 youth centres since the beginning of 2015, continuing to the current end date in 2021. Each centre has the facilities to support up to 30 participants each month. One of the overall aims of the programme is to ensure that at least 53 to 70 individuals will receive help and advice through Youth Prop Up each year.

Remarks

The Youth Prop Up action plan is part of the wider Estonian Youth Guarantee National Action Plan initiated by the European Union.

The main aim is in supporting young people in need, who may have been made redundant or have not completed their education and are not currently studying. The programme attempts to assist them in realising their potential and return to being a productive member of society as quickly as possible, raising their confidence and self-esteem. The activities take place under the “Inclusion of youth at risk of social exclusion and improvement of youth employability” programme. The programme is approved by the Ministry of Education and Research and co-financed by the European Social Fund. Programme is led by the Education and Youth Authority.

3.2. Mobile Youth Work

Introduction

The concept of mobile youth work is divided into four interlinked areas: street work, individual work, group work and community work. The hallmark of mobile youth work is that all four areas of work are intertwined. The concept of the Youth Prop-Up programme also intertwines group work, community work and individual work. The aim of street work is above all to find young people, to get in touch with them and to carry out activities outside youth work institutions.

Main challenge

An important feature is that youth workers take their activities to where the young people are, and do not expect all young people to find them in youth centres themselves.

Feedback

Supporting activities include establishing contact, motivating young people to participate, informing them about opportunities, mapping barriers to employment or education, supporting them to remove existing barriers and signposting them to the services they need. Supporting activities will ensure that NEET young people are contacted, motivated to participate, informed about opportunities, and that barriers to employment or education are mapped, and that support is provided to remove these barriers, including referral to the necessary services. The ways of reaching NEET young people vary in effectiveness between rural and urban communities.

Partners and interested parties

Youth centres, youth workers and counsellors, teachers and educators, etc.

Impact

Outcome indicators are: direct contact with the target young people is established and maintained; the young person participates in the services provided by the project; the young person is involved in the activities of the youth centre in general. Ensuring mobile youth work in the implementing regions is key to achieving results.

Remarks

One theoretical explanation that helps to better understand the content of the broad concept of MoNo and the depth of the method is: "MoNo is a socio-pedagogical concept with a preventive orientation towards the exclusion of young people, focusing on the well-being of young people, oriented towards counselling and supporting young people, and incorporating elements of open youth work and social work."

3.3. The Youth Centres Logbook

Introduction

To ensure the daily monitoring of the programme, the ANC of Estonia uses a nationwide electronic monitoring tool - the Youth Centres Logbook. The Youth Centres Logbook is an electronic monitoring system for youth centres, created in 2013, which enables youth centres to collect daily statistics. The Logbook is user-friendly and is constantly being developed. Each new programme implemented by a Youth Centre allows the creation of an additional application. The Logbook reduces the time needed to manage daily work and projects.

Main challenge

In 2015, a case map was created in the Youth Centres Logbook to analyse the Youth Support service. The case maps allow the analysis of the portraits of the young people participating in the programme (gender, age, region, background, barrier, desired outcome and learning needs, length of the process, activities chosen, cooperation and performance) and the dynamics of the service (background, length of the process, activities chosen, performance, etc.).

This instrument is a tool for the youth worker to record information on the persons involved in the monitoring system. Each row of the database is a record made up of data fields (attributes) characterising a specific 'case' (person).

Feedback

The monitoring of the performance indicators in the reports is also based on the case cards in the logbook. We monitor that individualised coaching, including coaching to map the young person's expectations and resources and to implement personalised action plans, has been ensured, and that contacts have been made with different institutions and professionals who may have appropriate measures to support a particular young person.

Partners and interested parties

Youth Centres, youth workers and counsellors, social specialists of local government, teachers, etc.

Impact

The case map is an individual map of the young person, the logic behind its creation and use is that the young person finds a solution for him/herself by thinking about his/her own strengths, and it is designed to facilitate the work with young people, to assess the specificities of the area, to analyse the profiles of the young people who have accessed the service and the impact of the activities/services carried out in order to better organise the service.

Remarks

The data entered in the system is longitudinal - data is recorded and entered for one person at different points in time. This makes it possible to monitor the dynamics of the process, the effectiveness and impact of interventions/activities.

The young person's electronic case file is visible to those working with the young person.



4. Teachers' success stories and best practices from Greece

4.1. Implementing actions in the context of the project "EGF/2015/011 GR/SUPERMARKET LARISSA"

Introduction

The aim of the project was to aid and support: to 557 former employees of the company with the name "SuperMarket Larisa SA" as well as to 543 young unemployed people outside of education and training. Through the specific Project, a network of Consulting, Training, Entrepreneurship and Relocation activities was sought:

- Strengthening and upgrading the qualifications of project participants, through professional counselling and the provision of specialized professional training and education.
- The support of the participants to develop entrepreneurship actions and

The support of participants in possible relocation needs, based on opportunities that will present themselves to obtain a job in another city.

Main challenge

The big challenge was discovering this "hidden" group of young people as well as complying with the verification procedures of the conditions that define the "NEET" identity. It had to be ensured that under a very suffocating schedule for the implementation of the project as well as in conditions of high rates of youth unemployment, those young people who met the conditions would be included in the counselling and training process, without wronging anyone.

Feedback

The young people in the context of this project felt and enjoyed equal treatment from all those involved in the project (implementing body, trainers, consultants, and training providers). There was excellent cooperation with everyone, and they were given every help so that no one was wronged, and they participated equally and without exclusions in all the procedures. Their comments were completely positive, as their previous experiences were particularly negative and perhaps this was an opportunity to regain trust in the institutions, public and private, that deal with training and the labour market.

Partners and interested parties

All agencies and their staff were involved with a strong motivation of empathy and understanding both high and difficult demands of the project and the needs of the NEETs themselves. Besides, the financial tool provided by the EGF is one of the highest in training

and counselling actions, so there was a strong financial incentive for both the agencies and the NEETs. In addition, there was a fully structured and comprehensive 25-hour counselling program from which the individual educational needs of the NEETs emerged which then shaped the framework of the training process that followed. The training program was designed exclusively around the needs of the young people as expressed by them.

Impact

In my personal opinion, apart from the strong financial incentive, NEETs were inclusively involved in a comprehensive counselling program through which they progressed into their desired fields of training, thus improving horizontal skills and acquiring the resources that they chose. In addition, several of the NEETs had the opportunity to test themselves and investigate whether their business ideas are feasible, capturing them in an integrated business plan with the help of specialized financial advisors without any cost.

Challenges

The challenges concerned the adoption of a reliable system of assessment of NEETs, the division into four (4) prefectures, the suffocating timetable for the implementation of all project actions, the existence of many partner agencies, the increased need for specialized consultants, the increased need for consulting spaces, the increased need in the field of planning and implementation of training and the practical proof of entrepreneurship with the almost immediate start of work. The excellent coordination, constant communication, willingness to cooperate and the high level of empathy required by all, were the necessary conditions for the successful outcome of this effort.

Remarks

It is a great honour but also a challenge to try to respond to the voices and needs of young people. This is the only way to emerge the inclusive character of our society.

4.2. Implementing actions in the context of the project “EGF/2015/011 GR/SUPERMARKET LARISSA”

Introduction

The aim of the project was to aid and support: to 557 former employees of the company with the name "SuperMarket Larisa SA" as well as to 543 young unemployed people outside of education and training. Through the specific Project and a network of Consulting actions, the following were achieved:

1. Familiarizing the beneficiaries with the activity of counselling in general.

2. Identification of their skills and abilities through the counselling interview and the use/completion/feedback of the counselling tools provided.
3. Strengthening their skills and abilities.
4. Self-awareness: because of the above, the creation of a professional self-image and the upcoming strengthening of their self-confidence.

Main challenge

The main challenge was gaining their trust in the counsellor and the counselling process, their psychological investment in the work of professional counselling and belief in their strengths and abilities.

Feedback

The young people in the context of this project felt and enjoyed equal treatment from all those involved in the project (implementing agency, consultants, etc.). Perhaps for the first time they believed in their strengths, they felt able to claim and conquer a job on an equal footing with other members of the workforce who did not belong to the NEET category.

They recognized the work of professional counselling as a whole and felt understood and cared for by the counsellors.

Partners and interested parties

We believed in the project and the dynamics it had, we were the first to recognize and invest in the action of professional counselling and its effectiveness when it is provided correctly; we transmitted our belief to the other members involved in the project, such as the partners.

Impact

They were actively involved in claiming and winning a job, they believed in their strengths and abilities, they entered the process of strengthening their skills.

Challenges

The challenges related to the reactivation and empowerment of NEETs through a tight implementation schedule of all project actions and the existence of many partner agencies. Excellent coordination, constant communication, willingness to cooperate and a high level of empathy were the necessary conditions for the smooth outcome of this effort.

All the above was aimed at making all involved, partners, cooperating agencies and of course the beneficiaries believe in their project and their potential, and with our above attitude we achieved it.

Remarks

We believed in the dynamics and benefits of the project, we invested 100% of ourselves and our capabilities, demonstrating faith, understanding and empathy and we passed all of this on to the people involved, especially the beneficiaries.

4.3. Implementing actions in the context of the project “EGF/2015/011 GR/SUPERMARKET LARISSA”

Introduction

The aim of the project was to aid and support: to 557 former employees of the company with the name "SuperMarket Larisa SA" as well as to 543 young unemployed people outside of education and training. Through this specific Project, a network of Consulting, Training, Entrepreneurship and Relocation activities was sought:

- Strengthening and upgrading the qualifications of project participants, through professional counselling and the provision of specialized professional training and education;
- The support of the participants to develop entrepreneurship actions and;
- The support of participants in possible relocation needs, based on opportunities that will present themselves to obtain a job in another city.

Main challenge

The big challenge was the heterogeneity of the team, which included people with different levels of formal qualifications, but also different or no previous work experience.

Feedback

The young people in the context of this project experienced positive emotions because they were offered the opportunity to mobilize and get out of the position of inactivity where NEETS often find themselves. They also stated that they were strengthened through counselling and training and had renewed faith in their ability to join the labour market. My experience as a trainer in this project confirmed my belief in the power of groups and showed me the quality of the untapped potential of young people who are out of education, training, and work.

Partners and interested parties

The involvement of NEETS in the training process had as a starting point the financial motivation, but I believe that through the quality of the counselling and training services provided, the equal treatment and empathy, the trainees felt that their voice and value were recognized and became more substantially involved.

Impact

- They improved their essential qualifications and skills.
- They had the opportunity to work out the possibility of going into business.
- They received financial support.
- They were motivated to look for employment more actively.

Challenges

The biggest challenges were the discouragement of NEETS and the heterogeneity of the group. The equal approach, with understanding for the difficulties and respect for their value, as well as the creation of a friendly, lively, experiential learning climate, helped to overcome the challenges.

Remarks

My participation in this program gave me the opportunity to meet remarkable young people, to learn from them about their possibilities, dreams, and problems and at the same time gave me the satisfaction of having helped in their training and above all in strengthening their resilience, self-esteem and their efforts to find a job.

4.4. Implementing actions in the context of the project “EGF/2015/011 GR/SUPERMARKET LARISSA”

Introduction

Through this Project it was sought:

- Strengthening and upgrading the qualifications of project participants, through professional counselling and the provision of specialized professional training and education.
- The support of the participants to develop entrepreneurship actions and,
- The support of participants in possible relocation needs, based on opportunities that will present themselves to obtain a job in another city.

Main challenge

Many hours of training in a very short time frame!

Feedback

Positive comments regarding the organization and content of the program. There had to be more time in the training and not so many hours per day.

Partners and interested parties

Active techniques and methods involved the NEETs as somehow, they had to be re-activated after a long time of being out of action. There was continuous cooperation and communication with the colleagues so that the training program could be established based on the needs of the trainees.

Impact

Positive as they became active after a long time and their confidence was boosted by a coherent framework of actions.

Challenges

The suffocating implementation schedule which was surpassed by the excellent cooperation and organization with the training organization.

Remarks

The fact that such a difficult task was achieved in such a short time!!



5. Teachers' success stories and best practices from Ireland

Teachers' and trainers' success story from Ireland transmitted by video:

[Stone project, IO4 Success Story from Ireland](#)



6. Teachers' success stories and best practices from Lithuania

6.1. Socialinės įtraukties agentai, leva/Socialinė darbuotoja

(<https://sites.google.com/view/socialinesitrauktiesagentai>)

Introduction

The "Agents of Social Inclusion" project aims to visit social institutions of 10 European Union countries that work with intellectually disabled persons, and to get acquainted with the models of employment and independent living of intellectually disabled persons operating in those countries. During visits to other countries, young people with intellectual disabilities learn how to communicate with a stranger, and even a person who speaks another language, how to gain their trust, learn about their experiences through interviews. The learning process in developing digital skills, cultural knowledge, and self-confidence are also very important.

Project activity: targeted groups of social workers and persons with disabilities from the Youth Day Centre go to different countries of the European Union to get acquainted with the employment models of persons with mental disabilities operating in those countries. During mobility, he will visit institutions working in the field of employment of disabled people, he will be interested in examples of good practice, and he will learn from his colleagues. 10 group mobilities of adult learners to different institutions of the European Union are planned.

Main challenge

Taking the first step is the biggest challenge for people with intellectual disabilities who have not travelled before. Some boldly go on a trip, others are very afraid of challenges - using a bank card for the first time, flying an airplane for the first time, using the google maps application, starting a conversation with an unfamiliar foreigner.

Feedback

Every young person with an intellectual disability has a different experience. However, none of them said that they would not repeat this learning experience. Everyone asked when they returned - when

will we be able to do it again? Most of all, the young people liked that they had the opportunity to devote time to improving their worldview while working and studying. Some felt awkward when interviewing a foreigner or insecure when paying with a bank card abroad for the first time, riding the subway, etc. However, after "getting over the obstacles", everyone was happy and shared the experience with their friends. Each project participant with an intellectual disability learned: to plan their time, the necessary props for the trip, to take interviews, to evaluate themselves and teamwork during training, to use public transport (e-tickets, special apps), to enjoy every new detail, etc.

Partners and interested parties

We had already established relations with most of the partners before this project, we knew the nature of each other's work, the group of young people with disabilities. Since my partners and I had mutual trust, it was not difficult.

Impact

The experience was positive. Each student was proud to have the opportunity to learn in such an interesting way, using different methods that not everyone can learn.

Remarks

We all say that we can learn all our lives - so why not today, and why not enjoy and use the opportunities of the European Union?

6.2. Blessed Matulaitis Social centre, Daiva / Social worker

Introduction

Music activities were arranged with youngsters who have problems with social skills, most of them didn't go to school and were having trouble with communication with other youngsters as well as adults.

Main challenge

To teach youngsters to reflect emotions, to listen to each other, to respect other opinions.

Feedback

Different methods were used, so youngsters were interested and willing to participate. Most of them felt that they knew more about music and how it can be used (for relaxation, for nonverbal communication).

Partners and interested parties

Youngsters who came to participate in music activities were out of the system, they didn't go to school, spent most of the time outside, so it was in the best interest of social workers and parents to encourage them to participate in any kind of activity.

Impact

Youngsters got new info about how to use music as a tool to reflect emotions, they could spend quality time in a group, not outside or at home as they always do.

Challenges

Differences of opinions and age, I tried to be at the same level as the youngsters in the group, mentoring less, supporting, and giving only first impulse more.

Remarks

It is important to provide some kind of group activity for youngsters, it is better to have something that they could relate to, in our case it was music. By analysing the activity itself they are learning to analyse their inner state, emotions better, also to see that in other people.

6.3. DUO day, Jurgita / Biology Teacher

Introduction

Vocational training centres usually cater to students who are struggling in high school. Young people who lack self-confidence, lack motivation, and come from single-parent families often come to school. In addition to vocational training, young people also graduate from secondary school. Young people are often not interested in general subjects, so it is difficult to motivate them. And biology has nothing to do with their future profession.

Main challenge

The biggest challenge is to interest students in biology for two years.

Feedback

Learners keep repeating that they will never need it in life. If they receive a positive assessment, they are satisfied with it, they do not want to do the work, it is difficult to control them in class.

Partners and interested parties

For the lessons, I looked for stories related to health and its preservation that happened to their peers. I cooperated with teachers of physical education, mathematics, physics, and history, and we created integrated lessons. One such cycle of lessons for learning the skeletal and muscular systems was an integrated activity with physical education and work safety: "How to lift heavy weights without damaging the back" The students not only learned the names of bones and muscles, but also explained how to lift weights, and then learned the back. relaxation exercises.

Impact

A student I met a few years later admitted that every time he lifts the tires, he remembers to keep his back straight. And during the lunch break, he often exercises his back muscles.

Challenges

Biology teaching took place by working creatively, with the help of colleagues and real-life examples.

Remarks

Every student can be taught something, the most important thing is not to lose faith and creativity.



7. Teachers' success stories and best practices from Romania

7.1. Neet's training and counselling

Introduction

The training of young NEET's in accordance with the challenges of the labour market through innovative methods of training and professional counselling. Helping NEETs reorientate towards professional integration.

Main challenge

Maintaining the interest of the participants, getting them to engage and open, as means for getting the most benefit of the training sessions.

Feedback

The trainees were delighted by the topics addressed and gave favourable feedback both regarding the structure of the training programs and the performance of the trainers. The experience with NEET young people was as challenging as it was rewarding, in the sense that it drew our attention to a very important aspect from a social point of view, namely the fact that you have something to learn from every person.

Partners and interested parties

Giving everyone the necessary attention to satisfy individual needs regarding education, organizing meetings and workshops with schools and other organizations active in working with teenagers and young adults.

Challenges

Maintaining the interest of the participants - by approaching innovative training methods. Changing the mentality and paradigm regarding education and lifelong learning - for this, the technique of exemplifying and bringing the participants face to face with successful people from the fields of interest was used with very positive results.

Remarks

“Education must not teach simply work; it must teach life.” *W.E.B. Du Bois*

7.2. Neet’s counselling and professional integration

Introduction

Considering the fact that young people are a heterogeneous category, with different emotional profiles, different ambitions, different life and action models, different qualifications, the strategy of approach and attraction was realized in self-knowledge and personal and professional development laboratories, meetings with local entrepreneurs and the granting of subsidies to the participants.

Main challenge

The main challenge was the communication and better understanding on our side of the specific language code, the trends and changes and the sense of behaviour of young people, especially those vulnerable. The biggest challenge was to support them to overcome the mistrust and scepticism in any institution, of any kind (schools, professional training, universities, employment services of the force for work).

Feedback

Our biggest satisfaction was reading the feedback questionnaires delivered at the end of the course. In the anonymized feedback, we learnt that provided they are guided by an empathetic mentor and feel safe and emotionally supported, young people feel encouraged to engage in open discussion and exploration of their true aspirations for social and professional development.

Partners and interested parties

We deployed several initiatives including visits to schools and companies, paid internships in companies, support for independent activities

Challenges

- distrust, on the part of the participants fearing that adults can be judgmental, or not trusting their intentions and ability to help;
- lack of communication, participants tending to be passive and reluctant to express their thoughts, at least at the beginning of our interactions;
- I overcame them through warm and friendly interaction.

Remarks

With empathy, kindness and good intentions, anything is possible! 😊

7.3. Youth training and counselling, Perju Aurora Gabriela

Introduction

I was involved in several training programs for NEETS. As a trainer I had the joy of experiencing the good energy and the beautiful spirit of young people, and I am grateful to acknowledge that I have influenced the life and professional growth of so many young people, needing orientation and support to remain committed to their career and achievements.

Main challenge

There are many challenges when working with NEETs. The most important was in my view to adapt the course materials and case studies to enhance interest and generate higher engagement from the audience. It was also important for me to adapt my methods and course structure to allow for more interactions, be it to address clarifications or provoke feedback, or to encourage sharing and reflection. While ready to challenge rigid statements, NEETs tend to be very shy and reluctant at sharing their own experiences or impressions.

Feedback

The students felt involved, valued, and motivated to find a suitable job. They understood the usefulness of professional training that continues in life. They were very involved and reacted when I used the brainstorming method and the role play. I learned that things are remembered in the long term and are inherent if the man learns through discovery, through

active involvement in training. I learned that my examples, the starting points in teaching should be taken from their world, from the passions of their generation and always lead the course in such a way as to make them find their way to achieve their professional and social dreams.

Partners and interested parties

The partners were very helpful. To facilitate the understanding and generate active engagement we organized brainstorming sessions, as well as sessions of sharing success stories or meeting with representatives from the target group.

Challenges

It was a challenge for me to succeed in involving everyone in the teaching act. I succeeded best by using brainstorming, and constantly giving them both negative and positive feedback, when it was the case. Valuing them, I managed to increase their self-esteem and thus increase their interest in my course. They were particularly attracted by the development of specific skills that would serve them for future employment, in a competitive labour market.

Remarks

Adaptability, flexibility, and permanent communication are assets that you must have when you want to achieve positive results in working with NEETs.



Co-funded by the
Erasmus+ Programme
of the European Union





Co-funded by the
Erasmus+ Programme
of the European Union

"The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein."

Project Number: 2020-1-RO01-KA204-079978