Iceland Liechtenstein Norway grants

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Collaborative EBSN Design and Evaluation: Enhancing Life Skills of NEETs in Diverse National and Local Settings

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Partnership

Prios

CPIP
Dedicated to your development

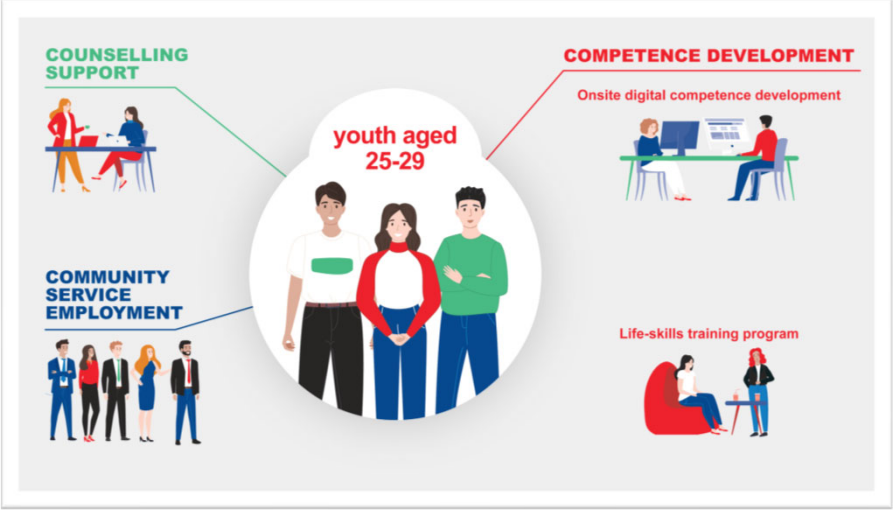
Modus
foundation

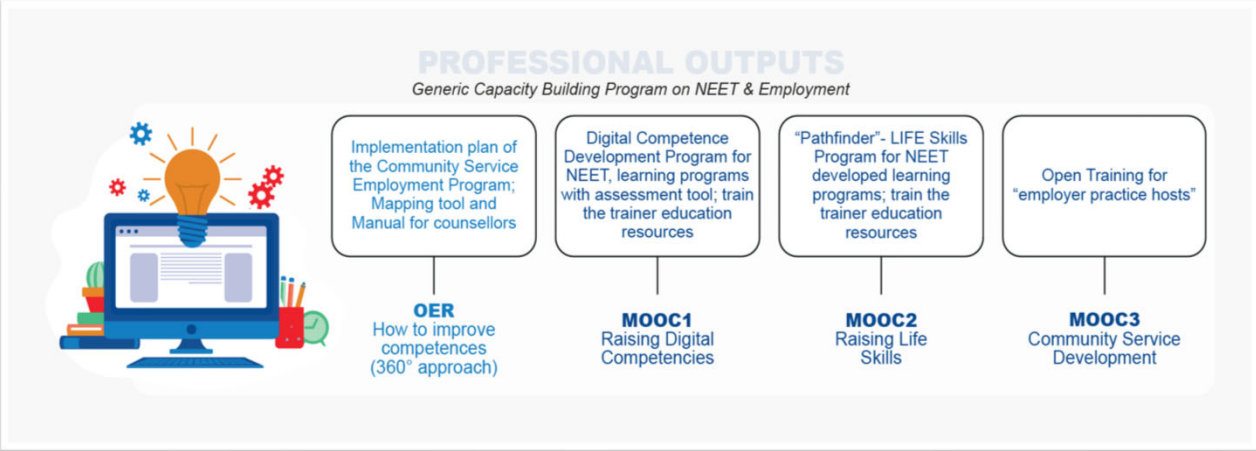
ProgressConsult
Danish - Hungarian Development Company

acefir
associació catalana per l'educació, la formació i la recerca

fundació
gentis

YSS Project


COUNSELLING SUPPORT
COMPETENCE DEVELOPMENT
Onsite digital competence development
youth aged 25-29
COMMUNITY SERVICE EMPLOYMENT
Life-skills training program


PROFESSIONAL OUTPUTS
Generic Capacity Building Program on NEET & Employment
Implementation plan of the Community Service Employment Program; Mapping tool and Manual for counsellors
Digital Competence Development Program for NEET, learning programs with assessment tool; train the trainer education resources
"Pathfinder"- LIFE Skills Program for NEET developed learning programs; train the trainer education resources
Open Training for "employer practice hosts"
OER
How to improve competences (360° approach)
MOOC1
Raising Digital Competencies
MOOC2
Raising Life Skills
MOOC3
Community Service Development

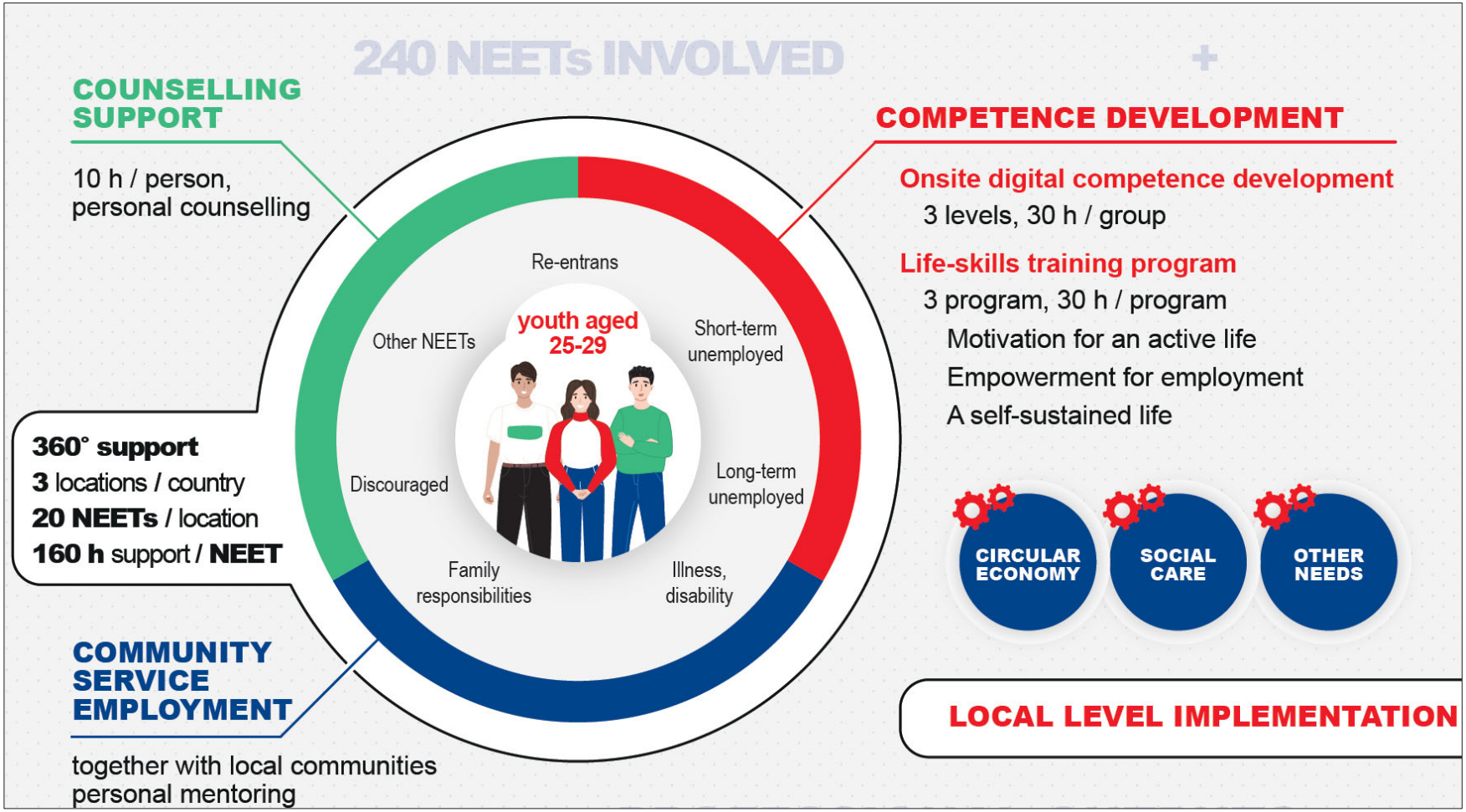
IMPACTS
NEETs
become more competent
become more motivated
finding their place
LOCAL COMMUNITY
stronger local cooperation
stronger social care and circular economy
NEETs will no longer be the problem,
but a possible solution to the problem.
LOCAL SERVICE STEWARD CENTRES
✓3 countries
✓12 locations
x12

The intervention program - local

LOCAL SERVICE STEWARD CENTRES

✓ 3 countries

✓ 12 locations x12



Target group

Diverse National and Local Settings

The diversity of the target group requires flexibility in curriculum development and training delivery.

Hungary:

- Eastern Hungary: huge poverty, young mothers
- Central Hungary: better chances, very different participant group, living with their parents

Romania:

- low educated; in a severely disadvantaged municipality

Spain:

- people with social exclusion risk, People with mental illnesses (?), newcomers and other minorities, young mothers

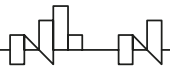
- *„Roma segregations ... in extreme poverty … low level of education … have not been in education for at least 8-10 years, previous attempts at training and employment have failed" (Hodász)*
- *„young people with different skills, backgrounds, education levels and experiences" (Újfehértó)*
- *„young people, with various social, cultural and economic challenges; ethnic minorities … they are often very busy or with many obligations and people in charge" (Girona, Fundació Ksameu)*
- *„unemployed individuals with psychosocial disabilities (mental illness), … particularly stigmatized and rejected collective, … with a strong inclination towards social isolation, … educational level is usually low, with some cases that have almost never been in contact with nowadays digital technologies" (Girona, Fundació Drissa)*
- *„people with various social, cultural and economic challenges; ethnic minorities, newcomers and the long-term unemployed" (Girona, Fundació Gentis)*
- *„young people aged 20-29, including those who are the parents of the children who attend the activities of the NGO, … alphabetisation will be the main component in the implementation" (Costeiu)*
- *„young people, belonging to two categories: 16-18 , high school students - they need help to understand the importance of higher education so that we decrease the drop offs numbers, 18-30 - young adults that have to life vision, no specialisation to rely on for work, therefore no stable future to develop themselves and their families" (Ciocanari)*

(based on Local environment and need descriptions OF PROJECT NO. 2020-1-0144 TITLED Young Service Steward Program)

The elaboration process

- Design of the LS Programs

0. Collecting information about the target group, **need analysis (RESULTS)**
    - desk research
    - face-to face discussions with NEETs - joint list of questions (jointly developed)
1. **Concept** development (joint online meetings) **(CORE TOPICS)**
2. Finalisation of the concept during **joint discussion in partner meeting**
3. More detailed **draft**
4. Joint discussion, **commenting**
5. **Detailed** elaboration
6. Joint discussion, **commenting**
7. Translating, proofreading - **adapting**



Life Skills Programs

Motivation for an active life	A self-sustained life	Empowerment for Employment
• Become aware of their personal situation, in various areas of their lives • Identify their needs, desires and aspirations for a better life • Identify barriers and blockages which stand in their way and what are the possible ways through which they can make changes • Become aware of their level of resistance (towards taking actions) vs. permeability (whether they can be re-engaged if the appropriate support is provided) • Will become motivated to commit to taking actions (in general and in particular within the YSS project)	Participants will be able to: • identify their personal needs, values and challenges, • be aware of own motivation, dreams and life-expectations, • be aware of the resources they can rely upon, • differentiate and convert dreams into personal life goals, • understand the importance of taking control, making decisions and step-by-step plans for own life, • recognise learning as an opportunity and a tool to realize personal life goals, • manage own finances and financial decisions.	• To introduce and train the most important tools to effectively reach out to the local job-market • To improve the network and relations to the local job-market – and to show the importance of it • To turn earlier negative experiences into improved self-insight in doing the job-application process and the reach out to workplaces • To empower their self-confidence in reaching out to the local job-possibilities • To give some practical tools to strengthen the formally job-application process • To introduce the principles of job-searching through social media
Follows a *conscious learning approach*,	*Systematic account to each individual's skills and taking stock of their own life in different ways*	*Connect with local employers, dirct practices related to job search*

Local implementation process

Continuous communication between colleagues working on the implementation – individual tracking file
Collecting information for the evaluation – individual tracking file

Local coordinators:

- Reaching / involvement
- Coordinating and collecting information from all colleagues
- Individual tracking file – up to date (colleagues+ participant's feedbacks)

Counsellors:

- Counselling sessions
- Counsellors diary

Trainers:

- Implementing training
- Professional feedback on the designed LST Programme
- Notes on the participants

Checklist & explanation | Initial need analysis | MFAL evaluation | SSL evaluation | EFE evaluation | Trainer observation notes | Counselling | Mapping tools | Employment practice | L1&L2 evaluation | L3 evaluation

Evaluation

4 level evaluation

Reaction

- In what ways participants liked the YSS program?
- How did they feel?

Learning

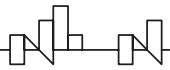
- What did young people learn from the YSS program?
- What skills did they acquire and/or develop?

Behaviour

- How are young people applying learning from the YSS program?

Organisation impact

- What are the final results of the YSS programme and what changes did it involve?



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Thank you!

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