



Co-funded by
the European Union



Agenzia Italiana
per la Gioventù



JOIN US!

TOOLKIT

**A Practical Guide
for Youth Workers
and professionals**



Co-funded by the European Union

Funded by the European Union.

Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (**EACEA**). Neither the European Union nor EACEA can be held responsible for them.

Project Partners

Arciragazzi Portici “Utopia Attanasio” APS – Portici (Italy)
VedoGiovane – Borgomanero (Italy)
Cámara de Comercio Italiana – Barcelona (Spain)
Obretebre – Roquetas (Spain)
KANE – Kalamata (Greece)
Generation 2.0 RED – Athens (Greece)
Ahora ONG – Madrid (Spain)

S.I.D.E Sharing Intercultural Diversity in Employment
ID 2023-1-IT03-KA220-YOU-000165639

Contributors

Regine Psalia Paola Schettini Fotini Arapi Francesco Rizzo Nikos Deji Odubitan Federica Demicheli Mari Paz Cid Fava Annachiara Del Prete Luca Trovato Giovanna De Rosa Daniel García Leiva Nerea Querol Calvet Rosy Sinicropi Marta Vargas Jorba Athena Christopoulou Aristeia Gani Emanuela Trisolini Tatiana Barbaro Stefania Ragazzon.

Translator

Daniel Pietro Cumia (Italian), Fèlix Edo (Catalan), Fotini Arapi (Greek), Simona Mengani (Spanish).

Design & Lay Out

Generation 2.0 RED

JOIN US! Tool Kit The training kit for youth workers and professionals

Contents

Preface.....	4
1. Introduction.....	5
About the kit.....	5
Systematization of skills.....	6
2. Themes.....	11
1. The National social context	11
2. An intercultural production process.....	17
3. The inclusive educational approaches.....	19
4. The changing and challenge of activism.....	23
5. The Human Rights Education for Young People in the World of Work.....	24
6. The gender equality approach.....	26
3. Training Modules.....	29
MODULE 1. DIVERSITY.....	29
1. Introduction-Competences & life skills.....	29
2. COGNITIVE AREA (personality).....	33
3. AUTONOMY.....	35
4. TRAINING SESSION	37
Session 1.: Let's introduce each other	38
Session 2.: 1st annexe - self-evaluation.....	39
Session 3.: 2nd annexe - self-recognition.....	41
MODULE 2. COMMUNICATION	
1. Introduction.....	42
2. RELATIONAL AREA (relation with the others).....	46
3. RESPONSIBILITY.....	47
4. TRAINING SESSION.....	49
Session 1.: 3rd annexe - Transferable skills to job place.....	50
Session 2.: 4th annexe - The job places I wish.....	52
Session 3.: 5th annexe - My job: is it a dream or a reality?.....	54
MODULE 3. DIGITALISATION.....	
1. Introduction.....	56
2. REALISATION AREA (relation with reality).....	58
3. CITIZENSHIP.....	59
4. TRAINING SESSION.....	60
Session 1.: Let's build our history.....	61
Session 2.: CV	62
Europass/portfolio.....	62
Session 3.: 6th annexe - Script.....	63
Session 4.: On Mov(i)e.....	64
Case Study.....	68
Annexe for neuro-divergent target.....	88
Bibliography/websites.....	98

Acknowledgements

The production of this Training Kit was a collective process that benefited from the contributions of many individuals and associations. Although it is impossible to acknowledge every contribution and idea, we would like to thank the participants and educators from the different local stakeholders that took part to our pilot sessions, focus groups and multiplier events for their support and consideration



Preface

AMCM Malta Régine Psaila – rpsaila.africanmedia@gmail.com

This method was more than just creating a visual resume;

it was about empowering migrant and marginalised youth to speak directly to potential employers, fostering confidence, and overcoming discrimination based on country of origin and cultural barriers.

For many of these young people, making eye contact on camera might have seemed intimidating, even culturally difficult. Nevertheless, through this process, they learned how to express themselves, honing both their verbal and non-verbal communication skills.

A well-known saying reminds us that “a picture is worth a thousand words.” In today’s interconnected world, where communication is fundamentally visually driven, the ability to visually convey one’s skills, strengths, and potential is essential. This is especially true for marginalised groups, such as migrant youth, those with disabilities, or those from socially excluded backgrounds.

For these vulnerable populations, visual communication is a bridge to greater social inclusion and a means of empowerment, opening up opportunities that might otherwise remain out of reach.

The act of recording a video CV was more than mere practice; it was an exercise in self-branding, self-confidence, and empowerment.

I believe that the training modules produced as part of the project S.I.D.E. (**Sharing Intercultural Diversity in Employment**) continue this vision, focusing on the means and methods that can make employment accessible to young people from vulnerable backgrounds.

It recognises the unique challenges they face, challenges that often extend beyond skills to include cultural and social barriers. The aim is to provide youth workers with practical tools, such as the video CV, e-portfolios, and other innovative methods, to help youth from vulnerable backgrounds not only recognise their talents but also present them to the world in ways that feel natural and empowering.

The toolkit created is grounded in diversity, digitalisation, and communication, three concepts that will provide youth workers with the means to help young people in need access the labour market. Equally, the focus on cognitive, relational, and practical areas is also vital, as it provides a holistic approach that leads to autonomy, responsibility, and citizenship of the young people trained.

Clearly, S.I.D.E empowers both youth workers and the young people they serve, creating a pathway for increased self-branding, skill development, and employment prospects.

INTRODUCTIONS

About the kit

When we decided to apply for KA2 and work on implementing the Video CV—already developed in 2017/2019 under the coordination of the African Media Association Malta (AMAM - Regine Psalia)—we knew we should create an experience of added value that had already been emotionally powerful and professionally enriching.

If the initial experience had generated a tool that had proven effective for a vulnerable target such as unaccompanied foreign minors, migrants, refugees, and asylum seekers for self-recognition of life skills that could be used in the workplace, we could implement it so that it could be used by a broader range of young people, youth workers, and professionals in the sector.

Since February 2019 (the deadline for the KA2 UpGrad_ME project), we have used the Video CV tool with a wide range of young people. However, we had never engaged a spectrum that included NEETs, young people from rural areas, LGBTQI+ young people, second-generation young people, young people with cognitive disabilities, young people referred by social services, etc.

Natives and migrant young people: the youth population present at local, national, and European contexts.

The opportunity arose with S.I.D.E. - Sharing Intercultural Diversity in Employment.

The diversity of the partnership, the diversity of local and national contexts, the diversity of experiences and the diversity of the youth audience allowed us to develop a Video CV manual that included a practical, multifaceted perspective validated by the audience itself, broadening the spectrum of young people and youth workers.

The pilot sessions enabled us to identify the needs of youth workers and develop training modules tailored to their requirements, particularly in the areas of diversity and intersectional approaches, which we further explored in the “JOI - Job-oriented inclusiveness training” modules.

The pilot sessions with young people enabled us to tailor the tools to meet their specific needs and requirements. We owe them the annexes created for this specific target group, which you will find attached to this kit.

The experiences of the partners, youth workers, facilitators, stakeholders, and local partners, along with the suggestions of the young people who enriched this kit, have been collected in the stories and case studies.

We are confident that they will reflect your own experiences, whether victories or failures. But they remain a treasure to be shared so as not to feel alone.

SYSTEMATIZATION OF SKILLS

Universidad de La Laguna (Tenerife) - Annachiara Del Prete,
anprete@ull.edu.es

Competencies developed through the video curriculum

The European project **S.I.D.E. – Sharing Intercultural Diversity in Employment**, developed within the framework of the Erasmus+ KA2 programme and involving international partners (Italy, Greece, Spain), originated from the recognition that many young people with fewer opportunities — including young people with disabilities, migrants and NEETs — encounter significant barriers in the transition from education to the labour market. These difficulties are not solely due to a lack of technical or professional competencies, but also to social, cultural and communicative barriers that prevent them from fully expressing their potential.

Within this context, the **Video Curriculum** was introduced as an innovative and inclusive tool capable of addressing a dual need: on the one hand, to enhance individual talents through an accessible and appealing multimedia language; on the other, to promote learning and personal growth processes among young people that go beyond the production of a simple audiovisual product. The project's approach is based on a broad conception of competence, understood as an integrated set of knowledge, skills and attitudes to be activated in real and complex contexts (European Commission, 2018). In this sense, the creation of a Video CV is not a mere technical exercise, but a training course in which young people learn to critically reflect on their own history, to organize relevant information, to project themselves into relational contexts and to understand the actual expectations of the labour market.

The choice of the Video CV as a non-formal educational practice also responds to the need to bridge the gap between traditional application tools and the current demands of the labour market, which is increasingly geared towards digital communication and the effectiveness of personal presentation. For young people with fewer opportunities, written CVs often fail to make visible the value of informal experiences, transversal skills and personal attitudes, which are in fact decisive factors for professional inclusion. Through the audiovisual language, it becomes possible to showcase aspects such as motivation, creativity, public speaking skills, emotional management, and digital literacy — elements that are difficult to convey into a written document.

Systematising the competencies developed through this activity therefore makes it possible to highlight the educational value of the Video CV, showing how it simultaneously impacts three key areas: the **cognitive** domain, by strengthening processes of reflection, critical analysis and self-regulation; the **relational** domain, by fostering empathy, self-efficacy, emotional regulation and the construction of a credible professional identity; and finally, the domain of **realisation**, by stimulating young people's understanding of the concrete expectations of the labour market, their ability to link their biography to real opportunities, their digital competencies and their willingness to engage in lifelong learning (OECD, 2023; UNICEF, 2024; WHO, 2023).

In this sense, the Video CV is much more than a tool for self-promotion: it is a genuine **educational and inclusive workshop**, fully aligned with the objectives of the S.I.D.E. project. It helps to strengthen in young people with fewer opportunities the skills needed to become active citizens, competent workers, and individuals who are aware of their own value.

NARRATIVE ANALYSIS OF COMPETENCIES

Cognitive competence

The first set of competencies fostered by the Video CV concerns the **cognitive dimension**. The script-planning phase represents an exercise in metacognition: young people must reflect on their experience, select the most meaningful content, arrange it in a coherent narrative, and adapt it to the communicative requirements of the professional context. In this process, skills emerge such as *critical analysis* (identifying what is relevant for a potential employer), *synthesis* (condensing complex information into clear messages), and *self-reflection* (recognising one's strengths and weaknesses).

During the recording and presentation stage, further cognitive functions are developed: *sustained attention*, necessary to maintain coherence in delivery; *work memory*, useful for managing texts, notes and improvisations; and *problem-solving*, which comes into play when facing technical or narrative challenges. *Creativity* and *innovation* are also stimulated, as each young person is encouraged to find original ways of telling their story and distinguishing themselves from other candidates.

Another key aspect concerns *digital competence*: producing a Video CV involves the use of technological devices, recording and editing software, and sharing platforms. Acquiring these skills enables young people to gain proficiency with digital tools, which are indispensable for contemporary employability.

Finally, the editing and revision activity strengthens the *capacity for self-assessment* and *autonomous learning*: reviewing one's own Video CV, engaging with peer or trainer feedback, and modifying the final product entail concrete exercises in cognitive flexibility.

Relational competence

Alongside cognitive competence, the Video CV stimulates the *relational dimension*. It is not only about communication skills, but also about the opportunity to build a coherent self-image that is recognised within collective environments.

The moment when young people have to decide how to present themselves in a Video CV leads them to reflect on how they wish to be perceived. This exercise activates processes of *cognitive empathy* and *self-efficacy*: putting oneself in the shoes of a potential employer, imagining their expectations, and recognising one's ability to meet those demands. In this way, confidence in one's own abilities is strengthened through the experience of planning, presenting, and revising.

Another crucial element concerns *emotional management*. Speaking in front of a camera, receiving critical feedback, and undertaking multiple recordings involve levels of anxiety and stress that young people learn to handle, developing *resilience* and *emotional regulation skills*.

Furthermore, the collective dimension of feedback allows young people to experience dynamics of *active listening*, *collaboration*, and *constructive criticism*. These processes reinforce mutual trust, cooperation, and the ability to adapt to complex and diverse professional contexts. For young people with a migratory background, the Video CV also becomes a space to value their *plural identities* and develop *intercultural competence*, which is essential for working in globalised and multicultural environments.

Relational competence

Alongside cognitive competence, the Video CV stimulates the *relational dimension*. It is not only about communication skills, but also about the opportunity to build a coherent self-image that is recognised within collective environments.

The moment when young people have to decide how to present themselves in a Video CV leads them to reflect on how they wish to be perceived. This exercise activates processes of *cognitive empathy* and *self-efficacy*: putting oneself in the shoes of a potential employer, imagining their expectations, and recognising one's ability to meet those demands. In this way, confidence in one's own abilities is strengthened through the experience of planning, presenting, and revising.

Another crucial element concerns *emotional management*. Speaking in front of a camera, receiving critical feedback, and undertaking multiple recordings involve levels of anxiety and stress that young people learn to handle, developing *resilience* and *emotional regulation skills*.

Furthermore, the collective dimension of feedback allows young people to experience dynamics of *active listening*, *collaboration*, and *constructive criticism*. These processes reinforce mutual trust, cooperation, and the ability to adapt to complex and diverse professional contexts. For young people with a migratory background, the Video CV also becomes a space to value their *plural identities* and develop *intercultural competence*, which is essential for working in globalised and multicultural environments.

Realisation competence

The third core area concerns the realisation competence, that is, the ability to connect one's personal biography with real opportunities in the labour market. Three fundamental aspects come into play here:

1. Understanding workplace expectations: punctuality, reliability, and clear communication.
2. Linking one's personal story to concrete opportunities: being able to transform personal and educational experiences into professional resources.
3. Adaptability, resilience, and lifelong learning: embracing change and valuing one's journey as a constantly evolving process.

During the creation of the Video CV, young people directly experience these dimensions. Punctuality and reliability are practised by meeting deadlines and delivering on time. The connection between personal biography and opportunity emerges in the selection of significant experiences to present as transferable skills. Adaptability and lifelong learning are reinforced when they learn to use digital tools, manage new editing techniques, or respond to feedback received. In this sense, producing a Video CV represents a rehearsal for reality: it teaches young people to interpret the implicit rules of the labour market and to position themselves as credible and motivated candidates.

SYSTEMATISATION PROCESS

The table below forms an integral part of the process of systematising the competencies activated through the Video Curriculum.

Systematisation allows the identification of logical connections between the activities carried out, the skills exercised, and the relevant theoretical frameworks. It serves a dual purpose: descriptive, as it shows which competence is mobilised at the different stages of the process; and analytical, as it highlights how this competence concretely emerges from experience and is supported by pedagogical and empirical references.

PHASE OF ACTIVITY	COMPETENCIES DEVELOPED	THEORETICAL/PRACTICAL FOUNDATION
Script planning	Planning and organisation Critical thinking and selection of relevant information Metacognition and self-reflection Narrative creativity	The selection and prioritisation of information stimulate executive functions and abstraction
Writing and structuring the narrative	Ability to summarise Self-awareness of one's experiences Linking biography ↔ competence Language management Innovation	Narrative organisation makes it possible to translate informal experiences into transferable competences, visible also in professional contexts
Recording	Sustained attention Working memory Self-presentation Image management Self-efficacy Emotional regulation	Speaking in front of a camera trains self-regulation, emotional management and the construction of a professional identity
Editing and revision	Problem-solving (technical and narrative) Autonomous learning and lifelong learning Digital competences Adaptability Resilience Flexible thinking	Revision activates self-assessment and self-regulated learning, reinforcing adaptability
Final presentation	Professional projection Clear communication Punctuality and reliability Motivation Linking biography ↔ opportunities	Presenting oneself as a credible candidate implies meeting deadlines, building a coherent message and adapting it to a real context
Feedback and collective reflection	Active listening Cognitive empathy Ability to give and receive constructive criticism Teamwork Intercultural competences	Sharing with peers and trainers stimulates social learning, mutual trust and cognitive empathy

Synthesis of competencies

The following key competencies emerge from this systematisation:

- **Cognitive:** planning, critical thinking, metacognition, synthesis, creativity, innovation, digital skills, problem-solving.
- **Relational:** cognitive empathy, self-efficacy, emotional management, resilience, active listening, cooperation, intercultural skills.
- **Realisation:** punctuality, reliability, communication clarity, biography ↔ opportunities connection, adaptability, lifelong learning, motivation.

These areas should not be considered separately, as they are strongly interconnected: cognitive skills support the ability to interact, relational skills enable a realistic grounding, and realisation skills connect both to the actual demands of the job.

Conclusion

The systematisation of the competencies developed through the *Video Curriculum* shows how this activity is configured as an integrated educational path, capable of simultaneously impacting cognitive, relational, digital, and realisation skills. For young people with fewer opportunities, the Video CV represents an opportunity for empowerment, as it allows them to recognise and value *invisible* competencies, strengthen their self-confidence, and translate often-marginalised experiences into resources for the future.

The added value of the Video Curriculum lies in its inclusive and intercultural approach, which can stimulate resilience, adaptability, and creativity—aspects that are now fundamental in globalised and constantly evolving labour markets. In this sense, the Video CV presents itself as a pedagogical laboratory that makes young people active protagonists in their personal, social, and professional growth.

THEMES

1. The National social context

General introduction on the state of the art in each country of the different partners involved in the project, as well as the **specific** needs of young people with fewer opportunities.

A description of the national context and information on the different inequalities and traits of the young people with vulnerability, emphasising 3 fundamental aspects: **Literacy, Multi-lingualism, and entrepreneurship.**

· Italy - General context

The Demographic Winter

Italy is last in Europe for the presence of under-35s. It has lost over a fifth of its young people in twenty years, and it is now in the so-called “Demographic Winter” that is hitting the Southern regions. Over the last twenty years, while the North has seen a decrease in young people of almost 17%, in the South, where 36% of young Italians live, the decrease has been 27%.

The Demographic issue is a topic at the centre of public debate in a large part of advanced Western economies. The declining birth rate and demographic decline are also linked to a progressive ageing of the population. The contribution of foreign residents to the “demographic balance” of young people is 1,5 million regularly registered, in line with the European average.

The European Recovery and Resilience Plan is a project that gives priority to young people. Instead, the Italian National Recovery and Resilience Plan (PNRR) does not include a specific mission or component for young people, even if the fight against the generation gap is considered as one of the ‘transversal’ priorities of the Plan.

Youth in the labour market

The employment rate of the youngest (15-24 years) stands at 20% and in the 25-34 age group it reaches 68%. Average hourly wages indicate that young people under 30 have an average value of less than 8.00 euros, compared to 10.00 euros in all other age groups considered.

Compared to their peers in other European countries, young Italians tend to live at home with their parents more often due to the high cost of housing. They are also less involved in advanced education and work training, have fewer children, and are more likely to emigrate to other countries.

Differences between Northern and Southern Italy

In the South, youth unemployment is three times higher than in the North and reaches almost 24%, with a female unemployment rate higher than the male one.

These data confirm the structural disadvantage of the regions of Southern Italy, which, in addition to limiting the development of the country, limits both social growth and access to the system of opportunities for the most vulnerable segments of the population, such as young people.

Gender issues

The *female* segment of the population faces a significant disadvantage in labour market participation, which represents one of the main weaknesses of the Italian economy compared to other European countries.

The female segment of youths reaches an employment rate more than ten percentage points lower than the male one. Moreover, there is also a wage gap between young males and females.

This gender difference confirms the disadvantaged condition of the female segment found in all age groups. Additionally, young people, both male and female, face greater difficulties in entering the labour market in the regions of Southern Italy.

Mental health

The attention to the topic of mental health has increased in recent years in terms of psychological distress, also due to the pandemic, which has affected growing portions of the population, recording a sharp increase in anxiety, depression, and eating disorders, especially among the youngest.

The worsening of young people's mental health has increased **by +25.5% since 2020**. The number of psychiatric patients under 14 has also increased for intrapsychic, neurophysiological, family, social, cultural, and environmental reasons.

Another problem is found in hyper-connection and social networks, the relationship with one's body or as victims of bullying, cyberbullying, or revenge porn. The highest number of youth suicides is recorded in the North of the country.

Drug use

The occasional use of psychotropic substances by young people can represent a risky behaviour if it degenerates into a loss of motivation and interests or the renunciation of significant relationships, manifesting itself in personal and social behaviour disorders.

The participation of young people in different contexts of illegality varies by the type of crime. For drug-related crimes, such as dealing and possession, the perpetrators **under 35 represent 60% of the total**.

Compared to the past, young people in Italy face numerous difficulties in becoming economically independent and in reaching full social maturity and satisfactory living conditions. The fragility of individuals, the great changes underway, and the limits of public policies increase the risk of polarisation between those who can seize new opportunities and others who slide towards the margins.

· GREECE – General context

Among European countries, the highest rates of NEETs are recorded in the Mediterranean countries because of the long-term economic recession. Greece consistently ranks among the countries with the highest proportions of young people who are unemployed or not engaged in the labour market, education, or training programs.

This persistent challenge highlights the need for targeted policies and initiatives to improve youth employment opportunities and educational engagement in the country.

The financial crisis that started in 2009 and the Covid-19 pandemic, 10 years later, afflicted the Greek labour market and the quality of life in Greece for many people, especially the most vulnerable among them.

NEETs profile

NEETs are not a homogenous group, as it includes people of different backgrounds, with different experiences, needs, and traits, like young mothers, disabled people, people with low socio-economic status, etc. Many aspects of a person's social identity can drive them to become NEET, such as gender, educational level, and migration background.

For a fuller understanding of the NEET phenomenon, an important indicator is early school leaving. People who leave school early without integrating into the labour market or training programs are in a more difficult position. In our opinion, this does not mean that compulsory education can solve the problem. There are many reasons for early school leaving, like personal or family problems, learning difficulties, or a fragile socio-economic situation. People who leave school early primarily come from low-income, large families, and their parents' educational level is typically limited to secondary education. Other vulnerable groups are young people recovering, the disabled and those caring for dependent family members.

Those who graduated from lower levels of education are three times more likely to be classified as NEETs compared to higher education graduates. Being part of NEETs is also 70% more likely for young people from migrant families and 40% for young people with some disability or health problem. **Being a NEET has important consequences for the person**, the society and the economy and can lead to problems such as alienation, insecurity, juvenile delinquency, mental and physical health problems.

Need for solutions

All of this demonstrates the need to support these young people, who make up a significant proportion of the population. Also demonstrates the need for personalised interventions that can support this heterogeneous group. The European Union's policies aim to provide solutions to this problem, offering opportunities for young people. However, it is imperative to consider the beneficiaries' readiness. Many young people are not adequately prepared, and some need to overcome personal barriers before participating in employment or training/ educational programmes. Moreover, there is a need for long-term solutions that can provide young people with good quality, stable and sustainable employment. For this reason, the development of skills and competencies is crucial.

A very characteristic example is unaccompanied minors who live in shelters in Greece. According to the law, these young people have access to formal education, but the conditions are not in place for them to take advantage of this opportunity, as they are not offered the chance to learn the language, to have parallel support in the educational process, and stable living conditions. Unfortunately, Greek schools usually fail to integrate these young people full of potential, limiting their right to a better future and depriving society of a significant, productive force.

The role of youth workers

The role of youth workers is to support the development of young people and their empowerment. Competencies such as goal setting, decision making, communication and interpersonal skills are required not only in the labour market but also in their everyday life and lifelong learning process. The heterogeneity of this group requires a wide and varied range of tools and knowledge among youth workers, enabling them to understand the difficulties individuals face initially and offer personalised support.

The transition from education to work is a challenging period as young people must actively change roles and choose their next steps in an environment of uncertainty. At this stage of their lives, young people in general and especially those from vulnerable groups need empowerment and guidance.

In Greece, where the NEET phenomenon has reached significant proportions, the translation of the term «youth workers» does not even exist. Very often, professionals who are called upon to serve this particular group also work with people of all ages. This is something that has been changing in recent years as the need to support this new generation of people has emerged. Here is why this Toolkit is so useful.

We live in a society that constantly changes, requiring adaptability and a willingness to grow and develop new skills.

· SPAIN - General context

Vulnerability in young people

Young people in vulnerable situations in Spain and Catalonia face multiple challenges that hinder their personal and professional development due to social, economic, and educational inequalities.

According to the latest data provided by the National Institute of Statistics, young people are at higher risk than other groups. **In 2021, 32% of individuals aged 20 to 29 were in a vulnerable situation, while in 2023, 27.3%** of those aged 16 to 29 were at risk of poverty or social exclusion. These figures highlight the severe socio-economic, cultural, and social vulnerabilities affecting young people in Spain.

Vulnerability in different situations

In the socioeconomic field, many young people come from low-income families and struggle to access educational and training resources. Spain has the highest youth unemployment rate in the EU (26.5%), which means that young people often have unstable, temporary jobs and lack strong labour protections.

In education, the dropout rate is one of the highest in the EU at 13.9%, particularly affecting young people with fewer resources. This makes it difficult for them to access higher education, as many cannot afford university or vocational training. These challenges, combined with family breakdown, lack of support, and cultural barriers, further worsen the situation.

Regarding mental health and well-being, anxiety and depression are common issues among vulnerable youths, often driven by economic and social uncertainty. Limited access to mental health services can intensify social exclusion, reinforce stigma, and make it harder for young people to integrate into both the workforce and their communities.

The situation in Catalonia

In Catalonia, the situation is not much better. According to a report by the Catalan Institute of Statistics, 55% of children and adolescents—approximately 750,000 minors—live in vulnerable conditions. Additionally, 27.5% of minors are at risk of poverty, and 11.6% suffer from material deprivation due to socio-economic hardships.

In terms of education, **14% of young people in Catalonia between the ages of 18 and 24** do not hold any qualification beyond compulsory secondary education, resulting in a dropout rate higher than the Spanish average. Social, economic, and educational inequalities exacerbate these structural issues.

Multilingualism and Literacy in Catalonia

Literacy remains a major challenge for individuals at risk of vulnerability. Limited access to reading, writing, and digital skills significantly reduces their chances of employment and active participation in society.

Moreover, the digital divide has become a growing concern, as young people at risk of exclusion often lack the technological resources needed to continue their studies or access training and job opportunities. As previously mentioned, the school dropout rate in Catalonia remains high, particularly among young people from low-income families or migrant backgrounds, further limiting their future educational and employment prospects.

Catalonia is known for its multilingualism, which can be both an advantage and a disadvantage for vulnerable youths. Young people of migrant origin often struggle to learn both Catalan and Spanish, which hinders their social and academic integration and prevents them from fully participating in Catalan society.

Since fluency in both languages is essential for accessing the labour market and the public services, language barriers can pose significant challenges. According to the 2023 Population Language Use Survey, only 29% of Catalans have Catalan as their mother tongue. In terms of habitual use, the figure dropped from 36.1% in 2018 to 32.6% in 2023, reflecting a shift in linguistic dynamics.

Entrepreneurship and vulnerability

For vulnerable young people who face difficulties finding traditional employment, entrepreneurship is encouraged as an alternative career path.

Although Catalonia has a strong entrepreneurial culture, individuals in disadvantaged situations often lack access to the financial resources, training, and institutional support necessary to start their own businesses. Additionally, the absence of support systems and insufficient business management training **make it challenging for them to develop and sustain their projects successfully.**

The three factors—literacy, multilingualism, and entrepreneurship—play a crucial role in the lives of vulnerable young people. Difficulties in these areas can perpetuate social exclusion. However, with the proper support, they can also serve as pathways to opportunity and empowerment.

2. An intercultural production process

KANE - FOTINI ARAPI, fotini@ngokane.org

Cultural diversity has always been a driving force for societies in transition. It is a reminder that no single story can define us, and that our collective strength lies precisely in the meeting of differences.

In the context of youth work, cultural diversity becomes more than a demographic fact; it becomes the ground on which identity, empowerment, and innovation are built.

Benefits of Cultural Diversity

Working interculturally is not just about “managing” difference—it is about creating new spaces of belonging. **Diverse teams are living laboratories of creativity.** They challenge assumptions, generate unexpected solutions, and mirror the complex realities young people must navigate in the labour market and society. For youth workers, engaging with cultural diversity means fostering empathy, dismantling stereotypes, and empowering young people to see their heritage and experiences as assets rather than obstacles.

Working interculturally also teaches us that every perspective holds a piece of the puzzle. The Italian partners brought decades of experience with inclusive training and job placement for young people with cognitive and social vulnerabilities. The Spanish partners contributed their expertise in working with migrant youth, linguistic diversity, and social inclusion in rapidly changing communities. From Greece, we added our deep connection to rural youth, NEETs, and the challenges of a country balancing tradition with the pressures of migration and economic crisis.

The intercultural production process used in this project allowed each involved party, from the staff of the partner organisation to the youth workers, to the young people themselves and the local communities, to bring their narrative into a shared story. Together, our differences became our strength. We were not simply “sharing good practices”; we were building new ones in real time, learning from each other’s approaches, and blending them into a toolkit that reflects multiple cultural and social contexts.

Challenges of Cultural Diversity

Collaboration across borders is not effortless. We worked in different languages, with different youth work traditions, and within national systems that do not always align. At times, even the meaning of “**youth work**” itself had to be negotiated—especially in Greece, where the role is still emerging. We faced moments of misunderstanding, moments when translation was not only linguistic but cultural. Yet, each challenge became a point of reflection.

The very frictions we encountered mirrored what our young participants face in intercultural environments. **It reminded us to listen more, assume less, and create space for dialogue.**

The challenge is not to erase differences but to create bridges that honour them. It requires patience, continuous learning, and a willingness to see conflict as part of the process, not as a failure of it.

Benefits of Intercultural Production Processes

The intercultural production process did more than build skills for young people; it modelled collaboration for us as partners:

- Shared ownership of outcomes across countries and cultures.
- Transferable methodologies that can adapt to diverse youth populations.
- Mutual learning between organisations, enriching our local practices beyond the project.
- A European perspective that is not abstract but lived, grounded in the daily realities of youth work.

In SIDE, the Video CV became a vessel for all of this: for youth to tell their story and for partners to weave those stories into a collective European narrative.

KANE's Vision: Challenges and Opportunities

For us in **K.A.NE. Social Youth Development**, this project was more than a technical exercise; it was a statement of what youth work can be when rooted in diversity. The challenges were real: balancing different national priorities, limited resources, and the emotional labour of supporting young people with multiple vulnerabilities. But the opportunities were greater.

Working side by side with Italian and Spanish colleagues reminded us that cultural diversity is not a problem to solve but a capacity to build. Personally, for us as an organisation, the SIDE project was a turning point. It showed that even in a country where youth work is still emerging, we can contribute to a truly European conversation and bring back tools that are culturally grounded yet globally relevant.

When a **Video CV** ends with a young person proudly saying their name—in Greek, Spanish, Italian, Arabic, or a mix of all of them—we see not just individual empowerment, but the echo of our collective effort as partners. That is the essence of an intercultural production process: many voices, one shared story.

3. The inclusive educational approaches (using and adapting activities)

SHANNARA COOP. Sociale - Francesco Rizzo frax.rizzo@gmail.com

In 1994, during the Salamanca Conference, **UNESCO** formally introduced the concept of inclusive education. The definition initially referred mainly to the school setting, but over the following years, it was extended to other areas. In 2016, Dainese provided a clear and practical definition of the concept, stating that “didactics for inclusion consists of promoting learning through the activation and management of inclusive processes aimed at encouraging shared protagonism that protects the autonomous action of the individual learner, situating it in a participatory and relational context” (**Dainese, 2016**).

Within the field of job placement training, this concept takes on even greater significance when the targets of inclusivity are identified as neurodivergent individuals and/or people with cognitive disabilities. **George Engel (1977)**, the father of the biopsychosocial model, introduced a new perspective on mental distress, moving from a purely organicist view (popular at the time) to one that integrated other macro-areas of human existence, such as the psychological and social dimensions. Thanks to this approach, the unique characteristics of the individual are placed more prominently under the operator’s focus, aiming to provide higher-quality services to the person.

Currently, educational and training contexts often fail to value the individuality of the subject, and even less frequently provide tools that enable the implementation of essential life skills necessary for integration into the workforce or society.

This issue is not limited to the raw employment aspect; as theorised by **Amartya Sen** and **Martha Nussbaum** in their capability approach framework, over the last century, work has taken on more than just a “salary” aspect. It has increasingly become a value-based activity: through work, social networks are created, laying solid foundations for self-realisation and self-determination. In the realm of cognitive disabilities, work assumes a therapeutic role that is fundamental to one’s life project, for example, by preventing social isolation, ensuring daily interactions and relationships, and providing a vital access point to the “normo” society.

Organizations engaged in training, orientation, and job placement must adopt an inclusive approach to provide these services effectively to individuals with cognitive disabilities. A report by the European Agency for Special Needs Education and Inclusive Education (S. Symeonidou) highlights the benefits derived from training **(both educational and non-educational)** within an inclusive environment.

The most visible effect is the positive correlation between inclusive education and social inclusion. However, the report also identifies benefits in the specific employment sector: it has been proven that attending an inclusive environment not only increases employment opportunities but also improves the quality of employment (such as supported employment, direct placement, and self-employment).

After briefly exploring the results of this approach, it is helpful to outline its key characteristics. Firstly, it is necessary to “**cleanse**” stigma and prejudice (whether external or internalized), thus allowing for the real valorisation of individual differences to implement the process of self-determination and integration with others’ differences.

Secondly, it must be emphasised that creating an inclusive environment is a process that requires continuity. This means that the focus should be on monitoring the level of adaptation to the environment through continuous support for both individuals and groups. This could be defined as a form of regular maintenance to ensure that the “**emotional temperature**” of the individual and group is always precise, functioning as regulators.

A third aspect concerns bidirectionality: it is important to ensure and promote an exchange of good practices between the two leading actors in an inclusive environment (operators/beneficiaries). For example, we might imagine a situation where a trainer administers a questionnaire about previous work experiences to a person with dyslexia.

It is possible that the graphic design of the text may not be easy for the individual to read due to a “**normocentric**” bias in the layout of the questionnaire. This situation, once quite common, does not facilitate the full expression of the beneficiary.

Besides specific training for the trainer on the issue, another proper strategy in these cases would be to gather feedback from the beneficiary on how to design the questionnaire, helping to both achieve more realistic results and increase the individual’s sense of inclusion in their training process. This small example shows the importance of bidirectionality in building an inclusive approach, as opposed to a one-directional and vertical attitude that imposes a single, ineffective strategy.

The fourth characteristic can be viewed as a **macro-area** encompassing the previous three: continuous training for the operator. Accessing the world of disability first requires knowledge of the characteristics of mental distress, the underlying suffering, and the emotional, psychological, medical, and social consequences that it entails.

Knowledge about the subject cannot be static, and continuous updating is necessary to gain a deeper understanding of the reality (**both external and internal**) in which the operator and beneficiary are situated. Beyond theoretical and technical knowledge, another crucial aspect involves the interaction/relationship with the person with cognitive disability.

In this case, the first skill to practice is the inclusiveness of language to harmonise those differences that are perceived negatively. Inclusive language helps both the operator and the beneficiary place the person at the centre, rather than the disability, making the interaction more effective from multiple perspectives.

In recent years, a professional figure has emerged that can serve as an example for framing the best practices needed in the work of trainers in the field of disability, the disability job supporter.

This figure is not just a job counsellor; actually, they play the first fiddle in all the phases of a beneficiary’s job placement (individualized training, job orientation based on skills and existing interests, creation of work contacts with inclusive employers, post-placement monitoring). If we were to extract the key characteristics of this role, we could summarize the good practices that every operator/trainer should follow when working with disability in the labour market in five points:

· *Assessment of existing skills and interests:*

Various tools, such as skill assessments and self-evaluation forms, provide a concrete reference for determining the best path to take.

The “**scales for evaluating needs, values, and self-efficacy**” proposed by ISFOL in Italian are excellent tools for assessment. A community in Piedmont reports a relevant experience for drug-addicted patients, demonstrating that this tool is well accepted by the target population, who engage positively with the questionnaires.

· *Identification of tailored training paths based on the data from the assessment.*

· *Creation of an individualized action plan:*

As already mentioned, the individualization of the project is a core feature of the inclusivity construct. The individualized plan should consider the person's interests and previous work experiences, while focusing on their unique characteristics, potential, and challenges.

A significant example was provided by a project proposed by “**Arciragazzi Portici**” at the “**Dimensione Azzurra**” day centre in Torre del Greco (NA). The project consisted of six meetings designed to create a job orientation path for six users of the centre, covering aspects such as mutual recognition, acceptance of individual uniqueness, exploration of work preferences, creation of video resumes, and job interview simulations.

This process proved highly positive, not only providing the beneficiaries with skills for the labour market but also empowering them to take ownership of some relational competencies and to see themselves not only as “**sufferers**” but primarily as individuals. The three results mentioned above represent three fundamental pillars of therapeutic success in the field of mental distress.

· *Emotional climate monitoring throughout the insertion process:*

Being a process, job placement may have extremely positive phases, some with sudden motivational changes, and others of balance. A fundamental task for the trainer is to provide constant emotional support and reference.

· *Monitoring the local corporate network to identify organizations most inclined towards inclusivity:*

Often, the trainer's commitment to applying best practices is challenged by another variable: the job market. Not all countries have progressive policies on inclusivity, and when they do exist, they are not always fully applied.

A good strategy for the operator could be to establish a network of relationships with local companies that support inclusive practices (**e.g., using inclusive language, eliminating physical, psychological, and emotional barriers related to disability, and promoting internships**). This becomes a key element in the project's success and the beneficiary's sense of stability and self-efficacy.

In conclusion, adopting an inclusive approach to training and job placement for individuals with cognitive disabilities is not only an ethical necessity but also a valuable social and cultural investment. Inclusion, when pursued with commitment and coherence, can become a powerful driver of change, not only for those directly involved but for society as a whole. An inclusive training environment enables the development of social, emotional, and professional skills, reducing barriers and prejudices, and promoting autonomy and personal fulfilment.

Creating a truly inclusive context requires the active involvement of all actors: educational and work institutions, operators, beneficiaries, and companies. Every step toward inclusion must be accompanied by concrete actions, such as customizing training paths, actively listening to individual needs, and building appropriate support networks. Inclusion should not be seen as an exception but as the norm—a principle to be applied in every educational and work context.

We need to take a step further: from superficial inclusion to genuine valorisation of differences. Only then can work, for everyone, become a bridge to full and conscious participation in social, economic, and cultural life.

4. The changing and challenges of activism

G2.O RED - Nikos DejiOdubitan, nikos.odubitan@g2red.org

Workplace activism has transformed dramatically in recent years, evolving far beyond its roots in formal labour organising. Once primarily associated with formal labour organising and union activity, contemporary workplace activism increasingly encompasses broader efforts to address structural inequalities, unconscious bias, tokenism, and the uneven distribution of power within professional environments. This evolution reflects not only changing social dynamics but also the complex positioning of activists who work within the systems they seek to change.

This shift is especially evident in organizations that present themselves as progressive, inclusive, or diversity driven. As terms like **“equity,” “inclusion,” and “belonging”** become institutional buzzwords, a new set of challenges emerges. Activists navigating these spaces must balance advocacy with diplomacy, often carrying the dual burden of pushing for justice while preserving professional relationships and meeting institutional expectations. This is particularly demanding when the individuals involved come from marginalized communities and are expected to represent, explain, and resolve systemic issues, often without the formal authority or resources to do so effectively.

Through the example of **Generation 2.0 for Rights, Equality & Diversity (G2RED)** — an organisation led by second-generation "migrants" in Greece (a term often imposed rather than self-chosen) — we can observe how workplace activism is being reshaped from the inside. G2RED strives to centre lived experience as a legitimate and essential form of expertise, rather than a tokenized perspective. However, even within activist-led spaces, the professionalization of advocacy work introduces challenges such as institutionalization, burnout, and the pressure to translate grassroots energy into bureaucratic language.

Another central tension in workplace activism is that between urgency and sustainability. Activism often arises from immediate needs, to resist injustice, to protect vulnerable communities, or to respond to social crises. Yet, institutions typically operate through slow, risk-averse, and hierarchical processes. Navigating this contradiction requires a rethinking of activist methods: a shift from visibility to long-term strategy, from protest to policy engagement.

Tools like the **"Diversity in the Workplace"** certification scheme developed by **G2RED** and EQA Hellas exemplify this approach. By aligning **with ISO** standards, the initiative strategically embeds inclusion into workplace structures in Greece. While not radical in the traditional sense, such efforts demonstrate how systemic change can be pursued through pragmatic, standards-based frameworks that engage employers on their own terms.

Crucially, modern workplace activism must avoid romanticisation. It is rarely about heroic confrontation. Instead, it involves emotionally demanding conversations, ethical dilemmas, and the slow work of transformation. Activists operating within institutions must cultivate resilience and clarity of purpose while maintaining strong ties to the communities they represent. Without this grounding, there is a risk of co-optation or burnout.

Ultimately, the line between professional roles and political identities is increasingly blurred. Working within systems does not preclude meaningful activism, provided that individuals remain accountable, strategic, and committed to the transformative goals of justice, equity, and inclusion.

In this sense, workplace activism today is both more necessary and more complex than ever. It requires a nuanced understanding of power, a flexible toolkit for action, and a vision rooted in lived experience that refuses to settle for symbolic inclusion when structural transformation is both possible and overdue.

5. Human Rights Education for Young People in the World of Work VEDOGIOVANE (Italy)

Federica Demicheli - federica.demicheli@vedogiovane.it

Human rights education plays a crucial role in preparing young people to navigate the world of work with confidence, awareness, and dignity. As they enter the labour market, they must understand not only their rights but also how to protect them and advocate for fair and decent working conditions.

This type of education helps young people become aware of **labour rights**—from fair wages and reasonable working hours to the right to organize and be heard. It enables them to recognize both their responsibilities and those of their employers, fostering a more just and respectful work environment.

An essential part of this education involves promoting the concept of **decent work**. Young people are introduced to the importance of job security, occupational safety, fair pay, and a healthy work-life balance. These are not privileges, but fundamental rights that contribute to personal development, well-being, and social inclusion.

At the same time, human rights education provides the tools to **identify and address discrimination, abuse, and violence in the workplace**. Young people learn to recognize unfair treatment based on gender, ethnicity, disability, or other factors. They are encouraged to speak out against harassment, mobbing, and exploitation, and are supported in accessing appropriate channels for help and redress.

Finally, understanding the **legal frameworks** that protect workers' rights—both nationally and internationally—is a key component. Through this, young people become more aware of the systems in place to support them, including labour laws, international conventions, and complaint mechanisms. They are empowered not only to defend their rights but also to contribute to a broader culture of rights, justice, and respect in their communities and workplaces.

In this way, human rights education becomes a powerful tool for social transformation, ensuring that young people are not only workers but active citizens shaping the future of work with fairness, equity, and humanity at its core.

The world of work is more than just a space for economic productivity. It is a human environment where dignity, equity, and justice must be protected. As young people transition into employment, it is crucial for them to understand work not simply as a job, but as a domain where their **human rights are at stake** and where they can become **active agents of change**.

Human rights in the workplace encompass a wide range of protections: the right to fair pay, to safe and healthy conditions, to be free from discrimination and harassment, and to have a voice in decision-making. These are not privileges—they are fundamental rights that should be respected regardless of the sector or contract type.

Many young people face **precarious work, exploitation, and limited awareness** of their rights. For this reason, Human Rights Education (HRE) in the context of work becomes essential, not only to protect individuals, but to **promote cultures of fairness and inclusion** in all professional settings.

Youth workers have a strategic role in this process. They can:

- **Raise awareness** among young people about their labour rights and the systems that protect them.
- **Create spaces** for critical reflection on the ethics of work, economic justice, and social responsibility.
- **Support empowerment** by helping young people speak out, organise, and access mechanisms of protection when their rights are violated.
- **Encourage peer learning**, where young people share experiences and collectively advocate for better working conditions in their communities.

By integrating human rights into employability, training, and civic education programmes, youth workers help build a generation that sees work not as a site of submission, but of **participation, respect, and dignity**.

Involving young people in this conversation means equipping them not only to defend themselves but also to become **supporters and multipliers**, raising awareness among their peers, challenging injustice, and contributing to a more humane, inclusive world of work. Let us consider work as a human space. And let us ensure that **every young person is prepared to enter it with rights, awareness, and power**.

6. THE GENDER EQUALITY APPROACH Avantebre SCCL (Spain)

Mari Paz Cid Fava, mpcid@avantebre.com

Gender equality is one of the key pillars for achieving a fair and inclusive society. Within the SIDE project, it is understood as a cross-cutting approach that must be integrated in all stages of socio-educational and professional support for young people.

Young women and gender-diverse youth, especially those with fewer opportunities, often face multiple and intersecting forms of discrimination — based on gender, class, ethnicity, religion, gender identity or expression, and sexual orientation. These inequalities directly affect their access to education, the labour market, social participation, and emotional and healthcare resources.

The SIDE project adopts an intersectional gender approach that:

- Deconstructs gender roles and stereotypes that limit young people's educational and professional aspirations.
- Promotes critical awareness of gender-based violence and systemic discrimination.
- Empowers young women and LGBTQ+ youth to recognize their own capacities and exercise their rights — social, labour, and sexual — freely and safely.
- Encourages equitable mentorship and educational practices, which value diverse life paths and highlight diverse role models.

Through workshops, practical tools, and creative activities such as the video CV, e-portfolio, and self-recognition exercises, this approach aims to break gender barriers and bring visibility to the skills, knowledge, and experiences of all youth, especially those traditionally excluded or overlooked.

How the labour market moves towards the gender equality approach

In Spain and Catalonia, the gender equality approach has been a central issue in recent decades. However, significant challenges remain in various labour sectors. In general, the labour market is moving towards promoting gender equality, although historical inequalities still persist, especially regarding women's working conditions.

One of the main aspects being worked on is **equal pay for equal work**, a key issue for achieving a fairer society. According to the latest report from the National Statistics Institute (INE), women in Spain continue to earn 20% less than men, despite legislation that establishes equal working conditions. However, some companies and institutions are joining initiatives to reduce this wage gap, such as conducting wage audits and implementing gender equality policies within companies.

Regarding **work-life balance**, Spain and Catalonia have made significant advances in maternity and paternity leave, although there is still room for improvement in their implementation. **Telework** and **flexible working hours** have gained ground, especially after the COVID-19 pandemic, allowing many women to balance their family and work responsibilities better. However, the traditional mindset that places the responsibility for care on women persists in many areas, limiting full equality.

Inclusive hiring practices are also increasingly common, with companies focusing on diverse profiles and implementing mechanisms to ensure there is no gender discrimination in recruitment processes. Such hiring practices not only benefit women but also improve workplace diversity and inclusion.

In terms of **promoting women's leadership**, there has been greater awareness about the need to ensure women have access to decision-making roles. In recent years, there have been significant advances in some companies, with an increase in women occupying managerial and leadership positions. However, female representation in boards of directors and other high-ranking positions remains limited.

Benefits of a gender equality approach

A gender equality approach in the workplace not only has a social and ethical impact but also an economic one. The **benefits of greater gender equality include:**

- 1. Increased productivity and innovation:** Inclusion of diverse perspectives in the workplace fosters creativity and innovation. Numerous studies have shown that companies with more gender diversity have better profitability. Diversity in work teams improves decision-making and fosters the creation of new ideas.
- 2. Improved employee morale and engagement:** When employees see that their company is committed to equality, their motivation and job satisfaction tend to improve. An inclusive workplace makes individuals feel respected and valued, increasing their commitment to the company.
- 3. Improved reputation and brand image:** Companies that promote gender equality often enjoy a better public image and are more attractive to consumers and new talents. Consumers and workers value companies with visible social commitments and well-defined equality policies.

Experience in Spain

In Spain, the gender equality approach has been supported by several laws and initiatives, such as the **Gender Equality Act (2007)**, which establishes the foundations for ensuring equal rights in various areas, including labour. In addition, the **Gender Equality Action Plan 2020-2023** promotes the implementation of equality plans in companies and the elimination of the wage gap.

However, women still face **indirect discrimination** and **glass ceilings** that hinder their advancement in certain sectors and leadership roles. **Maternity** and caregiving responsibilities continue to be an unequal burden for women, which often limits them to part-time jobs or lower-paying positions.

Avantebre's vision/experience

At Avantebre, our focus on gender equality is reflected in the projects we develop to support women in vulnerable situations. Initiatives such as the **Teixint Esperances** project work towards the empowerment of women by providing them with practical tools and job training in areas like sewing and digital literacy.

Through the creation of support and training programs, we help women overcome gender barriers and develop skills for their workforce integration.

In our emotional **support and counselling services** for women victims of gender-based violence, we work to provide them with safety and confidence to face their situation and regain control over their professional lives.

Additionally, in our **Punt Lila I Arc Iris services**, we promote education and awareness around gender equality by creating safe leisure spaces for everyone, where we ensure the absence of gender-based, sexual, or LGBTphobic violence. These spaces are designed to allow all individuals, regardless of gender or sexual orientation, to enjoy leisure activities free from discrimination and aggression.

Our commitment to gender equality is reflected not only in our support for women but also in creating inclusive spaces and promoting conciliatory policies that ensure women have equal opportunities for growth and development in all aspects of their lives.

VIDEO CV TRAINING MODULES

MODULE 1. DIVERSITY. INTRODUCTION - COMPETENCES & LIFE SKILLS

This section introduces a central theme of the SIDE project: empowering young people by enhancing their **awareness of competencies**, building **life skills**, and fostering **job-oriented inclusiveness**.

We focus mainly on young people with fewer opportunities, who, whether due to socio-economic background, early school leaving, migration, linguistic or cultural barriers, health conditions, or experiences of discrimination, find themselves **excluded from traditional education or employment pathways**.

Building on the foundation of diversity explored in the “JOI” training curriculum, we now move toward identifying, recognizing, and activating the **personal, relational and practical competences** that support both personal development and access to the labour market, and supporting young people to become aware of these competences and use them to create their own VIDEO CVs.

This module aims to address this by promoting **self-awareness**, building confidence, and activating competencies that already exist, even if they are not yet formally recognized.

Understanding Competences: More Than Skills

In the SIDE framework, a competence is not just something you can study or be tested on. It is a meaningful combination of:

- Knowledge (what you know)
- Skills (what you can do)
- Attitudes (how you behave or respond)

These come together in real-life situations, such as solving a problem with a friend, supporting a family member, navigating a foreign system, or managing emotions. Especially for youths who have faced marginalization, this broader and more inclusive view of competences allows for recognition of informal learning and lived experience.

Our approach, inspired by the **EU Key Competences for Lifelong Learning**, embraces diversity as a starting point for empowerment.

From Diversity to Life Skills

As introduced in the “JOI” training curriculum, diversity is not just about recognizing difference — it is about **transforming it into strength**. Life skills are the vehicle that enables this transformation.

Life skills, also known as **soft skills**, are personal and interpersonal capabilities that allow individuals to:

- Build self-awareness and self-esteem
- Communicate effectively
- Work collaboratively with others
- Navigate uncertainty and conflict
- Make responsible decisions
- Show empathy and embrace difference

These transversal skills are crucial for navigating life’s challenges and are often overlooked in formal assessments — yet they are essential for building confidence and resilience in young people with fewer opportunities.

Activities in the “JOI” training curriculum (like Diversity Wheel, Cross the Line, Invisible Diversity) help participants **identify** and **value** these skills in themselves and others, promoting a strong sense of **identity, belonging, and self-worth**.

By naming and practising life skills, we promote not only **inclusion and participation** but also **resilience and employability**, especially for young people facing discrimination, functional diversity, or low self-confidence.

Hard Skills: Recognising the Potential

Hard skills are specific, teachable abilities that can often be measured and certified. They are usually acquired through formal education, vocational training, work experience, or self-directed learning. Unlike soft skills, which relate to how we interact and communicate, **hard skills are task-specific** and often required for performing specific jobs or using certain tools or technologies.

Examples include:

- Basic literacy and numeracy
- Computer use and digital communication
- Foreign language proficiency
- Knowledge of workplace safety procedures
- Operating machinery or using specific software
- Writing a CV or responding to job advertisements

These skills are often required by employers and can be taught or practiced more formally. However, many young people outside of education or training (NEETs) may struggle to present these in a conventional CV.

In the context of **youth with fewer opportunities**, it is essential to recognize that many hard skills may have been acquired informally — through life experience, volunteering, family responsibilities, or adaptation to migration. These may not be documented with a certificate, but they are **real and valuable competences** that can and should be identified, practised, and expressed.

That is why we introduce the **Video CV** as a powerful tool for **non-traditional self-presentation**. Through the tools that will be presented in this toolkit, creative expression and guided storytelling, participants can:

- Reflect on and present their competences, both soft and hard
 - Tell their story in their own words, through their voice
 - Showcase their potential, energy, and personality
- Make their experience visible in a format that is more inclusive and accessible

This format is especially beneficial for youth who may not yet have formal qualifications, but who possess valuable competencies developed through lived experiences — often in the face of adversity.

An Inclusive Pathway to Empowerment

By recognizing that competences go beyond the classroom and that diversity is a strength, this toolkit supports young people to:

- Discover their potential
 - Value who they are
- Gain tools for personal and professional growth

Youth workers can use this toolkit to support participants to feel more prepared, confident, and visible in a world that often overlooks them.

Resources to Explore Further

The following references can support youth workers and educators in promoting competences holistically:

- **EU Key Competences for Lifelong Learning (European Commission)**
<https://education.ec.europa.eu/focus-topics/improving-quality/key-competences>
- **LifeComp: European Framework for Personal, Social and Learning to Learn Key Competence**
https://joint-research-centre.ec.europa.eu/lifecomp_en
- **Youthpass – Reflection and recognition tool for non-formal learning**
<https://www.youthpass.eu>
- **SALTO Toolbox for Training – Collection of methods for developing competences in youth work**
<https://www.salto-youth.net/tools/toolbox>

2. COGNITIVE AREA (personality)

Universidad de La Laguna (Tenerife) - Annachiara Del Prete, anprete@ull.edu.es

The cognitive dimension serves as one of the core levers in the construction of personality and in the capacity of young people to develop autonomously in various life scenarios, especially in those related to the transition to adulthood and access to the labour market. From a broad perspective, the cognitive area refers to the set of mental processes that enable the acquisition, processing, storage, and use of information to respond to environmental demands. It includes functions such as attention, memory, perception, reasoning, metacognition, and critical thinking, all of which are essential for tackling learning situations, creatively solving problems, and making informed decisions (Muenzen, 2024). In contemporary literature on youth competencies, it is emphasised that cognitive development is not only an intrapsychological process but also a social and cultural one, as it depends on interaction contexts and educational opportunities, both formal and non-formal, to which young people have access.

The strengthening of this dimension is especially relevant in adolescence and early youth, periods characterised by high neuronal plasticity and the progressive consolidation of executive functions, responsible for regulating behaviour, planning goals, and strategically solving problems. Research in social neuroscience has shown that during adolescence, significant changes occur in the so-called “social brain,” associated with the development of mentalization skills, empathy, and cognitive self-regulation (Restrepo et al., 2022). These advances allow young people to acquire a greater capacity for abstraction, reflect on their identity, and anticipate the consequences of their decisions, fundamental aspects for their academic and professional future. However, the availability of adequate social and educational resources is crucial in this process. Those who grow up in environments with limited access to educational opportunities, low family support, or in conditions of socioeconomic disadvantage often show delays or limitations in the development of essential cognitive competencies, which negatively impact their possibilities for social and labour inclusion.

Specialized literature has clearly documented that structural inequalities directly affect cognitive trajectories. The explanation lies in the interaction of neurobiological factors with environmental conditions: although there is a natural predisposition for cognitive development, this requires stimulating experiences and social mediation that function as scaffolding for the internalization of higher-level skills (Vygotsky, 1997; Carpendale & Lewis, 2010). In the absence of these supports, young people may see their ability to flexibly adapt to the demands of adult life and the labour market limited. In this sense, the promotion of cognitive competencies gains special importance in working with young people with social disadvantage, disability, or migratory experiences. For these groups, the cognitive area not only implies the acquisition of instrumental learning skills but also the possibility of strengthening self-confidence, autonomy, and the capacity to project a viable life plan. In the case of young people with disabilities, work in this area is not reduced to compensating deficits but seeks to enhance capacities, foster self-confidence, and broaden possibilities for social and labour participation.

Furthermore, within the framework of youth employability, the cognitive area is closely related to so-called life skills. These encompass critical thinking, decision-making, creativity, and the ability to solve problems innovatively, competencies highly demanded in current labour markets, marked by uncertainty and technological transformation. In this context, the Video CV becomes a non-formal educational tool of immense value for strengthening the cognitive dimension. Its design and elaboration mobilize higher cognitive functions such as planning, sustained attention, working memory, and problem-solving, while also promoting self-reflection and metacognition. The need to select and prioritize relevant information, organize it into a coherent script, and adapt it to an audiovisual format requires young people to exercise critical thinking and synthesis, while the practice of expressing themselves in front of the camera enhances the regulation of one's own behaviour and the capacity for self-assessment. Additionally, the feedback generated during the review of the final product allows for reinforcing processes of adjustment, cognitive flexibility, and self-regulated learning. In this way, the Video CV activity not only provides a concrete resource to improve employability but also acts as a space for activating and developing cognitive competence, offering young people —and especially those in situations of vulnerability or with disabilities— the opportunity to recognize, exercise, and make visible their capacities in significant contexts of personal and professional projection.

3. AUTONOMY

ARCIRAGAZZI PORTICI - Paola Schettini, arciragazziportici@gmail.com

Autonomy is the ability of a young person to make informed decisions, act independently, and take responsibility for their own life, especially concerning work, learning, and social participation.

Nevertheless, autonomy does not happen all at once — it is a developmental process, shaped by personal growth, support systems, and external opportunities.

Supporting young people in becoming autonomous and ready for the job market involves a combination of educational, psychological, and practical tools. These tools aim to build skills, confidence, and access to opportunities.

In today's world, where industries change rapidly and job roles evolve constantly, one of the most critical qualities youths can develop is autonomy—the ability to take ownership of their career journey, act independently, and continue growing without waiting for permission or direction from others. Autonomy in this context does not mean working in isolation or refusing help. Instead, it is about becoming self-aware, self-motivated, and self-regulated—understanding strengths and goals, seeking out opportunities, and being resilient when faced with obstacles.

It is the difference between reacting to the job market and actively navigating it. The beginning of this process often starts with self-discovery. Before even considering a job title or a company name, autonomous individuals take time to understand who they are: what they are good at, what they care about, and what kind of work energizes them.

This requires reflection, questioning, and sometimes discomfort. It is an inward process where you begin asking not just, “What job do I want?” but “What kind of problems do I want to solve?” or **“What kind of life do I want to build through my work?”**

From there, autonomy becomes a habit of learning without being told to.

Developing autonomy to enter and thrive in the job market successfully involves a combination of skills, mindset, habits, and self-driven strategies that allow youths to take initiative, adapt, and grow independently.

The video CV (**curriculum vitae**) path is not just a creative alternative to a traditional resume—it is also a powerful tool for developing autonomy in the youth journey toward the job market.

The video CV:

- encourages self-reflection
- promotes proactive skill-building
- builds confidence and self-expression
- demonstrates initiative to employers
- enables feedback and iteration
- strengthens youth digital presence

This is where the first real shift happens: youths move from passive recipients to active creators of their professional development.

Youths begin to take more control over how they present themselves to the world. They write their resume not only with a description of their experience, but with the awareness of what employers are actually looking for. They create a LinkedIn profile that tells a story—their story—not just a dry list of jobs or achievements. Some people take a step further, creating a video CV—a powerful way to express not just what they can do but who they are.

Crafting a video CV is itself an act of autonomy: it requires reflection, initiative, creativity, and the willingness to put oneself forward in a confident and visible way.

But autonomy is not just about preparation: it is also about action.

Youths do not wait for someone to offer them a job. They research companies, tailor their applications, and follow up. Youths reach out to professionals not just to ask for jobs, but to learn from their journeys. Youths build a network—not out of obligation, but out of genuine curiosity and the desire to grow. Every connection, every application, every interview is a step that they choose to take, not one handed to them.

Of course, this journey is not without setbacks. Youths will face rejections, doubts, and may even experience burnout. However, autonomy helps in this case as well, because when you are autonomous, you are resilient too. Youths built the habit of reflecting, adjusting, and trying again. They will know that a closed door is not the end, but an encouragement to recalibrate. They have developed the mindset to keep moving forward, not because someone is training them to, but because they have learned to believe in their ability to adapt and improve.

In short, autonomy transforms the job search from a desperate hunt into a deliberate process of personal growth. They are not just trying to get hired; they are building their own life with a purpose.

4. TRAINING MODULE

session 1.: Let's introduce each other.
staff/participants introduction

session 2.: 1st annexe - self-evaluation
Training introduction/computer or smartphone?

session 3.: 2nd annexe - self recognition
Is what I learned for the job?

session 1.:

Let's introduce each other - staff/participants introduction

Session	1
Title	Let's introduce each other!
Timing	60 minutes
Overview	Presenting the staff and giving the stage to the participants motivates the group to participate in the training and get to know the team better. After the welcome, the next step is to familiarise participants with the projects, tools, etc.. This will enable them to connect with the objectives of the training and the rest of the team.
Objectives	To dissolve communication barriers To facilitate smoother team integration. To help youth feel welcomed. To provide a positive beginning and conversation starters at the beginning of a session.
Materials	None
Instruction	In plenary, start with a circular setting. Let's play to get to know each other! Let's share some ideas: ONE GOOD THING Participants introduce themselves and share one good thing (can be work-related or personal). MIRROR Have participants stand and turn to a neighbour. Ask them to look at each other and "mirror" each other's moves as if they were each other's reflection. WHERE DO YOU STAND? Set up an imaginary line at the front of the room. Have participants stand up. Ask several questions. Participants will move to one side of the line depending on their answers. Example: Movie or Video Game? Participants can go left, right or stand in the middle. Ask the "middle" folks to explain their answers. Prepare a list of simple questions, including job-related ones. Example: ▪ Water or soda? ▪ Pasta or soup? ▪ Working in a team or alone? ▪ Morning person or night person? ▪ Street food or healthy food? ▪ Laptop or smartphone? ▪ Sea or mountain? ▪ Assertive or non-assertive? ▪ Reserved or unconfident? We are sure that you can go on without suggestions!!
TIPS	In this phase, show some video CVs from YouTube to help them understand what they will be building during their training. If you are a youth with a migrant background, you can find sources in English, French, Greek, Spanish, Arabic...
	Ask them who wants to take a test. This will be a good chance to check their ability to be in front of a camera, to understand who is shy, and to find out some solutions before starting the next session.

session 2.:

self-evaluation - Training introduction/computer or smartphone?

Session	2
Title	Let's self-evaluate!
Timing	45 minutes
Overview	Introducing the training and its objectives. As a tool, annexe 1 will facilitate youth workers to summarise participants' mastery in languages/IT/etc and give hints on which kind of help they need for future activities such as: External needs: support of experts, psychologists, social services... Internal needs: a tutor, linguistic/cultural mediators, volunteers... For the youth, instead, annexe 1 represents a tool to self-evaluate their competence. It is a process where both targets (Youth Workers and youth) can recognise and evaluate the challenges they face during the training.
Objectives	To self-evaluate our/their competences. To start a process of autonomy. To acquire the ability to examine ourselves. To monitor and evaluate strengths and weaknesses.
Materials	Annexe 1, pens or colours.
Instruction	Distribute annexe 1 to each participant and ask them to fill it by choosing the 3 different levels of knowledge. Ask them to write their name on the paper and suggest being clear and transparent in evaluating themselves, as this represents a tool to find out the proper support for you as a youth worker and for them as participants. 10 min - In case they need to explain some of the points highlighted in the annexe. Please pay attention to them and check if they need specific support (such as translation) or explanations (like the meaning of words). 20 min - Ask who wants to explain their annexe and then ask random questions to see if they understand the evaluation activity. 15 min - Point out the value of self-evaluation of competences, analysis of needs and help requests.
TIPS	In a heterogeneous group, introduce the concept of diversity. In the Job Oriented Inclusiveness Training – JOI (Diversity), you can find different workshops to explore this topic. DISCOVERING DIVERSITY – page: This activity enables the group to run through their understanding of diversity without stigma. Indeed, the process allows them to express their thoughts without being pointed out. APPROACHING DIVERSITY: It helps realise how diverse and alike we all are. This is also a good icebreaker. DIFFERENCES IN DIVERSITY: This activity allows participants to share characteristics of their identity and speak about values and beliefs through visual depiction.

Annexe 1	Name:		
COMPETENCE	MEDIUM	BASIC	GOOD
Reading skills			
Listening skills			
Speaking skills			
Writing skills			
Public speaking			
Ability to search for, collect and use information			
Ability to sustain and conclude conversations			
Societal and intercultural understanding			
Ability to interact with others			
COMMUNICATION IN OTHER LANGUAGES			
Reading skills			
Listening skills			
Speaking skills			
Writing skills			
USE OF DIGITAL TOOLS			
Ability to use a computer			
Ability to use a smartphone			
Ability to use the Internet			
E-mail			
Cloud (Google Drive, Dropbox...)			
MS Office, Google Workspace or other similar tools (doc, excel, PowerPoint, ...)			
Content creation (i.e. creating and uploading videos/pictures/other content on social media)			
Ability to create a CV using digital tools (MS Office, Canva, Europass platform, ...)			
Use digital platforms to search for a job			
Use social networks to search for a job			
Creativity			
Strategic thinking			
Problem solving			
Individual work			
Teamwork			
Negotiation abilities			
Sense of initiative, pro-activity			
Critical thinking			

session 3.:

self-recognition - What have I learnt for the job?

Session	1
Title	Recognition and self-recognition
Timing	45 minutes
Target	General youth population
Overview	Let's work on the recognition of all the skills and knowledge youth have acquired so far that can be applied in the workplace (for example, languages, computer use, machinery operation, car repair, etc.). The annexe will facilitate their recognition of their abilities and the capacity to synthesise them.
Objectives	To find an autonomous path to positive change. To enhance the youth's sense of autonomy. To build a better youth engagement. To increase their autonomy and responsibility for their (professional) life.
Materials	Annexe 2, pens or colours.
Instruction	5 min - Distribute annexe 2 to each participant and ask them to fill it out by answering the 4 questions. Suggest that they focus and be clear, as this is an important step in defining their capabilities. 10 min - Time to answer. Ask them to write their name on the paper. 10 min - Ask randomly who wants to talk about the 10 most important "competencies" he/she highlighted. 20 min - Collect their papers and introduce the concept of hard and soft skills by keeping what they choose as an example and open a discussion about it.
TIPS	In this session, you can discuss diversity and gender. Create a space to challenge gender rules and discrimination, with a focus on job places. In JOI (Diversity), you can find interesting activities such as: - GENDER DISCRIMINATION page: this activity aims to deepen the understanding of gender discrimination by exploring its various forms, causes, consequences, and strategies for combating it. - INVISIBLE DISCRIMINATION-UNCONSCIOUS BIAS: this activity facilitates the recognition of our own unconscious bias to gain the key to self-awareness to minimise its impact. - DECONSTRUCTING STEREOTYPES-PREJUDICE-STIGMA: A lecture on the main key words to deconstruct stereotypes, prejudice, and stigma.

Annexe 2

ASSESSMENT

1. Recognition of everything you have learned so far that can be useful in a job (for example the languages known, the use of computers, machinery, repairing a car, etc.)

WHAT ARE THE SKILLS AND ABILITIES YOU HAVE ACQUIRED SO FAR?

To answer this question, you must indicate everything you have learned so far that can be useful to you in your work (for example, the languages you know, if you have learned to use a computer or other machinery, if you can repair a car, etc.).

We have divided the question into four parts:

1. Tell me what you have learned in your everyday life (i.e.: in your family, at school, during a training or at work... What have you have done in the past?).
2. What did you do best? Why? What were you least successful at?
3. What were the things you liked the most? Why? What are the ones you liked least?
4. Make a list of the skills and abilities you have acquired.

Write down everything that comes to your mind and then choose the 10 most important to you.

MODULE 2. Communication

Communication is a core element in the training of youth workers, as it facilitates the transmission of knowledge, the active engagement of young people, and the creation of inclusive and participatory environments. Effective communication skills are crucial for youth workers to interact with diverse groups, mediate conflicts, and convey messages with clarity and empathy. The role of communication in the professional development of youth workers goes beyond just verbal and written skills. It also encompasses the strategic application of digital technologies, social media, and storytelling techniques to enhance the educational impact and reach of their work.

Moreover, communication helps youth workers build trust, establish **meaningful relationships**, and foster a **sense of belonging** among young people. These skills are particularly important in working with marginalised or at-risk youth, where establishing rapport and providing emotional support can make a significant difference in the outcomes of youth development programs.

The European Union recognises the importance of communication within the youth sector, and as such, it actively promotes training programs, resources, and tools also aimed at strengthening the communication skills of professionals in this field.

Professional Fields

For YW from disadvantaged backgrounds, entering the job market can be challenging. However, several professional fields provide structured environments, skill-building opportunities, and career progression. These fields are particularly suitable for individuals with limited resources, as they offer accessible entry points with growth potential:

- **Customer Service and Client Relations:** This field includes roles in call centres, front-desk services, and online customer support. Many businesses, including trade organisations, retail companies, and service industries, seek employees who can assist customers, process orders, and handle inquiries. This sector helps young workers develop interpersonal skills and gain confidence in professional communication.
- **Logistics and Supply Chain Support:** Warehousing, inventory management, and distribution services are essential in global trade. Positions such as warehouse assistants, delivery coordinators, and stock management roles provide hands-on experience with the movement of goods and trade operations, offering long-term career possibilities in the logistics sector.
- **Hospitality and Tourism Services:** This industry provides entry-level jobs with opportunities for career advancement. Roles in hotels, restaurants, and travel agencies—such as receptionists, kitchen assistants, and tour guides—offer exposure to international environments, language practice, and customer service experience, all of which are valuable for future growth.
- **Administrative and Event Support:** Many organisations, including NGOs, business associations, and event companies, need support with organising meetings, conferences, and public events. Entry-level positions in administration, event coordination, and office management can provide young workers with essential organisational and planning skills.

- **Digital Outreach and Social Media Management:** Businesses and nonprofits rely on digital platforms to connect with their audience. Youth workers can manage social media accounts, create digital content, and support online marketing campaigns. This field is particularly accessible, as digital skills can be self-taught or acquired through free online resources.
- **Trade and Entrepreneurship:** Young workers with an interest in business can explore small-scale entrepreneurship, such as online sales, local retail, or artisanal crafts. Chambers of commerce and business incubators offer mentorship programs, micro-financing, and training sessions to help young entrepreneurs start and manage their own businesses.
- **Intercultural Mediation and Business Networking:** Many organisations work across cultures and need professionals to facilitate communication, translate documents, and assist in negotiations. Multilingual young workers can find opportunities in translation services, international business consulting, and cross-cultural training.
- **Vocational Training and Skill Development Coordination:** Many institutions offer training programs designed to equip young people with technical and soft skills. Youth workers can assist in educational workshops, help coordinate apprenticeships, and support job placement initiatives in collaboration with training centres and employment agencies.
<https://instituteofvocationaltraining.com/>

Networks in the Spanish territory

- **Cámara de Comercio de España** - Offers youth employment programs such as Talento Joven and Talento Joven Movilidad. empleoygarantiajuvenil.camara.es
- **Cámara de Comercio de Barcelona** - Provides the Programa Talento Joven (PICE) to support young workers in job placement. cambrabcn.org
- **Cámara de Comercio de Madrid** - Hosts the Programa Integral de Cualificación y Empleo (PICE) for youth employment. camaramadrid.es
- **Cámara de Comercio Italiana Barcelona** - is a partner of Erasmus for Young Entrepreneurs. It is a transnational exchange program that offers budding entrepreneurs and entrepreneurs alike the opportunity to learn from experienced entrepreneurs running small businesses in other participating countries. <https://www.cameraitalianabarcelona.com/erasmus-para-jovenes-emprendedores/>

EU Resources to Promote Employability and Internships

The European Union provides several resources to facilitate employment and internship opportunities for young professionals in communication and international business:

- 1. Erasmus+** - A mobility program offering funded internships in European businesses and trade institutions. (link above)
- 2. EURES (European Employment Services)** – It is a job portal for work opportunities in Europe, including trade and business-related positions. (link above)
- 3. Europass** - A tool for creating CVs and cover letters to support job applications in international organisations. (link above)
- 4. European Youth Portal** - A platform listing volunteering, training, and internship opportunities across EU member states. https://youth.europa.eu/_en
- 5. Youth Guarantee Program (Garanzia Giovani):** A European initiative that supports employment and training opportunities for young people, especially those from disadvantaged backgrounds.
https://employment-social-affairs.ec.europa.eu/policies-and-activities/european-employment-strategy/youth-employment-support/reinforced-youth-guarantee_en

Other Websites

- 6. European Commission, “Youth Work and Non-Formal Learning in Europe”** - Available at <https://ec.europa.eu>
- Erasmus+ National Agency, “Opportunities for Young People and Trainers”** - <https://www.erasmusplus.it>
- 7. EURES, “Working in Europe”** - <https://ec.europa.eu/eures>
- 8. Europass, “Employability Tools”** - <https://europa.eu/europass>
- 9. Youth Guarantee Spain, “Training and Employment Programs”** - <https://garantiajuvenil.sepe.es>
- 10. Youth portal EU desk:** <https://www.portaledeigiovani.it/>

RELATIONAL AREA (relation with the others)

Universidad de La Laguna (Tenerife) - Annachiara Del Prete, anprete@ull.edu.es

The relational area refers to the capacity of young people to interact effectively with people and with the social and professional contexts in which they participate. It involves skills such as cooperation, active listening, teamwork, empathy, and adaptability to different environments, competencies that are essential for integration into adult life and, in particular, for entry into the labour world. This area encompasses a broad dimension linked to how young people interpret, assume, and project their role in collective spaces. From the perspective of working with vulnerable youth, strengthening this competence is strategic: those facing social, economic, or disability-related barriers require specific support to build a positive relationship with their environment, overcome stigmas, and generate bonds based on trust and mutual recognition. In this regard, recent research has shown that young people's perception of their position in the social and professional environment directly affects their motivation levels, how they face the transition to adulthood, and their degree of participation in working life (OECD, 2023). This means it is necessary to help young people see themselves as valuable actors, capable of contributing to collective work and building sustainable professional relationships. In this sense, the relational area is not limited to interpersonal interaction but also includes the construction of a socially recognized professional identity. Developing this dimension implies simultaneously working on self-esteem, confidence in one's own ability to contribute, and the willingness to collaborate in environments characterized by diversity and change. For young people in contexts of social disadvantage or with disabilities, this process is particularly significant, as it often requires a double effort: confronting external stereotypes and reconstructing their own self-perception. By fostering a strong relational area, the possibilities for these young people to access dignified employment, remain in it, and actively participate in their community are expanded, contributing not only to their individual well-being but also to the strengthening of the social fabric (UNICEF, 2024).

In this framework, the **Video CV** experience represents a non-formal pedagogical resource that enables young people to exercise and directly make this competence visible. The preparation of audiovisual material requires a process of self-reflection on how youngsters wish to be perceived in the professional field. This relational exercise involves asking: What aspects of my experience and personality are relevant to a work team? How do I adapt to the expectations of a potential employer? What image of myself do I want to transmit as a collaborator? By rehearsing these answers in the production of the Video CV, young people put into practice the ability to put themselves in someone else's shoes, anticipating external perceptions and evaluations, which activates processes of cognitive empathy and relational regulation. Likewise, the collective feedback component—when the audiovisual product is shared with peers or trainers—opens a space for relational learning where young people not only receive observations but also learn to give and receive constructive criticism, strengthening trust and mutual recognition.

RESPONSABILITY

CAMARA - Luca Trovato, luca.trovato@camaraitaliana.com

Communication, when we discuss good communication, carries a sense of responsibility, especially when we talk about professional contexts of YW coming from disadvantaged backgrounds. It is common to think that communication is made up of two parts, an “active” and a “passive. Many people, particularly the younger generation, focus solely on the active aspect of conveying messages through verbal and non-verbal communication. Instead, real communication is composed of only active action, where listening is as crucial as the speaking part. This active action, when addressed to young people, shows them that their voices are heard and valued. This can significantly impact their self-esteem and willingness to engage. At the same time, it is also essential to let them develop active listening skills, because it represents a form of respect towards the speaker and a responsibility to carry out clear communication that prevents misunderstandings.

Nowadays, fostering a sense of responsibility, creating clear communication, and developing in-demand skills, such as communication skills, is essential for YW with fewer opportunities. There are many challenges that YW need to face, but even more skills they need to master in order to do so:

1. **Empathy** (the ability to understand and share the feelings of another) is a crucial ability because it helps identify underlying issues that may not be immediately visible. This skill is fundamental to face two serious challenges in today's society, inclusivity and diversity. This means creating an environment where all young people feel welcome and valued, regardless of their background or identity. The first step of this process involves understanding the cultural differences that characterise our world. Therefore, youth workers should also play a proactive role in addressing issues like discrimination and prejudice. By promoting inclusivity, they can help young people develop a sense of belonging and respect for others, and foster a strong empathy towards them, which is a crucial first step in mastering their abilities.

These actions can have a huge impact on our communities by building a harmonious and cohesive environment. Gaining empathy and general awareness through YW enables them to provide genuine emotional and mental support. This process involves not only developing empathy but also recognising signs of mental health issues and knowing how to respond appropriately. That is why it is often recommended to build partnerships with mental health professionals and organisations. Moreover, having a healthy and strong communication environment can help to address these types of problems and encourage mental well-being.

2. **Skill gap** (the difference between the skills required for a job and the skills an employee possesses) is nowadays one of the biggest concerns in the job market. This challenge is primarily related to the lack of digital skills.

It is essential for youth workers to be proficient in using these types of tools, such as social media or online communication platforms, because they provide innovative ways to connect with young people. Developing an understanding of these digital platforms is indispensable for educating YW about responsible use and the associated risks, ensuring a safe and effective navigation for the young generation.

3. Transition from education to work is a current issue that raises many unsolved questions. The real need is not to provide a way to go from education to work, but rather to create lifelong learning and growth. The challenge is to integrate continuous learning with work.

We cannot think of education and work as separate phases, but as continuously mixing and overlapping, especially in modern times, where innovation and changes are extremely fast, powerful and impactful. Providing constant access to educational resources and opportunities is the key to fostering knowledge and the development of new skills. To promote and install this type of learning model, it is essential to create awareness in YWs, about how they can empower the next generation to become well-rounded and capable individuals, focusing on the way this topic is communicated.

4. Soft skills are the elementary management, personal, and interpersonal abilities that are vital for an individual to be efficient at the workplace or in their personal life. In the job market, soft skills are considered a complement to hard skills, which refer to a person's knowledge and occupational skills. We can identify many soft skills required by YW, such as leadership, advocacy and problem-solving.

When discussing advocacy (the act of supporting, defending, or arguing for a cause, policy, or to influence decisions and raise awareness), YWs must understand the issues and needs affecting young people and work to address them at various levels, from local communities to policy-making bodies. Leadership is a complex skill to master, but YWs should also be trained to encourage young people to develop their leadership skills by providing opportunities to test themselves in practical/real-life situations, such as projects and initiatives.

In addition, YWs need to understand how they represent a role model for young generations and how important it is to give them trust and opportunities to show their abilities. Even in problem-solving, being proficient is now crucial. In their work, YWs encounter a broad variety of conflicts, which is why they need to be trained to address these issues promptly and effectively. This process involves an overlapping of different skills such as critical thinking, creativity and the ability to stay calm and focus under pressure. As already said, YWs are models for young people; that is why they first need to master these abilities to be able to guide them through the process of critical thinking (identifying problems, brainstorming solutions, and evaluating outcomes).

Acquiring these skills directly addresses many of the necessities that YWs must deal with to improve their work, including personal development, avoiding precarious employment, and developing entrepreneurship skills. Moreover, we must not forget how important communication is in mastering these skills and in handling effectively all the challenges of the modern era. Communication and the connected responsibilities represent a common thread in all the improvement activities and actions carried out by YW.

TRAINING MODULE

This module consists of n.3 sessions and includes a process of critical reflection and work of identifying and prioritising their own needs and desires related to the choice of sector and the working context.

session 1.: 3rd annexe – Transferable skills to the job place
what I can transfer to the job place

session 2.: 4th annexe – The job places I wish.
How I would like my workplace to be

Session 3.: 5th annexe – My job: is it a dream or a reality?
My needs at the workplace

Session 1.:

Transferable skills to the workplace - what I can transfer to the job place?

Session	1
Title	Transferable skills to the workplace
Timing	45 minutes
Overview	Facilitating the recognition of what youth can do is not always something that youths themselves take for granted. What they can do in everyday life, and different contexts such as in the family, at school, in the church or Mosque, during a trip, etc, are really too many “things” that need to be translated and then fixed in a CV. Most of them are unaware that these “things” are spendable in the job market. Well, this activity will help them to recognise those tasks and name them as social and cultural skills.
Objectives	Facilitate the process of understanding and evaluation of their past and present experiences. To work at the base of their abilities to empower them To support the development of the ability to think “outside the box”. To valorise teamwork, leadership, empathy, critical thinking and emotional intelligence as the main competences to invest in the job market.
Materials	Annexe 3, pens or colours.
Instruction	5 min - Distribute annexe 3 to each participant and ask them to answer one single statement, focusing on what they can do. 10 min - Time to answer. Ask them to write their name on the paper. 10 min - Ask randomly who wants to talk about the 10 most important “things” he/she defines with a low/average/high rate. 20 min - Collect their papers and introduce the concept of awareness on social, personal competences by considering what they marked in the annexe and open a discussion on how they can transfer to a job environment.
TIPS	Introduce the concept of “Communication” and explain its importance in the workplace. You can take some activities from JOI – COMMUNICATION, such as: EMOTIONAL EDUCATION: Recognising one’s own emotions and those of others is a fundamental first step towards understanding ourselves, understanding others, and adapting more effectively in society or the job market. ASSERTIVE COMMUNICATION: Focus on developing assertive communication skills. Participants will learn to express themselves clearly and respectfully, practice active listening, and handle conflicts constructively. COMMUNICATION AND BIASES: This activity aims to enhance the understanding of communication biases and develop strategies to overcome them through interactive exercises and group discussions.

Annexe 3.

Name:

IDENTIFY TRANSFERABLE CAPACITIES (soft skills)

1. WHAT ARE YOUR TRANSFERABLE SKILLS?

Transferable skills are those that you can use at different times and areas of your life (at work, in the family, in your free time, etc.), the aspects of your personality that are useful in a job. Considering the list below, indicate whether these characteristics describe you or not, by putting an x in the boxes:

	BASIC	MEDIUM	GOOD	NOT SURE
I can express myself in a clear way				
I can communicate in an effective way				
I have a good memory				
I can organise events (party, birthday...)				
I can coordinate a group				
I can manage my time				
I am good at improvising				
I can solve problems				
I have an artistic and creative sense				
I can work with tools, materials, and machinery				
I can listen and understand other people problem				
I can fix things with my hands				
I have the ability to concentrate				
I learn fast				
I can work fast and productively				
I am curious				
I am good at working in a team				
I am an independent person				
I have a sense of initiative				
I am a responsible person				

Session 2.:

The job places I wish - How I would like my job place?

Session	2
Title	The job places I wish.
Timing	25 minutes + 10 min/each participant to discuss individually.
Overview	Identifying the type of workplace young people prefer can help pinpoint what genuinely excites them about work, leading to increased job satisfaction and long-term success. It is not just about finding a job; it is about uncovering a path that aligns with their strengths. This annexe will help them to give shape to their workplace.
Objectives	To design the shed light on different aspects of professional fields. To pay attention to which aspects youth find most engaging and energising. To prioritise youth objectives based on their importance and urgency. To identify the focus point of their work context.
Materials	Annexe 4, pens or colours.
Instruction	5 min - Distribute annexe 4 to each participant and ask them to take these assessments honestly. Tell them to avoid answering based on what they think they should be interested in. 10 min - Time to answer. Ask them to write their name on the paper. 10 min - Ask randomly who wants to talk about their assessment, contextualising their observations. 10 min/each - Collect their papers and meet with them for 10 minutes each to discuss what their identified interests and job ideas are.
TIPS	Introduce the concept of “NEED/S”. From JOI – Communication: DIVERSE COMMUNICATION NEEDS: This workshop aims to help participants understand and apply the concepts of diverse communication needs. TARGETED COMMUNICATION STRATEGIES: This activity aims to develop communication strategies to adopt with different targets. Youth need to explore the diversity of languages to use with people according to the rules they represent.

Annexe 4.
Name:

IDENTIFY PROFESSIONAL INTERESTS

1. 1. WHAT DO YOU WANT IN YOUR JOB?

You must indicate which characteristics of the job are important to you: how your job should be, what it should offer you. Select the 5 most important things for you at work in order of importance from the list below:

	BASIC	MEDIUM	GOOD	NOT SURE
Outdoor job				
Indoor job				
I like doing jobs that benefit society				
Stay in touch with the public				
I like to work with children/elderly/youths/animals...				
I can work independently				
To work in team				
To have a role of responsibility				
To have a coordination role				
I can have a leadership role				
I want to do something creative in my job				
Doing work that requires physical activity				
Carry out a job that requires manual skills				
Doing a work that requires precision				
Doing administrative work				
Working with innovative tech				
Travelling				
Receiving a good salary				
Have a stable job				
Have a flexible schedule				
A job that allows you to have time for private life				
Have good perspectives for professional growth				
Work with deadlines				
Having specific tasks to perform				
Work in a pleasant environment				

Session 3:

My job: is it a dream or a reality? My needs at the workplace

Session	3
Title	My job: is it a dream or a reality?
Timing	25 min + 10 min/each participant to discuss individually
Overview	This last annexe 5 concerns the professional sectors in which the youth would like to work. We have selected 10 professional fields, which include different profiles based on the European Skills, Competences, Qualifications and Occupations The annexe aims to clarify the different types of jobs and their relationships to various sectors or fields, as well as identify which ones may align more closely with the attitudes of young people.
Objectives	To recognise the professional rule and identify the related field and vice versa. To evaluate the ability/skills/knowledge and find out the professional rules fitting to those aspects. To acquire awareness of both their social responsibility and the job insertion process.
Materials	Annexe 5 , pen and/or colours
Instruction	5 min - Distribute annexe 5 to each participant and ask them to carefully choose at least 3 sectors and job positions listed, or some other not mentioned. 10 min - Time to choose. Ask them to write their name on the paper. 10 min - Ask randomly who wants to talk about their assessment, contextualising their choice. 10 min/each - Collect their papers and meet each of them for 10 minutes to discuss what their whole path says about their job idea.
TIPS	Create a role play and/or use the European Skills, Competences, Qualifications and Occupations to determine how many professional roles they can cover according to their choices, needs, skills and attitudes. It is a good exercise to help them understand the positions they can realistically cover in the job market.

Annexe 5.

Name:

PROFESSIONAL INTERESTS

1. WHAT ARE YOUR PROFESSIONAL INTERESTS?

This last question concerns the professional sectors in which you would like to work. Select, from the list presented below, the first three professional areas in which you would like to work, indicating not only the professional area, but also the professions that attract you.

1. _____
2. _____
3. _____

Main areas of professional interest

- 1. PERSONAL SERVICES:** hairdresser, beautician, tour guide, bartender, waiter, coach, entertainer, cleaner, driver, etc.
- 2. SALES:** salesperson, representative, street vendor, shop owner, warehouse worker, etc.
- 3. AGRO-FOOD SECTOR:** farmer, gardener, cook, pastry chef, kitchen worker, pizza maker, etc.
- 4. TECHNICAL AND INDUSTRIAL FIELD:** plumber, electrician, surveyor, repairperson, worker, bricklayer, house painter, etc.
- 5. CARE AND ASSISTANCE WORK FOR PEOPLE:** nurse, doctor, social worker, cultural mediator, caregiver, psychologist, babysitter, etc.
- 6. OFFICE WORK:** secretary, clerk, accountant, call-centre employee, etc.
- 7. TEACHING:** teacher, educator, trainer, counsellor, etc.
- 8. SCIENTIFIC JOB:** engineer, physicist, architect, mathematician, laboratory technician, computer scientist, programmer, etc.
- 9. WORK IN THE CULTURAL AND HUMANISTIC FIELDS:** journalist, writer, translator, librarian, sociologist, historian, lawyer, etc.
- 10. ART OR ENTERTAINMENT WORK:** painter, photographer, designer, singer, actor, director, sound engineer, etc.

MODULE 3. Digitalisation

Curriculum Vitae

The **CV - Curriculum Vitae** is a fundamental tool in the job search, with which it's possible to highlight the synthesis of studies, work and other personal experiences that can be useful in the workplace. It can contain some notes on personality and aspirations. The CV is used:

- to respond to an advert
- to send the application to potentially interested companies
- to be included in the databases of employment agencies, consultancy, and selection firms
- as a memorandum to leave at the end of a job interview

Together with the CV, it is advisable to send the Cover Letter, which serves to introduce the applicant and explain the reasons for submission.

The letter should not exceed one page in length and should briefly indicate the reasons why you are interested in that specific job and the reasons why the company should consider your application.

Digital Reputation and CV

When writing a CV, it is important to check that it is consistent with the digital reputation. When a recruiter finds a CV that is interesting and potentially suitable for the company's requirements, they first do an online search to find additional information, especially through social media.

Europass

The European Commission has developed the Europass as one of the job search tools. It is an online platform that helps you find information about work and learning opportunities in the EU. The platform provides a model that enables employers and educators in other EU countries to clearly understand skills and qualifications in their languages.

One of the most important is the Europass CV. The Europass CV is one of the best-known CV formats in Europe.

However, the Europass allows us to bring other documents, such as mobility and certificates, which are helpful when we move between EU countries to work or study.

Portfolio

The **Portfolio** is a collection of drawings, documents, and other items that represent a person's work, especially an artist's work. People use career portfolios to apply for jobs. They are more in-depth than a resume, which is used to summarise the above in one or two pages. Career portfolios serve as proof of one's skills, abilities, and potential in the future.

A portfolio should be personal and contain critical information. Items that should be included also include personal information, evaluations, sample work, a business portrait, and awards and acknowledgements. Portfolios are often kept in a simple three-ring binder or online as an electronic document and are updated often. It is used as a marketing tool to promote personal advancement.

Nowadays, many young people prefer this format over the traditional CV because they lack extensive experience to list, allowing them to summarise their qualifications in one page and make it more creative.

Differences among CVs

There are 3 types of CVs, each with its approach to the structure and presentation of information:

- Anti-chronological CV
- Functional CV
- Combined CV

The European Curriculum Vitae is a common reference model aimed at enabling all European citizens to recognise and enhance their skills, thereby proposing or re-proposing themselves on the labour and training market with a more transparent and usable curriculum across the Union territory. It is one of the tools that can be used to facilitate and promote the mobility of people in the European Community. It is not a certificate, but rather a self-certified and voluntary declaration that provides information on linguistic skills, work experience, qualifications, education, and training titles, as well as skills and competences acquired even outside of formal training courses.

5. REALIZATION AREA (relation with reality)

Universidad de La Laguna (Tenerife) - Annachiara Del Prete,
anprete@ull.edu.es

The realization area aims to support young people in understanding the authentic expectations of the labour and professional environment, facilitating their transition from the personal sphere to the public sphere of work. This approach involves acquiring key knowledge and attitudes such as punctuality, reliability, effective communication, as well as the ability to connect personal history with real opportunities and understanding the importance of adaptability and lifelong learning. These competencies are essential in contexts of high labour uncertainty and accelerated transformations of the job market, where responsiveness, flexibility, and proactivity determine professional insertion, permanence, and proper performance. In particular, from a perspective of youth in vulnerable situations, working in this area helps individuals understand the “rules of the game” of the working world (*habitus*), and thus learn to anticipate, interpret, and respond to the implicit codes that govern workspaces (OECD, 2021).

Likewise, current evidence indicates that youth development programmes based on comprehensive and reality-centred strategies — such as combined training models or on-the-job learning programmes — generate significant increases in the employability and adaptability of young people. In turn, recent studies on vulnerable youth show that jointly addressing technical and interpersonal skills in real environments fosters the development of confidence, autonomy, and a sense of purpose, essential for vulnerable youth to build coherent, resilient, and sustainable life trajectories (Gupta, 2023).

This strengthening of the realization area is also directly connected to the concept of employability as a dynamic process of self-efficacy and adequate adjustments to changing contexts. In this sense, it is recognized that employability is not simply having competencies, but transforming those competencies into relevant, responsible, and adaptive actions in the real work environment. For young people with social disadvantage or disability, the internalization of these real expectations—such as punctuality, reliability, clear communication, and a willingness for continuous learning—provides them with practical and symbolic tools for their personal biography to be recognized as relevant, useful, and coherent in professional terms. As a whole, this approach provides a solid foundation for them to project themselves into the labour world with credibility, initiative, and a clear understanding of what is expected of them in real and challenging contexts.

In this scenario, **Video CV** is positioned as a highly effective non-formal pedagogical resource to facilitate the transition from this understanding of reality to its symbolic and concrete implementation. The production of the Video CV prompts young people to reflect on how their personal history connects with the real demands of work: when planning the content, they ask themselves what aspects of their experience are valued in professional contexts, how to demonstrate reliability and responsibility, and how they project adaptability and willingness to learn. Thus, the exercise mobilizes not only cognitive and reflective processes but also the internalisation of practices consistent with labour expectations. In particular, having to present themselves clearly, responsibly, and authentically in an audiovisual recording contributes to consolidating attitudes such as punctuality (materialized in the timely delivery of the final product), reliability reflected in narrative coherence, and a willingness for growth shown in the expression of professional projection. This symbolic exercise, combined with feedback from peers and trainers, allows young people to adjust and recognize their own narratives as valid and competitive in real work environments.

In this way, the Video CV operates as a bridge between awareness of the demands of the labour world and the activation of personal responses that prepare youth to face these realities with preparation, confidence, and adaptability.

6. CITIZENSHIP

CSV Napoli – Direttore CSV Giovanna De Rosa direttore@csvnapoli.it

The current Italian context shows increasing difficulty in engaging young people in active citizenship pathways, with a significant decline in youth volunteering, particularly in southern regions such as Campania and the metropolitan area of Naples. The causes are multiple: the lack of adequate public spaces, structured pathways, concrete opportunities for participation, and a general sense of distrust towards institutions.

According to ISTAT (**Italian National Institute of Statistics**), the number of young volunteers in Italy is steadily decreasing: in 2022, only 7.6% of the population aged between 14 and 25 engaged in volunteer activities, with an even lower percentage in the South, where it stands at around 5%. In Naples, the phenomenon is further worsened by critical economic and social conditions, which make it difficult to tap into the civic potential of the younger generations.

However, experiences led by local actors—such as the projects “**School and Volunteering**,” “**Le Uchronicles Evol**,” and “**Young Editors**,” promoted by CSV Napoli in collaboration with Third Sector organisations—show that when the educating community is activated through continuous interventions, young people respond with enthusiasm. The collected testimonies highlight that these experiences foster personal and value-based development and create a structured approach to volunteering and civic engagement.

Moreover, there is an urgent cultural shift underway in Italy, aligned with developments already recognised in other **European and international contexts**, which calls for the recognition of active citizenship and volunteering experiences within the CV. Volunteering, in fact, not only generates relational well-being and social cohesion but also has a measurable economic impact: it creates social capital, promotes inclusion, stimulates civic innovation, and reduces the indirect costs of public services through its tangible contribution to the community.

The objective of the SIDE training module is to raise young people’s awareness of the value of active citizenship experiences and the competencies they develop, making them visible and transferable in personal, social, and professional contexts. Ultimately, the aim is to provide an educational opportunity to surface and enhance their potential, which can be integrated with existing tools of formal recognition (**Europass CV, e-portfolio, skills dossier**).

These experiences generate knowledge, **skills, and competencies**—both transversal and citizenship-related—that are fundamental for individual and collective development, as well as for the growth of the civil economy. Indeed, volunteering produces social capital, stimulates civic innovation, promotes inclusion, and reduces indirect public service costs, contributing concretely to community well-being.

It is worth noting that in the following module, the importance of the portfolio and Europass—already used in other educational pathways—is mentioned as tools for formalising the journey. This session is particularly suitable at the end of the pathway, when participants have gained concrete experiences to reflect on. The focus of the session remains on awareness and recognition rather than on technical completion.

The innovation lies in adopting an experiential and reflective approach that places the young person at the centre in their entirety: as a citizen, a growing individual, and a potential professional. The use of tools such as the self-assessment form, the **Europass CV**, and the e-portfolio—combined with active citizenship pathways—makes it possible to connect everyday experiences with formal recognition of competencies.

Focusing on the emergence of skills acquired even in informal settings, and on self-narration, allows for a shift beyond traditional educational models, valuing the plurality of experiences as a resource.



TRAINING MODULE

This module will be structured differently from the previous ones, as it will focus on the core aspects of producing a Video CV. It consists of 4 sessions, which will guide participants through the implementation of their Video CV. For the realisation of this module, it will be necessary that all participants have an electronic device (smartphone or PC) and a WIFI connection at their disposal.

session 1.: Let's build our history

Let's collect histories (biography)

session 2.: CV Europass/portfolio

Temporal consequentiality: let's build our history.

session 3.: 6th annexe - Script

Let's write our history.

session 4.: On Mov(i)e

Let's start recording.

Session 1.:

Let's build our history - Let's collect histories (biography)

Session	1
Title	Let's build our history
Timing	60 min
Overview	This session provides young people with practice in CV format, helping them identify the different “boxes” and define their personal, educational, and “professional” (if any) experiences. Show them some EU platforms to explore the various CV templates. For the most creative or those with limited experience (both educational and professional), consider a portfolio that can serve a creative purpose, making it attractive and distinctive. In this case, show them the Canva Platform and the different templates which can be adapted to their information and characteristics.
Objectives	To share experiences, ideas, and information, and to help youth connect with each other. To discover EU platforms for templates and formats To understand the value of creating an effective and impactful CV
Materials	Audiovisual support, paper, pen and/or markers
Instruction	10 min - Organise the room to connect the computer to the TV and demonstrate how to search CV platforms. Open one, show the youths a CV format, and start analysing it step by step. 40 min - For each box explained, ask them to write down their information on paper, so they can follow the step-by-step elaboration. Ask the youths to be precise and accurate, as it represents their history. Explain each box in relation to the Human Resources Management: 1. Contact Information This box tells who you are, how employers can contact you, and what your profession is. 1. Education This box displays the qualifications you have obtained. Use reverse chronological order. During this phase, ask participants to take notes about their own experiences, making it easier for them to build their CV later. 10 min – Debriefing
TIPS	Back to the first annexe. Check if the youths have the basic skills and randomly ask who wants to demonstrate their use of a digital tool, such as Cloud (Google Drive, Dropbox, MS Office, Google Workspace, or similar tools), e.g., (doc, Excel, PowerPoint, etc.). At this point, you can take some inspiration from JOI – DIGITALIZATION Training DIGITAL BASIC SKILLS: This session aims to develop practical skills in using digital tools, understanding online safety, and enhancing digital communication. DIGITAL CITIZENSHIP PRINCIPLES: Promote the understanding and practice of the principles of digital citizenship, such as respect, responsibility, security and ethics in the digital environment.

Session 2.:

CV Europass/portfolio

Temporal consequentiality and let's build their history.

Session	2
Title	CV Europass /portfolio
Timing	60 min
Overview	A CV is a first chance to promote yourself. A good CV can help both young people and adults secure a job interview. Explain that employers receive numerous CVs to review and must make a quick decision on who to interview. It is good to make a CV clear and easy to read. Invite them to highlight skills that the job vacancy requires because this can improve their chances of getting an interview.
Objectives	Understand how to align education, competencies, experiences, hobbies, etc. Learn how to proceed in describing their educational and work history. Customise personal objectives with those of the intercepted company and evaluate their feasibility. To process the self-evaluation and self-valorisation.
Materials	Tablet and/or computer, flipchart, and WIFI connection.
Instruction	30 min - Create a workshop on the STAR method: ▪ Situation - the situation/context he/she had to deal with ▪ Task - the task he/she was given to do ▪ Action - the action he/she took ▪ Result - what happened because of his/her action and what he/she learned from the experience. You can lead a role play and/or guide participants in a plenary to write down an example based on the STAR methodology. Now, proceed to build a traditional CV. 30 min - Connect your computer to the TV and show the EUROPASS platform, including how to create an account. Please save their passwords! Ask them to follow you from their tablet and/or laptop. Invite them to fill out the boxes. Box after box, explain to them how to proceed. Stay interactive to avoid being boring during the session. Invite the youths randomly to share their CVs and discuss them in a plenary session to capture the group's attention. Ask them if they would like to add something more. 15 min - Print their CV and give it to them so they have time to re-read it and check if they are missing any additional information they would like to add. 10 min - Debriefing.
TIPS	It is essential to provide step-by-step instructions on how to create a traditional CV. Go directly to the Europass CV website and follow the materials you have used in the previous meeting.

Session 3.:

6th annexe – Script - Let's write our history.

Session	3
Title	Script
Timing	70 min
Overview	This session focuses on creating a motivation letter, which will be recorded during the next session. Take all the annexes they have filled out so far and give them as a “Treasure”, their treasure. On this basis, ask them to select a job vacancy from the different platforms and create a presentation/motivational script about it. If possible, remember to support the youths in need (remember Annexe 1!) to avoid dropout and/or difficult situations for them.
Objectives	To acquire the ability to check and analyse the job vacancies. To acquire skills in analysing and summarising the participants' history To ask for help To guide young people on a path to autonomous job searching.
Materials	Papers, colours and/or pen.
Instruction	10 min – Ask them to search for a job vacancy in the field they have chosen in the previous sessions. 10 min – Ask them to read it carefully. 20 min – Ask them to write a script on that job vacancy and present it to the class. Please, remember to support the youth in need. 20 min – Ask who wants to read their script and start the open discussion if it needs to be improved and modified. 10 min – Debriefing. Save all the scripts!!
TIPS	Show them the video CV again to help them better understand their task. It is important to encourage them during the writing process and provide support for those with less writing skills. Go around and check who needs assistance.

Session 4.:

On Mov(i)e - Let's start recording.

Session	4
Title	On Mov(i)e
Timing	120 min
Overview	This session is specific to the production of a video CV. Here, you will receive feedback on what you have shared with the youth regarding how to present themselves to an employer, what to say about themselves, and which points to emphasise to secure an interview. Remember that the objective is to get an interview. If they don't get the job now, they will get it later. It is important for them to practise with the interviews.
Objectives	To use digital devices for self-branding To self-test themselves for valorising their value To develop critical thinking for being proactive To acquire communication competencies addressed to the job market To valorise their authenticity as a value for a company.
Materials	Digital devices (computers, laptops, smartphones); Wi-Fi connections; programs.
Instruction	15 min – Show them some video CVs you find easily on YouTube channels. If you have youth with a migrant background, check videos in their mother tongue. There are many examples! 15 min – Distribute the script they have prepared in the previous session and ask them to read it until they are ready to act. 15 min – Ask who wants to perform the video CV. Record it as a memory. 30 min – Ask them to choose a partner to record their first video CV. They can take turns. 10 min – SWEETIE BREAK! They deserve it! 30 min – Ask a youth who wants to show his/her video CV. In plenary, work on the vision of the video CV and ask questions about: Location, sounds, light, posture, contents, etc. Remember, the youths must discuss the video clip, not judge it. Save all the videos! 20 min – Ask them to record their Video CV. 10 min – Debriefing. Ask them to deliver their video CVs. You need to analyse them calmly.

TIPS FOR CREATING A VIDEO CV

To successfully train young people in communication, particularly for creating a Video CV, several key elements must be considered.

Effective communication is a fundamental skill for youths in both professional and social environments. Communication is more than just verbal exchanges; it encompasses nonverbal cues, active listening, cultural awareness, and adaptability. In professional settings, effective communication can help convey youths' skills and ideas clearly, resolve conflicts, and build meaningful relationships.

In social environments, strong communication fosters collaboration, emotional intelligence, and personal growth. Understanding communication styles and barriers allows youth to tailor their messages and engage effectively with different audiences.

This tips session guides on developing communication skills through Video CVs, a general tailored approach for different contexts and target groups, and strategies for overcoming communication challenges.

This session also addresses how digital communication tools, such as Video CVs, can enhance self-presentation and employment prospects.

By equipping youth with the right strategies, resources, and exercises, this guide aims to foster confidence and competence in various communicative contexts.

Here are our tips:

Technical Equipment	A camera or a smartphone with a good resolution to record high-quality videos. An external microphone to enhance audio clarity. Video editing software (e.g., Adobe Premiere, iMovie, or free alternatives like DaVinci Resolve and CapCut).
Focus on Presentation and Communication Skills	Verbal Clarity: Speak clearly, avoid filler words, and use a natural tone. Body Language: Maintain a good posture, use hand gestures effectively, and make eye contact. Setting: Suggest choosing a quiet room with a clear background. Confidence Building: Practice self-introduction exercises and role-playing scenarios. Voice Modulation: Use pitch variation to maintain audience engagement. Authenticity and Enthusiasm: Show genuine interest and passion in the message.
Facilitate the Structuring of the Message	Define a Clear Objective: Understand the purpose of the Video CV. Storytelling Techniques: Use personal anecdotes to make the video engaging. Context Adaptation: Customise the message based on the target audience. Call to Action: Clearly state what the speaker wants the audience to do next. Duration: max 2 minutes of content
Create Feedback Mechanism	Peer Reviews: Fellow participants provide feedback. Mentor Evaluations: Experts offer insights into improvement areas. Self-Assessment: Watching recorded footage to analyse strengths and weaknesses. Iterative Improvements: Encourage multiple revisions to refine content and delivery.
Steps	Filming Set up recording stations where participants can practice. Offer coaching on tone of voice, body language, and delivery. (indirect communication) Encourage multiple takes to refine presentations. Editing & Refinement Introduce basic video editing principles. Guide participants in cutting unnecessary sections and enhancing video quality. Discuss visual aesthetics, such as background, lighting, and transitions.

Annexe 6.**Name:****SCRIPT**

- a.** Introduce yourself. Name, family name, age, tell where you are from, and where you live.
- b.** Tell us about your professional role and/or what you would like to do.
- c.** Tell about your study and/or your interests.
- d.** Tell us about your professional path.
- e.** Tell us about your hobbies/volunteering experience.
- f.** Tell about your abilities/interests linked to the job.
- g.** Tell us about your motivation to apply for this job vacancy.

Do not forget to leave your personal contact (email, phone number, LinkedIn).

Case Studies and Experience.

Analysis of a case with particular needs

L. is a 25-year-old woman with a cognitive disability, borderline personality disorder, and Williams syndrome. She graduated from a language-focused high school and now attends the Dimensione Az-zurra rehabilitation centre in Torre del Greco. Her personal history and educational journey reflect a path of deep transformation.

L. lives in a highly protective family environment, which often hinders her autonomy. Even seemingly simple decisions, such as choosing a haircut, are influenced by her mother's preferences. Although L. enjoys keeping her hair short, she refrains from fully expressing her choice to avoid conflict with her mother, who prefers it long. This dynamic illustrates the challenges she faces in asserting her independence and self-determination.

In addition, L. struggles with an eating disorder that causes her discomfort and creates difficulties in social situations involving food. As part of the SIDE project—designed to prepare young people for the job market—L. participated in the preliminary training sessions leading up to the pilot activities. The training was tailored to the abilities of the participants and structured around three core areas.

From the outset, L.'s sensitive and reflective nature became evident, even though she was initially reserved. She found it difficult to speak in public and often relied on the support of an operator to express herself.

Youth perspective

Tips and information that the participant suggests

During the pilot session of the SIDE project, held a few months after the training, we encountered a transformed L., more self-confident and assured. The staff at the centre also confirmed this change. The project had provided her with a space to challenge herself and to begin imagining a different future. At the start, L. shared her dream of becoming an actress.

Over time, however, she developed a greater sense of awareness and realised that such a path would be long and demanding, requiring specific training she did not yet have. When completing annexe 5 for the creation of her video CV, L. expressed a new and more concrete goal: applying for a job at McDonald's. This aspiration stemmed not only from her desire to achieve financial independence but also from her wish to move to Germany to be with her girlfriend, taking advantage of the possibility of an internal company transfer.

This was not just a passing thought or an unspoken dream. L. made a significant decision: starting in September, she will not renew her contract with the rehabilitation centre so that she can actively focus on job hunting and begin building her future. It is a choice that reflects her determination to change.



TIPS

Creating a safe and prejudice-free environment: we consistently emphasised the uniqueness of each individual, underlining that everyone is different and deserves respect.

Playful and informal approach: All activities were presented as games, using a light and engaging tone. This approach made the experience more accessible and less formal, encouraging active participation among the young people.

Equal involvement: facilitators placed themselves on the same level as the young people, fully engaging in every activity. Depending on the game, they alternated between the roles of facilitators and participants. This strengthened mutual trust and fostered a sense of equality and sharing, creating a space where everyone felt free to be themselves.

The impact of small details: even seemingly minor gestures can have a powerful effect. During the first meeting, for example, L. noticed a rainbow flag attached to the back of a mobile phone. This simple symbol made her feel recognised and represented as part of the LGBTQ+ community.

L.'s journey illustrates how vital it is to provide young people, including those with disabilities, with safe spaces for dialogue, meaningful exchanges, and structured opportunities that enable them to recognise their strengths, build self-awareness, and plan their future.

Analysis of a case with particular needs

R. is a 22-year-old with an intellectual disability and a pattern of anti-social behaviour. He holds a diploma from a classical secondary school and is currently attending the Dimensione Azzurra rehabilitation centre in Torre del Greco. His family background is characterised by social disadvantage, and he demonstrates marked difficulties in adhering to rules and adapting to community-based settings.

Despite these challenges, **R.** is a young man with many aspirations. He hopes to become a successful TikToker and has already created a channel where he hosts live streams, sharing his passion for rap music. Within the framework of the SIDE project, which supports the employment inclusion of young people with disabilities or social vulnerabilities, **R.** participated in the training programme leading up to the pilot session on Video CVs.

At the outset, he displayed avoidant and provocative behaviours. He frequently placed himself “outside the circle,” openly declining to take part in proposed activities. These initial difficulties were managed through inclusive strategies that avoided coercion, allowing him to engage at his own pace and in ways that felt comfortable to him.

Youth perspective

Tips and information that the participant suggests

Over time, and thanks to the creation of a non-judgemental environment, **R.** began to develop trust in both the group and the facilitators. This trust enabled a gradual process of opening up, which in turn led to increasingly active and intentional participation. A key turning point was the emergence of a strong internal motivation, which encouraged **R.** to start envisioning a concrete life project oriented towards employment.

Throughout the programme, **R.** consistently expressed his determination to find a job. When asked, “Why should an employer choose you?,” he responded simply yet proudly: “Because I am organised and I put effort into what I do.”

This aspiration quickly translated into action. **R.** applied to the Universal Civil Service scheme and, after successfully passing the selection process, is now employed at a rehabilitation centre working with older people. He has shown great enthusiasm for this role, demonstrating both reliability and genuine commitment.

An important milestone in his journey was the mock interview held during the training sessions. **R.** later shared that the real Civil Service interview felt easy precisely because, in his words, “I had already done it with Arciragazzi.”

At the conclusion of the pilot session, during the production of his video CV, **R.** chose to build on his passion for TikTok. He proposed recording the video with his friends, independently selecting the most suitable setting. The most significant moment, however, was his decision to involve other young people from the centre — including those who had not taken part in the project, as well as non-verbal participants. To ensure everyone could contribute, **R.** designed an interview-style format, allowing each person to participate in their own way. In doing so, he transformed what was intended as an individual task into a collective and profoundly inclusive experience.

R. moved from being a participant who required constant mediation to becoming a spontaneous and creative facilitator. This independent initiative represented one of the clearest expressions of responsibility, belonging, and personal growth.

TIPS

Strategies Adopted

- Valuing personal interests: such as video editing, the use of TikTok, and the active involvement of peers.
- Respecting individual pace: progress was encouraged without pressure or coercion.
- Creating a welcoming, non-judgemental environment: one that enabled the emergence and recognition of personal strengths.

Conclusion

R.'s journey demonstrates that even in the presence of significant vulnerabilities, an educational environment that is welcoming, patient, and attentive can make a real difference. His progression — from a disengaged and provocative young man to a motivated adult, actively participating and even taking initiative in supporting others — is the result of a person-centred approach that builds on individual potential.

Through this process, R. has not only developed new skills that are transferable to the labour market but has also gained a deeper self-awareness, which has in turn enabled him to take care of others.

CASE STUDY Analysis of a case with particular needs	This case study focuses on three participants from the pilot session who have intellectual disabilities. One of them also identifies as trans-gender. Throughout the development of the sessions, the participants experienced some difficulties, particularly in maintaining attention over extended periods, understanding abstract concepts, and making connections between certain skills and their relevance to personal development in daily life.
Youth perspective Tips and information that the participant suggests	The participant pointed out that with more time dedicated to explanations and the inclusion of real-life examples, they can follow and complete the pilot session just like the rest of the group. They explained that it simply takes them longer to understand certain concepts or link them to everyday situations, but with the right support, they are fully able to progress. Regarding the recording and editing of the video CV, the participant mentioned needing extra preparation time, as they find it more challenging to express themselves clearly and confidently. This means they need more time to rehearse and organize their thoughts effectively.
TIPS	· Allow more time for explanations, using clear and accessible language. · Provide concrete examples related to everyday life to support the understanding of abstract concepts. · Reinforce information with visual support (images, diagrams, pictograms). · Break tasks into smaller, sequential steps to avoid cognitive overload. · Repeat or reinforce key ideas multiple times throughout the session.

CASE STUDY Analysis of a case with needs	D. (Scout VB): He probably falls within the autism spectrum, Asperger's syndrome. D. needed a little more time than the other participants to make the video, but he took it as an opportunity and worked hard to do it. He proved to be more comfortable filling in the attachments to the form and was never embarrassed, always smiling. The group proved to be very inclusive and welcoming towards him, partly because the participants knew each other and had already had some experiences together (they are a Scout group).
Youth perspective Tips and information that the participant suggests	D. was satisfied with his job even if he realized he didn't do as well as the others. Anyway, he did it with a smile and he had fun.
TIPS	· it is useful to have someone to support you during the activity rather than doing it alone · It may be helpful to have some information about the participants before doing the activity. In some cases, however, this may not be essential and could create bias. It is worth considering keeping everyone on the same level. So, pay attention to the first annexe. · Break tasks into smaller, sequential steps to avoid cognitive overload. · The youth worker must be flexible and able to identify needs during the activity and make changes, if necessary, as they go along.

CASE STUDY

Analysis of a case with
needs

This case study focuses on **Th.**, a young participant in the pilot session in Kalamata. **Th.** shared from the beginning that he experiences executive dysfunction and ADHD, which have strongly affected his personal and academic life. In the past, he started university studies but was unable to complete them due to difficulties with organization, sustaining focus, and following through on tasks. Instead, he chose to complete his obligatory military service.

At the moment of joining the workshop, **Th.** was in a period of uncertainty about his future, feeling discouraged because of his previous unfinished attempts. He explained that, up to now, he had rarely managed to complete something he started.

During the pilot sessions, **Th.** engaged with the annex activities that supported him in identifying his skills, transferable competences, and professional interests. Through the process of reflecting, structuring his personal narrative, and preparing his video CV, he gained a new perspective on his own capacities. By the end of the session, he expressed that he felt more empowered, with a clearer understanding of his strengths and possible professional pathways. Importantly, he stated that he now feels motivated to return to university and finish his studies, with the confidence that he can later use these tools to present himself in the labor market.

Youth perspective

Tips and information that
the participant suggests

Th. said that the workshop helped him to see more clearly what he is capable of and to believe that he can succeed if he structures his steps. He emphasized that the annexes and the video CV gave him a sense of achievement, as for the first time he was able to complete a process from start to finish in a supportive environment. He mentioned that this gave him the courage to make a concrete decision about his future: to continue and complete his degree.

TIPS

- Provide step-by-step guidance and structure, which is especially useful for participants with executive dysfunction or ADHD.
- Allow time for reflection and space to connect tasks with personal goals.
- Encourage participants by emphasizing completion of small steps as achievements.
- Use visual supports and practical examples to make the process more concrete.
- Offer opportunities for participants to rehearse and repeat tasks, helping them build confidence in their ability to finish.

CASE STUDY

Analysis of a case with
needs

This case study focuses on D., a young participant in the video CV workshop. D. came to Greece as a child and grew up without stable documents, moving between schools, institutions, and neighborhoods. D has a slight mental delay but he was very eager to participate to the video CV process. At 17, he was expelled from an institution and suddenly found himself stateless, with no passport or residence permit. This situation prevented him from accessing legal work, and he was forced into uninsured and exploitative jobs to survive.

At the time of joining the workshop, D. was in a phase of transition: he had recently obtained a Nigerian passport and a "Second Generation" residence permit after years of legal struggles. This allowed him, for the first time, to seek formal employment. However, he still felt uncertain about how to present himself to employers, since much of his work experience was informal. D. has also been a victim to physical and emotional abuse during one of the most recent job he had.

During the sessions, D. engaged deeply with the annex activities, especially those focused on structuring personal stories and highlighting transferable skills. By preparing his video CV, he managed to transform his fragmented experiences into a more coherent narrative, however there is more work that he has to do in order to improve his confidence. By the end, he expressed that he felt visible, more comfortable around other people and capable of showing not just his past struggles, but also his resilience and potential.

Youth perspective

Tips and information that
the participant suggests

D. said that the workshop helped him believe that his experiences, even the difficult ones, could be reframed as skills and strengths. He emphasized that the process of making a video CV gave him confidence, because he was able to present himself as a professional, not just as someone who is desperate to find a stable job. He added that this visibility motivates him to continue searching for stable work and to build a future with more security.

TIPS

- Provide clear guidance on how to frame informal or precarious jobs.
- Encourage participants to connect personal struggles with qualities like resilience, adaptability, and problem-solving.
- Create a safe space where young people feel comfortable sharing sensitive parts of their story.
- Highlight the importance of practicing self-presentation, including tone of voice, body language and eye contact.
- Show concrete examples of how a video CV can open opportunities, even for those with non-traditional backgrounds.

AHORA ONG (SPAIN) - Daniel García Leiva

Target group focusing on the Study Case (SC): ex- Migrant youth with fewer opportunities

Clear explanation of the Study Case (SC): In 2023, AHORA ONG took part in a project designed to promote employability through the use of digital tools and Information and Communication Technologies (ICT). The initiative, entitled Carpe DIEM: Digital Innovation in Educational Methodology, provided two young people from migrant backgrounds with the opportunity to participate in a Professional Development Activity (PDA) held in Molfetta, Italy.

The PDA was primarily focused on equipping youth workers with tools to explore and exchange innovative digital resources, while also examining the future of digital methodologies, artificial intelligence (AI), and their potential applications in youth work. Participants were invited to present their experiences with digital tools developed within their organisations and to share best practices for supporting young people with fewer opportunities.

AHORA ONG was responsible for selecting and preparing two suitable participants: one youth worker and one young person from a disadvantaged background. Before departure, they received training on how to present a digital tool developed by AHORA ONG, aimed at improving digital literacy and enhancing job-seeking skills among young migrants.

During the event, the participants not only discovered new digital tools and methods but also shared their own case study on how digital education can support employability. Their presentation focused on the theme “Using AI Tools in Job Searches,” highlighting the practical ways artificial intelligence can assist young people in accessing the labour market.

Timeframe (duration and when it occurred):

Pre-departure training: September 2023

Professional Development Activity: October 10-16, 2023

Main actors involved: 2 young participants from migrant backgrounds, AHORA ONG project coordinators and trainers, as well as international youth workers and trainers from a range of organisations.

Final outcomes (explanation of success or failure; suggestions for improvements if applicable):

The initiative proved to be highly successful. Both participants were able to engage fully in the activities, acquiring valuable skills in digital tools and employability strategies. They delivered their presentation with confidence, demonstrating how artificial intelligence can be applied to support the employability of young migrants. In addition, the opportunity to collaborate with youth workers from across Europe enabled them to broaden their perspectives and further strengthen their digital competencies.

Following their return, the participants applied the knowledge they had gained by leading local workshops, inspiring other young migrants to explore the use of digital tools in job searches. This ripple effect extended the impact of the project, underlining the vital role of digital literacy in supporting vulnerable youth populations.

Competence needed/used during the SC:

- Digital literacy and tool development
- Effective communication and presentation skills
- Understanding and supporting youth from disadvantaged backgrounds
- Problem-solving in cross-cultural and international settings
- Empowering vulnerable youth through digital education
- Enhancing employability through technology

The Carpe DIEM experience underscored the importance of continuous professional development for youth workers and highlighted the need for innovative digital methodologies to better support marginalised groups. Both participants returned with a renewed sense of purpose and a strong commitment to applying their learning within AHORA ONG's wider projects focused on youth employability.



ARCIRAGAZZI PORTICI “Utopia Attanasio” APS (Italy)

Paola Schettini

Target group focusing on the Study Case (SC): ex- young persons in shelter care

Clear explanation of the Study Case (SC): On 31 January 2019, we were invited to take part, as a partner beacon, in a national call for a job placement programme targeting young people in vulnerable situations. We reached out to different young people and encouraged them to apply. Our role was to support them in preparing the required documentation and to accompany them through the selection process while awaiting the interviews. Out of twelve candidates, three were selected for the second phase, with three being hosted in Shannara shelters. The selectors explained their decision by noting that, although not all the candidates lived in the shelters, many of them spoke about the shelters during the interviews. This, for the selectors, was a positive criterion for shortlisting.

To monitor their progress, a survey was sent out every 15 days, designed to identify difficulties at an early stage and prevent the types of problems that, in the past, had led internships to fail. I was asked, in my role as external tutor, to support the young people in completing the survey so that their experiences could be represented as faithfully as possible. The tool was not an end in itself but a way of helping interns resolve any challenges that arose during their placements.. Let's call our young person M. He completed the four-month training and, as a result of his progress, was able to sign his first employment contract. He was super happy! In the following four months, something happened, and I got a call from Milano. A Meeting was urgently planned in Napoli with me and M. On that stage, the company hired M. After the contract signature, M. started to be not polite, not on time, not cooperative, unrespectful towards women as colleagues and customers. I couldn't believe that. He collapsed.

A lot of questions came to my mind. Really, I didn't know what could have happened to him. I allowed him some time to process his dismissal and, a week later, invited him to meet again. What emerged was deeply concerning. M. explained that he believed he did not deserve to be happy. Throughout his life, his relationships and experiences had been characterised by a cycle of highs and lows. Whenever he achieved even a small goal, he felt compelled to destroy it, sinking back into pain. Probably, M. pushed himself to dream big because his wish was to have finally his own home (and not a shelter); to build his own family (since he had one not properly “ordinary”); to take the drive license (and to buy then a car). Although I encouraged him to pursue these ambitions only once he had achieved greater financial stability, he insisted on pushing himself beyond his limits, placing himself in situations that set him up to fail. This failure, in turn, reinforced his belief that he did not deserve happiness or the fulfilment of his wishes.

Timeframe (duration and when it occurred): January/November 2019

Main actors involved: a care leaver, his mentor at the workplace, and the external tutor.

Final outcomes (explanation of success or failure; suggestions for improvements if applicable):

What should one do as a trainer, facilitator, or youth worker in such cases? It is not an easy question to answer, because each young person carries their own unique set of life experiences — some of which may remain hidden, while others may only emerge later.

Today, my approach is to encourage vulnerable young people — and young people in general — to dream positively, in line with their abilities and personal attitudes.

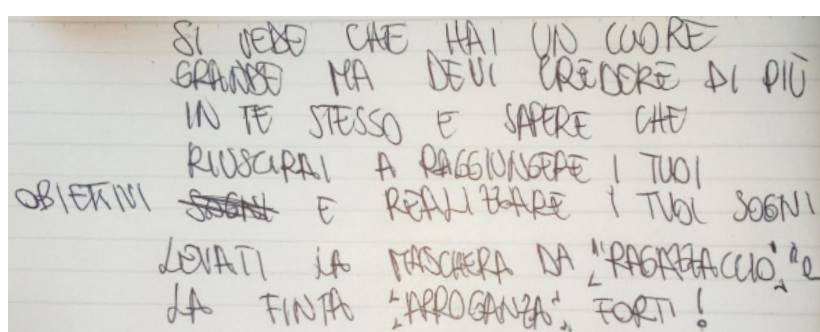
The belief that one does not deserve to be happy sets off a destructive cycle: if we think we do not deserve happiness, we do not ask for it; if we do not ask, we lose the capacity to desire; and if we have no desires, it is because we believe we are unworthy of them. It is like a dog chasing its own tail.

Honestly, I had never imagined that someone might resist happiness. I learnt this through M. — I was his unknowing travelling companion. I had always taken it for granted that everyone feels they deserve happiness.

Today, M. lives in another city. He has a partner, whom he loves deeply, and she already had a child. In June, they welcomed a baby of their own. He is now happy and has become better at managing his ups and downs. Yet this time, I will not be surprised if he faces another difficult period. For me, the most important thing is that he now understands what pulls him down — and, more importantly, how to rise again.

Competence needed/used during the SC:

- To consider the multiple vulnerabilities as well as the diversities within our target groups.
- To decodify and better understand vulnerability — or vulnerabilities — together with our target groups.
- To empower young people by focusing on their potential rather than their limitations.
- To strengthen their relationship with themselves first, and then with others.
- To support processes of analysis through reflective practices.
- To empower them to feel confident in seeking help.



Obre't Ebre (Spain) - Nerea Querol Calvet

Target group focused on SC: Young people at risk of social exclusion

Clear explanation of the Case Study (SC): An 18-year-old young man came to Obre't Ebre seeking information about an agriculture course offered through the Singulars Programme — a 12-month project funded by the Catalan Employment Service and the European Social Fund. During the initial interview (conducted before joining the program to assess whether he was a suitable participant and met the requirements), **A.B.'s** linguistic difficulties were identified in both Catalan and Spanish. To ensure effective communication, translation from Catalan into Mandingo was required. In this interview, A.B. was also asked if he could read or write in the host country's languages (Catalan or Spanish), which he denied. He further explained that he also had difficulties in his native language, as he had left school at the age of five due to family circumstances. His childhood and adolescence, therefore, had not been easy.

From an employment perspective, A.B. mentioned that he was still awaiting the favourable resolution of his residence permit, after which he would be able to seek employment.

The young person joined the “Singulars Program about agriculture” within our organisation. Twenty days after starting the training, despite not knowing the language or anyone in the group, he quickly reached the practical level of his peers. Whenever possible, he volunteered for tasks, showing initiative and a clear desire to excel. Gradually, he gained the trust and affection of his peers, trainers, and guidance counsellor. One of the trainers, responsible for the theoretical modules, reported that A.B. had asked her to write everything on the board so that he could copy it and study later at his residence, where staff could explain it more slowly. Through this process, A.B. also began to acquire transversal skills (job insertion, job search techniques, setting professional goals, and personal development for employability) as well as ICT skills (basic computer and internet literacy).

During the initial tutoring and orientation sessions, he was unable to answer questions independently; however, he consistently copied into his notebook everything the counsellor told him. These sessions helped him to identify his motivations, preferences, interests, potential occupations and jobs, knowledge of the labour market, personal and professional skills, strengths, and weaknesses, and to define his professional goals and the steps required to achieve them. He also learned how to improve his job search: how to access job offers (through different channels), how to prepare tools such as a CV, Video CV, and cover letter, how to approach interviews and selection processes (including simulations), and how to plan and track his job search effectively.

Gradually, the young person began to speak single words in Catalan and Spanish, allowing him to follow conversations more effectively, although he still faced many linguistic challenges. Nonetheless, in the agriculture classes he showed great interest and consistently learned new skills.

Once the two-month training was completed, the guidance counsellor proposed that he study Catalan with her for a few hours each week. The young person agreed, and for the following two and a half months he attended the association daily for three hours. During these sessions, he learned reading and writing, vocabulary, reading comprehension, basic mathematics (addition and subtraction), and general knowledge. Occasionally, the counsellor gave him dictations, which he completed with some difficulty but steady progress. He even asked to continue studying at home, and materials were prepared for him. He always returned the completed work the next day, eager for it to be corrected together.

The day then came for the young person to begin his 100-hour agricultural internship at “Hortebre”, a company located in the municipality of L’Aldea in the Baix Ebre region of Catalonia. On the very first day, the employer gave highly positive feedback, noting that the young person had shown great interest, carried out all tasks correctly and efficiently, and observed others carefully to learn. The employer also remarked that the young person had not once used his mobile phone nor wasted time. He described him as the best of the three apprentices and expressed interest in offering him an employment contract at the end of the internship if he continued to progress in this way.

It was explained to the employer that, at that time, the young person was still awaiting a decision on his residence permit, and that the outcome — whether favourable or not — remained uncertain. The employer asked to be kept informed.

The favourable resolution for A.B. finally arrived, and he was hired, beginning his first employment in Spain on 1 September 2023. Today, he continues to work at the same company with the same enthusiasm and motivation as on his very first day.

Vedogiovane e CooperJob (Italy) - Rosy Sinicropi

Target group focusing on the Study Case: teenager with unsuccessful school career

Clear explanation of the Study Case: Vedogiovane has a partnership with a labour market agency named Cooperjob, which is more than just a staffing and recruitment agency.

It is a point of reference, a place for listening and guidance on all work-related matters, aimed at both individuals and businesses. It is the only staffing agency in Italy that is 100% owned by non-profit organisations. Vedogiovane and Cooperjob share projects and contacts, and since they work in the same office space, they are closely connected in their daily work with people, especially teenagers and young people, including NEETs or students who have experienced school failure.

The Cooperjob contact person, Valeria, meets many of the students supported by Vedogiovane, particularly those who feel lost in their path and uncertain about their future. One such case was A., whom Valeria met during a job interview. A. had left school and was searching for work. He came to Valeria without any clear idea of what he wanted to do or what skills he possessed.

Valeria met him three times, and on each occasion he remained almost silent, unable to say much. He had no dreams, no desires — only the request to prepare a CV, even though he had no work experience, and to accept whatever opportunity might be offered to him. At that point, Valeria decided to change her strategy completely. She stopped treating him as someone who needed to look for a job and instead began asking about his life: how he spent his free time and what he did with his friends. At first, he did not understand and did not respond. Then Valeria found an “open door”: his passion for engines. He told her about his motorcycle, which he regularly dismantled, reassembled, and repaired. Valeria explored this further and discovered not only a set of skills but also a passion — something she had not seen in his eyes before. She then began looking for opportunities in the local area that could match his abilities.

Our region is known as “faucet factory land,” with many related industries as well as the main factories. Valeria contacted a faucet factory owner who recognised the value of A.’s skills. Moreover, his young age was seen as an advantage, as it meant he could be trained further in the specific tasks required in the faucet industry. Thanks to this process, A. was hired. He now has a job that not only provides employment but also allows him to work with something he truly likes.

Timeframe (duration and when it occurred): two months

Main actors involved: Vedogiovane youth worker, CoopeJob counsellor, factory owner

Final outcomes (explanation of success or failure; suggestions for improvements if applicable): The most important outcome for A. was, of course, being hired by a company. Yet above all, it was the experience of being appreciated and valued not for his school career, but for his skills and his passion. A. not only secured employment but also discovered more about himself — and, at last, experienced success.

Competence needed/used during the SC:

- **Empathy:** it was important to connect with A.'s feelings and to understand the frustration of his past failures.
- **Listening:** to capture every word and notice the subtle signs of interest hidden within stories or conversations.
- **Creativity:** to explore alternative paths beyond the usual interview process and to find unexpected connections, helping people feel comfortable when recognising their own skills.
- **Language:** to remain open in engaging with the young people in front of us, making the effort to understand generational language and to connect through it.
- **Network:** to be able to build a strong network and make it truly fruitful.

CAMARA DE COMERCIO ITALIANA & EXEO LAB SRL (Spagna) - Marta Vargas Jorba

Target group focusing on the Study Case (SC): Young entrepreneurs

Clear explanation of the Study Case (SC): In 2024, Exeo Lab Srl welcomed Marta Vargas Jorba as part of the Erasmus for Young Entrepreneurs programme. The initiative was designed to give young entrepreneurs the opportunity to work with — rather than for — a Host Entrepreneur with more than three years of experience. This experience proved fundamental for both Marta's personal and professional development, enabling her to acquire new knowledge and build a valuable network that will be essential for her future.

During her four months at Exeo Lab Srl, Marta was involved in the management of European project tasks and meetings, and she also delivered presentations to transnational clients. In addition, she collaborated on project planning, contributing to the design of work packages, and she was responsible for producing dissemination reports and social media posts.

Timeframe (duration and when it occurred): October 2024- January 2025; 4 months

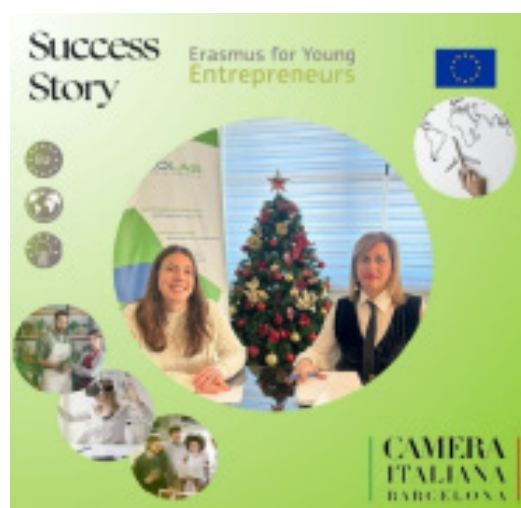
Main actors involved: A young entrepreneur and an Exeo Lab Srl, a consulting firm in the field of professional advice for public bodies and SMEs.

Final outcomes (explanation of success or failure; suggestions for improvements if applicable): The project was a success. Marta gained extensive knowledge of the field of European projects, as she was involved in every stage. From the initial meetings to the dissemination activities, she played a key role in the development of these projects.

The experience proved valuable for both parties, who benefited mutually from one another's skills and knowledge.

Competence needed/used during the SC:

- Effective presentation skills
- Time organization
- Flexibility and adaptation
- Concrete and useful communication skills



Generation 2.0 - Aristeia Gani

Target group focusing on the Study Case (SC): ex- people belonging in a vulnerable group because of their migrant background and lack of qualification and/or higher education.

Clear explanation of the Study Case (SC): When J. arrived at our organization, he was already disappointed because he had been searching for a job for a long time, without result and he felt that potential employers did not treat him with respect. Finding a job was urgent for J, not only for economic reasons but also for the renewal of his resident permit.

Throughout the history taking, it was noticed his willingness and his capability to work but also, a difficulty in communication which was not due to the lack of language skills.

During our collaboration, J. was committed to the process and managed to complete the CV creation even if he needed more time than usual. He also participated in many jobs search and basic digital skills groups conducted in our organization. He made applications and participated in many job interviews but with no result while he couldn't understand the reasons for his rejections.

Through our interaction, we realized that the difficulties in communication that he faced were blocking him from achieving his goal. The relationship of confidentiality and acceptance within the session helped the cooperation between the J. and the counsellor while in other contexts he found it difficult to concentrate and communicate effectively. After discussing it with him and getting his consent, the employment counsellor made a referral for psychological assessment and support that will help him to overcome the obstacles and reveal his potential.

Timeframe (duration and when it occurred): 27/3/2024 -15/5/2024 (almost two months).

Main actors involved: Employability officer (career counsellor) and the legal advisor (support for the renewal of his residence permit) of Generation 2.0 RED, and the psychologist of the organization we made the referral to.

Final outcomes (explanation of success or failure; suggestions for improvements if applicable): with the support of the career counsellor with whom he had already created a relationship with respect and safety and the support of the psychologist, who as an expert guided him to recognize his weakness and empowered him to overcome it, he managed to become more independent and find a job. With a more holistic approach from the beginning of the process, J. would have achieved his goal faster and would have been spared for the disappointment he suffered.

Competences needed/used during the SC: Empathy and active listening, to understand the difficulties and the unique way that every person realize and react to his reality. The ability and the willingness to create a safe space with respect and acceptance. Awareness and flexibility to adapt to specific needs and situations that face every individual.

Adaptability, self-motivation, resilience, commitment for the young person.

KANE (Greece)

KANE participated in an EU-funded project called “YE! – Youth & Empowerment.” The project’s objectives included supporting young people, particularly NEETs (those not in education, employment, or training), in their efforts to enter the workforce.

As part of the project, educational materials were developed to assist the beneficiaries. During the testing phase of these materials, one of our Youth Workers worked with Maria, a young person with no previous work experience.

Maria began the process with very little confidence and low self-esteem. The Youth Worker, using the project’s materials as a supportive tool, helped her to create a CV, prepare for job interviews, build self-confidence, and ultimately secure employment.

This journey was meaningful not only for Maria but also for the Youth Worker, as it gave all those involved the satisfaction of a truly successful and rewarding experience.

Generation 2.0 - Athena Christopoulou

Inclusion in the labour market, and subsequently in society, is not straightforward for young people from minority social groups. Professionals working in this field — Youth Workers — require training and appropriate tools to build a holistic approach that can lead to successful outcomes. A case in point is A., who arrived at the Career Counselling service of Generation 2.0 RED feeling deeply discouraged. He had been searching for employment for a long time without success and felt that employers did not treat him with respect.

During his counselling sessions with the Employability Officer, it became evident that A. was strongly motivated to find work and possessed the skills needed for employment in his field. However, communication difficulties were also observed. These did not stem from language barriers but rather from the stress he experienced in environments he perceived as “alien.” This anxiety impaired his concentration and ability to communicate effectively with others, often leading to rejection at job interviews. With A.’s consent, and after providing him with the necessary information, the Employability Officer referred him for psychological assessment and support to address the stress and communication challenges he faced. This intervention proved to be a turning point.

SHANNARA COOPERATIVA SOCIALE (Italy) - Emanuela Trisolini

When we began selecting beneficiaries for the project **“The Routes of Taste”** (Le rotte del gusto), our attention was drawn to five unaccompanied foreign minors.

Both spoke little Italian, yet they wanted to take part in the project because they understood it could be their opportunity to change their lives in the host country.

They started their new life in Portici by moving into an apartment, attending Italian classes to improve their language skills, and beginning their journey at a family-run ice cream factory. Ibrahim, always smiling, was eager to learn everything; Lamine, more reserved, progressed more slowly but steadily carried out all that was required to prepare him for the labour market and his new life in Portici.

After a year-long internship, supported by two mentors, both young men were offered permanent contracts.

During that year, the factory owner identified his wife as a mentor. She quickly became the boys' favourite. Thanks to her support, Ibrahim and Lamine made rapid progress: they improved their Italian in just a few months (“Diana talks a lot, and she is nice,” Ibrahim often said), learned how to decorate ice cakes through hands-on practice, acquired technical skills in using new ice cream machinery, developed communication and teamwork skills, and gained knowledge of Italian law relating to residence permits. Today, nearly five years later, the two young men are still working at the same factory.

What has changed since the beginning? Five years ago, the situation required constant phone calls and meetings with the employer, as well as ongoing conversations with the boys. Italian language and comprehension were significant obstacles in their daily working lives. However, it was clear that the family company was ready to host these two “foreigners,” and despite the language barrier, they managed the challenges internally so as not to hinder either Ibrahim and Lamine or the daily production.

The cooperation between the third sector and private companies succeeded because both sides were committed to making it work. The ice cream family business was ready to take on the challenge.

Today, Lamine is married and in the process of bringing his wife to Italy, while Ibrahim has just obtained his driving licence. He made sure to share this new milestone with us.

And if you ever pass through Portici (Naples), don't forget to stop for an ice cream at Gelateria Gallo!

Annexe for neuro-divergent target

ANNEXE 1	Name:	
COMPETENCES		
READING SKILLS		
BASIC	MEDIUM	GOOD
LISTENING SKILLS		
BASIC	MEDIUM	GOOD
SPEAKING SKILLS		
BASIC	MEDIUM	GOOD
WRITING SKILLS		
BASIC	MEDIUM	GOOD
PUBLIC SPEAKING		
BASIC	MEDIUM	GOOD
ABILITY TO SEARCH FOR, COLLECT AND USE INFORMATION		
BASIC	MEDIUM	GOOD
ABILITY TO SUSTAIN AND CONCLUDE CONVERSATIONS		
BASIC	MEDIUM	GOOD
SOCIETAL AND INTERCULTURAL UNDERSTANDING		
BASIC	MEDIUM	GOOD
ABILITY TO INTERACT WITH OTHERS		
BASIC	MEDIUM	GOOD

COMMUNICATION IN OTHER LANGUAGES		
READING SKILLS		
BASIC	MEDIUM	GOOD
LISTENING SKILLS		
BASIC	MEDIUM	GOOD
SPEAKING SKILLS		
BASIC	MEDIUM	GOOD
WRITING SKILLS		
BASIC	MEDIUM	GOOD

USE OF DIGITAL TOOLS		
ABILITY TO USE A COMPUTER		
BASIC	MEDIUM	GOOD
ABILITY TO USE A SMARTPHONE		
BASIC	MEDIUM	GOOD
ABILITY TO USE INTERNET		
BASIC	MEDIUM	GOOD
E-mail		
BASIC	MEDIUM	GOOD
CLOUD (GOOGLE DRIVE, DROPBOX...)		
BASIC	MEDIUM	GOOD
MS OFFICE, GOOGLE WORKSPACE, OR OTHER SIMILAR TOOLS (DOC, EXCEL, POWERPOINT, ...)		
BASIC	MEDIUM	GOOD
CONTENT creation (i.e. creating and uploading videos / pictures / other content on social media)		
BASIC	MEDIUM	GOOD
ABILITY TO CREATE A CV USING DIGITAL TOOLS (MS OFFICE, CANVA, EUROPASS PLATFORM, ...)		
BASIC	MEDIUM	GOOD
USE DIGITAL PLATFORMS FOR SEARCHING FOR A JOB		
BASIC	MEDIUM	GOOD
CREATIVITY		
BASIC	MEDIUM	GOOD
STRATEGIC THINKING		
BASIC	MEDIUM	GOOD

PROBLEM SOLVING		
BASIC	MEDIUM	GOOD
INDIVIDUAL WORK		
BASIC	MEDIUM	GOOD
TEAMWORK		
BASIC	MEDIUM	GOOD
NEGOTIATION ABILITIES		
BASIC	MEDIUM	GOOD
SENSE OF INITIATIVE, PRO-ACTIVITY		
BASIC	MEDIUM	GOOD
CRITICAL THINKING		
BASIC	MEDIUM	GOOD

IDENTIFY TRANSFERABLE CAPACITIES (SOFT SKILLS)		
I CAN EXPRESS MYSELF IN A CLEAR WAY		
BASIC	MEDIUM	GOOD
I CAN COMMUNICATE IN EFFECTIVE WAY		
BASIC	MEDIUM	GOOD
I HAVE A GOOD MEMORY		
BASIC	MEDIUM	GOOD
I CAN ORGANIZE EVENTS (PARTY, BIRTHDAY...)		
BASIC	MEDIUM	GOOD
I CAN COORDINATE A GROUP		
BASIC	MEDIUM	GOOD
I CAN MANAGE MY TIME		
BASIC	MEDIUM	GOOD
I AM GOOD AT IMPROVISING		
BASIC	MEDIUM	GOOD
I CAN SOLVE PROBLEMS		
BASIC	MEDIUM	GOOD
I HAVE ARTISTIC AND CREATIVE SENSE		
BASIC	MEDIUM	GOOD
I CAN WORK WITH TOOLS, MATERIALS, AND MACHINERY		
BASIC	MEDIUM	GOOD
I HAVE ABILITY TO CONCENTRATE		
BASIC	MEDIUM	GOOD

I LEARN FAST		
BASIC	MEDIUM	GOOD
I CAN WORK FAST AND PRODUCTIVELY		
BASIC	MEDIUM	GOOD
I 'M CURIOUS		
BASIC	MEDIUM	GOOD
I'M GOOD AT WORKING IN A TEAM		
BASIC	MEDIUM	GOOD
I AM AN INDEPENDENT PERSON		
BASIC	MEDIUM	GOOD
I HAVE A SENSE OF INITIATIVE		
BASIC	MEDIUM	GOOD
I'M A RESPONSIBLE PERSON		
BASIC	MEDIUM	GOOD

ANNEXE 4		Name:	
IDENTIFY PROFESSIONAL INTERESTS			
OUTDOOR JOB			
BASIC	MEDIUM	GOOD	NOT SURE
INDOOR JOB			
BASIC	MEDIUM	GOOD	NOT SURE
I LIKE DOING JOBS THAT BENEFIT THE SOCIETY			
BASIC	MEDIUM	GOOD	NOT SURE
STAY IN TOUCH WITH THE PUBLIC			
BASIC	MEDIUM	GOOD	NOT SURE
I LIKE TO WORK WITH CHILDREN/ELDERLY/YOUTH/ANIMALS...			
BASIC	MEDIUM	GOOD	NOT SURE
I CAN WORK INDEPENDENTLY			
BASIC	MEDIUM	GOOD	NOT SURE
TO WORK IN TEAM			
BASIC	MEDIUM	GOOD	NOT SURE
TO HAVE A ROLE OF RESPONSIBILITY			
BASIC	MEDIUM	GOOD	NOT SURE
TO HAVE A COORDINATION ROLE			
BASIC	MEDIUM	GOOD	NOT SURE

I HAVE THE ABILITY TO A LEADERSHIP ROLE			
BASIC	MEDIUM	GOOD	NOT SURE
I WANT TO DO SOMETHING CREATIVE IN MY JOB			
BASIC	MEDIUM	GOOD	NOT SURE
DOING WORK THAT REQUIRES PHYSICAL ACTIVITY			
BASIC	MEDIUM	GOOD	NOT SURE
CARRY OUT A JOB THAT REQUIRES MANUAL SKILL			
BASIC	MEDIUM	GOOD	NOT SURE
DOING WORK THAT REQUIRES PRECISION			
BASIC	MEDIUM	GOOD	NOT SURE
DOING ADMINISTRATIVE WORK			
BASIC	MEDIUM	GOOD	NOT SURE
WORKING WITH INNOVATIVE TECH			
BASIC	MEDIUM	GOOD	NOT SURE
TRAVELLING			
BASIC	MEDIUM	GOOD	NOT SURE
RECEIVE A GOOD SALARY			
BASIC	MEDIUM	GOOD	NOT SURE
TO HAVE A STABLE JOB			
BASIC	MEDIUM	GOOD	NOT SURE

TO HAVE A FLEXIBLE SCHEDULE			
BASIC	MEDIUM	GOOD	NOT SURE

A JOB THAT ALLOWS YOU TO HAVE TIME FOR PRIVATE LIFE			
BASIC	MEDIUM	GOOD	NOT SURE

TO HAVE GOOD PERSPECTIVES FOR PROFESSIONAL GROWTH			
BASIC	MEDIUM	GOOD	NOT SURE

WORK WITH DEADLINES			
BASIC	MEDIUM	GOOD	NOT SURE

HAVING SPECIFIC TASKS TO PERFORM			
BASIC	MEDIUM	GOOD	NOT SURE

WORK IN A PLEASANT ENVIRONMENT			
BASIC	MEDIUM	GOOD	NOT SURE

Tips for Facilitators: Helping Youth Build Confidence and Identify Strengths

1. Start with a self-reflection warm-up

- Ask participants to list three things they are proud of—big or small (helping a sibling, learning a skill on their own, overcoming a challenge, from passion to a job profile).
- Discuss these in small groups to help them see how personal experiences translate into strengths employers value (responsibility, persistence, teamwork).

2. Highlight hidden skills

- Use informal life examples: caring for family shows organization and empathy; playing sports builds teamwork; managing tight budgets shows problem-solving...
- Help participants connect these everyday abilities to workplace skills.

3. Confidence-Building exercises

- Run short “elevator pitch” games where each participant introduces themselves in 30 seconds.
- Provide positive feedback on voice, tone, and authenticity rather than focusing on perfection.

4. Create a safe and supportive space

- Encourage peer support: ask participants to share one positive quality they see in each other.
- Normalize nervousness; explain that authenticity is more important than being polished.

5. Help shape their story

- Use guiding questions:
 - What motivates you?
 - What kind of work excites you?
 - What do you want employers to remember about you?
- This helps participants build the narrative foundation for their video CV.

6. Keep it practical and fun

- Use simple, low-pressure video exercises before recording the final CV (e.g., mock introductions with a phone camera).
- Celebrate small improvements to build trust and engagement

Bibliography/website

- European Commission. (2018). Council Recommendation on key competences for lifelong learning. Official Journal of the European Union, C189, 1–13. [chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0604\(O1\)](chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0604(O1))
- OECD. (2023). OECD Skills Outlook 2023: Skills and labour market integration of immigrants and their children. OECD Publishing. chrome-https://www.oecd.org/content/dam/oecd/en/publications/reports/2023/11/oecd-skills-outlook-2023_df859811/27452f29-en.pdf
- UNICEF. (2024). Education and skills for all: A global agenda for action 2024. UNICEF. <https://www.unicef.org/reports/education-skills-2024>
- World Health Organization [WHO]. (2023). Adolescent well-being: A framework for an inclusive and multisectoral approach. WHO. <https://www.who.int/news/item/11-10-2023-who-releases-updated-guidance-on-adolescent-health-and-well-being>
- <https://eapc-rld.blog.gencat.cat/2025/03/13/resultats-principals-de-lenquesta-dusos-linguistics-de-la-poblacio-2023-ana-torrijos/>
- <https://www.cpnl.cat/noticies/33442/el-catala-guanya-mes-de-117-000-parlants-frequents-en-un-context-de-creixement-demografic>
- <https://www.idescat.cat/indicadors/?id=ue&n=14427>
- <https://www.elpuntavui.cat/societat/article/16-educacio/2502044-l-abandonament-escolar-pre-matur-se-situa-en-el-13-73-el-2024-un-punt-menys.html>
- https://www.elnacional.cat/oneconomia/ca/startups/emprenedoria-creix-catalunya-7-segueix-sota-ue_1104990_102.html
- <https://educacio.gencat.cat/ca/departament/estadistiques/indicadors/europeus/abandonament-prematur/>
- <https://ejournals.epublishing.ekt.gr/index.php/socwork/article/view/36257/27084>
- <https://education.ec.europa.eu/education-levels/school-education/early-school-leaving>
- <https://www.eurofound.europa.eu/system/files/2021-05/EF12541EL.pdf>
- <https://www.european-agency.org/sites/default/files/esl-summary-el.pdf>
- <https://www.eurofound.europa.eu/en/topic/neets>
- <https://europass.europa.eu/it/about-europ>
- Dainese, R. (2016). Didattica per l'inclusione: Strumenti e strategie.
- Engel, G. L. (1977). The need for a new medical model: A challenge for biomedicine. *Science*, 196(4286), 129–136. <https://doi.org/10.1126/science.847460>
- Nussbaum, M. C. (2011). *Creating capabilities: The human development approach*. Harvard University Press.
- Sen, A. (1999). *Development as freedom*. Oxford University Press.
- Agenzia Europea per i Bisogni Educativi Speciali e l'Educazione Inclusiva, 2018. *Elementi di prova del legame tra educazione inclusiva e inclusione sociale: rapporto sommario finale*. (S. Symeonidou, a cura di). Odense, Danimarca
- UNESCO. (1994). *The Salamanca Statement and Framework for Action on Special Needs Education*. UNESCO. <https://unesdoc.unesco.org/ark:/48223/pf0000098427>

- ISFOL (Istituto per lo Sviluppo della Formazione Professionale dei Lavoratori). (s.d.). Scale di valutazione dei bisogni, valori e autoefficacia.
- [https://www.coe.int/en/web/youth-portfolio/explanation-of-youth-worker-competences-in-relation-to-youth-work-functions#\[%2285092977%22](https://www.coe.int/en/web/youth-portfolio/explanation-of-youth-worker-competences-in-relation-to-youth-work-functions#[%2285092977%22)
- <https://theuaffoundation.org/blog/top-skills-for-youth-workers--empowering-the-next-generation>
- <https://www.talentlyft.com/hr-glossary/skills-gap>
- <https://open-research-europe.ec.europa.eu/articles/3-55>
- Carpendale, J., & Lewis, C. (2010). How children develop social understanding. Oxford: Blackwell.
- Muenzen, M. (2024). Cognitive skills: Definition, types and examples. My Perfect Resume. Recuperado de https://www.mypertectresume.com/career-center/resumes/how-to/cognitive-skills?utm_source=chatgpt.com
- Restrepo, J. E., Gómez-Botero, M., Castañeda-Quirama, T., & Molina-González, D. (2022). Habilidades de cognición social en un grupo de adolescentes de bajos recursos socioeconómicos de Medellín, Colombia. Revista Colombiana de Ciencias Sociales, 13(2), 539–558. <https://doi.org/10.21501/22161201.3781>
- UNICEF. (s. f.). Skills development. UNICEF. Recuperado el 3 de septiembre de 2025 de <https://www.unicef.org/education/skills-development>
- Vygotsky, L. S. (1997). Pensamiento y lenguaje. Barcelona: Paidós.
- World Health Organization [WHO]. (2023). Adolescent well-being: A framework for an inclusive and multisectoral approach. WHO. <https://www.who.int/publications/i/item/9789240073647>
- OECD. (2023). OECD Skills Outlook 2023: Skills and labour market integration of immigrants and their children. OECD Publishing. chrome- https://www.oecd.org/content/dam/oecd/en/publications/reports/2023/11/oecd-skills-outlook-2023_df859811/27452f29-en.pdf
- UNICEF. (2024). Education and skills for all: A global agenda for action 2024. UNICEF. <https://www.unicef.org/reports/unicef-annual-report/2024>
- Gupta, P. (2023). Developing employability skills in vulnerable youth. Oxford Social Work & Youth Development Journal, 12(1), 45–60. DOI: 10.1016/j.wds.2023.100045
- OECD. (2021). Experiencing the Workplace: The Importance and Benefits for Teenagers. OECD. chrome- https://www.oecd.org/content/dam/oecd/en/publications/reports/2021/11/experiencing-the-workplace_5f4ab8bb/b679d759-en.pdf
- European Commission. (2018). Council Recommendation on key competences for lifelong learning. Official Journal of the European Union, C189, 1–13. chrome-extension://efaidnbmnmmnibpcajpcgglefindmkaj/[https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0604\(01\)](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0604(01))
- OECD. (2023). OECD Skills Outlook 2023: Skills and labour market integration of immigrants and their children. OECD Publishing. chrome- https://www.oecd.org/content/dam/oecd/en/publications/reports/2023/11/oecd-skills-outlook-2023_df859811/27452f29-en.pdf
- UNICEF. (2024). Education and skills for all: A global agenda for action 2024. UNICEF. <https://www.unicef.org/reports/education-skills-2024>
- World Health Organization [WHO]. (2023). Adolescent well-being: A framework for an inclusive and multisectoral approach. WHO. <https://www.who.int/news/item/11-10-2023-who-releases-updated-guidance-on-adolescent-health-and-well-being>

