IO4-**MYSELF&EUROPE**
EXPLOITATION GUIDE

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1 – Project Myself&Europe

1.1 Background

Sixty years after the Rome Treaty, more than ever, it is crucial to speak about "Unity in diversity" and revitalize a sense of belonging to Europe.

Prevention of radicalization and violent extremism become also an important goal on EU priorities. This menace grows among poverty and social exclusion and targets young people from diverse backgrounds, with lack of prospects, easily influenced. It is important to stress that Europe needs to be prepared on all its fronts to face these new realities.

Early school leaving results from social disadvantage and, at the same time, perpetuates the risk of social exclusion even probably radicalization. School, teachers, trainers and tutors "play a key role to help people who are at risk of early school leaving, including those who have dropped out already"[1].

It is urgent to continue to empower VET teachers, trainers and mentors with new methods, approaches and ICT competences.

1.2 Project information

The project *Myself&Europe - Tools for promoting an active European citizenship for disadvantaged youngsters with diverse backgrounds* was designed under the Erasmus+ European programme.

This project aims to answer to "Social inclusion" European horizontal priorities and "further strength key competences in VET" and "introducing systematics approaches to development of VET professionals" sectoral priorities.

Myself&Europe developed an innovative Training Pack - Curriculum (EQF & ECVET), Training Manual and Toolboxes with practical exercises - that servers both trainers and trainees.

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[1] European Commission, *COMMUNICATION FROM THE COMMISSION TO THE EUROPEAN PARLIAMENT, THE COUNCIL, THE EUROPEAN ECONOMIC AND SOCIAL COMMITTEE AND THE COMMITTEE OF THE REGIONS Tackling early school leaving: A key contribution to the Europe 2020 Agenda*, Brussels, 31.01.2011, at https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:52011DC0018

The purpose is to "foster the development of social, civic and intercultural competences" and, at the same time, empower "media literacy and critical thinking through education and training", briefly, "promoting an active European citizenship for disadvantage youngsters with diverse backgrounds".

The Myself&Europe includes:

- combination of EU citizenship awareness and social and civic competences European frameworks re-engineered into an updated and innovative Curriculum: Competence Matrix (EQF & ECVET) and Training Materials;
- guarantee of transference potential to other European countries: competence matrix expressed in Learning Outcomes, according to the European Qualification Framework (EQF); transversal contents to all European 27 countries (post-Brexit) and project consortium national specificities using FACTS & FIRGURES and charts;
- selection of existing materials and design of specific ones addressing young people needs and motivations improving the quality of training, learning achievements and, in the end, preventing early school leaving;
- selection and exchange of innovative pedagogical methods and materials from emerging approaches.

1.3 European dimension

Myself&Europe Exploitation Guide contains sustainability recommendations and guidelines for implementation of the project outcomes.

Based on the testing of the Myself&Europe Curriculum (O1) and Toolboxes (O2), Coopérative d'Initiative Jeunes - CIJ, with the help of the project partnership, has produced the current Exploitation Guide for further implementation of the project outcomes. It includes collection of inputs and recommendations from end-users, social-partners and stakeholders towards the future operationalization of the outcomes of the project, in particular, over Myself&Europe Innovative Training Pack.

To do so, Myself&Europe Exploitation Guide includes detailed information about:

- further necessary adaptations;
- tips for practical use and incorporation of Myself&Europe Training Pack by other Schools and VET providers;
- details on duration of Myself&Europe Course and incorporation within the partners strategies in regards of training offers, etc.;

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- special focus has been given on the feedback coming from the National Working Sessions, in order to define an action plan for the future of the developed products.

Coopérative d'Initiative Jeunes has developed this recommendation guide and all the partners agreed on a strategy based on consultation, coordination and complementarity.

1.4 Project partners

CIEP is the education and training service of the Christian Worker Movement and its constitutive organizations the ANMC – Alliance Nationale des Mutualités chrétiennes (+ 4 million members) and the CSC – National Confederation of Christian trade unions (+ 1,5 million affiliates), it is active on the whole territory of the Wallonia-Brussels Federation. The CIEP provide tools and training activities (long life/continuing education and training) mainly for managers, staff and activists of social organizations, as well as other audiences (jobseekers). CIEP fulfil, as a cultural movement, a whole range of information and training activities, education and training about cultural, economic, social and political issues. To accomplish its missions, the CIEP asbl use the methods of popular education, targeting mainly the popular public in rural as well in urban areas. We have developed an expertise in the fields of: multiculturalism issues, land-use planning, local development, entrepreneurship, integration of adults, social tourism and responsible consumption. - http://www.ciep.be/

ISQ is a private, non-profit and independent technological institution founded in 1965, currently running operations in more than 40 countries across the world. ISQ conducts Research, Development and Innovation activities (R+Di), promoting projects with national and international partners, from both public and private sector, aiming at continuous product and process innovation. With more than 25 years of experience of participation in EU funded projects ISQ, as a whole, has promoted or participated in over 500 projects. Concerning the training activity of ISQ, it has a recognized experience in all areas of the training cycle, including expertise in creation of national standards (professional profiles) national quality references for VET, expertise in e-learning/b-learning, work based learning and apprenticeship, technological training with ECVET, training for social inclusion, professional marketing and social marketing for employment (including disadvantage people and NEETS) certification and recognition of knowledge and competencies. https://www.isq.pt/EN/

Eurocultura is a no-profit research, training and career counselling organization set up in 1993. Our key competences are related to the labour market and training issues. Our projects

and activities aim at preventing unemployment by improving the employability of young people, women and workers at risk of expulsion from the labour market; the promotion of entrepreneurship, the promotion of international mobility of students and workers, the prevention and fight against racism and prejudices, the support of the environmental care, the active aging. https://www.eurocultura.it/

The aim of the Zemgale NGO Center is to promote the development of civil society in the Zemgale region. Over twenty years, the organization has expanded its lines of business and improved the quality of its services. http://zemgalei.lv/en/

STP CONSULTING is Professional Training Solutions (STP Consulting) as Training centre is located in Zaragoza (Spain) and it offers training courses and technical support to private companies, public administration in rural areas, schools, NGOs and Incubators of Entrepreneurs into innovation in the areas of education sector, and professional solutions of non-profit sector. Contribute with our services to be qualified to work in a variety of professions with accessibility of innovation and information for people and communities with a social risk as well as disadvantages. Our main activity is to improve educational, social and cultural standards by intensive co-operation with other EU regions. Therefore, STP is highly active in the development and implementation of educational/vocational trainings as well as in the implementation and promotion of EU projects dealing with education, culture and society. http://www.stpeuropa.eu/

The *Coopérative d'Initiative Jeunes* introduces its beneficiaries to the democratic functioning of a business, to the collective organization of work, to cooperative management by allowing them to become familiar with the economic realities they often encounter with difficulty. Its solidary footprint is easily shared and speaks to field actors as well as the media and citizens. https://www.coop-jeunes.com/

2. Myself&Europe Exploitation Guide

2.1 The Innovative Training Pack: Curriculum, Training Manual, Toolboxes

The project Innovative Training Pack fosters the development of social, civic and intercultural competences and, at the same time, empowers media literacy and critical thinking through education and training, promoting an active European citizenship for disadvantaged youngsters with diverse backgrounds.

Beyond the general umbrella, transversal to all partners' countries, each unit has national specificities in order to answer to integration needs.

Learners will acquire competences that link them to the European Union, as European citizens and, at the same time, gain awareness about the countries where they attend the Myself&Europe training.

In the end, the ideal setting, would be the recognition of themselves as citizens at national and European levels.

2.2 Why this Exploitation Guide

Myself&Europe Exploitation Guide addresses the issues of planning, organizing, conducting, and evaluating the project Innovative Training Pack - Curriculum (EQF & ECVET) including competences matrix, Training Manual and Toolboxes - including the following units:

Unit 1: European foundations and structure
Unit 2: Democracy and citizenship
Unit 3: Employment and social rights
Unit 4: Interculturalism
Unit 5: Challenges of the 21st century

Even though the exploitation guide tries to consider the existing cultural, economic and social context in the European society, it cannot reflect each particularity from each area. Few adaptations will be probably useful.

2.2.1 Implementation of the Innovative Training Pack

Trainers can go through the whole competence matrix or select specific units that answer to specific training needs. Each module has a theoretical and practical support: the Training Manual gives the knowledge base of each unit - the standard contents - and clues for further exploration.

The toolboxes, connected to each unit, provide practical exercises – ready to use - and suggestions of learner centred methods.

Trainers can cross theory and practice and design an engaging training session plan for their learners.

To do so, trainers will use Myself&Europe training manual in which they can find, among other, "Teacher's Guidance area" at the end of each unit with advices and suggestions of implementation.

2.2.2 Timeline for the implementation

Once the target group's needs are identified, it is important to find out which training session meets those needs and the targeted objectives.

At this stage facilitators work on adequacy of training content, structure and duration. Thus, coordinators should know the following data:

- needs of the youngsters and if possible, their expectations;

- availabilities of the selected group (school or work/ family / social obligations);

- level of knowledge: fluency in written / oral language, computer skills ...

These data will enable the development of suitable exchanges by selecting

- competences to work on,
- dates and duration of the meetings,
- tools/material to work on,
- required adaptations for each training sessions.

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❖ **One month** before the first training session

- confirm registration and remind people about the training session,

- for the following training sessions, we go straight to the second point,

- choose a suitable place for the meeting.

❖ **15 days** before the first training session

- remind participants the date, the time and the place of the training session (provide a map),

- gather all useful documents and materials for the facilitation,

- prepare the training session, anticipate potential questions,

- book the meeting room.

❖ **One day** before the training session

- prepare the meeting room (pens, papers, water, room configuration ...),

- make sure that all required tools for the training session are available (computer, beamer, etc.),

- provide a coffee break,

- provide name tags,

- provide a co-facilitator in order to foster exchanges and to help with training session implementation and evaluation.

❖ On **D-Day**

➢ At the beginning of the training session

- welcome participants, offer a coffee, remind about the training session purpose,

- introduce the facilitator and the co-facilitator,

- use ice-breaking activities in order to help participants to know each other,

- present the training session and the time allocated per session/unit.

➢ At each stage of the meeting

- foster analysis and synthesis of exchanges and issues addressed,

- foster reactions and questions from the participants,

- manage participants' comments (time allocated for listening and speaking),

- rephrase results.

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➢ At the end of the meeting.

- summarize training session: inputs / lacks, questions, wishes / objectives for the next training session,

- remind the date for the following training session,

- thank participants and end the training session.

➢ At the end of each unit

- have evaluation questionnaire filled in by each participant.

3. Organizing and conducting the Innovative Training Pack

3.1 Preparation of the Innovative Training Pack

As it is advised in Myself&Europe Training Manual, section dedicated to teacher/trainer's guidance, when planning the course, facilitators should:

- become familiar with the content;
- adapt the content to accommodate individual needs and preferences;
- consider the time and resources needed for the activities;
- design a training session plan.

The preparation phase also includes to build relationship and trust with the audience including to

- to be aware of the differences between facilitator and the learner;
- to be open and honest;
- to ask about learners' thoughts and motivations after each activity and during the training course;
- not to be afraid to reveal that someone does not know something, even facilitator.

But the session should start with some theory especially about the concept of Perception

For further details on the above-mentioned concepts and theories, Myself&Europe Training Manual should be consulted (from p. 8 onwards).

3.1.1 Planning of the training sessions

The Innovative Training Pack of Myself & Europe project allows some latitude to users. Facilitators can implement the proposed units, partially or in total, according to the identified needs of their target group.

However, if all units will be implemented, it is better to start with one dealing with some theory (see above-mentioned section).

It is recommended to forecast at least 5 half-days for each unit (3 to 4 hours) to benefit from them. Indeed, if the unit is too long, the group may face difficulties of concentration and attention. Not taking this into account may lead to disinterest on behalf of participants.

At least, one week should separate two meetings so that participants can benefit from the session. If possible, maximum one month will separate two sessions to keep on with the group dynamic and the work already done.

3.1.2 Selection of beneficiaries

Priority is given to youngsters aged from 18 up to 25 who are facing professional and / or social integration difficulties. However, Myself & Europe Innovative Training Pack can be used for any training targeting an active European citizenship.

At least 15 youngsters and 2 trainers should be involved to get the best of the participants and of the Innovative Training Pack.
Activities will sometimes be divided in pairs, small groups or 2 groups.
The choice to split or not the group will enable participants to interact with each other.

Participants' recruitment will be done differently according to each organization involved in piloting:

a) if the organization already works with the project target group, youngsters will be involved according to the organization's own selection criteria;
b) if the organization does not work with the project target group, it could contact institutions in charge of disadvantaged youngsters.

Managers of institutions will be contacted to present both, the Innovative Training Pack and the benefits for youngsters.
Once the agreement obtained, a meeting with youngsters will be organized to present the units and to select participants.
It is important that the first training session takes place very soon after the meeting to avoid youngsters' disinterest.

After individual and/or collective information and communication campaigns, a registration form should be made available in order for participants to choose the units in which they wish to take part.

3.1.3 Location and equipment

Ideally, the location of the training session should be easily accessible, i.e. to take place in the school/training centre or at least located in a central area and well served by public transport.

On the spot, the following arrangements should be made:

- a room equipped with computers and some devices (beamer, speakers, digital players …);

- the necessary drawing (paper, flipchart, pens, …);

- a non-formal meeting space.

Having such arrangements facilitate the activities, which will thus appear to take place in a family atmosphere rather than in a formal educational setting.

If such infrastructure is not available, the best would be a room equipped with computers and a meeting room.

If this is not possible either, the minimum requirement would be a large room that can be divided into several areas, one devoted to new technologies and another for other activities.

Further equipment may be necessary, according to the targeted skills and activities to be undertaken.

3.1.4 Selection of trainers

Facilitators play a vital role in managing the workshop in a detached and non-invasive manner while keeping the process "on track" to maximize results.

Two facilitators should be provided if possible, with group management experience, including one who is used to working with disadvantaged youngsters.

The facilitator used to work with disadvantaged youngsters will be fully aware of the difficulties encountered by the participants and will act as a "peer-to-peer" facilitator sharing the same condition.

In training for disadvantaged youngsters, the facilitator's qualities often increase participants' self-confidence and trust in the success of the training activities ("what the facilitator can do, I can also do it ").

The other facilitator can support the first facilitator and participants, if needed. It is important for the second facilitator intervenes only in case of absolute necessity: s/he should follow the activities closely without intruding more than necessary.

Facilitators should possess various skills and qualities:

❖ Technical skills

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Facilitators should have excellent knowledge of all the skills that participants are likely to exchange, both in the handling of new technologies and in the management of daily life.

❖ Managerial competences and qualities

In order to effectively fulfil the function of facilitator and to ensure a smooth running of the workshop, the following competences and qualities are required:

- Communication

The ability to communicate an idea and make an argument using all existing techniques: expressive skills and receptive listening.

- Leadership

Build a team from a simple group of people through empowerment and motivation.

- Problem identification

It is not enough to know that a problem exists, the facilitator should also be able to understand its causes.

❖ Personal competences and qualities:
- Insurance

Give confidence to the group by being determined and assured so as to reduce the feeling of insecurity of the group.

- Reliability

Demonstrate consistency in approaching tasks, not changing goals in the process, gaining group confidence.

- Patience / Perseverance

To be able to appreciate the difficulties of working in a group, and to be determined that the tasks are carried out.

- Ingenuity

Successfully get the group started on a task and find alternatives when needed to get around the difficulties.

- Perceptivity

To understand the nuances not expressed within the group and exploit the positive feelings to the group's advantage while countering a possible negativity.

In conclusion, it should be kept in mind that facilitators play a vital role not only in enabling participants to optimize their learning, but also in adjusting workshop objectives as necessary while maintaining the pre-established curriculum.

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Facilitators, while maintaining an appearance of neutrality and detachment, are key players in the workshop as are the participants.

3.2 Evaluation of the Innovative Training Pack

Each unit includes an evaluation questionnaire (see appendices).

However, piloting underlined the difficulty to get written comments.

Therefore, at the end of each training session, facilitators should keep some time dedicated for feedbacks: around 30 minutes, in order for participants to share their views.

4. Recommendations

At the end of the experiment, partners made some recommendations for the implementing Myself&Europe Innovative Training Pack:

- to start with ice-breaking activity/-ies can help creating group dynamic and generating many exchanges;
- to adapt the tools, materials and exercises used to the context and the target group; It is therefore recommended to focus on the objectives rather than on the tools.
- to adapt the proposed time frame according to the target group's needs and to their feedbacks about the proposed activities: i.e. splitting the session into different sub-sessions; according to work rhythm, each activity can be either shorter or longer; …
- before starting one activity, it is helpful to remind its objectives;
- to keep focused on the activity objectives and not so much on the game. Moreover, facilitator will be attentive on time to ensure everyone's participation.
- if possible, to record the activities so participants could come back to / work on it. It could be also additional material to promote the Innovative Training Pack;
- to look for a facilitator with specific skills in youth education and counselling techniques to get maximum benefit from the training session;
- to use participants' experience as work basis. The facilitator will ensure that all participants share their life experience and knowledge in order to create a good atmosphere within the group;
- to foster confidence and laughs to provide a learning environment suitable for synergies;

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- to investigate the participants' level of ICT knowledge: some of them could be well experienced and others could be beginners;

- to maintain a good working session, it is required to have some homogeneity amongst participants or at least to make sure that no one is left behind;

- to foster facilitators' capacity to adapt himself/herself, especially if s/he has to look for different tools, methods, timings… according to participants' specificities;

- to choose suitable tools or look for alternatives to reach the activity targeted objectives.

- Facilitators will have ability to look for inspiration in young people bringing new, sometimes surprising perspective.

- Facilitators allow to confront solutions, attitudes, thoughts and values of the participants and use of this confrontation for intentional and aware creating innovative acting implemented later on in everyday life.

- It is recommended that trainers work in pairs

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5. Appendices

PILOT EVALUATION QUESTIONNAIRE

TRAINERS

Your opinion is very important for Myself&Europe project and your feedback will be used in planning future actions.

Training Unit piloted	1 ❑	2 ❑	3 ❑	4 ❑	5 ❑

1. General Overview

	1. Strongly Disagree	2. Somewhat Disagree	3. Somewhat Agree	4. Strongly Agree
The materials for the training were helpful	❑	❑	❑	❑
I had the tools and equipment that I needed for the tasks	❑	❑	❑	❑
The training hours was adequate	❑	❑	❑	❑

2. Trainees' group valuation

	1. Strongly Disagree	2. Somewhat Disagree	3. Somewhat Agree	4. Strongly Agree
The aims of this training were achieved	❑	❑	❑	❑
The profile of the attendees was adequate	❑	❑	❑	❑
The trainees were motivated for the training	❑	❑	❑	❑
Trainees' level of participation was high	❑	❑	❑	❑

What was the most positive aspect of the course? Why?

What was the less positive aspect of the course? Why?

Suggestions on how to improve the material:

Thank you for taking the time to complete this questionnaire.

More information about the Myself&Europe Project on Facebook @MyselfnEuroe and https://myselfandeurope.eu

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PILOT EVALUATION QUESTIONNAIRE

TRAINEES

Your opinion is very important for Myself&Europe project and your feedback will be used in planning future actions. The following evaluation questionnaire is confidential and its first part – with information about you - is just for statistical purposes:

Age
- ❑ < 18
- ❑ 18-25
- ❑ > 26

Gender
- ❑ Female
- ❑ Male

Country of Birth:

_____

1. Content delivery	1. Strongly Disagree	2. Somewhat Disagree	3. Somewhat Agree	4. Strongly Agree
The goals of the activities were clearly defined	❑	❑	❑	❑
There was sufficient opportunity for interactive participation	❑	❑	❑	❑
The training provided me with new knowledge, skills and attitudes	❑	❑	❑	❑
I got most of my questions answered during the training	❑	❑	❑	❑
The materials for the training were helpful	❑	❑	❑	❑
I had the tools and equipment that I needed for the tasks	❑	❑	❑	❑

2. Facilitator(s)	1. Strongly Disagree	2. Somewhat Disagree	3. Somewhat Agree	4. Strongly Agree
The facilitator(s) motivated me to participate	❑	❑	❑	❑
The facilitator(s) answered questions in a clear manner	❑	❑	❑	❑
The facilitator(s) made me feel comfortable during the training sessions	❑	❑	❑	❑

3. General satisfaction	1. Strongly Disagree	2. Somewhat Disagree	3. Somewhat Agree	4. Strongly Agree
I believe the training will be useful for my personal and professional life	❑	❑	❑	❑

I believe this training offered me the opportunity to develop my skills	❑	❑	❑	❑
I would recommend this training to others	❑	❑	❑	❑

What was the most positive aspect of the course? Why?

What was the less positive aspect of the course? Why?

Further comments and suggestions:

Thank you for taking the time to complete this questionnaire.

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