Youth in transition

Erasmus+

TRAINING PROGRAM FOR PROFESSIONALS WORKING WITH NEETs

Youth in transition

Erasmus+

CONTENT

FOREWORD

The purpose of the document is to present the results of the intellectual output five (IO5) of Erasmus+ project Youth in transition (hereinafter: YIT)[1] which deals with the training program for professionals working with young people (age 15-29), who are neither in education nor in sustainable employment (NEETs).[2]

Professionals working with NEETs may be youth counsellors, employment counsellors, rehabilitation services experts, social workers, social administrators, relevant teachers and counsellors in VET, relevant experts from primary schools, career guidance counsellors, and others. These professionals work towards inclusion of NEETs into education or employment in a sustainable way, and at the same time aim to support the NEETs in achieving their personal goals of their lives. During the project lifetime, the document served as an outline for preparation and implementation of national training programs in Denmark, Iceland, and Slovenia.

This publication therefore presents the methodology for preparation of (national) training programmes based on the common English version of the curriculum (see chapter 6). Even though primarily prepared for project partners to help them implement the national YIT training, as a final result is available for any other organisations wanting to prepare the training for professionals working with NEETs.

The leading partner in this process was CPI (Institute of the Republic of Slovenia for Vocational Education and Training) from Slovenia. While the final output is a result of a joint effort of all partners, VMST (Vinnumálastofnun, The Directorate of Labour) from Iceland and KL (Local Government Danmark, an association and interest organisation of the 98 Danish municipalities) from Denmark contributed extensively to the generic module. UHH (University of Hamburg) from Germany quality assured the process of preparation and implementation, and co-designed and prepared the evaluation analysis. Colleagues from (UU Kolding/DK, VMST/Iceland and Cene Stupar/SI) will implement the training.

Training units are based on the YIT project's results: The needs of the NEETs analysis (IO1), the tool for self-evaluation in dialogue "vocational maturity" and its piloting (IO2 and IO3), competence profile of a "scout function" (IO4) and individual NEET's pathway in cross-professional settings (IO6).

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[1] https://youth-it.cool/

[2] https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Glossary:NEET

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1 OBJECTIVES and EXPECTED RESULTS

The development of a YIT training program for professionals working with NEETs was based on the following considerations.

Starting (1) with **project`s overall purpose and objectives** that are outlined in the application, and project priorities (social inclusion, strengthening of key competencies in VET, empowering of young people).

1. Strengthening cross-professional and cross organisational cooperation

Based on experiences and documentation in all partner countries, the lack of cross-professional and cross organisational cooperation when working with NEETs was emphasized. Approaches and methods of many different professionals seldom align and sometimes even clash. Our aim was to support the establishment of so called cross-organisational "chain responsibility".[3] of professionals working with NEETs from lower secondary education to VET and/or employment. By steering professionals' work with NEETs, we wanted to activate scaffolding of NEETs by enhancing cooperation and mutual support of different professionals working around one NEET. This might include aligning approaches and guidance methods of professionals and setting a supportive framework for cross-professional work.

2. Strengthening competencies of professionals with methods and approaches to work with NEETs

Reflective practise is an essential part of a professional's work. It is based on taking the necessary time to reflect on one's own approaches and methods, and to share concerns, challenges and successes with his colleagues. The Scout's competence profile (IO4)[4] serves as a foundation for reflection and discussion with respect to a professional's role and competences, and one's ability to further develop their knowledge and skills.

As confirmed also by our project partners[5] practices that have proven to have positive long-term results are based on a consistent, individual, appreciative, resource-oriented approach (Honneth,

[3]Tightening the supportive cross-professional network around each NEET, from lower secondary school to VET and backwards, involving VET into a cross-professional collaboration to ease the career learning of youths. https://youth-it.cool/2020/12/analysis-the-needs-of-the-neets-and-the-needs-of-the-professionals/

[4]A Scout is a professional that is "able to counsel and support young NEET from principles of career learning, as well as coordinate supportive initiatives across sectors." https://youth-it.cool/2020/11/competence-profile-final/

[5] Researchers from University of Hamburg
(Thole 2015 https://vocationalidentityhome.files.wordpress.com/2016/02/b7c11-forschungsbericht2.pdf;
Reetz and Kuhlmeier, 2013 https://www.bwpat.de/ausgabe/spezial7_eara/reetz-kuhlmeier;

1996[6]) and are embracing the philosophy of lifelong learning (Law, 2010[7]). Activities and guidance methods to support NEETs to achieve competencies for making a sustainable choice and developing competencies for coping with future transitions in their work biographies are part of the individual development pathways of the NEETs. Newly designed tool for professionals working with NEETs is a result of YIT (IO2 and IO3) and is made to support the development of vocational maturity of a young person.[8]

Secondly (2), there is the **design and implementation of the training** that includes planning, designing training agenda, conducting and evaluating the training. It is important to plan and prepare practical elements well, so they do not end up interfering with the quality of the training (see Chapter 3).

Thirdly (3), preparation of a **didactical framework** for trainers and its presentation in the Curricula. It served as an outline of a YIT joint version of a training programme for professionals working with NEETs. According to the project plan, each country (Denmark, Iceland, Slovenia) had to include at least 10 professionals in the training.

2 QUALITY ASSURANCE

As described above, the two main objectives of a YIT training unit for professionals working with NEETs were:

a) local empowerment of cross-professional and cross-organisational teams by co-designing a joint didactical methods and counselling approach, and
b) empowerment of the individual professionals.

When preparing and conducting the training, partners had the autonomy to adapt the curricula and add any other content as they see fit (based on their national situation). That said, all partners adhere to the two main objectives and evaluate the training according to the methods that were proposed by and communicated with the University of Hamburg. Commonly agreed criteria and indicators are presented below.

Sturm 2008 https://www.bag-ub.de/dl/impulse/impulse45-web.pdf) and practitioners from the Danish Youth counselling sector, including the UU Kolding (Kolding Kommune, Youth Guidance Unit)

6 https://cristianorodriguesdotcom.files.wordpress.com/2013/06/honneth.pdf

7 http://www.hihohiho.com/newthinking/crlrnoriginal.pdf

8 Vocational maturity is not a narrowly defined term, and there is not necessarily a nation-crossing consensus or a profession-crossing consensus on its essential meaning. The YIT experts agreed on six crucial dimensions of vocational maturity: which are motivation, setting goals, flexibility, resilience, social settings and professional skills. More at https://youth-it.cool/2019/05/vocational-maturity-tool-how-to/

Criteria		Indicators	Methods / Evaluation basis	In practice/comments
1.	The training is accessible.	30 - 40 participants; minimum 10 per country.	Number of participants	List of attendance
		Profile of participants determined (as enrolment condition) if relevant for local situation	Profile of participants	Profile: sector, type of organisation, education, profession, main tasks, expertise Profiles of the participants are in align with target group for training.
2.	Training considers prior knowledge of the participants.	Active learning / teaching method used	Explained in the Curricula, Chapter 2 “Didactic Framework”	
		Modular training	National training designs	Why national team chooses concrete parts of training (module/s)? Chosen modules consider prior knowledge of the target group.
3.	The training is responding to participants’ needs and applying relevant training content.	Preliminary project results are considered.	National training design	Reference to need analysis (IO1) (scouts and NEETs) in the training design. Reference to competence profile (IO4) in the training design. The extent to which the vocational maturity tool (IO2) and individual pathways (IO6) are included in the training content.
		Relevance for participants' workplace	Feedback – Questionnaire	90 % of participants will experience the methods presented at training relevant or highly relevant for their work with NEETs, 75 % of participants will be able to apply methods to practice after the training, 80 % of participants will indicate that they feel more cross-professionally aligned and have achieved a better understanding of the daily processes with NEETs, seen through the eyes of their colleagues.

4.	The training considers national/local specifics.	3 versions of training, adapted to local circumstances and needs.	National training design	Based on analysis of national versions curriculum and didactic material used, partners report the most important adaptations.
5.	The participants actively learn/take part.	Share of workshop time during the training.	National training design	Based on analysis of national versions curriculum and didactic material used, partners report evaluation of indicators.
		Active learning / teaching method used	Feedback – Questionnaire	To what extent were (participants) included into the learning activities?
6.	Achievement of intended learning outcomes	Confirmation of achievement	Feedback – Questionnaire	With reference to intended learning outcomes in the national training design

3 PILOTING OF THE TRAINING PROGRAMS

Curriculum of the YIT training program was prepared as a joint framework of what partners and trainers could do to support the work of professionals working with NEETs. It includes the description of the main target group, didactic framework, and the four modules.

PREPARATION OF THE NATIONAL TRAINING PROGRAMMES

After reading the curriculum, the organizer of the training should identify modules and necessary elements to implement during their training implementation. They should consider adapting the programme to the national specifics of their target groups (professionals and NEETs), their system and organizational conditions, national, local, and organisational objectives on NEET topic and according to their national partner`s resources. The adaptation should also consider sustainability and further development of the training.

The length of the training is not defined and is at the discretion of the organizer to determine the volume of the training. It is necessary to keep in mind that the invitees are professionals, typically overloaded at their main organisation of employment, thus the training should be to the succinct, not overextended and over time consuming, but still include the elements you need to meet the quality assurance criteria.

During the YIT project, the preparation of national training started before the outburst of the pandemic COVID-19 in the partnering countries, thus the start of the training had to be postponed and adjusted to the implementation in an online setting. This also included more additional preparation for the trainers to get familiar with online tools for training and to alter the training methods.

PREPARATION OF A TRAINING OUTLINE / TEACHING PLAN

Training outlines are designed to help trainers organize the training and make sure they have properly outlined objectives and addressed everything they need to successfully implement the training. There are a few points that should be evident from the training outline such as why do you need the training and what problems are you going to address. Figuring this out, the organiser chooses relevant content (a module, modules or parts of several modules) to include in the training and define objectives (= intended learning outcomes). Further, the organiser needs to think about who the trainers could be (yourself, your colleagues) and how many trainers you actually need.

Many times, one cannot predict all the situations that could occur during training implementation. Thinking ahead about the challenges one might be facing, should help one prepare better and avoid possible inconveniences. Feedback from participants is an important part of the implementation. It is necessary when one really wants to affect change.

1. Part A
   - Name of the programme
   - Rationale of the programme/purpose (!)
   - Target group
   - Training programme objectives and expected competencies (=intended learning outcomes) to gain (!)
   - Duration (presented in teaching or regular hours)
   - Admission (enrolment) requirements, requirements for the completion of training
   - Training developers / authors (name the persons)

2. Part B
   - Organizational aspects: approximate number of trainees to be included, methods of training, and format of training, learning tools to be used, learning environment in terms of infrastructural requirements to implement the training.
   - Define content of training, modules, themes: For each learning objective define the topics that need to be covered to achieve a particular objective. Estimate the time needed to spend on each topic. Decide on what methods will be used to present the topics and what materials are needed.
   - Certificate of attendance

In English language summarized local versions of trainings developed during the YIT project are presented at the YIT website: https://youth-it.cool/2021/01/training-modules-for-professionals/.

PLANNING and IMPLEMENTATION

Preparation and implementation of well-organized training modules requires much time and effort. We suggest you plan training well in advance to leave yourselves enough time to carry out the organisational logistics. The period to implement the training within the YIT project was set between October 2019 and June 2020 and was, as already mentioned above, extended to the fall of 2020.

The number of participants depends on the goal of the training. If the training is more informative more participants can attend, but if the goal is to more profoundly influence the future work of professionals the recommendation is to work with 6 to maximum 15 participants at once. Different modules or topics can be offered to different professionals, but one can also decide to take one smaller group through the whole proposed curricula. You may select more initial participants in case some of them cancel at the last minute. Also, choose participants wisely - the organizer and trainer should build on the existing knowledge of the participants.

Before setting the dates, consider school and national holidays or any other date specific limitations regarding activities in organisations your participants come from. Maybe there are some periods of time, when you are less likely to attract professionals to the training. Fall and spring are usually the best periods of the year, but if you decide on the training dates in advance and start inviting/informing participants soon enough (2-3 months before), other periods may be appropriate as well.

The YIT project did not have any resources assigned for external experts (trainers) to conduct the training. Therefore, partner organisations perform the training on their own, bearing in mind how to make the training sustainable after the project ends. For future implementations of the proposed curriculum, experts in the field of counselling NEET can be suitable trainers. But on the other hand, it can be implemented also as a cooperative practice, study group or in other form - as long as it is supportive to the learning outcomes of the training.

It is expected for different countries, regions etc. to find various solutions when organising and setting cross-professional and cross-organisational teamwork (especially relevant for the Module 2, focusing on cross-professional and cross-organisation cooperation, but could be blended into other modules as well). Most of the times two situations might be the case for your situation: (1) cross-professional and cross-organisational teamwork is organised (a formal team) around one individual or group of NEETs and/or (2) professionals from different fields and local organisations work individually but with more or less the same NEETs. In both cases it is crucial for the benefit of the NEET, that the work of different professionals is aligned, "pushing or pulling", scaffolding the young person to the same direction, reaching his goals with the least obstacles possible.

In the best scenario, participants of Module 2 would come from different sectors/professions and/or organisations from one local community that typically work with the same population of NEETs. Training activities should allow local professionals to intensify their cooperation, collaboration. One option is that the participants would be three colleagues from the same organisation/field and minimum from four different fields or organisations working in the same local area, which would allow them to start and prolong their cooperation into the real working situations. You might also pinpoint relevant participants and invite them personally to join the training. You could start meeting with them periodically to build a relationship based on the principles of a workgroup and not so much as classical training where the main focus is providing new information.

EVALUATION METHODS

The evaluation of the trainings was carried out in the form of a written survey of both the participants and the trainers. The questionnaires were translated into the respective national language and were based on the previously defined quality criteria and indicators for the training modules (see point 2 Quality Assurance). Incidental comments and suggestions from participants were also written down by trainers and YIT partners and included in the evaluation.

The questionnaire (see Annex 1) for the participants collected data on four fields:

1.) on professional qualification and employment as well as on attended trainings

2.) the current situation of cross-professional cooperation

3.) on the learning outcomes achieved in the completed YIT modules

4.) assessment of the vocational maturity tool

The questioning of the trainers was mainly aimed at (see Annex 2):

1) statistical data on the number of participants and their recruitment

2) the didactic and methodological design of the learning modules

3) the intended learning objectives

4) the appropriateness of the training concept in relation to local conditions

Most of the questions were closed-ended, with respondents having to choose between predetermined selection answers. Two open questions at the end referred to suggestions for improving the training modules.

The evaluation of the questionnaires was first carried out by the respective national YIT partners, followed by a translation into English. Finally, an overarching and comparative evaluation was carried out by the Universität Hamburg.

Various challenges had to be overcome in the evaluation of the trainings. Firstly, the participant groups were very diverse in terms of professional backgrounds. Secondly, the trainings were conducted in very different settings (e.g., online or face-to-face). This also led to the fact that the feedbacks of the participants were obtained with different methods and not in all cases the questionnaire was used as planned. Due to the different conditions, valid statements can therefore hardly be made about the trainings as a whole, but mainly on the level of the individual modules.

4 EVALUATION RESULTS

Evaluation results based on the criteria

In the following the results are presented along the predefined the criteria and indicators.

1. **Accessibility of the Training**

The criterion is fulfilled. A total of 265 participants attended the trainings. In Denmark there were 183 participants, in Slovenia 54 participants and in Iceland 28 participants. The profiles of the participants were determined as counsellors (youth work, employment service & education), social workers, teachers.

2. **Consideration of prior knowledge**

The criterion is fulfilled. Different active teaching methods were used, and, in all trainings, there was time for “Exchange of Experiences”. There were four training modules and the partners chose the modules according to their own requirements and the predisposition of the participants.

3. **Relevance of content**

The criterion is fulfilled. The modules build on the competence profile (IO 4). The results from the analysis (IO 1) and the tool for checking vocational maturity (IO 2) were part of the trainings. The contents of the training were experienced as relevant by the vast majority of the participants, many of the participants will partly apply the methods after training and say that they understand cross-professional work.

4. **Training considers national/local specifics**

The criterion is fulfilled. The contents have been adapted for national needs; all documents have been translated into the national language.

5. **Active Learning**

The criterion is fulfilled. All trainings were at least partly designed as workshops. In all trainings the participants had the opportunity to take part actively. Learning methods used were interactive participation, exchange of experiences, group work, participants presentation and case studies.

6. Achievement of intended learning outcomes

The criterion is fulfilled. Overall the participants confirmed that they achieved the intended goals: e.g. for Module 4 (IO2) an understanding of vocational maturity, an understanding and a training of contextualization of the indicator questions, inspiration for how to plan evaluation of vocational maturity.

7. Conclusion Evaluation results based on the criteria

The trainings were designed along the criteria and all of the criteria were fulfilled in the implementation.

Additional Evaluation results

In addition, other important aspects were addressed that go beyond the criteria. In the following they are summed up for the three partner countries along the respective modules.

Slovenia

The evaluation in Slovenia refers to four sessions of the training module 3 ("Individual Pathways") and two sessions of module 4 ("Vocational Maturity Tool").

Module 3: The training was conducted in three parts in the form of a webinar and once in a blended learning format. The trainings were attended by a total of 28 participants. Methodologically, presentations by the instructors, an exchange of experiences between the participants, and group work took place in roughly equal parts. The evaluation by the participants was carried out online. Overall, the participants rated the training courses very positively. In particular, the small group size and the resulting intensive exchange of experiences were emphasized.

Module 4: The training was conducted once in person and once online. A total of 25 participants completed this module. The predominant method was the presentation by the trainers (50%). Individual work of the participants (25%) and the collegial exchange (15%) had a significantly smaller scope. Of particular interest here is the analysis of the qualitative data. The concept of vocational maturity was new to many participants. Accordingly, the participants wished for more time to be able to use the tool professionally in their daily work. Especially, the addressee-specific contextualization of the examples to the dimensions of vocational maturity is a challenge. The value of the tool is seen above all in the fact that it enables a targeted dialog with the young people.

Denmark

In Denmark, the modules 1 ("Scout Profile") and 2 ("Cross-Professional-Cooperation") were each practiced consecutively in two runs, module 3 ("Individual Pathways") also in two runs, and module 4 ("Vocational Maturity Tool") in three runs.

Modules 1 and 2: The modules were conducted online in the form of webinars (lasting 1,5) with a total of 93 participants, where the participants were practitioners in the first run (66 participants) and managers in the second run (27 participants). Methodologically, the work on case studies dominated for the practitioners and an exchange of experiences for the managers. In addition, the participants worked in groups on case studies to reflect on their consulting practice. Evaluation was predominantly done through verbal feedback; an online survey via "Mentimeter" was also conducted. The learning modules were rated very positively by the participants; more than two-thirds of them emphasized that they had received inspiration for the implementation of "chain responsibility" and the integration of external partners into their consulting practice. The creation of concrete products for action in group work was also positively emphasized. The YIT products "didactic model" and "scout profile" also received a great deal of acceptance. Suggestions for improvement included even more intensive interaction between the participants and a longer duration of the training sessions.

Module 3: The module was conducted in two sessions of varying length (one two hours and one six hours) with a total of 20 participants. Both trainings took place in presence; dominating methods were inter-professional group work and in the second run additionally presentations and individual work. Again, materials were prepared by the participants themselves. The evaluation was carried out by means of a questionnaire and verbal feedback. It was positively emphasized that the contents of the training were highly relevant to the participants' own professional practice and that the reflection on their own work and the values on which it is based was very stimulating. The methodical design and the active participation of the participants were also positively evaluated. As a possible improvement, it was suggested to prepare the participants for the training in advance by providing materials.

Module 4: This module was conducted in three rounds in the form of webinars (lasting 1,5 – 2 hours) with a total of 70 participants. The predominant method used was presentations by the instructors; however, the participants were also actively involved here by creating small case studies in groups about their own consulting practice. Feedback was given orally. It was rated very positively that the participants gained a deeper understanding of "vocational maturity" and learned how to use the tool for recording vocational maturity. The creation of the case studies in groups was also evaluated as very effective and productive.

Iceland

In Iceland, all four modules were conducted in the form of webinars with 28 participants. Methodologically, presentation by the instructors was the dominant feature of the training sessions; to a lesser extent, an exchange of experiences between the participants was also practiced. The evaluation was carried out via verbal feedback.

Module 1 ("Scout Profile"): The examination of the practitioner's role in the profession and the associated competence requirements were praised particularly positively. But also, the embedding of the practitioner's own work in a larger educational context and the different interests of those involved was often named as important learning content.

Module 2 ("Cross-Professional Cooperation"): The recognition of the conditions for the success of cross-professional cooperation was mentioned as a particularly important learning outcome. In this context, most of the participants state that, based on the training, they can organize cooperation to support NEETs and call-in external experts on a case-by-case basis.

Module 3 ("Individual Pathways"): In this module, the participants rate the work on concrete case studies as particularly helpful; getting to know different methods of counseling is also rated positively.

Module 4 ("Vocational Maturity Tool"): The ability to use the tool for assessing vocational maturity in the practitioner's own practice is seen as a key learning outcome. The ability to explain and contextualize the tool's statements on individual dimensions of vocational maturity is also considered to have been partially acquired.

5 CONCLUSIONS

The evaluation showed that the concept of the training based on an active participation of trainees was correct and the participants also liked to have an intensive exchange of experiences within the framework of the training. The setting and the group size are of particular importance for the quality. In this context, it should be further investigated which number of participants, duration and frequency of the trainings are particularly effective in given local circumstances. The most flexible possible design of the training courses in terms of scope, content, and methods according to the needs of the participants should be strived for. A heterogeneous composition of the group with participants from different professions and organizations can promote learning from each other and the quality of subsequent cooperation. This cooperation can also be tested methodically in the training sessions. Joint work on case studies has proven particularly effective here. Overall, an alternation between (self)reflection on one's own professional actions and interaction with other participants is effective. A comprehensive and lasting implementation of the training can be supported by a "train-the-trainer concept".

Regarding the tool for self-assessment of vocational maturity, it is important that it is adapted for use in different countries and contexts prior the training. Adapting the statements of the tool to young people of different ages and life situations is important for the effective use of the tool. YIT result IO2 presents the first attempt to develop such a tool. Future trainers should have this in mind before setting the trainings itself. A basic understanding of the concept of vocational maturity is also helpful in working with NEETs thus the application of the tool requires practical practice. The foundations for this can be laid in the training sessions.

The results of the YIT project exceeded the initial expectation regarding the scope of the training. For us, YIT partners to follow the purpose of the training (IO5) in terms of communicating project findings and addressing project challenges, the design of the training had to go beyond the initially planned work within IO5 at the time of project application. We tried to address the situation by adjusting the implementation at the national levels, so we enabled even greater selectivity, not only at the level of modules but also at the level of learning outcomes beside the manner and form of training implementation (didactic framework). The response of the invited participants exceeded all expectations (planned participant were 30-40, actual number of participants was over 250), which confirms the importance of the topics addressed by this project at a given time. During the implementation of the trainings, it become evident that there is a need to find a balance between addressing the needs of the participants (great need for mutual exchange of practical experiences) and the realization of learning objectives in terms of scope and depth. In our opinion, the implementations at national levels have confirmed that the methodological and curricular framework presented in this document provides an appropriate basis for implementation in different implementation contexts. Therefore, we believe that IO5 will inspire readers across Europe.

6 CURRICULUM

6.1 TARGET GROUP

Training is prepared for **professionals** working in the field of supporting NEETs (on their path to reintegration into education, training or employment) and are coming from different sectors: employment, education, social care, health, youth, and law enforcement.

In different countries, these professionals are employed at different positions, but mostly we can find them working in:

- **Youth sector** as professionals organising leisure time activities, non-formal education and training, and volunteer activities with the goal of developing key competences of youth. Such professionals are full-time, part-time employees or volunteers at public or non-governmental institutions.
- **Education sector** as teachers, counsellors and other professionals in lower and upper secondary general education, upper secondary and higher vocational education and training (VET) within the youth and adult education, dormitories,[9] and in called second chance schools.
- **Employment sector** as administrators, career counsellors, employment counsellors and similar experts in public or private employment services and career centres.
- **Social care sector** as social administrators and social workers at public social care centres, at public or non-governmental organisations supporting youth and families (support usually consists of different humanitarian and social services);
- **Health sector** as experts in preventive and curative care, nurses, family doctors and experts such as rehabilitation service employees in specific fields performing different preventive and curative activities relating to drug abuse, young parenthood, chronic diseases, special needs etc.;
- **Law enforcement sector** as experts for juvenile delinquency at police, court, youth residential treatment and educational centres, residential groups, youth home or similar, and municipalities.

Professionals can have different educational backgrounds such as social care, pedagogy, psychology, psychiatry, psychotherapy, special education, andragogy, social pedagogy, inclusive pedagogy, career counselling, medicine and law, among others. They can work in different sectors and organizations, for example, social workers can work in social care centres, in health institutions, schools, non-governmental institutions etc.

<u>**The primary target group**</u> are professionals working directly with NEETs (contact persons, coordinators, counsellors etc.) irrespective of their organisational affiliation. A **competence profile** (IO4) for a so-called **scout** describes a professional that is "able to counsel and support youth personally from principles of career learning, as well as coordinate supportive initiatives across

[9] Referred to as an institution primarily providing sleeping and residential quarters for large numbers of people such as boarding school, high school, college or university students. Often dormitories also provide other forms of student support (learning, social etc.).

sectors.” Professionals, already working as scouts, are also a primary target group, as in some countries, regions, and municipalities they already exist.

The second target group are researchers, trainers or other professionals, organisational leaders and managers, supporting staff, officials at local, regional, national and European levels that are responsible for organising and funding NEET support programmes for youth in general. Finally, yet equally important, the policy makers. Although not directly working with the youth, their participation promotes the development of solutions at the system level.

In the best-case scenario, professionals included in the training (especially in module 2) are members of **cross-professional** and / or **cross-organisational** and / or cross- sectorial teams working around the NEETs forming a chain of responsibility[10] in one local area. We consider a cross-professional team a group of professionals with education / background from different professional fields (social, education, health etc.) who bring to the table different professional approaches, skills, tools, knowledge etc. On the other hand, a cross-organisational team is a group of professionals coming from different institutions (school, social care centre, employment service etc.), they bring into the work different services, and legal capacities (see IO1: The Needs of the NEETS and the Needs of Professionals). When such cooperation is established in practice, it is most common to be both, cross professional and cross-organisational. Therefore, this training can serve as an initiation of cooperation especially through learning about each other’s work, expertise, resources, and ideas and as a support to already existing cooperation structures.

Other combinations of participants from primary target groups can be formed depending on the topic and/or module that is in the focus of the training. For example, teachers and counsellors at schools can benefit from the vocational maturity tool (Module 4, IO2 and IO3).

[10] Establish a supportive cross-professional network around each individual NEET, from upper primary school to VET or job - and backwards, involving VET and workplaces in a cross-professional collaboration to ease career learning for youths.

6.2 DIDACTIC FRAMEWORK

The purpose of the didactic framework for YIT training[11] programme is to support trainers coming from different professional backgrounds and experience in preparation and implementation of the training.

Trainers need to consider participants being adults, possibly beginners in the field of supporting NEETs, but most often, they will be experts with several years of experience. They all have their own work-relating **values** and **attitudes** that may perfectly align with those expressed in the training or not. They will come from different professions, organisations and have different personal traits.

The trainer needs to provide a training which:

(a) is concrete and informative,
(b) brings sustainable solutions for participants' everyday work, and
(c) has enough time for participants to share their experience and thoughts.

Modules are different in the amount of information and learning outcomes they provide. Because of it, we expect training to be organized differently. A single module does not necessarily equal one training.

General recommendations on training preparation and implementation are outlined below. Some elements are already fully integrated into the modules, but this is not always the case. The following three points are written to be considered before the implementation of the training, especially in the time of preparation (planning, method selection etc.), but they can also be included in the training through different content and activities.

1. We highly recommend to select only those learning outcomes that can be achieved in given time and with given resources.
2. After carefully choosing learning outcomes, the organiser should think about potential trainees - what you already know about them (first- or second-hand information) and, if possible, to get information about their specific training needs. If needed, find some information about the participants' current knowledge and skills (prepare a short online questionnaire, interview them etc.). For example, when preparing a training on Module 1 (Scout profile), they could send in advance a short paragraph about their typical work tasks in relation to working with NEETs. For Module 2 (cross-professional work), they could write about what institutions they are already cooperating with in regard to the NEET support and what they would need to enhance their cooperation. For Module 3 they could outline a method they find useful when working with NEETs and what principles they try to follow. For Module 4 they could list and describe the tools they have already been using when counselling (supporting) NEETs, test the YIT vocational maturity tool in advance and send you their first feedback.

[11] Training is not exactly an appropriate term to use when we talk about didactics. In YIT we will bring the new initiative and tool as a content of the training, but we cannot see ourselves exactly as trainers of experts, but more as facilitators.

3. Contextualisation - place learning outcomes into the context. Intended learning outcomes and planned activities are not related only to the participants' prior knowledge, but also to the broader context of their work. This is important for the success of implementation of new methods / processes / changes into someone's work. To have a slight understanding of their work context, you need to look at existing resources and try to get information about participants' work, possible downsides of current arrangements, and hot issues. You should try to avoid situations of being confronted (on the spot) with a crucial topic / issue you are not prepared for and it ends up being important for the course of the training. These "hot issues" should be communicated before the training in the term of being part of the training session or not. Some learning outcomes, defined in the existing modules, are already communicated through a broader context.

Below, we present three training approaches we find useful for YIT training and they might be seen useful for professional development of a trainer:

1. 10 steps to the practical investigation project (PEP)
2. Teamwork
3. Formative Assessment

6.2.1 10 steps to the practical investigation project (PEP)

One of the approaches for professionals to implement newly learned elements into their day to day work is an approach called Practical Investigation Project (PEP = Praxiserkundungsprojekt) developed by Michael Legutke © Goethe-Institut 2012.

Practical investigation is an approach of learning by doing. The participant of the training tries out whatever one has learned at the training and wants to put it into one professional practice. The approach is methodically presented, so one can simply follow 10 (predetermined) steps. It is an interactive approach as one communicates with colleagues and also trainers if possible. It supports the reflective part of professional practice, as one investigates the inputs, processes and outputs of activities. A very important value of this approach is that a professional systematically analyses own practices and tries to find out the logic of the successful and less successful approaches by themselves. Therefore, the learning process becomes the investigation process.

From a trainer's point of view, this methodological approach is useful when the objective of the training is to introduce new practice into their day-to-day work. The trainer can also support the process by acting as a critical friend to the participant, substitute the missing colleagues or in the process of learning the new practice to help get on track.

Within this context, the term project (referred to the practical investigation project) is describing new knowledge, methods, tools or other elements of practice that the participant wants to introduce into his/her work.

10 steps presented below should be modified, adjusted to the concrete training situations. If you decide to use PEP, you will need to present 10 steps to the participants. We recommend that you discuss the PEP with them and give them the option to choose PEP freely or introduce the approach as a method of training in advance assuring that participants are informed beforehand.

10 steps of PEP:

1. Participant finds 2 colleagues (usually from the same institution, type of work, expertise …)
2. After the training (introduction of new content) participant answers these questions:
    a. What was new to me?
    b. What surprised me?
    c. What did I find particularly interesting?
    d. What would I like to try for myself?

Through their answers, the participant tries to choose an action (new approach, use of a tool ...) and define what they want to find out, investigate, try out or similar during their day to day practice (Think of a pattern: "If I do X, what happens?").

3. Interact with 2 colleagues:
    a. Discuss, develop ideas for a practical investigation (individual, common / prior and after the activities) at the workplace.
    b. How to carry out the practical investigation?
    c. What kind of results should you get?
4. Analyse the context in which you will carry out the practice investigation:
    a. Can you get the answers to your question in your own settings/work situation? or
    b. Do you need an additional input (knowledge …)?
    c. Are the framework conditions of the selected activity suitable for the practice investigation?
5. Plan the activity and its documentation:
    a. Do you need colleagues who help you to document the activity by visiting and recording observations?
    b. Will you conduct an interview, survey? When and how?
    c. Will you write your observations after your attempt?
    d. What does your reflection arc look like? Alternatively, how will you capture your personal impressions? Will you be running a video camera for documentation? Do you need explanations of consent for video or audio recordings? Will you inform your clients that you are currently working on a project with them or not? Do you need more literature to prepare for your project?
    e. Do you need tips from textbooks / trainers or colleagues? etc.
6. Carry out your project and collect the data.
7. Evaluate the investigation. Evaluate the data of what you wanted to explore. Formulate what you have learned from it. Make the results as concise and clear as possible.
8. Present the results to colleagues who are using PEP. Compare your results. Think who you would like to present your results / who you would like feedback from (colleagues, trainers etc.)? Plan what kind of feedback you want from your listeners.

9. Present your practice investigation to others, at the training, to the colleagues at your institution, at professional meetings etc.
10. Document your practice investigation and relevant responses from others.

Keep in mind that “less is more” and support the participant of training to choose for a project a content, method etc. that is small enough to handle.

Sources and useful links:

1. Goethe Institut, 10 steps to practical investigation project (PEP): https://www.goethe.de/resources/files/pdf75/dll_10SchrittezumPEP.pdf
2. Goethe Institut: Practical Exploration Projects (PEPS) https://www.goethe.de/ins/us/en/spr/unt/for/gia/dll/kon.html

6.2.2 Teamwork

Teamwork method is especially useful in the part where the cooperation of different professionals is a proposed method or defined as a learning outcome. Teamwork is well explained in numerous literatures and is not a direct topic of YIT, but anyhow we find it necessary to remind the readers at least shortly, what are the main characteristics of teamwork and to offer some resources.

It is important to understand the difference between occasional teamwork (e.g. during the training) and continuing teamwork (e.g. cross-sectorial, cross-professional work with NEETs). In the first case, the trainer is the one who needs to come up with the short rules in order to meet the training goal. In the second case, the “proper” teamwork is at hand, meaning that the team meets regularly within a longer period in order to reach the concrete working objective. In case of supporting young NEETs, the same team may meet “around” different young persons at different times.

Different authors agree that the main point of teamwork is to set goals and means to evaluate them very clearly, clarify activities of the team, roles of the members and rules of the team. It is crucial that the team takes enough time at the beginning to clarify those elements. Supportive activities that are often found useful are getting to know each other well, understanding terminology that other members use, divide the tasks among members as equally as possible and to set rules of communication.

The table below shows a set of characteristics of a group vs an effective team.

Table 1: Characteristics of effective teams versus groups

Group Characteristics	Effective Team Characteristics
Forming a team and defining its main tasks is based on administrative reasons.	A team is formed based on awareness that they are stronger by collaborating.

Members work independently and only occasionally and partially together.	Members are aware of positive interdependence and greater specialization of each member.
Members are focused solely on themselves and on completing their tasks.	Members personally identify with work assignments.
Members are not involved in setting goals and tasks.	Members are actively involved in setting goals and tasks.
Members are not expected to provide ideas, but to implement tasks.	Members contribute ideas, suggestions and knowledge.
Members are instructed on what to do and how to work; suggestions from their side are not desired.	Members are committed to the same goals; they join strengths, knowledge and talents.
Expressing one's own opinion freely or disagreeing is not desirable, since it indicates group inequality and opposition.	Encouraging one another, openly expressing opinions, suggestions, feelings, questions and disagreements.
Lack of confidence in colleagues (team members)	Strong confidence in colleagues (team members)
Often “playing” imaginary roles	Genuine and clear roles
There is no open and relaxed communication.	Open and relaxed communication - questions are welcome.
There is no tendency for mutual understanding.	Effort for mutual understanding
Not being familiar with the roles of others influences trust in their motives.	Being familiar with others’ roles increases confidence in their contribution.
Skills and abilities of members are not used or even obstructed.	Promoting the use and development of skills and abilities
Members do not distinguish between the process of confrontation and conflict.	Confronting someone’s different opinion does not mean there is a conflict.
Conflict situations are not resolved on the spot, but are put on hold; the leader of the group does not intervene.	Conflict in a team is a natural part of a process; it represents a challenge and an opportunity to learn.
Members do not have to be involved in decision-making; decisions are often left to the leader.	Members participate in team decisions - knowing that the leader will direct them when problems arise.
Agreeing with the leader's opinion is more	It is more important to achieve goals than to

important than achieving results.	agree with the opinion of the leader.

Source: Polak, A. (2007). Timsko delo: psihološke razsežnosti timskega dela v vzgoji in izobraževanju. *[Teamwork: The psychological dimensions of teamwork in education.]* Ljubljana: Modrijan. p. 82-83.

Resources and useful links about teamwork

Here are some useful links for preparation of effective teamwork or training for it. Especially the source under number four (Hyper Island Capital) where you can find different tools and activities you as a trainer or teams can try out. The source number five (Tags of CroCoos Knowledge Centre) is also about the tools and approaches used in schools.

1. Haas, Martine and Mortensen, Mark (2016). The secrets of great teamwork: https://hbr.org/2016/06/the-secrets-of-great-teamwork
2. Hyper Island Capital
    a. A resource kit you can use to apply creative collaboration and unleash potential in your team or organization. http://toolbox.hyperisland.com/
    b. Creating effective teams: https://www.hyperisland.com/blog/creating-effective-teams-the-detailed-curation
3. Kun, Judit (2018). A guide for effective cross-organisational teams. https://uxdesign.cc/a-guide-for-effective-cross-organisational-teams-a2af3b777417
4. Schoultz, Mike (2017). The team characteristics for effective teamwork. https://medium.com/@mikeschoultz/10-team-characteristics-for-effective-teamwork-e0429b362ddd
5. Tags of CroCooS Knowledge Centre: http://oktataskepzes.tka.hu/en/crocoos; (You can use the tags in the middle of the page like cross-sectorial cooperation and then browse the tools.)
    a. oktataskepzes.tka.hu/en/crocoos/managing-team-meetings
    b. oktataskepzes.tka.hu/en/crocoos/partners-roundtable
    c. oktataskepzes.tka.hu/en/crocoos/steps-of-the-case-discussion

6.2.3 Formative assessment (Assessment for learning)[12]

Formative assessment of knowledge (FA) is an approach to teaching and learning as it describes the teacher's activity and student's involvement in the process of learning. It combines the majority of contemporary findings of pedagogical science and translates them into practical principles, activities, and methods. Although the formative assessment is predominantly used in the typical classroom settings at schools it is very useful for any teaching/training/learning process as it is based on the state

[12] In literature you will find both terms being used for this approach. For practical reasons we will be using only one, formative assessment.

of art of the learning process itself that is not so different regarding who is the learner, a child, student or already established professional.

Two things are crucial for the successful implementation of the FA:

1. teacher's (trainer`s or counsellor's) positive attitude and beliefs about the learning process (all can learn, just in different ways and with different pace), and
2. application of activities, methods, techniques, and approaches in the learning process.

Formative assessment is a student-centred approach based on the active involvement of a participant in the process of setting goals of a training and each particular learning activity. Goal is for each participant to know where one is in his learning process, where one needs to be (would like to be), and how one is going to get there. In short, formative assessment involves an ongoing dialogue (whether oral or written) which moves teaching and learning forward. Formative assessment does not include marks, levels or grades, nor does it compare participants with one another. Instead, it focuses on what the next steps are on an individual and personal level. The key component of formative assessment, though, is not just the collection of information, but the premise that this information is actively used and acted upon by the teacher to improve participant's learning and his or her own teaching.

Formative assessment is effective when we establish a good relationship with participants, have a positive attitude towards the next planned learning activity, and follow basic rules of communication and trust in the teacher-student relationship (trainer-participant relationship). The process of FA is actually an ongoing tracking of participant's progress. It is not a linear, but a circular process starting with the diagnostics of the current state of the particular competence. Throughout the whole training, we should not forget about the main intention of why the participant wants to learn something and how will the knowledge / skill benefit him. In YIT context, we should plan and implement training activities by keeping in mind how the knowledge is going to help the counsellors and professionals to better support the NEETs on their pathways.

1. **Diagnostics & Questioning = Where the learner is now**

The main aim of this step is to figure out whether individual participant can follow the proposed curriculum/programme or are there any adjustments needed (in terms of planned activities or intended learning outcomes). In YIT context, it becomes very useful when participants in the group are of different backgrounds, which makes it hard for the trainer to estimate their exact knowledge and training needs before the training. Therefore, the diagnostics can be proposed in a written form before the start of the training (as a questionnaire and not a test) or during the first training session (if there are many). It is also an activity for the trainer to detect participants' strong and weak areas. If one's strong area is another's weak area, the trainer might use this to plan a peer-learning activity on a particular matter.

Supporting questions for participants to ask themselves:

a. What do I already know? (detect strong areas)
b. What do I want to know? (detect weak areas)

c. What am I interested in?

2. Goal setting = Where the participant wants to be

This is the step when participants establish where they want to be at the end of the training. It is something to be done either at the beginning of training/theme/chapter/project and after each progress assessment in order to re-establish goals when needed. Participants are actively involved in goal setting in order to adopt the goals as their own instead of goals being imposed on them by the trainer. This means that even though the trainers have outlined learning outcomes while preparing the training, it is necessary to adjust them according to the participants' needs and wishes. It is better to achieve one small part of planned learning outcomes than to push the participants / learners to gain more than they are able to.

3. Action = How the participant is going to get there

Together with the participants, we decide on activities and methods that will help them reach the goals (learning outcomes). Questions, listed below, are of great assistance. The answers will probably resemble participant's individual interests, learning styles, and wishes, and it is the trainer's role to try to address them during the period of training. It makes sense to answer these questions with participants at the beginning of the training. The trainer`s task is to keep participants engaged throughout the process of learning (use proper activities and methods) and to monitor/ follow their progress. Training should be structured in a way for participants to be more active than a trainer.

Support questions for participants to ask themselves:

a. How do I want to reach the goal?
b. What is the easiest / best way I learn?
c. How and with whom do I want to learn?
d. What do I need to progress?

4. Setting criteria for success

When a participant is not presented with criteria for success, it is hard for one to know what and how something has to be done to reach the goal and what are the areas one needs extra support with. Criteria need to be concrete, realistic and clearly connected to the learning outcomes. They also need to be understandable to participants to the point where they have to know how to use them, otherwise they are useless. The best way to reach that is by including participants in the process of setting criteria. Criteria is also a starting point for the trainer to plan activities to reach the goals. Based on the criteria, a trainer can provide the feedback on progress and participants can self-evaluate or peer-evaluate the progress of training.

There are many ways to set and agree on the criteria. It doesn't necessarily have to be always focused on the final results/outcome, but can also be process related. For example, you can agree on criteria according to the best practice example (project, presentations, reports etc.) or on criteria of procedural knowledge, where we talk about what steps are necessary for a certain process to result in the best possible outcomes.

Support questions for participants to ask themselves:

a. What is the minimal knowledge I need?
b. What is the basic knowledge I need?
c. What is the advanced knowledge I need?

5. Collecting and analysing data

It helps the trainer to see whether the progress is in line with the intended learning outcomes / set learning goals. Collected data shows the trainer in what way one needs to direct further learning activities. It is a great challenge for the trainer to prepare and include a variety of learning activities in order to assess the progress of each participant in a proper way and it could be done through conversation, group activities and visual presentations.

6. Self-assessment or peer-assessment activity

It is a step of providing qualitative feedback on what criteria have been reached and what has not and what needs to be done to reach intended goals of training in a given time. The assessment does not result in grades, but it enables the trainer to provide further information on how to progress towards the set goal(s). Thus, if the assessment is not supported by meaningful feedback and further instructions on how to proceed, it does not fit its purpose.

Support questions for participants to ask themselves:

a. What do I know?
b. What do I still want to improve and how am I going to do that? Until when? Who is going to help me?

When a participant decides on what he still wants to know / learn it enters a new cycle of the FA process with newly established learning goals. The process continues until he achieves all desired learning outcomes.

It is important to notice that not all parts of the FA process need to be implemented in one training session. Some sessions have more FA elements integrated, some less. Most of the time its implementation can be seen through different ways such as trainer - participant dialogue, the way the trainer leads the learning process, in ideas, activities and relaxed attitude of the participants (asking questions, pointing out dilemmas, peer-to-peer assistance etc.). FA is not a bureaucratic process but a way of communicating, guiding and leading a group of learners. It is also a culture of teaching and learning, where the focus is on feedback and dialog, based on the notion that each can learn and we all learn differently. Integrating FA into the learning process does not exclude using other methods. It is up to the trainer to decide what methods are the most appropriate to use at a given situation and time.

Resources and useful links about formative assessment:

1. Booth, Niki (2017). What is formative assessment? Impact - Journal of the chartered college of teaching.
2. Booth, Nikki. (2017) What is formative assessment, why hasn't worked in schools, and how can we make it better in the classroom. At Impact, Journal of the Chartered college of teaching. https://impact.chartered.college/article/booth-what-formative-assessment-make-better-classroom/
3. Broadfoot, Patricia et al. (2002). Assessment for Learning, 10 principles. Research-based principles to guide classroom practice. Assessment Reform Group, http://www.hkeaa.edu.hk/DocLibrary/SBA/HKDSE/Eng_DVD/doc/Afl_principles.pdf
4. Evaluation Dartboard suggested by Christiane Thole (YIT, University of Hamburg).
5. Getting started with Assessment for Learning. Cambridge Assessment, International Education. https://cambridge-community.org.uk/professional-development/gswafl/index.html
6. Holcar Brunauer, Ada, et al. (2017). Formativno spremljanje v podporo učenju. Priročnik za učitelje in strokovne delavce. [*Formative Assessment in Support of Learning: a handbook for teachers and professionals*]. Ljubljana: Zavod Republike Slovenije za šolstvo.
7. Peršolja, Mateja (2019). Formativno spremljanje znanja v praksi, priročnik za učitelje. [*Formative Assessment in Practice, a handbook for teachers*]. Domžale: Mateja Peršolja s.p.

6.3 CONTENT - MODULES

The following four modules were developed according to the YIT objectives and are based on the YIT intellectual outcomes. Each of the modules includes suggested learning outcomes, learning materials, sources and training methods. We included materials and sources that were developed during the YIT project, as well as others recommended by our partners. You will also find out that some modules and / or learning outcomes are directed towards empowerment, while others include the organisational and collaborative aspect where final success depends on more factors, beyond the training itself. When preparing a training or teaching plan based on specific learning outcomes outlined in the modules below, we strongly suggest you to get to know the results of the respective IOs (see the foreword).

National and organisational context is highly important to consider when preparing the training. Therefore, trainers are free to combine, add or drop the suggested learning outcomes depending on the needs of their target group.

6.3.1 MODULE 1 - SCOUT’S COMPETENCE PROFILE

Many competences defined in the scout’s profile are mutually addressed in all four modules. As a joint effort of Module 2 and 3, we aim to support relevant organisations to identify the professionals for the role of scout and to identify the needs for the empowerment of these professionals. Professionals and organisations should become aware of the influence of their role on the NEET's success.

The aim of Module 1 is for participants:

a) to become aware of the scout's role and its implication to young NEET's life,
b) to identify own strengths and weaknesses regarding relevant skills and competences listed in the scout competence profile, and
c) to reflect on the relevance of the scout's identified competencies regarding their own understanding of the scout role.

M1 - Learning outcomes

After the completion of the Module 1, participants of the training should be able to reflect their individual professional profiles in impersonal way with regard to the scout function:

1. Compare existing professional role of training participants to the scout competence profile;
2. Assess participant's strengths and weaknesses with regard to the scout profile (see the aim of the module)
3. Understand the role of a scout in their national and organisational context;
4. Identify which competences, knowledge, skills or attitudes are those that they need to upgrade in order to develop their professional roles to the one of a scout;
5. Define the changes needed to be done in the organisational and national context in order to implement the scouts into the NEET support system.
6. Understand typical inter-role and intra-role conflicts related to the scout function and its implication to their professional work (Nanna Mik-Meyer, in The Needs of the NEETS and the Needs of Professionals, p.12).

Learning outcomes assume that this is the first-time participants are introduced to a scout competence profile. The results of this meeting will almost always result in identified need for concrete competences in the area of teamwork, meeting management, self-assessment, etc. According to the possibilities and available means, it would be best to appropriately address these needs.

M1 - Possible methods

- Self-assessment questionnaires based on the scout competence profile
- Contextualisation of the selected competencies in the relation to formal job description and real demands of the workplace
- Storytelling (e.g. examples from practice which show the existence or need of competencies)
- Moderated discussions
- Role play with feedback from participants and trainers
- Reflecting feedback received at the workplace (from colleagues, customers, superiors)

M1 - Training materials and sources

- Scout function - competence profile and framework (IO4)
- National legislation and professional sources including national competence profiles if existing, e.g. job description
- Mik-Meyer, Nanna (2017) “The power of citizens and professionals in welfare encounters - The influence of bureaucracy, market and psychology”, Manchester University Press., in the The Needs of the NEETS and the Needs of Professionals, p. 12.

6.3.2 MODULE 2 - CROSS-PROFESSIONAL AND CROSS-ORGANISATIONAL COOPERATION

The main aim of Module 2 is to increase the cross-professional and cross-organisational awareness of different roles and expectations of professionals working with NEETs and to set the basis for sustainable cooperation (chain responsibility) of professionals working with the same group of NEETs. Interfaces between participating organizations and defining how professionals have to deal with these interfaces is essential to overcome obstacles for cooperation when establishing individual pathways. This module is highly dependent on the national and organisational contexts of the participants and outlines the first two steps of IO6 Individual pathways for NEETs (a didactic model) in a cross-professional setting.

M2 - Learning outcomes

After the completion of the Module 2, participants of the working group should be able to:

1. Reflect on their own approaches, attitudes, methods, and tools they use;
2. Present their own workplace and organisation, including legal and professional responsibilities of the organisation and workplace;
3. Recognize other professionals’ and organisations’ attitudes, approaches, capacities, and responsibilities;
4. Identify the need to form local sustainable cross-professional and cross-organisational cooperation in the context of the chain responsibility;
5. Present the capacities they (as professionals and as an organisation) are able to contribute to the teamwork and activities in the context of the chain responsibility;
6. Cooperate in design of the form, manner and content of continuous cooperation among professionals and / or organisations in the context of the chain responsibility;
7. Outline the chain responsibility between the professionals/organisations within their role of supporting the NEETs;
8. Present possible adaptations of their work (expert and organisation level) based on the results of cross-professional and cross-organisational teamwork;
9. Present the needs for sustainable cooperation to relevant experts in their own organisation and authorities in order to gain support;

10. Identify in what cases an individual NEET needs support from another professional.

M2 - Possible methods

- Participants come from different organisations / professions from one or more local areas. Therefore, the training can facilitate establishing a concrete team for future and sustainable cooperation - this is not just training anymore, but is already starting teamwork;
- Possible models to use: SWOT analysis, GROW, SCORE, SMART, EXACT models;
- Defining the role of each professional based on a real (anonymous) case;
- Taking national legislation into consideration,
- Mapping local/national actors in the field of preventing and supporting NEET and visualizing their interfaces
- Mapping participants` competencies, roles and tasks for cross-professional or cross-organisational teamwork, and discussing the interfaces, existing obstacles and measures to overcome them regarding prevention and support of NEET

M2 - Training materials and sources

- GROW Model: https://en.m.wikipedia.org/wiki/GROW_model
- SMART method of writing management goals and objectives: https://en.wikipedia.org/wiki/SMART_criteria
- SWOT Analysis, strategic planning technique: https://en.wikipedia.org/wiki/SWOT_analysis
- The NLP S.C.O.R.E. Model, coaching and problem- solving model: https://nlppod.com/the-nlp-s-c-o-r-e-model-part-1-the-basics/
- EXACT, a coaching approach to goal setting: http://www.coachingcultureatwork.com/wp-content/uploads/2018/04/Coaching-for-Performance-EXACT-a-Coaching-Approach-to-Goal-Setting.pdf
- Coaching: https://coachfederation.org/
- Mik-Meyer, Nanna (2017) "The power of citizens and professionals in welfare encounters - The influence of bureaucracy, market and psychology", Manchester University Press
- The Needs of the NEETS & the Needs of Professionals https://youth-it.cool/wp-content/uploads/2020/12/ANALYSIS-IO1-Needs-Aug2020-FINAL.pdf
- Rethinking motivational challenges amongst young adults on the margin, Noemi Katznelson. Journal of Youth Studies (2017).

6.3.3 MODULE 3 - INDIVIDUAL PATHWAYS

In Module 3 "Individual pathways" participants will outline ways of setting up, evaluating and adjusting individual pathways of a NEET in a cross-professional and / or cross-organisational context with the aim of supporting and guiding the NEETs on their way to achieve their educational, work or career goals. Individual pathways are created through the development process and collaboration among a scout/contact person, a NEET and other relevant professionals. This module is highly related to Module

2 (see above) and outlines the last three steps in IO6 Individual pathways for NEETs in a cross-professional setting - a didactic model.

M3 - Learning outcomes

After completion of the Module 3, participants of the training should be able:

1. To know how to create a profile of a young person's life experiences including school background, potentials, challenges, and needs.
2. To identify different ways to set up an individual pathway to support a NEET and understand the flexibility of the work around it (case work taking into consideration competence profile - IO4 and didactic model - IO6);
3. To recognize / know different counselling methods support the NEETs on their pathways;
4. To cooperate in designing the common elements of the individual pathway of NEETs.
5. To know the taxonomy and related indicators to monitor NEET's progress towards vocational maturity (correlation with IO2).
6. Is familiar with different methods of progress evaluation.
7. To recognize the value of / be familiar with / understand the data they collect to measure NEET's progress.

M3 - Possible methods

- Sharing expertise on how to support the individual NEETs among the professionals - this can be also done in the same group as Module 2;
- Role play around the samples of cases; sharing practical examples;
- Didactic: create a case together.

M3 - Training materials and sources

- YIT Individual pathways for NEETs in a cross-professional setting - a didactic model (IO6) https://youth-it.cool/2020/07/individual-pathways-didactic/

6.3.4 MODULE 4 - VOCATIONAL MATURITY

The main aim of this module is to empower the professionals working with NEETs by presenting them a tool for identifying vocational maturity, which they can use as a support tool when scaffolding NEETs on their pathway. It is necessary for the professionals to be familiar with the concept of vocational maturity as used in the context of the YIT project, the tool itself and its usage before they start using the tool in practice.

M4 - Learning outcomes

After the completion of the Module 4, participants of the training should be able to:

1. Explain the a) concept and b) content of vocational maturity to other professionals and to young people, especially NEETS (see IO2);
2. Explain the differences between the educational readiness and vocational maturity;
3. Explain the ethical framework of the tool;
4. Use the tool and / or vocational maturity in different settings (one on one counselling, group sessions, etc.);
5. Explain in what situations it is and is not appropriate to use the tool with a young person;
6. Further explain and contextualise the statements in the tool to the NEET considering the youth`s existing resources and strengths on the one hand and possible future situations on the other hand;
7. Present the technical use of the tool;
8. Use the tool in a paper version.

M4 - Possible methods

- Role play - two trainees together - one in a role of counsellor and the other one in a role of a young person - they role play the process of minimum two sessions;
- Explain the tool in one meeting, participants try out the tool at their workplace, on second meeting they share experience;
- Simple presentation of the tool / make a video of presentation and share it;
- Support discussion about the elements of the tool.

M4 - Training materials and sources

- Link to the online tool (English, Denmark, Iceland, Slovenia);
- Guide on “How to use the tool”;
- Hand-out “Short description of the parameters”;
- IO3 Report on piloting of the tool (https://youth-it.cool/deliverables/);
- Personal computer for each participant and internet connection.

7 ANNEX 1 Evaluation questionnaire for participants

A: GENERAL QUESTIONS

A1: What term best describes the sector you are working in?

1. Education
2. Employment service
3. Guidance counselling
4. Health care
5. Social care
6. Youth work
7. Other ________________________________

A2: What is the term you feel best represented with?

1. Counsellor
2. VET teacher
3. Another teacher
4. Social worker
5. Other ____

A3: How often do you have contact with NEETs at your workplace?

1. regularly
2. sometimes
3. never

A4: What was the reason you decided to attend this training?

____

____

A5: Have you already attended trainings specifically concerning NEETs?

1. YIT Module 1 – Scout profile
2. YIT Module 2 – Cross-professional cooperation
3. YIT Module 3 – Individual pathways
4. YIT Module 4 – Vocational maturity
5. Other trainings (e.g. seminars, on-the-job etc., webinars): ____
6. This is my first training on NEETs

B: CURRENT STATE OF CROSS-PROFESSIONAL / CROSS-ORGANISATIONAL COOPERATION

B1: Professionals from what sectors are you already cooperating with?

1. Education
2. Employment service
3. Guidance counselling
4. Health care
5. Social care
6. Youth work
7. Other ____

B2: What is the purpose of the cross-professional cooperation?

1. Designing individual solutions for NEETs
2. Exchange of information about general requirements and responsibilities
3. Exchange of information about individual NEETs
4. Passing NEETs on to other professionals
5. Other____

B3: What kind of need do you see for an improvement of cross-professional cooperation?

1. Dialogue about individual NEETs should be intensified.
2. More information about responsibilities and requirements of the other organisation. *
3. Personal contact with responsible persons of the other organisation should be intensified. *
4. Other (please comment)

____

____

***Please indicate the organisation(s) you would like to cooperate with especially:**

____

C. LEARNING OUTCOMES

C1: What have you learned during the training? Please indicate the degree of your learning progress by crossing the numbers: 1= I agree, 2= I agree partially, 3= I disagree, 4 = does not apply to this training.

C1.1 Module 1: Scout profile

a)	**1**	**2**	**3**	**4**	I can compare my professional role to the scouts` competence profile.
b)	**1**	**2**	**3**	**4**	I understand the role of a scout in my national and organisational context.
c)	**1**	**2**	**3**	**4**	I can identify which competences I need to upgrade my professional role to a scout.
d)	**1**	**2**	**3**	**4**	I can define the changes needed to be done in my organisational and national context in order to implement the scouts into the NEET support system.
e)	**1**	**2**	**3**	**4**	I know typical inter-role and intra-role conflicts related to the scout function.
f)	**1**	**2**	**3**	**4**	I can assess my strengths and weaknesses with regards to the scout profile.

C1.2 Module 2: Cross-professional cooperation

a)	**1**	**2**	**3**	**4**	I can present my workplace, responsibilities, approaches, methods and tools we use to professionals from other organisations.
b)	**1**	**2**	**3**	**4**	I recognize other professionals' and organisations' roles and responsibilities.
c)	**1**	**2**	**3**	**4**	I know the capacities other professionals/organisations are able to contribute to the teamwork.
d)	**1**	**2**	**3**	**4**	I feel able to design the form, manner and content of continuous cooperation among professionals and/or organisations.
e)	**1**	**2**	**3**	**4**	I can present past or possible adaptations of my work (expert and organisation level) based on the results of cross-professional and cross-organisational teamwork.
f)	**1**	**2**	**3**	**4**	I can identify needs for sustainable teamwork and present them to relevant experts and authorities in order to gain support.
g)	**1**	**2**	**3**	**4**	I can identify in what cases individual NEET needs support of another professional.
h)	**1**	**2**	**3**	**4**	I can cooperate in designing the common elements of the individual pathway of NEETs.
i)	**1**	**2**	**3**	**4**	I understand the conditions for good cross-professional cooperation.

C1.3 Module 3: Individual pathways

a)	**1**	**2**	**3**	**4**	I know different counselling methods to support the NEETs on their pathways.
b)	**1**	**2**	**3**	**4**	I know how to create a profile of a young person's life experiences including school background, potentials, challenges, and needs.
c)	**1**	**2**	**3**	**4**	I can identify different ways to set up an individual pathway to support a NEET and understand the flexibility of the work around it (case work taking into consideration competence profile - IO4 and didactic model - IO6);

d)	**1**	**2**	**3**	**4**	I am able to describe and present the progress of a NEET.
e)	**1**	**2**	**3**	**4**	I can design the common elements of the individual pathway of NEETs.
f)	**1**	**2**	**3**	**4**	I know the taxonomy and related indicators to monitor NEET’s progress towards vocational maturity (correlation with IO2).
g)	**1**	**2**	**3**	**4**	I am familiar with different methods of progress evaluation.
h)	**1**	**2**	**3**	**4**	I understand the data they collect to measure NEET’s progress.

C1.4 Module 4: Vocational maturity tool

a)	**1**	**2**	**3**	**4**	I know the concept and content of the vocational maturity tool and am able to explain it to other professionals and to young people, especially NEETS.
b)	**1**	**2**	**3**	**4**	I know the differences between educational readiness and vocational maturity.
c)	**1**	**2**	**3**	**4**	I know the ethical framework of the tool.
d)	**1**	**2**	**3**	**4**	I can use the tool in different settings (one on one counselling, group sessions, etc.).
e)	**1**	**2**	**3**	**4**	I can explain in what situations it is appropriate to use the tool with a young person.
f)	**1**	**2**	**3**	**4**	I am able to explain the statements in the tool to the NEET.
g)	**1**	**2**	**3**	**4**	I am able to contextualise the statements according to the NEET's need.
h)	**1**	**2**	**3**	**4**	I can present and instruct the technical use of the tool.
i)	**1**	**2**	**3**	**4**	I can use the tool in a paper version.

D: QUALITY OF THE TRAINING

D1: To what extent is the training relevant for your work(place)? Please indicate your opinion by crossing the numbers: 1= I agree, 2= I agree partially, 3= I disagree.

a)	**1**	**2**	**3**	The training is relevant for my workplace.
b)	**1**	**2**	**3**	The training is contributing to my personal professionalization.
c)	**1**	**2**	**3**	I will apply the vocational maturity tool at my workplace (if possible).
				If choosing the option "I disagree" could you please state the reasons?

D2: Please give your opinion about the quality of the training. Please indicate your opinion by crossing the numbers: 1= I agree, 2= I agree partially, 3= I disagree.

a)	**1**	**2**	**3**	The training concept was easy to follow.
b)	**1**	**2**	**3**	Training time was used efficiently.
c)	**1**	**2**	**3**	The training was motivating.
d)	**1**	**2**	**3**	Training methods were appropriate for the training content and goals.
e)	**1**	**2**	**3**	I had the opportunity to actively take part in the training.

D3: What suggestions do you have to improve the training?

____

____

E: VOCATIONAL MATURITY TOOL

E1: We are interested in your opinion about the vocational maturity tool. Please indicate your opinion by crossing the numbers: 1= I agree, 2= I agree partially, 3= I disagree.

a)	**1**	**2**	**3**	The tool is applicable and easy to use.
b)	**1**	**2**	**3**	The time needed to apply the tool is adequate.
c)	**1**	**2**	**3**	The tool will be helpful to identify young persons’ needs.

d)	**1**	**2**	**3**	The tool will be helpful to identify young persons' strengths and resources.
e)	**1**	**2**	**3**	NEETs will be motivated to work with the tool.
f)	**1**	**2**	**3**	The tool will be helpful to identify meaningful goals for the individual pathways of the NEETS.

8 ANNEX 2 Trainer's Report

Provider of the training:

- ☐ VMST
- ☐ EUK/KL
- ☐ Moeve aps
- ☐ Cene Stupar
- ☐ CPI
- ☐ UU Kolding

Name of the trainer/s:

Date and duration of the training:

Number of participants (supported by participants list):

Who is the training for and why is this training relevant for them?

How did you contact / approach your target group?

Training design

1. **Which modules did you train?**

a) Module 1 – Scout profile

b) Module 2 – Cross-professional cooperation

c) Module 3 – Individual pathways

d) Module 4 – Vocational maturity

2. **Which of the Youth in transition modules did participants take part in before?**

a) Module 1 – Scout profile

b) Module 2 – Cross-professional cooperation

c) Module 3 – Individual pathways

d) Module 4 – Vocational maturity

e) None

3. **Which format did the training have?**

a) Webinar

b) Classroom learning

c) Blended learning (webinar & classroom learning)

4. **Which were your intended learning outcomes?**

4.1 Module 1: Scout profile

a) I can compare my professional role to the scouts` competence profile.

b) I understand the role of a scout in my national and organisational context.

c) I can identify which competences I need to upgrade my professional role to a scout.

d) I can define the changes needed to be done in my organisational and national context in order to implement the scouts into the NEET support system.

e) I know typical inter-role and intra-role conflicts related to the scout function.

f) I can assess my strengths and weaknesses with regards to the scout profile.

4.2 Module 2: Cross-professional cooperation

- **a)** I can present my workplace, responsibilities, approaches, methods and tools we use to professionals from other organisations.
- **b)** I recognize other professionals' and organisations' roles and responsibilities.
- **c)** I know the capacities other professionals/organisations are able to contribute to the teamwork.
- **d)** I feel able to design the form, manner and content of continuous cooperation among professionals and/or organisations.
- **e)** I can present past or possible adaptations of my work (expert and organisation level) based on the results of cross-professional and cross-organisational teamwork.
- **f)** I can identify needs for sustainable teamwork and present them to relevant experts and authorities in order to gain support.
- **g)** I can identify in what cases individual NEET needs support of another professional.
- **h)** I can cooperate in designing the common elements of the individual pathway of NEETs.
- **i)** I understand the conditions for good cross-professional cooperation.

4.3 Module 3: Individual pathways

- **a)** I know different counselling methods to support the NEETs on their pathways.
- **b)** I know how to set and organize an individual pathway (case work).
- **c)** I am able to describe and present the progress of a NEET.

4.4 Module 4: Vocational maturity tool

- **a)** I know the concept and content of the vocational maturity tool and am able to explain it to other professionals and to young people, especially NEETS.
- **b)** I know the differences between educational readiness and vocational maturity.
- **c)** I know the ethical framework of the tool.
- **d)** I can use the tool in different settings (one on one counselling, group sessions, etc.).

e) I can explain in what situations it is appropriate to use the tool with a young person.

f) I am able to explain the statements in the tool to the NEET.

g) I am able to contextualise the statements according to the NEET's need.

h) I can present and instruct the technical use of the tool.

i) I can use the tool in a paper version.

Additional learning outcomes (if applicable)

5. How did you communicate the intended learning outcomes?

a) With the invitation

b) At the beginning of the training

c) Other (please explain)

6. What kind of formative evaluation did you apply during the training?

a) Dartboard method

b) Mentimeter

c) Teamwork reflection

d) Time-outs for questions and comments

e) Other (please explain)

7. **How did formative evaluation influence the course of the training?**

8. **Which training methods did you apply? Please tick multiple items if applicable.**

a) Trainers' presentation

b) Group work

c) Cross professional group work

d) Individual work

e) Participants' presentation

f) Case studies

g) Role play

h) Exchange of experiences

9. **Please describe the design of the training briefly. To what extent does the design respond to local circumstances?**

10. **What would you change next time and why?**