IN TOUCH

BEST PRACTICES
REPORT

Project number 2019-1-UK01-KA205-061330
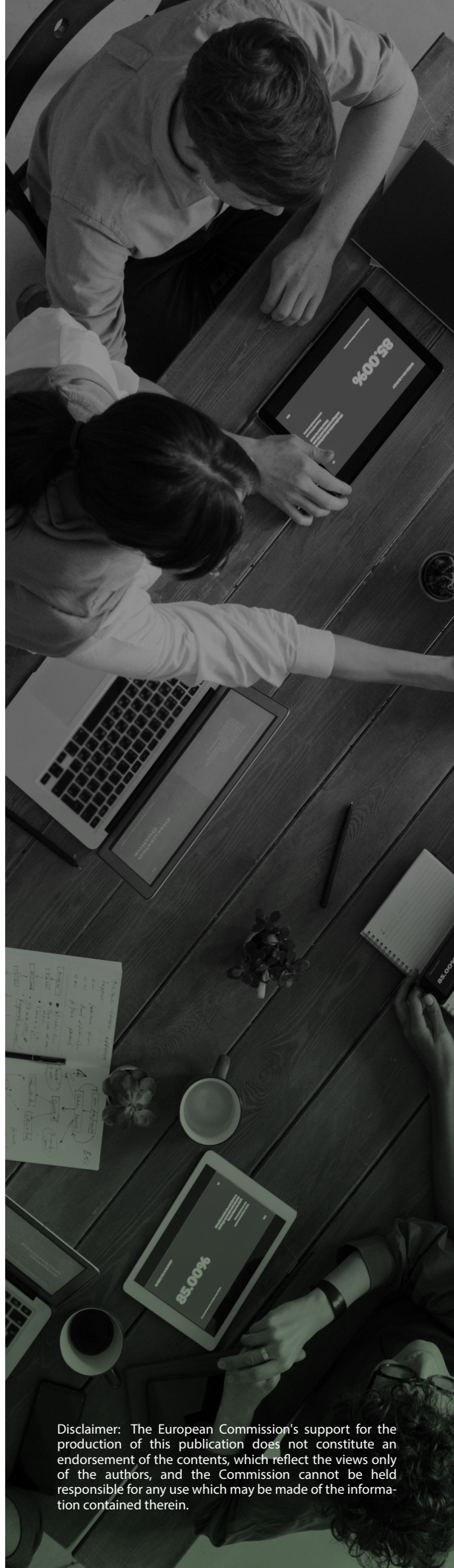
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1. PRESENTATION OF THE COORDINATOR

The In Touch project focuses on Best Practice in inclusion in the contexts of employment and entrepreneurship.

Our Approach

We wanted to take the most inclusive approach possible for our research. Firstly, we prioritised solutions that worked for everyone in society, rather than those that focused on 'categories' of disadvantaged people, since we felt that these were not as effective.

Secondly, we wanted to include everyone in the process as this would also provide unique insight into the efficacy of the Best Practices. In line with Ikkaido's Ladder, persons with disabilities and fewer opportunities were equally involved in the research process.

Our aim

The main aim was to raise awareness of effective inclusive practices in employment and entrepreneurship.

You may notice that we have taken examples from a lot of countries! Many studies have shown that inclusion is understood differently in each country. Therefore, an important part of raising awareness of effective inclusive strategies should be to show how inclusion is understood in different countries, and how strategies for employment and entrepreneurship are created and implemented.

We hope you find this collection inspiring and useful!

Ray Sweeney. In Touch Coordinator and Ikkaido CEO.

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2. PRESENTATION OF THE PROJECT

In Touch is an Exchange of Best Practice project and collaboration between nine countries on inclusive entrepreneurship cofounded by the Erasmus+ Programme of the EU.

The main aim of this project is the research of external and internal tools, methodologies and resources, to produce a Best Practice Report and identify deficits in education and provision. Focused on main aims and objectives of the EU strategy in area of social inclusion and equal opportunities;

• To encourage participation in sport and physical activity (EU Physical Activity Guidelines);

• Employment, entrepreneurship, education

• To promote voluntary activities in youth work , social inclusion , equal opportunities and awareness of the importance of health-enhancing physical activity

• Equal access for all.

• The exchange of best practice will explore existing research on the use of traditional MA, selfdefenceand meditation to increase self-esteem and self-confidence, improve self-control and selfregulation ,reduce violence and empower young people with a sense of social entrepreneurship.

This collaboration represents an opportunity to share best practice between a range of partners with different backgrounds , professional interests and expertise , but all sharing a longstanding commitment to inclusion and equity in their activities. The partners will provide a European review of entrepreneurship education for persons with fewer opportunities coming from 9 north , south , east and western European countries ; Greece , United Kingdom , Spain , Estonia , Ireland , France , Poland and Romania , reflecting the ambitions of the members of the partnership to generate a genuine community of practice , a context for organic co- operation learning and capacity building . In Touch aims to share best practice to increase experience and competences in delivering education through NFL . All of the partners have profound experience and knowledge in international projects on a range of issues for young people with fewer opportunities especially disabled people . The partners will share their work in including and empowering youth with disabilities and fewer opportunities in entrepreneurial education. Social inclusion is embedded at the heart of achieving the partners' objectives.

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of the European Union

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DESCRIPTION

BACKSLASH is a non-governmental youth organization established in 2014 in Valencia, Spain, which aims at empowering youth and the promotion of social inclusion through assisting young people in acquiring knowledge and developing their skills and competencies.

The mission of BACKSLASH is to foster and support the sustainable development of local communities and individuals' empowerment through education and training, human rights, democratic values, and international cooperation. For this, the organization is divided into the following departments and its key topics: Entrepreneurship, Social Rights, Culture and Environment.

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DESCRIPTION

Ikkaido has Special Consultative Status to the United Nations and UN Women and sits on the Diversity and Inclusion WG of the UNGC for the SDGs.

Ikkaido is a registered charity using their 6E Strategy to change perceptions and change lives.

Ikkaido uses Martial Arts as a tool to Engage and Empower persons with disability, mental health issues and from disadvantaged backgrounds. Ikkaido develops and delivers Education online and face to face. Soft and hard skills in Employment and Entrepreneurship are developed though courses which lead people to Eudaimonia, or human flourishing.

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DESCRIPTION

Ikkaido IMA is an Irish non-profit company set up in Ireland by Dirk van der Merwe, a paraplegic wheelchair user, to provide empowering physical activity, education and employment for persons with fewer opportunities, especially wheelchair users.

Ikkaido IMA are experts in empowerment and inclusion for persons with fewer opportunities, especially persons with a disability, and provides training for youth workers, coaches, teaching assistants and teachers throughout the island of Ireland and Europe.

Ikkaido IMA has vast experience in the development of inclusion tools and inclusive adapted and transferable gamification that can be used to develop persons with fewer opportunities, and to engage people with any ability or disability, especially for wheelchair users so that everyone can participate together in the same activity.

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DESCRIPTION

Asociatia Babilon Travel's (ABT) main mission is to promote social inclusion, intercultural dialog, adaptive sports as instruments of inclusion, active European citizenship among youngsters, either with or without special needs or with fewer opportunities. We also promote sustainable tourism, rural tourism, ecotourism, traditions and handicrafts of Romania with focus on the region of Transylvania and the city of Cluj-Napoca, developing tourist tracks suitable for disabled young people. We also organize sport and outdoor activities that help young disabled people to better integrate in the local, national and international community.

Our Approach

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DESCRIPTION

Aux couleurs du DEBA is an association with 15 years of expertise in European projects, non-formal education, intercultural dialogue, active citizenship and young people with fewer opportunities (NEETs). We work in the fields of youth, training and education, employment and social entrepreneurship, sport, and of course, European mobility.

Through our actions, we help young people, but also professionals and volunteers, to develop their personal, social and professional skills while respecting democratic values and human rights.

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DESCRIPTION

Eesti People to People is a non-governmental organization registered in Estonia in 1997 and with activities since 1993 as a chapter of People to People International (PTPI) NGO. Presently there are three members in the Eesti People to People board and more than 100 volunteers, including representatives of national minorities, neets, people from islands and depressive urban areas. The main topics are inclusion, gender equality, media and information literacy, digital education, entrepreneurship, etc.

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DESCRIPTION

WYŻSZA SZKOŁA BIZNESU I NAUK O ZDROWIU (WSBINOZ) is the first non-public higher education institution in central Poland that offers health-allied studies as well as business and pedagogy faculties. WSBINOZ conducts numerous researches and educational projects, cooperates with various educational, health care, sport-allied and business-allied institutions, remains locally and regionally active in the field of conference and workshops organization, social work and community elicitation. The authorities consider issues connected with the university's educational offer development as well as with scientific activities expansion as a priority. The main aim is to establish a suitable intellectual and material base to provide space for the development of scientific, academic staff and future students, as well as young adults.

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institute of
Entrepreneurship
Development

DESCRIPTION

The Institute of Entrepreneurship Development (iED), is a research organization committed to the promotion of innovation and the enhancing of the spirit of entrepreneurship. The vision of iED is the facilitation of all the necessary preconditions required for the creation of an environment that will cultivate entrepreneurship and subsequently, social and economic cohesion and development. In order to meet this end, we invest in innovation and aim to offer custom-made, realistic solutions to enterprises and individuals in order to strengthen business culture and provide viable solutions to problems and challenges related to entrepreneurial activities. In our more than ten years of operation, we have participated among others in the planning, implementation and evaluation of more than 100 national and European projects both as coordinator and as partner over the past years. Our main focus of activities falls within the following sectors (but not limited to them): entrepreneurship, social economy and entrepreneurship, certification of informal qualifications, employment, youth etc Finally, we are much interested in building EU long lasting partnerships and in joint submission under programmes such as the Erasmus+, H2020, COSME, Justice, Interreg etc.

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3. INCLUSIVE EDUCATION - COLLECTION OF BEST PRACTICES

3.1. BACKSLASH (SPAIN)

Name of the good practice	SENTYR. Self-Awareness and Entrepreneurship of Youth in Risk.
Type (Internal / External)	External. Erasmus + KA205 Strategic Partnership for youth Project identification number 2017-2-BG01-KA205-036500

DESCRIPTION OF THE BEST PRACTICE

Young people in Europe and, specifically, young people with some disadvantages (social, economic, health, cultural) are facing growing challenges related to their active and full involvement in working and active life. This could cause their exclusion.
In this context, SENTYR project focuses on the development of quality training materials related to delivering entrepreneurship and self-awareness training to youth groups in risk.

SENTYR has worked on set several **specific objectives:**
• To design, develop and pilot an evaluation methodology for assessing young people's concrete and specific training needs;
• To design, develop and pilot a training methodology for young people based on entrepreneurship and self-awareness skills;
• To train 14 youth workers/ multipliers from partner countries (BG, NL, SI, ES, TR) to deliver SENTYR trainings;
• Conduct ongoing dissemination campaign of project activities and results, including 1 international multiplier event (this happened in Spain on September 2019).

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The 2 target groups of the project are:

1. Youth workers, providing entrepreneurship training, need new learning content and innovative delivery methods to ensure quality and sustainability of the learning provided.

2. Young people at risk of social exclusion (16-18) need a set of self-awareness and assertive skills, entrepreneurial mindset and increased motivation to cope with the complexity of today's social and economic life.

The impact on young people includes increased opportunities for making a free and informed the choice for their potential career/personal development and take the appropriate actions through applying the skills and competencies; increased chance for employability by applying the self-awareness, self-belief, entrepreneurial competences and other learning outcomes; increased opportunities for having an active participation in society by applying the communication skills, intercultural and self-awareness skills.

The impact on youth workers includes better quality of their work and activities in favour of young people; increased opportunities for professional and career development and satisfaction in their daily work; improved knowledge and skills in delivering training in entrepreneurship to youth groups in risk; improved knowledge and skills in motivating young people for development; improved motivation and skills to engage in international collaboration work with other youth workers in the field.

In the long run the SENTYR project will improve the context of youth work when dealing with young people at risk of social exclusion and will improve youth workers' quality of activities. The project would contribute for young people's better achievement in life by engaging them in a combination of self-awareness and entrepreneurship learning process.

DESCRIPTION OF THE METHODOLOGY

There are two different methodologies developed in SENTYR project: The evaluation methodology and the training methodology.

·**SENTYR Evaluation Methodology:** The SENTYR Evaluation methodology presents the methods and instruments to identify, assess and evaluate the training needs of young people in risk of social exclusion. The evaluation methodology will contribute to the selection of the proper training tools to be applied and selected from the Training methodology. The Evaluation methodology answers the following questions:

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1. Why do I need to evaluate? - It gives the background/the basis for the evaluation.

2. When should I evaluate? - It explains the timing of the training evaluation. When is the most appropriate time for evaluating in order to have the maximum impact.

3. What can I do with the evaluation? - It gives concrete steps on the evaluation process and will direct to the concrete training to be applied in different situations.

4. What methods can I use? - It points out concrete evaluation methods to be applied in different situation and with youth groups in risk of social exclusion.

Annex 1: Case studies - there are concrete examples of the evaluation process with presented dialogues between a youth worker and a young person.

·**SENTYR Training Methodology:** The SENTYR Training methodology will be designed for youth workers , who would like to expand and upskill their training portfolio in the field of self - awareness and entrepreneurship education methods . Through the methodology they will get access to an essential state-of-the-art knowledge base, enabling them to structure their self- awareness and entrepreneurship training with youth at risk. The methodology is based on the two world-known methods stone composition work, dialogical self-theory and business constellations and will be organized as follows:

- Learning outcomes framework –provides a description of the knowledge , skills and competencies (attitudes) to be reached by potential learners engaged in the training methodology . This framework steps on the model of EQF and existing descriptions from the field of entrepreneurship education, adding specific attributes, linked to the needs of the target group addressed and to the self-awareness topic. Furthermore, the framework is divided into two parts:

1. General – containing learning outcomes valid for young people at risk.
2. Group specific – containing small sets of learning outcomes, relating to other groups

- Self-awareness and assertiveness section - young people will gain an understanding of their strengths, as well as how to adapt their behaviour to more effectively interact and influence others. The main topics of these sections are: the value of self-awareness and openness ; the difference between passive, assertive and aggressive behaviour; body language and assertive behaviour; the barriers to assertive behaviour; influencing skills.

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- The entrepreneurial skills section is dedicated to concrete topics and methods on teaching entrepreneurship education to youth groups in risk. This section contains the following parts: Learn how to generate, identify and select business ideas; Practice the preparation of a specific, comprehensive business plan tailored to each individual's entrepreneurial needs; Explore the linkages between an entrepreneur and all the resources and services needed to successfully launch and sustain a small enterprise; Understand saving as a life skill for individual livelihood and business improvement.

Name of the good practice	VOCCESS online. Innovative methodology on career orientation.
Type (Internal / External)	External. Erasmus + KA205 Strategic Partnership for youth. Project number: 2018-2-ES02-KA205-011531

DESCRIPTION OF THE BEST PRACTICE

VOCCESS ONLINE project aims to create a new mindset and skillset in students for choosing and planning their career as well as achieving maximum satisfaction and material gain from their career choice. Voccess is an interactive online program for career orientation that helps students aged 19-26 to build a career they love. Our educational system is based on proven teaching and coaching practices and is appealing - it is gamified and creates a culture people would love to be part of. The system supports individuals in the 3 milestones of a successful career:

- determine their calling
- a unique blend of natural dispositions, values, interests and talents
- find the best career choice/ path
- set and achieve goals
- create a mindset that will lead them to success and teaches them all they need to know about building a great career

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The target group is:

- Students who go to schools with limited resources and poor-performing schools
- Students attending schools where education quality is highly questionable
- Students at risk of dropout, criminal activities and addiction
- Young people in poor geographic areas who are or are not attending universities but struggle to find employment
- Young people aged 15-26 whose family and social background is one of poverty, criminal activity and substance abuse.

It offers a gamified learning process which gives the opportunity to the participants to track their progress and get rewards for every achievement which is an innovative approach in the field. Voccess provides a unique step-by-step strategy to each student to create a vision about their professional development, to set goals and to build a plan how to achieve those goals.

DESCRIPTION OF THE METHODOLOGY

The project aims to create a multilingual, interactive and gamified online platform which provides career orientation, career development and planning education. The platform features a profiling tool to help users gain an understanding of their strengths and how these can be used for career success, a tool and training on how to set career goals and career action plan plus an engaging interactive course for employability skills. It will also create online support communities both locally and internationally to foster the exchange of ideas and good practices among the target audience. Finally, it will create a toolkit with a career orientation methodology for educators and youth workers for sustainable career orientation and education. The tool-kit will provide extensive and comprehensive materials and tools for career orientation, taking into consideration the specific context of the target audience. context of the target audience.

The project innovates as methodology and the online platform itself combine elements that have never been combined, providing a holistic solution to unemployability based on a deep understanding of the roots of the problem in a gamified and engaging way. The elements if put together in a structured, result-oriented approach are: profiling, online learning and coaching activities in a gamified and engaging way.

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We're achieving measurable results in the following areas:

- Reducing unemployment
 - Increasing levels of productivity of the students on their first job
 – Increasing levels of self-awareness of the participants
 - Training and certifying youth workers and educators in a new methodology and approach in the
   field of career orientation services

Name of the good practice	TRY II televised Revolution Youth (Transnational Youth Initiative)
Type (Internal / External)	External. Erasmus+ KA205 Strategic Partnership for youth. Project number: 2018-3-PL01-KA205-061207

DESCRIPTION OF THE BEST PRACTICE

Project TRY II televised Revolution Youth is a transnational youth initiative, implemented by young activists associated with the 4YOUth Foundation for Supporting Youth Initiatives operating in the Warsaw agglomeration (Poland), a youth organization operating in Valencia (Spain) and the surrounding area and the Project Hawila youth organization set up in Copenhagen (Denmark). The aim of the project is to provide youth participants with a comprehensive set of skills. That will allow them to create a series of high-quality documentary videos, promoting social entrepreneurship and non-profit activities among young people, and good practices in three partner countries. As part of the project, the youth will take part in an intensive course run by professional filmmakers (Including director, editor, cameraman, sound engineer and reporter) as well as in numerous meetings with experienced social activists, Changemakers and Representatives of Non-Governmental Organizations. Meetings will be not only an inspiration for creating valuable video materials, but also a source of practical knowledge on a wide range of local, Pan-European and global phenomena and

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problems (Including unequal distribution of food and food waste, malnutrition, imbalanced social stratification, environmental pollution and lack of respect for nature, climate change, migrations and cultural diversity, problems of young parents and seniors) and alternative ways of solving them.

They will also provide an opportunity for mutual exchange of experiences as well as inspiration and encouragement in their own undertake social activities . Participants the project will intensively use modern technologies and audio-visual equipment and learn the art of presentation. To conduct planned activities, they will also practice their foreign language skills and develop a range of core competences - including ability to work in a team and solve problems together , interpersonal communication , logical thinking , creativity and perceptiveness . They will also participate in the training of participatory and deliberative decision-making techniques.

After completing the international part of the project, the Participants will prepare, document and implement local actions related to the subject of the project. They will also organize shows of videos they have created , then they will invite representatives of involved organizations , local communities and Local Governments . Thanks to their participation in the project , participants will receive skills that increase their chances on the labour market, realize the impact of their own activities on various phenomena occurring at the Pan-European and global scale, as well as the powerful impact of documentary film as a tool for social change.

The films created by the participants will be published on the internet open platforms and will be repeatedly used for educational purposes to partner organizations and all interested parties. realize the impact of their own activities on various phenomena occurring at the Pan-European and global scale, as well as the powerful impact of documentary film as a tool for social change.

Target groups:

The participants of the project will be partially people who took part in the first edition of the project TRY: Youth Transition and are currently involved in the work of partner organizations. The other project participants are people associated with our organizations, which participated in organized by our local events and initiatives. Participants are young people (including minors), residents of outlying districts and the surrounding metropolis, where project activities will be implemented. Due to the international nature of the project involved participants must speak English at least a communicative level. least communicative level.

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DESCRIPTION OF THE METHODOLOGY

Videos created by the project participants will move major problems faced by local communities. They will constitute a material documenting good practices, with high values of teaching. In connection with the dissemination of events addressed at the local level will be primarily young people and teachers from local schools, as well as residents and representatives of local governments. As far as possible we will try to capture the attention of local media and European surfers. In addition, events will be addressed to the numerous non-governmental organizations and social activists involved in the project. This part will be the heroes of films made in the implementation of the project, that is, those who are leaders of change, not only in their local communities, but also on a regional scale.

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3. INCLUSIVE EDUCATION BEST PRACTICES

3.2. IKKAIDO (UK)

Name of the good practice	Inclusive Blind Recruitment (Inclusion and Employment)
Type (Internal / External)	External UN Global Compact for the SDGs - Diversity and Inclusion Work Group.

DESCRIPTION OF THE BEST PRACTICE

Inclusive Blind Recruitment is the process of removing any and all identification details from the resumes and applications of job applicants. It ensures that the employer evaluates applicants based on their skills and experience instead of factors that can lead to biased decisions.

The aim is to avoid unconscious bias in employment that leads to a lower chance of all marginalised people being employed.

The benefits involve both the employer and the employee:

1.   Removal of unconscious bias towards marginalised groups
2.   Larger selection of candidates for employers
3.   Workforces become more diverse

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DESCRIPTION OF THE METHODOLOGY

Blind hiring was made popular by the Boston Symphony Orchestra in 1952. When they asked musicians to audition behind a screen, the orchestra began accepting more women into their ranks. A later research paper concluded that blind auditions increased the chance of a woman being accepted by an orchestra, by 50 percent.

Ethnic background – Most candidates don't share their ethnicity when applying for a job but a LinkedIn profile photo or even the country they previously worked or attended school in provides plenty of hints. Racial prejudices of course differ from person-to-person but it would be naive to say ethnicity never influences hiring.

Gender – Research overwhelming shows that sexism and gender inequality persists in the workplace. Some hiring managers prefer to work with people of their own gender or believe certain jobs are meant for either a male or female.

Names – Research also shows that people with common, easy-to-pronounce names have an easier time getting hired. Some recruiters and hiring managers don't want to struggle to say someone's name or make unfair assumptions because of it.

Education – The academic reputation of a candidate's school can lead to speculation about their intelligence or work ethic. However, companies like Google no longer only hire applicants from top-tier universities because they've found it doesn't equate to job success.

Personal interests – Some people list their hobbies and interests on their resume but that information can also interfere with hiring. For example, hiring team members can make assumptions (e.g. "this person likes reading so they must be smart") or identify with a candidate who has shared interests.

An applicant tracking system (ATS) is often used that can automatically hide identifying information from hiring managers, or ask someone who is not involved in the hiring process to manually do it. The use of practical online tests – related to the job that the candidate would be doing – can help to gauge their skills objectively before inviting them in for a face-to-face meeting.

This process involves the education of staff, especially managers, about how to recognise and overcome their unconscious bias. It is being adopted by major international corporations and is being cascaded it into smaller companies and entrepreneurs.

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Name of the good practice	Applied Entrepreneurship Training or Young Entrepreneurs (Inclusion and Employment)
Type (Internal / External)	External

DESCRIPTION OF THE BEST PRACTICE

"Applied Entrepreneurship Training for Young Entrepreneurs" is a project, which targets young people aged between 18 and 29. The aim of the project is to enable young people to unleash their entrepreneurship potentials in order to increase the employment rate of young people.

The main objectives of the project are:

§ To promote entrepreneurship which is the major solution to the problems that Turkey is facing when it comes to development and employment

§ To unlock entrepreneurial spirit among young people

§ To increase the employment rate of young people

§ To ensure active participation of young people in youth centres

§ To empower disadvantaged young people to take an active part in social and economic life,

§ To allow young people to fulfill their potential

Training quotas for provinces were determined each year and the event calendar was prepared in accordance with the determined quota. The expenses were covered by the Ministry of Youth and Sports in line with the number of participants in each province and their needs. In 2013, 1260 young people bene fited from the pilot implementation that was carried out in 12 provinces . So far, the project has been implemented in 81 provinces of the country . A total of 5832 young trainers were among those who benefited from the project. In 2014 and 2015, 60 young people benefited from the project carried out within Özgecan Aslan Youth Centre in Antalya . Cooperation was established with the Akdeniz University that offered its experts for training implementation.

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DESCRIPTION OF THE METHODOLOGY

The project participants are young people, who want to start their own business, as well as university professors and volunteers. Young people, youth leaders and academics worked in cooperation in the project. The young entrepreneurs have been reached through announcements made via social media and posters. They had to fill out a prepared form, submit it online and develop their business idea. The Applied Entrepreneurship Training for Young Entrepreneurs consists of four main modules which include 70 hours of training and workshops for free.

1. This module consists of 8-hour training, including evaluation of entrepreneurship skills, business idea development and creativity thinking exercises.

2. This module consists of 18-hour training, including business plan and its components (market research, marketing plan, production plan, management plan, financial planning).

3. This module consists of 24-hour training, including workshops for further enhancement of business plan components (market research, marketing plan, production plan, management plan, financial planning).

4. This module consists of 20-hour training, including points for the design and presentation of the business plan. The participants who have attended 80% of the training modules , are entitled to obtain certi ficates of participation . RIDE Resources for Inclusion , Diversity and Equality Good Practice Directory 128 Outcomes of the project and participation of young people. Young people, who have attended this training and who participated in 80% of training modules, got a certificate of participation and chance to develop their own business. Small and Medium Industry Development Organisations gave young people 30.000 TL grant and interest free loan up to 70.000 TL.

Among the applicants who have received training, 198 of them set up their own business thanks to the received grant. Three of the young entrepreneurs participated in the project that was carried out within Özgecan Aslan Youth Centre in Antalya. This project made young people's dreams come true because they have achieved economic independence. In addition, through affirmative action, female entrepreneurs have been encouraged to start their own business. Having improved their entrepreneurship skills with this project, young people have been motivated to set up their own business in line with their interests, needs and skills. Furthermore, these young entrepreneurs have developed a sense of responsibility. One of the young people, who participated in the project and who received the grant, was able to start up her dream job, a beauty salon

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. Another young person opened his own restaurant and stated that he is finally doing something that he always wanted to do in life, thanks to this project.

Name of the good practice	Youth Entrepreneurship Training
Type (Internal / External)	External

DESCRIPTION OF THE BEST PRACTICE

The overall objective of the programme is to support entrepreneurship and business start-ups in the city of Belfast by allowing young people to have real-life entrepreneurial experiences so that they can become successful entrepreneurs in the future.

The programme focuses on young people studying at universities and colleges in Belfast. The students follow a wide range of courses in mainstream education.

Twenty student entrepreneurs are selected per academic year for support with the development of new business ideas. Also, six students per academic year are supported to actually start their new business before the end of the programme.

Very few of the selected students study business in their university or college courses. However, what they all have in common is that they want to run their own businesses. They gain enormous benefit from meeting like-minded people.

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DESCRIPTION OF THE METHODOLOGY

At the first opening session of the Belfast Enterprise Academy, students were asked what they wanted to achieve from the programme. They requested real-life experience rather than being taught what they could easily find online or in books. Also, the research underlines that students lack the support networks that they need. Therefore, the training sessions take place in business venues with many opportunities to meet business people and business support agencies. Students are coached on how to approach people and how to network. Sessions are scheduled so as not to interfere with the students' mainstream studies. There are six experiential workshops throughout the academic year in addition to a two-day intensive residential business challenge at the start of the programme. Students also make four site visits to businesses and they receive one-to-one support (up to 12 hours) in whatever area of expertise they need. For example, students may receive support in branding, marketing, financing or they are put in contact with a more experienced entrepreneur or a government support agency able to meet their specific interest or need.

The focus is on providing practical solutions to real challenges that the young person is experiencing in their business development plans e.g. shareholder agreements, applications for funding, business branding. Business people with good experience in the areas of interest of the student's act as mentors to provide practical advice and guidance to the students. Networking between students is also encouraged as a means to share experiences and information. A dedicated Facebook group for members of Belfast Enterprise Academy (past and present) furthers the opportunity to network and draw on experience. (https://www.facebook.com/groups/ BelfastEnterpriseAcademy/?fref=ts). The sense of belonging to a group of enterprising students, many of whom have gone on to run very successful businesses, encourages students at the start of their journey.

The **principal learning** outcomes of the programme for individual participants are:

- More developed creativity and entrepreneurial flair;
- New knowledge of practical business skills;
- Market research skills and options to promote innovation in the business;
- Ability to navigate and capitalise on the sources of support available to new start-up businesses.

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The **learning methods** employed are:
- Tutor-directed training workshops using real-life business case studies;
- knowledge exchange between participants;
- One-to-one sessions between trainers and trainees to discuss business plans;
- One-to-one sessions with business people;
- Opportunities for participants to see behind the scenes in real-life businesses.

Training Environment

Students are deliberately taken out of academic venues with training provided in a range of training environments, including within businesses. For example, the marketing session is held in a creative design studio where students meet designers and marketers. They have the opportunity to learn about campaigns that have been developed for other companies and follow a process to develop their own brand. Interesting locations are selected for business site visits to see behind the scenes of successful Belfast businesses. These included the set for the Game of Thrones TV series, the airport, a chain of bars and restaurants and the Northern Ireland Science Park. The programme is currently delivered through a third party managing agent, which includes a programme manager. A range of specialist mentors/ experts are also contracted to provide mentoring support under the programme.

All the workshops include input from expert trainers and entrepreneurs.

Monitoring, evaluation and impact

Students complete a self-assessment at the start and end of the programme to demonstrate how they have progressed. They also contribute to the programme evaluation. Statistics on attendance, including student feedback, are compiled into a self-evaluation report with recommendations for improvements. For example, improvements have included more business games, more content on creative industries and the introduction of a package of one-to-one support including consultancy and mentoring.

In 2015, the programme was in its seventh year and engaged a total of 119 students and has supported the development of 36 new businesses to date, creating 50 jobs. The programme is accredited through the New Open College Network and a social network amongst alumni and young entrepreneurs have been created thanks to the programme.

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Impact

- Flexible delivery: the programme is planned according to the students' availability
- One-to-one mentoring: each trainee receives a package of one to one support from various experts to work towards their specific goals and tackle barriers
- Business engagement: training is happening outside a classical training environment. Training workshops are delivered in a variety of business locations and sourcing knowledge and know-how from real business people.
- Focus on networking: students meet experienced entrepreneurs to build up a network. They are also coached on how to approach business people. Meanwhile, learning from peers is an important lever in entrepreneurship development.
- Quality support: given the degree of personalised coaching, the quality of learning is enhanced.

IN TOUCH

3. INCLUSIVE EDUCATION BEST PRACTICES

3.3. IKKAIDO (IRELAND)

Name of the good practice	employABLE. Inclusion and Employment
Type (Internal / External)	Internal

DESCRIPTION OF THE BEST PRACTICE

EmployABLE was a two -year Ikkaido IMA Erasmus + project with the aim to engage and empower disabled young people aged 18 to 30 into employment and entrepreneurship opportunities through martial arts and self-defence physical activity.

An International Festival of Inclusive Martial Arts gave the participants the opportunity to explore all of the roles involved in the planning, marketing, finance and delivery of a large-scale international event.

The target group was young persons with sensory impairments: deaf or blind; young persons with learning disability ; autism , young wheelchair users ; and young persons with multiple disabilities. Over 350 young disabled people were involved in mobilities in six different EU partner countries.

IN TOUCH

EmployABLE aimed to:
- increase self-esteem and improve social competences;
- create more active citizens;
- develop soft skills and create awareness of the abilities and capabilities of persons with a disability;
- improve perceptions of self-vale for disabled people
- lift disabled people's aspirations in the world of employment and entrepreneurship.

DESCRIPTION OF THE METHODOLOGY

Participants in employABLE were vulnerable people and creating a feeling of safety and a safe environment were the first principles. Risk assessments were developed during five Advance Planning Visits to each of the partner countries. Robust policies were created on Safeguarding and Protection of Vulnerable Adults, Health and Safety, Travel and Complaints.

Professional careers were on-call 24 hours per day and each group leader was given extra training on inclusive practice.

"Safe Space" was provided in the timetable and ad hoc as non-directive Rogerian counseling, Cognitive Behavioural Therapy and personal support. Safe Space also provided a deep- dive opportunity for reflection and review activities to reinforce learning and completion of the Youth Pass.

Participants carried our non-formal and informal learning activities in the creation of an Inclusive Festival of Martial Arts.

Activities included developing Mission; Vision; Values, communications and marketing, finance and fundraising, entertainment, opening and closing ceremonies, day plans, and year plans, and all of the process involved in project planning and large scale event management.

Participants got the opportunity to explore tried and tested business tools in this real-world application such as What is an Entrepreneur? Fundraising Games, the Business Model Canvas, SMART goals, SWOT analysis.

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Additionally, each young person prepared their own CV and talked about their aspirations in work. Each person developed their own entrepreneurial idea and explored how funding could be raised. Ten surveys were carried out over the two-year life of the project with participants identifying their varied aspirations in employment and entrepreneurship from a t-shirt business to politics, better prosthetics, an adapted hotel, café, restaurant, or adapted IT for persons with a disability. Daily fun sessions of martial arts and self-defence also proved to be highly popular and the initial key to the engagement and empowerment of young people with fewer opportunities.

The NGOs involved in the project directly employed more than 10 of the disabled participants and several began working for other NGOs in the field of Erasmus. Two of the participants founded their own Youth Organisations.

In the last month of the project, the International Festival of Inclusive Martial Arts was held in Germany in partnership with the World Fudokan Federation and had over 2200 participants.
A second inclusive digital event was held online in September 2020 with over 800 participants from more than 40 countries all over the world.

Name of the good practice	Female High Fliers Programme
Type (Internal / External)	External

DESCRIPTION OF THE BEST PRACTICE

The Female High Fliers Programme is an accelerator programme for women-led start-ups.   It includes a comprehensive programme of workshops, bespoke mentoring and networking opportunities.

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The primary target group of this programme is women founders of start-ups that are less than five years old. Both individuals and teams may apply. All companies must be women-led, with at least 51% women's ownership.

The main objectives of the programme are:
- to help women entrepreneurs to build businesses of scale and create employment opportunities.
- to fast-track women entrepreneurs
- improve leadership skills
- improve businesses.

DESCRIPTION OF THE METHODOLOGY

An assessment of training needs is conducted through research by the Ryan Academy, assessment of experience and expertise of participants and input from Irish state agencies and companies on women and the economy. Applications for participation on the Female High Fliers Programme are submitted online.

The training curriculum is designed in consultation with Enterprise Ireland and other training partners. Training partners are selected on the basis of their extensive experience of dealing with high-potential start-ups and women entrepreneurs, in particular. Input on the curriculum design also comes from corporate partners and sponsors, particularly as regards mentoring and networking events. The programme is delivered one day per week over 13 weeks. Participants work on their business and on their own skills. Workshops focus on the business employing the business model canvassed as a framework to help participants develop the essential building blocks and scalability of their company. The programme supported the development of participants' personal skills (e.g. confidence building) through one-to-one coaching and communication workshops. Additional workshops to complement curriculum in areas such as finance, legal issues and digital marketing, as well as one-to-one sessions with experts on venture capital funding and corporate tax are offered to participants. The training is supplemented by monthly networking events during and after the programme ends.

Mentoring plays a large part in the programme overall. Mentors provide support and advice to the companies in areas such as production, finance marketing, investment, exporting. A networking dinner towards the end of a programme provides companies with an opportunity to meet some of the most senior business women in Ireland. The programme culminates in a "Demo Day" where all

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trainees pitch their business to a network of DCU Ryan Academy mentors and investors with a view to seeking future funding which then goes to the winning company. An investment award of €50,000 is an attractive incentive to participants and helps to generate media interest in the programme.

The training environment

All training is provided by specialised, experienced and qualified trainers. As well as the in-classroom training, the curriculum includes support services to participants including a personal effectiveness report for each participant. This is followed by a one-to-one coaching session. All programme participants are registered on an online platform that helps to guide participants through the 'Lean LaunchPad' methodology and to prepare the business model canvass. Participants submit 'homework' online each week which is reviewed by their trainers. This 'homework' includes records of meetings with potential customers, mentors and investors.

Monitoring, evaluation and impact

Participants on the programme are continuously assessed. An exit assessment of participants is conducted within six months of programme completion. Participants are also surveyed anonymously after the programme using Survey Monkey - an online survey and questionnaire tool. The results of this assessment, along with the continuous feedback provided by the participants during the programme, are compiled into a report which is presented to Enterprise Ireland.

The DCU Ryan Academy programme works closely with its key sponsor – Enterprise Ireland to ensure that support to women's entrepreneurship reflects key policy concerns. Further, evidence from the programme has highlighted that a higher proportion of the start-ups led by women are in sectors not currently supported by Enterprise Ireland. They agency has responded by ensuring wider access of women to its support services.
Factors which make the training programme stand out include:

Leadership and visibility: a leading European company (Ryanair) provides high-profile support to the Female High Fliers;

Impact: Female High Fliers Programme has assisted a total of 24 companies over a period of three years. To date, these companies have raised €5.1million in follow-on funding and created 83 jobs;
The link between training and access to finance: participants benefit from established investor and mentor networks which form part of the wider Propeller Venture Accelerator Programme;

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Sustainability: working in partnership with other organisations including Enterprise Ireland, private sector companies (e.g. Paypal, Ulster Bank and Vodafone) and investment funds (e.g. Frontline Venture and Atlantic Bridge) is an important in sustaining and further developing the programme. Media interest in both the programme and the participating companies is also a factor in ensuring that the programme is recognised.

Name of the good practice	Training for Women's Entrepreneurship
Type (Internal / External)	External (Country : Armenia)

DESCRIPTION OF THE BEST PRACTICE

The objective of this programme was to strengthen the micro-enterprise skills of survivors of gender-based violence and facilitate their access to other forms of training and support including access to finance. Thus, the training sought to enable women to earn their own income, either through the development of their own businesses or through securing employment.

Women-survivors of gender-based violence were the primary target group of the training. The women who participated in the training were identified through four civil society organisations, part of the Women's Support Centres 'network in Armenia.

The main objectives of the programme are:

- to help women entrepreneurs to build businesses of scale and create employment opportunities.
- to fast-track women entrepreneurs
- improve leadership skills
- improve businesses.

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DESCRIPTION OF THE METHODOLOGY

Women's Support Centres in Armenia undertake the training needs assessment. Two questionnaires were used for this purpose. The first questionnaire focused on entrepreneurship training needs. A second addressed additional training needs, including vocational training. After completing the questionnaires, all participants were interviewed. The outcomes of the questionnaires and the interviews allowed for selection onto the training programme. An orientation seminar was conducted to fine-tune the training needs assessment applying a 'matrix of expectations' tool which captured the interests and expected achievements of the women.

The training design was based on the Competency-based Economies, Formation of Enterprise (CEFE) training programme. The CEFE methodology uses experiential learning to develop and enhance business management and personal competencies of entrepreneurs.

Given the two-fold objective, the training programme comprised two components. The first addressed business development and built on the Chamber's SME support services.

Key features of the business development component included:
(a) regional economic assessments to identify viable micro-business opportunities for women under the training programme,
(b) providing specialised training tailored to market requirements,
(c) supporting women's business and micro-franchise development, and (d) expanding women's access to microfinance.

The second component focused on employment support through the development of participants' job-readiness skills. This part of the programme involved close cooperation between the Chamber and its members as potential employers.
After the needs assessment, the trainers (the Chamber has six internationally certified trainers) designed the gender-sensitive training modules.

The training programme was divided into the following components:
1. Identification of possible areas for micro-enterprise development by women-survivors of gender-based violence;

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2. Increasing micro-enterprise skills of women through a two-week training module on enterprise development. A coach worked with each participant to develop a business plan. Initial training and follow-on workshops involved 15 full days of training and coaching over 1-3 months. A value chain risk analysis and findings from the market assessments guided the development of business plans;
3. Training to upgrade the vocational skills of participants;
4. Mini-grants scheme allowing the participants to further their vocational skills;
5. Increasing access to finance for participants.

The business development training addressed management, planning, marketing and finance, human resources of enterprises.

The **training environment** comprised safe and stimulating spaces which best suited the needs of women and provided privacy and confidentiality.   The training environment was also an important asset in helping women to build a collective voice, share experience in accessing social and economic resources, develop self-confidence and experience in decision-making.

Monitoring, evaluation and impact

The programme had a monitoring and evaluation plan. It included an entry questionnaire and a post-training assessment which was administered 3-4 months after the training to identify the impact of on a range of issues e.g. degree of improved confidence, control over one's own life and resources and the extent to which the graduates have increased their economic independence through enterprise development or waged employment.

Over a one-year period, the programme resulted in the establishment of 22 micro-enterprises of 21 are still operating. According to the evaluation, 85% of women expressed improved self-confidence and 90% reported an increase of personal income.

The programme has attracted EU support for scaling-up of services. From 2016 financing is available for training with an objective of creation of 120 micro-enterprises in three regions of Armenia.

What makes the programme stand out

- Partnership and cooperation: The programme benefited from the intelligence, strong involvement and cooperation of the Women's Support Centres network, civic interest groups and the Chamber of Commerce. This ensured that the training targeted to those women ready and able to benefit from the training. It also provided a good basis for further development of the programme.

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-Additionality: options and supporting finance for participants to move forward with further skills training allows for further empowerment of women in their business and working life.

-Transferability: The programme addressed the challenge which is common to many countries lack of economic and social empowerment of women and the urgent need for measures addressing gender-based violence. The training programme could serve as a model and be adjusted to specific circumstances of other environments.

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3. INCLUSIVE EDUCATION BEST PRACTICES

3.4. AUX COULEURS DU DEBA (FRANCE)

Name of the good practice	"Junior Cooperative".
Type (Internal / External)	Educational kit

DESCRIPTION OF THE BEST PRACTICE

This free educational kit is intended to allow learners to discover and understand the social and solidarity economy and its differences with companies in the liberal economy.

This kit was created in 2015 by the Regional Chamber of Social and Solidarity Economy of Nouvelle-Aquitaine and the association L'ESPER (The Social Economy Partner of the School of the Republic).

This kit offers workshops for elementary, middle and high school students.

Nevertheless, we use it a lot in non-formal education for 18-30 years olds and especially young NEETS and people with disabilities.

https://ressourcess.fr/ressource/kit-junior-cooperative/

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DESCRIPTION OF THE METHODOLOGY

This educational kit is available in 3 workshops of 30 minutes each.

Workshops for middle school, high school and adult learners.

Workshop 1: What is a company?

Goals :

From the reference framework of the participants, define the different actors of a company, their balance of power, as well as the objectives aimed at its creation.
Allow participants to differentiate between a social and solidarity economy business and a business that is not part of it.
Discover the fundamental principles of social and solidarity economy projects.

Keywords :

Governance, property, market, production chain, profitability, distribution of profits, status, association, mutual, cooperative.

Procedure :

First, each participant cuts a sheet into five.
Secondly, we ask them to suggest four essential elements for running a business (one idea per piece of paper).

Thirdly, we ask them to write on the last piece of paper the motivations that can push an individual or a group to create a business. From the proposals of the collective we draw a diagram of the functioning of a company. The diagram which allows us to question the participants on their representations and which allows us to define the specificities of companies in the social and solidarity economy.

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Workshop 2: Statutes and projects of social and solidarity economy enterprises.

Goal :

To actively discover the specific statutes of the social and solidarity economy and their roles as a means of solving problems affecting a collective.
Keywords:

The project, SCOP (Participatory cooperative societies), consumer cooperative, mutual, association, collective action, observation, problem, means, evaluation, methodology, bottom-up, social innovation.

Procedure :

We divide the group into teams of 2 to 4 people. After a quick presentation of the project methodology, we distribute a puzzle to each team. Each puzzle details a project carried out under a specific status of the social and solidarity economy (association, mutual society, cooperative, etc.). This approach allows us to present the statutes, their specificities, their histories, and how to use them within the framework of a collective territorial development project.

Workshop 3: The social and solidarity economy, an everyday economy.

Goal :

That the participants become aware of the role of social and solidarity economy enterprises in their daily lives, and of their weight in the local and national economy.

Keywords:

Mutuals, Cooperatives, FC Barcelona, Association, member, ...

Procedure :

Always in teams, we distribute to each team an envelope containing twenty companies, including ten from the social and solidarity economy
.
Each team must sort out the companies that are part of the social and solidarity economy and those that are not.

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Junior cooperative in primary school

Overall goal: Introduce children in primary school to the principles of the social and solidarity economy.

Intervention: 1h30 - 4 workshops

Workshop 1 (15mn): the challenge of the marshmallows.

Goals :

- Bring cooperation to children
- Present the concept of the project.

Procedure :

The children are divided into teams. With 20 spaghetti, a marshmallow, a piece of string and a piece of scotch. They have to build the tallest tower.

Workshop 2 (20mn): What is a business?

Goals :

- Explain how a business works to children
- Help children understand the principles of the social and solidarity economy.

Procedure :

As a team, the children must choose from a pack of cards the cards necessary for the proper functioning of a business. Once the cards have been chosen, they must put the cards in an order that form a puzzle that describes how a business works.

From the diagram, the principles of the social and solidarity economy are presented and discussed.

Workshop 3 (15mn): Tale of the cooperative

Goal :
- Explain to the children how forming a cooperative allows a collective of individuals to emancipate themselves.

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This is the story of farmers in great financial difficulty, but who, through solidarity and investment, end up taking control of their destiny …

Workshop 4 (30mn): Class micro-project.

Goal :

- Get children to cooperate around a project that can improve their schoolchildren's daily lives.

Procedure :

Divided into small groups, the children reflect on a problem that affects them in their school lives. Then they propose means to face this problem collectively. Then the project is presented to the class.

Name of the good practice	Guide for improving good practices in Social and solidarity economy companies
Type (Internal / External)	Guide

DESCRIPTION OF THE BEST PRACTICE

This free guide was prepared by the Higher Council for the Social and Solidarity Economy in February 2017.

http://www.esspace.fr/exemples_de_pratiques.html

The purpose of the guide is to engage all SSE stakeholders in a dynamic of individual improvement and collective convergence on the principles at the heart of the SSE identity. Through the implementation of collective reflections, it must encourage the examination of the daily life of the company and its relations with its environments, and the comparison of values with practices. This guide should help get businesses moving and the continuous improvement of best practices.

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DESCRIPTION OF THE METHODOLOGY

The objective is to help companies orient their strategic thinking by identifying the axes and direction to be favoured. It will therefore be necessary for the latter to judge the relevance of each of the themes addressed in this guide according to their specificities. All of the 8 themes form a coherent whole, at the heart of the values of the SSE and each company must find the right modus operandi, depending on its size, activity and status.

The overview includes the following elements:
- Important questions to ask yourself;
- Examples of indicators;
- Examples of good practices.

The 8 topics covered are as follows:
 - The effective modalities of democratic governance;
- Consultation in the development of the company's strategy;
- Territoriality - Amplify the impact of the company on its territory;
- Wage policy and social exemplarity;
- Link with your users: beneficiaries, customers, users;
- Sustainable development in its environmental dimension;
- The company and diversity;
- Ethics and professional conduct.

DESCRIPTION OF THE BEST PRACTICE

The SINGA association creates tools so that everyone - newcomers and members of the host society - can build social, professional and entrepreneurial projects.

SINGA France is a citizens' movement of 30,000 people in France, whose objective is to create links between newcomers and the host society. Since 2016, SINGA has supported entrepreneurs benefiting from international protection, and social entrepreneurs whose project aims to contribute to reception, inclusion and living together or who promote migration as a source of wealth and opportunities.

https://www.singafrance.com/

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Name of the good practice	Entrepreneurial journey
Type (Internal / External)	**Individualized support** for people benefiting from protection under international law / refugee status or from the host country (if the project is intended for migrants or for their promotion).

DESCRIPTION OF THE METHODOLOGY

SINGA's entrepreneurial journey aims to contribute to the development of a welcoming economy, through support based on innovation, collective intelligence and intercultural encounter.
This course is available in 3 distinct but complementary programs:

THE PRE-INCUBATION
The pre-incubation program supports newly arrived project leaders or those from the host company, in order to reveal their entrepreneurial potential.

This step allows you to move from ideation to completion of the project.
Pre-incubation offers:
• Access to a workspace;
• Entrepreneurship training workshops;
• Connections to develop the professional network;
• Individualized monitoring to lay the foundations of the project.

THE INCUBATOR
SINGA supports local and newcomer project leaders who promote **innovation resulting from migration.**
The support lasts 6 months and makes it possible to facilitate and secure the launch of your project: choose your legal status, launch your prototype or test your service, capture your first customers, develop your community ...

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Support is based on 3 complementary axes: I**ndividual and personalized** follow-up to challenge reflections and understand needs, **collective dynamics** to promote mutual aid and sharing, and **development of the professional network** to develop the project over the course of the meetings. The support is free because it is funded by SINGA's private partners.

THE ACCELERATOR

SINGA Acceleration, co-founded by SINGA and the Edmond de Rothschild Foundations, enables companies and organizations with high impact potential to be supported in their change of scale, and contributes to changing the narrative around migration thanks to the in light of entrepreneurial success stories.

SINGA Acceleration is a 9-month capacity building and leadership program dedicated to the promotion of 8 entrepreneurs. To support their projects in the change of scale phase, SINGA offers:

• 9 months of tailor-made support by SINGA and its partners;
• a monthly individual follow-up meeting with the SINGA Acceleration coordinator;
• strategic mentoring by an employee of the Edmond de Rothschild group and access to specialized experts according to your needs or your sector of activity;
• free access to a workstation in the inclusive co-working space;
• collective workshops and design thinking sessions;
• two boot camps on scaling up and leadership ;
• individual contacts with experts from our community, alumni and the SINGA network.

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3. INCLUSIVE EDUCATION BEST PRACTICES

3.5. ASOCIATIA BABILON TRAVEL (ROMANIA)

Name of the good practice	Building Skills Through Inclusion - Adaptive Tools and Best Practices.
Type (Internal / External)	Internal

DESCRIPTION OF THE BEST PRACTICE

Building Skills Through Inclusion is an Erasmus+ youth project financed by the European Union. There are 5 countries participating: Albania, Kosovo, Portugal, Romania and Serbia. The aim of the project was to promote and foster the social inclusion of young people with disabilities and fewer opportunities by being focused on mobility, independent living and employability. The project had three main activities involving youth workers and young people with and without special needs and fewer opportunities:

- Partnership building seminar;
- Training course;
- Youth exchange.

The partners were aware that, on the one hand, disability is a social issue that has been addressed significantly by the EU in the recent years but on the other hand, that social stigma and prejudice is still present among the employers and the general public, thinking that being disabled means being unable to work.

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As organizations with years of experience in working with and for disabled people, partners found that prejudice persists because of lack of interaction between the disabled and the non-disabled (employers). During our prior work and researches, partners found that a goal-oriented interaction between the non-disabled people and people with disability results in higher levels of mutual understanding and cooperation – which, in favourable circumstances, can lead to raising the employability and lowering of prejudice and subsequent discrimination.

The business case basically states that hiring workers with disabilities can positively impact a company's bottom line. Here is why:

- People with disabilities make good, dependable employees. Employers of disabled workers consistently report that, as a group, people with disabilities perform equally or be er than their non-disabled peers on measures such as productivity, safety and attendance;

- People with disabilities are more likely to stay on the job. The costs of job turnover, such as lost productivity and expenses related to recruitment and training, are well known to most employers;

- Hiring people with disabilities increases workforce morale. Many employers report that teamwork and morale improve when disabled workers become part of the staff. People with disabilities are an untapped resource of skills and talents. In many countries, people with disabilities have skills that businesses need, both technical job skills and transferable problem-solving skills developed in daily life. People with disabilities represent an overlooked and multibillion-dollar market segment. That market is addressing disabled persons, their families and friends.

DESCRIPTION OF THE METHODOLOGY

This manual is a document to be used by youth workers, teachers, youth leaders, representatives of the civil society who work with inclusion in the youth field.

The manual contains 4 main parts:

The first part is focused on the theoretical aspects such as definitions, understandings of inclusion and legal framework.

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The second part presents some tools, which are usable and can be practiced with mixed groups of young people with special needs, fewer opportunities and non-marginalized youngsters. Main activities are adapted to be used with different target groups at the same time.

The third part of the manual presents some good practices on inclusion, especially in the countries involved in the project: such as Romania, Albania, Portugal, Serbia and Kosovo.

The last part of the manual summarizes some recommendations for the main stakeholders who have an important role to make inclusion possible.

Name of the good practice	Entrepreneurship Education - A Guide for Educators
Type (Internal / External)	External

DESCRIPTION OF THE BEST PRACTICE

Entrepreneurial teachers have a passion for teaching. They are inspirational, open-minded and confident, flexible and responsible - but also, from time to time, rule breakers. They listen well, can harness and sell ideas and can work student - and action-oriented. They are team players and have a good network.

They seek to close the gap between education and economy and include external experts in their teaching; focusing on real-life experiences. They always refer to the economic aspect of a topic; and business-related subjects play an important role in their classes – across the disciplines.

They follow a flexible and adaptable study plan and prefer interdisciplinary, project-based learning; using training material rather than textbooks. They put emphasis on group processes and interactions; and understand the classroom sometimes as a 'clash room', giving room for diversity – a diversity of opinions, answers and solutions and the reflection about the learning process.

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An entrepreneurial teacher is more of a coach than someone who lectures. They support the individual learning processes of students and the development of personal competences.

The current thinking on entrepreneurial teaching is based on a number of recurring themes:

- Entrepreneurship education is more than preparation on how to run a business. It is about how to develop the entrepreneurial attitudes, skills and knowledge which, in short, should enable a student to 'turn ideas into action';
- Teachers cannot teach how to be entrepreneurial without themselves being entrepreneurial;
- Entrepreneurial competences require active methods of engaging students to release their creativity and innovation;
- Entrepreneurial competency and skills can be acquired or built only through hands-on, real life learning experiences;
- Entrepreneurial skills can be taught across all subjects as well as a separate subject;
- Entrepreneurship education should focus on 'intrapreneurs' as well as entrepreneurs, in light of the fact that most students will use entrepreneurial skills within companies or public institutions;
- To give entrepreneurship education real traction, there is a need to develop learning outcomes related to entrepreneurship and related assessment methods and quality assurance procedures for all levels of education. These should be designed to help teachers progress in the acquisition of entrepreneurial knowledge, skills and attitudes;
- The entrepreneurship education agenda should be promoted beyond teacher education institutions to businesses and the wider community;
- Teachers and schools will not be able to realize their ambitions without cooperation and partnerships with colleagues, businesses and other stakeholders.

DESCRIPTION OF THE METHODOLOGY

This manual aims to showcase a selection of examples of inspiring practices featured through the two events to a wider audience. It highlights the enablers and the success factors of the examples, and provides contact details for more information.

This manual aims to showcase a selection of examples of inspiring practice featured through the two events to a wider audience. It highlights the enablers and the success factors of the examples, and provides contact details for more information.

Building on this, it provides a selection of practical recommendations developed as a result of the events, hoping to inspire practitioners to take action and continue with their own activities to enable teachers for entrepreneurship education.

IN TOUCH

Name of the good practice	Community Internet Radio Station
Type (Internal / External)	Internal

DESCRIPTION OF THE BEST PRACTICE

"In Radio" is a project where low budget (community) Web radio broadcasting is used as a tool of youth participation and social inclusion. It provided 2 main activities, an advance planning visit (APV) and a youth exchange (YE). Both activities were held in Cluj-Napoca, Romania: the APV during January 10-13, 2019, (travel days included) and the YE between March 8-16, 2019 (including travel days).

The project involves youth organizations from Italy, Romania, Lithuania, Poland and Portugal some of them with great experience in inclusion of disabled young people, others experienced in ICT and knowhow in community web radio.

InRadio project objectives:

- Eliminate barriers between disabled youngsters and their non-disabled peers, between youth in general and the "world of adults and between visually impaired youngsters (VIP) and the rest of the community;

- Develop and enhance self-esteem, confidence and more capabilities of independent living.

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Throughout the YE and all over the project, participants learned to work in teams, to help each other and to manage a variety of tasks. Thus, all participants, especially the VIPs developed and enhanced more self-esteem and confidence in their own capabilities of independent living;
- Non-VIP youngsters became ambassadors of their disabled peers throughout their organization, community and the whole world. Non-VIP participants were given the opportunity to learn about expectations, hopes and challenges that their VIP peers are facing and to facilitate a better understanding of these, throughout the entire society;

- Learn the very basics of creating and maintaining an inclusive community Internet radio station.

- Participants raise, in a non-formal and inclusive learning environment, their chances of employability and their abilities regarding their sense of entrepreneurship. They experienced democracy and dialogue in creating their own schedule, their own programs, shows, jingles and advertisements;

- Increase participant's chances on the labour market by developing skills and knowledge in searching for jobs, creating a CV, a motivation letter and attend a job interview, sessions;

- Strengthen the capacity to influence the society in which participants live. They will be empowered to use innovative tools, like the Internet radio to raise their voices in the community, on the local and international level.

All project activities are based on non-formal education methods and tools, encourage active participation in all the sessions. The whole learning methodology was adapted to the needs of all the participants and was inclusive with regard to the disabled ones. Facilitators choose those methods and tools, which involve equally and actively each participant.

The profile of young participants:
- VI or non-VI, actively involved in its sending organizations or in the local community;
- Interest in ICT and in developing and maintaining Internet Radio programs;
- Highly motivated to develop specific skills in the field of social inclusion, youth participation and communication and to use them on a personal and professional level;
- Active involvement in all stages of the project and eager to disseminate its results;
- Ready to attend all the activities of the YE;
- One VI youngster from each partner had attended the advance-planning visit in January; Each national group will have a group leader, age 18+, that is:
- Active in one of the partner organizations and experienced as a leader;
- Interested in developing competences regarding social inclusion and ICT;
- Able to use English as working language;
- Willing to disseminate the results on Facebook, Instagram, Twitter, Instagram, etc. Each national

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group will have an English speaking accompanying person, 18+, experienced in guiding VI youngsters.

DESCRIPTION OF THE METHODOLOGY

The participants acquired, improved and developed, in an inclusive, non-formal environment, during the youth exchange:

- A better understanding regarding inclusion;
- Develop technical-practical skills, with positive impact not only on their personal and future professional life but also on their NGOs and on their community;
- Abilities to create community Internet radio programs and to use them as tools for inclusion, youth participation, social and civic engagement;
- The power of good communication and the impact of a positive message;
- Team-working, understand roles and responsibilities;
- Attitudes to: be open minded and ready for new education methods; be more confident in their abilities to use innovative tools, like the Internet radio;
- Improve their ability to speak in public and best represent themselves and their organization;
- Sense of tolerance, solidarity, non-discrimination, since the mixed group, of disabled and nondisabled, lived and work together, in the same place;
- Knowledge about the Erasmus+ programme, the Youthpass certificate and the 8 key competences;
- Became more proficient in using English, the official language of the project;
- Knowledge about different countries and cultures;
- Develop some useful skills that will be very helpful to increase employability, like: creating a CV, a motivation letter, abilities to search for a job or to successfully pass a job interview.

DESCRIPTION OF THE BEST PRACTICE

The aim of the UpGrad_Me project is to develop tools to help young migrants improve their employability and their skills.

In order to access the labour market and improve their employability, young migrants need access to different resources, such as innovative digital tools. Therefore, this manual will help young migrants feel more empowered when they present themselves during a job interview, as well as help them make a short Video CV. The Video CV is an innovative concept which aims to help migrants improve their skills, their communication abilities and how they present themselves, etc.

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In order to provide the best training for young migrants, this manual will give them some tips about how to "present themselves", how to "use their smartphone" and a special section detailing a "step-by-step process" for applying for jobs online/via e-mail and doing a mock dock interview.

Consequently, the UpGrad_Me Manual will also cover other topics aimed at providing useful tools to young migrants, such as using social media to promote themselves, finding job opportunities, and gaining soft skills which boosts employability and therefore social inclusion within host communities.
This easy-to-read version is addressed directly to young people.

Name of the good practice	Self-branding through a video CV
Type (Internal / External)	External

DESCRIPTION OF THE METHODOLOGY

The video CV tool is presented in a very practical and accessible way, targeting unemployed youngsters. The areas covered through the manual are:

- Presenting Yourself;
- Personal Appearance;
- What is "Personal Branding"?
- What is a Video CV?
- Preparing what to say in your Video CV;
- Using your smartphone: being more independent and finding job opportunities; - Applying for jobs online/via e-mail;
- Applications that can help you find and apply for job opportunities;
- Writing an email;

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- YouTube: How to create a YouTube channel;

- How to use Google Maps;

- Preparing what to say in your Video CV;

- Using social media for personal branding;

- Applying for jobs online/via e-mail;

- Kinemaster free video editing application;

- Web browser: Creation of a CV using the Europass website; - Creating a cover letter on Europass;

- Google Drive;

- How to use Google Maps;

- Preparing what to say in your Video CV;

- Using social media for personal branding;

- Applying for jobs online/via e-mail;

- How do you find a job online?;

- Job Search Options;

- Mock Job Interview;

- Interview strategies;

- The job interview;

- How to follow up on your job search and interviews.

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3. INCLUSIVE EDUCATION BEST PRACTICES

3.6. EESTI PEOPLE TO PEOPLE (ESTONIA)

Name of the good practice	Job interview
Type (Internal / External)	Role play

DESCRIPTION OF THE BEST PRACTICE

The aim of the role play is that participants learn basic question and answers which mostly are during the job interviews. As it is role play, they also train their skills and answer to these questions. So, the method is learning by doing.

The target group is young people or youth workers who will later share own experience with young people and train them.

The impact of this role play is that by the end of the activity, participants will learn strong and weak points which can appear during the job interviews and prepare themselves to interview in a better way.

The benefits of the activity is that in a short time and in an attractive way participants learn what is important for their lives.

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DESCRIPTION OF THE METHODOLOGY

There can be 20-30 participants, 4-6 participants in each of 3 small groups.
After the introduction of role play trainer suggest watching a short video about job interview

https://www.youtube.com/watch?v=Csl2ccBpo4g

Then participants work in 3 groups for about 30 minutes with the aim to present to others role play of job interview. First of all, they read materials (attached) – 3 different sets for 3 groups. Then they decide who will ask and who will answer the questions, prepare theis own questions for role play and

play in their own small group.6.

Then group by group present their role plays. Audience (other participants) take notes of strong and weak points of each play and share feedback after all performances, so participants will know what they did good and what not so good.

At the end of the activity, it is possible to show one more video with good practices of job interviews with Linda Raynier:

https://www.youtube.com/watch?v=kayOhGRcNt4

Materials for group number 1.

https://www.thebalancecareers.com/top-job-interview-questions-2061228

1. Are you the best person for this job? Why? -
2. Are you overqualified for this job? -
3. Describe a difficult experience at work and how you handled it. -
4. Describe yourself. -
5. Describe your best boss and your worst boss.
6. Describe your career goals.
7. Describe your work style.
8. Do you prefer to work alone or on a team?
10. Do you take work home with you?

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11. Give some examples of teamwork.

12. Have you ever had difficulty working with a manager?

13. Have you gotten angry at work? What happened? -

14. How do you handle stress and pressure? -

15. How do you measure success?

16. How long do you expect to work for this company? -

1. How much do you expect to get paid? -

2. How would you describe the pace at which you work? -

3. How would you describe yourself? -

4. How would you handle it if your boss was wrong? -

5. If the people who know you were asked why you should be hired, what would they say?

6. Is there a type of work environment you prefer? -

7. Tell me about yourself. -

8. Tell me why you want to work here. -

9. What are you looking for in your next position?

10. What are you passionate about? -

11. What are your goals for the future? -

12. What are your salary requirements? -

13. What can you do for this company? -

14. What can you contribute to this company? -

15. What challenges are you looking for in your next job? -

16. What did you like or dislike about your previous job? -

17. What do you expect from a supervisor? -

18. What do you find are the most difficult decisions to make? -

19. What have you learned from your mistakes? -

20. What interests you about this job? -

21. What is your greatest strength? -

22. What is your greatest weakness? -

23. What major challenges have you handled? -

24. What problems have you encountered at work? -

25. What was your biggest accomplishment (failure) in this position? -

26. What was most (least) rewarding about your job? -

27. What relevant experience do you have? -

1. What will you do if you don't get a job offer? -

2. Why are you leaving your job? -

3. Why do you want this job? -

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4. Why did you resign? -
5. Why did you quit your job? -
6. Why were you fired?
7. Why should we hire you?
8. What do you know about this company?

Materials for group number 2.

https://www.thebalancecareers.com/top-interview-questions-and-best-answers-2061225

Review the top 10 interview questions you'll most likely be asked at a job interview, plus examples of the best answers. Also, be sure to review the bonus questions at the end of the article, so you're prepared for some of the more challenging questions that may come up during the interview.

1. Tell me about yourself.

This is one of the first questions you are likely to be asked. Be prepared to talk about yourself, and why you're an excellent fit for the job. Try to answer questions about yourself without giving out too much, or too little, personal information.

You can start by sharing some of your personal interests and experiences that don't relate directly to work, such as a favorite hobby or a brief account of where you grew up, your education, and what motivates you.

If it feels daunting to generate this information from scratch, you can rely on a simple formula to construct your answer.

The 'present-past-future' formula is a way to share key background points while ending on a high note. Begin with a brief overview of where you are now (which could include your current job along with a reference to a personal hobby or passion), reference how you got to where you are (here you could mention education, or an important experience such as a past job, internship or volunteer experience) and then finish by touching on a goal for the future. Bonus points if you're able to identify how the position you're apply for aligns with how you envision your future.

Remember to be careful about what you include in your answer – avoid potentially contentious subjects such as political or religious leanings, unless you are absolutely positive that your opinions would be well-received by your interviewer. You should also avoid talking too much about family responsibilities or hobbies that might make your interviewer wonder whether you could commit yourself 100% to the job.

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No matter how you choose to respond, write out your answer in advance and then read it aloud to ensure it sounds natural. Try to keep it short and sweet, as you don't want to come across as the type of person who endlessly drones on about themselves.

2. What is your greatest strength?

This is one of the questions that employers almost always ask. When you are asked about your greatest strengths, it's important to discuss the attributes that will qualify you for the specific job and set you apart from the other candidates. Take the time, before the job interview, to make matches between your qualifications and the requirements as stated in the job announcement. This way, you will have examples ready to hand that will demonstrate your suitability for the job.

It can be helpful to remember the tip to "show" rather than "tell." For example, rather than stating that you are an excellent problem solver, instead tell a story that demonstrates this, ideally drawing on an anecdote from your professional experience.

3. What is your greatest weakness?

Another typical question interviewers will ask is about your weaknesses.
Do your best to frame your answers around positive aspects of your skills and abilities as an employee, turning seeming "weaknesses" into strengths. For example, you might say something like, "I've always struggled with perfectionism – I truly want to do the job correctly the first time, but this sometimes means that I devote more time to a project than is necessary. I've learned to balance this drive with the equally important responsibility of meeting deadlines."
You can also share examples of skills you have improved, providing specific instances of how you have recognized a weakness and taken steps to improve yourself.

4.Why should we hire you?

Are you the best candidate for the job? Be prepared to say why you're the applicant who should be hired. This is not the time to be modest (although neither should you be conceited). Make your response a confident, concise, focused sales pitch that explains what you have to offer the employer, and why you should get the job. This is another good time to review the qualifications and the requirements in the job listing, so you can craft a response that aligns with what the interviewer is looking for.

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5. What are your salary expectations?

What are you looking for in terms of salary? It seems like a simple question, but your answer can knock you out of the contest for the job if you overprice yourself. If you underprice yourself, you may get shortchanged and a lower offer. Review the best way to answer questions about salary so you get the fair pay that you deserve.

6. Why are you leaving or have left your job?

When asked about why you are moving on from your current position, stick with the facts, be direct, and focus your interview answer on the future, especially if your leaving wasn't under the best of circumstances.
Always try to put a positive slant on your response; it's better to give the impression that you're more motivated by the possibility of new opportunities than by trying to escape a bad situation. In addition, it's important to avoid bashing your current organization, colleagues or supervisor. An employer is not likely to want to bring on someone who talks negatively about a company.

7. Why do you want this job?

This question gives you an opportunity to show the interviewer what you know about the job and the company, so take the time before the interview to thoroughly research the company, its products or services, its climate, and its mission. Be specific about what makes you a good fit for this role, and mention aspects of the company and position that appeal to you.

8. How do you handle stress and pressure?

What do you do when things don't go smoothly at work? How do you deal with difficult situations? What do you do when something goes wrong? The best way to respond to this question is to give an example of how you have successfully handled stress in a previous job.
Avoid claiming that you never, or rarely, experience stress. Not only is this difficult to believe, but it could also lead the interviewer to conclude that you've only worked in low-pressure environments and therefore aren't equipped to handle a difficult situation. Rather, formulate your answer in a way that acknowledges workplace stress and explains how you've overcome it, or even used it to your advantage.

9. Describe a difficult work situation / project and how you overcame it.

The interviewer wants to know what you do when you face a difficult decision. As with the question

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about stress, be prepared to share an example of what you did in a tough situation.

It's important to share details around this example in order to make the story believable and engaging. That being said, avoid talking negatively, or extensively, about other people. This can detract from what the interviewer really wants to know about, which is how you perform in a challenging situation.

10. What are your goals for the future?
This question is designed to find out if you're going to stick around or move on as soon as you find a better opportunity. Keep your answer focused on the job and the company you're interviewing with, and reiterate to the interviewer that the positions align with your long-term goals.

Do You Have Any Questions?

At the close of the interview, most interviewers ask whether you have any questions about the job or company. If you don't have any questions, this can make it seems like you are apathetic about the opportunity. So, it's always a good idea to have a list ready and to be prepared to respond.

Bonus Questions
Here are some related questions that you may be asked during a job interview that will require some thought to answer. Consider how you'd respond, so you're as prepared as possible to answer the hiring manager's questions.
- How do you handle success?
- How do you handle failure?
- Do you work well with other people?
- What can you do better for us than the other applicants?

Materials for group number 3.

https://www.themuse.com/advice/how-to-answer-the-31-most-common-interview-questions
Wouldn't it be great if you knew exactly what a hiring manager would be asking you in your next job interview?

While we unfortunately can't read minds, we'll give you the next best thing: a list of the 31 most commonly asked interview questions and answers. While we don't recommend having a canned response for every interview question (in fact, please don't), we do recommend spending some time getting comfortable with what you might be asked, what hiring managers are really looking for in

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your responses, and what it takes to show that you're the right man or woman for the job. Consider this list your interview question study guide.

1. Can you tell me a little about yourself?

This question seems simple, so many people fail to prepare for it, but it's crucial. Here's the deal: Don't give your complete employment (or personal) history. Instead give a pitch—one that's concise and compelling and that shows exactly why you're the right fit for the job. Start off with the 2-3 specific accomplishments or experiences that you most want the interviewer to know about, then wrap up talking about how that prior experience has positioned you for this specific role.

2. How did you hear about the position?

Another seemingly innocuous interview question, this is actually a perfect opportunity to stand out and show your passion for and connection to the company. For example, if you found out about the gig through a friend or professional contact, name drop that person, then share why you were so excited about it. If you discovered the company through an event or article, share that. Even if you found the listing through a random job board, share what, specifically, caught your eye about the role.

3. What do you know about the company?

Any candidate can read and regurgitate the company's "About" page. So, when interviewers ask this, they aren't necessarily trying to gauge whether you understand the mission—they want to know whether you care about it. Start with one line that shows you understand the company's goals, using a couple key words and phrases from the website, but then go on to make it personal. Say, "I'm personally drawn to this mission because…" or "I really believe in this approach because…" and share a personal example or two.

4. Why do you want this job?

Again, companies want to hire people who are passionate about the job, so you should have a great answer about why you want the position. (And if you don't? You probably should apply elsewhere.) First, identify a couple of key factors that make the role a great fit for you (e.g., "I love customer support because I love the constant human interaction and the satisfaction that comes from helping someone solve a problem"), then share why you love the company (e.g., "I've always been passionate about education, and I think you guys are doing great things, so I want to be a part of it").

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5. Why should we hire you?

This interview question seems forward (not to mention intimidating!), but if you're asked it, you're in luck: There's no better setup for you to sell yourself and your skills to the hiring manager. Your job here is to craft an answer that covers three things: that you can not only do the work, you can deliver great results; that you'll really fit in with the team and culture; and that you'd be a better hire than any of the other candidates.

6. What are your greatest professional strengths?

When answering this question, interview coach Pamela Schillings recommends being accurate (share your true strengths, not those you think the interviewer wants to hear); relevant (choose your strengths that are most targeted to this particular position); and specific (for example, instead of "people skills," choose "persuasive communication" or "relationship building"). Then, follow up with an example of how you've demonstrated these traits in a professional setting.

7. What do you consider to be your weaknesses?

What your interviewer is really trying to do with this question—beyond identifying any major red flags—is to gauge your self-awareness and honesty. So, "I can't meet a deadline to save my life" is not an option—but neither is "Nothing! I'm perfect!" Strike a balance by thinking of something that you struggle with but that you're working to improve. For example, maybe you've never been strong at public speaking, but you've recently volunteered to run meetings to help you be more comfortable when addressing a crowd.

8. What is your greatest professional achievement?

Nothing says "hire me" better than a track record of achieving amazing results in past jobs, so don't be shy when answering this interview question! A great way to do so is by using the S-T-A-R method: Set up the situation and the task that you were required to complete to provide the interviewer with background context (e.g., "In my last job as a junior analyst, it was my role to manage the invoicing process"), but spend the bulk of your time describing what you actually did (the action) and what you achieved (the result). For example, "In one month, I streamlined the process, which saved my group 10 man-hours each month and reduced errors on invoices by 25%."

9. Tell me about a challenge or conflict you've faced at work, and how you dealt with it.

In asking this interview question, "your interviewer wants to get a sense of how you will respond to

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conflict. Anyone can seem nice and pleasant in a job interview, but what will happen if you're hired and Gladys in Compliance starts getting in your face?" says Skillings. Again, you'll want to use the S-T-A-R method, being sure to focus on how you handled the situation professionally and productively, and ideally closing with a happy ending, like how you came to a resolution or compromise.

10. Where do you see yourself in five years?

If asked this question, be honest and specific about your future goals, but consider this: A hiring manager wants to know a) if you've set realistic expectations for your career, b) if you have ambition (a.k.a., this interview isn't the first time you're considering the question), and c) if the position aligns with your goals and growth. Your best bet is to think realistically about where this position could take you and answer along those lines. And if the position isn't necessarily a one-way ticket to your aspirations? It's OK to say that you're not quite sure what the future holds, but that you see this experience playing an important role in helping you make that decision.

11. What's your dream job?

Along similar lines, the interviewer wants to uncover whether this position is really in line with your ultimate career goals. While "an NBA star" might get you a few laughs, a better bet is to talk about your goals and ambitions—and why this job will get you closer to them.

12. What other companies are you interviewing with?

Companies ask this for a number of reasons, from wanting to see what the competition is for you to sniffing out whether you're serious about the industry. "Often the best approach is to mention that you are exploring a number of other similar options in the company's industry," says job search expert Alison Doyle. "It can be helpful to mention that a common characteristic of all the jobs you are applying to is the opportunity to apply some critical abilities and skills that you possess. For example, you might say 'I am applying for several positions with IT consulting firms where I can analyze client needs and translate them to development teams in order to find solutions to technology problems.'"

13. Why are you leaving your current job?

This is a toughie, but one you can be sure you'll be asked. Definitely keep things positive—you have nothing to gain by being negative about your past employers. Instead, frame things in a way that shows that you're eager to take on new opportunities and that the role you're interviewing for is a better fit for you than your current or last position. For example, "I'd really love to be part of product

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development from beginning to end, and I know I'd have that opportunity here." And if you were let go? Keep it simple: "Unfortunately, I was let go," is a totally OK answer.

14. Why were you fired?

OK, if you get the admittedly much tougher follow-up question as to why you were let go (and the truth isn't exactly pretty), your best bet is to be honest (the job-seeking world is small, after all). But it doesn't have to be a deal-breaker. Share how you've grown and how you approach your job and life now as a result. If you can position the learning experience as an advantage for this next job, even better.

15. What are you looking for in a new position?

Hint: Ideally the same things that this position has to offer. Be specific.

16. What type of work environment do you prefer?

Hint: Ideally one that's similar to the environment of the company you're applying to. Be specific.

17. What's your management style?

The best managers are strong but flexible, and that's exactly what you want to show off in your answer. (Think something like, "While every situation and every team member requires a bit of a different strategy, I tend to approach my employee relationships as a coach...") Then, share a couple of your best managerial moments, like when you grew your team from five to 15 or coached an underperforming employee to become the company's top salesperson.

18. What's a time you exercised leadership?

Depending on what's more important for the role, you'll want to choose an example that showcases your project management skills (spearheading a project from end to end, juggling multiple moving parts) or one that shows your ability to confidently and effectively rally a team. And remember: "The best stories include enough detail to be believable and memorable," says Schillings. "Show how you were a leader in this situation and how it represents your overall leadership experience and potential."

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19. What's a time you disagreed with a decision that was made at work?

Everyone disagrees with the boss from time to time, but in asking this interview question, hiring managers want to know that you can do so in a productive, professional way. "You don't want to tell the story about the time when you disagreed but your boss was being a jerk and you just gave in to keep the peace. And you don't want to tell the one where you realized you were wrong," says Peggy McKee of Career Confidential. "Tell the one where your actions made a positive difference on the outcome of the situation, whether it was a work-related outcome or a more effective and productive working relationship."

20. How would your boss and co-workers describe you?

First of all, be honest (remember, if you get this job, the hiring manager will be calling your former bosses and co-workers!). Then, try to pull out strengths and traits you haven't discussed in other aspects of the interview, such as your strong work ethic or your willingness to pitch in on other projects when needed.

21. Why was there a gap in your employment?

If you were unemployed for a period of time, be direct and to the point about what you've been up to (and hopefully, that's a litany of impressive volunteer and other mind-enriching activities, like blogging or taking classes). Then, steer the conversation toward how you will do the job and contribute to the organization: "I decided to take a break at the time, but today I'm ready to contribute to this organization in the following ways."

22. Can you explain why you changed career paths?

Don't be thrown off by this question—just take a deep breath and explain to the hiring manager why you've made the career decisions you have. More importantly, give a few examples of how your past experience is transferrable to the new role. This doesn't have to be a direct connection; in fact, it's often more impressive when a candidate can make seemingly irrelevant experience seem very relevant to the role.

23. How do you deal with pressure or stressful situations?

"Choose an answer that shows that you can meet a stressful situation head-on in a productive, positive manner and let nothing stop you from accomplishing your goals," says McKee. A great approach is to talk through your go-to stress-reduction tactics (making the world's greatest to-do

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list, stopping to take 10 deep breaths), and then share an example of a stressful situation you navigated with ease.

24. What would your first 30, 60, or 90 days look like in this role?

Start by explaining what you'd need to do to get ramped up. What information would you need? What parts of the company would you need to familiarize yourself with? What other employees would you want to sit down with? Next, choose a couple of areas where you think you can make meaningful contributions right away. (e.g., "I think a great starter project would be diving into your email marketing campaigns and setting up a tracking system for them.") Sure, if you get the job, you (or your new employer) might decide there's a better starting place, but having an answer prepared will show the interviewer where you can add immediate impact—and that you're excited to get started.

25. What are your salary requirements?

The number 1 rule of answering this question is doing your research on what you should be paid by using sites like Payscale and Glassdoor. You'll likely come up with a range, and we recommend stating the highest number in that range that applies, based on your experience, education, and skills. Then, make sure the hiring manager knows that you're flexible. You're communicating that you know your skills are valuable, but that you want the job and are willing to negotiate.

26. What do you like to do outside of work?

Interviewers ask personal questions in an interview to "see if candidates will fit in with the culture [and] give them the opportunity to open up and display their personality, too," says longtime hiring manager Mitch Fortner. "In other words, if someone asks about your hobbies outside of work, it's totally OK to open up and share what really makes you tick. (Do keep it semi-professional, though: Saying you like to have a few beers at the local hot spot on Saturday night is fine. Telling them that Monday is usually a rough day for you because you're always hungover is not.)"

27. If you were an animal, which one would you want to be?

Seemingly random personality-test type questions like these come up in interviews generally because hiring managers want to see how you can think on your feet. There's no wrong answer here, but you'll immediately gain bonus points if your answer helps you share your strengths or personality or connect with the hiring manager. Pro tip: Come up with a stalling tactic to buy yourself some thinking time, such as saying, "Now, that is a great question. I think I would have to say…"

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28. How many tennis balls can you fit into a limousine?

1,000? 10,000? 100,000? Seriously?

Well, seriously, you might get asked brainteaser questions like these, especially in quantitative jobs. But remember that the interviewer doesn't necessarily want an exact number—he wants to make sure that you understand what's being asked of you, and that you can set into motion a systematic and logical way to respond. So, just take a deep breath, and start thinking through the math. (Yes, it's OK to ask for a pen and paper!)

29. Are you planning on having children?

Questions about your family status, gender ("How would you handle managing a team of all men?"), nationality ("Where were you born?"), religion, or age, are illegal—but they still get asked (and frequently). Of course, not always with ill intent—the interviewer might just be trying to make conversation—but you should definitely tie any questions about your personal life (or anything else you think might be inappropriate) back to the job at hand. For this question, think: "You know, I'm not quite there yet. But I am very interested in the career paths at your company. Can you tell me more about that?"

30. What do you think we could do better or differently?

This is a common one at startups (and one of our personal favorites here at The Muse). Hiring managers want to know that you not only have some background on the company, but that you're able to think critically about it and come to the table with new ideas. So, come with new ideas! What new features would you love to see? How could the company increase conversions? How could customer service be improved? You don't need to have the company's four-year strategy figured out, but do share your thoughts, and more importantly, show how your interests and expertise would lend themselves to the job.

31. Do you have any questions for us?

You probably already know that an interview isn't just a chance for a hiring manager to grill you—it's your opportunity to sniff out whether a job is the right fit for you. What do you want to know about the position? The company? The department? The team?

You'll cover a lot of this in the actual interview, so have a few less-common questions ready to go. We especially like questions targeted to the interviewer ("What's your favorite part about working here?") or the company's growth ("What can you tell me about your new products or plans for growth?".

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3. INCLUSIVE EDUCATION BEST PRACTICES

3.7. INSTITUTE OF ENTREPRENEURSHIP DEVELOPMENT (GREECE)

Name of the good practice	Project management
Type (Internal / External)	Internal

DESCRIPTION OF THE BEST PRACTICE

IED has developed an internal tool called "project tool", which helps us to manage better and more efficiently all European projects we are joining.

DESCRIPTION OF THE METHODOLOGY

It is an online internal tool, which has all the necessary features of the project in order to collect all the necessary information and to achieve the best possible management.
The features include:
- A general description of the project;
- The partners;
- The IOs (if has);
- The overall budget; - IED's budget.
- The responsible project manager
- The programme
- The logo

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Through this tool, we can find information for all the projects that were involved as well as we can see the profiles of the partners that we have collaborated through the years. So, it also helps us to find potential partners for future proposals, according to the profile we need.

Name of the good practice	Non-formal education tool on entrepreneurship
Type (Internal / External)	External - Project UINNO

DESCRIPTION OF THE BEST PRACTICE

UInno stands for Up-Skilling unemployed and low skilled workers in self-centered innovation approaches, to empower their self-employability potentials through start-ups and SMEs. This project aims to develop a training package to equip with innovation and entrepreneurship skills long term unemployed and adults in less favourable social and economic conditions who are potential entrepreneurs and startup creators. The UINNO training package is provided in a fully digital format based on eLearning pedagogies, work-based online learning, and collaboration.
The objectives of the project are:

• To develop a culture of entrepreneurship and innovation among EU citizens
• To support inclusive training initiatives and digital inclusion for all
• To recognize skills and qualifications transparently

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• To develop the EU as a knowledge-based society The project has the following intellectual outputs:

-IO1 - Development of the Innovation Management and Utilization in New Entrepreneurs and Adult; Education Ecosystem and Methodological Framework (eBook);
-IO2 - Curriculum and Adult Education Toolbox of Key Skills Acquisition Resources;
-IO3 - Multifunctional and Interactive Platform - Open educational & training e-resource;
- IO4 - Skills Assessment, Validation and Recognition Tools;
-IO5 - Infusion of the Adult Education on Innovation Management and Utilization in New; Entrepreneurs in relevant National and EU Economy – Adaptation and Policy Package.

Target group: NEETs, Unemployed

DESCRIPTION OF THE METHODOLOGY

IO2 - Curriculum and Adult Education Toolbox of Key Skills Acquisition Resources: The UInno Online Curriculum is composed of online Modules and other open learning resources. The modules include the following topics: Start-up Business Plan, From the mind to the market, Design Thinking, Digital Innovation, utilizing and managing innovation, Digital marketing, Final quizzes. The modules follow the ECVET framework with specific units, descriptions of learning outcomes and information about the level of qualifications, and ECVET points. The UInno Curriculum and online modules, follow the principles of adult learning. Some of the guiding principles include the following:

• Use of inquiry-based and problem-based learning approaches • Accommodate multiple learning styles;
• Contextualise learning to meet the needs of managers in different work contexts, including the national, business sector, and organisational differences;
• Provide authentic learning opportunities;
• Present the content in modular small chunks that will be able to provide just in time learning;
• Promote self-reflection through the provision of tutor support and guidance, as well as keeping online journals.
• Preparation of learning activities to be carried out either synchronously or asynchronously; • Provision of stories and case studies;
• Peer to Peer support and communication.

For more information: http://elearning.uinnoproject.eu/english-lessons/

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Name of the good practice	Non-formal education tool on entrepreneurship
Type (Internal / External)	External Project: YOU. A.C.E.!: Innovating youth work to foster youth active citizenship, (social) entrepreneurship and (self-)employability

DESCRIPTION OF THE BEST PRACTICE

YOU A.C.E. project aims to contribute to give its target group a new hope, new tools and a new chance to improve their personal and social conditions and those of their communities. Specific objectives are to foster their knowledge, basic and transversal skills competences and attitudes towards the following values, by using non formal education methodologies:

a. social entrepreneurship and sense of initiative in the social field;

b. entrepreneurship, (self-)employability and new business creation;

c. active citizenship, social participation and inclusion. All the objectives were achieved through the creation of the following outputs and blended mobility:

- The youth entrepreneurship e-learning platform "E.Y.E LEARN.";

- An open educational resource composed by different tools, including a video-library;

- A significant study and analysis of the social and educational profile, learning style, needs and attitudes of target young people;

- A new and innovative curriculum and training course, to be tested also through and international training to be held in Italy.

Target group: Educators/Trainers, Immigrants, NEETs, Youth

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DESCRIPTION OF THE METHODOLOGY

E.Y.E. LEARN, e-learning platform for youth people and youth workers, trainers, staff and professionals in the youth field.

A European youth entrepreneurship e-learning platform for youth people and youth workers, trainers, staff and professionals in the youth field, which contains a video library where all young people in one or more of the three main topics/fields of the project share their stories using videos, images and texts, a forum page that allows and foster a direct relationship and thematic assistance between the aforementioned "ambassadors" and their organizations and the targeted young people, a web forum open to the sharing of and discussion on practices, experiences, skills and competencies relevant to our topics and goals among trainers, youth workers and other stakeholders, innovative educational games, e-library of best practices, E-database of relevant European organizations, relevant learning contents and useful links and active page with news.

https://youace.eu/

Name of the good practice	Non-formal education tool on entrepreneurship
Type (Internal / External)	External Project: A new ENTRance: A new ENTRance Development of innovative instruments for promoting entrepreneurship of Roma

DESCRIPTION OF THE BEST PRACTICES

The project ''A new Entrance'' aims to develop innovative instruments for promoting entrepreneurship in the target group of Roma and by extension increase the number of successful business start-ups of Roma while reducing unemployment, social exclusion, discrimination and poverty. High quality Curricula for adult education was generated in the frame of the project. With special consideration regarding education and labour market as well as target group specific needs, they made the implementation of entrepreneurship courses for Roma possible providing them with an alternative to unemployment.

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The project "A new Entrance" seeks, through adult education, to Increase the entrepreneurship rate of Roma and by extension increase the number of successful business start-ups of Roma while reducing unemployment, social exclusion, discrimination and poverty. Also, it improved the interdisciplinary co-operation of the stakeholders with each other and with the target group through the establishment of Networks of Business Starters with parallel ensuring of sustainability.

The Curricula is available in German, Greek, Hungarian, Romanian, English and Romanes. This feature enhances the implementation of the entrepreneurship courses with the target group but also promote the transfer into other European countries.

 Throughout this project were developed:

- specific entrepreneurship courses for Roma
- Self-evaluation tool that is available for the target group Roma as well as for all potential entrepreneurs in the partner countries and it ensures the inclusion of ICT competences and responds to the digital era in adult education.
- "The 101 of entrepreneurship" as a downloadable guide for the way into self-employment.

Target group: Roma

DESCRIPTION OF THE METHODOLOGY

Entrepreneurship course for ROMA

With special consideration of the needs of the target group as well as country specific, education and labour market relevant needs, a specialized curriculum for the implementation of entrepreneurship courses for Roma including according Quality Standards is available for all relevant stakeholders.

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Entrepreneurship Self-evaluation Tool

Self-evaluation Tool for evaluating the entrepreneurial skills and spirit as well as examining the appropriateness as a business starter.

The Tool asks the users for information in the following fields and assess them:

- Objectives;
- Motives;
- Technical knowledge and experiences;
- Analysis of former jobs;
- Further educations, internships;
- Necessary knowledge for the start-up;
- Entrepreneurial self-confidence;
- Operational willingness, endurance, self-efficacy;
- Readiness to assume a risk; - Capacity;
- Fitness and spare time;
- Ability to judge;
- Family and environment.

https://roma.entre.gr/

IN TOUCH

Name of the good practice	Inclusive education & training
Type (Internal / External)	External: ER-SE: Escape Rooms for Social Entrepreneurship; re-defining the entrepreneurial ramifications of gamification in youth-oriented activities

DESCRIPTION OF THE BEST PRACTICES

The scope of ER-SE is to provide NGO and other youth organizations' educators with appropriate and up-to date educational tools on social entrepreneurship, which in parallel take into consideration all the synchronous digital possibilities and innovative educational processes that are able to reinforce the absorption of relevant knowledge, therefore operating as the main catalyst in inspiring people to apply social entrepreneurship.ER-SE aims at the education of the next generation of entrepreneurs who are concerned with the sociological ramifications of entrepreneurship.

The projects main objectives are, to:
- Develop a culture of social entrepreneurship and innovation among young people;
- Provide an innovative ICT;
–based model, with theoretical and practical methods that will motivate the young professionals in NGOs to commit in active learning;
- Strengthen cooperation and exchange of information and good practices between different areas of Europe;
- Support the development of the EU as a knowledge based society.

Target group: Educators /Trainers, NEETs, NGOs, SMEs, Students, Youth, Students with learning disorders

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DESCRIPTION OF THE METHODOLOGY

Escape Rooms on Social Entrepreneurship;

A comprehensive Module Pack The consortium will develop from scratch , 12 different ready-to- use Escape rooms on Social Entrepreneurship. Each one of the ERs will include relevant scenarios, riddles, enigmas and other challenges, hints, printable graphic material and digital tools, such as QR codes and digital documents, designed and structured in an efficient way. Additionally, the whole environment will host three ready-made Virtual Reality activities in total, which will be modified by the consortium in order to be applied under social entrepreneurship education, and which will contain 2D moving and static animations located in a 3D space, accessible via computers or mobile phones.

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Each of the 12 Escape Room Scenarios will focus on SE challenges, whilst they will be focusing on no more than 2 lessons' topics. The ERs will be accompanied by the pedagogical explanations, a fact that will enable them to be used as complete educational tools which could totally fit in the daily activities and routines of youth centres and organizations that provide training to sensible groups of people that are facing various types of learning disorders, or other vulnerable social groups, including long-term unemployed, NEETs or marginalized groups that have occasionally encountered situations and issues of social exclusion, or other organizations that deal with the provision of formal or/and non-formal training on different ramifications of entrepreneurship and specifically on SE appealing to young people that their studies are focusing on Social and Environmental Issues and Humanities.

Each scenario will emphasize on elements of the European social entrepreneurial heritage (SEH) either by being focused on particular scenarios of important figures of social entrepreneurs, social enterprises along with their business plans and models, social franchising within the EU countries, tools for small social business that could facilitate the operations of SEs and other types of financial opportunities and funding primarily provided by the EU.

https://er-se.eu/en/home/

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3. INCLUSIVE EDUCATION BEST PRACTICES

Name of the good practice	Project management
Type (Internal / External)	Internal

DESCRIPTION OF THE BEST PRACTICE

The course is conducted for AHE students in all fields of study (both full-time and extramural) in the third year of bachelor studies. The course is also attended by students with disabilities, students with deficits, etc. These are compulsory classes for every student.

The main idea, the message of the subject: Own project may be the first step to manifest the creative potential of students for the benefit of themselves and the community, a way of practical realization of the idea of deliberate creation. A way to search for ideas that bring not only material benefits, but also develop personally.

Objectives of the course:
- The aim of the course is to design your own venture. Acquiring by the student the ability to design their own venture, as well as:
- stimulating the entrepreneurial attitude of students;
- inspiring people to create jobs for themselves and others;
- acquiring the ability to design one's own professional development;
- inspiring people to create their own workplace;
- training the ability to use the knowledge and individual resources in a specific reality;
- developing the ability to independently plan a career path in order to achieve one's goals and passions.

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Students starting to design their own venture should reach for their needs, dreams and intentions that are consistent with their own hidden desires and goals. For this purpose, it is necessary for everyone to realize what is really important to them, what challenges they would like to take up. What venture can bring them material benefit, as well as develop them personally.

DESCRIPTION OF THE METHODOLOGY

Students carry out the project individually or in groups (maximum 3 people)
Program content:

Formulating a project of substantive activity. The project of this activity should meet the following conditions:

- should be new, innovative in relation to what is happening on the market or in the entity that the project concerns;
- it should be real, possible to implement;
- should be profitable;
- should be a source of personal development of the person presenting the project;
- (should comply with all legal requirements).

Schedule
Workshop 1
Introducing students to the subject. Acquainting with the topic of the classes, searching for areas of students' interest, which they would like to refer to in their projects.

Sample exercises:

• In groups of 3, define what the "project" is for you:
        - what are the features of a "project"?
        - what does a "good" project consist of?

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Confrontation - listing the features of the project on the blackboard.

• "My strengths"
- What are your strengths?
- What helps you in carrying out your tasks?
- What makes it difficult for you to complete your tasks?
- How can you handle it?

• What is development / profit / satisfaction / success for you?
• What would you like to do in life, what are your dreams? (exercise: "Three Wishes to a Goldfish ")
• Try to turn your dreams into goals.

Students for the next classes have time to think about the project of which they would like to create and, consequently, even implement them.

Workshop 2

Presentation by students of an initial concept of their own project, ideas for their own venture. During these classes, students also argue why they decided to create this and not another project (we refer to the motivation of the topic). Students becoming aware of the importance of the topic they undertake and their own abilities during the implementation of this project.

Sample questions, exercises:

- What are the possibilities of implementing this project (in%)?
- What should be done to make it possible to implement?
- What can you gain by designing such a project?
- What personal values and life goals are you realizing thanks to this project?
- What do you have (e.g. create a list of skills you have) and what are you missing to implement the project? (List any traits, skills, and other factors that come to your mind).
- How can you still use what you already have to "strengthen" your project?
- How will you get what you are missing? How can you acquire the qualities of skills that you lack and which will be necessary for the implementation of your project?

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Workshop 3

Discussion of the aspect of innovation.

• Trying to define what innovation is. Everyone thinks for themselves, tries to define what innovation means to him/her.

• Discussion on innovation.

• Discussing the aspect of innovation in individual projects.

• Students define why their product is innovative (new, interesting, how it differs from products already on the market, how it wins).

Workshop 4

Overview of market and competition analysis.

• Market analysis

      - What is the potential recipient guided by?

      - What can the customer be satisfied with?

      - Is my offer attractive to a potential recipient and why?

• Competition analysis

      - Who are my main competitors?

      - What is the position of my competitors in the market?

The result of the competition analysis: why the client will use my offer and not the competition's offer.

• In groups (2 - 3 projects), work out together how to research the market and competition for each project, by what methods and think together what to learn, what information to collect.

Workshop 5

Overview of the estimated budget and financing sources.

Estimated budget:

• Why is the estimated budget used in the project?

• In groups (2-3 projects), work out together how to create an estimated budget (what elements should it contain) - individually for each project (if necessary).

Sources of funding:

• What sources of financing do you know (one-off, permanent). Listing the sources given by students on the blackboard. (Where from, how much, how, what are the requirements, etc.)

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• In the same groups as before (2-3 projects), think about each project separately:
- what sources you can use in your projects;
- what amounts do you expect you will receive from these sources;
- what conditions you have to meet in order to receive these funds;
- how much time do you need to meet these conditions;
- what difficulties you may encounter;
- how you can deal with them.

Exercise "Turn a disadvantage into an advantage".

Workshop 5
Discussion of the aspect of promotion in individual projects and an attempt to conduct a strategic analysis of projects (strengths and weaknesses).

• Promotion of the project:

- Reflection on the advertisement (what is an advertisement? What is it for? What kind of advertisements do you pay attention to? What is the most important in the advertisement? What does the advertisement convey?)

- Proposals of students of advertising strategies in individual projects (How will you inform, interest potential recipients with your offer? How are you going to promote your projects? Why exactly this way? Who is the advertisement intended for? Why do you think it will be accepted among the customers?). Individual proposals are discussed on the forum. Students help each other in formulating a promotional strategy.

• Analysis of the strengths and weaknesses of the project

Sample exercise:
Evaluate the idea from the point of view of:

1. A Dreamer - what the project looks like from his point of view.
2. A Critic - what the project looks like from his point of view.
3. A Realist - what the project looks like from his point of view. What makes sense of what the dreamer and critic said?

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Workshop 7 and 8

The last two workshops are devoted to the presentation of students' own enterprise projects.

Name of the good practice	Vocational Counseling Center for People with Intellectual Disabilities
Type (Internal / External)	Supported employment in the open labor market

DESCRIPTION OF THE BEST PRACTICE

It is a project implemented since 2006. in Poland by the Polish Association for people with intellectual disabilities - PSONI in Warsaw (implemented in 9 Polish cities). It consists in helping to introduce people with intellectual disabilities to the open labour market: help in writing CV, help in completing official formalities, finding a job offer, support in the form of a job supervisor, career counsellor and psychologist in finding a new position.

Age: from 18

3,000 people benefited from the help, 1,200 of whom found employment (data from the website).
 https://www.centrumdzwoni.pl/rezultaty/

DESCRIPTION OF THE METHODOLOGY

The methodology used is Supported Employment. A professional profile is created, which includes a comprehensive functional diagnosis of the potential of a person with a disability using the ICF Classification, which will be completed with the preparation of an Individual Action Plan (IPD). The

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diagnosis of potential is aimed at determining the level of social competences, preferences, professional predispositions, strengths and weaknesses of a person with a disability, as well as defining a support strategy in problematic areas. The diagnosis is carried out in various forms by an interdisciplinary team of specialists in order to fully and reliably determine the needs and capabilities of each disabled person.

The functionality of the diagnosis consists on focusing on the executive abilities of the person and their active participation in each stage of the activation process and conscious participation in making decisions regarding the choice of a career.

Practical workshops in the company (1-2 days "work samples")

Practical workshops in an enterprise are used to pre-verify (session I) the diagnosis of preferences and professional predispositions of a person in practice. This form consists in the organization of short-term (on average 4 hours) practical workshops at the workplace in the position declared by the disabled person. The assumption is to carry out an average of 1 to 3 workshops at different workstations for each person. The number of workshops depends on the individual needs of the person and the accuracy of the initial diagnosis.

The workshops are conducted by a job coach who, by participating in a task-related situation, has the opportunity to conduct the objective observation. The aim of the workshop is to diagnose the real predispositions of the client in terms of performing activities at the workplace.
Assessment of behaviour in the workplace as well as the method and pace of adapting to working conditions. It also allows the person to get to know different places and workstations, which allows to make a more informed choice of the future job and workplace.

Group workshops in the field of social competences and active navigation in the labour market

The workshop is devoted to acquiring the key competences needed for self-fullfilment and personal development, being an active citizen, social inclusion and employment and include
- workshops on navigating the labour market and in the workplace (scope: information on professions and activities to be performed at the workplace, methods of active job search and methods of applying for it, creating application documents, preparation for an interview, self-presentation);

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- analysis of own strengths and weaknesses, skills and their practical use in the work environment, opportunities and threats resulting from taking up employment, basic employee rights, etc.

- workshops in the field of social skills (scope: effective interpersonal communication, assertive attitude, coping with difficult situations, planning and organizing one's own time, stimulating effort, shaping the ability to make independent decisions, etc.).

The workshops are conducted by teams of 2 specialists (career counsellor and psychologist or job trainer).

The involvement of 2 people is necessary to obtain the appropriate effectiveness of the workshops conducted. Participants of the course do receive workshop materials tailored to their level of perception.

Continuous individual practical classes

Individual practical classes are conducted for a person with a disability in an enterprise from the open labour market, at an individually selected workplace with the constant support of a job coach.

On-the-job training aims to tailor training methods to the specific learning needs of an individual with a disability. The trainer acquaints the client with the duties necessary to perform at the place of practical classes, shows the correct way to perform these activities. Then, the disabled person performs the assigned work in parallel with the trainer, who observes his work, draws attention to the mistakes made and strengthens the correct performance of tasks. Provides additional instructions if needed.

After the participant has mastered the duties, the trainer observes, directs and supports him to develop the optimal technique and pace of work, and also controls the effects of work. After completing the individual practical classes, the trainer and the participant discuss the course of work, emerging difficulties and progress.

Individual job placement

This form of support is aimed at involving a person with a disability in the job search process and teaching how to use the labour market instruments.

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This will allow the participant to be included in the conscious decision-making process regarding the career path. Individual job placement is conducted by a career counsellor or job trainer. As part of job placement, a person will acquire the ability to analyse job offers in terms of their own abilities and predispositions, they will acquire the skills of proper contact with the employer and preparation for an interview.

In addition, the participant has the opportunity, with the support of the person responsible for the preparation of application documents, to complete the documents necessary to register with the regional labour office and to register in order to increase his chances of finding employment.
The effect will be efficient movement on the labour market and ultimately finding a job.

Individual psychological and advisory support
A psychologist and a career counsellor provide individual support in the form of meetings throughout the entire period of participation in the project by a disabled person.

Meetings are organized according to the participant's needs, reported by him or on the initiative of specialists.

During these meetings, social skills can be developed or problems that the disabled person cannot cope with can be solved.

These meetings also serve to maintain a high level of motivation in a person to take up an activity or develop professional and social competences.

Group psychological and advisory support
Group support is provided by a psychologist and / or career counsellor. This support is provided on a regular basis and on a continuous basis.

Meetings are about moderating the work of the group that initiates the topics of the meetings.
The subject of the workshops is adjusted to the reported needs of participants or planned by the teachers.

The proposed topics for the workshop include the following topics:
1. Responding to criticism.
2. Coping with stress.
3. Interpersonal communication.

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4. Team working.

5. Assertiveness.

During the meetings, people with disabilities can also exchange their work experiences, solve their problems and difficulties, get advice from a group and from a psychologist or career counsellor.

Training of skills and independent movement in urban-rural space

This form of support consists in teaching (indicating) a person with a disability (ON) to move independently in a specific area.

For this purpose, the method of developing spatial orientation is used, which consists in teaching ON to move from the place of residence to the place of the project implementation, to practical classes, workshops, to workplaces on the open labour market. The job coach is responsible for preparing the ON to be able to reach / travel to the designated place on his own.

In addition, often for the first few days of e.g. individual practical classes or even already employed, the work coach accompanies the person on a journey on a specific route.

A job coach teaches a disabled person how to read the timetable, how and where to buy a ticket (single, monthly), how to ask for directions if he gets lost in a strange environment, what are the rules of safe behaviour on the street and in public transport.

Support in the procedure of organizing practical workshops / individual practical classes / employment

Support in the procedure of organizing practical workshops / individual practical classes / employment may refer to any activities related to the formalities for the organization and implementation of practical workshops, individual practical classes and employment, e.g. carrying out tests necessary to undertake selected practical classes or work or continue them, i.e. negotiating terms of cooperation, pre-employment tests, periodic tests in the course of employment, tests for sanitary and epidemiological purposes.

This support includes, depending on the needs: accompanying in the delivery of material for tests, accompanying in the course of tests and in the office of an occupational medicine physician and other specialists, accompanying in the collection of results. Support also includes accompanying a person with a disability in talks with the employer, filling in formal documentation, etc.

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Employment monitoring - individual BO support, contact with the employer, contact with the family / environment of BO

Employment monitoring is support in maintaining employment (eliminating difficult behaviours, compensatory training, maintaining motivation and the level of quality of work performed). Monitoring is carried out in many directions, throughout the entire period of participation of a disabled person in the project. It may be a contact with a disabled person in the workplace or outside the workplace, contact with the employer and contact with the family / environment of the ON.

- Monitoring - individual BO support - consists on regular visits to the workplace of a supported person. The visits are aimed at talking to the employee about his work (including problems and difficulties related to the performance of duties, relations in the group of colleagues, level of motivation, etc.). During visits, the job trainer also monitors the way in which a given person performs professional activities. The job coach uses observation and interview methods for this purpose. Individual support is also provided outside the workplace.

- Monitoring - contact with the employer consists of regular visits to the workplace. Throughout the employment period of the beneficiary, the job coach maintains constant contact with the employer or direct superior of the employed participant. Monitoring consists on conducting conversations in order to build contact, exchange observations on work and progress or emerging difficulties. Thanks to constant contacts, both parties have the opportunity to take appropriate action in difficult situations.

- The job coach also maintains contact with the family / legal guardian of the disabled person throughout the employment of the disabled person. This contact is to discuss progress, difficulties, problems, etc. in ON's work, as well as identifying environmental factors that affect the motivation and quality of work performed.

Employment monitoring is a very individual and flexible matter. It results from the needs of both the disabled person employed and the employer who employs a given person.

Individual psychological and advisory support

A psychologist and a career counsellor provide individual support in the form of meetings throughout the entire period of participation in the project by a disabled person. Meetings are organized each time according to the client's needs, reported by him or on the initiative of

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specialists. During these meetings, social skills can be developed or problems that the disabled person cannot cope with can be solved. These meetings also serve to maintain a high level of motivation in a given person to maintain employment and to develop professional competences.

Group psychological and advisory support

Group support is provided by a psychologist and / or career counsellor. The meetings are a self-help group. During the meetings, people with disabilities can exchange work experiences, solve their problems and difficulties, get advice from a group and from a psychologist or career counsellor. The subject of the workshops is adjusted to the reported needs of participants or planned by the teachers. The proposed topics for the workshop include the following topics:

1. Responding to criticism;
2. Coping with stress:
3. Interpersonal communication;
4. Team collaboration;
5. Assertiveness.

DESCRIPTION OF THE BEST PRACTICE

A subject for students in grades VII-VIII in the Zgierz commune (3 primary schools). The course is also attended by students with disabilities, students with deficits, etc. These are compulsory classes for each student.

This program contains information on professions, qualifications and positions, as well as the possibilities of obtaining qualifications in line with the needs of the labor market, as well as professional predispositions.

Framework curricula also include hours for the implementation of educational activities in the field of career counseling in grades 7 and 8 of primary school, with a minimum duration of 10 hours (for each grade).

Age: 14-16 years

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Name of the good practice	"Plan your future"
Type (Internal / External)	Consulting workshop classes vocational training for grades 7 and 8 of primary school students. An original program in the field of career counseling implemented in the Zgierz commune in (three primary schools) by a pedagogue / career advisor

Objectives of the program:
The aim of career counseling activities is to support students in achieving the ability to plan their own educational and professional career path and life plans.
1. Self-Discovery;
2. Future;
3. The labor market;
4. To achieve goals related to a professional career;
5. Preparing young people to make the right educational and vocational decisions, choose a secondary school / secondary school in line with the interests and talents, and to play the role of an employee in the contemporary labor market;
6. Prepare students to cope with constant changes in today's world;
7. Shaping proactive attitudes in the modern world.

Detailed objectives
The aim of the workshops is to develop students' active attitude towards their own professional future, to develop skills related to conscious and rational planning of their own career path.
In particular:
In class VII:
1. Making students aware of the importance of self-knowledge in the process of shaping their own professional role and planning their career path.
2. Education and development of the participants' skills to independently analyze their strengths and weaknesses, recognize their own interests, values, and styles of functioning in the social world,
3. Education and development of the ability to plan one's own career path.
4. Making students aware of the importance and role of information about the labor market,

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professions, and available education paths in the process of planning their own professional future.

5. Education and development of the ability to search and select information necessary in the process of preparing to make a professional decision.

In class VIII:

1. Developing self-knowledge skills in terms of choosing a profession
2. Shaping the skill of making professional and educational decisions
3. Developing the ability to plan one's own professional career
4. Make students aware of the role of interests in choosing the right profession
5. Make students aware of the role of abilities in choosing the right profession
6. Encouraging students to learn more about their professional personality as a result of psychological research

DESCRIPTION OF THE METHODOLOGY

The "Plan your future" program is carried out during workshops. Meetings are two-hour, 10 hours long for each class.

Workshop plan for grades VII: "Your future"

Workshop 1

Self-knowledge.

Me and my world.

Workshop 2

Me and others around me.

Me and my dreams.

Workshop 3

What do I know about myself?

My knowledge is my future.

Workshop 4

Overview of the current labor market.

World of professions - Classification of professions. My preferences and the expectations of employers.

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Workshop 5

Which educational path should I choose? Discussing the possibility of further formal education. Summary of knowledge from the workshop.

Workshop plan for grades VIII: "Your conscious choice"

Workshop 1
Workshop 2
Self-awareness and my values system. Criteria for admission to schools.

Workshop 3
Professional preferences. Types of education - formal, informal.

Workshop 4
Factors of choosing a profession. Presentation of the dates of exams, submitting applications to secondary schools.

Workshop 5
Influence of temperamental traits - on the choice of profession.

Workshop 6
Professional interests. Educational and professional goals and plans - and own abilities.

Workshop 7
Learning styles and their influence on further education.

Workshop 8
Educational paths to the chosen profession.
Trip to the Educational Fair.

Workshop 9
Personality type and influence on the choice of future profession.

Workshop 10
Study of professional predispositions - self-assessment test. Summary of the classes.

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Project effects::

After completing the classes, the student is able to:

- Can make an adequate self-assessment;
- Recognize strengths and weaknesses;
- List abilities, interests and skills;
- Rationally plan the educational and professional path;
- Adapt to changes familiarizing students with the offer of post-primary schools;
- Analyze sources of educational and vocational information;
- Can choose a secondary school in line with his interests;
- Indicate where to look for information about the labor market;
-Determine employment opportunities in the labor market, taking into account the demand for specific professions;
- Cooperate in a team;
- Present yourself effectively;
- Be assertive;
- Match the competences to the profession;
- Communicate efficiently;
- Predict the effects of actions.

Ways of implementation:

Workshops used to work with 7th and 8th grade students. Conducted in groups corresponding to the size of the class.

The formal framework of the course

Duration of classes:

The total duration of the workshops is 10 lesson hours for VII grades and 10 lesson hours (10 scenarios lasting 45 minutes) for VIII grades (it is possible to combine scenarios so that classes take place during 5 meetings lasting twice 45 minutes).

Classes are held according to the agreed schedule of meetings with individual classes – workshop.

Workshop location:

Class

Methods and forms:

- work in groups, pairs, individual t- alk; - short lecture;

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- workshops;
- exercise;
- tests, questionnaires;
- discussion;
- brainstorming;
- problem solving;
- drama;
- self-presentation;
- multimedia methods;
- diagnostic tests;
- working with source materials.

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