

Inclusion, a step towards youth employment

EDUCATIONAL BOOKLET



**Erasmus Plus Program – Adult Education – Key action 2 –
Exchange of good practices
N°2018-1-FR01-KA204-048193**



Poliana

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PROJECT SUMMARY

Project coordinator :	Aux couleurs du DEBA (Pessac- France).
Project Type :	Strategic Partnerships - exchange of good practices (Key Action 2 – Adult Education –Erasmus Plus Program)
Topics :	Social inclusion, employability of young people in difficulty, the labor market, the European Qualifications Framework
Duration :	3 years : september 2018-august 2021
European partner :	Poliana - Greece (Lesvos Island).

Context and issues

Currently, in the European Union, about 20% of a group of pupils leave the school / education system without qualification and / or are discontinuers of the system. According to the 2014 diagnosis report "Partnership assessment of the policy of the fight against school dropout": "in metropolitan France, approximately 140,000 young people leave each year from the system of initial education without a diploma of upper secondary education and 620,000 from young people between 18 and 24 years old are without any training system and without a high school diploma. " At the same time, the Program for International Student Assessment (PISA) surveys, which measure the effectiveness and performance of different education systems, highlight an increasing gap in terms of the chances of success among students according to the category. parents and socio-economic determinants.

To address this problem, and as part of the Europe 2020 strategy for a sustainable, smart and inclusive economy, the EU states have set themselves the ambition of reducing the share of young people to less than 10% of 18-24 years old without any training system and without a high school diploma. To achieve its objectives, the EU recommends, among other things, to develop new methodologies for assessing and validating skills to be acquired in formalized and non-formalized environments in order to achieve official certification of skills.

To act on this last point we decided to set up this project of exchanges of good practices. It is an extension of other European projects carried out with the project partners. Indeed, since 2016 we have been working together on social inclusion and support for the employment of young people in difficulty. We wanted to go further and build an educational booklet that can be used, transposed and adapted in any EU country.

In addition, this project combines European seminars and local actions in each of the partner countries. Our target groups are, per country, between 10 and 20 young people in difficulty between 10 and 20 companies distributed as follows: 1/3 are small businesses / SMEs; 1/3 are large groups (ex: Bouygues, Vinci) and 1/3 belong to the Social and Solidarity Economy.

Note that in each country, priority will be given to companies whose businesses are in tension. This choice results from the fact that this can be an opportunity for our participants to find a job.

Aims

-Share and mutualise our knowledge, our experiences and our reflections on the social inclusion and the accompaniment towards the employment of the young people without qualification to widen our educational approaches and requalify our methods and our educational tools.

-Promote the transfer of practices between all participating countries

-Involve local partners from participating countries throughout the exchange

-Build and carry out surveys and interviews with unskilled young people and local businesses whose trades are in tension (lack of manpower) to find out how they represent the personal and professional skills needed to get a job.

-Build, from the results of the interviews, a repository of the key competences essential to have to obtain a job (from the point of view of the young person as of the company).

This repository will be constructed with skills descriptors adapted to the level of the European Professional Qualifications Framework (level 1 to 4.) These descriptors will include the knowledge, aptitudes and skills adapted to our audience of young people without qualifications.

-Build and animate thematic workshops for young people (eg My representation of the world of work / Do jobs have a gender? / Discrimination in hiring, what to do? / Tools for my insertion: CV, Europass , Portfolio of skills, etc.)

-Build an educational booklet to promote good teaching practices from the project.

-Make visible and value the work done by collectively organizing the public communication strategy.

Targets groups

-the actors of professional integration, social workers, youth leaders and educators, the trainers: they will be the beneficiaries of the educational booklet to support young people without qualification towards employment.

-young people without qualification: they will benefit from our support to the formalization and recognition of their skills (life story and explanatory interview). They will also live thematic workshops to increase their knowledge and skills in related topics (my work vision, trades do they have a gender?, Etc.).

-local company : they are the potential employers of young people without qualifications. They will be asked to know their expectations in terms of essential skills to have to obtain a position (beyond the technical skills of the trade).

Expected results

-for young people without qualification : a better knowledge of oneself, of one's skills, aptitudes and knowledge needed to start a job search or to make an insertion path (training, internship, EVS, etc.).

At the end of the project, the young person will be able to inform only his portfolio, his europass, his CV and his passport skills.

He will also be able to argue orally his strengths and weaknesses (no diploma / little or no professional experience ...) to convince an employer or other (training organization, association, etc.).

The project aims to increase (directly or not) the employment and reintegration rate of these young people without qualification.

Remember, school enrollment and diploma validation are factors that protect against poverty. The fight against dropping out therefore contributes to the prevention of poverty and is consistent with the multiannual plan for the fight against poverty and for social inclusion.

-for company : a better knowledge of the European Qualifications Framework (EQF).

They can include in their "Human Resources" tools the repository built with skill descriptors adapted to the first four levels of the EQF. This will allow them to evaluate the candidate for the hiring, but also will allow to build the skills path of the employees during the annual and individual interviews of evaluation. These courses are part of the forecast management of jobs and skills which is an anticipatory approach that allows the company to identify the resources needed to carry out its projects in the medium term. In this sense, it participates in the dynamics of performance and evolution of the company and each of its employees.

Finally, since the chosen companies are in tension, that is to say that they lack manpower, one of the expected results is that they recruit from the young people involved in the project.

-for social workers and trainers : a practical tool to help young people verbalize their experiences in order to formalize skills, aptitudes and knowledge. He is an assistant in writing CVs, portfolio of skills (professional and voluntary), and others. As for the company, the tool can also be used to preselect candidates for a job, training, internship, volunteering, etc. It can also be an aid to mid-term or end-of-course evaluation.

This project will therefore provide new materials and methods for training organizations and social workers.

The educational booklet is meant to be didactic so that potential users can find materials that can be used and transferred to their own contexts. It will be produced in French, Greek and English for better dissemination within the European Union and more.



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PRESENTATION OF EUROPEAN PARTNERS

Aux couleurs du DEBA – France

Aux Couleurs du DEBA is an association under the 1901 law established in Pessac Saige, in a sensitive area falling under the city's policy. It was born in November 2008 from the desire to act on a daily basis to allow everyone to be subject and actor of their own development in connection with their environment. To the temptations to withdraw into oneself, we oppose the pleasure of turning to others and building a future together to reduce inequalities and create a fairer, more united and responsible world.

Our founding principles are democracy, secularism, justice and equality. Likewise, we carry and defend the values of solidarity, exchange of knowledge, sharing, good living, ... in short, active citizenship.

Through our actions, we want to promote better living together in a spirit of sharing and openness, pluralism and neutrality. Indeed, we see interculturality as an approach allowing the learning of otherness in a political aim of living together from the local to the international.

Culturally derived from Popular Education movements, our intervention methods are based on active pedagogy which places the individual at the heart of the action and where learning takes place through experience, exchange and encounter. This allows us to deploy the strengths of each as so many active solidarity for the good living together. In addition, since 2009, we have been organizing meetings of young Europeans (formerly PEJA) with many local partners in order to bring Europe to our territories and allow young people from neighborhoods to have an experience abroad. We work a lot on the issue of European citizenship and intercultural dialogue but also on the prevention of violence, conflict management and the fight against all forms of discrimination.

To improve our practices, we are also leading ex-grundtvig educational partnerships in order to build relevant and effective educational tools that are transferable, particularly in our meetings with young people.

Likewise, to promote the employability of young Europeans, we offer individual mobility to do a professional internship abroad (eg Leonardo) and we also welcome foreign interns. In addition, we also organize local and European projects dedicated to the professional integration of young people.

At the local level, we carry out training for professionals and volunteers adults and young people. We work for town halls, social centers, Youth Information Office, associations and foundations, schools (continuing education and work-study training) and companies. Our training topics are: citizenship, interpersonal communication, conflict management, prevention of violence and discrimination, gender equality, social media, team management, European funds ...

Finally, we do European project engineering. We support in setting up, carrying out, monitoring and evaluating a European project for any structure wishing to invest in it. Our project manager has the Erasmus Plus Developer label.

Poliana (POLITISTIKI ANAZITISI LESVOU AMKE) – Greece

POLIANA is a non-profit arts and culture organization based in the town of Mytilene, on the island of Lesvos, Greece. POLIANA facilitates and promotes any activity aimed at combating unemployment and promoting social inclusion.

Mainly:

- We present and facilitate exchanges, first in the arts, by helping to promote employment.
- We combine education with creation in order to facilitate the personal development of people who generally have limited access to other training, thanks to contact with the arts and nature (painting, pottery, artefacts, dance and photography workshops. , outdoor activities)
- We promote entrepreneurship among women and young people.

Our participants are mainly unemployed youth, low-skilled youth or adults, long-term unemployed women, members of single-parent families and unaccompanied minor refugees with limited access to training, education, culture and art. We support participants towards empowerment through non-formal activities, leading to higher educational and cultural development. Through their personal development, we support them in the acquisition of professional skills and qualifications allowing access to employment and thus promoting their social inclusion in society.

Finally, with our artistic and outdoor activities, we strongly contribute to improving their physical and mental health, essential elements in the education and personal development of young people and adults.

Finally, for several years we have been actively working on these subjects through the Erasmus + program as a project partner: youth exchanges, training, strategic partnerships and seminars.

Currently we are partners of the "COMM COMM - Communities Communication" project which is a youth KA2 supported by our Portuguese colleagues. It aims to create a bridge of understanding and human development in low density urban areas, improving digital literacy and structuring the use of technology (ICT).

THE INCLUSION DEFINITION

The inclusion as seen by our target group

- **Aux couleurs du deba**

The youngsters of our NGO that are participating in this project are youngsters with disabilities as well as living in the popular neighbourhoods . 99 % of them are unemployed and more than 80 % don't have a diploma.

They are defining inclusion as it follows :

-the inclusion is the equality of chances for everybody with no regard to their skin colour, their disability, their sex, etc ;

-the 'inclusion is being able to adapt everything that is being done in order to include everybody who doesn't have the same aptitudes as the others.

-the inclusion is being capable of making disabled people feeling more comfortable doing their daily activities. The inclusion is integrating them to a group of non-disabled persons.

-The inclusion implies equity, because this way everybody will be equal.

-The inclusion is being open-minded, because in order to include you need to accept that there are differences.

- **Poliana**

Many young people in our target group expressed their beliefs.

Myrsisni: "If someone has the skills for a job, they should be more in demand than someone who has a degree but no skills"

Giannis:'No one should be denied a try in the job market because they don't have experience."

Maria:'Young people should all have easy access to vocational schools to learn the skills for the job they desire."

The inclusion as seen by our organisations

- **Aux couleurs du deba**

Four our internal group, inclusion implies sustaining by all means the most disadvantaged, the most marginalised, and the most discriminated people so that they are considered as full citizens having the same rights. For us, the objective of the inclusion is empowering youngsters, that is developing their capacity to act in their daily life and in their environment.

- **Poliana**

We see inclusion as aiding the least advantaged groups to develop vocational skills and/or to gain an educational degree, in order to have the capacity to venture into the job market. One way of instilling self confidence is engaging in artistic activities; by creating art, one feels a sense of accomplishment, thus developing a sense of worth. This is therapeutic and an important step to feel confident. Confidence in oneself is basic in order to prepare for job seeking.

The inclusion as seen by the scientific research

In french, the word « inclusion » means «being able of something that is included in a whole, a group». This word¹ comes from the latin *inclusio* : imprisonment. Nowadays this word has a positive meaning and it is related to the economical integration and social insertion, as well as the research of the social, cultural and civic participation of the people and social groups.

The inclusion is a word elaborated by the international organism education directed. « It is about respect of the Human Rights, that is concerning the orientations of the general politics of a country. [...] Thus it is indissociable of the way we see the type of well-being of the society and the well-being that we wish to reach, as well as the way we see « the living together [...] Trying to achieve an inclusive society is the base of the social sustainable development ... »².

What about the social action and the social work ?

The word « inclusion » hasn't been named yet. It was considered as the frame of reference of the public action. However, the two sectors of the social action use it ; it is the one of the disabled and the educational one. On the one hand, concerning the disabled people sector, inclusion is characterised by the research of the potentials and the needs of the people and it targets the adaptation of the environment and the participation of different actors. On the other hand, concerning the education section, « the inclusive education » Is pursuing the transformation of the system of integrative education into an inclusive system.

However generally, regarding the social action the extension of the word « inclusion » was operated at the beginning more out of a demonstration matter, that is to show an opening more that the interest itself. For example, one social magazine gave to one of its numbers the title « Social inclusion in practice. Social intervention and marginalised youngsters in Europe, but it does not use the word « inclusion » in the text, as the author was mentioning that for her the social insertion is the equivalent of the social inclusion³.

Nevertheless, the reflexion continues, even though for some « insertion, integration and inclusion » are synonyms, while for some others, this means an evolution of notions, starting from the insertion to the integration, and then from the integration to the inclusion.

Furthermore, the inclusion is not only a matter of policy, but it is also perceived as a value, as a part of the ethics pushing for social justice and cohesion of the community. This quote illustrated this *“An inclusive society is not a utopia [...] Inclusion should be apprehended, without any regards to the short-term budgetary logic, but as sustainable investment, source of the humanity as well as other treasures for the society as a whole”*.

¹ Alain Rey, *Dictionnaire historique de langue française*, Paris, Le Robert, 3 volumes, 2012.

² 48th session of the Unesco International Conference on Education, Geneva, 25-28 November 2008.

³ Évelyne Baillergeau (sous la direction de), *L'inclusion sociale en pratique. Intervention sociale et jeunes marginalisés en Europe, Sociétés et jeunesse en difficulté*, hors série, 2010.

European policy on social inclusion

Europe has first apprehended the fight against corruption without using the concept of « inclusion », and only afterwards considered it for specific actions with specific target groups. With the Lisbon Strategy of 2000⁴, the EU starts considering the inclusion as a distinguishable European priority aiming to make of the European Union a « to become the most competitive and dynamic knowledge-based economy in the world, capable of sustainable economic growth with more and better jobs and greater social cohesion ».

This is a three-pillar strategy:

- ❖ The economic pillar aiming to transform the European economy in a competitive and dynamic knowledge-based economy ;
- ❖ The social pillar that should enable the modernisation of the the European social model due to investment in human ressources and to fight against social exclusion;
- ❖ The environnemental pillar, added at the European council at Göteborg in june 2001, who draws the attention to the fact that economic growth should be separated from the use of the natural ressources.

The goal was ambitious and surpassing the reseach framework to tackle the employment rates of women, young people and seniors, as well as the growth rate. Nevertheless, despite the shift operated in 2005 as a result of a bad repoty, the Lisbon Strategy was considered in 2010 as setback. Moreover, the European Commission came up with a strategy Europe 2020 aiming for a « intelligent, sustainable and inclusive growth »

Social inclusion is from now on a target aiming for a sustainable economy and for the social cohesion, who is financed by structural funds and sector programmes.

Indeed, the European Union has adopted a legal and political context called the OMC, Open Method of Coordination, formalized during the European Council in Lisbon in March 2000, then in the Council of Nice and which today has multiple variants. The OMC encourages the Member States to work together to improve the impact on social inclusion of policies in areas such as social protection, employment, health, housing and education, and to implement at national level.

Every three years, they send their “Report on national strategies for social protection and social inclusion” to the European Commission, which includes a National Action Plan for Social Inclusion including monitoring indicators to assess and compare progress on social inclusion.

However, the OMC could be criticised in three ways:

- ❖ the risk of domination of economic policies over the employment strategy and other coordination policies in social matters ;
- ❖ the risk of competition between legislative or contractual law and non-binding OMC mechanisms;
- ❖ the problems of legitimacy and representation of the actors involved.

⁴ At the Lisbon European Council on 23 and 24 March 2000, the committee is entitled: "Building an inclusive Europe"

Anyway, now, according to the European Commission, *"social inclusion is a process which enables people at risk of poverty and social exclusion to participate in economic, social and cultural life, and to enjoy 'a decent standard of living. These people must be involved in the decisions that affect their lives and have better access to their fundamental rights. "*

As for the Charter of Fundamental Rights of the European Commission, it defines social inclusion as a *"process which guarantees that people at risk of poverty and exclusion obtain the opportunities and resources necessary to participate fully in economic life, social and cultural, and that they enjoy a standard of living and well-being considered normal for the society in which they live. Social inclusion guarantees them better participation in the decision-making processes that affect their lives and better access to their fundamental rights."*

Two European Think Tank documents, one titled Cohesion and Social Inclusion, Concepts, the other titled Social Cohesion and Social Inclusion, state that inclusion is both strategic and cross-cutting. It is characterized by "active inclusion" which consists in fighting poverty and social exclusion by integrating the citizens who are the most distant from it, and by "the inclusion of vulnerable groups" which aims to protect them from poverty and social exclusion. Because, they say: *"Inclusion is not just a process of professional integration and economic integration, it also consists of social, cultural and civic participation in society. "*

Considered by Europe as the opposite of exclusion, social inclusion is therefore the corollary of citizenship and concerns all sectors of society.

YOUTH EMPLOYMENT POLICIES IN OUR COUNTRIES

This project started in September 2018. For 18 months we carried out field surveys with our target audiences and conducted research on the situation of youth employment in our respective countries and local territories.

However, because of the covid, youth unemployment has exploded and public policies are very weakened economically.

As a result, the data previously collected are no longer valid and those currently available are subject to the vagaries of covid and the resulting health policies.

Consequently, due to this exceptional situation, the end of which cannot be seen (despite the vaccination policies) due to the new variants of the covid, it seems difficult to us to make an inventory of the policies in favor of the employment of young people in our countries.

Indeed, compensation strategies are different depending on our country and evolve very quickly. Thus, for example, in France, the government has chosen to finance short-time working, to make financial loans to companies to compensate for their cash losses and to temporarily stop the collection of taxes linked to employers' social and employer contributions.

This strategy, which has been in place since March 2020 (date of the 1st confinement), has saved jobs and businesses for a few months. However, this financial infusion strategy will end on January 31, 2021.

However, the economic situation has not improved because of the new lockdowns imposed.

French companies are worried because they do not have the money to repay state loans and, due to a lack of activities, cannot keep their employees, as short-time work is no longer funded.

2021 will therefore be the year when a large number of French and European companies will go bankrupt and create enormous unemployment.

The first victims of this economic and health crisis are young NEETs⁵. Indeed, the COVID-19 pandemic is contributing to an exceptional and dramatic situation across the world. It showed the real inequalities of opportunities between young people. As the United Nations reminds us, *“already, before this crisis, young people (15-24 years) were three times more likely to be unemployed than adults”*.

According to the International Labor Organization (ILO), more than one in six young people have stopped working since the start of the COVID-19 pandemic, and those who have kept their jobs have seen their working hours cut by 23%.

In addition, the pandemic inflicts a triple shock on young people: it not only destroys their employment prospects, but it also disrupts their studies and training and acts as a brake for those who want to access the labor market or who seek to change their position. trade or job. Young workers continue to face high rates of poverty and are increasingly exposed to atypical, informal and more precarious forms of employment.

At the same time, in its report *“Global employment trends for young people 2020⁶”*, the ILO underlines that *“the exclusion of young people from employment and training is increasing”*.

⁵ NEET : Not in Education, Employment or Training

⁶ [Global Employment Trends for Youth 2020: Youth exclusion from jobs and training on the rise \(ilo.org\)](https://www.ilo.org/global/employment-trends/youth/2020/youth-exclusion-from-jobs-and-training-on-the-rise-ilo.org)

The ILO says: "Young people face an uncertain future in the labor market due to automation, the limited scope of most vocational training and the lack of jobs that match their qualifications. "

In addition, the number of young NEETs is increasing and young women are twice as likely to be affected as their male counterparts.

In 2016, 259 million young people were classified as NEETs, a figure that is believed to have climbed to 267 million in 2019 and is expected to continue to rise to reach 273 million in 2021.

In terms of percentage, the trend is also increasing - from 21.7% in 2015 to 22.4% in 2020. These trends imply that the target assigned by the international community to significantly reduce the NEET rate by 2020 will not be reached.

Faced with this unprecedented situation, the European Union had to reinvent itself. Thus, for the first time in its history, it created a common fund dedicated to crisis management. The European Union then becomes a financial borrower via the European Central Bank, thus guaranteeing the member countries of the EU. This recovery plan⁷ provides for a fund of 750 billion euros, which can be borrowed by the Commission on the markets.

This historic agreement should allow the various countries to hold out financially in the face of this crisis, but for how long? Indeed, the recovery plan is only valid until 2023.

⁷ [Recovery plan for Europe | European Commission \(europa.eu\)](https://ec.europa.eu/economy_finance/recovery-plan-for-europe)

France

In the 1970s, the youth unemployment rate increased significantly. Faced with this, the various governments have implemented a series of measures intended to promote the employment of young people (16-25 years old).

These various measures go through the promotion of apprenticeship, vocational training, internships, reductions in social contributions in the market sector (with or without compensation) and the incentive to create specific jobs in the non-profit sector. (these are often subsidized jobs, that is to say financed by the State).

In the 1980s, political strategies in favor of youth employment evolved towards a comprehensive and individualized approach to integration difficulties. From now on, the life of young people is taken as a whole to facilitate their professional integration (access to housing, health, transport, information, guidance and training, etc.).

To do this, one-stop shops have been set up throughout France. These structures only welcome and support young people aged 16 to 25. They provide permanent reception, information, guidance and integration. They also provide young people with access to information on training and occupations. Finally, they also follow young people in difficulty of integration by mobilizing on a case-by-case basis all the existing assistance systems.

This global approach requires prioritizing the difficulties to be treated and managing them over time. This is how the notion of "course" and "individualized follow-up" appeared.

For young people from lower-income neighborhoods, specific measures have been put in place to promote their professional integration and fight against discrimination in hiring. In fact, these young people, mainly from immigrant backgrounds, are half as likely to choose their studies and find a job as "native" French young people. As a result, in order to survive economically, many become delinquents and drug dealers.

So, for example, when a company obtains a public contract, it is obliged to hire a certain number of young people from the lower-income neighborhoods of the city where it is established. This is called the "insertion clause" or "the insertion charter".

Likewise, new recruitment methods are being implemented so that selection is not made solely on the basis of diploma but rather on skills. These are recruitments by simulation, that is to say directly at the workstation.

All these public policies in favor of youth employment have unfortunately not had the desired effect for 16-25 year olds affected by unemployment and precariousness.

To remedy this and on recommendations and co-financing from the European Union, the "Youth Guarantee⁸" was created.

The Youth Guarantee aims to support:

- young NEETs (neither in employment nor in training or in school), and in a situation of great social insecurity, to enable them to raise their heads and look to the future;
- the companies that host them, to help them discover the potential of young people.

The Youth Guarantee makes it possible to recreate a social link thanks to a collective dynamic:

⁸ [Garantie jeunes - Ministère du Travail, de l'Emploi \(travail-emploi.gouv.fr\)](https://travail-emploi.gouv.fr/garantie-jeunes)

the young beneficiaries are gradually connected to the reality of work situations and familiarized with the rules of business life, with a view to a successful and lasting integration into professional life.

The implementation of the Youth Guarantee is based on local partnerships which are essential for identifying and supporting young people. It is part of a regional project in the service of youth employment, involving local actors in integration, health, housing, youth, training or even justice and local authorities. .

After a period of experimentation in several departments, the Youth Guarantee has been generalized throughout France, including in the overseas departments since January 1, 2017.

Thus for 12 months the young person follows an individualized course which mixes training and work in company. In return, the young person receives financial assistance of around € 500 each month.

The Youth Guarantee is a universal right for all young people under 26 in precarious situations. It is open to all young French people, but also to foreigners (European Union or third countries) provided they are legally resident in France and have a residence permit equivalent to a work permit.

Finally, in July 2020, to deal with the crisis linked to COVID 19, the government implemented a recovery plan⁹ entitled “1 young person, 1 solution¹⁰”.

The 3 priorities of this recovery plan are as follows:

- Facilitate integration into professional life
- Guide and train 200,000 young people in the sectors and professions of the future
- Support 300,000 young people excluded from employment by building tailor-made integration pathways.

This plan, endowed with 9 billion euros, will be financially supported by the European Commission via its recovery plan.

⁹ [dp_plan_jeunes.pdf \(travail-emploi.gouv.fr\)](https://travail-emploi.gouv.fr/IMG/pdf/dp_plan_jeunes.pdf)

¹⁰ [Toutes les solutions pour l'avenir des jeunes \(1jeune1solution.gouv.fr\)](https://1jeune1solution.gouv.fr/)

Greece

With the primary goal of achieving the «[Ευρώπη 2020](#)» strategy for smart, sustainable and inclusive growth with more jobs and a better quality of life, Greece actively participated in the negotiations with the European partners for the implementation of the Cohesion Policy in the country, in on the basis of proposals formulated at sectoral and regional level following consultation.

The result of this effort is the Operational Program "Human Resources Development, Education and Lifelong Learning" 2014-2020 through the Interventions of the Initiative for Youth Employment (PAN). The preparation and submission of the Program was preceded by a wide and long period of consultation with the policy-makers on education and employment issues as well as with the relevant Ministries in order to ensure the maximum possible synergy and coordination of actions.

The purpose of the PAN program was to gain work experience as well as professional and social skills, to improve the processes of integration in the labor market by strengthening the skills of the participants through the development of skills necessary for their professional integration, as well as to increase employment. after completing the training.

Youth Employment Initiative (PAN) Intervention Actions

- **Training, Certification and Counseling Actions aimed at strengthening the skills of unemployed young people aged 18-24 in specialties in the field of export trade of products, with emphasis on the primary sector of production.**

Organized by the [STAFF STRUCTURE OF EMPLOYMENT AND SOCIAL ECONOMY NSRF](#) and [ASSOCIATION OF INDUSTRIES OF NORTHERN GREECE](#). The object of the Act is to provide 4500 young people aged 18-24, unemployed outside the structures of education, employment or training, counseling guidance, training in companies in the private sector.

- **Training, Certification and Counseling Actions aimed at strengthening the skills of unemployed young people aged 18-24 in specialties in the field of Supply Chain Logistics**

It was organized by the [STAFF STRUCTURE OF EMPLOYMENT AND SOCIAL ECONOMY NSRF](#) and [ASSOCIATION OF INDUSTRIES OF NORTHERN GREECE](#). The object of the Act is to provide 2500 young people aged 18-24, unemployed outside the structures of education, employment or training, counseling guidance, training in private sector companies.

- **Training, Certification and Counseling Actions aimed at strengthening the skills of Unemployed Young People aged 18-24 in specialties in the field of Information and Communication Technologies (ICT)**

It was organized by the [STAFF STRUCTURE OF EMPLOYMENT AND SOCIAL ECONOMY NSRF](#) and the [ASSOCIATION OF INDUSTRIES OF NORTHERN GREECE](#). The purpose of the Act is to provide 1,000 young people aged 18-24, unemployed outside the structures of education, employment or training, counseling guidance, training in private sector companies and certification of professional qualifications in the field of ICT.

- **Training, internship, counseling and certification activities for unemployed young people aged 18-24 in the field of retail trade**

It was organized by the [STAFF STRUCTURE OF EMPLOYMENT AND SOCIAL ECONOMY NSRF](#) and the [HELLENIC CONFEDERATION OF TRADE AND ENTREPRENEURSHIP](#). The object of the Act is to provide 4,000 young people aged 18-24, unemployed outside the structures of education, employment or training, counseling guidance, training in companies in the private sector.

- **Entry Voucher for young people aged 18-24 in private companies to gain work experience**

Organized by the [STAFF STRUCTURE OF EMPLOYMENT AND SOCIAL ECONOMY NSRF](#) and [INSTITUTE Exercise of COMPUTER & PUBLICATION TECHNOLOGY - DIOFANTOS \(ITYE\)](#). The object of the Act is the provision to about 12,000 unemployed young people (graduates of universities / technical colleges and graduates of compulsory, secondary and post-secondary education) aged 18 to 24 years of continuing vocational training services.

- **Entry Voucher for young people up to 29 years old in private companies in the Tourism Sector to gain work experience**

It was organized by the [INSTITUTE OF THE ASSOCIATION OF HELLENIC TOURIST ENTERPRISES](#) and the action concerns the provision of continuing vocational training to approximately 8,000 unemployed young people in horizontal and specialized thematic subjects as well as internships in the field of tourism business. Within the framework of the Act are included actions of Certification of qualifications of the Beneficiaries

- **Entry Voucher for young people 25-29 years old in private companies to gain work experience**

Organized by the [INSTITUTE OF COMPUTER TECHNOLOGY & PUBLICATIONS - DIOFANTOS \(ITYE\)](#). The object of the Act is the provision to about 30,000 unemployed young people aged 25 to 29 years of continuing vocational training services

- **OAED Apprenticeship Program for young people 15-24.**

It was organized by the [EMPLOYMENT ORGANIZATION OF THE LABOR FORCE \(OAED\)](#) and the main goal of the operation is the inclusion in vocational education of young people aged 15-24 through participation in Apprenticeship programs implemented at EPAS OAED.

- **Work Experience Acquisition Program for young people aged 18-24**

It was organized by the [LABOR EMPLOYMENT ORGANIZATION \(OAED\)](#). The aim of the program is to gain work experience as well as professional and social skills, from 10,000 unemployed young people aged 18-24, secondary and tertiary education graduates, who remain outside the education or training labor market, in order to facilitate their entry into the labor market.

- **Pilot Program to Support Business Plans for Unemployed Youth 18-29 years old.**

It was organized by the [LABOR EMPLOYMENT ORGANIZATION \(OAED\)](#). The purpose of the Act is to enhance the access to the labor market of unemployed young people aged 18-29, by supporting them in the development of business plans in a single environment of counseling and guidance. The object of the operation is to provide guidance services to 3,000 unemployed young people aged 18-29 for the maturation of business ideas and the formulation of sustainable business plans

Sources:

- <https://empedu.gov.gr/>
- <https://edulld.empedu.gov.gr/>
- <https://www.espa.gr/>
- www.esfhellas.gr

YOUTH EMPLOYMENT DATA IN OUR COUNTRIES

France

The data presented comes from INJEP¹¹: National Institute for Youth and Popular Education.

INJEP is an observatory for youth, popular education and community life. Attached to the Ministry of Youth, Popular Education and Community Life, the institute is responsible for observing and analyzing the situation of young people and the policies intended for them at all territorial levels, from the local level. at the European level. It also produces statistical work for the Ministry of Sports.

In March 2021, INJEP released a report titled "Key Youth Figures 2021 .¹²"

Regarding the theme "Activity, employment and unemployment" the results are as follows:

EMPLOYMENT



In 2019,

7,3% of employed 15-29 year-olds **are underemployed**, i.e. they are part-time but **want to work more**, or they have involuntarily worked less than usual (partial unemployment, etc.).

Underemployment rate for 15-29 year olds:



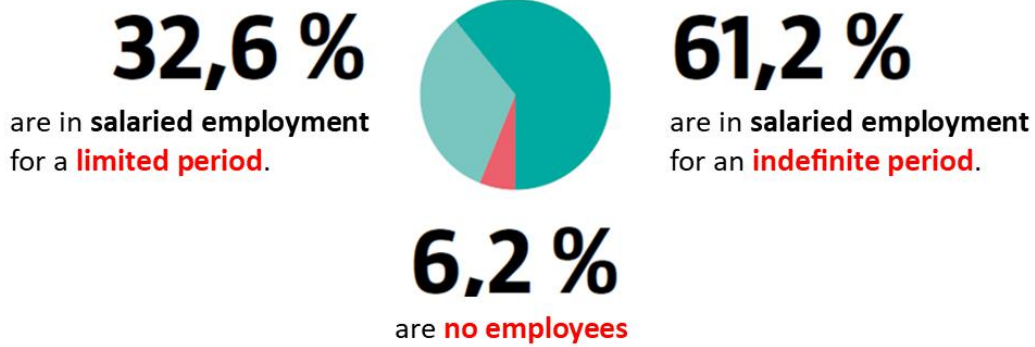
¹¹ [INJEP](#)

¹² [INJEP](#)

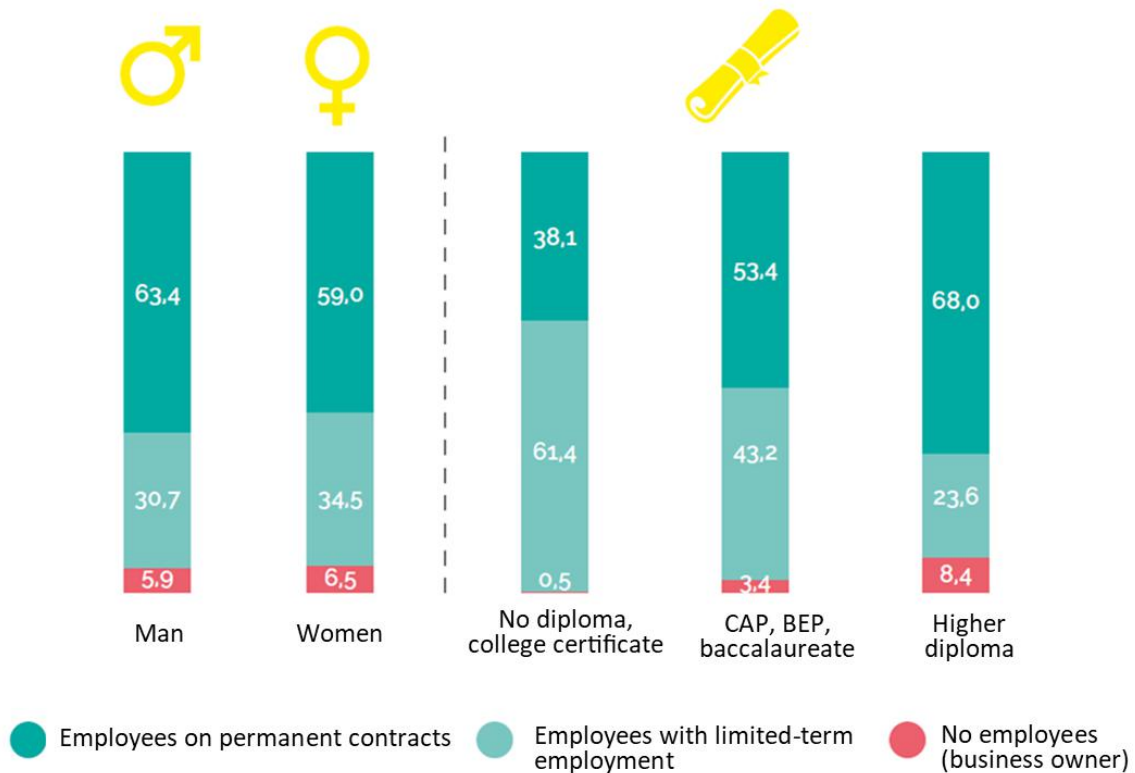
In 2018,

among young people who left initial training 1 to 4 years ago,

and **who are employed ...**



Employment status 1 to 4 years after leaving initial studies
by sex and educational level. (in %)



As of December 31, 2019,

25,1% of jobs held by people under 26 are **subsidized jobs**.



A subsidized job means that it benefits from public financial assistance.

UNEMPLOYMENT - INACTIVITY

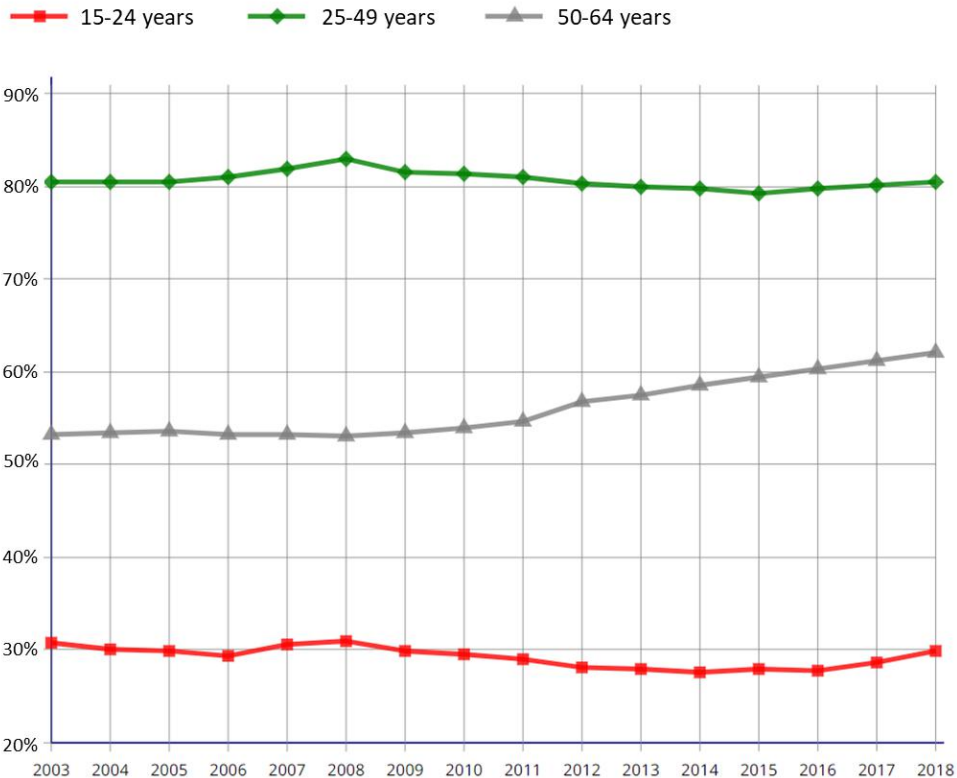
In 2019,

15,3% of workers aged 15-29 are **unemployed**

(unemployment rate), they represent **8,1%** of all 15-29 year olds (share of unemployment).



Employment rate by age from 2003 to 2018



Scope: France excluding Mayotte, household population, persons aged 15 to 64.

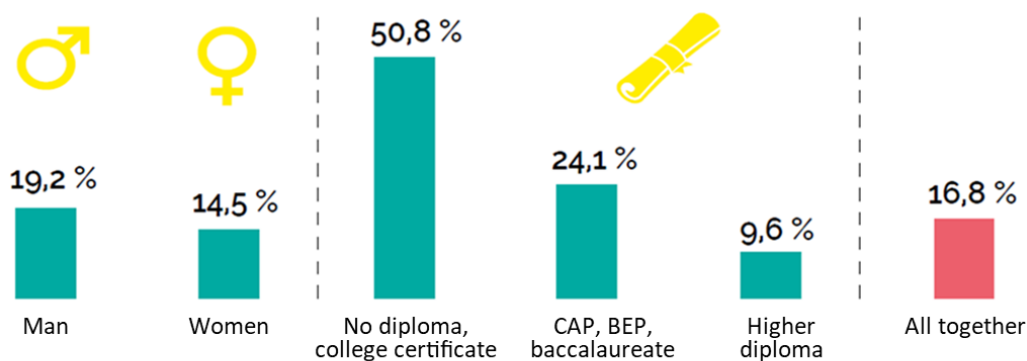
Source: Insee, Employment survey 2018, long series on the labor market.

In 2019,

16,8% of young workers who completed their initial studies 1 to 4 years ago **were unemployed**.

Unemployment rate 1 to 4 years after leaving initial studies

by sex and educational level. (in %)



In 2019,

12,9% 15-29 year olds **are NEETs** (Neither in Employment nor in Education or Training).

A classification carried out on 18-24 year olds **highlights different types of NEETs**.



31% are **vocational graduates** and **short-term unemployed**.

20% have **no diploma** and are **far from employment**.

19% are **high school graduates** looking for **"odd jobs"** while waiting to resume their studies.

In 2014,

16% have **recently graduated from higher education** and are **looking for a job**.

14% are **mothers removed from the labor market**.

HIRING DISCRIMINATION

12%

of young people who completed their initial training in 2013 **claim to have been victims of discrimination in hiring** during the first three years of their integration path.



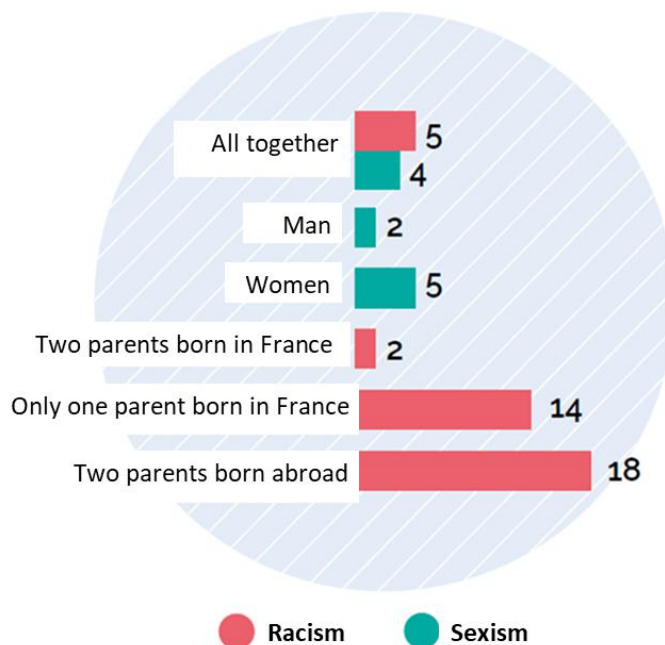
Grounds for discrimination

(en %)

Interpretation : 5% of young people leaving the education system in 2013 consider that they have suffered racist discrimination when hiring and during their first three years of working life. They are 14% of those who have at least one parent born abroad.

Discrimination on racist grounds includes discrimination based on skin color, surname or first name, foreign origin, accent, or religion.

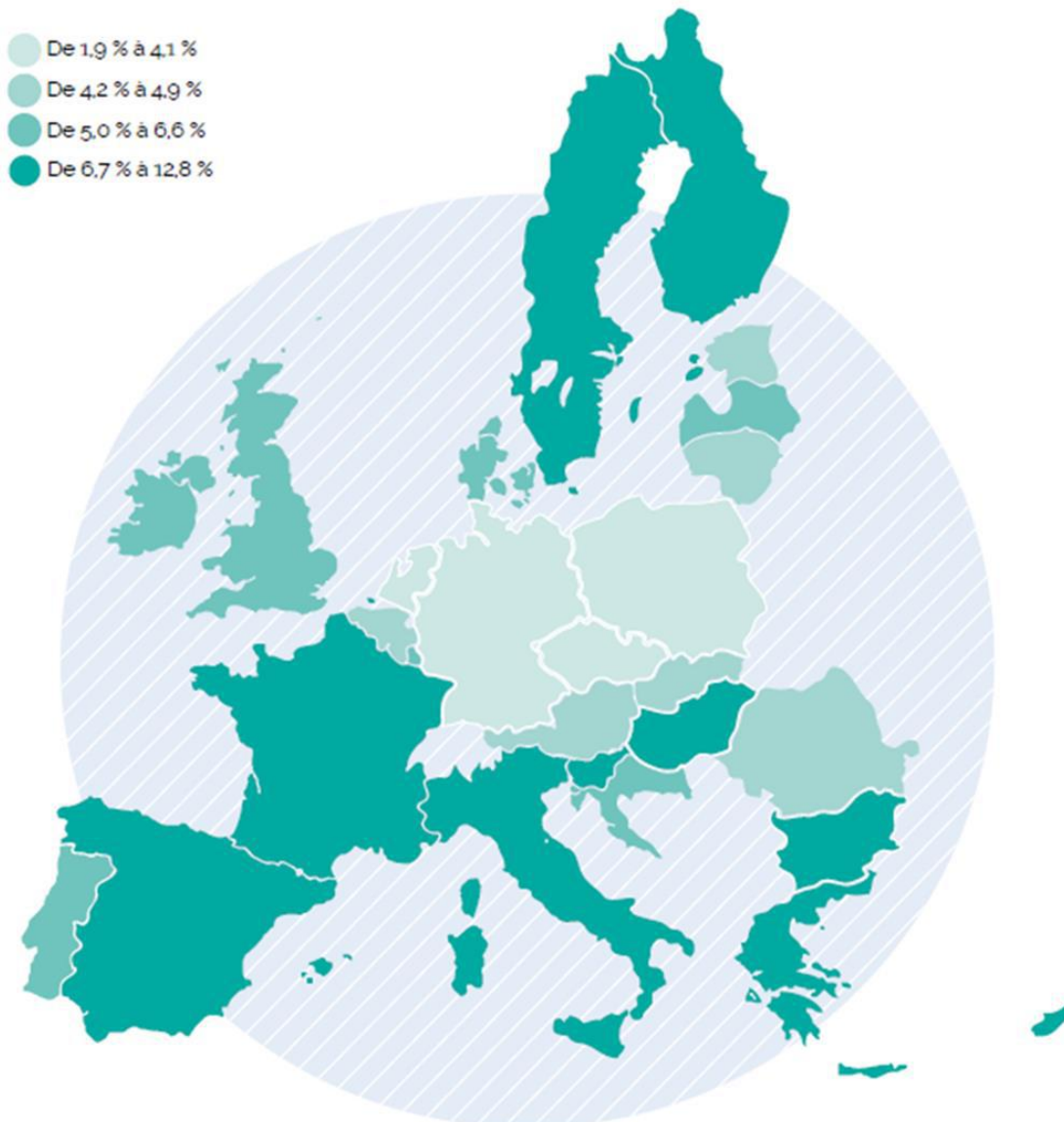
Discrimination on sexist grounds includes discrimination on the grounds of sex, pregnancy or family responsibilities.



In 2019,

the share of unemployment among 15-29 year olds in the countries of the **European Union** was on average **6,3%**

Share of unemployment in European Union countries. (in %)



Interpretation : 9.2% of Italians aged 15 to 29 are unemployed.

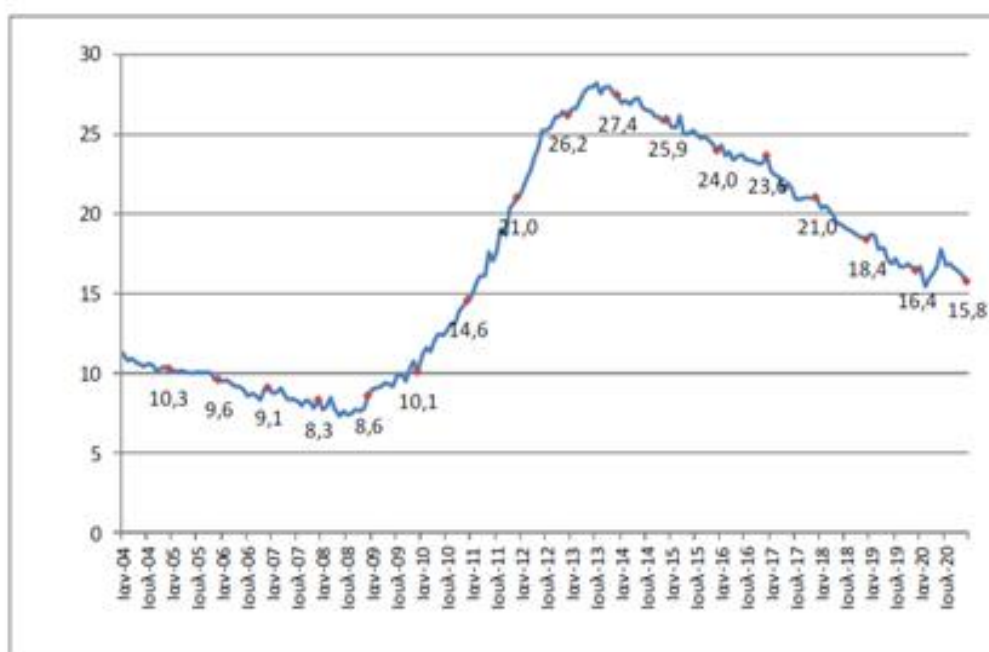
Scope : EU Member States (28 countries).

Source : Eurostat, Labor Force Survey

Greece

According to the Hellenic Statistical Authority ([ELSTAT](#)) the results of the Labor Force Survey until the first quarter of 2021, were announced at the end of June 2021. It is noted that, during the last year, the labor market was affected by the application of special operating rules in companies as well as the implementation of measures for the protection of public health and the response to the COVID-19 pandemic, throughout the country. These measures have greatly affected beyond the normal functioning of the market and the way in which research data is collected.

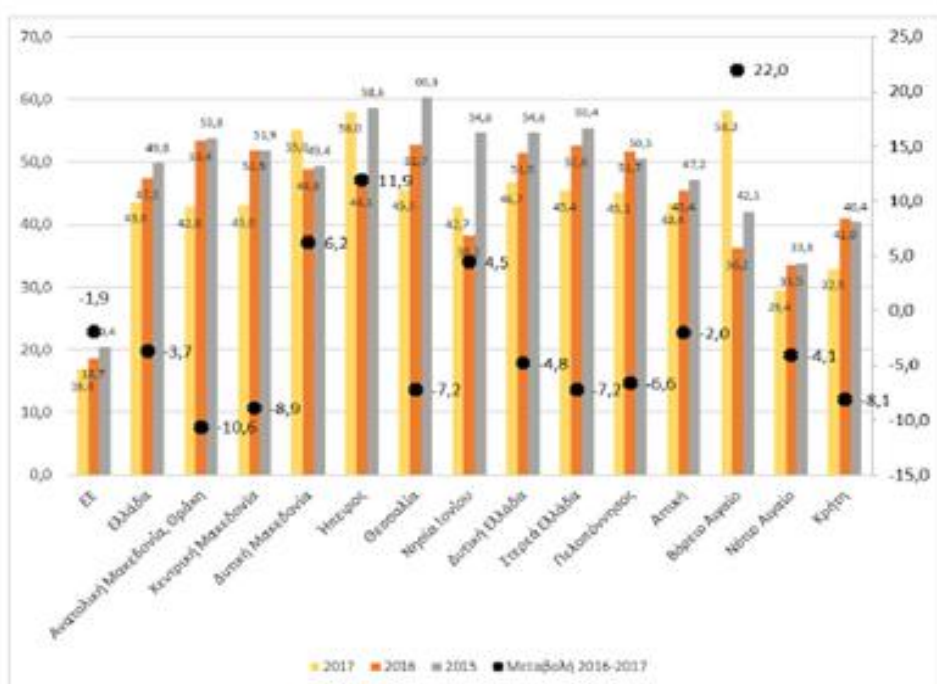
It is noted that due to the non-formal conditions under which the collection of primary data used for the Survey was carried out and the possible change in the response rate of the respondents and the degree to which it is due to these non-standard conditions, the Hellenic Statistical Authority conducts methodological Compatibility checks on alternative data collection practices, the results of which will be published immediately in the imminent future.



Ομάδες ηλικιών	2015	2016	2017	2018	2019	2020
15-24	49,2	46,0	43,0	39,3	33,0	34,2
25-34	30,2	29,7	25,3	24,0	21,9	22,9
35-44	18,8	19,6	19,0	16,4	16,3	14,9
45-54	19,8	18,8	16,7	15,2	13,2	12,2
55-64	19,8	19,9	17,3	14,3	12,7	11,8
65-74	10,7	14,2	11,9	9,5	9,8	10,6
Σύνολο	24,0	23,6	21,0	18,4	16,4	15,8

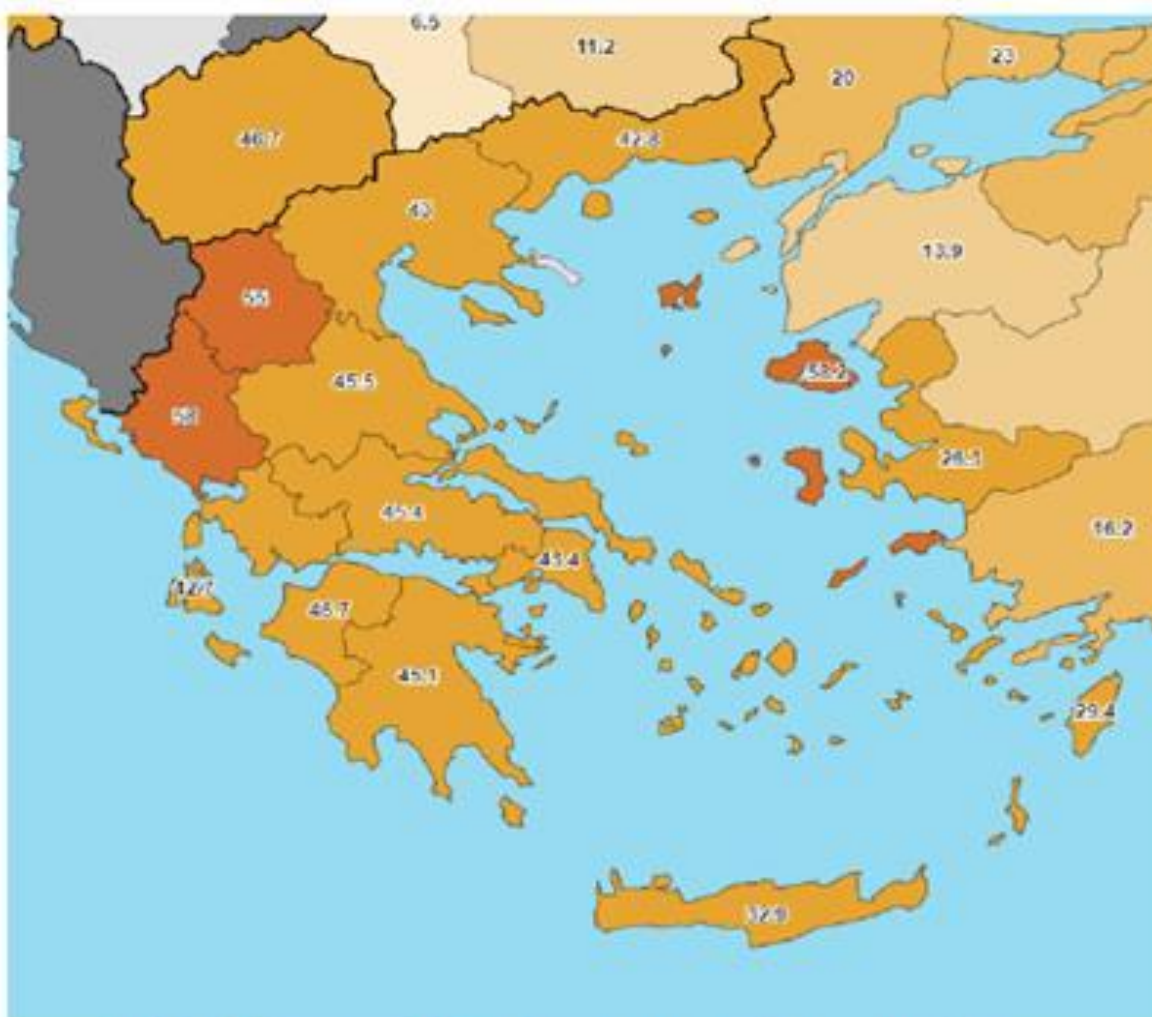
Specifically, for those aged 18-24, the increase in unemployment and underemployment of young people (aged 15-24) during the period 2008-2013 and the simultaneous increase in the number of NEETs differed from the European average. In Greece, the unemployment rate for young people aged 15-24 did not follow a similarly positive course. As early as 2009, the national average was much higher than the European average (25.7% vs. 20%), while during the economic crisis and especially during the period 2012-2013, the unemployment rates of young people aged 15-24 increased significantly, recording in some Regions (Western Macedonia, Epirus) high rates of over 65%. In fact, during the same period, in almost the entire mainland country, the youth unemployment rate was around or above 60% (EUROSTAT).

Διάγραμμα 2-4 Ποσοστό (%) ανεργίας νέων, 15-24 ετών, σε εθνικό, περιφερειακό επίπεδο και σε επίπεδο ΕΕ (2015-2017 & μεταβολή ετών 2016 - 2017)



Πηγή: Επεξεργασία στοιχείων από Eurostat (Youth unemployment rate by sex and NUTS 2 regions, Last Updated 28-11-2018)

During the period 2014-2020, the relevant unemployment rates (at national and regional level) have declined significantly, remaining at high levels compared to the EU average (43.6% Greece, 16.8% EU). Despite the decrease in the youth unemployment rate at the national level, the regions of Western Macedonia, Epirus and North Aegean continue to show high unemployment rates (55%, 58% and 58.2% respectively), which in fact increased further in 2017 compared to with the previous year



Εικόνα 3 Γεωγραφική Απεικόνιση ποσοστού ανεργίας νέων 15-24, 2017

Of particular interest is the analysis of unemployment of young people aged 15-24 by gender. The following charts show the evolution of the unemployment rate of young men and women (aged 15-24) at national, regional and EU level. The main differentiation throughout the reporting period (2015-2017) between Greece and EU concerns the much higher percentage of unemployed young women aged 15-24, which in some cases reaches 70% (North Aegean Region), while in others it exceeds 60% (Western Macedonia, Epirus, Western Greece).

At the national level, in terms of the level of unemployment between the two sexes, there is a large discrepancy which in some regions exceeds 20 points, on the other hand a further increase in the difference between them during the period 2016-2017.

Unemployment rate for men aged 15 to 24

Sources : [Statistics | Eurostat \(europa.eu\)](#)

GEO/TIME	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
European Union - 27 countries (from 2020)	22%	24%	24,7%	23,7%	22,1%	20,4%	18,3%	16,5%	15,3%	16,9%
Euro area - 19 countries (from 2015)	21,6%	23,9%	24,6%	24,1%	22,8%	21,2%	19,2%	17,4%	16%	17,5%
Greece	38,8%	48,5%	53,8%	47,4%	45,2%	44,3%	39,3%	36,4%	33,5%	31,4%
France	21,4%	24,1%	23,8%	24,4%	25,1%	24,2%	22,3%	20,8%	20%	19,8%
Portugal	29%	36,7%	36,7%	34,2%	29,6%	27,2%	22,4%	19,8%	15,5%	21%

Unemployment rate for women aged 15 to 24

Sources : [Statistics | Eurostat \(europa.eu\)](#)

GEO/TIME	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
European Union - 27 countries (from 2020)	22,3%	24,1%	24,9%	23,8%	21,9%	20,3%	18,1%	16,2%	15,3%	17,3%
Euro area - 19 countries (from 2015)	21,7%	23,9%	24,7%	24%	22,4%	21,1%	18,9%	17%	15,9%	17,9%
Greece	51,6%	63,1%	63,8%	58,1%	55%	50,7%	48,2%	43,9%	37,1%	39,3%
France	27,3%	27,9%	29,5%	27,2%	27,4%	28%	24,9%	23,5%	21,6%	23,5%
Portugal	31,7%	39,3%	39,6%	35,4%	34,5%	28,8%	25,5%	20,9%	21,4%	24,4%

Young people neither in employment nor in education and training by sex, age and labour status (NEET rates)

Sources : [Eurostat - Data Explorer \(europa.eu\)](https://ec.europa.eu/eurostat/data-explorer)

GEO/TIME	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020
European Union - 27 countries (from 2020)	15,4%	16%	16,1%	15,7%	15,2%	14,5%	13,7%	13,1%	12,6%	13,7%
Euro area - 19 countries (from 2015)	15,3%	15,9%	16%	15,6%	15,2%	14,5%	13,7%	13,1%	12,6%	13,7%
Greece	23%	26,8%	28,5%	26,7%	24,1%	22,2%	21,3%	19,5%	17,7%	18,7%
France	14,7%	15,6%	13,8%	14,1%	14,7%	14,3%	13,8%	13,6%	13%	14%
Portugal	13,9%	15,6%	16,4%	14,6%	13,2%	12,8%	10,6%	9,6%	9,2%	11%

Specializing our analysis in terms of the development of NEETs people at the national level, their percentage is in link with the course of economic growth and youth employment. Although the figures, at the beginning of the period of the Greek economic crisis, were directly comparable to those of the EU average, then they showed significant discrepancies (especially in the age group of 15-29 years) with the maximum value being presented in 2013. (28.5%)

After 2013 there is a significant drop in the percentage of NEETs, although the size remains significantly higher than the EU average. In 2017, the relative figures are at the lowest levels since 2010, an element that seems to be linked to the relative improvement of the wider economic climate.

The share of young adults neither in employment nor in education and training started to rise with the onset of the COVID-19 pandemic

The NEET rate for young people is closely linked to economic performance and the business cycle. The figure provides an analysis over time for young people aged 20–34 and shows that the share of NEETs in the EU jumped from 16.6 % in 2008 to 18.7 % the following year, after the onset of the global financial and economic crisis. The rate then rose at a more modest pace through to 2013, when it reached its peak at 20.5 %. After that the rate decreased continuously and was below its 2008 level in 2019, at 16.4 %. **However, in 2020, with the onset of the COVID-19 pandemic, the NEET rate clearly increased by 1.2 percentage points, to 17.6 %.**

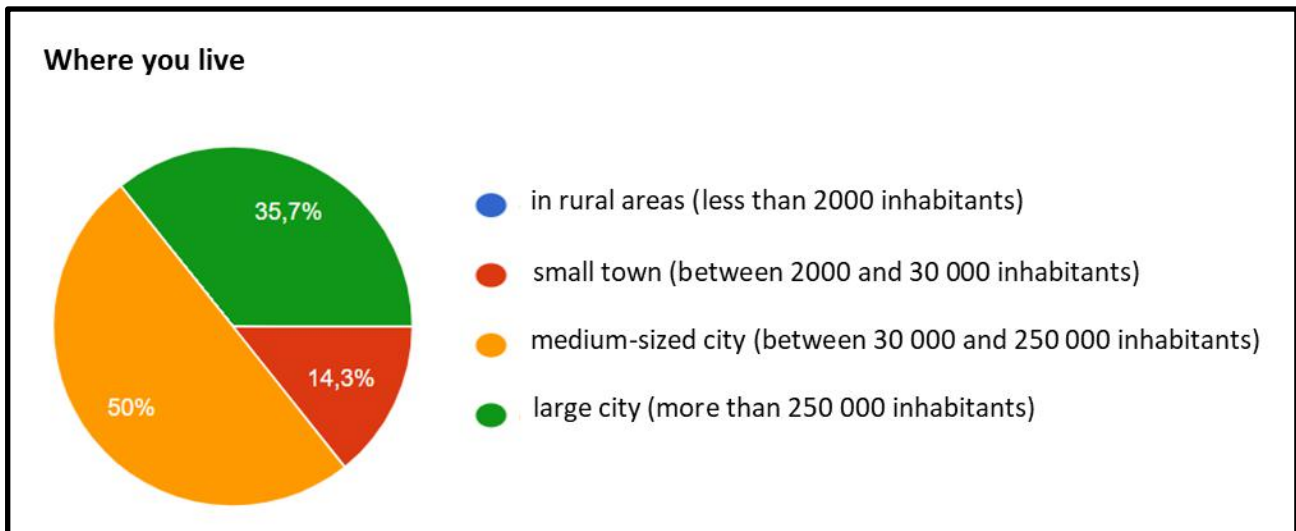
With a record number of NEETs following the financial and economic crisis in the late 2000s, there have been concerns among policymakers that a whole generation of young people in the EU could remain out of the labour market for years to come. The implications of this are two-fold: on a personal level, these individuals are more likely to become disenfranchised and to suffer from poverty and social exclusion, while at a macro-economic level they represent a considerable loss in terms of unused productive capacity and a considerable cost in terms of welfare payments. The economic downturn related to the COVID-19 pandemic gives rise to similar concerns.

PROJECT RESULTS

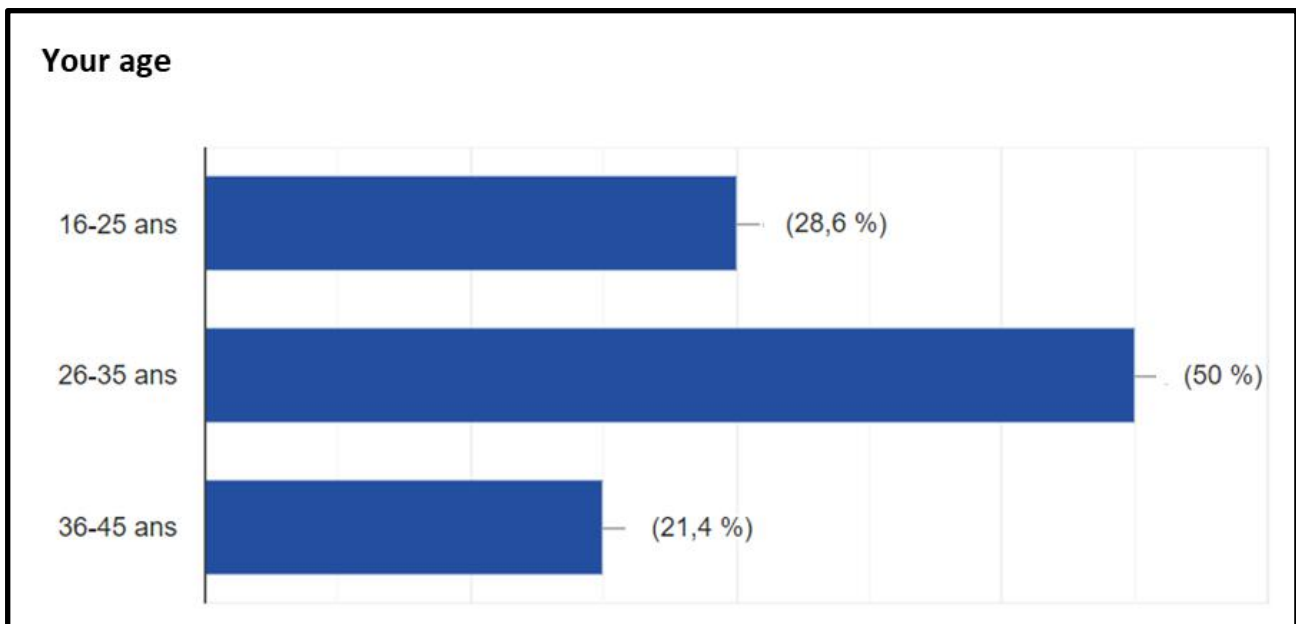
Field surveys

France

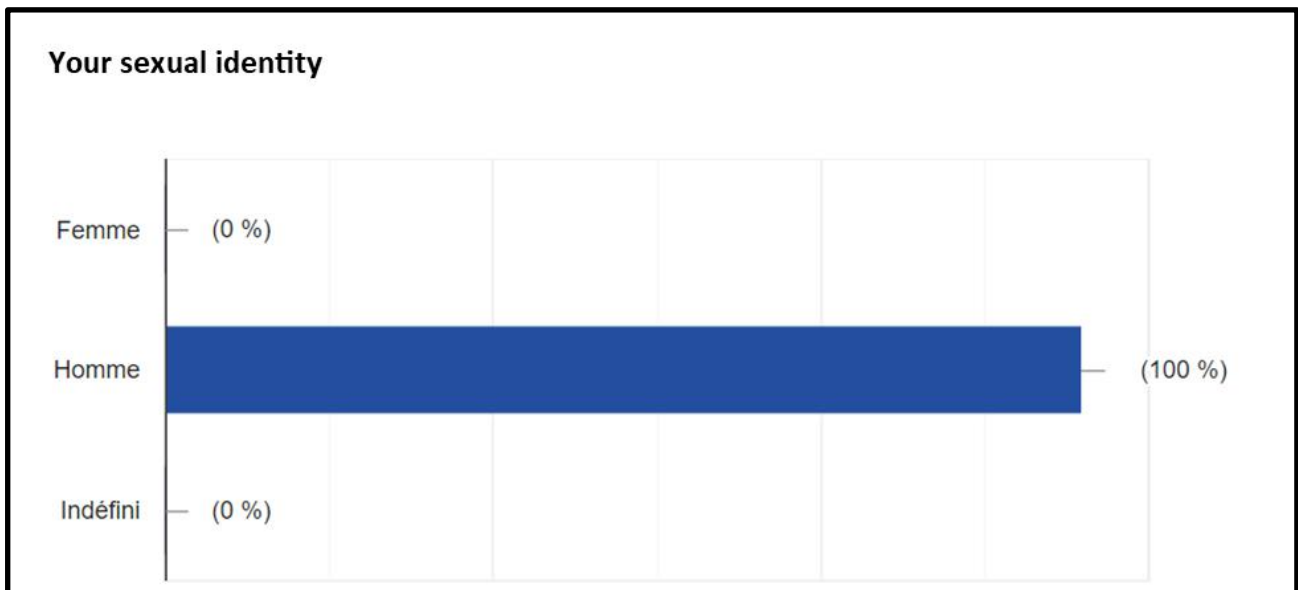
1) Replies from youth



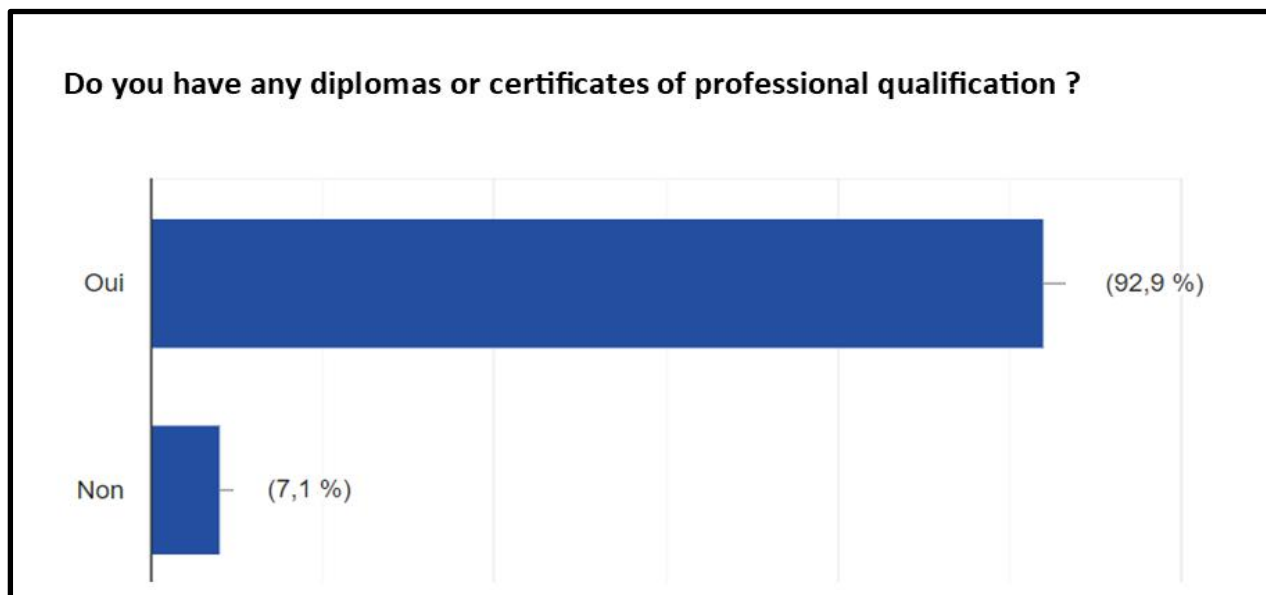
We interviewed 20 young people and/or job seekers. In the graph above, we can see that all the young people interviewed live in urban areas and more than half of them in large cities.



It can be seen that almost 80% of the respondents are between 16 and 35 years old. On the other hand, more than half are between 26 and 35 years old.



All the interviewees were men only. This is probably due to the fact that we interviewers in our association are young male volunteers with disabilities. It is perhaps easier for them to communicate and interview men rather than women. Is it because of modesty? Shyness? Fear? They tell us that it was by chance and that they had not been paying attention !...



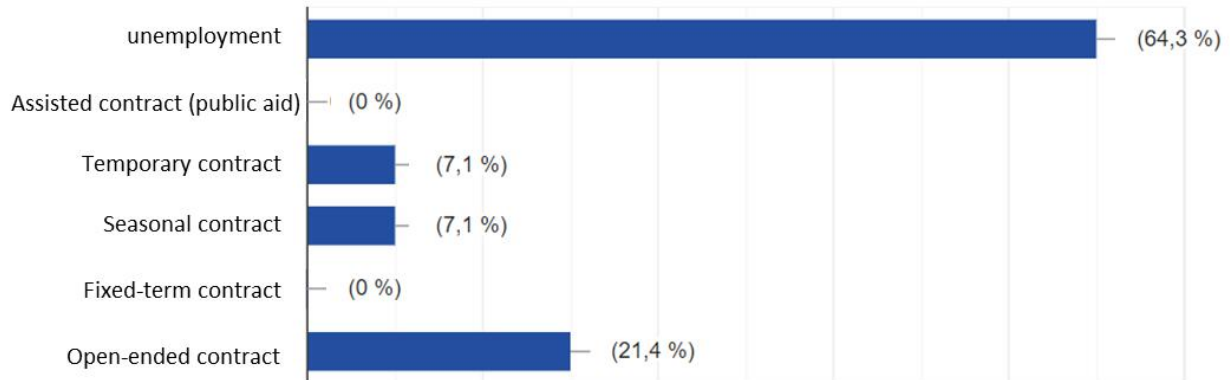
The majority of respondents are graduates.

Their level of education is rather low (level 4 of the European Qualifications Framework). This concerns more than 99% of the respondents.

Most of them have the brevet des collèges and the baccalauréat. In terms of vocational training, they mainly have Certificates of Vocational Aptitude (CAP) and Vocational Certificates (BEP).

Less than 1% have university degrees (Licence/Master).

What is your current employment situation ?



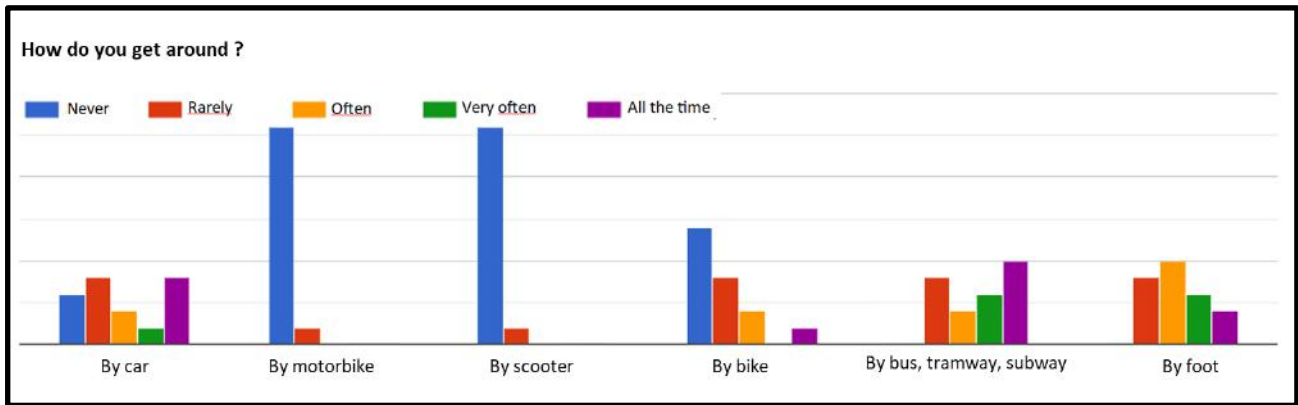
Unfortunately, more than 60% of the interviewees are unemployed (with or without benefits). This can be explained on the one hand by the fact that many are poorly qualified, and on the other hand by the fact that more than half of the interviewees are disabled. Lastly, some of them suffer from multiple discrimination based on ethnic origin.

Secondly, the graph above shows that two out of ten people are on permanent contracts, which ensures a certain economic and professional stability. Nevertheless, our surveys were conducted before the global health crisis linked to COVID 19. Since then, many companies have closed and unemployment has soared worldwide due to the imposed confinements.

We can therefore imagine that for our interviewees the unemployment rate has also exploded and certainly exceeds 80%, given their sociological profile.

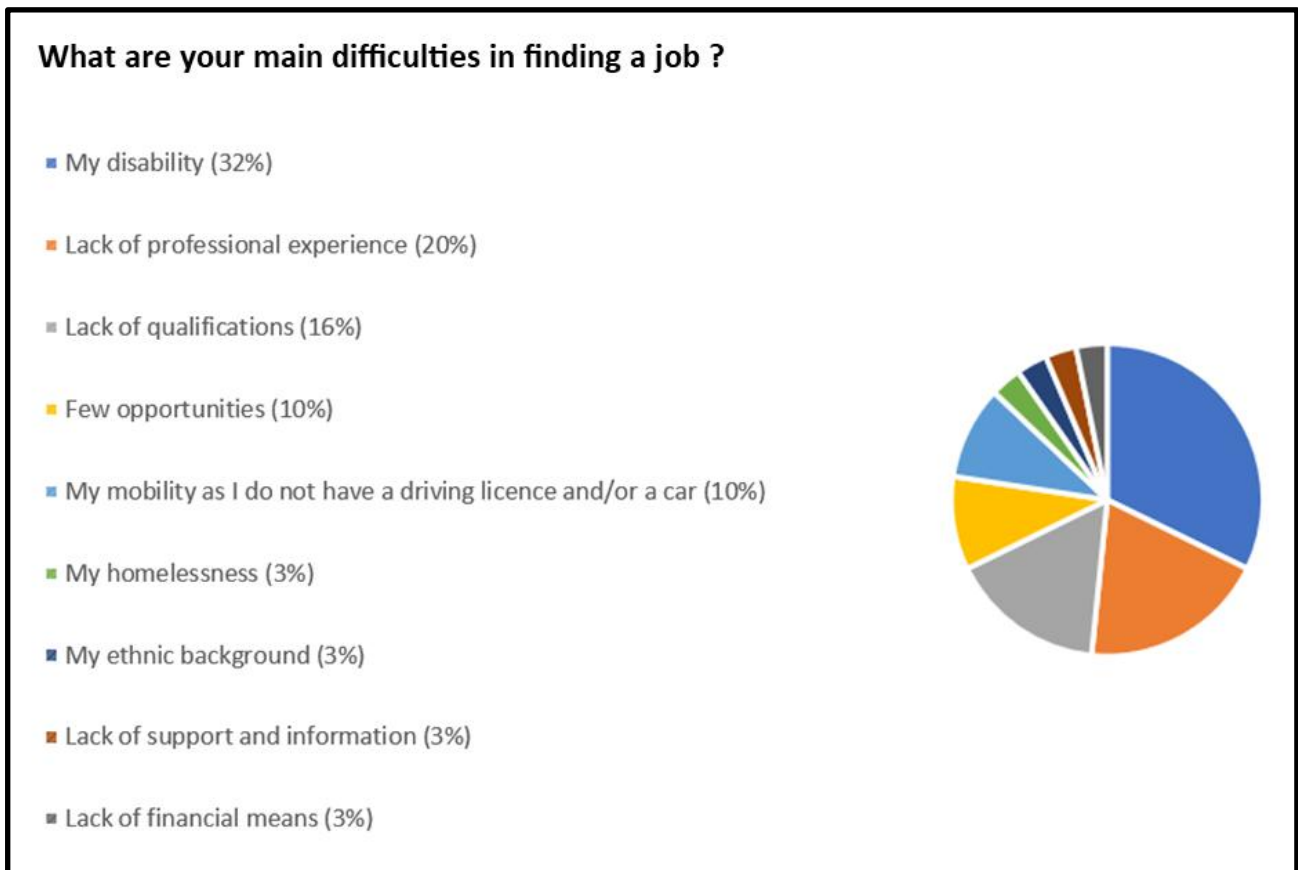
As regards professional status, 54% of respondents would prefer to be "their own boss". The remaining 46% would prefer to be "employees".

This thirst for autonomy may be due to the French government's pre-COVID policy, which strongly encouraged young people and the unemployed to become self-employed. Specific support and tax exemptions for 5 years were offered.



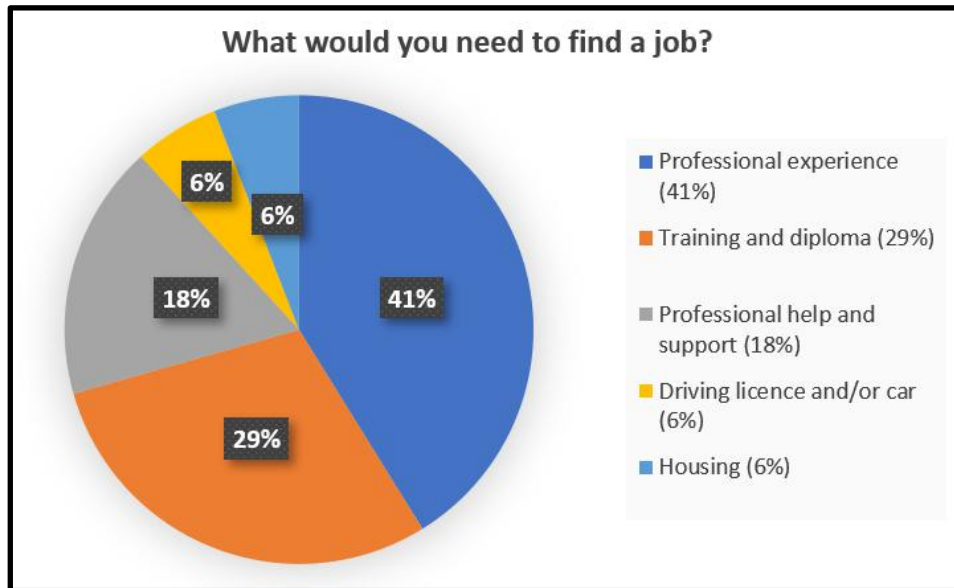
54% of respondents have a car licence and 24% a scooter licence. However, the table above shows that the most common mode of transport is public transport (40%), followed by the car (35%).

Similarly, the scooter is used very little or never, although 24% have a licence. This is often due to a lack of financial means. Hence the fact that 40% of the interviewees often use walking to get around.



Unfortunately, the findings are clear: more than 30% of the people surveyed feel discriminated against because of their disability. For them, it is the primary reason for not being employed, before experience or level of qualification.

This fact complements the work of the INJEP, which highlights discrimination in recruitment on racist and sexist grounds.



More than 40% of respondents need work experience to find a job. This can be done through work placements or subsidised contracts.

Conversely, we note that the material dimension (housing and vehicle) has little or no impact on their priority needs (only 6%).

Finally, a third of the interviewees would need training leading to a qualification in order to access employment. Indeed, some of them stress that there are few outlets in their initial training or that it has become obsolete. For them, it is therefore a question of retraining.

What is questionable in the graph above is that 18% report needing professional support to help them, for example, to write a CV or find offers adapted to their disability. In France, there is [AGEFIPH](#), a public body dedicated to supporting people with disabilities into employment. So, either the people interviewed are dissatisfied with this organisation, in which case we should question the professional practices of their employment advisers, as this concerns 2 out of 10 young people!

Or these people do not know this national organisation, which is established in all regions of France. In this case, it poses a serious problem of access to information in a society that claims to be inclusive. Why does [AGEFIPH](#) not reach out to these people? Seen in this light, these people have little chance of finding a job.

It is worth noting that for social workers, facilitators and trainers, the main reason why their clients do not have access to employment is the negative attitude of employers towards disability. This corroborates the point of view of the interviewees.

The State has taken its responsibilities in this respect in its communication work towards companies. Indeed, [Law No. 2018-771 of 5 September 2018](#) "for the freedom to choose one's professional future" reforms the obligation to employ disabled workers (OETH). It came into force on 1 January 2020.

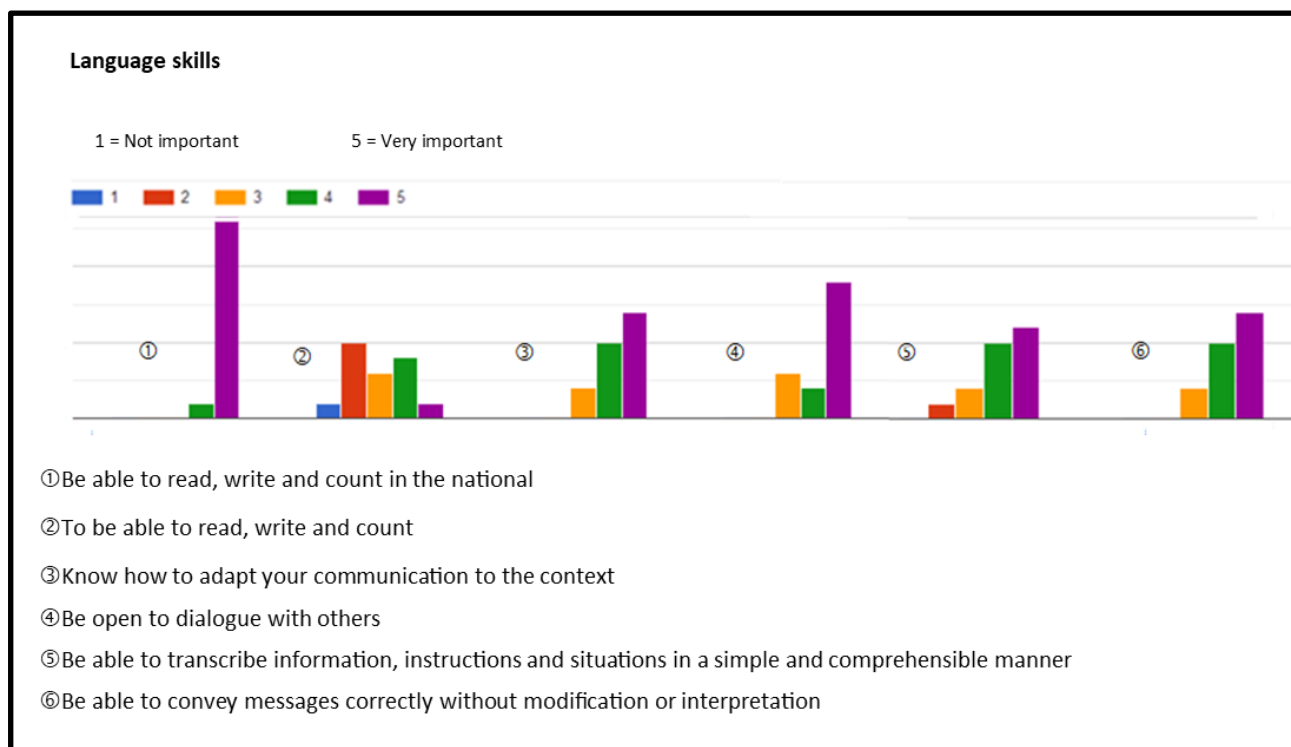
The objectives of this reform:

- Make companies more responsible
- To make social dialogue a lever for hiring disabled people
- Develop an inclusive employment policy
- Simplify the declaration of obligation to employ disabled workers (DOETH)

The employment rate for disabled people remains set at 6% of the company's workforce.

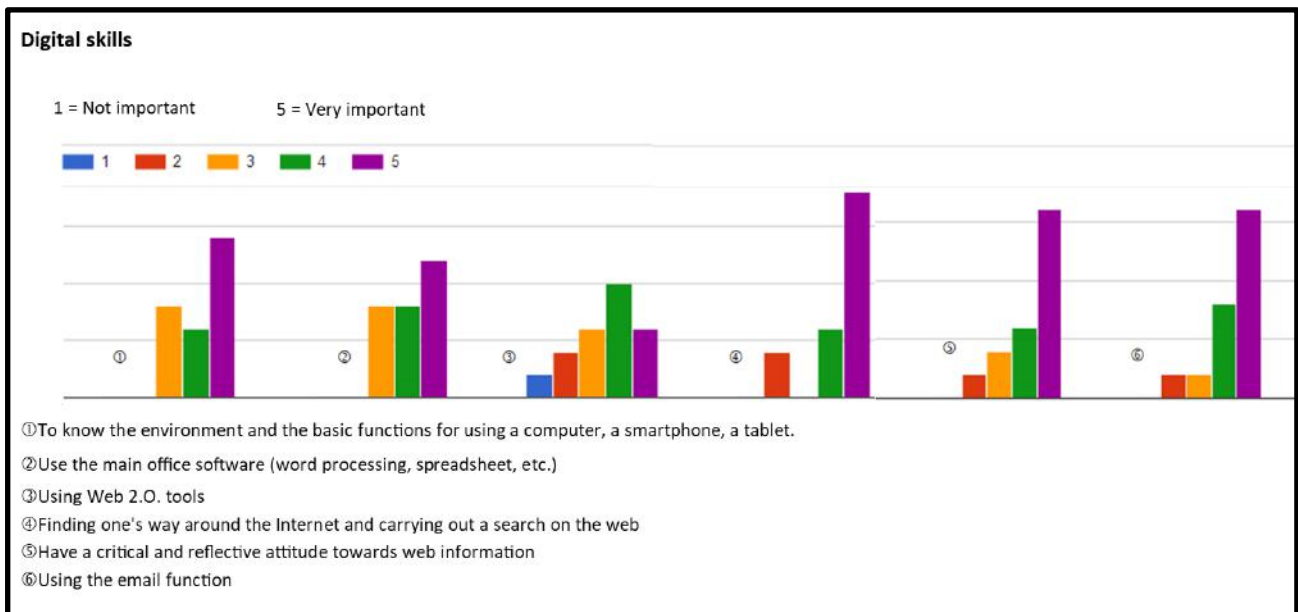
It should be noted that the purpose of the reform is to encourage the deployment in all companies of a strategy favourable to the employment of disabled people. The contribution scale has been adjusted until 31 December 2024 to give them time to implement it.

Let us hope that for our interviewees (more than 67% of whom are unemployed), this reform will improve their conditions of access to employment.



Unsurprisingly, for all respondents, mastery of the national language is a priority condition for working, as is being open to dialogue with others.

Conversely, they consider mastery of the English language to be of little or no importance. This seems to be consistent for people with low levels of education who are not eligible for internationally oriented jobs.

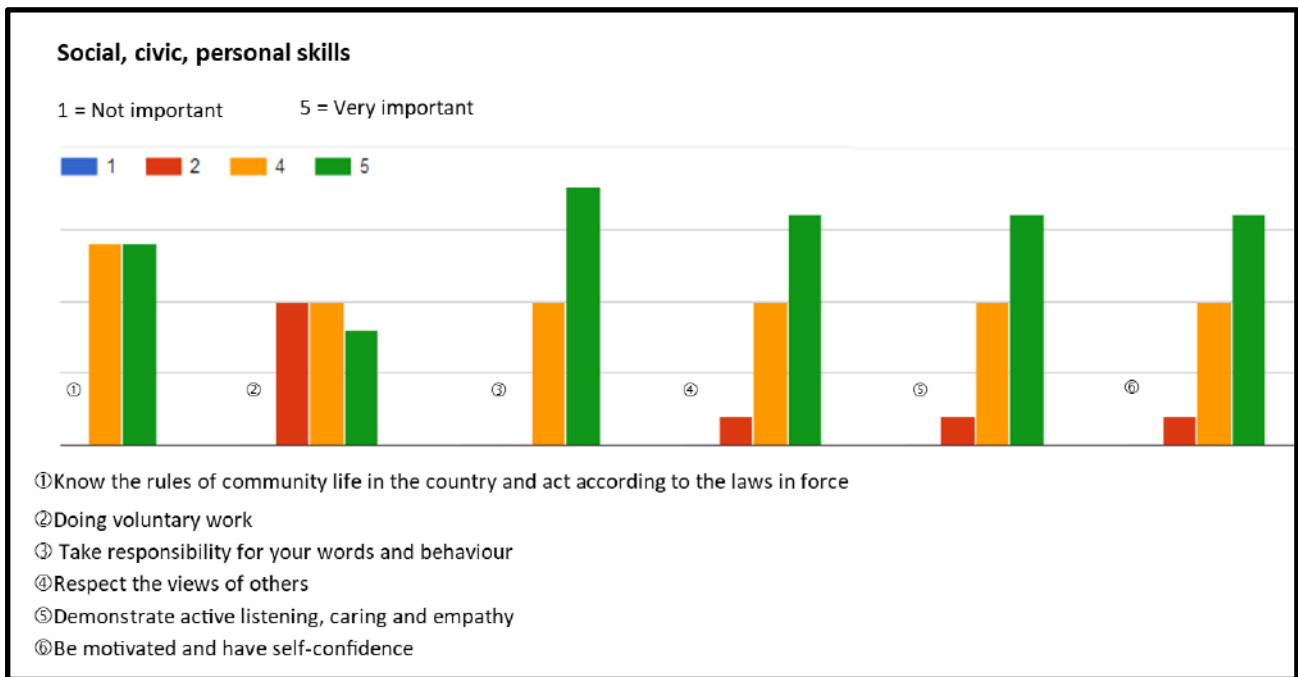


This graph shows that the interviewees attach great importance to digital skills.

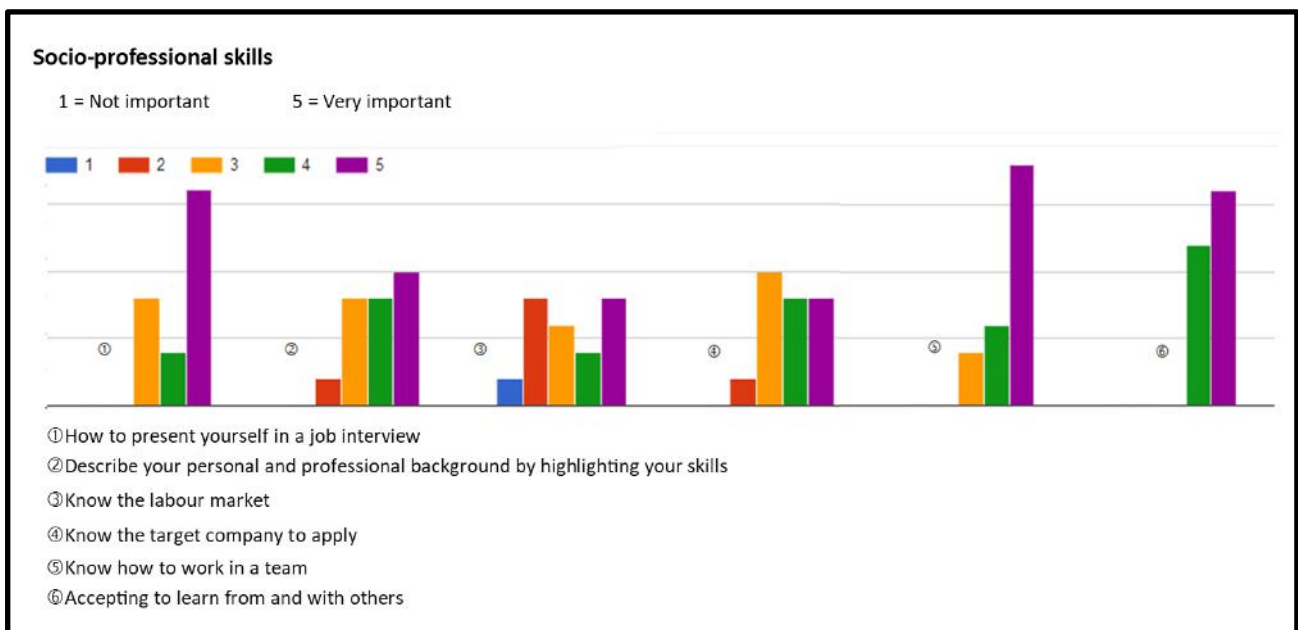
Indeed, out of the 6 points addressed, the majority of responses are "important" and "very important". So there is no doubt that the majority of our interviewees (50% aged 26-35) are part of the **Y generation**. This generation has largely grown up in front of the television. They are also called "**digital natives**" because they have grown up in a world where personal computers, video games and the Internet have become increasingly important and accessible.

For the 16-25 year olds who make up almost 30% of our panel, they are part of **Generation Z**. It is also called **Generation C for Communication, Collaboration, Connection and Creativity**.

This is a generation that has grown up with technology but especially with social networks. They are constantly connected. They have a perfect command of IT tools, use them daily and can no longer imagine living without them.



The results of this block of competences confirm that our interviewees attach great importance to the other and to respect for diversity. They are open to the world and consider it essential to be responsible for their actions and words.



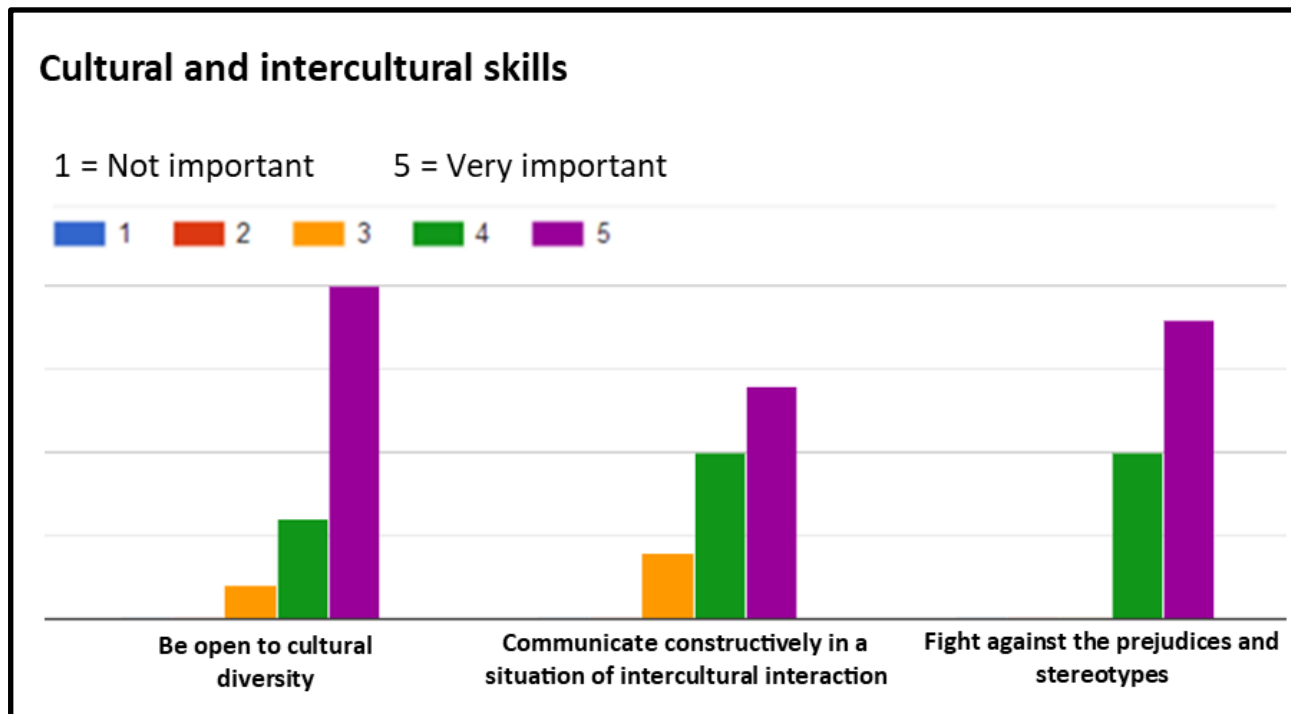
For the majority of the interviewees, it is very important to know how to "sell oneself" during a job interview, by highlighting one's career path and the skills acquired. This observation is also true for employers.

They all agree on the importance of knowing how to work in a team and to learn from others.

On the other hand, knowing the company or the job market is not essential according to the majority of the interviewees.

However, when we look at the employers' point of view, we see that for them, knowing the company is essential and constitutes a criterion for hiring.

It is therefore important that the interviewees take this into account in order to find a job.



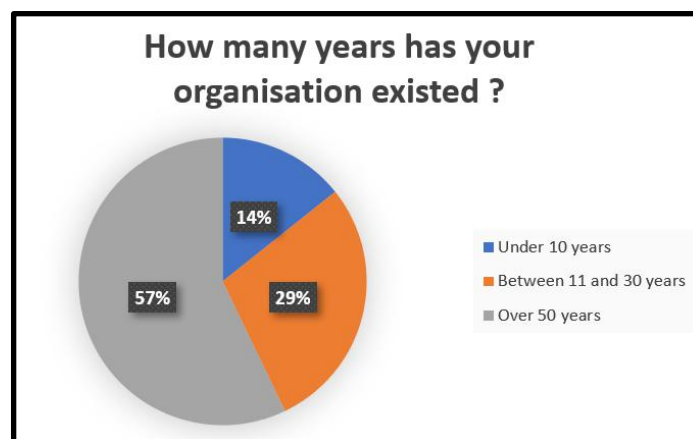
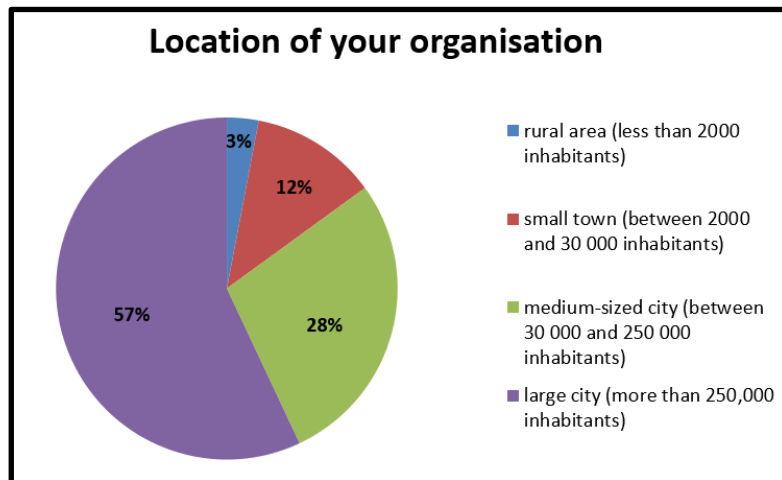
The results of this last block of competences corroborate the fact that Generations Y and Z are very open to diversity and respect for it.

For all interviewees, these competences are very important.

We can also explain these choices by the fact that our interviewees feel discriminated against because of their disability. Therefore, they are more open to respecting diversity as they are victims themselves.

Perhaps this is also why some interviewees wanted to add these two skills: Patience and Perseverance!

2) Replies from social workers, youth workers and trainers

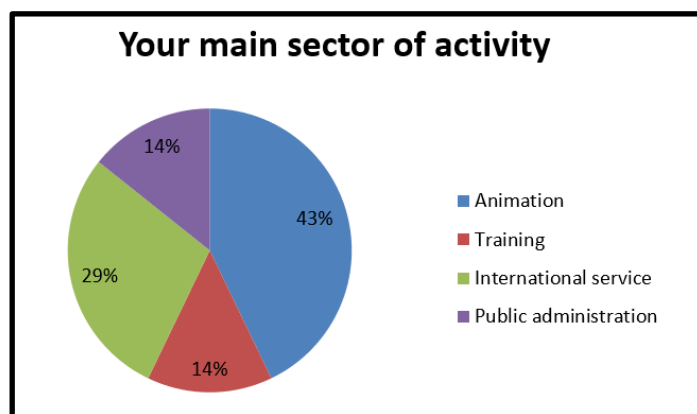


The three graphs above show that the majority of the organisations interviewed are also located in urban areas.

More than 50% of them are private and about 40% are part of the social economy.

Finally, more than half of them have been in existence for more than 50 years and a third for between 11 and 30 years. These are "solid" organisations that last over time.

Did they hold up in the face of the economic crisis linked to COVID 19? Let's hope that state and European Union aid has enabled them to hold out.



More than half of the organisations interviewed are in the field of animation and training.

Almost a third are involved in international activities, particularly through European programmes such as Erasmus +, the European Social Fund or Interreg.

What is surprising in this result is that these organisations that accompany young people promote Europe and the International while for young people and job seekers, English is not an essential skill to find a job.

Part of the answer is certainly due to the types of support offered, which are presented in the graph below.

Indeed, only 4% of them offer Erasmus+ mobility to enable young people and jobseekers to discover new opportunities while developing social, civic, personal, technical and linguistic skills.

More than 60% of the support offered is directly linked to job search and job interview preparation. We are therefore dealing with very classic and standardised support. Paradoxically, only 18% of young people and jobseekers ask for the kind of support offered by these organisations.

At the same time, what is also surprising is that 14% are training organisations while only 8% offer training!

Yet, in the results of the jobseekers, about one third would need training to find a job.

These results highlight a gap between the expectations and needs of young people and the services offered by the organisations that support them.

What kind of support do you offer young people to help them find a job ?

- Preparation for job interviews (19%)
- Help with telephone and digital communication (19%)
- Job search assistance (15%)
- Help with CV and LM writing (11%)
- Training (8%)
- Workshops to build self-confidence (8%)
- None (8%)
- IT courses (4%)
- Volunteering (4%)
- Erasmus + Mobilities (4%)



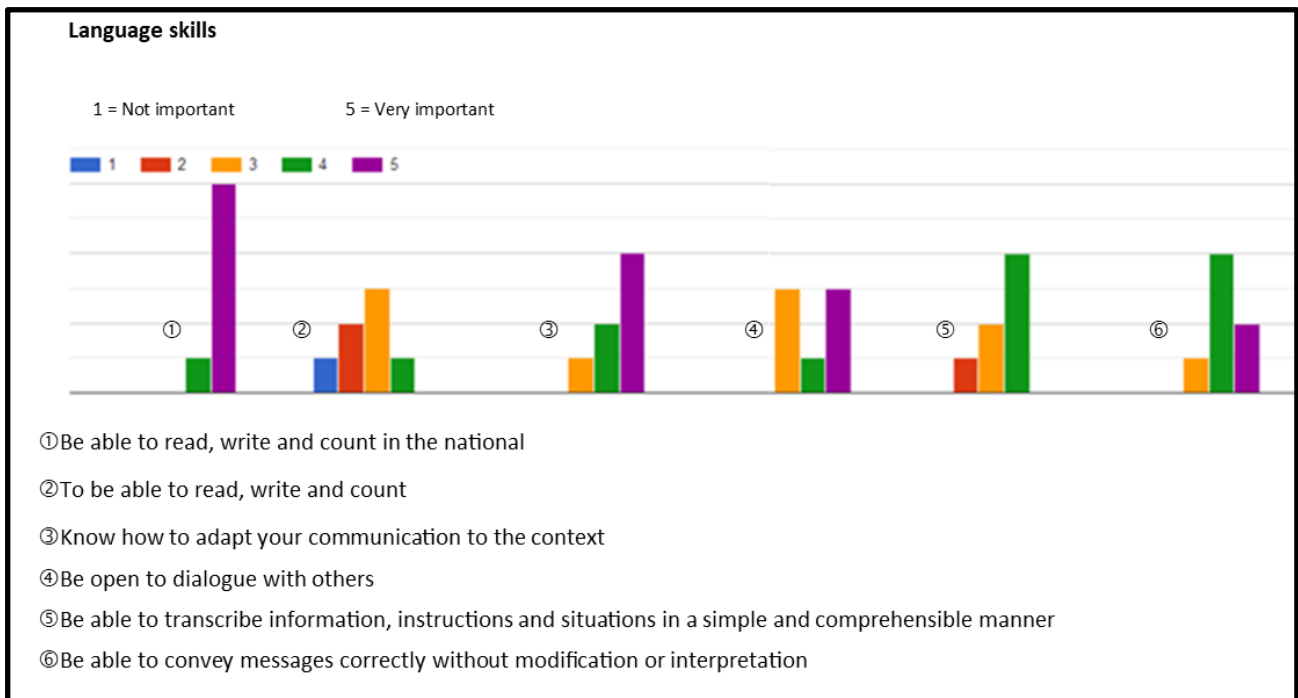
What are the 5 main difficulties you encounter in your support ?

- Employers' negative view of disability
- Young people's poor command of the French language, especially in writing
- Difficulty in oral and written expression
- Finding the right orientation
- Keeping individual motivation
- Absenteeism
- Young people's concentration
- Difficulty in listening to and accepting divergent points of view
- Difficulty in arguing

What are the 5 main difficulties encountered by your participants in finding a job ?

- lack of a diploma
- lack of education
- lack of work experience
- discrimination related to cultural background and disability
- integration into a hierarchical structure
- humility
- ability to work in a team
- courage and perseverance when the work is difficult
- consistency in action

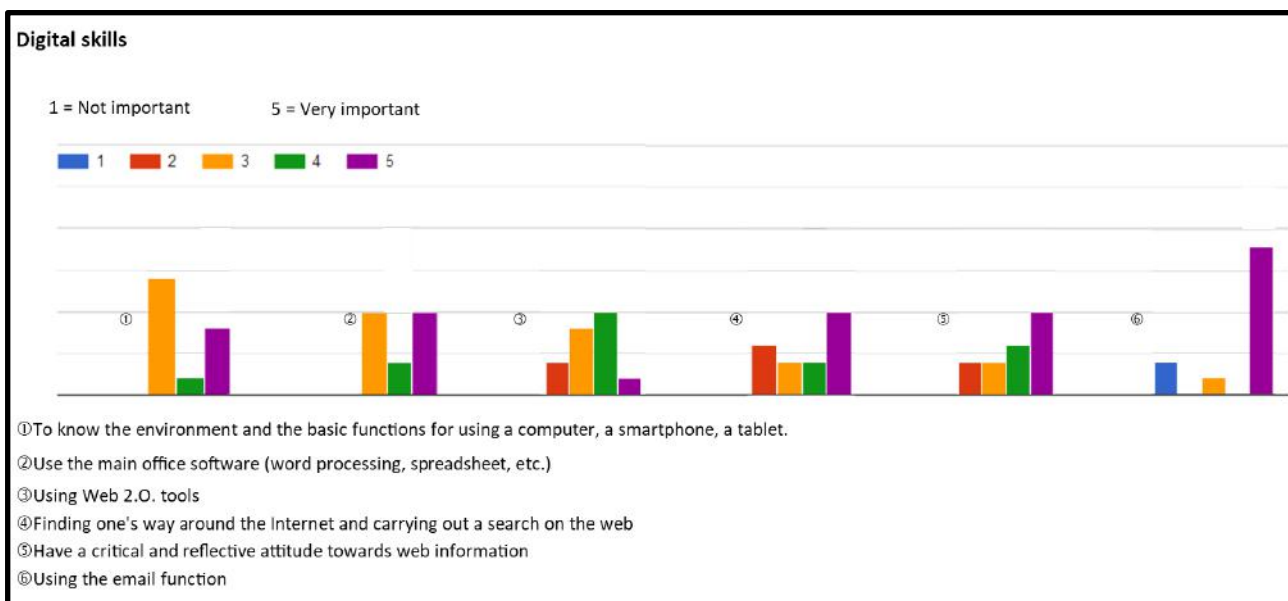
SKILLS NEEDED TO FIND A JOB



These results are almost the same as for young people and job seekers.

Indeed, all agree that mastery of the national language is a prerequisite for finding a job.

What is surprising here is that, as with young people, the interviewees consider that English is not essential for finding a job, even though a third of them work internationally!



In contrast to young people who consider digital skills to be essential for finding a job, some organisations have a different opinion.

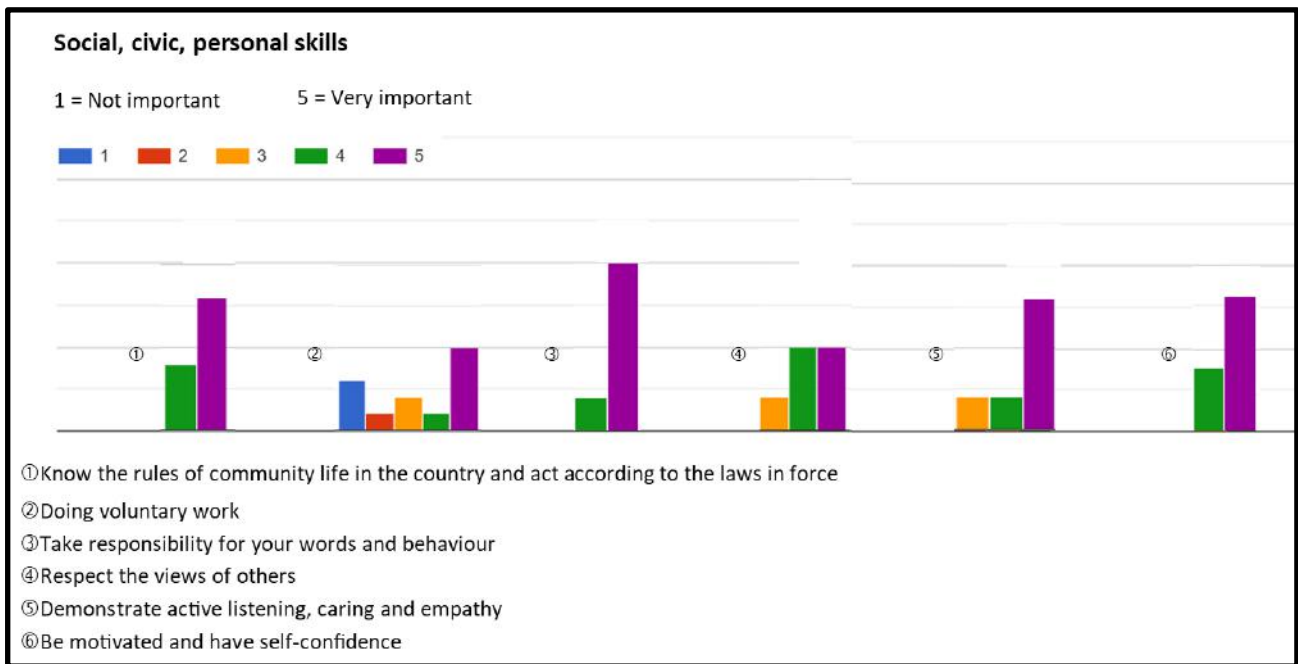
Indeed, 4 out of 6 skills are not very or not at all important according to them (blue and red colour in the graph).

This highlights a new gap between the expectations of young people and the priorities of those who support them. However, with the COVID health crisis and the resulting confinements, it has become clear that digital literacy has become essential for everyone, both in the professional (teleworking) and personal domains.

Many school dropouts (at all levels) have been caused by the lack of equipment and training in their use.

E-learning will only increase in the coming years, and many job search tools have been digitised.

Let's hope that these organisations take this into account in their support so that they train young people in digital skills (via, for example, online tutorials as offered by [Pôle Emploi](#)).



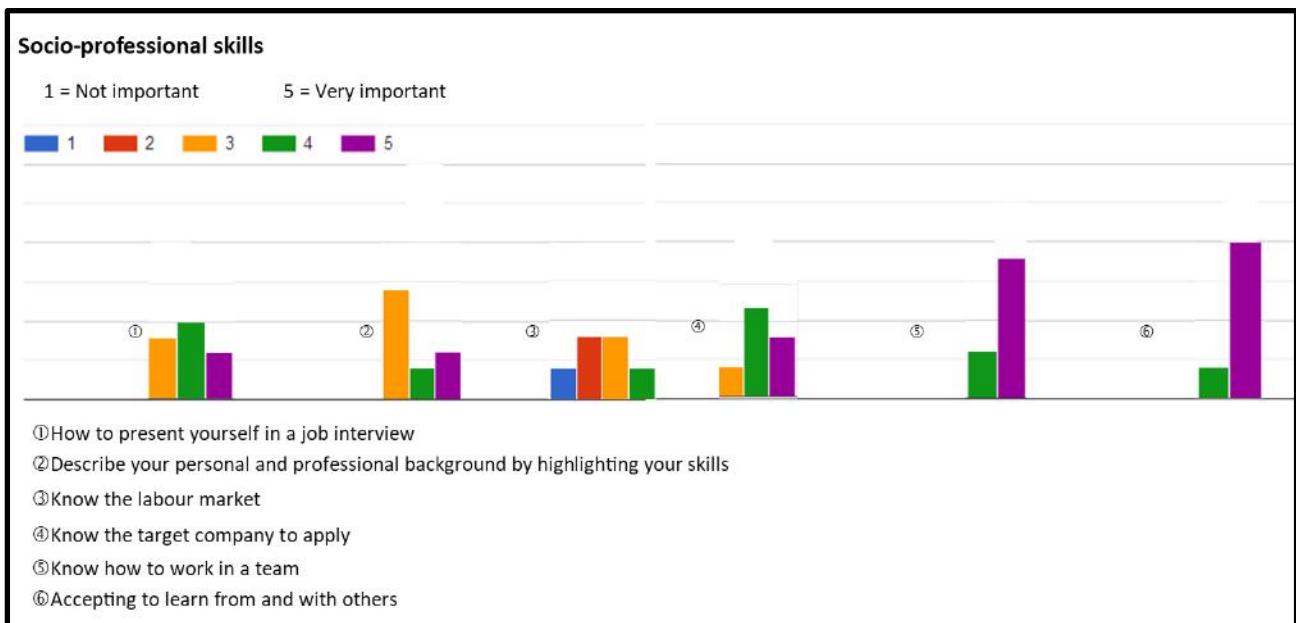
These results underline that the interviewees attach great importance to this block of skills.

As for young people, it is very important to be responsible and to take responsibility for one's actions.

On the other hand, it is surprising that 30% of the interviewees do not consider volunteering to be important for finding a job. This raises some fundamental questions, given the numerous studies and scientific research demonstrating the benefits of this type of activity in developing numerous transversal skills that are useful for finding a job.

It also helps to develop self-confidence, self-esteem and empowerment.

Let's not forget that for 60% of employers, volunteering is important or very important. It is also a criterion for hiring.

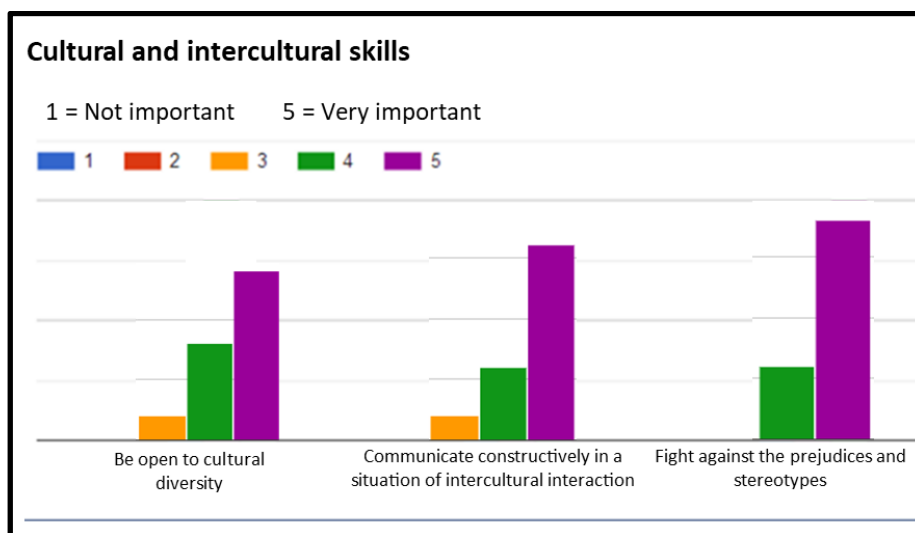


The results of the above graph are very surprising. Indeed, we can see that almost 60% of the organisations consider that describing one's career path is moderately important !!!!!

What a shock! Especially when it is completed by the fact that 30% consider that knowing how to present oneself at a job interview is moderately important!

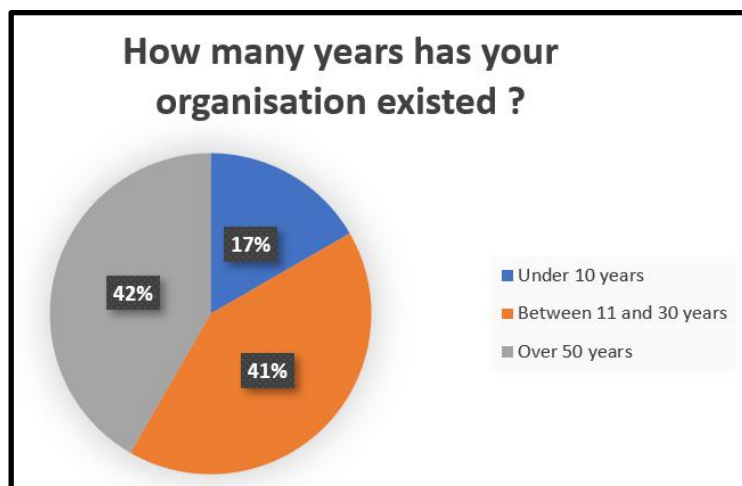
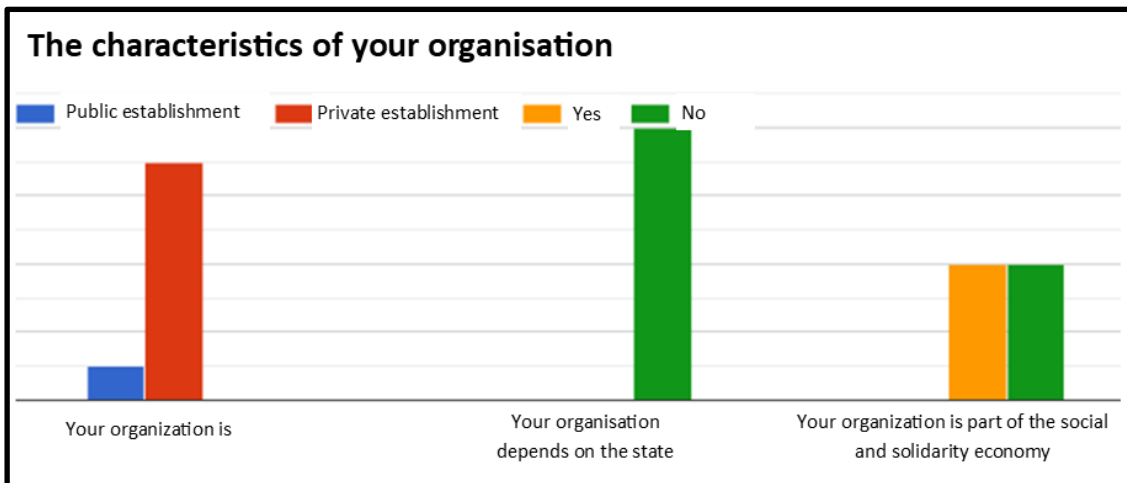
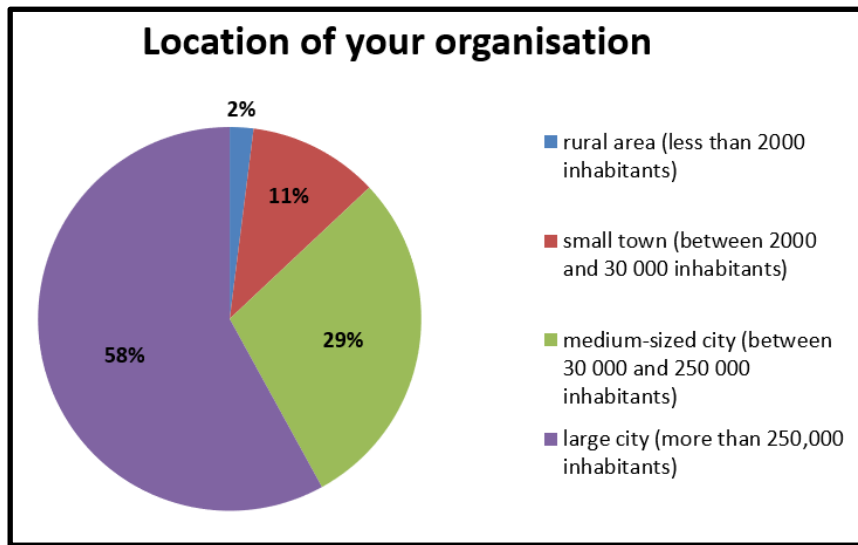
These two points are in complete contradiction with the services offered by these organisations. In fact, more than 60% of the support offered is directly linked to job search and preparation for the job interview.

Why offer this support if you don't believe in it?!.... NO comment !



As for young people and companies, the majority of the interviewees consider it important, even very important, to be open to the world and above all to combat all forms of discrimination.

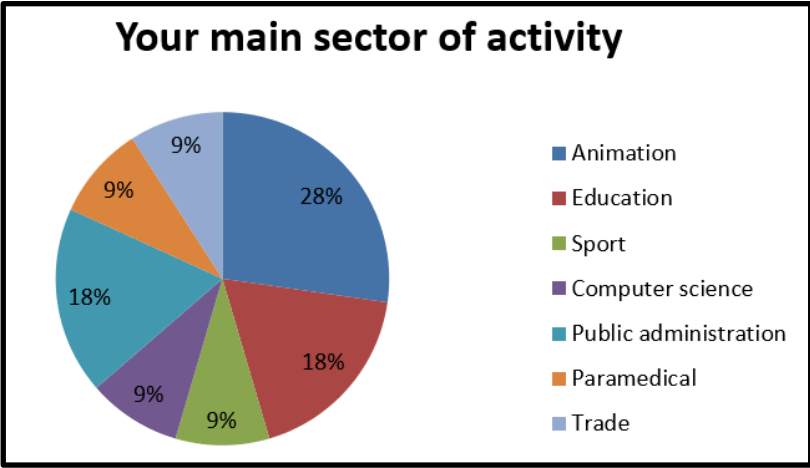
3) Replies from employers



Again, the majority of employers interviewed are located in urban areas.

90% of them are private organisations.

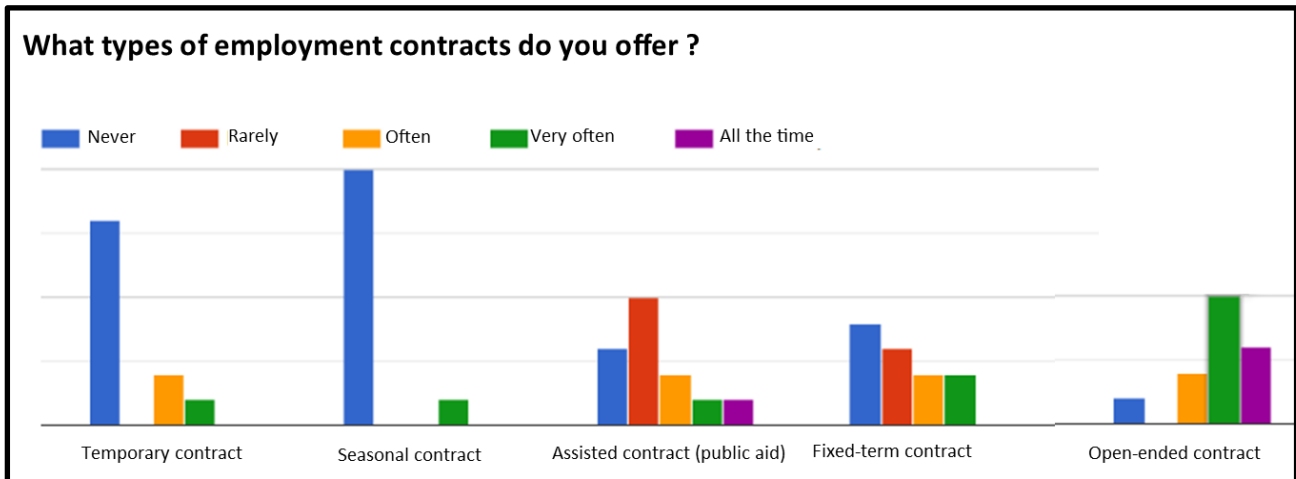
Finally, half of them are in the social and solidarity economy.



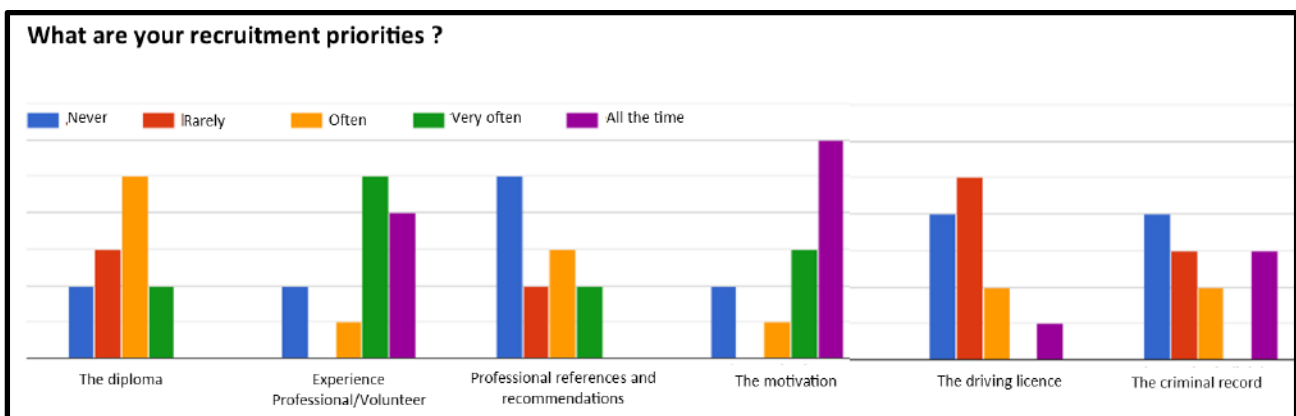
More than half of the organisations surveyed are in the field of animation, training and sport. Almost 80% work in France and a third at local level. 20% are active at European and international level.

The main values of the organisations surveyed

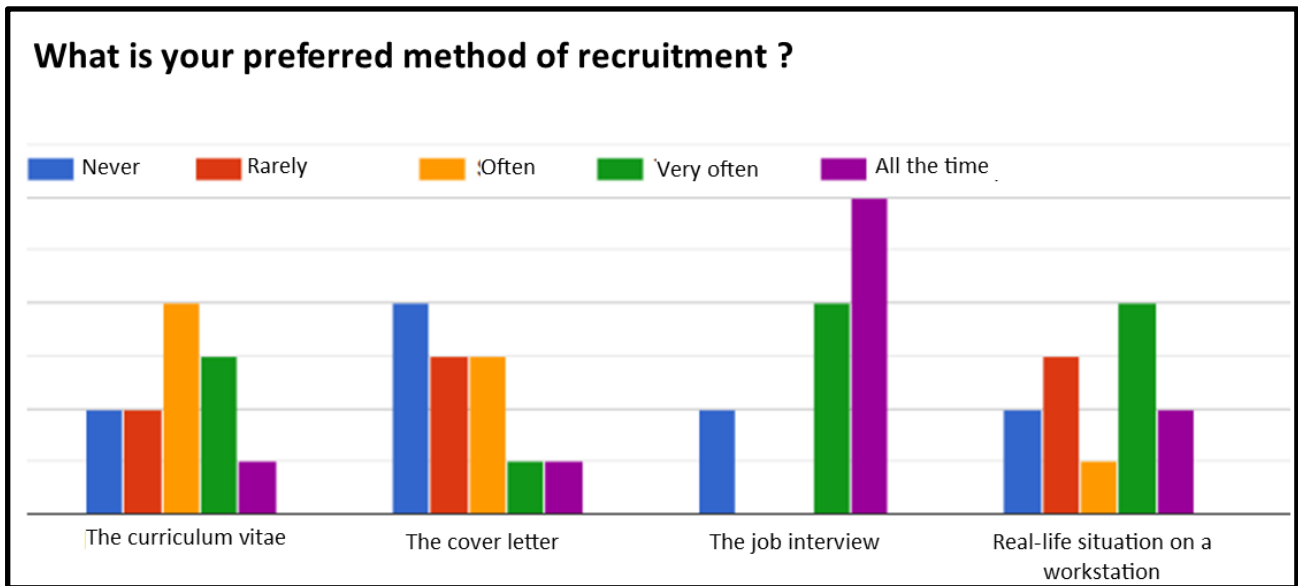




The majority of the employment contracts offered are for a fixed or indefinite period. Assisted contracts are in third place. Seasonal and temporary contracts are less common. This means that these organisations have a policy of employment stability by avoiding employee turnover.



In the graph above, the priority of employers is the motivation of candidates before the diploma. Also, contrary to popular belief, they put volunteering before professional references and recommendations! A driving licence is not an essential condition for being hired. Let's not forget that in urban areas public transport is rather efficient. Let's not forget that it is also the means of transport most used by our young interviewees. Finally, we note that compliance with the law has an impact on recruitment. Indeed, for many employers, a criminal record is a factor in the application process. In view of these results, we can say that young people and jobseekers have a chance of applying to these organisations, which above all give priority to motivation !!!!! The diploma is no longer the key to getting a job. This proves that these companies are mainly using a skills-based approach to recruitment. This is confirmed by the fact that volunteering is very important for them because they know the skills that those who do it get from it.



The results of this graph speak for themselves. The priority of the organisations for recruitment is the job interview, followed by a real-life work situation.

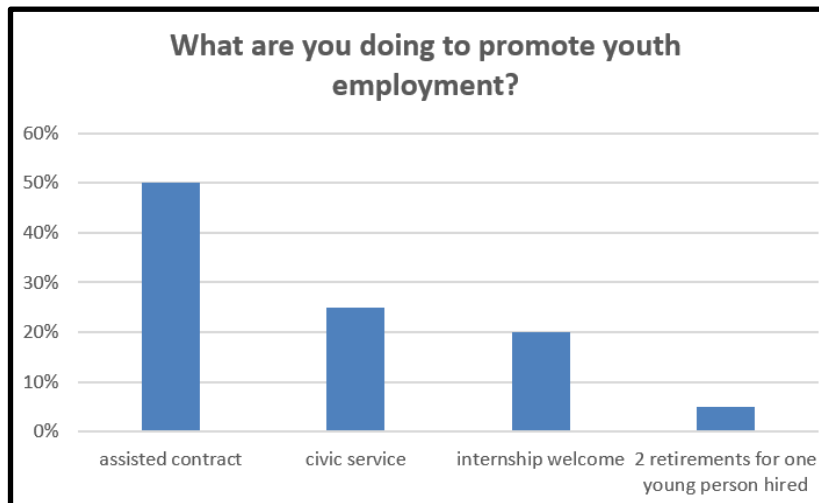
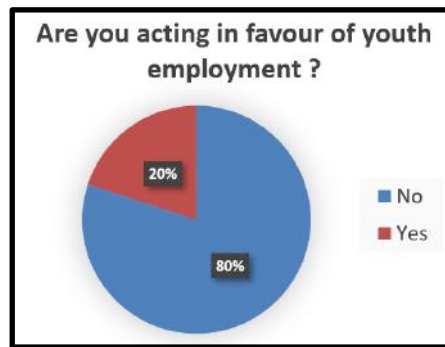
The cover letter seems obsolete as most do not use it to recruit.

The CV still has its credentials but less and less.

So the organisations that support young people and job seekers should absolutely take this into account!

Because it is clear from this analysis that they propose activities in which they do not believe and which are not the priority of employers!

It's like walking on your head!



The two graphs above unfortunately show that youth employment is not really the priority of the employers interviewed. Only 20% of them act in their favour.

Another disappointment is that these are almost exclusively subsidised contracts (including civic service) or internships!

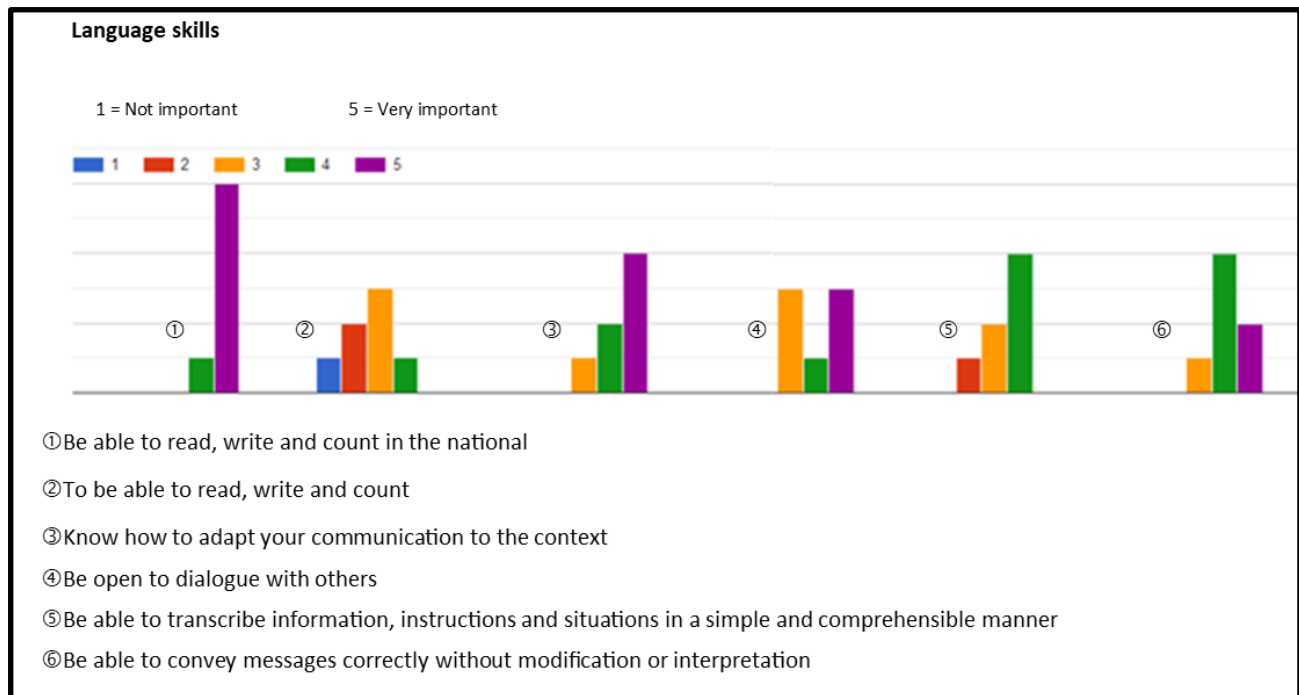
So contrary to their policy of employment stability, for young people, turnover is the order of the day, and employment is precarious and short-term.

Let's hope that the new government policy dedicated to youth employment will change the recruitment practices of our interviewed employers. The "1 young person, 1 solution" plan, launched in the summer of 2020, aims to offer a solution to every young person. With more than 9 billion euros invested, it mobilises a range of levers: recruitment aid, training, support, financial aid for young people in difficulty, etc. in order to respond to all situations.

The main difficulties in recruiting according to the organisations interviewed :

- Few or no candidates :
- The age of the candidates imposed by the subsidised contracts
- Lack of motivation
- The ability to integrate into multidisciplinary teams
- The adequacy of the need in relation to the training offer
- Lack of available skills
- Demands for high pay
- Refusal to work because of constant traffic jams
- Lack of language skills

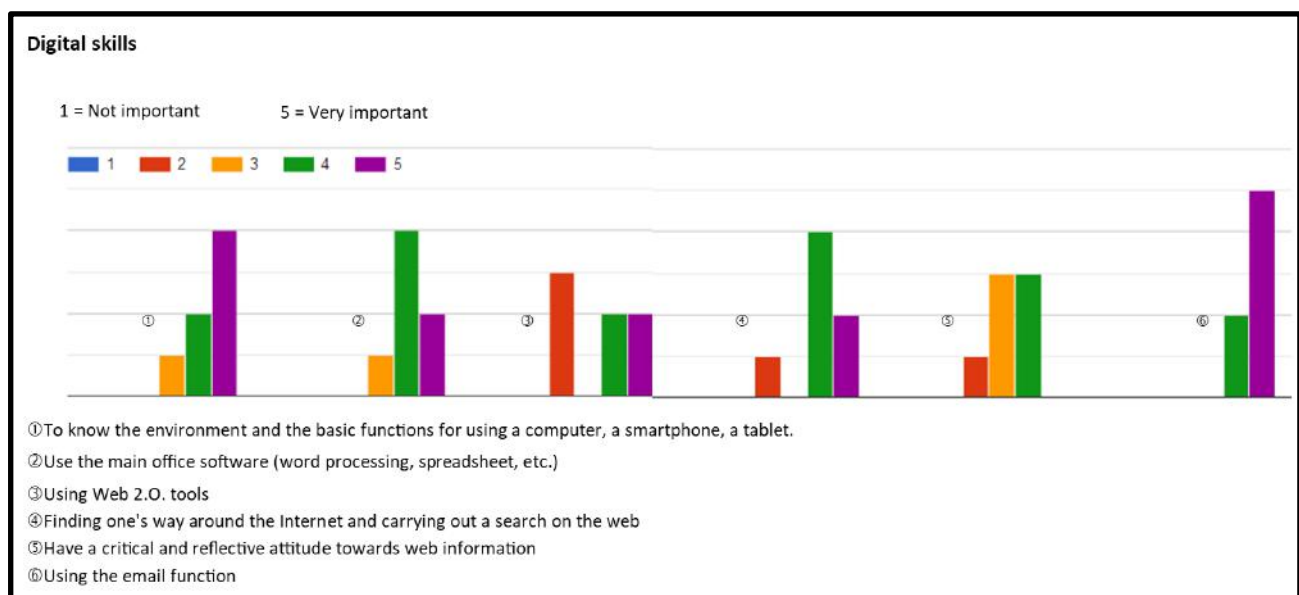
SKILLS NEEDED TO FIND A JOB



Unsurprisingly, fluency in the national language is a very important criterion for applying.

English is not an essential criterion for many employers.

On the other hand, the ability to communicate and work in a team are essential skills.

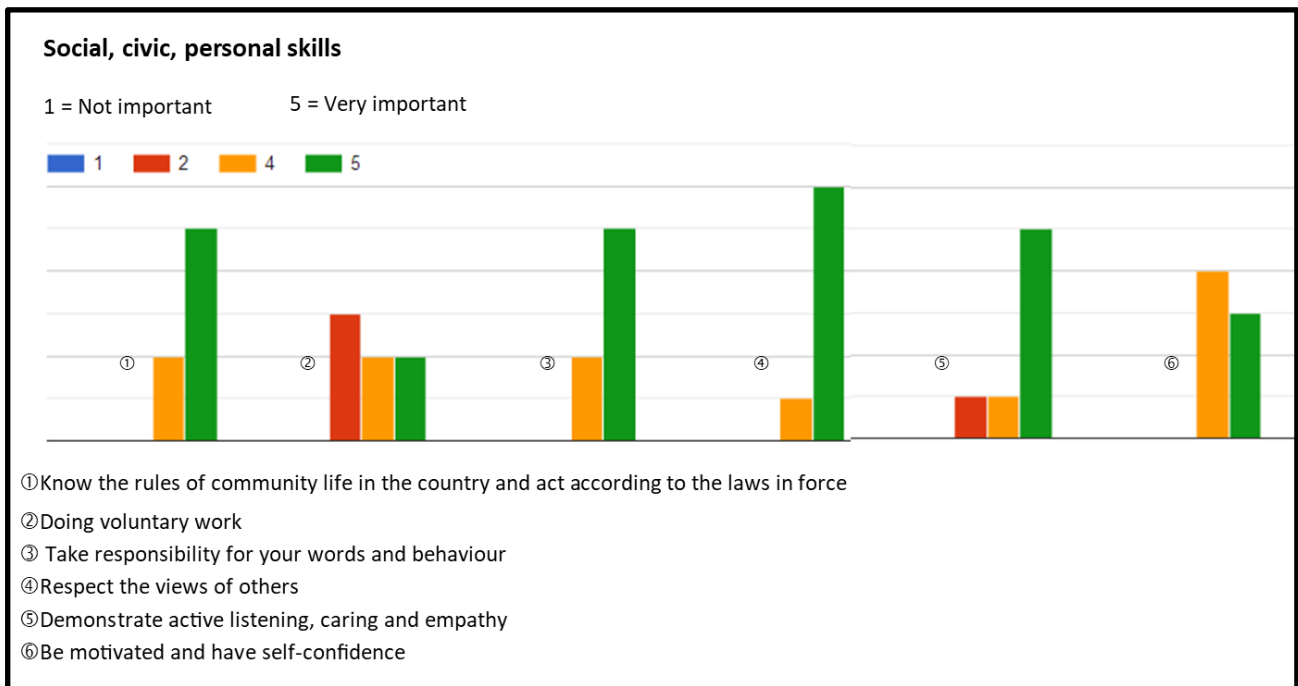


For the majority of employers, digital skills are important or very important.

However, it is surprising that web skills are not a priority for some of them (in red in the graph).

This can certainly be explained by the fact that the jobs they offer require skills in word processing (e.g. Word) and spreadsheets (e.g. Excel) and not in website analysis or computer monitoring.

The web seems to be used only for its messaging function.

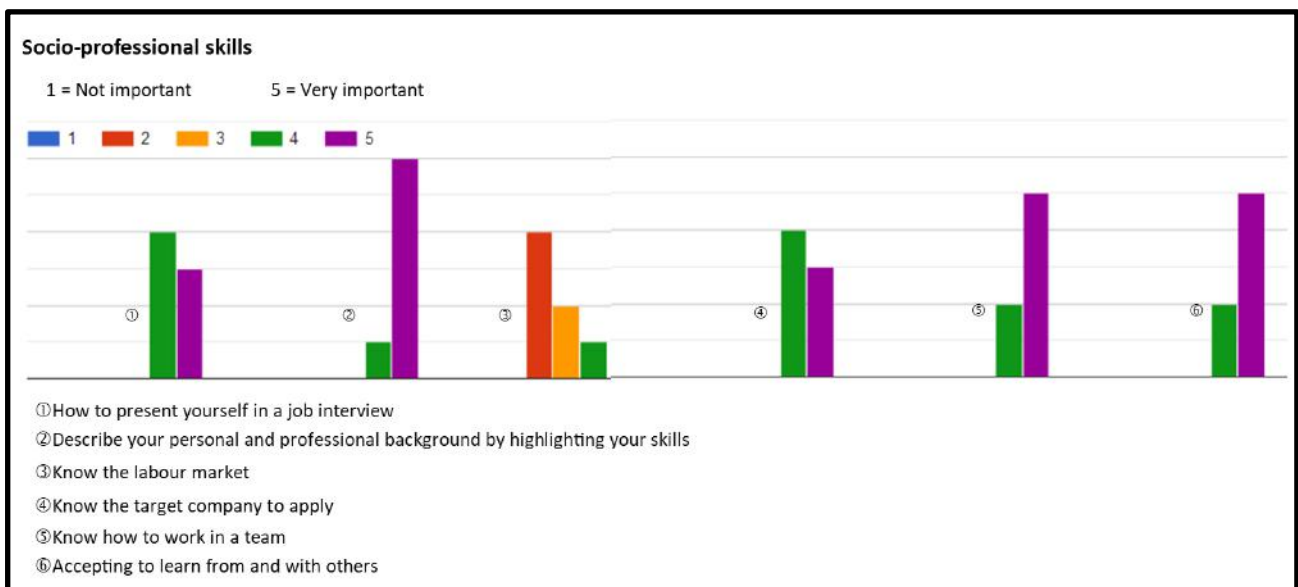


For the majority of employers, mastery of this skill set is important or very important for finding a job.

We will not return to the issue of volunteering, which was discussed earlier.

Finally, it is surprising that some employers do not consider active listening, benevolence and empathy to be very important. This can cause difficulties in teamwork, even if the jobs are in automated and individual positions.

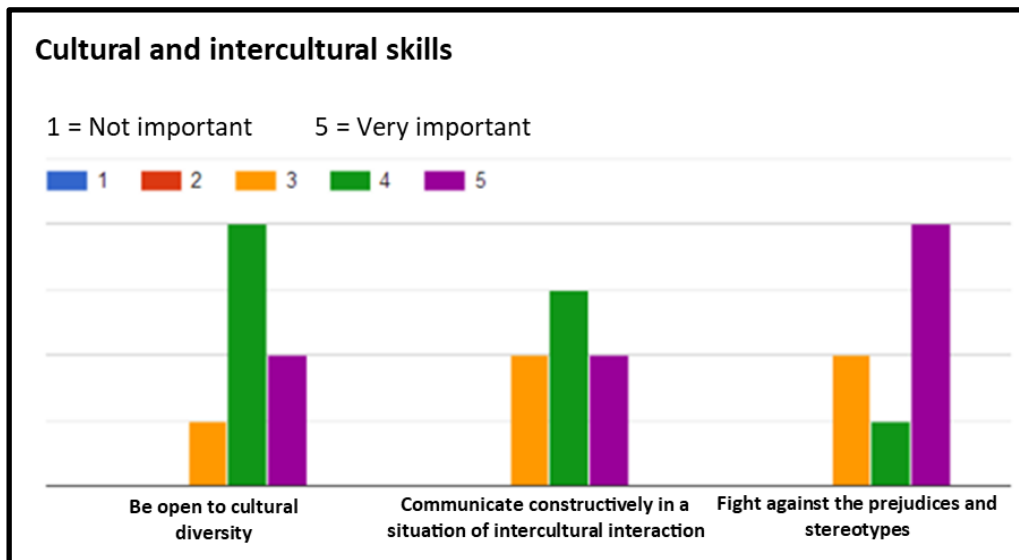
Responsible and inclusive management requires that these skills are taken seriously and valued.



As already mentioned, this skill set is important according to the majority of employers.

As with the young people and the organisations that support them, around 60% of the employers consider that knowledge of the labour market is not essential for applying for jobs.

We will not return to the other skills mentioned, which have already been analysed in the other groups of interviewees.



For all employers this skill set is important.

This may seem paradoxical because we have seen previously that for some employers active listening, benevolence and empathy are not essential.

Indeed, how can you fight discrimination if you are not benevolent?

How can you be open to diversity if you are not an active listener?

How can we communicate constructively if we do not show empathy?

Some employers wanted to add the following skills:

- Be available
- Be autonomous
- Take initiative
- Language skills (e.g. communicate in English)

CONCLUSION OF THE ANALYSES CARRIED OUT

These surveys, in spite of the small panel (between 10 and 30 people per target group), highlight numerous contradictions and gaps between groups and within the same group.

The expectations and needs of some are sometimes contrary to those of others.

With the COVID health crisis, these data are certainly no longer the same.

We remain hopeful that the recovery policies implemented in the European Union and in France will bear fruit.

The future is uncertain, but one thing is certain, professional practices have and will continue to change.

It is up to us to take this into account in our work with young people and job seekers.

Greece

1) Replies from youth

From the 18 people of this target group (33% male,67% female)most of them living in urban areas and a small percentage in rural areas, the following conclusions were drawn after analyzing the results of the questionnaire

Professional qualifications:

72 % have professional qualifications, such as high school diplomas, university degrees, foreign language certificates, office software certificates, opposed to the remaining 28 % not having professional qualifications, meaning they finished elementary school and half of high school (in Greece high school is in total 6 years, 3 years lower and 3 years upper)

The group with higher education level belongs to the younger age group. The group with less formal education is divided equally among young and older.

Of the target group 33% have jobs and 67 % are unemployed, of which one half is employed longer than 6 months and one half longer than 1 year.

The work contracts applied are on fixed terms (short terms) as well as on indefinite duration.

The main problems for this target group in finding a job are :

Lack of job positions, lack of merit, inadequate pay, working hours, commodity, gender, no experience, no foreign languages , computer knowledge, market saturation, family obligations, overqualified.

What is considered needed in their opinion to find a job:

Willingness, patience, searching, qualifications, experience, knowledge of English language, PC, degree, opportunities, service, education, economic development.

● **Skills required:**

1. Language: reading and writing are considered mandatory as well as basic knowledge of mathematics in the national language. Necessary also is knowledge of the English language. The adaptability of communication according to context, the openness to dialogue with others, the ability to transcribe information, instructions, situations in a simple and understandable way and to convey messages correctly (without modification or interpretation)are equally regarded as important.

2. Digital: Digital literacy (knowledge of the basic office software, use of the digital hardware (smart phone, tablet etc.),internet browsing, having critical thinking and critical attitude towards internet information as well as knowing how to use the message function), is noted as important

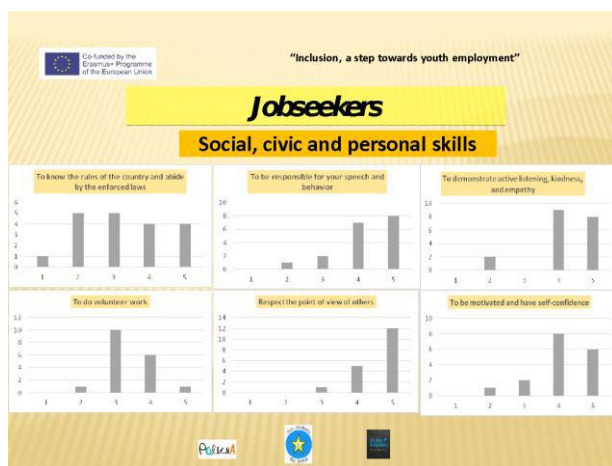
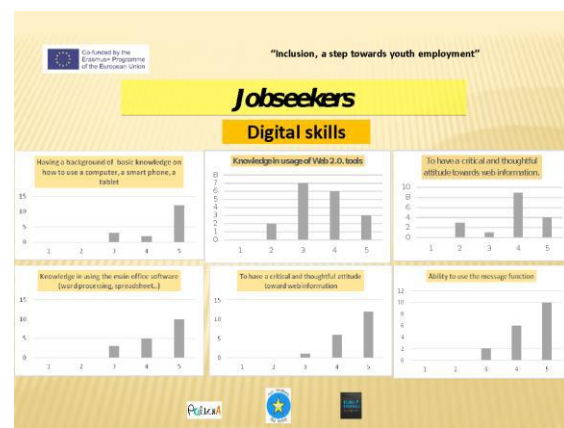
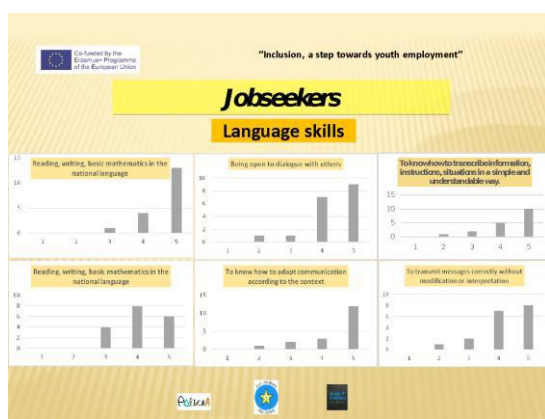
3. Social, civic and personal: Being respectful towards other persons' point of view are viewed as very important immediately followed by being motivated and having self-confidence, being responsible for speech and behavior and the demonstration of kindness, active listening and empathy . Doing volunteer work is of average importance. Knowledge of national rules and abiding by the law is considered of average importance.

4. Socio-professional: teamwork is ranked as the most important skill, the acceptance of learning from and with others are rated important, self presentation during a job interview and presentation and description of cv rates as adequately important. Knowing the job market and knowledge of the company one is applying for is seen as quite important.

5. Cultural and intercultural: being opposed to prejudice and stereotyping as well as openness to cultural diversity and the ability of constructive communication in intercultural interactive situations have an overall opinion as being important.

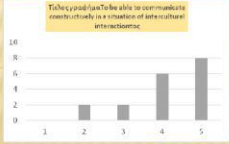
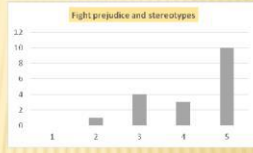
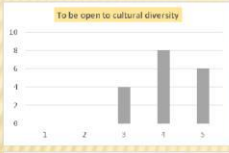
List other important skills:

Creativity, responsibility, communication, socialization, camaraderie, sensitivity to social issues, volunteer work, foreign languages.



Jobseekers

Cultural and intercultural skills



Polifem



2) Replies from social workers, youth workers and trainers (15 pax)

It is necessary to note that this support group works mainly with refugees and specifically unaccompanied minors and young adults,(e.g vulnerable group)since the immigration influx on the island of Lesbos in 2015.From the 15 social workers active in private organizations (existing from 2 to 30 years)which are part of social-solidarity economy and are situated in small urban areas ,the following conclusions were drawn after analyzing the results of the questionnaire :

The support offered to assist young people in finding work consists of :psychological assistance ,education, vocational guidance, learning Greek - English, seminars, and counseling.

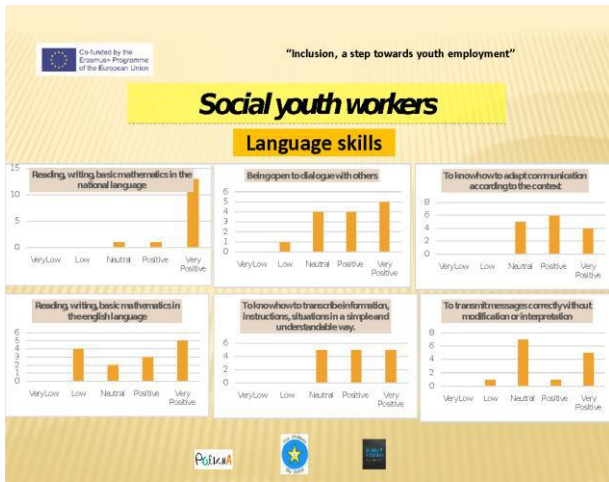
The main difficulties encountered by the social workers, youth leaders and trainers in working with young adults are language barriers, social exclusion, psychological pressure, intercultural differences, both lack of time as well as lack of volunteers and resources, irresponsibility, illiteracy, social stigma, resistance and fear of change.

The main difficulties encountered by young people in finding a job are :

Language, social exclusion, low education level ,low self-esteem, family obligations, psychological pressure, country's socio-political context, marginalization, lack of jobs, high employer demands, racism, low wages, lack of merit.

- **Skills required:**

- 1. Language:** reading and writing are considered mandatory as well as basic knowledge of mathematics in the national language, in this case the Greek language, which is for most of them a foreign language. Necessary also is knowledge of the English language. Divided equally from average importance to very important are : the adaptability of communication according to context, the openness to dialogue with others, the ability to transcribe information, instructions, situations in a simple and understandable way and to convey messages correctly (without modification or interpretation).
- 2. Digital:** in regards to digital literacy ,a standard knowledge of the basic office software, use of the digital hardware (smart phone, tablet etc.),internet browsing, having critical and serious attitude towards internet information as well as knowing how to use the message function, seems to be sufficient.
- 3. Social, civic and personal:** responsibility for speech and behavior ,being motivated ,having self-confidence, being respectful towards other persons' point of view and the demonstration of kindness ,active listening and empathy are equally considered of high value. Doing volunteer work shows equal division from low to high. The knowledge of national rules and abiding by the law is of adequate importance.
- 4. Socio-professional:** teamwork and the acceptance of learning from and with others are quite important, as well as the presentation during a job interview followed by one's c.v., knowing the job market and knowing the company one is applying for.
- 5. Cultural and intercultural:** being opposed to prejudice and stereotyping is considered extremely important while the openness to cultural diversity and the ability of constructive communication in intercultural interactive situations are of medium importance.



3) Replies from employers

Employers: young to middle aged ;beginners and family businesses(10 pax)

From the 10 employers having a private , local and/or regional enterprise (business/ trade/service) situated in small urban areas ,the following conclusions were drawn after analyzing the results of the questionnaire :

Contracts between employee and employer are mostly based on indefinite duration and some on fixed terms

Priorities for hiring are (in following order of importance): having professional references and recommendations, being motivated, having a university degree, a drivers license and no criminal record.

Main problems being faced upon recruiting are: low I.Q. ,lack of experience, low interest in the position, increased family obligations(especially in Greece family traditions are important and due to increased economical crisis “helping out the family” always comes first (farm, restaurant etc.),working hours .Further problems noticed, but less frequent , were unreliability, inconsistency, lack of professionalism, lack of knowledge, lack of intellectual development, demanding rights without obligations, bad manners.

- **Skills required for employees:**

1. Language: considered mandatory are reading, writing and basic knowledge of mathematics in the national language and slightly less necessary in the English language; adaptability of communication according context is regarded of high importance as well as being open to dialogue with others ;to convey messages correctly (without modification or interpretation);ability to transcribe information, instructions, situations in a simple and understandable way are also important to employers

2. Digital: in regards to digital literacy ,an average knowledge of the main office software, use of the digital machinery(smart phone, tablet etc.),internet browsing, having critical and serious attitude towards internet information as well as knowing how to use the message function, seems to be sufficient.

3. Social, civic and personal: responsibility for speech and behavior are of high priority to the employer, immediately followed by motivation ,self-confidence, being respectful towards other peoples point of view and the demonstration of kindness ,active listening and empathy. The value of volunteer work shows to be equally divided between low and high .The knowledge of national rules and obeying the law is of adequate importance.

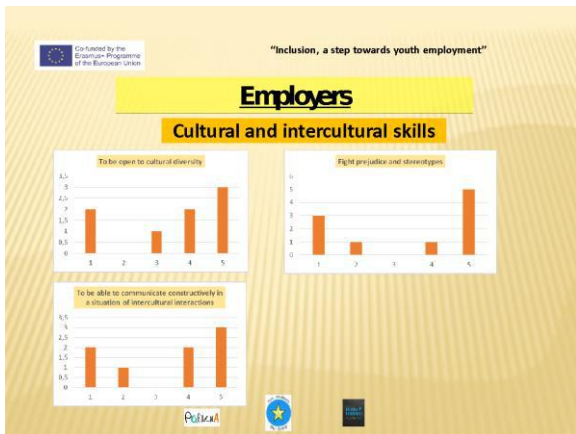
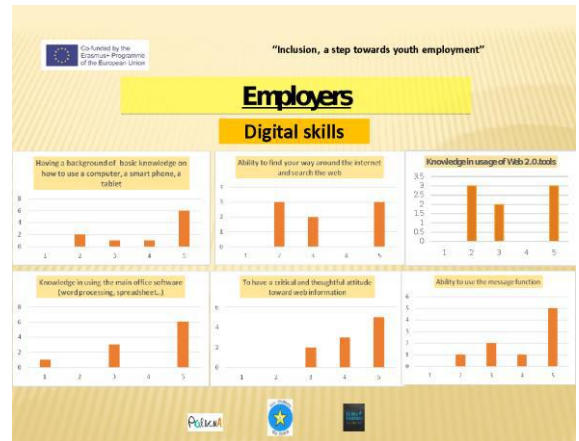
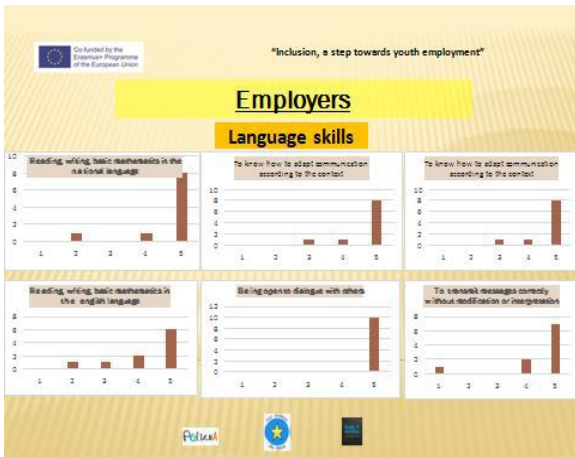
4.Socio-professional: the acceptance of learning from and with others and teamwork ranks high in importance, followed by knowing both the job market as well as the company one is applying for. Presentation during job interview and c.v. are of substantial importance.

5. Cultural and intercultural: being opposed to prejudice and stereotyping is regarded essential ,of lesser importance to the employer is the openness to cultural diversity and the ability of constructive communication in intercultural interactive situations.

Other :

Essential skills mentioned towards personality and work ethics considered valuable are:

Integrity, sincerity, readiness, competency, diligence, consistency, cleanliness ,confidentiality, combinatorial skills and responsibility



CONCLUSION:

The data gathered shows the differences and similarities between job seekers and employers. While the employers have a higher demand for professional recommendations, degrees in higher education, driver's license, language skills and digital knowledge, the job seekers seem to put more importance on soft skills such as willingness, patience, working with others in a team, good manners, and in general, having a good presence.

This is not to say that employees do not consider a degree mandatory, but they feel that a big part of securing a job has to do with good behavior and social skills, in order to work harmoniously in the workplace with co-workers..The employer also values these traits in the employee but it is not a first priority.

However, apart from having good credentials, the employer does value that someone with secondary soft skills such as a positive attitude, communications skills, integrity, empathy, and the ability to learn from others can be an asset to the workplace.

In general, among the employers, job seekers, and social workers, the consensus was that the three most important qualifications for securing a job are: a degree in higher education, vocational guidance and language skills. Secondary were the social skills.

The difficulties for employers in hiring correlates with the problems of those job seekers without a higher degree, lack of language skills (Greek and English), and family obligations and no experience.

The competency framework

To build this reference framework we started from the European reference framework of key competences for lifelong learning.

The 8 key competences are

1. Communication in the mother tongue
2. Communication in foreign languages
3. Mathematical competence and basic skills in science and technology
4. Digital competence
5. Learning to learn
6. Social and civic competences
7. Initiative and entrepreneurship
8. Cultural awareness and expression.

The eight areas of 'key competences' are based on three requirements of life:

- "Personal fulfilment and lifelong development (**cultural capital**): key competences should enable the pursuit of individual goals in life, driven by personal interests and aspirations, and by the desire to continue learning throughout life;
- "Active citizenship and integration (**social capital**): Key competences should enable everyone to become active citizens participating in society;
- "Employability (**human capital**): this is about enabling everyone to get a decent job in the labour market.

In a second step, we selected the skills that we considered essential for finding a job.

Then we chose to change their wording so that our young people and jobseekers would understand their meaning.

For this work, we also relied on existing reference systems recognised by professionals in the field of vocational integration.

We tested it internally in our structures. We corrected and finalised it. It has been integrated into our field surveys.

Our choices were good insofar as the target groups validated it.

Finally, we have built our blocks of competences with descriptors of competences adapted to the level of the European Qualification Framework ¹³(level 1 to 4.)

Competences are defined here as a set of knowledge, skills and attitudes appropriate to the context.

This benchmark is based on the results of our field surveys.

It presents a selection of the essential skills needed to find a job.

¹³ [The European Qualifications Framework \(EQF\) - CNEFOP](#)

Level 1 - learning outcomes

<i>Knowledge</i>	<i>Ability</i>	<i>Responsibility and Autonomy</i>
general background knowledge	basic skills required to perform simple tasks	work or study under direct supervision in a structured setting

Level 2 - learning outcomes

<i>Knowledge</i>	<i>Ability</i>	<i>Responsibility and Autonomy</i>
basic factual knowledge in a field of work or study	basic cognitive and practical skills required to use relevant information to perform routine tasks and solve routine problems using simple rules and tools	work or study under supervision with some degree of autonomy

Level 3 - learning outcomes

<i>Knowledge</i>	<i>Ability</i>	<i>Responsibility and Autonomy</i>
knowledge about general facts, principles, processes and concepts in a field of work or study	range of cognitive and practical skills required to perform tasks and solve problems by selecting and using basic methods, tools, materials and information	take responsibility for the completion of tasks in a work or study context. adapt behaviour to circumstances to solve problems

Level 4 - learning outcomes

<i>Knowledge</i>	<i>Ability</i>	<i>Responsibility and Autonomy</i>
factual and theoretical knowledge in general contexts in a field of work or study	range of cognitive and practical skills required to devise solutions to specific problems in a field of work or study	managing one's own work within the limits of generally predictable but changeable work or study instructions. supervise the routine work of others, with some responsibility for evaluating and improving work- or study-related activities

Language skills

Communicating in the national language

	Knowledge	Skills / know-how	Autonomy and responsibility
EQF Level 1	Read	Master the common vocabulary of daily life and functional grammar	Distinguish and use different types of texts
EQF Level 2	Write		Organise, structure and write a message
EQF Level 3	Speak	Expressing a point using appropriate language that respects social conventions	Argue your point of view. Debate constructively
EQF level 4	Listening and understanding	Pay attention to what is said. Know how to ask a question to understand.	Becoming aware of the impact of language on others

Understand and convey a message

	Knowledge	Skills / know-how	Autonomy and responsibility
EQF Level 1	Appreciating a message	Recognise arguments in a given message	Rephrasing someone else's message
EQF Level 2	Knowing how to give your point of view	Explained the merits of an argument	Evaluate, assess, reject, criticize ideas expressed in a message
EQF Level 3	Be able to transcribe information, instructions and situations in a simple and comprehensible manner	Search, sort and process information	Be able to use aids and request assistance
EQF level 4	Be able to convey messages correctly, without modification or interpretation	Communicate in written or oral form in a variety of situations	Know how to adapt your communication to the context

Learning to communicate well

	Knowledge	Skills / know-how	Autonomy and responsibility
EQF Level 1	Know the fundamentals of communication	Distinguish between different forms of communication	Understanding the importance of non-verbal communication in our exchanges
EQF Level 2	Knowing the techniques of communication	Taking ownership of the techniques	Understand the importance of active listening, questioning and reformulation
EQF Level 3	Know the different elements that make up our identity	Distinguish between the different factors that influence the understanding, interpretation and response to verbal and non-verbal signs	Understanding how our identity influences our communications
EQF level 4	Improve communication skills	Identify and describe the main errors in communication	Analyse the effects. Adapt your communication to the context

Digital skills

To know the environment and basic functions for using a computer, a smartphone, a tablet.

	Knowledge	Skills / know-how	Autonomy and responsibility
EQF Level 1	Knowing the basics of computers	Understanding how a computer works	Identify and name the architecture of a computer (screen, keyboard, mouse, peripherals, etc)
EQF Level 2	Knowing the word processor	Understanding the structure of a document (address block, date, subject, body text, signature)	Create, save and print a document
EQF Level 3	Knowing the messaging function	Understand the contents of an email (message sent, received, deleted/spam/notification/blurbs....)	Setting up a mailbox and sending mail
EQF level 4	Know the main internet browsers (Chrome, Mozilla, Safari, Edge, Opera, internet explorer...)	Using a browser Finding your way around a web page. Conduct a search	Describe and analyse the nature of the sites found (commercial, personal, institutional)

Becoming aware of the media universe

	Knowledge	Skills / know-how	Autonomy and responsibility
EQF Level 1	Know and understand the nature, role and possibilities of ICT in society and at work	Identify media practices: what content? with what media? for what uses?	Distinguish between different media targets. To become aware of the influence of the media on their choices and values.
EQF Level 2	Understand the opportunities and potential risks of the internet and communication. Know and exercise rights, duties and responsibilities.	Identify the components of information. Understand the mechanisms and issues of disinformation. . To question the issues of citizenship linked to information and digital technology: stereotypes, pluralism, lobbies, conspiracy, etc.	Responsible use of digital tools. Manage your social media relations and your digital identity. Take into account the limits of the right of expression.
EQF Level 3	Understanding the role of the media in society.	Identify the social functions of the media (inform, educate, entertain, connect, debate).	Distinguish between information, communication and entertainment.
EQF level 4	Be aware of the issues of validity and reliability of available information and the ethical principles related to the interactive use of ICT.	Assessing the reliability of information	Have a critical and reflective attitude towards the information available.

Socio-professional skills

Knowing how to prepare for a job interview

	Knowledge	Skills / know-how	Autonomy and responsibility
EQF Level 1	Know the different types of recruitment interviews	List the different types of maintenance	Analyse the advantages and disadvantages of each type of interview
EQF Level 2	Knowing what happens in a job interview	List the steps in a job interview. List the dos and don'ts of a job interview.	Know your strengths and weaknesses. Anticipate questions and prepare your argument
EQF Level 3	Know the intended occupation and the knowledge and skills required. Know the target company.	Search for information on the web about the trade and the company	Analysing information to prepare for a job interview
EQF level 4	Knowing how to describe your personal and professional career by highlighting your skills	Prepare a written letter that introduces yourself in relation to the intended occupation. Present the contents of this letter orally. Practising voice control (volume, intensity, speed, fluency, articulation, intonation).	Learn to master listening and speaking time. Learning to control one's own emotional reactions (e.g. stress).

Knowing how to work in a team

	Knowledge	Skills / know-how	Autonomy and responsibility
EQF Level 1	Knowing the basics of how a team works.	Identify your place in a team. Identify the role and tasks of each person.	Drawing up an organisation chart for the team
EQF Level 2	Know how to communicate with the team.	Carry out tasks while working with others. Participate in meetings.	Participate actively in collective work.
EQF Level 3	Reporting to management	Knowing how to question your superiors if necessary.	Adapt your communication style to the person you are talking to.
EQF level 4	Knowing how to question oneself in order to progress.	Accepting criticism.	Analyse criticism to adjust action.

Social, civic and personal skills

Participate actively in social life

	Knowledge	Skills / know-how	Autonomy and responsibility
EQF Level 1	To know the notions of democracy, justice, equality, citizenship	Making the link between values and their implementation in societies	Have full respect for human rights, the principle of equality, the differences in value systems in each culture
EQF Level 2	Knowing the institutions	Understanding the organisation of public life, its institutions and administrations	Mobilise the resources of the environment according to one's needs
EQF Level 3	Know the rules of collective life in the country	Act in accordance with the laws and rules in force	To engage and support the living together by positioning oneself as a full citizen
EQF level 4	Identify possible changes and problems	Coping with change and the unexpected. Adapt to a new situation.	Anticipate and plan for possible unforeseen events. Demonstrate empowerment.

Developing emotional intelligence

	Knowledge	Skills / know-how	Autonomy and responsibility
EQF Level 1	Knowing how to recognise your emotions and their effects	Understanding the link between our feelings, thoughts and actions	Self-awareness
EQF Level 2	Know your personal capabilities	Having confidence in yourself	Demonstrate confidence in interpersonal relationships
EQF Level 3	Knowing how to control yourself	Adapt your behaviour to the person and the situation	Demonstrate integrity and behave responsibly
EQF level 4	Have empathy	Promoting empathy and social awareness	Demonstrate empathy and have an exemplary attitude

Cultural/intercultural competences

	Knowledge	Skills / know-how	Autonomy and responsibility
EQF Level 1	Knowing one's own values and the perception of them. Knowing your own origins	To understand the mechanisms of one's own prejudices, beliefs, moral principles and values	To become aware of the relativity of one's maternal system. Accepting the questioning of one's own identity.
EQF Level 2	Know the different forms of expression (verbal and non-verbal), codes of conduct and customs of different cultures	Adapt and modify behaviour to communicate constructively and appropriately in the dominant cultural environment.	Know how to manage disagreements. Accept compromise. Demonstrate empathy.
EQF Level 3	Know the fundamentals of human rights and the values that underpin them.	Make the link between values and their implementation in societies.	Understand that human rights respond to basic needs that evolve over time and across societies.
EQF level 4	Accepting difference and seeing it as normal and positive	Be able to move from one cultural context to another	Be aware of the attitudes generated by otherness in order to develop appropriate behaviours. Act with respect for oneself and others.

OUR EDUCATIONAL WORKSHOPS

« And you, what is your vision of work ? »

This workshop was created by E-graine, french NGO¹⁴.

Overview	This workshop is an introduction to the discovery of social solidarity economy (SSE ¹⁵).
Overall aims	<ul style="list-style-type: none">● Make young people want to discover SSE● Make them want to get involved with other actors (volunteering, worker)
Educational aims	<ul style="list-style-type: none">● Lift the working world conceptions● - understand social economy main principles
Equipment	Pictures and images # 1 paper-board / felt tip / post-it

❖ Step 1

Positioning game

Images are set in the area. They evoke elements which can be related to work (collectiveness, social utility, material profit, struggles...)

The participants are invited to position themselves under the picture that represents the most the way they think of work. Once all of them in place, the animator asks them to explain their choice.

The goal is to highlight the vision that youngsters have of work in order to have a stepping stone to work on in the following workshops.

❖ Step 2

SSE versus classic economy

The participants are split up in groups of 2 or 3 people. The animators give each group a set of 6 images amongst which they will have to collectively choose one which they think represents classic economy, and another social and solidarity economy. Group members then have to agree on the arguments motivating their choice and present them one after the other to the rest of the attendings.

The goal is to highlight concepts that are related to SSE or no.

The square game

The animator draws a square on a paper board and hands out post-its.

Participants are then invited to write on each of those post-its notions or economical concepts depending of social economy or not, and then come and stick them on the board:

- if it does relate to social economy, then inside the square
- if not, outside the square
- if we don't know, on the line.

¹⁴ [e-graine – Mouvement d'éducation à la citoyenneté mondiale](#)

¹⁵ [What is Social Solidarity Economy - RIPESSE](#)

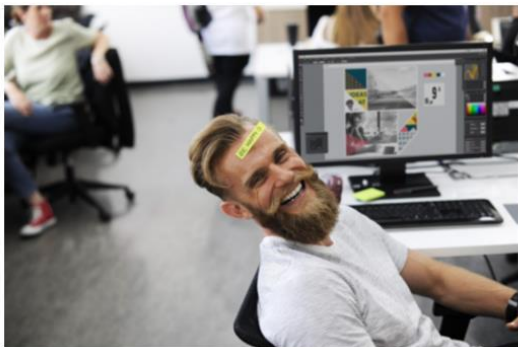
❖ Step 3

Debriefing

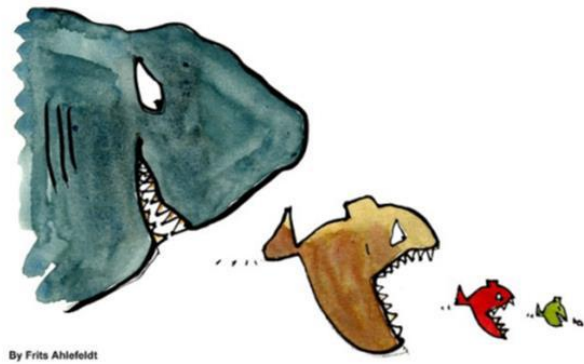
Participants are invited to give a global conclusion on what came out during the games. All can participate to add elements or be more precise about an idea.

In conclusion, provide some leads to continue the discovery of SSE

- on Internet
- in the next local gatherings or events
- in training programs









The positivity train = Alphabet game

This workshop was created by POLIANA.

The following activity is meant to combat negative thinking.

This workshop tries to reverse or 'fool' the negativity train into a more positive one.

Negative thinking can put you in a vicious circle and it can become very difficult to break out of it. When we focus our attention only on negative thoughts we set our state of mind on problems, distress and suffering, leading to depression, anxiety and mood disorders.

Reflecting on positive things in your life can improve your mental and physical health. This has been scientifically proven. Studies show how reflecting on positive memories or exercising the "gratitude list" leads to positive emotions and reduces stress, an overall well being.

The mind always tries to solve problems, by challenging or tricking the mind to find solutions or answers towards more engaging positive problems, we can derail the mindset into the positive mode.

The alphabet game can be very effective in shifting your focus from negative to more positive thinking. Everybody knows positivity leads more happiness, social inclusion and building self confidence.

It is a simple game with great results.

The alphabet game originated from a game played during long road trips to pass time. The main goal is to start from the letter A to letter Z by identifying road signs that contain words starting with each letter. So if you find a sign saying "Access only," then you can move on to letter B. And then if you find a sign saying, "Bird Street," you can move to letter C, and so on.

This workshop is a modified version of the Alphabet game. The letters of the alphabet are used to describe something in your life you appreciate.

Objectives :

- learn to deal with negative thought
- fight negative self image
- stimulate creative expression to release feelings and emotions
- build self confidence

Duration : 45 – 60 minutes

Group size : min.4 max.10

Materials : writing paper, pencils (optionally :template of paper box,glue)

How to implement the activity ?

Each participant will write the alphabet letters in a list from a to z. For each letter you write anything you are grateful and/or appreciate of, a person, a place, an object, a memory, a hobby, a book, a movie, food. For this list you can choose whatever you want, and it can be something specific or general, depending on what is most easy for you .

The key is to identify things in your life that make it better and give your life happiness and pleasure. Sometimes it can get challenging to figure out what to choose for a letter, so your mind gets busy trying to solve the puzzle.

You actively reflect on the different things you like and appreciate in this world, and if they fit each letter. When exercising this tool, you are occupying your mind with more positive thoughts.

For example:

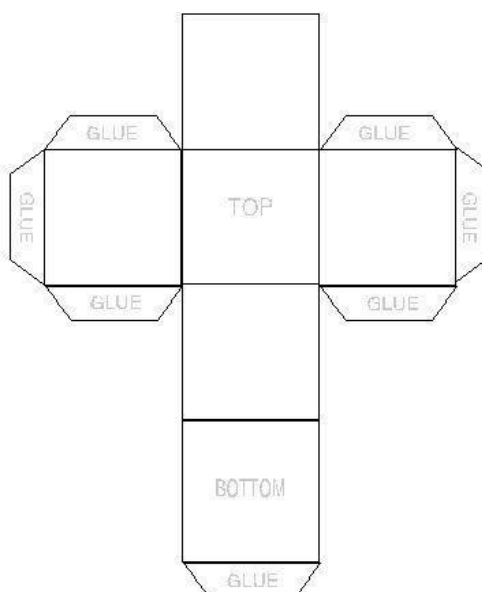
- A – Aunt
- B – Bowie music
- C – Chocolate
- D – Dolphins
- E – Eliza
- F – Forest walk

Facilitator can encourage the group to share their words and the reason for their choice, it's advisable to break down the alphabet by the number of participants, creating a nice train of thought.

Optional

After finishing the list an extra activity can be implemented :

Ask participants to cut out each letter with their associated word and put them all in a box they will make from a paper sheet template. So they will have a happy box from which they can retrieve a happy moment when feeling down.



Questions for debriefing:

- How did you like this experience ?
- How can you apply what you learned from this activity in your life ?
- What was it like to perform this task ?
- What made it easy/difficult ?
- How did you feel ?
- What was it like walking between memories ?
- How are you now ?

Do trades have a gender ?

This workshop was created by Aux couleurs du DEBA, coordinator of this project.

❖ Step 1

-1 individual time where the participant is led to fill a sheet composed of two columns: the job I would like to do if I were a man and if I were a woman (proposal of 3 trades maximum).

The goal here is to see if the participant thinks the job according to sex or not. The participant orally tells the collective his choices. There is no subject for debate in this step.

❖ Step 2

-1 working time in small groups of 5 to 6 people.

Each group looks at 4 photos. Each photo shows a person doing a job called the opposite sex (a builder, a gardener, a midwife, childminder).

For each photo, the group must write on a sheet of two columns, on the one hand the difficulties that can meet this person to practice his profession and on the other hand, the facilities that can meet this person to practise his profession.

❖ Step 3

-1 working time in a large group

Restitution in large group. For each team, a participant presents the positive points and another participant the negative points. The goal is for each member of the group to speak. Discussion with other participants. Complementary reflection provided by the trainers.

❖ Step 4

-1 individual work time

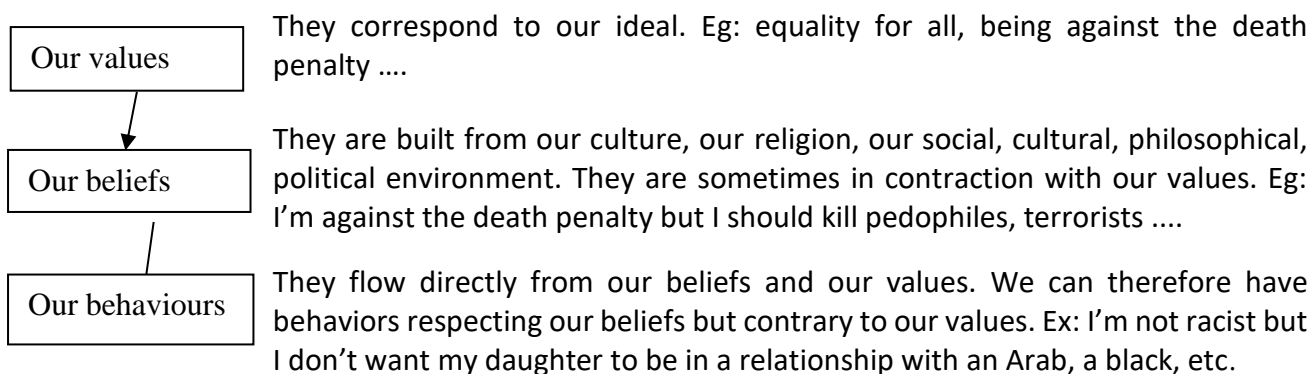
At the end of the collective exchanges, the participants are led to take back their first sheet.

They must again choose 3 trades according to the sex then to share it with the collective.

If the approach is still sexed, the young person is invited to explain why he still thinks that despite our previous exchanges (cultural blocking? Social? Religious?). If the approach is no longer sexed, then the participant will have understood that trades have no sex !

❖ Step 5

The trainers remind participants that deconstructing one's own prejudices and stereotypes takes time. Indeed, our brain works like this:



Step 1

<i>The trades I would like to do if I were a man</i>	<i>The trades I would like to do if I were a woman</i>
1-	1-
2-	2-
3-	3-

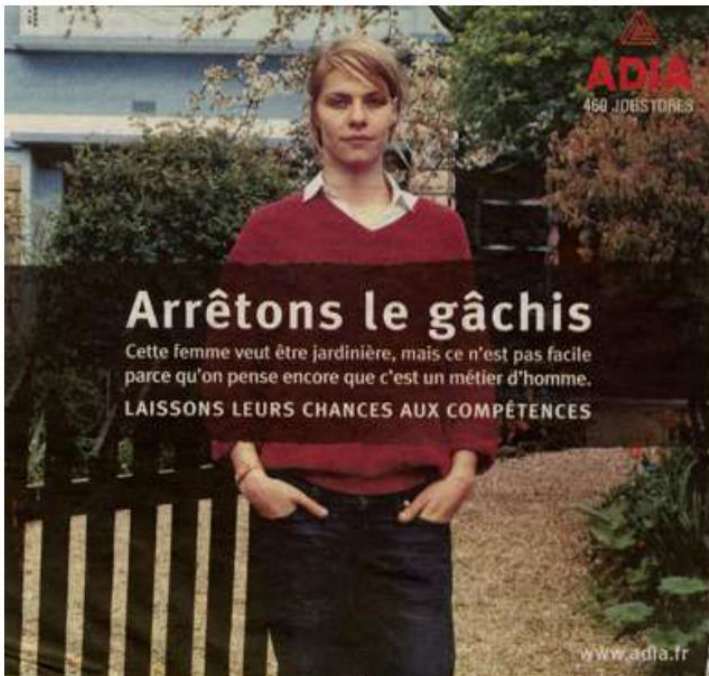
Step 2 : Reflection in small group from photos – trades

	<i>What are the difficulties faced by this person to exercise its job?</i>	<i>What are the facilities faced by this person to exercise its job?</i>
<i>Photo Midwife</i>		
<i>Photo Gardener</i>		
<i>Photo Builder</i>		
<i>Photo Childminder</i>		

Step 3 : Restitution of works in large group - Exchange and discussion between participants

Step 4

<i>The trades I would like to do if I were a man</i>	<i>The trades I would like to do if I were a woman</i>
1-	1-
2-	2-
3-	3-



Stop the waste
This woman wants to be a gardener, but it's not easy because we still think it's a man's job.
Let's give their chances to the skills.



CHARLINE
22 ANS

PROFESSION

MAÇON
CARRELEUR
PLAQUISTE
PEINTRE

PROFESSION: BUILDER, TILER, PLATERER, PAINTER



Gauthier
LANNUZEL
Sage-femme

GAUTHIER LANNUZEL : MIDWIFE

Social media for job market

Social media is computer-based technology that facilitates the sharing of ideas, thoughts, and information through the building of virtual networks and communities.

By design, social media is internet-based and gives users quick electronic communication of content. Today an estimate of 3,5 billion use social media. Social media has revolutionized our lives on a global scale ; it has changed the way that we socialize , conduct our businesses, engage in political affairs, build professions and set job recruitments.

Platforms like Facebook, Twitter and Instagram, has changed the way people socialize. It has made it easy to connect to our family members, friends and relatives on a real-time basis. People can share pictures and videos and communicate with their close ones. This has strengthened relationships and it is bringing families together in a way that was not possible in the past.

Businesses have greatly been impacted by social media — from marketing to interacting with customers on a timely basis. A business that has embraced the use of social has a definite edge over its competitors. The online platforms are a less expensive way for businesses to advertise their offerings on a real-time basis and to attract more customers. It has made it easy for businesses to reach out to a wider customer base and improve customer loyalty through different programmes. Easy access to customers gives businesses the leverage to retain existing customers *as well as* to attract more. This leads to great market share and greater profit margins and some good bucks for businesses.

Through interaction and feedbacks by businesses to their customers, they can understand the market quickly and adopt new strategies, as well as conform to the dynamic customer's tastes and demand

Job hiring

Social media has impacted job recruitments significantly. The majority of companies make their hiring decisions based on one's social portfolio. Recruiters also use online networks to post job vacancies through which they get their ideal candidates.

It has also made it easy for job seekers to get access to job posts. This is evident on platforms like LinkedIn, where job seekers can create their profile containing their skills and see what job opportunities recruiters are posting.

Education

Many professions and skills have been built and learned through social media. There is a *massive* increase in online learning where one can easily learn a skill and build a strong profession around it. The existence of social media has led to an increase in the number of people undertaking distance learning

There are endless possibilities of reaching out to the job market once these platforms are implemented.

This workshop gives a report about the importance and powerful advantages of the different social media, how to use it, show young people with less opportunities ways in order to find a job by networking in a correct manner.

This workshop was created by POLIANA.

Objective:

- To inform the target group about the practical use of all types of social media
- To improve different proficiencies.

Social media platforms useful :

Facebook is a social networking site to connect and share with family and friends online. It is the world's largest social network, with more than 1 billion users worldwide. According to a recent reports 70% of businesses use Facebook.

By customizing your fb page ,e.i. creating a professional profile ,it serves as a tool for job perspectives. You post and share news, events, announcements, trends ,contents all relevant to you and your aspirations. You share your past achievements, you promote your culture, you implement custom tabs. Tagging organizations you're part of, and businesses you're interested in. Activities showing you are interested and actively involved in society. It is important to post frequently(daily basis).Providing **links** to your homepage, Twitter, LinkedIn, YouTube, etc. further enlarge your audience.

Twitter is a public online platform where you upload posts mostly in text form, very user friendly, easy accessible with its direct approach and open to everyone.

Here you promote your mission ,share opinions ,connect directly to target groups of interest ,have conversations , build relations related to specific audience, establish new contacts with specialized or limited groups that you are interested in.

LinkedIn is a professional network perhaps the most relevant in the quest of helping you in finding a job. It enables you to network and to build your professional portfolio. It is used by established professionals of all businesses as well as newcomers. By displaying your resume you give direct access to possible job offers.

LinkedIn is the world's largest professional network on the internet. You can use LinkedIn to find the right job or internship, connect and strengthen professional relationships , and learn the skills you need to succeed in your career. For businesses a trustworthy media to find employees .It is a network designed that can introduce you to new resources. It is a competitive platform where you can look up a prospective employers.

LinkedIn groups: these groups allow members the opportunity to create and manage groups focused on a wide-range of business-related subjects such as: Education, Healthcare, Event Planning, Medicine, Blogging .Groups offer valuable networking opportunities, linking professionals to resources and information that can be beneficial to their missions.

Youtube

This social media is a visual tool to market yourself by sharing videos. It allows you to present and advertise your skills , past events/work by showing demo's.

Youtube is also a valuable source of knowledge for example, there are tutorials to help you learn better ways of presenting yourself in a job interview

Professional blogging

A blog is an online journal or informational website displaying information in the reverse chronological order, with the latest posts appearing first. Another tool to communicate, attract and show the possible job market who you are. A corporate tool for communicating with customers or employees to share knowledge & expertise, drive additional web traffic and connect with potential clients and customers. Provides opportunity to share knowledge with a large audience.

Additional:

Add Facebook, Twitter, and LinkedIn buttons to your homepage (and to all social media sites) and to your marketing collateral and email signatures

It should be noted that the gamma of online platforms for social networking expand rapidly so keep yourself updated in cyberspace.

Questions for debriefing:

- what has been learned
- how it may be applied by each participant.

Who's that ?

Photoquiz / game about impact social media and social economy.

This workshop was created by Poliana.

The following activity is meant to show the impact of social media on society. Social media is a powerful revolution that has changed our lives all round. They have changed the way that we socialize , conduct our businesses, engage in political affairs, build professions and set job recruitments .They have attracted a massive number of users with an estimate of 3.5 billion users worldwide.

Social economy will be introduced in this workshop. Social economy focuses on helping and bettering vulnerable groups, fighting poverty, illiteracy, cultural and religious discrimination, overpopulation, unemployment and corruption.

Objectives:

- Know impact of social media
- Know my personal impact
- Learn about social economy
- See and understand different perspectives

Duration: 30 – 45 minutes

Group size: 2 teams of 5 pax

Materials: 10 photo's (minimum) including 5 images of very famous celebrities, e.g. Ronaldo, Lady Gaga, Beyonce etc. and 5 images of very famous people known only in the social economy (not so known to the public eye) like Bill Drayton, Muhamad Yunus, Blake Mycoskie, Scott Harrison, Jeffery Hollender, Ibrahim Abouletsh, Akhtar Hameed Khan, Willie Smith, Jamie Oliver, Xavier Helgesen and Chris Fuchs.

How to implement the activity?

The pictures are placed on a surface (e.g. table) face down. Each group in turn will take a picture. Before doing so he/she will have to place a bet from 1 to 3 points, if he/she can recognize the person depicted. If not, they loose the points. The team with the most points is the winner.

It will be evident that famous public celebrities will be recognized, in contrast to the celebrities in the field of social economy, hence showing the point in case : impact of social media¹⁶.

Questions for debriefing :

- How did you like this experience ?
- How can you apply what you learned from this activity in your life ?
- What role does social media play in today's society ?

¹⁶<https://www.mediaupdate.co.za/social/147946/the-impact-of-social-media-on-our-society>







List of social entrepreneurs.

Bill Drayton (born in New York City, 1943.USA), is a social entrepreneur. Drayton was named by *U.S. News & World Report* as one of America's 25 Best Leaders in 2005.

He is responsible for the rise of the phrase "social entrepreneur" a concept first found in print in 1972.

Drayton's philosophy of social entrepreneurs are individuals with innovative solutions to society's most pressing social problems. To quote Drayton, "Social entrepreneurs are not content just to give a fish or teach how to fish. They will not rest until they have revolutionized the fishing industry.

"As one of the world's leading thinkers on social change, Bill Drayton has pioneered the field of social entrepreneurship. He is the CEO and founder of Ashoka, a global organization which selects individuals tackling society's most pressing problems with innovative, entrepreneurial solutions.

Muhammad Yunus (Bengali: born 28 June 1940) is a Bangladeshi social entrepreneur, banker, economist, and civil society leader who was awarded the Nobel Peace Prize for founding the Grameen Bank and pioneering the concepts of microcredit and microfinance. These loans are given to entrepreneurs too poor to qualify for traditional bank loans. In 2006, Yunus and the Grameen Bank were jointly awarded the Nobel Peace Prize "for their efforts through microcredit to create economic and social development from below".

Blake Mycoskie (born August 26, 1976) is an American entrepreneur, author, and philanthropist. He is the founder of Toms Shoes and the person behind the idea of One for One[®], a business model that helps a person in need with every product purchased. ...

While traveling in Argentina in 2006, **Blake** witnessed the hardships faced by children growing up without shoes. The company name is derived from the word "tomorrow," and evolved from the original concept, "**Shoes** for Tomorrow

Project." Mycoskie initially commissioned Argentine **shoe** manufacturers to make 250 pairs of **shoes**. Sales officially began in May 2006. 2011, the company launched another initiative which aims to give away a pair of glasses or sight-saving surgery for every pair of sunglasses or glasses sold.

Scott Harrison founded the non-profit organization Charity: water, which since 2006, has given 8 million people around the world access to clean water by funding nearly 30,000 water projects in 26 countries across the world.

Akhtar Hameed Khan, born July 15, 1914-1999, was a Pakistani development practitioner and social scientist. One of the pioneers of the now thriving microfinance world was Akhtar Hameed Khan, the dedication to which and his activism in developing rural communities in Pakistan earned him a nomination for the Nobel Prize.

He promoted participatory rural development in developing countries, widely advocating community participation. In the 1980's he began a community development initiative, the Orangi Pilot Project in Karachi, which became a model for many participatory development projects.

His work in directing housing provisions, self- finance, improving sanitary conditions and family planning has earned him international recognition. He has declined to implement any of his ideas for political interests, rather using them for the common well-being.

Ibrahim Abouleish

Born in Egypt on March 23, 1937, Dr. Abouleish studied chemistry and medicine in Austria, earning his doctorate in pharmacology. He was a leader in pharmaceutical research and created many new medicines for disabling diseases such as osteoporosis and arteriosclerosis.

In Egypt he founded SEKEM, (taken from the ancient Egyptian hieroglyph meaning "vitality of the sun"). The organization began using biodynamic farming methods in the desert without the use of irrigation.

He was chosen as 'Outstanding Social Entrepreneur' in 2004. He has been awarded many times for his work in social and cultural development including the Global Thinkers Award for Excellence in Positive Change..

SEKEM grows plants that are developed into herbal teas, fresh produce, and even organic cotton, which helps to sustain the other facilities it hosts. Abouleish has also played a key role in developing new chemical-free methods to process cotton and developing Egypt's first private pharmaceuticals company. His business has been so successful that experts and ideas from it are being exported to South Africa, India, Palestine, Senegal, and Turkey.

Jamie Oliver was born May 27, 1975, in England, and is internationally known for his approachable cuisine. He is a top British chef and has been led to front many TV shows. He began as a pastry chef, but in 2005 he began a campaign to introduce healthier food for schoolchildren. This campaign was later backed by the government. He later took his campaign on a tour to the U.S. and made an impact on the American diet. Oliver conceived and established the fifteen charity restaurant, where he trained young disadvantaged people to work in the hospitality restaurants. He is a supporter of environmental activities and has been awarded for his work in tackling childhood obesity.

Xavier Helgesen serves as Chief Executive Officer of Off-Grid Electric. Mr. Helgesen co-founded Off-Grid Electric Tanzania Limited in 2011 and served as its Director. A veteran entrepreneur, Xavier founded two million-dollar businesses in his 20's, including Better World Books, a profitable social venture with \$60M in revenue selling books online to fund literacy. In 2009, he was recognized as the Best Social Entrepreneur by Businessweek and given the Fast Company Social Capitalist award.

Willie Smits (born February 22, 1957, in Weurt, Gelderland, the Netherlands) is a trained forester, a microbiologist, conservationist, animal rights activist, wilderness engineer and social entrepreneur.

He has lived in Borneo since 1985 and is an Indonesian citizen. While working as a forest researcher in East Kalimantan, Indonesia in 1989, Smits encountered a baby orangutan in a cage in a market, and later returned to find it abandoned on a rubbish heap. This was a turning-point in his career: taking the orangutan home, he nurtured it back to health.

He was soon given other orangutans to look after, and the work of rescuing, rehabilitating and releasing orangutans into the wild developed into what was to become the Borneo Orangutan Survival Foundation.

For over twenty years Smits has worked for the survival of this threatened species of ape, during which time his work has also broadened out into the related areas of sustainable farming, reforestation and remote monitoring of forests.

He travels widely, raising awareness of the issues surrounding deforestation in Borneo. Smits has received knighthood in his native Netherlands as well as an Ashoka Fellowship and a variety of other conservation-based awards.

Sanjit "Bunker" Roy (born 2 August 1945) is an Indian social activist and entrepreneur. He has helped thousands of people in Asia and Africa learn vital technical skills and bring solar power to their sometimes remote villages.

Roy founded the Barefoot College, an organization which specializes in teaching illiterate women from poor villages how to become doctors, engineers, and architects.

What's more impressive is that each of the college's campuses are solar powered and often built and designed by former students. In founding the college, Roy's goal wasn't to make a profit for himself, but to help improve the economic production and quality of life of women throughout his native India (though some aspects of the project have spread to Africa as well).

With women leading and running most of the Barefoot College's operations, it's clear that he's been pretty successful in achieving that goal.

Disability Hiring Discrimination Workshop

This workshop is based on the "Manual for the practice of human rights education with young people¹⁷" created by the Council of Europe.

Title	I want to work / I have the skills
Overview	This activity uses role-play to explore issues about the right to employment for people with disabilities
Related rights	<ul style="list-style-type: none">• Right to work• Right not to be discriminated against• Right to adequate living standard
Objectives	<ul style="list-style-type: none">• To understand disability-related needs in the workplace and in society• To practise skills of self-advocacy• To develop a sense of responsibility and an awareness of human dignity
Materials	<ul style="list-style-type: none">• Copies of the role cards• Pens and paper for the observers• A small table and 2 chairs for the role-players; chairs for the observers
Preparation	<ul style="list-style-type: none">• Make copies of the <u>role cards</u> (below)

Instructions

1. Ask participants what they understand by the "right to work". Use the information at the end of the activity to explain what is covered under human rights law, without yet discussing the disability aspect.
2. Now ask participants to think about the kind of barriers that people with disabilities may face when applying for a job. Explain briefly the concept of "reasonable accommodation".
3. Explain to the participants that they will be role playing a series of interviews for a job of office assistant in the customer service department of a small company. Each of the applicants has a disability. Ask for five volunteers to play the employers who are going to do the interviewing and for another five to be the applicants.
4. Hand out the role cards. Let each role player choose one or two friends to help them develop their role. Give them 10-15 minutes to prepare.
5. Arrange the table and 2 chairs in the middle of the room and ask the rest of the group to take their places as observers. Ask one observer to be a time keeper.
6. Start the role play. Ask the first employer to call in the first applicant. The interview should be brief, and not more than 5 minutes.
7. Invite the second employer to take their place behind the table and to interview the second applicant.
8. When all the interviews are finished, ask participants to come out of role and to join the observers for the debriefing and evaluation.

Debriefing and evaluation

Begin by asking the interviewees:

- How did you feel during the simulation? What did you like or not like?
- How well do you think you coped with your role? What was the most difficult thing?

¹⁷ <https://www.coe.int/fr/web/compass/i-want-to-work->

Next, ask the interviewers:

- How did you feel during the simulation? What did you like or not like?
- How well do you think you coped with your role? What was the most difficult thing?

Next, ask the observers to comment:

- Could these situations happen in real life?
- Did the interviewers show respect and consideration for the people they were interviewing?

Then open up the discussion to everybody:

- What can you say about disabled peoples' right to work? Do you think their right to work is guaranteed in practice?
- What do you think are the main reasons for high unemployment rates among people with disabilities? Is this fair?
- Who do you think should be responsible for ensuring that people with disabilities receive fair treatment? What do you think about the idea of "reasonable accommodation"?
- Do you know anyone who has experienced discrimination – of any kind – in applying for a job? Have you ever experienced anything like this yourself?
- How can we work to change discriminatory attitudes in society?
- Which human rights are relevant when considering employment possibilities for people with disabilities?

Tips for facilitators

Try to ensure that participants do not exaggerate their roles, but behave as closely as possible to how someone would really behave in the given situation. This may be particularly important for the employers, who may be inclined to overplay the role of an "evil" employer.

During the interviews, participants who are not involved in the role-play should observe silently, taking note of the way the roles are represented and any particular difficulties that they perceive from either the side of the employer or the applicant.

Inform participants playing the role of interviewees that the role cards include examples of "reasonable adjustments" that employers might have to make to ensure fair treatment for people with disabilities.

You may wish to discuss possible courses of action that people with disabilities and youth workers can take in trying to change the attitudes of employers. You could also discuss the extent to which the "employers" in the role play expressed typical attitudes towards disability or disabled people.

When you discuss the possible reasons for high rates of unemployment of people with disabilities, you could give some of the following examples:

- a lack of knowledge about disability needs in the workplace
- a lack of knowledge about what people with disabilities are able to do
- low quality jobs for many people with disabilities
- hiring for the "wrong" reasons (e.g. following the law / quotas, but then failing to provide accommodation)
- a fear of new technologies and adaptive technologies

- a tendency for many people with disabilities to try to hide this fact.

Try to highlight both the responsibility of employers, and that of people with disabilities to act as their own self-advocate. You may wish to discuss why people with disabilities often feel they have to hide their disability in an employment process? Do participants know of any examples? How can this be prevented?

Variation

You could propose that participants write the job advertisement for the role play beforehand, giving the job description and person profile.

Suggestions for follow-up

Depending on the time available and the level of awareness of group members concerning disability and disability employment issues, you could ask the group to develop recommendations on:

- How to change employers' attitudes
- Running a campaign to address attitudes to employment rights and raise awareness of the accompanying issues.

Give groups 30 minutes for the discussion and to draw up a flipchart, and then 5 minutes for each group to present the flipchart.

Role card

Applicant 1:

You are a hard-of-hearing person. You lip read well in good lighting conditions. You always check that you understand what is being said by asking, for example, "Am I right in understanding that...?" In order to work effectively in the organisation, you will need an induction loop in the meeting room (a wire that helps to transmit sounds directly to a hearing aid), a phone with volume amplifier and a light alarm or text-telephone.

Think about what you will need to ask for in the interview and how you will do so.

Applicant 2:

You are a deaf person and use sign language. For the interview, you need to be accompanied by an interpreter and this will mean that you will need extra time for the interview. In the workplace you will need a text-telephone (a Tele Typewriter – a device that uses text instead of voice to communicate via telephone lines) and/or text relay service (an operator service that allows people who are deaf, hard-of-hearing, speech-disabled, or deafblind to place calls to standard telephone users via a keyboard or assistive device) to enable you to communicate with customers.

Think about what you will need to ask for in the interview and how you will do so.

Note: You will need to ask one of the other participants to be your interpreter.

Applicant 3:

You are a blind person and need to be accompanied by an assistant whose travel expenses (to the interview) must be paid by the employer. In the workplace you will need a computer with a special keyboard and software that "speaks" the text on the screen to you. To be able to get around, you will need to bring your guide dog. You know that employers may be reluctant to employ you because of the cost and availability of the technological support you will need.

Think about what you will need to ask for in the interview and how you will do so.

Note: You will need to ask one of the other participants to accompany you.

Applicant 4:

You are a person using to a wheelchair. You need the building to be accessible, with nearby parking, and you will need all doorways, elevators, toilets, offices and common areas to be accessible for a wheelchair. If there are steps leading to any of these you will need ramps installing. You will also need a modified workspace with a desk that allows a wheelchair to fit underneath it.

Think about what you will need to ask for in the interview and how you will do so.

Applicant 5:

You are a person with dyslexia and you are applying for a job which will involve a certain amount of reading and letter writing. You have excellent qualifications for the job, including being able to read and write very well, but you find it difficult to work in noisy or stressful situations and within short deadlines. You ask for more time to complete the letter writing test that you are expected to complete as part of the application process.

Think about what you will need to ask for in the interview and how you will do so.

Employers' role cards

Employer 1:

You will be interviewing a hard-of-hearing person. You talk to the interviewee with your mouth half shut, look away frequently and sit in a badly lit place so that it is hard to see your mouth clearly. Talk fast and be impatient and unwilling to answer the questions of clarification put by the applicant. When s/he asks you to repeat something, do so reluctantly, and in an exaggerated way, giving the impression that the applicant was stupid not to understand it first time round.

Think about the questions you might want to ask the applicant at interview.

Employer 2:

You will be interviewing someone who is completely deaf and you will communicate with them through an interpreter. In the interview you address remarks to the interpreter, not to the applicant. You are in a hurry and do not want to waste too much time waiting while your speech is interpreted or while the applicant is communicating his/her comments to the interpreter. You often interrupt the deaf person at these moments. You cannot understand how a deaf person will be able to communicate with the customers and you think that the sign language interpretation at the interview is a waste of time. You also believe that the deaf person will always need a sign language interpreter in the workplace - though he/she will deny it - and you do not want an extra person in the office.

Think about the questions you might want to ask the applicant at interview.

Employer 3:

You will be interviewing a blind person and you cannot see that someone who is blind is at all suitable for the job. You are sure that the technology required will be too costly and, anyway, could not compensate for the disability of being blind. You are also concerned that other staff will not be able to communicate with him/her.

Think about the questions you might want to ask the applicant at interview.

Employer 4:

You will be interviewing a person in a wheelchair. They will ask about wheelchair access and your building is not at all suitable for wheelchairs. You know that it would be too expensive to make the necessary adaptations but you will try not to use this as a reason because you know that it is illegal to discriminate against a candidate simply because they are disabled.

You will try to find other excuses and reasons, although you really believe that this candidate is very suitable for the job.

Think about the questions you might want to ask the applicant at interview.

Employer 5:

You will be interviewing a person with dyslexia and you are irritated by their extra demands. All applicants have been given a test of their letter writing ability and you are not prepared to accept that this applicant should be given any longer to complete the task. You think that if they are not able to write a letter in the given time and under the same conditions as everyone else, they should not be given the job.

Think about the questions you might want to ask the applicant at interview.

APPENDIX

The questionnaires carried out

Questionnaire for young people and jobseekers

***Mandatory**

1) Your country of residence : *

!

2) You live: *

- In a rural area (less than 2000 habitants)
- In an urban area :

2.1) If you live in an urban area: *

- Small town
- Average size city
- Big city

2.2) If you live in an urban area: *

- City center
- In the suburbs

3) Your age: *

- 16 - 25 years
- 26 - 35 years
- 36 - 45 years
- 46 - 55 years
- 56 - 65 years
- more than 66 years

4) Your sex: *

- Female
- Male
- Other

5) Your education

5.1) Do you have any degree or certificates of professional qualification? *

- Yes
- No

5.2) If yes, which ones?(maximum 5 responses) *

6) Your work situation, currently you are: *

- Unemployed
- Under subsidiary contract (public aid)
- Under temporary contract
- Under seasonal contract
- Under fixed term contract
- under indefinite duration contract

6.1) If you are unemployed, since when? *

- Less than 3 months
- More than 3 months
- More than 6 months
- More than 1 year
- Other (specify)

6.2) If you are employed, what is the duration of your contract? *

6.3) If you are employed, how many hours you work per month? *

7) What kind of work do you prefer? *

- To be a employee
- To be your own boss

8) Your mobility:

8.1) You have a drivers licence? *

- Yes
- No

8.2) You have a motorcycle licence? *

- Yes
- No

8.3) You have a scooter licence? *

- Yes
- No

8.4) You have other licence? (specify) *

8.5) What are your means of transportation? *

	Never	Rarely	Frequently	Very often	Always
By car	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
By motorcycle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
By scooter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
By bus/tram/subway	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
On foot	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9) What are the 5 main difficulties you are facing in regards to find a job ? *

10) What would you need to find a job ? *

11) In your opinion, what are the most important skills for a young person to have in order to find a job ?

Classify in order of importance : 1 being the least important and 5 the most important.

11.1) Language skills *

	1	2	3	4	5
Reading, writing, basic mathematics in the national language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading, writing, basic mathematics in the English language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To know how to adapt communication according to the context	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being open to dialogue with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To know how to transcribe information, instructions, situations in a simple and understandable way..	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To transmit messages correctly without modification or interpretation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11.2) Digital skills *

	1	2	3	4	5
Having a background of basic knowledge on how to use a computer, a smart phone, a tablet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge in using the main office software (word processing, spreadsheet..)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge in usage of the Web 2.0. tools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to find your way around the internet and search the web	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To have a critical and thoughtful attitude toward web information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to use the message function	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11.3) Social, civic and personal skills *

	1	2	3	4	5
To know the rules of the country and abide by the enforced laws	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To do volunteer work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To be responsible for your speech and behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respect the point of view of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To demonstrate active listening, kindness, and empathy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To be motivated and have self-confidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11.4) Socio-professional skills *

	1	2	3	4	5
To know how to present yourself during a job interview	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To describe your personal and professional career by value of your skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To know the job market	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To know the company you are applying to work for	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To know how to work in a team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accept to learn from and with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11.5) Cultural and intercultural skills *

	1	2	3	4	5
To be open to cultural diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To be able to communicate constructively in a situation of intercultural interaction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fight prejudice and stereotypes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12) Please mention any other skills that you consider essential: *

Questionnaire for social workers, youth leaders, trainers

***Mandatory**

1. 1) Your country of residence : *

2. 2) Your organization is located : *

- In a rural area (less than 2000 habitants)
- In an urban area :
- small town • average size city • big city
- in the center • in the suburbs

3. 3) Your organization is : *

- a public establishment
- Does your organization depend directly upon the government ? yes • no •
- a private organization
- Is your organization part of the socio-solidarity economy ? yes • no •

4. 4) How many years does your organization exist ? *

5. 5) What's your main industry ? *

6. 6) What kind of support do you offer to young people in order for them to find work ? *

7. 7) What are 5 main difficulties that you come up against in your support ? *

8. 8) What are 5 main difficulties your participants face in order to find a job ? *

9) In your opinion, what are the basic skills needed for a young person to find a job ?

Classify in order of importance : 1 being the least important and 5 the most important

9. 9.1) Language skills *

	1	2	3	4	5
Reading, writing, basic mathematics in the national language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading, writing, basic mathematics in the English language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To know how to adapt communication according to the context	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being open to dialogue with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To know how to transcribe information, instructions, situations in a simple and understandable way..	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To transmit messages correctly without modification or interpretation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. 9.2) Digital skills *

	1	2	3	4	5
Having a background of basic knowledge on how to use a computer, a smart phone, a tablet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge in using the main office software (word processing, spreadsheet..)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge in usage of the Web 2.0. tools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to find your way around the internet and search the web	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To have a critical and thoughtful attitude toward web information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to use the message function	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. 9.3) Social, civic and personal skills *

	1	2	3	4	5
To know the rules of the country and abide by the enforced laws	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To do volunteer work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To be responsible for your speech and behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respect the point of view of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To demonstrate active listening, kindness, and empathy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To be motivated and have self-confidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. 9.4) Socio-professional skills *

	1	2	3	4	5
To know how to present yourself during a job interview	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To describe your personal and professional career by value of your skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To know the job market	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To know the company you are applying to work for	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To know how to work in a team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To accept to learn from and with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. 9.5) Cultural and intercultural skills *

	1	2	3	4	5
To be open to cultural diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To be able to communicate constructively in a situation of intercultural interaction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fight prejudice and stereotypes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. 10) Please mention any other skills you consider essential : *

Questionnaire for employers (businesses, cooperatives, associations...)

***Mandatory**

1. 1) Your country of residence : *

2. 2) Your organization is located : *

In a rural area (less than 2000 habitants)

In an urban area :

3. 2.1) If your organization is in an urban area: *

Small town

Average size city

Big city

4. 2.2) If your organization is in an urban area: *

City center

In the suburbs

5. 3) Your organization is : *

a public establishment

Does your organization depend directly upon the government ? yes • no •

a private organization

Is your organization part of the socio-solidarity economy ? yes • no •

6. 3.1) If your organization is a public establishment, does it depend directly upon the government? *

Yes

No

7. 3.2) If your organization is a private organization, it's part of the socio-solidarity economy? *

Yes

No

8. 4) How many years does your organization exist ? *

9. 5) What is your main sector of activities ? *

10. 6) Your level of work : *

- Local
- Provencal
- Regional
- National
- European
- Internacional

11. 7) What kind of work contract do you offer? *

	Never	Rarely	Frequently	Very often	Always
Temporary contract	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seasonal contract	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Linha Relief contract (Public aid)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fixed term contract	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Indefinite duration contract	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. 8) What are the main values of your organization ? : *

13. 9) What are your priorities for your recruitment's? *

	Never	Rarely	Frequently	Very often	Always
University Degree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Experience (professional and/or volunteer)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional references and recommendations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Motivatio	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Driving license	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Criminal record	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
other (specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. 10) What do you require of your recruitment's ? *

	Never	Rarely	Frequently	Very often	Always
Curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cover letter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Job interview	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The real situation in a work station	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other (specify)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. 11) Do you act in favor of youth employment ? *

- Yes
- No
- If yes, how?

16. 12) What are 5 main problems you come across when recruiting? *

13) In your opinion, what are the most important skills for a young person to have in order to find a job ?

Classify in order of importance : 1 being the least important and 5 the most important.

17. 13.1) Language skills *

	1	2	3	4	5
Reading, writing, basic mathematics in the national language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading, writing, basic mathematics in the English language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To know how to adapt communication according to the context	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being open to dialogue with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To know how to transcribe information, instructions, situations in a simple and understandable way..	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To transmit messages correctly without modification or interpretation.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. 13.2) Digital skills *

	1	2	3	4	5
Having a background of basic knowledge on how to use a computer, a smart phone, a tablet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge in using the main office software (word processing, spreadsheet..)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Knowledge in usage of the Web 2.0. tools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to find your way around the internet and search the web	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To have a critical and thoughtful attitude toward web information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to use the message function	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. 13.3) Social, civic and personal skills *

	1	2	3	4	5
To know the rules of the country and abide by the enforced laws	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To do volunteer work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To be responsible for your speech and behavior	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Respect the point of view of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To demonstrate active listening, kindness, and empathy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To be motivated and have self-confidence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. 13.4) Socio-professional skills *

	1	2	3	4	5
To know how to present yourself during a job interview	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To describe your personal and professional career by value of your skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To know the job market	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To know the company you are applying to work for	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To know how to work in a team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accept to learn from and with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. 13.5) Cultural and intercultural skills *

	1	2	3	4	5
To be open to cultural diversity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To be able to communicate constructively in a situation of intercultural interaction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fight prejudice and stereotypes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. 14) Please mention any other skills you consider essential : *
