



Erasmus+

# GUIDE

## FOR ROMA YOUTH WORKERS ON NON- FORMAL EDUCATION FOR EMPLOYABILITY AND TRANSVERSAL SKILLS

# Erasmus+



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## Contents

1.	Introduction .....	7
2.	Skills Can Be Strengthened in Different Ways .....	9
2.1	What is Informal Learning?.....	9
2.2	We May Not Be Able to Objectively Assess Our Skills.....	10
2.3	The Ability to Upgrade Your Skills is Important.....	10
3.	Why is Lifelong Learning Important?.....	12
3.1	Self-Confidence is Important for Employability.....	12
3.2	When Possible, Employability Programs Should Be Customized .....	14
3.3	An Employability Program Needs to Address a Relevant Need .....	15
3.4	Beneficiary Assessment is Important .....	15
3.5	Employability Programs Can Have Additional Objectives .....	16
3.6	Conclusions .....	16
4.	What are Basic Skills? .....	19
4.1	Why is the Focus on Basic Skills Important?.....	23
5.	What are Transversal Skills? .....	24
6.	Which Skills Are Considered Employability Skills?.....	29
6.1	How Do We Get Employability Skills?.....	39
7.	Entrepreneurship.....	41
7.1	Programs for Entrepreneurship Promotion.....	45
8.	Entrepreneurship Skills.....	47
8.1	Entrepreneurship Skills and Youth Empowerment .....	54
9.	Bibliography .....	56
10.	TRAINER GUIDEBOOK FOR NON-FORMAL EDUCATION ON EMPLOYABILITY FOR ROMA YOUTH.....	57
	QUICK GUIDANCE FOR THE TRAINER.....	57
	SESSION 1.....	58
	1 Sabina’s Computer Workshop .....	58
	1.2 Introduction to Viber and What’s Up .....	60
	SESSION 2.....	63

2.1 Skills Self-Assessment .....	63
2.2 Personal Essay on Employability Skills.....	65
SESSION 3.....	66
3.1 Study of Job Ads.....	66
3.1 Study of Job Ads Found Online .....	68
SESSION 4.....	69
4.1 Aleksandar’s Career Choice .....	69
4.1 Introduction to Skype .....	71
4.2 Work Correspondence on Skype .....	72
SESSION 5.....	74
5.1 The CV Dilemma.....	74
5.2 Finding CV Formats Online .....	78
5.3 Developing a Personal CV .....	78
SESSION 6.....	79
6.1 The Employment Situation of Roma.....	79
6.2 Hangman Game with the key words from exercise 6.1.....	82
6.3 Writing a Short Essay on the Employment Situation of Roma .....	83
SESSION 7.....	84
7.1 Categorization of Employability Skills.....	84
7.1 Employability Skills Matrix.....	85
SESSION 8.....	90
8.1 Job Interview: What to Do and Not to Do .....	90
8.2 Job Interview: Role Play.....	92
SESSION 9.....	95
9.1 The Employment Challenge of Roma Youth .....	95
9.2 Hangman Game .....	97
9.3 Writing a Short Essay on the Employment Challenge of Roma Youth .....	98
SESSION 10.....	99
10.1 Learning to Disagree: Role Play .....	99
10.2 The Importance of Social Media in the Job Search: Introduction to LinkedIn .....	100

SESSION 11.....	102
11.1 Professional E-mail Communication.....	102
SESSION 12.....	105
12.1 Personal Employability SWOT Analysis.....	105
12.2 Communication: Handling a Difficult Client .....	107
SESSION 13.....	109
13.1 Public presentation Using Power Point .....	109
SESSION 14.....	111
14.1 Going to Interviews and Not Getting Any Feedback .....	111
14.2 CV Work: Continuation .....	113
SESSION 15.....	114
15.1 Event Organization .....	114
SESSION 16.....	117
16.1 Communication/Job Search: Making Job Search Phone Calls.....	117
16.2 Communication: Public presentation Using Power Point.....	118
SESSION 17.....	120
17.1 Quick Business Planning 1 .....	120
17.2 Mobile App Work – Simple Math .....	121
SESSION 18.....	123
18.1 Writing Effective Cover Letters.....	123
18.2 Employability Skills of Relevance to Various Jobs .....	124
SESSION 19.....	126
19.1 Event Organization .....	126
SESSION 20.....	129
20.1 Quick Business Planning 2 (Continuation): Revenue and Costs .....	129
SESSION 21.....	133
21.1 Managing Conflict in Work Situations .....	133
SESSION 22.....	141
22.1 Quick Business Planning 3 (Continuation) – Description of the Market and Sales Strategy.....	141
22.2 Mobile App Work – Simple Math .....	142

SESSION 23.....	143
23.1 Making Decisions .....	143
SESSION 24.....	150
24.1 Quick Business Planning 4 (Continuation) – Competition .....	150
24.2 Personal Employability SWOT Analysis.....	153
11. TRAINER GUIDEBOOK FOR NON-FORMAL EDUCATION ON BASIC AND TRANSVERSAL SKILLS FOR ROMA YOUTH.....	154
QUICK GUIDANCE FOR THE TRAINER.....	154
SESSION 1.....	156
1.1 Basic skills self-assessment .....	156
1.2 Reading: A Legendary Dog.....	159
SESSION 2.....	162
2.1 Numeracy: Math Games .....	162
2.2 Numeracy: Planning a holiday .....	162
SESSION 3.....	165
3.1 Reading / Creative thinking .....	165
3.2 Reading and numeracy .....	167
SESSION 4.....	171
4.1 Writing: Writing an essay.....	171
Writing: Writing a formal letter .....	171
SESSION 5.....	174
5.1 Communication and active listening .....	174
5.1 Active listening 1.....	177
SESSION 6.....	179
6.1 ICT Self-assessment .....	179
6.2 Introduction to Microsoft Office Word 1.....	182
SESSION 7.....	184
7.1 Introduction to Microsoft Office Word 2.....	184
7.2 Introduction to Microsoft Office Excel 1 .....	185
SESSION 8.....	187
8.1 Introduction to Microsoft Office Excel 2 .....	187

8.2 Problem solving 1 .....	188
SESSION 9.....	191
9.1 Problem solving 2 .....	191
9.2 Collecting Information Over the Internet.....	192
9.3 Using the Internet to Access Information.....	193
SESSION 10.....	195
10.1 Using ICT in teamwork: Introduction to Asana.....	195
10.2 Using ICT in teamwork.....	196
SESSION 11.....	198
11.1 Introduction to Email 1 .....	198
11.2 Introduction to Email 2 .....	200
SESSION 12.....	202
12.1 Introduction to Microsoft Office PowerPoint 1.....	202
12.2 Introduction to Microsoft Office PowerPoint 2.....	204
SESSION 13.....	206
13.1 Introduction to active listening.....	206
13.2 Active listening: One-word story .....	207
SESSION 14.....	209
14.1 Organization and time management.....	209
14.2 Organization and time management in a team.....	210
SESSION 15.....	212
15.1 Active listening: role-play .....	212
15.2 Active listening in conflict situations .....	213
SESSION 16.....	216
16.1 Strategical & innovative thinking.....	216
16.2 Communication skills: Nonverbal communication .....	217
SESSION 17.....	219
17.1 Nonverbal Communication 2 .....	219
SESSION 18.....	220
18.1 Creative thinking.....	220

18.2 Logic games.....	221
SESSION 19.....	223
19.1 Negotiation skills.....	223
SESSION 20.....	226
20.1 Negotiation into practice.....	226
SESSION 21.....	230
21.1 Fact and opinion .....	230
21.2 Fact and opinion 2 .....	232
SESSION 22.....	237
22.1 Innovative thinking .....	237
22.2 Logic games.....	238
SESSION 23.....	240
23.1 Public presentation: Interview .....	240
SESSION 24.....	242
24.1 Skills application: Role-play .....	242

## 1. Introduction

There is hardly a topic related to youth employment that has received more attention than employability. In essence, employability is about how to make young people more employable.

**Employability is defined** as “the combination of skills, attitudes and behaviors to get, keep and progress on a job, work with others on a job, and to achieve the best results.”<sup>1</sup>

There are also other definitions of employability, such as, “a set of achievements, understandings and personal attributes that make individuals more likely to gain

**Attitudes** are feelings or emotions toward a fact or state.

**Behavior** is the way in which someone conducts oneself or behaves.

**Skill** is the ability to do something well, arising from talent, training or practice.

employment and to be successful in their chosen occupations”, or “a set of attributes, skills and knowledge that all labor market participants should possess to ensure they have the capability of being effective in the workplace – to the benefit of themselves, their employer and the wider economy”.

From these definitions, it is obvious that employability is not just about skills, that is, the ability to do something. It is also about attitudes,

that is, people’s views on certain issues. And it is also about behavior.

And from the definition it is obvious that employability is not only about getting a job, but also about keeping it, having results, and working well with others.

Employability relates to the so-called supply side of the youth unemployment problem. This means that employability is about preparing young people to be better able to respond to the demand for jobs. In other words, it is about equipping young people with skills employers need. Working on the supply side means not how to create more jobs for young people but, how to give them the skills that are needed for jobs that exist. On the contrary, working on the demand side means working on job creation. The concepts are often closely related. Skills are needed to get a job but also to create a job for oneself. In order to ensure employment, one need sound basic skills, but also transferable

<sup>1</sup> Janice A. Leroux & Susan Lafleur, “Employability Skills: the demands of the workplace”, *The Vocational Aspect of Education*, 1995, 47:2, 189-196, DOI: 10.1080/0305787950470207

skills, and specific employability skills. The distinctions between the groups are presented in the chapters that follow.

Employability is associated with the concept of skills disconnect or mismatch. This means that employers need certain skills; young people don't have them and because of this they cannot do the jobs that exist on the market.

The often-quoted reasons include the inability of the educational systems to keep pace with the changes in the economy and the labor market. The rise of the new information and communication technologies (ICT) has further expanded the gap between what is learned in school and what is needed by employers.

This means that there are young people who are unemployed, yet at the same time there are vacant jobs, unfilled posts that employers cannot find the right people for. This phenomenon is well known.

Strengthening the employability of young people makes them more competitive for the existing jobs. In addition, however, strengthening youth employability contributes to the general competitiveness of the labor force and the economy.

## 2. Skills Can Be Strengthened in Different Ways

The most common way of improving skills, is through teaching and learning. This can be done in many different ways. A lot of teaching is done in a classroom environment. Teaching is also done on-the-job. In addition, activities which are not necessarily considered training can also contribute to the strengthening of employability skills. For example, volunteering or time spent abroad, in a new environment, can be quite important for young people’s employability. It supports their autonomy, self-reliance, critical thinking, and so forth. Hence, it is important to note that teaching or training is not the only way to strengthen employability skills. The process of what is called informal learning, through various activities in life, can be of great importance.

### 2.1 What is Informal Learning?

**Informal learning** is the learning which happens in a non-structured way, while the person does other things, and s/he is maybe not even aware that s/he is learning.

Table 1 below provides an overview of various programs or activities which can contribute to employability skills.

Table 1. Types of activities and relevance to employability skills

<i>communication skills</i>	<i>self-esteem and responsibility</i>
general and advanced literacy programs	exchange programs involving stay out of the home environment
reading and debate clubs, theatre programs	placements: internships, volunteerships etc.
essay contests and awards on different topics	community service or community work type of programs
foreign language courses	adventure education (stays in nature, camping etc.)
chat sessions	activities involving helping others, making relevant decisions,
all sorts of group activities	

## 2.2 We May Not Be Able to Objectively Assess Our Skills

Basically, everything we do is related to certain abilities or skills, whether we do a sport, play an instrument have a hobby etc. Sometimes we are not fully aware of the skills we have, or we tend to underestimate them.

However, the opposite can also be true. We can feel that we are well-equipped with some skills, even though this is not the case. A very simple example is computer skills. Many people, and young people in particular, tend to overestimate their computer skills. Many employers say that young people coming to interview claim they have sound office-package (word processing, spreadsheets, etc.) computer skills, but then they cannot effectively complete fairly standard tasks.

This fact, that everything we do requires skills, is used in some of the training interventions that work on motivation and self-confidence. There is for example the “day in life” exercise whereby participants are asked to describe the activities they do over the course of one day, and then they collectively analyze the different skills that are related to doing these activities. Similarly, job counselors try to indirectly inquire about clients’ skills by asking them about hobbies or preferred types of leisure.

## 2.3 The Ability to Upgrade Your Skills is Important

It is often said that the ability to upgrade the skills a person has is more important than the stock of skills the person has at a specific point in time. This means that a person must continuously work on improving his or her skills. This is the concept at present referred to as lifelong learning.

**Lifelong learning** “literally means that learning should take place at all stages of life cycle (from the cradle to the grave) and, in more recent versions that it should be life-wide; that is embedded in all life contexts from the school to the workplace, the home and the community.<sup>2</sup>”

Education can no longer be considered an activity that will stop at the age of 18 or 24. People and workers need to upgrade throughout their lives. It is important to note that this is a concept that is still far from widely accepted in the SEE region. Many people cling to the old notion that once they have graduated from high-school or university, they

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<sup>2</sup> Laal, Marjan, “Lifelong Learning: What does it Mean?”, *Procedia - Social and Behavioral Sciences* 28 (2011) 470 – 474. 10.1016/j.sbspro.2011.11.090.

are done with education. Promoting the understanding about the importance of lifelong learning is an important part of education for employability.

Another concept that has gradually been disappearing in the age of rapid technological change is the concept of a job for life. There are ever fewer such jobs in any economy. The nature of work is changing. People are increasingly required to adapt to the changing needs of employers and the labor market and to cope with an increasing job insecurity.

A job for life is a job that you can stay in all your working life. Job insecurity is a condition wherein employees lack the assurance that their jobs will remain stable from day to day, week to week, or year to year. In conditions of rapid technological change and innovation, it is unlikely that the generations of today will maintain a job for life; however, in the context of this dynamics, job insecurity means that we have to be prepared to develop our skills throughout our working lives.

### 3. Why is Lifelong Learning Important?

This means that a person must constantly be ready to adapt and learn if s/he want to be competitive in the modern work environment.

The more skills a person possesses the more competitive s/he is.

It is an advantage to have diverse but complementary skills that make a person competent for several related types of jobs in a broader field. This is one way to avoid a lock-in effect or redundancy. Just for

comparison, vocational education in the region was offering the opposite – narrow specialization in a technical occupation in wage employment. No related employability or entrepreneurship skills. Once the technical skills get outdated, workers are left with very little to start again from.

This is why it is important to keep learning. Lifelong learning starts with the awareness, with the acknowledgement of the fact that – education must not stop. And this is not an easy task. Young people need to be explained, converted to the belief that - education is a life- long process. In addition, they need to understand that the primary responsibility for this is their own. These are important points of any program for strengthening employability.

#### 3.1 Self-Confidence is Important for Employability

The first step to enhancing employability is building self-confidence<sup>3</sup>. Especially if the work is done with youth who are first-time unemployed.

Young first-time unemployed often face the challenge of low self-confidence, negative thinking, low social skills, and self-isolation. This is thus more the case with young persons from vulnerable and socially excluded groups or communities.

What do employers expect from workers:

- communication
- customer handling
- ability to get on with others
- customer service
- driving
- diligence
- time keeping
- reliability
- attitude and willingness to learn  
(Hogarth, 2003)

<sup>3</sup> Kitigawa, K., "Building Individuals' Self-Confidence as a First Step to Helping Them Acquire or Enhance Their Employability and Essential Skills or Ensure the Success of Their Job-Specific Training", *Make the Skills Connection*, The Conference Board of Canada, Ottawa, Canada, 2001.

The stigma of discrimination which is often associated with the position of social vulnerability, already has a very strong effect on the self-confidence of such young people.

One of the strongest dimension of discrimination is in employment. This means that someone who has the same or stronger skills for a particular job than someone else, does not get the job because of other personal characteristics, such as ethnicity, religious affiliation, gender, disability, sexual orientation, social background, or a combination of these or other characteristics.

Discrimination, hence, refers to the unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, sex or another characteristic.

Therefore, the self-confidence of these young people that they can find a job, work well, and deliver results, can often be very low. Hence, the work on strengthening the self-confidence of young job seekers from social marginalized communities should be an important part of their employability training.

Self-confidence, representing a feeling of trust in one's abilities, qualities, and judgement is of great importance in the job searching process.

In the employability work with these groups of young people, going directly into communication skills, or leadership, will likely not be the most effective approach. It is not enough to simply deliver a Word or Internet course if your beneficiaries feel so desperate that they won't even try to use it. Beneficiaries need to create a positive self-image, overcome fears, feel integrated, start assuming responsibility, and become self-aware<sup>4</sup>.

This is why work on self-confidence needs to be integrated in work on employability. This can be done in many different ways. Self-confidence can be addressed through presentations as well as group discussion and exercises. An internship experience in a supportive work environment can also be important for self-confidence. In some programs training is combined with group or individual counseling. The specific choice will depend on the broader context of the program.

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<sup>4</sup> Ibid.

### 3.2 When Possible, Employability Programs Should Be Customized

In any case it is good to consider a program which includes several related components, for example, training, job and career counseling, placement in a work environment, etc. In an ideal situation the program would have a high level of customization to the specific needs of individual beneficiaries. Some beneficiaries could perhaps be involved in all program components, some will benefit more from the specific job counseling whereas others will take only particular training. It is of course difficult for one provider to be able to incorporate all these components in a program. This is where the prospect for productive partnership should be explored.

Young unemployed can have very particular challenges, such as no work experience, outdated work experience, lack of qualifications, lack of employability skills, having experience but no certification, or lack of info about employer requirements<sup>5</sup>.

Various combinations of these challenges are possible. Beneficiary customization is a matter of program adaptability and flexibility and adjustable programs are considered to give better results than non-customized interventions. However, there is a difference between customizing employability education to the specific needs of a group of students and customizing it to the specific needs of each individual student. Individual customization is more complex and it usually requires a longer-term commitment both by the provider and the student.

Consider the following: some of the employability skills such as literacy, numeracy, and computer basics can be subject to formal testing and certification; others like problem solving, teamwork and responsibility are not. They cannot be seen either from a certificate or a person's CV.

Some of the employability skills cannot be effectively taught in a classroom environment. For example, teamwork. The concept can be presented in a classroom but real-life experience, experiential learning, is much more effective. This is an important issue in the design of employability curricula.

In addition, some of the concepts related to employability can be effectively elaborated through one-off workshops, whereas other will need courses of longer duration. This is the case with ICT or language skills.

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<sup>5</sup> Ibid.

### 3.3 An Employability Program Needs to Address a Relevant Need

We always need to consider the relevance of our program. This means, does what we do correspond to an important need? Is the type of intervention that we chose the right one to address this need? Is the need we identified relevant locally? Did we ask enough local stakeholders about what the needs are before we decided on the intervention? What is the interest in our activity? Could have we designed the curricula better? How did we select the beneficiaries?

Work on employability can be done with different target groups. One type of work is with students who are still in high school or at university. The aim would be to strengthen the employability of these young people before they have even entered the job market. Another type of work is with young unemployed or discouraged. The interventions would of course need to be different.

For example, the issue of beneficiary motivation will be different in these two different programs. Beneficiaries need to be motivated. The results of the program depend strongly on the motivation of the prospective students. This is why the assessment of candidate motivation is an important part of the pre-enrolment assessment. However, motivation would need to be measured differently for students who have not yet entered the labor market and young people who have become discouraged after prolonged and unsuccessful job search.

### 3.4 Beneficiary Assessment is Important

The assessment which takes place in the pre-enrolment phase is an important component of the program and gives relevant input the program design. The assessment of candidate motivation is only one segment of the overall evaluation which primarily focuses on the candidate's current skills, experience, attitudes, and behavior.

There are many frameworks, tests and questionnaires for assessment or self-assessment of employability.

The assessment provides information on the profile of the students; on their skills levels, educational background, previous (un)employment experience, and so forth. The curricula always have to be tailored to student needs. It should be neither too advanced for the students, nor too basic. In practice providers often work with ready-made curricula, and candidates are assessed in order to verify that they can master the

curricula. Based on their level of knowledge they are enrolled in lower or higher levels of the program.

The assessment helps maximize the outcome at the level of individual student as well as at the level of the overall program. The students will achieve more if the program is closely tailored to their needs and of course interests.

### 3.5 Employability Programs Can Have Additional Objectives

The design of the employability education program can also be informed by other considerations which go beyond student current skills or experience. The program may have a social development objective, in addition to the educational one.

This is commonly the case with some educational programs implemented by CSOs or public institutions. For example, the program may be designed to help young people at the risk of social exclusion. In such a case, the cultural or social background of the candidates, or their other characteristics, may also be taken into consideration.

These additional objectives are primarily addressed through the selection of the beneficiaries. The program is primarily made available to the specific target group. For example, there are courses which are organized only for women, only for youth from poorer families, only for young Roma, only for persons with disability, and so forth.

The characteristics which define the beneficiary as a member of the target group are not sufficient to include a person in an educational training program. The student also needs to have the interest, the motivation, and the pre-requisite skills and knowledge to take part in the program. These criteria also need to be included in the process of selection of beneficiaries. For example, a person may be offered to take part in a business start-up program because s/he belongs to the specific target group being supported. However, if this person has no interest in business start-up whatsoever, it is not likely that she will be effective in running a business. This is commonly a case with such programs. This is an important consideration.

### 3.6 Conclusions

As already notes earlier, there are potentially many different types of activities and programs that can strengthen the employability of young persons. In addition, the same or similar type of programs can be designed and delivered differently. For example, a course on orientation into employability skills, can be designed and delivered in many

different ways. This means that it can have a different curriculum, teaching methodology, duration, intensity, participants, and the like.

Generally little work is done on employability with young persons while they are still in high school. Because of this, the concept of employability can be fairly unknown to them. They would often be unaware of the skills employers generally require, and the need to strengthen such skills. It often happens that young persons only start to learn about employability once they are out of school and they start looking for a job. Many of them have to discover the importance of employability on their own. Therefore, work on orientation of young persons in high school in the concept of employability is relevant. This can include various formats. For example, one type of format is a single one-off seminar on introduction to employability. As already noted earlier, work on skill improvement starts from the realization, the individual awareness. Hence, orientation seminars that promote such an awareness are important. This may seem to be overstating the obvious. However, the reality is that there is a large number of young persons who lack this awareness.

Educational courses on the basic employability skills including foreign language (most commonly English) and ICT are in abundant supply. Most of these programs are supplied at standard market rates by private education providers. It is important to note that the demand for these courses comes from students who can afford them, and who have the pre-requisite knowledge to take part. Students who either cannot afford these services, or who lack the needed education background, do not have access to these programs. There is hence obvious need for language and ICT courses for underprivileged young persons. They would need to be designed such to address the specific challenges faced by these students.

Programs which focus on developing skills from the standard employability frameworks, such as communication, team work, critical thinking and problem solving, planning and organization (basic management) and the like, are relevant for young job entrants in general, regardless of age, educational or social background. The standard approach to teaching these skills is the training workshop. The formats are potentially unlimited. Again, the very orientation into the concepts and their relevance is in of itself very important. This is one core objective of such workshops. They develop the initial awareness which helps young persons develop these skills and behaviors overtime, often through processes of informal learning.

Work on promoting the self-confidence of young persons is very important. This is best done through modules integrated in curricula on employability skills. Such modules should strengthen the motivation of young persons and reduce the fear and uncertainty of the unknown in the labor market.

When we design activities, we should always try to balance between the objectives and potential benefits of one-off activities (1 workshop or even several of them) vs. extended ones, for example: a twice-a-week course that will go on for 6 months or 1 year. What we decide to use will always depend on what we are trying to achieve.

Issues such as intensity of activities, discipline, openness vs. restrictiveness (whether it is more like a club type of work and new people can come in out at any given point, or continuity and group cohesion are deemed important) are all issues that are important in design of programs. In some cases, the rules would maybe need to be flexible, for example, if working with beneficiaries who have a difficult social context. On the other hand, there are educational programs which insist on discipline. We should keep in mind that we should avoid the threat of thinking “training” every time we think about skills and employability. They are being developed through a wide range of activities.

## 4. What are Basic Skills?

The processes of modernization and intensive globalization intensify the exchange and development of knowledge and technology, creating a more interconnected world. In this globalized world, individuals are faced with the challenge of mastering constantly evolving new technologies and making sense of large amount of information. Consequently, the competencies they need to master, including the basic ones, have become more complex.

The concept of basic skills refers to several foundation skills in “reading, writing, mathematics, and English as a Second Language, as well as learning skills”<sup>6</sup>. These skills are basic in the sense that they are fundamental for participating in society and the labor market, and a prerequisite for further learning. Table 2 presents one of the proposed typologies of basic skills.

Table 2. Typology of basic skills.

<b>Skill</b>	<b>Refers to</b>
<b>Oral skills</b>	creating meaning through listening and speaking; being able to listen to others, to respond to others and to be conscious of the interlocutor while speaking; ability to listen attentively and to comprehend, interpret and assess oral texts; expressing opinions, discussing topics and structuring and adapting one’s own oral text according to recipients, content and purpose; listening and responding to others and expressing one’s own opinion in spontaneous as well as prepared conversations.
<b>Reading skills</b>	create meaning from text; engaging in texts, comprehending, applying what is read and reflecting; processing and comprehending texts based on prior knowledge and expectations;

<sup>6</sup> Center for Student Success, 2007, p.13

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	using different meaning-making strategies in order to understand increasingly more complex texts; using different meaning-making strategies in order to understand increasingly more complex texts; drawing conclusions based on more than one text;
<b>Writing skills</b>	the ability to plan, construct, and revise texts relevant to content, purpose and audience; using different strategies and sources in preparation of writing; master spelling, grammar, sentence construction, cohesion and text binding on paper and screen together with other modes of expression such as pictures, figures and symbols; being able to express opinions, discuss issues, share knowledge and experience though adapting one's own texts to audience and content and purpose;
<b>Digital skills</b>	being able to use digital tools, media and resources efficiently and responsibly, to solve practical tasks, find and process information, design digital products and communicate content; developing digital judgement by acquiring knowledge and good strategies for the use of the Internet; being able to use different digital tools, media and resources as well as to search for, categorize and interpret digital information appropriately and critically;
<b>Numeracy skills</b>	recognize and describe includes being able to identify situations involving figures, units and geometric figures found in plays, games, subject-related situations in work, civic and social life; being able to choose strategies for problem solving; using appropriate units of measurement and levels of precision, carrying out calculations, retrieving information from tables and diagrams, drawing and describing geometric figures, processing and comparing information from different sources; interpreting results, evaluating validity and reflecting on effects

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There are also other typologies of basic skills confirming that the core skills in this sphere are constantly expanding. Such is the typology presented in Table 3. Both typologies indicate that young people and adults are facing increasing challenges to keep up with the skills that employers seek and that the formal labor market rewards. This requires a growing body of educational opportunities, adapted to the specific learning contexts and needs of the learners, and open to new educational trends. The OECD report concludes that “countries with less-skilled populations – with less knowledge capital – will find it difficult to introduce productivity improvements. As a result, they will find economic growth and development to be slower. Finally, what growth there is will be less inclusive, because those without basic skills will be unable to keep pace with their more skilled peers”<sup>7</sup>.

Table 3. Types of basic skills<sup>8</sup>.

Skill	Refers to
<b>Literacy</b>	<p>the ability to read simple words;</p> <p>capacity to understand, use and reflect critically on written information, the capacity to reason mathematically and use mathematical concepts, procedures and tools to explain and predict situations, and the capacity to think scientifically and to draw evidence-based conclusions;</p> <p>communication in the dominant or official language of the country in which one is a long-term resident, for those for whom this is not the first language.</p>
<b>Numeracy</b>	<p>the ability to use number skills at the level necessary to function socially and at work and to access education and training</p>

<sup>7</sup> OECD, *Universal Basic Skills: What Countries Stand to Gain*, OECD Publishing, 2015. <http://dx.doi.org/10.1787/9789264234833-en>

<sup>8</sup> The European Civil Society Platform on Lifelong Learning, *Guide to Good Practice in Basic Skills in Lifelong Learning*, 2004.

**Closely connected with these skills and increasingly included in definitions of basic skills are other life or key skills:**

<b>Interpersonal skills</b>	teamwork, cultural awareness
<b>Technology skills</b>	use of ICT and the Internet
<b>Communication skills</b>	use of foreign languages
<b>Employability skills</b>	Work-related: job seeking (including CV writing, interview skills, evaluation of one's cultural and employment background and ability to consider it in different contexts), motivation, entrepreneurship, and skills related to specific areas of employment
<b>Learning to learn</b>	skills related to coping in everyday life, citizenship and participation in civil society leading to the capacity to attain personal fulfilment and social inclusion.

The European Commission Working Group on Basic Skills argues for the use of the term key competences as being less restrictive than “basic skills”.

In this sense, the term “competence” refers to a combination of skills, knowledge, aptitudes and attitudes, including the disposition to learn. These competences are paramount to the achievement of both individual and social objectives, by enabling the attainment of:

- Personal fulfilment and development throughout life – the creation of cultural capital;
- Active citizenship and inclusion in society – the creation of social capital;
- Employability – the capacity of everyone to obtain a decent job – the creation of human capital.

This is relevant in the sense that the competence approach goes beyond individual skills and fosters an integrative, holistic view of key competences. These key competences are acquired primarily through formal education, but also through non-formal education and informal learning – socialization or in the workplace.

#### 4.1 Why is the Focus on Basic Skills Important?

The type of employability program or activity will depend on the specific beneficiary profiles and their needs. Work needs to respond to the relevant needs of the beneficiaries and it has to be rooted in their socio-economic reality.

For example, team work has been highlighted as an important employability skill. Team building is also a regular component of various management training programs. Training in team building has been quite a trend in the CSO management training over the past years in the region of Southeast Europe (SEE). This was of course not done with the aim of enhancing employability of CSO staff (though it affects it) but in order to enhance NGOs' organizational performance.

Many CSOs and many young people underwent advanced, expensive team building trainings in order to be able to work better. Yet at the same time it is perhaps difficult to find among many CSOs sufficient staff who would have good knowledge of some office-packages, in particular of working with spreadsheets.

The point is that basics are important. Some skills are taken for granted, like typing. Yet the lack of this skill precludes a person from undertaking more complicated tasks he/she might be capable of.

Focus on skills which are often considered basic, such as ICT and foreign language, is important. Many young people are not interested in such programs because they consider them basic or even old-fashioned. They also feel that they do not need them. However, it is not enough to be able to do something poorly. You need to be able to do it well. To excel in it. Having some computer skills or speaking just a little foreign language is not enough. It is certainly not enough for office work which requires regular business communication in a foreign language. Young people need to have strong computer and language skills. That makes for strong employability.

Globalization rides on the tremendously lowered communication costs due to the breakthrough of new technologies. Two common denominators of the new closely integrated knowledge economy that are self-evident are English and information and communication technology (ICT). When foreign capital decides to come into a country and create jobs it is not because young people there are very good team workers. That will be an additional asset. Some of the countries which are champions in attracting

outsourced jobs in services, such as India, owe this also to the fact that they have English as practically a second native language.

However, team development seems like a more sophisticated activity than an English course, and many CSOs and many young people would favor it to an old-fashioned language learning. At the same time, team building training can last a week. An English course will take years. A one-week team building training doesn't make you ready and capable team players. It is merely an induction, introduction to basics. Hardly any skill will come overnight. Programs that offer instant wisdom should be viewed with caution. Young people should also not be encouraged to think in this way. This can potentially lead to disappointment.

This is not to say that people who cannot speak English cannot be skilled or be experts. However, it is also important to acknowledge the increasing importance of foreign languages in the age of globalization.

## 5. What are Transversal Skills?

While the definition and the range of transferable skills is different across countries, there is a general consensus that transferable skills are necessary for adaptation to societal changes and leading meaningful and producing lives. As in the case of basic skills the term "transversal competencies" has been gradually replacing the term "transferable skills". Furthermore, there is no clear distinction between transferable skills and employability skills discussed on other parts of this publication, since they both relate to skills that are applicable in different social and work-related settings, can be transferred to another context and can be mastered through non-formal education, on the job, or informal learning.

Therefore, transversal skills relate to:

- Intercultural skills & global awareness
  - Has factual and theoretical knowledge on the following topics: culture-specific concepts (in religion, politics, society, culture, environment, economy etc.); history; culture-specific ways of behavior; international/intercultural relations; foreign languages;

- Can: communicate effectively and appropriately with representatives of other cultures; perceive and understand relations between cultures and nations from the perspective of a region, continent and from a global one; use foreign language(s) (spoken and written);
- Flexibility & adaptability
  - Has factual and theoretical knowledge on the following topics: project management; communication techniques; new technologies; dress code; savoir vivre;
  - Can: critically analyze undertaken actions/used strategies in the aspect of its contribution to a specific goal; change his own actions if they don't lead to a desired outcome or do not correspond with the situation; change his own strategies to adapt to situational changes; adjust behavior and communication techniques to other people; accept feedback from other people, analyze his own behavior according to it and change behavior if necessary; create new strategies if the strategies previously learnt don't work.
- Strategical & innovative thinking
  - Has factual and theoretical knowledge on the following topics: creativity techniques; project management; business context of the company;
  - Can: create new strategies when the strategies previously learnt do not work; identify good and possible solutions, taking into account available resources;
- Organization & time management
  - Has factual and theoretical knowledge on the following topics: time management techniques; project management;
  - Can: create plans; define priorities; check the progress of activities; redefine priorities; redefine plans; refuse to do something that collides with his own plans if it has a lesser priority or importance; delegate tasks;
- Decision making
  - Has factual and theoretical knowledge on the following topics: SWOT analysis; creativity techniques;
  - Can: generate alternative actions to be undertaken in a specific situation; search for information; analyze available information;

formulate alternatives paying special attention to their input to the desired outcome, available resources and circumstances; assess risks; identify the best alternative;

- Teamwork
  - Has factual and theoretical knowledge on the following topics: basic concepts in psychology, especially work styles, group dynamics; communication techniques; communication technologies; methods of teamwork, e.g. brainstorming; conflict resolution techniques;
  - Can: communicate his own ideas in order to convince team members to his own ideas; receive and accept feedback; give feedback to other members of the team on their ideas; resolve conflict;
- Empathy / ability to build relationship
  - Has factual and theoretical knowledge on the following topics: active/reflective listening; non-verbal communication;
  - Can: apply the technique of active/reflective listening; interpret emotional states of other people; be aware of his own internal (biological, emotional, motivational cognitive) processes; adopt the perspective of another person;
- Problem solving
  - Has factual and theoretical knowledge on the following topics: problem solving techniques; creativity techniques; analytical tools for solving problems;
  - Can: identify and define problem; search for information; analyze available information; break a problem into its key components; formulate alternative solutions; recognize long-term consequences of alternative solutions; assess risks; identify the best solution; delegate problem; monitor implementation of the solution; apply a different solution if the chosen one does not bring desired effects;
- Learning orientation
  - Has factual and theoretical knowledge on the following topics: the learning process; learning techniques and strategies; obstacles and factors that foster his own learning process; his own learning needs; available education and training opportunities;

- Can: gain, process and assimilate new knowledge and skills; look for learning opportunities; plan his own learning process; monitor learning progress;
- Negotiation skills
  - Has factual and theoretical knowledge on the following topics: negotiation styles and techniques; manipulation techniques and how not to be manipulated; non-verbal communication
  - Can: separate people from the problem; express his own position in a clear and appropriate manner; ask questions; listen actively; read and send non-verbal signals; apply various negotiation techniques depending on the situation; convince the counterpart by providing arguments;
- Leadership
  - Has factual and theoretical knowledge on the following topics: leadership models; communication techniques; motivational techniques; management theories; group dynamics; coaching techniques; mentoring techniques; conflict resolution techniques; negotiation techniques;
  - Can: communicate his vision to his subordinates in a clear but inspiring way; set goals for his team; formulate strategy; communicate strategy; delegate tasks; wield influence; provide feedback; give appreciation; support his subordinates in reaching organization's objectives; provide coaching and mentoring; resolve conflict between his subordinates; build trust; apply various negotiation techniques; work with people with different personalities and work styles; get people with different personalities to work with each other;
- Collecting and processing information
  - Has factual and theoretical knowledge on the following topics: communication technologies; sources of information;
  - Can: collect information from various sources, including new media; validate sources of information; validate information; analyze available information; compare; verify; interpret; categorize information<sup>9</sup>.

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<sup>9</sup> Adapted from: Catalogue of Transversal Competences Key for Employability, available at: [http://keystart2work.eu/images/docs/o2-catalogue/O2\\_Catalogue\\_EN.pdf](http://keystart2work.eu/images/docs/o2-catalogue/O2_Catalogue_EN.pdf)

According to some educational experts, the attainment and mastering of transversal skills can be achieved since early childhood with the school playing an important role in developing transversal skills for later work and life. The degree of development of transversal skills in this period can have strong implications on social and economic success later in life. This does not mean that transversal skills' development ends in childhood; on the contrary, they continue to be developed throughout one's life.

## 6. Which Skills Are Considered Employability Skills?

Employability skills are also called core or *soft skills*, *essential skills*, *transferable skills*, *generic*, and *non-technical skills*. What is a common characteristic of employability skills being that they are needed for a wide variety of jobs, that is, they are not related to a specific job.

This is what they are also called transferable, meaning that they can be transferred from one job to another, unlike job-specific skills which are relevant to only a particular type of job or jobs.

There are different categorizations of employability skills. What is important to know is that all of them are talking more or less about the same issues, about the same sets of skills. Nevertheless, we should beware confusion that can easily be caused by the different terminologies.

We provide several nomenclatures of employability skills in the tables below. If we study them carefully we will see that there is a significant overlap.

Most of the employability skills are easy to understand. We know what is meant by them. Sometimes we may also feel that we have these skills.

This can however be misleading. Just because employability skills look familiar, it does not mean that work on employability is easy, or that employability skills are easy to acquire.

Let's take as an example, one common employability skill - communication. It is very easy to say that a person needs to have good communication skills. What does this mean? We can divide communication skills generally into written and oral communication skills. In addition, we can also consider what is often referred to as - nonverbal communication skills.

We can look at some of the competences that comprise good written and oral communication skills in Table 4.

Table 4. Competencies comprising oral and written communication skills.

<i>oral communication</i>	<i>written communication</i>
presenting	correctly interpreting written instructions
public speaking	summarizing written material
debating, negotiating	writing clearly and consistently with the purpose
explaining things clearly	writing for different audiences
giving clear instructions	producing different kinds of documents
tailoring language to different audiences	writing legibly and correctly
using a second language	using a second language
	(adapted from Hache et al., 2000)

Now, let's take oral communication even further. An important aspect for some jobs is speaking and presenting in public. The ability to present clearly, precisely, to attract and retain attention, to convey an idea and content convincingly, can be an ability that not many people would possess. This can indeed be exercised and improved. But this requires effort and work. And this is just one small segment of the broad corpus of communication skills.

Many of us would not even consider this as an area that requires practice and self-improvement. We would just go out and present, and we would deliver average or poor presentations. This is a common threat: to ignore the importance of certain employability skills, just because they seem common.

We cannot expect to acquire, once and for all, good communication skills over one workshop or course. This is not the right approach to take with regards to acquiring skills.

We also cannot teach advanced presentation skills to beneficiaries that lack other basic skills. For example, if a beneficiary has a problem with literacy s/he will not be able to

do a presentation which requires them to read. Sometimes nonetheless, people can be convincing speakers and yet have poor literacy at the same time. However, this cannot be an excuse for not having literacy skills.

We provide a breakdown of some of the other employability skills into their competencies in Table 5. This can help us look more closely into what possible areas can be considered for intervention when working on employability.

According to the classification from Table 5, employability skills include:

- critical thinking
- lifelong learning
- teamwork
- self-esteem
- responsibility and accountability

Critical thinking. This means that the worker needs to be able to analyze, to make conclusions, and to act correspondingly. A closely related term is problem solving. Please notice that problem solving is a more specific, more narrow term, whereas critical thinking is broader but it is more abstract. The essence is that the worker needs to be able to make sound decisions and implement them. This may seem easy and self-understood. However, in practice there are many people who often cannot resolve situations or problems which arise in day-to-day work, or simply wait to be told what to do. In many jobs this is not enough, as workers are expected to react to various situations which develop. This is why critical thinking skills are so important.

Lifelong Learning. The concept of lifelong learning (LLL) emphasizes the need of continuous improvement and upgrading of one's skills through life. Technology and the economy change fast and this also requires workers to be able to change. We will discuss LLL a bit more further in the text.

Teamwork. This means being able to work well with other people. It has come to be understood in management that work is done well and results are achieved if the team who does it is also good. This invites the question how to make good teams and how to make good team players.

Self-Esteem. Everyone understands why self-esteem is important in life in general, and likewise in work life. Self-esteem is of course not a skill in the sense of being able to do something. But it affects everything we do. This is why it is considered important for employability.

Responsibility & Accountability. People are expected to be responsible in life as well as in work. Responsibility is also not a skill *per se* but a norm of ethical behavior. In Table 6 the concept of responsibility & accountability is defined broadly and it includes planning and time management skills.

Table 6 provides a different framework of employability skills. The framework also includes what it refers to as personal attributes. The employability skills include:

- communication
- team work
- problem solving
- self-management
- planning and organizing
- technology
- learning
- initiative and enterprise

Communication. This is a broad area of skills which includes reading, writing, speaking, presenting, listening to others, ability to convince, using foreign languages, and a lot more. Communication skills are important for any job. Whatever a person does, s/he must be able to communicate effectively with others. There are a wide variety of jobs where effective communication skills are of crucial importance for achieving results. The specific combinations of communication skills required for various jobs will be different. Some jobs may need a person who can write well. Other jobs many need a worker who is good in talking to people, and so forth.

Team work. (Discussed in the previous skills framework).

Problem Solving. This skill is described to involve “developing creative, innovative solutions”, “practical solutions”, “showing independence and initiative”, “testing assumptions...” and so forth. It was already mentioned under the rubric of creative thinking in the previous framework. The essence is that in many jobs workers are

expected to respond to various situations and developments. The ability to do this varies by people. Employers prefer workers with strong ability to find solutions.

Self-Management. This skill involves “having personal vision and goals”, “evaluating and monitoring own performance”, “taking responsibility” and so forth. This skill is quite similar to responsibility & accountability in the previous skills framework.

Planning and Organizing. As evident from [Table 6](#), the skill to plan and organize includes, among other, the ability to make decisions, managing time and contingencies, setting goals, and managing risks.

Technology. The technology-related skills primarily refer to the use of ICT. They would be more commonly referred to as ICT skills.

Learning. (Discussed in the previous skills framework as lifelong learning).

Initiative and Enterprise. This skill includes the ability to adapt, to strategize, to be creative, to take initiative and seize opportunity. The emphasis is on the ability to take initiative, to undertake, which are considered essential to entrepreneurship. People vary in their ability to take initiative. For example, some people can be very good in implementing things, but they would not have strong initiative, and vice versa. Initiative can be very important in some types of work and it is generally considered a strength.

Table 5. Employability Skills

Critical Thinking	Lifelong Learning	Teamwork	Self-Esteem	Responsibility and Accountability
<i>being able to:</i>				
make the difference between a fact and opinion	be curious and enjoy learning new things	understand the role of each person in the group	state own strengths and recognize personal limitations	establish realistic goals and work towards meeting them
recognize, define, and explain a problem	believe that learning takes place in all parts of life, not just classroom	plan and make decisions with others	try things	predict the consequences of one's action
access critical information needed to make a decision	understand there is always more to learn	contribute key information and ideas	learn from mistakes	plan how time will be used
assess alternatives and anticipate results	be willing to try learning in new ways	deal with differences and conflict with respect	handle feedback or criticism and be open to self-improvement	complete work on time and meet deadlines
decide on a solution and act on it	learn alone or with others	show empathy	accept credit for things well done	demonstrate attendance and punctuality
consider problems a challenge	apply learning from one situation to another	exercise give and take to achieve group results	express feelings, thoughts and beliefs	predict how much time a task will take

apply learning and knowledge to new situations	know when to ask for assistance	actively participate and share the credit	form positive relationships	explain actions without blaming others
make good decisions under pressure		provide leadership and motivate others	develop personal and professional networks	
		<i>stand by and support the group's decision</i>		

(Hache et al., 2000)

Personal Attributes that contribute to overall employability	<ul style="list-style-type: none"> <li>• Loyalty</li> <li>• Commitment</li> <li>• Honesty and integrity</li> <li>• Enthusiasm</li> <li>• Reliability</li> </ul>	<ul style="list-style-type: none"> <li>• Personal Presentation</li> <li>• Common sense</li> <li>• Positive self esteem</li> <li>• A sense of humor</li> </ul>	<ul style="list-style-type: none"> <li>• A balanced attitude to work and home life</li> <li>• An ability to deal with pressure</li> <li>• Motivation</li> <li>• Adaptability</li> </ul>
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Table 6. Employability Skills Framework (Extract from Employability Skills for the Future 2002, Australian Chambers of Commerce and Industry and Business Council of Australia)

Skill	Element – (facets of the skill that employers identified as important noting that the mix and priority of these facets would vary from job to job)	Skill	Element – (facets of the skill that employers identified as important noting that the mix and priority of these facets would vary from job to job)
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<p><b>Communication</b></p> <p>. that contributes to productive and harmonious relations across employees and customers</p>	<ul style="list-style-type: none"> <li>• Listening and understanding</li> <li>• Speaking clearly and directly</li> <li>• Writing to the needs of the audience</li> <li>• Negotiating responsibly</li> <li>• Reading independently</li> <li>• Empathizing</li> <li>• Speaking and writing in languages other than English</li> <li>• Using numeracy</li> <li>• Understanding the needs of internal and external customers</li> <li>• Persuading effectively</li> <li>• Establishing and using networks</li> <li>• Being assertive</li> <li>• Sharing information</li> </ul>	<p><b>Planning and organizing</b></p> <p>...that contributes to long and short term strategic planning</p>	<ul style="list-style-type: none"> <li>• Managing time and priorities– setting time lines, co-ordinating tasks for self and with others</li> <li>• Being resourceful</li> <li>• Taking initiative and making decisions</li> <li>• Adapting resource allocations to cope with contingencies</li> <li>• Establishing clear project goals and deliverables</li> <li>• Allocating people and other resources to tasks</li> <li>• Planning the use of resources including time management</li> <li>• Participates in continuous improvement and planning processes</li> <li>• Developing a vision and a proactive plan to accompany it</li> <li>• Predicting - weighing up risk, evaluate alternatives and apply evaluation criteria</li> <li>• Collecting, analyzing and organizing information</li> <li>• Understanding basic business systems and their relationships</li> </ul>
<p><b>Team work</b></p> <p>...that contributes to productive working relationships and outcomes</p>	<ul style="list-style-type: none"> <li>• Working across different ages and irrespective of gender, race, religion or political persuasion</li> <li>• Working as an individual and as a member of a team</li> <li>• Knowing how to define a role as part of the team</li> <li>• Applying team work to a range of situations e.g. futures planning, crisis problem solving</li> <li>• Identifying the strengths of the team members</li> <li>• Coaching and mentoring skills including giving feedback</li> </ul>	<p><b>Technology</b></p> <p>...that contributes to effective execution of tasks</p>	<ul style="list-style-type: none"> <li>• Having a range of basic IT skills</li> <li>• Applying IT as a management tool</li> <li>• Using IT to organize data</li> <li>• Being willing to learn new IT skills</li> <li>• Having the OHS knowledge to apply technology</li> <li>• Having the physical capacity to apply technology e.g. manual dexterity</li> </ul>
	<ul style="list-style-type: none"> <li>• Developing creative, innovative solutions</li> <li>• Developing practical solutions</li> </ul>	<p><b>Learning...</b></p> <p>that</p>	<ul style="list-style-type: none"> <li>• Managing own learning</li> <li>• Contributing to the learning community at the workplace</li> </ul>

<p><b>Problem Solving...</b> that contributes to productive outcomes</p>	<ul style="list-style-type: none"> <li>• Showing independence and initiative in identifying problems and solving them</li> <li>• Solving problems in teams</li> <li>• Applying a range of strategies to problem solving</li> <li>• Using mathematics including budgeting and financial management to solve problems</li> <li>• Applying problem solving strategies across a range of areas</li> <li>• Testing assumptions taking the context of data and circumstances into account.</li> <li>• Resolving customer concerns in relation to complex projects issues</li> </ul>	<p>contributes to ongoing improvement and expansion in employee and company operations and outcomes</p>	<ul style="list-style-type: none"> <li>• Using a range of mediums to learn – mentoring, peer support and networking, IT, courses</li> <li>• Applying learning to ‘technical’ issues (e.g. learning about products) and ‘people’ issues (e.g. interpersonal and cultural aspects of work)</li> <li>• Having enthusiasm for ongoing learning</li> <li>• Being willing to learn in any setting – on and off the job</li> <li>• Being open to new ideas and techniques</li> <li>• Being prepared to invest time and effort in learning new skills</li> <li>• Acknowledging the need to learn in order to accommodate change</li> </ul>
<p><b>Self-Management</b> that contributes to employee satisfaction and growth</p>	<ul style="list-style-type: none"> <li>• Resolving customer concerns in relation to complex projects issues</li> <li>• Having a personal vision and goals</li> <li>• Evaluating and monitoring own performance</li> <li>• Having knowledge and confidence in own ideas and visions</li> <li>• Articulating own ideas and visions</li> <li>• Taking responsibility</li> </ul>	<p><b>Initiative and enterprise</b> ...that contribute to innovative outcomes</p>	<ul style="list-style-type: none"> <li>• Adapting to new situations</li> <li>• Developing a strategic, creative, long term vision</li> <li>• Being creative</li> <li>• Identifying opportunities not obvious to others</li> <li>• Translating ideas into action</li> <li>• Generating a range of options</li> <li>• Initiating innovative solutions (ACCI and BCI, 2002)</li> </ul>

From the discussion of the two skills frameworks, it is obvious that they overlap to a significant extent. Tables 7 and 8 present two additional skills frameworks produced by different organizations. These two frameworks also have a lot in common with the two which have been discussed. The conclusion is that there is general consensus on the skills and competencies which are part of the broad corpus of employability skills. The frameworks and categorizations produced by different authors and organizations may differ, as well as the terminology, however there is a general consensus that these are the skills that are important in the workplace.

Table 7. OECD Competence Framework

Category	Rationale	Needed Competencies
Using tools interactively	<p>Keep up-to-date with technologies</p> <p>Adapt tools to own purposes</p> <p>Conduct active dialogue with the world</p>	<p>Use language, symbols, and texts interactively</p> <p>Use knowledge and information interactively</p> <p>Use technologies interactively</p>
Interacting in heterogeneous group	<p>Deal with diversity in pluralistic societies</p> <p>Importance of empathy</p> <p>Importance of social capital</p>	<p>Relate well to others</p> <p>Cooperate, work in teams</p> <p>Manage and resolve conflicts</p>
Acting autonomously	<p>Realize one's identity and set goals in a complex world</p> <p>Exercise rights and take responsibilities</p> <p>Understand one's environment and how it functions</p>	<p>Act within the bigger picture</p> <p>Form and conduct life plans and personal projects</p> <p>Defend and assert rights, interests, limits, and needs</p>

Table 8. ILO Portable Skills

Cognitive/problem solving	The ability to analyze and solve technical and/or business-related problems effectively, using high-level thinking skills, and by applying methodologies
Social	The ability to interrelate with others, work in teams, motivate and demonstrate leadership, and manage client relations
Communication	The ability to read, write, and handle information
Personal behavioral/ethical	Appropriate personal and professional attitudes and values, the ability to make sound judgments and take decisions
Learning	the ability to acquire new knowledge, learn from experience, and be open to innovation

### 6.1 How Do We Get Employability Skills?

The concept of employability and the attention to employability skills are relatively recent. The term employability was coined by the Conference Board of Canada in 1992<sup>10</sup>.

In the past the accent was on only on good technical skills. It is only over the last decades that the importance of employability has started to be recognized. As a result, different programs promoting employability skills have started appearing across countries.

Many of these programs are in non-formal education. The programs on employability in formal education to a large extent still remain optional, extracurricular, after class, summer school activities. Still, the fact that there is growing recognition of the concept of employability is considered an important change.

The gap of employability teaching in formal education represents an opportunity for non-formal education and for the different organizations who provide it.

<sup>10</sup> The Conference Board of Canada, *Employability Skills Profile*, Ottawa, Canada, 1992.

Many organizations working with Roma, and in particular the Roma civil society organizations (CSO) have been active in the provision of non-formal education programs for promoting the employment of young people, including also the promotion of their employability. However, often times these programs have been done without a proper curricula or teaching methodology.

## 7. Entrepreneurship

There has been a strong global interest in entrepreneurship promotion over the past decades. In the past governments associated economic development mostly with the work of the large enterprises. Several decades ago the attention started to shift to the small and medium enterprises (SMEs). This was inspired by the renewed attention to the fact that over 99% of all registered businesses are SMEs and that they account for 2/3 of all employment across countries. Government, international organizations, experts, all recognized that SMEs are the backbone of every economy.

Concurrently, population growth and rising unemployment rates, brought about the awareness that the public sector and the big companies would not be able to meet the huge demand for new jobs. Increasingly the solution was sought in self-employment, entrepreneurship, and the promotion of SMEs.

At present entrepreneurship promotion programs, and education for entrepreneurship are a major instrument for promoting economic growth and employment. They are part of active labor market policies (ALMPs) implemented by governments; they are a core activity of many private organizations, especially CSOs, involved in employment promotion. A significant part of entrepreneurship promotion work is done with young people.

Development programs across fields, ranging from economic empowerment of young people, job creation, skills development, to social inclusion, resort to education for entrepreneurship.

What is an entrepreneur? There are many definitions. According to a classical definition by W. Bygrave “**an entrepreneur** is somebody who perceives an opportunity and creates an organization to pursue it”<sup>11</sup>.

Another simple definition is provided by the recent Entrepreneurship Competence (EntreComp) study of the European Commission. According to EntreComp, **entrepreneurship** is defined “as the capacity to turn ideas into action, ideas that generate value for someone other than oneself.”

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<sup>11</sup> CEFE - International, *Manual for Trainers*, Bad Homburg, Germany, 1998.

There is this anecdote going back to a famous entrepreneur, the founder of a large multinational company. Allegedly, he had on the wall of his office the slogan “Opportunity is nowhere”. When asked how come somebody as successful as him could have such a pessimistic motto, he said: “I read it differently, I see – Opportunity is Now Here!” This is how entrepreneurs are often described- as people who are very good at spotting an opportunity.

There had been tons of pages written on what are the qualities of an entrepreneur. Is the entrepreneur born or made? Can an entrepreneur effectively be created and if so, how?

According to the famous sociologist Max Weber, who was one of the first people who wrote about entrepreneurship, the entrepreneur was a product of society and culture. This logic would imply that some cultures and societies due to some of their characteristics would have more entrepreneurs than others.

Another one of the famous early theorists on the topic, Joseph Schumpeter, believed that entrepreneurs occur randomly in any society, with the fact that different societies would have different capacity of utilizing them.<sup>12</sup>

These are interesting ideas for discussion and they are relevant for the key interest of entrepreneurship promotion program – to create more entrepreneurs.

It makes sense that a society which invests more in promoting entrepreneurship, will have more people interested in starting and pursuing a business. For example, for almost half a century the SEE region was part of the socialist block of countries. In socialism, the economy was run by governments. Private initiative was not only discouraged; it was generally not allowed, except at a micro level, usually in agriculture, and some service sectors. It makes sense that in this period of time the countries in the region did not create many entrepreneurs.

The following example can also be made. Imagine country A and country B. Country A has not policies whatsoever for promotion of entrepreneurship; starting a business is very difficult; registering a company takes a long time; it is very difficult to find startup capital. On the opposite end, country B has a large national program for entrepreneurship promotion which provides training and start up grants to at least 4.000

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<sup>12</sup> Ibid.

persons each year; registering a company takes only a couple of days; there are many opportunities for accessing startup capital. Which country would have a higher rate of business startup? It makes sense that country A would fare better in this regard.

A key question of interest to entrepreneurship promotion is what are the key characteristics of an entrepreneur? What are the skills and the attitudes of an entrepreneur? And how to develop them?

Entrepreneurship has been closely associated with innovation. To avoid confusion, this does not necessarily mean invention, in a sense that the entrepreneur has to invent something completely new. It is meant in the sense that entrepreneurs often find new ways of doing things. Innovation is often small or incremental, it can consist of small improvements in how things are done, or new ways of conducting old processes etc., but what is important is that it seizes on an opportunity and creates value.

Entrepreneurship is also associated with the ability to take risk. Critical thinking, leadership, problem solving are also skills which are closely associated with entrepreneurship.

The increased appeal of entrepreneurship derived from the belief that it could be an effective remedy to some of societies' growing problems, that it could create lots of jobs, that it could be a strong driver of growth. In fact, entrepreneurship is often seen as an effective tool for achieving several different goals:

- business development,
- community or regional development – which means it is used as a tool to assist specific areas that are economically disadvantaged,
- poverty reduction, that is, entrepreneurship is used as a tool to fight poverty, to assist particular categories of the population who suffer from poverty. The idea here is that if poor people are given access to capital and some business skills, they could lift themselves out of poverty,
- job creation, reduction of unemployment.

A lot has been written on how to promote entrepreneurship. Ideas varied over time. For example, back in the 50' due to the very strong influence of the modern psychology, there were many attempts to explain entrepreneurship as rooted in people's childhood, and there were programs strongly grounded in psychology, that aimed at changing the

characteristics of the individual and thus making him or her psychologically more prone to entrepreneurship.

Later approaches concentrated more on developing the technical skills of an entrepreneur, such as business planning, financial management, or marketing. This is the predominant approach at present. A significant part of the entrepreneurship promotion programs is the development of skills and knowledge which are needed for running a business.

## Box 1.

“Men are twice as likely to pursue start-ups than women, and younger adults (25-34 old) are the most active. A positive personal context – knowing entrepreneurs, seeing good business opportunities, and having the skills to create a business – has a major impact on participation in start-ups.

A cultural context that is positive towards entrepreneurship – reflected in social acceptance of entrepreneurial careers, respect for new business success, and positive media coverage – tends to increase participation in start-ups but has less effect than positive personal context.

Educational attainment and household income affect the motives for entrepreneurship – the poor and uneducated are more likely to respond to necessity ...

While many national factors affect entrepreneurial processes in all countries, some factors seem to have a different impact in rich countries compared to poor countries. The higher level of necessity entrepreneurship in poor countries implies that government policies in these countries can be more effective if a range of approaches is developed for different types of entrepreneurial activity. Women in poor countries can benefit from special attention.

On the other hand, providing systematic training in entrepreneurship and firm management skills; reducing the scope of government control of national economic activities; reductions in social and economic security programs; reducing the cost for registering the new firms (rich country impact); and improving the efficiency and effectiveness of government functioning as well as establishing official respect for property rights may well enhance business start-ups.”

(GEM, 2004)

### 7.1 Programs for Entrepreneurship Promotion

Entrepreneurship can be promoted through various types of programs. Most of these programs, but not, would include a training component. Some of the well-known type of programs for development of entrepreneurship include the following:

Business Startup Programs. They are probably the most well-known programs in the field of entrepreneurship promotion. They have the objective of direct creation of new businesses through combination of measures that most often include training, access to capital, and technical assistance. The business startup model has many possible variants. For example, many programs provide both the training and the startup grant, usually for the best business ideas. Some programs instead of a grant, provide a loan. Yet some programs provide only the training and do not combine it with provision of financial support. Many business startup programs promote the creation of businesses which require small start-up capital and/or low to medium skills. There are also business startup models which target especially innovative ventures or promote enterprise development related to innovation.

Business Simulations. These programs, usually aimed at young people, try to promote entrepreneurial spirit and teach business skills through simulations of business activity. For example, students run a fictitious company, participate in competitions and compete for business awards. They get relevant training, sometimes also combined with mentoring by real business managers.

School Companies. This is a program which is similar to business simulation, but it usually involves real companies. In some countries regulation allows students to autonomously run real companies as part of their high school studies.

Job Shadowing. This type of program is often used for the more general purpose of career orientation, but it can also be used more specifically for entrepreneurship promotion. It involves a young person “shadowing” a business person over a period of time (often several days) in order to get familiar with what a business owner or manager does.

What is common for this broad variety of entrepreneurship programs is that they all involve a strong skills development component. Training programs are designed to simulate relevant aspects of business reality.

## 8. Entrepreneurship Skills

Given the strong global interest in entrepreneurship as an instrument for job creation and economic growth, there has been an immense amount of writing on the topic over the past several decades. There are virtually thousands of taxonomies of entrepreneurship skills. A review of such taxonomies quickly suggests that there is general agreement about certain core skills an entrepreneur needs to have.

However, as the field is constantly expanding, new dimensions are being added to the concept. Whereas in the past entrepreneurship was understood primarily in profit terms, at present there is a significant discussion about entrepreneurship directed at social ends, that is, social entrepreneurship. The interest in social entrepreneurship comes from the understanding that the entrepreneurial effort, in addition to the profit motivation, can also be driven by other motives.

The essential entrepreneurial skills such as the ability to take risk, and the ability to identify an opportunity and to pursue it, are recognized by virtually all taxonomies of entrepreneurship skills. However, the discussion recognizes additional skills which are also of relevance.

Some of the older myths about entrepreneurs have at present been generally dismantled. One such myth is for example that entrepreneurs are born. Today, it is recognized that entrepreneurship can be effectively taught and learned. Another myth is that since entrepreneurs are different than other people, they should hence look alike. This is also incorrect. Very different people can be entrepreneurs, and they do not need to have much in common. However, it is recognized that they generally have to have some of the essential entrepreneurship skills.

Box 2.

“The European Commission first referred to the importance of entrepreneurship education in 2003, in the European Green Paper on Entrepreneurship in Europe. By 2006, the European Commission had identified a ‘sense of initiative and entrepreneurship’ as one of the eight key competences necessary for all members of a knowledge-based society. The 2008 *Small Business Act for Europe*, the 2012 *Communication on Rethinking Education*, the 2013 *Entrepreneurship Action Plan 2020*, and more recently the New Skills Agenda for Europe, have kept the need to promote entrepreneurship education and entrepreneurial learning...”

“Despite the vibrant interest in entrepreneurial capacity building, almost a decade after the 2006 Recommendation on ‘Key competences for lifelong learning’, there is still no consensus on what the distinctive elements of entrepreneurship as a competence are. As highlighted in the 2016 edition of the Eurydice Report on ‘Entrepreneurship Education at School’, about half the countries in Europe make use of the European Key Competence definition of entrepreneurship. A third of the countries use their own national definition and almost 10 countries have no commonly agreed definition at national level. Further-more, the lack of comprehensive learning outcomes for entrepreneurship education is identified by Eurydice as one of the main hindrances to the development of entrepreneurial learning in Europe.

As a result, there is a clear need to define and describe entrepreneurship as a competence; to develop the reference framework describing its components in terms of knowledge, skills and attitudes; and to provide European citizens with the appropriate tools to assess and effectively develop this key competence.”

“The EntreComp Framework is made up of 3 competence areas: ‘Ideas and opportunities’, ‘Resources’ and ‘Into action’. Each area includes 5 competences, which, together, are the building blocks of entrepreneurship as a competence. The framework develops the 15 competences along an 8-level progression model. Also, it provides a comprehensive list of 442 learning outcomes, which offers inspiration and insight for those designing inter-ventions from different educational contexts and domains of application.”

The section below presents several taxonomies of entrepreneurship skills. Table 9 presents a catalogue of entrepreneurship skills listing resiliency, focus, ability to invest for the long term, the ability to find and manager people, sales skills, learning, the ability to self-reflect and to rely on one self.

Table 9. Entrepreneurship Skills

Skill	Description
Resiliency	The ability to weather the ups and downs of any business since it never goes exactly the way the business plan described it. This skill enables the entrepreneur to keep going when the outlook is bleak
Focus	After setting a long-term vision, knowing how to “laser focus” on the very next step to get closer to the ultimate goal. There are so many distracting forces when trying to build a business that this skill is not easy to master
Invest for the long-term	Most entrepreneurs are not patient and focus only on what comes next, rather than where the company needs to go. Overnight success may take 7 to 10 years. Entrepreneurs need to stop, pause and plan on a quarterly basis
Find and manage people	Only by learning to leverage employees, vendors and other resources will an entrepreneur build a scalable company. They need to learn to network to meet the right people. Entrepreneurs strive to guarantee they will get honest and timely feedback from all these sources
Sell	Every entrepreneur is a sales person whether they want to be or not. They are either selling their ideas, products or services to customers, investors or employees. They work to be there when customers are ready to buy. Alternately, they know how to let go and move on when they are not
Learn	Successful entrepreneurs realize they don’t know everything and the market is constantly changing. They

	stay up to date on new systems, technology, and industry trends.
Self-reflection	Allow downtime to reflect on the past and plan for the future. Always working only leads to burnout physically and emotionally
Self-reliance	While there is a lot of help for the entrepreneur, in the end, they need to be resourceful enough to depend on themselves

Source: Forbes<sup>13</sup>

Table 10 provides a classification which divides entrepreneurship skills into the categories of personal characteristics, interpersonal skills, critical and creative thinking skills, and practical skills. Each category consists several competencies of relevance to entrepreneurship.

Table 10. Entrepreneurship Skills.

Personal Characteristics	Optimism
	Vision
	Initiative
	Desire for control
	Drive and persistence
	Risk tolerance
	Resilience
Interpersonal Skills	Leadership and motivation
	Communication skills
	Listening
	Personal Relations
	Negotiation
	Ethics
	Creative Thinking
	Problem Solving

<sup>13</sup> The Top Skills Every Entrepreneur Needs, Forbes, 26 November 2013, available at <https://www.forbes.com/sites/aileron/2013/11/26/the-top-skills-every-entrepreneur-needs/#6c7a3e7e76e3>, (accessed on 8 May 2018)

Critical and Creative Thinking Skills	Recognizing Opportunities
Practical Skills	Goal setting
	Planning and organizing
	Decision making

Source: MindTools<sup>14</sup>

Tables 11 to 13 present Entrepreneurship Competence Framework (EntreComp) which has been developed by the Joint Research Centre of the European Commission in 2017. The EntreComp framework comprises 3 broad competence areas and 15 competencies essential to entrepreneurship.

Table 11. Area: Identifying opportunities.

Competences	Hints	Descriptors
<b>Spotting opportunities</b>	Use your imagination and abilities to identify opportunities for creating value	<p>Identify and seize opportunities to create value by exploring the social, cultural and economic land-scape</p> <p>Identify needs and challenges that need to be met</p> <p>Establish new connections and bring together scattered elements of the landscape to create opportunities to create value</p>
<b>Creativity</b>	Develop creative and purposeful ideas	<p>Develop several ideas and opportunities to create value, including better solutions to existing and new challenges</p> <p>Explore and experiment with innovative approaches</p> <p>Combine knowledge and resources to achieve valuable effects</p>
<b>Vision</b>	Work towards your vision of the future	Imagine the future

<sup>14</sup> available at [https://www.mindtools.com/pages/article/newCDV\\_76.htm](https://www.mindtools.com/pages/article/newCDV_76.htm), accessed on 8 May 2018

		<p>Develop a vision to turn ideas into action</p> <p>Visualize future scenarios to help guide effort and action</p>
<b>Ethical and sustainable thinking</b>	Assess the consequences and impact of ideas, opportunities and actions	<p>Assess the consequences of ideas that bring value and the effect of entrepreneurial action on the target community, the market, society and the environment</p> <p>Reflect on how sustainable long-term social, cultural and economic goals are, and the course of action chosen</p> <p>Act responsibly</p>

Table 12. Area: Resources.

Competences	Hints	Descriptors
<b>Self-awareness and self-efficacy</b>	Believe in yourself and keep developing	<p>Reflect on your needs, aspirations and wants in the short, medium and long term</p> <p>Identify and assess your individual and group strengths and weaknesses</p> <p>Believe in your ability to influence the course of events, despite uncertainty, setbacks and temporary failures</p>
<b>Motivation and perseverance</b>	Stay focused and don't give up	<p>Be determined to turn ideas into action and satisfy your need to achieve</p> <p>Be prepared to be patient and keep trying to achieve your long-term individual or group aims</p> <p>Be resilient under pressure, adversity, and temporary failure</p>
<b>Mobilizing resources</b>	Gather and manage the resources you need	<p>Get and manage the material, non-material and digital resources needed to turn ideas into action</p> <p>Make the most of limited resources</p>

		Get and manage the competences needed at any stage, including technical, legal, tax and digital competences
<b>Financial and economic literacy</b>	Develop financial and economic know how	Estimate the cost of turning an idea into a value-creating activity  Plan, put in place and evaluate financial decisions over time  Manage financing to make sure my value-creating activity can last over the long term
<b>Mobilizing others</b>	Inspire, enthuse and get others on board	Inspire and enthuse relevant stakeholders  Get the support needed to achieve valuable out-comes  Demonstrate effective communication, persuasion, negotiation and leadership

Table 13. Area: Into action.

Competences	Hints	Descriptors
<b>Taking the initiative</b>	Go for it	Initiate processes that create value  Take up challenges  Act and work independently to achieve goals, stick to intentions and carry out planned tasks
<b>Planning and management</b>	Prioritize, organize and follow-up	Set long-, medium- and short-term goals  Define priorities and action plans  Adapt to unforeseen changes
<b>Coping with uncertainty, ambiguity and risk</b>	Make decisions dealing with uncertainty, ambiguity and risk	Make decisions when the result of that decision is uncertain, when the information available is partial or ambiguous, or when there is a risk of unintended outcomes  Within the value-creating process, include structured ways of testing ideas and prototypes from the early stages, to reduce risks of failing

		Handle fast-moving situations promptly and flexibly
<b>Working with others</b>	Team up, collaborate and network	Work together and co-operate with others to develop ideas and turn them into action  Network  Solve conflicts and face up to competition positively when necessary
<b>Learning through experience</b>	Learn by doing	Use any initiative for value creation as a learning opportunity  Learn with others, including peers and mentors  Reflect and learn from both success and failure (your own and other people's)

### 8.1 Entrepreneurship Skills and Youth Empowerment

There is an additional dimension of entrepreneurship training which needs to be noted. Entrepreneurship promotion is primarily considered an instrument for promoting business start-ups and creating new jobs. However, entrepreneurship training can have an additional positive effect. It can help develop young people's self-confidence and feeling of self-worth. This depends a lot on how the training is designed and the delivered. The effect will be stronger if the promotion of a sense of empowerment and self-confidence is a specific training objective, as opposed to an unintended effect.

A significant part of the empowerment effect comes from the nature of entrepreneurship training which is applied, practical. Trainees learn about real business problems in the local context and are involved in finding solutions; they work on developing their own business ideas and during the training they see how these ideas could become reality. The training, if properly designed, brings the reality of doing business close to the trainees, and they realize that it is something they could possibly achieve. This is what provides the empowerment effect. Trainees feel that they could succeed, they could make a living and potentially make profit. This makes them feel optimistic about the future and develop faith in their own abilities to shape their future.

As already discussed earlier, attitudes and behavior are intrinsic components of employability. Specifically, self-confidence is a critical dimension of employability. In this sense, there is an additional close connection between the development of entrepreneurship and employability skills. Entrepreneurship training can have a strong positive effect on the personal attitudes of young persons, which are critical for the development of their employability.

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## 10. TRAINER GUIDEBOOK FOR NON-FORMAL EDUCATION ON EMPLOYABILITY FOR ROMA YOUTH

### QUICK GUIDANCE FOR THE TRAINER

The Trainer Guidebook for Non-Formal Education on Employability for Roma Youth should to be used together with the corresponding Student Guidebook. The Trainer Guidebook includes the same content to be found in the Student Guidebook, but it includes additional instructions for the trainers which are not shared with the students. This is done for didactic reasons. It allows the trainer to create a group dynamic in class, to guide the session, and to emphasize specific educational points.

The Guidebook is comprised of 24 sessions which are designed to have an approximate duration of 2 hours each.

Many of the exercises are designed for and best done as small group work. However, depending on class size, many of them can also be done as individual work.

The program is purposely designed to incorporate intensive use of ICT. Hence the effective delivery of the course requires computers, smartphones, and Internet access. Nonetheless, some of the work can also be done with pen & paper, without the use of ICT.

The program introduces the use of mobile applications for educational purposes. There is a growing understanding that mobile applications hold great educational potential and can be particularly effective in work with young people. They can be especially used in non-formal education. The exercises have been tested with various groups and have been accepted well.

Many of the warm up and/or relaxation exercises have been included only in a few sessions, in order to avoid repetitiveness. Such exercises include the hangman, or the mobile applications. Trainers are encouraged to use them more extensively, as well as to develop similar exercises, whenever possible, involving the students in the process.

# SESSION 1

## 1 Sabina's Computer Workshop

### **FOR THE TRAINER**

The objective of the exercise is to introduce several key terms related to employability, and to encourage students to think about how skills are developed and why skills are important for the employment of young people. An additional objective is to promote interest in ICT skills.

First, one or several students read the text. The reading is followed by a discussion. The discussion can start with a review of the key words. Students can be asked to provide examples. The trainer can then expand the discussion by asking questions.

Here are several sample questions for discussion.

The trainer should formulate additional questions.

Who of the students works with a computer? How old were they when they started?  
What do they do on the computer most often?

What are computer programs? Students are asked to indicate various programs. The trainer is ready to help with suggestions.

Why did playing with the computer help her learn English?

Sabina started to play with computers as a hobby and then developed it into work. What kinds of hobbies do you have?

What is hardware and what is software?

What is a skill? Please indicate different skills.

### **FOR THE STUDENT**

Please read the following text:

Sabina lives in the large Roma neighborhood of Shuto Orizari in Skopje. She started playing with the computer as a child. She continued to use it regularly during primary and secondary school. She became very good with installing various programs, using these programs, and fixing problems when needed. Working with the computer also helped her learn English, as the computer used this language. The word spread around in the neighborhood that Sabina was very good with computers. People said she had strong computer skills. Other kids from the neighborhood and their parents as well started to call her to fix their computers when they broke down. Initially she would be called a few times per month, but as the word spread, she was getting over 15 calls per month. In the beginning people were giving her small tips. However, as work continued to grow, she set prices for the most common services she provided. Over time, it became easier for her if people would just bring their computers to her house. She made one room of her house into a workshop and spent more and more time fixing computers. At first, she mostly fixed software-related issues. She could not fix hardware problems. However, she realized that many people also had various hardware issues with their computers and decided to learn how to fix hardware. In the last 2 years of high school, she took a course in fixing computer hardware. She also got a license which proved she knew how deal with such problems. At the age of 18 she ran the best-known computer service shop in the neighborhood. She registered her business and she also hired a part time assistant, a young neighborhood boy by the name of Ashmet, who was also skilled with computers. Ashmet worked in the shop in the mornings while Sabina attended classes at university. She enrolled in computer sciences, having decided to further specialize in her field. In many regards she was much ahead of her classmates, because she has already had a lot of practical experience.

Key words:

Skill	The ability to do something well.
Service	Doing work for someone. Economic activity in which there is no material good at the end of the work process.
Workshop	Place where goods are made or repaired.
Computer software	The programs used by a computer.
Computer hardware	The physical parts of the computer.

License	Permission to do something. In the context of the text, it is a government permission to operate an economic activity, to run a business.
Specialize	To concentrate on something and become very good in it.
Practical experience	Work experience, the experience of doing something.

## 1.2 Introduction to Viber and What's Up

### **FOR THE TRAINER**

The session requires the use of smartphones.

The objective of the exercise is to introduce students to Viber and What's Up, in particular to their use for work purposes.

Provisional topics to be covered:

- Opening of Viber and What's Up account
- Responsible use of Viber and What's Up
- Working with contacts
- Using Viber and What's Up for Business Communication

The sessions should start with a short introduction.

In the next step, the trainer can promote a short discussion on the benefits of using Viber and What's Up and situations when they are useful.

The rest of the session involves practical work with Viber and What's Up.

The last part of the practical work involves role play of business communication. The trainer should explain why Viber and What's Up can be useful in business communication. Students are divided in pairs and they are asked to play one of the proposed role plays. If there is interest and the students are motivated, the trainer can propose that they come up with scenarios for role plays. They can be divided into groups and each group can be asked to produce 2 scenarios.

In addition to learning how to use text messenger services, the objective of the exercise is to teach students some basics of business communication between people who do not know each other.

The trainer should explain to the students that they should use proper sentences, syntax, and punctuation, and that they should not be too informal.

### **FOR THE STUDENT**

Provisional topics to be covered:

- Opening of Viber and What's Up account
- Responsible use of Viber and What's Up
- Working with contacts
- Using Viber and What's Up for Business Communication

#### **Role Play 1:**

Ahmet works for a travel agency and he is responsible for renting private apartments to tourists who come to the city [the city is the city where the students live; they should know it well]. Suzanne is arriving to the city tonight. She is inquiring about the exact address, the neighborhood where the apartment is located, safety, moving around the city, places to eat, payment, getting a receipt, etc. She will have limited access to the Internet tonight when she arrives, so she wants to get as much information as possible now. She will be staying in the city for 4 days. Ahmet is trying his best to provide to her as much information as possible.

#### **Role Play 2:**

Sabina works for a cable operator. She is in charge of customer care. She receives requests or complaints via phone, but also via text messengers. She helps clients with simpler technical issues, and she refers them to the technical support for more difficult ones. She receives many reactions from angry clients, for example, because they had problems with the Internet or the cable TV. Rexhep is such a customer. His Internet has been experiencing problems all day, and he is on a tight deadline and he is nervous. He

is an older person and has very little knowledge of computers. Sabina is trying to lead him through several simple steps to help him fix his Internet.

Role Play 3:

Jennifer works for an e-commerce company and her job entails communication with clients who want to buy certain products. The company works a lot with clients from abroad, so a lot of the communication is in writing via text messengers, either Viber or What's Up. Her job is to explain the clients the benefits of a product and to help the sale. Risto is a client from a neighboring country and he is interested in ordering a new cell phone. He has quite a few questions about the cell phone functionalities.

# SESSION 2

## 2.1 Skills Self-Assessment

### **FOR THE TRAINER**

The objective of the exercise is to introduce some of the core employability skills as well as the concept of self-assessment. The trainer should explain that it is important to be honest when doing the self-assessment and that it serves to help us identify things we should improve.

### **FOR THE STUDENT**

Please do the following self-assessment:

1 = I completely disagree; 5 = I completely agree

### **READING**

1	I know how to read	1 2 3 4 5
2	I can read well	1 2 3 4 5
3	I read regularly	1 2 3 4 5
4	I read something every day	1 2 3 4 5
5	I can read and understand all the words my friends write on social networks	1 2 3 4 5
6	I read the content on popular youth web pages easily	1 2 3 4 5
7	I can read the daily newspapers easily	1 2 3 4 5

### **WRITING**

1	I know how to write all the letters	1 2 3 4 5
2	I can write words and sentences correctly	1 2 3 4 5

3	I always pay attention to punctuation such as capital letters, full stops, comas, question marks, etc.	1 2 3 4 5
4	I know how to write an email	1 2 3 4 5
5	I write emails regularly	1 2 3 4 5
6	I can type an email with average speed	1 2 3 4 5
7	I write down what I want to say clearly and precisely	1 2 3 4 5
8	My writing skills are better than my peers'.	1 2 3 4 5

### WORKING WITH NUMBERS

1	I know how to add numbers	1 2 3 4 5
2	Adding numbers is easy for me	1 2 3 4 5
3	I know how to subtract numbers	1 2 3 4 5
4	Subtracting numbers is easy for me	1 2 3 4 5
5	I know how to multiply numbers	1 2 3 4 5
6	Multiplying numbers is easy for me	1 2 3 4 5
7	I know how to divide numbers	1 2 3 4 5
8	Dividing numbers is easy for me	1 2 3 4 5
9	I was better than my peers in math	1 2 3 4 5
10	I was worse than my peers in math	1 2 3 4 5

### COMPUTER SKILLS

1	I know how to work on a computer	1 2 3 4 5
2	I work on a computer regularly	1 2 3 4 5
3	I have good knowledge of Word	1 2 3 4 5
4	I have good knowledge of Excel	1 2 3 4 5
5	I know how to enter a simple formula in Excel	1 2 3 4 5
6	I know how to do a table in Excel	1 2 3 4 5
7	I have good knowledge of Power Point	1 2 3 4 5

**VERBAL COMMUNICATION**

1	I speak clearly	1 2 3 4 5
2	I am careful about the things I say; I do not say things I do not want to say	1 2 3 4 5
3	I know how to control my emotions (anger, impatience with people, disappointment, etc.) when I speak	1 2 3 4 5
4	I make a good impression when I speak in group discussions (family, friends)	1 2 3 4 5
5	I can persuade people	1 2 3 4 5
6	People consider me to be a good listener	1 2 3 4 5

2.2 Personal Essay on Employability Skills

**FOR THE TRAINER**

The objective of the exercise is to encourage students to think about the skills they have; the skills they lack, and the skills they would like or need to learn.

Students should be given up to 40 minutes to write the essay. After they have completed the work, several essays can be read in class, followed by discussion.

**FOR THE STUDENT**

Please write a personal essay about your skills. Reflect on the skills you think you have and the things you think you are good at. Also write about the skills you think you are lacking, as well as the skills you would like to develop. You could also write about your interests as a child, your hobbies, things in which you were good. You can also write something about the jobs you would like to do or that interest you. The essay should be about 500 words.

## SESSION 3

### 3.1 Study of Job Ads

#### **FOR THE TRAINER**

The objective of the exercise so to make students familiar with real job ads and the skills they require.

Ask participants to study them one at a time and to discuss what skills are commonly required. Work can be done in phases.

Firstly, a job ad is studied. After that, discussion follows on what are the specific employability skills which are required.

The process is repeated with the following job ads.

#### **FOR THE STUDENT**

Please review the following job ads. What do the job ads have in common? What are the skills they commonly require? How are such skills acquired?

##### Job Ad 1

##### Position description

A new EU-funded project advertises a vacancy for an office manager.

##### Responsibilities

Day-to-day management of the office;

Assisting the team leader;

Financial management;

Event organization.

## Skills and qualifications

Good written and spoken English;  
University diploma;  
Minimum 1 year of office experience;  
Experience with financial reporting;  
Organizational and management skills.

## Job Ad 2

### Position Description

This position is responsible for the activities of the office, provides leadership and manages the office operations team consisting of one person. Areas of office management responsibility include front office administration, mail, file management, taxes, conference and meeting planning, and administrative support.

### Responsibilities:

Lead and manage the operations team;  
Continuously assess staff performance and skill needs, and services provided to our clients;  
Participate in daily tasks and share responsibility with other administrative team members;  
Manage the annual budgeting process, salary adjustments;  
Responsible for petty cash;  
Conflict resolution.

### Qualifications:

Five or more years of experience as an office manager;  
College degree or equivalent experience required;  
Strong ICT skills (i.e., Microsoft Word, PowerPoint, Excel, web-based applications, etc.).  
Knowledge of financial and accounting terminology.  
Ability to build strong working relationships at all levels;

Strong written and oral communications skills;  
Planning abilities.

### 3.2 Study of Job Ads Found Online

#### **FOR THE TRAINER**

The exercise is a continuation of the previous work.

Students are asked to go do an online search of job ads. There is no limitation as to the type of jobs, however the job ads should have a good description of employability skills requirements.

The students can be divided into small groups or they can work individually. After they have found several job ads, students are asked to review them.

The next step is discussion about the requirements in the various job ads. The starting questions can include: What do the job ads have in common? What are the skill they commonly require? How are such skills acquired?

#### **FOR THE STUDENT**

Please conduct an online search of various job ads. Identify several job ads and review them carefully. What do the job ads have in common? What are the skills they commonly require? How are such skills acquired?

# SESSION 4

## 4.1 Aleksandar's Career Choice

### **FOR THE TRAINER**

The objective of the exercise is to introduce students to the concept of career orientation.

First, one or several students read the text. The reading is followed by a discussion.

Questions for discussion:

The trainer frames the discussion around the questions Aleksandar is asking himself (last part of the text). The trainer does not offer a conclusion. Instead s/he guides the discussion.

### **FOR THE STUDENT**

Please read the following text:

Aleksandar is about to complete high school. As the school end is near he and his classmates often find themselves discussing what they will do next. Some of them are certain that they would continue to university. Others are not sure, whereas yet others say they want to start working. Aleksandar is still not sure if he would like to go to university. Even if he decides to go, he is not sure what he would like to study.

He knows that the unemployment is high and that finding a job is not easy even if one has a university diploma. He thinks that if university makes it easier to find a job, then it is worth going. But he does not know if this is the case and does not know how to check.

Another thing he does not know is whether he would like studying. In high school he did well. However, he did not like all the subjects. He especially did not like math and physics, basically anything that involved numbers. What he really liked was history. And he was very good at it. He especially liked the political history of the 20<sup>th</sup> century, and the World Wars. However, he liked other history as well. Sometimes he read history books. His aunt realized his passion and brought him such books.

He thought that if he should go to university, he should study history. However, he got somewhat discouraged by something his older sister told him. She said that there are very few jobs for historians; either as teachers in schools, or researchers in history institutes, perhaps also in museums. This sounded true and it got him thinking. Why study something, even if you like it, if it will not help you find a job?

Another option was to follow his friends and to enroll where they would. He knew quite a few schoolmates who made their decision in this way. They followed their friends. A couple of his best friends wanted to study economics. He really considered of enrolling where they would. However, he really disliked economics. Was it worth it to study something you do not like, just to be together with your friends?

For some of his schoolmates, things seemed easier. They had a very clear idea what they wanted. For some of them their parents had made the decision and they did not give it much thought. One boy knew he would be a locksmith just like his dad. Another girl knew she would be an accountant, even though she had told Aleksandar she really wanted to be an actress.

As the school year was nearing to an end, Aleksandar was thinking what is the right choice?

Is it to orient yourself in a field where there are many jobs, or where jobs were expected to be in the future?

Or is it to pursue what you really like, and you are good at even though finding a job may not be easy?

He was also puzzled by the dilemma if it was possible to be good at something one did not like, and vice versa? He knew some schoolmates who may fall into either of these categories.

Was it a smart move to do the same as your friends?

And what about having your parents choose for you when this was not what you liked, but it helped securing a job?

Key words:

Unemployment	Situation when there are not enough jobs in the economy. The number of unemployed people.
Economics	The science which studies the economy.
Accountant	Person who keeps the financial records of businesses or other organizations.

#### 4.2 Introduction to Skype

##### **FOR THE TRAINER**

The objective of the exercise is to introduce students to Skype, in particular to the use of Skype for professional purposes.

The exercise requires the use of computer (with camera) and the Internet. Up to 2 students can share the same computer if needed. It is not recommendable that more than 2 students use the same computer.

Provisional topics to be covered:

- Opening of Skype account
- Responsible use of Skype
- Working with contacts
- Setting up audio and video
- Organizing group calls

The sessions should start with a short introduction to Skype.

In the next step, the trainer can promote a short discussion on the benefits of using Skype and situations when Skype is good to use.

The rest of the session involves practical work with Skype.

The final step should be the organization of the group calls (role-play). Several students are in turn assigned the role of the call organizer. They are asked to come up with work-related topics for the call (for example, problem with sales, promotion of a new product or service, etc.). They organize the call and lead the conversation. Each group call can have a duration of several minutes. After each call there can be short debriefing on what was done right, and what needs to be improved.

#### **FOR THE STUDENT**

Provisional topics to be covered:

- Opening of Skype account
- Responsible use of Skype
- Working with contacts
- Setting up audio and video
- Organizing group calls

### 4.3 Work Correspondence on Skype

#### **FOR THE TRAINER**

The objective of the exercise is to teach students the use of Skype for business communication purposes. An additional objective is to underscore the need for proper written communication, for correct syntax and punctuation in work correspondence.

The exercise requires the use of computer (with camera) and the Internet. Up to 2 students can share the same computer if needed. It is not recommendable that more than 2 students use the same computer.

First, the trainer presents the topic of the session. S/he explains why the ability to express oneself in writing clearly is important in work.

In the next step, role-play is organized. The trainer has several situations prepared. One situation is role-played followed by debriefing, then the next situation is role-played. If needed, students can be engaged in inventing new situations.

The exercise can be done a few times during the course work, in order to give the students the opportunity to practice, and to reiterate the importance of proper written communication. Students can be asked to come up with additional role plays at home. They should be asked to cope up with role plays which are fun.

### **FOR THE STUDENT**

Please conduct the following role play exercises:

#### Role Play 1:

Each student in the role-play represents a youth organization from the region. The organizations cooperate for the first time and they do not know each other very well. They are jointly organizing a youth event which has to gather young people from all the countries. They need to discuss the logistics (travel, accommodation), and the agenda (themes, presentations, etc.). The trainer asks some of the participants in the role-play to disagree with some of the ideas presented by others, but to do it in a polite way. The objective is to learn to disagree with respect.

#### Role Play 2:

Each student in the role-play is a sales person. All sales persons work for the same company and they work in different cities in the same country. They are discussing the sales of a new product. The trainer can come up with a product which would stimulate students' interest. First, each student provides a short presentation of the sales in their city over the past period. Then they engage in discussion about challenges, good sales strategies, etc.

# SESSION 5

## 5.1 The CV Dilemma

### **FOR THE TRAINER**

The objective of the exercise is to introduce the concept of a CV and its importance in the process of job search.

First, one or several students read the text.

In a next step, following the completion of the reading, the trainer initiates a discussion. The discussion can start with a review of the key words. Students can be asked to provide examples. The trainer can then expand the discussion by asking questions.

Here are several sample questions for discussion. The trainer should formulate additional questions.

What is a CV? Do the students have CVs?

Have they prepared CVs for themselves in the past?

Have they sent job applications requiring CVs before? If yes, where?

What information should the CV contain? How is this information organized?

What do you think about the issues of 1-page limit and including a large photo in the CV?

What do you think about the issue of omitting work experience from your CV?

What do you think about the final tips in the story?

## **FOR THE STUDENT:**

Please read the following text:

Having completed high school, Nusret has started following the job ads and applying to job interviews. All the job ads which he read required a CV. Employers usually asked candidates to email their CVs. As Nusret did not have a CV he did an online search for CV guidance and templates. He also decided to talk with some of his friends who already had their CVs prepared.

Some of his friends were categorical that the CV must not be longer than 1 page. They said that was the key, to find a way to include the most important things about you in 1 page. Some of them also said that the CV must include a photo; the larger the photo – the better. However, some of his other friends disagreed. They said that the 1-page limit was not mandatory; it was only one way to do it. They said that it was not possible to describe well a person's different experiences in 1 page. They also said that whereas a small photo could be included, a large photo did not look good in the CV at all. One of his friends, Jenny, said that she followed the advice to include a large photo in the CV, but when she went to a job interview, they told her that this was not professional. Someone also told her to make sure that the file she emails is not too heavy. Apparently, employers did not like that. She took the advice.

Nusret found several different CV templates online. Even though they were different in format, they followed common rules. For example, they both included information on the person's education and work experience. Both education and work were being listed from the most recent experience backward. They included information on knowledge of foreign languages and computer skills. Some of them also included a lot of additional details, such as information on hobbies, personal attitudes, and so forth.

Nusret sat down and prepared his CV. But there was a problem. Because he was so young, he did not have any work experience. He had had temporary jobs in the past, during the summers. He worked as a waiter in a coffee bar, distributor of leaflets, cargo worker, surveyor, and so forth. Only he was not sure he should include such work experience. Another thing was that he was not sure that a work experience as a cargo worker would look good in an application for an office job. He thought it was better to

omit those experiences from the CV. But then, his friend Petar told him that he also omitted his temporary jobs but then went to an interview in a company working in retail, and the person who interviewed told him that even though his temporary experiences were not related to the job he applied for, they were still important indicators of his diverse work experience and willingness to work. The guy told him that all experience counted.

This story made Nusret think. This sounded reasonable. It also kind of made sense, because without these experiences, his CV would have been completely empty. He thought, what is the point of sending a blank CV?

How to do the CV was a topic of frequent discussion with friends. There was really a lot of advice online, and there were quite a few trainings available. There was so much guidance, he was not sure which particular advice to take. He found some of the quick tips quite useful. For example:

You should not send an email job application without a subject line. It does not look professional. Employers might not know what the email is about and delete.

You should not send an email only with the CV attached and no text in the message. This is also unprofessional and even worse than sending an email without a subject line. Just a couple of sentences to accompany the CV is all is needed.

You should not send the CV file unnamed or with some awkward name. The file should not be heavy. He heard some people sent attachments of 10MB or more.

He did not have much experience with sending job applications, or professional emails for that matter, but these made sense to him.

Looking through the job ads he found one for a sales intern in a large company. He decided to send out his first CV.

Key words:

Job ad	An announcement in a paper, or online, about a job opening.
Job interview	A meeting in which a candidate for the job is asked questions, usually about his skills and previous work experience.
CV	A written text about a person's education and work experience.
Personal attitude	The way a person thinks about or reacts to certain things.
Retail	The sale of goods in small quantities.
Work experience	The experience of previous work; previous jobs a person has done.
Training	Education
Subject line (of an email)	The subject line of the email is the place where the title of the email is written. It is usually indicated with the word "subject". The title of the email should indicate the content of the email.
Job application	A written request for a certain job.
Sales	The action of selling something.
Intern	A person who works in order to get work experience, often without pay or for small pay.

## 5.2 Finding CV Formats Online

### **FOR THE TRAINER**

The objective of the exercise is the students to find different CV formats online, to review them, and in the process learn how to make a personal CV. The students should do an online search and find several different CV formats. They should review the formats. After the task is completed the trainer should involve the students in a discussion. Possible questions include: What do the various CV formats have in common? How do they differ? What is the standard content of a CV? How is the content organized?

### **FOR THE STUDENT**

Please conduct an online search and identify several different CV formats. Review the various formats. What do they have in common? How do they differ?

## 5.3 Developing a Personal CV

### **FOR THE TRAINER**

The objective of the exercise is to teach students how to develop their CV.

The trainer introduces the basic concepts in making a CV, including: CV items (contact info, education, work experience, languages, etc.), chronology of experiences (from the most recent backwards).

This exercise will be preferably done in phases over several different sessions.

Students can be asked to take notes at home, to remember their experiences from summer jobs, or temporary engagements, etc.

### **FOR THE STUDENT**

Please develop your own CV.

# SESSION 6

## 6.1 The Employment Situation of Roma

### **FOR THE TRAINER**

Objectives of the exercise: a) to promote discussion about the employment challenges specific to the Roma population; b) to teach several key terms of relevance to employment, c) to promote discussion and analytical thinking.

First, one or several students read the text.

In a next step, following the completion of the reading, the trainer promotes a discussion. The discussion can start with a review of the key words. Students can be asked to provide examples. The trainer can then expand the discussion by asking questions.

Here are several sample questions for discussion. The trainer should formulate additional questions.

How did the situation of Roma change through history, from the 19<sup>th</sup> century to after the end of socialism?

Where do Roma in Europe mostly live?

What is the situation with employment and poverty of Roma at present?

Why is the Roma population younger than the general population in Europe?

### **FOR THE STUDENT**

Please read the following text:

“For more than a thousand years, Roma people, including Travelers, Gypsies, Manouches, Ashkali, Sinti, and other groups, have been part of the European

population. The term “Roma” was first chosen at the Inaugural World Romani Congress held in London in 1971 and is now widely used as a generic and pragmatic description of a diverse range of communities. In Central and South Eastern Europe, Roma suffered disproportionately during the transition to market economies. A historical perspective helps to cast light on the low levels of employment, high poverty, and widespread social exclusion that Roma communities continue to experience today. For centuries, Roma were integrated into the local economies near their areas of residence through their provision of services such as blacksmithing and care of horses (“horse healing”). Industrialization and post-industrialization in the 19th–20th centuries and the declining demand for the services typically provided by Roma, in combination with the consolidation of nation-states, led most Roma to give up migration and settle in one locale. During state socialism, Roma often held positions as unskilled workers in heavy industries. For a while, Roma standards of living improved and many Roma had access to housing, education, and health care. The transition to market economies, however, caused Roma populations great hardship. The dysfunction and collapse of large state-owned enterprises led to a decline in formal, low-skilled employment. Policies of land restoration, as well as the decline of cooperative farming, led many Roma to migrate from rural areas to towns and cities. In the Western Balkans, these difficulties were compounded by civil war, leading to large-scale displacement of Roma communities and their outmigration to countries of the European Union.”

... “Roma constitute Europe’s largest minority group, with a population estimated at 10 to 12 million. Although present in virtually every European country, Roma are concentrated in Central and Eastern Europe – with over 3 million living in Romania, Bulgaria, and Hungary alone – and in the Western Balkans, where they number as many as 600,000 in Serbia. In addition to large size, several other aspects of Roma demography make their situation special. The Roma are not simply the largest minority group in Europe; they outnumber the populations of half Europe’s countries.... According to a major survey of 11 EU Member States carried out in 2011, only one in three Roma was in paid employment, nine in 10 lived below the national poverty line, and approximately five in 10 reported experiencing ethnic discrimination. In addition, in contrast with the ageing European general population, the Roma population is young: Roma of working age are on average 25 years old, compared to the EU’s average of 40, and Roma youth represent 10–20 per cent of new labor market entrants. However, as of 2011, only 15 per cent of the young Roma population had completed upper-secondary education and almost 60 per cent of those between 16 and 24 were not in

employment, education or training. These disadvantages, coupled with the decent work deficits experienced by the Roma population as a whole, make the challenge of labor market integration of Roma youth both weighty and urgent.”

Source: *Promoting Decent Work Opportunities for Roma Youth in Central and Eastern Europe. An ILO Resource Guide*, International Labor Organization, 2016.

Key words:

Poverty	Not having enough money to meet basic needs, such as food, shelter, clothing, heating.
Social exclusion	Being excluded from society, living at the margins of society, usually because of poverty or belonging to a group which is disadvantaged on grounds of ethnicity, religion, sexual orientation, disability, or related grounds.
Industrialization	Development of manufacturing, of industrial production.
Post-industrialization	Phase following industrialization, when the service sector grows to become bigger than manufacturing.
Unskilled worker	Worker with low skills, often associated with low level of education.
Heavy industry	It usually refers to iron and steel industries, etc.
Transition	Going from one phase to the next. The term has been often used to denote the shift from socialism to capitalism.
Market economy	An economic system where production and prices are decided by private companies.

State-owned enterprise	Enterprise owned by the state. It often refers to the main type of company during socialism.
Land restoration	Returning of land. In the context of the text it refers to the returning of land which was returned to owners after the end of socialism.
Upper-secondary education	The level of education in between high school and university.
Decent work	Work which provides fair income, job security, and social protection for the worker.

## 6.2 Hangman Game with the key words from exercise 6.1

### **FOR THE TRAINER**

The objectives of the exercise are: a) to promote the use of key terms in a fun and relaxing way, b) to promote creative thinking.

The trainer should divide the students in several groups (2-4). The groups compete in completing the assigned hangman phrases. The winners get a prize (candy or similar). The prize is important as it strengthens motivation.

In order to make the hangman phrase more difficult, it is recommended that the words are merged. For example:

Hidden phrase:

.....  
 ....

Phrase solution:

THE PRIORITY IS TO PROVIDE DECENT WORK FOR SOCIALLY EXCLUDED YOUNG PERSONS

The trainer should develop several similar phrases.

### 6.3 Writing a Short Essay on the Employment Situation of Roma

#### **FOR THE TRAINER**

The objectives of the exercise are: a) to promote analytical thinking, b) to promote writing skills using specific technical terms.

The trainer asks the students to write a short text on the same topic and using the information and the key words from the text they read and discussed. While writing their texts, the students should not consult the text they read.

#### **FOR THE STUDENT**

Please write a short essay on the topic of employment situation of Roma. Please use the information and the new words you learned from the previous exercise.

# SESSION 7

## 7.1 Categorization of Employability Skills

### **FOR THE TRAINER**

The objective of the exercise is to promote understanding about employability skills.

In the first step the trainer promotes a short discussion on what is a skill.

Following the discussion on what is a skill, the trainer asks each student to write down on pieces of paper (which are provided) 5 different employability skills. The trainer does not provide any additional explanation. The point is to have the exercise open-ended and the students able to suggest anything they want.

Once every student has completed the exercise, the trainer asks each of them to read out and explain the 5 skills they have written down.

In the next step, the trainer divides the students in several small groups. Each group puts together the skills written down by all of its members, so that each group has at least 15-25 skills.

The groups are then asked to:

- a) find the duplicates (if any) and take them out,
- b) reformulate any names of skills, if needed, and
- c) categorize the skills, that is divide them into categories.

The students are not given any indication on the criteria according to which they should categorize the skills. They are told that they are completely free to do this as they agree in their group.

In the next step, each group presents their categorization of skills to the class. This is done on the board (whiteboard or other). (It is best if self-adhesive posts are used. If they are not in supply, regular pieces of paper can be placed on the board using adhesive tape).

In the next step, following the completion of the presentations, the trainer starts a discussion on the categorizations presented by the different groups.

### **FOR THE STUDENT**

Exercise: Categorization of Skills

## 7.2 Employability Skills Matrix

### **FOR THE TRAINER**

The objective of the exercise is to promote understanding about key employability skills.

The trainer asks the students to review the two enclosed matrices. Students are given 10 minutes for the exercises.

In the next step the trainer promotes a discussion about the differences and similarities between the two matrices, and the matrices produced during the previous group work.

### **FOR THE STUDENT**

Review of employability skills matrices

Table 1. Employability Skills

Critical Thinking	Lifelong Learning	Teamwork	Self-Esteem	Responsibility and Accountability
<i>being able to:</i>				
make the difference between a fact and opinion	be curious and enjoy learning new things	understand the role of each person in the group	state own strengths and recognize personal limitations	<i>establish realistic goals and work towards meeting them</i>
recognize, define, and explain a problem	believe that learning takes place in all parts of life, not just classroom	plan and make decisions with others	try things	<i>predict the consequences of one's action</i>
access critical information needed to make a decision	understand there is always more to learn	contribute key information and ideas	learn from mistakes	<i>plan how time will be used</i>
assess alternatives and anticipate results	be willing to try learning in new ways	deal with differences and conflict with respect	handle feedback or criticism and be open to self-improvement	<i>complete work on time and meet deadlines</i>
decide on a solution and act on it	learn alone or with others	show empathy	accept credit for things well done	<i>demonstrate good attendance and punctuality</i>

consider problems a challenge	apply learning from one situation to another	exercise give and take to achieve group results	express feelings, thoughts and beliefs	<i>predict how much time a task will take</i>
apply learning and knowledge to new situations	know when to ask for assistance	actively participate and share the credit	form positive relationships	<i>explain actions without blaming others</i>
make good decisions under pressure		provide leadership and motivate others	develop personal and professional networks	
		<i>stand by and support the group's decision</i>		

Source: Hache, L. et al., *The Quick Reference Guide: Blueprint for Life/Work Designs*, National Occupational Information Coordinating Committee, Washington, DC, US, 2000

Table 2. Employability Skills Framework

Personal Attributes that contribute to overall employability	<ul style="list-style-type: none"> <li>• Loyalty</li> <li>• Commitment</li> <li>• Honesty and integrity</li> <li>• Enthusiasm</li> <li>• Reliability</li> </ul>	<ul style="list-style-type: none"> <li>• Personal Presentation</li> <li>• Common sense</li> <li>• Positive self esteem</li> <li>• A sense of humor</li> </ul>	<ul style="list-style-type: none"> <li>• A balanced attitude to work and home life</li> <li>• An ability to deal with pressure</li> <li>• Motivation</li> <li>• Adaptability</li> </ul>
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Skill	Element – (facets of the skill that employers identified as important noting that the mix and priority of these facets would vary from job to job)	Skill	Element – (facets of the skill that employers identified as important noting that the mix and priority of these facets would vary from job to job)
<p><b>Communication</b></p> <p>..that contributes to productive and harmonious relations across employees and customers</p>	<ul style="list-style-type: none"> <li>• Listening and understanding</li> <li>• Speaking clearly and directly</li> <li>• Writing to the needs of the audience</li> <li>• Negotiating responsively</li> <li>• Reading independently</li> <li>• Empathizing</li> <li>• Speaking and writing in languages other than English</li> <li>• Using numeracy</li> <li>• Understanding the needs of internal and external customers</li> <li>• Persuading effectively</li> <li>• Establishing and using networks</li> <li>• Being assertive</li> <li>• Sharing information</li> </ul>	<p><b>Planning and organizing</b></p> <p>...that contributes to long and short term strategic planning</p>	<ul style="list-style-type: none"> <li>• Managing time and priorities– setting time lines, co-ordinating tasks for self and with others</li> <li>• Being resourceful</li> <li>• Taking initiative and making decisions</li> <li>• Adapting resource allocations to cope with contingencies</li> <li>• Establishing clear project goals and deliverables</li> <li>• Allocating people and other resources to tasks</li> <li>• Planning the use of resources including time management</li> <li>• Participates in continuous improvement and planning processes</li> <li>• Developing a vision and a proactive plan to accompany it</li> <li>• Predicting - weighing up risk, evaluate alternatives and apply evaluation criteria</li> <li>• Collecting, analyzing and organizing information</li> <li>• Understanding basic business systems and their relationships</li> </ul>
<p><b>Team work</b> ...that contributes to productive working relationships and outcomes</p>	<ul style="list-style-type: none"> <li>• Working across different ages and irrespective of gender, race, religion or political persuasion</li> <li>• Working as an individual and as a member of a team</li> <li>• Knowing how to define a role as part of the team</li> <li>• Applying team work to a range of situations e.g. futures planning, crisis problem solving</li> <li>• Identifying the strengths of the team members</li> <li>• Coaching and mentoring skills including giving feedback</li> </ul>	<p><b>Technology</b></p> <p>...that contributes to effective execution of tasks</p>	<ul style="list-style-type: none"> <li>• Having a range of basic IT skills</li> <li>• Applying IT as a management tool</li> <li>• Using IT to organize data</li> <li>• Being willing to learn new IT skills</li> <li>• Having the OHS knowledge to apply technology</li> <li>• Having the physical capacity to apply technology e.g. manual dexterity</li> </ul>

<p><b>Problem Solving...</b>that contributes to productive outcomes</p>	<ul style="list-style-type: none"> <li>• Developing creative, innovative solutions</li> <li>• Developing practical solutions</li> <li>• Showing independence and initiative in identifying problems and solving them</li> <li>• Solving problems in teams</li> <li>• Applying a range of strategies to problem solving</li> <li>• Using mathematics including budgeting and financial management to solve problems</li> <li>• Applying problem solving strategies across a range of areas</li> <li>• Testing assumptions taking the context of data and circumstances into account.</li> <li>• Resolving customer concerns in relation to complex projects issues</li> </ul>	<p><b>Learning...</b>that contributes to ongoing improvement and expansion in employee and company operations and outcomes</p>	<ul style="list-style-type: none"> <li>• Managing own learning</li> <li>• Contributing to the learning community at the workplace</li> <li>• Using a range of mediums to learn – mentoring, peer support and networking, IT, courses</li> <li>• Applying learning to ‘technical’ issues (e.g. learning about products) and ‘people’ issues (e.g. interpersonal and cultural aspects of work)</li> <li>• Having enthusiasm for ongoing learning</li> <li>• Being willing to learn in any setting – on and off the job</li> <li>• Being open to new ideas and techniques</li> <li>• Being prepared to invest time and effort in learning new skills</li> <li>• Acknowledging the need to learn in order to accommodate change</li> </ul>
<p><b>Self-Management</b> that contributes to employee satisfaction and growth</p>	<ul style="list-style-type: none"> <li>• Resolving customer concerns in relation to complex projects issues</li> <li>• Having a personal vision and goals</li> <li>• Evaluating and monitoring own performance</li> <li>• Having knowledge and confidence in own ideas and visions</li> <li>• Articulating own ideas and visions</li> <li>• Taking responsibility</li> </ul>	<p><b>Initiative and enterprise</b> ..that contribute to innovative outcomes</p>	<ul style="list-style-type: none"> <li>• Adapting to new situations</li> <li>• Developing a strategic, creative, long term vision</li> <li>• Being creative</li> <li>• Identifying opportunities not obvious to others</li> <li>• Translating ideas into action</li> <li>• Generating a range of options</li> <li>• Initiating innovative solutions</li> </ul>

Source: Employability Skills for the Future 2002, Australian Chambers of Commerce and Industry and Business Council of Australia

## SESSION 8

### 8.1 Job Interview: What to Do and Not to Do

#### **FOR THE TRAINER**

The objective of the exercise is to introduce some basic rules of behavior during a job interview.

In the first step, the trainer starts a general discussion with the students about what they think job interview candidates should pay attention to, and how they should behave during job interviews.

In the next step, the trainer asks the students to review the table below. Around 10 minutes can be assigned for the review.

After the students have completed reviewing the information, the trainer continues the discussion, soliciting student feedback on separate items from the table: why do they think certain types of behavior are considered positive or negative during a job interview.

#### **FOR THE STUDENT**

Please review the following table and discuss it with your classmates.

What to do	15 things to avoid in a job interview
Arrive 10-15 minutes early.	Arrive late.
Use the waiting time to review employer research information.	Poor personal appearance.
Have pen and paper. Asking to borrow a pen indicates lack of preparation.	Lack of interest and enthusiasm: passive and indifferent
	Ask questions on salary and benefits.

<p>Be positive. Recruiters remember a positive attitude.</p> <p>Listen carefully to each of the interviewer's questions before responding.</p> <p>If needed, pause and take time before answering difficult questions.</p> <p>Keep going even if you feel you made a mistake.</p> <p>Carry extra copies of the CV and the references organized in a portfolio.</p> <p>Do not discuss salary and benefits. If asked, respond without stating specific amounts (I was earning around...since I was a student, the aim was to get experience and some money for the fees...)</p> <p>Keep your answers brief and concise. Unless asked to give more details, limit your answers to two to three minutes per question.</p> <p>Ask questions. Good questions require advance preparation. Just as you plan how you would answer an interviewer's questions, write out any specific questions you want to ask. For instance:</p>	<p>Criticism of past employer.</p> <p>Poor eye contact with interviewer.</p> <p>Asking no questions about the job.</p> <p>Indefinite answer to question.</p> <p>Overbearing "know-it-all" complex.</p> <p>Inability to express oneself clearly.</p> <p>Lack of confidence and poise, nervous, ill at ease.</p> <p>Make excuses, evasive, hesitate on unfavorable factors on record.</p> <p>Lack of courtesy, ill-mannered.</p> <p>Sloppy application form.</p> <p>No interest in company or industry.</p>
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<p>Can you please describe an average day at the job?</p> <p>How will you evaluate applicants?</p> <p>Who will be my colleagues and supervisors?</p> <p>How is an employee evaluated and promoted?</p> <p>Who are your clients? Who are your competitors?</p> <p>What are your expectations for new recruits? What qualities are you looking for in them?</p> <p>How soon can I hear from you? When will you take a final decision?</p> <p>Maintain a conversation flow. By consciously maintaining a conversation flow – a dialogue instead of a monologue – you will be perceived more positively.</p>	
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Source: Surfing the Labor Market. Job Search Skills for Young People, International Labor Organization, 2012.

## 8.2 Job Interview: Role Play

### **FOR THE TRAINER**

The objective of the exercise is to prepare students for job interviews.

The trainer divides the students into three groups. The first group is the job candidates. They will be interviewed, one by one, for the job. The second group is the recruiters. They interview the job candidates. They work together as a panel. The third group is

the observers. They observe the interviews and provide feedback. After the first round, when the job candidates (optimally 2-4 persons) have been interviewed, the groups change their roles.

There are three role plays. The first group of job candidates all play the first role; the 2<sup>nd</sup> group play the second role, and the 3<sup>rd</sup> group play the 3<sup>rd</sup> role. It is important that all students get to play the role of a job candidate.

The role of the recruiters, as a group, is to come up with the questions. The questions should be consistent with questions asked at job interviews.

The role of the observers to come up with criteria based on which they would assess the performance of the job candidates. Criteria can for example include: how well the candidate introduced him or herself, the level of interest demonstrated by the candidate, how well the candidate responded to questions, how well the candidate asked questions, and so forth. The observers should consistently apply the criteria to all the candidates.

The role of each job candidate is to prepare individually for the interview.

After the end of each round of role play, the trainer should engage the students in extensive debriefing about how things went, what was done well, what are the things candidates could improve, etc. The purpose is to involve the students in actively thinking about the job interview process.

### **FOR THE STUDENT**

Please follow the trainer's instructions and engage in the following role plays:

Role play 1:

The candidate applies for the post of junior sales person in a large, well-known shop which sells electronic equipment. The candidate has very little previous experience, as s/he has recently graduated from high school. The experience included several summer

jobs and short-term engagements. The candidate had good grades in high school and speaks English. The candidate is good with electronic equipment. The candidate does not have previous sales experience. S/he needs to convince the recruiters that s/he has very good communication skills, and that she will be a good sales person.

Role play 2:

The candidate applies for a junior field assistant position with a local Roma CSOs. The CSO does a lot of community work, providing free legal aid to Roma, as well as educational services. It also does non-formal education with young people. The candidate is not required to have previous work experience but is required to know the local community well. The candidate is also required to have strong communication skills, and s/he will need to do field outreach, talk to people s/he does not know, and to be able to engage them. The candidate is required to have general knowledge of the concepts of discrimination, legal aid needs of Roma, as well as educational challenges faced by Roma children and families. Only basic understanding is required, and additional training will be provided. The candidate needs good ICT skills as online data entry will be done on a portable device during the field interviews.

Role play 3:

The candidate applies for a position in a real estate agency. The agency mediates rental and sales mostly of apartments. The job includes identification of new properties which are advertised on the market on a regular basis, communication with property owners and with clients, communication with lawyers, limited amount of work on contracts, work with a database of properties. The job does not require specific technical skills, but the candidate needs to have ICT skills, to speak some English, and to be a good communicator. The candidate has very little previous practical experience, during high school. S/he has to convince the recruiters that s/he is the right person for the job.

# SESSION 9

## 9.1 The Employment Challenge of Roma Youth

### **FOR THE TRAINER**

The objectives of the exercise are: a) to promote discussion about the specific employment challenges of Roma youth, b) to promote analytical thinking and writing.

First, one or several students read the text.

In a next step, following the completion of the reading, the trainer promotes a discussion. The discussion can start with a review of the key words. Students can be asked to provide examples. The trainer can then expand the discussion by asking questions.

Here are several sample questions for discussion. The trainer should formulate additional questions.

Why do young people get discouraged when looking for work?

Why do young Roma usually have lower skills than other young people?

Why is school to work transition difficult?

What are the employment challenge of young Roma women?

### **FOR THE STUDENT**

Please read the following text

“...Roma youth also face particular challenges common to young people. Youth are most likely to be in part-time, temporary, and seasonal employment, and to work in the informal economy without access to social protection... They are more vulnerable to the business cycle, often the “last-hired, first-fired.” Youth have also been harder hit by the

economic downturn in Europe, as evidenced by general youth unemployment figures... a growing number of young people have become discouraged and are therefore not actively seeking employment although they are, in principle, available and willing to work...”

.....

“Roma youth have much lower levels of education and skills than young people generally, despite the fact that the participation of young Roma (aged 15–24) in upper secondary and tertiary education has risen substantially over the last decade... The combined effects of prejudice and spatial segregation; institutional or policy failures to address their marginalization; inferior education; more limited skills training; and more restricted access to other services still block labor market integration... At the same time, structural problems characterize the labor markets in post-socialist Central and Eastern Europe. Typical post-socialist economies entered into the economic transition with a relatively large proportion of low skilled workers and traditional education systems that continued to produce poorly skilled youth after 1990, while the new jobs created since the 1990s required higher skills... A clear understanding of the difficulties of the school to work transition for Roma youth is essential... Roma youth can benefit most from training in demand-driven technical and vocational skills, employability skills...”

...

“Roma households tend to be larger than non-Roma households, and Roma women tend to have more children than the general population. Given the limited access to childcare facilities, this is often a severe constraint on women’s employment. Roma tend to marry at a younger age and marriage also affects activity patterns, particularly in education... Young Roma women – much like non-Roma young women – experience additional labor market discrimination in recruitment, for example where they are denied employment because they might become pregnant in the near future, or when they are required to undergo pregnancy testing...”

Source: *Promoting Decent Work Opportunities for Roma Youth in Central and Eastern Europe. An ILO Resource Guide*, International Labor Organization, 2016.

Key words:

Part-time employment	Employment which is not full-time, for example for only half of the day, or a couple of days a week.
Temporary employment	Employment which lasts only for some time, which is not stable.
Seasonal employment	Employment related to a season of the year when there is a stronger demand for certain kinds of workers. For example, in a tourist season there is a higher demand for workers in the tourism sector.
Informal economy	Also called the “grey economy”, this is part of the economy which is not taxed, and/or where workers are not formally employed.
Social protection	Policies and measures for protecting the people from poverty.
Spatial segregation	It means that a segment of the population, for example a certain ethnic group, such as Roma, is set to live apart from the other population, usually in a separate part of towns and cities.
School to work transition	The period between completion of schooling and fully integrating in the labor market.

## 9.2 Hangman Game

### **FOR THE TRAINER**

The objectives of the exercise are: a) to promote the use of key terms in a fun and relaxing way, b) to promote creative thinking.

The trainer should divide the students in several groups (2-4). The groups compete in completing the assigned hangman phrases. The winners get a price (candy or similar). The prize is important as it strengthens motivation.

In order to make the hangman phrase more difficult, it is recommended that the words are merged (see previous hangman game in section 6.2)

### 9.3 Writing a Short Essay on the Employment Challenge of Roma Youth

#### **FOR THE TRAINER**

The objectives of the exercise are: a) to promote analytical thinking, b) to promote writing skills using specific technical terms.

The trainer asks the students to write a short text on the same topic and using the information and the keywords from the text they read and discussed. While writing their texts, the students should not consult the text they read.

#### **FOR THE STUDENT**

Please write a short essay on the topic of employment challenge of Roma youth. Please use the information and the new words you learned from the previous exercise.

# SESSION 10

## 10.1 Learning to Disagree: Role Play

### **FOR THE TRAINER**

The objective of the session is to explain the importance of disagreeing with respect.

The trainer **does not explain** the objective. S/he starts directly with organizing the role-plays. If the group is large, students are divided into smaller groups of 3-5 persons. Each group prepares for its own role-play.

Groups are given the short description of the role play in writing, and they are asked to develop their roles.

In the next step, students do their role plays.

After they have done the role-plays, the trainer explains the objective. Students are involved in a discussion.

In a next step, students do the same role-plays for a second time, this time being careful to disagree respectfully.

### **FOR THE STUDENT**

Please conduct the following role plays following the trainer's instructions.

#### Role play 1:

All persons in the group work in the same team in the same organization. It is June and as usual they have already indicated the time during the summer when they would like to use their summer holidays. The manager is generally flexible about this as long as

there is at all times someone in the office. However, this summer is a bit different as there will be more work than usual. Persons holiday schedules overlap, and she cannot let them all go at the same time. Worker's interests collide. Each worker argues their case, why it is important for them to keep their schedule; they refer to situations from previous years when they gave in to colleagues' preferences. Each person is adamant in defending their case. The manger is also firm that the schedules do not work, and that some of the workers will have to change them.

Role play 2:

All persons in the group work in the same team. The team has to decide on the content of a billboard ad (text and image) for the product they are advertising. The product is locally produced soft drink. Nobody has a personal interest in the content; they have different opinions. Some of the persons in the group feel that the opinions of the others do not make sense; they explain why their ad is better. People get excited in the discussion.

Role play 3:

The role-play is of telephone conversation. It includes 2-3 phone conversations. Each conversation involves two persons. One of the persons works for the company; the other is a client. The person who works for the company is in charge of reminding clients who are late with payment. S/he calls clients and insists to know when payment will be done. The other persons in the group are clients. Some of the clients are angry because they are reminded too often.

10.2 The Importance of Social Media in the Job Search: Introduction to LinkedIn

**FOR THE TRAINER**

The exercise requires the use of computer and the Internet. Up to 2 students can share the same computer if needed. It is not recommendable that more than 2 students use the same computer.

The objectives of the session are:

1. To learn how social networks can be used for research in the process of job search
2. To learn how to make a good personal profile on LinkedIn

The trainer makes a short introduction about social networks and their role in finding a job. S/he explains why LinkedIn is important in work life. In the next step, the trainer promotes a short discussion. Students are asked if they have used social networks for job search, if they know other people's experiences, and so forth. In the next step, students are guided through the process of opening or reviewing their LinkedIn account and creating their personal profile. Students review each other's profiles and discuss how to improve them.

### **FOR THE STUDENT**

Introduction to LinkedIn.

# SESSION 11

## 11.1 Professional E-mail Communication

### **FOR THE TRAINER**

The exercise requires the use of computers and the Internet. Several e-mail accounts will also be needed.

The objective of the exercise is to teach students the rules of professional email communication.

In the first step, the trainer introduces the topic. He outlines basic rule of professional communication, including:

Use of specific and descriptive subject lines (re the meeting in Sofia)

Proper salutation (Dear Madam/Sir)

Proper introduction

Clear, concise, and polite writing.

Proper ending of the email. (Kind regards, Sincerely, etc.)

Use of the reply and reply all options.

Use of the To, Cc, and Bcc options

The next step involves role play. The trainer divides the students into several groups. The groups engage in email exchange.

Following the completion of role plays 1 and 2, the trainer divides the students in groups and asks them to come up with ideas for additional role plays of professional email communication. Some of these role plays can be played in other sessions.

### **FOR THE STUDENT**

Introduction to professional e-mail communication. Please conduct the following role plays following the instructions by your trainer.

Please observe some basic rules of professional e-mail communication:

Always use a specific and descriptive subject line which reflects the content of the message. Do not send e-mails with blank subject line.

Always use proper salutation in the e-mail. Such salutations can be Dear Sir, Dear Madam, Dear Madam/Sir – in a case you do not know the gender of the person; Dear Mr. X, Dear Ms. Y.

It is customary to use a polite intro to your e-mail. A commonly used phrase is “I hope this message finds you well”, etc.

Always write politely and clearly. Use proper punctuation.

The e-mail is concluded with a polite greeting, such as “Kind Regards”, “Sincerely”, “Warm Regards”, etc.

Please use the “reply all” option as appropriate. If an email was sent to you and several other persons, this means that the other persons should be informed of or involved in the conversation and hence the “reply all” option should be used. People often forget to use this option and this can result with miscommunications.

The field “To” is for the persons to whom the message is directly addressed; the field “Cc” is for persons who should be informed of the conversation, but the e-mail is not directly addressed to them. The field “Bcc” is used when the sender of the email wants to keep them informed of the communication, without the persons in “To” and “Cc” knowing about it.

Role play 1:

Monika organizes a meeting in Sofia which is to be attended by 4 organizations from 4 different countries in the region. They all have to come to Sofia from different locations.

The challenge is to coordinate the dates which suit all of the organizations. Several emails are exchanged about the dates. In addition, they are coordinating the agenda for the meeting. The agenda should include 2 presentations from each organization. All presentations should be on the issue of employment of Roma youth. The presentations should address different aspects and should not overlap. The organizations exchange many rounds of emailing over these issues.

Role play 2:

Lindita coordinates a team of field staff who work in several different cities. They work in Roma communities and provide career orientation services for young Roma. In addition, they promote courses on employability. They register candidates and make lists of potential participants in courses. Lindita has several questions on how the last week went. She asks the questions to all the staff at the same time. They each respond in turn. Then the staff from some cities have questions for staff from the other cities. Lindita also asks for specific clarifications from some of the colleagues.

# SESSION 12

## 12.1 Personal Employability SWOT Analysis

### **FOR THE TRAINER**

The objective of the exercise is to teach students how to self-assess their employability using the SWOT matrix.

The trainer explains the SWOT (Strengths, Weaknesses, Opportunities, Threats) matrix. S/he explains that the tool can be used for a variety of different assessments including also employability. The trainer provides a couple of examples of using the SWOT.

In the next step, the trainer asks the students to individually make their own SWOT analyses. Approximately 15 minutes are assigned for the exercise.

In the next step, the trainer asks the students, one by one, to present their SWOTs. Discussion and feedback can be promoted.

### **FOR THE STUDENT**

Please make a self-assessment of your employability using the SWOT (Strengths, Weaknesses, Opportunities, Threats) matrix.

Strengths are our own advantages, our strong sides.

Weaknesses are our own deficiencies, shortcomings.

Opportunities are external factors or events that are favorable to us.

Threats are external factors or events that are unfavorable to us.

STRENGTHS	WEAKNESSES
OPPORTUNITIES	THREATS

## 12.2 Communication: Handling a Difficult Client

### **FOR THE TRAINER**

The objective of the exercise is to practice communication skills and self-control in stressful situations on the job.

The trainer shortly explains the role plays. The trainer does not reveal the objective of the exercise. Students can have fun and improvise as long as they play the role according to the objective.

Phase 1: Students are divided into pairs. Each pair has to play one of several role plays which involve the handling of a difficult client. Clients have different demographics and are particular in different ways.

The role plays are followed by a debriefing on what went well, what can be improved, what are useful tips in such situations, etc.

Phase 2: Students are divided into several groups. Each group comes up with 1-2 situations where a difficult client has to be handled. The situations are then played. The role plays are followed by a debriefing.

### **FOR THE STUDENT**

Please play the following role plays following the instructions by your trainer.

Role play 1:

The setting is a shoe store. The roles are the difficult client and the shop clerk. The difficult client is an elderly man who wants to try many pairs of shoes but is difficult on hearing and cannot communicate with the shop clerk very well.

Role play 2:

The setting is a market place. The roles are the difficult client who is a nervous, a bit aggressive shopper (male or female) and the elderly farmer who sells his produce.

Role play 3:

The setting is a mobile provider shop. The roles are the difficult client who is nervous because he wants to pay his bill, but the system has just gone down and s/he cannot be served, and the shop clerk.

Additional role plays are developed by the students and played.

# SESSION 13

## 13.1 Public presentation Using Power Point

### **FOR THE TRAINER**

The objective of the exercise is to teach students to make public presentations. An additional objective is to introduce them to the use of Power Point.

In the first step, the trainer makes a short introduction to using Power Point. Students who have absolutely no knowledge of Power Point are encouraged to do some additional practicing at home.

In the second step, students are given some time (up to 20 minutes) to practice work in Power Point.

In the next step the trainer explains the importance of public presentation. S/he explains that is a part of the job for many people; that many people are nervous when presenting in public; that public presentation becomes better with practice.

In the next step, the trainer divides the students into small groups, pairs, or if the conditions allow, in the sense that there is a computer for each student, students can work individually. The trainer assigns topics for public presentations. The trainer explains that students should conduct an **online search** to gather the information for their presentations.

The public presentations should be short (around 5 minutes). It is important that each student presents. Hence if work is done in small groups or pairs, several rounds are conducted until each student gets a chance to present.

The trainer can encourage the students to try different things in Power Point, such as for example to insert a photo, do a diagram, etc. However, the key objective of the session is practicing presentation in public.

Some provisional presentation topics are listed below. The trainer should come up with additional topics for presentation.

### **FOR THE STUDENT**

Introduction to public presentation using Power Point.

#### Provisional topics for presentation:

Things tourists can do and see in my city.

The biggest cities in my country and what they are known for.

The biggest companies in my country and their products.

The biggest problems in my country.

Things young people need to get jobs.

What young people in my country dream about?

My favorite athlete.

My favorite film star.

Additional presentations on topics developed by the trainer or proposed by the students.

# SESSION 14

## 14.1 Going to Interviews and Not Getting Any Feedback

### **FOR THE TRAINER**

The objective of the exercise is to make students aware of common situations during job search and to encourage them.

First, one or several students read the text. The reading is followed by a discussion.

Possible questions for discussion:

How did Samet react? Did his behavior improve his chances of getting a job? How should you react when you do not get a response after the job interview?

### **FOR THE STUDENT**

Please read the following text:

Samet graduated from high school last summer. He graduated from the high school in economics. He has been looking for office jobs. He knew the basics of accounting. He does not have the degree to be an accountant, but he can be an assistant. He can also do a wide range of office jobs that do not require a higher education degree. He has some experience with working on a computer, even though not much in the Microsoft Office package. And he does speak some English. He has been applying for all sorts of office positions: sales assistant, administrative assistant, office assistant, junior management clerk and so forth. He has been sending at least 5-10 applications per week. He started getting invited to interviews. He got on average 1 interview invitation to each 10 job applications he sent. To most of the other 9 out of 10 applications, he never got a response. He was getting angry that employers do not respond. He felt this was not at all polite. The first time he went to an interview he was very excited. The interview went well, and they told him they would inform him of the outcome by email.

He got really hopeful that he would get the job. He was opening his email 20 times per day for the next week. The message never arrived. He felt really disappointed. The same situation repeated with the several next interviews. Even though the interviews went well, he never heard back from the companies. He started to get angry and very disappointed. He thought, what is the point of applying and wasting time to go to interviews when they do not even dignify you with a short email to tell you did not get the job. He started to doubt that the job interviews were just a show and that it was the candidates with connections who got the jobs. Still, some of his friends managed to find jobs in the same way. Someone told him that many private companies did not need to organize fake interviews, as they were not bound by regulation. They were free to hire whomever they wanted. They told him this did not apply to all private companies, but it did apply to many. So, yes, it seems it was possible to get a job without connections, just by going to an interview. He was ready to accept just about any kind of job offer. He heard somewhere that he cannot have high expectations when he is so young and without experience. But then, as he continued going to interviews and receiving no feedback, his disappointment and anger with employers grew. He thought to himself, if they do not bother writing a short email, I will also not bother much with my job applications. I will stop writing the introduction letter. He started just sending to the CV in a blank email in response to job ads. What happened was that he started receiving fewer interview invitations. As weeks passed by, he started looking for fewer and fewer job ads. Then, he decided to go an employability training organized by a local CSO. It was a 2-day workshop. He thought it would be a waste of time, as he felt he knew all he needed to know anyways, but still he went, mostly to please his mother. There were around 20 young job entrants in the training. Most of them in a similar situation like himself, without any work experience. During the discussions, he found out that many of the young people shared his anger at employers who never notify you after an interview. He remembered what the trainer told them. She said, "It is not in your interest to get angry. Do not think about them. Think about your interest. They just do not want to bother. It has nothing to do with you." She also said that since she worked as a consultant, she applied to over 30-40 ads for consultants each month. She said that she did not hear back in more than 99% of the cases. But it was part of the job. This made Samet think.

## 14.2 CV Work: Continuation

### **FOR THE TRAINER**

The objective of the exercise is to teach students how to make effective CVs. The exercise is a continuation of the work done in session 5, exercise 5.3. The trainer should decide the best way to continue the work. If all students have already fully developed their CVs, the trainer can ask them to make their CVs again in a different format. It is **important** that students are accustomed to working with different CV formats. Well known CV formats are for example, Europe Aid and Europass. The trainer should make the key point that work on a person's CV is a continuing effort, and that the CV must be periodically updated.

### **FOR THE STUDENT**

Please work on your CV in accordance with instructions by your trainer.

## SESSION 15

### 15.1 Event Organization

#### **FOR THE TRAINER**

The objective of the exercise is to get the students familiar with the process of planning an event. During this exercise they will need to make many decisions, such as on how participants will travel, where they would sleep, what they would eat, what would the agenda/program look like, etc. This will require them to think critically and solve problems.

Students are divided in 2 groups. Each group works on one event.

Each group needs to prepare a **written plan** which will include all relevant information, for example: how will participants be recruited, how will each participant, travel, travel destinations, what will the agenda of the event (generally) look like, what will be the cultural events in free time.

Each group is asked to also produce a detailed budget for its project. If it is possible, the students can be asked to make the budgets using a spreadsheet (Excel, etc.), and hence the exercise can be combined with some spreadsheet work. If this is not possible, then the students can produce the budgets on paper.

The exercise should be **as realistic as possible**, so that the decisions that students make are also grounded in reality. Students should be asked to verify issues online, such as the price of hotels, prices for transportation, cost of travel by car based on fuel expenditure, etc.

Students can be given up to 2 hours to do the work. It is good to allocate more time so that they can have the time to search the issues online.

After they have completed their event plans, the groups present them. The trainer encourages discussion, questions, and feedback.

**FOR THE STUDENT**

Introduction:

Planning an event or a trip is a common management task. Many people in the course of their everyday work are involved in planning events. The planning of an event involves many decisions, for example on:

- How will participants be identified? How will they be involved?
- Where will the event take place, or where will the trip start from?
- How will each participant travel? Will they all travel separately. Will they travel together?
- What kind of transportation will be used?
- Where will participants sleep? What will they eat?
- What will they do during the event or the trip? What will their program look like?
- How much will all the different things which are needed cost? Can the event or the trip be organized with the available budget? How to save on expenses yet provide a quality experience for the participants?

Please organize the following two events. Prepare a short plan which will include:

- Information on all the issues related to organizing the event or the trip
- A detailed budget for your project (event or trip).

Event 1	Event 2
<p>5-day summer school for young people (age 18-28) in a summer resort in the country of the organizer. The location should be decided by the organizer.</p> <p>30 young people. The young people have to come from at least 15 different locations in Albania. The organizers do not know the potential participants. They</p>	<p>3 –day trip in the country of the organizer.</p> <p>25 young activists from various CSOs from different cities in the country of the organizer.</p> <p>The trip involves travel to 4 different cities in the country of the organizer.</p>

<p>need to promote the event, invite applications, and select the participants.</p> <p>Agenda: training on youth employability and entrepreneurship. General themes need to be set by the organizer. The specific training material will be developed by the trainers.</p> <p>Trainers: 4 persons needs to be recruited. The organizer needs to find them.</p> <p>Travel: ground transportation; to be decided by the organizer.</p> <p>Accommodation: to be decided by the organizer.</p> <p>Free time: going to the beach; cultural events. To be defined by the organizer.</p> <p>Budget: 7.000 Euros.</p>	<p>The purpose of the trip is to visit different CSO projects in youth employment.</p> <p>In addition, in each city, cultural sites should be visited.</p> <p>Travel: ground transportation; to be decided by the organizer.</p> <p>Accommodation: to be decided by the organizer.</p> <p>Budget: 6.000 Euros.</p>
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# SESSION 16

## 16.1 Communication/Job Search: Making Job Search Phone Calls

### **FOR THE TRAINER**

The objective of the exercise is to introduce the students to the practice of making job inquiries by phone. An additional objective is to encourage the students for making job related phone calls.

The trainer explains that making job inquiries on the phone can be very difficult, that there can be a lot of rejection involved, and that rejection can discourage people.

In the next step, the trainer promotes discussion about the various situations involving job inquiries on the phone. For example:

A job ad has been published and there is a phone number where people can call for additional information.

A job ad has been published and it says that candidates should not make phone calls.

There is no job ad. The candidate was referred to a person in the company by a friend. S/he was told this person could help.

The candidate does not know anyone in the company. S/he is making a call trying to find out the name of the manager and to speak directly to him or her.

In the next step, the trainer divides the students in pairs. One person in the pair is the person making the job inquiry; the other person is answering the call.

The students are given general role play outlines, and they are encouraged to improvise. They are also asked to come up with outlines for role plays of job inquiries by phone.

It is **important** that each person plays the role of job seeker several different times. Each role play scenario can be played multiple times.

### **FOR THE STUDENT**

Please conduct the following role plays of a job inquiry by phone. Feel free to improvise and create different situations.

Role play 1:

The candidate makes the call; s/he is referred to another person, who refers her/him to another person, and so on. Some of the people the candidate talks to are willing to give some info, some are not. The candidate is told to call the next day; then the person is not there, and so forth. It is a long process.

Role play 2:

The candidates make the call about a specific position. After several inquiries s/he gets to the right person. The persons start to ask questions about the candidate's education and experience. Eventually the person asks the candidate to write an email and then call back. The candidate calls back, but the person has gone away for holidays; s/he is asked to call back in 2 weeks.... (please continue the story).

## 16.2 Communication: Public presentation Using Power Point

### **FOR THE TRAINER**

The objective of the exercise is to teach students to make public presentations. An additional objective is to introduce them to the use of Power Point. The exercise is continuation of the work done in session 13.

The trainer asks the students to imagine that as a result of their job inquiries by phone, they have got a chance to go and present themselves to the company. Each candidate

should prepare a PowerPoint presentation of their education, experience, skills, strengths, and so forth. Students are given 15-20 minutes to produce the ppt.

A small group of 3-4 students are selected to play the panel that the candidate presents to. They rate the performances. The composition of the panel changes several times, as all students should play the role of the job candidate.

### **FOR THE STUDENT**

Personal presentation using Power Point, following the job inquiry by phone. Please prepare your presentations following the instructions by your trainer.

# SESSION 17

## 17.1 Quick Business Planning 1

### **FOR THE TRAINER**

The objective of the exercise is to teach students the basics of business planning. An additional objective is to promote their interest in entrepreneurship, and their initiative and curiosity.

Students are asked to come up with their own idea for a start-up small business.

The idea has to be **realistic**, and it has to be related to something they would really like to do, and it has to be something that could be kicked-off with a small start-up fund of up to 4.000 Eur.

The trainer asks them to write a very short summary: what the business would be about, where it would be located, etc.

In the next step, students are asked to produce a simple investment plan – to make a list of everything (equipment, materials, space, etc.) they would need to start the business.

They are also asked to write how much each of these items would cost and to calculate the total needed.

Students are given 40-50 minutes for the exercise.

After they have completed the exercise, several students (or all of them if the size of the group allows it) present their investment plans.

### **FOR THE STUDENT**

Please come up with an idea for a small business you would like to start. It should be something that could be started with a fund of up to 4.000 Euros.

Please make a list of everything you would need to start the business, such as space, equipment, furniture, tools, raw materials, goods, etc. Please also note how much each of these things would cost. Feel free to do an **online search to check the prices** of different things.

List of Needed Equipment	Amount
1....	1...
2...	2...
3...	3...
	TOTAL 1
List of Needed Raw/Expendable Materials	Amount
1...	1...
2...	2...
3...	3...
	TOTAL 1
GRAND TOTAL (1+2)	

### 17.2 Mobile App Work – Simple Math

#### **FOR THE TRAINER**

The objective is to use math in a fun and competitive way, and to encourage students to refresh their math skills.

A sufficient number of students need to have Android smartphones. Students are divided into pairs. Each pair should have an Android phone with an Internet connection. Pairs are asked to download the app Math Games – Brain Workout from Play Store.

The game requires simple math.

The teams are given 20 minutes to play to game.

The team that completes the most levels is the winner and receives a small prize (for example, a bag of candy). The starting levels of the game are easy, but each subsequent level becomes more difficult. The game can be played between other exercises.

**FOR THE STUDENT**

Please play the mobile app game: Math Games – Brain Workout, following the instructions by your trainer.

# SESSION 18

## 18.1 Writing Effective Cover Letters

### **FOR THE TRAINER**

The objectives of the exercise are: a) to teach students how to write cover letters, b) to practice writing skills, c) to practice business communication by email.

The trainer explains to the students the concept of the cover letter, what kind of information it should contain, and its purpose.

In the next step the trainer asks the students to write their cover letters. First, the trainer can ask the students to write general cover letters. The students can write them and email them to their assigned counterparts. Several counterparts can then read out the letters.

The exercise can be repeated in the following way. The trainer will ask the students to write cover letters which are tailored to a certain job position. The trainer can come up with several positions, such as: office assistant, call center worker, sales person in an electronics store.

Students are asked to write cover letter which describe the skills and experiences they have for those specific jobs. The objective is to explain to the students that they should not use a generic letter template, and that the cover letter should be tailor-made.

### **FOR THE STUDENT**

Introduction to cover letter.

The cover letter is an integral part of the job application. It is sent together with the CV, and when the application is sent via e-mail, which often the case, the CV is enclosed with the cover letter.

The cover contains at least the following information:

About the candidate's education and experience;

About the skills the candidate has which are relevant to the position;

About the candidate's motivation for and interest in the position.

Some employers prefer longer, more detailed cover letters, whereas others want shorter ones. In some cases, the cover letter is just a very short introduction letter which accompanies the CV which contains all the information.

Please follow the instructions by your trainer and write your cover letter.

## 18.2 Employability Skills of Relevance to Various Jobs

### **FOR THE TRAINER**

The objective of the exercise is to teach students the relevance of different employability skills for various jobs. An additional objective is to refresh student knowledge of employability skills.

Divide participants in groups. Students can be provided pre-prepared job profiles, or they can first be asked to suggest several jobs and then do the list of the skills needed for the various jobs.

### **FOR THE STUDENT**

Please follow the instructions by your trainer and do the following exercise:

Please use the job profiles suggested in the table below, or alternatively, imagine several occupational profiles.

After you have listed several jobs, create the skill portfolio for each of the professions. List the job specific skills, and the employability skills needed for that particular job.

After you have completed the exercise, discuss the balance between job-specific and employability skills, and what training is needed to get them. Discuss the specific employability skills which are important for the various jobs.

Provisional Job Profiles

Skills Type	Taxi Driver	Sales Person in Clothing Shop	Customer Care Assistant	Carer for the Elderly
Technical (job-specific) skills				
Employability skills				

# SESSION 19

## 19.1 Event Organization

### **FOR THE TRAINER**

The objective of the exercise is to get the students familiar with the process of planning an event. During this exercise they will need to make many decisions, such as on how participants will travel, where they would sleep, what they would eat, etc.

Students are divided in 2 groups. Each group works on one event. Each group needs to prepare a written plan which will include all relevant information, for example: how will each participant travel, travel destinations, what will the agenda of the event (generally) look like, what will be the cultural events in free time. Each group is asked to produce a detailed budget for its project as well. If it is possible, the students can be asked to make the budgets using a spreadsheet (Excel, etc.), and hence the exercise can be combined with some spreadsheet work. If this is not possible, then the students can produce the budgets on paper.

The exercise should be as realistic as possible, so that the decision that students make are also grounded in reality. Students should be asked to verify issues online, such as the price of hotels, prices for transportation, cost of travel by car based on fuel expenditure, etc.

Students can be given up to 2 hours to do the work. It is good to allocate more time so that they can have the time to search the issues online.

### **FOR THE STUDENT**

Introduction:

Planning an event or a trip is a common management task. Many people in the course of their everyday work are involved in planning events. The planning of an event involves many decisions, for example on:

- How will participants be identified? How will they be involved?
- Where will the event take place, or where will the trip start from?
- How will each participant travel? Will they all travel separately. Will they travel together?
- What kind of transportation will be used?
- Where will participants sleep? What will they eat?
- What will they do during the event or the trip? What will their program look like?
- How much will all the different things which are needed cost? Can the event or the trip be organized with the available budget? How to save on expenses yet provide a quality experience for the participants?

Please organize the following two events. Prepare a short plan which will include:

- Information on all the issues related to organizing the event or the trip
- A detailed budget for your project (event or trip).
- 

Event 1	Event 2
<p>5-day seminar in Durres</p> <p>30 participants (from various companies), of whom: 5 from Austria, 5 from Slovenia, 5 from Italy, 5 from Germany, 5 from Macedonia, 5 from Bulgaria. The organizer knows the companies and the participants.</p> <p>4 trainers, each coming from a different EU country (the countries are yet to be decided).</p> <p>Travel: as much as possible by plane; any ground transportation as convenient.</p>	<p>Travel to a 3-day business fair in Bucharest.</p> <p>The group includes: 10 persons from Albania, 5 from Macedonia, and 5 from Bulgaria. Each person represents a different company. The organizer knows the companies and the participants.</p> <p>All the participants will share the same stand. They carry their own promotional material.</p> <p>Some of the participants want to stay several days longer in Bucharest at their own expense.</p> <p>Travel: whatever is most convenient.</p>

<p>Additional cultural events, as appropriate. There will be 2 free afternoons during the seminar.</p> <p>Budget: 20.000 Euros</p>	<p>There is some free time for cultural events.</p> <p>Budget: 8.000 Eur.</p>
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# SESSION 20

## 20.1 Quick Business Planning 2 (Continuation): Revenue and Costs

### **FOR THE TRAINER**

The work is continuation of the previous exercise on the making of the investment plan.

First, students are asked to list the main products/services their business would produce and sell, and to make an estimate of the total revenue this would generate over a period of 1 year. For reasons of simplicity, students are asked to list a maximum of 5 products or services. If their business involves a much larger number of goods (for example a food store or a restaurant) or services, they are asked to group them into maximum 5 groups.

Second, students are asked to calculate all the expenses they would have to produce the products/services they would sell. They list all the expenses and calculate the total for 1 year.

Third, they calculate the profit and the profit margin.

### **FOR THE STUDENT**

This exercise is a continuation of the work done during session 17, exercise 17.1.

As a first step, please list the main products/services your business would produce and sell and make an estimate of the total revenue this would generate over a period of 1 year (Table 1 – Revenue). For reasons of simplicity, please list a maximum of 5 products or services. If your business involves a much larger number of goods (for example a food store or a restaurant) or services, please group them into maximum 5 groups.

Second, please calculate all the costs (Table 2) you would have to produce the products/services you listed in Table 1- Revenue. We generally divide costs into 2 main groups, a) fixed costs – which do not depend on the amount of goods or services you produce, and b) variable costs – which depend on the amount of goods or services produced. The more goods and/or services we produce the higher the variable cost.

Examples of fixed costs are rent, some of the salaries, etc. Examples of variable costs are raw materials, energy, etc.

Third, please calculate the profit and the profit margin.

Table 1 - REVENUE

no.	Product/Service	unit	price per unit	no. of units*	total
1					
2					
3					
4					
5					
	TOTAL				

\*to be produced over a period of 1 year since the starting of the business

Table 2 – Costs

Description of Fixed Costs	unit	cost/unit	number	total
TOTAL FIXED COSTS				
Description of Variable Costs	unit	cost/unit	number	total

TOTAL VARIABLE COSTS				
TOTAL COSTS (FIXED+VARIABLE)				

PROFIT = Revenue minus Costs

PROFT MARGIN= (Profit/Revenue) \* 100

# SESSION 21

## 21.1 Managing Conflict in Work Situations

### **FOR THE TRAINER**

The objective of the exercise is to introduce the concept of managing conflicts in the workplace.

The trainer can start the session with a short introduction and by raising a question for discussion.

Question for discussion: Name several reasons for disagreement or conflict between people who work together? Please offer examples if you know any.

The question for discussion can be done in the form of a short exercise. Participants can be divided into small groups, or they can work individually (depending on the size of the group). They are asked to write up to 5 reasons for differences and disagreements between people working together. They are given 5 minutes to discuss the issue and then write the reasons on separate posted notes.

In the next step, the posted notes are put up on the board. Students are then asked to review all the reasons proposed by the different groups.

In the next step, the trainer promotes a discussion about the reasons for disagreement. One item of the discussion could be to try to make a categorization of the various reasons into groups. This can be done in a plenary, or it can be the next phase of group work.

After the students have done their categorizations of the reasons for disagreement, the trainer also proposes a possible categorization. S/he explains that this is only one possible categorization.

Categorization of reasons for disagreement/conflict between people working together:

1. A participant has to do something that is not in his or her interest,
2. A participant prefers a type of behavior which is not preferred by other participants,
3. A participant wants a resource which is lacking, or is also wanted by others,
4. A participant has attitudes or goals which are different from the attitudes and goals of other participants.

After the issue of reasons for disagreement or conflict has been discussed, the trainer moves to the following issue: what are the different possible reactions in a situation of conflict? How can people react?

Question for discussion: What are the different ways in which people can react in a situation of conflict? Please provide examples if you know any.

The question for discussion can be done in the form of a short exercise. Participants can be divided into small groups, or they can work individually (depending on the size of the group). They are asked to write up to 3 types of behavior in situations of disagreements between people working together. They are given 5 minutes to discuss the issue and then write the reasons on separate posted notes. In the next step, the posted notes are put up on the board. Students are then asked to review all the reasons proposed by the different groups.

In the next step, the trainer promotes a discussion on the types of behavior in a situation of disagreement. One item of the discussion could be to try to make a categorization of the various reasons into groups. This can be done in a plenary, or it can be the next phase of group work.

After the students have done their categorizations, the trainer also proposes a possible categorization.

Categorization of approaches to a situation of disagreement (Rahim model):

1. Integrating: finding a solution which is acceptable by both parties. It involves looking for alternatives and open communication.
2. Obliging/ yielding: resolving the situation in favor of the other party,
3. Dominating: resolving the situation in one's own favor,

4. Avoiding: not resolving the situation.
5. Compromise: having both parties concede.

### Exercise: Dealing with situations of disagreement in the work place

Students are divided into small teams of 2-3 persons (or if the group is small they can work individually). They are asked to review all the problems and to apply one of the approaches from the Rahim model. They also need to elaborate why they have opted for that approach.

### **FOR THE STUDENT**

#### Introduction:

A lot of the work we do is done in teams. When people work together, they often develop differences and enter into disagreements. This is a common aspect of working together. The people in such teams need to be able to resolve their differences in a constructive way. Dealing with the differences which develop in the team is an important part of working together.

Young workers need to be able to work in a team. They need to be aware that it is normal that people in the team have differences. Other people will have points of views, attitudes, or behaviors that will be different from theirs. They need to be able to deal with such differences.

The ability to deal with such differences effectively is important for the team and for the individual. The team which manages such situations better, is more effective. The individual who manages such situations better, will be better able to integrate himself/herself in various teams.

Question for discussion: Name several reasons for disagreement or conflict between people who work together? Please offer examples if you know any.

The important question is how to resolve disagreement or conflict between people working together. You may have to resolve a conflict because you are managing the

team. Or you may be involved in the disagreement yourself and you need to find a way to resolve it.

We should remember that different people will deal with disagreement in different ways. Of course, a person does not react in the same way in different situations of disagreement. The same person may have different reactions, and that will depend on the specific circumstances of the situation. This goes for the people who are in a position of managers of the people who have a disagreement, and for the people involved in the disagreement themselves.

Question for discussion: What are the different ways in which people can react in a situation of conflict? Please provide examples if you know any.

<u>Categorization of approaches to a situation of disagreement (Rahim model):</u>		
6. Integrating: finding a solution which is acceptable by both parties. It involves looking for alternatives and open communication. 7. Obliging/ yielding: resolving the situation in favor of the other party, 8. Dominating: resolving the situation in one's own favor, 9. Avoiding: not resolving the situation. 10. Compromise: having both parties concede.		
Approach	Appropriate	Not Appropriate
Integrating	Issues are complex, Ideas are needed to come up with better solutions, Time is available, One party alone cannot solve the issue,	The problem is simple, Immediate decision is needed. Other members of the team are not concerned.
Obliging/Conceding	You believe that you may be wrong,	The issue is important to you,

	<p>The issue is more important to the other party,          You are in a position of weakness,          Preserving the relationship is important.</p>	<p>You believe that you are right,          The other party is wrong or unethical,</p>
Dominating	<p>The issue is trivial,          Speedy decision is needed,          Unpopular course of action is implemented,          Subordinates lack the expertise to make the decision,          The issue is important to you.</p>	<p>The issue is complex,          The issue is not important to you,          Both parties are equally powerful,          The decision does not need to be made quickly,          The subordinates have expertise.</p>
Avoiding	<p>The issue is trivial,          The risk and the possible consequences from confrontation are big,          Cooling off period is needed.</p>	<p>The issue is important to you,          You need to make the decision,          The parties are not willing to concede, yet the issue must be resolved,          Prompt action is needed.</p>
Compromising	<p>The goals of the parties are mutually exclusive,          Parties are equally powerful,          Consensus cannot be reached,          Integrating or dominating style will not succeed,          Temporary solution to a complex problem is needed.</p>	<p>One party is more powerful,          The problem is complex.</p>

Source: Rahim, M.A., *Managing Conflict in Organizations (2nd Ed.)*, New York: Praeger, 1992.

Exercise: Dealing with situations of disagreement in the work place

Please review the following situations of conflict between people working together. Propose a solution for resolving these situations. You are a manager in the team and you are not directly involved in most of the situations - you are involved in some - but you are expected to resolve them or at least to react.

Situation	Proposed Solution
<p>Two groups of web designers in the team are in a disagreement over one functionality of the web page which is being developed for an important client. The client repeated to me 15 times that the deadline is of critical importance to her. The deadline is the day after tomorrow. The functionality is important. Both groups of web designers propose a relevant solution.</p>	
<p>There is total disagreement in the team over where to place the air conditioner in the office. Nobody wants the air stream blowing in their direction; but it has to blow in someone's direction. All five colleagues have a different opinion. Nobody is giving in.</p>	
<p>A seminar abroad is approaching. All expenses are covered by the organizer and the location is very attractive. In addition, the person who goes gets per diems. Everyone in the team wants to go. Maximum two persons can go.</p>	

<p>They are all equally qualified and they can benefit from the seminar.</p>	
<p>The communication manager and one of the project managers cannot stand each other. The conflict is completely personal. Their animosity is evident in meetings and it bothers other people. It affects the work process. They are both equally guilty for bringing personal issues into the office.</p>	
<p>We are soon starting with the sales of a new product. A lot of money was invested in producing it. We have agreed to also make a large investment in advertising it. There is strong disagreement over how to advertise the product. Usually, several of the managers would have a say in an issue such as this one. There is no clear expert recommendation on which the best way should be. There are several possible options. But if we make a mistake, we can lose a lot of money.</p>	
<p>There is a serious conflict between the members of the team about the overtime work. The job is such that often we must stay after the end of regular business hours. We cannot pay for the overtime. We do not have the money for this. But we write the hours down, and people get extra days of holiday. Some people do not mind staying late, but they are angry because some people never stay. Those who never stay, say it is because of family reasons. There have been several quarrels over this issue, and at some points there was the risk that a deadline would be missed. We again face such a situation.</p>	

<p>One of the colleagues is problematic. It is clear that it is his fault because he irritates everyone else. I have talked to him several times, but it has not helped. In addition to his attitude, he also does not do the work. However, we are a public institution and he has powerful connections. The team cannot take the situation any more.</p>	
<p>We have to put up posters across town to promote an event. The colleague told the interns and the assistants that they have to do the distribution of the posters. They all refused. They are ashamed to do it, they said. I need to make a decision. The posters need to be put up by tomorrow evening the latest.</p>	
<p>We have a serious problem with collecting payment for our products. Many clients do not pay their invoices. I work on collection, together with several colleagues. I give the instructions. I got the impression that some of the colleagues were slow with sending out reminders. When I reacted, I got a very nervous response that “it is not their fault that somebody did not pay”. The disagreement became serious. Especially with one of the key persons in the team.</p>	
<p>Our boss is very irresponsible. I see his behavior and so does everyone else, but there is nothing we can do about it. He also affects our motivation for working, and the work is not going well. His superiors should take care of this; it is their job. But they either do not notice or do not care. The boss plays cards on his computer for days.</p>	

# SESSION 22

## 22.1 Quick Business Planning 3 (Continuation) – Description of the Market and Sales Strategy

### **FOR THE TRAINER**

The objective of the exercise is to introduce the concepts of market and sales.

Students are asked to write a short text describing their market and their sales strategy.

They are asked to think about their market in terms of:

- a) territory (area, location which they can cover),
- b) type of customer (men, women, children, individual vs. legal persons); the trainer explains that depending on what is their product or service, their customers/market will vary. The trainer provides examples of various products/services and promotes discussion who are the main customers, for example, for cosmetic treatments, spare parts for vehicles, pastry shops, ice cream, kitchen tables, etc.;
- c) the size of the market in terms of quantity of certain products or services it can absorb. The trainer can promote discussion on how market sizes differ for various products and services, for example: bakery products, luxury sunglasses, cleaning products, wall-painting and tiling services, air conditioners, etc.

Students are asked to think about their sales strategy in terms of specific sales approaches that would be effective for their product or service. The trainer could promote a discussion on types of sales models students are aware of. For example, running your own shop, distributing your products via other shops, selling on social networks, door-to-door sales, etc.

**FOR THE STUDENT**

Please follow the instructions by your trainer and describe the following:

- a) the market for the products or services from your business project (work from previous sessions)
- b) the ways in which you will sell these products or services to your customers

22.2 Mobile App Work – Simple Math

**FOR THE TRAINER**

The exercise is continuation of the work done in exercise 17.2.

The objective is to use math in a fun and competitive way, and to encourage students to refresh their math skills.

A sufficient number of students need to have Android smartphones. Students are divided into pairs. Each pair should have an Android phone with an Internet connection. Pairs are asked to download the app Math Games – Brain Workout from Play Store.

The game requires simple math.

The teams are given 20 minutes to play to game.

The team that completes the most levels is the winner and receives a small prize (for example, a bag of candy).

The starting levels of the game are easy, but each subsequent level becomes more difficult. The game can be played between other exercises.

**FOR THE STUDENT**

Please play the mobile app game: Math Games – Brain Workout, following the instructions by your trainer.

# SESSION 23

## 23.1 Making Decisions

### **FOR THE TRAINER**

The objective of the exercise is to introduce the concept of making decisions.

The trainer first briefly introduces the subject. In doing so the trainer can present the information included in the introduction section for the student below. The trainer can promote a discussion on the issue.

In the next step, the trainer asks the students to conduct the exercise, the **matrix for decision making**.

The decision to be made is which printer to buy for the office. The trainer can divide the students in small groups, or (depending on the size of the group) or the students can work individually.

In the first step students are asked to rate each of the criteria on a scale from 1 – lowest to 5 highest.

Criteria	Price	Speed	Functionalities	Price of cartridge	Total
Weight					
Model 1	1	2	5	1	9
Model 2	2	2	2	3	9
Model 3	3	3	4	2	12
Model 4	2	4	3	5	14

In the second step students are asked to assign different weight to the criteria. For example, if they feel that the criterion of price is more important (weighs more) than some of the other criteria, they can give it a weight of 1.5 or 2. If they feel that speed is even more important they can give it a weight of 3. The weights should range from 1 to 3. Then student is asked to multiply the original rating by the weight, as illustrated in the table below:

Criteria	Price	Speed	Functionalities	Price of cartridge	Total
Weight	1.5	2	3	1	
Model 1	1 x 1.5	2 x 2	5 x 3	1 x 1	23
Model 2	2 x 1.5	2 x 2	2 x 3	3 x 1	16
Model 3	3 x 1.5	3 x 2	4 x 3	2x 1	24.5
Model 4	2 x 1.5	4 x 2	3 x 3	5 x 1	<b><u>25</u></b>

According to the results from the exercise, the best printer is model 4.

In the next step, the trainer asks the students to use the matrix to make the following decision – which of several job candidates to hire.

The students are asked to:

- a) set the criteria based on which they decide which of 4 candidates to hire,
- b) to rate each candidate on a scale 1-5,
- c) to assign weight of 1-3 to each criterion and sum up the results.

After the students have completed the exercise with the matrix for decision making, the trainer presents the next **matrix – for comparing pairs**.

This matrix is another tool for choosing between several alternatives by comparing them. It can be used for all sorts of decisions, for example, candidate to hire, equipment to buy, place to hold an event, etc.

The matrix is presented in the table below.

	A	B	C	D	E
A					
B					
C					
D					
E					

The matrix is used in the following way:

- the options are listed
- the options are compared between each other by ranking them on a scale from 1-3

For example, the decision to make is to select a location for a seminar. The options are:

- A – Durres
- B – Varna
- C – Ohrid
- D – Bucharest
- E – Budva

In comparing A – Durres with B – Varna, we have marked A1. This means that Varna gets 1 point in comparison to Durres. When we compare E – Budva with C – Ohrid, we have marked E2. This means Budva gets 2 points in comparison with Ohrid. The winner from the exercise is Budva with 6 points.

	A: Durres	B: Varna	C: Ohrid	D: Bucharest	E: Budva
A: Durres		A1	C1	D1	E2
B: Varna			C1	D1	E2
C: Ohrid				C1	E2
D: Bucharest					
E: Budva					

Total:

A = 1

C = 3

D = 2

E = 6 (the option E: Budva got most votes)

The trainer first presents the matrix for comparing pairs to the students, and then guides them through the exercise.

After the students have completed the exercise, the trainer can repeat the exercise using another type of decision, for example, a person to hire. In this case, the students have to imagine the job candidate, and their strengths and weaknesses and then compare them against each other.

### **FOR THE STUDENT**

#### Introduction

When we work we often have to make many decisions every day. Many of these decisions are simple and they are made easily. However, there are decisions that are more complex. They are more difficult to make. We should be able to also make such decisions.

The decisions can be difficult for various reasons:

- uncertainty (we do not have all the information we need)
- complexity (there are many different factors involved, influencing each other)
- the consequences from the decisions are very serious
- there are many alternative solutions
- people's reactions to the decision (there are many parties involved, and they can have various responses to the decision)

Hence, in order to make a decision we need to approach it systematically. We need to:

- prepare the context
- think about alternatives
- analyze alternatives
- make the decision
- verify/check the decision
- executive the decision

The decision itself can be made in different ways. The way in which we make the decision is also important, when other people are involved. For example, some people prefer to make the decision by themselves. This is sometimes called authoritarian decision-making. Other people will involve the team in the making of the decision. This is considered to be more consultative or democratic decision-making.

Sometimes, the situation itself dictates the way in which the decision has to be made. For example, the decision has to be made urgently, in the next 2 minutes. In such a situation there is no time for consultations.

It is considered that the authoritarian way of decision-making is more appropriate in situations when:

- the person making the decision has more expertise than the other people involved
- the person making the decision is confident in the decision
- the team (other people involved) will accept the decision
- there is no time for consultations.

It is considered that the consultative decision-making is more appropriate in situations when:

- the person making the decision needs information from the other people involved, or other sources
- the problem is not clear
- it is important that the decision be accepted by the other people involved
- there is time for consultations.

When we need to make a decision, we can use a tool, a matrix, which helps us weight the different factors involved.

This tool is particularly useful when there are several alternatives that we can choose between, and yet there is no one clear option. One way for doing this is the following:

### Exercise:

You need to decide which printer to buy for the office. You have 4 models and they differ in price, speed, functionalities they have, the price of the cartridge. You can rank these criteria on a scale from 1 – lowest, to 5 – highest. Please follow the instructions from your trainer and complete the exercise.

Criteria	Price	Speed	Functionalities	Price of cartridge	Total
Model 1					
Model 2					
Model 3					
Model 4					

Another tool which can be helpful in making decision is the matrix **for comparing pairs**.

This matrix is another tool for choosing between several alternatives by comparing them.

If can be used for all sorts of decisions, for example, candidate to hire, equipment to buy, place to hold an event, etc.

The matrix is presented in the table below.

	A	B	C	D	E
A					
B					
C					
D					
E					

The matrix is used in the following way:

- the options are listed

- the options are compared between each other by ranking them on a scale from 1-3

For example, the decision to make is to select a location for a seminar. The options are:

A: Durrës

B: Varna

C: Ohrid

D: Bucharest

E: Budva

Please follow the instructions by your trainer and complete the exercise.

## SESSION 24

### 24.1 Quick Business Planning 4 (Continuation) – Competition

#### **FOR THE TRAINER**

The objective of the exercise is to introduce the concept of competition in the business sector. The exercise is a continuation of the previous work on business planning.

The trainer asks the students to think about their competitors, that is, businesses which sell similar products or services.

The trainer should promote discussion on why it is important to know the competition, how can one find out about his or her competitors, what strategies can be used to compete, and so forth.

In the next step, the trainer asks the students to do the exercise on comparing themselves with the competition (see below). The students should complete a separate table on each of their main products or services (tables can be added as needed).

In order to make the exercise more realistic, the trainer can ask the students to do a field assessment of products and services as the ones they have included in their business plans. This field assessment should be assigned as homework, before the classroom work on assessing the competition.

#### **FOR THE STUDENT**

Exercise: Comparing Yourself with the Competition

Rate yourself and your competitors on a scale from 1 – lowest, 5- highest against the given criteria. In addition, please provide an explanation why you think your ratings are better or worse on certain criteria.

Own Product/Service 1:

Criteria	Own Product/Service	Competitor 1	Competitor 2
Price	Rating:  Explain:		
Quality			
Delivery			
Customer Care			
Other:			
Other:			

Own Product/Service 2:

Criteria	Own Product/Service	Competitor 1	Competitor 2
Price	Rating:  Explain:		
Quality			
Delivery			
Customer Care			
Other:			
Other:			

(tables can be added as needed)

24.2 Personal Employability SWOT Analysis

**FOR THE TRAINER**

The objective of the exercise is to have the students compare their personal SWOT from exercise 12.1 with their SWOT conducted at the completion of the course.

Students are asked to do their SWOT without consulting the SWOT they did in sessions 12.1. After they have completed the exercise, students are asked to compare the two SWOTs and to discuss the differences.

**FOR THE STUDENT**

Please make a self-assessment of your employability using the SWOT (Strengths, Weaknesses, Opportunities, Threats) matrix.

Strengths are our own advantage, our strong sides.

Weaknesses are our own deficiencies, shortcomings.

Opportunities are external factors or events that are favorable to us.

Threats are external factors or events that are unfavorable to us.

STRENGTHS	WEAKNESSES
OPPORTUNITIES	THREATS

## 11. TRAINER GUIDEBOOK FOR NON-FORMAL EDUCATION ON BASIC AND TRANSVERSAL SKILLS FOR ROMA YOUTH

### QUICK GUIDANCE FOR THE TRAINER

The Trainer Guidebook for Non-Formal Education on Basic and Transversal Skills for Roma Youth is designed to be used together with the corresponding Student Guidebook. The Trainer Guidebook includes the same content to be found in the Student Guidebook, but it includes additional instructions for the trainers which are not shared with the students. This is done for didactic reasons. It allows the trainer to create a group dynamic in class, to guide the session, and to emphasize specific educational points.

The Guidebook is comprised of 24 sessions which are designed to have an approximate duration of 2 hours each.

Many of the exercises are designed for and best done as small group work. However, depending on class size, many of them can also be done as individual work. Particular exercises are designed to be completed individually by the students; these are generally exercises that are related to acquisition of certain ICT skills.

The program is purposely designed to incorporate intensive use of ICT. Hence the effective delivery of the course requires computers, smartphones, and Internet access. Nonetheless, some of the work can also be done with pen and paper, without the use of ICT.

The program introduces the use of mobile applications for educational purposes. There is a growing understanding that mobile applications hold great educational potential and can be particularly effective in work with young people. They can be especially used in non-formal education. The exercises have been tested with various groups and have been accepted well.

Many of the warm up and/or relaxation exercises have been included only in a few sessions, in order to avoid repetitiveness. Such exercises include the hangman, or the mobile applications. Trainers are encouraged to use them more extensively, as well as to develop similar exercises, whenever possible, involving the students in the process.

# SESSION 1

## 1.1 Basic skills self-assessment

### **FOR THE TRAINER**

The objective of this exercise is to receive an insight into the basic literacy skills, particularly reading, writing and numeracy among the group of students. The aim of the exercise is to provide relevant information about the level of proficiency in these skills among each student. The self-assessment is not anonymous. This will ensure that the trainer has relevant insight into the level of proficiency of the students in each of these skills, for designing a more personal approach in the work with the students.

The exercise should be performed individually by each participant. The trainer should explain that it is important to be honest when doing the self-assessment and that it serves to help us identify things we should improve.

### **FOR THE STUDENT**

Please conduct the following self-assessment. Mark the response that corresponds to your abilities:

#### Reading

	<b>Yes</b>	<b>Somewhat</b>	<b>No</b>
I can read and follow directions on products or labels.			
I can read and understand emails, memos or letters			
I can read several short documents, such as newsletters, brochures or			

magazine articles to find information.			
I can read and understand formal documents, such as service contracts and incident reports.			
I can read and follow directions in equipment manuals, installation guides or work orders.			
I can read and follow directions in equipment manuals, installation guides or work orders.			
I can find information in a document.			
I can understand graphs, tables or charts, such as production reports or load charts.			
I can compare information from a variety of documents.			
I can enter information into graphs, tables or charts.			

Numeracy

	Yes	Somewhat	No
I can perform one-step calculations, such as addition, subtraction, multiplication or division.			

I can perform multi-step calculations and calculations using percentages, fractions, decimals or ratios.			
I can take precise measurements, such as length or temperature.			
I can calculate the dimensions, area or volume of different shapes.			
I can plan or monitor schedules, budgets or inventories.			

Writing

	Yes	Somewhat	No
I can use correct grammar and spelling.			
I can write to inform or request information.			
I can express my opinions in writing.			
I can write brief notes, such as log entries or reminder notes.			
I can write documents using a template, such as contracts or financial reports.			

1.2 Reading: A Legendary Dog

**FOR THE TRAINER**

The aim of this exercise is to put into practice student’s reading skills. This exercise aims to facilitate comprehension of written text.

The students should work individually, using the Student Guidebook, or to be provided with handouts.

The trainer explains the aim of the exercise. Students are given 10 minutes to read the text. Then they have to provide answers to closed-ended questions (true/false) below the text.

After the end of the exercise reveal the correct answers (1-a; 2-b; 3-c; 4-b; 5-b) and discuss the responses of the students.

Provisional questions may include:

Was the text difficult to understand?

Which questions were the easiest to answer and which were more difficult?

**FOR THE STUDENT**

Read the text below:

“A Legendary Dog  
In front of the enormous Shibuya train station in Tokyo, there is a life-size bronze statue of a dog - Hachiko. Even though the statue is very small when compared to the huge neon signs flashing, it isn't difficult to find. It has been used as a meeting point since 1934 and today you will find hundreds of people waiting there for their friends to arrive- just look for the crowds.  
Hachiko, an Akita dog, was born in 1923 and brought to Tokyo in 1924. His owner, Professor Ueno and he were inseparable friends right from the start. Each day Hachiko would accompany his owner, a professor at the Imperial University, to Shibuya train station when he left for work. When he came back, the professor would always find the dog patiently waiting for him. Sadly, the professor died suddenly at work in 1925 before he could return home.

Although Hachiko was still a young dog, the bond between him and his owner was very strong, and he continued to wait at the station every day. Sometimes, he would stay there for days at a time, though some believe that he kept returning because of the food he was given by street vendors. He became a familiar sight to commuters over time. In 1934, a statue of him was put outside the station. In 1935, Hachiko died at the place he last saw his friend alive<sup>15</sup>.

Now, read the following claims and provide and answer:

1. The neon lights are bigger than Hachiko's statue.
  - a. Yes
  - b. No
  - c. Does not say
  
2. Hachiko was born in Tokyo in 1923.
  - a. Yes
  - b. No
  - c. Does not say
  
3. The professor dies from a heart attack.
  - a. Yes
  - b. No
  - c. Does not say
  
4. The statue of Hachiko is inside the station.
  - a. Yes
  - b. No
  - c. Does not say
  
5. The professor worked at a secondary school.
  - a. Yes
  - b. No
  - c. Does not say

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<sup>15</sup> The text is adapted from: <https://www.usingenglish.com/comprehension/10.html>

Questions for discussion:

Was the text difficult to understand?

Which questions were the easiest to answer and which were more difficult?

## SESSION 2

### 2.1 Numeracy: Math Games

#### **FOR THE TRAINER**

The objective is to use math in a fun and competitive way, and to encourage students to refresh their math skills. This is an exercise that promotes practicing the students' math skills without the pressures associated with conventional methods of learning mathematics.

A sufficient number of students need to have Android smartphones. Students are divided into pairs. Each pair should have an Android phone with an Internet connection.

Pairs are asked to download the application Math Games – Brain Workout from Play Store.

The game requires simple math.

The teams are given 20 minutes to play to game.

The team that completes the most levels is the winner and receives a small prize (for example, a bag of candy).

The starting levels of the game are easy, but each subsequent level becomes more difficult. The game can be played between other exercises.

#### **FOR THE STUDENT**

Please download and play the mobile app game: Math Games – Brain Workout, following the instructions by your trainer.

### 2.2 Numeracy: Planning a holiday

**FOR THE TRAINER**

The objective is to put their math skills into practice, using everyday life situations.

For this exercise, students need access to a computer / a smartphone and Internet.

Students should work individually or in small groups. In order to conduct the exercise, they will need paper, a pen and a calculator.

The exercise is to plan a family holiday by spending the least amount of money. They are given three holiday destinations, information about distance to location, average price per kilometers with different transportation, average price per meal in each of the destinations, and average price per accommodation. The students are supposed to calculate the most budget-friendly option.

After the exercise, the trainer can promote a discussion between the students about the difficulty of the exercise, the time they took to complete it, and elaboration of their answers.

**FOR THE STUDENT**

In the following exercise you are going to plan a family holiday with a duration of 7 days. You are travelling from Tirana with your parents and brother. You have three possible destinations you can choose. You are provided with information regarding the distance, price per kilometer, average price of accommodation and average price of meals in restaurants. Select the destination that is the least costly.

The information you need is presented in the table below:

	Parga	Budva	Dubrovnik
Distance from Tirana (km)	385	175	266
Price of bus per km (EUR)	0.2	0.21	0.75

Average price of accommodation per day (for four people)	30	25	30
Average price of meal in restaurants per person (EUR) / you need to calculate three meals per day	15	20	25

Discussion:

Which is the cheapest option?

Which is the most expensive one?

Was the task difficult?

How did you come up with the answer?

# SESSION 3

## 3.1 Reading / Creative thinking

### **FOR THE TRAINER**

The exercise is a continuation of the sessions on reading and creative thinking.

First, the trainer introduces the students with the objective and stages of the exercise. Students should read a sample text. Then they have to identify relevant keywords in the puzzle. After this step, they have to form a logical sentence using the keywords that they have identified.

The following keywords are contained in the puzzle: example, activist, successful, community, Roma, problems, leave school, passionate, integrate, opportunity, programme, education. The trainer can add texts with different keywords, and construct puzzles.

The exercise takes about 30-40 minutes. Students can work individually or in small groups. After the exercise, the trainer can begin a discussion about the difficulty of the process and the skills applied to complete the exercise.

The trainer can make the game competitive, by assigning points for each identified keyword, as well as points for the length of the sentence and the time taken to complete the exercise.

### **FOR THE STUDENT**

Following the instructions of the trainer, complete the exercise.

First, you need to read carefully the text below.

Second, you have to identify relevant keywords from the text hidden in the puzzle.

Then, you have to form a sentence using the keywords you have identified.

Setting an example<sup>16</sup>

Cristina Tanase, 29, from Giuggiu, Romania is leading by example to prove it is possible to be Roma and successful. Born into a Rudari Roma family, the youngest of five children with three older sisters and a brother, she admits she wasn't very good at school to begin with. Like many young Roma girls, she expected to leave school early, get married and have children. However, an opportunity to mix with other people from different cultures inspired her to change her outlook on life and concentrate on her education. Now, she is a teacher and a passionate activist working with Save the Children Romania as a project manager. She specializes in educational initiatives within the Roma community where there is a very high percentage of children who do not go to school. One of the projects Cristina is involved with is a specially devised 42-day programme to integrate Roma children, between three and six-years-old, with youngsters from other communities. The aim is to prepare them for mixing with students from different backgrounds at school. "I really love to see the look on the faces of the children as they get involved with the activities. We have so far integrated more than 500 children into schools over the last three years as a result of this programme," said Cristina, whose own background means she can identify with the children she mentors. "Being Roma working for Roma I understand better the culture, what is needed and the problems many of these children face every day," she said. "My parents did not have much education. My father left school after 8th grade and my mother after 4th grade but they both wanted much more for their children. "I was not very good in school to begin with but by going to church regularly I got to mix with other people, experience different cultures and get involved in activities with other communities." Cristina realized that if she wanted to succeed in life she would have to do better. Years of study paid off as she went to High School, on to college and then got a scholarship for university. "Now, I want to show children that it doesn't matter if they are Roma or Romanian, rich or poor, we are all the same and we can all be successful." said Cristina.

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<sup>16</sup> *Stories About Roma People: Stopping Discrimination Against Roma*, available at: [http://ec.europa.eu/newsroom/document.cfm?doc\\_id=44176](http://ec.europa.eu/newsroom/document.cfm?doc_id=44176)

Now, find the keywords in the puzzle below.

P	R	O	G	R	A	M	M	E	A	E	R	V	S	D	C	B	S	N	M
S	C	C	D	X	E	Y	I	Z	H	L	K	T	V	W	O	A	M	C	C
C	V	E	R	E	X	A	M	P	L	E	V	B	N	R	M	B	E	V	E
F	H	E	C	S	W	C	A	B	T	Y	H	J	K	L	M	V	L	S	W
E	F	G	C	R	Q	T	Y	C	Y	W	A	S	S	I	U	V	B	C	M
T	R	Q	D	U	T	I	O	Y	P	X	W	U	J	D	N	S	O	C	L
A	C	I	S	E	T	V	R	I	P	C	C	S	Y	B	I	C	R	X	E
N	Q	N	E	M	F	I	C	F	B	C	X	R	U	E	T	A	P	A	A
O	X	T	V	X	W	S	Q	B	E	J	K	L	U	T	Y	C	E	R	V
I	X	E	T	G	X	T	A	S	W	D	F	E	C	G	H	I	S	J	E
S	X	G	O	W	S	G	S	T	V	J	U	Q	X	G	R	T	C	V	S
S	T	R	T	X	Q	F	A	G	T	C	G	C	X	Q	Y	X	Y	I	C
A	X	A	X	V	U	E	T	N	V	D	H	T	A	C	J	L	O	W	H
P	X	T	E	L	F	A	E	T	V	N	O	N	E	T	C	B	T	O	O
A	R	E	X	F	N	Y	U	E	W	T	I	N	T	I	I	O	T	T	O
C	V	Y	T	I	N	U	T	R	O	P	P	O	Q	E	C	O	I	T	L
X	F	T	Y	V	N	D	H	I	O	V	A	E	R	V	Y	U	N	C	H
X	V	N	T	C	D	E	T	B	J	K	D	E	T	V	W	Q	T	V	O
X	E	W	E	D	U	C	A	T	I	O	N	S	W	T	U	I	C	V	O
C	U	L	T	U	R	E	W	C	T	I	C	A	D	A	M	O	R	J	I

Finally, you need to construct a sentence with the words you have identified.

Was the exercise difficult?

How much time did you take to complete the exercise?

### 3.2 Reading and numeracy

#### **FOR THE TRAINER**

The aim of this exercise is to put into practice student’s reading skills. This exercise aims to facilitate comprehension of written text and use of information to create meaningful knowledge.

The students should work individually or in groups of two.

First, the students should read the text. Then, using the information provided in the text, they should respond to the questions below the text. Alternatively, the trainer can provide several scenarios / texts and repeat the exercise.

After the completion of the exercise, the trainer can initiate a discussion about the way information was used to create knowledge about a subject. Provisional questions include:

Did you find the necessary information easy?

How did you come up with the answer?

### **FOR THE STUDENT**

Follow the instructions of the trainer and complete the exercise.

<p>Scenario:</p> <p>You are traveling from Skopje to Naples by plane. There is no direct line between the two cities, so you will need to transfer between flights. You are going to travel from Skopje to Zagreb with Croatia Airlines, and take a Wizz Air flight to Naples. However, you are travelling on a tight budget. You have booked flights that allow only hand baggage. For this, you need to check both companies' baggage policies to know what you are allowed to take with you. Read the texts and answer the questions.</p>
<p><u>Croatia Airlines</u></p> <p>Hand baggage allowance</p> <p>Economy Class passengers: 1 piece</p> <ul style="list-style-type: none"><li>• max. weight 8 kg</li><li>• total sum of dimensions up to 115 cm (55x40x20)</li></ul> <p>Business Class passengers: 2 pieces</p> <ul style="list-style-type: none"><li>• max. weight per piece 8 kg</li><li>• total sum of dimensions up to 115 cm (55x40x20) or 57x54x15cm if it is a foldable garment bag</li></ul> <p>In exceptional cases, depending on the type of aircraft, hand baggage allowance for Business Class passengers can be restricted to 1 piece.</p>

Baggage that does not conform to the prescribed dimensions/weight will not be accepted as hand baggage and can only be transported as checked baggage. In some cases, this entails additional charges.

What to take additionally?

Each passenger may additionally take:

- 1 personal item with a maximum size of 40x30x10 cm (16x12x4 in) into the passenger cabin

(e.g. 1 ladies hand bag or 1 laptop or 1 shoulder-strapped bag)

In addition to 1 personal item, each passenger travelling with a child under 2 years of age is also entitled to:

- 1 infant's carrying basket or 1 fully collapsible stroller/pushchair or 1 car seat
- Infant's food for consumption on board.

\*Carrying baskets, strollers and car seats have to be handed over at the gate or before boarding the aircraft. Only car seats can be accepted on board, provided that they are carried on a separate seat purchased for the infant.

In addition to 1 personal item, disabled passengers may also take:

1 pair of crutches and/or braces or any other prosthetic device

Wizz Air

When flying with WIZZ, each person can bring:

- one item of hand luggage, no larger than 55 x 40 x 23 cm, maximum 10kg weight.
- up to six items of checked-in baggage, weighing no more than 32kgs each
- duty-free items purchased at the airport after security checks

Additional items on board

You can take the following items on board free of charge:

1. a coat or blanket
2. mobile phone
3. reading material for the flight

4. for children younger than two: food for the duration of the flight and a foldable baby stroller or a small crib
5. a pair of crutches for physically disabled passengers

Questions:

1. How many pieces of luggage you can take as hand baggage (combined policies)?
2. What are the allowed dimensions of hand baggage (combined policies)?
3. Can you also bring a purse (combined policies)?
4. What is the allowed weight of your hand baggage (combined policies)?

# SESSION 4

## 4.1 Writing: Writing an essay

### **FOR THE TRAINER**

The exercise is focused on strengthening students' writing skills.

The exercise should be conducted individually. The students can use a piece of paper and pen, but using a computer is also recommended.

The trainer should explain the objective of the exercise. Explain that they should be attentive to using proper grammar and punctuation and a logical sequence of ideas presented in the essay.

Then, the students need to write a short 500-words essay on the topic: "The best day of my life"

After the completion of the exercise, invite several students to read their essays.

Stimulate other students to comment on the essays and provide recommendations for improvement.

### **FOR THE STUDENT**

The exercise is focused on strengthening your writing skills.

Write a short 500-words essay on the topic: "When I was a child I wanted to be...".

## 4.2 Writing: Writing a formal letter

### **FOR THE TRAINER**

The exercise aims to teach students to write formal letter.

At the start of the session, the trainer should explain the basic rules for writing formal letters. Then, the students are asked to write a formal letter according to a given scenario. This exercise requires students to work individually. The students can use a piece of paper and pen, but using a computer is also recommended.

After the completion of the exercise, several students are asked to read their letters. Stimulate other students to comment on the essays and provide recommendations for improvement.

### **FOR THE STUDENT**

The exercise aims to strengthen your skills for writing formal letters.

#### Writing a formal letter

Write as simply and as clearly as possible, and not to make the letter longer than necessary. Remember not to use informal language / jargon.

Addresses: Your address should be written in the top right-hand corner of the letter. The address of the person you are writing to should be written on the left, starting below your address.

Greeting: It is common to use a formal greeting, such as Dear Sir or Madam, in cases when you do not know the name of the person you are writing to. It is always advisable to try to find out the name of the person you are writing to. If you know the name, use the title (Mr, Mrs, Miss or Ms, Dr, etc.) and the surname only.

First paragraph: The first paragraph should be short and state the purpose of the letter.

The paragraph or paragraphs in the middle of the letter should contain the relevant information behind the writing of the letter. This part should not be very long, so keep the information to the essentials and concentrate on organizing it in a clear and logical manner rather than expanding too much.

Last paragraph: The last paragraph of a formal letter should state what action you expect the recipient to take- to refund, send you information, etc.

Ending a letter: Formal letters usually end with a formal greeting, such as: Yours  
Faithfully

If you do not know the name of the person, end the letter this way.

Using the instructions, write a formal letter according to one of the two scenarios.

Scenario 1:

You are sending an application for a university scholarship. Along with the necessary documentation you need to write a formal letter explaining your motivation to study at the university.

Scenario 2:

You are a member of a local community of activists. Your community has a frequent problem with flooding during heavy rain due to lack of proper atmospheric sewer. You are writing a letter to the Mayor of your city, explaining your problem and the desire to meet him and discuss the matter.

## SESSION 5

### 5.1 Communication and active listening

#### **FOR THE TRAINER**

The aim of the exercise is to put into practice students' communications skills. This is an exercise where clear verbal instructions and active listening are of importance.

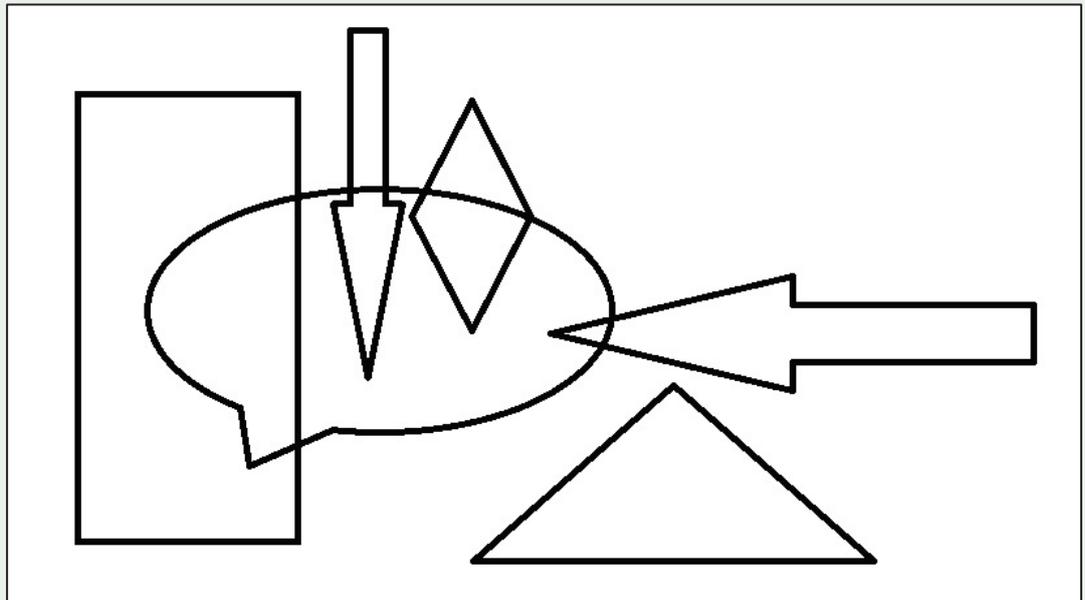
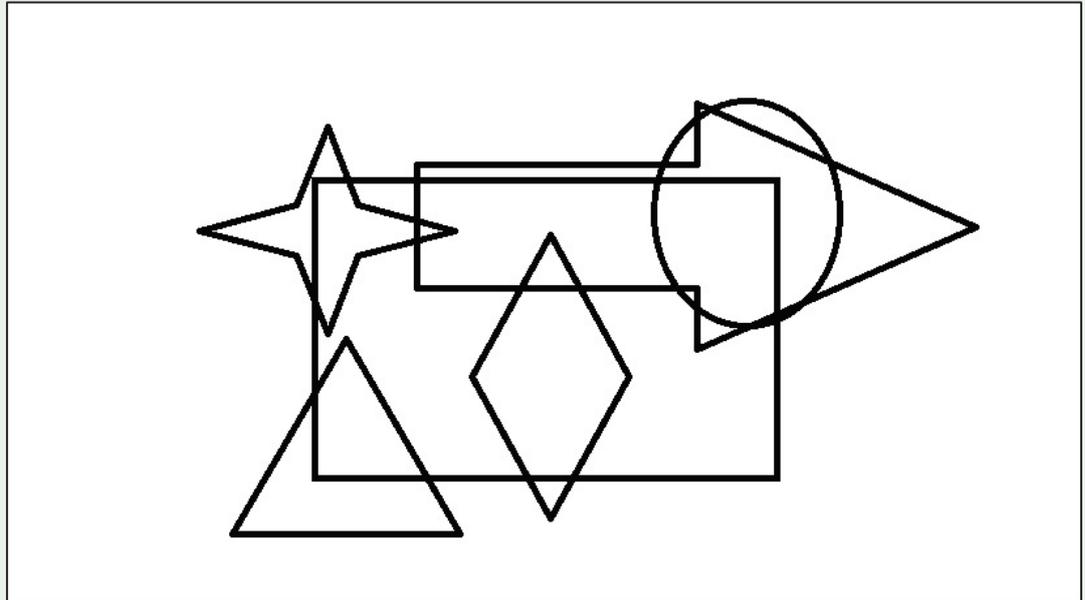
This exercise can be implemented regardless of the size of the group. Students are grouped in pairs of two. The trainer should explain which skills are of importance for completing the exercise successfully. Then the students are asked to position themselves to seat back-to-back.

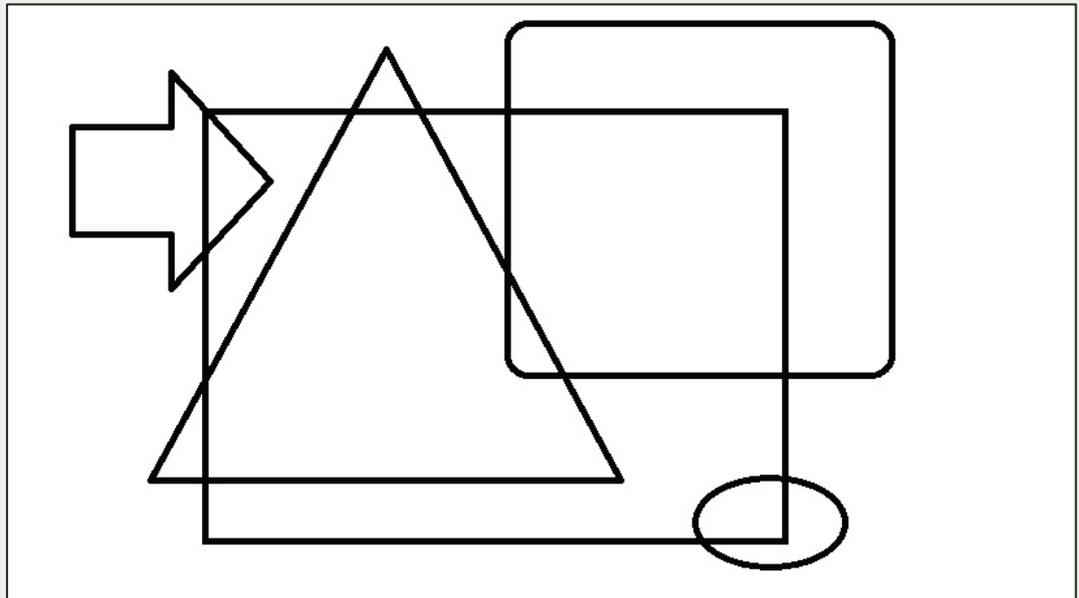
Instructions (picture) is provided to one member of each pair. The other members are given a piece of paper and a pen. The task is to follow the instructions of their partner and replicate the picture according to the instructions of the partner. The instructions must be verbal – no eye contact or any other contact is allowed.

The students are given 10 minutes to work on the exercise. After the time has passed, each pair is invited to show their work. The pair with the most accurate replica is the winner.

The complexity of the task is defined by the complexity of the picture. Hence, the trainer can use the provided templates, or develop alternative pictures for replication.

Here are some templates that can be used to complete this exercise:





**FOR THE STUDENT**

The aim of this exercise is to put into practice the communication skills you learned about in the previous sessions. You will work in pairs of two.

Following the instructions of the trainer, you and your partner are assigned to replicate a picture. Only verbal instructions can be provided, and no eye contact, or any other type of contact is allowed.

You have 10 minutes to complete the exercise. The pair that has produced the most accurate replica is the winner.

## 5.2 Active listening 1

### **FOR THE TRAINER**

The focus of this exercise is to introduce the students to the concept of active listening. In the first part, the trainer explains the concept of active listening, and its importance in everyday and business communication. The trainer should initiate a small discussion about the concept and motivate students to contribute their examples of where active listening can be applied.

Topics to be covered:

What is active listening;

Why is active listening important in everyday life and at work;

The methods of active listening;

The most common techniques in active listening.

Provide an overview of the general verbal and nonverbal techniques in active listening.

After that, make a brief overview of the active listening techniques, presented in the table below.

### **FOR THE STUDENT**

This session is devoted to active listening.

Topics to be covered:

What is active listening;

Why is active listening important in everyday life and at work;

The methods of active listening;

The most common techniques in active listening.

Review the active listening techniques presented in the table below. Have you used any of them so far?

Technique	Goal	Method	Examples
<b>Encouraging</b>	<ol style="list-style-type: none"> <li>To show interest</li> <li>To maintain conversation</li> </ol>	<ul style="list-style-type: none"> <li>Without “agreeing to disagree”</li> <li>Use neutral terms with a positive tone of voice</li> </ul>	<ol style="list-style-type: none"> <li>“I see...”</li> <li>“This is interesting.”</li> <li>“A-ha...”</li> </ol>
<b>Extorting</b>	<ol style="list-style-type: none"> <li>To gather relevant information</li> <li>To stimulate others to reveal their concerns</li> <li>To establish a climate of open communication</li> </ol>	<ul style="list-style-type: none"> <li>Ask open, unobtrusive questions</li> <li>Do not express consent or disagreement</li> <li>Use stimulating body language, such as nodding</li> </ul>	<ol style="list-style-type: none"> <li>“What are you concerned about?”</li> <li>“Why is this important to you?”</li> <li>“How does this affect you?”</li> </ol>
<b>Reaffirming</b>	<ol style="list-style-type: none"> <li>To show others that you are listening carefully and that you are trying to understand them</li> <li>Confirm your understanding of what has been said</li> </ol>	<ul style="list-style-type: none"> <li>Paraphrase the points of the other person</li> <li>Avoid value judgments or imposition of an opinion</li> <li>Asking for confirmation</li> </ul>	<ol style="list-style-type: none"> <li>“In other words, you have concluded that...”</li> <li>“So this is how you look at the problem ...”</li> <li>“Would you be correct to say ...”</li> </ol>

Active listening techniques

<b>Explanatory</b>	<ol style="list-style-type: none"> <li><b>Discover latent or unspoken worries</b></li> <li><b>Understand ambiguous or vague statements</b></li> <li><b>Test interpretations</b></li> </ol>	<ul style="list-style-type: none"> <li><b>Avoid frequent interruption</b></li> <li><b>Provide focused and open-ended questions</b></li> <li><b>Ask for more detailed explanations</b></li> </ul>	<ol style="list-style-type: none"> <li><b>“I’m not sure what you mean by ...”</b></li> <li><b>“Can you tell me more about the meaning of ...?”</b></li> <li><b>“What makes you believe that ...?”</b></li> </ol>
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# SESSION 6

## 6.1 ICT Self-assessment

### **FOR THE TRAINER**

The objective of this exercise is to receive an insight into the basic ICT skills among the group of students. The aim of the exercise is to provide relevant information about the level of proficiency in the usage of computer hardware and software among each student. The self-assessment is not anonymous. This will ensure that the trainer has relevant insight into the level of proficiency of the students in each of these skills, for designing a more personal approach in the work with the students.

The exercise should be performed individually by each participant. The trainer should explain that it is important to be honest when doing the self-assessment and that it serves to help us identify things we should improve.

### **FOR THE STUDENT**

Please conduct the following self-assessment. Mark the response that corresponds to your abilities:

	Yes	Not sure, but likely	No
Can you turn on/off a computer?			
Can you open, use and close programmes from the start menu?			
Do you know what an "icon" is and what to do with it?			
Do you know how to use a mouse to "drag" an item?			

Do you know how to reboot your computer?			
If you have a programme /file on a USB stick or a CD, do you know how to tell the computer to run / open it?			
Do you know how to open up more than one programme at a time and move between them?			
Do you know how to search for a file on your computer?			
Do you know how to create a folder?			
Do you know how to save files to a desktop folder, hard drive or disk?			
Can you remove programmes that are not used via the add/remove programmes feature?			
Do you know how to install or upgrade an application?			
Do you know what font or typeface is?			
Do you know how to edit, copy, cut and paste a block of text?			
Do you know how to insert and remove/modify margins, tabs, headers, footers, page numbers and line spacing in your word processor?			
Do you know how to change text fonts, size, color and style?			
Do you know how to insert graphics and other files (spreadsheets, other documents) into a document?			

Do you know how to "save as" in order to change the format of the document you are saving from one type of word processing programme to another?			
Do you have an e-mail address that you regularly use?			
Do you know how to compose, send, reply to and forward e-mail messages?			
Do you know how to send an attachment as part of an e-mail message?			
Have you ever used more than one browser (Google Chrome, Internet Explorer, Mozilla, Opera)?			
Can you create presentations using wizards, design templates or blank layouts?			
Can you create individual slides using standard layouts and designs?			
Do you know how to change text fonts, add bullets or numbers to slide content?			
Can you add objects (e.g. clip art, pictures, video clips, sound) to your presentation?			
Do you know how to add animations and transitions to slides?			
Do you know how to include tables and charts in your presentation?			
Can you navigate between slides and switch between different views (slide, outline, etc.)?			

## 6.2 Introduction to Microsoft Office Word 1

### **FOR THE TRAINER**

The aim of this exercise is to introduce the students to the basic functionalities of Microsoft Office Word.

For this exercise, the students need a computer with Microsoft Office Word installed. No more than two students can use the same computer.

Topics to be covered:

- Introduction to Microsoft Office Word;
- Opening a new document;
- Saving a document;
- Saving a document under a new name;
- Changing fonts;
- Changing colors of font;
- Highlighting text;
- Changing line spacing;
- Changing page layout and page margins;
- Changing font size.

Then, ask the students to produce the sample text in Microsoft Office Word.

### **FOR THE STUDENT**

Topics to be covered:

- Introduction to Microsoft Office Word;
- Opening a new document;
- Saving a document;
- Saving a document under a new name;
- Changing fonts;
- Changing colors of font;
- Highlighting text;
- Changing line spacing;

Changing page layout and page margins;  
Changing font size.

Exercise: reproduce the following text in Microsoft Office Word:

"Dimitrinka works part-time as a health mediator in the Bulgarian village where she grew up while studying **to be a nurse in the capital, Sofia**. The twenty-six year old knows she's bucking the odds: fewer than half of one percent of Bulgarian Roma obtain degrees in higher education. (Times New Roman, 10pts, line spacing 1.5).

But she has a grant from the **Roma Education Fund**, and a deep conviction that education is the key to success and integration. (Arial, 10pts.)

"For me, integration means education. That's what integration is—equal access to good education for all. **The (Roma) community should also adopt it as a value**. Education should be a value, and opportunities should exist for getting it, because not everyone can afford it now," Dimitrinka says. (Verdana, 10 pts., line spacing 1.5)

Her **ambitions** as a parent are likely to multiply her family's successes. She points to her 7-year old son Tsvetan and says: "I want to see him be **successful**, I want to see him well-educated, speaking several languages and living a good life<sup>17</sup>." (Arial, 12 pts., line spacing 1.5)

The document should be saved under the name: StoryOfDimitrinka.doc

<sup>17</sup> Source: Replicating Roma Success Stories in Bulgaria, <http://www.worldbank.org/en/results/2013/09/11/replicating-roma-success-stories-in-bulgaria>

# SESSION 7

## 7.1 Introduction to Microsoft Office Word 2

### **FOR THE TRAINER**

The aim of this exercise is to promote the use of Microsoft Office Word among the students. After learning the basic functionalities for text processing, this exercise involves the use of other features, such as drawing tables, inserting pictures and SmartArt.

For this exercise, the students need a computer with a Microsoft Office Word installed. No more than two students can use the same computer. First, explain the process of creating tables in Microsoft Office Word. Other topics that should be covered are:

Editing tables;  
Inserting and formatting pictures;  
Using SmartArt.

If you have a group of students with different level of proficiency in Microsoft Office Word, use the existing knowledge of the students in the session. The students which have some degree of knowledge of Microsoft Office Word can be assigned as mentors to less ICT-proficient students. This will stimulate interest and motivation among the skilled and provide an additional support for the ones that have no previous experience with this software.

Following the demonstration of the functionalities, the students should continue with the exercise. The students should replicate the sample table in Microsoft Office Word.

### **FOR THE STUDENT**

Introduction to Microsoft Word 2.

Topics to be covered:

Editing tables;  
 Inserting and formatting pictures;  
 Using SmartArt.

The aim of this exercise is to promote the use of Microsoft Office Word. After learning the basic functionalities for text processing, this exercise involves the use of other features, such as drawing tables, inserting pictures and SmartArt.

Replicate the following table in Microsoft Office Word:

1	2	3	4
one			
	two		
		three	

### 7.2 Introduction to Microsoft Office Excel 1

#### **FOR THE TRAINER**

The aim of this exercise is to introduce the students to the basic functionalities of Microsoft Office Excel.

For this exercise, the students need a computer with Microsoft Office Excel installed. No more than two students can use the same computer.

If you have a group of students with different level of proficiency in Microsoft Office Excel, use the existing knowledge of the students in the session. The students which have some degree of knowledge of Microsoft Office Excel can be assigned as mentors to less ICT-proficient students. This will stimulate interest and motivation among the skilled and provide an additional support for the ones that have no previous experience with this software.

Topics to be covered:

Introduction to Microsoft Office Excel;  
 Opening a new workbook;

Saving a workbook;  
 Saving a workbook under a new name;  
 Changing sheets;  
 Changing names of sheets;  
 Formulas.

Then, ask the students to make the sample calculation in Microsoft Office Excel.

**FOR THE STUDENT**

The aim of this exercise is to introduce the basic functionalities of Microsoft Office Excel.

Topics to be covered:

Introduction to Microsoft Office Excel;  
 Opening a new workbook;  
 Saving a workbook;  
 Saving a workbook under a new name;  
 Changing sheets;  
 Changing names of sheets;  
 Formulas.

Using the formulas, please complete the following calculations:

Item	Price of single item	Number of Items needed	Total price
Can of Coca Cola	0.5 EUR	27	
Pizza	5 EUR	6	
Bottle of water	0.23 EUR	16	
Napkins	0.012	45	
Total price			

# SESSION 8

## 8.1 Introduction to Microsoft Office Excel 2

### **FOR THE TRAINER**

The aim of this exercise is to promote the use of Microsoft Office Excel among the students. After learning the basic functionalities of Microsoft Office Excel, this exercise involves the use of formulas, as well as creation of charts.

For this exercise, the students need a computer with a Microsoft Office Excel installed. No more than two students can use the same computer. First, explain the process of creating tables and charts in Microsoft Office Excel.

If you have a group of students with different level of proficiency in Microsoft Office Excel, use the existing knowledge of the students in the session. The students which have some degree of knowledge of Microsoft Office Excel can be assigned as mentors to less ICT-proficient students. This will stimulate interest and motivation among the skilled and provide an additional support for the ones that have no previous experience with this software.

Following the demonstration of the functionalities, the students should continue with the exercise. The students should follow the instructions and perform the operations.

### **FOR THE STUDENT**

The aim of this exercise is to promote the use of Microsoft Office Excel among the students. After learning the basic functionalities of Microsoft Office Excel, this exercise involves the use of formulas, as well as creating of charts.

Using the formulas, please complete the following calculations:

Employee	Price per hour	Number of hours worked	Total fee
Mirela	9 EUR	135	
Jasna	10.5 EUR	246	
Ivan	15 EUR	78	
Ramiz	13.3 EUR	125	
Total			

Calculate the overtime individual fees of the employees.

Calculate the total costs for overtime fees.

Create a chart displaying the distribution of fees.

Create a chart displaying the distribution of overtime hours.

## 8.2 Problem solving 1

### **FOR THE TRAINER**

The aim of this exercise is to introduce the students to the basic concepts of problem solving. Problem solving relates to the individual's capacity to engage in cognitive processing to understand and resolve problem situations where a method of solution is not immediately obvious.

Provisional topics to be discussed:

Evaluation of information or situations;

Braking down information into key components;

Alternative approaches to analyzing a problem;

Formulation of alternative solutions;

Making effective decisions;

Recognizing long-term consequences of alternative solutions.

First, one or several students read the text. The discussion can start with a review of the key words. Students can be asked to provide examples. The trainer can then expand the discussion by asking questions. Here are several sample questions for discussion. The trainer should formulate additional questions.

What is problem solving?

Why do we need problem solving skills?

Can we learn how to solve problems better?

**FOR THE STUDENT**

Read the following text:

“Problem solving is an integral part of work and daily life. Problems are often defined as situations in which people do not immediately know what to do to achieve their goals due to obstacles or challenges of some kind. To solve problems, individuals must thus be able to access and process information, evaluate the consequences of possible choices, and learn from previous steps. Problem solving tends to be required whenever people encounter a new situation. As our home and work environments frequently change, our routine behaviors quickly become outmoded, and it often becomes necessary to find new ways to achieve our goals. Given the pace of economic and social change in contemporary society, most adults now need higher levels of problem-solving skills than were called for in the past...”

*Source: OECD Skills Studies: Adults, Computers and Problem Solving: What’s the Problem?. OECD, 2015*

Key words:

Problem solving	The process of finding solutions to difficult or complex issues.
Information	Facts provided or learned about something or someone.
Information processing	Interpreting incoming information to make a response suitable within the context of an objective, problem, or situation.

Evaluation	The making of a judgement about the amount, number, or value of something; assessment.
Problem-solving skills	Problem solving requires two distinct types of mental skill, analytical and creative. Analytical or logical thinking includes skills such as ordering, comparing, contrasting, evaluating and selecting. Creative thinking refers to using the imagination to create a broad range of ideas for solutions.

We all solve problems on a daily basis, at school, at work and in our everyday lives. For coming up with an effective solution of a problem, there are several steps or stages:

1) Identification of the problem

- Finding out what is the exact problem
- Gathering information systematically
- Summarizing information

2) Managing the problem

- Breaking down a problem into smaller parts
- Defining and considering different options
- Analyzing the possible effectiveness of these options in greater depth

3) Decision-making

- deciding between the viable options for what action to take

4) Resolving the problem

- Implementing action
- Evaluation progress

5) Evaluation of the results

- Reviewing the problem and problem-solving process to avoid similar situations in future

# SESSION 9

## 9.1 Problem solving 2

### **FOR THE TRAINER**

The aim of this exercise is to stimulate creative thinking and problem solving among the students. The exercise is the classic riddle *The Bridge and the Torch*.

The students can work individually or in small groups.

Explain the scenario of the exercise.

Then, start the exercise. The person or group that comes up with a solution first is / are the winner(s).

### **FOR THE STUDENT**

Follow the instructions of the trainer about individual / group work.

Read the following text:

“There are four people who need to get to the other side of a bridge, each with their own time needed to get across said bridge. However, the bridge can only support two of them for each trip (and the person with the longer time is counted when traveling in the pair). It is dark and there is only one torch so a person who has crossed the bridge has to come back for a return trip in order to lead another person across once again.

Person A can get across in 1 minute, Person B does it in 2 minutes, Person C crosses in 5 and the slowest, person D can get across in 10 minutes. You need to get everybody to the other side in under 17 minutes, or the zombies will reach the four passengers.”

The person / team that solves the puzzle first is the winner!

Did you come up with a solution?

Did you come up with the solution fast?

How did you come up with the solution?

## 9.2 Collecting Information Over the Internet

### **FOR THE TRAINER**

The objective of this part of the session is to provide student with relevant skills for access to Internet, using the Internet for searching for information, interacting over the Internet, downloading files. For this session, a personal computer or smart devise and Internet access is necessary.

Since it is expected that the participants have had some experience with using the Internet, the trainer should focus on a more interactive approach, providing space for the students to show their existing skills.

#### Topics to be covered:

Introduction to Internet;

Conducting an online search for information using different search engines and tools;

Evaluating information: considering the authority, timeliness and relevance of sources to ensure validity.

### **FOR THE STUDENT**

The objective of this part of the session is to develop your skills accessing the Internet, using the Internet for searching for information, interacting over the Internet, downloading files. For this session, a personal computer or smart devise and Internet access is necessary.

Topics to be covered:

Introduction to Internet;

Conducting an online search for information using different search engines and tools;

Evaluating information: considering the authority, timeliness and relevance of sources to ensure validity.

### 9.3 Using the Internet to Access Information

#### **FOR THE TRAINER**

The objective of the exercise is to put into practice the lessons learned in the previous part.

The students need to conduct an online search for information. The guidelines are provided in the student section below.

The duration of the exercise is 20 minutes.

The students can work individually or in small groups.

For the completion of the exercise the students will need a personal computer or a smart device with Internet access.

#### **FOR THE STUDENT**

This exercise requires from you to put into practice your Internet skills.

In the table below, there is a list of questions you need to find the answers for online. For every answer you provide you will also have to cite the source.

You have 20 minutes to complete the exercise.

	Zagreb	Ljubljana	Athens	Krakow
Population (number)				
Founded in...				
Rate of unemployment				
Celebrity born here				
Best restaurant in...				
Most famous tourist attraction				
Average salary				
River running through the city				
Most famous historical landmark				

# SESSION 10

## 10.1 Using ICT in teamwork: Introduction to Asana

### **FOR THE TRAINER**

The aim of the exercise is to enhance students' knowledge in working with team management software. The proposed software for the exercise is Asana. The selection was based on the fact that this software is free for teams of maximum fifteen members, as well as the fact that it incorporates several basic features that are commonly used in other project / team management software. This software can also be used on a PC or as an Android or iOS application.

The exercise requires the use of computer and access to Internet. Up to 2 students can share the same computer if needed. It is not recommendable that more than 2 students use the same computer.

Topics to be covered:

How can ICT help in team management?

What is Asana

Which are the basic features of Asana

Setting up an Asana profile

Development of projects and teams in Asana

The exercise should be preceded by a brief discussion about the benefits of ICT when working on tasks / projects and the management of the work of the team members.

The rest of the session should be devoted to introduction to Asana, its features, opening accounts to the members of the teams, and explanation on how the distinctive features are used in project and team management.

The last step should be an exercise on team work on a project managed through Asana (role-play). The students are grouped in teams consisting of 4-5 people. The different

teams are given the same project. The winning team is the one that completes the objectives of the project in the least amount of time.

### **FOR THE STUDENT**

Topics to be covered:

How can ICT help in team management?

What is Asana

Which are the basic features of Asana

Setting up an Asana profile

Development of projects and teams in Asana

### 10.2 Using ICT in teamwork

### **FOR THE TRAINER**

The objective of this exercise is to teach students the use of Asana in project and team management. An additional objective is to strengthen business communication skills, time management and leadership skills.

The exercise requires the use of computer (with camera) and the Internet. Up to 2 students can share the same computer if needed. It is not recommendable that more than 2 students use the same computer.

First, the trainer presents the topic of the session. S/he explains how ICT can help in project and team management.

The students are grouped in teams consisting of 4-5 people. The different teams are given the same project. The winning team is the one that completes the objectives of the project in the least amount of time.

Prior to the start of the exercise, 5 minutes should be devoted to debriefing of the teams, so the teams can delegate team roles and tasks. Each team needs to use only Asana for communication and management of the task. Each team can also use the Internet to search for necessary information for completing the task.

In the next step, role-play is organized. The trainer has several situations prepared. One situation is role-played followed by debriefing, then the next situation is role-played. If needed, students can be engaged in inventing new situations.

## **FOR THE STUDENT**

Following the instructions of the trainer, please conduct the following role play exercises:

### Scenario 1:

Your team has been given the task of planning a business trip for a group of four. They need to travel from Sofia to Berlin, next week, from Monday to Thursday. They prefer to travel by plane, but they have a limited budget of 1,100 EUR. You will also need to arrange airport transfer / rent a car, and accommodation in a four-star hotel for 1,400 EUR in total. You will also need to collect information about restaurant prices near the hotel and arrange them according to proximity and price. Finally, you need to gather information about the ticket prices for the major attractions in Berlin. All relevant information needs to be presented in one document, under relevant sections and subsections.

### Scenario 2:

Your client wants to buy a business package for mobile phone line and phones for its 20 employees. Some of the employees have frequent business trips, so having a roaming business package as well would be an advantage. The client wants to purchase 15 Samsung A5 phones for the employees and 5 Samsung S8 for members of management. Your team needs to find the least expensive package for phone line and smartphones. You need to display data by average monthly costs, services included in the price, roaming costs, as well as phone prices. You need to display all information by mobile operator, and finally recommend the most cost-effective option.

# SESSION 11

## 11.1 Introduction to Email 1

### **FOR THE TRAINER**

The aim of the exercise is to introduce students to emailing as a form of written communication.

The session is focused on providing basic introduction to the functionalities of Microsoft Office Outlook, as well as to teach them some of the general rules in email communication.

For this exercise, the students need a computer with Microsoft Office Outlook installed, and an Internet connection. No more than two students can use the same computer.

If you have a group of students with different level of proficiency in Microsoft Office Outlook, use the existing knowledge of the students in the session. The students which have some degree of knowledge of Microsoft Office Outlook can be assigned as mentors to less ICT-proficient students. This will stimulate interest and motivation among the skilled and provide an additional support for the ones that have no previous experience with this software.

Topics to be covered:

Introduction to Microsoft Office Outlook;

Opening an email account;

Checking unread email;

Creating a new email;

Saving an email contact.

The trainer can initiate a discussion on the advantages of email communication. The trainer can ask the students about their experiences with email communication.

After the discussion, the students should complete the exercise. For this exercise individual work is preferred, although in specific conditions, the students can work in groups of two. In this case, each of the students' needs to complete the exercise.

The exercise for this session is to save three email contacts and write a short message in a group email.

### **FOR THE STUDENT**

The aim of the exercise is to introduce you to emailing as a form of written communication.

Topics to be covered:

Introduction to Microsoft Office Outlook;

Opening an email account;

Checking unread email;

Creating a new email;

Saving an email contact;

Sending an email;

Sending an email to multiple contacts.

Do you have an email account? Have you ever written an email? If you do, please share your experience with emailing.

Following the instructions of the trainer, write and send an email.

## 11.2 Introduction to Email 2

### **FOR THE TRAINER**

The aim of the exercise is to teach students some of Microsoft Office Outlook's features.

For this exercise, the students need a computer with Microsoft Office Outlook installed, and an Internet connection. No more than two students can use the same computer.

If you have a group of students with different level of proficiency in Microsoft Office Outlook, use the existing knowledge of the students in the session. The students which have some degree of knowledge of Microsoft Office Outlook can be assigned as mentors to less ICT-proficient students. This will stimulate interest and motivation among the skilled and provide an additional support for the ones that have no previous experience with this software.

Topics to be covered:

- Replying to an email;
- Forwarding an email;
- Sending an email attachment;
- Sending a delayed email;
- Creating an email signature.

After the trainer has explained the specific features of email software, he / she should also explain their application in everyday email communication, and more specifically, business communication.

Next, the students, individually, or in pairs of two, have to conduct the exercise. The trainer can develop alternative scenarios as well. The focus of these scenarios is to promote the use of various email features among the students.

Scenario:

You need to write an email confirming their hotel reservation. The email should be sent to email addresses of the hotel, you colleague who is traveling with you, and your boss. You need to attach copies of your travel documents. The email sending should be

delayed for 5 minutes. Your email needs to be automatically signed, with your first and last name, position, and company.

After you have sent the email, forward it to another colleague.

## **FOR THE STUDENT**

The aim of the exercise is to teach you some of Microsoft Office Outlook's features.

Topics to be covered:

- Replying to an email;
- Forwarding an email;
- Sending an email attachment;
- Sending a delayed email;
- Creating an email signature.

Follow the instructions of the trainer and complete the exercise according to the scenario:

You need to write an email confirming their hotel reservation. The email should be sent to email addresses of the hotel, you colleague who is traveling with you, and your boss. You need to attach copies of your travel documents. The email sending should be delayed for 5 minutes. Your email needs to be automatically signed, with your first and last name, position, and company.

After you have sent the email, forward it to another colleague.

# SESSION 12

## 12.1 Introduction to Microsoft Office PowerPoint 1

### **FOR THE TRAINER**

The aim of this exercise is to introduce the students to the basic functionalities of Microsoft Office PowerPoint.

For this exercise, the students need a computer with Microsoft Office PowerPoint installed. No more than two students can use the same computer.

If you have a group of students with different level of proficiency in Microsoft Office PowerPoint, use the existing knowledge of the students in the session. The students which have some degree of knowledge of Microsoft Office PowerPoint can be assigned as mentors to less ICT-proficient students. This will stimulate interest and motivation among the skilled and provide an additional support for the ones that have no previous experience with this software.

Topics to be covered:

- Introduction to Microsoft Office PowerPoint;
- Opening a new presentation;
- Saving a presentation;
- Saving a presentation under a new name;
- Design of presentation: templates, fonts, layout;
- Changing fonts;
- Changing colors of font;
- Adding animations;
- Adding tables;
- Adding charts;
- Adding pictures;
- Changing font size.

Then, ask the students to produce a title page for presentation in PowerPoint. You can previously define the parameters to be followed in the design of the title page.

**FOR THE STUDENT**

Topics to be covered:

Introduction to Microsoft Office PowerPoint;

Opening a new presentation;

Saving a presentation;

Saving a presentation under a new name;

Design of presentation: templates, fonts, layout;

Changing fonts;

Changing colors of font;

Adding animations;

Adding tables;

Adding charts;

Changing font size.

Following the instructions of the trainer, create this title page of a presentation in Microsoft Office PowerPoint.



After you have designed the title slide of the presentation, add animations to all objects on the slide.

## 12.2 Introduction to Microsoft Office PowerPoint 2

### **FOR THE TRAINER**

The aim of the exercise is to teach students some of the general rules for creating effective presentations in Microsoft Office PowerPoint.

For this exercise, the students need a computer with Microsoft Office PowerPoint installed. No more than two students can use the same computer.

If you have a group of students with different level of proficiency in Microsoft Office PowerPoint, use the existing knowledge of the students in the session. The students which have some degree of knowledge of Microsoft Office PowerPoint can be assigned as mentors to less ICT-proficient students. This will stimulate interest and motivation among the skilled and provide an additional support for the ones that have no previous experience with this software.

The trainer should explain the general rules when creating PowerPoint presentations, referring to design, structure of presentation, structure of slides, recommended number of lines and words per slide, general uses of animation. This information can be distributed to the students in the form of handouts.

Then, the trainer initiates a discussion about the applicability of Microsoft Office PowerPoint in school and work-related engagements. The trainer can also ask the students which already are experienced in creating PowerPoint to contribute their experiences with the software.

After the discussion, the exercise begins. The students can work in small groups of two or individually. Small groups or individual approach is recommended so that all students could have the opportunity for hands-on experience with the software.

Finally, the students should create a PowerPoint presentation on the topic: My favorite travel destination.

The students should have sufficient time to research information about the place they are going to present about. After the presentations are completed, the students should deliver a short public presentation. Stimulate the students to comment other presentations and give recommendations to their peers.

**FOR THE STUDENT**

The aim of the exercise is to teach you some of the general rules for creating effective presentations in Microsoft Office PowerPoint.

General rules when creating PowerPoint presentations

<b>Use slides to</b>	<b>Don't use slides to</b>
Focus the attention of the audience	Impress the audience with details and animations
To confirm your verbal message (not to represent the whole message)	Avoid interaction with the audience
Stimulate interest	More than one idea per slide
Illustrate ideas that are hard to visualize	Present simple ideas that can be explained verbally

When creating PowerPoint presentations bear in mind the following rules:

1. Use the slide sparingly;
  - a. 1 slide per two minutes of speech;
2. One key idea per slide;
  - a. The opposite can create dispersion of attention among the audience;
3. Legible words and figures;
  - a. Front size of at least 20pts
4. Careful use of colors
  - a. Not more than three colors per slide
  - b. Contrast colors
5. Use of pictures that support the ideas of the presentation;
6. Charts
  - a. When possible use charts instead of tables
7. Avoid using animations, or use animations in rare cases, when their function is to illustrate the idea better;
8. Use the same slide design for the whole presentation;
9. If you intend to print your presentation, the background should be white.

Now, create a PowerPoint presentation on the topic: My favorite travel destination.

## SESSION 13

### 13.1 Introduction to active listening

#### **FOR THE TRAINER**

The aim of this exercise is to put the recently learned students' active listening skills and techniques into practice. The exercise is designed to stimulate attentiveness, clear verbal expression and non-verbal communication.

For this exercise the student work in pairs of two. One student thinks about a favorite celebrity / favorite destination. The holiday person / destination is not revealed to anyone. The second student has to, by asking questions (none of which should contain questions about the geographical location), to discover the selected person / destination by his / her partner in the game.

The duration of the game is approximately 15-20 minutes. The game can be used as a good ice-breaker, or a quick exercise to repeat what was learned during the previous session.

#### **FOR THE STUDENT**

The aim of the exercise is to practice active listening skills and techniques. Follow the instructions of the trainers and complete the exercise with your partner.

## 13.2 Active listening: One-word story

### **FOR THE TRAINER**

The aim of the exercise is to promote the use of active listening among the students. Depending on the number of the group, the students can work together or divided into two groups of no less than 5 people.

One member of each group will have the task to write down what the other participants say. It is best that the participants are seated in a circle so that they can see and hear each other clearly. Each of the groups is given a single work as a starting point (for example, “today”, “I”, “have”, etc.). Each member of the group adds another word to the story. One by one, the members in the group add one word (as they are seated) to the story. The students have to use tone of voice to indicate pause or ending of a sentence. They also have to pay attention to what the other participants are saying, for the story they are writing together to have sense.

The process of writing the story should last approximately 10 minutes. After the completion of this part, the trainer should ask representatives of the groups to read the stories. You will notice that at the beginning, the stories are logical, but as the time progresses there are more and more illogicalities. This is normal, since participants with little expertise in active listening and low developed memory skills will get tired more quickly.

Discuss the problem with the participants. Indicate the importance of practice to increase focus time and clarity in expression and intonation for communicating effectively.

Finally, conduct several additional cycles of the exercise and compare the results.

### **FOR THE STUDENT**

This exercise is related to active listening, clear pronunciation and intonation and memory. You are going to write a story with your peers. Follow the instruction of the trainer and write the story.

Questions for discussion:

Did you manage to stay concentrated throughout the exercise?

Was it difficult to stay concentrated?

Was it difficult to be creative and come up with innovative words?

# SESSION 14

## 14.1 Organization and time management

### **FOR THE TRAINER**

The aim of the exercise is to provide insight into the students' existing organizational skills. In this exercise students work independently.

The exercise will provide students with a closer insight into their habits, practices for organization, and aspects that require further work.

### **FOR THE STUDENT**

Read the list of items and select the option that corresponds to your experience.

	Quite often	Often	Sometimes	Rarely	Never
I miss important deadlines at work.					
My colleagues have to wait for me to complete my part of the work.					
I set goals for myself at work.					
I start projects that I just cannot seem to finish.					
I devote much work on minor details.					
I cannot express myself in writing.					
My workspace is tidy and pile-free.					
I arrive to work on time.					
I forget notable events (deadlines, meetings).					
I check my work multiple times to avoid mistakes.					
I underestimate the time it will take me to finish a project or assignment at work.					
I misplace important items at work.					

I keep important work items in the same place.					
I arrange my work materials according to a system.					
When faced with a challenging project, I find it difficult to keep myself on the task.					
Whenever possible, I schedule the more important tasks at work during the time of day when I am most productive.					
When I am learning or gathering new information, I have a systematic way of doing so (highlighting, making charts or outlines, color coding, etc.).					
I work on tasks in order of importance.					
I put things back in their proper place when I'm finished using them.					

#### 14.2 Organization and time management in a team

##### **FOR THE TRAINER**

The aim of the exercise is to stimulate practical application of organizational and time management skills among the students, particularly planning and delegating tasks in being able to properly manage time when working in a team. The exercise is to be performed in small groups of 3-5 persons. If you are working with a larger group, divide the class into several small groups. The duration of the exercise is approximately 25 minutes.

For this exercise, you will need several decks of cards, depending on the number of teams that are going to be participating in the exercise. You will also need a stopwatch to record the time. Provide each team with a deck of cards. Tell the groups that the purpose of this exercise is to work as effectively as possible in your teams to complete the task in the shortest possible time. The task is to lay out the cards according to the instruction. The cards need to be positioned in tidy rows, with no cards touching. The exercise is competitive, meaning that the different teams will work against each other.

The teams have 5 minutes to prepare a strategy and delegate tasks to team members. If you have more time, you can play several rounds of the game, motivating the teams to switch members and change tactics in organization and delegation of roles.

After the exercise, you can initiate a discussion:

Which strategies were chosen?

Which strategy was the most effective?

Which strategy was the least effective?

How were the roles delegated?

Did everyone perform their roles according to the agreement?

**FOR THE STUDENT**

You are a part of the team competing against other teams in arranging a deck of cards according to the instructions below. The cards need to be positioned in tidy rows, with no cards touching. You have five minutes to agree upon a strategy and team roles with your teammates. The winning team is the one that will complete the task in the shortest amount of time.

♠	A 9 J 2 Q 10 8 3 7 K 4 6 5
♥	A 9 J 2 Q 10 8 3 7 K 4 6 5
♣	A 9 J 2 Q 10 8 3 7 K 4 6 5
♦	A 9 J 2 Q 10 8 3 7 K 4 6 5

## SESSION 15

### 15.1 Active listening: role-play

#### **FOR THE TRAINER**

The aim of the exercise is to motivate the students to employ active listening techniques into practice.

The students are divided into groups of two, and each group is assigned a separate scenario to play. The students have 10 minutes to look at the scenarios and prepare their roles individually. All students need to have a sample of the active listening techniques table.

Then, each group is called to make a conversation according to the topic and the roles assigned in the scenario using the active listening techniques.

Discuss each performance with the other students. Ask them to comment the performances and to select the best role play.

#### **FOR THE STUDENT**

Follow the instructions of the trainer and participate in the exercise:

Scenario 1:

Maya works in a boutique. Jelena is buying a dress for her sister's wedding. This is a very special occasion for her and she wants to look her best. She is buying not one, but two dresses. However, she wants the dresses to be completely different.

Scenario 2:

Irfan is the manager of a small mobile phone repair shop. Today, he has received a call from an angry client about a repair that has gone wrong. The client wants a refund

in the amount of a new device. The client says his phone was completely ruined by an employee – Adnan. Adnan, on the other hand, is one of Irfan’s best workers. Irfan has to learn the whole story. He decided he wants to hear both sides. For this, he calls Adnan into his office for a talk.

Scenario 3:

Latifa works in customer support in a company selling bed mattresses. She receives a call from an angry client who says he is not satisfied with his new purchase and he wants a complete refund. This is a regular customer, and Latifa does not want his company to lose his monthly purchases. However, the trial period has expired, and the mattress can be returned only in the case of a production error. Latifa tries to calm the client and to see what the actual problem is.

## 15.2 Active listening in conflict situations

### **FOR THE TRAINER**

The focus of this exercise is to strengthen active listening skills and techniques among the students, applied to different situations in everyday life and work. The exercise promotes the use of these techniques in conditions which are tense and laden with conflict.

The trainer should introduce the students to the objectives of the exercise. After that, the students should be divided into groups of 4-5 students. The exercise is based on role-play of several scenarios presented in the section below. The trainer can also develop additional scenarios.

One of the students needs to find out the source of the conflict, while the others are in the middle of an argument. This exercise requires the application of team management, leadership and active listening skills. However, the main objective of the exercise is to

find out the reason for the conflict. The team members are given 10 minutes to debrief and prepare for the game.

After one set of role play has been performed, the team members can switch roles and play another scenario.

### **FOR THE STUDENT**

The aim of this exercise is to strengthen active listening skills and techniques, applied to different situations in everyday life and work.

Following the instructions of the trainer, you will work in a group. The exercise involved role-play according to a pre-set scenario.

#### Scenario 1:

John is managing a team of co-workers on a project. The deadline of the project is tonight. However, the project is far from completed because of some kind of misunderstanding between the team members. John needs to get to the bottom of this and calls everyone for a team meeting. He notices a lot of tension in the room, and once he asks the first question, everyone starts arguing. John needs to find out what the problem is and to resolve it as soon as possible.

#### Scenario 2:

Lindita comes home from a short vacation finding the apartment in a complete mess. There is paint on the walls, broken glass on the floor, the furniture in a mess, and a lot of empty alcohol bottles all around the apartment. Lindita's three children, Sara, Mustafa and Adnan are in their rooms. No one wants to tell what has happened. When Lindita puts pressure on them to find out the truth, an argument starts between the two brothers and the sister. She needs to know who is responsible for this mess, and her children do not seem to be willing to tell what happened.

#### Scenario 3:

Azra has been working in the customer service department in a company that sells PCs. Her latest clients are a family that has bought a computer three days ago. The computer cannot be turned on. The family says that the computer is faulty, but Azra suspects that something else has happened. However, when she starts asking questions, the family gives vague answers, and they provide information that is sometimes conflicting. As she starts asking more questions, the family becomes nervous, and they start arguing with Azra, threatening to report her to her supervisor. Azra needs to find out what happened to this computer.

## SESSION 16

### 16.1 Strategical & innovative thinking

#### **FOR THE TRAINER**

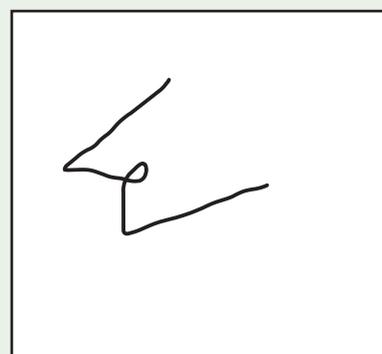
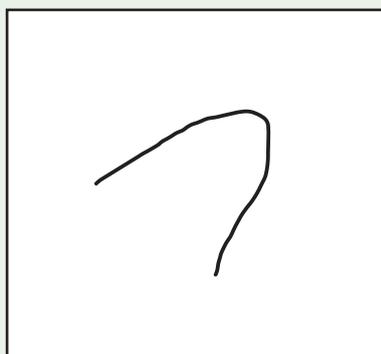
The aim of the exercise is to develop student's capacities for thinking creatively and for development of innovative solutions.

This exercise should be done individually by each participant.

The trainer provides each of the students with a sheet of paper containing the images below. You can also create your own templates and supplement the existing images if the students are motivated. Ask the students to complete the drawings, with the objective to create a meaningful picture.

#### **FOR THE STUDENT**

On these pieces of paper there are unfinished drawings. Please finish the drawings in a way that they represent an object from reality. Use your imagination.



## 16.2 Communication skills: Nonverbal communication

### **FOR THE TRAINER**

The aim of this exercise is to place focus on non-verbal communication. In this exercise students are asked to communicate non-verbally with their peers, but to also recognize the non-verbal communication of their peers.

At the beginning of the session, the trainer should provide a brief introduction on non-verbal communication. The trainer should explain the relevance of our non-verbal communication in everyday life situations, but also in the workplace.

After explaining the basic concepts in non-verbal communication, the trainer should initiate a small discussion about how students perceive nonverbal communication.

Then, the exercise can begin. The students are given small pieces of paper on which one emotion is written. Then they are asked to express that emotion nonverbally in front of the group. The rest of the group is supposed to guess the emotion based on the performance. Several emotions can be repeated, and the students should be instructed not to repeat the performance of their peers.

Examples of emotions: happy, sad, excited, disappointed, angry, furious, confused, amazed, curious.

### **FOR THE STUDENT**

The aim of this exercise is to place focus on non-verbal communication.

Nonverbal communication is a form of interaction between persons without using verbal cues.

Nonverbal communication includes the use of visual signs such as body language, physical appearance, voice and touch:

- Facial expressions – our faces are extremely expressive, and our facial expression are universal: happiness, sadness, anger, surprise, fear, etc.

- Body movement – the way we stand, sit, walk, our posture.
- Gestures – using our hands to convey meaning or strengthen our verbal messages can have different meaning across cultures.
- Eye contact – an important aspect of nonverbal communication, communicating interest, affection, hostility, attraction, etc.
- Touch – a handshake, a tap on the shoulder, a hug.
- Space – which can communicate many different nonverbal messages, intimacy and affection, aggression or dominance.
- Voice – we communicate by not what we say, but how we say it.

Following the instructions of the trainer, using nonverbal communication signs, recreate the emotion that is written on the piece of paper you chose. Then, try to guess which emotions have inspired the performances of your peers.

Discussion:

Did you and your peers come up with different answers?

Was it difficult to express the emotion?

# SESSION 17

## 17.1 Nonverbal Communication 2

### **FOR THE TRAINER**

The exercise is a continuation of the nonverbal communication session. The aim of the exercise is to stimulate consciousness regarding nonverbal communication among the students, but to also make them more comfortable in their nonverbal expressions.

The exercise is a role-play game, where students have to produce a silent movie. Silent movies rely heavily on nonverbal communication, and this game will stimulate students to use their nonverbal communication skills as the primary form of interaction.

Students should be divided into two or more groups. Some of the students will be screenwriters, others will be the actors, and a group of students will be the audience. The groups can switch roles.

The screenwriter groups should write short scenario a silent movie scene. Make sure you provide them with several instructions:

- It is important to start the scene with a person doing an obvious task, like cleaning, cooking, looking for something...
- 1. This scene is interrupted when a second actor (or several actors) enters the scene. The scene should have a logical storyline.
- 2. A physical commotion takes place.
- 3. The problem is resolved.

Discuss the performance with the audience. Were they able to understand to story?

### **FOR THE STUDENT**

This exercise is a continuation of the nonverbal communication session. You are going to participate in the creation of a silent movie. You may belong to the group of screenwriters, actors or audience.

Follow the instructions of the trainer. It is expected to switch roles after the scene has been played.

The screenwriter groups should write short scenario a silent movie scene. The actors will play the scene according the scenario. The audience will watch and comment. Only nonverbal expressions are allowed in the movie.

Were you able to understand the stories of your peers?

## SESSION 18

### 18.1 Creative thinking

#### **FOR THE TRAINER**

The aim of the exercise is to stimulate creative thinking among the students. Students have to think about different workable solutions to solving the problem.

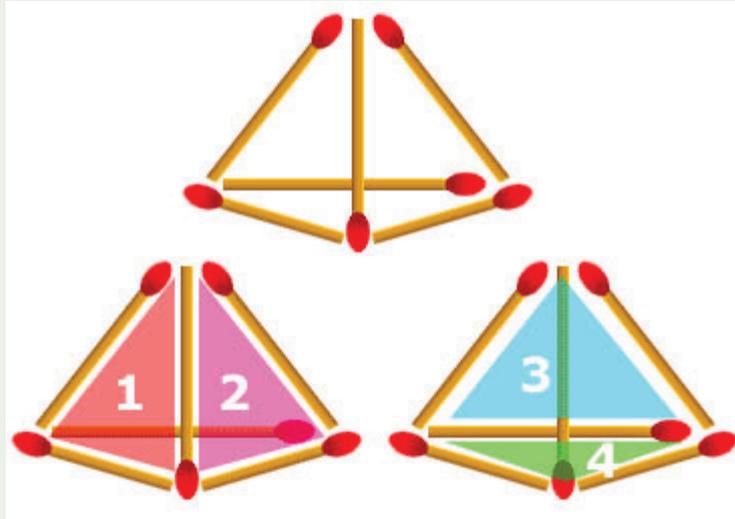
At the start of the session, the trainer should provide a brief introduction into the aim of the exercise. Then, each student is given 6 matchsticks.

The objective of the exercise is to create 4 triangles with the matchsticks. The students will probably ask for more matchsticks – you have to be clear that the matchsticks provided are sufficient for completing the exercise successfully.

The answer is simply to make a 3D pyramid with the matchsticks – three standing triangles and one triangle at the base. The solution is presented in the picture<sup>18</sup> below.

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<sup>18</sup> Source: <http://www.usatests.com/challenge/arc/sixmatchsticks.asp?v=54>



After the exercise, initiate a small discussion. Questions may include:

Was it difficult to come up with the answer?

How did you come up with the solution?

### **FOR THE STUDENT**

For completing this exercise, you will need to think of creative solutions.

You have been given 6 matchsticks. Your task is to create four triangles with the matchsticks. The 6 matchsticks are the only resource you can use to complete the exercise.

### 18.2 Logic games

### **FOR THE TRAINER**

The objective of the exercise is to stimulate problem-solving skills and logical thinking among the students.

A sufficient number of students need to have Android smartphones. Students are divided into pairs. Each pair should have an Android phone with an Internet connection.

Pairs are asked to download the app Skillz – Logical Brain.

The game requires the use of perceptiveness, memory, attention, logic.

The teams are given 20 minutes to play to game.

The team that completes the most levels is the winner and receives a small prize (for example, a bag of candy).

The starting levels of the game are easy, but each subsequent level becomes more difficult. The game can be played between other exercises.

#### **FOR THE STUDENT**

Please play the mobile app game: Skillz – Logical Brain, following the instructions by your trainer.

# SESSION 19

## 19.1 Negotiation skills

### **FOR THE TRAINER**

This session is devoted to introduction to negotiation skills.

The trainer should start the session

Then, the students need to conduct the exercise. On a piece of paper, they should write down situations where they have applied each of the negotiation styles. They need to explain the choice of negotiation style. What was the outcome of the negotiation?

### **FOR THE STUDENT**

Negotiation involves two (or more) parties with competitive or conflicting interests or needs, working on an agreement on how to cooperate. Conflicting parties often enter into negotiations knowing the desired outcome. Therefore, they are often blind to alternative solutions and are not very creative.

Efforts are needed to find several possible and desired solutions that are in line with the common interests of the conflicting parties. Success in finding solutions from which both sides are profitable is key to Win / Win negotiations.

Negotiation is the most effective response to a conflict when:

- both sides want to get something;
- both have a certain power;
- there is interdependence.

Negotiation involves listening on both sides, seeking shared areas of interest and consent.

Generally, there are several skills related to effectively resolving disagreements in the negotiation process:

- Diagnosis: identifying spheres of agreement and spheres of disruption.

- Initiation: disassembling the surface.
- Listening: listening not only speaks the affected side, but also the emotional aspects.
- Problem solving: a multi-step process involving data collection, analysis of their significance, consideration of alternatives, identifying solutions and developing a plan of action.

Effective negotiation skills:

- Analysis of the problem
  - determining the interests of each party;
  - a detailed analysis of the facts;
  - precise identification of the problem, stakeholders and workable solutions.
- Preparation
  - setting goals;
  - possible areas for making concessions;
  - alternative solutions;
  - analysis but possible past disagreements and solutions.
- Active listening
  - reading the body language
  - finding spheres of possible compromise
- Emotional control
  - refraining from showing emotions
  - excessive emotional involvement can hinder acceptance of compromise, i.e. all-or-nothing approach
  - lack of emotional control can lead to interruption of communication
- Verbal communication
  - clarity and precision in claiming
  -
- Collaboration and teamwork
  - maintaining the atmosphere of cooperation
  - avoiding distractions

## Negotiation styles

### Competition (I win - You lose / My way)

Negotiators with this style tend to meet their needs, even when it is to the detriment of others. It is not deliberate, but simply focused heavily on one's own interest. Often choose different tactics and power, including their personality, position, economic threats.

### Withdrawal (I Lose - You Win / Your way)

This is contrary to the competitive style. This type of negotiators find that the best way to calm the conflict is to give the other party what it wants. Usually these people are liked by colleagues.

### Avoidance (I Lose - You Lose / No Way)

This negotiator does not enter a conflict. Instead of talking directly about the problem, you can turn to avoidance. This can often be a reaction to many competitive negotiators as well. Often it can lead to termination of negotiations without a positive resolution for either side.

### Compromise (I Lose / Win Some - You Lose / Win Some / Halfway)

This is the most common negotiation, but it is often an unwanted style and outcome. It means making concessions from both parties, that is, "to meet in the middle". What the compromise does not take into account is that those who had the most extreme starting position in the negotiations get more with the compromise.

## Exercise

Give examples of life situations where you have applied the five negotiating styles. Why did you choose the particular negotiating style?

Did you get the desired outcome?

## SESSION 20

### 20.1 Negotiation into practice

#### **FOR THE TRAINER**

The aim of the exercise is to put students' negotiating skills into practice. The exercise is a role-play game based on a negotiation for a valuable resource. Depending on the motivation of the students this exercise can take up to 90 minutes to complete.

Divide the group of students into pair of two. Distribute the one scenario to each member. The students have 15 minutes to study the scenario and develop an individual negotiation plan. The exercise will be over once they reach an agreement. You can stimulate competitiveness by announcing that the student that completes the instructions given in the scenario will be the winner.

While alternative solutions are possible, the optimal negotiation is a win-win situation. Do not expect all negotiation pairs to reach this solution.

After the exercise discuss the negotiation process. Which style did the students adopt and why? Which negotiation was the most successful?

Scenario 1:

Confidential instructions for Dr. Jackson

Blue Orange

You are Dr. Jackson, a chemist/biologist for a pharmaceutical company. Your company was tasked with exploring methods for creating biological weapons, but the government contacted your company due to an emergency.

Recently, several old nervous gas bombs have been moved to a small island in the Indian Ocean. As they were moved, poisonous substances ran out of two bombs. Leaks are controlled at the moment, but scientists in the government service believe that in about two weeks the gas will leak out of all bombs and expand into the environment. There is no known method to prevent gas entering the atmosphere and expanding into the environment. If this happens, several thousand people will die or will suffer serious brain damage.

You have developed steam that can neutralize nerve gas if it is injected into the bombed storage depots.

The vapor is made of a chemical that exists in blue orange, a very rare fruit.

You heard that Mr. Esposito, a fruit exporter in Mexico, has three thousand blue oranges. If you purchase all three thousand blue oranges, you can extract enough chemicals from the orange zest to neutralize nerve gas. Your company has failed to locate other quantities of blue oranges. As far as you know the total number of produced blue oranges this year are three thousand.

You heard that Dr. Stephenson is also urgently looking for a blue orange and that Stephenson knows that Esposito has the necessary oranges. The company of Dr. Stephenson and your company are strong competitors, and there is great industrial spying in the pharmaceutical industry. Your companies have so far been sued twice for stealing patents. One lawsuit is still ongoing. You're worried that he has stolen your nervous gas solution and plans to steal your deal with the government.

Your company has authorized you to find Esposito and buy three thousand blue oranges. They told you that Esposito would sell them to the one who offers the most. You have 300.000 dollars available to buy the oranges.

Before talking with Esposito, you decided to speak with Dr. Stephenson. Think carefully about the information you are willing to share with the other party, and what you keep for yourself.

Confidential instructions for Dr. Stephenson

Blue orange

You are Dr. Stephenson, a biologist for a pharmaceutical company. Your company has been tasked with exploring the methods of rare diseases and abnormalities in newborns, but the government contacted your company due to an emergency.

Recently, there have been cases of increased rates of failed pregnancies in young women. It is a tropical bacterium that does not respond to any known antibiotic. The disease is spreading with great progression and it is estimated that in the period of several months it will cause several tens of thousands of victims and will spread globally.

You have developed an antibiotic that has the potential to successfully fight the bacteria. The key component of the antibiotic is a chemical extracted from the juice of rare fruits of blue orange.

You heard that Mr. Esposito, a fruit exporter in Mexico, has three thousand blue oranges. If you purchase all three thousand blue oranges, you can extract enough chemicals from the juice of the orange to produce sufficient amounts of antibiotic. Your company has failed to locate other quantities of blue oranges. As far as you know the total amount of blue oranges produced this year is three thousand.

You heard that Dr. Jackson is also urgently looking to obtain blue oranges and that Jackson knows that Esposito has the necessary oranges. The company of Dr. Jackson and your company are strong competitors, and there is great industrial spying in the pharmaceutical industry. Your companies have so far been sued twice for stealing patents. One lawsuit is still ongoing. You are concerned that he has stolen your antibiotic solution and plans to steal your agreement with the government.

Your company has authorized you to find Esposito and buy three thousand blue oranges. They told you that Esposito would sell them to the one who offered the most. You have 300,000 dollars available to buy oranges.

Before talking to Esposito, you decided to contact Dr. Jackson. Think carefully about the information you are willing to share with the other party, and what you keep for yourself.

## **FOR THE STUDENT**

The following exercise will test your negotiation skills. Read the scenario you received from the trainer. Study the objectives of the exercise and develop a negotiation plan. You have 15 minutes for preparation.

You will be the winner if you manage to complete all the conditions stated in the scenario.

# SESSION 21

## 21.1 Fact and opinion

### **FOR THE TRAINER**

The objective of this session is to teach students the difference between fact and opinion. Recognizing this difference is a skill that is often evaluated in reading tests, and its importance is highlighted in the era of fake news. However, people often get confused trying to determine whether a statement is accurate, which is defocusing from the primary aim.

The trainer should start the session by explaining the importance of the distinction between fact and opinion. Several notions that ought to be covered in this segment are presented below.

After explaining the basic notions of facts and opinions, the trainer invited students to complete the exercise. A series of claim are presented. The trainer can distribute the materials in the form of handouts or use a projector.

The students are then asked to determine whether a statement is a fact or opinion. The trainer should promote a discussion for each claim, stimulating students to elaborate on their choices.

### **FOR THE STUDENT**

In this session we are going to discuss the difference between a fact and an opinion.

Facts represent statements that can be proven. The facts may be true or false, but what is common to all of them is that they can be proven.

For example:

- Statistical data show that women live longer than men. (true statement)
- Albania is a member of the EU. (false statement)

Opinions represent statements that cannot be proven. We can discuss these statements and support are argumentation with facts, but opinions cannot be proven.

For example:

- Coca Cola is the best drink.
- History is the hardest subject.

Exercise:

You presented with a series of statements. Determine which of the following statements are facts, and which are opinions.

Statement	Fact	Opinion	Explain
George Washington was the first president of the USA.			
Lionel Messi is the greatest football player of all times.			
France is located in Asia.			
In most countries, only persons over the age of 18 are allowed to vote.			
Oranges contain calcium and vitamin C.			
The more money someone has the more successful they are.			
Vegetarians are healthier than people who eat meat.			

Brazil has won the most World Football Cups.			
Cell phones give you cancer.			
Cats are more loyal pets than dogs.			

## 21.2 Fact and opinion 2

### **FOR THE TRAINER**

The objective of the exercise is to strengthen students' capacities for distinction between facts and opinions. The exercise should be conducted individually or in small groups.

Students are provided with a newspaper excerpt. They need to read the text and decide which statements are facts and which are opinions.

They need to fill in the forms provided below. After completing the exercise, the results are compared. The trainer can promote a discussion and ask the students to elaborate on their choices.

### **FOR THE STUDENT**

This exercise is focused on the distinction between a fact and an opinion.

Please read the text and identify which or the statements and facts, and which are opinions. Write down the statements in the corresponding boxes of the tables below.

Sample text<sup>19</sup>:

<sup>19</sup> Authors: Marion Dautry, Margaux Benn, from 24.08.2017, source: <https://www.dw.com/en/the-fight-for-europes-last-untamed-river/a-40044174>

"The fight for Europe's last untamed river"

The Vjosa in southern Albania is the last free-flowing river in Europe and is crucial to thousands of livelihoods. But the Balkan frenzy over hydropower threatens the future of the entire valley.

There is a strange melody to the banks of the Vjosa - at once peaceful and chaotic. The rumble of the water is followed by the jingle of goat bells. And then there's a bleating - not just from the animals themselves, but also from the shepherd Kadri.

"He's trying to make them sing!" laughs Eduart, another shepherd who brings his goats to drink here every day. For as long as the valley's residents can remember, the wind has carried this soothing cacophony from one bank of the river to the other.

Kadri and Eduart were born in Kutë, a centuries-old hamlet cradled in the hills of the Vjosa valley. Most residents of Kutë and other villages near the river are farmers who live off their crops and livestock and sell the surplus for profit.

But this ancient way of life could soon be over.

*Flamingos and eels*

Two large hydropower plants are planned in the nearby towns of Kalivaç and Poçëm. If they are built, dams will flood thousands of acres of pasture and arable land, forcing hundreds of families from their homes.

"I am very afraid because I know nothing other than taking care of the goats," Kadri told DW. "The dam will change our lives, it will change everything."

It would also disrupt the last, large, free-flowing river system in Europe, outside the Arctic.

The Vjosa runs some 270 kilometers (168 miles), from the mountains of northern Greece, across the lush plains of southern Albania, and into the Ionian Sea. It's dotted

with canyons, islands and oxbows that give the area its moniker, "the blue heart of Europe."

As well as an essential source of water for water agriculture, it is also a biodiversity hotspot, home to the endangered European eel and greater flamingo.

Scientists say it may host a number of other endemic species. No in-depth biological survey has ever been conducted and building the dams would prevent scientists from ever studying the habitat as an untamed waterway.

#### *Balkan hydropower fever*

Across the Balkan region, an estimated 2,700 hydroelectric plants are planned or already under construction. According to a December 2015 report by finance watchdog Bankwatch, about half these projects are in protected natural areas.

Environmental group EcoAlbania has identified 45 hydropower plant projects along the Vjosa that would transform sections of the river into cascades, disrupting ecosystems and forcing thousands of people into exodus.

Many of the projects date back to a wave of concessions for small hydropower plants issued in the 2000s, partly in response to the EU's burgeoning interest in renewable energy.

According to Bankwatch's Pippa Gallop, "it was also a new opportunity for shady deals, speculation and nepotism, spotted by local elites, as feed-in tariffs guarantee an income for small hydropower plants."

Albania and Bosnia-Herzegovina issued particularly high numbers of concessions between 2006 and 2009.

The region is plagued with corruption. And while rules on financial support for renewable energy have been updated in the EU, the Western Balkans still lag behind on reform.

In a bid to boost the share of renewables in their portfolios and demonstrate commitment to the "green energy transition," western European funds - including international development banks - are taking advantage of this.

*Historic lawsuit*

Olsi Nika, executive director of EcoAlbania, says wealthier European countries are taking liberties with ecological standards in "countries with weak legal frameworks, where democracy levels are low, and corruption is high."

Hydropower is touted as a cheaper alternative to solar or wind power. But Nika says this doesn't account for environmental costs.

"Hydropower is renewable but it's not green," he told DW. "And the way it's being done, especially in the Balkans, is definitely not environmentally friendly."

Civil society organizations have had some success challenging hydropower projects in protected areas. Last May a court ruled against the construction of the hydropower plant in Poçëm, in Alban's first ever environmental lawsuit.

But the battle is far from over. The energy ministry appealed the decision. And, just a few weeks later, it launched a new open call for investors in the second dam, planned in Kalivaç."

After you have read the article, determine which sentences are facts, and which are opinions:

Fact	Opinion



# SESSION 22

## 22.1 Innovative thinking

### **FOR THE TRAINER**

The aim of the exercise is to stimulate creative thinking and cooperation among the students. This exercise is not only good for promoting creative thinking, but to also promote participation among more introvert students. Gather the students into sitting in a circle. One or more students read the specific problem. A piece of paper is handed to one of the students, and he / she is asked to write down a rough idea of what might be the solution. The paper is then handed over to the next participant, who also silently contributes his / her idea. The list of viable solutions is handed over to the participants until all of them have contribute some idea.

The participants should only write new, original ideas, and not repeat solutions suggested by other participants.

After the list of students has been exhausted, read the listed solutions, and initiate a discussion.

Ask the students to elaborate why they chose a specific solution. This should not be mandatory – the explanations should be on a voluntary basis.

Which solutions could be more successful? Why?

Which of the proposed solutions are less likely to solve the problem? Why?

Can several solutions be combined? How?

### **FOR THE STUDENT**

Read the following text:

Deniza has been looking for a job for a very long time. She has finished secondary school, and for several months she continuously sends job applications to job adds that

match her skills and abilities, but which could also provide decent pay and good working conditions. She thought that an administrative job in an office would suit her well. She is young and eager to learn new things. However, her job searching effort did not provide good results. She was invited to a few job interviews, but all potential employers indicate her lack of foreign language skills and computer skills as a major disadvantage for getting a job. Deniza never got a positive response from a single job interview she went to. This discouraged her greatly. She was starting to get anxious. She needed a job, both to be able to feel independent, but also to help her family with household expenses. She has been thinking for a while to enroll in a course and try to learn some new skill. But being without a job, this meant that she would have to ask for money from her parents, and they already had too many things to worry about. Lately, her mother has been trying to convince her to take a job at the local textile factory, to work as a seamstress. The job did not require language and computer skills, and she could start anytime. But this job was hard, and the salary was very low. She knows this because some of her friends were working there. She really does not want this job; but she did not know what to do...

Follow the instructions of the trainer.

Write down your proposed solution for Deniza's problem. Do not repeat the solutions proposed by other participants.

Discuss the suggested solutions. Think about which are better and which would be less successful.

## 22.2 Logic games

### **FOR THE TRAINER**

The objective of the exercise is to stimulate problem-solving skills and logical thinking among the students.

A sufficient number of students need to have Android smartphones. Students are divided into pairs. Each pair should have an Android phone with an Internet connection.

Pairs are asked to download the app Skillz – Logical Brain.

The game requires the use of perceptiveness, memory, attention, logic.

The teams are given 20 minutes to play to game.

The team that completes the most levels is the winner and receives a small prize (for example, a bag of candy).

The starting levels of the game are easy, but each subsequent level becomes more difficult. The game can be played between other exercises.

### **FOR THE STUDENT**

Please play the mobile app game: Skillz – Logical Brain, following the instructions by your trainer.

## SESSION 23

### 23.1 Public presentation: Interview

#### **FOR THE TRAINER**

The exercise is a continuation of the sessions on public speaking.

In this exercise, the students are going to practice the STAR technique for formulating responses to interview questions.

The session should start with an explanation by the trainer on what the STAR technique is (description in the student section below) and how it is a useful tool for formulating concise answers to interview questions.

Then, the students are divided into groups of two (interviewers and interviewees). The roles can switch in another round of the exercise.

Then, the interviewers pose the questions, and the interviewees should provide answers following the STAR technique. The trainer can conduct the exercise with all the groups practicing the interviews at the same time, or the pair will practice one by one (this depends on the size of the group, since it is much more time consuming. However, it allows students to see other presentations and comment).

#### **FOR THE STUDENT**

The exercise is a continuation of the sessions on public speaking.

In this exercise, you are going to practice the STAR technique for formulating responses to interview questions.

The STAR technique is a useful tool for formulating responses to interview questions. It is applicable in a variety of contexts, from job interviews, to educational purposes.

The STAR method is a structured manner of responding to a behavioral-based interview question by discussing the specific situation, task, action, and result of the situation you are describing.

**S – Situation:** Describe the situation and the task that you needed to accomplish. You must describe a specific event or situation. Be sure to give enough detail for the interviewer to understand. This situation can be from a previous job, from a volunteer experience, or any relevant event.

**T – Task:** What goal were you working toward?

**A – Action:** Describe the actions you took to address the situation with an appropriate amount of detail and keep the focus on you. What specific steps did you take and what was your particular contribution? Be careful that you don't describe what the team or group did when talking about a project, but what you actually did.

**R – Result:** Describe the outcome of your actions and don't be shy about taking credit for your behavior. What was accomplished, and what did you learn?

Sample questions:

1. Tell me about a difficult decision you've made in the last year.
2. Tell me about a time when you used good judgment and logic to solve a problem.
3. Tell me about a time when you had too many things to do and you were required to prioritize your tasks.
4. Give me an example of a time when you motivated others.
5. Describe a time when you anticipated potential problems and developed preventive measures.
6. Tell me about a time when you were able to use persuasion to successfully convince someone to see things your way.
7. Tell me about a time when you excelled at school in a particular subject.
8. Tell me about how you coped to finish a task under a tight deadline.

## SESSION 24

### 24.1 Skills application: Role-play

#### **FOR THE TRAINER**

The aim of the exercise is to put into practice the skills the students have learned in the past sessions. The idea is to simulate a real-life problem, where they would have to use a combination of skills. This exercise requires the combination of several types of skills, such as ICT skills (Microsoft Office Word, Microsoft Office Excel, Email, Asana), literacy and numeracy skills, creative thinking, and problem-solving skills.

The students need to calculate the most efficient strategy for planning a trip. The exercise will test their logic and numeracy skills. An electronic calculator can be used as a tool for learning, as well as for performing calculations. Using a calculator for investigations and puzzles, which can be tedious by manual computation, can stimulate interest in numbers, number patterns and relationships, and can help to develop mathematical thinking. Students can also use an electronic calculator on their computers or smartphones or use Excel formulas.

The exercise should be as realistic as possible, so that the decision that students make are also grounded in reality. Students should be asked to verify issues online, such as the price of hotels, prices for transportation, cost of travel by car based on fuel expenditure, etc.

The students are provided with a series of information about the organization of the event.

The duration of the exercise is approximately 2 hours.

The students are divided into groups of 4-5. When working with larger groups, several groups consisting of 4-5 students can be formed. Then the groups are provided with two different scenarios. The groups working according to the first scenario will be organizing a business trip, while the other groups will be working in a travel agency. The trainer could develop additional scenarios and conduct several cycles of the exercise.

The students should be given 15 minutes to read the tasks they ought to complete, and to delegate responsibilities between the members of the groups.

The groups will work according to the scenarios provided in the student section below.

After the exercise the trainer should promote brief discussion about the difficulty of the tasks, specific challenges they encountered during the exercise, etc.

## **FOR THE STUDENT**

In this exercise you are going to work together with your group on solving a problem. The problem is elaborated in Scenario 1 / Scenario 2 below. Follow the instructions and complete the exercise:

### Scenario 1:

You are working in an NGO based in Skopje working on improving the social inclusion of Roma. You and your colleagues are organizing a three-day workshop for 15 youth workers from the region next week. You need to arrange travel, accommodation and meals for the duration of the workshop. Your total budget is 6000 EUR.

The participants are arriving from Tirana (4 participants), Thessaloniki (3 participants), Sofia (4 participants), Belgrade (2 participants) and Pristina (2 participants). The location of the workshop is Ohrid, Macedonia.

You need to complete the following tasks:

- Create a budget for accommodation, meals and travel in Microsoft Excel (calculate expense according to specific items and per person);
- Send the Excel spreadsheet via email to the travel agency (the other group). The email should be accompanied by a letter (prepared in Microsoft Word) explaining the general information about the activity, specific needs and details that should be considered in the planning process;
- Communicate the details of the arrangements with the travel agency via email;
- Review the proposals from the travel agency;

- Confirm the arrangements with the travel agency.

You and the members of your team are supposed to communicate and collaborate using Asana, the team and project management software.

Scenario 2:

You are working in a travel agency based in Skopje. You received an email from an NGO for the organization of travel and accommodation arrangements for a workshop that is going to be organized next week. They have sent you their budget and other details regarding their engagement. You and your colleagues need to arrange the travel and accommodation of the participants. To complete your task, you will need to:

- Search accommodation and meal prices in the desired period and at the selected location (using the Internet search), and select options which correspond to the budget provided by the client;
- Create a list in Microsoft Excel or Microsoft Word, providing details about each of the options you consider suitable, with relevant calculations about the overall price per items and per participants;
- Communicate the findings via email (as email attachment) to the clients, and if necessary, make necessary adjustments;
- Confirm the arrangements with the clients.

You and the members of your team are supposed to communicate and collaborate using Asana, the team and project management software.

In organizing the travel arrangements, you can combine different modes of transportation of the participants, in order to meet budget limitations.



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