



YOUTH EXCHANGE

ROADMAP

GENOA (ITALY)

YE: SEPTEMBER 9-19, 2022

TOOLKIT



Co-funded by the
Erasmus+ Programme
of the European Union



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ABOUT THE TOOLKIT

THIS TOOLKIT CONTAINS SOME OF THE METHODOLOGIES IMPLEMENTED DURING THE ERASMUS+ YOUTH EXCHANGE "ROADMAP".

IN PARTICULAR, WE DECIDED TO COLLECT HERE ONLY THE METHODOLOGIES THAT WERE CREATED OR MODIFIED AND THAT WERE TESTED WITH SUCCESS DURING THE YOUTH EXCHANGE.

IT IS THOUGHT AS A TOOL FOR ORGANISATIONS, TRAINERS, EDUCATORS AND TEACHERS WHO WANT TO MAKE INTERNATIONAL AND LOCAL ACTIVITIES WITH YOUNG PEOPLE ON THE FOLLOWING TOPICS:

- SELF-AWARENESS
- COMPETENCES DEVELOPMENT
- ANALYSIS OF PROBLEMS (PERSONAL AND/OR SOCIAL)
- WORKSHOPS ON ENTREPRENEURSHIP
- WORKSHOPS ON YOUTH EMPOWERMENT
- WORKSHOPS ON PROFESSIONAL ORIENTATION

FOR A WIDER UNDERSTANDING OF THE PROJECT AND OF THE GENERAL ACTIVITY FLOW, INSTEAD, YOU CAN FIND MORE INFORMATION IN THE FOLLOWING PAGES.

ABOUT THE PROJECT

THE PURPOSE OF THE "ROADMAP" PROJECT WAS TO SUPPORT YOUNG PEOPLE TO ORIENT THEMSELVES IN LIFE AND IN THE LABOR MARKET, ENABLING THEM TO DEFINE THEIR OWN SHORT-, MEDIUM- AND LONG-TERM GOALS, CREATING A "ROADMAP". THE PROJECT WAS CONCEIVED AS A PATH THAT, FROM A GREATER SELF-AWARENESS, GIVES YOUNG PEOPLE THE TOOLS TO ACCESS THE LABOR MARKET, DEVELOP THEIR OWN IDEAS, DEFINE OBJECTIVES AND THEN CREATE AN OPERATIONAL PLAN THEY CAN USE DURING THEIR LIFE. AS A SUPPORT TO THIS PROCESS, THEY HAD THE OPPORTUNITY TO VISIT GOOD PRACTICES, MEET PEOPLE WHO MADE PECULIAR LIFE CHOICES AND INTERACT WITH YOUNG PEOPLE FROM DIFFERENT EUROPEAN BACKGROUNDS.

THE COVID-19 PANDEMIC HAS WORSENERD THE SITUATION REGARDING YOUTH UNEMPLOYMENT IN THE EUROPEAN UNION. AS ALSO STATED BY EUROSTAT IN APRIL 2021, FROM FEBRUARY 2020 TO FEBRUARY 2021 THE UNEMPLOYMENT RATE FOR YOUNG PEOPLE UNDER THE AGE OF 25 WENT FROM 15 TO 17.2%, THAT IS ABOUT 230,000 YOUNG PEOPLE WHO LEFT (OR NEVER ENTERED) IN THE JOB MARKET.

STARTING FROM THIS DATA, WE INVOLVED INTERNATIONAL PARTNERS (EXPERIENCED IN YOUNG PEOPLE'S GUIDANCE AND EMPOWERMENT) IN AN ANALYSIS THAT DEVELOPED IN TWO DIRECTIONS: ANALYZING THE EFFECTS OF COVID-19 ON THE NATIONAL YOUTH LABOR MARKET THROUGH STATISTICS AND NEWSPAPER ARTICLES; UNDERSTAND, TOGETHER WITH THE YOUNG PEOPLE, HOW THIS SITUATION HAS CHANGED THEIR PERSPECTIVES AND WHAT KIND OF WORRIES IT CREATES IN THEM. THE ANALYSIS ON NATIONAL CONTEXTS SHOWED A VERY VARIED PICTURE, DEPENDING ON THE SITUATIONS AND POLICIES PRIOR TO 2020. IN REGARDS TO YOUNG PEOPLE, HOWEVER, THE SITUATION APPEARED TO BE A BIT MORE HOMOGENEOUS. IN THE ANALYSIS, CONDUCTED THROUGH DISCUSSIONS IN EACH PARTNER ORGANIZATION, WE INVOLVED YOUNG PEOPLE WHO WERE PART OF THE NETWORK OF THE PROJECT'S PARTNERS AND WHO WERE AT THE END OF THEIR STUDIES (SCHOOL OR ACADEMIC) OR WHO HAD JUST FINISHED THEM.

MOST OF THE YOUNG PEOPLE INVOLVED IN THE ANALYSIS, IN FACT, DECLARED THEMSELVES RATHER FRIGHTENED OF THE LABOUR MARKET, THEY DID NOT KNOW WHAT THEY WANT, THEY FELT THE NEED FOR ORIENTATION, AND THEY FELT THEY DO NOT HAVE ENOUGH TOOLS. FURTHERMORE, THEY FEARED THE STIGMA OF UNEMPLOYMENT.

OBJECTIVES

STARTING FROM THESE RESULTS WE DEFINED THE SPECIFIC OBJECTIVES OF OUR PROJECT:

- GIVING YOUNG PEOPLE THE OPPORTUNITY TO REFLECT ON THEIR DESIRES, ASPIRATIONS, AND TALENTS, ACQUIRING GREATER SELF-CONFIDENCE
- ANALYZING AND DISCUSS THE SITUATION OF YOUTH WORK IN DIFFERENT EUROPEAN CONTEXTS
- REFLECTING ON KEY COMPETENCES USEFUL FOR A JOB POSITION
- ACQUIRING PRACTICAL TOOLS (CV, MOTIVATIONAL LETTER, JOB INTERVIEW) USEFUL FOR ENTERING THE WORLD OF WORK
- ACQUIRING ANALYSIS TOOLS, TO DEVELOP YOUR OWN IDEA
- ACQUIRING (ANALYTICAL AND DIGITAL) TOOLS TO BE ABLE TO DEFINE OBJECTIVES AND CREATE A ROADMAP
- VISITING RENOWNED WORKING AND VOLUNTEERING PLACES IN THE GENOA AREA AND GETTING INSPIRATION FROM THEM
- INCREASING TRANSVERSAL SKILLS AND THE SPIRIT OF INITIATIVE
- OFFERING AN INTERCULTURAL LEARNING EXPERIENCE
- PROMOTING THE ERASMUS + PROGRAM

PARTNERS

ASSOCIAZIONE P.E.CO.
ITALY



YOUTH SENATE BULGARIA
BULGARIA



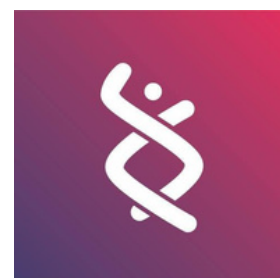
LUBLA
CZECH REPUBLIC

L U B L A

HORS PISTES
FRANCE



ASOCIACIJA "AKTYVUS JAUNIMAS"
LITHUANIA



ACTIVITIES

WHO AM I?

Name	WHO AM I?
Specific Objectives	<ul style="list-style-type: none">• Reflecting on self perception and on the way the others look at us.• Reflecting on how we would like to be seen/represented
Duration	90 minutes
Space	Indoor or Outdoor
Group size	16 to 40 participants
Instruction step by step	<p>What does define you as a person - write 5 things about you</p> <ul style="list-style-type: none">• Who am I?• How do I think others see me?• What others think I should be ? <p>Are your answers different? Why?</p> <p>Meditation (Music, 20 min) Daniela Assisted meditation, - mind in the moment 10 min mindfulness meditation: https://www.youtube.com/watch?v=ZToicYcHIOU&ab_channel=Calm 10 min meditation - Living in the present: https://www.youtube.com/watch?v=I9TzcM7zJWw&ab_channel=GreatMeditation Visualisation - what do you want to accomplish: https://www.youtube.com/watch?v=2CNj63U7_R4&ab_channel=GreatMeditation Feel good about who you are: https://www.youtube.com/watch?v=s3SMeqNQRmE&ab_channel=GreatMeditation</p> <p>Gratitude journal - Show them tools on how to do it Terka Practising gratitude can make you happier, improves your health, bring positive emotions and better sleep. It doesn't have to be reserved for special occasions, you should be also thankful for simple moments in your life, whatever made you happy today, even if it seems silly or unimportant. >Start by writing down 3 things you are grateful for today. Be specific. Focus on what you have instead of what you are missing. To keep this habit for longer, reserve specific time at the end of the day, you only need about 5 minutes to write few lines to your gratitude journal. Try to notice new things you are grateful for every day. Try to make each day different.</p> <p>Self-awareness test (electronic - https://inlpcenter.org/self-awareness-test/) plan B Tonda</p> <p>Why it is important and how to develop myself (give questions and let them think about it) - discussion https://www.betterup.com/blog/what-is-self-awareness</p>

Name	IKIGAI
Specific Objectives	<ul style="list-style-type: none"> • Have the opportunity of reflecting on oneself • Comparing the individual needs with the needs of the surrounding world
Duration	90 minutes
Space	Indoor
Group size	16 to 40 participants

Instruction step by step

All participants drew 'Ikigai' diagram in the way there would be a place to write inside in each of four fields.

Then everybody answers the questions:

- **What I LOVE?**

Which activity brings me joy?
 When do I feel flow?
 What is my hobby?
 Passion?

- **What the world NEEDS?**

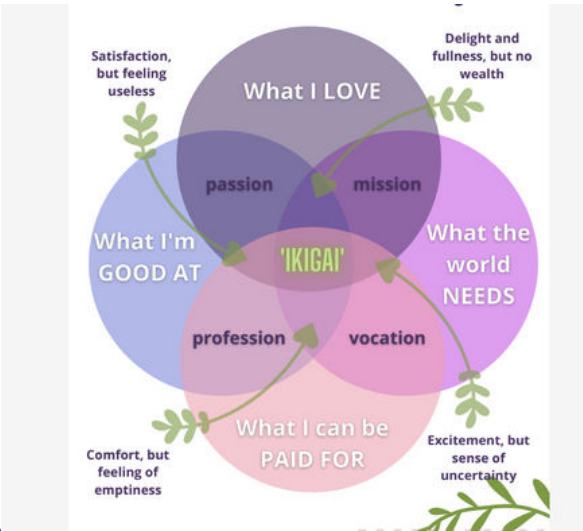
What are the biggest global challenges?
 What are the biggest challenges in my local community?
 What bothers me the most in politics, economics and social matters?

- **What I am GOOD AT?**

What skills do I have?
 What knowledge do I possess?
 What attitudes do I represent? What are my weak points?
 What is the competence other people recognize me for?

- **What I can be PAID FOR?**

In what field I already have experience?
 In what field do I develop myself?
 What are the most promising career paths nowadays?
 What kind of professions labour market lacks?



THE TREE OF PROBLEMS

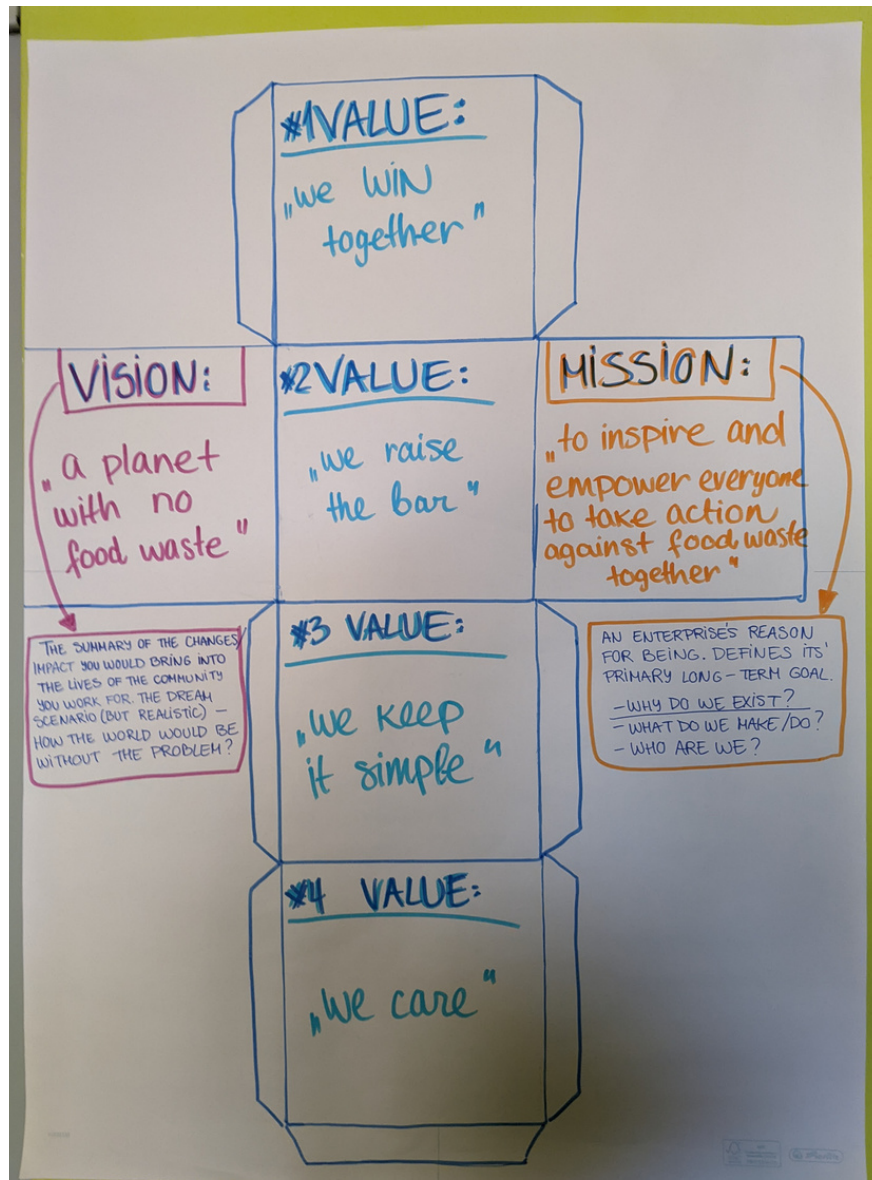
Name	The tree of problems
Specific Objectives	<ul style="list-style-type: none"> • Inside of small groups, the youngsters present their respective local realities and initiatives, encouraging discussions across diverse socio-economic backgrounds and cultures. • The framework was designed by tackling the topics of identifying the tree of problems and solutions through a walk & talk around the village, in order to discover the local realities of rural areas in different countries and choose a challenge to work with.
Duration	90 minutes
Space	Outdoors
Group size	24 participants (divided into small gro
Preparation	<ul style="list-style-type: none"> • Create the indications & route around the village and stick them; recommendation: use another coloured paper for each team; <p>Example:</p> <p><i>1st step, glued on the fence of the venue:</i> Share points of your research about your local context:</p> <ul style="list-style-type: none"> • What are the needs / challenges of your community? What is missing in your community? • Who exactly is directly affected by it? • Is the challenge identified / addressed already? How? <p><i>2nd step, glued around the village:</i> Going until the next point, come up with one problem that you as a team would like to work with.</p> <p><i>3rd step, glued around the village, on the way back:</i> Going until the next point, think about the causes of this problem - what factors made this problem happen? On the way, collect a little tree branch for each of the consequences.</p> <p><i>*Recommendation: glue this paper close to an area with trees or branches</i></p> <p><i>4rd step, glued close to the venue, on their way back:</i> Going until the next point, think and discuss the consequences of this problem - on what happens because of this problem? Collect a leaf of a tree/plant for each of these consequences</p> <p><i>*Recommandation: glue this paper close to an area with trees or bushes</i></p>

<p>Resources</p>	<ul style="list-style-type: none"> • Coloured papers, plastified if possible (depending on the weather); • Tape or rocks; • One facilitator to explain the tasks & to make sure the youngsters are not getting lost around the village; • Glue sticks and/or hot glue guns; • Markers, crayons; • Scissors; • Flipchart papers;
<p>Description of the method step by step</p>	<ol style="list-style-type: none"> 1. The facilitator explains the first part of the activity (walk & talk around the village) 2. A representative of each group formed during the previous activity chooses one of the available colours (used for printing the steps) -> their mission becomes collecting all the papers of the same colour and fulfilling all the tasks written on it; 3. On their return, each group will create the tree of the problem they have decided to tackle, using the branches and leaves collected during the first stage of the activity. 4. <i>Optional: presentation in plenary</i>
<p>Things to keep in mind</p>	<ul style="list-style-type: none"> • Self-managed activity; • When creating the route of the first part of the activity, put a focus on how logical & clear it is, as well as try to provide an allocated space for each team; • If there are participants facing language barriers, use simple, easy-to-understand terms; <ul style="list-style-type: none"> ◦ Recommendation: print out the steps or use handwriting that can be easily understood if translation applications will be used. • Each group has a different dynamic and the time in which this activity is completed could vary; <ul style="list-style-type: none"> ◦ Recommendation: you can organise this activity before the coffee break / lunch break, so that if there are any groups that would like to continue the discussion or the creation of the tree, they have the time & space;

Name	From problem to solution!
Specific Objectives	<ul style="list-style-type: none"> defining the values, mission and vision of their enterprise idea
Duration	90 minutes
Group size	24 participants (divided into small groups)

- A printed layout of a cube (A4 page) like the one below for each group;

Resources & Preparation



Make sure they can cut it & transform it into a 3d cube.

- Scissors;
- Glue sticks;
- Markers & crayons;

Description of the method step by step

1. Each group receives the printed layout of a cube;
2. Each group is invited to visually represent (doodle, sketch, draw) on each part of the cube the following:
 - VISION - the summary of the changes their product/service could make - the youngsters can imagine how the world would look like without the chosen issue?
 - MISSION - in one sentence defining the enterprises' reason for being: primary long term goal, why do they exist, what do they make/do, who are they?
 - 4 VALUES of their social enterprise;
3. Each group is, then, creating their own 3D cube;
4. *Optional: presentation in plenary.*

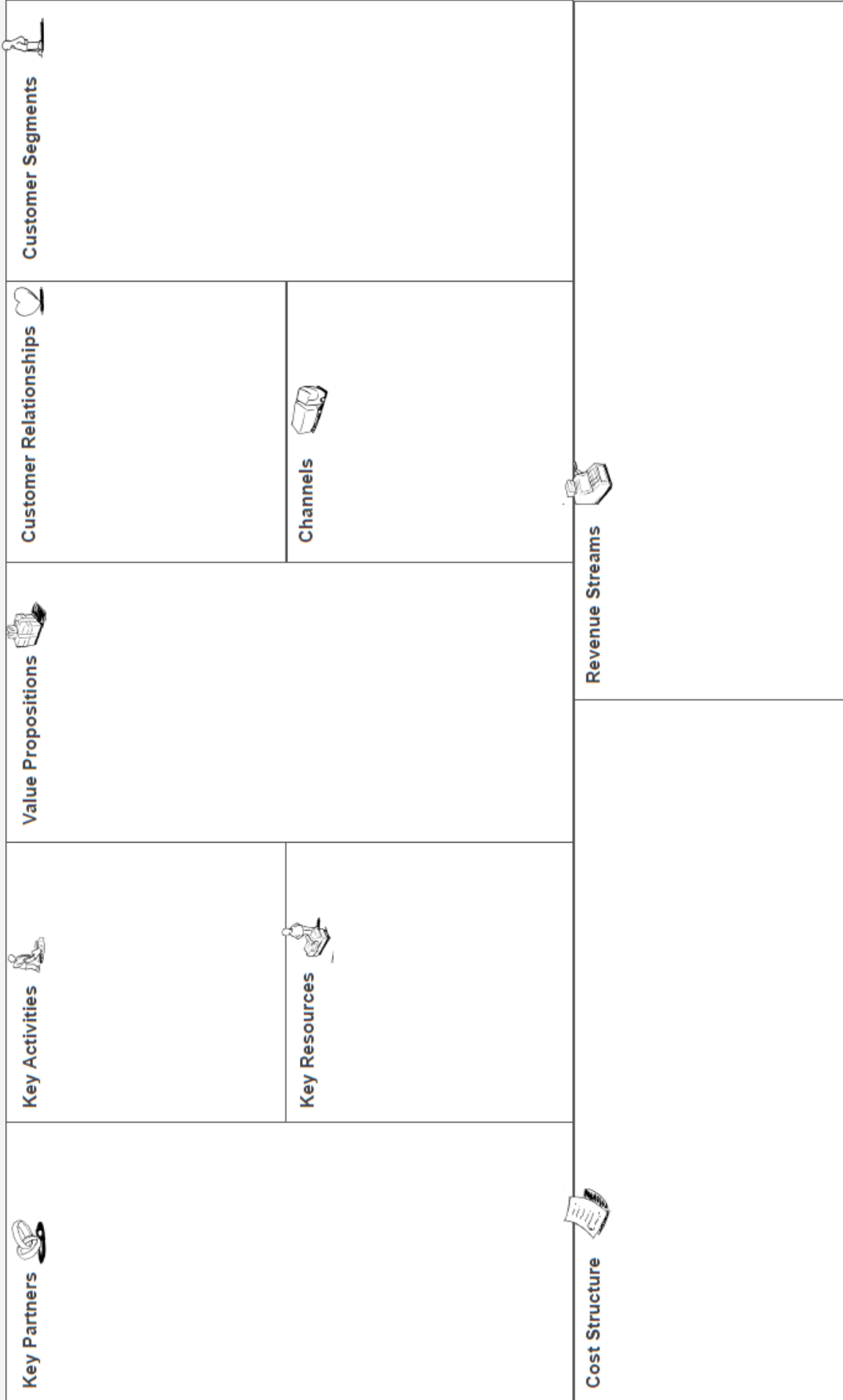
Things to keep in mind

- Self-managed activity;
- If there are few people that experience linguistic barriers, create a flipchart that could help them visually and go step by step, by filling it in, like the one above;
- Having a written support that can be scanned and automatically translated by such applications could facilitate the translation for the youngsters facing language barriers;
- Each group has a different dynamic and the time in which this activity is completed could vary;
 - *Recommendation: you can organise this activity before the coffee break / lunch break, so that if there are any groups that would like to continue the discussion or the creation of the cube, they have the time & space;*

Name	BUSINESS MODEL CANVAS
Specific Objectives	<ul style="list-style-type: none"> • Help participants to reflect on how to develop a concrete business model from a business idea
Duration	270 minutes
Group size	16 to 40 participants
Resources & Preparation	<ul style="list-style-type: none"> • Draw an avatar on a flipchart to help the participants reflect on their customer • Write down the questions below that they shall answer during their presentation in form of a story 1st part: What's the story of your customer? Who is your customer? -What is his/her age? -Where does he/she live? -What does he/she like? -What are his/her hobbies? -What is his/her life style like? (home, friends, etc.) 2nd part: What's the story of your business idea? -Why did you choose this idea? What's your motivation behind? -What do you want to sell (goods, services)? -What will be the core resources needed? (finance, human resources, etc.) -What is your marketing and sales strategy? -What makes you different from your competitors? What is the innovative aspect of your business? -How will you assure sustainability? (financial, administrative) -What will be social or environmental impact of your business? • Define a jury of min 3 - max 6 people. Ideally they shall have some experience on social entrepreneurship (you can also get support from external experts). Brief them in advance about the goal of activity and how to give their feedbacks (how to approach young people and what kind of questions they can ask).
Instructions step-by-step	<ol style="list-style-type: none"> 1. Facilitators draw an avatar representing the customer and write down the questions in sections above. 2. Participants will be asked to make a presentation of the stories of their customer and their business. They will have 1hr to prepare the stories/presentations and 15 min to prepare the logistics. (power point presentation, music, etc.) 3. They will present the story of their customer in 3 minutes and the story of their business in 2 min. 4. The jury gives back their feedback in max. 3 minutes.

Business Model Canvas

Designed for: Designed by: Date: Version:



CONTACTS

FEEL FREE TO USE THE METHODOLOGIES INCLUDED IN THIS TOOLKIT.

WE WOULD LOVE, IF YOU SHARE WITH US YOUR EXPERIENCE WITH THEM.

IN CASE YOU WANT TO SHARE OR IF YOU NEED ANY CLARIFICATION ABOUT THE ACTIVITIES, OR IF YOU WANT TO START ANY COOPERATION FOR PROJECTS ON THESE TOPICS, PLEASE CONTACT US AT:

EXCHANGES@PECO.GENOVA.IT

THANK YOU!