



SYMPATIC

Support and Value Adults Mobility and
Training for Integration into Companies

THE MOBILITY PACK

SUPPORT AND VALUE YOUNG
ADULTS MOBILITY AND TRAINING
FOR INTEGRATION INTO COMPANIES

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THE MOBILITY PACK OF SYMPATIC PROJECT

Today, international mobility is increasingly recognised and seen as a springboard for the future of young people thanks to the contribution of a unique and enriching human and professional experience.

This is particularly noticeable with the commitment of the European Union through the Erasmus + programme, but also with the transnational mobility projects specific to European countries, which are developing more and more each year.

If international mobility provides an opening to intercultural dialogue, solidarity and the development of European citizenship, it makes all the more sense for the socio-professional integration of young people when it provides a path to career development or employment. Beyond this experience, it should be remembered that it is a very concrete way of increasing one's chances to access employment. This experience allows young people to test their abilities, identify their talents and learn in new situations.

Thus the job coach, whose mission is to support the development of the professional project of young people who are experiencing difficulties with socio-professional integration, plays a key role in the mobility process.

This mobility pack aims to help understand the role and tasks of the job coach in supporting young people in a mobility project abroad and to provide advice and tools to job coaches when accompanying young people on a mobility abroad.

Based on several approaches and theories developed by the SYMPATIC project partners, the reader will be able to benefit from advice on the key stages of job coach support and tools to enhance the value of mobility abroad in the participants' career paths.

The Chapter 1 is dedicated to the presentation of the five steps related to the job coach's support of a participant in a mobility project. These five steps include support before, during and after the young person's mobility, with the aim of enhancing the value of the mobility experience abroad for the young person's future project.

The **Chapter 2** provides to the job coach advises and tools to help participants to identify and evaluate their skills acquired during the mobility abroad. The evaluation of competences thus enables the young participants to identify their learning during the mobility abroad in order to valorise it in the framework of their future project.

The Chapter 3 presents the approach of the 7 possible scenarios after a mobility abroad and according to the specificities of the 4 partner countries of the SYMPATIC project: Germany, Cyprus, France and Italy.

Finally, the **Chapter 4** gives keys for the job coach to train young people to use social networks and learn to control their digital identity for their professional career.



CHAPTER 1

The 5 steps method of the job coaching work

Integrated in the mobility pack, this chapter will aim to present the 5-step method of job coach support which was developed from a transnational mobility project called "Job destination Europe" created in Germany.

The aim is to enable the reader to identify the steps and tools for job coach support in the context of projects to support the socio-professional integration of young people with specific access to mobility abroad.

The main goal of a job coach is to provide support to develop the candidate's professional project. To reach this objective he/she has to deliver a consistent follow-up during the key steps of the mobility project.

The processes can be divided into 5 steps, which we outline below:

- Step 1: Identification and selection of participants
- Step 2: Formalisation of participation
- Step 3: Construction of the project and preparation
- Step 4: Mobility abroad and integration
- Step 5: Capitalization of the mobility

1.1 STEP 1: Identification and selection of participants

Research of participants

The diversity of programmes for the implementation of a stay abroad leads to sometimes very different participation requirements, large differences in the target group and thus differences in the needs of the participants.

Depending on the mobility programme and the country, we can find different types of projects, objectives and target groups. Nevertheless, we can specify the most common types of mobility used in the framework of projects which can be :

- ❖ Mobility abroad as part of an internship (short term or long term with for example the Erasmus + work placement programme)
- ❖ Mobility abroad as part of a voluntary service (for example with the ESC)
- ❖ Mobility in the framework of intercultural exchanges (term courses)
- ❖ Mobility abroad as part of training
- ❖ Mobility abroad as part of studies (e.g. Erasmus or the Leonardo De Vinci programme)

Erasmus+, for example, opens up this opportunity to everyone - students, staff, trainees, teachers, volunteers and other interested parties. The programme is not just for Europe or European citizens, but is open to participants from all countries.

Other programmes with financial support from the European **Social Fund**, on the other hand, are tailored to people with particular difficulties in accessing work or training in order to integrate them gradually and sustainably into the labour market.

The role of the job coach is to identify possible candidates who could benefit from an international mobility project. Then, it is important to assist the candidates in developing their project and expectations from mobility. Example: Do they intend to put into practice what they have learned and are they trying to experience and develop new skills?

Depending on the target group of the mobility programme, participants are recruited from different Institutions and organisations.

In the framework of mobility projects that help the socio-professional integration of young people, the search for NEET participants is particularly prioritised because of the integration difficulties they may encounter.

What are NEETs?

As mobility is nowadays considered as a springboard for the socio-professional integration of young people by the European institutions, the recruitment of NEET participants is encouraged in many projects.

The indicator young people **N**either in **E**mployment nor in **E**ducation or **T**raining (abbreviated as NEET) deals with the population group of a certain age and gender that is not in employment and is not participating in education or training.

The target group is characterised by multiple placement obstacles, e.g:

- Long-term unemployment
- Lack of or poor school-leaving qualifications
- Lack of training maturity after dropping out of school
- Lack of motivation and disorientation after dropping out of training,
- Lack of daily structure and self-esteem due to setbacks in private life (social isolation, financial problems)
- Health restrictions (physical, mental, psycho-social),
- Lack of language skills and unused foreign language skills (among young migrants)
- Precarious employment
- Lack of or incorrect knowledge of the labour market and the resulting personal opportunities
- Incorrect self-image with regard to one's own competences, resulting in a 'mismatch' of personality profile and training or employment requirements.

Identification of target groups

The identification of the potential target group as a first step can be done in cooperation with different actors:

- ❖ Job centers
- ❖ Regional labour market agencies
- ❖ National employment agencies

It is advisable to look for trusted persons in the respective institutions who know and support the programme and recommend the mobility project to participants in the long term.

Confidence-building measures can be regular with different approach as meeting events in the job centers/employment agencies (Example: Collective information meeting)

Since not all young adults are registered with the job centers or are no longer reached by them, other sources for recruitment are:

- ❖ Neighborhood houses
- ❖ Youth counselling centers
- ❖ Youth welfare institutions
- ❖ Street workers
- ❖ Freelance job coaches

It is important to spread information about the mobility measure as widely as possible and to build up a sustainable network of cooperation partners.

Requirement for participation

Once the project has been publicized, the counsellors at the job centers and employment agencies suggest that interested people take part in the project abroad.

Before the individual selection interview with the interested person, the counsellors of the job centers together with the job coach make a **pre-selection the potential participant**.

For the requirement of the participants, the job coach has to cooperate with different organizations as the employment agencies, job centers, the sending organization and the host organization abroad. If the project exists for several years, former participants are suitable contacts for recommending the project to others.

Relevant online portals for youth counselling and further education can also be used.

Participation in education fairs and training fairs is also suitable for recruiting interested parties.

Written applications

Once interested persons have been identified, they send a written application to the sponsor of the mobility measure. The application includes a CV and a short statement on the motivation for participating in the project.

It gives the job coach the opportunity to check age, education level as well as the professional situation and to invite the interested person to a personal interview.

An initial selection takes place in which the profile of the interested parties is compared with the requirements of the mobility programmes. The key data of the interested party are checked. This includes:

- Age
- Employment status
- Motivation for participation

If the profile meets the basic requirements of the mobility programme, the interested person will be invited to a personal interview.

Personal selection interview

After the pre-selection between the job coach and the employment agency, a **selection interview** is held with the person interested in the mobility programme.

The following formalities, among others, must be observed:

- Privacy policy for the authorisation of the recording of the interested party's personal data protected by law
- Interview in a neutral atmosphere, preferably on the premises of the sending organisation (due to the vulnerability of this target group and the resulting sensitive issues, care should be taken to ensure that the interview takes place in a protected space)
- Informing the interested party about the conditions of participation as well as in-depth information about the course of the project

In terms of content, the following points are essentially dealt with:

Review of arguments from cover letter/ motivation with focus on special features Working abroad

- ✓ Educational level/school-leaving qualification/professional experience
- ✓ Language skills
- ✓ Experience abroad
- ✓ Expectations of the project
- ✓ Internship or volunteering requests
- ✓ Professional goal after the project
- ✓ Possible obstacles or difficulties (ex. Health etc)
- ✓ Fears

After the selection interview has been completed, a binding date for the decision to participate in the project is then agreed. It is advisable to give the interested party a few days to make a decision.

Assessment of the risks associated with a stay abroad

Before agreeing to participate in the project, opportunities and risks are weighed up against each other according to the current knowledge about the personal and professional situation of the interested person. In addition to the results of the pre-selection with the employment agency and the selection interview with the interested person, a personal contact person (social worker, therapist, other reference persons, possibly contact person at the host organization abroad) can be consulted if necessary.

For the risks assessment, the following criteria, among others, must be taken into account due to the vulnerability of this target group

- Physical and mental illnesses
- Ongoing therapies, also during the stay abroad
- Debt problems
- Housing problems
- Drug problems

It is also advisable to involve the foreign partner in the pre-selection process so that a needs-based offer can be prepared individually.

ANNEXE STEP 1	
Requirement for participation	Annexe 1 : Pre-selection procedure
Personal selection interview	Annexe 2 : Personal selection interview guideline

1.2 STEP 2: Validation of the mobility project

Construction of the mobility project

After the first phase of identification and selection of participants for a mobility project, the job coach invites the participant to discuss with him/her which type of assignment (e.g. internship or volunteering) is relevant to his/her future perspectives. The idea is to be able to co-construct the objectives of the learning mobility and to be able to define an assignment that is adapted to the participant's future prospects. To do this, the job coach can ask the participant about his or her objectives, needs and wishes in the context of his or her mobility with a **guideline choice of a mobility mission**.

Formalization of the mobility project

Once the project is deemed mature enough by the job coach, the participants should receive all the necessary administrative information (such as essential documents to fill) to pursue their project.

If the decision to participate is positive, a **participation contract** is concluded between the sending organization and the participant.

The rights and obligations of both contracting parties for all phases of the mobility measure, i.e. the preparation phase for the stay abroad, the stay abroad with internship/volunteering, as well as the follow-up phase after the stay abroad, result from this **participation contract**.

A '**transnational cooperation agreement (tca)**' regulates binding rights and obligations between the sending organisation and the host organisation in the destination country. The host organisation abroad is responsible for organising the mobility in consultation with the job coach and the mobility referent of the sending organisation.

The binding agreement of the job center to participate in the mobility measure by means of a so-called **integration agreement can be** also required depending on the mobility program and the country. This can be necessary if job center want to continue to guarantee the social benefits to be paid (unemployment benefits) during the entire duration of the project.

The host organisation abroad is responsible for organising the mission in consultation with the job coach and the mobility referent depending on the mobility program. This results from the contractual agreements between the sending and host organisation.

The choice of mobility mission can be based on the following criteria:

Internship

- ✓ Availability of the company to accept a trainee
- ✓ Matching between the activity profile in the company and the possible involvement of the trainee
- ✓ Knowledge of foreign languages (also working language of the company)
- ✓ Vocational orientation of the participant

Volunteering

- ✓ The capacity of the host organisation to host a volunteer depending on their resources (space and equipment in the workplace for the volunteer, availability of staff, time allocated to support volunteers, etc.)
- ✓ Matching between the motivations of the participant and the tasks/missions proposed
- ✓ Vocational orientation of the participant

Finally a **Charter of Values or Quality commitment** (Sending organisation/Hosting organisation/Participant) can include:

- Commitment from the sending organisation to respect its duties and principles.
- Commitment from the participant to adopt a proper behaviour at work, not to put anyone or himself at risk, to respect the habits and culture of the country of destination.
- Participant accepts that the sending organisation collects data on his/her personal life and socio-economic situation.
- In accordance with French/German/... regulations and the general regulations on data protection (RGPD) in force since May 25, 2018, you have the right to access, modify, rectify or delete your personal data, and deletion of the information concerning you, which you can exercise by addressing directly a request to the person in charge of these treatments.

ANNEXE STEP 2	
Guideline Choice of a mobility mission	Annexe 3 : Example of guideline choice for an internship Annexe 4 : Learning project guideline for a volunteering from VALLEY Project
Participation contract Quality commitment	Annexe 5 : Erasmus+ Agreements between beneficiaries and participants (learners) in Vocational and Education Training Mobility project
Transnational cooperation agreement	Annexe 6 : Example of Activity agreement between sending/hosting organisation

1.3 STEP 3: Preparation for the stay abroad

Post-departure training

After the decision to participate in the project, the preparation phase at the sending location begins. The preparation phase of the participants can vary according to the mobility projects and thus vary from 1 week to 2 months of preparation for example. Job coaching also plays an important role in this phase.

It is necessary to prepare young people before leaving for work-based mobility. Through this training, the objective is to provide them with knowledge, methods and tools that will enable each young person to continue to build on and make the most of their mobility project and to approach it in different dimensions (personal, civic, professional). The training must be a rotation of periods of learning, simulation, testimonies and sharing of experiences. It must also address the participants' skills and adaptability (anticipation and putting oneself in a situation of what each person will have to accomplish in an intercultural, different context, etc.).

If effective preparation is undertaken before the work-placement abroad, we will be better able to talk about the results obtained because each young person will leave with clearly defined tools and objectives.

In addition to the individual support of the participants by the job coach, group courses are offered. The configuration of this course offer should also be in the hands of the job coach and the sending organization tutor.

These group courses can include several type of workshop:

- **Foreign language workshop**
- **Communication workshop**
- **Intercultural workshop**
- **Risk and safety workshop**
- **Competences workshop**
- **Social media workshop**
- **CV and cover letter workshop**
- Team building activities

They flank the individual coaching. Topics from the group courses can discussed in greater depth in a personal interview between the job coach and the participant.

Participation in the preparation phase is compulsory. It serves to predict whether the participants are ready and stable for a stay abroad. If the positive prognosis from the recruitment is not confirmed in the preparation phase, the participant cannot always start the mobility abroad.

Job coaching initially and in the short term refers to the choice of mobility mission, but does not lose sight of the final integration goal: the internship/volunteering/training is thus an intermediate step on the way to vocational integration.

For example, within the framework of the Job destination mobility project carried out in Germany, the job coaches and trainers propose different working times around the young person's professional project and their work placement project.

These workshops can be adapted to other types of mobility as part of the job coaching support.

“JOB DESTINATION” PROJECT EXAMPLE OF PREPARATION

The Job Destination Europe project is a transnational mobility project whose objective is to enable young people aged from 18 to 35 year-olds to complete an in-company internship in another European country. The central component is a 2 to 6-month accompanied stay abroad (focus on in-company internship), which is integrated into an individual preparation and follow-up phase in Germany. The integration of the target group into work or training is ensured in the follow-up phase through coordinated cooperation between regional employment services and cooperation companies.

Professional biography

In a first step, the job coach proposes a training day on the professional biography. This module allows to do a retrospective of personal and professional experiences as well as training and/or discontinuation of educational paths. By dealing with the past, the reasons for the necessary vocational orientation can be clarified. The participants reflect on what they have experienced and become aware of the reasons for participating in the project.

Competence assessment

Another focus is the assessment of competences. First, the results of the biographical work are recorded and divided into different fields of competence. Furthermore, tools for self-assessment and external perception are used.

To know more about online tools for competence assessment: go to Chapter 2 of the Mobility Pack

Labour market skills

Knowledge of the respective regional, but also supra-regional labour market is necessary for better career orientation. In this context, job coaching also provides insights into sectors, industries and exemplary occupational profiles. Joint visits to job and education fairs as well as interviews with experts from different professions can be helpful.

Curriculum vitae

Once the desired mobility has been determined, the CV is written in the language of the target country. The CV is preceded by a profile so that the hosting organization can easily and quickly recognize the background of the desired mobility mission.

E-learning tools

Job coaching can be supplemented by the use of an e-learning tool from the preparation phase, through the phase abroad, to the follow-up phase. The e-learning tool is thus a digital thread that accompanies the phases of preparation for the stay abroad as well as the follow-up. In this way, the individual steps are documented for the job coach and, above all, for the participant, and can be read and studied in depth at any time.

These tools can include weekly tasks that focus on recording learning successes and self-reflection.

Analysis of the labour market and occupational fields

Another exercise is related to the analysis of the labour market and the knowledge of potential occupational fields. The participants research different websites of the labour market under the guidance of the job coach and note down occupational fields. Then they categorise occupational fields into three colour groups: Red for occupational fields they are not interested in, yellow for occupational fields they might be interested in, green for occupational fields they are interested in. The exercise is called Occupational Traffic Light because the occupational groups are categorised according to the colours of the traffic light.

In this way, the coachee becomes aware of different professional perspectives and narrows down his/her research. A first, rough career orientation takes place.

The result of the preparation is the choice of the internship, which is based on ¹³the following criteria:

- ❖ Availability of the company to accept a trainee
- ❖ Matching between the activity profile in the company and the possible involvement of the trainee
- ❖ Knowledge of foreign languages (also working language of the company)
- ❖ Vocational orientation of the participant

ANNEXE STEP 3	
Foreign language workshop Communication workshop Intercultural workshop Risk and safety workshop CV and cover letter workshop	Annexe 7: Example of a language breakthrough in English Annexe 8: Example of communication workshop “Debate, Speak up and Convince from SBCP Project Annexe 9: Example of intercultural workshop Annexe 10 : Risk and safety workshop Annexe 11 : Example of CV and cover letter workshop “Create your resume” from SBCP Project

1.4 STEP 4: Mobility abroad and integration

Introductory phase

A **one-week introductory** phase can serve to acclimatise the participant to the new environment. The participant gets to know his living and working environment.

As a rule, daily excursions, city explorations and advanced language courses are planned.

The job coach arranges a **first meeting** with the tutor of the hosting organisation.

The contents of this initial interview can be :

- ❖ getting to know the host organisation
- ❖ Initial setting of Learning objectives
- ❖ Integration into the team
- ❖ the arrangement of the first working week/the first week of work (determination of working hours, areas of assignment)

In addition to this interview, the young people can also learn about the legal basis, size, location and goals of the structure. These are covered as well as the division of tasks and work, the design of work processes and the division of work in this organization.

The mobility abroad

During a mobility abroad, follow-up job coaching is just as important as the preparation and return phases. The job coach must be able to be in regular contact with the participant in order to exchange with him/her on the evolution of his/her assignments and his/her integration. Since learning objectives were drawn up at the beginning of the participant's mobility, the job coach must know whether they have been achieved, in what way and, if not, why not and how to adapt the objectives in order to better achieve them in agreement with the tutor on site.

In a **learning objective agreement** between job coach, tutor and participant, the activities and targeted development steps are defined. The accurate description of the learning goals at the beginning of the internship enables a continuous comparison in the further course.

The activities carried out by the participant can be based on his/her professional orientation as well as the opportunities offered by the host organisation.

The participant can keep a **learning diary** and records the activities as well as the individual steps of competence growth.¹⁶

The trainee recognises and reflects on the principles of the daily, weekly and monthly organisation of the practice place. He/she recognises the importance of the phases of the daily routine and which tasks result for him/her. He/she learns to derive his/her action steps, plans and schedules from this, to discuss them with the team and to carry them out independently. The trainee plans the daily and weekly schedule together with the tutor and the team.

The job coach evaluates the learning diary together with the participant in at least weekly or monthly meetings depending on the time spent on mobility abroad and, if necessary, discusses recommendations for expanding or change the tasks in the host organisation.

He/she acts as a "door opener" and "cultural mediator", is available to the trainee as a discussion partner, reflects on situations characterised by cultural phenomena, supports the participants by providing background information that helps them to classify their experiences.

Each month, a meeting can take place between the job coach, the tutor and the participant to make an assessment with an evaluation of the gradual assessment of skills acquired or strengthened. Subsequently, further learning goals can be set for the next month or step of the mobility in the host organization.

In case of conflicts or disagreements between the participant and the host organisation, a mediation meeting can be held by the mobility referents (sending/hosting organization tutor) and the job coach if needed. This mediation meeting takes place between the two tutors (sending/hosting organisation), the job coach and the participants. Possible solutions are included in the learning objective agreement. Tutors are responsible for the implementation of the conflict resolution in the team, the job coach for the support and empowerment of the participant

Evaluation of the mobility

A **final meeting** between job coach and the trainee or the job coach, tutor and trainee can be held after the mobility period of work in the host organization. The focus of this meeting is the evaluation of the learning gain during the mobility mission. The development of professional, linguistic and intercultural competences is taken into account.

Depending on the mobility abroad and the programme, the participant usually receives a certificate or attestation indicating his/her participation. It is important to ensure that the participant has proof and certification of his or her mobility experience.

This assessment can be included in the overall documentation of the application documents with regard to the participant's future applications.

ANNEXE STEP 4	
Introductory phase	Annexe 12: Example of a one-week-introductory Annexe 13: Example of First interview guideline for internship
The mobility abroad	Annexe 14: Example learning objectives agreement
Evaluation of the mobility	Annexe 15: Guideline final interview for internship Annexe 16: Guide for evaluation and capitalization meetings from PC IMPRESS project

1.5 STEP 5: Capitalization of the mobility project

Capitalization training

The stay abroad can be followed by an average follow-up after the young person's return from mobility, which can last from one week to several weeks depending on the type of mobility and project, which can also be extended in case of individual needs. The aim of the follow-up is on the one hand to concretize the participant's career aspirations and on the other hand to actively support integration into training and work.

As in the preparation phase, the follow-up can be in collective groups with a "return training" to capitalize on the mobility experience and in-depth individual coaching.

During the collective phase with the "capitalization training" several workshop can be develop:

- ❖ Feedback/Learnings workshop
- ❖ Evaluation skills workshop
- ❖ Job searching strategy workshop
- ❖ Entrepreneurship workshop
- ❖ Post-mobility project workshop

Evaluation of competences

First of all, an evaluation of the increase in competence is organized by the job coach after the mobility abroad. It can be done during individual meeting or in collective groups depending on the **method of evaluation** of the skills (**auto-evaluation** or common evaluation).

The competence gain relates both to the activities in the hosting organisation and to life abroad in general.

In this way, participants gain the ability to reflect on and precisely describe the competences they have acquired. In this way, they increase their self-efficacy with regard to their future career path.

Europass Mobility

In this phase, the job coach can create the '**Europass**' in cooperation with the participant. This document, which is valid throughout Europe, is signed by the sending organization and the participant. In accordance with the requirements of the 'Europass Mobility' following fields of competence are taken into account:

- ❖ Professional competences
- ❖ Language skills (technical language, everyday language)
- ❖ Digital skills
- ❖ Organisational skills
- ❖ Social competence

The Europass also contains a precise description of the activities carried out during the traineeship, the name of the host organization and the tutor responsible.

Portfolio

A **Portfolio** which accompanies the process in the preparation and during the stay abroad, can be used as a learning diary and supports the evaluation of the competence growth.

CV and cover letter

A CV and cover letter workshop can also be organized to help participants showcase their mobility abroad. Here, too, the job coach must know and convey the current requirements for the design (form and content) of CVs and application documentation.

The increase in competence thus has a double value: on the one hand, intercultural and foreign language skills are improved and knowledge of the country and culture is acquired; on the other hand, a new professional skill is gained.

Job interview workshop

A job interview workshop can be organized with simulations of job interviews. For example, the job coach takes on the role of the recruiter, the coachee that of the actual applicant and the group is given an observation sheet that includes a guideline for assessing the coachee's performance.

With the consent of the "applicant", the simulation of the job interview can be recorded and subsequently made available to the coachee. The recording gives the participant the opportunity to analyse speech flow, body language and general presence during the simulation and thus better prepare for future job interviews.

Individual coaching

During the individual coaching, the job coach can support the participant in defining, clarifying or deepening his/her post-mobility project. The job coach can support the participant regarding the application process, links potential analyses, the compilation of application documents and searches for job advertisements according to the applicant profile.

The job coach supports the participant in his or her placement, which may concern, for example, integration in the workplace, the search for vocational training, the resumption of studies, a new mobility abroad, etc.

In this context, cooperation with the job centres and the employment agencies can be particularly important. The network of partners with which the job coach can be linked is also very useful.

After successful participation, the following integration options are available:

- ❖ To get a job in the living country
- ❖ Self-Entrepreneurship
- ❖ Formal training (school, dual school, internship)
- ❖ Validation of experience
- ❖ To work in a public administration
- ❖ Volunteering / Training
- ❖ Living abroad

The 7 scenario approach can help the job coach and the participant to analyses and look together the possible paths to the post-mobility project.

To know more about the 7 scenarios approach: go to CHAPTER 3

Once an offer has been identified depending on the post-mobility scenario that the participant has chosen, the job coach works with the participant to put together the application and his/her portfolio which can consist in :

- ✓ To update curriculum vitae
- ✓ To write a cover letter
- ✓ To create the Europass Mobility
- ✓ To find and organize other certificates/diplomas
- ✓ To prepare a potential job interview

For the search for vacancies (in addition to the official job portals), the job coach also can personally contacts potential employers and gives them specific information about the framework and the content of the mobility abroad experience. Since it is known that stays abroad are an additional criterion for recruitment, this aspect is used specifically.

Over the course of years, the network of the job coach become necessary and important. The creation of a strong network of different structures as companies, mobility organizations, institutions and entrepreneurs for example, give more opportunities to the participant. For example, a participant who wants to get a job, can be brought into contact more easily with potential employers that are interested in and need applicants with experience abroad as well as intercultural and foreign language skills.

ANNEXE STEP 5	
Capitalization training	Annexe : Example of Training upon return from Competences+ project Annexe : Example of Entrepreneurship workshop from LENE Project Annexe : Example of Job searching strategy workshop « Market yourself to get a job » from SBCP Project
Evaluation of competences	Annexe : Example of auto-evaluation and inventory of competences from VALLEY Project Annexe : Methods of evaluation of skills from VALLEY Project
EUROPASS	Annexe : Example of EUROPASS CV
Portfolio	Annexe : Example of Skills portfolio from PC IMPRESS Project



CHAPTER 2

TOOLS TO IDENTIFY AND EVALUATE THE COMPETENCES

This chapter has the objective to provide to the job coach advises and tools to help participants to identify and evaluate their skills acquired during the mobility abroad. The evaluation of competences thus enables the young participants to identify their learning during the mobility abroad in order to valorise it in the framework of their future project.

It is of key importance to help participants **showcase the competences** acquired and/or reinforced during their work-based mobility abroad. The objectives are to encourage the involvement of young people in a **self-evaluation process** and to enable them to be **active in the implementation of their future scenario**.

Participants need to be prepared to review the skills they have acquired and to identify them as one of Europe's **8 key competences**. It is also necessary for young people to take part in exercises that will enable them to showcase and evaluate their competences and also to make the most of their experience and skills. Decisions related to **assessment have a major influence on how the key competences are taught and understood**, and therefore, on what the participants to mobility projects learn.

In order for international mobility participants to make the **link between these competences and their experiences**, they need to be able to highlight the missions and discoveries they may have made during their work-based mobility. This will allow them to put their developed skills into words and thus better showcase them.

Assessment enables individuals to understand their learning. Indeed, it helps them processing the new knowledge and competences that they have developed throughout their experience abroad. By using and/or developing **assessment methodologies and tools** which help identify how far a learner succeeds in developing certain competences, job coaches can help participants understand their preferred learning styles and become autonomous.

After participants have returned from the mobility project abroad, job coaches need to insist that the project is not over yet in order to avoid participants averting involvement to the completion of the assessment of their project and competences.

Indeed, many participants need help to **process the variety of experiences** in order to transform them into fully described competences that can **impact their future project and life**.

What is important to identify is the nature and extent of what they brought home with them in terms of knowledge, competences, values and behaviour and how these acquisitions will contribute not only to their **personal and professional development** but also have an **impact on their community and society**.

2.1 Key competences: identification and showcasing

What are the benefits of international mobility?

International Mobility refers to an activity that takes place in a different geographical, cultural and linguistic context. It corresponds to the action of moving from one country to another in order to do an internship, work or volunteer.

The project (internship/volunteering) must be built around the participant's background and future objectives and not around a destination if we want to obtain the maximum benefits

Mobility is an opportunity for learning and development that allows beneficiaries to:

- Develop personal, social and professional skills
- Expand the professional and personal network
- Experience a different intercultural context

After a mobility project, the most common benefits identified by the participants are:

- Cultural
- Social and relational
- Pedagogical
- Opening new perspectives
- Formative

Inside of these benefits lie various experiences lived throughout the mobility project that can be translated into competences. The reference of European key competences can be used to identify and showcase them.

The 8 key competences

Definition of the 8 key competences for lifelong learning as recommended by the Council of the European Union on the 22nd of May 2018:

1. Literacy competence

Literacy is the ability to identify, understand, express, create, and interpret concepts, feelings, facts and opinions in both oral and written forms, using visual, sound/audio and digital materials across disciplines and contexts.

2. Multilingual competence

This competence defines the ability to use different languages appropriately and effectively for communication. It broadly shares the main skill dimensions of literacy: it is based on the ability to understand, express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing) in an appropriate range of societal and cultural contexts according to one's wants or needs.

3. Mathematical competence & competence in science, technology & engineering

a. Mathematical competence is the ability to develop and apply mathematical thinking and insight in order to solve a range of problems in everyday situations. Building on a sound mastery of numeracy, the emphasis is on process and activity, as well as knowledge.

b. Competence in science refers to the ability and willingness to explain the natural world by making use of the body of knowledge and methodology employed, including observation and experimentation, in order to identify questions and to draw evidence-based conclusions.

4. Digital competence

Digital competence involves the confident, critical and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society. It includes information and data literacy, communication and collaboration, media literacy, digital content creation (including programming), safety (including digital well-being and competences related to cybersecurity), intellectual property related questions, problem solving and critical thinking.

5. Personal, social and learning to learn competence

Personal, social and learning to learn competence is the ability to reflect upon oneself, effectively manage time and information, work with others in a constructive way, remain resilient and manage one's own learning and career. It includes the ability to cope with uncertainty and complexity, learn to learn, support one's physical and emotional wellbeing.

6. Citizenship competence

Citizenship competence is the ability to act as responsible citizens and to fully participate in civic and social life, based on understanding of social, economic, legal and political concepts and structures, as well as global developments and sustainability.

7. Entrepreneurship competence

Entrepreneurship competence refers to the capacity to act upon opportunities and ideas, and to transform them into values for others. It is founded upon creativity, critical thinking and problem solving, taking initiative and perseverance and the ability to work collaboratively in order to plan and manage projects that are of cultural, social or financial value.

8. Cultural awareness and expression competence

Competence in cultural awareness and expression involves having an understanding of and respect for how ideas and meaning are creatively expressed and communicated in different cultures and through a range of arts and other cultural forms. It involves being engaged in understanding, developing and expressing one's own ideas and sense of place or role in society in a variety of ways and contexts.

How to help participants identify their competences?

1. Evaluation and analysis of the mobility experience

When the mobility project was created, both the job coach and the participant had identified specific learning outcomes that they wanted the project to help the participant achieve. It is extremely important that the job coach follow up on these in the evaluation of the project with the participant to try to assess whether the objectives were reached.

Besides the intended outcomes, even if they were not planned in the project from the start, unintended learning outcomes may be identified. These unintended learning outcomes can be a result of project activities that did not go as formerly planned. They can also appear from the participant's experience in the hosting country outside of the mobility project's context.

How can the job coach do so?

- By comparing the initial expectations of the participant, motivations and fears
- By checking whether the participant has achieved their objectives and overcame their fears
- By inviting the participant to reflect on their learning process
- By allowing the identification of these unintended learning outcomes
- By avoiding narrowing their questions during the evaluation process

By allowing some open-questions or exercises, the participant will be able to reflect also outside of their mobility project and bring new perspectives to their mobility experience.

2.2 Identification of the competences

It is of utmost importance to enable each participant to own their competences.

As a Job coach, your role is to guide participants to capitalise on the outcomes of their mobility experience. This has to be done at various phases: before, during and after the project.

- **In the preparation phase:** The job coach helps identify the participants' expectations towards the project. They also guide them through the understanding of the competences.
- **During the implementation phase:** The job coach helps the participant to connect the experience to the objectives of their mobility and to translate them into competences. This can be done through several exercises or use of tools (*e.g: competence portfolio, Competences+ phone application...*)
- **After the project:** The job coach supports participants to transfer their learning to other contexts and exploit the outcomes in their personal and professional future development.

The job coach needs to support participants to document their achievements and help those to be recognised. Participants can receive proof of participation but also different documents that help to gain recognition of their achievements (e.g: Europass).

The competences developed by the participants are identified and evaluated both for the project as a whole and for individual participants. Such evaluation compares not only the participant's starting point and former objectives but also the impact that the project had on them.

The evaluation should encompass a longer-term perspective by allowing participants to project themselves in their future scenario project and see how the mobility project and the competences developed during their stay abroad can influence the realisation of their project.

How can the job coach do so?

- By involving the participant in a self-evaluation process
- Invite the participants to recognise their starting competences and compare them to those acquired over the mobility period.
- Reinforce and improve these competences so that participants become aware of and proud of the competences they have acquired.
- By giving them the means to assess their own experience
- Explain the difference between soft and hard competences.
- Provide the participants with tools to assess their competences.
- Facilitate the validation of these competences.
- Provide the participants with tools and documents their competences and achievements for them to be recognised.
- By providing feedback on the evaluation of the host structure
- Conduct a survey with the host organisation to identify the impact the participant's project had on various levels (organisation, peers, local community...).
- By encompassing a longer-term perspective for the participant
- Make the participants aware of their learning pathway and encourage them to make plans for the future.

3. **How to capitalise on the mobility experience**

After identifying the competences, the job coach should help the participant answer this question:
How can these competences be used in the participant's future scenario?

How can the job coach do so?

- By analyse competences and training required for the future scenario of the participant
- By helping the participant link acquired competences to expectations on their future scenario (labour market, entrepreneurship, training...)
- By encouraging the participant to take further training to fill potential existing gaps
- By assisting the participant in writing their CV and cover letter and showcasing their competences
- By helping the participant prepare for interviews

Smart tips for the Job Coach

1. To summarize everything, the Job Coach should:

- Understand and be able to present to the mobility participant the key competences
- Clearly define a roadmap of needs and objectives with the participant
- Help the participant identify their strengths and weaknesses
- Guide the mobility participant in the evaluation and in the valorisation of their competences
- Use and disseminate tools to help participants evaluate and valorise their competences
- Help participants to define their future scenario by linking their competences to the expectations of the former
- Encourage self-reflection and help participants undertake a process of recognition of their competences
- Contribute to the socio-professional integration of the participants after the mobility
- Have a certain knowledge of the local labour market and identify the required competences to find a job
- Guide participants in their search towards their future scenario

2. Questions to ask yourself as a Job Coach when implementing the evaluation process:

- Do you have a detailed plan for evaluating the activity and the learning outcomes of the participants?
- Is the evaluation plan understood by all parties involved?
- Will this plan of evaluation assess if the objectives were reached?
- Does your evaluation plan enable the identification of non-intended outcomes?
- Does the evaluation take into consideration the project's impact on hosting and sending communities and on your own organisation?

2.2 Tools to assess the competences

- **Europass**

Europass is the most trusted **European tool to manage learning and career**. Whether during studies, while starting a first job or looking for new challenges, Europass allows participants to effectively **communicate their skills and qualifications** in Europe.

Europass encourages to take the next step in one's learning or career by:

- Helping reflect on their **current skills and experiences**;
- Presenting users with tailored and trusted learning and job opportunities across Europe;
- Simplifying the [writing of CVs](#) and [Cover Letters](#) through **editable templates**;
- Providing users with accurate information on working and learning in Europe;
- Giving links to appropriate support networks.

To know more about EUROPASS: <https://europa.eu/europass>

- **Competences+ project**

The objective of the Competences + project is to help participants to mobility projects access to the labour market at their return to continue the pedagogical process they have before departure.



Tools:

- A survey amongst 100 employers (Italy, Germany, France, United Kingdom) to find out the skills expected by employers: it allows the identification of the competences sought by employers according to the sectors of activity.

International mobility experience:

- 67% of the companies surveyed consider that international experience is an added value for recruitment.
- 52% stated that international experience is a criterion in their recruitment process.

Qualities sought:

- Valuing strengths
 - Communicating with ease
 - Acknowledgement of weaknesses and willingness to improve
 - Adaptability
 - Use of competences acquired from previous experiences
-
- A platform presenting the 7 scenarios + a training on CV / Cover letter



A mobile application to promote the mobility experience and assess skills (Gather international mobility experience through experiences and a testimony at the end of mobility, analyze competences through experiences and through a questionnaire before and after mobility on the 8 key competences of Europe, edit and save a logbook of their experience)

- **Gathering their experiences** through experiences and testimony
- **Editing and saving a logbook** of their experiences
- **Share their experience** via social media
- **Asses the competences** Before & after mobility self-assessment test on the 8 key competences of the UE

A two-day group training upon return guide to assess experiences, evaluate the skills acquired and prepare for future projects.

More information and access to the tools: <https://adice.asso.fr/en/projects/competences-plus/>

- #BuildUpYourFuture

#BuildUpYourFuture is an online platform dedicated to young people that provides tools and concrete solutions to facilitate the transition from European Voluntary Service to their future projects.



FORMATION

Téléchargez le PDF et suivez cette formation divisée en quatre parties :

- Phase préparatoire
- Le CV
- La lettre de motivation
- Maîtriser son identité numérique



Concrete solutions and tools to facilitate participants' future plans
7 scenarios to find an innovative and alternative way to their personal development

Online training

Preparation phase

CV

Cover Letter

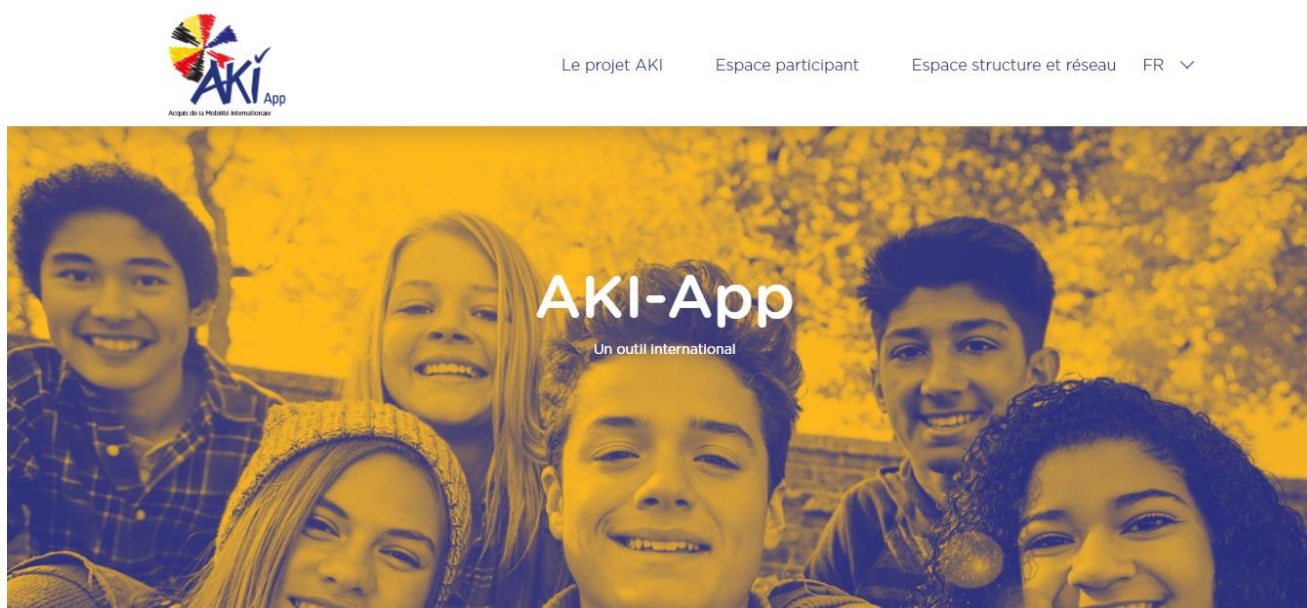
Social media

More information and access to the tools: www.future.adice.asso.fr

- AKI APP Project

The AKI tools (a reference framework of 5 competences, a valorisation kit and a report on the links between the AKI tools and the EUROPASS and YOUTHPASS tools) aim at valorisation of transversal competences, developed by young people during international mobility.

Valorisation of international mobility skills



A guide of 5 competences developed during an international mobility has been created by the AKI partnership with the help of young people who have completed a mobility abroad as well as youth and business actors from Germany, France, Belgium and Quebec. This reference tool enables young people who have completed a mobility abroad to identify the transversal competences they have acquired during their experience.

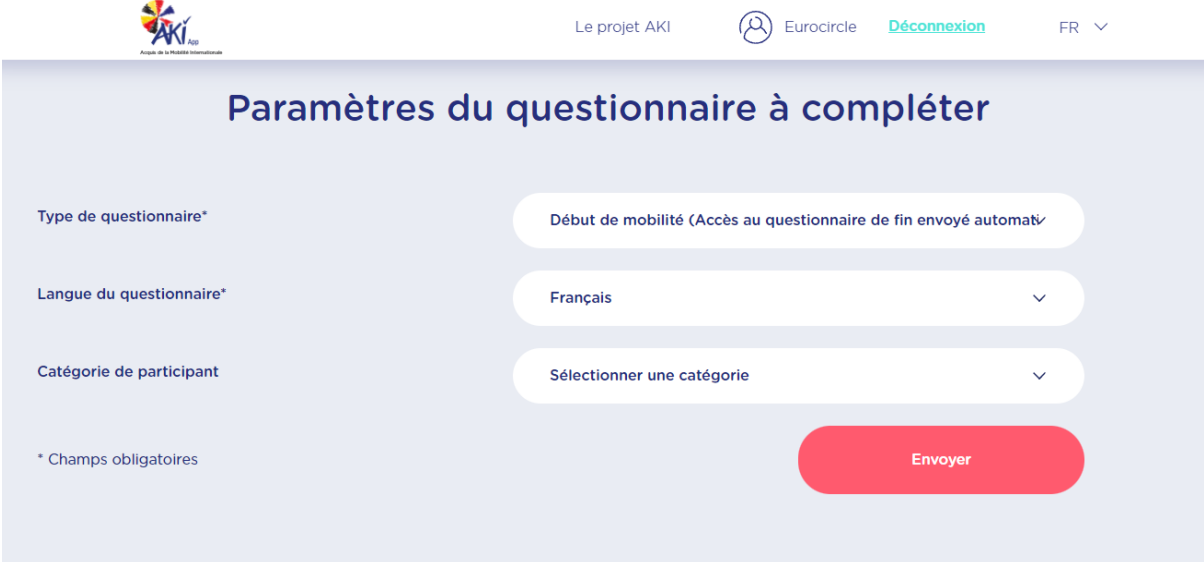
The focus was the refore on:

Open-mindedness,
Adaptation to change,
Sense of interpersonal relations,
Sense of responsibility,
Self-confidence.

This reference guide complements the EUROPASS and the reference framework of the 8 key competences formulated by the European Union, which already includes linguistic and technical competences, by adding the more difficult to identify transferable competences.

Tools : A questionnaire and a document for valuing skills

A valorisation kit is also made available to any young person who has completed a mobility abroad. It enables participants to reflect on their mobility experience and to enhance it (questionnaires intended for young people, tutor follow-up booklet, personalised document for the enhancement of transversal skills).



The screenshot shows the 'Paramètres du questionnaire à compléter' (Questionnaire completion parameters) form in the AKI App. The form is set against a light blue background. At the top, there is a navigation bar with the AKI logo, 'Le projet AKI', a user profile icon labeled 'Eurocircle', a 'Déconnexion' link, and a language dropdown set to 'FR'. The form itself has a title 'Paramètres du questionnaire à compléter' in bold blue text. It contains three main sections: 'Type de questionnaire*' with a dropdown menu showing 'Début de mobilité (Accès au questionnaire de fin envoyé automatique)'; 'Langue du questionnaire*' with a dropdown menu showing 'Français'; and 'Catégorie de participant' with a dropdown menu showing 'Sélectionner une catégorie'. A red button labeled 'Envoyer' is positioned at the bottom right. A footnote at the bottom left states '* Champs obligatoires'.

The AKI App platform is also accessible to organisations so that they can register their participants and review their skills and experience. In this way, it supports professionals in their efforts to promote the skills of participants.

This valorisation process can also be carried out independently by a participant. More information and access to the tools: <https://www.aki-app.org/fr/>

- VALLEY Project

VALLEY aims to provide new resources to identify and recognize skills and competences developed mainly by youngsters during their volunteering experience, and to increase motivation for some vulnerable target groups, such as NEETs (Young people not in employment, education or training) to approach the volunteering sector also as a way to re-engage in social life.



In VALLEY, the competences that participants develop in there abroad experience are validated and evidenced by means of the validation system LEVEL 5.

LEVEL 5 is specifically designed to assess and validate personal, social and organisational skills development in rather non-formal and informal learning settings. It is based on a 3-dimensional approach to validate cognitive, activity related and affective learning outcomes – the LEVEL5 cube.

Tools : The E-learning platform VITA



The VITA learning platform hosts a number of courses that belong to different project contexts. One is ComeIn, which aims to support enterprises to hire and integrate refugees. Closely related is EILEEN, which offers courses on intercultural competences, on mentoring and competence validation to foster the integration of foreign co-workers. Also we present VALLEY. It addresses organisers of youth volunteering and young volunteers and deals with the recognition and validation of learning achievements through volunteering.

The e-learning platform is accessible to both professionals and participants.

More information and access to the tools: <https://valley-eu.org/>

Learning plateforme : <https://learning.vita-eu.org/my/>

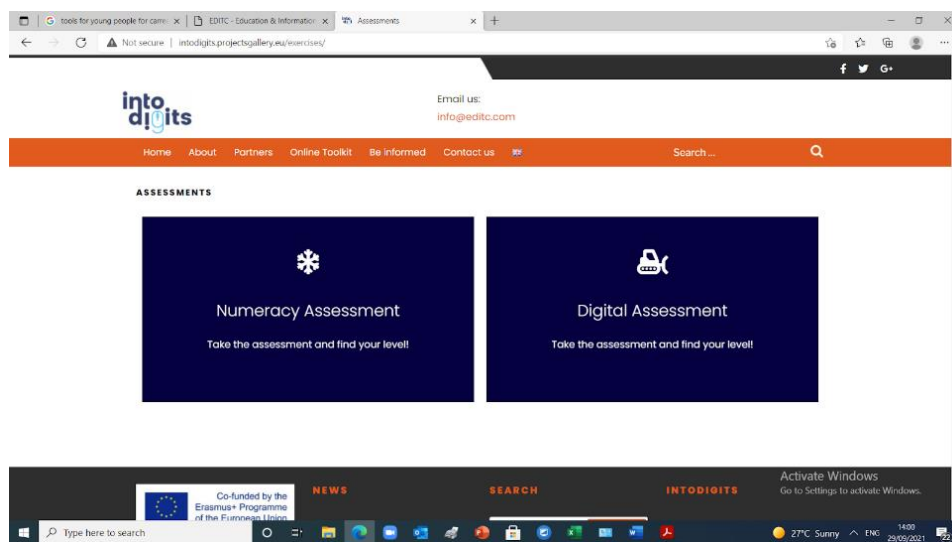
- **INTODIGITS**

*Low skilled adults are one of the groups that is strongly influenced since the beginning of the EU financial crisis as the EU Labour Force Survey data clearly indicates. One of the problems that prevent the integration of low-skilled adults in labour market is their lack of proper training. **IntoDIGITS** , an Erasmus+ project aims to fill this gap by suggesting integrated approaches and providing a mix of skills for numeracy and digital literacy therefore responding to the exact needs of the target group.*

Although the target group of this project is low skilled adults We believe that its online Toolkit can be useful to young people going or returning back from a mobility.

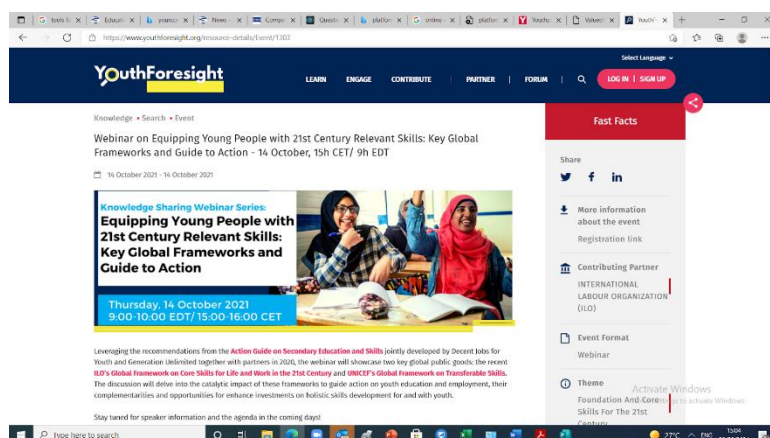
To know more about the project: [Intodigits Online Toolkit \(projectsgallery.eu\)](https://projectsgallery.eu/IntodigitsOnlineToolkit)

By using the Online Kit one can assess his numeracy skills and digital skills.



<https://www.youthforesight.org/resource-search?tab=all>

In web page <https://www.youthforesight.org/> young people can find useful tools like webinars, publication in order to improve his competences



[ValuedByYouValuedByOthers-chap4.pdf \(Source:www.youthpass.eu\)](https://www.youthpass.eu/chap4.pdf)

This document includes tools and tips for self assessment and can be very useful to young people in order to asses themselves and find out which competence they can improve. In web page www.youthpass.eu you can find many useful resources for self improvement.

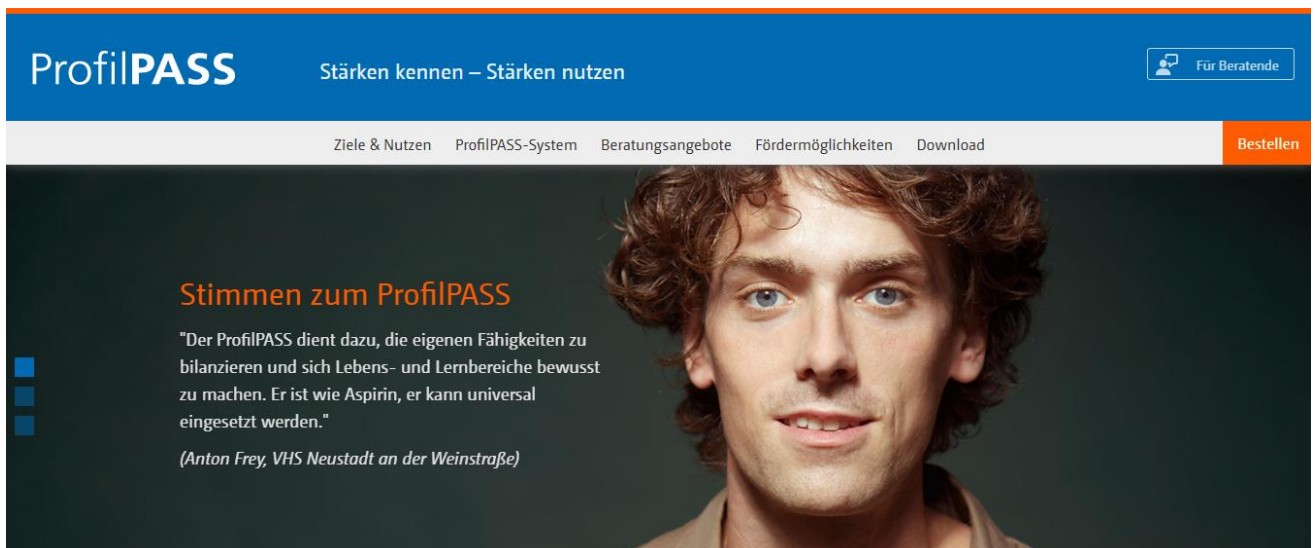
- **ProfilPASS**

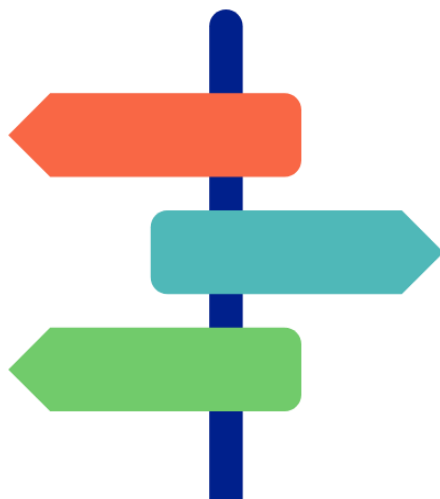
Among many available tools, the ProfilPASS should be mentioned here. The ProfilPASS supports lifelong learning. In a guided and structured process, one's own competences from all areas of life are identified and documented. The aim is to make people aware of their own skills and informally acquired competences and to use them for life planning and professional advancement.

The ProfilPASS is the first continuing education passport that is used throughout Germany and includes informal learning in addition to school and vocational qualifications.

Tool : Access to an evaluation of competences document ProfilPASS (Language : German, English, French, Greek, Slovenian, Spanish)

To know more about ProfilPASS : <https://www.profilpass.de/download>





CHAPTER 3

The 7 scenarios after a Mobility Project

This chapter will present the 7 scenarios possible after a mobility abroad or a VET with information on the specific scenarios of partner's countries of the project as Germany, Cyprus, France and Italy regarding the difference between business sectors and administrative procedures. The goal is that the young people can know what to do and where to go when they come back. In addition, they will know how to get ready if they want to move abroad for studies or work thank to information about the specificity of partner's countries. The Mobility pack is thus aiming at equipping job coaches to better introduce all the scenarios possible and to keep a direct contact with the young people after the mobility or VET.

3.1 Self-entrepreneurship

Entrepreneurship is the act of starting a business. More generally, entrepreneurship is defined as the whole process of discovery, evaluation and exploitation related to entrepreneurial action. Entrepreneurship is made up of unavoidable stages and steps. It starts with a creative project, which must be transformed into a profitable and sustainable economic activity. To do this, it is necessary to formalise all these steps in a document called the business plan.

Creating a business means creating your own job, creating wealth and, why not, creating employment. Entrepreneurship is a way of life, a permanent challenge, a management and decision-making capacity whose consequences will impact the standard of living of the entrepreneur and his employees.

• FRANCE

The creation of a company in France requires the completion of a certain number of administrative formalities (SIRET number, APE code, VAT number, etc.).

For more informations : <https://www.autoentrepreneur.urssaf.fr/portail/accueil/sinformer-sur-le-statut/lessentiel-du-statut.html>

• CYPRUS

The creation of a company in Cyprus requires the completion of the following steps:

- ✓ Incorporate as a legal entity in the Registrar of Companies;
- ✓ Register with the Tax Department;
- ✓ Register for VAT
- ✓ Register for VIES (the VAT exemption when trading with other EU countries);
- ✓ Register at the Social Insurance Services;

You can also register as self employed Registering as a self-employed professional is a much simpler and quicker process compared to incorporating your business as a company.

The application form to register as self-employed can be submitted by hand/post at your local District Social Insurance Office.

The application form should be accompanied by a copy of your ID card, passport or alien registration certificate (ARC).

The social insurance number is usually given within 1-2 weeks of submission of the application.

• GERMANY

In Germany, support for business start-ups is provided at both federal and state level

The start-up portal of the **Federal Ministry for Economic Affairs and Energy (BMWi)** offers start-up entrepreneurs comprehensive information on all issues related to the start-up process: from the decision-making process, the preparation of a business plan, the choice of a suitable legal form to the financing of the business idea.

<https://www.existenzgruender.de/DE/Gruendung-vorbereiten/Gruendung-im-Ueberblick/inhalt.html>

The funding database of the **Federal Ministry for Economic Affairs and Energy** also offers a wide range of support and funding opportunities for education and training, work, inclusion, integration and business start-ups at federal, state and EU level:

https://www.foerderdatenbank.de/SiteGlobals/FDB/Forms/Suche/Foederprogrammsuche_Formular.html?submit=Suchen&cl2Processes_Foederberechtigte=existenzgruenderin&filterCategories=FundingProgram&templateQueryString=berlin

At the level of the federal states, too, a large number of funding and information platforms support people in realising a business start-up.

• ITALY

You can work on a self-employed basis for a client, whether a natural or legal person.

In order to be entitled to the social security protection provided for self-employed workers, it is necessary to enrol in one of the administrative managements set up at INPS: artisans, commercial operators, self-employed agricultural workers, separate management.

If you carry out a business activity, you must submit an application for registration by means of the Comunicazione Unica (ComUnica) to the Registro delle Imprese managed by Unioncamere.

3.2 Access to the labour market

The "labour market" refers to any type of work, full or part-time, and in any sector. To find a job, the procedures are either to send an unsolicited application or to respond to a job offer. In concrete terms, this means sending a CV and a cover letter to the recruiter. The applicant is invited to an interview to prove his or her employability and suitability for the job he or she will apply for. Most jobseekers are registered with employment service operators. They can thus benefit from job search assistance as well as financial support. Jobseekers can also find work through contacts or an internship.

• FRANCE

There are two main types of contracts in France:

- ❖ the CDD, which is a fixed-term contract,
- ❖ the CDI, which is a permanent contract.

It is common for the first jobs to be on fixed-term contracts.

Since the COVID19 crisis, the French economic market has evolved and disrupted many sectors, particularly the service sector such as the hotel and restaurant industry and the cultural sector. Nevertheless, since 2021, there has been an economic revival with sectors that are recruiting more and more, such as construction, digital, health and food.

Faced with future trends, it is the professions geared towards fair trade, medico-social work, particularly home help, teaching and the hotel and restaurant industry that could set the pace for the future of employment in France.¹

To find out more about the sectors that are recruiting: <https://www.service-public.fr/particuliers/actualites/A14878>

The French Pôle Emploi agency is the legal institution that deals with supporting people into employment in France.

For more information, please visit: <https://www.pole-emploi.fr/accueil/>

¹ Source : [https://www.lefigaro.fr/services/marche-du-travail-2021-decouvrez-les-secteurs-qui-recrutent-20210920#:~:text=March%C3%A9%20du%20travail%202021%203A%20Une,ann%C3%A9e%202021%20\(**\).](https://www.lefigaro.fr/services/marche-du-travail-2021-decouvrez-les-secteurs-qui-recrutent-20210920#:~:text=March%C3%A9%20du%20travail%202021%203A%20Une,ann%C3%A9e%202021%20(**).)

• CYPRUS

There are three types of contracts in Cyprus:

Part time contract-‘Part-time worker’ means an employee, whose normal hours of work, calculated on a weekly basis, or on average over a period of employment of one year, are less than the normal hours of work of a comparable full-time worker in the same establishment

Fixed term contract-Fixed-term worker’ means a person having a fixed-term employment contract or relationship, concluded directly between the employer and the worker, where the end of the employment contract or relationship is determined by objective conditions, such as reaching a specific date, completing a specific task or occurrence of a specific event.

Permanent Contract-Permanent worker’ means a worker with an employment contract or relationship of indefinite duration.

• GERMANY

In Germany, the central institution **for** supporting people in their search for work and/or training is the **Federal Employment Agency (BA)**. On the BA's website, both individuals and companies can find a wealth of information on all matters relating to job search, career and study choices, vocational education and training:

<https://www.arbeitsagentur.de>

<https://www.arbeitsagentur.de/unternehmen/finanzielle-hilfen-und-unterstuetzung>

A special bilingual service package (German and English) is aimed at people from abroad and provides comprehensive information on all issues relating to the labour market in Germany: social security, recognition of qualifications, access to German courses, internships, training and jobs, financial support, setting up a business, etc.

<https://www.arbeitsagentur.de/en/welcome>

• ITALY

Employment contract for an indefinite period: This type of contract governs the so-called "normal" employment relationship in Italy. It provides for an indefinite duration of working time and guarantees the worker greater protection than any other type of contract in Italy.

Fixed-term contract. The purpose of this type of contract is to hire employees for services that are limited in time. A fixed-term contract can last up to 36 months, including extensions. The limits are usually set by national collective agreements (CCT). Italian law provides that the overall number of fixed-term contracts should not exceed the threshold of 20% of the permanently recruited workforce.

Part-time contracts: They must be in writing and the working hours must be specified. Pay and other entitlements are normally proportionate to those of full-time workers in the same position. This type of contract allows the employer greater flexibility through additional clauses that can be added to the contract.

On-call or intermittent contract (lavoro a chiamata o intermittente): This type of contract allows the employee to declare his/her availability to work for a certain period of time, during which he/she can be called for a few days only with a short notice. This contract must be drawn up in writing.

Apprenticeship contract (apprenticeship): This is a contract of indefinite duration with vocational training content. The employer is obliged to ensure that the apprentice acquires professional skills and qualifications.

3.3 Training / Volunteering

After a first international mobility project, it is possible to benefit from another programme, as long as the criteria (age, duration, etc.) are met and the project is relevant.

Mobility should be an opportunity for learning and development, allowing the enrichment of one's values and the acquisition of useful skills to carry out personal and professional projects. The relevance and impact of the project on the participant's professional project must therefore be demonstrated.

- **INTERNATIONAL**

- ❖ **The United Nations Volunteers Programme**

It is aimed at highly qualified people (university degree or higher technical diploma) and allows them to serve as a volunteer in support of peace and development around the world, within a project led by a UN office in the South.

Age: from 25 years old

Duration: 6 to 12 months renewable

Geographical area: Worldwide

Volunteer compensation varies according to the mission and its duration.

Where can I find out more? <http://www.unv.org/fr.html>

- **EUROPE**

- ❖ **The European Solidarity Corps**

The European Union offers a European volunteer programme called the European Solidarity Corps, which allows young people between the ages of 18 and 30 to carry out a volunteer mission of up to 14 months in European countries or in countries bordering Europe.

The ESC is a European Union programme designed to encourage young people's mobility. It allows them to work abroad on a project of general interest. The ESC offers a formative experience, develops citizenship, allows to show solidarity, to discover another culture, another language.

Age: 18 to 30 years old

Duration: from 2 to 12 months

Geographical area: Europe and neighbouring partner countries or regions of the European Union

Volunteer compensation varies according to the country.

How to find an assignment?

https://europa.eu/youth/solidarity/projects_fr#search/project/keyword=

Where can I find information? <https://www.corpseuropeensolidarite.fr/>

- **FRANCE**

- ❖ **The French Civic Service - Service Civique**

The French civic service offers the possibility to carry out a mission in the service of the community and to develop and acquire new skills. The aim of civic service is to strengthen national cohesion and social diversity through missions of general interest on various themes (culture, education, environment, social, sport etc.). The missions can be carried out in France or abroad.

Age: 16 to 25 for the SC

Duration: 6 to 12 months for the SC

Geographical area: France and any destination abroad

Accessible to young foreigners residing in France for 1 year

Volunteer allowance: fixed by law, amounting to €522 per month abroad and €473 in France. A supplement of 107.50 euros in cash or in kind is paid by the host organisation per month and per volunteer.

For more information and to apply for missions : <https://www.service-civique.gouv.fr/>

- ❖ **The FAJE program (Specific to young people from the South Region in France)**

The "FAJE" programme allows young graduates looking for their first job to enhance their initial training by gaining work experience in a company or association abroad. This programme is co-financed by the Southern Region and Europe through the European Social Fund.

Age: be a job seeker under 30 years old on 31 December 2020

Duration: 6 months

Geographical area: Worldwide

Volunteer allowance: 700 € per month during the mission abroad as well as travel assistance (reimbursement of round-trip tickets at the most economical rate, with a ceiling of 500 € and assistance with visa costs for a maximum amount of 300 €)

Where can I find out more? <https://www.maregionsud.fr/aides-et-appels-a-projets/detail/faje>

❖ The International volunteering in companies - VIE

The VIE is a civic service carried out abroad. The missions entrusted concern in particular the following fields: culture, the environment, humanitarian aid. The VIE can be carried out with a French company abroad, a foreign company linked to a French company by a partnership agreement or a foreign organisation involved in cooperation with France. In this case, the VIE must be an economic cooperation assignment. The volunteer must seek out the assignment.

Age: between 18 and 28 years old on the date of registration (until the day of his/her 29th birthday)

Duration: between 6 and 24 months and can be renewed once for a maximum of 2 years

Geographical area: worldwide

Volunteer living allowance : variable according to the country

Where can I find out more? <https://www.service-public.fr/particuliers/vosdroits/F10040>

Where to find an assignment: <https://mon-vie-via.businessfrance.fr/>

❖ The International administrative volunteering - VIA

The VIA is a civic service carried out for French government services abroad: in consulates, embassies, French economic services and missions abroad or in the cooperation and cultural action services (SCAC). All professions are concerned: teaching, law, economics, medicine, information technology, hotel and catering, culture, communication etc...

Age: between 18 and 28 years old on the date of registration

Duration: between 6 and 24 months and can be renewed once for a maximum of 2 years

Geographical area: worldwide

Volunteer living allowance : variable according to the country

Where to find information: <https://www.service-public.fr/particuliers/vosdroits/F13279>

Where to find an assignment: <https://mon-vie-via.businessfrance.fr/>

❖ The International volunteering of solidarity (VSI)

The VSI consists of a commitment by an adult to a development or humanitarian emergency mission within a state-recognised and accredited association. This voluntary service is an international commitment.

Age: from 18 years old

Duration: from 1 to 6 years

Geographical area: In Southern and Eastern European countries, mainly in Africa, Asia and South America.

Volunteer allowance varies according to the country.

How to find a mission?

France Volontaires <https://www.france-volontaires.org/> or by consulting the list of approved associations on the Service publique website <https://www.service-public.fr/particuliers/vosdroits/F11444>

❖ The Franco-German Voluntary Service

The Franco-German voluntary service allows you to carry out a mission within a German association in the cultural, ecological, social or sporting field, etc. It is a particularly enriching experience on a personal level, but also on an intercultural and linguistic level. It is a particularly enriching experience on a personal level, but also on an intercultural and linguistic level. The French and German associations that send and host one or more young volunteers at the same time ensure that they are accompanied in consultation.

Age: 18 to 25 years

Duration: 12 months

Geographical area: Germany / France

Volunteer allowance of a minimum of 442.11 €. Other allowances may be added depending on the case.

Where can I find out more? <http://www.volontariat.ofaj.org/?lang=fr>

- **CYPRUS**

Volunteering programmes in Cyprus are mainly through Erasmus+ programmes such as the European Solidarity Corps.

- **GERMANY**

In Germany, a lot of attention is paid to voluntary work by young people. Various programmes enable volunteering in different areas of society :

Voluntary Social Year (FSJ)

<http://www.wegweiser-freiwilligenarbeit.com/freiwilligendienst-ausland/fsj-im-ausland/>

<https://www.bundes-freiwilligendienst.de/stellen/bundeslaender/berlin>

Voluntary Ecological Year (FÖJ)

<https://www.berlin.de/sen/uvk/umwelt/freiwilliges-oekologisches-jahr/>

International Youth Volunteer Service (IJFD)

<https://www.ijfd-info.de/startseite.html>

• ITALY

Italian universal civilian Service

Universal Civilian Service is the voluntary choice to dedicate a few months of one's life to the unarmed and non-violent defence of one's country, to education, to peace among peoples and to the promotion of the founding values of the Italian Republic, through actions for the community and the territory.

The Universal Civil Service represents an important opportunity for training and personal and professional growth for young people, who are an indispensable and vital resource for the cultural, social and economic progress of the country.

The sectors of intervention in Italy and abroad in which the organisations propose projects involving voluntary workers are:

- assistance
- civil protection
- environmental heritage and urban regeneration
- historical, artistic and cultural heritage
- education and promotion of culture, landscape, environment, sport, sustainable and social tourism
- agriculture in mountain areas, social agriculture and biodiversity
- promotion of peace among peoples, non-violence and non-armed defence promotion and protection of human rights; development cooperation
- promotion of Italian culture abroad and support for communities of Italians abroad.

This section contains the foundations, the path, the data and the initiatives of universal civil service. With Legislative Decree no. 40 of 6 March 2017, the universal civilian service aims to accommodate all requests for participation by young people who, by voluntary choice, intend to have an experience of great educational and civic value, which can also give them skills useful for entering the world of work.

3.4 Validation of the experience

In order to improve the employability of participants, it is important to have their skills recognised. For example, in the context of retraining or a job search.

The skills assessment allows the participant to envisage his professional development in a concrete perspective. His skills and profile will benefit from being better known: they can be an opportunity to access a better paid or more interesting position. It also offers the opportunity to change the sector of activity to find a work environment that better suits you or, quite simply, to find a job. It can be done at the request of the employer, the employee, or as part of the return to employment.

In the European Union, the issue of validation of formal and non-formal competences is becoming increasingly important.

"The EU Commission presented the new European Skills Agenda for Sustainable Competitiveness, Social Justice and Resilience on 1 July. The agenda emphasises the importance of continuing education and lifelong learning and focuses on improving existing skills and acquiring new ones. With significantly increased investment in people and their skills, it aims to support the sustainable recovery from the corona pandemic.

Within the framework of this new skills strategy, the EU Commission has set ambitious targets for the next five years. They are based on existing indicators against which progress can be monitored annually.

These include, for example, the increase in the participation rate of adults in further education and training measures, especially also among low-skilled adults, as well as the increase in the number of adults aged 16 to 74 with at least basic digital skills.

The new competence agenda comprises a total of 12 measures, including the new Europass and a "life skills agenda". This addresses young people and adults - regardless of the labour market - on topics such as media literacy, civic competences and financial, environmental and health literacy. "²

- **FRANCE**

VAE (Validation des Acquis de l'Expérience) : Any person, regardless of age, nationality, status and level of education, who can prove at least one year's experience directly related to the intended certification, can apply for VAE. This certification, which may be a diploma, a title or a certificate of professional qualification, must be registered in the National Directory of Professional Certifications.

To know more about the VAE : <https://www.vae.gouv.fr/>

- **CYPRUS**

The purpose of the System of Professional Qualifications is to upgrade the human resources through the evaluation and certification of the professional qualifications of the candidates. The target audience for The SVQ is aimed at employees, the unemployed and the economically inactive.

The validation of the evaluation results of the previous learning and the certification of the professional qualifications of the candidates will help the unemployed and inactive persons to find a job and the employed persons to advance themselves.

Sectors of the Economy in which Professional Qualifications Standards have been developed:

- Tourism Industry
- Manufacturing
- Construction Industry
- Wholesale and retail trade
- Vehicle repair
- Provision of vocational training
- Communication systems and networks / computers
- Hairdresser

² Source: <https://www.agenda-erwachsenenbildung.de/schwerpunkte/>

In order to participate in the assessment and certification of qualification you may have a qualification and some years work experience. The number of years of experience depends on the Level of the qualification you have (Level 1 to Level 8) according to the Cyprus Qualification System.

Stage 1: Determination of learning outcomes obtained through standard and / or non-formal and / or non-formal learning

The determination of learning outcomes is carried out in an approved Centers of Evaluating Professional Qualifications (KAEP) and includes the following:

- ❖ Informing a candidate about the provisions of the Professional Qualification System and the criteria for inclusion of candidates in the PQF
- ❖ Obtaining a picture regarding the qualifications and experience of the candidate
- ❖ Counseling of the candidate, through dialogue and review, to find out
- ❖ level of his knowledge, skills and abilities
- ❖ Counseling guidance of a candidate to locate the appropriate professional qualifications corresponding to the qualifications, experience and level of knowledge, skills and his abilities
- ❖ Preparing a candidate for his / her evaluation by asking him/her to participate in training and development, where necessary in order to meet the outcomes
- ❖ Recording of Stage 1 results in Form OP4

Stage 2: Documentation of learning outcomes obtained through formal and / or non-formal learning

The documentation of learning outcomes is carried out in an approved KAEP and includes the following:

- ❖ Provision by a candidate of evidence for the learning outcomes that are identified in Stage 1, by providing documentation of qualifications and experience
- ❖ Making sure that the evidence corresponds to the learning outcomes that were identified in Stage 1 and provide their satisfactory documentation
- ❖ Recording of Stage 2 results in Form OP4
- ❖ Preparation of a candidate application (Form OP3) for inclusion in the evaluation process and certification of his professional qualifications

Stage 3: Evaluation of learning outcomes obtained through formal and / or non-formal learning

- ❖ The evaluation of the learning outcomes is carried out in an approved KAEP by Assessors, subject to the approval of the Human Resource Development Authority of Cyprus (HRDA), and includes the following:
 - ❖ Submission to the HRDA, through the KAEP, of a candidate application for the acquisition of a professional
 - ❖ qualification
 - ❖ Check the compatibility of the application with the criteria for inclusion of candidates in evaluation process to obtain the professional qualification for which it is submitted the application
 - ❖ Deciding whether to approve the application for inclusion of the candidate in the procedure assessment and certification of professional qualifications

- ❖ Evaluation of a candidate based on a specific Professional Qualification Framework, by a two-member team of Evaluators
- ❖ Carrying out audits for the purposes of quality assurance, transparency and objectivity of the evaluation, as well as the verification of methods and procedures evaluation

Stage 4: Certification of Professional Qualifications obtained through formal, non-formal and informal learning

- ❖ The certification of professional qualifications is decided by the HRDA and includes the following:
- ❖ Verification and validation of the results of the evaluation of professional qualifications of candidates.
- ❖ Awarding of a professional qualification certificate

• GERMANY

There is no recognition of prior learning for the purpose of obtaining a degree. It is only used for access to higher education.

“The Grundgesetz, i.e. the German constitution, specifies that education is a competence of the Länder, each of which is autonomous in adopting its own laws. The federal government does, however, have prerogatives with regard to financial support for pupils and students, legal protection for correspondence learners, and regulation of certain professions (legislative, medical and paramedical sectors).

The federal nature of the German organisation means that there is no nationally standardised system for the validation of non-formal and informal learning.

Since the creation in 1969 of the Externenprüfung ("external examination"), it has been possible for any candidate to take the final examination of a formal training course without having attended the course. In fact, this Externenprüfung is the main tool for the validation of professional or personal experience.

The Federal Act on the Evaluation of Professional Qualifications of 2012 (Berufsqualifikationsfeststellungsgesetz - BQFG) has strengthened the evaluation and recognition of vocational training and qualifications acquired abroad. This law is seen as a paradigm shift as it places work experience as the focal point of individual competences and opens up the valuation of non-certified learning, although it only applies to holders of foreign qualifications

The Deutscher Qualifikationsrahmen (DQR) is the national qualifications framework. Developed in 2011, it aims at a unified assessment in Germany in order to make equivalences possible at European level.¹ It also aims at valuing skills, knowledge and competences more than subjects and duration of training and should therefore play an important role in the development of validation in Germany. The referencing of competences acquired through non-formal and informal channels is expected to be one of the future developments of the DQR.”³

³ Source : BOUSQUET Julie, Toulouse University, “Etude sur la Validation des acquis de l’expérience en Europe”
LLL-Transversalis, FEDER Report.

For more information about the DQR : https://www.dqr.de/dqr/de/home/home_node.html

For more information on the Recognition of Foreign Professional Qualifications: <https://www.anerkennung-in-deutschland.de/html/fr/index.php> (Translated in 11 languages)

- **ITALY**

Even though legislation contemplates a device for the validation of competence, in Italy no operative mode to certify the acquisition of professional skills exists.

There are some experimentations and services in some regions but with different features.

The procedure to recognize training credits in order to access to education or training paths is more common and operative.

3.5 Living abroad

"Living abroad" means living outside one's home country for a fixed or indefinite period of time and for a purpose other than tourism.

Moving abroad can be for different reasons:

- Working in Europe or internationally
- Working in an international organisation
- Studying abroad
- Working as an au pair abroad
- Other possibilities to move abroad

The European Job Mobility Portal (EURES) offers a wealth of information on working and learning in Europe for both jobseekers and employers.

"Launched in 1994, EURES is a European cooperation network of employment services, designed to facilitate the free movement of workers. The network has always worked hard to ensure that European citizens can benefit from the same opportunities, despite language barriers, cultural differences, bureaucratic challenges, diverse employment laws and a lack of recognition of educational certificates across Europe. "⁴

the support of the EURES network which offers, through its portal, pieces of indication and information concerning practical, legal, administrative matters (such as looking for a job or a house, the comparison of qualifications, data concerning the different nations, regions or field with reference to European labour market) and a service to find a job.

To know more about EURES : <https://ec.europa.eu/eures/public/fr/homepage>

⁴ Source: <https://ec.europa.eu/eures/public/homepage>

- **FRANCE**

In order to help young people who wish to find a job abroad, there are "international mobility" centres within French institutions specialising in the employment of young people and adults who wish to benefit from support for expatriation.

- ❖ Employment agency

Le Pôle Emploi

The French Pôle Emploi agency assists job seekers in their professional search. This service is available to all people who wish to find a job. The International Mobility division specialises in providing support for employment abroad.

To know more about it : <https://www.pole-emploi.fr/international/mobilite-internationale.html>

It is possible for French nationals to also apply abroad to French institutions such as the French Institute, Campus France or the Alliance française to benefit from a professional expatriation experience.

To know more about it : <https://www.fondation-alliancefr.org/>

3.6 Access to work in public administration

- **FRANCE**

In France, there are 3 public services: the State public administration, the territorial public administration (communes, departments, regions) and the hospital public administration. State employees, contractual employees and, in some cases, temporary employees, carry out their duties as part of a public service mission.

Terms and conditions: In principle, public administration jobs are accessible by competition, which guarantees equal opportunities. For first-level jobs, there is a direct recruitment procedure without competition.

Note: Recruitment to the National Assembly, the Senate, the Bank of France, social organisations and large public companies (RATP, SNCF, EDF-GDF) is the direct responsibility of these bodies.

Who can access this support offer (target group) : French or European citizens with or without a diploma (depending on the job category)

- **CYPRUS**

In Cyprus there are 2 public services-the *State public administration*, the *municipality public administration*. The State employees carry out their duties as part of the public service mission.

The municipality employees carry out their duties as part of the municipality mission.

In order to get a job in any public service or municipality service usually you have to fill in an application, take one or even more exams depending on the work position. If you pass the exams then they will invite you for an interview.

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Note: Recruitment to the National Assembly, the Senate, the Bank of France, social organisations and large public companies (RATP, SNCF, EDF-GDF) is the direct responsibility of these bodies.

Who can access this support offer (target group) : French or European citizens with or without a diploma (depending on the job category)

- **GERMANY**

"A job in the public service can be as a civil servant, employee or worker in municipalities, federal states, districts and communities, federal or state authorities, the federal government or other employers under public law. In the federal administration alone, there are more than 80 training occupations in a wide variety of fields. The federal authorities provide training in a total of over 130 state-recognised training occupations. In addition to the state-recognised training occupations, the civil service offers around 30 training courses for various civil service careers. »⁵

- **ITALY**

People who want to work in Italian institutions have to pass a competitive exam.

There are some exceptions to the laws which rule employment in public administration. They concern the right for disabled people or people belonging to protected categories (L. 68/99) and special donations in favour of public workers and citizens who are victims of duty of terrorism (L. 466/80).

Public competition are of different types: candidates are hired after passing one or more exams (written exams, oral exams and, sometimes exams based on shorts answers or tests).

Public competition based on qualifications: in this case people do not have to take part in any public selection but simply present the qualifications listed in the call; on the basis of those qualifications a ranking is elaborated which establishes the hiring order. By qualifications we usually mean diplomas, degrees, specializations, working experiences, publications ...

Public competitions based on qualifications and exams: in this case candidates' selection is based on both the criteria previously exposed. So, in the redaction of the final ranking both the results of the

⁵ Source: <https://www.oeffentlicherdienst.de/index.php/berufe>

exams and the qualifications possessed by the candidates and their assessment are taken into consideration.

To participate in a public competition, at the expiry date for the submission of the application some general requirements are necessary:

- Italian or EU citizenship;
- age of not less than 18 years;
- physical fitness to be hired;
- never being dismissed or released from employment in public administration;
- no previous criminal sentence or criminal trial in progress that prevent the employment relationship with public administration;
- being in compliance with the laws concerning military obligation;
- enjoying full rights as a citizen.

Some specific requirements come together with these general requirements. They are different from time to time on the basis of the position for which the competition is announced. The specific requirements may concern diplomas, degrees, working experiences, publications, etc.

3.7 Formal training

Vocational education and training programmes are part of the formal education system. Formal training is provided in educational institutions within the framework of study programmes. Formal education refers to the structured educational system.

Education is intended to be universal with a continuity of purpose. It is chronologically graduated, full-time and composed of a variety of technical and vocational training programmes and institutions. Formal education programmes usually end with an examination and the award of an officially recognised qualification or diploma.

- **FRANCE**

- ❖ Postgraduate studies

In France, people who wish to pursue higher education after the Baccalauréat have several possibilities to continue their studies.

There are :

- University (Licence in 3 years, Master in 2 years, Doctorate from 3 to 5 years)

The university provides general and professional training. It also prepares students for careers in the health sector. It is possible to study on a sandwich course.

❖ Grandes écoles (BAC +5)

The Grandes écoles are specialised in engineering, commerce, applied arts, political studies and the écoles normales supérieures which allow students to study in several different fields.

It is often necessary to pass a competitive examination to enter a Grande école.

❖ Brevets de Technicien Supérieur (2 years)

The BTS provides specialised teaching and there are more than 88 specialities. The pace of work is quite fast.

To know more about the French educational system : <https://www.education.gouv.fr/> and <https://www.enseignementsup-recherche.gouv.fr/fr>

To find out more about studying in France as a foreign student: <https://pastel.diplomatie.gouv.fr/etudesenfrance/dyn/public/authentification/login.html> and <https://www.campusfrance.org/fr/candidature-procedure-etudes-en-france>

❖ Work/study training program

The apprenticeship contract and the professional training contract allow you to follow a training course (BTS, Licence, Master's degree for example) on a sandwich course. You work and study at the same time.

Two contracts can be considered for a work-study programme in France:

The apprenticeship contract

“Who is eligible?

Young people aged between 16 and 25;

Certain groups may enter apprenticeship after the age of 25 (apprentices preparing for a diploma or qualification higher than the one obtained, disabled workers > find out more about the adapted apprenticeship contract, people with a project to set up or take over a company requiring the diploma or qualification in question);

Young people who have completed the first cycle of secondary education (end of 3rd year) can be enrolled in an apprenticeship, under school status, in a vocational school or in an apprentice training centre as soon as they have reached the age of 15.

Which employers?

Companies in the craft, commercial, industrial and agricultural sectors, as well as employers in associations and the liberal professions.

Employers in the non-industrial and commercial public sector (State, local and hospital civil services, as well as public administrative establishments).

The professionalisation contract

Who is eligible?

Young people aged 16 to 25;

Jobseekers aged 26 and over;

Recipients of the active solidarity income (RSA), the specific solidarity allowance (ASS) or the disabled adults' allowance (AAH);

Recipients of the single parent allowance (API) in the overseas departments and communities of Saint-Barthélemy, Saint-Martin and Saint-Pierre-et-Miquelon;

People who have benefited from a subsidised contract.

Which employers?

Any employer subject to the financing of continuing vocational training.

The State, local authorities and their public administrative establishments may not conclude a professionalisation contract.”⁶

To know more about the work/study training program :
<https://www.alternance.emploi.gouv.fr/accueil>

❖ The Diploma of Access to University Studies (DAEU)

“The Diplôme d'Accès aux Etudes Universitaires (D.A.E.U.) is a real second chance for all those who have left the school system before obtaining the baccalauréat; it is a possibility to resume studies in a very favourable context - adapted pedagogy, voluntary and motivated teachers - in order to reach a higher level of qualification. The preparation is designed to meet the needs of each individual: in the evening, during the day or by distance learning.

This diploma confers the same rights as those attached to success in the baccalauréat. In particular, it allows students to pursue higher education, or to take competitive examinations requiring the baccalauréat diploma. This diploma is a level IV national diploma in the interministerial nomenclature of training levels.

Candidates who have interrupted their initial studies for at least two years and who meet one of the following conditions may apply:

>> be at least 20 years old on 1 October of the year in which the diploma is awarded AND provide evidence of two years of full-time or part-time professional activity, giving rise to social security contributions, on that same date.

Disabled candidates may request an exemption from all or part of the examination requirements. A candidate can only register for the course at one institution each year.”⁷

To know more about the DAEU: <https://www.daeu.fr/>

⁶ Source: <https://www.alternance.emploi.gouv.fr/decouvrir-lalternance>

⁷ Source : <https://www.daeu.fr/presentation-du-daeu/pour-qui/>

• CYPRUS

In Cyprus, compulsory education lasts for ten years and covers pre-primary education, primary education and lower secondary education in the gymnasium. Upon successful completion of lower secondary education, pupils receive a certificate, which is a prerequisite for entry to upper secondary general education and upper secondary technical and vocational education programmes. Upper secondary education lasts for three years. It offers two pathways, upper secondary general education, which is offered at Lyceums, and upper secondary technical and vocational education, which is offered at Technical Schools in two directions, the Theoretical Direction and the Practical Direction. Upper secondary education is also offered at the Evening Schools (upper secondary general education) and at the Evening Technical School (upper secondary technical education). Upon completing upper secondary education successfully and taking the Pancyprian Examinations, graduates are awarded a leaving certificate (Apolyterion). The purpose of taking the Pancyprian Examinations is twofold: to obtain the leaving certificate and to be accepted in public institutions of Tertiary Education in Cyprus and Greece.

Initial Vocational Education and Training is also offered in the context of the Apprenticeship Scheme, which addresses pupils who do not wish to continue their studies at the upper secondary level when they finish the third year of gymnasium and also dropouts from the formal education system.

The Scheme is run jointly by the Ministry of Education and Culture and the Ministry of Labour and Social Insurance. The programme lasts for two years and combines general education and vocational training which takes place at Technical Schools for two days per week, with practical training in industry, where apprentices are remunerated for their work, for three days per week. Upon completing the two-year programme offered in the context of the Apprenticeship Scheme successfully, apprentices are awarded a professional certificate, which entitles them to enter the labour market as semi-skilled workers. This professional certificate is not equivalent to the Leaving Certificate awarded to graduates of upper secondary education schools (Lyceums or Technical Schools). Therefore, it does not entitle apprentices to pursue further studies at Institutions of Higher and Tertiary Education.

Public tertiary education(formal education) is provided at the University of Cyprus, the Cyprus University of Technology and the Open University of Cyprus. In addition, there are four private universities and several private institutions.

Finally, the **Human Resource Development Authority of Cyprus(formal education)** approves and subsidises multi-company initial training programmes organised in cooperation with training institutions, enterprise-based initial training and the practical training of pupils of certain specializations in public secondary technical and tertiary education institutions. These programmes are directed towards individuals who have completed upper secondary education successfully.

• GERMANY

Compressed information on school, training and study in Germany can be found on the platform of the Federal Employment Agency (BA).

<https://www.arbeitsagentur.de/fuer-menschen-aus-dem-ausland/schule-ausbildung-studium-in-deutschland>

• ITALY

To complete compulsory education (from 6 to 14 years old) which is the same for everybody, the National Italian Education System includes Secondary School which includes two different possibilities

<i>Curriculum</i>	<i>Qualifications and possibilities to continue</i>
1. Five-year high School for students between 14 and 19 which is distinguished in: <ul style="list-style-type: none"> - Grammar School; - Technical School; - Professional School. 	With the final State Exam students get the Secondary School Diploma which permits them to go to the university or enrol in higher technical education and training pathways or to enrol in a Higher Technical Institute.
2. Three or four-year higher technical education and training pathways provided by the regions. An important part of the study program (from 25% to 50% of the annual total number of hours) is based on school- work alternation that is on training experiences with companies.	At the end of the third year the students get a Vocational Qualification or a Vocational Diploma with which it is possible to enrol in a higher technical education and training pathways.

From 2015 Secondary School Pathways may be realized in first-level apprenticeship (art. 43 DLgs 81/2015) starting from the age of 15 that is a job relationship aimed at getting the qualifications mentioned above through training-work alternation. Actually this solution has been realized effectively only in higher technical education and training pathways and just in some regions.

Higher technical education and training pathways represent the Italian Dual System which is so called because it integrates the world of work and the companies through work-school alternation or first-level apprenticeship or other ways such as for example the Didactic Company.



CHAPTER 4

How to help young people to use social media

This last chapter aims to help the job coach to train and advise mobility participants to use their social networks to enhance their experience and ensure that they control their digital identity for their professional profile.

Nowadays, the use of social media is more and more requested by companies in order to recruit. The mobility pack therefore aims to enable participants to learn how to communicate effectively and professionally about their mobility.

4.1 Why and how to use social media

Today, many employers and recruiters use social media to share a job offer or check the profile of candidates on social networks. Therefore, this should be seriously considered in the job search strategy.

Online social networks have become an essential **forum to advertise skills, network** with people online, **identify job opportunities**, and turn these leads into real job opportunities.

By using social media sites or the Internet in general in the job search, the professional profile visibility can be increased and seen by the whole world. Online profiles **highlight skills and experience** in the public domain and give the opportunity to network online with professionals from all types of employment sectors. Thus, it plays this role of professional intermediation which allows the visibility to the job seekers and the recruiters to find the required profiles.

→ The most common social media platform for job searching:

LINKEDIN:

LinkedIn can be a valuable tool in job search, as companies, recruiters and headhunters use LinkedIn to search for candidates and then contact them directly. When actively looking for a job, it is essential to have an up-to-date LinkedIn profile. A LinkedIn profile is quite similar to writing an online resume. However, its digital aspects offer other useful features, such as legal notices. Ask people you know, be it your manager, colleagues, customers, suppliers or friends, to write a few positive words about your work skills on your profile. Suggestions can be made for the kind of comments you would like them to write. LinkedIn does not replace a classic CV, but it has become very useful, even essential, to complement it. **It is an essential resource to mobilize when you are having difficulty finding a job, such as asking your network to relay your message, sharing your CV, etc.**

FACEBOOK:

Facebook allows users to create a personal profile, add others as friends and exchange messages within its community. It is also possible to join groups, organise events and share photos and videos.

Although it is a very informal medium and widely used by people to connect with friends and family, it is increasingly used by organisations for more commercial reasons.

On Facebook, the boundaries between personal and professional can be very blurred. Employers tend to search for candidates' Facebook accounts.

Make sure to always know what personal information can be viewed and by whom. Be aware that your profile picture is visible to everyone, even if they are not on your friends list.

To this effect, displaying a professional behavior on Facebook is important for one's professional career since there are recruiters who look at the job seeker's Facebook account to make sure his personality matches the one presented on the LinkedIn account. Nevertheless, the advantages of social networks remain multiple.

→ Benefits of using social networks

- Be more visible to recruiters who use social networks to advertise their jobs and find candidates.
- Apply for positions quickly and easily.
- Build your network and interact with a wider audience on multiple social networks.
- Create a positive image by presenting testimonials, recommendations and presentations of personal work on networks, blog and/or website.
- Talk to recruiters, potential employers and perhaps, at some point in the future, headhunters throughout job search, interacting with them through all channels in real time.

YOUTUBE:

The **YouTube** channel is a device that offers opportunities through ease in the editing of videos to reach a young and wider audience. It allows through its multiple functions to make testimonies and develop skills such as: self-learning, live learning, video editing, etc.

Furthermore, the various videos generated can also be used to feed other accounts like LinkedIn, Facebook, etc.

Different objectives & audiences: same principles

What	To who	why	how	where
promote the internship / volunteering activity	General public people interested in mobility projects	to share the experience & increase the understanding of the mobility program the participant is benefiting from	photos & videos testimonial	Participant's social media Host / sending organisation's website & social media
share experience	Host & sending organisation	To showcase how the project is evolving, what are the benefits of the support provided (financial & pedagogical...)	photos & videos testimonial	Participant's social media Host / sending organisation's website & social media
raise awareness	General public people interested in mobility projects Local, regional organisations	To increase the understanding of mobility project and inspire people to enrol and take part in activities	photos & videos testimonial	Participant's social media Host / sending organisation's website & social media
promote the host / sending organisation's project	General public local / international funders people interested in mobility projects	To demonstrate the preparation & support that the participant are benefiting from before, during & after the mobility in order to ensure the quality and impact of the placement	photos & videos testimonial	Participant's social media Host / sending organisation's website & social media

4.2 How to control digital identity

→ What employers are interested in when checking social media profiles:

- Hints about drug or alcohol abuse
- Discriminating photos
- Communication skills
- Defamatory statements
- Misrepresentation of qualification
- References to criminal offences

-Topics of interest

- Confidential information

As Job Coach, we need to say to the participants: “Before publishing information in your own name on the Internet, you should ask yourself whether you would agree that friends, family or even current and future employers could see it. If not, change it!

Knowing local environment, law & culture

- Before mobility & upon arrival, it is important to read about local laws and regulations (differ in each country) (e.g: not take any videos or photography of local authorities)
- Ensure to have the official consent for any photography or video footage
- The participant represents both the sending & hosting organisations and more generally the mobility programme. This means that they carry their reputation, values and ideas.
- Research about the local culture
- Ask advice & information from sending, hosting organisation & other mobility participants
- Observe, try to understand & don't make assumptions

The participants awareness of the cultural context should avoid any publication on social media that goes against the project or the organisation's principles

Consent

Consent should be gained from every participant, using a consent form, Before using any collected material, you should ensure that you know:

1. Who is being photographed/filmed/interviewed?
2. Where are they from? What project/organisation etc.?
3. What is their role there?
4. Have you gained permission/consent to use their words/photograph?

DO

- Capture evidence of the progress of your project and/or its positive impact.
- Take photos that show people in action, implementing the project you are working on.
- Focus on positivity and hope, with people smiling, people active, people with happy or proud faces.

DON'T

- Take photography of any person or settings of distress, conflict or suffering.
- Do not publish photos that include a political message, on a sign or in a graffiti for example.
- Do not publish pictures of alcohol, food, ...

4.3 Recommendations to enhance the quality and impact of the use of social media

Smart tips to improve the quality & impact:

- Adapt to the audience
- Use clear, effective & simple language
- Ensure accuracy of what you publish on social media
- Do's and don'ts of verbal and written speech
- Avoid liking publications that go against the host country
- How to conduct an interview with a participant : content, environment and tools to use
- When and how to use the camera? : Tips, consent...
- Inform the participants on principles & ethics of sending and hosting organisations
- Focus on one idea at a time
- Don't use acronyms, write the name in full as often as possible (if consent provided). If drafting a long piece, always write the name in full with the acronym into brackets the first time you mention it in the text. (e.g: VET – Vocational & Education Training; LTTA – Learning Teaching Training Activity)
- Don't use jargon when you are writing for audiences who are not experts
- Write in short sentences; this will force you to use concise language
- Engage your audience: attract the interest of the audience you want to reach, captivate.

SUCCES model

Simple: To convey an idea, a message, with simple words, a short sentence, a proverb.

Unexpected: Unexpected, out of the ordinary

Concrete: an image that must show concretely the message you want to convey, the actions or activities carried out.

Credible: the message is more credible if it comes from a person who knows the field, who has lived there.

Emotions: the public must feel something when reading the message or when looking at a photo, the emotion is usually conveyed through the faces of the people.

Stories: stories help to attract the interest of the public. They can identify with the people and retain it more easily. Use their voice with their consent.

Why making a video ?

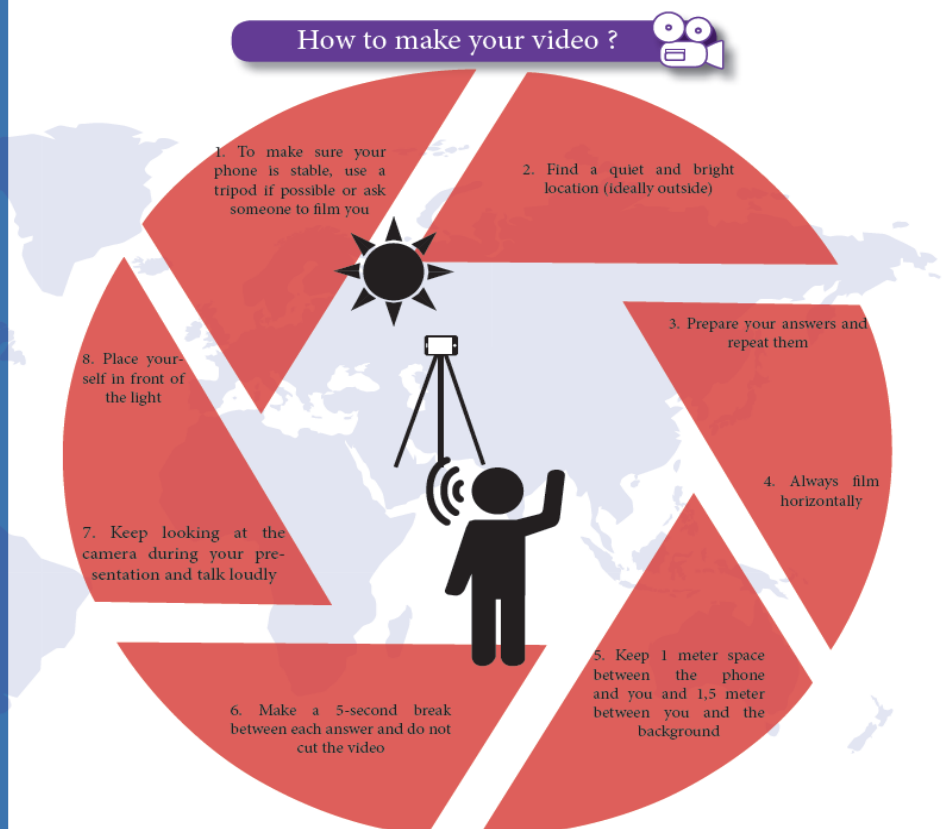
- Tell about your experience to future participants
- Show that mobility is accessible to anyone.
- Motivate others to go abroad
- Promote international mobility programmes suggested by ADICE

About you

- Small presentation about yourself (first name, age, mobility programme, country, name of the host organization, duration)
- Why did you decide to carry out an internship, a civic service or an EVS ?
- How were you welcomed within your host organization or the local community ?
- What are your missions ?
- What has this experience brought you on a professional and personal level ?
- Would you recommend this experience to anyone willing to go abroad ?

Once you have finished your video, you can send it to mentor at ADICE via WeTransfer

How to make your video ?



You can find some testimonies on our Youtube channel : <https://bit.ly/2Sfh31o>

Photo tips:

Choose your subject: what do you want to show? What do you want to focus on?

The rule of thirds: you imagine the frame is divided into 9 parts using horizontal and vertical lines, this allows you to place the elements of the photo appropriately to balance the photo. This follows the natural path of vision and allows you to interact with the viewer more naturally

Use a frame within a frame: the brain likes to hold on to visual elements, to be guided. A frame will allow you to emphasize your subject. Ex: door, window, trees, ...

Seize the moment: sometimes the perfect photo is not the photo you imagined and does not necessarily respect the pre-established rules. So take lots of pictures and look at them well before sorting them out.

Use different shots:

-Overall shot: to put the subject in its environment, in a context.

-Close-up: the face invades the entire screen, allowing you to capture the emotion of the person as closely as possible.

- Ask yourself “What is my intention with sharing this post?”
- Don’t portray yourself as the hero in the story conveyed
- Gain informed consent from the potential person in the photo you will use
- Know the name and background of the people portrayed.
- Avoid generalisations, include informative text with names, places (if not sensitive) or other pieces of context.
- Avoid sensitive, vulnerable situations and locations.
- Ask yourself: “Would I have appreciated to be portrayed in the same manner?”
- Be respectful of different cultures and traditions & avoid stereotypes

Some key elements: written testimonials for mobility participants

- First name, Age, mobility programme & duration
- Where? (Field / context)
- Assignment and the tasks performed.
- Who did they work with? What type of structure?
- What audience?
- Why did they get involved in such a project?
- What was the biggest difficulty they encountered?
- How did they overcome it?
- What are they most proud of?
- How does this experience will enrich their future projects?
- An anecdote?
- A word/phrase that summarizes their mobility experience. (Verbatim)

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