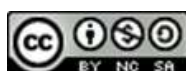




LDSKILLS 4 YOU

RESULT 3 - POLICY PAPER

Project Nr. 2021-2-AT01-KA220-YOU-000049455



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CONSULTORÍA DE
INNOVACIÓN SOCIAL

pistes solidaires

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The LDSkills4YOU Project



Background of the Project

People need the ability to design robust career and life plans and to evolve with the dynamics of the working world. Especially for YOUTH, these skills are essential to DEVELOP their PERSONAL LIFE VISION and develop self-directed independence in all areas of life. Life Skills, according to the WHO, are "a group of psychosocial competencies and interpersonal skills that help people make informed decisions, solve problems, think critically and creatively, communicate effectively, build healthy relationships, empathize with others, and MAKE AND SHAPE THEIR LIVES IN A HEALTHY AND PRODUCTIVE WAY."

With the LifeDesign Skills Tool we create a tool for European youth work, which makes especially disadvantaged young people designers of their own lives. Within the framework of four modules (Personality, Self-Marketing, Physical and Mental Fitness, Financial and Material) the young people develop patterns of action through the use of positive psychology. These enable them to participate actively in European society and to make a successful transition to adulthood and the world of work.



Target group of the Project

The selection of the four modules mentioned above is based on decades of experience in youth work. Although vocational training and mobility within the European Union are becoming increasingly important in the education and training of young people, the development of life skills does not seem to have an explicit place in any school curriculum.

Especially marginalized youth, who are denied the training of these skills due to structural or social barriers, will benefit from the development of an online tool, which shows a safe and self-directed way to independence and teaches skills on a European level. As target group, we focus on marginalized youth and thus promote the inclusion of young people who are disadvantaged by disability, health problems, barriers related to education and training, cultural differences, social barriers, economic barriers, barriers related to discrimination and geographical barriers.



The Partnership

By working with our project partners, we aim to address and support all of these sub-target groups.

ibis acam Bildungs GmbH as Project Leader (Austria) focuses mainly on the target group of NEET's and young people who have a maximum of compulsory education and have a migration background, therefore are affected by cultural as well as social barriers and discrimination.

Project Partner **Consultoría de Innovación Social** (Spain) supports NEETs and young people with difficulties integrating into the labor market who, despite a good education, are primarily affected by economic and geographical obstacles.

Project Partner **Civil Centrum Közhazsnú Alapítvány** (Hungary) focuses on NEETs and young people who have a disadvantage in the world of work due to disability or other health problems.

Project Partner **Pistes Solidaires** (France) focuses on the Quality assurance system of the project and the developement of a LDSkills4YOU Competency grid. The outcome lead is shared among all project partners.

The goal of the Life Skills Tool is to teach the four Life Skills mentioned above to the target group in order to create inclusion and equity in the transition to working life and adulthood for young people.

Furthermore, a guide for the implementation and mediation for youth coaches will be presented and a competence grid will be created according to the EU Framework Logic.



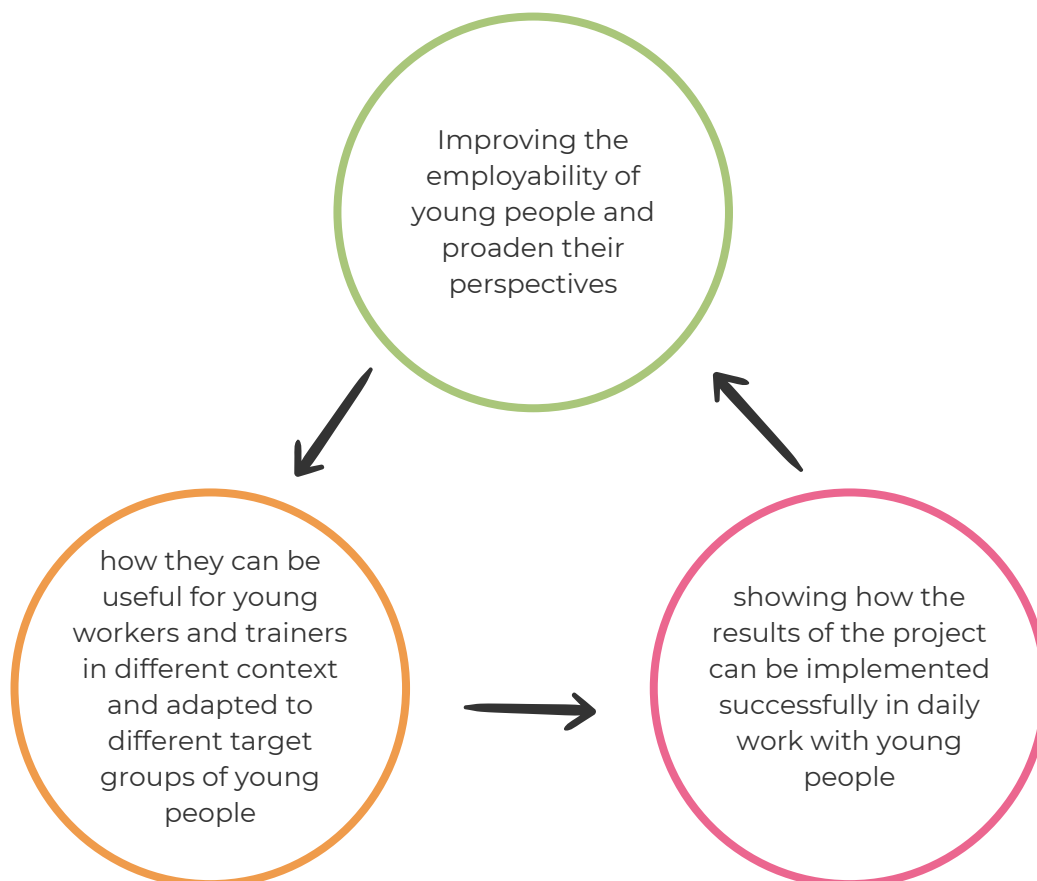
The purpose of this policy paper

On the basis of the experience gathered during the project implementation, this policy paper was developed by the partners to provide professionals and organizations additional help in using the method and the project approach in their daily practice.



Objectives of the materials in this guide

This paper aims at



Basics of the method



Definition

The LifeDesign Learning makes the participants designers of their (professional) life. In the process of DesignThinking they develop a realizable vision of their own future. This special method releases the creative potential of all participants. In this way, complex problems are solved convincingly from the user's point of view. Our vision is to support our participants in the development and realization of their personal vision by helping them to re-enter the labor market through targeted and labor market-oriented further qualification. Together with the participants, we set cornerstones and develop competence-oriented educational plans that help them to realize their personal LIFEVISION.



The most successful people are those who have a vision. Their vision is future-oriented, inspiring and provides guidance and direction. They know their motivation, i.e. their "know why" and thus not only always have their goal in mind, but also the staying power. We as ibis acam Bildungs GmbH believe in the ability of people to develop their personal LifeVision and to realize it step by step.

Advantage of the method

Based on Simon Sinek's "Start with why", the LifeDesign model by Sebastian Kernbach (University of St. Gallen) and insights from positive psychology, our methodology focuses on the personal "Know Why", "Know What" and "Know How" of our participants:



KNOW WHY

as a source of
Motivation



KNOW WHAT

as a source for a
positiv
understanding
of learning and
development

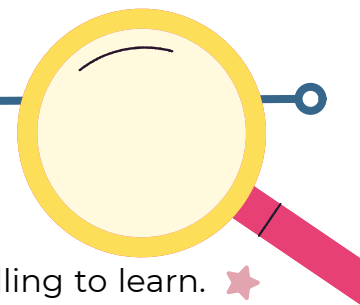


KNOW HOW

as a source for
the learning
methods

Within the particular frameworks of our projects, the participants develop their personal vision. In it, they formulate their personal and professional goals, which are documented on the Life Vision Boards and adjusted as needed. We use this "why" as a driving force for the individual learning process. Through the possibilities of our trainings, our particular learning world and the selected methods, the participants experience that learning can be an inspiring process. The focus is on learning type specific, competence and action-oriented learning.

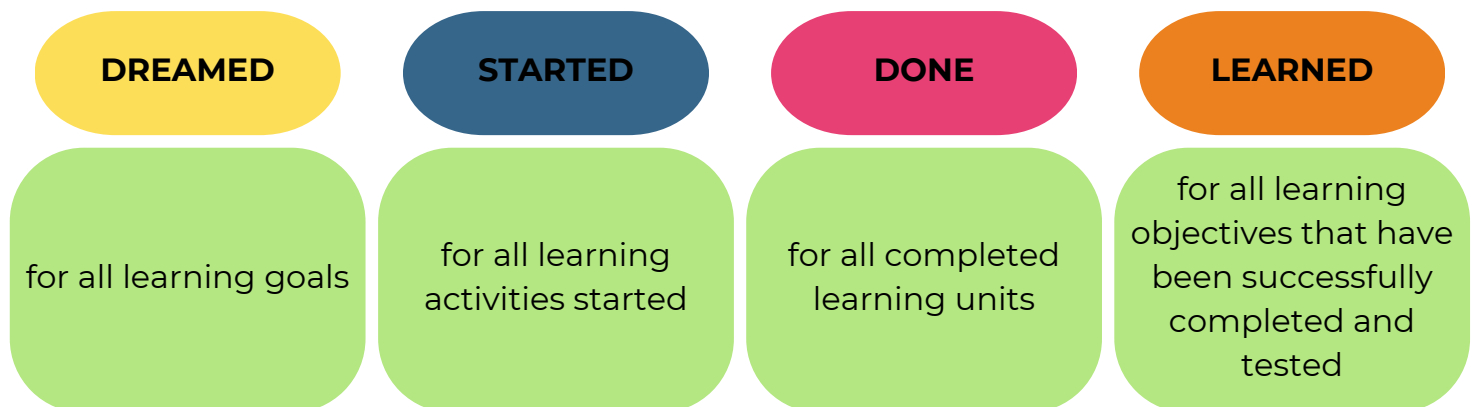
From the personal "why" the concrete "what" is derived in the form of their vision and their professional goal and from this their learning objectives. Through this joint derivation, participants learn how to make their goals attainable.



We start from the idea that every human being is curious and willing to learn. Personal clarity about one's own "why" and "what" lays the foundation for motivation to learn and is strengthened by the competence- and action-focused methods – the "how". Our participants learn which learning strategies suit them best and how they can apply them beyond our trainings and in their everyday lives.

Advantages:

- LifeDesign is holistic and reduces emotional "tunnel vision", promotes a positive mindset and looks at complex challenges systemically in processes. All this helps to initiate change and find a SOLUTION.
- AGILE learning makes the learning goals of the participants visible. The principle of permanent visibility relieves the short-term memory and frees up more emotional and cognitive capacities to develop new learning goals and implement them in a more motivated way. The visibility of the learning success happens in four steps:



- Life Design is a recurring experience and learning loop. By defining an initially small goal and then experimenting in small steps (Call to Act in our e-learnings), experiences are made, reflected upon and further developed or new experiments are initiated. If learning goals are to be transformed into competence-oriented action patterns, then prototypes play a central role in LifeDesign. Experiments are suitable for testing learning goals and ideas without great risk and for learning from them
- Through constant reflection after each learning step / after each prototype, users learn their current questions for personal and professional development.

Competences Framework

Personality Framework

| | Beginner | Intermediate | Advanced | Expert |
|--|---|---|--|--|
| Knowing myself | I have a limited awareness of my personal strengths and weaknesses. I struggle to identify unique skills or positive qualities and to avoid talking about areas for improvement. I need the others to recognise my strengths and I do not consider weaknesses as opportunities for growth. | I am able to identify key strengths and skills but also weaknesses. I am aware of the fact that certain strengths can contribute to my personal success. I begin to accept and acknowledge areas for improvement and I take initial steps to address that weaknesses. | I am aware of my personal strengths and of the different levels of development. I manage to use my strengths in the right contexts and in the right way. I am aware of the impact of strengths on personal and professional goals and I am focused on my own growth and development. I have a realistic and constructive vision of my weaknesses. I ask for feedback to improve my weaknesses. | I exploit most of my personal strengths and I integrate them into a comprehensive life strategy. I accept my weaknesses and demonstrate the high level of adaptability and resilience in front of my weaknesses. I consider weaknesses as opportunities for continuous learning and development. |
| Be aware of the image the others can have of me and communication | I am not really aware of what non-verbal communication and its link with the image the others can have of myself. I often struggle to adapt my communication style to different audiences. I do not really understand how personal actions and words can have an impact on others' perceptions. | I am more and more aware of the importance of personal presentation in different contexts. I am able to adjust my communication style according to the social cues. I demonstrate more adaptability in social and professional environments. | I demonstrate a high level of awareness regarding the importance of personal presentation. I proactively manage relationship to ensure a positive and favourable perception. I understand the role of non-verbal communication and attitude to create a positive image. | I master the art of selfpresentation, projecting a consistent and authentic image. I can be considered as a role model for others when presenting myself. |



| | Beginner | Intermediate | Advanced | Expert |
|------------------------------|---|---|--|--|
| Receiving Feedback | I demonstrate hesitancy or resistance when receiving feedback. I have the tendency to take feedback personally, viewing it as criticism rather than constructive input, which can lead me to be defensive in response to that feedback. I do not really manage to separate emotions from the feedback message. | I understand that feedback is not a personal attack but an opportunity for improvement. I am in the process of developing abilities to stay calm during feedback discussions. I listen actively to feedback with the will to understand it constructively. I demonstrate the ability to ask clarification for a better understanding and I am learning to manage emotional reactions. | I am having a positive attitude towards feedback, seeing it as an importance resource for continuous improvement. I can discern between subjective opinions and objective observations in feedback. I can manage my emotions effectively during feedback discussions. | I see feedback as a continuous learning opportunity and actively seeks it at all levels and in everything I do. I demonstrate empathy and understanding, even in challenging or critical feedback situations. |
| Personal goal-setting | I am not really clear about my personal goals. I have only a general idea about how to reach the goals I have identified. My goals can easily be influenced by external factors rather than personal ones. I do not really know how to create a concrete plan to achieve my goals and how to break them down into smaller and manageable tasks. | My goals and aspirations are getting clearer and clearer. I am able to define specific and measurable objectives. My goals show a mix of short-term and long-term ambitions. I am able to develop more detailed plans with realistic steps. I start to prioritise tasks and allocate resources effectively. I understand the importance of timelines and deadlines. | I have a high level of clarity regarding my personal goals. I can set ambitious and meaningful objectives with a clear vision. I regularly refine my goals based on my wills, motivations and ambitions. My action plan is clear and organised in different manageable tasks. I proactively anticipate and address potential challenges. | I master the art of setting visionary and transformative goals. My goals are aligned with my life vision. My plans to reach my objectives are complete and well-thought. I have balanced short-term and long-term objectives perfectly. |
| Self-motivation | I rely mainly on external factors to find motivation. I struggle to identify internal sources of motivation. I can have the tendency to set goals based on external expectations rather than personal desires. It is difficult for me to stay motivated when I face challenges. It is not clear to me how mindset can affect my motivation. | I start to know better my internal sources of motivation. I demonstrate increased enthusiasm for pursuing my personal goals. My personal objectives are more and more in line with my intrinsic motivation. I demonstrate my ability to maintain motivation even when I face challenges. I recognise the impact of mindset on sustained motivation. | I rely a lot on my internal sources of motivation. I demonstrate a consistent passion for my personal and professional activities. My goals are highly aligned with intrinsic motivation. I view challenges as opportunities for growth and renewed motivation. I have a resilient mindset to pursue my goals. | I master the art of using fully and sustaining my internal motivation. My goals are perfectly in line with my personal values. I keep to be fully motivated in every situation. I can even inspire and motivate others thanks to my personal enthusiasm. |



Physical and mental fitness

| | Beginner | Intermediate | Advanced | Expert |
|--------------------------|--|--|--|---|
| Mental resilience | I struggle to identify and understand my personal stressors. I do not know specific strategies to face challenges and I have rather tendency to use avoidance or denial as primary coping mechanisms. It takes me time to get relieved from stress after challenges. | I recognise personal stressors and the impact they have on my wellbeing. I recognise the importance of seeking support and use external resources. I demonstrate a willingness to learn from setbacks and experiences and I recognise the role of mindset in bouncing back from challenges. | I actively seek knowledge and resources to develop my mental resilience. I master different coping strategies and I demonstrate consistency in applying healthy coping methods. I consider challenges as opportunities for growth and learning, which helps me to develop a resilient mindset. | I integrate mental resilience principles into various aspects of life. I can develop my own strategies for specific needs. I can inspire and guide others in developing a resilient mindset. |
| Life-Balance | It is difficult for me to recognise the connection between mental and physical well-being. I have a limited understanding of the impact of lifestyle on global health. Mental and physical fitness activities are not regular and I have the tendency to prioritise one (mental or physical) over the other. I may experience challenges in balancing work, personal life, and well-being. | I recognise that mental and physical health are interconnected. I begin to explore the impact of lifestyle choices on life balance. I adopt more regular mental and physical fitness activities and I explore a variety of well-being practices to find what works best for me. I work to integrate mental and physical fitness into daily routines and I begin to make conscious choices to support life balance. | I understand the need to maintain mental and physical well-being. I actively look for knowledge and resources to optimise life balance. I practice regular and diversified mental and physical fitness activities. I take care of my mental and physical fitness with a preventive approach. I balance professional, personal and well-being priorities effectively. | Taking care of my physical and mental fitness is part of my daily life. I can be considered as inspiring by the others to promote holistic well-being. I can develop my own activities to contribute to my mental and physical fitness. I integrate mental and physical fitness into all aspects of life. |
| Stress management | I struggle to identify and understand my personal stressors, as well as signs of stress in early stages. I am not familiar with the importance of stress management. I use avoidance or denial as primary coping mechanisms. I can face high levels of stress without knowing how to manage them effectively. | I recognise signs of stress and understand their triggers. I begin to explore the connection between lifestyle and stress. I am using more and more coping strategies and practices to get a healthier lifestyle. I begin to integrate stress management into daily routines. | I have a high level of awareness regarding personal stressors and their effects. I proactively identify and address stress triggers. I master a variety of effective coping strategies and I am able to seek support and resources in challenging situations. I successfully implement stress management practices into my daily life and I face challenges with resilience. | Stress dynamics have no secret for me. I am acting to anticipate as much as possible stressful situations in my daily life to try to avoid them. I can develop my own stress management strategies. Stress management is integrated into all aspects of life. |



Selfmarketing

| | Beginner | Intermediate | Advanced | Expert |
|---|--|--|--|--|
| My self-image and the one the others have about me | I lack confidence in showcasing my skills in public. I may downplay achievement or skills. | I am able to confidently articulate skills and achievements. I demonstrate skills in various contexts and situations and I am also able to create opportunities to demonstrate competences. | I effectively communicate competences with clarity and confidence. | I integrate my competences into a comprehensive life strategy. I am able to show my strengths in any situation in an efficient way. |
| Create my personal branding | It is difficult for me to elaborate a clear and coherent personal narrative. I do limited efforts to align personal actions with my desired brand. | I begin to have a more authentic and coherent personal narrative. I align my personal actions and communication with my desired brand. | I actively seek leadership or impactful roles to showcase my competences. | I can be considered as a role model in personal branding. I automatically align my personal actions with my desired brand image. |
| Sell my personal brand | I have a limited experience in promoting personal achievements and expertise. I usually hesitate to share accomplishments with a broader audience. Self-promotion is not something that I consider as important. | I actively promote personal achievements through various channels. I am able to share my expertise and I use self-promotion as a strategic tool for personal branding. | I effectively use multiple channels for self-promotion. I have developed strategies for self-promotion. | I am an expert in self-promotion, and I can adapt it depending on the audiences. I am clear about what I want to reach when selling my personal brand. |
| Use storytelling to convince the others | I have a limited understanding of the storytelling principles. I struggle to structure stories effectively and to give resonance to them. I am not able to capture and maintain audience interest. | I have a basic understanding of storytelling elements. I try to structure stories with a clear beginning, middle and end. I have improved my ability to capture audience interest. My stories are more aligned with the intended message and lead to stronger emotional responses. | I master storytelling principles. I know how to structure impactful stories. I capture and sustain audience interest effectively and I am able to adapt to different audiences. I manage to convince people with storytelling, with stories that resonate with the audience. | I can innovate and create my own approach of storytelling. I captivate my audience and I manage to engage them. I can influence emotions and perceptions thanks to my storytelling skills. |



Financial and Material Resources

| | Beginner | Intermediate | Advanced | Expert |
|---|--|---|---|---|
| Positive money mindset and knowledge | <p>I have the tendency to see money as a source of stress or anxiety.</p> <p>I struggle to see financial challenges as opportunities for growth.</p> <p>I have a basic understanding of incomes, expenses, and budgeting.</p> <p>I have a limited knowledge of investment options and financial tools.</p> | <p>I become aware of the importance of a positive money mindset: I view money as a tool for achieving goals and creating opportunities.</p> <p>I start to be able to manage my stress in relation to financial matters.</p> <p>I have some knowledge about personal finance concepts, I understand the basics of debt management and credit and I begin to explore investment options and strategies.</p> | <p>I demonstrate a positive money mindset.</p> <p>I view financial challenges as learning opportunities.</p> <p>I understand well advanced financial concepts.</p> <p>I may have a plan for longterm wealth accumulation.</p> | <p>I master a positive and empowering money mindset.</p> <p>I have a deep understanding of complex financial instruments and strategies, as well as economic trends and their impact on personal finance.</p> |
| Keep track of the finances | <p>I have a limited or inconsistent tracking of income and expenses.</p> <p>I do not consider that it is important to have an accurate record-keeping.</p> | <p>I have begun to establish a system to track my income and expenses.</p> <p>I may use basic tools or software for record-keeping.</p> <p>I have increased my commitment to document my financial transactions</p> | <p>I have a well-organised and consistent system to track my finances.</p> <p>I am using efficient and advanced tools for my financial tracking and I am efficient in documenting my financial transactions.</p> | <p>I master advanced financial tracking methods and tools.</p> <p>I demonstrate a high level of accuracy and efficiency to document my transactions.</p> |
| Protect myself financially | <p>I have a limited knowledge about potential financial risks.</p> <p>I have a limited or no emergency fund.</p> <p>I may struggle to cover unexpected expenses.</p> <p>Having a financial safety net is not among my priorities.</p> | <p>I have established and I contribute regularly to an emergency fund.</p> <p>I can cover moderate unexpected expenses without financial strain.</p> <p>I recognise that having an emergency fund can have a role in my financial security.</p> | <p>I maintain a well-funded emergency fund.</p> <p>I can cover comfortably cover significant unexpected expenses.</p> <p>I have understood that an emergency fund provides financial resilience.</p> | <p>I have a substantial emergency fund for both short-term and long-term needs.</p> <p>I can react in front of significant financial setbacks.</p> |

How can / should the LDSkills4YOU Method be used with other methods to gain added value

LifeDesign is for us a holistic approach, which has strong advantages especially in the European youth work, but also in the labor market policy work across Europe. The holistic approach, which promotes self-learning competence and lifelong learning through the intrinsic motivation of the participants, aims to promote the participation of LifeDesigners in the European economy and society.

Thereby LifeDesign is considered as a learning principle - which can be integrated into already existing organizational, teaching, coaching and mediation forms of all kinds.

Young people acquire Life Skills in the areas of personality, self-marketing, physical and mental fitness, financial and material. These skills are neglected in conventional educational programs in the partner countries. By developing these Life Skills in extracurricular youth work, the LDSkills4YOU tool represents a significant added value for the educational range in Europe and increases through its uniqueness the range in youth work.

Through the digital as well as location independent use of the tool we create innovation and increase the quality of youth work in this way.



The Specific 4 Areas addressed by LDSkills4YOU



Through the training of the above-mentioned Life Skills, we aim to promote the inclusion of all sub-target groups of marginalized youth across Europe. Through the experience of the project partners and by involving the sub-target groups in the tool development, we create a tool that is tailored to the needs of the youth.

Through the development of the above-mentioned Life Skills, we promote the participation of European youth in society and create an instrument for the development of objective-oriented life visions, which accompany the young people into a secure future and into a self-determined and independent working and adult life.

The potential for the implementation and sustainable use of the materials produced in the LDSkills4YOU project?



We reach TARGET GROUPS that brings along a very heterogeneous starting situation but have one thing in common:

- to make a contribution to their professional development and future through their personal KNOW WHY. Our goal is to enable all young people a sustainable development perspective in for the active participation in the European society and labor market.
- We focus on the initial situation of our participants - based on demographic, socio-economic and psychographic characteristics - and thus make the heterogeneity of the target group usable for the implementation



Potential in regards to different target group

| Specific Target group (diversity attributes) | Specific context | How to use | Impact to be achieved |
|--|---|--|---|
| Professional Experience | The participants bring professional experience from different industries, companies and activities. The participants bring heterogeneous backgrounds with regard to their professional development opportunities. | The participants use the know-how they have brought with them and can practically apply (newly acquired) professional and interdisciplinary competences. | Positive impact on reducing youth unemployment through the acquired LifeSkills, which promote the ability to transfer skills to different professional fields and industries. |

| | | | |
|---------------------|--|--|---|
| Learning Competence | <p>The participants bring different experiences with a broad spectrum of learning forms. The competencies for learning per se and the independent acquisition of competencies are developed to different degrees. There are varying degrees of learning preferences.</p> | <p>The participants know their individual learning strategies and can apply them in the course and beyond.</p> | <p>Increasing the competence of lifelong learning among young people - which results in the changing and developing competences of tomorrow's workforce to be always independently adapted to the conditions of the labor market.</p> |
| Age | <p>Depending on their age, the participants have different ideas about forms of learning and work. Depending on their age, participants have different prerequisites for the conditions of digital change in the world of work.</p> | <p>The participants know their individual learning strategies, fields of development as well as the requirements of the new working world and can apply and expand these in the course and beyond.</p> | <p>Development of self-learning competencies and lifelong learning competencies already in adolescence. Promoting sustainable and future-oriented behavior of young people in society and on the labor market.</p> |

| | | | |
|----------------------|--|---|--|
| Sex | <p>The participants have different gender-specific role perceptions at the social, professional and group level.</p> | <p>The participants recognize the importance and the sense of gender mainstreaming as an important design element in everyday life and work for a good cooperation.</p> | <p>Through the life skills taught, the participants acquire the ability to put themselves in different perspectives and thus act as respectful participants of the European society towards all genders, both in private and professional contexts.</p> |
| Migration Background | <p>The participants bring with them previously acquired educational and professional qualifications, which they may already have been able to pursue in different cultural and language areas.</p> <p>Depending on previous experience, there are different ideas about a professional future.</p> | <p>The participants use the know-how they have brought with them and can apply (newly acquired) professional and interdisciplinary competences in their everyday professional life.</p> | <p>Through the life skills taught, participants acquire the ability to put themselves in different perspectives and thus act as respectful participants in European society in view of the condemnation of all official discrimination, both in private and professional contexts.</p> |

| | | | |
|----------------|---|--|---|
| Digital Skills | <p>Heterogeneity with regard to existing digital competencies for the profession. Occupation-relevant digital competencies often first have to be adapted to the requirements of the changing occupational field.</p> | <p>Participants will be able to use their digital skills in a targeted manner in their work and everyday life.</p> | <p>sustainable and future-oriented behavior of young people in society and on the labor market.</p> |
| Motivation | <p>Depending on the interplay of the different characteristics, experience has shown that we assume that participants are motivated differently to achieve specific skills.</p> | <p>The participants know their personal life vision and implement it on the basis of their "know-why".</p> | <p>sustainable and future-oriented behavior of young people in society and on the labor market.</p> |



In Hungary, many non-profit civil organizations, church and state institutions with a history of several decades help young people with disability to find work. Partnerships with organizations guarantee the widespread distribution and use of LifeDesign Skills among the target group.

Our long-term goal is the further development of the tool, which we can implement with our domestic and international partners. Employers are increasingly open to employing people with disabilities, but the number of employed people is still very low.

The tool makes it easier for employers to change their approach to employment and to select a workforce, which is why we see a great opportunity in terms of sustainability.



The hungarian partner in the LDSkills4You project Más Fogvatékas Gyermekekért Alapítvány is working with the specific target group of people with special needs:



| Specific group | Target | Specific context | Who to use with | Impact to be achieved. |
|--|--------|---|-----------------|--|
| "Disability is always associated with a reduction in working capacity. But young people can only integrate into adult society if they learn to do socially useful work in some field. The most important social task of special education is to teach students with disabilities to work. Education for work is the most important aspect of special needs education and should be started from pre-school age. Compensation achieved through education can only be sustained if it is followed by rehabilitation." (Méhes 1970, 25). | | Inadequate job supply structure. The well-being of the working disabled is better than that of the non-working disabled, but below that of the non-working able-bodied. | Disabled people | Development/ education becomes a realistic possibility, their vulnerability is alleviated, as they often have difficulties in getting to work or school (e.g. transport) |

| | | | |
|--|---|--------------------------------------|--|
| | Workers' well-being is not good at work (negative experiences with colleagues, mandatory medical check-ups are perceived as humiliating.) | People with reduced working capacity | |
| | Supported employment services exist. Specific training programmes need to be developed. | Intellectually disabled workers | Ability to compensate for their disadvantages by developing social and communication skills. |

Potential of the partner organisations themselves

ibis acam Bildungs GmbH draws on more than 30 years of experience within the private educational VET area. Through our mission of providing the most suitable education for our participants by being innovative, participant oriented and up to date with labor market trends we are now the biggest VET provider in Austria.

ibis acam Bildungs GmbH work with a wide range of sub-target groups of jobseekers and its practical and innovative trainings for acquiring qualifications. It's more than 30 000 participants per year all over Austria profit from a wide range of expertise in qualification, training and placement measures as well as innovative projects in the fields of content creation for apprenticeship trainings, soft skills as well as future skills. We are currently running over 50 projects with the objective of placement in the labor market which of them 26 projects for the target group of youth.



Since 2010, the **Civil Centrum Foundation** has been holding trainings related to organizational development for managers and volunteers of organizations helping people with disabilities. We prepare advocacy organizations and those NGOs that provide labor market integration to better help their target groups, whom they are in direct contact.

As a result, the developments of the Civil Centrum Foundation affect thousands of people with disabilities. We regularly organize programs that aim to achieve attitude-change on societal level, where we have the opportunity to present and promote innovations.

Since 2016, we have been operating a network called EsélyKör, in which representatives of all areas of disability are present. We have close cooperation with the local government of Székesfehérvár and other related national entities.

Since 2020 the consultancy **“Consultoría de Innovación Social”** is mainly focusing on activities that foster employability and orientation as well as gender equality. In 2022 we opened our new office and international training center in Torre del Mar, which is part of Vélez-Málaga, the capital of the mancomunidad de Axarquía. Due to this situation 35 km east of Malaga, our implementation networks reach out to the municipalities of the region, the costa del sol and tropical as well as other municipalities in the provinces of Malaga and Granada. Believing in the potential of people, our main objective is empowerment to raise capacities for finding the most appropriate and effective solutions. In this way, we aim to support the change and upskilling processes in organisations and institutions to improve the results and sustainability of their work. Our multicultural team is dedicated to international exchange. We consider a multicultural environment as an opportunity to learn from each other and to enrich each other's potential with new perspectives and approaches.



Pistes-Solidaires is an association that develops its object in projects and actions around the 4 pillars for a 21st century education of UNESCO.

The organisation is organising its work into 3 departments:

1/ Youth: Pistes-Solidaires aims at opening young people to the world, to help them understand and experience it. As a major player in the international mobility of young people, we accompany hundreds of young people every year to live the unique experience of a voluntary service or an internship abroad. Specific projects and activities are implemented to make mobility possible for everyone, especially youngsters with fewer opportunities and NEETs.



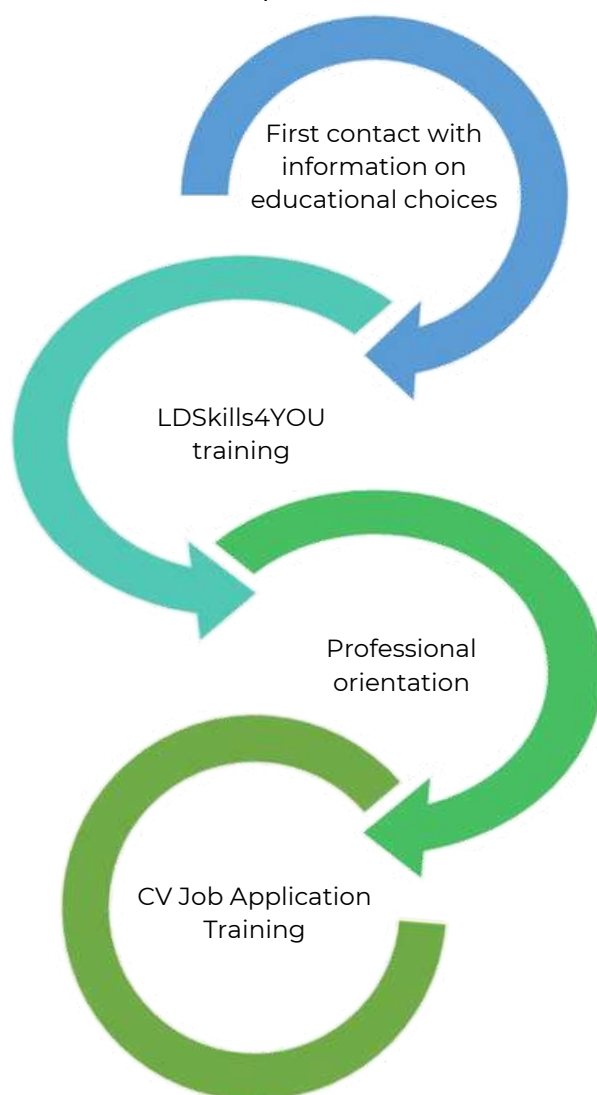
2/ Social transition: In a few decades the world has changed, quickly and a lot. Accompanying and understanding change are at the heart of this work area where research and innovation in the educational, social and socio-cultural fields are combined on a European scale. Working on the same subject with European partners provides new answers to both European and local problems (social inclusion, ecological transition and environmental education, digitalization of work, school drop-out, etc.).

3/ European citizenship: Understanding the world around us means understanding where we are and who we are. Informing, advising and animating are 3 actions that we develop to allow a better knowledge of the European Union, of the countries that make it up, to understand its functioning and its importance in our daily life.

The potential in cooperation with national stakeholders in each partner country

The LDSkills4You method helps to activate young people's self-learning competence and encourages them to reflect and plan personal life plans instead of being pushed and pulled by circumstances and opportunities or misfortunes.

The method is the more effective the more it is embedded in other national/regional training and counselling activities provided to young people. Such embedding could be for example:





The national activities/services provided and relevant key players in this field in the specific partner countries are the following:



Austria

In Austria, career guidance is an integral part of the education system, providing students with insights and tools for their future professional paths. Within the school system, students experience career orientation initiatives at various levels. In the lower grades, they explore diverse fields through events like career fairs, company visits, and guest lectures. As students progress to upper grades, the focus shifts to more targeted activities such as internships, workshops, and personalized counseling sessions to aid in making informed career choices.

Moreover, vocational schools play a crucial role in honing practical skills, offering students hands-on experiences aligned with specific professions. Berufsorientierung (career guidance) is not confined solely to the school environment; it extends beyond, catering to youths outside the formal education system.

For those not enrolled in schools, Austria provides alternative avenues for career exploration. Specialized career counseling services offer personalized guidance, helping individuals identify strengths, interests, and suitable career paths. Information centers and career fairs serve as hubs for youths seeking insights into various professions, educational opportunities, and potential employers.

Furthermore, dedicated apprenticeship and training job fairs enable direct interaction between aspiring candidates and prospective employers, fostering a connection between education and the job market. Online resources offer a wealth of information on education, career options, internships, and practical tips, providing accessible guidance for individuals navigating their career journeys.

Practical experiences remain a cornerstone of career exploration. Many companies welcome youths for internships or trial days, providing invaluable firsthand exposure to different professions. Youth centers and organizations also contribute to career orientation through workshops, seminars, and mentoring programs, ensuring that young individuals have a spectrum of resources to explore and understand their professional aspirations.

In addition to that, the relevance of LifeSkills in career orientation for youth cannot be overstated. LifeSkills as provided by LDSkills4You such as skills related to Personality, Selfmarketing, Physical and Mental Health as well as Financial Security are essential in the modern workplace. Recognizing this, with the products of LDSkills4YOU emphasizes the development of career orientation methods and methods for youth work in Austria. Workshops and programs focusing on interpersonal and soft skills contribute significantly to preparing youths for the dynamic demands of the professional world. By integrating LDSkills4YOU into the broader framework of career guidance of Austria we ensure that young individuals not only acquire knowledge in their chosen fields but also cultivate the holistic skills necessary for success in their future careers.

We aim to address the following stakeholders at the Austrian level through the dissemination of the LDSkills4YOU method and tools:

With regard to anchor the topics in Austrian youth work:

- Federal Chancellery Family and Youth Section
- Provincial Youth Departments
- Federal Youth Councils
- Austrian Youth Info
- boJA - nationwide network for open youth work

With regard to the school sector to anchor the topics in the school curricula:

- Ministry of Education
- Provincial school councils and municipal school councils

Benefits for young job-seekers:

- AMS

Benefits for youth work and in particular with specific target groups:

- Caritas
- Red Cross (learning houses)
- Advice on the wire
- relief organisation
- etc.

Use of LifeSkills also for the apprenticeship sector:

- Austrian Federal Economic Chamber



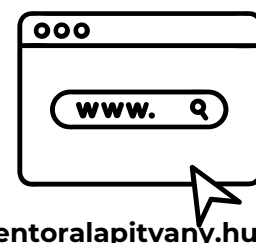


Hungary

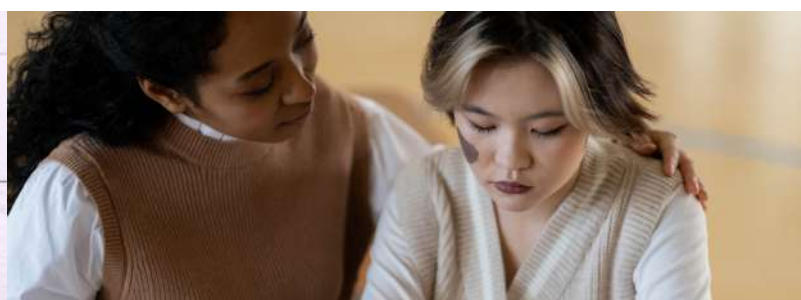
In Hungary, many NGOs help young people with disabilities to find work. Among them, the Salva Vita Foundation in Budapest and the Alba Mentor Human Services Foundation in Székesfehérvár are doing outstanding work, which you can find out about on their



www.salvavita.hu



www.albamentoralapitvany.hu



In Hungary, persons over 15 years of age whose ability to work is impaired to a certain extent by their condition are eligible for a complex qualification. The assessment includes an **assessment of health and social situation**. This will show the young person's potential for work and their eligibility for cash benefits and/or benefits. In some cases, they may have the opportunity to work in sheltered employment. If the worker has a complex qualification, he or she is classified as a disabled worker. This can help them find a job because the employer who employs them will receive a substantial tax benefit.



Legislation

Since education is centralised, all the educational subject books are fixed (recommended by the government), there is more chance for local implementation, or for sustainable use in alternative education (trainers to complement their existing methodologies - talent programmes, leadership training, self-awareness) or adult education.

We are happy to participate in professional programs that help our digital competence and the use of digital tools. As main activity - Civil Centrum Foundation deals with organizational development and competence development of managers and volunteers. In addition to the young target group, the competence development of people over 55 years of age and the development of the organizations bringing them together are currently taking place. We see the knowledge and experience of our international partners in this area as a new opportunity, because we want to make the tool available to older people as well. The challenges of the elderly and people with disabilities and decreased working ability are often similar: deteriorations affecting vision, hearing and movement may occur. For these reasons, it is also interesting for us to spread the tool to other target groups.



| | |
|--|---|
| Mathias Corvinus Collegium (MCC) | Margit Slachta National Institute for Social Policy |
| Székesfehérvár OpportunityCircle - disability network | Alba Bástyá Family and Child Welfare Centre |
| National Centre for Disability and Social Policy, Ministry of the Interior | Alba Mentor Human Services Foundation |
| Ministry of Culture and Innovation | Salva Vita Foundation |
| Parliamentary Subcommittee on People with Disabilities | Digital Pedagogy Methodology Centre |
| National Disability Council | Pedagogy Education Centres |
| Council of Organisations of Disabled People | National Union of Students in Hungary |

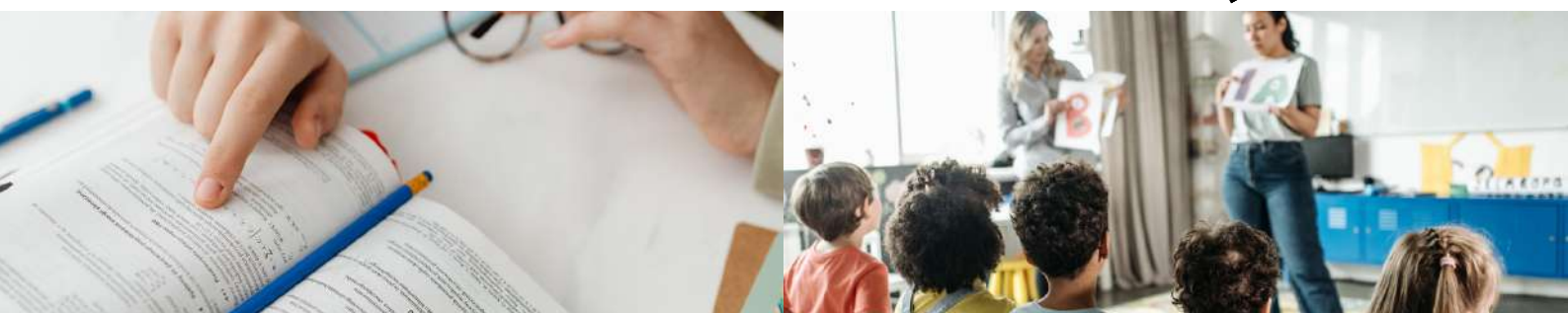


Spain



The Ministry of education created an informative video for professional orientation which can be found on Youtube:

<https://www.youtube.com/watch?v=gEfpQcwM02M>



Professional Orientation in the educational system:

All education providers have orientation services available in the specific phases and needs, which act in regards to orientation programmes and plans of professional training centers or Schools coordinated on an annual basis by the departments of Orientation of the Autonomous Communities.

LDSkills4YOU can be used additionally to these orientation services to become aware of **own skills** and **competences** as well as own interests and life plans. In this sense it helps not only to discover what is there on the market, but also what do I want to do in the future, which path do I want to explore. In this way it distinguishes from tools like job portals, social and other networks. It helps to create a more elaborated application letter and CV and also to think on new professions.

The big advantage of LDSkills4You approach is that this approach fosters the **self-reflection** and **awareness** instead of simply telling young people how they shall act or what they shall do.

France



This method can be really useful for organisations working with young people who are facing specific difficulties among the ones mentioned above, such as:

- **Missions Locales.** They are places where young people between the ages of 16 to 25 can seek support and advice about work, training, accommodation and other important factors in their life. This method is particularly interesting since their objective is not just to reduce youth unemployment but also to help integrate young people into French society. Thus, working with the holistic approach of LDSkills4YOU project can be really helpful to maximise the impact on the target group.
- **Ecoles de la Deuxième Chance (E2C)** – Second Chance Schools. These schools are targeting young people between 16 and 25 years old who are out of school and unemployed. They are all early school leavers. It helps them to access training and enter the labor market. In the training part, it includes tackling basic skills such as mathematics, French, digital skills... In addition to that, the students also participant in internships to support the definition of their professional project. The students are being paid while attending the training offered by the schools.



The challenges faced in the trainings and specific national needs which can be addressed by the implementation of the LDSkills4YOU method

Austria

Through the dissemination of the LDSkills4YOU method and tools in Austria, we aim to extend the benefits of this project to various stakeholders, including adolescents with a migration background. The LDSkills4YOU project provides a unique approach to career orientation, emphasizing the holistic development of LifeSkills alongside technical competencies. For young individuals with a migration background, these initiatives hold particular value:

Inclusive Career Guidance: The LDSkills4YOU project promotes inclusive career guidance programs tailored to the needs of adolescents with a migration background. By incorporating diverse perspectives and sensitivities, it ensures that career advice is culturally relevant and takes into account individual factors influencing career choices.



Cultural Competency in Counseling: The intercultural dimension of the LDSkills4YOU project enhances the quality of career counseling for young people with migration backgrounds. By fostering cultural competency among career advisors, the project ensures that the advice provided is sensitive to the unique challenges and opportunities faced by individuals from diverse cultural backgrounds.

Language Proficiency Support: Recognizing the critical role of language proficiency in career integration, the LDSkills4YOU project supports language development initiatives. This includes not only language courses within the regular curriculum but also targeted language programs designed to enhance the communication skills of adolescents with migration backgrounds.

Collaboration with Migration Organizations: The LDSkills4YOU project aims for partnerships and the usage of the tool with organizations dedicated to supporting young migrants. These collaborations enhance access to information, resources, and networking opportunities for young individuals with migration backgrounds, thereby enriching their career exploration and integration experiences.

Internships and Integration Projects: The LDSkills4YOU project actively encourages adolescents with migration backgrounds to participate in internships and integration projects. By providing opportunities for practical experience and engagement in community initiatives, the project contributes not only to career orientation but also to the broader goal of social integration.

In summary, the LDSkills4YOU project goes beyond traditional career guidance by incorporating an inclusive and intercultural approach. Its tools and methods are designed to empower all youth, including those with migration backgrounds, by providing them with the skills, resources, and support necessary for successful career development and integration into the workforce.



Hungary

It is important that the LDSkills4YOU Method contributes to the long-term development of **independent, self-determined**, active lives of people with disabilities, the development of a **supportive service environment**, and full and effective social participation and inclusion.

Our aim is to help people with disabilities and young people with special educational needs leaving education to find sustainable employment in the open or sheltered labour market, to promote their integration into society and to provide the services necessary for them to lead healthy lives. Improving their situation on the labour market, promoting their employment, occupational rehabilitation, and ensuring working conditions appropriate to their qualifications and health.



Our overall aim is to facilitate access to digital tools for people with disabilities, their families and relatives, and professionals working with them, and to contribute to the well-being and development of individuals, families and community groups, and to their adaptation to their social environment, using tools and methods of individual learning and self-development. We aim to promote cooperation between sectors and professions to effectively help target groups.

The professional competences of disability advisers, mentors, educational professionals include carrying out the professional activities necessary to achieve the above objectives, as well as liaising with direct and indirect target groups, and facilitating individual, autonomous competence development. Our partners are members of the Circle of Opportunities - a network of disability organisations representing all disability areas (people with disabilities, deaf and hard of hearing, visually impaired, mentally ill, young people with multiple disabilities). Using the tool we provide a great contribution and practical help to disability advisors, mentors, trainers.

We can refer young people with disabilities and special educational needs leaving educational institutions to the Alba Mentor Human Services Foundation and the Family Assistance and Child Protection Centre if the client has an intention to work and/or a need for rehabilitation services. Family support, legal information and psychiatric counselling are provided by rehabilitation professionals at the institutions.

The professionals provide the following activities as part of the rehabilitation service:

- Providing occupational rehabilitation information
- Occupational rehabilitation counselling
- Providing occupational rehabilitation information
- Vocational rehabilitation job search counselling
- Vocational rehabilitation career counselling
- Mental health counselling/mental health counselling for occupational rehabilitation
- Job placement for occupational rehabilitation
- Mentoring services for occupational rehabilitation
- Job search techniques counselling for occupational rehabilitation
- Medical, elementary, social rehabilitation assistance

One of our main challenges is that on our trainings we host people with visual impairments, mobility problems, hearing impairments and mental health problems together with healthy young people at the same time. We believe that the tool will facilitate an integrated preparation of young career starters for life and employment in the future. A holistic approach is necessary for development, for which great opportunities open up using the tool. During the competence development of people, the possibility of independent development is of particular importance, because it gives them self-confidence and helps them lead an independent life. We recognised that in many cases involvement of a mentor will be necessary, so it is important to consider further developments on this field.

How can we independently provide the opportunity for those involved?

How does the involvement of a mentor affect individual development?

It is important to think about how we can reach people who do not belong to certain communities. What role can the family and parents play in the development of young people using LifeDesignSkills?

How and what kind of preparation can we provide them?

Spain

Professional orientation in Spain is defined as determination of own capacities, competences and interests, the taking of decision in regards to education, training and employment and organising its own life in respect to education and training of persons during different stages of life. The orientation includes individual and collective information activities, consultancy, evaluation of competencies, support in the acquirement of competencies which are relevant for taking decisions for the professional career.



As competences which allow the management of the professional career are considered:

- Self-awareness
- being able to take decisions
- being able to plan a personal and preofessional project
- soft skills
- personal initiative and entrepreneurship
- social skills in regards to cooperate and communication
- active participation and orientation

France



The LDSkills4YOU method seems to correspond to a real need that has also been identified by the French Government, especially regarding the management of financial resources.

During the experimentation phase, it has appeared as the most interesting and needed topic for young people.



From **March 2024**, 750 000 pupils will follow a Financial education module developed by the Banque de France. The aim of this training is to familiarize the pupils with the concepts of spending, payments, savings and credit.

It will be tackled with all the pupils being in “4ème”, which means being around 13. It will take place at the same time for all the pupils of the country in March, as part of the Financial Education Week.



Conclusions

The advantages / potentials of the method can be summarized in the following way:

|  Advantages | Potentials  |
|---|---|
| <p>LDSkills Method promotes positive mindset and provides the opportunity for analysing processes and systemic challenges</p> | <p>It can be applied by professionals as specific method to initiate change and find solutions.</p> |
| <p>LDSkills Method helps to visualize the learning goals of the participant</p> | <p>It helps professionals to activate emotional and cognitive capacities to develop new learning goals and implement them in a more motivated way</p> |
| <p>By defining an initially small goal and then experimenting in small steps, LDSkills creates a Call to Act in our e-learnings</p> | <p>Professionals can use the e-trainings to support their training and counselling activities and initiate a self-reflection of the participants; The transfer to daily practice can be supported by the definition of small goals as first steps; Experiments are suitable for testing learning goals and ideas without great risk and for learning from them.</p> |
| <p>Learning goals are transformed into competence-oriented action patterns</p> | <p>LDSkills as a recurring experience and learning loop. Experiences are made, reflected upon and further developed or new experiments are initiated.</p> |
| <p>Participants get aware on their current questions for personal and professional development</p> | <p>Professionals can use this method to promote constant reflection on each learning step and raise awareness on such questions, which might otherwise hinder the successful progress of the training or counselling session.</p> |