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Introduction

Youth unemployment has a strong social impact on the society and has particularly affected some EU countries due to the effects of the economic crisis. Disadvantaged societal groups, such as NEETs (Not in Education, Employment, or Training) have been particularly affected, making their reintegration to the labour market an even more difficult task. Tackling youth unemployment and mainstream NEETs in socio-economic level is of top priority for the Europe 2020 and of particular national economies that face economic hardship. In those cases, youth work has a great potential in aiding the transition from education to employment through different pathways including empowerment of young people, development of life and social skills, increasing motivation for reintegration to the labour market and active participation.

The STEER project aims at facilitating the transition from education to employment for NEETs and young unemployed that will be achieved through the development of a full-cycle training programme for youth workers in transition planning. This guide will lead youth workers to training based on needs assessment that have identified in the participating countries such as Bulgaria, Cyprus, Greece, Italy, Portugal and Slovenia. It addition, it will professionalise youth workers and validating non-formal learning by giving the possibility for Youthpass certificate.

STEER has developed blended learning innovative content material based on open-source, digital learning content that will ensure its sustainability and according to the Web Content Accessibility Guidelines (WCAG) 2.0, so it can be accessible to both disable learners and training professionals. Additionally, it will provide content for organisations in local, national and European level. Finally, STEER contributes to mainstreaming and spreading the utilization of open and innovative education, training and youth pedagogies” as well as “supporting synergies between education, research and innovation activities, the digitization of quality learning content and promoting the use of ICT as a driver for systemic change to increase the quality and relevance of education, training, and youth policies at all levels.”
Thus, STEER’s training programme is expected to train and professionalise youth workers in assisting youth at risk by offering tailor made transition planning and direction. Through the training process and after finalization of the project, the STEER project is expected to find innovative and more effective ways to facilitate and support the transition of young unemployed and NEETS from education; reduce unemployment levels in youth; reduce the risks of social isolation and exclusion among young unemployed and NEETs. Youth workers will be trained how to work with NEETs and assist them in the transition phase having the possibility to receive the Youth-pass certification.

Methodology

The training curriculum for youth workers in transition planning, has been developed through the findings of the needs assessment research conducted on youth people in Bulgaria, Cyprus, Greece, Italy, Portugal and Slovenia. Since the main purpose of the project is to train youth workers in supporting the transition from education to employment for NEETs and young unemployed, the main research tools used for data collection were questionnaires. As target groups were defined young unemployed people and NEETs who have completed their education and students of different educational levels, in transition phase of integration in the labour market. The scope of the questionnaires was to identify the challenges related to youth unemployment in the partner countries and the transition from education to the labour market. In addition, a general overview of the opportunities for career guidance and skills assessment was produced to discover the gaps and the potentials of youth work in the transition phase.
All consortium countries participated in the synthesis of national reports and needs analysis, concerning the current situation of NEETs and young unemployed in the respective countries, the obstacles and issues youth workers face when working with NEETs, as well as the state of employment initiatives like Youth Guarantees, in the participating countries. The reports documented national policies and processes used in the consortium countries to facilitated the transition of NEETs and young unemployed from education to employment. All the findings incorporate in a final report that set the basis for the STEER framework and the development of training programme.

**General overview**

This research has reached very interesting outcomes related to the situation of youth unemployment in the six participant countries. The unemployment levels among youth are significantly higher comparison to the general unemployment rates as the research shows, creating limited opportunities and life-long effects. Youth unemployment is higher among youth groups with lower educational background. The increased numbers of jobless youth can have serious long-term impact consequences both for the labour markets and the young people themselves often characterised as the “lost generation”. European economy has to face the challenges due to the ageing population which can have consequences on some countries’ productivity especially when large numbers of young people remain unemployed for long periods, creating scaring effects and a loss of human capital. Beyond the mere economic data, we need to consider the social effects of this phenomenon in terms of disengagement from the labour market and society, isolation, health risks and social exclusion.

The situation has been deteriorated in some countries due to the economic crisis, a fact that has impacted in increasing the unemployment rates among men and a loss to the “traditionally male occupations”, in countries such as Greece for example. In addition, particularly worrying is the situation related to young people who characterized as NEETs (Not in Education, Employment, or Training). Bulgaria and Greece have the largest percentage of NEETs in Europe, mainly concentrated on ages between 19-24, and on ethnic minority groups including Roma and migrants, which signifies a crucial time period for a young person’s productive life. Moreover, the integration of NEETs in society require targeted strategies and human and financial resources, that often countries lack due to economic hardship. NEETs totally face other burdens such as lack of funding opportunities for entrepreneurship, lack of mentorship programmes, lack of experience and a great mismatch between qualifications and the labour market needs.
As the results showed, the situation is particularly alarming in some countries if not all, and often the designated strategies to tackle youth unemployment are limited in effect. Some of the participant countries lack an overall national youth strategy and the existing institutional framework is based on short-term active policies and subsidized programmes that cannot address structural unemployment problems. That requires the development of new strategies, that will focus on real problems such as youth unemployment, social inclusion, human rights and intercultural understanding together with the designing and provision of targeted welfare services.

Youth work also presents gaps in relation to unexciting institutional frameworks which define the role of youth work as such as well as proper education and training for youth workers which will target concretely the current challenges they face. Therefore, as this research investigated the role of youth workers has been strengthen during the crisis and their role in many cases substitutes the public welfare provisions that should exist in first place.

According to the results of the survey the mismatch of qualifications and educational gaps are the main reasons for people not in employment, considering that the provision of national support is very poor or less than fair or fair. That comes to confirm the institutional differentiations among partner countries but also demonstrates the lack of policies and measures which aim particularly to tackle the problem of youth unemployment. The most common challenges that young people face is the mismatch of qualifications, financial restraints and funding for young entrepreneurs, lack of internships and work experience opportunities. That means that the educational establishments in the target countries do not provide targeting training that meets the labour demands or the national strategies do not cover compulsory internships as part of their national curriculums in all educational levels. This consists the main obstacle of youth when seek for job or trying to make the transition from education to employment.

The need for creating more employment opportunities for youth and to receive accredited training courses was shared by most participants and across all countries. What it was also identified and generally agreed was the need for creation of entrepreneurial opportunities particularly in countries when new jobs are limited and entrepreneurism is a deadlock. Helpful measures that could reduce or tackle unemployment, should entail subsided employment programmes and internships in combination with mentoring and career guidance that provides more targeting aims for young people's career paths.
A recurring theme was that young people should be involved in youth activities and be able to adapt informal learning to the individual needs as well as developing new social skills that will facilitate their transition to employment. A new stimulus for young people is to use youth work and particularly allocated courses to cover specific needs, tailor-made for their own educational gaps. Interesting comments from participants, demonstrated the identification of strengths and weakness and the development of life management and social skills.

A general assessment of courses that should be more focused on career guidance, counselling and mentoring. This process should be nurtured from an early stage so to prepare young people for the job market. Strategic training should also include tailor-made courses according to the market needs which also aim to cover particular gaps which this study identified. Young people lack digital competences, knowledge of foreign languages, motivation and decision making capacities, soft and networking skills which could considerable help them in improving their career prospects.

Despite the different needs and skills mentioned, the feedback provided was that youth workers should carry specific characteristics in order to provide mentoring to young people in the process of transition. A useful point made was that youth workers should have a sense of initiative and entrepreneurship, followed by digital competences and transmission of knowledge capacities. Cultural awareness is also key component for youth workers undertaking this role.

Digital courses and Youthpass certification

STEER project has designed a comprehensive training programme for youth workers in transition planning of NEETs and unemployed youth. The STEER’s training programme is based on courses proposed through a needs assessment report based on primary research on unemployed youth that could facilitate their transition to the labour market.

The research that has been carried out through STEER shows that a large number of young people has never participated in youth work activities, and a percentage of them could not define the involvement in such activities. Therefore, most of the young people consider that youth work can play a role in finding work and particular course can help in reintegration in the labour market. Particularly the courses that have been perceived as the most important was:
In fact, young people need external support for career prospects, training and regular advice when seeking employment. Career orientation is considered poor during transition phase from education to work.

Finally, youth workers which be prepared to assist during the STEER project in mentoring sessions and other activities, should be qualified in different competences according to Youthpass classification. What is mostly needed is youth workers to have sense of initiative and entrepreneurship, and the ability to learn. Moreover, digital and social and civic competences can help youth workers in the transition training due to the fact that digital competences are highly required in the labour market together with abilities in networking, cooperation and team-working.

In that framework, STEER is expected to develop innovative methods using the Youthpass tool to facilitate the transition of young unemployed and NEETs to the labour market; reduce unemployment levels and the risk of social exclusion for the target groups and to train youth workers in offering tailor-made transition and planning to those in need.
The modules that will be presented in this guide have been developed according to the key competences that have been found to be necessary for young people and youth workers. Successful completion of training will provide opportunities for Youthpass certification. Youthpass is a part of the European Commission's strategy to foster the recognition of non-formal learning. It is available for projects funded by Erasmus+: Youth in Action (2014-2020) and Youth in Action (2007-2013) programmes. The Youthpass provides a description of the activities undertaken together with the learning outcomes and the competences gained for the participants firmly based on principles of non-formal education and learning.

It provides a valuable tool for youth workers and for young people in general that encourages involvement in society: space for learning; and enhances the contribution of informal education to the learning process bringing together resources, people, tools and methods. Moreover, Youthpass helps in strengthening the social recognition of youth work providing a Europe-wide validations instrument. In addition, youth work and informal learning plays an integral role in young people’s lives by increasing employability opportunities, encouraging active citizenship, contributing as such to personal development of individuals. Young people can gain experience through interaction with different actors and people and can develop their soft skills and empower them to have an active role in the society and in the labour market.

Youth work has an important role to play in supporting young people’s learning and transition from education to work and reintegration in the labour market, providing opportunities for gaining new skills and social inclusion. The European Pact for Youth identifies employment and social inclusion as key concerns and major priorities for active participation of the youth in the European societies. Informal learning widely contributes to the personal development, social inclusion, active citizenship and employability of young people. Youthpass is based on key competences which marks progress towards a more comprehensive recognition of learning outcomes for the youth at EU level.
### Communication in the mother tongue

1. Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts.

2. Listen effectively to decode meanings (knowledge, values, attitudes, intentions).

3. Use communication for multiple purposes (to inform, instruct, motivate, and persuade) and in diverse environments.

### Communication in foreign languages

1. Articulate thoughts and ideas effectively in a foreign language, in a variety of forms and contexts.

2. Listen effectively to decode meanings.

3. Use communication for multiple purposes and in foreign environments.

### Skills Set

- **S1.** Ability to understand and interpret concepts, feelings, facts or opinions in oral form.
- **S2.** Ability to understand and interpret concepts, feelings, facts or opinions in written form.
- **S3.** Ability to express concepts, feelings, facts or opinion in oral form.
- **S4.** Ability to express concepts, feelings, facts or opinion in written form.
- **S5.** Ability to interpret the world and relate to others.
- **S6.** Ability to interact in an appropriate and creative way in any situation.
- **S7.** Knowledge of vocabulary, grammar and language.
- **S8.** Appreciation of cultural diversity.
- **S9.** Ability to use technical language accordingly to the field of work.

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**Youthpass key competences**

The key competences that are defined in the Youthpass that should be equally provided to every European citizen which promote personal fulfillment, social inclusion, active citizens and employment.
## Mathematical competence and basic competences in science and technology

<table>
<thead>
<tr>
<th>COMPETENCE</th>
<th>DEFINITION</th>
<th>SKILLS SET</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate ability to reason with numbers and other mathematical concepts.</td>
<td>S1. Ability to use constructed thinking in order to solve a problem in every situation.</td>
<td></td>
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<tr>
<td>2. Demonstrate the ability to evaluate scientific and numerical information on the basis of its sources and the methods used to generate it.</td>
<td>S2. Understanding of mathematical term and concept and know how to apply it.</td>
<td></td>
</tr>
<tr>
<td>3. Demonstrate the capacity to evaluate scientific arguments based on evidence and to apply conclusions from such arguments in an appropriate manner.</td>
<td>S3. Knowledge of basic principles of the natural world, scientific concepts, methods and technological processes</td>
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</tr>
<tr>
<td>S4. Numeracy (ability to perform basic calculations)</td>
<td>S4. Numeracy (ability to perform basic calculations)</td>
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## Digital competence

<table>
<thead>
<tr>
<th>COMPETENCE</th>
<th>DEFINITION</th>
<th>SKILLS SET</th>
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</thead>
<tbody>
<tr>
<td>1. Apply Technology Effectively: technology as a tool to research, organize, evaluate, and communicate information.</td>
<td>S1. Critical use of information technology for work</td>
<td></td>
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<tr>
<td>2. Use digital technologies, communication/networking tools, and social media appropriately to access, manage, integrate, evaluate, and create information to function successfully in a given environment.</td>
<td>S2. Basic skills in ICT</td>
<td></td>
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<tr>
<td>3. Fundamental understanding of the ethical and legal issues surrounding the access and use of information technologies.</td>
<td>S3. Understanding the role, opportunity and risks related to ICT in everyday life.</td>
<td></td>
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<tr>
<td>S4. Ability to use and handle technological tools and machines.</td>
<td>S4. Ability to use and handle technological tools and machines.</td>
<td></td>
</tr>
<tr>
<td>COMPETENCE</td>
<td>DEFINITION</td>
<td>SKILLS SET</td>
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<tr>
<td>Learning to learn</td>
<td>1. Demonstrate commitment to learning as a lifelong process.</td>
<td>S1. Ability to pursue and persist in different kinds of learning.</td>
</tr>
<tr>
<td></td>
<td>2. Be a self-directed learner: go beyond basic mastery of skills to explore and expand your own learning and opportunities to gain expertise.</td>
<td>S2. Identifying available opportunities.</td>
</tr>
<tr>
<td></td>
<td>3. Demonstrate initiative to advance skill levels towards a professional level.</td>
<td>S3. Ability to gain process and assimilate new knowledge, skills and qualification required for career goals.</td>
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<td></td>
<td>4. Reflect critically on past experiences in order to inform future progress.</td>
<td></td>
</tr>
<tr>
<td>Social and civic</td>
<td>1. Interact effectively with others: know when it is appropriate to listen and when to speak, conduct oneself in a respectable, professional manner.</td>
<td>S1. Ability to effective interaction with other people</td>
</tr>
<tr>
<td>competences</td>
<td>2. Flexibility and adaptability: adapt to change (to varied societal roles, job responsibilities, schedules, and contexts, work effectively in a climate of changing priorities) and be flexible (react to feedback effectively, be stress-resistant, deal positively with drawbacks and criticism, understand, negotiate, and balance diverse views and beliefs to reach solutions, particularly in multicultural environments).</td>
<td>S2. Ability to adapt to the changing situation, being flexible and work under pressure</td>
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<tr>
<td></td>
<td>3. Collaborate with other people: be able to work effectively and respectfully with diverse teams, be flexible and willing to be helpful in making necessary compromises to accomplish a common goal.</td>
<td>S3. Ability to work effectively and collaborate with other team members</td>
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<tr>
<td></td>
<td>4. Opt for shared responsibility in collaborative work, and value the individual contributions made by each team member.</td>
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<tr>
<td>COMPETENCE</td>
<td>DEFINITION</td>
<td>SKILLS SET</td>
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</tbody>
</table>
| Cultural awareness and expression| 1. Work effectively in multi-national team.  
2. Respect and be aware of cultural differences and work effectively with people from a range of social and cultural backgrounds.  
3. Be tolerant and respond open-mindedly to different ideas and values.  
4. Make use of social and cultural differences to create new ideas and increase both innovation and quality of work. | S1. Awareness of local, national, European culture heritage and their place in the world  
S2. Basic knowledge of contemporary culture  
S3. Understanding of cultural diversity                                                                                                              |
| Sense of initiative and entrepreneurship | 1. Work effectively in multi-national team.  
2. Respect and be aware of cultural differences and work effectively with people from a range of social and cultural backgrounds.  
3. Be tolerant and respond open-mindedly to different ideas and values.  
4. Make use of social and cultural differences to create new ideas and increase both innovation and quality of work. | S1. Ability to turn idea into action  
S2. Creativity/innovation  
S3. Ability to plan and manage tasks  
S4. Independence  
S5. Motivation  
S6. Determination                                                                                                                                       |
Young unemployed people need new learning approaches which will combine typical non-formal education approaches which will combine the typical methods such as mentoring, guidance and counseling that can provide career pathways. This new approach can be proved systematic in tackling youth unemployment and prevent the mismatch of qualifications and the labour market gaps, reinsuring smoother transition from school to work especially for young people with lower qualifications.

In order to achieve this objective, a training framework and curriculum has been designed, structured in the following modules:
Module Objectives

Upon completion of this Module participants should be able to:

- Acquire an insight on the socio-economic and specific characteristics of NEETs
- Understand specificities and needs of young people of migrant background
- Be prepared to deal with young people from disadvantaged background
- Overcome stereotypes and prejudices for NEETs and migrant groups
- Communicate effectively with different social groups taking into consideration a different approach to be followed
- Reflect on effective strategies to empower those youth in need of personal and professional orientation

Unit 1: Working with NEETs

Unit 2: Working with young people from minority backgrounds

Unit 3: Overcoming stereotypes, generalisations and prejudices

Unit 4: Avoiding/Overcoming communication barriers
Upon completion of this Module participants should be able to:

- Be fully aware of their role and responsibilities as mentors
- Communicate effectively with their mentees as well as transfer their knowledge on the matter to their mentees
- Know how to learn effectively and transfer that knowledge in the form of Learning skills to their mentees
- Be skilled at empowering their mentees
- Be able to self-reflect during the process and improve in their new roles as mentors

"Being a NEETs’ mentor" focuses on the main skills of the mentors in the process of working with a mentee and their effective implementation. The module covers a couple of subjects such as General information on being a mentor, Communication skills, Learning skills and techniques, Empowering NEETs. The module also provides the mentor with a practical Mentor’s diary which main objective is to help mentors be more focused during the whole process as well as to enhance their level of self-reflection. The selected units are key parts of the whole mentoring process but consist of especially important skills to acquire in the beginning of the relationship between the mentor and the mentee.

Module Objectives

Upon completion of this Module participants should be able to:

- Be fully aware of their role and responsibilities as mentors
- Communicate effectively with their mentees as well as transfer their knowledge on the matter to their mentees
- Know how to learn effectively and transfer that knowledge in the form of Learning skills to their mentees
- Be skilled at empowering their mentees
- Be able to self-reflect during the process and improve in their new roles as mentors

Unit 1: Being a mentor

Unit 2: Communication skills

Unit 3: Learning techniques

Unit 4: Empowering NEETs
## Module Objectives

Upon completion of this Module participants should be able to:

- Help NEETs analyse their individual situation, expectations and personal aims through the identification of their strengths and weaknesses (SWOT Analysis)
- Support NEETs in dealing with employment barriers providing job orientation and career choice.
- Orienteer NEETs with individual development plans and goalsetting
- Train NEETs for the job application process (CV and interviews)

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### Unit 1: Expectations, personal aims and SWOT Analysis of NEETs

### Unit 2: Job orientation and career choice to overcome barriers to employment

### Unit 3: Developing individual plans and goalsetting

### Unit 4: Preparation for job application process (CV and interviews) for NEETs

This module will aim at providing mentors with those skills useful to help them on orienting, guiding and supporting NEETs on their transition from education to the labour market, especially giving them also the tools to analyse the context, like the job market, on which they need to work.
Upon completion of this Module participants should be able to:

- Understand the concept of Key Competences and Soft skills and communicate it to a mentee
- Use strategies for self-assessment methods for NEETs (Self-reflection)
- Develop strategies to manage resilience and emotional intelligence
- Identify the keys characteristics of Soft and transferable skills
- Apply this knowledge to develop Soft and Transferable skills in NEETs

Module Objectives

This module will provide mentors with knowledge on the lifelong learning, on the importance of key competencies and soft skills thus offering a complete overview on the learning approaches and on the process of the assessment of the learning itself, supporting mentors on choosing the right approach for their target.

Module 3: Developing Soft Skills in NEETs

Unit 1: Key Competences and Soft skills

Unit 2: Self-assessment methods for NEETs (Self-reflection)

Unit 3: Learning to learn – basic understanding, added value, methods

Unit 4: Key labour market competencies (e.g. Resilience and Emotional Intelligence)
Upon completion of this Module participants should be able to:

- Understand what is social capital and its importance in the society today (community/social capital/society). List different groups of social skills and its characteristics.

- List the elements of networking, ways of connecting (social intelligence), be acquaintance with effective cooperation with others, and good examples of communication.

- Mentors should be able to help mentees to improve theirs communication skills (listening skills). Module will provide techniques of conflict management in the work place and daily life.

This module presents a platform from where mentors can grasp knowledge and practical ideas for stimulating mentees and social and civic competences.

Module Objectives

Unit 1: Importance of the community and social capital

Unit 2: How to create a network & how to connect with others

Unit 3: Communication and conflict management
Upon completion of this Unit participants should be able to:

- Describe what entrepreneurship is and how to communicate it to a mentee
- How to assess the entrepreneurship potential of a mentee
- Develop entrepreneurship skills such as Resilience, Proactive attitude, Opportunities seeking and identification, Risk tolerance and Creative thinking in your mentees
- Apply the Business Model Canvas
- Describe the different funding channels for youth entrepreneurs

This module covers the main topics that are related to Entrepreneurship and how a mentor can provoke a sense of initiative in the youth mentees. The module consist of 4 units that cover introduction to entrepreneurship; how to develop and enrich the NEETs’ entrepreneurial skills; presentation of a practical method of how to transfer a business idea into running business and channels for funding of youth entrepreneurs. The module is practically oriented and includes different learning methods such as: handouts, case studies, videos, models, etc.

Module Objectives

Unit 1: Introducing NEETs to entrepreneurship

Unit 2: Developing and enriching the NEETs’ entrepreneurial skills

Unit 3: Practical method to transfer the idea into business model

Unit 4: Entrepreneurship Funding for NEETs
Upon completion of this Module participants should be able to:

- Learn more about information and communication technologies. ICT world of opportunities for accessing the labour market.
- How to choose the most suitable IT teaching methods for different NEETs.
- Promote Computational thinking (translating data in abstract concepts) for NEETs.
- Use digital tools & media to enhance and promote own career.
- Use the appropriate online resources which are able to support NEETs in their transition to the labour market.

The primary objective of the STEER project is to design, develop, deliver and test a comprehensive training programme for youth workers in transition planning. Trained youth workers will utilize their training to support the transition from education to employment for NEETs and young unemployed. Trying to achieve this objective Module 6 (Digital knowledge for the labour market) will aim to make mentors aware of the potential of new technologies, e-learning, tools and resources which are able to support NEETs in their transition to the labour market. Module 6 will be consisted from 4 different units and each unit will be a different, online approach for mentors to support NEETS.

Module Objectives

Unit 1: Social media and Networking accessing the labour market

Unit 2: Maximizing Your Online Job Search & Creating an attractive, professional Online CV

Unit 3: Guide to Personal Online Reputation Management
STEER wants to create a virtual collaborative learning environment. Collaboration can consist of small groups that work together on a presentation or case study, participation in threaded discussions, and/or groups that work together to act as “moderators” for class discussion forums.

Assessment will be consistent with the learning objectives and based on weekly self and peer assessment, to prepare the trainees for the pilot actions and final exam which will ultimately determine if the trainee is going to obtain the “STEER to the future” Youthpass certificate. The STEER certificate will give trainees the opportunity to become STEER youth trainers.

For more information on Youthpass certification for STEER project check the website [www.steerproject.eu/](http://www.steerproject.eu/)
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