

Reaching the Goal

Results of Erasmus + *Reaching the Lost Generation*



2017

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Introduction

The Erasmus+ project – entitled *Reaching the Lost Generation (RLG)* and aimed at developing entrepreneurial skills – started in the autumn of 2014 and concluded in summer 2017. The project intended to develop a training programme for young people aged 16-24 years who were on the verge of work and education – to be used throughout Europe. It focuses on young people who are neither employed, nor participate in any learning process or are likely to end up in this situation – and supports them so that they do not become members of a 'lost generation' but encourages them to shape their own future in an active way.

The programme suggested the idea of *Reach for your Life' Goals* – by using the acronym RLG which referred to the programme and introduced it into international usage.

The following institutions and organizations of four countries – Hungary, Scotland, Germany and Poland – participated in the three year joint project:

EDUNET Foundation, Hungary (as a coordinator)
Train'd Up Limited, Scotland, United Kingdom
Cracow Pedagogical University, Poland
Euro-Trainings-Center, Germany

The project focused on the following issue: how can we support young people to face challenges by strengthening their entrepreneurial skills and attitudes in a broad sense – and encourage them not to show resignation and passive acquiescence, but demonstrate proactivity and cope with difficulties in a successful way?

The international workgroup has identified several issues during their professional discussions on preparing the development stage. The economic level and the social composition of unemployed young people of the partner countries differ, but their problems seem to be similar in many respects. This situation formed a common base for constructive thinking.

At the beginning the project focused on young people with a low educational level who are internationally identified by the acronym NEET (not in education, employment and training). As the discussions went along the partners became more and more aware of the importance of the preventive function of the training. It has become clear how useful it would be to strengthen basic entrepreneurial skills during the last stage of schooling and prevent a NEET situation occurring. The project aimed at avoiding this NEET life situation and supported young people to gain vocational skills after leaving school, based on their individual ambitions and capabilities and guide them towards employment or self-employment.

The project produced a 12 week training programme – to develop competences, behaviour and attitudes – and a tool to assess competences related to the development process. The latter one enables trainers to acquire information about the participants in the field of 10

competency areas by using motivating exercises – at the beginning and at the end of the activity process.

Developing, testing and correcting the items of the programme step by step in practice created an organic and cyclic process during the three year period. The tasks of elaborating the content units of the competence areas collectively identified – beside a process of continuously and intensively changing ideas – were distributed among the partners by content categories. All the four partner countries participated in testing the competence assessment and development activities in two cycles, collecting experiences and drawing conclusions, and finalizing the full teaching and learning materials.

What is this paper and who is it for?

In the course of working together, the international work group concluded that the problems of all young people are similar – although the economic levels of the partner countries differ and the sociological composition of the young people threatened by unemployment is not entirely identical.

The project primarily focused on those young people with low educational achievement in the four partner countries who are identified by the international word usage NEET (*not in education, employment and training*). It became clear however that the preventive function of the planned trainings was also important. This strategy is supported by the intention that the programme basically focuses on developments which are not emphasized in traditional schooling.

The RLG project was realized by the professional cooperation of four countries with different experiences of working with the young people in question in all European regions. The programme developers focused actually or virtually on representing diverse regions and residential settlements, institutions and organizations respectively. The focus was on those people who might utilize the results of the project and deliver the programme in their own area. In spite of the different conditions of their own environment they are connected to each other by similar challenges they will have to face. The consequences and the deep roots of a NEET life situation look similar across the EU.

As a consequence this publication is for those people who are able and want to help young people in Europe in a direct or indirect way to realize their ambitions in harmony with their social needs. In other words they should not become early school leavers without proper educational achievements, but they should acquire education based on their capabilities and interests, cope with diverse difficulties and find or start employment corresponding to their knowledge in the various countries of Europe.

National and local decision makers can play an important role in encouraging smaller and larger communities in Europe to perceive why it would be important for young people to avoid NEET life situations and guarantee them the conditions of living as satisfied citizens in the

world of education and/or of work. With the help of regulations they can create the environmental conditions that enable them to cope with difficulties successfully and secure the resources necessary.

Institutions educating young people – be they schools offering general or vocational education or providing primary or secondary education – can successfully integrate the RLG programme. Institutional framework can facilitate education for trainers, organizers and participants and raise the probability of positive influence. But *civic institutions and organizations without an educational profile* might also use the programme successfully. Young people living in prison or in reformatories also participated in testing the exercises, as did refugees coming to Europe without their parents and children living in children's homes.

The programme is of course not omnipotent. It cannot replace for example a serious lack of education in the past. But testers say it can give young people a boost.. It might help them to realize important perceptions about themselves. It might strengthen them to create their own future vision and define their objectives. And when moving in this direction they might move out of deadlock and proactively find valid ways towards the world of education and/or work.

This publication provides an overview of the essential issues of NEET topics and RLG programme for decision makers, managers and practitioners who want to support young people to find self-help solutions for their problems. It demonstrates the content structure, the materials available at large and the methodological features of the programme. It also shares the most important experiences of development and testing. It offers a basis of how to fit the programme into the various and ever-changing local conditions and encourages the participants to use learning and teaching materials in a creative way – to teach the widest strata of young people in need of help and to promote them in an effective way.

1. WHY IS IT NECESSARY TO DEAL WITH THIS TOPIC AND HOW DO WE DO IT?

1.1. Beyond the world of work and learning

The RLG project started with preparing an initial study which overviewed the essential facts and professional principles defined as the initial items of development by the work group. Parts of this were connected to the educational level and labour market position of young people while another part was to inform the reader about the economic conditions of the partner countries.

1.1.1 Lost generation?

The term 'lost generation' was first used by Hemingway referring to the disappointment of young people during the post First World War period. The category appeared again in common use as a consequence of the economic recession beginning in 2008. Due to employment difficulties and the lack of future opportunities, more and more people throughout the world have considered the twenty-somethings as a 'new lost generation'. An OECD report from 2012 pointed out that due to the shortcomings of skills, motivation and self-assessment the members of this 'lost generation' would have difficulties with entering the labour market even in future years when the recession will have come to an end and employment will have risen again. (*OECD Employment Outlook, 2012*)

The unemployment of young people reached its peak in February of 2013, close to when the project started. The proportion of unemployed young people was twice as high as the unemployment rate of the adult population. 23.5% of young people aged 15-24 did not participate in education and were not employed during that period: a figure that totalled 5.7 million young people.¹

This age cohort does not face the same difficulties in every European country. NEET young people (not in education (primary or vocational education), not in training and not in employment) are generally classified as an age group of 15-29 years by international statistics, making a somewhat broader range than the age cohort of 14-25. The proportion of NEET young people is shown in the following figures by individual countries in 2016 as compared to the whole age group.

¹ Source: Eurostat <http://ec.europa.eu/eurostat/documents/2995521/6807651/3-30042015-AP-EN.pdf/c619bed7-7d9d-4992-95c3-f84e91bfcc1d>

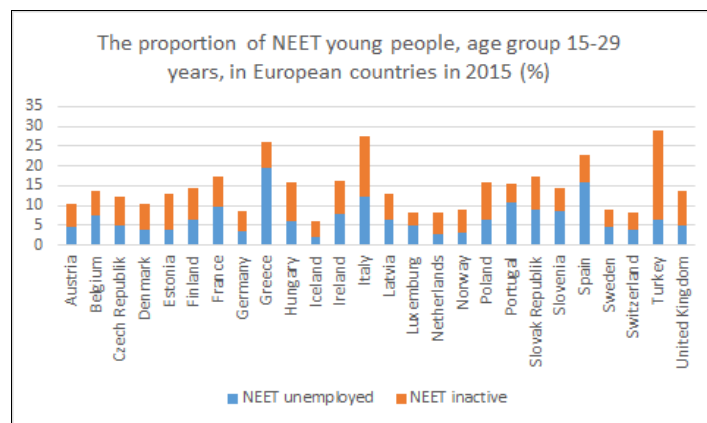


Figure 1. The proportion of NEET young people by individual European countries, age cohort of 15-29 (2015)

A significant proportion of females belonging to the NEET category are taken as *inactive* in most of the countries, while most of the males are considered *unemployed* by statistical surveys.

Inactive

a person who was neither employed nor unemployed during the survey reference week in a sense that he/she did not want to look for work.

Unemployed

a person who was not employed during the survey reference week and has not worked an hour either as a paid employee or as a self-employed person; he/she can be considered as a person who is looking for a job (who had taken steps in order to find a job during the four week period before survey reference week); who would have been able to enter service at any given moment within two weeks.

Source: Education at a Glance, OECD, 2016. 354p

1.1.2. Early school leavers

The risk of becoming unemployed threatens early school leavers and those most of all who drop out of school without acquiring qualifications. The map below shows the proportion of early school leavers in different European regions.²

² Source: Education and training monitor 2016 (43.o.)
https://ec.europa.eu/education/sites/education/files/monitor2016_en.pdf

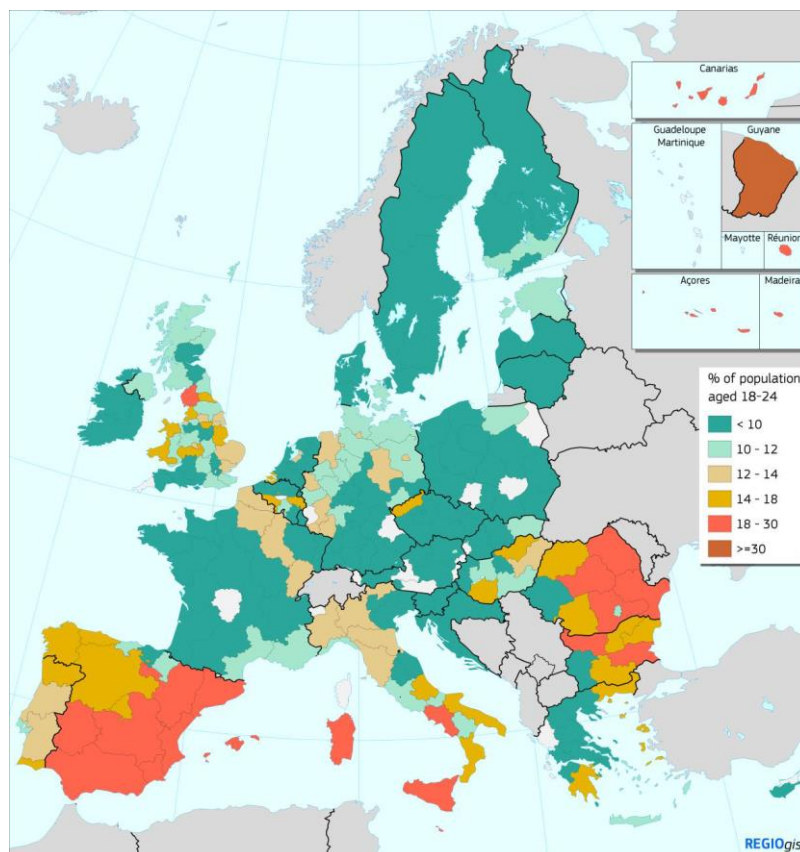


Figure 2. The proportion of early school leavers in the age cohort of 18-24 in European countries (2015)

Comparing the figures of the map and the diagram suggests a close connection between early school leaving and an emerging NEET life situation – it does not however create the main source of the problem in every European country.

1.1.3. Conformation of NEET trends

The proportion of NEET young people and their total number in Europe have reduced to 20.9% and 4.8 million respectively by 2015. The trend seems to be improving but this problem has still been under serious pressure in European societies.³ Additionally we can find countries which do not show any positive changes for the present in this respect.

³ Source: Education at a glance, OECD 2016 Table C5.2.

<http://www.oecd.org/education/skills-beyond-school/education-at-a-glance-2016-indicators.htm>

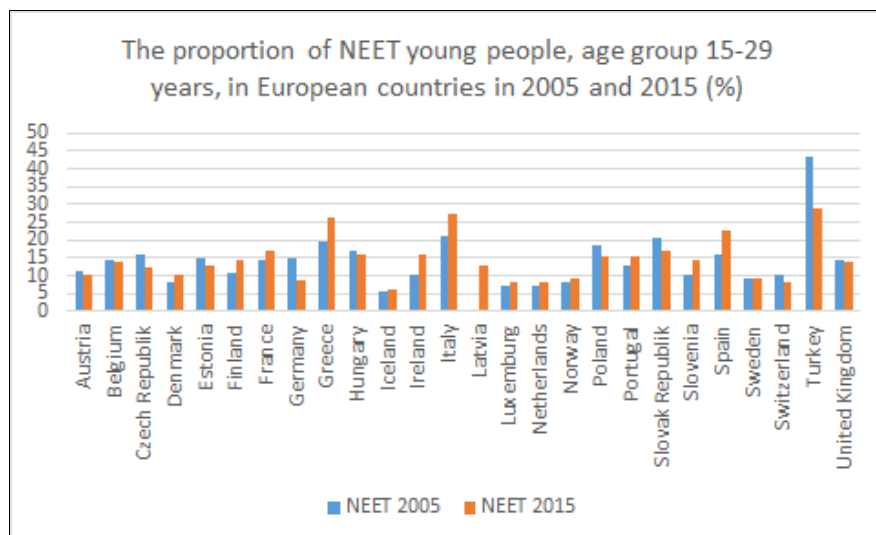


Figure 3. The proportion of NEET young people in the age cohort 15-29

1.1.4. Conformation of labour market, employment and social conditions

In the years of 2015 and 2016 the labour market became revitalized and the ratio of unemployment came close to that of the period preceding 2008. The improvement in employment however followed diverse dynamics by age groups and educational levels. The highest ratio was characterized the older group and it was rather modest among young people. It was strong among people with a high educational level whilst the conditions of those with a low education have narrowed down. Most of the new workplaces grew in the service sector (+1.4 %) and in industry (+0.7%) while employment in agriculture reduced (-2,6%), a figure that explains the reduction of self-employees.

The ratio of those living in poverty reached the 2008 level in 2016, a level that can be considered rather high. Almost one third of them (31.2%), aged 18-24, also targeted by the RLG project, suffered from poverty and social exclusion in 2015 mostly due to financial difficulties in the family and the uncertain employment situation.

The complex achievement index of the labour markets⁴ shows a positive picture for the partner countries which – although at different levels – have relatively good prospects for the future as they have an average situation. There are however such states which are characterized by stagnation and negative trends. They are qualified as countries in crisis and the task is to follow them up.

⁴ Source: <http://eur-lex.europa.eu/legal-content/HU/TXT/?uri=CELEX:52016DC0729>

Categories of achievement assessment indicators	Viewed from		
	the ratio of unemployment	the ratio of youth unemployment	the ratio of NEET unemployment
Countries with the best achievement	Germany	Germany	Germany
Countries with are better than the average	Hungary Poland United Kingdom	Hungary United Kingdom	Hungary
Countries with average achievement		Poland	Poland United Kingdom
Countries to be followed up	Italy Latvia Portugal	Latvia Portugal	Finland France Ireland Slovakia
Countries in Crisis	Greece	Greece Italy Spain	Bulgaria Croatia Italy Romania

Figure 4. The partner countries and other EU countries suffering from a crisis situation and viewed from the future prospects of young people (2015)⁵

Based on the ratio of youth unemployment and a high or deteriorating NEET situation in specified countries, the RLG programme might usefully support the efforts of young people which aim at developing their own competences and gain better opportunities for a more hopeful life.

However, it should be stressed that the level of youth unemployment in Europe (15-24 years) in 2013 was over 23%, and in some countries (Spain, Greece) approached 50%. On average, the youth unemployment rate in the EU was two times higher than for adults (overall

⁵ Ibid: based on the information of page 21

unemployment rate). Although it has decreased – from more than 23% in 2013 to less than 19% in 2016 – the youth unemployment rate is still very high in the EU. In several countries it is still more than 40% (figure 4). Moreover, there is a gap of more than 30% between the Member State with the lowest rate of youth unemployment (Germany at 7%) and the Member States with the highest rates, Greece (47%) and Spain (44%). Long-term youth unemployment is still at record highs. The greatest risk of unemployment occurs among people with low education and low skills. In 2016 more than 4.2 million young people (aged 15-24 years) were neither in employment nor in education or training (NEETs) in the EU. High youth unemployment co-exists sometimes with increased difficulties in filling vacancies. This points to the existence of labour market mismatches, due to inadequate skills, limited geographic mobility, or inadequate wage conditions.

1.2. Self-regulating learning

Adult learning forms the second starting point of development of the programme. It focuses on understanding the difference between adult and childhood learning, particularly on the issue of how we can characterize the young people of the RLG programme who have just left childhood, but when it comes to learning they should be considered as adults by their relationship towards learning – from the aspect of inner motivation and self-regulating mechanisms.

1.2.1. General aspects of adult learning

The most important source of effectiveness is if adults are allowed to regulate their own development. Some essential items of self-regulated learning are as follows: autonomy; need for an active learning experience; need for being taken as equal partners; preliminary experiences should be accepted and appreciated.

Various life experiences of adults might support or hinder their learning process. The items of their knowledge are of specific and practical nature. The process of sharing their information might widely enrich the knowledge of others. Their prior and interiorized ideas, attitudes, habits and opinions often make their perceptions selective. If new items of information do not suit their preliminary experiences, adults tend to reinterpret or reject them. As a consequence, past experiences and explanations (cognitive schemes) may block changes.

The learning process of adults is often problem oriented and depends on application. Facing real life problems inspires adults to take learning seriously. That explains why adults prefer acquiring knowledge that can be immediately applied in practice. Satisfaction originating from

successful problem solving provides them with additional inspiration. Consequently, it is preferable to present the content of adult education as problems rather than academic learning materials.

Whatever inspires adults, learning responsibility for their development forms a decisive detail. In order to realize their objectives, they often mobilize their thinking, affections, will and activities. Mobilizing their power sources makes them raise the awareness of inner and external incentives and reflect on their experiences and learning characteristics respectively.

The majority of characteristics listed above make an essential component of self-regulating learning based on inner motivation. Learning conditions are however less optimal for all adults. Learning success is influenced by several external and inner factors.

1.2.2. Factors making adult learning difficult

Adult learning is generally of an embedded nature. It means that learning – originating from the various roles of adults – is embedded into parallel activities. Shortage of time often presents difficulties for adults quite independent of their educational level and occupation. Much stress comes from the external world while another part originates from the inner features of personality.

External conditions of stress might be as follows: adult learning is not supported by family and workplace; training lacks flexibility or participants do not have options; training does not offer the proper atmosphere; educators are incompetent; learners are not treated as adults or treated dismissively by trainers. Another cause of stress: the objectives of learning seem to be unrelated to practice or they can be realized with difficulties; participants do not receive appropriate feedback in time about effectiveness. The intensity and volume of external impediments are however strongly influenced by the capability of participants to cope with difficulties.

If adults are too weak to cope with difficulties, their learning process will be hindered by a number of inner characteristics coming from their personality. A few examples: negative self-image, little self-confidence; underestimation of the capabilities of the self; fear of being humiliated; a variety of negative feelings; lack of skills to manage stressful situations; indisposition for change; fear of making mistakes; a number of bad habits and beliefs embedded in the past.

And finally, acquiring success in adulthood might be restricted by a number of other factors as well: negative schooling experiences, underdevelopment of learning techniques and shortcoming of basic skills – lack or weakness of concentration, attention, writing, reading, counting, etc.

1.2.3. Factors raising the efficacy of adult learning

The so-called psychological immune system might effectively protect adults against factors to impede learning. The complex inner power sources help people to endure stressful situations and preserve development potential and operability at the same time. By the same token, this process may result in enriching the personality and strengthening the sense of self-efficacy. The psychological immune system is based on accumulated experiences, cognitive means and the potential of recognized interest and selected values. The effective operation of these plays a distinguished role in turning adults into successful learners.

All sorts of accomplishments will support the efficacy of learning if they take adulthood learning features seriously and intend to solve the problems mentioned. Efficacy will be increased for example: if learners consider their own experiences as a power source, if they feed positive feelings for themselves and as a consequence, they do not consider changes risky. If learners accept specific learning roles because they understand the advantages instead of corresponding to external expectations, adult learners will be led by the intention of what personality they want to develop. If they actively participate in planning their own learning process, if they develop their knowledge to harmonize with their self-image and responsibility, if they work in a conforming atmosphere, if they are taken as equal partners – all of these situations will improve the efficacy of learning.

1.2.4. Self-regulating learning

Self-regulating learning is an optimal way of adult learning when individuals actively seek and utilize their knowledge acquired to solve specific problems. Personal interest and a vision of the future influence this form of learning. Two processes shape this method of learning in parallel: the learner's behaviour is regulated by inner motivation and increasing efficiency to be achieved step by step in connection with a permanent reflection on their own achievement.

All sorts of solutions will support the efficiency of learning if they have realistic self-knowledge, positive self-assessment, self-confidence and belief in efficacy, diligence and endurance, self-

control and capacity for self-management. Self-regulating learning creates a cyclic process with the returning phases as follows:

- Aims and planning: analysing your own interests, weighing necessary behaviour, comparing inner motivation with aims, assessing the difficulties of specific tasks, mobilizing preliminary knowledge
- Achievement – paying attention to the process and regulation: awareness of tasks imposed, mobilizing adequate strategies, paying attention to endurance of personal interests, continuous control of coping potential with tasks, modifying efforts when needed, reinterpretation of possible tasks.
- Reactions, reflexions and feedback: assessing coping strategies and surveying learning results so that they should not destroy self-image but develop it instead.

1.2.5. Developing inner motivation

Motivation drives successful learning. People without learning motivation cannot be taught anything. Helping learners to develop their motivation has a few basic levels:

- If learners show negative attitudes towards learning trainers should eliminate opposition before doing anything else. Resistance might have several kinds of sources. Satisfying the requirements of parallel life situations often ends in conflicting roles which might devalue learning. Resistance might originate from their schooling period as well. Trainers should help adults to cope with factors or dissolve possible inner conflicts which hinder learning.
- Only external participants (partners, parents or trainers) can change the individuals from the state of zero-motivation and indifference towards learning. They can offer future rewards which would encourage participants to act. It is however important that participants themselves should identify the future rewards as rewards and not other people. As all kinds of motivation are better than indifference, trainers face the important task of encouraging participants to learn. External motivation might represent the first step of moving towards inner motivation.
- Having success in learning situations or the sense of self-efficiency raises positive self-evaluation which may be decisive in turning young people into self-regulatory persons. Professional supporters may contribute to learning success with a number of methods at this stage.

- The first step of developing internal motivation in a planned learning situation is if students accept the norms suggested by trainers and adjust their behaviour to norms. It will be easier to follow the norms if activities are carried out in relaxed and conforming atmosphere and participants can have their choice which activities to participate in. The norms they will find easiest are those which offer them competence.
- The second step of motivation is formed by identifying with objectives and norms – so that they represent values for participants as well. It differs from the first level because participants personally consider the activities essential, though they have not fully incorporated them, as yet. They have just temporarily identified with some external expectations while following the norms.
- We can talk about integrated self-regulation when adult learners have built all the driving forces into their own systems and have identified with them. They feel that driving forces are in harmony with their personal needs and they do not take action to suite expected requirements by other people. Experienced internal motivation is based on personal experiences. It is the main supporter of self-regulating learning and the most effective driving force of learning achievement. It is based on the autonomy of personalities, which is to say on their specific capabilities to regulate the activities of individuals. They can cope with the challenges of the world and maintain the integrity of the personality. In other words, their mental immune system functions well. Trainers supporting the autonomy of adult learners contribute to developing the teaching and learning materials of self-regulating learning as well.

1.2.6. Reflection and changes

Reflection represents a specific type of thinking strategy. It focuses on activities, thoughts and sentiments. Regular and conscious observation of specific behaviour fields forms the basis of reflection, which is developed by experiences. Reflective thinking includes the capability of analysing, selecting and taking responsibility for selection. When individuals comment on their own learning they will think over the efficiency of their activities, the roots and consequences which support the process of conscious learning and increase the efficacy of the process.

Reflective thinking is a cyclical recurring process. You can visualize it as spiral circles of self-regulating learning which build on each other and permanently initiate new processes of redesigning. This sort of thinking is widely determined by prior knowledge, experiences, values and presuppositions of learners. It is also influenced by their analytical capabilities, openness and flexibility of thinking. Starting from any level, reflective thinking can be acquired – its development connects prior and new items of knowledge and replaces old items of knowledge, reflection and attitudes with new ones. The process will be particularly well

supported if reflection is realized as part of social learning – involving discussions, debates or cooperation.

Reflective thinking also involves identifying and analysing emotions experienced during the learning process. It holds particularly true, when you want to find out what has made you embarrassed or puzzled in a particular situation. If it becomes recurring practice it will develop emotional intelligence and help learners recognise what situations they prefer or wish to avoid in order to have personal success. Thus reflective thinking and behaviour can be considered as the key items of development.

The ideas and underlying principles of the RLG programme described above have played an important role in creating self-regulatory learning and removing hindering factors for the people affected. The developers have identified idealistic trainers who have worked with active and conscious young people who take responsibility for their own development. As a consequence, the whole programme has been permeated by a stimulating and motivating toolkit and by the various opportunities for reflection.

A few important publications on the topic of adult learning and reflectivity

Andragogy: An Emerging Technology for Adult Learning. Malcolm Knowles

<https://www.nationalcollege.org.uk/cm-andragogy.pdf>

Self-Directed Learning: A Key Component of Adult Learning Theory. Geri Manning

<https://www.bpastudies.org/bpastudies/article/view/38/78>

2. HOW IS THE PROGRAMME BUILT UP AND HOW DOES IT WORK?

The programme closely connects to the recommendations of Union 2006 on the key competences of lifelong learning⁶ in its outlook. Initiative and entrepreneurial competence make one of the eight highly emphasized content areas of the document - namely: the capability of realizing ideas by creativity, innovation and risk-taking and the capacity of making and implementing plans.

Strengthening entrepreneurial competences forms part of the four strategic aims of European framework on preferable cooperation in the field of education and training in each learning form compiled in 2009.⁷ Though the documents were published a long time ago and their importance cannot be questioned, no serious efforts have been made to develop this area either in curriculum or in teaching practice in most European countries.

The RLG project has assumed the wide interpretation of entrepreneurial competence suggested by various European documents. As a consequence, the programme does not intend to prepare young people to establish specific enterprises, but wants them to develop competences, capacities and attitudes instead, which form the essential components of any effective initiative.

2.1. Areas of competence development of the programme

After reviewing professional literature and holding a number of personal meetings and online consultations, the project partners finally agreed – in harmony with the norms of adult learning outlined formerly – that maintaining the healthy and positive self-assessment of young people is one of the most important conditions to reach this goal. There are some personal traits and motivations which are of particular importance in relation to successful self-management.

A few important personal traits:

- *passion*: undertakes opportunities and challenges with strong enthusiasm and sustains a highly motivated state of mind to reach goals,
- *perseverance*: maintains goal-directed actions even when faced with obstacles,
- *proactivity*: looks for opportunities, initiates to take action, and perseveres until they have brought about the change they planned for.

Personal motives may also play important roles:

⁶ RECOMMENDATION OF THE EUROPEAN PARLIAMENT AND OF THE COUNCIL of 18 December 2006 on key competences for lifelong learning (2006/962/EC)
<http://eur-lex.europa.eu/legal-content/HU/TXT/?uri=celex:32006H0962>

⁷ Education and training 2020
[http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex:52009XG0528\(01\)](http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex:52009XG0528(01))

- *internal locus of control*: rests on the conviction that a person believes that he/she can directly affect an event or control an outcome,
- *need for achievement*: tries to accomplish difficult tasks – and maintains high standards in implementation,
- *self-efficacy*: a person believes that he/she is able to do and successfully accomplish a task or specific activity.

Due to their importance, the whole programme aims at strengthening the traits mentioned. The partners have delineated ten content areas to be handled independently because their development and advancement were considered to play an important role in running the wider area of business competences. As a consequence, the content areas were brought into the focus of joint activities and a training package was developed to target them.

RLG programme highlights competence areas as follows:

1. *willingness to learn*: self-reflection on self-strengths and weaknesses; missing competences and skills are looked upon as learning opportunities; being open to acquiring new skills,
2. *interpersonal skills*: readiness to communicate and do teamwork – ability to work with people from diverse backgrounds. Ability to identify own thoughts and feelings and communicate them; recognizing the ideas and sentiments of other people and reflecting on them; assertive communication; active listening skills; using all these skills in conflict resolution; clarification of ideas; debating skills; negotiating; cooperation; networking: building and maintaining good relationships,
3. *strong initiative*: looks for new opportunities, highly motivated, persistent, identify and choose the best way to achieve your goals,
4. *problem solving*: defining problems, creativity in finding solutions, efficient locating and use of information to generate alternative solutions (thinking outside the 'box'),
5. *taking responsibility*: willing to take accountability for actions and recognizing the consequences of decisions,
6. *planning and organizing*: prioritizing in order to manage work and time effectively, meeting deadlines,
7. *ability to make decisions*: ability to find multiple viewpoints to evaluate alternatives in an appropriate timescale, weighing possible risks,
8. *adaptability and flexibility*: ability to overview and reformulate plans in order to fit changing conditions,
9. *willingness to take risks*: ability to accept ambiguity and make choices even if not all information is available; to perform risk assessment and take sober-minded risks, learning from past experiences,

10. *business-minded thinking and awareness*: knowing where to look for information, understanding administration, how to allocate necessary resources in order to reach success in business.

The RLG programme aims to develop the competences mentioned, raising awareness of their importance and supporting their development in an effective way.

2.2. Surveying and assessing competences

To encourage participants to view their capabilities and attitudes clearly and to realise which level they have arrived at with the help of the exercises, we have created three important forms of assessment as follows”

- *Completing self-assessment questionnaires* before and after the training sessions – this provides participants with a subjective description and trainers a view about the competences the programme focuses on.
- *Set of activities* carried out before and after training sessions – external observers receive a more objective picture about the competences of participants.
- *Questionnaire-based activities* fitting into the process of training – provide participants feedback on the aspects of their behaviour and skills requiring development.

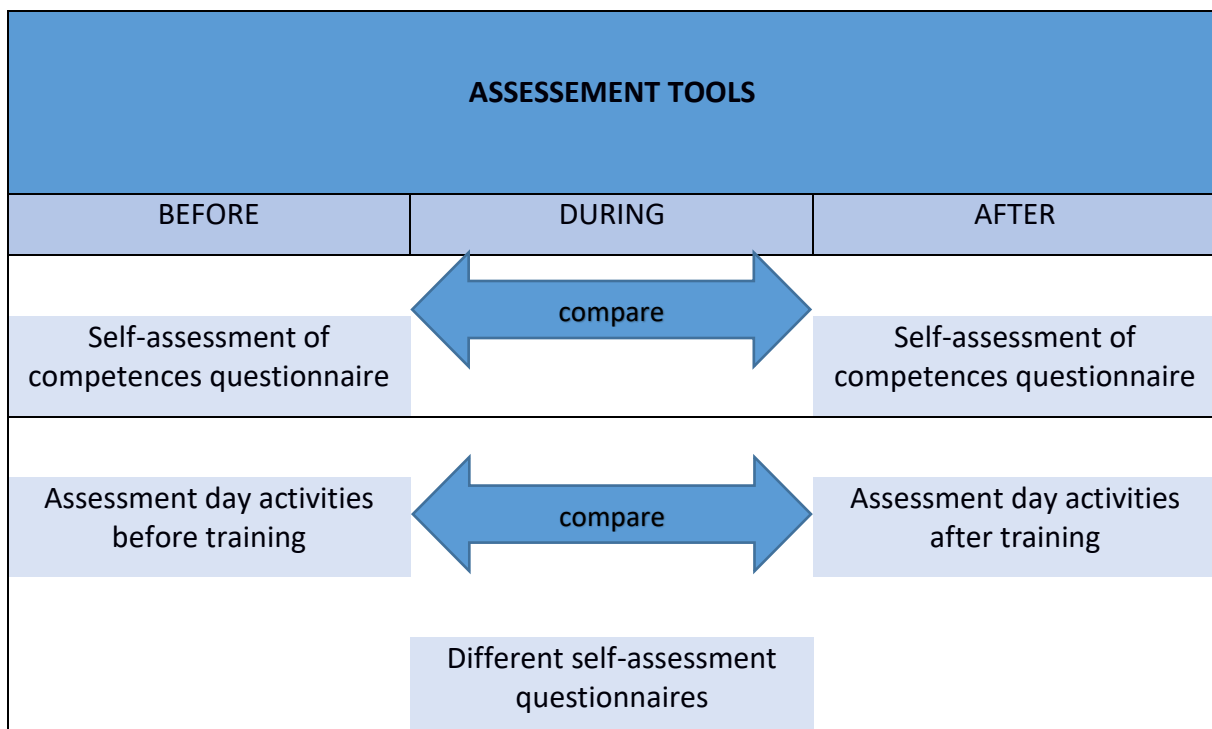


Figure 5. Tools developed to assess the competences

Prior to training, using these questionnaires might assist in planning the content of the training sessions and the composition of groups. Comparing the results of the opening and closing day assessments and the feedback from the programme may provide information on progress. Feedback may increase the self-awareness and self-knowledge of participants as part of training and assessment.

2.2.1. Self-assessing questionnaire on competences.

The self-assessment questionnaires contain 40 positive statements which refer to behaviour. The statements inform the reader about whether the participants show interest in or like doing something, if they are committed to doing something, they feel like doing it this or that way, if they possess certain characteristics, are aware of, intend to do something, are capable of doing something, are good at, feel like doing something or present certain characteristics by their behaviour or pay attention to something. Participants use a 4 or 6 degree scale to indicate to what extent the characteristics define them, that is to say, which competence element they possess and at what level.

The charts help to assess results by assigning statements and competences to each other. The total scores of each area show which participants feel strong in some areas or think that self-development is necessary. After completing the training sessions the participants fill in the same questionnaires. They practically assess what changes they have observed in themselves and how they felt personally when participating in the activities.

A few examples picked from the statements of the questionnaires

I feel that I have a number of good qualities
I can work with someone with different opinions from mine
I like to organise activities
I am good at recognising problems
I feel confident in being the leader of a team
I adjust my plans to changing circumstances
I am interested in setting up my own business
I would be willing to take risks to set up a business
I need a lot of information to be confident of making decisions







6 	5 	4 	3 	2 	1 
<i>strongly agree</i>	<i>agree</i>	<i>tend to agree</i>	<i>tend to disagree</i>	<i>disagree</i>	<i>strongly disagree</i>

Figure 6. Pictograms to evaluate the statements of the questionnaire

2.2.2. How competences manifest themselves in the activities.

Since the initial self-assessment of the young people might be subjective, the programme produced an assessment which provides a relatively objective judgement. Some of the exercises have been made with that purpose in mind. Each of the ten exercises which make up the initial assessment enables the observation of two competences simultaneously. As the final assessment exercises are more complex, the participants will demonstrate a number of competences while carrying them out.

Observers support the trainer's work during both initial and final assessments. They complete an observation form noting if the responses of the participants indicate the presence or absence of specific the competences reviewed. They focus on a few basic components of behaviour at each competence. If they observe a specific characteristic in the activity, they circle the particular number related to this. Finally they summarize the scores to show at which level the participant has demonstrated their strengths and in which areas they would need development.

Figure 7. Some examples about behaviour forms from observation sheets

Competences	Behaviour form	Scores
Interpersonal skills	He/she tends to put their ideas in a way that helps the audience understand them.	1
	He/she has eye contact with the audience.	1
Planning and organizing	He/she produces accurate solutions reaching the objective without moving in wrong directions.	2
	He/she went in the wrong directions three or more times while seeking a solution.	0
Willingness to learn	He/she draws conclusions from the experiences of the exercises.	1

	He/she recommends new views or strategy to solve the problem.	1
Problem solving	They define points of view for cooperation	1
	He/she senses the essence of the problem and offers a positive model by their own behaviour.	1
Taking responsibility	He/she behaves in a cooperative way and accepts direction from others.	1
	They are active and take direction in solving the problem.	1

Based on the summarized score number, observers and the trainer jointly assess all the competences of each participant using a five grade scale. The competences of participants may be classified as follows:

- the specific competence did not manifest itself at all or it hardly did so,
- it did manifest itself,
- the specific competence manifested itself well,
- it was very well demonstrated.

At the end of competence assessment day the participants fill in a feedback form related to the exercises. Trainers can identify the types of activities participants like the best and those ones they were not very interested in.

2.2.3. Self-assessment questionnaires on personal and social competences

As a way of meeting local needs, self-assessment questionnaires may be placed into several areas of the programme, to relate to reflection on initiatives and entrepreneurial competence or other necessary components. One type of questionnaire will show specific social skills. Another type describes the characteristics of personality and raises the awareness of them.

Participants may use these questionnaires and the interpretation of results embedded in various exercises. They help participants to identify their strengths and the required areas of their development.

2.3. Developing competences

The programme focuses on the development of basic skills, behaviour forms and attitudes which may help young people affected or being threatened by being NEET to find ways towards learning, vocational training and the world of work or self-employment. This is the objective which determines the methods used in the training activities and in dealing with participants.

Young people aged 16-24 years participate in the RLG programme. They are perhaps students finishing school, but they might also be participants of courses offering a second chance at education. They are perhaps unemployed young people registered with their local employment centre. It may be that they are not partners of any organizations but are between the worlds of work and education.

2.3.1. Participants enter the programme

Cooperation with young people starts with a personal discussion using guidelines which provide a description of the programme. While registering the participant's information and the information referring to basic skills, trainers can clarify the objectives of the programme for them. Young people on the other hand can share their ideas, feelings and experiences which might be important for trainers when planning the development process.

While having a discussion, it may come to light whether or not participants have any clear ideas of their own future. Which working conditions would they prefer the best? What type of employment are they drawn to? Do they have any fields of interest? What do they think about the next step of their life career? Do they want to find employment as soon as possible or would they like to gather information prior to that. Are they inclined to gain higher education degrees? Do they have good ideas about self-employment and would they need outside help to realize them?

When being interviewed, young people will answer various questions directly attached to the world of work. Do they have any qualifications; do they have written CVs or participated in job interviews? They share this information with the interviewer. If they have any work experiences, what are their experiences like? They can consider what skills are required by the world of work. Finally, they define what they expect from the RLG programme.

The main elements of discussions are jointly registered by participants and trainers as a starting point, and the paperwork is signed by both partners. They also sign a type of contract to demonstrate that the young person wants to participate in training and take part in cooperative activities. Our experiences show it can be extremely useful to find time to do all of this. It is important to adapt the training activities to specific needs and participants need to personally commit themselves to taking part in the programme.

2.3.2. The framework of the actual training

When forming a group of participants, the size should enable participants to do the exercises based on cooperation and at the same time enable trainers pay attention to everyone personally. Classes of 10-16 persons would meet this dual need, but a 12 person group is probably the ideal size.

It is better if the environment used does not remind the participants of a regular school environment, as some might have unpleasant memories of traditional schooling. This can be an important condition of its success, if the RLG training is to offer something different to young people who have gained little previous achievement. The schedules of the programme may be adjusted to the demands of the participants. Initial and final assessments to measure competences are an exception to this. In such cases, it is better to complete all the exercises in one bloc or within a short time. Experiences show that the exercises of initial and final assessments can be done within 4-6 hours depending on the group size. One observer should cooperate with trainers working with groups of 3-4 participants.

2.3.3. Planning of the course

The process of training can be organized in different ways of scheduling. Young people may participate in 6 hours sessions during ten workdays or two weeks, respectively. In the case of part time organizations however, the same set of activities may be divided into 2 x 3 hours per week. The full duration would cover a period of 12 weeks including initial and final assessment. The essence of the programme will not be affected, if exercises are partially integrated into other training.

The results of observations, the information from self-assessment questionnaires and feedback on exercises make an essential starting point for planning the training processes. Based on these items one can determine which are the most useful exercises for a specific group. The activities connecting to particular emphasised competences may motivate young people well due to their prospective success. It is however worth spending more time on weak areas by aiming at activities which – in spite of repetition – may be effective without making participants bored.

It is worth focusing on general skills particularly during the initial session. The experiences from this can help to determine the structure of the training sessions. They can influence the length of specific exercises, or can recommend to us which activities to plan for the morning or daytime activities.

The training programme is supported by a flexible package of activities adapted to local needs and time scheduling. There are optional exercises described in detail within the teaching and learning materials – they can however easily be adapted to the specific and divergent features of individuals or groups.

2.3.4. Motivating participants

Participants often join such programmes with hidden school failings and as a consequence, they might not be motivated to learn. One should pay particular attention to this feature during training. The programme itself however offers a number of possibilities to raise interest and promote participation in the activities. Exercises are varied; they offer challenges and often entertain participants. Young people are particularly interested in activities which enable them to leave a confined teaching space and move outside.

In terms of success it is fairly important to understand how the targeted competences are connected to the labour market and how fun activities might contribute to the development of specific skills. As a consequence, one should start each activity by clarifying the aspects mentioned. General experiences demonstrate that the sense of being accepted by a group, after showing initial shyness, may motivate participants, raise their self-assurance and help them to make individual decisions.

It can help motivation when the each step of development is recognised and the participants become aware of the changes. Finally, it is also important to provide certification for

participants to demonstrate what competences they have managed to develop in training. They should receive certificates which could be handed over in a job interview.

Receiving personal attention is the most relevant motivating factor which focuses on the needs and desires of the individual participants. By experiencing personal feedback, they can recognize that participation in this training has given them an opportunity which is not shared by the majority of their peers. The programme offers opportunities to make personal discussions about their future choices. They should consider the possibilities which help them to make appropriate decisions. The ideas and suggestions of their peers might also influence their opinions and raise their belief in their own capabilities.

2.3.5. Supporting feedback and reflections

Participants receive an amount of personal feedback. They can recognise during the initial discussion, how the programme will support their development. Following the initial assessment they can gain an idea of what sort of strengths they can rely on concerning work and learning, and which areas will they have to develop. As part of the training, they can have several informal discussions supporting their development. So, joint and cooperative ways of thinking can form part of feedback. Discussions following the final assessment provide a mirror to reflect changes they have made.

It is good to emphasize that the purpose of personality assessment always equates with looking for strengths and fields of interest. The programme never compares young people with each other. The main function of feedback is to encourage participants and judgement is never given. It is to encourage young people first of all to compare their actual self with their possibilities and capabilities.

The whole programme is interwoven by the reflections of participants. Young people give feedback in almost each exercise to determine if they have found the specific activity useful and/or effective – apart from the self-assessment. Trainers may shape the programme in a flexible way based on participants' observations. If necessary, they can omit or add exercises rather than go with the planned one.

As a final step participants complete a comprehensive assessment about the programme. They reflect on their own development by filling in self-reflective questionnaires. Observers give them feedback based on the activities of the final assessment, to what extent the ten emphasised competences might have been identified in their behaviour.

Figure 8. A few examples from the complex exercises tested by final assessment

Canteen mystery. Groups containing 4-6 participants should answer three questions – based on a set of information typed on cards. Who has robbed the school canteen? When and how did the criminal case happen? How much money was taken? The exercise presents a picture about the development of logical thinking and verbal communication and about the intellectual capacity of participants as well: to what extent they can distinguish the essential and peripheral pieces of information.

Avalanche. Participants work in groups of 4-5. They face the task to bring down skiers by a helicopter, blocked on hilltop due to an avalanche. Seven persons face increasing danger to life, but only two can be saved in one turn. As a consequence, they have to decide on the sequence of the rescue process. First they gather information about the characters of the seven persons and finally they make a joint decision. Skills need to use competencies concerning responsibility and decision making and competent communication skills are also needed.

Objectives for my future. Participants pick four of the word cards which denote some motives of human life (happiness, joy, wealth, money, travels, success, good fortune, good friends, and health). They tell their colleagues why the items picked are important for them and give back one card which they could omit. They stick the three most important items on a sheet, illustrate them with magazine pictures and texts expressing the accompanying desires. Observers assess the features of planning, interpersonal skills and decision making.

In our experiences, during the process of final assessment observers could identify development of all the young people who properly understood the significance of exercises and were able to participate in the activities with enthusiasm. This is shown by the diagram which demonstrates the experiences of the two groups of Polish young people who had tried out the experiment.

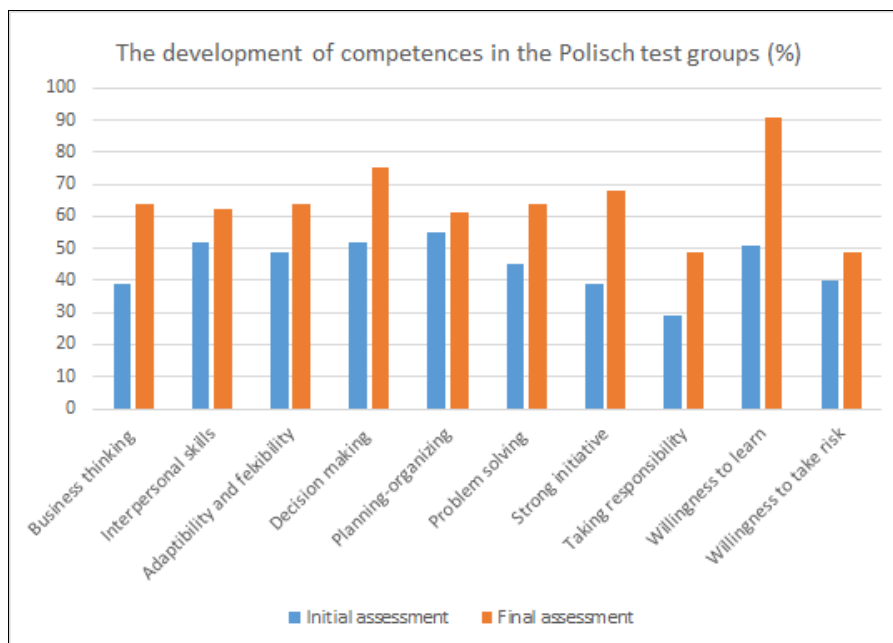


Figure 9: Development of competences of two Polish test groups by observation of initial and final assessment days, in percentage of maximum achievements

2.3.6. Following the fate of participants

Following the activities, after having established a relatively close contact with the young people, the trainers follow up on these young people for a year. This is important on the one hand, because it can strengthen the development effects reached within a short time – which are rather vulnerable. On the other hand, feedback proves to be important for the operators and attendants of the programme, as well. Without this section one cannot assess the success of the programme: if the behaviour of participants has actually moved towards proactivity.

Participants will have definitely known about the function of follow-up since the beginning because they were informed about it when signing the agreement. It is however important to strengthen the idea: help and support to emphasise this objective also during the period of training. Young people must be ready to react to being contacted by their trainers and keep in touch and cooperate with them.

Trainers and participants will jointly decide about the methods they use to keep in touch. Experience tell us that social media makes the most reliable form because it would save updating information when people change their e-mail address, phone numbers or move areas.

The most important question of the follow-up process is whether any positive changes have happened in the life of the young people: if they have joined some form of general or vocational education or have been employed. Following training they should be contacted after 3 months for the first time, and later on in the 6th and 12th months following training.

The age and life situation of the participant will also influence the frequency of being contacted.

In the case of younger participants it often happens that they proceed into other education fields or stay in education. Their circumstances do not change as much as those of other young people, who are seeking employment for the first time. Participants however, who seek self-employment after finishing the RLG programme may aim to keep in contact with professionals regularly and to receive feedback concerning their progress.

How did the life of a participant change?

Viktor lives with his parents and has an average financial situation. His father works as a truck driver, his mother works as a housewife raising two younger brothers. After graduating from vocational school he started weekend studies on marketing management at a university. He is currently working at a hotel on weekdays and he regularly attends English language courses. During the initial assessment of the RLG programme he did not reach a high level of achievement. His lowest marks were in taking responsibilities, adaptability and flexibility, as well as in willingness to learn and taking risk. Observers, investigating the mentioned competencies have indicated his level of well below 40%, with a particularly low level of achievement in the field of responsibility. However, Viktor showed strong determination in training and his development was seen as high by the observers. During the Final Assessment Day the level of his achievement was seen in several fields of competence (willingness to learn: 100%, a strong initiative 70% and decision making 66.7%). Unfortunately, Viktor's business thinking has proved his least developed skill, assessed at only 25%. (Poland)

*

The Trainers' manual and Follow-up guide offer detailed support to implement the training process and to subsequently reach success.

3. WHICH ARE THE MOST IMPORTANT RESULTS OF THE PROJECT?

The main purposes of the project in a wider sense are as follows: to elaborate and test a development programme for entrepreneurial skills – by mobilizing 96 young people as a minimum in the four partner countries, who live in different life environments. This purpose is supported by a foundation study made for the project, three different toolkits (teaching and learning materials) competency measurements, an exercise package for training and two guides for users.

3.1. A toolkit for RLG programme

The joint efforts of an international workgroup have resulted in developing all the components of the programme. The distribution of tasks and responsibility areas, cooperative thinking and practical activities, plus permanent communication and continuous exchange of experiences have produced this toolkit.

3.1.1. Foundation study

The main purpose of the foundation study was to define the features which described the social and economic characteristics of NEET groups at a general European level, and by countries, respectively. This aimed at planning the development process based on the items mentioned.

Each partner country made a partial study to introduce their own countries as a first step. They analysed the educational and labour-market situation of young people and the economic-social conditions influencing their lives. They assessed the conditions which would help young people to find their ways toward continuous learning and/or the world of work. They identified the level of characteristics which would develop the entrepreneurial, social and personal skills of general education. They examined what opportunities young people have to volunteer and participate in social enterprises. Finally, each partner has made a SWOT analysis about the labour opportunities of young people in their countries.

The foundation study of the project was based on national analyses, various international comparative studies and statistical data, respectively. The main chapters are as follows:

1. The labour market and educational opportunities of young people
2. Enterprises and economic environment
3. Specific operational features of enterprises
4. Supporting enterprises and business start-ups
5. Social capital – personal and social sources of power

The analysis has supported the assumption that both similarities and differences can be found in the countries affected.

Unemployment levels among young people surpassed that of the entire population during that time. It could be perceived as a joint feature – independent of residence, unemployment and school dropout– that the self-evaluation and self-confidence of young people were relatively low. They had an uncertain vision of their future, their objectives rather lacked realism and they did not have the ability to move or fulfil their ambitions.

One can find basic differences among the groups as far as the level of education is concerned. The majority of British and German NEET young people had a relatively low level of education. The ratio of those with a final secondary degree was outstandingly high in Poland. This phenomenon harmonized with the trend that the ratio of early school leavers in Poland proved to be rather low. Young people with low educational level, with final secondary degrees and diplomas in Hungary have however shown an almost identical level in this field.

One can find a dividing line among the four partner countries as far as chances of prosperity offered by social and economic environments are concerned. Data suggest that the United Kingdom and Germany offer better chances for their young people – due to their stronger economy –, than Hungary and Poland do. They do so, in spite of the international trend that the development of information communications technology is higher in the four countries than the world average.

Differences produced by environmental conditions coincide with some specific features of interpersonal contacts. International data show that German and British people trust other people at a much higher degree than the average. Polish people showed medium level in 2015, while only half of the average in Hungary trusted other people. The network of family relations however, seemed to be stable in the four countries.

The level of helpfulness shown toward foreigners and wider social communities divide the partner countries into two categories. British and German people regularly offer money for beneficiary purposes and volunteer more often than Hungarians or Polish people do.

Similarities and differences of education, life-situation and environment define the who's, where's and the sort of support that offers realistic help. As a consequence, one should consider the kinds of conditions and hopes for the future when developing programmes. Adaptation to local features is supported – besides the general flexibility of the programme – by the trend that 20% of the optional training exercises were developed with a country-specific feature.

3.1.2. Exercises supporting entrepreneurial competences

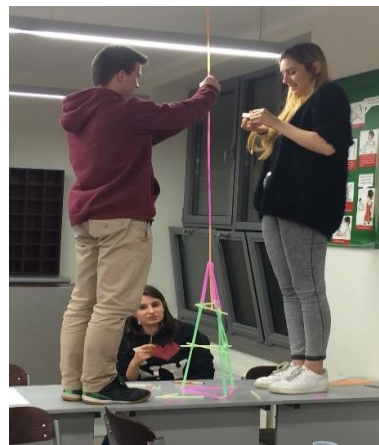
The project had an essential purpose of making it possible to measure the results of the participants' development, by establishing their original position prior to and post intervention and assessing any changes by comparing these. This purpose produced 10 detailed sets of activities of initial assessment. Developers have selected these activities from a number tested earlier. They did so in order to make the exercises cover the ten identified competences of the programme and enable competences to manifest themselves and be

observed, respectively. Before finalising the exercises and observation viewpoints they were tested in several groups and in each partner country. Finally, those exercises which proved to be useful in all the areas were combined to form the programme.

Some examples from among the exercises of the initial assessment day

Introduction. Participants were expected to produce a poster within a quarter of an hour with which they introduced themselves to their class mates. They could share anything about themselves seen as important. They were asked to talk about what was their strength and in what direction did they want to develop? They had 3-5 minutes at their disposal to talk about the poster. While doing so, observers could see how they adapted to their points and audience. They could also observe how precisely they could express their ideas while keeping eye contact with the audience and reacting to their curiosity and interest.

Stick filled with helium. Groups of 3-4 persons stand in a row and lift the index finger of their right hand. They do this so that their fingers are at the same level. Trainers place a light stick upon their fingers. They tell them that the task is to lower the stick to keep it horizontally until their fingers simultaneously reach the ground. Experiences show that their first try often finishes by them blaming each other. But later they get more and more conscious of the importance of proper communication and direction. Two content areas were observed: solving problems and taking responsibility.



Bending. Each participant gets a pipe cleaner (made of flexible wire), a ruler and an envelope. Their task is to fold a triangle, rectangle and a trapezoid while following the description in a precise way. They should finish it within five minutes and put them into the envelope with their name on. This task shows who can finish the task by building upon their geometric skills and at what level of concentration. Do they first plan the activity and control the preciseness of the solution?

Spaghetti tower. Young people work in small group of 2-3 persons. Each group is provided with some spaghetti and marshmallows. The task is to build a tower, as high as possible, using the resources they were given. They have 5 minutes for planning and 20 minutes for building the tower. Due to the unusual nature of the materials, observers can judge how courageous and innovative participants are while testing. They can assess their planning skills and the extent young people are willing to take risks. The task seems to be funny at first, though it is often frustrating. Thin pieces of spaghetti are fragile and it is rather difficult to handle them.

Let's piece together. Participants carry quarters of a drawing fixed on their backs, but they have no idea what it shows. The task goes like this. With the help of targeted questions and answers the four people must find those partners who carry the details of the same drawing until they can complete the full picture. Depending on the composition of the group, the pictures might be of cars, cellphones or other such objects. While following the exercise observers can identify the features of initiative and problem-solving.

3.1.3. Tools contributing to measuring personal competences

Public education in Hungary pays little attention to developing the personal skills which are needed to demonstrate the skill of initiative – similarly to other European countries. It explains why a four part tool was developed in this field to support competence measurement.

When examining personal competences it was fairly important to find characteristics which can be identified as contributing to strength of personality. Participants complete a self-assessment questionnaire which identifies, through 25 positive statements, their level of self-esteem and self-image. This information is useful in supporting the young person through the RLG programme and offers the candidate the opportunity to see the personal improvements they have made. Self-assessment by young people is also necessary to cope with challenges in life. Another exercise supports mapping this phenomenon.

A few examples of the questions trying to identify the components of self-image.	A few examples of the questions examining the characteristics of self-assessment.
I keep trying until I find the solution.	I feel that I have a number of good qualities.
I feel I can determine what happens in my life.	All in all, I am inclined to feel that I am a failure.
I believe people must be the master of their own fate.	I am able to do things as well as most other people.

I am sure I could deal with unexpected events efficiently.	I feel I do not have much to be proud of.
I can usually find several solutions to problems.	I take a positive attitude toward myself.
I can usually think of a solution if I am in a difficult situation.	On the whole, I am satisfied with myself.
I am responsible for what happens to me.	I wish I could have more respect for myself.
What I achieve in the future mainly depends on me.	I certainly feel useless at times.
Overall, I am satisfied with myself.	At times I think I am no good at all.

Motivation is a type of strength which drives individuals to reach a goal. It may have a number of sources. In order to consciously build upon this source, it is useful to know your motivation style, in other words, to recognise which situations stimulate people to reach their highest level of achievement.

The programme helps in measuring this dimension by an exercise which asks the participants to select the most characteristic reaction using three imaginary persons and relating to their situation. Scores give them feedback about which of these three motivators drives them the best: 1) targeted objectives, 2) human relations, 3) curiosity and desire to learn.

Two examples taken from the images of the exercise helping participants to raise awareness of their motivation style

5.

When online, I like to...

Alfred

Bella

Cole

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8.

I believe schedules...

Alfred

Bella

Cole

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This activity helps young people to judge if they are primarily inspired by their inner motives or they want to correspond to external expectations when doing something.

Toolkits attached to the questionnaires describe how you can utilize the tools in the form adapted for the RLG programme.

3.1.4. Tools adapted to measure social skills

Social skills development is an essential component of personal success. These behaviours help participants to understand the world and adapt to other people. Two questionnaires examine this field. One aims at finding social strengths young people can build on. The other one can help them to identify those vulnerable areas which need support for young people to find the tools for self-validation.

The questionnaires include statements and young people should decide to what extent they are characterized by them. Keys and text guides help elaboration.

A few examples of the questionnaire statements examining social skills	A few examples of the questionnaire statements examining social strengths and difficulties
I am comfortable speaking up in a group situation.	I try to be nice to other people. I care about their feelings.
When I make a mistake, I acknowledge it.	I usually share with others (food, games, pens etc.).
In disagreements I give and take so that a compromise can be reached...	I am usually on my own. I generally keep to myself.
I keep my opinions to myself rather than openly disagree with people...	I am helpful if someone is hurt, upset or feeling ill.
I actively listen to others.	Other people my age generally like me.
I generally want to help solve problems in the team.	Other children or young people pick on me or bully me.
I give positive feedback to other members of the group.	I often volunteer to help others (parents, teachers, peers).
If there is a problem in the group I try to identify what is happening.	I get on better with adults than with people my own age.

3.1.5. Training exercises to develop competences

The 10 training exercises of the programme, focusing on wide areas of competence, were tested in several groups in the four countries. Finally – not counting the country specific exercises –, only those exercises were retained which operated efficiently everywhere. It is hoped that the RLG programme may function successfully in other European countries, too.

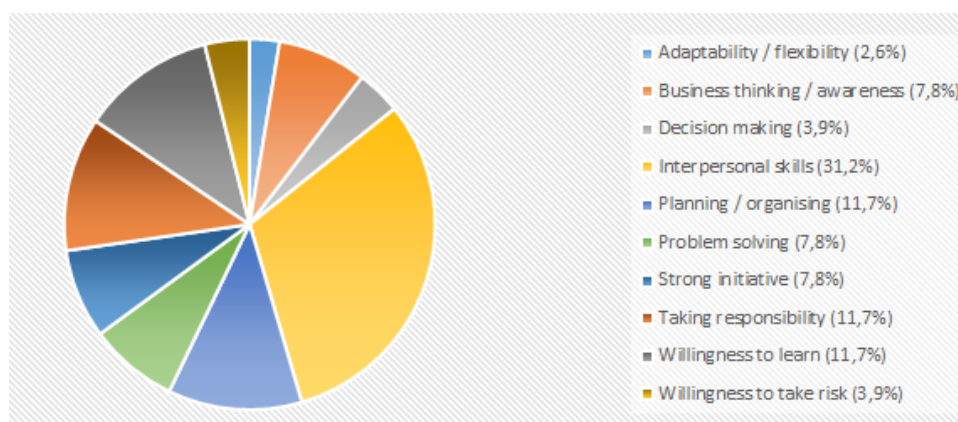
Defining the proportion of exercises attached to each competence area was the first step of development. Developing frames and patterns was the second step which was used uniformly by all the development groups. This process created a uniform approach and form for the programme, although it was being developed in different places.

The final programme was made up of 148 detailed exercises. Each of them, plus those of the initial assessment, focus on two emphasised competence areas. One part of the teaching and learning materials provides a direct description of the activity or gives tools for the participants, while the other part provides a guide to support the trainers' work. A well-elaborated coding system on these documents gives users an overview of which content areas the exercises are interlocked with and which are addressed by particular documents.

All the activity documents for trainers start with a table which names the exercise in question, is coded and gives basic information about planning. The table identifies the competences at the centre, the purposes and the expected results of development, the types of activities (individual, in pairs, in groups), the duration and tools, plus materials and toolkits available. The overview also offers a concise description of the exercise with a reference denoting which other activity can replace the exercise in question within the programme.

Short descriptions of the activities are always followed by highlighting the development role of the exercises. It supports the trainers in how to interpret the what's and whys for participants and how their skills can be strengthened by the activities. This section is followed by a step-by-step description of the activities. Finally, the guide offers trainers advice on what to do with the products produced during the programme.

Figure 10. The duration of exercises as compared with each other by content areas.



3.1.6. Trainer's Manual

The Trainer's Manual comprises all the knowledge created during the three year period of the project. Besides describing the RLG programme in detail, it sums up the roles of observers and trainers and gives advice on how to carry out the activities successfully.

An important task of the trainers is to motivate and inspire young people to understand and enrich their own potential. Trainers are expected to approach young people with empathy, behave in flexible and adaptive ways and have adequate practice in non-traditional teaching and training. They should know the target groups and labour market, be able to connect the learning situation to real life and take into consideration the preliminary experiences of participants while managing activities. In general terms trainers should be characterized by having positive attitudes. They should be committed to supporting young people in an efficient way and take responsibility for the participants' progress.

The preparation for carrying out training – depending on how much experience they have in dealing with NEET target groups – may take a shorter or longer period for trainers. The manual offers one and two day versions. Both drafts present the RLG programme, interpret the targeted competences and inform about the purposes and tools of the initial and final assessment. The suggested training sessions explain the roles of trainers and observers in an emphatic way. They try and analyse a few specific practices – in order to provide personal experiences. They show the process of the first discussions and agreements contracted with participants. They consider the viewpoints of the planning process, the different functions of feedback and provide an opportunity to become acquainted with the tools.

The training sessions explain about the parameters and the European aspects and specific needs of the NEET target groups. They provide time to analyse the competences, do simulation exercises and talk about their personal ideas and experiences in groups.

The Trainer's Manual pays special attention to preparing the observers for their tasks – as it is fairly important for them to show self-confidence in the assessment process. They must receive all the basic information concerning the programme. They must understand the purposes of the initial and final assessment days, the essence of individual competences and the roots of their absence and presence. In addition, they must gain practice of how to use the assessment sheets. As for participants and observers it is important to try out the activities several times.

The suggested training sessions to prepare future trainers and observers can be found in the appendix of the manual.

Finally the manual provides practical tips from the developers from their experience of the testing process. Future users are welcome to utilize them.

A few tips

- Be prepared with alternative activities, so you can be flexible to the atmosphere of the group.
- Take into account group-specific constraints such as religion or cultural limits, to avoid reluctance according to such limitations.
- Ask if everyone understands the instructions – we inserted more or other instructions due to the feed-back of participants.
- More attention should be paid to the ways of introducing activities so that competences to be developed are clear every time; participants should understand what is being done and why.
- Long and complex activities should be divided into smaller parts.
- Just providing advice and telling them what is right and what is not, is not really what participants need. The aim should be for participants to take responsibility and let them realize and experience things on their own.
- It is always important to refer to the link between the activities and real life so that participants do not have the impression that they are 'just' playing.
- If some participants are sitting bored, waiting on others to finish, there are lots of activities which have been identified as being for individual use and these could be used this way.

3.1.7. Follow Up Guide

A short guide based on the testing experiences offers practical help of how you can follow the progress of participants after finishing the training process.

The function of the follow-up process is to find out whether any positive changes have taken place in the life of young people after finishing RLG programme. Do they participate in education, vocational training or are they employed after 3, 6, 12 months have passed, respectively. You can find a number of ways of keeping in touch with young people, suggested questions you could ask them, and how can you gather and elaborate information.

The guide – apart from mostly using social media – offers ideas of how to use cell phones, e-mails or online programmes to gather information from Google Forms, Survey Monkey, Doodle or Survey Planet.

The guide offers several questions in the appendix which can be freely adapted to any needs of your own. Some joint components are as follows:

- What are you doing after finishing the programme? Optional answers: am working in a workplace/am self-employed/am unemployed/am participating in education/am participating in vocational education/am doing something else – text explanation attached if necessary
- Did RLG programme help you to progress?
- What did you find as the most important thing of the programme?
- What did you find as the least important thing of the programme?
- Would you recommend the programme to a friend?
Yes, I would/ no, I would not – Why...?

An idea picked from the recommendations of the Manual

If young people are agreeable to this, you can try the following:

When coming to an end of the training process, trainers ask participants to fill in a sheet providing information about their own purposes. What do they want to reach within 3 months, half a year and one year, respectively? What information and support would they need to reach all their objectives within the period?

After filling in the matrix they put the sheets into an envelope addressed to themselves. Trainers will post the envelopes back to the participants at a given date containing a feedback questionnaire plus an envelope with stamps on. Participants will be able to confront their actual results with their former ideas. They can also reflect the question of whether their ideas have changed and if so, why.

3.2. The effects of the project

Several hundred young people and a great number of professionals were involved in testing the programme which was developed from the RLG project. Some people got acquainted only with a limited number of the activities; the majority however participated in the entire process. The feedback from these testers has proved rather important for the developers, and by working together this has also influenced the testers themselves to some degree. In the second stage of the project – besides the information coming from websites and newsletters – participants were widely informed about the programme. The results have been disseminated by conferences and professional workshops and information was gathered about the initial users of the RLG programme for those who will use it in the future.

3.2.1. Testing the activities

The programme developers originally wanted to test the training programme by involving 24 young people from each country (96 young people altogether), working in 2-2 groups. In reality there were many more participants in the programmes.

The testing of the ever-growing and modified toolkit has formed an organic part of the testing process. Testing was carried out in two cycles. The testing of the first cycle was carried out in parallel across the partner countries. The activities of the second cycle were however carried out with a somewhat delayed timescale. Corrections were quickly carried out based on the feedback of the participants. Inadequate elements were replaced with new ones or activities were modified. Sometimes instructions had to be made more precise or the activity's time sequence altered. In other cases entirely new activities were produced. The programme became more mature step by step so that it could be widely used.

The German partner has used the programme in its educational institution (*ETC, München*) and invited professionals to participate in the activities. Other partners cooperated with different bodies and institutions. The Scottish partner cooperated with a secondary school (*Alva*) and a Business Centre situated in their local area. A local firm (*Ceteris*) also joined the programme. A general educational *liceum* (*Kraków*) and a vocational centre (*Wieliczka*) participated in the Polish programme. In Hungary two civic bodies (*Budapest, Pécs* and *Szalánta*) and a vocational centre (*Gyula*) joined the programme.

Figure 11. The entire test course was finished by 169 young people working in 17 groups. They are distributed by countries as follows.

	Scotland	Germany	Hungary	Poland	Sum
The number of participants contracted in the application	24	24	24	24	96
The number of testing groups	4	3	8	2	17
The number of testing young people	37	36	73	24/23*	169

* One participant dropped out of the programme underway

The Initial Assessment activities were tested by the developers in smaller groups. Participants for the training programmes were chosen in Scotland and Poland based on the outcomes of individual interviews and selection.

3.2.2. The characteristics of testing groups

The groups of programme testers were widely different by countries and they even differed greatly within each country. It was to the benefit of the testing phase that there were a number of smaller groups – besides the groups completing the whole programme – which tried out a selection of the exercises. As a consequence, the testing process offered more experience than was originally planned and also strengthened the assumption that activities might be adapted to different circumstances.

Three out of four **Scottish** groups were made of secondary school students. The *first* group was made up of the so called “Christmas leavers”, most of them boys, who turned 16 during the first term of the academic year, so they were legitimately allowed to leave school in the middle of the school year. They had rather poor basic skills and weak motivation for learning. Consequently, they were potentially going to become NEET on leaving school. The *second* group was composed of girls and boys aged 16-17 who were not willing to continue studying at school, or in higher education. They were in a better situation but they also needed advice and help to make good decisions on their future. The *third* group was made up of young people aged 17-18 who were reaching the end of their secondary studies, but had no idea which direction to go. Their academic achievement was not good enough for higher studies and it limited their chances. The *fourth* group was composed of young people aged 18+ who were unemployed. Their course aimed at achieving employment and developing entrepreneurial skills. It can be said in general that the programme aimed at helping these young people not to become NEET.

Since the ratio of **Polish** NEET young people with a secondary final exam and vocational training is surprisingly high as compared to the European average, the preventive function of the programme was emphasised. The *first* group was composed of girls aged 16-17 about to take the secondary final exam. They were in a relatively good situation but they did not have a definite vision of their future and they did not realise the significance of self-development. The members of the *second* group were made up of young people aged 18-19 facing vocational exams, mostly in the field of tourism and hospitality. What they needed most of all was to define the role of personal responsibility in shaping their future. Both groups were facing an important decision: whether to continue their studies or to start a professional career as an employee or as the manager of their own enterprise.

A significant ratio of **Hungarian** participants came from NEET target groups, while the other part emphasised the preventive function of the programme. The *first* group was composed of juvenile teenage boys from a Budapest detention home mostly with a poor and marginalised social background. The RLG programme fitted into their detention home activities. The members of the *second* group were young people aged 21-25 living in Pécs area. They had a type of vocational qualification or took the secondary final exam but they were not employed when the programme was carried out. The *third* group, also in this area, was made up of NEET young people without any vocational qualification. They were aged 18-24 and constituted a smaller group. Then there was a *fourth* group whose members were university students studying to become social workers. Most of them came from disadvantaged social backgrounds and they hoped to utilize the activities and experiences of the programme later. They found personal experiences acquired in the programme rather useful. The members of the additional four groups were students of the so called Bridge programme of a vocational centre offering second chances. They were aged 15-20 years. Some of them did not finish primary school as yet, the others had dropped out of vocational education. The RLG programme functioned as a module in a one year programme.

The RLG programme in **Germany** formed part of a longer process – ETC successively arranged three programmes for young people who were not in employment and vocational training. They were young people aged 15-21 who had finished school offering some sort of general education but they were without any vocational training and employment. Their main purpose was to find the right direction for training or employment. They wanted to have a trade and find a vocational training place or workplace, respectively. The German partners found numerous testing opportunities for young people who participated only in a limited number of special exercises. Several activities of the RLG programme were used on a career orientation day of a local secondary school for general education arranged for pupils aged 12-13. A special school tested some activities adapted to the opportunities of pupils with special educational needs. Several activities not requiring high level language skills were tested with success by juvenile refugees coming to Germany without their parents or relatives. Finally, the activities proved successful among young men detained in prison and helped them to face the difficulties of making contacts with others, resulting from long detainment.

General experience suggests that participants – independent of their life situation – enjoyed the activities and found them useful. They highly appreciated the many-sided and original character of the activities and liked the trend that they were different to those used at school.

They preferred practical activities most of all and particularly liked the opportunities which offered the chance to go to outdoor places to do the exercise.

They did not however enjoy as much the activities which reminded them of school exercises and required writing, reading, counting and close studying, respectively. Most of them liked working in groups and they sometimes preferred overseeing their peers. Taking responsibility also motivated them and they liked getting feedback about their capabilities and strengths. Their openness and self-confidence grew during the training process and they became more and more conscious of transforming their own fate for the future.

A few samples of participants' written feedback:

- I found out more about the world of work.
- I enjoyed the activities when working together.
- I learned a lot about myself.
- It helped me working with people I wouldn't make friends with.
- Great activities we had fun.
- I liked the activities most done in groups.
- Such activities could be part of standard school programmes.

A few examples of the stories of the participants

Peter⁸ is a clear headed boy living in disadvantageous social circumstances who had to grapple with mobility problems as well. These factors made him suspicious and mistrustful about his friends at the beginning. He did not want to fit in the community and his behaviour produced several conflicts. He participated in the activities of RLG programme in a hostile and reluctant way and sabotaged work in numerous activities.

Successful participation in a practical exercise made him revise his own behaviour. The process of getting closer to the group and the programme began at the time when some of his creative ideas drew his friends' attention. From that time on he was fairly active in doing the exercises and more often contacted his friends. At the end of the course they behaved like 'pals' in the activities. He also became more light hearted and open minded with adults. His case was considered as a success story by the trainers. (Hungary)

George was a very able boy but he did not show much interest in school affairs. In his leisure time he got mixed up with a group of older boys who got him involved in pretty crime. During the programme the police actually turned up to his school to question him. He then participated in an RLG activity which focused on taking personal responsibility for own actions. His friends warned him that since he had turned 16 he would be taken as an adult by the police and could end up with a criminal record. This information appeared to have an effect on him. He has been acting with more responsibility since that time and has decided to spend more time at school, a place he was planning leave before. (Scotland)

Miklos dropped out of primary school and he could not finish it during the years of compulsory education. He participated in RLG trainings as a learner of the BRIDGE programme and revealed several skills in the activities which did not appear in traditional classes. He was a good team player and managed his friends properly when needed. It was typical for him to produce unique and valid ideas in the activities. He was rather active in group discussions and respected the viewpoints of his peers. A number of his features came to the fore in the activities which he might well utilize in the world of work – either as an employee or a self-employed entrepreneur.

The most important contribution of RLG trainings was to reveal, strengthen and make conscious his valuable features and helped him to identify several areas for development. One area was the development of emotional balance – he was fully aware of its importance but he often failed to implement it in practice. At the beginning of the programme he specified his personal aim: to work and earn money. While participating in the training he created several concrete plans concerning work. (Hungary)

⁸ Names were changed in order to insure anonymity.

3.2.3. The direct influence of the training on young people

Though the testing process primarily aimed at trying out and developing exercises by experience, the partners hoped it would influence participants' lives as well. They defined the assumptions as follows. Following the training period 20% of young people will be employed, 20% self-employed, 20% will join some educational institution, 25% enter vocational education and 15% move in a different positive direction.

Partners tried to follow up the progress of participants for a year in order to ascertain about their fate. There were unfortunately a few young people who disappeared from the scene in the meantime. The majority of partners however could follow them up.

In contrast with prior assumptions, the expectations were not realised that a number of young people would start self-employment enterprises. It was partly due to the trend that the majority of young people still attended school and the preventive function of the programme becoming stronger than was planned. Due to the participants' younger age it would have been unrealistic for partners to expect young participants to start enterprises.

On the other hand, NEET young people who formed a dominant group in Hungary were living in depressed regions which did not support employment and founding new enterprises. In order to make the situation better, the project tried to cooperate with the Youth Guarantee Programme, financed by EU, which focused on encouraging young people to start enterprises. The efforts did not however prove to be successful.

Many more young people were committed to some form of studying in the four countries than expected, which may result from the trends mentioned earlier. The different systems of the four countries defined the specific forms and institutions of education and training.

The relatively higher ratio of young people starting work in Poland is explained by the trend that half of the participants gained vocational qualifications during the period of the programme. In the case of the Scottish young people, the ratio of employment was raised by the fourth group which built in the RLG programme in a specific training form to strengthen employment.

The Hungarian side produced the greatest number of young people who lost contact with developers after finishing the programme. It was likely due to the trend that the majority of testers among NEET young people did not join any institutions or bodies during that period. It nonetheless produced a major result that they did not drop out of the programme though it was rather difficult to keep in touch with them later.

Figure 12. The fate of young people participating in test courses by countries

	Scotland	Germany	Hungary	Poland	Sum	
Sum of participants in training	N=37	N=36	N=61*	N=23	N=157*	100%
The fate of the participants following the training process						
Employed	22%	4%	23%	18%	N=27	17%
In education	51%	11%	3%	39%	N=34	22%
In training	27%	64%	61%	4%	N=71	45%
Other positive outcome**	0%	21%	0%	39%	N=17	11%
No information about them	0%	0%	13%	0%	N=8	5%

* 12 persons of the Hungarian sample came out of detention houses whose fate could not be followed up due to their specific situation.

** E.g. When some young people studied and worked at the same time, or carried out a part time job in their own family enterprise.

A few stories related by participating young people

Suzanne seemed to be a pupil who needed additional support. She did not usually make friends with other pupils. She was a very quiet girl who got anxious quite easily. During the Initial Assessment she needed a lot of support from her senior pupils. All of a sudden, she became very agitated and left the classroom. She did not finish the exercises and said to the teacher that she did not want to return to the group. She did however return to attend the training, but was very quiet at the beginning. As the course progressed she became more and more confident, seemed to work happily with other participants and took part in the majority of the activities. She discussed with her trainer that her family were moving from the area and so she would have to leave school. She did not however like the idea of attending a new secondary school for two years. She talked about applying to a vocational school in the town her family were moving to. She asked if the trainer could help her with her application. Finally, she successfully applied to a place at college in hospitality. On her last day of RLG course she said it had helped her to work with different people and had given her more confidence to move to a new area and meet new friends. (Scotland)

Viola had a dream of dealing with children and she often talked about her idea during the training period. Yet during the Initial Assessment she demonstrated low levels of competence in areas related to her career aim: she was rather poor at taking responsibility, showing readiness to learn or solving problems. Her commitment however became stronger to do things her own way, probably in connection with her active participation in the training. On the Final Assessment Day her achievement rose to 70-100% in the fields of initiation, decision making and readiness to learn. After finishing secondary school she started working to save

money for her studies. She is now attending Cracow Pedagogical University as a part time student. She wants to study speech pathology in the years to come. Along with her studies she is employed as an assistant in a nursery school in *Wieliczka* (Poland).

Collin was a participant in the first and third groups. He had become member of the first group as he was not achieving much at school, although he was capable of doing well. He had moved to his current school from England due to a family break-up. He was a mature boy for his age and his teachers were concerned that he would fail to fit in. When he left the programme after doing a few activities he said that he had found the behaviour of the other participants irritating. He continued his studies at school and asked to attend the third RLG course during his final year. This time he wanted help to choose what he should do on leaving school. He showed much more focus this time and was interviewed for an apprenticeship to work in the office of a Scottish partner. They were impressed with him; however he decided to stay on at school to complete his qualifications. They agreed that he would work for the Scottish partner during his study leave to gain work experience. He successfully completed this work experience and is now on a training course for employment. (Scotland)

3.2.4. Train the trainers

There were some professionals among the project partners who directly participated in managing the courses. Other people in the four partner countries also joined the programmes who were not members of the international development team. And a number of professionals were informed about the programme who had not cooperated as trainers earlier but joined the programme later.

The first training sessions were carried out by ETC staffers in **Germany** who had practice in developing and managing activities and they also had many years of experience of how to cooperate with young people. A number of professionals however came from vocational schools in the neighbourhood and local adult education centres.

The first trainings were managed also by project partners in **Scotland**. A short time later others, including potential student teachers, became involved in the programmes. The local advisors of the Scottish Business Gateway, with a profile of supporting young entrepreneurs, effectively contributed to managing some of the training. Since they were well informed about local employment opportunities they offered useful support for participants.

In **Hungary** the professionals of two civic bodies with a tradition of supporting disadvantageous target groups – (Foundation MIOK, National Transit Employment Association) – were the first partners to manage trainings and test courses. Additional trainer groups were later prepared in Southern Hungary (*Gyula*) and in the North (*Salgótarján*). The latter city unfortunately proved to be a failure which highlighted the difficulties of involving NEET young people who do not have contact to any organisations – in spite of the existence of apparent necessity and support of adults. A group of masters' students of *Eotvos Lorand*

University, studying to become family and child protection specialists, psychologists, teachers and the child protective guardians of International Federation of Educative Communities (FICE), also prepared to carry out the programme.

The teachers of the partner schools in *Cracow* and *Wieliczka* were the first professionals in **Poland** who were prepared by training courses. Later on another trainer course was started in the secondary schools of the southern Polish province *Malopolska* for the educators teaching entrepreneurial knowledge. In this case the RLG training block was involved by a more comprehensive and longer further education programme for teachers.

Figure 13. Data of finished trainer preparation programmes by countries

	Scotland	Germany	Hungary	Poland	Sum
The number of participants taken by applications	9	9	9	9	36
The actual number of groups	2	4	5	2	13
The actual number of all participants	10	25	36	20	91

The structure of preparatory training for running RLG programme was formed step by step – like the programme itself – during the three year period. This training included a demonstration of the programme and overall project, interpretation of competence areas and the needs of the target groups and the methods to be properly utilized when delivering training. Several exercises were tested during the train the trainer sessions, and information was given about all the documents supporting the utilization of the programme. The programme developers agreed that it was worth preparing for the observers' roles of the Initial and Final Assessments separately from that of the trainers.

Most of the participants of Train the Trainers enjoyed the activities and reported valuable feedback to the developers. This feedback was built into the final version of the programme aimed at the preparation of trainers and observers.

Some examples of trainers' feedback:

- I got acquainted with using methods put together in a professional manner.
- There is a good range of activities to suit all age levels of students.
- It's good to have these activities as they fit in well to any employability programme.
- It's good to know of such a complex and popular programme offering a lot of useful exercises and ideas.

3.2.5. Experiences incorporated into the development process

As this summary shows, the RLG programme is the result of a project which has been characterised by continuous and intensive cooperation among partners. The partners distributed the tasks at the beginning and shared responsibility to implement them. Feedback on the activities from one partner's experience was used by the other partners to develop the programme.

Partner meetings offered opportunities to present and discuss experiences, ideas, doubts and results as well as to make upcoming tasks more precise and refined; and to make necessary decisions. During the three year period eight partner meetings were held. Online chats and e-mail communication also helped to jointly clear problems solve difficulties and follow up on progress between the face-to-face meetings.

Figure 14. Places and main topics of international partner meetings

October 2014 Budapest	Kick off meeting of the project. Interpreting and distributing tasks. Planning an online communication platform. Defining and analysing the viewpoints of the situation by countries.
January 2015 Budapest	Planning the foundation study of the project. Limiting the competence areas of development of RLG programme. Defining the joint characteristics of target groups by countries. Joint decision making about the time schedules of teaching and learning materials.
April 2015 Munich	Sharing initial experiences about competence measuring exercises. Insight into the work process of the first German test group. Demonstrating different tools advised to develop. Finalising the responsibility areas and joint templates of development.
June 2015 Cracow	Becoming familiar with initial German, Scottish and Hungarian training experiences and acquiring information about the preparations of Polish testing.
October 2015 Munich	Sharing the initial experiences of Polish testing. Summing up the interviews made with the young participants of three countries. Finalising the structure of assessment days. Renewing the structure of online platforms to support projects.
May 2016 Stirling	Sharing the results of a monitoring visit paid at the half-time stage. Demonstrating the actual events of testing. Visiting Scottish partner school. Sharing the foregoing experiences and focusing on the Train the Trainers process. Outlining the guide of follow up process.
October 2016	Reports on steps to distribute information about the programme widely. Detailed demonstration of the results at a conference of

Cracow	Cracow Pedagogical University. Planning the guides and final study of the programme.
July 2017 Budapest	Sharing the follow up experiences. Clarifying the pending issues related to the guides and final study, translating, distributing and maintaining the programme and finalising the project, respectively.

3.2.6. Maintaining the programme

The partners of the project feel committed to building the RLG programme into the day to day practice of those professionals and organisations who focus on its target groups. In order to reach this objective they have made serious efforts to widely distribute the results from the middle phase of development – by sending newsletters and distributing personal information. They presented the programme at several larger or smaller conferences like significant Cracow and Manchester international symposiums.

- Comprehensive information about the programme was presented at a conference in Cracow arranged by the Pedagogical University in October 2016 for professionals teaching entrepreneurial knowledge. The representatives of the four partner countries had an opportunity to separately present their experiences about development process.
- The Hungarian partner and the Scottish partners explained how RLG could support NEET young people to become committed to training and work at the annual conference of the International School Psychology Association, ISPA held in Manchester Metropolitan University in July 2017.

Since university staff also worked in the Hungarian and Polish groups, it seemed to be a good idea to utilize the specific opportunities of dissemination by focusing on target groups made up of practicing and future teachers and university students – studying pedagogy, psychology – or professionals working in social fields. 22 people studying in higher education – undergraduates and members of further education – were able to come to know RLG programme at a lesser or greater depth during the three year period of the project.

Since there are now several organisations which have declared their commitment to the future application of the project results at the time of finishing the project, this creates a strong platform for maintaining the long term sustainability of the programme

- The exercises of the programme will certainly be part of the day to day activities of ETC which systematically supports the activities of NEET young people.
- The testing organisations will carry on the programme in Hungary. The *Gyula* vocational centre has undertaken to build the results into Bridge-Programme. Foundation MIOK operating in *Pécs* area plans to put it into its afternoon school programmes for socially disadvantaged young people. The Hungarian Province of

Piarist Order plans to join the programme as a new user. RLG will be integrated into the learning and teaching materials of development and methodology centre called *Lookout Tower (Kilátó)* which is under construction and has been specifically founded as a supporter of NEET target group.

- The results of the project in Poland have been integrated into a university further education programme for professionals teaching entrepreneurial knowledge.
- RLG programme will be incorporated in Scotland into the activities of a training firm run by the Scottish project partner. It will focus on training and employment issues of young people. The RLG activities will also be used as part of the Scottish Government's Developing the Young Workforce programme with school pupils and in vocational colleges.

The sustainability of the programme will be strengthened by the trend that most members of the development work group are actually participating in similar programmes in their own countries and they will consequently continue to disseminate the results of the programme.

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Free download: <https://rlg.edunet.hu/project/results>



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