



Executive Agency, Education, Audiovisual and Culture



YOUTH ON THE EMPOWERMENT

Final Report

Public Part

Project information

Project acronym: YOTE
Project title: YOUTH ON THE EMPOWERMENT
Grant agreement number: 2013-3859
Project number: REF. 540327-LLP-1-ES-LEONARDO-LPM
Sub-programme or KA: MULTILATERAL LEONARDO CENTRALIZED
Project website: www.yote.eu

Reporting period: From 01/11/2014
To 30/04/2016
Report version: FINAL REPORT 1
Date of preparation: 15/06/2016

Beneficiary organisation: FUNDACIÓN DOCETE OMNES

Project coordinator: FÁTIMA CARMONA SÁNCHEZ
Project coordinator organisation: FUNDACIÓN DOCETE OMNES
Project coordinator telephone number: (0034) 958590002
Project coordinator email address: europa@doceteomnes.com

This project has been funded with support from the European Commission.

This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

© 2008 Copyright Education, Audiovisual & Culture Executive Agency
The document may be freely copied and distributed provided that no modifications are made, that the source is acknowledged and that this copyright notice is included.

Executive Summary

Our main objective consists in developing an innovative methodology which will improve vocational training students' capabilities and skills to find a job. The experts selected by each partner country have developed a methodology according to previous research, some documents of European Commission and European Council, and their own experience and literature. This methodology is structured in "Units of Competence" which follow the ECVET Guidelines, enabling the possibility to recognize the learning outcomes. The methodology has been adapted as a "digital tool", hosted in the project's website and it has been transferred to the vocational students as a "training course". Nowadays, many theories about different subjects are being taught at vocational centres, but there is a very important part that is left behind: the need to teach or show students how to deal with and enhance aspects such as leadership, self-abuse, non-violence behaviour, self-esteem, integration, and cooperation among others.

The YOTE training course is composed of 8 units based on the key competences established by the European Parliament and Council, on the 18th of December of 2006.

The project aims to "empower" the qualification of vocational students through the key competences established by the European Union for "non-formal Education", which we include in the "formal Education"(VET), contributing to harmonize the different educational systems in Europe. The course has different parts:

- 1) Theoretical part: the researches made by experts of each partner organization.
- 2) Benefits of the mobility programs to improve / acquire the key competences: research performed by the experts of the project partners.
- 3) A self-evaluation in each Unit of competence: to validate the learning outcomes.
- 4) A practical case: to put into practice the learning outcomes of each unit. There is a mentor for each unit of competence to answer the questions and several supported documents to improve the knowledge about the concrete key competences.

The guide for users includes an introduction about key competences, the enrolment process to access to the platform (digital tool), a summary of the methodology (a summary of each unit of competence), the benefits of the mobility programs to improve it, and a practical case. The guide is a tool to support the training course; it is available on the digital tool in all partner languages. The idea is that students make an effort to develop the course in English, but we have provided a tool in their mother tongue to support the training process. It is a very useful tool for students, but also for trainers to introduce the training course.

Through the piloting experimentation for students we have had the opportunity to directly involve vocational students in the project, inform about key competences, improve their abilities, and evaluate the content of each unit, the self-evaluation, the digital tool... We have had the opportunity to correct mistakes and improve the quality of the product. The compromise made by all affiliations of the different partners was taken into account in order to give our project the maximum results. We invited them to actively participate in our website, created to provide information about the project and news of its activities and results, and it is linked to other websites in complementary fields. We have also promoted the site in the blogosphere priming the web to make it more visible to search engines.

Table of Contents

- 1. PROJECT OBJECTIVES..... 5**
- 2. PROJECT APPROACH 6**
- 3. PROJECT OUTCOMES & RESULTS..... 7**
- 4. PARTNERSHIPS 14**
- 5. PLANS FOR THE FUTURE 16**
- 6. CONTRIBUTION TO EU POLICIES 17**

1. Project objectives

The aim of the Project is the promotion of creativity, competitiveness, employability, and the growth of entrepreneurial spirit of VET students. These values are included in the contents of key competences. It has been noticed that these important abilities have been left behind. We consider extremely important the need to teach or show students how to deal with and improve aspects such as creativity, leadership, self-esteem, integration, and cooperation.

Therefore, our main purpose is to promote the entrepreneurial spirit and private initiative for the Europe of knowledge by means of strengthening and providing new capabilities required for new job posts in the labour market.

Our training course is a complement which helps to improve VET students' skills. The aim of this project is to support their training and mastering in the acquisition and use of knowledge, capabilities, and skills in order to improve their employability, participation, and achieve greater competitiveness in the labour European market.

We aim to develop an innovative methodological tool which tackles "skills and competences" for comprehensive training. With this method, students will understand the importance of key competences in their professional life and how they can be acquired (by means of activities, mobility programs...). These 8 key competences are basic in the lifelong learning and constitute a complement for VET students. The aim is to increase their recruitment opportunities. It has been proved that the acquisition and awareness of the importance to improve key competences are factors that students require to achieve success in their studies and in the labour market, as well as the promotion of entrepreneurial initiatives.

To sum up, key competences are a complement to knowledge and training that VET centres offer to promote employability and participation in the European labour market.

2. Project Approach

The coordinator of the project, Fundación Docete Omnes (Partner 1), as partner responsible for WP1 “Management” has guaranteed the correct development of the project. FDO has controlled the project’s performance and the development of the WPs, supervising the work performed by the rest of partners and their interaction. They have established the tools and materials to be used and recognised the critical phases the project has undergone. FDO has supervised the work plan and established deadlines and schedules. On the other hand, partners shared responsibilities. Each partner coordinated one WP and they participated in all WPs. They also cooperated with P1 in the European meetings in their own countries. P1 made sure that there was balance between activities and responsibilities; consensus in all decisions made, and supervised administrative and financial tasks.

FDO has ensured transparency and legality in the participation of a third country. Also, this third country is responsible for supporting the coordinator in the development of activities in each WP as well as financial accountability.

There have been common activities for all partners and some specific ones in each partner country depending on their expertise.

Germany, P3, was the partner responsible of WP2 “Building the methodology”, although all partners participated. Experts from each institution built a methodology based on the needs of VET students in relation to the skills and key competences required with the aim to improve their personal and professional development. This methodology was composed of different materials and tools. The work of the experts resulted in a training course. Once the methodology was established, each partner selected a number of students who would participate in the course (not all partners participated in the experimentation phase, only Spain, Italy, Greece, and Austria).

The methodology of the course was adapted to an online platform (Digital tool). P2 Karriere Club was the partner responsible of this WP but the coordinator was the partner who controlled the website domain. This digital tool is available on the website of the project and is transferred as a training course for VET students. When P2 withdrew from the project, P1 became the partner responsible for the platform and the website’s development.

The first course to be developed was “General Statement”. This course focuses on the importance of key competences and the following structure according to the ECVET guidelines: Units of competences, theoretical part, benefits of mobility programs, self-evaluation, and a practical case.

Two courses were designed after the “General Statement” course according to ECVET guidelines regarding structure, content, and methodology. The adaptation of the course to the tourism and care sectors was correctly performed resulting in two specific courses fruit of pilot projects which totally adjust to ECVET guidelines.

3. Project Outcomes & Results

The results and findings achieved during this period were:

Management tools:

A management system made of different tools was created to facilitate the correct functioning of WP1. The Management guide, including the work plan, deadlines, project handbook, financial and administrative templates, Power Point presentations, Google Drive (a folder in Drive in which project partners shared documents related to management: guides, work plan, financial sheets, project agendas, and project reports...) email, list of distribution (with all the emails of the partners) Gantt Chart with all tasks and deadlines...

- Portfolio:

An area in which the experts of each partner organization shared documents related to the theoretical part of the course and mobility programs; these materials are available on the project's website in the section "about the project">"some papers".

- Theoretical part: research about each key competence
- The benefit of mobility programs: research per key competence on how to acquire or improve key competences through mobility programs
- The self-evaluation of each key competence
- The practical case: a story in which the main characters have to put into practice the 8 key competences.
- Guides for users: 3 different guides corresponding to the 3 sectors selected (General Statement, Tourism, and Care). These guides are available in each language (Spanish, English, French, Greek, German, and Italian). They were designed for each course in order to help students. The guides include enrolment instructions, information about key competences in relation to the training course, the parts of the course, a summary of the theoretical part, a translation of the practical case, and instructions regarding the evaluation of the course.
- ECVET guide: accreditation of the 8 key competences of the YOTE project by ECVET.

The content has eight units, one for each non formal key competence declared. The eight units are:

1. Communication in the mother tongue

2. **Communication in foreign languages**
3. **Mathematical competence and basic competences in science and technology**
4. **Digital competence**
5. **Learning to learn**
6. **Social and civic competences**
7. **Sense of initiative and entrepreneurship**
8. **Cultural awareness and expression**

Each unit has a theoretical part, information about mobility program, and a self-evaluation.

There is a general practical case common to the 8 competences after the eight units.

We have created a "Guide for users" in all partner languages to support the students in the implementation of the training course.

- **The Project Website:**

We created the project's website with all information about the project, partners, activities, objectives, contact...: www.yote.eu

The website is constantly updated with new contents, information, and news.

- **The Digital Tool:**

We created the e-learning platform to host all contents of the training course. <http://www.yote.eu/index.php/starting-the-training-course/>

To access the course: <http://trainingcourses.yote.eu/>

1. The user fills and submits the [contact form](#) of the website with the subject "Course Enrolment Key", and [entering](#) in the text of the message his/her name, age, and nationality. The user will receive a message with the key, free of charge.
2. Go to the [YOTE Training Courses Platform](#) and create a free account. It will only take five minutes and gives the user access to the common resources of the platform and the list of courses.
3. With the new account and the self-enrolment key, the user can access to the YOTE [Training Course](#), where she/he can also contact a specialist tutor in each unit to answer your questions, and take self-evaluation quizzes.

The course is divided into 8 units of competence. Each “unit” has a theoretical part (unit content in PDF, benefits of mobility programs, links, and bibliography), and an evaluation test. At the end, the user will find a “general practical case” on the 8 key competences; she/he will have to answer the questions about the practical case.

A video tutorial has been recorded. It is available on the website of the project, as well as on Youtube. This video explains how to access the training course to improve your competences.

- **Technical instructions for teachers:**

It is a confidential document available in Google drive with some technical aspects for teachers about the digital tool and contents to pilot the experimentation phase. This is an internal document for teachers involved in the piloting phase.

The exploitation plan provides information about the activities that partners are going to implement.

- **Questionnaires for students to evaluate the quality of the training course:**

Questionnaires for partner institutions: after each project meeting, each partner answers a questionnaire about the content, progress, and issues. The results will be analyzed at the end of the project.

- **Page on Facebook:** <https://www.facebook.com/yote.eu>

The Facebook page provides information about the project’s activities, the project meetings, videos, newsletters, and news about competences, employment in Europe, and opportunities for young people related to the project issues.

This Facebook page is connected to the YOTE website and is constantly updated. The news related to the YOTE project is published in several Facebook groups.

- **Project Newsletters:** the project has produced seven newsletters in English version, and also a summarized version in all partner languages, in order to inform all stakeholders and users of the main points and activities of the project, as well as a summarized version of each newsletter in all partner languages.

Newsletter 1: www.yote.eu - *“about the project” -“dissemination” “YOTE project newsletter”-“first newsletter”*

- Description of the Project, Presentation of the partners
- Summary of the Kick-off Meeting in Granada

Newsletter 2: www.yote.eu - *“about the project” -“dissemination” “YOTE project newsletter”-“second newsletter”*

- Meeting in Hannover – Germany

- Methodology of the course
- Dissemination activities

Newsletter 3: www.yote.eu - *“about the project” -“dissemination” “YOTE project newsletter”-“third newsletter”*

- Meeting in Wien – Austria (18-21 November, 2014)
- Summary of key competences number 1, 2, 3, and 4
- Dissemination activities

Newsletter 4: www.yote.eu - *“about the project” -“dissemination” “YOTE project newsletter”-“fourth newsletter”*

- Review of previous meetings
- Summary of key competences number 5, 6, 7, and 8
- User guides, etc.

Newsletter 5: www.yote.eu - *“about the project” -“dissemination” “YOTE project newsletter”-“fifth newsletter”*

- 4th transnational meeting of Vicenza – Italy (7-10 April, 2015)
- Experimentation phase of the project

Newsletter 6: www.yote.eu - *“about the project” -“dissemination” “YOTE project newsletter”-“sixth newsletter”*

- Official introduction of the Austrian new partner (P7)
- Article about ECVET
- Information about the second experimentation phase

Newsletter 7: www.yote.eu - *“about the project” -“dissemination” “YOTE project newsletter”-“seventh newsletter”*

- Last meeting in Thessalonica – Greece
- Visit to the CEDEFOP
- National event in Austria
- Analysis of results

- New activities and added value

- **Summarized Newsletters translated in partner languages:**

The summarised versions of the newsletters in all languages of the project are available in:

www.yote.eu - "about the project" - "dissemination" "YOTE project newsletter"-summarized Newsletters (they appear after Newsletter 7)

- **National events:**

One in each country involved to disseminate the YOTE Methodology about key competences.

National event in Germany: Hannover 11/09/2014

Presentation of the project's activities, presentation of the methodology on key competences, how key competences can help students...

Target audience: Students, teachers, staff from public educational institutions

National event in Greece: Kavala 07/10/2014

Presentation of the YOTE project: Methodology based on key competences, recommendation of The European Council and European Parliament...

Target audience: Educators, teachers, users

National Event in Italy: Vicenza 30/10/2014

YOTE Project Presentation: Activities, methodology on key competences, the importance of mobility programs to improve it...

Target audience: Students, teachers, authorities

National Event in Spain: 18/12/2014

Presentation of the YOTE project, the benefits of key competences, presentation of the platform...

Target audience: Students, teachers, representatives from institutions

National Event in Austria: 28/01/2016

YOTE Project Presentation: Activities, methodology on key competences

Target audience: Students, teachers, Representatives from institutions

- **Articles about the YOTE project (publications and social networks)**

Article published in *VHS ADA UND THEODOR LESSING VOLKSHOCHSCHULE Newsletter 2th November 2014* (German language): Information about the YOTE methodology

Publication about the YOTE project in <https://www.facebook.com/FDoceteOmnes> (English and Spanish)

Publication about the training course of YOTE project in www.facebook-Erasmus & Cia Group.

Publication about the YOTE project in www.eurocultura.it «projects» (Flyer in English and a brochure in Italian)

Publication about general information of the YOTE project in <http://www.alfavita.gr/> (in Greek)

Facebook groups

- **Exploitation plan:**

During the first part of the project a plan was designed explaining what the activities of exploitation are.

- **Network of Teachers and Students**

The partners involved in the experimentation of the YOTE course have organised meetings with teachers and students to tackle the benefits of the YOTE project and the importance of key competences to improve students' employability.

- **European Workshop for students:**

Partners who experimented the training course have developed a workshop with the participants to share their experience.

- **Exploitation Video:**

Partner 8 has recorded a video about the benefit of YOTE project during the international Forum for Trainers and Multipliers active in the EuroMed Field, from 4 to 8 of October 2014 in Venice – Italy The video collects testimonies about YOTE Project from different people and authorities from Lebanon, Egypt, Jordan and Algeria.

- **IPR Agreement**

The project partners have signed an agreement to guarantee the free of charge use of the YOTE training course.

- **Analysis of results: students, teachers, and national experts' reports.**

After the experimentation phase of the YOTE training course in its different fields (General Statement, Tourism, and Care) the questionnaires collecting participants' opinions as well as those of the external experts have been analysed. The results have been positive.

- **Project quality**

A quality plan has been developed based on external evaluation plans, meeting evaluations, collection of information for the meeting reports, and deadlines during meetings, to ensure the correct assessment of the project.

4. Partnerships

P1: DOCETE OMNES FOUNDATION (La Zubia, Spain) is a non-governmental, non-profit organization. It is an educational and public interest institution by virtue of a Ministerial Order. The Foundation is a social complex working in two branches, one is a vocational training school, and one is an educational centre for people with disabilities. Since 1968, we have been an active centre in the development of innovative policies, training teachers, developing research projects, etc... In more than forty years of experience, we have had teachers of all levels in our classrooms to be trained and formed. This experience is the support of the project. Nowadays, the Foundation is a large organization with one hundred and eighty workers, among them, at least thirty teachers and experts of high level of experience whose opinion will be relevant for the program we present.

P3: Volkshochschule Hannover is a non-profit adult education institution under tutorship of the Municipality of Hannover. The school offers a program each year of around 120,000 teaching periods. In total around thirty thousand participants attend to our further education courses each year. The further education program includes all aspects of general, vocational, social and cultural education. A lot of our participants are young people who failed in the regular school system and want to have a second chance for school leaving certificate with the help of the VHS-Hannover. They are taught by our own teachers or teachers who work on a regular school as well. So we know the most urgent problems of these young people with and within the regular school system and are able to prepare new methods for communication which might be a signal for a change. Our staff also guarantees an exchange of experiences with other schools in our local area.

The main areas of the European projects in which VHS was involved in the past are social dialogue, employment, development of further education for trainers, recognition and certifying of knowledge and competences.

P4: EUROCULTURA (Vicenza - Italy) is a non-profit research, training, and career counselling organization set up in 1993. Our core competences are related to the labour market and training.

Our projects and activities aim at preventing unemployment by improving the employability of young people, women and workers at risk of expulsion from the labour market; the promotion of entrepreneurship, the promotion of international mobility of students and workers, the prevention and fight against racism and prejudices, the support of the environmental care.

P5: ASEDEDIPE (Kavala - Greece). Our Association wants to give the possibility to our members to be involved in many sectors. We organize courses in collaboration with other institutions, such as courses of computers, accountancy, language etc. On the other hand, the objective of our association is to provide the possibility to our educational members (sociologists, professors, etc.) to acquire experience and knowledge for the right pedagogical practice concerning people with disabilities. All our learners are people with disabilities. In addition we aim through our activities to provide the disabled with skills so as to ensure employment.

The Association was founded by members that were mainly disabled so as to offer employment, education and professional rehabilitation to disabled people. The creation of the association was a mean so as to improve the everyday life of the disabled and furthermore to give a collective character to members demands.

P6: AIFED (Granada, Spain) is an organization of professionals in the field of education and employment. Our legal status is private and non-profit organization. It is a public body.

Our main activities are in the field of training (training for trainees and staff), so it plays an important role in adult education. AIFED works sometimes in collaboration with other associations around us.

AIFED participates in courses about the gender equality; the importance of the family is also present in our courses, seminars, Lifelong Learning programs, specifically it is developing a Grundvig Partnership project about physical disabilities. AIFED has experience as well in research, analysing results, developing reports, consulting, and evaluation of results...

P7: FH JOANNEUM (Steiermark, Austria) is one of Austria's leading universities of applied sciences with over 4,000 students in the areas of international business and technology, information engineering, mobility, media and design, social services and public health in undergraduate, graduate and postgraduate programs. FHJ offers applied research as well as tailor-made trainings on post-secondary level to its regional and international clients from the private and public sector. Strong network ties with business and public organizations as well as their integration in program development ensure market applicability and high quality of its offers.

FH JOANNEUM already participated in a large number of EU projects in which it acted as coordinator and partner. The institute of international management provides over 10 years of experience in more than 50 projects (EU projects and business cooperation) implemented by highly qualified staff. Within these last 10 years expertise in the areas of entrepreneurship, competence-based-learning/teaching, intercultural management, training development and implementation was build up. The expertise gained will definitely support the project in its development and implementation.

P8: BUREAU RÉGIONAL DES COLONIES DE VACANCES DE SOUSSE (Sousse, Tunisia) is involved in the Euromed Youth program and Youth in Action program since 2004; this organization works in the field of vocational skills through informal and non formal education to empower young people for life and work. Their contribution was about non-formal education, especially about "entrepreneurship skills".

5. Plans for the Future

Future plans for the project and its partners consist in working with the YOTE course. For this reason, all partners have included the course in their centres' curriculum. The course is offered to other educational centres free of charge.

The partnership also expects to continue working together in other projects, some of which have already been applied for, and others that are intended to put into practice in future calls.

6. Contribution to EU policies

For VET students

The added value of this idea lies in the acquisition of key competences in the Recommendation of the European Parliament and of the Council of 18 December of 2006 on "key competences" necessary for Lifelong Learning (Lifelong Learning Programme).

Through our project, we aim to develop a method based on the 8 key competences to strengthen youth vocational training and give formal recognition according to the Recommendation of the European Parliament and the Council, ECVET about the European Credit System for Vocational Education and Training. ECVET is one of the several mechanisms.

For partners

It intends to boost the curriculum of its training centres: first, the project of the "formal", "non-formal education" and VET courses programs; secondly, the project develops activities and "non-formal education" competences. The project is a junction point between the two programs with the implementation of the "European Credit System for Vocational Education and Training"; and thirdly, students are attracted to undergo both experiences, having a formal recognition.

For teachers

Another important added value of the project is the fact that different teachers were involved in the design of the new and innovative methodology. Experts from different countries added different circumstances, adding in consequence further European value. These teachers shared their good practices, portfolio, and worked together in the design of this new methodology taking into account each other and every one of the cultural varieties of their respective countries. Therefore, cultural "versions" are foreseen.

