



# Curricula

## COMPASS

**An innovative learning approach to promote self-determination and employability of disadvantaged migrant and ethnic minority youth  
(Project: COMPASS – 510858-LLP-1-AT-LEONARDO-LMP)**



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## Development Curricula for «Urban Race Orienteering»

### 1. Introduction

#### ❖ General outline of the curriculum

This curriculum serves as a guideline for trainers, teachers and social - community workers working with young migrants aged 15 to 25 searching for a job or a vocational training programme.

This curriculum offers alternative and innovative forms of social - community work with young people facing problems finding a job or having difficulties to decide about the proper form of training or career perspective due to lack of skills and competences necessary to undergo such a personal development process.

This curriculum sets up a four-week preparatory training programme for young people. During these four weeks young people will acquire basic skills which will be helpful to undergo a process of making a decision about a future job option or vocational training programme.

#### ❖ Special considerations regarding the target group

This curriculum offers pedagogic and didactic materials for work with young migrants with low educational achievement, early school leavers school drop outs-and young migrants facing problems in finding a job or a vocational training programme due to lack of orientation, information and personal self-trust in the proper and suitable vocational and professional career plan.

Orienteering as a learning method is the heart of this programme and builds on this curriculum. The curriculum is a base for piloting the “urban race orienteering” and the implementation of the method for advice and orientation of the youths. The “Urban Race

Orienteering” following this four week curriculum will enable marginalized youth to apply skills and competences acquired during these four weeks in order to find better orientation and thus access to the labor market.

The target groups of this special curriculum programme can be found in low paid occupations or are unemployed and usually they neither have any possibility to find a job. Often they stay at home and some are financially totally dependent on social welfare or on their families. Furthermore, after a long time of unemployment or inactivity, the motivation to find a job or to do some further education is rare. To reach this target group it is very important to provide offers, which include, beside theoretical inputs, many possibilities for practice (learning by doing), so that the youngsters can engage in career focused personal effectiveness training, develop and keep up motivation. On the one hand, a good developed structure is needed and on the other hand, it must also offer space for spontaneity and creativity. With the following curriculum, the target group shall be reached and served in an individual, participative and non common way of knowledge transfer. In order to promote “career management skills”, the target group shall be coached.

To reach the target audience, it must be provided opportunities to attract their interest and relevance, thereby increasing the motivation of young people and aimed to realize their own capabilities.

## **2. Target group: *Juvenile migrants, ethnic minorities between 15 to 25.***

The main target group of this curriculum is ethnic minority youth, especially young migrants, young Roma and Irish Travellers’ youth, aged 15 to 25. These groups of young immigrants and members of social -ethnic minorities face special challenges at school and consequently in the transfer process between end of school and start of a follow-up vocational training programme. This curriculum offers tools and methods to support this target group to develop and improve basic personal skills and competences needed to undergo on a personal decision-making process and to decide on a possible future career and training choice.

Marginalised and migrant - ethnic minority youth still face severe problems within the partnership or host countries’ labour market. Access into permanent employment and access to initial vocational training has remained a special challenge for migrant youth in many European countries during the last decade. Key problems are periods of transition between formal school education and continuing vocational training. After an average of 9 to 10 years of compulsory school education, vocational training marks the final

stage of mandatory education and training. Many young people with migration background lack information, strategies, knowledge and skills to determine a potential field for vocational training suitable to their own needs and interests.

Migrant youth shows a clear deficit in exploiting skills and competencies acquired in non-formal and in-formal education outside school. There are also barriers for marginalized ethnic minority youth in accessing employment. Thus, it is necessary to facilitate migrants and marginalized ethnic minority youth to identify the personal talents and skills that they have gained through informal education, which might both be useful for the labor market as well as for searching for a job or for a vocational training program. Marginalized ethnic minority and migrant youth need multiple chances and need more time to make the right choice:

### **Migrants and ethnic minority youth need to have a “second chance”**

This is of special importance for school drop-outs and early school leavers, migrants and ethnic minority youth with multiple failures or whose needs have not been met in previous vocational training programs. Additional qualification programmes and acknowledgement of out-of-school qualification need to be offered in order to support migrant and ethnic minority youth in the labour market.

### **Qualifying in-company vocational training**

Migrant youth need to be better included in in-company and dual vocational training. Often, selection processes of companies searching for young trainees are seen as obstacle for migrant and ethnic minority youth. Fair forms of transition from school into vocational training need to be created in order to assist young migrants during the search for an in-company training program. Companies owned and operated by migrants need to be motivated to train young people with migration or with marginalized ethnic minority backgrounds. Direct links have to be provided between migrant youth and potential companies and trainers to overcome obstacle linked to language problems, discrimination, lack of knowledge about structures within companies and access to information sources within companies.

### **Qualifying school-based vocational training**

In regions with a lack of in-company vocational training programs, vocational training should be offered in schools and vocational training centers. Young people with migration background and ethnic minority youth need to be put in direct contact with such centers in order to be selected for training.

### **Diversity as a chance for companies**

Companies need to learn to understand that ethnic and cultural diversity is a chance and an investment into the future.

### **Regional networks for transition management for migrant and ethnic minority youth**

Transition management from school into vocational training for migrants and marginalized ethnic minority youth needs to be accompanied by mentoring programs, personal coaches and tutors where necessary. Mentoring schemes have to run as long as vocational training programs do where needed.

### **Acknowledgement of degrees and diplomas acquired abroad**

Diplomas and qualifications acquired need to be fully recognized within the educational system.

### **Social background and educational background of parents has direct impact on career development of children**

Within the educational system parents and their educational attainment directly influence a child's development at school and career choice. Many migrant and marginalized ethnic minority parents have a low educational level and low socio-economic status. This can create a cycle resulting in low levels of educational attainment and employment for their children. Studies show that the professional status of fathers is of special importance for the vocational success of children. Fathers with marginalised migrant

background often perform lower paid jobs. Their children often stay on the same level and are thus segregated from career pathways into middle level or high-level careers and jobs. Mentors and career guidance counselors have to break this pre-condition within the educational system and have to see migrant youth as independent from the social strata of their parents.

### **Linguistic problems**

Lack of knowledge of the spoken and written language in the country of residence.

Often migrants are able to speak and read on a satisfactory level. Their main difficulty however is written expression leading to problems when writing reports, letters, messages or short text lines, job applications and CVs.

### **Lack of orientation**

Young migrants who grew up in other social clusters and other fields of social and family-bound values might face difficulties when being exposed to competitive routines of personal performance found in most companies and enterprises. Often, the first weeks of vocational training programs are seen as “shock” for young migrants due to a high degree of mis-orientation and conflicts between traditional family values and labour market values.

### **Ethnic segregation**

Often young migrants with Muslim and Roma background live in ethnic segregation with close knit family ties and transnational family support networks. Often family members regard a job or vocational training program within a company not linked to one's own ethnic group to be counter-productive or different from one's own ethnic norms and values. This pressure being put on migrant youth might lead to drop-out and failure in vocational training programs.

Especially, lack of qualifications, insufficient education and semi-literacy up to illiteracy are closely related to the high rate of unemployment among youth migrants with Roma and Muslim background. These unfavorable factors have negative effects on the opportunities for the future employment of the young generation(demoralization of values orientation).

## **Ethnic belonging and host society**

Many young migrants experience problems in defining their own role and status. They are split between the ethnic cluster of their migrant family and the daily life at schools and educational centers. At schools, in companies and in training centers, they are exposed to a variety of cultural and ethnic influences. Their future is often seen with the host society's culture and less within their parents' culture. Migrant youth thus undergoes a dual transition process, one from school to vocational training, another from family culture to host society culture.

### **3. Promotion of "career management skills"**

The target group should be promoted in the acquisition of basic competences to make autonomously realistic occupational and educational decisions.

These basic European determinate competences are divided in 4 categories:

- 1) Ability for self-reflection
- 2) Ability to make a decision
- 3) Ability for information research and evaluation
- 4) Ability to formulate and pursuit goals

### **4. Duration**

The orientation for 4 weeks will be mixed with different methods and the four basic skills (research skills, pursuit of goals, ability to make decisions and self-reflection). The completeness of the exercises is different from the marked cognitive requirements in schools and extracurricular activities and makes it possible to anchor the emotional experience.

## 5. Activities, Methods, Objectives, Materials – Week Procedures

### 5.1 Week 1: Ability of self-reflection / team-building, group rules, communication, job orientation: interests, competences, visions, project planning.

1 <sup>st</sup> WEEK	ACTIVITY	METHODS	OBJECTIVE	MATERIALS
Steps of approx.:	Description of activity	Indication of teaching method chosen	Indication of intended effect	Description of materials used
<b>Introduction to COMPASS</b>	Welcoming, presentation of the trainers/participants, general information about the project	Verbal, sitting in a chair circle  Group discussion	Distribution of general course information, orientation for the participants, build up of trust	Computers, flipchart, flipchart marker, pens, paper, Info-cards with keywords
<b>Icebreakers</b>	Icebreakers with the group Get known to each other	<ul style="list-style-type: none"> <li>- Ice-breaking games</li> <li>- Self-portrait</li> <li>- Face-to-face interviews</li> <li>- Group of 5 “private” interviews</li> <li>- Best skill / worst skill exercise</li> <li>- personal profile fact-sheet</li> <li>- character-change exercise</li> <li>- personal wish list</li> </ul>	<ul style="list-style-type: none"> <li>- Getting to know each other in group</li> <li>- Building up trust and confidence within group and towards trainers / mentor</li> <li>- Self-reflection on own personality in safe environment</li> <li>- peer-networking</li> </ul>	Computers, flipchart, flipchart marker, pens, paper
<b>Teambuilding activities</b>	<p>Team building: 4 teams</p> <p>A role play or an art project to find common interests</p>	<p>Participatory small group work in teams</p> <p>The groups are built by the trainers. The variety of interests is : important. Together the youngsters</p>	<p>Teambuilding of each team</p> <ul style="list-style-type: none"> <li>- definition of personal goals of skill acquisition</li> </ul> <p>The team members shall have different interests, so that the „urban race orienteering“</p>	Computers, flipchart, flipchart marker, pens, paper, art materials

		talk again about their interests, competences and visions and start to make a team-tree: the roots show all their competences they have, the trunk shows the competences and interests and the fruits/leaves show the visions/aims/interests whereas the branches describe the ways, how to reach the aims	will offer a variety of perspectives to all participants	
<b>Discussions with coaches</b>	Discussion  Skill definition exercise (analysis of already available skills and competencies of young people)	One-to-one or group discussions with coaches  - group exercise on ability to a) speak languages b) artistic skills c) sports d) hobbies e) computer experience f) music g) history h) expression i) fashion - problem-solution exercise in small groups based on skills analysis  - Discussion of outside influence on young people (role of family, friends, media, gang, religion etc.)  - A clear structure must work out	Coaches to identify the educational / occupational interests of the individual members of each group.  Definition of existing skills on individual level within group. Making notes of individual skills of each group member. Acknowledgement of value of these skills. Definition of added value of skills for career orientation. Link of skills to action (problem-solution exercise)  - Information research and	Pens, paper, flipchart stand and paper, flipchart markers  - flip chart - pencils - drawing paper - digital camera - paper charts - big paper sheets - karaoke-software - video camera  - Learning



<p><b>Summary and Evaluation</b></p> <p><b>Linked with out-door activity (adventure garden)</b></p>	<p>Wrap-up and summary of week 1, preparation of week 2</p>	<ul style="list-style-type: none"> <li>- evaluation in individual discussions</li> <li>- group discussions on skills and use of skills in daily life</li> <li>- reflection of super-job and ways to achieve this (dream-reality exercise)</li> <li>- definition of goals for week 2</li> </ul>	<ul style="list-style-type: none"> <li>- Clear self-reflection upon skills, dreams, wishes and options</li> <li>- Solid group confidence and peer-network quality</li> <li>- Trust into mentor, social worker or trainer</li> <li>- Ability to interact with family, third parties</li> <li>- individual empowerment</li> </ul>	<ul style="list-style-type: none"> <li>- pencils</li> <li>- drawing paper</li> <li>- digital camera</li> <li>- paper charts</li> <li>- big paper sheets</li> <li>- video camera</li> <li>- balls</li> <li>- personal diary and paper-based notebook file</li>   <li>- Visit to adventure outdoor activity centre (climbing, swimming or rafting)</li> </ul>
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**5.2. Week 2: Information research and evaluation**

<b>2<sup>ND</sup> WEEK</b>	<b>ACTIVITY</b>	<b>METHODS</b>	<b>OBJECTIVE</b>	<b>MATERIALS</b>
<b>Steps of approx. :</b>	<b>Description of activity</b>	<b>Indication of teaching method chosen</b>	<b>Indication of intended effect</b>	<b>Description of materials used</b>
<b>Researching options</b>	<p>Introduction of research methods:</p> <ul style="list-style-type: none"> <li>- online research</li> <li>- talking to others, peers</li> <li>- find and ask those who know already</li> </ul>	<p>Assisted research on internet, interviewing coaches, college prospects.</p> <ul style="list-style-type: none"> <li>- background on Google,</li> </ul>	<p>Learners to identify educational and occupational interests, visions and possibilities</p>	<p>Computers, flipchart, flipchart marker, pens, paper, newspapers</p> <ul style="list-style-type: none"> <li>- laptops</li> <li>- file cards</li> </ul>



<b>2<sup>ND</sup> WEEK</b>	<b>ACTIVITY</b>	<b>METHODS</b>	<b>OBJECTIVE</b>	<b>MATERIALS</b>
<b>Steps of approx. :</b>	<b>Description of activity</b>	<b>Indication of teaching method chosen</b>	<b>Indication of intended effect</b>	<b>Description of materials used</b>
<b>Outdoor research exercise</b>	“Urban Race Orienteering” visiting colleges and employers, performing interviews, making phone calls, gather information.	<p>Visits to college staff / employers, phone research</p> <p>Research at ONE institution per mini-group (research at  a) library  b) job centre  c) company  d) professional  e) online centre  f) training centre  g) youth club  h) others)</p>	<p>Learners to gain further information on their progression options</p> <p>Introduction to information resources and how to access these resource based on individual needs for information linked to personal research assignment</p>	<p>Pens, paper, cameras, questionnaires / interview questions,</p> <ul style="list-style-type: none"> <li>- laptops</li> <li>- file cards</li> <li>- library catalogue</li> <li>- phone book (yellow pages)</li> <li>- city info book</li> <li>- job profile catalogue</li> </ul>
<b>Documentation</b>	Documenting “Urban Race Orienteering” through measures such as: taking photographs, recording interviews / questionnaires, collecting business cards, pamphlets	<p>Collecting written information.</p> <p>Documenting communication, group work.</p>	Learners will collect information relevant to their progression routes.	Pens, paper, cameras, questionnaires / interview questions, folders.

<b>2<sup>ND</sup> WEEK</b>	<b>ACTIVITY</b>	<b>METHODS</b>	<b>OBJECTIVE</b>	<b>MATERIALS</b>
<b>Steps of approx. :</b>	<b>Description of activity</b>	<b>Indication of teaching method chosen</b>	<b>Indication of intended effect</b>	<b>Description of materials used</b>
<b>Summary and evaluation</b>	Evaluation of research	<ul style="list-style-type: none"> <li>- Reports per group</li> <li>- Evaluation of information found</li> <li>- self-reflection on results linked to own pre-defined interest</li> <li>- Story-telling exercise</li> <li>- Individual reports linked to goals</li> </ul>	Individual linkage of research outcome to personal wishes and goals; acquisition of skills on where to research and how to evaluate useful research spots	<ul style="list-style-type: none"> <li>- groups exercises</li> <li>- tape recorder</li> <li>- flip chart</li> <li>- balls</li> <li>- personal diary and paper-based notebook file</li> </ul>

### 5.3. Week 3: Formulate and pursuit goals

<b>3<sup>rd</sup> WEEK</b>	<b>ACTIVITY</b>	<b>METHODS</b>	<b>OBJECTIVE</b>	<b>MATERIALS</b>
<b>Steps of approx. :</b>	<b>Description of activity</b>	<b>Indication of teaching method chosen</b>	<b>Indication of intended effect</b>	<b>Description of materials used</b>
<b>Formulate goals</b>	Definition of individual goals (personal goals)	<ul style="list-style-type: none"> <li>- individual work</li> <li>- individual career guidance counselling</li> <li>- reflection of goals and achievability</li> <li>- time plan</li> <li>- activity plan</li> </ul>	Map of goals and pathways on how to achieve goals using a multi-step strategy linked to time plan and methods useful to successfully proceed this process	<ul style="list-style-type: none"> <li>- personal "goal" map</li> <li>- calendar</li> <li>- time-rope</li> <li>- papers</li> <li>- pencils</li> <li>- tape-recorder</li> <li>- self-promise card</li> <li>- assignment of "buddy" or peer for support</li> </ul>

	Self marketing	«My dream company» (in peer-groups the youngsters develop the ideal company – information about staff, field, location, money, product, service,... - which they present to the audience. The audience gives feedback what is good and what is missing and decides if it would invest money to the idea.)	Training of teamwork, creativity, responsibility, self marketing	Flip chart, scissors, pencils, glue, magazines for collage,...
<b>Build a CV</b>	- Writing a CV - Use of the “Europass” database	Directed learning, worksheets, handouts  Role play, computer units to assist the youths in the development of the CV and application letters	Learners will be able to write up their own CV  Application training, promotion of „career management skills“, information research	Pens, paper, computers, printer, photocopier, flipchart stand and flipchart markers
<b>Interview skills</b>	Preparing for an interview, mock interviews, evaluating performance in mock interview	Group work, directed learning, one-to-one work, mock interviews	Learners will be able to perform well in an interview, with a knowledge of the importance of body language, appropriate dress and speech, confidence	Pens, paper, Computers, flipchart stand and flipchart markers
<b>Personal portfolio</b>	Filling in application forms Practice writing a cover letter	Group work, directed learning, filling in worksheets	Learners will be able to fill in an application form for educational /	Pens, paper, computers, printer, applications forms photocopier, flipchart stand

			employment positions	and flipchart markers
<b>Pursuit goals</b>	Reflection on goals and ways to achieve them on individual level and in team-assignments	- peer interviews - talk with successful peer	Self-Re-Empowerment on goals and ways to pursuit them, team-building exercise	- beamer - laptop - camera - pencils, paper - facebook access
<b>Documentation</b>	Keeping records of all sessions and tasks completed	Individual self-directed	Learners will each maintain a portfolio with all relevant materials from tasks completed during sessions	Folders, polypockets, handouts, worksheets, pens, paper, photocopier, computers

#### 5.4. Week 4: Make a decision

<b>4<sup>th</sup> WEEK</b>	<b>ACTIVITY</b>	<b>METHODS</b>	<b>OBJECTIVE</b>	<b>MATERIALS</b>
<b>Steps of approx. :</b>	<b>Description of activity</b>	<b>Indication of teaching method chosen</b>	<b>Indication of intended effect</b>	<b>Description of materials used</b>
<b>Self – determination</b>	- decision-making labyrinth - right and false-decision making exercise - individual decision making - group decision making - wrap-up - promise and “contract” of individual with group (plenary)	Group workshop outside normal environment with individual and group exercises	- show pathways of decision making - tools to handle conflicts in decision making - individual and group analysis of decision - colour-code to decision based on priority settings and time-plan - contract (signed)	- camp - tents - personal “goal” map - calendar - time-rope - papers - pencils - tape-recorder - self-promise card

<b>4<sup>th</sup> WEEK</b>	<b>ACTIVITY</b>	<b>METHODS</b>	<b>OBJECTIVE</b>	<b>MATERIALS</b>
<b>Steps of approx. :</b>	<b>Description of activity</b>	<b>Indication of teaching method chosen</b>	<b>Indication of intended effect</b>	<b>Description of materials used</b>
			between individual and group on decision and follow-up strategy - agreement upon code of conduct for follow-up strategy	
<b>The final decision</b>	Presentation of decision to family, friends, parents	- Private reception of group where family and friends are invited - exhibition of goals and decisions for family and friends - presentation of contract and "code of conduct"	- Building up group and family support to enforce self-confidence, reliability and trust	Drinks, food, flip chart, video wall, laptop, beamer
<b>Group Evaluation</b>	Group evaluation	Group participatory evaluation	Learners as a group will evaluate the project, identifying positive and negative experiences.	Pens, paper, flipchart stand and markers
<b>Individual evaluation</b>	Individual evaluations	Questionnaire / interview	Learners will individually evaluate the project, identifying positive and negative experiences	Pens, paper
<b>End of Project activity</b>	ceremony	Presentation of certificate to each learner	Learners are congratulated for their hard work	Certificates

## 10. Objectives

- ❖ Aiding youths to develop the necessary knowledge, abilities and outlook that will help them manage personal and educational development issues.
- ❖ Career guidance and counselling needs to constantly adjust itself to new realities, commonly characterised by rapid socio-economic changes, shaping in turn new conditions in career guidance and counselling implementation.
- ❖ Keeping our youth informed regarding occupation and the nature of work, as well as helping them develop the abilities they need for entering and maintaining a professional position, are two extremely important targets in today's ever-changing work environment.
- ❖ improve personal development
- ❖ improve employability
- ❖ prepare the youths for integration into the Labour Market
- ❖ Self- determination

## 11. Recruitment of Participants

Depending on the type of institution the target group is addressed through various channels. The fact that not all addressees speak the language of their host country has to be taken into account.

- ❖ personal contact
- ❖ contact through mediators
- ❖ contact with institutions working with immigrants and minority groups
- ❖ youth clubs, schools, training centres, migrants' clubs
- ❖ municipal integration centres
- ❖ integration courses and language courses

- ❖ school mentoring programs
- ❖ health service centres
- ❖ job centres
- ❖ job contact centres
- ❖ in-company vocational training counsellors
- ❖ distribution of brochures and other printed materials
- ❖ mailings
- ❖ press releases

## 12. Didactic Methods

In order to rise and keep the motivation of the participating teenagers, a clear structure with open space for spontaneity and creativity shall be offered. A balanced mixture between theoretical input and practice-orientated exercises in terms of role play, dialoguing and self-reflexion shall provide a lasting learning-by doing. Only in this way, the even abstract elements like self-reflection and awarded decision making can be trained effectively. In the following, the specific didactic facilitation methods and their use will be described in detail.

### **Coaching**

The youngsters will be coached by trainers during the whole piloting. This includes for example the planning of the peer group projects, the job orientation and the examination of the individual interests, competences, wishes, values, aims and visions, the writing of applications and CV and much more. Coaching takes place individually or in group, depending on the situation and needs.

### **Demonstrating**

In order to convey important contents, information or know-how, an adequate demonstration is necessary. This doesn't only mean the predominance of the trainers by conveying the relevant information; also the participants are involved and take over active roles. The youngsters, for example, will have to resolve a duty (individually or in group) and has to present it to the others. After

being coached in giving constructive feedback, the audience has to give feedback to the presenter(s). In this way, the youngsters learn how to research, summarize and present information to others and additionally, practice their self presentation. This fact is very important to build up their self-confidence and is a very good preparation for further job interviews and castings. Inside the group they can train those situations in a protective frame work and the trainers accompany the group and dispose them for an appreciated intercourse with each other.

### **Researching**

Compared to the majority, migrant youngsters or from marginalized ethnic minority backgrounds are often bad informed about job-related tasks and many do not know where to look for information. Therefore it is essential to coach those who need it in researching relative information. The trainers will show them which media (internet, newspapers, etc.) offer them information about job seeking and job orientation. In a next step, the teenagers will have to solve duties by their own or in groups, so that they are able to do it self-dependent even after the piloting.

It is also part of the piloting to research information about different job descriptions and even companies, where the youngsters will have their practical. It is essential to know how and where to find relevant job information to be able to find a professional way of job searching, applying and interviewing. To know how to find information about a company by looking at the company's homepage gives support, when the applicants have to answer certain questions in a job interview. It's not always easy for young people to "read" a homepage and find the relevant information about an organisation's philosophy as well as the mission and vision. But if they are able to talk about it, they are able to prove their interests in a potential apprenticeship training position or job and therefore their opportunities to score highly in an interview rise a lot.

### **Dialoguing**

Dialoguing is an important pedagogical part of the whole curriculum. Through the four weeks, topics like values, visions and interests will be discussed in peer groups or within plenaries. The trainers will support the participants to dialogue as apart of a group in order to face each other on a conversational level. Therefore the youngsters are trained in non-violence communication in the first week. Communication and dialoguing will be present through the whole piloting, because the trainer will have a look on the communication style of the youngsters. Already in the beginning general rules of working with each other will be developed and signed by everybody and this will also include the communication. In the long run the youngsters learn how to express themselves, how to integrate different ways of thinking and opinions and using language to give information and dealing with conflicts in a non-violent way. Furthermore these training sequences are also important for future application situations. In Austria, some companies organise castings for trainees. The best ones will be taken for an apprenticeship training position. Many youngsters, especially

those with migrant background, haven't the heart to apply for a job, if they know about the casting. But it is a very important opportunity to get an apprenticeship training position and therefore, the teenagers must be trained.

### **Discovering**

From the very beginning, the youngsters learn to discover new things. This concerns their own personality, interests, values and visions as well as general and in-depth knowledge about different occupational images and education. By looking for relevant occupational information, the youngsters are even better prepared, when they start their practical and this also leads to a better perception by the companies. Their chances to get an apprenticeship training position after the practical rise or otherwise they will receive a good job reference, which can be used in an application letter. The practical, but also the theoretical inputs and research must be done by the participants themselves, so that they discover things by their own. These processes have another learning quality than common ways of knowledge transfer.

### **Explaining**

During the piloting, not only the trainers will have the role to explain things. Even if their main part is to explain and support processes, the youngsters will have many opportunities to explain. Generally, the participants will have to work in groups or individually. They have to resolve problems or duties and they will always have to present their outcomes to the peer group or to the whole group. In this way, they learn how to present and explain their work, which is also very important for future job interviews and also their professional life as a whole. Therefore, it is very important, that the trainers, in a first step, have the ability to explain contents in a way, so that everybody can understand it. At the same time, the teenagers learn indirectly from the trainers as role models. So the teenagers can train explaining during the whole piloting.

### **Collaborating**

Working in teams and learning in peer groups is the basis for learning and improvement of social skills like teamwork, responsibility, communication and tolerance. Within the piloting, the youngsters learn these skills within the safe framework of the partner institutions and can then prove it in the practical. Through feedback, they receive information about their behaviour inside the peer groups and can therefore change actions and behaviour if necessary.

### **Self-Studying**

Beside role plays and interactive sequences, the teenagers also have enough space for self-studying. Especially in the first week of the piloting, they learn to look at their own personalities, interests, values, visions, etc. They will find out new aspects of their own,

which they didn't know before, but all these processes help them to get more self-confident. Further more, self-studying processes are the basis of the job orientation. Without knowing one-self it's difficult to concentrate on their own career paths. Exercises like „making the tree“, collecting the individual visions or finding out the own interests, as mentioned under „duration“, support these processes. Nevertheless, the whole piloting is a self-studying process.

### **Practicing by working**

The practical in the second part of the piloting will give some further job orientation to the participants. It is necessary for the youngsters to prove the researched information about the job description and gather new experiences within the practical.

## **13. Learning Environment**

Specialists and Educators shall be well prepared in terms of intercultural communication and the target group's social, and cultural and ethnic background as well as their level of integration. Furthermore the adventure and experimental education, which takes place in nature, studios, sports grounds and work shops, is another learning environment which will be offered by the project. The youngsters have therefore the possibility to experience a variety of different environments and even learning styles, which will have an important positive and long-term impact on their personality. It's the aim of COMPASS to offer various perspectives and orientation to the target group and to implement and develop an intrinsic motivation, variety and even fun must be offered as well. These are the keys to success and also encourage an understanding of life-long learning.

- ❖ raise self-esteem and motivation
- ❖ plan adequate time for input and output of information
- ❖ provide plenty of time to perform tasks
- ❖ provide clear instructions, keep explanations simple
- ❖ use visual aids
- ❖ plan short-range tasks with built-in successes
- ❖ adaption of the material to the target group
- ❖ guidance during the practice

#### 14. Special tasks of the curriculum

- The problems that arising from the analysis that came up from the survey in your area
- The background of the immigrant and ethnic minority youths in your area
- Your target groups
- The guidance process
- The guidance regulation
- The opportunities for employment
- The information of the state of art report
- The educational system (especially for immigrants, ethnic minorities, refugees...)
- The labor integration
- The strategies that you are going to use
- The impact of the environment (family, friends, networks....)
- The communication abilities
- The economic situation
- “Local” opportunities for employment
- Filling in an application form
- Creation of personal portfolio and a CV