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YouthProAktiv
SPAIN

NON-FORMAL TOOLKIT

FOR YOUTH WORKERS

New quality tools to empower NEET youngsters activation

Empowering NEETs across Europe: a peer learning approach

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1

PROJECT OVERVIEW

EMPOWERING NEETS ACROSS EUROPE: A PEER LEARNING APPROACH

Welcome to the **non-formal toolkit for youth workers** designed and developed under the framework of the KA2 Erasmus+ project **"Empowering NEETs across Europe: a peer learning approach"**. This project aims to address the specific needs of NEETs by equipping them with tools, networks, and resources to thrive in four key domains: **digital, economic, social, and democratic**. Simultaneously, this project recognizes the **vital role of the youth sector** in activating NEETs and creating positive change in their lives. Hence, through soft skills training, raising awareness actions, and creating tools such as this non-formal toolkit, this project aims to activate NEETs across Europe and provide youth organizations with transferable valuable resources.

Recognizing the pivotal role of **youth workers** in supporting and **empowering young people**, this toolkit is primarily designed for them. Its aim is to enhance their skills, inspire them, and elevate the quality of youth work through non-formal initiatives and illustrations of successful projects. By virtue of their **dedication, guidance, and mentorship**, youth workers can become catalysts for change among NEET youngsters, inspiring them to unlock their full potential and pursue meaningful pathways.

This toolkit has been **co-designed and developed** by the partners forming the Consortium of the KA2 "Empowering NEETs across Europe": **YouthProAktiv Spain**, **Klub koroških študentov** from Slovenia, **EKO Greece**, and **YouthProAktiv International** from Belgium. A heartfelt acknowledgment is extended to these organizations for their unwavering commitment, as well as to the youth participants in the Transnational Mobilities of the KA2 project that took place in Spain, Slovenia, and Greece. Through these transnational mobilities, the toolkit was collaboratively thought through.

Reader's guide: Navigating the Toolkit

This toolkit is a **versatile resource.** Whether you are seeking knowledge, inspiration, or practical activities, this toolkit offers a roadmap to guide your efforts in activating NEETs across the digital, economic, social, and democratic dimensions. Let the toolkit be your companion in creating positive change and enabling NEETs to unlock their full potential.

To make the most of this toolkit, we recommend following the official order of the sections:

1. **Challenges and Solutions:** an overview of the identified obstacles NEETs encounter in digital, economic, social, and democratic spheres, offering practical solutions to overcome them.
2. **Country-Based Best Practices**: successful initiatives from Spain, Slovenia, Greece, and Belgium are highlighted, providing valuable insights and inspiration for empowering NEETs in various domains.
3. **Non-Formal Activities**: the main part of the toolkit. A collection of 16 non-formal activities (4 for each area: digital, economic, social, and democratic), developed by the partner organizations of the project and their youth participants to the mobility. These activities aim to promote skill development, empowerment, and engagement among NEETs in digital, economic, social, and democratic dimensions.

2

CHALLENGES AND SOLUTIONS FOR EUROPEAN NEETS

DIGITAL ACTIVATION

CHALLENGES	SOLUTIONS
Information overload and fake news	• Informative sessions on internet safety, misinformation, and manipulative techniques. • Providing explanations on the differences between misinformation and disinformation and how to identify them. • Development of a seminar on “what are the main risks when going online” and teaching the NEETs general rules while using the internet.
Limited access to digital devices "Digital Divide" refers to the gap between those who have access to computers and the internet and those who don't.	• The Digital Inclusion Navigator, sponsored by the **EDISON Alliance***, is a 47-member group of governments, companies, and global organizations established to tackle shortfalls in access to affordable online technology and participation in the digital economy around the world.
Lack of essential digital skills required in today’s job market and limited digital literacy.	• The **DIG IN Erasmus+ European Project*** focuses on youth NEETs, seeking to equip young people with digital skills to increase their employability and increase their motivation to become active participants in society. ◦ **Digital Toolbox***: it is an online catalog offering an inventory of exercises, reading material, tools, and resources prepared and translated by the partners of the DIG IN. It is an inventory of ready-to-use lessons, activities, exercises, and assessments properly categorized under each previously identified value to make it easier for educators to choose the ones they need.

ECONOMIC ACTIVATION

CHALLENGES	SOLUTIONS
Financial education (not in formal compulsory education)	• To address limited accessibility, efforts can focus on creating mobile-friendly educational materials adaptable to low bandwidth, alongside forging partnerships with local libraries, community centers, or churches to host in-person workshops and provide access to financial education resources.
Lack of financial independence	• One solution is to encourage youth entrepreneurship through training and mentoring programmes to start small businesses that can operate from the family home, using available resources and family support. In addition, training in digital skills and the search for remote or freelance employment opportunities can be promoted, allowing young people to generate income without having to leave their home environment.
Accommodating mentality among NEETs	• Organizing meetings/get togethers for NEETs in the same situation so they can talk about their experiences and share solutions • Time management and planning work sessions: structuring your options/actions in order to see improvements and keep record of your journey
The fear of monetizing a hobby	• Community based events: the organizations can function as a hub for NEETs to promote their creations, engaging with local communities and the opportunity to get to the market. • Promoting initiatives like 'Erasmus for Young Entrepreneurs' facilitates cross-border exchange of entrepreneurial and management experience.

SOCIAL ACTIVATION

CHALLENGES	SOLUTIONS
Idealization of social life	• Approaching schools for having seminars and informative activities about adulthood.
Insecurities for the constant evolving nature of our systems	• Meet-ups among youngs that they can share their experiences.
Lack of motivation or excesive preassure of the families	• Have a safe space where you hang out with people so that thay gain an interest in them.
Lower life satisfaction	• Survey the need of people and then organize projects which fulfill those needs.
Anxiety, depression, confusion and rebellion. It conducts to a situation of hopeless	• Therapeutic groups: possibility to share experiences with people that are going through to the same issues related to mental health conditions. • Sports practices: sports are a natural boost of serotonin and endorphin and increase life and mental health quality • Workshops on relaxation techniques and mental wellbeing.

SOCIAL ACTIVATION

CHALLENGES	SOLUTIONS
Conservative mindset. Mainly in the rural youth.	*Rural youth tend to have a feeling of responsibility to stay and help their families, even through that means not fulfilling their professional and personal ambitions. Often, if rural youth want to study, they need to move to big cities far from their hometowns, and this is can be a challenge both for the rural communities (seeing young people leaving the area, and for the youngsters themselves, getting outside their comfort zone).*
Lack of ambition. Commodity.	• Informing people about different career opportunities and jobs to help them move away and start their own life. • Job/university fairs to help make life decisions and to meet new people facing similar issues. • Have different game/boardgame/social events in the region to help young people meet their peers and to strengthen social connections.
Risks of social media.	• To create workshops on how to navigate social media in a positive way. • To learn good practices to engage with social media without damaging your own mental health.
Lack of safe spaces (for identities, gender expressions, sexual orientations, ideologies)	• Theatrical - acting groups that through the script young people can express themselves. • To learn how to connect with emotion, control their feelings.

DEMOCRATIC ACTIVATION

CHALLENGES	SOLUTIONS
How to access inspiration and role models? How to have an accessible and inclusive format? How to extend youth networking?	• Engage in EU initiatives directed for youth in universities, for example, **Open EU Debate.** • The **EYE event** that brings together every two years young people around the Europe to shape the future of Europe.
Mistrust in politics	• Organizations can advocate for transparency in political processes, including campaign financing, decision-making, and policy implementation. • Political education and civic engagement programs to young people.
Lack of knowledge of the opportunities that they have to engage in the policy debate	• Create workshops in high schools about the opportunities that they can find. • Manage guided visits to political institutions. • Attractive social media actions comming from youth leaders.
Lack of activities for civil engagement among youth or lack of dissemination	• Newsletters to share civil society initiatives related to politics, not only on community level but also national level, but being sure that all voices are being heard and shared.

DEMOCRATIC ACTIVATION

CHALLENGES	SOLUTIONS
Old-fashion way of approaching politics or citizenship participation. “Too complicated or bureaucratic to understand or engage”	• Promote new ways of democratic participation like social strikes, local assemblies. • To foster positive instruments already implemented such as a participatory budget in each local municipality. • Progressive introduction on digital democratic participation in elections.
Frustration from malfunctioning of political systems (national, local, commune). The lack of transparency in policy-making creates a sense of corrupt nature of the institutions	• Production of materials teaching how to navigate transparency and governmental websites, promoting interest and engaging people with the results of politics, fomenting information awareness.
Manipulation of youth for votes Misinformation and populism Lack of critical thinking	• Creation of websites, social media accounts and informative workshops for accurate information and counter fake training. • Accounts on social media that can inform youngsters (and not only) about political history, whats going on right now ect that are non politicalized and they are accurate and objective.

3

NON-FORMAL ACTIVITIES TO ACTIVATE NEETS

ACTIVITIES

1

DIGITAL ACTIVATION ACTIVITIES

2

ECONOMIC ACTIVATION ACTIVITIES

3

SOCIAL ACTIVATION ACTIVITIES

4

DEMOCRATIC ACTIVATION ACTIVITIES

1.1 SOCIAL MEDIA MANAGEMENT

SUMMARY OF THE ACTIVITY: Training seminars of 2 phases that include local NEETs. In the 1st main phase the participants will be "supplied" with knowledge and digital tools through online informal educational sessions. In the 2nd main phase they will apply those competencies in order to manage social media of the coordinating organization.

OBJECTIVES: Motivate/Inspire, learn & enhance their digital skills.

TARGET GROUP: NEETs

AGE: 22-29

DURATION: 3 weeks

NUM. OF PARTICIPANTS: 4-5 local participants

DIFFICULTY LEVEL: Medium

CONDITIONS/FORMAT: first main phase is online meetings on zoom, second main phase is on site meetings, evaluation follow up session will be online .

DESCRIPTIONS AND INSTRUCTIONS:

- Pre-start (on site) (1 day): Welcome session, icebreaking & team building activities, presentation of project & timetable, explanation of the Zoom app.
- workshop: group forming, ice-breaking activities, training course, evaluation
- Last day: Presentation of the implemented group work & evaluation of 1st phase altogether online
- 2nd phase (on-site):
- Introducing participants to the main tasks
- group working on their assigned tasks
- evaluation & certificates of participation
- Follow-up session (2 months later - online): Evaluation of the impact that the project had in their lives if they had any opportunity similar to the project.

EXPECTED LEARNING OUTCOMES:

- Learning how to use digital tools and delve into these.
- Motivate the group to work in a creative way.
- Raise the responsibility of the group's members.
- Encourage participants to take initiative.

PREPARATION:

- Open call (google forms, motivational letter, educational background, self-evaluation of their digital skills)

QUESTIONS FOR REFLECTION:

- How was the process?
- Did we achieve our initial goal?
- Could we do something differently?
- How further did they develop their skills?
- How further could this initiative be evolved?
- Were there any deficiencies?

MATERIALS:

- Flipcharts, projectors, markers etc. already existing
- Camera, big screen etc. already existing
- Using free software for training

TOOLS/MEANS FOR EVALUATION:

- Google forms
- Written evaluation
- Mentimeter
- Oral feedback

1.2 DIGITAL JOB FAIR

SUMMARY OF THE ACTIVITY: Companies who are providing jobs in the digital sector present themselves and explain the career opportunities they provide to our target group. Participants can ask questions and learn about what opportunities digital jobs can offer. They can also start making connections with different job providers, helping them to find the right job.

OBJECTIVES: The objective is to give young people information about job opportunities in the digital sector which offer hybrid and remote work options, offering a more personal and modern lifestyle (compared to classic 9-6 jobs).

TARGET GROUP: people in higher education

AGE: 22-29

DURATION: 4-6 hours, depending on the number of participants.

NUM. OF PARTICIPANTS: 15-100

DIFFICULTY LEVEL: medium- difficult

CONDITIONS/FORMAT: Hall or a venue where there is enough space for all the companies to set up their own pre detriment space - with their own tables

DESCRIPTIONS AND INSTRUCTIONS:

- Make a public announcement and invite companies that fit the criteria to join the project. Reserve a space large enough to fit all the companies and expected participants.
- Promote the event through social media, universities and other channels to reach as many people in the target group as possible.
- Before the actual start of the project: welcome all the participating companies - guide them to their predetermined location, and help them set up.
- Once the “doors” open, have the moderator welcome the participants, let him make an introduction and he should also explain the concept of the project.
- The participants are free to go to visit any company they wish, ask questions and learn about job opportunities.
- Once the participants have gotten all the information they needed they can leave and the project comes to an end.
- After the event send an email to all the companies who participated to thank them and do an evaluation.

EXPECTED LEARNING OUTCOMES:

- Target group participants get information about new, modern career opportunities where they can work remotely or on a hybrid schedule, so they can work from our rural area, not having to move to a bigger city.
- Companies can present themselves to a larger audience, gaining new potential workers.

PREPARATION:

- Make an open call/announcement for companies to apply or invite specific companies to join the project.
- Book a moderator for the event
- Find a location suiting the size of the project
- Promote the project to as many people in the target group through different channels.

1.2 DIGITAL JOB FAIR

MATERIALS:

- Microphones, speakers for moderator
- Promotional material for participants
- Each company should bring their own equipment.

QUESTIONS FOR REFLECTION:

- Was the communication with companies good?
- Did the participants actively participate?
- Did they benefit from the project?
- Was the project narrated properly?
- Things to improve
- Did it achieve its goal?

TOOLS/MEANS FOR EVALUATION

- the number of participants - on both sides
- If our target group actually benefits from the project - they get a job - feedback from companies and participants
- If it becomes an annual project, less brain drain is expected (less people move away)- depends on government or local data on migration

1.3 SEMINARS DIGITAL ACTIVATION

SUMMARY OF THE ACTIVITY: The activity consists in a serie of seminars created in order to spread the knoledge about digital competences among NEET's and show them a in a intensive way a global framework of how digital competences can be usefull youth work.

OBJECTIVES: The aim of this non-formal education activity is for youth workers to gain awareness of what digital youth work means and how to develop the skills and competencies needed. More specifically, the activity will have a special focus on youth workers who are in contact with Neets and their digital activation.

TARGET GROUP: Youth worker who are in contact with Neets or who are part of their regular activities.
AGE: 18-27
DURATION:

- 1h block 1
- 45 min block 2
- 45 min block 3
- 45 min block 4
- 45 min block 5

NUM. OF PARTICIPANTS: unlimited access to the seminar. However with a minimum participation of 20 youth workers.

DIFFICULTY LEVEL: Beginner

CONDITIONS/FORMAT: Online seminar

DESCRIPTIONS AND INSTRUCTIONS:

- Block 1 Digital Youth work
- Block 2.1 Digitalization of Society
- Block 2.2 Planning designing and Evaluation of digital youth work
- Block 3.1 Information and data literacy
- Block 3.2 Communication
- Block 4.1 Creativity
- Block 4.2 Safety
- Block 5 Reflection and evaluation.

PREPARATION:

- Step 0 . Analysis of the viability of the activity and incorporation of the template. Adapt the road map template to your organizational system. Specify the steps. Assignation of responsibilities Timelines. Additional comments
- Step 1: Searching for partnerships and trainees or experts
- Step 2: Promote the project to look for participants and register participants.
- Step 3: Implementation of the activities
- Step 4: Dissemination of the project
- Step 5: Follow up

1.3 SEMINARS DIGITAL ACTIVATION

MATERIALS:

- Device with internet connection that makes it possible to see and share the knowledge (camera, microphone…)
- Meeting platform (Google meetings, Zoom meetings…)

QUESTIONS FOR REFLECTION:

- Initial survey: All participants will answer a survey before starting with the activities. This one will ask about their personal skills and competencies in the digital field. Also, the youth workers will be asked about the digital programs that they know and use the most.
- Final survey: During the final survey, after the training, youth workers will reflect and will be aware of what they have learned and how they can implement it in their working routine.

TOOLS/MEANS FOR EVALUATION:

- During the follow-up period we know more about the different perceptions that participants have had during the training.
- The final evaluation survey will serve as a tool to know the different thoughts and feelings of participants during the different seminars. As well as the possible modifications to do in future seminars.
- Oral feedback at the end of each session.

1.4 INFLUENCERS FOR DIGITAL ACTIVATION

SUMMARY OF THE ACTIVITY: Several online seminars and confereces made be influencers and experts in digital comunication.

OBJECTIVES: The main objective that we will try to reach doing this activity is to spread among NEET's all the digital knowledge and the best way to use this knowledge in a responsible way. Transmit them the dangers and challenges that NEET's can face in the digital world and give them tips to avoid them.

TARGET GROUP. NEET's

AGE: 16-25

DURATION. Each conference has had a duration of 75 minutes.

NUM. OF PARTICIPANTS. Unlimited access to the conferences.

DIFFICULTY LEVEL. Beginner.

CONDITIONS/FORMAT
The conferences were made in a dual format. The sessions were held in phisical format but they were broadcasted online.

DESCRIPTIONS AND INSTRUCTIONS.

EXPECTED LEARNING OUTCOMES.

- With this kind of session, we want to offer NEETs a tool to promote social media in a positive experience. Also doing this session NEETs have the opportunity to gain more experience and background about how social media can be used as a tool for the possible development of their future economic projects.

PREPARATION

- Make contacts with influencers open to participate in these sessions and join the project.
- Make an open call to NEETs that are interested in the field of the sessions.
- Chose a moderator for the conferences
- Book a location suiting the size of the project and prepare the link and the accessories to the virtual conferences.

MATERIALS:

- Device with internet conection in order to make possible to watch the conferences and share the knowledge.
- Online meeting platform (zoom, google meet)

QUESTIONS FOR REFLECTION.

- Filter the influencers to choose those who suits in a better way to the objectives of the project.
- Final survey. Once all the conferences have finished we will send a final survay to all participants to express what they have learned and how they can implement in their future.

TOOLS/MEANS FOR EVALUATION.

- Oral feedback of the different influencers at the end of each session.
- Mentimeter
- Final form
- Final evaluation survey.

2.1 LOCAL BAZAAR

SUMMARY OF THE ACTIVITY: local workshop preparing the participants for running a stunt in the local bazaar. The first step is to introduce the participants to entrepreneurial principles. After this step, the participants will apply what they learned from the workshops in order to manage their own small “business“ in the form of a stunt in the bazar.

OBJECTIVES: empower Neets in financial literacy, overcome their fears, generate motivation, and enhance their entrepreneurial skills.

TARGET GROUP: NEETs locals

AGE: 15-29

DURATION: one week

NUM. OF PARTICIPANTS: 3 participants

DIFFICULTY LEVEL: medium

CONDITIONS/FORMAT: Pre-start on-site meeting with the group onsite exhibition in the local market follow-up session.

DESCRIPTIONS AND INSTRUCTIONS

- Phase 1: Welcome session, icebreaking & team building activities, presentation of project & timetable.
- Phase 2: workshop- training course case study of a local business. debating on how a business is built step by step and creating a toolkit.
- Phase 3 applies the toolkit on the “business”, preparing for the bazaar.
- Phase 4: interacting with the locals in the bazaar.
- Phase 5: Evaluation of the impact that the project had in their lives, how/if the project affected their lives if they had any opportunity similar to the project.

EXPECTED LEARNING OUTCOMES

- Motivate the participants to work in more creative ways, and raise the responsibility of the groups’ members.
- Encourage participants to take initiative, enhance their independence and financial literacy.

PREPARATION

- Open call (google forms, motivational letter, educational background, self-evaluation of their skills, they will be able to choose the adjective that they are going to exhibit on faire- bazar).

MATERIALS:

- Papers
- Markers
- A big transportable table, a big umbrella, and props for sale.

QUESTIONS FOR REFLECTION

- How was the process?
- Did we achieve our initial goal?
- Could we do something differently?
- How further did they develop their skills?
- How further could this initiative be evolved?
- Were there any deficiencies?

TOOLS/MEANS FOR EVALUATION

- Google forms
- Written evaluation
- Mentimeter
- Oral feedback

2.2 SOFT SKILLS TRAINING

SUMMARY OF THE ACTIVITY: The activity aims to assist NEETs to identify soft skills in a job vacancy of their preference, to develop examples of how they developed those skills with their life experience, and how to apply those skills in their job applications.

OBJECTIVES: The objective of this activity is to help NEETs to identify the soft skills needed to achieve their career goals and to analyze in which moments of their lives they had contact with those skills, even if it was outside of the formal job format, allowing them to become aware of their capacities and to prepare them for job applications.

TARGET GROUP: NEETs that are of university age, finished or incomplete formal education.

AGE: From 18-25

DURATION: 2 hours – start with ice break activity, training, and 15 min break in the middle.

NUM. OF PARTICIPANTS: 10 to 15

DIFFICULTY LEVEL: Medium difficulty

CONDITIONS/FORMAT: The session should be carried out in person, in a room with tables and chairs, and multimedia equipment for PowerPoint presentation.

DESCRIPTIONS AND INSTRUCTIONS:

- Part one: Presentation of the concepts and tools. After, each person in the group should find a job position on LinkedIn or any other job platform that aligns with their interests regarding their career prospects.
- Part two: Based on the job description chosen, the participants have to identify the soft skills needed to develop that position, also doing quick research on which are the most necessary soft skills for the specific field they are searching for jobs.
- Part three: Once they define the skills, it is time to look into them one by one. What are those skills, how can you develop those skills, and what situations in their lives wher they had to use those skills.
- Part four: how to best use their example of skills development for a job application. For example: developed teamwork skills through school projects in which the highest grade was achieved.

EXPECTED LEARNING OUTCOMES

- How to identify soft skills in job applications, How to apply personal experiences to soft skills development
- How to apply STAR analysis in job interviews and CV preparation, showing your skills to the employer

PREPARATION

- PowerPoint presentation with content on soft skills and the instrument STAR; pre-meeting survey, creation of a CV; ice-break activities; follow-up questionnaire.

MATERIALS:

- Computer and projector (any multimedia display); chairs; and tables

QUESTIONS FOR REFLECTION

- Why is it important to know how to identify soft skills on a job posting?
- Why do we need to develop soft skills?
- How did the tools presented in this training help you with your career development?

TOOLS/MEANS FOR EVALUATION

- Follow-up questionnaires measuring: if they could guarantee an interview for those job applications if they were hired, and how they perceive change from before and after the training.

2.3 FINANCE TRAINING

SUMMARY OF THE ACTIVITY: Throughout the project, interactive workshops, guest speakers, and online resources can be utilized to enhance engagement and provide practical examples. Additionally, participants can be encouraged to share their experiences and ask questions to foster a collaborative learning environment.

OBJECTIVES: The objective of the project would be to help NEETs increase profitability, enhance financial stability, mitigate financial risks and enhance financial decision-making. It's important to note that the specific objective of a financial project will depend on the organization's unique circumstances, priorities, and desired outcomes.

TARGET GROUP: NEETs and students

AGE: From 18-29

DURATION: The duration would be 5 weeks where they have different 2-3 workshops each week.

NUM. OF PARTICIPANTS: 15 to 40

DIFFICULTY LEVEL: Medium difficulty

CONDITIONS/FORMAT: The format would be on-site in a classroom and also from Zoom.

DESCRIPTIONS AND INSTRUCTIONS:

Week 1: Understanding Financial Basics
- Introduce the importance of financial literacy and its impact on young adults.
- Cover topics such as budgeting, saving, and setting financial goals.
- Provide resources and tools for tracking expenses and creating a personal budget.

Week 2: Debt Management and Credit
- Discuss different types of debt and their implications.
- Educate participants on responsible credit card usage and building a good credit score.
- Offer strategies for managing and reducing debt, including student loans.

Week 3: Investing and Wealth Building
- Introduce the concept of investing and its potential benefits for long-term financial growth.
- Explain different investment options, such as stocks, bonds, and mutual funds.
- Provide guidance on creating an investment portfolio and understanding risk tolerance.

Week 4: Financial Planning for the Future
- Discuss the importance of retirement planning and the power of compound interest.
- Introduce different retirement savings vehicles, such as 401(k)s and IRAs.
- Explore other financial goals, such as homeownership and starting a family, and provide strategies for achieving them.

Week 5: Protecting Your Finances
- Cover the basics of insurance, including health, auto, and renter's insurance.
- Discuss the importance of emergency funds and creating a safety net.
- Provide tips for avoiding financial scams and protecting personal information.

2.3 FINANCE TRAINING

EXPECTED LEARNING OUTCOMES

- Increasing profitability: The project aims to improve financial performance by increasing revenue, reducing costs, or optimizing financial processes.
- Enhancing financial stability: The project focuses on strengthening the financial position of an organization by improving cash flow management, reducing debt, or increasing financial reserves.
- Expanding market presence: The project aims to support business growth and market expansion by securing funding for new ventures, acquisitions, or product development.
- Improving financial reporting and transparency: The project focuses on enhancing financial reporting systems, ensuring compliance with regulations, and providing accurate and transparent financial information to stakeholders.
- Mitigating financial risks: The project aims to identify and manage financial risks such as market volatility, credit risks, or operational risks to protect the organization's financial well-being.
- Enhancing financial decision-making: The project focuses on implementing financial analysis tools, forecasting models, or data-driven approaches to support informed and strategic financial decision-making

PREPARATION

- The preparation would take more than 2-3 months to find and rent a classroom, enough time to find teachers for finances, and some speakers.
- Creation of PowerPoint presentations for the different weeks.
- Survey to know the level of financial knowledge. After the survey, we will know what kind of group will participate in the workshops.

MATERIALS:

- Computers
- Pencils
- Big tv screen or a projector
- Paper to write on

QUESTIONS FOR REFLECTION

- What were the objectives of the financial project? Did it successfully achieve those objectives?
- What were the key strategies or approaches used in the project? Were they effective in achieving the desired outcomes?
- What were the main challenges or obstacles encountered during the project? How were they addressed or overcome?
- How did the financial project impact the organization or individuals?

TOOLS/MEANS FOR EVALUATION

Follow-up questions, surveys etc.

2.3 START TANK

SUMMARY OF THE ACTIVITY: A card game where participants create their project according to what the cards say. To start the game each participant has to take one card from each deck. In the first deck, they will find the object that they will have to sell, in the second one the medium of sale and in the third one to whom. With these instruments, they will have to collect all the inputs to create a start-up.

OBJECTIVES: The objective of this project is to enhance NEETs to create their star-up from 0 avoiding bankruptcy in their first steps and coping with the possible difficulties. It's important to note that the instructions could be modified according to the circumstances and objectives of each organization.

TARGET GROUP: NEETs and students

AGE: From 16-30

DURATION: 30 minutes

NUM. OF PARTICIPANTS: 4 to 10

DIFFICULTY LEVEL: low difficulty

CONDITIONS/FORMAT: The conditions will be a normal class or a group of youth people managed by a young worker.

DESCRIPTIONS AND INSTRUCTIONS:

- If wanted to take the game to another level, it is possible to create a board with different obstacles and rewards and advance in the board by throwing one dice.
- Some of the boxes that the board can include are:
- You receive a grant from the government
- You have to pay a bill, and for this reason, you have to go back 7 boxes.
- joker. You can steal one advantage from other participants
- You have to change your project business by the project of the person on your left
- The other boxes are the steps that they have to reach before they have finished the game.
- The winner will be who arrives the first to the final of the board following all the required steps.

EXPECTED LEARNING OUTCOMES

- Enhancing financial outcomes: The project focuses on strengthening the financial position of youth people, using concepts such as a business organization cash flow management, reducing debt, or increasing financial reserves.
- Expanding knowledge about the business market: The project aims to show them how to support business growth and market expansion
- Mitigating financial risks: The project aims to identify and manage financial risks such as market volatility, credit risks, or operational risks to protect the organization's financial well-being.
- Improving financial decision-making: Give them the tools and tasks participants will finish to know how to get all the needs of the implementation of a business project.

PREPARATION

- Before starting, participants must know where are the steps to follow in order to create a business project.

2.3 START TANK

MATERIALS:

Pads of paper:

- The first one is for the business that they have to create
- The second is for the medium where they have to sell it
- The third one about the target of the sales.

QUESTIONS FOR REFLECTION

- What are the goals that participants have to achieve?
- Do they know what are the steps to follow?
- Have participants managed to cope with the possible difficulties?
- Have they developed a good method to arrive at the target group?

TOOLS/MEANS FOR EVALUATION

- The final result of the projects.
- Oral feedback of participants during the development of the game.

3.1 THEATRICAL GROUPS

SUMMARY OF THE ACTIVITY: acting group: local NEETs are coming together to study theatrical plays, debate on the morals of the plays, choose one and present it as if they were actors and producers.

OBJECTIVES: learn how to express themselves, learn how to connect with emotion, control their feelings and also give a bigger message to the audience.

TARGET GROUP: Local NEETs

AGE: 15-29

DURATION: 6 months with weekly meetings

NUM. OF PARTICIPANTS: Up to 30

DIFFICULTY LEVEL: medium/difficult

CONDITIONS/FORMAT: On-site meetings

DESCRIPTIONS AND INSTRUCTIONS

- 1st phase: ice breaking; team building activities; acting games/exercises; the study of books/plays/poetry
- 2nd phase: choose the play that they are -going to develop as a showcase.
- 3rd phase: acting games/exercises; collective reading of the play; individual reading of the play; rehearsals; and preparation for the showcase

EXPECTED LEARNING OUTCOMES

- Learning how to become independent
- They cultivate their emotional intelligence
- Overcoming their fear of self-exposure.
- Motivate the group to work in a creative way.
- Raise the responsibility of the group's members.
- Encourage participants to take initiative.

PREPARATION

- Open calls (google forms),
- Flyers in schools and universities clubs, sports centres, and public transportation.
- Find/create a theatre proper space.

QUESTIONS FOR REFLECTION

- How was the process?
- Did we achieve our initial goal?
- Could we do something differently?
- How further did they develop their skills?
- How further could this initiative be evolved?
- Were there any deficiencies?
- Do you feel affected by the program?
- Do you feel any change in the audience?

TOOLS/MEANS FOR EVALUATION

- mentimeter
- written evaluation
- group chat.

MATERIALS:

- chairs; tables; microphones; lights; papers; markers; props for the play; laptop; music/sound system

3.2 SUPPORT MEETINGS

SUMMARY OF THE ACTIVITY: The activities are of two kinds - support meetings and physical activities. The first aim for young people, especially NEETs, to open up about their problems and share them with people who are also struggling. These meetings can alternate between sharing circles, guest speakers, discussions and relaxation time.
The physical activities' main objective is to show the participants that there are many hobbies to discover and that they can replace their bad habits with something good for them. Engaging in group activities has an added social note, making it much more important.

OBJECTIVES: The objective is to counter peer pressure and promote the cessation of negative habits and empower individuals to make positive choices and overcome their addiction. These activities aim to provide support, education, and alternative outlets for individuals to redirect their focus and develop healthier habits. The objective is to help individuals resist negative peer pressure, build resilience, and ultimately break free from the cycle of addiction.

TARGET GROUP: NEETs with unhealthy habits

AGE: 16-29

DURATION: 2 months or more (weekly activities)

NUM. OF PARTICIPANTS: Up to 30

DIFFICULTY LEVEL: medium/difficult

CONDITIONS/FORMAT: On-site meetings

DESCRIPTIONS AND INSTRUCTIONS
1. Sharing circles: Create a safe and non-judgmental space for individuals to share their experiences, challenges, and successes in overcoming addiction. This can foster a sense of community and support.
2. Guest speakers: Invite individuals who have successfully overcome addiction to share their stories and provide inspiration and guidance to others in the group.
3. Group discussions: Facilitate discussions on specific topics related to addiction recovery, such as coping strategies, relapse prevention, and building a support network.
4. Guided meditation or mindfulness exercises: Incorporate relaxation techniques to help individuals manage stress and cravings, promoting emotional well-being.

Physical activities
1. Group workouts: Organize group exercise sessions such as group walks, runs, or fitness classes. This can provide a supportive and motivating environment for individuals to engage in physical activity.
2. Outdoor activities: Plan outdoor activities like hiking, biking, or team sports. These activities not only promote physical fitness but also provide opportunities for social interaction and connection.
3. Yoga or meditation classes: Offer yoga or meditation sessions specifically tailored to individuals in addiction recovery. These practices can help improve physical and mental well-being, reduce stress, and promote self-awareness.
4. Dance or movement therapy: Arrange dance or movement therapy sessions that allow individuals to express themselves creatively while engaging in physical activity. This can be a fun and therapeutic way to release stress and build self-confidence.

3.2 SUPPORT MEETINGS

EXPECTED LEARNING OUTCOMES

To stop young people ages 16-29 to stop bad habits and to give them a little push to start doing sports activities that they didn't think they like**.**

PREPARATION

- We would need to organize fitness and sports teachers so the participants can learn in a safe way sports activities.
- For the meetings, we could message local or government institutions to help run the meetings.
- Talks with a psychotherapist for help and advice on what to do when they get a pressured situation so that they don't smoke, drink etc.

QUESTIONS FOR REFLECTION

- How was the process?
- Did we help young people to stop smoking
- Did they get the tools to know what to do in a pressured situation
- Which sport activity helped them the most to stop the bad habits that they had?

TOOLS/MEANS FOR EVALUATION

- Surveys to the participants
- Looking for future research on how many young people still do bad habits.

MATERIALS:

- Meetings: a place for people to gather, chairs or pillows for everyone to have a place and feel welcome.
- Activities: depending on the activity - yoga mats for yoga and meditation, a place for all activities.

3.3 WORLD CAFÉ: RISKS OF SOCIAL MEDIA

SUMMARY OF THE ACTIVITY: The participants will be divided into four groups. Each group will have a different tool to use to debate an unsettled topic.

- Exposition of data
- Cyberbullying
- Potential benefits of social media.
- Self-image in Social Media

OBJECTIVES:

- Prevent young people from the possible risks and menaces that they can find in social media.
- Provide them with some tips about how to move in this virtual world and make them doubt the things that they watch.
- Enhance debate skills among youth people and develop in them a critical mindset about different social problems.
- Show them how social media have an influence on their social behaviour

TARGET GROUP: teenagers and young adults

AGE: 13-24

DURATION: 15 minutes for each table

NUM. OF PARTICIPANTS: 12 to 20

DIFFICULTY LEVEL: low difficulty

CONDITIONS/FORMAT: The conditions would be indoor or outdoor

DESCRIPTIONS AND INSTRUCTIONS

- In each table, participants will have a different topic (previously explained, by using a different tool.
- Proposal of the tools to use during the debate
- A video about the exposition of our data on the Internet
- Different statistics about cyberbullying among teens
- A Kahoot about the benefits of social media
- An article talking about how media has an impact on our self-image
- At the end of all the debates, they will have to use social media to comment on their results. Participants must create a small video on Instagram or YouTube to share their conclusions about one of the proposed themes.

EXPECTED LEARNING OUTCOMES

To provide teens with the information and the knowledge to use social media in a good way and don't do it in a bad way.

PREPARATION

The only work before the activity would be to find the materials about what they have to debate and the questions that they have to answer.

3.3 WORLD CAFÉ: RISKS OF SOCIAL MEDIA

MATERIAL

- One video about data treatment on the internet
- Statistics about cyberbullying
- Kahoot about the benefits of social media
- An article about how we show ourselves on our social media.

QUESTIONS FOR REFLECTION

- Is the way in which we show ourselves in social media is different that we show in real life?
- Do we know how social media companies use our data?
- Should we focus in the benefits of social madia more than in the possible dangers?

TOOLS/MEANS FOR EVALUATION

We will count on the final videos of participants where they will share their conclusions of the activity and their thoughts regarding the topic that they have discussed.

3.4 CULTURAL BORDERLANDS ART ACTIVITY

SUMMARY OF THE ACTIVITY: The activity comprises the explanation of ecological niche, how cultural differences impact us, and the development of an art therapy activity followed by a discussion between the participants

OBJECTIVES: The objective is to assist NEETs to identify things they have in common with people from diverse backgrounds, develop self-knowledge on the things that are part of their lives and personalities, and foster empathy and reliability.

TARGET GROUP: migrant NEETs

AGE: 18-28

DURATION: 3 hours

NUM. OF PARTICIPANTS: up to 30

DIFFICULTY LEVEL: medium difficulty

CONDITIONS/FORMAT: carried in a room with tables and chairs, multimedia for the presentation, and space for people to do a collage activity.

DESCRIPTIONS AND INSTRUCTIONS

- Part one: Theoretical explanation of how our ecological niche is formed, that we have collective and individual identities, what are the factors that contribute to the construction of these identities (religion, ethnicity, socioeconomic status)
- Part two: Explanation of how to address cultural differences, to be curious about people you don't know instead of assuming based on stereotypes; knowing-not-knowing stance (research as much as possible about a different culture/context to be respectful, but at the same time assume a position of not-knowing, to allow yourself to learn from someone that is part of a different culture).
- Part three: Art therapy activity. During 30 to 45 minutes, ask the participants to create a collage of their ecological map, putting images that reflect things from their personalities, communities, lives, and anything that they feel represented by. After, for 30 minutes, pair up people that do not know each other or are not close and ask them to explain their maps and talk about similarities and differences.
- Part four: open discussion with the group to ask them how they felt doing their maps, how it was to present themselves to someone else, and what they realize as common things and as differences.

EXPECTED LEARNING OUTCOMES

This activity allows people to become aware of how the culture they are part of impacts the way they think and behave, bringing self-knowledge and self-awareness. Moreover, it helps to develop empathy and intercultural abilities to communicate with people from distinct backgrounds, promoting inclusiveness and communication beyond cultural lines.

PREPARATION

- Preparation of PowerPoint presentation with the theoretical content
- Separation of materials for the art activity
- Put some relaxing music during the development of the art activity to create a calm and reflexive environment.

3.4 CULTURAL BORDERLANDS ART ACTIVITY

MATERIALS:

- Multimedia devices: computer, projector, or TV
- Sound system for the music
- White cardboard, one for each participant
- Old magazines for the collage
- Scissors
- Glue
- Crayons or coloured pencils

QUESTIONS FOR REFLECTION

- How hard was it to build your map? How do you feel during?
- What have you found in common with this person? And different?
- Did something come up as a surprise for you during this activity? Something that you imagined to be different from what you expected?
- What did you learn today with this training?

TOOLS/MEANS FOR EVALUATION

- Forms about what they have learned during the training, and also how they applied the training in their daily lives.
- Testimonial page on Padlet, so the participants can share their experiences.

4.1 INTERNET SAFETY WORKSHOP

SUMMARY OF THE ACTIVITY: NEETs will learn to keep their private information safe while using the internet and engaging with social media while learning the differences between misinformation and disinformation and how they contribute to polarizing individuals when they engage in political life.

OBJECTIVES: Introduce the concept of internet safety. Explain everyday practices to protect your personal information online. Improve young people's abilities to navigate digital information. Learn tools to avoid fake news and help identify facts from propaganda.

TARGET GROUP: NEETS, Youth Organizers

AGE: 16+

DURATION: 2-Hour practical workshop

NUM. OF PARTICIPANTS: 5 to 20

DIFFICULTY LEVEL: medium difficulty

CONDITIONS/FORMAT: in person / online

DESCRIPTIONS AND INSTRUCTIONS

Part 1: Introduction to basic Internet safety:
Start with a couple of questions:

- Show of hands - how many use the same password for two or more websites?
- What do you believe are the main risks when going online?

Ask participants what they know about:

- Cyber-bulling and predatory actors.
- Sharing our personal information (PII).
- Phishing and fraud.
- Malware.
- Exposition to false information.

Ask participants if they can share a couple of their experiences.

Introduction to Part 2: stands for Personally identifiable information. Meaning all the information or combination of information that is particular to you. Examples are:

- Your name + last names
- ID Number/Social Security number/government-issued documentation
- Country of birth/Nationality
- Birthdate
- Current address
- Credit/Debit/Account numbers (financial info)

You can also explain that sometimes it's safe to share one detail but not when combined. For example, You can share your first name or nickname but not your full name. Or you can give out your email address to someone you trust. Give practical advice like not sending pictures of your credit card on Whatsapp.

4.1 INTERNET SAFETY WORKSHOP

Part 2: Navigating digital information
In the core part of the training, participants learn about misinformation and disinformation and tools to navigate digital information with ease.

- Organizers present the core concepts.
- Practical exercises: lateral reading, click/share restraint, and fact-checking. Organizers choose a theme or a recent story with "multiple views"; participants will search for information on the topic and use fact-checking skills to determine trusted sources.

EXPECTED LEARNING OUTCOMES
Participants learn best practices for looking for information online and keeping their data safe while using the internet

PREPARATION
Study the packet materials to familiarize yourself with internet safety, misinformation, and disinformation (ANNEX)
Edit introductory presentations.
Optional: Pre-course assessment tool, a quiz with basic yes/no answers to determine participants' level.

MATERIALS:

- Projector/Monitor.
- Tables and chairs
- Participants can bring mobile phones, tablets, or laptops.

QUESTIONS FOR REFLECTION:

- Does the participant understand what Personal Identifiable Information is?
- Can the participant tell the differences between misinformation and disinformation?
- Are there resources for cyberbullying in your area?

TOOLS/MEANS FOR EVALUATION:

- Closing quiz.

4.2 AWARENESS WEEK

SUMMARY OF THE ACTIVITY: creating an informative instagram and/or tik tok account that has as goal to democratically activate youth.
OBJECTIVES: enhance critical thinking, political neutrality and inspire youth to be active citizens also we give objective holistic historical knowledge.

TARGET GROUP: everyone that is on Instagram or tiktok

AGE: All Ages

DURATION: one week (ongoing depending on performance)

NUM. OF PARTICIPANTS: Is adjustable to the activity. The more participants, the most interesting will be the activity.

DIFFICULTY LEVEL: Medium

CONDITIONS/FORMAT: Physically

DESCRIPTIONS AND INSTRUCTIONS
-weekly program with a post of a different section for its day.
For example:
-day one : historic event.
-day two: local news.
-day three: global news.
-two times per month (every 2 -weeks) one insta live with experts (for example political science university teachers) once a month, zoom-call with everyone for discussion of a topic.
-last sunday of the month evaluation, through stories(polls) or google form.

EXPECTED LEARNING OUTCOMES
-critical thinking,
-accurate global news,
-comprehensive historical knowledge,
-youth interested about politics

PREPARATION
find a specific topic/news and make a post on your account. If people are interested more after this week, you can open a separate account dedicated to democratic activation.

MATERIALS: phone, computer, camera.

QUESTIONS FOR REFLECTION
- Did we achieve our initial goal?
- Could we do something differently?
- How further could this initiative be evolved?
- Were there any deficiencies?
- Is the account looks interesting?
- Did this achieve democratic activation among the youth?

TOOLS/MEANS FOR EVALUATION
Instagram poll research
Commenting on posts
Google forms.

4.3 YOUTH AS POLICY MAKERS

SUMMARY OF THE ACTIVITY: Participants will take the role of policy makers by creating a public policy that could have an influence in their live. In this case something related with employability or empowerment of NEETs.

OBJECTIVES: Approach the daily political work to the NEETs. Give NEETs the correct democratic tools to make them feel that they are an active part of the democratic system. Increase the democratic participation of NEETs in the democratic life, not only participating in election since every years but also in social actions. Make them know the different steps that a law has to follow before being implemented.

TARGET GROUP: NEETs and Young People

AGE:16-30

DURATION: 2-3 Hour

NUM. OF PARTICIPANTS: Is adjustable to the activity. The more participants, the most interesting will be the activity.

DIFFICULTY LEVEL: Medium

CONDITIONS/FORMAT: Physically

DESCRIPTIONS AND INSTRUCTIONS

- Depending on the number of the participants we will divide them into two or more political groups. We will provide them with a topic to debate (related to the employability of young people). Each party is given time to prepare their party platform, policies, and arguments on the proposed agenda topics.
- Participants learn about the rules and procedures followed in parliamentary debates. This includes understanding the order of business, the role of the speaker, the process of introducing bills, and the rules for making speeches and asking questions. The simulation aims to replicate the formalities of a real parliamentary session.
- Research and Preparation: Participants research the agenda topics and relevant policy issues. They study the current political landscape, gather information, and develop arguments and proposals to support their party's positions. This research is crucial for formulating well-informed speeches and participating effectively in debates.
- The simulation moves into the debate phase, where participants engage in discussions on the proposed agenda topics. They present their party's viewpoints, make speeches, and engage in questioning and rebuttals. The debates are structured, and participants take turns to speak, following the established parliamentary procedures.
- Legislative Decision-Making: Throughout the simulation, participants engage in voting and decision-making processes similar to those in a real parliament. They vote on proposed bills, resolutions, or amendments, and the outcome of these votes determines the decisions made by the simulated parliament. This allows participants to experience the democratic process of passing or rejecting legislation.
- Opposition and Coalition-Building: Participants also have the opportunity to form opposition parties and challenge the proposals put forward by other parties.

EXPECTED LEARNING OUTCOMES

Participatory engagement.
Democratic knowledge

PREPARATION

Participants are given topics in advance, must have prepared their positions in the debate taking into account the views of their assigned political parties.

4.3 YOUTH AS POLICY MAKERS

MATERIALS:

A large enough place for people to gather the different activities of the parliament simulation.

QUESTIONS FOR REFLECTION

- Do you know the process of creating a new legislation?
- What are the opposite interests that you had to face in order to implement this law?

TOOLS/MEANS FOR EVALUATION

Facilitators provide feedback and evaluations to participants, focusing on their public speaking skills, knowledge of parliamentary procedures, ability to articulate arguments, and their overall performance as members of parliament. This feedback helps participants improve their skills and understanding of democratic governance.

4.4 GETTING TRUST BACK IN POLITICS

SUMMARY OF THE ACTIVITY: To regain trust in politics among young people, we can organize a roundtable where we would have students who are in student politics. We could have students who are in the student organization of Slovenia, people from student organizations (like KKŠ) and high school and university professors to be part of the roundtable.

OBJECTIVES: The targeted group would be young people who lost the trust in the political process.

TARGET GROUP: Ages who lost trust in the political system, focus on NEETs

AGE: Ages who lost trust in the political system, focus on NEETs

DURATION: 1-Day

NUM. OF PARTICIPANTS: 10-50

DIFFICULTY LEVEL: Easy

CONDITIONS/FORMAT: In Person/Online

DESCRIPTIONS AND INSTRUCTIONS

Roundtable with Slovenian student politicians and professors from high schools and universities who enjoy politics and have an idea about politics. Where student politicians represent their institution, and talk about student politics and how the government affects student politics.

EXPECTED LEARNING OUTCOMES

To teach young people about politics how they can influence the political system and how student politics work.

PREPARATION

We would need to get a place for the roundtable and if we needed we could get a moderator to run the roundtable.

MATERIALS:

A large enough place for people to gather or a suitable online platfrom. The invited guests should have their main talking points prepared, the participants can bring note-taking materials.

QUESTIONS FOR REFLECTION

How did the roundtable effect the young people to trust the political system
In what ways can organizations effectively encourage and support youth participation in politics?
How can addressing specific youth issues contribute to regaining trust in politics among young people?

TOOLS/MEANS FOR EVALUATION

Surveys
When there will be the next election see how many young people went to vote
Research of how many young people trust in the political system

4

COUNTRY-BASED BEST PRACTICES

DIGITAL ACTIVATION

YOUTHPROAKTIV SPAIN

Bring three influencers specialised in three different fields, to teach whoever is interested in how to: create entertainment content, understand how to use and create websites, and understand the digital cryptocurrencies.

- Neets in our target group get the motivation and skills for future opportunities for digital outcomes.
- Influencers can promote their content in a different way.

EKO GREECE

Interact: Intercultural Action Competence Tool is an Erasmus+ KA205 – Strategic Partnerships for Youth project that aims to promote and validate the development of Intercultural Action Competences (IAC) and this way enhance the value of any youth mobility and mainstream recognition of acquired competences through youth work and non-formal education.

KKS SLOVENIA

- Series of **lectures/ webinars/ workshops** financed by the project e-NEET rural.
- **Training** of digital and soft skills of young people in rural regions.

YOUTHPROAKTIV INTERNATIONAL (BELGIUM)

- **A series of audiovisual material** (13 videos) easily usable and shareable to master digital skills related to professional edition, and post-production of audiovisual content.
- **A mobile APP** defined as a direct contact marketplace between young people selling their digital services and companies, institutions and individual searching for digital services.
- **Webinars** and instalive sessions to promote best practices and provide NEET's with valuable digital skills.

ECONOMIC ACTIVATION

YOUTHPROAKTIV SPAIN

Training sessions and Workshops about:

- **CV preparation:** how to write a CV that is effective and cover the specificities of the vacancy, using action words and being objective
- **job search engines:** how to use different job search engines, including job platforms and Boolean search engines, covering all the targeted items.
- **interview role-play:** role-plays to prepare for interviews based on STAR model of skills assessment, and also behavioral aspects (dress code, things to say, things not to say, etc.).
- **soft skills for the job market:** how to identify the soft skills needed for the desired job position, how to apply this to the CV, cover letters and interviews.

EKO GREECE

- **Young entrepreneurs in times of crisis (YETC):** Local workshops, conferences, online course, action plan for promoting entrepreneurial skills and learning.

- **Youth Finance Academy (YFA):** EKO Greece (and 8 more organizations) has conducted a study about financial literacy of gen-Z in Greece. The participants had to fill a google form survey.

- **Vocational Educational and Training programs (VET).**

ECONOMIC ACTIVATION

KKS SLOVENIA

- **Crypto workshop** focusing on educating young people on the crypto market, digital wallets and how to achieve financial independence and growth. The workshops are hosted by financial experts with years of experience in their fields.
- **KKS GRANTS - KKS** has opened a fund where selected participants receive a grant for their projects. The applications for grants were opened to everyone living in the Carinthia region aged between 18-29. All the applicants had to provide a CV and a description of their projects. 5 of the best applications were chosen to receive funds.
- **KKS MEMBERS DISCOUNTS**- is a special project going on for years. Our organization makes special deals with local restaurants, gyms, libraries and others to provide its members with special discounts. The list of discounts is constantly updated.

YOUTHPROACTIV INTERNATIONAL (BELGIUM)

Empowering NEET's through financial literacy. A KA1 project that was held in Madrid in June 2023. We have done this training for 18 participants to give them more knowledge about the financial field and innovative ways to save money.

SOCIAL ACTIVATION

EKO GREECE

- **Visyon (KA3)***Values, Ideas and Stories from Youth ON Stage – VISYON" is a 24-month Erasmus+ KA3 European Youth Together project that aims to encourage youth's social and civic engagement and provide the necessary resources to participate fully in society.*
- **Participation in EU projects** *(trainings, seminars, job shadowing)*
- **Implementation of KA2 projects addressed to NEETs.**
- **Entrepreneurial workshops.**
- **Mentoring and coaching initiatives** *provide individualized guidance and support to NEETs, helping them navigate challenges and discover opportunities for democratic engagement. These programs often focus on leadership development, confidence building, and enhancing communication skills.*

YOUTHPROACTIV SPAIN

- **Training sessions** to capacitate people that work with migrant NEETs and stakeholders on intercultural theory and psychosocial effects of migration.

SOCIAL ACTIVATION

KKS SLOVENIA

- **KOR-NET project and website: https://kor-net.si/**. **KOR-NET** is an online platform that provides information to different age groups of young people. It has modules specifically for highschool students, university students and NEETs. Everyone can find useful information on the site, ask questions and connect with other people. The project also includes 13 different workstations stationed in every major town in our region. These offices provide a place where young people can come to socialize and work and they are open to everyone.

- **Mental health seminars and workshops**: different workshops happening throughout the year, spreading awareness on mental health issues, how to deal with them and how to seek help when needed.+

- **Workshops with slovenian PRIDE organization** which focus on spreading information about the LGBTQIA2S+ community and trying to overcome the conservative mindset.

YOUTHPROACTIV INTERNATIONAL (BELGIUM)

- Invite at least two **guest experts** to do external vision about the training field (increase networking and open mindedness).

- **Webinars** every two weeks about different problems faced by European youngsters. Our objective is to provide the suitable information for each problem and also the profitable way to cope with them.

- **Leadership workshops.**

DEMOCRATIC ACTIVATION

YOUTHPROACTIV SPAIN

- **Madrid For Refugees: Digital Literacy Program.** Part of the 12 lesson course includes a section dedicated to engaging safely with the internet. Including everyday practices to keep your personal information safe, and how to identify misinformation to keep it from spreading. As part of our workshops on working with displaced populations, we have a more detailed Media Literacy section teaching how to navigate digital information, fake news,and propaganda.

EKO GREECE

- **VOYCE (Erasmus+ Project):** voyce aims at giving young people a platform to realize positive social change. the project results will form new concrete proposals and common policy frameworks related to global issues such as critical thinking, volunteering, youth organizations and empowerment.

DEMOCRATIC ACTIVATION

KKS SLOVENIA

- **Roundtable:** we organize roundtables with politicians in the Slovenian parliament and also Carinthian mayors.
- KKŠ organizes also **political seminars** so the youth can learn about politics.

YOUTHPROACTIV INTERNATIONAL (BELGIUM)

- **Webinars** (MeetYourMEP InstaLive Talks: Engaging Youth in EU Policies). Project involving 9 InstaLive Talks providing a unique opportunity for the NEETs to directly interact with MEPs on vital current subjects and pose their questions.
- **Youth Goal Webinars:** a dialogue between youth and civil society experts. We preserve the important legacy of the European Year of the Youth and organize a series of 11 webinars, aimed to engage European NEETs and focus on a specific youth goal.

5

CONCLUSIONS

In conclusion, through this toolkit, the project aspires to **empower the general public** to explore **innovative and non-formal methodologies**, offering NEETs fresh perspectives to navigate their current challenges with resilience and adaptability. By providing **practical resources and insights**, we aim to **foster a culture of empowerment and growth,** enabling NEETs to overcome obstacles and pursue meaningful pathways to success.

By empowering NEETs, we not only **unlock their potential** for personal growth and success **but also contribute to the overall well-being and prosperity of our societies**. When individuals are given the tools and support they need to thrive, the benefits extend far beyond their own lives, positively impacting families, communities, and economies.

Hence, the partners of this KA2 Erasmus+ project “Empowering NEETs Across Europe” invite youth organizations, youth centers, stakeholders alike, and anyone interested in youth empowerment, to **join us in this collective effort to uplift and empower NEETs**. In doing so, we pave the way for a more inclusive, vibrant, and prosperous future for everyone.

6

ANNEX

SUPPORT DOCUMENTATION AND LINKS

- Sample Presentation:

https://www.canva.com/design/DAFnxObDin8/a_sBzgOkFfSuc0Miyf2XJw/edit?analyticsCorrelationId=5d195266-b8e9-4843-82a6-5df83f1a41f8

- Crash Course Video Packet Navigating Digital Information:

Short episodes on learning to navigate information on the internet. Designed by Crash Course in collaboration with MediaWise, The Poynter Institute, and The Stanford History Education Group.

https://youtu.be/L4aNmdL3Hr0?list=PL8dPuuaLjXtN07XYqqWSKpPrtNDiCHTzU

- EU: Media Literacy Toolkit for Educators and Training Providers

The toolkit targets educators and training providers across subjects and consists of a training outline with learning outcomes and modules' description, methodological framework, as well as a list of open educational resources in eight European languages.

https://digital-skills-jobs.europa.eu/en/inspiration/resources/media-literacy-toolkit-educators-and-training-providers

SOCIAL MEDIA OF THE PARTNERS

- YouthProAktiv
  - Instagram: https://www.instagram.com/youthproaktiv/
  - Website: https://youthproaktiv.org
  - YouTube: www.youtube.com/@youthproaktiv7623
  - LinkedIn: https://www.linkedin.com/company/youthproaktiv/
  - Facebook: https://www.facebook.com/Youthproaktiv
- EKO Greece
  - Webiste: https://ekogreece.com
  - Instagram: https://www.instagram.com/eko.greece/
  - Facebook: https://www.facebook.com/EKOgreececom/
- KKS
  - Website: https://klub-kks.si
  - Instagram: https://www.instagram.com/klub_koroskih_studentov/

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