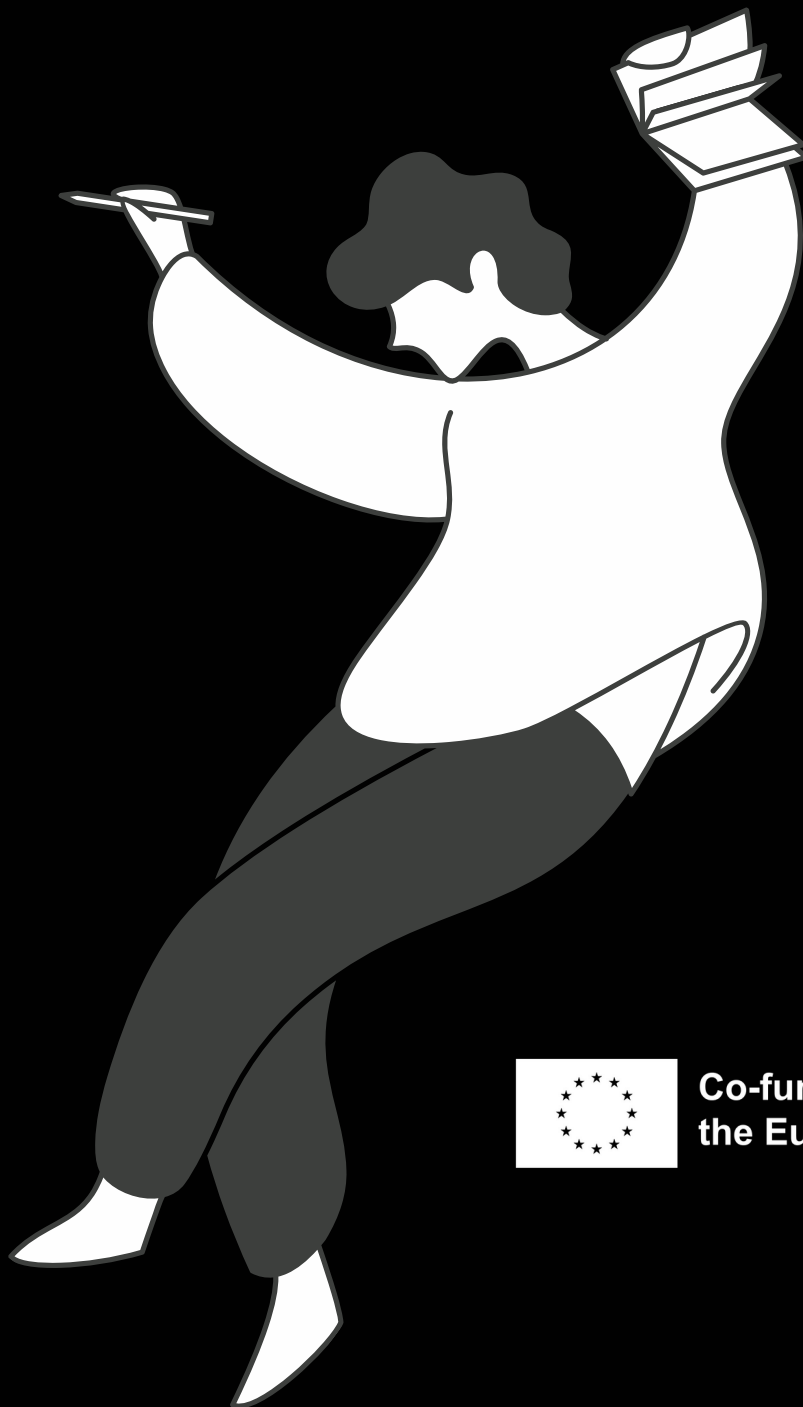


# YOULAT

Workshops for Developing  
Employability Skills in Europe



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# CONTENT

<b>1. Introduction</b>	<b>3</b>
<b>2. Workshops</b>	<b>5</b>
<b>3. Annexes</b>	<b>27</b>
<b>4. References</b>	<b>31</b>

# 1. INTRODUCTION



This guide is part of the YouLat project, an initiative co-financed by the European Union aimed at improving the inclusion of Latin American migrants within the EU's educational and labour systems.

In this project, three organisations—FOCO, Sorora e.V., and MILAT—have come together to develop a guide that summarises the structure of the educational system (both formal and non-formal) in Europe and in this manual.

Within this manual, we propose 10 training sessions that focus on developing various skills and competencies useful for navigating a workplace, as well as workshops aimed at finding employment opportunities through CV creation or interview preparation.

Another relevant aspect of this manual is the specific workshops for career choice and advancement, as well as entrepreneurship, without overlooking the training opportunities available at the European level.

Regarding the methodology, these workshops fall within the realm of non-formal education and involve experiential and competency-based learning. They are merely a proposal that the trainer or facilitator should adapt to the needs of their group.

Additionally, in countries where the official language is not Spanish, one suggestion is to conduct these workshops in the local language to promote the learning of specific terms in the workplace, utilising language teachers when necessary.

## 2. WORKSHOPS



# 1. Competence Assessment

## Objectives

- Conduct a self-assessment of competencies.
- Understand each person's strengths and weaknesses.
- Plan actions to develop their competencies.

## Activities

### The Frog

Each person will have the goal of creating an origami frog. Different resources will be arranged in various parts of the room to facilitate this, and each participant will manage how they want to approach it:

1. An example frog that they can take apart to see how it works.
2. A sheet of paper with instructions on how to make the frog.
3. A video demonstrating how to make the frog.

After 10 minutes, participants will be asked how they managed this process. Emphasis will be placed on the strategies they used, whether they worked independently or as a team, if they tried different approaches to achieve it, and how satisfied they feel with their result.

Each person has different skills, but there are also various paths to reach a goal, and it is crucial to understand what those paths are to achieve it.

## Materials and Space

- Papers, pens, markers...
- Spaghetti and marshmallows.
- Passport (p. 28).

## Passport of Competencies

The group will be divided into smaller groups (2 or 3 people). Eight stations will be set up in the room with challenges to complete. Each challenge will be related to one of the competencies for lifelong learning established by the European Union. Each group will receive a passport with each of the competencies. When they complete one of the challenges, they will present it to the facilitator, who will stamp their passport. The challenges are as follows:

### 1. Competence in Reading and Writing

A press release: They will be presented with a poster for an event and must write a press release that includes the main information from the poster while also encouraging participation in the activity.

Text for a social media post (Instagram, Facebook, etc.).

Additionally, they will need to share both tasks (the press release and the post) verbally with the facilitator.

## 2. Multilingual Competence

**Sing:** They will need to learn a snippet of a song in a language that is not their own. When they sing it to the facilitator, they will be asked about its meaning.

## 3. Mathematical Competence and Science and Engineering Competence

**The Tower:** Participants will be asked to build a tower using only spaghetti and cotton balls. The tower must measure over 30 centimetres.

## 4. Digital Competence and Technology Competence

**QR Code:** Create a QR code that links to a photograph of a cat eating carrots in France.

## 5. Interpersonal Competences and Ability to Acquire New Competences

**Newspaper Race:** Using only three sheets of newspaper, they must get from one end of the room to the other. They cannot drag the sheets of newspaper along the floor. That is, they must lift them to move them.

## 6. Active Citizenship Competence

**What Do We Do?:** Present a problem that connects with the participants and

affects their community (for example, there is no public transport on Sundays). They will need to think and propose actions they can take to contribute to solving this problem. The actions must be things they can do themselves, rather than delegating to others (for example, instead of saying "the council should provide buses," they might suggest "organising a protest walking down the road").

## 7. Entrepreneurial Competence

**The Dice:** They must think of and propose an innovative idea for a new use for a die. They will need to create a plan for how to carry out that idea. They can use their imagination and be as creative as they wish.

## 8. Cultural Awareness and Expression Competence

**Write a Haiku:** A haiku is a type of Japanese poem that has 3 lines, the first with 5 syllables, the second with 7, and the third with 5. It should not rhyme.

At the end, each participant will be asked to evaluate their skill in each of the competencies presented on a scale from 1 to 6.

## Evaluation

With the scale they have created, they will be asked to think about which competencies they would like to develop further and which ones they believe they will need most in their educational or career journey. They should think about and share an initiative they plan to carry out the week following this workshop in relation to the competency they feel they need to develop the most.

## References

SALTO Training and Co-operation Resource Centre. (n.d.). Key Competences in Youthpass. Bonn, Alemania. Retrieved from <https://www.youthpass.eu/downloads/13-62-420/Leaflet%20-%20revised%20key%20competences.pdf>



## 2. Know Your Interests and Choose Your Career

### Objectives

- Identify personal interests and key skills.
- Explore career options based on those interests.
- Create an action plan to advance in the chosen career.

### Activities

For these activities, the publication ProfilPASS (2015) has been a great source of inspiration, a guide developed by the German Institute for Adult Education – Leibniz Centre for Lifelong Learning (DIE) and the Institute for Structural Development and Research (ies).

### My Life

Participants will receive a page divided into 8 parts. They will write their name in the top corner of the sheet. They will walk around the room, and when the facilitator says "go," they must pair up with the person nearest to them and exchange papers. The facilitator will provide a topic for them to discuss about their own lives with their partner. Participants will write down the main points of what their partner shares on their sheet. Both will explain aspects related to their lives regarding the topic. They will have 3 minutes. We will repeat this 6 times, using the following topics to share:

### Materials and Space

- Papers and pens.
- Posters (numbered 0 and 10).
- Spacious space for walking and meeting in pairs.

### Education

- Home and Family
- Volunteering
- Hobbies and Interests
- Work Experience (including internships)
- Interesting Facts

At the end, each participant will have to present what they have written on their paper. The facilitator can ask the following questions:

- Does what is written on your paper reflect reality?
- Were you able to communicate clearly?
- Would you be able to identify what is important in life for you?

### My Skills

Two posters will be placed at opposite sides of the room, one with a 0 and the other with a 10. A series of skills will be read out, and participants will have to position themselves on the scale from 0 to 10 based on where they feel they stand. First, a round of simple skills will be conducted to help the group get accustomed and feel comfortable, such as: "making the bed, cooking, drawing..."

Next, we ask them to make a list of the skills they have most developed.

## My Interests

Each participant will receive a sheet of paper. They will be asked to divide it into four parts and include an interest they have in each section. Next, the facilitator will randomly distribute these papers in such a way that no participant has the one they originally wrote.

The person who receives this paper will need to make a list of at least 10 skills related to that interest.

Then, participants will randomly exchange papers until they receive their own, at which point they will sit down. They will compare the list of skills related to each interest with the one they made about themselves, identifying which one they find the most compatible with.

## The Future

Now, they will need to search for at least five job offers related to the interest they selected in the previous activity. These should be from different levels, including positions of responsibility. They should extract the following information:

- What are the minimum requirements?
- What are the most common requirements?
- What competencies are they looking for?
- What are the requirements for middle management positions?
- What are the requirements for high management positions?

They should assess which requirements they meet and which they do not.

Next, on a piece of paper, they should draw a horizontal line, which will be their timeline, starting from today. They should include the steps they need to take to begin their career in that field on this line. They must also indicate the time required for each step they need to take.

## Evaluation

To evaluate this workshop, they will be asked to take a five-minute walk in pairs during which they discuss what they have learned and what they take away from this workshop. Afterwards, they can be invited to share their insights with the group.

## References

Instituto Alemán para la Educación de Adultos (DIE), Instituto para el Desarrollo e Investigación Estructural (ies). (2015). ProfilPASS. Obtenido de [https://www.profilpass-international.eu/files/pp\\_spanish.pdf](https://www.profilpass-international.eu/files/pp_spanish.pdf)

# 3. Creating Your Curriculum Vitae (CV)

## Objectives

- Understand the structure and elements of a CV.
- Learn to write a suitable and effective CV for the job market.
- Practise the ability to summarise and communicate achievements and experiences.

## Activities

For this workshop, we will use the EUROPASS CV format. This is a suggested format, but it can be adapted to the reality of each country or field in which the job search is being conducted. It's also important to share some CV aspects that vary by country, such as whether or not to include a photograph.

## Structure of a CV

We will create cards with the following titles:

- Personal Information
- Summary
- Work Experience
- Education
- Skills
- Languages
- Certifications and Additional Training
- Projects
- References

We will divide the group into smaller teams of 3 or 4 participants, with one complete set of cards for each group. They will be asked to arrange them in the order they believe a CV should follow (the order above) and to discuss what should be included in each category.

## Materials y Space

- Ask participants to bring their computers.
- Projector.
- Cards (p. 29)

They will share their arrangements and what they included in each category. The facilitator will add or correct relevant information. In this section, it is important to mention formal aspects that vary by country. Generally, the information to include is as follows:

### Personal Information:

- Full name
- Email address
- Phone number
- Address

### Profile or Summary:

- A brief paragraph highlighting your key skills, experience, and career goals.
- Tailor this profile according to the job you are applying for.

### Work Experience:

- List previous jobs in reverse chronological order (most recent first)
- Include the company name, your position, dates of employment, and a brief description of your responsibilities and achievements

#### Education:

- List your academic qualifications in reverse chronological order
- Include the institution's name, degree obtained, and graduation dates

#### Skills:

- List your key skills relevant to the job you are seeking
- You can separate them into technical skills and soft skills

#### Languages:

- If you have skills in other languages, mention them in this section

#### Certifications and Additional Training:

- Include any relevant certifications or training for the position (e.g., a driving licence)

#### Projects (optional):

- If you have worked on specific projects, you may highlight them briefly

#### References (optional):

- You can include references or state that they are available upon request

## Summary

In both the summary and work experience or projects sections, participants will need to condense a lot of information in a clear and concise manner. To work on this, we will focus on improving the ability to synthesise without losing key information.

Each participant will prepare a 40-second presentation about a personal work or volunteer experience. In this presentation, they should include their responsibilities and main achievements.

After the initial 40-second presentation, participants will present one by one. We will then have a second round, where the maximum time allowed is 20 seconds. After each presentation, we will ask if any relevant information was missed.

In the final round, participants will have only 10 seconds to present.

Finally, participants will transfer their presentation to written form, describing their responsibilities and achievements in as few words as possible.

## EuroPASS

We will demonstrate the EuroPASS platform's functionality to the participants, from creating an account to generating the CV. It is recommended that the facilitator have a sample CV ready.

Participants will be asked to create an account and begin inputting information for their CV, with the facilitator guiding them and answering any questions or doubts.

## References

Europass. (n.d.). Certificate supplement example: Spain. Disponible en <https://europass.europa.eu/es/node/1480> (consultado el 2 de noviembre de 2024).

# 4. Gender Equality in the Workplace

## Objectives

- Understand the importance of equality in the workplace.
- Identify and combat microaggressions.
- Share strategies to tackle situations of inequality.

## Activities

Throughout the various workshops, one attitude that may be present transversally is that male participants monopolise the conversation and speak more often. During the different workshops, we can point out this situation and start a discussion about it, or we can use this workshop to do so. In any case, it is important to address this issue within the group.

### What do I dedicate my time to?

Participants will be asked to fill in a table including how much time they dedicate each day to each of the following categories:

- Personal care (including sleep)
- Paid work
- Studies
- Household tasks and family management
- Voluntary work and meetings
- Social life and entertainment
- Sports and outdoor activities
- Hobbies and IT
- Media
- Commuting and unspecified time

## Materials and Space

- Paper and pens.
- Table to record daily activities.
- Posters with instructions.

Chairs arranged in a circular layout.

Then, each participant will have to create a pie chart showing the percentage of time they dedicate to each of the categories.

Next, we will discuss the differences we find in the varying workload assumed by men and women. We will also explore the potential impact of this additional workload that women bear on their professional lives.

If working with a group of women, they may share their experiences and strategies.

### My idea doesn't count

You will randomly give the participants the following papers with instructions:

- Put the chairs in a circle.
- Put the chairs as close to the door as possible.
- Put the chairs as far from the door as possible.
- If you make a circle with the chairs in the center, we will consider it valid, but you cannot talk or write it down.

When they have finished arranging the chairs or, if they have been unable to

reach an agreement, the following group reflection will take place:

- How did you try to complete your task?
- Did you reach any agreements?
- Did you feel that everyone was heard?

At this moment, participants who could not speak will be asked what they felt. Now we will relate these reflections to workspaces, where power positions are often occupied by men, and the voices of women are less considered.

## Here, I speak

We divide the group into small groups of three participants. They will be given a topic and will need to search for information about this topic online. Additionally, two of the participants will be instructed to monopolise the conversation. Some example topics might include the expansion of the railway in the 19th century, the benefits of pollination and risks of bee extinction, or the different current art movements.

Next, one of the groups will come forward and debate/discuss one of those topics. After a short period of time, we will ask the person who is not able to participate to look for different ways to assertively draw attention to their situation. We will make a list of the most effective strategies.

All groups will then rotate, applying the strategies that work and looking for others.

Finally, we will use the following reflection questions:

- How can we make our voice heard?
- How can we ensure that the voices of others are heard?
- What can we actively do to ensure that women in our company are heard?

## Evaluation

To evaluate this workshop, we will ask the group about other micro-machisms or situations of inequality they have encountered or witnessed in their work environment. We will discuss various strategies to address these, focusing on those that male participants can implement.

# 5. Working in an Intercultural Environment

## Objectives

- Develop the ability to adapt in multicultural environments.
- Promote understanding and respect for other cultures.
- Share strategies for managing cultural clashes.

## Activities

### Shocks

The group is divided into pairs. Each pair will share an event in which they experienced a cultural shock when encountering a new culture. From the two events shared, they will choose one to act out in front of the rest of the group.

After each presentation, we can ask the following questions:

- What is the shock?
- How was it managed?
- Which person did you feel most identified with? Why?

At the end of all the presentations, we can ask:

- What aspects of the culture of the country we are in have shocked us the most?
- How did we manage it?

This is a good opportunity to share strategies, advice, and tips.

When a participant approaches a table with different rules, they will have to adapt to those new norms.

## Materials and Space

- Playing cards (one set for each group).
- Paper and pens for noting down reflections and observations.

However, the rest of the participants at that table will not be able to explain the rules to them; instead, they will have to figure them out through observation and deduction. However, they must play even if they do not know the rules.

Once the time is up, another table change will take place. This will be repeated several times.

The rules for the different tables can be:

- 10 cards are dealt. Everyone draws one card at a time. The person who draws the highest card takes all the cards. The person who has the most cards at the end of the game wins.
- The deck is divided into four. Each person receives a part of the deck and places it face down. In turn, in a clockwise direction, each person gives another person the card at the top of their deck without looking at it. The person receiving the card looks at it. If it's an even card, they keep it; if it's odd, they discard it. The person who has the most cards at the end of the game wins.

- 10 cards are dealt. Everyone draws one card at a time. The person who draws the highest card takes all the cards. The person with the fewest cards at the end of the game wins.
- The deck is divided into four. Each person receives a part of the deck and places it face down. In turn, clockwise, each person faces off with another person they choose. Both players will draw a card at the same time, without looking at them. If the cards are the same colour/suit or number, they must place one hand on the centre of the table. The person who places their hand first takes both cards. The person with the most cards at the end of the game wins.

At the end of the activity, the following reflection questions are posed:

- How was the process of adapting to a new space with new rules?
- Did we facilitate the integration of new people into the game, or did we take advantage of their ignorance to win?
- And after experiencing arriving at a new table? Did we facilitate or take advantage?
- Can we relate these rules to the codes we may encounter when entering a job in a culture different from our own?
- What different codes can we find in real life?
- And when in an intercultural environment with people from different backgrounds?

- How can we help others who are joining our teams understand these new codes?

## Effective communication

Each person will randomly receive a paper with a short anecdote and another with a difficulty. Then, they will walk around the room and try to share their anecdote with others while following the difficulty.

Some examples of anecdotes might be:

- When I was little, I played basketball. One day, I was in a game and started arguing with a player from the other team. When I looked at the stands, I saw that my dad was completely pale. When I came out, he told me that the girl I had fought with was the daughter of my math teacher.
- Last Friday, I went to the cinema to watch a horror movie. I bought some popcorn and a large drink. Shortly after the movie started, while I was taking a sip of my drink, a ghost appeared on the screen. I was so scared that I spilled the entire drink on myself, almost a litre.

Some examples of difficulties might be:

- You can only speak using the vowel “i”.
- You can only use verbs.
- You cannot use verbs.
- You can only tell the story in 10 words.



Once the stories have been told several times, we will gather the group and ask a few people to recount the anecdotes of others. We will compare them with the original anecdotes.

Next, we will ask the following questions:

- How much information was lost?
- What misunderstandings occurred?
- Did we become more effective as we told the story multiple times?
- What strategies did we use?
- Do we encounter these misunderstandings when we speak in a language that is not our own?
- What strategies do we use to avoid them?
- How do we manage them when they occur?

## Evaluation

In the evaluation of this activity, we will ask participants to share other situations where they have found the local culture different or strange, and what difficulties they have encountered. Those with more experience can share tips and strategies with the rest of the group.

## References

ON&OFF. (n.d.). 5. Intercultural Shocks. *En Drama for Youth Work* (pp. 38–39). ON&OFF, BiondekBühne, Crooked House.

# 6. Job Interview Preparation

## Objectives

- Understand how a job interview works.
- Identify your own strengths.
- Practice common scenarios in a job interview.

## Activities

### The job ad

Split the group into pairs. In each pair, there will be a person A and a person B. Person A will interview person B about their skills, experience, etc., in the field they are seeking employment.

Then, they will switch roles. Afterward, each interviewer will create a TV ad highlighting the skills of the person they just interviewed.

In many cases, we struggle to express what we have to offer, and sometimes we are not even aware of it. Having someone else do this for us helps us recognize our value.

Feedback questions:

- Was it difficult to identify and share our strengths?
- How did we feel when we heard someone else "sell" our qualities?

## Materials and Space

- Room with chairs and tables.
- Papers.
- Pens.

### Understanding job offers

Each participant will search online for a job offer that matches their interests and experience (academic, work, etc.). It doesn't have to match perfectly, but there should be some connection.

Then, they will need to gather the following information and share it with the group:

- What tasks are required in this job position.
- What competencies, not mentioned in the job description, do you think are necessary to perform this job.
- What can I research about the company offering the job.

Feedback questions:

- Was it easy to find the job offer?
- Which part was the most difficult to find?

## The critical incident

Each participant will imagine attending an interview for the job position from the previous point. They should think of a key moment in their life that involved learning or successful management using skills related to that job. They will then fill out a form with the following questions:

What did I do? How did I do it? Why did I do it? Where did I do it? Who did I do it with? And what were the consequences for me and for my company/educational institution/social environment...?

Afterwards, they will present the critical incident to the rest of the group. The other participants will be asked to comment on which aspects of each presentation worked in favor of or against their candidacy.

## The interview

Now, each pair will interview the other person. The interviewer must ask at least one question about each of the following areas:

- Education
- Experience
- Motivation
- The job position

The interviewee must, in this interview, demonstrate that they have researched the company, some of the skills required for the job, at least one critical incident, and ask at least one question about the job position. This should be naturally integrated into the interview.

The rest of the participants will be asked to give feedback to the interviewee, paying attention to aspects such as greeting, tone of voice, appropriateness of the answers, body language, language register, etc.

## Evaluation

To evaluate this session, we suggest the following questions:

- What are my strengths in a job interview? And my weaknesses?
- Do I find it easy to explain my strengths?
- Am I able to handle unexpected questions?

## References

Proyecting YOUth, Booklet for the education of youth on the development of artistic initiatives (2015). ON&OFF.

# 7. Teamwork Skills

## Objectives

- Discover our teamwork capabilities.
- Develop communication and problem-solving tools for team environments.
- Share concerns in an assertive manner.

## Activities

### The empty chair

In this activity, participants place the chairs randomly around the space. There should be one chair per participant, plus an extra empty chair. The facilitator's goal is to sit in the empty chair, moving only slowly. To prevent this, participants must leave their own chair to occupy the empty one. There are only two rules:

- No touching or blocking the facilitator's path.
- Once participants leave a chair, they cannot sit back in the same chair.

After a first attempt, where the facilitator will likely succeed quickly, they will give participants time to think of a strategy, and, if possible, leave the room. The facilitator will then try again, giving more thinking time if necessary. In this activity, there is no completely effective solution, but some strategies will work better than others. The group can be encouraged to test different strategies.

## Materials and Space

- Chairs.
- Newspapers, magazines, books...
- Rope.
- Pens.
- Open space.

There can be two variations:

- A participant now takes on the role of trying to sit down.
- Two participants (or two facilitators) try to sit in two empty chairs.

At the end of the activity, discuss the following questions with the participants:

- How was the process of finding solutions?
- Who took on a leadership role?
- Did everyone feel heard?

### Reading aloud together

Each participant will be given a different sheet of newspaper, which they will begin reading aloud (all at once). When the facilitator says "STOP," the participants will place the sheet on the floor. The facilitator will then give an instruction for some of the participants to switch places (for example, "all participants wearing black trainers switch places"). In their new spot, they will start reading the newspaper from where the previous person left off.

The group must try to find solutions to overcome this challenge. Once they succeed, the facilitator will add a rule to make it more difficult, so they'll need to find another strategy. For example, if they mark the last word they read with a pen, the facilitator might prohibit the use of pens.

The same questions from the previous activity will be used, focusing on whether there were any differences in the way they approached problem-solving.

## The circle

A rope will be placed on the floor in a circular shape, with the ends tied together. Participants will need to form a perfect square with the rope while keeping their eyes closed. They'll have 20 minutes to plan their strategy, during which they are not allowed to touch the rope. Once the preparation time has elapsed, they will be blindfolded and have ten minutes to create the square.

For this activity, we will continue to ask about how they managed the preparation phase, comparing it with previous exercises. This time, they also had a time limit. How did they manage their time? Were they efficient? Did they feel pressured?

## The complaint

The group will be divided into pairs. In each pair, one person will have one minute to complain about something that bothers them, filling the entire minute with complaints. The other person will listen and take notes. Then, they will switch roles.

Afterwards, each participant will present their partner's complaint to the rest of the group, addressing them as if the group itself were the cause of the complaint. They should communicate assertively and constructively, proposing solutions while remaining firm.

After each presentation, the rest of the group and the facilitator will provide feedback on the following points:

- Did they convey the importance of the complaint? Did we understand the seriousness of the issue?
- How did we receive it? Did it make us feel motivated to change our behaviour, or did it make us feel more defensive?
- Did they propose solutions? Were the solutions practical and concrete? Did they clarify who would be responsible for implementing them?

# 8. Europe and you

## Objectives

- To know various opportunities at the European level.
- To learn about the selection process of a volunteering project.
- To learn how to write a motivation letter.

## Activities

### Presentation

Different training and mobility opportunities at the European level in the field of non-formal education will be presented, as formal education institutions already advise their students on the opportunities they can offer. The presentation consists of three parts:

- Introduction to the Erasmus+ programmes and the European Solidarity Corps (ESC).
- Individual volunteering projects at the European level.
- Other opportunities and how to find them.

The presentation can be found through the following link:  
[https://www.focoeuropa.com/wp-content/uploads/2024/11/Presentacion\\_EuropaYTtu.pdf](https://www.focoeuropa.com/wp-content/uploads/2024/11/Presentacion_EuropaYTtu.pdf)

For this presentation, we recommend inviting someone who has participated in a volunteer programme within the ESC or European Voluntary Service (EVS, the previous programme before ESC) to share their experience. This will also help to answer practical questions from the participants.

## Materials and Space

- Projector.
- Chairs.
- Papers.
- Pens.
- A participant account on the PASS platform.

## Our motivation letter

The facilitator will enter the PASS (Placement Administration and Support System) platform, and the group will choose a volunteer offer together. They will read the offer, paying special attention to the activities, requirements, etc. In the "Job Interview Preparation" workshop, you can find activities to assist you if the group has not yet had experience reading job offers. Each person will need to write a motivation letter for this project. To do so, they must follow this structure:

- **Sender:** Include your details here (name and surname, city and country of residence, and email).
- **Recipient:** Who is it addressed to? If you know the name, include it; if not, mention the organization.
- **Salutation:** Use a formal opening: Dear Sir/Madam, Dear Miss/Mister...
- **Introduction:** Explain the reason for this letter, always referring to the project and the organization.
- **Development:** Introduce yourself, explain why you have chosen this project, why you want to volunteer, and what your background is.

- write the motivation letter in a personal style. Keep in mind that the person responsible for the selection will read many letters, so you should try to stand out. This is why we do not recommend using Artificial Intelligence to write it, as all the letters end up being very similar, and the person in charge of the selection will notice. However, you can use AI to get feedback or correct grammar and spelling.
- Final sentence: Conclude with a sentence expressing your interest in the project.
- Farewell: End with a formal closing and your name.

When they are finished, the facilitator will select another volunteer offer on the PASS platform, and they will be asked to adapt this letter to the new offer. It is important that they are aware of the need to personalize them, as using a generic letter, without even mentioning the project or organization, is likely to be ignored.

# 9. Entrepreneurial and business skills

## Objectives

- Learn the steps to create a business model.
- Manage work and time autonomously and effectively.
- Discover how to create synergies with others.

## Activities

In this workshop, there are two possible scenarios. Participants may either already have their own entrepreneurial ideas or not. If they do, they can work on these ideas directly. If not, sample starting points can be provided (such as a video game company, an organic fruit store, or a record label for small bands). In this case, working in small groups is recommended. The rest of the workshop will proceed in the same way but will be based on these ideas.

## Creating a Business Plan

Participants will receive a flipchart with the Canvas model template that they will need to complete. Different stations will be set up around the classroom, and participants can complete them at their own pace, returning to any station if needed. On one wall, the facilitator will place a chart with the station names in the first column and each participant's or group's name in the first row.

## Materials and Space

- Flipchart with the Canvas model template (page 30).
- Stickers to mark progress on a chart.
- Calculator.
- Paper and pens.

Each participant, upon completing a step, should go to the chart and place a green sticker in the corresponding box. If any participant needs help, they can consult those who have already completed that step or talk with the facilitators. Collaboration among groups will be encouraged so that they can share their experiences and create synergies.

The available time will be divided into 10 parts, corresponding to the 9 sections of the Canvas model plus one for the executive summary. At the end of each part, participants will be notified so they can switch stations if needed. Changing stations is optional but may help them manage their time. It is recommended that they start with the customer segment and finish with the executive summary.



- Customer Segment

They should identify who their customers are (families, young people, elderly people, etc.). For each group, they should draw a stickman and a thought bubble that answers the following questions: What do they think? What do they see? What do they feel? What do they do?

- Value Proposition

First, they should research the competition.

Second, they should identify what sets them apart and why a customer should choose them. They should be specific and consider if these differentiating factors are relevant to their customers.

- Channels

They should draw their product or service on one side and the customer on the opposite side. Next, they should create various paths that show how the customer will reach them (physical store, app, etc.).

- Customer Relationships

For each customer group, they should think about the best channel to make themselves known and engage with customers. For example, if targeting younger customers, social media may be ideal; for older customers, perhaps a physical store or phone calls.

- Revenue Streams

They should create a pie chart showing their revenue sources, visualizing which will be the largest and which will be smaller.

- Key Resources

What do they need? Complete the following table:

Knowledge

Investment

Physical resources

Human resources

- Key Activities

Try to explain what your company's activity is (e.g., selling organic drinks) through mime to another person. When the other person understands it, they must explain what it is.

- Key Partners

The first thing they need to answer is: What is missing? From there, they should make a list of partners who can cover each of these areas. They should propose three partners for each need and define what their main advantages and disadvantages are.

- Cost Structure

Get the calculator out! What are the costs? They will divide them into two parts: fixed and variable costs.

Fixed costs are necessary for the operation of the business (rent, phone bills, employees, marketing...)

Variable costs are those that depend on production. In the case of products, the cost of manufacturing, shipping... and in the case of services, the time spent, if subcontracting is needed...

- Executive Summary

They will create a summary in exactly 53 words of their idea, trying to include the most relevant aspects of the previous points.

### Erasmus for Entrepreneurs

An Erasmus for Entrepreneurs programme will be explained, a mentoring programme that connects young people who wish to start a business with companies where they will acquire the skills to launch and manage a small or medium-sized enterprise.

These exchanges take place internationally within the European Union and other associated countries, lasting from 1 to 6 months. Participants will also receive a monthly allowance to cover their stay in another country.

More information about this programme can be found here:  
<https://www.erasmus-entrepreneurs.eu/>

## Evaluation

- What parts did you find easiest and most challenging to complete?
- How did you solve the problems you faced?
- How did you organise your work? And your time?
- Did you collaborate with others? How?

# 10. Leadership and progress in my career

## Objectives

- Develop leadership and collaboration skills.
- Identify one's strengths and areas for improvement in leadership.
- Establish a plan to advance in one's professional career.

## Activities

### The mirror

The group is divided into pairs. Each pair will have person A and person B, positioned facing each other. Person A will begin by making simple movements that person B must copy simultaneously. Therefore, the movements must be slow and precise. After a few minutes, they will switch roles.

Then, they will repeat the exercise, but this time neither will be given the instruction to lead. They cannot speak to decide who assumes that role; it will have to happen during the exercise. They can change leadership as many times as they wish during the activity. The session concludes with the following questions:

- How was it to lead the movements?
- How was it to follow?
- When there was no clear leadership instruction, how did we manage it? Did both people lead, or just one?

## Materials and Space

- Chairs (arranged in pairs).
- Sheets of paper and markers.
- A spacious area for exercises in pairs and in groups.

### The raft

Place one chair per participant in the space. In the centre of the space, mark a reference point. Place the chairs in pairs, with each pair at an equal distance from the centre, ensuring that the chairs and the centre form a straight line. Do the same for the rest of the pairs of chairs.

The participants will sit in the chairs, and when they decide, they must move around the room, always maintaining the same distance from the centre and a straight line between themselves and the centre. After a few minutes, they will be asked to change partners and start again.

Once they have interacted with several people, the group will gather to reflect:

- Who led more? And who followed the other more? Here, we can pay attention to gender differences.
- Do we see ourselves reflected in this role in our daily lives?
- How can we take on more leadership when it is difficult for us?

## Giving instructions

The participants will be divided into two groups. Each group will form a line, at a distance from the wall. We will stick a sheet of paper on the wall in front of each group and give a marker to the first person in each line.

We will show a drawing to the last person in each line, who will have to draw it on the back of the person in front of them, and so on until it reaches the first person in the line. This person will then have to run to the paper and draw the shape on it. Afterward, they will go to the end of the line. We will start with simple shapes (star, triangle) and gradually move on to more complex shapes (house, boat, car, etc.).

Next, we will divide the group into pairs. In each pair, there will be an A person and a B person. They will sit back-to-back. Person A will draw a picture without showing it to Person B. Once they have drawn it, they will have to give instructions to Person B on how to draw it, using only shape-related instructions (draw a line, a square, etc.). When they finish, they will compare the two drawings and switch roles.

In pairs, we ask them to reflect on the following questions:

- Which instructions were clear?
- Which ones were not?
- How did we feel receiving the instructions?

Next, we ask them to share their reflections with the rest of the group and make a list of the elements that make an instruction understandable.

# 3. MATERIALS



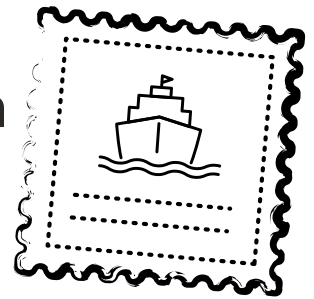
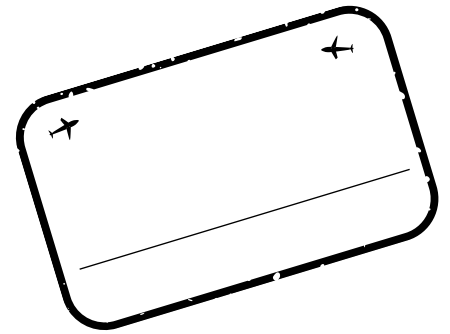
# Skills Passport

1. Competence in reading and writing

2. Multilingual competence

3. Mathematical competence and competence in science and engineering

4. Digital competence and competence in technology

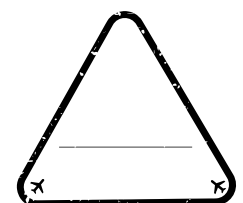
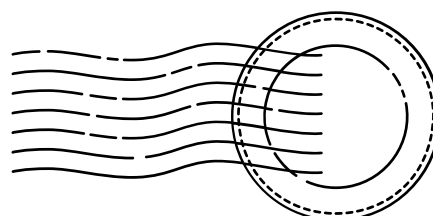
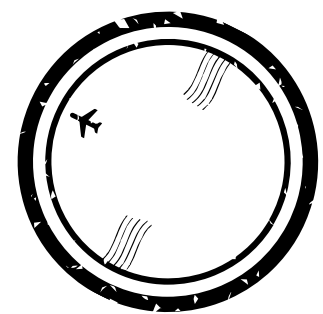


5. Interpersonal skills and ability to acquire new competencies

6. Competence in active citizenship

7. Entrepreneurial competence

8. Competence in cultural awareness and expression



# Cards "The Structure of a CV"

Personal details

Summary

Work experience

Education

Skills

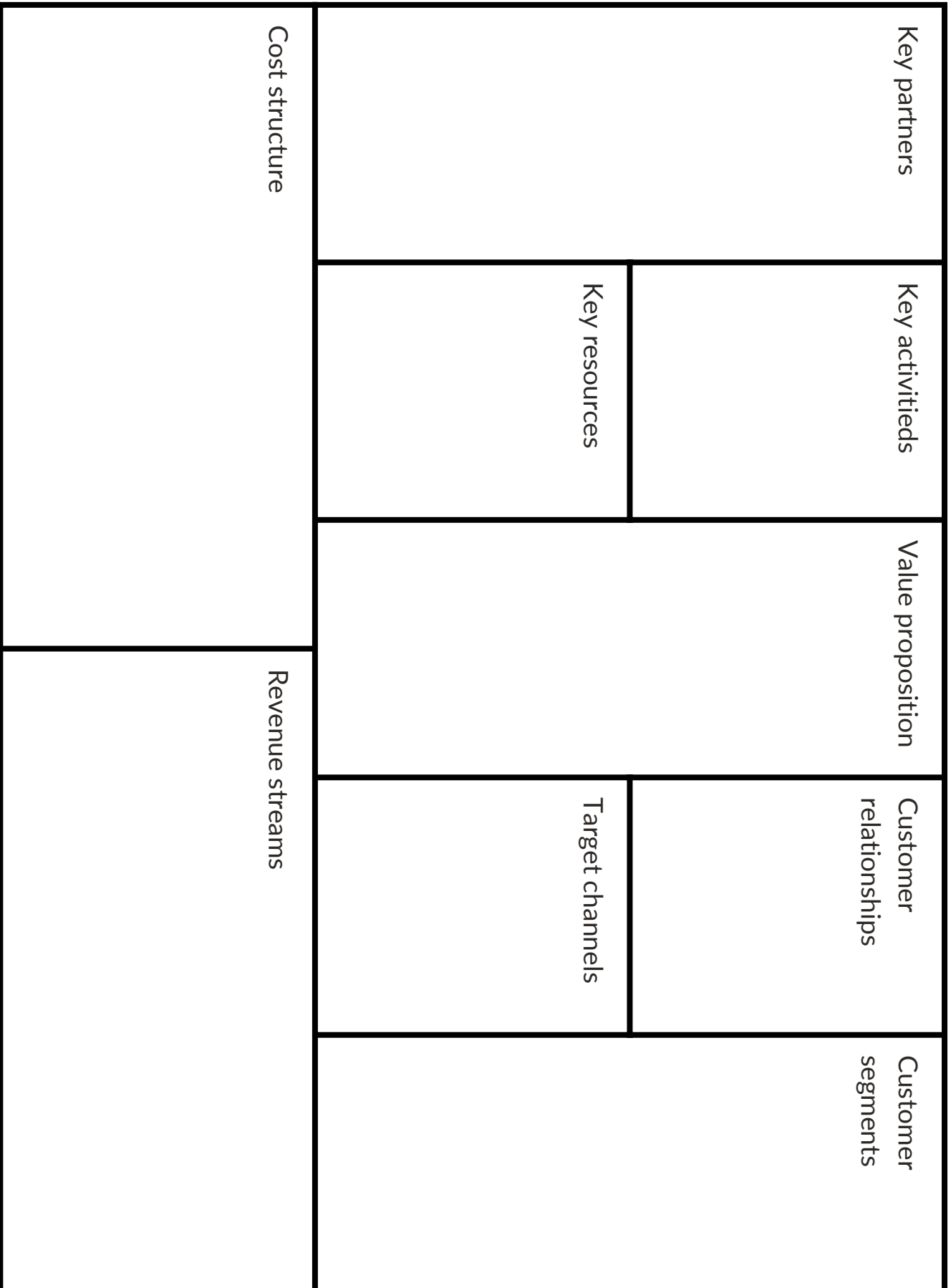
Languages

Certifications and  
additional training

Projects

References

# Canvas Modele





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