beCreative!

IO3 Pathways

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Contents

Introduction 3
Definitions and some element of the theory 5
Methodology 5
Making a portfolio 7
Case Study Examples 9
Getting a job 9
Getting a full-time job 10
Keeping your job and prospering at it 11
Employment and social integration 12
Access to education 14
Social Integration 15
Social inclusion 16
Employment 17
Getting a job 18
Keeping one's job 20
Social Integration 21
Social integration 22
Keeping one´s job 23

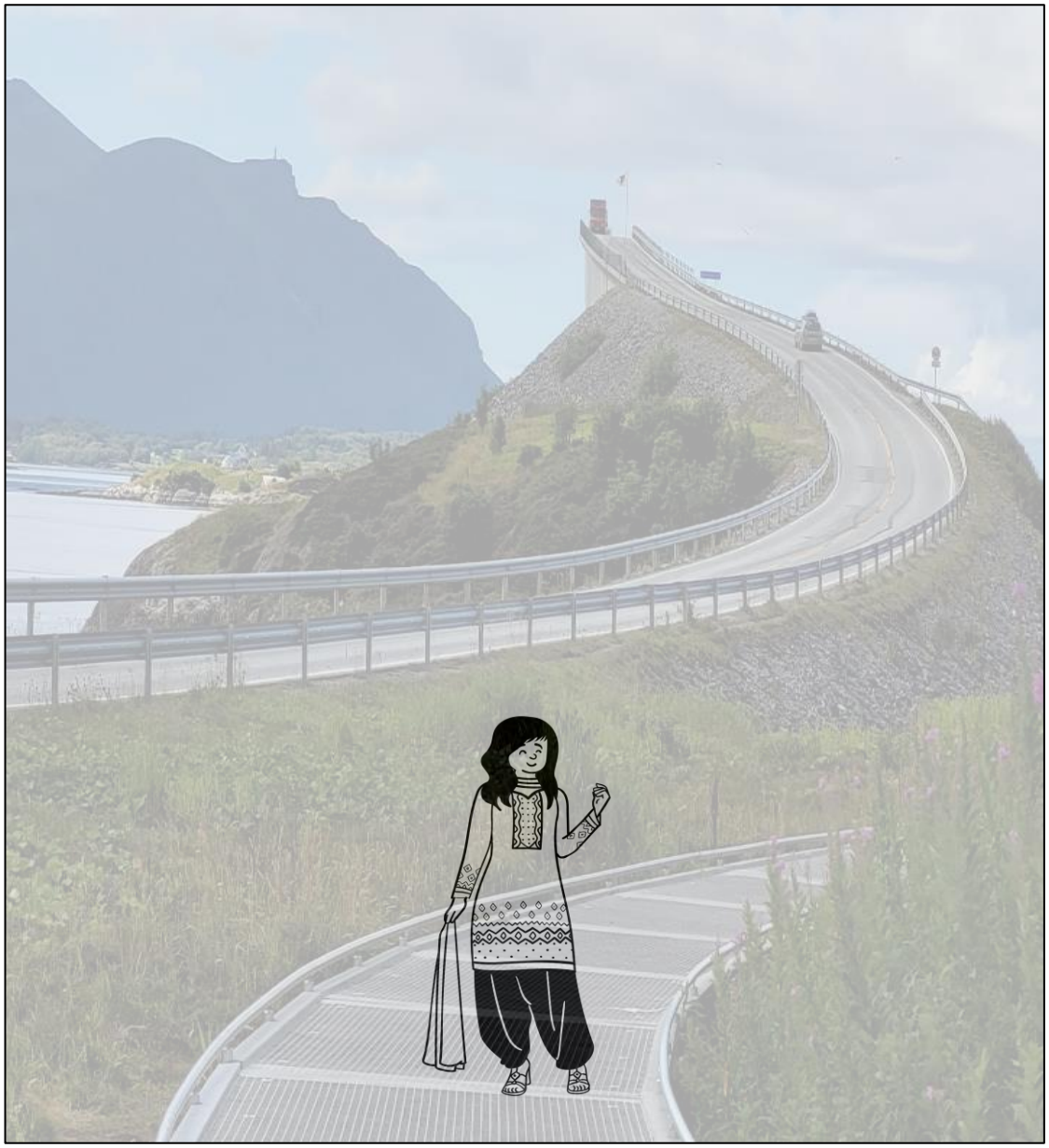
Introduction

When trainees enroll in Be creative! programme, the educator can help them to choose and define a pathway to achieve their goals. It is essential to know what they want if they are going to succeed.

Be creative! programme consists of 16 parts called TCSs (transversal skills and competences) that can be useful for developing transversal skills.

For further explanation, refer to Be creative! training kit where all related TSCs are described. The document is available in https://becreativeproject.eu/fr/accueil/, free of charge.

Now is the time to find which TSCs they need to achieve their goal.



First it can be useful to identify their challenge. What is it in their life they are not fully happy with and what do they want instead? Then it is time to figure out how they are going to get there.

Therefore, in project Be creative!, the partnership has decided to focus on four thematics :

- Social integration;
- Employment;
- Keeping one's job;
- Access to education/training.

On the journey to reach their goal, it may be motivating to showcase the progress in a portfolio, where they can share what they have done with family, friends and possible employers.

In this project we propose using "Google sites", a web based tool.

Definitions and some element of the theory

A pathway are steps in your roadmap or a method to achieve your destination or the life you want to live.

The webpage Psychologytoday.com writes about a study by psychologist Gail Matthews that showed that when people wrote down their goals, they were 33 percent more successful in achieving them than those who formulated outcomes in their heads only.

A portfolio is a tool where you showcase your work, this can be printed pictures in a folder or a web-based site on the internet. Some occupations are more used to portfolios than others, like models and artists, but also programmers and graphic designers have to show what they can do in show-reels to prove what they can do.

Methodology

To be able to use pathways efficiently, it is important to identify each of the steps in the diagramme below. The educator should help the participant to do this. There are some suggested questions below that may help them to do so.

How to help someone create one's own pathway

There are different ways to reach personal goals. The educator should support clarifying the following points with the trainee.

After discussing the trainee's goal, the educator will propose some TSCs that they will review together.

Following are some questions to help trainees identifying their challenges and goals.

1) Identify problem:
    i) Why are they unsatisfied?
    ii) Why is this a problem?
    iii) How is it a problem?

2) Identify goal
    i) Select one of the following
        (a) Social integration
        (b) Employment
        (c) Keeping your job
        (d) Access to education/training
    ii) What do you like?
    iii) What do you want?
    iv) What is your timeline?

3) Identify and Acquire required soft skills – educator should suggest different TSCs that correspond to the goal

i) Which competences do you need to reach the goal?
ii) Which TCSs should you work in?

4) Practice and evolve – the educator should follow up the progress
   i) How did the training go?
   ii) Do you need more training?

5) Achieve goal

A method focused on dialog

You can learn about this method in this free e-learning class: ttps://maailmakool.ee/talkpeacefully/

The following core assumptions are at the root of solution-focused approach and provide key ideas that drive the practice and techniques of this model.

- People are experts on their lives. Our job is to support and amplify this expertise.
- People have strengths, resources, and the ability to resolve the challenges they face in life.
- Change is always possible and is always happening. Our job is to help clients identify the change that is happening and to help them bring about even more change.
- Extensive information about a problem is rarely necessary to bring about change.
- The resolution of a problem does not require knowing what caused it. Small changes lead to more changes.

Flow of the conversation

Stage 1: (example questions):

1) What are your best hopes from our work together?
2) What would you like to get from today?
3) How would you know our talking together was useful?

Stage 2: Preferred future (example questions):

1) Miracle question: Suppose you woke up tomorrow and a miracle happened and (your best hopes) start happening. What would be the first sign you'd notice?
2) More simplified version: Suppose you woke up tomorrow and (insert your best hopes) start happening.
3) How would you know? What would be the first sign to tell you something's different?
4) What would you see yourself do on a day like that?
5) What difference might that make?
6) Who beside you would be the first to notice that a miracle happened?
7) What would they notice?
8) How would they respond?
9) What effect would their response have on you?
10) What else would be different?

Stage 3: Instances of success (sample questions)

1) On a scale from 0-10 where 10 is (your best hopes the way you described it in Stage 2) and 0 is the worst it's ever been, where are you now?
2) What makes it a X and not lower?
3) What have you done to get to X?
4) What skills, abilities and resources has it taken to get to X?
5) What has been helpful on the way?

Signs of progress (Stage 3 continued):

6) How would you know if you moved to X+1?
7) What would you be doing at X+1?
8) Who would notice you were at X+1?

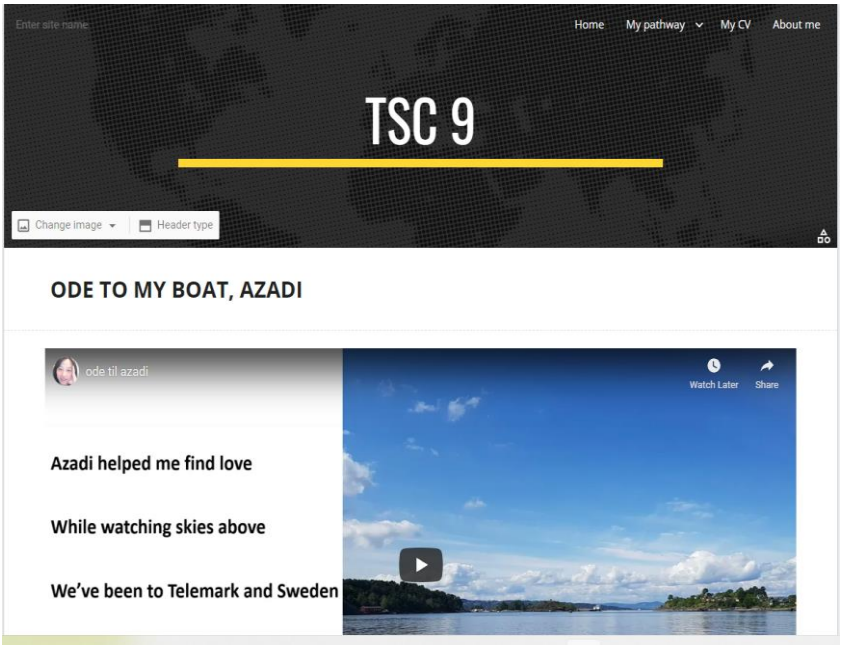
Making a portfolio

In the Be creative! project, the partnership proposes to use an online portfolio based on Google sites, which is easy to set up for everyone. Partners have made two videos specifically for the project purpose. To watch them, participants will only click on the following links. They can also be found when you logged into your Be creative course page.

The first link shows how to make an online portfolio: https://youtu.be/8qDyUu-Jq5s

The second link shows how to fill it with content like the TSC pathway trainee has worked on: https://youtu.be/eJbgWmR1hCE

It is important to note that this page is private and participants / trainees can decide who can see and access it. Below there is an example of an online portfolio.



Tips and Recommendations for educators/users

Some extra tips in order to reach the goals are:

- To write the goals down. It is therefore important to identify which TSC one needs and makes a plan of when s/he is going to take the course.
- To share your written goals with supportive others. Help the participant to identify who can support them. This step will significantly increase their chances of reaching the outcomes they are seeking.
- To make the participant accountable for their goals by reporting regularly. Timelines will obviously depend on the time horizon of the goals they are pursuing.

Case Study Examples

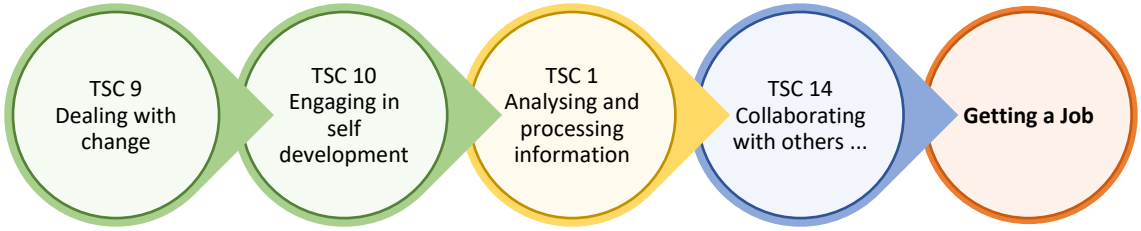
Getting a job

A mother with grown up children

MIR Pathway Case Study 1

A woman feels lonely and comes to our centre. Her children are grown up and don't have much time for her, and she feels that her life is empty. She wants to travel to her home country to visit relatives, but she has little money. She has been working before but is unemployed now, and has little confidence that she will get another job. She feels like her life is a bit meaningless.

The educator should help the woman to identify her final goal, which is to get a job. But it seems like she has low self-confidence, so she should work with that part first.



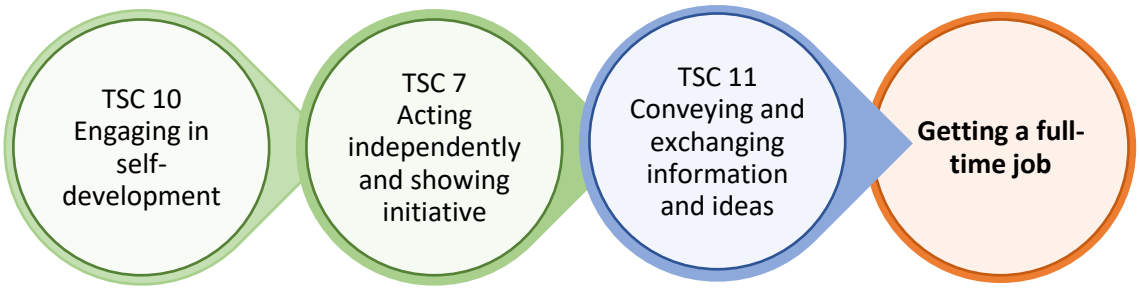
Transversal skill and competence	**Why**
TSC 9 Dealing with change	Handling change in a positive way and get self confidence
TSC 10 Engaging in self development	Demonstrate willingness to learn and self-management
TSC 1 Analysing and processing information	to plan for a future, perhaps find information about taking some education or what jobs are available
TSC 14 Collaborating with others	to be better suited to work in a social environment and excel in a team

Getting a full-time job

A young woman without full time job

MIR Pathway Case Study 2

An NGO is contacted by a young woman who wants a work opportunity. She was born in Norway by immigrant parents, but they moved to the UK when she was young, and she has most of her education from there. A few years ago she moved back to Norway to live with her siblings and take a Master degree at the University (which was in English). She can speak colloquial (or everyday) Norwegian, but struggles when she has to express herself professionally. She is very dedicated to working in NGOs but is a bit careful and shy to take the lead. She is able to get part time jobs over shorter periods, but nothing permanent. The NGO thinks that she is good on paper, but a bit unsure if she is able to work independently and be able to take responsibility for projects. They can therefore not give her a full time job.



Transversal skill and competence	**Why**
TSC 10 Engaging in self-development	She needs to become more self confident to have the courage to speak more to improve language skills
TSC 7 Acting independently and showing initiative	She then has to show that she can think independently and take charge in a variety of situations
TSC 11 Conveying and exchanging information and ideas	Last but not least she has to express her ideas to convince the NGO that she is the right person for the job

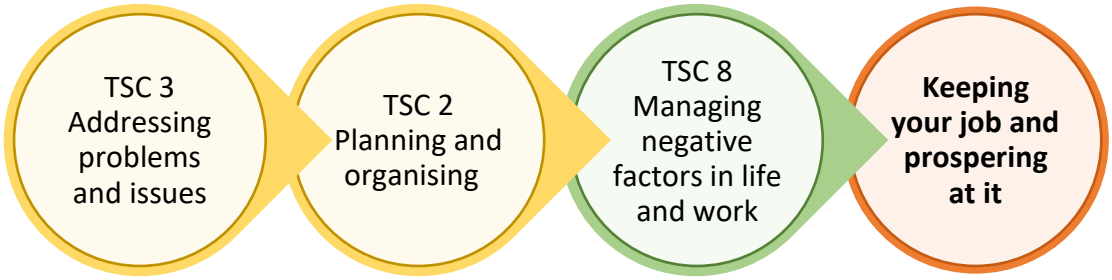
Keeping your job and prospering at it

Vestifex OÜ (Estonia) Pathway Case Study 1

Middle-aged man feels lost in his career at the moment. He faces difficulties with self-identification as an educator. He is eager to pass his knowledge and apply his skills as a educator but does not understand how and where.

The pathway we suggest to use here is based on a solution focused approach, a set of conversational tools that help build rapid desired change in many different areas involving the client and the relationships he has, ranging from business to therapy.

Please see the section A method for solution focused dialog on the pages 6-7 for instructions on how to use this method.



Transversal skill and competence	Why
TSC 3 Addressing problems and issues	By asking questions we elicit the problematic situation the client is facing now.
TSC 2 Planning and organising	We focus on what works, explore desired future or outcomes and track past successes, situations and experience with the aim to discover, amplify and strengthen the existing abilities, strategies and resources.
TSC 8 Managing negative factors in life and work	We help the client find tools or strategies he can use immediately to improve his situation.

Employment and social integration

Vestifex OÜ (Estonia) Pathway Case Study 2

The client moved to another city 12 years ago for family reasons. There she continues working in her field running IT courses for seniors. However she is feeling lonely in another community and unsure about her present and future perspectives for a several reasons:

During the pandemic most of her courses were canceled and still there are much less opportunities for her to work.

She does not feel very confident in speaking the national language which affects her sense of self-esteem.

She is at a crossroads and does not know whether to wait for offers from training companies or to put all her energy into developing her own services and offering the training herself.

The pathway we suggest to use here is based on a solution focused approach, a set of conversational tools that help build rapid desired change in many different areas involving the client and the relationships he has, ranging from business to therapy.

In the aforementioned case the client most likely needs a solution in both social inclusion and employment areas. It might take time and work in stages to reach identified goals, and we can use the method in the example on page x.

Transversal skill and competence	Why
TSC 3 Addressing problems and issues	By asking questions we elicit the problematic situation the client is facing now.
TSC 2 Planning and organising	We focus on what works, explore desired future or outcomes and track past successes, situations and experience with the aim to discover, amplify and strengthen the existing abilities, strategies and resources.

TSC 6 Acting according to values	We help the client find tools or strategies she can use immediately to improve her situation and make choices according to her values.
TSC 14 Collaborating with others in teams and networks	We help the client to address supportive relationships such as, partners, family, friends. This helps the client identify new ways of bringing these resources to reach her goals and to feel more connected and supported.

Access to education

CIEP Pathway Case Study 1

Asylum Seeker

A 20-year-old girl arrives at the project. She is seeking asylum, lives in a reception center, and feels alone. She would like to find a job in Belgium, earn some money to send to her family and build a life here in Belgium. She is young and has no diploma. If she wants to find a job, she is aware that she will have to undergo training in order to find a decent job, earn a living and live in dignity in Belgium.

To find a job, she has to define what she would like to do with her life first, in order to know which studies to choose.

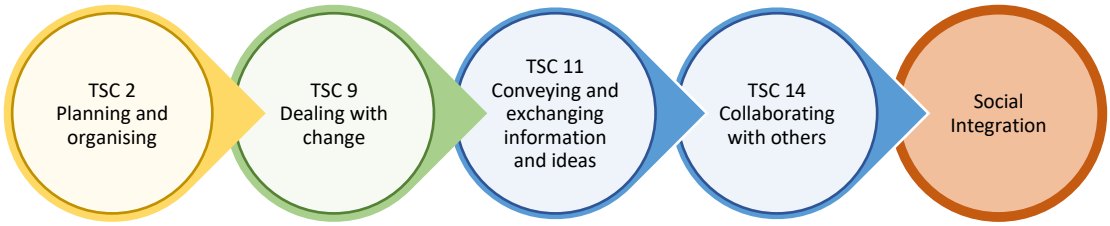
Transversal skill and competence	**Why**
TSC 1 Analysing and processing information	Get information about the possibilities of education
TSC 10 Engaging in self-development	Take time to know what you want to do, set long term goals and demonstrate willingness to learn
TSC 9 Dealing with change	Be able to adapt to new life and schedule
TSC 14 Collaborating with others	Build a network, work in team and develop professional network

Social Integration

CIEP Pathway Case Study 2

A shy and lonely girl

An 18-year-old girl comes to the project because she is no longer in training, employment or school. She lives with her mother and her three younger brothers. Her mother is sick and relies on her a lot to take care of the house and her brothers. The young girl is shy, and does her best to help her family, that's why she has little contact with the outside world. She feels lonely and finds that her life lacks meaning. She does not feel quite ready to work because she does not yet know what she would like to do. What she needs first is to get out of her house and meet other young people, although she is not very comfortable when she is with strangers.



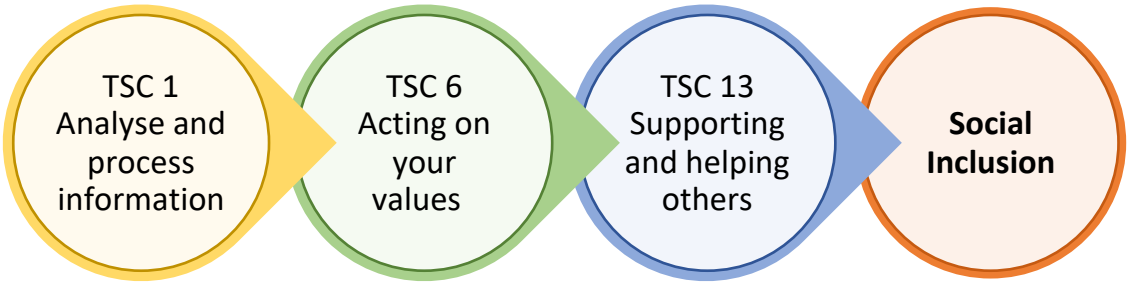
Transversal skill and competence	**Why**
TSC 2 Planning and organising	Learn to manage and plan your time to make time for yourself
TSC 9 Dealing with change	Not being afraid of going to new places and meet new people
TSC 11 Conveying and exchanging information and ideas	Learning to speak out loud your ideas in front of unknown people
TSC 14 Collaborating with others	Build a network and exchanging with strangers

Social inclusion

AGFE Pathway Case Study 1

Building self-confidence

A young woman aged 20 who did not pass her baccalaureate. She has little self-confidence and is unable to envision herself in a project or a profession. She has difficulty seeing things clearly and does not know how to go about it. She takes part in remobilisation workshops which will enable her to acquire a method for exploring and processing data, and then to better identify what is important to her and her abilities, the first step in (re)building her self-confidence.



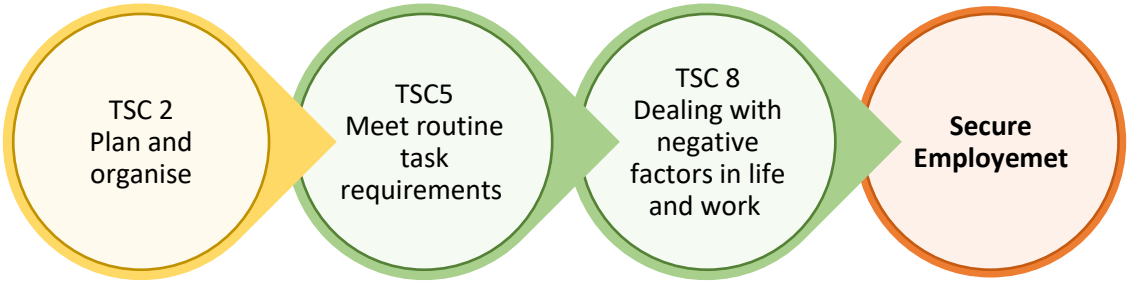
Transversal skill and competence	**Why**
TSC 1 Analyse and process information	To give ourselves a method to better understand the world around us and to allow ourselves to make links with other situations.
TSC 6 Acting on your values	Identify what is important to you and what influences your choices.
TSC 13 Supporting and helping others	To become aware of one's ability to listen to the difficulties of others, to decentralise oneself from one's own situation, and to propose solutions that encourage the regaining of self-confidence.

Employment

AGFE Pathway Case Study 2

A new opportunity

A young man, 22 years old, with little work experience, but who was dissatisfied and quitted his job: it was not the job he wanted. For him, in the "ideal" job, everything has to be "right", effortlessly. He therefore takes part in workshops to better understand the realities of a job: organisation, managing constraints and developing his qualities.



Transversal skill and competence	**Why**
TSC 2 Plan and organise	Whatever the professional or extra-professional activity, managing time, developing the ability to organise oneself, mobilising for a project.
TSC 5 Meet routine task requirements	Accepting to do tasks that may be repetitive, laborious, meticulous. Find the motivation and perseverance to do them.
TSC 8 Dealing with negative factors in life and work	Adapting and coping with change. Do not suffer but find solutions to act. Listen to your emotions and find resources to manage them better in a difficult situation.

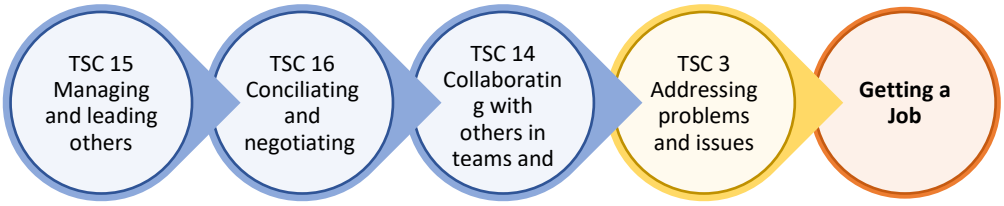
Getting a job

INFODEF Pathway Case Study 1

A mother with teenage children

A woman has teenage children, she stopped working when her children were born in order to take care of them, now her children are in a difficult stage and all day long she is arguing with them. A recurring topic of discussion is the children's curfew. She also feels tired of trying to advise her children and they don't listen to her. Now that they are teenagers and do not require her care, she wants to enter the labor market, but it is very difficult for her because she feels exhausted from the responsibility she has for her children. She also has to continually debate with her husband about the division of household chores and feels exhausted from never reaching an agreement. She feels that she is the pillar of the whole family and does not know how to guide them, because it is difficult for her to find solutions to the different problems that her family has.

The educator should help the woman identify her ultimate goal, which is to get a job. But she seems to have problems in managing aspects in which other people are also involved.



Transversal skill and competence	Why
TSC 15 Managing and leading others	To learn the keys that will allow you to be a point of reference and inspiration for others. This skill is essential in the business world
TSC 16 Conciliating and negotiating	Obtain the tools to reach agreements and satisfy both parties in a conflict. Key aspect when it comes to establishing labour agreements with employers
TSC 14 Collaborating with others in teams and networks	Learning to work in a team is essential in most jobs.
TSC 3 Addressing problems and issues	Being able to deal with problems quickly and efficiently is a highly demanded aspect of the workforce.

Keeping one´s job

INFODEF Pathway Case Study 2

Young rebel

Adrian is a 20 year old boy with no education, he has worked in different low-skilled jobs and none of them have lasted very long. He lives with his parents, who are angry that his jobs don't last and because of his long stays at home without studying, they have stopped paying his expenses. Adrian needs to keep his current job in a factory but his continuous fights with his co-workers jeopardize his continuity in the company.

The educator could help this man define his goal, namely to get a job and deal with others peacefully.

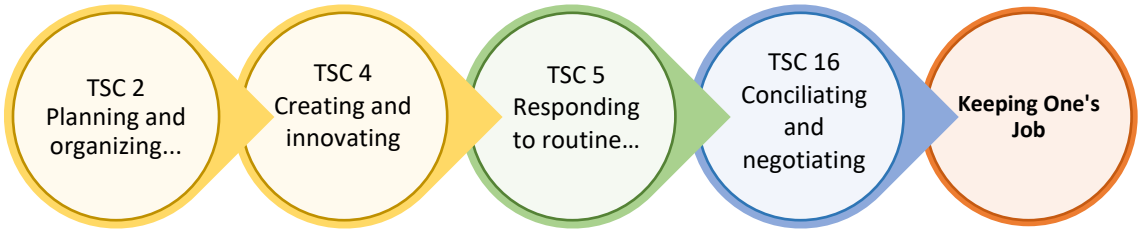
Transversal skill and competence	Why
TSC 12 Showing respect and consideration for others	It will allow you to gain communication skills with your co-workers to communicate with respect
TSC 8 Managing negative factors in life and work	Learn to manage and react to negative and stressful situations with respect and camaraderie
TSC 14 Collaborating with others in teams and networks	Learn to work collectively with other company workers, always with respect
TSC 13 Supporting others	Achieve being a support for the rest of your co-workers, who see you as a person who can help them

Keeping one's job

From long-term unemployment to adapting to a workplace

CSI Pathway Case Study 1

A chronically unemployed person has recently started an office and predominantly administrative job. They are enjoying being in the workplace, but are having a hard time keeping up with the pace of a modern workplace. They feel particularly overwhelmed at times and do not know where to start and how to monitor and track their tasks. The educator should coordinate with the trainee to clarify their work goals and identify areas of growth in administrative tasks.



Transversal skills and competence	**Why**
TSC 2 Planning and organizing	In order to effectively manage a workload both in short and long term goals.
TSC4 Creating and innovating	Creatively approach work tasks.
TSC 5 Responding to routine requirements of tasks	Able to finish tasks in a timely manner.
TSC 16 Conciliating and negotiating	Able to navigate situations at work.

Social Integration

CSI Pathway Case Study 2

A young person that finished high school 3-4 years ago has not managed to make and keep social connections following their participation in a social setting such as high school. Regardless of whether or not they managed to secure a job, they are not proactive in making friends and maintaining their social connections. They express they feel lonely and want to better integrate into society.

Transversal skills and competence	**Why**
TSC 3 Addressing problems and issues	Able to calmly and efficiently handle difficult situations that might arise with integration in society
TSC 7 Acting independently and showing initiative	Be proactive in seeking out social connections and showing initiative in organizing/planning social outings and integration in a group of friends.
TSC 8 Managing negative factors in life and work	Able to handle stress and feelings of loneliness and shyness and manage those feelings whilst still trying to integrate with everyday life.
TSC 12 Showing respect and consideration for others	Able to harmoniously hang out with friends and coworkers.

Social integration

A Confused Adult Learner

MANISA Pathway Case Study 1

Larem is a 39-year old adult learner. She also has a full time job and works between 9 a.m. and 5 p.m. every day. She is very fond of her job and she continues her academic life with a doctorate program on social sciences. She consults the educator because she feels lost and desperate during both her studies and working hours. She states that she thinks about her tasks at job when she studies at university and she worries about her academic life during the working hours. She has to read many articles and complete academic writings for her education, however it is very hard for her to focus. Therefore she is very upset as she misses the deadlines. She complains that she forgets the academic information she reads quickly and cannot use it in new situations. It is also noted that she had an unsuccessful primary education and unhappy childhood. Having been bullied and mocked by her peers during her adolescence, she often tends to lose her confidence.

Transversal skill and competence	**Why**
TSC 2 Planning and organising	Learn to manage and plan your time to make time for yourself
TSC 8 Managing negative factors in life and work	Selecting priorities life events and help moving forward in life
TSC 9 Dealing with change	Not being afraid of applying new academic knowledge in her life
TSC14 Collaborating with others	Build a network and exchanging with experts/academicians and also with other adult learners

Keeping one´s job

A Young Man Finding a New Path

MANISA Pathway Case Study 2

Kerut is a 22 year-old-young man and he has difficulty to stay in employment and not willing to attend to higher education. Since his father who was once a company owner went bankrupt, he and his family had hard days. They lost their home, their cars and money in the bank. Therefore, he had to work in many temporary, low-skill jobs since the age of 18. When he consults the educator, he complains that people can not understand him. He can't help thinking about the old, happy days when he was a high school student. He was admired by his peers, he was quite generous and he didn't have to worry about money. As he was obliged to work, he lost his contact with his old friends. Another problem is that he is unable to continue working in a place for more than six months because he often quarrels with his co-workers. He states that many young people are not mature enough to understand him. He doesn't take his time to communicate with other workers, as he tends to play video games, just like in the old days during the break time.

Transversal skill and competence	**Why**
TSC 12 Showing respect and consideration for others	Learn to gain communication skills with your co-workers to communicate with respect
TSC 8 Managing negative factors in life and work	Learn to manage and react to negative and stressful situations with respect
TSC 14 Collaborating with others in teams and networks	Learn to work collectively with other people and listening them actively
TSC 13 Supporting others	Achieve being a support for the rest of your co-workers, who see you as a person who can help them