TSEMY

EMPOWERING EMPLOYABILITY OF YOUTH

Training curriculum

TSEMY - Training for sustainable employment of youth and young adults

2022

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1. INTRODUCING A NEW DEFINITION OF GRADUATE EMPLOYABILITY

Globalisation, the knowledge economy, the changing needs of the post-industrial economy and the expansion of higher education have led to major changes in the relationship between higher education and society. On the one hand, mass higher education reduces the returns to higher education (i.e. students have to pay higher tuition fees and compete in a much tighter and more competitive market for skilled labour after graduation). On the other hand, rapid changes in globalised labour markets create uncertainty about what kind of jobs graduates will find after graduation. In most sectors, employment prospects for graduates are no longer clear. Job security is gradually disappearing. The employability of graduates has become one of the main drivers of higher education, irrespective of its institutional basis.

For many people, a lifelong career is no longer an option. Most people work in several different companies and move between different sectors during their working life. Therefore, we all need to be flexible in our working patterns and willing to change jobs or sectors if we believe there are better opportunities elsewhere.

To do this, we need to understand that we all have a set of transferable or employability skills. These are skills that are not just related to a particular career path, but are useful in all areas of working life. Employers are often looking for skills that go beyond qualifications and experience.

Education and experience can qualify you to apply for a job, but to succeed in most jobs you need skills that you are likely to acquire over time. Some of these are occupation-specific, but most are what are known as 'soft skills' that can be used in any job or in any sector. These soft skills are 'employability skills': they are the skills that make a person employable.

Although employability has become a familiar concept in the context of higher education, there does not seem to be a common definition. However, the prevailing approach to improving the employability of graduates is often based on the assumption that employability is defined as the ability to acquire the skills and competences needed to find and keep a job and, if necessary, to get a new job.

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1.1 PROJECT TSEMY

Youth unemployment is an emerging phenomenon in the European Union and its prevalence varies from one Member State to another. In general, however, the unemployment rate of young people aged 20-29 is higher than that of the general population. One of the reasons for this has been identified as being related to the gap between the training provided and the needs of employers.

This project has been designed and developed with the aim to reduce youth unemployment by providing training that meets the real needs of the companies and the region in which they are located.

The TSEMY project has a clear differentiating factor in its approach to society and existing solutions, as it addresses the problem of unemployment of young people with tertiary education and improves the methodology to actively address the match between the labour market needs, skills and profile of this target group, while seeking their effective integration into the labour market.

As youth unemployment is a common problem in the EU Member States, the consortium partners have developed this project with the same objectives and methodology, applicable across all member states. The main objective of the project is to actively reduce unemployment among 20–29-year-olds with higher education.

All results in the TSEMY project have been developed by the mutual collaboration of six partners from six European countries:

Atlântica, Portugal
AdM Italy
ASIE, Romania
ProEduca, Czech Republic
CESUR, Spain
MSKU, Turkey

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1.2 ENTRY REQUIREMENTS ON LEARNERS: EQF REFERENCE

The **European Qualifications Framework** (**EQF**) acts as a translation device to make national qualifications more readable across Europe, promoting workers' and learners' mobility between countries and facilitating their lifelong learning. The EQF aims to relate different countries' national qualifications systems to a common European reference framework. Individuals and employers will be able to use the EQF to better understand and compare the qualifications levels of different countries and different education and training systems. Since 2012, all new qualifications issued in Europe carry a reference to an appropriate EQF level.

This curriculum refers to levels 5 – 7. In the following table you can find descriptors defining the addressed and expected knowledge, skills, responsibility and autonomy of the particular EQF levels.

Level	Knowledge	Skills	Responsibility and autonomy
	In the context of EQF, knowledge is described as theoretical and/or factual.	In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).	In the context of the EQF responsibility and autonomy is described as the ability of the learner to apply knowledge and skills autonomously and with responsibility
5	Comprehensive, specialized, factual and theoretical knowledge within a field of work or study and an awareness of the boundaries of that knowledge	a comprehensive range of cognitive and practical skills required to develop creative solutions to abstract problems	exercise management and supervision in contexts of work or study activities where there is unpredictable change; review and develop performance of self and others
6	Advanced knowledge of a field of work or study, involving a critical understanding of theories and principles	advanced skills, demonstrating mastery and innovation, required to solve complex and unpredictable problems in a specialised field of work or study	manage complex technical or professional activities or projects, taking responsibility for decision-making in unpredictable work or study contexts; take responsibility for managing professional development of individuals and groups
7	Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research Critical awareness of knowledge issues in a field and at the interface between different fields	specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields	manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches; take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams

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2. TRAINING PROGRAM AND DIGITAL TRAINING MATERIALS

This entire curriculum is based on pre-selected information gathered in previous phases of the TSEMY project, in particular:

- national policies and contexts of the project partner countries;
- Themes and topics that have been selected and evaluated as critical to defining and building a new differentiated education that promotes more skills, knowledge and empowerment of young people with higher academic education in the labour market.

The training programme has a direct relationship between the content of the training to be taught and the needs of employers. It covers the knowledge, skills and competences that are perceived by business companies as the most important in the process of integration and professional empowerment of new recruits.

The actual content of the training program meets the real needs of employers, reflecting itself as a mix of self-learning, training, tutorial training and training in the workplace.

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2.1 TRAINING FRAMEWORK

The themes for the training, which emerged from focus groups previously held in all partner countries, were developed into a framework outlining global trends, relevant competences, their characteristics and performance indicators for jobseekers.

Global Trends	Competence	Competence characteristics	Competence indicators
variability and diversity	Flexibility, Inclusivity, Diversity and Wellbeing	• the ability to cope with change and uncertainty • the ability to learn new things • Skill to be employable (invest in further education, take responsibility for one's own career)	▪ ability to handle stressful situations and obstacles ▪ the ability to adapt to changed circumstances and conditions ▪ ability to learn and organize their learning
new technologies (ICT)	innovation and knowledge management	• innovative and creative abilities) creativity, curiosity) • network and strategic ICT skills • implementation capabilities	▪ skills to work with information ▪ ability to identify and solve problems ▪ skill of creative and flexible thinking and acting ▪ the ability to make independent decisions ▪ computer skills ▪ mathematical skills
focus on organizational performance	mobilization of human resources	• interpersonal skills (communication skills, ability to work in a team) • managerial skills (working in budgetary and time constraints, the ability to lead others and oneself) • strategic and organizational skills	▪ organization and management, the ability to lead a team ▪ team work ability ▪ ability to communicate with people, negotiate
globalization	international orientation	• knowledge of foreign languages • intercultural skills	▪ language skills in foreign language ▪ ability to work in intercultural/international environment
changing economic conditions	entrepreneurship	• ability to identify business risks and opportunities • cost awareness • the ability to turn an idea into a successful product	▪ entrepreneurship, to have a sense of new opportunities ▪ ability to think and act economically ▪ legal capacity ▪ ability to take responsibility

necessity of communication	presentation	• ability to communicate arguments and attitudes in writing and verbally • ability to negotiate and reach agreement • the ability to explain and persuade	▪ language skills in the mother tongue ▪ presentation skills ▪ writing skills

2.2 STRUCTURE OF THE TRAINING PROGRAM

The training content is divided among six modules, one per each critical competence defined in the framework:

1. Flexibility, Inclusivity, Diversity and Wellbeing
2. Innovation and knowledge management
3. Mobilization of human resources
4. International orientation
5. Entrepreneurship
6. Presentation

Each module contains four training units addressing the above-mentioned competencies in a set of thematic lessons, as described further in chapter 2.5.

2.3 TRAINING METHODOLOGY

There are several different kinds of lessons in the training program, complementing and underlining each other. The order and extent of each lesson type depends exclusively on the Module designer and reflect the actual need of the content.

Knowledge lessons

Knowledge lesson represent the learning matter of the particular topic. The main information is presented in small chunks of text, accompanied by explanatory images, photos or graphics.

The text in the training materials is marked according to the depth of the information by:

- red circle - focus: information to focus on the issue by an analysis of the section key words and by an expositive short text;
- blue circle – delve into: detailed information to delve deeper into the issue, containing further suggestions, ideas, articles to explore and debate on.

Exercise lessons

The exercise or testing section helps the learner gain feedback on the knowledge learned, test himself/herself and reflect the knowledge. These lessons have a formative character, for example:

- Match the paragraphs (to complete the sentence or statement of two pieces)
- Fill in the blank (missing word in a statement)
- Answer the questions (on the cards): yes/ no, true/false
- Choose the right answer from 3 given options
- Etc.

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Some of the questions come also from the external sources listed in the Surfing lesson (see further).

Exercises are marked with yellow circle.

Surfing lessons

Surfing lesson is a collection of videos, testimonials, written documents, cartoons, researches, books etc. to explore the focused issue surfing the Internet. Each source provides a short description of the content and the link.

Surfing lessons are marked with the "thinking" pictogram.

Quotes

When appropriate, the learning text is complemented by a quote on the topic. The quotes by the well-known scholars, scientists or businessmen make a great motivational material for the learners.

Pages with the inspirational quotes are marked with the quotation mark pictogram.

2.4 TRAINING MATERIALS

Training material format

The training materials have been created in PowerPoint as editable presentations:

- it is easy to work in it, move between pages, move frames, boxes, pictures - the formatting works smoothly,
- It is very easy to transfer the content into the web-page, when/if needed;
- Ppt presentation can be saved as pdf in order to provide a printable material, when/if necessary.

Training Material Layout

Each of the six modules follow the same unified layout in order to ease the navigation inside the material.

Each page holds a pictogram marking the content:
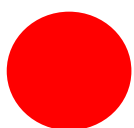
"focus" lesson

"delve into" lesson

"surfing" lesson
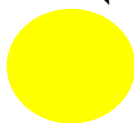
exercise lesson

inspiration lesson

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Color scheme

Each module has a slightly different color scheme to distinguish easily among the training materials.

MODULE 1: FLEXIBILITY, INCLUSIVITY, DIVERSITY AND WELLBEING

MODULE 2: INNOVATION AND KNOWLEDGE MANAGEMENT

MODULE 3: RESULTS ORIENTED AS AN INDIVIDUAL BRANDING TOOL

MODULE 4: GLOBALIZATION

MODULE 5: ENTREPRENEURSHIP

MODULE 6: COMMUNICATION

Color scheme

Each module has a slightly different color scheme to distinguish easily among the training materials.

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2.5 TRAINING MODULES

MODULE 1: FLEXIBILITY, INCLUSIVITY, DIVERSITY AND WELLBEING

Competence(s) trained
Flexibility,
Inclusion,
Wellbeing

Competence(s) Characteristics
Ability to cope with change and uncertainty
Ability to learn and adapt to new things
Sharpening your personal brand, competences and going ahead of the competition
Skill to be employable (invest in further education, take responsibility for one's own career)

Competence(s) Indicator(s)
Ability to cope with stressful situations and obstacles/increase resilience
Ability to adapt to changed circumstances and conditions by increasing awareness and practice attitude change
Ability to differ/Promoting a sense of belonging across cultural groups in terms of awareness, attitude, knowledge, and skills.
Creating a fair, open, cooperative, supportive, and empowering environment

UNIT 1.1: THE KEY VALUES OF FLEXIBILITY, INCLUSIVITY, DIVERSITY AND WELLBEING

Topics	Training goals
1.1.1 - How flexibility, wellbeing, inclusivity and diversity are all interconnected	Understand the importance of flexibility, wellbeing, inclusivity and diversity in any modern workplace
1.1.2 - Diversity and inclusions: What are these competencies? At what level these competencies work?	Understand essential aspects of diversity and inclusion as part of modern working culture Have the ability to cope with stressful situations and obstacles by increasing resilience
1.1.3 - The key values of flexibility, inclusivity, diversity and wellbeing	Promote the key values of flexibility, inclusivity, diversity and wellbeing
1.1.4 - What are the benefits of diversity, inclusion and workplace flexibility	Contribute to create a fair, open, cooperative, supportive and empowering work and life environment

UNIT 1.2: CREATING A FLEXIBLE INCLUSIVE WORK CULTURE

Topics	Training goals
1.2.1 - Finding work-life balance in a global world	Understand essential aspects of work-life balance Contribute to create a fair, open, cooperative, supportive and empowering work and life environment
1.2.2 - Deal with the "me" and the "others" – an introduction to diverse perspectives	Understand and explore own personal identity and the different social identities Exercise the belongingness to a group/community/society
1.2.3 - Social communication – an essential key to adjust and adapt	Have the ability to adapt the communication skills and develop an inclusive language

1.2.4 - How to strengthen perception and empathy skills	Increase perception and empathy skills as part of our inclusive social identity

UNIT 1.3: PRIORITIZING DIVERSITY & INCLUSION, FLEXIBILITY AND WELLBEING DURING CRISIS / UNCERTAIN TIMES

Topics	Training goals
1.3.1 - Recognizing inappropriate non-inclusive/self-destructing behaviors	Learn how to recognize inappropriate/self-destructive or non-inclusive behavior Practice for creating a fair, open, cooperative, supportive and empowering work and life environment
1.3.2 - Assessing performance and capabilities in an inclusive and resilient way	Promote an inclusive assessment of performances and capabilities Practice for creating a fair, open, cooperative, supportive and empowering work and life environment
1.3.3 - Safety and Health in the Workplace	Understand the importance of health (including mental health) and safety at any modern workplace
1.3.4 - Manage intra and inter conflicts and learning to be happy every day	Have the ability to cope with intra and inter conflicts in the workplace Practice for creating a fair, open, cooperative, supportive and empowering work and life environment

UNIT 1.4: APPLICATIONS (INDIVIDUAL, IN TEAMS, AT ORGANISATIONAL LEVEL)

Topics	Training goals
Evaluations	Measure your own level of personal resilience, overall wellbeing and become aware of unconscious biases
	Promote practical ways to use inclusive language and manage conflicts at workplace.
	Have the ability to use every day simple habits to increase happiness
	Understand how tools and applications can help you and companies to implement
	Diversity and Inclusion Involve directly in creating a fair, open, cooperative, supportive and empowering work and life environment

MODULE 2: INNOVATION AND KNOWLEDGE MANAGEMENT

Competence(s) trained
Innovation,
Knowledge Management

Competence(s) Characteristics
Innovative and Creative Abilities (Creativity, Curiosity)
Network and Strategic ICT Skills
Implementation Capabilities

Competence(s) Indicator(s)

Skills to Work with Information

Ability to Identify and Solve Problems

Skill of Creative and Flexible Thinking and Acting

Ability to Make Independent Decisions

Computer Skills

Mathematical Skills

UNIT 2.1: INCREASE KNOWLEDGE OF NEW AND INNOVATIVE DIGITAL TOOLS RELATED TO SKILL ENRICHMENT

Topics	Training goals
2.1.1 - Digital tools on skill enrichment	Understanding what digital tools are and what it means to enrich your skills
2.1.2 - Know yourself and your potential	assessing skills, understanding how to improve them
2.1.3 - Skills of the future: digital, virtual, fluid	Understanding which digital tools are most suitable for you,
2.1.4 - Digital skill enrichment examples	Benefiting from the experiences of others, adapting the experiences of others to your own reality

UNIT 2.2: OPTIMIZE THE TIME MANAGEMENT TRAINING IN A DIGITAL WAY

Topics	Training goals
2.2.1 - Digital tools on skill enrichment	Understanding what digital tools are and what it means to enrich your skills
2.2.2 - Know yourself and your potential	assessing skills, understanding how to improve them
2.2.3 - Skills of the future: digital, virtual, fluid	Understanding which digital tools are most suitable for you,
2.2.4 - Digital skill enrichment examples	Benefiting from the experiences of others, adapting the experiences of others to your own reality

UNIT 2.3 - USING DIGITAL TECHNICS TO OPTIMIZE AND MANAGE PROACTIVITY

Topics	Training goals
2.3.1 - What is proactivity and why is needed	Learning what it means to be proactive and how we can be proactive
2.3.2 - Digital and innovative tools to increase proactivity in daily life	Exploring the various possibilities that technology offers us to be proactive.
2.3.3 - Apps, website and E-learning methods for proactivity education	Explore resources
2.3.4 - Proactivity examples, best practices and innovative methods	Learning tricks and adapting them to your own daily routine

MODULE 3: RESULT ORIENTATION AS AN INDIVIDUAL BRANDING TOOL

Competence(s) trained

Mobilization of Human Capacities

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Competence(s) Characteristics

Interpersonal Skills (Communication Skills, Team Work)

Managerial Skills (Working on Budgetary and Time Constraints, Leadership)

Strategic and Organizational Skills

Competence(s) Indicator(s)

Organization and Management, Ability to Lead a Team

Team Work Ability

Ability to Communicate with People, Negotiate

3.1 - LEADERSHIP

Topics	Training goals
3.1.1 - Leadership and Leaders	Understand the role of a leader
3.1.2 - Motivation	Understand motivation
3.1.3 - Empowerment and Delegation	Understand empowerment and delegation
3.1.4 - Leadership Styles	Know different leading styles

3.2 - COMMUNICATION

Topics	Training goals
3.2.1 - Business Communication Skills for Job Interviews	Successfully communicate on a job interview
3.2.2 - Business Communication Skills for the Workplace	Communicate in multiple business contexts
3.2.3 - Listening	Apply Active Listening
3.2.4 - Storytelling	Deliver information as a story

3.3 - NEGOTIATION

Topics	Training goals
3.3.1 - Planning	Plan a negotiation
3.3.2 - Opening Orders	Know how to start negotiating
3.3.3 - Tactics	Choose and apply your negotiation tactics and techniques
3.3.4 - Trading	Trade effectively and efficiently

3.4 - TEAMWORK AND TEAM BUILDING

Topics	Training goals
3.4.1 - The Four Stages of Team Development	Focus Organization and Team Goals,
3.4.2 - Team Building Activities	Make the Team Feel Like One
3.4.3 - Encouraging Teamwork	Make the Team Act as One
3.4.4 - Conflict Management	Get Positive Outcomes from Conflicts in the Team

MODULE 4: GLOBALIZATION

Competence(s) trained

International orientation

Competence(s) Characteristics

Knowledge of Foreign Languages

Intercultural Skills

Competence(s) Indicator(s)
Language Skills in Foreign Language(s)
Ability to Work in Intercultural/International Environment

4.1: INTRODUCTION: CONCEPTUALIZING GLOBALIZATION AND GLOBALIZATION IN HISTORICAL CONTEXT

Topics	Training goals
4.1.1 Globalization	Know about the conceptualizing globalization
4.1.2 Internationalization	Know about the conceptualizing internationalization
4.1.3 The historical context of globalization	Understand the globalization in historical context

4.2: GLOBAL TRADE AND GLOBAL LABOR MARKET NEEDS

Topics	Training goals
4.2.1 When global trade started?	Understand when the global trade started
4.2.2 Why is global trade important?	Explain why global trade is important
4.2.3 How global labor markets work?	Know how global labor markets work
4.2.4 What are the needs of global labor markets	Identify the needs of global markets

4.3: GLOBAL COMPETENCES FOR YOUNG PEOPLE

Topics	Training goals
4.3.1 Global Competences	Learn the global competences
4.3.2 The importance of global competences for young people	Explain why global competences are important for young people
4.3.3 Developing global competences	Explain how to develop global competences for young people.
4.3.1 Global Competences	Learn the global competences

MODULE 5: ENTREPRENEURSHIP

Competence(s) trained
Entrepreneurship

Competence(s) Characteristics
Ability to Identify Business Risks and Opportunities
Cost Awareness
Ability to Turn an Idea into a Successful Product

Competence(s) Indicator(s)
Entrepreneurship, Having a Sense of New Opportunities
Ability to Think and Act Economically
Legal Capacity

5.1: ENTREPRENEUR AND ENTREPRENEURSHIP

Topics	Training goals
5.1.1 - Definition of an entrepreneur	Understand the term "entrepreneur"

5.1.2 - Personality traits of an entrepreneur	Understand the characteristics of a usual entrepreneur
5.1.3 - Motivation of entrepreneur	Understand the entrepreneur's motives to start a business

5.2: BUSINESS OPPORTUNITIES

Topics	Training goals
5.2.1 - What makes a good business opportunity?	Have better overview on a good and bad business opportunity
5.2.2 - How to identify the opportunity?	Learn 4 key points to better identify a good business opportunity
5.2.3 - What is a Start-Up?	Learn main characteristics of a Start-Up company and how it differs from a usual company, better understanding of the concept itself
5.2.4 - What makes a good business opportunity?	Have better overview on a good and bad business opportunity

5.3: BUSINESS MODEL

Topics	Training goals
5.3.1 - Business Model and its components	To learn what makes a business model
5.3.2 - Business model canvas	To fill in and use the business model canvas to set up the basic business plan
5.3.3 - Types of business models	Understand the difference between business models and choose the right one for your business
5.3.4 - Business plan	To know what a good business plan contains. To learn to write one.

5.4: STARTING A BUSINESS

Topics	Training goals
5.4.1 - Setting up a business (Step-by-step guide)	Know how to set up a business and everything there is to do before/after setting it up
5.4.2 - Starting a business in the EU	Everything there is to know about starting a business in Europe

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MODULE 6: COMMUNICATION

Competence(s) trained
Presentation

Competence(s) Characteristics
Ability to Communicate Arguments and Attitudes in Writing and Verbally
Ability to Negotiate and Reach Agreement
Ability to Explain and Persuade

Competence(s) Indicator(s)
Language Skills in the Mother Tongue
Presentation Skills
Writing Skills

6.1: EFFECTIVE COMMUNICATION TRAINING

Topics	Training goals
6.1.1 Communicate your personal brand	Defining personal brand and knowing how to build your own brand according to your purposes
6.1.2 Corporative communication: concept of netiquette	Knowing the concept of netiquette and apply it in your daily tasks
6.1.3 Communication with clients/customers	Displaying competence in oral, written, and visual communication in order to engage with clients
6.1.4 Communication with other professionals	Displaying competence in oral, written, and visual communication in order to engage with other professionals

6.2: ROLE OF LISTENING IN COMMUNICATION

Topics	Training goals
6.2.1 Importance of Active Listening	Understanding the concept of active listening
6.2.2 Techniques of active listening	Developing your active listening

6.3: CROSS-CULTURAL AND SOCIAL COMMUNICATION

Topics	Training goals
6.3.1 How to attain intercultural competences	Responding effectively to cultural communication differences
6.3.2 Effective cross-culture communication in the workplace	Responding effectively to cultural communication differences
6.3.3 Importance and concept of social communication	Displaying competence in oral, written, and visual communication

6.4: NEW MEDIA AND SOCIAL NETWORK COMMUNICATION

Topics	Training goals
6.4.1 Social dimension of digital media	Distinguishing different apps according to different objectives in social media
6.4.2 Communication to Boost you career: develop a strategy	Using current technology related to the communication field
6.4.3 Communication tools for social network	Using current technology related to the communication field

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3. LEARNING/TRAINING METHODS AND TOOLS

The training program methodology is based on an integrated learning (theoretical knowledge is combined with practical training).

Learning methods and tools are presented in a combination that supports the training objectives in synergic way: lectures, individual and group work, presentations, practical work/exercises in groups and individual exercises, discussion.

4. REQUIRED EQUIPMENT FOR TRAINING

Equipment required for theoretical and practical training at school:

training classroom;
technical measures;
internet connection;
computer;
projector;
scanner;
training material to illustrate and visualize theoretical training;
practical tasks provided with utensils and tools;
handouts;
tasks sets.

5. ASSESSMENT

Assessment of the final knowledge are achieved through passing a set of short exercises and quizes after each lesson of each training module. These exercises and quizes are voluntary and serve as a personal feedback (or an early warning tool) for the learner to understand the level of knowledge achieved so far. However, it is strongly recommended to the learner to work on all exercises thoroughly and ensure the best comprehension of the learning content.

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