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# ECVET and OER: O2/A3 : Catalogue of OER for the NEETs guidance

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## Introduction

Funded by the European Commission through the Erasmus + programme, the ECVET and OER based assessment and training of guidance practitioners working with NEETs project aims to develop innovative methodologies and tools to enable guidance practitioners who carry out activities with NEET young people. Indeed, the NEETs has particular have specific features, and the purpose of this project is to identify the optimal approach and to develop materials and tools to improve the technical skills of the guidance practitioners.

This catalogue has the function of collecting Open Educational Resources (OERs) that can be used for the NEETs guidance. Resources are available in English, Italian, Polish, Portuguese, Spanish and Catalan and a narrative description is provided in English for each resource.

## English Resources

### 1. Unlocking Your Employability

#### General Information

**Link:** <https://www.edx.org/course/unlocking-employability-ugx-employ101x>

**Target group:** NEETs lacking of skills and operators

**Author:** University of Queensland

**Country:** Australia

**Reference year:** 2016

**Language:** English

**Duration:** 7 hours

**Format:** MOOC

#### Learning Content and Methodology

**Learning objects and Methodology:** A degree is necessary to secure a graduate role, but employers are looking for much more. The key is showing a potential employer what you can offer beyond your credentials. This is not a standard business course on writing job applications and practicing interview techniques. We've thought deeply about what actually matters to employers and how you can develop the skills and qualities they value. This course will teach how to take experiences, extract what students have learned from them and present them in a way that would be attractive to an employer. We'll help they develop their employability, which is the set of achievements, skills, and personal attributes that make them attractive to an employer, so that they can successfully navigate the recruitment process and be effective in your job.

Each module has information divided into various topics. This is not a week-by-week course; students can complete the modules at your own pace. The first four modules form the foundation of the course and ideally should be completed consecutively and before any of the others. Module 5, which deals with professional conduct in the workplace, follows on from the foundation modules. We recommend to complete module 5 before to embark on work experience, or internships, or clinical or practical placements as part of your degree.

**Learning prerequisites:** none

**Learning plan:**

#### MODULE 1 What is employability?

- What is employability?
- Why is employability important?
- What are the key influences on employability?
- Employer expectations
- Developing your employability through experience

#### MODULE 2 Developing your employability

- New experiences and their challenges
- Building your employability through global experiences
- Learning from reflecting on experiences
- The SEAL process of self-reflection
- Identifying skills and attributes from doing SEAL

#### MODULE 3 Connecting your employability development to the workplace

- Realising your employability
- The workplace context
- Your employability in different professions and organisations

#### MODULE 4 Communicating your employability

- Communicating your employability
- The recruitment process
- How to communicate your employability
- An example job interview

#### MODULE 5 Workplace behaviours and attitudes

- Exploring professionalism
- Workplace behaviours in practice
- Internships and placements

#### MODULE 6 Transitioning to the workplace

- Today's workplace
- Transitioning from university to the workplace
- Career pathways

#### MODULE 7 Lifelong learning and working globally

## 2. Enthusiasm & Attitude

### General Information

**Link:** [www.dol.gov/odep/topics/youth/softskills/](http://www.dol.gov/odep/topics/youth/softskills/)

**Target group:** NEETs

**Author:** United States Department of Labor

**Country:** USA

**Reference year:** Not specified

**Language:** English

**Duration:** 2 hours

**Format:** Not specified

### Learning Content and Methodology

**Learning objects and Methodology:** The activities in this section seek to teach participants about the importance of enthusiasm and a positive attitude in the workplace. Participants will hear strategies for turning negative thinking into positive thinking and displaying and discussing enthusiasm during an interview and on the job. Enthusiasm can mean the difference in not just getting a job, but succeeding in a job and even advancing in your career. A positive and enthusiastic attitude is a critical component of workplace success.

**Learning prerequisites:** English B2 level

**Learning plan:** Not specified

**Materials:** Games, whiteboards, markers, papers, pencils, sheets

## 3. Teamwork

### General Information

**Link:** [www.dol.gov/odep/topics/youth/softskills/](http://www.dol.gov/odep/topics/youth/softskills/)

**Target group:** NEETs

**Author:** United States Department of Labor

**Country:** USA

**Reference year:** Not specified

**Language:** English

**Duration:** 1,5 hour

**Format:** Brainstorming, work in groups, interviews, discussions

### Learning Content and Methodology

**Learning objects and Methodology:** The activities in this section seek to teach participants about the importance of teamwork to workplace success and the specific role each individual on a team may play. Participants will learn about positive teamwork behavior and discover how their own conduct can impact others on a team.

**Learning prerequisites:** English B2 level

**Learning plan:** Not specified

## 4. Networking

### General Information

**Link:** [www.dol.gov/odep/topics/youth/softskills/](http://www.dol.gov/odep/topics/youth/softskills/)

**Target group:** NEETs

**Author:** United States Department of Labor

**Country:** USA

**Reference year:** Not specified

**Language:** English

**Duration:** 2 hours

**Format:** Not specified

### Learning Content and Methodology

**Learning objects and Methodology:** The activities in this section focus on the process of networking and its relevance and importance to career development. Participants will learn about taking initiative and overcoming fear, informational interviewing, as well as potential guidelines to consider when using social networks, texting, and email for networking purposes.

**Learning prerequisites:** English B2 level

**Learning plan:** Not specified

## 5. Problem Solving & Critical Thinking

### General Information

**Link:** [www.dol.gov/odep/topics/youth/softskills/](http://www.dol.gov/odep/topics/youth/softskills/)

**Target group:** NEETs

**Author:** United States Department of Labor

**Country:** USA

**Reference year:** Not specified

**Language:** English

**Duration:** 1,5 hours

**Format:** Not specified

### Learning Content and Methodology

**Learning objects and Methodology:** The activities in this section focus on learning how to solve problems in a variety of ways in the workplace. Participants will hear about how to properly tell the difference among criticism, praise, and feedback and reacting appropriately. The section will also review strategies for making ethical decisions, solving problems on a team with others, and learning how to take into account others' perceptions when assessing actions or statements in the workplace.

**Learning prerequisites:** English B2 level

**Learning plan:** Not specified

## 6. Professionalism

### General Information

**Link:** [www.dol.gov/odep/topics/youth/softskills/](http://www.dol.gov/odep/topics/youth/softskills/)

**Target group:** NEETs

**Author:** United States Department of Labor

**Country:** USA

**Reference year:** Not specified

**Language:** English

**Duration:** 1,5 hours

**Format:** Not specified

### Learning Content and Methodology

**Learning objects and Methodology:** The activities in this section focus on each of the four individual soft skills presented (enthusiasm/attitude, teamwork, networking and problem solving/critical thinking), but in a broader framework. This is because professionalism is not one skill but the blending and integration of a variety of skills

**Learning prerequisites:** Italian B2 level

**Learning plan:** Not specified

## 7. Basic English

### General Information

**Link:** [www.cliclavoro.gov.it/elearning](http://www.cliclavoro.gov.it/elearning)

**Target group:** NEETs

**Author:** Italian Department of Labor

**Country:** Italy

**Reference year:** 2015

**Language:** English

**Duration:** Not specified

**Format:** PC, multimedia lessons, username and password to enter

### Learning Content and Methodology

**Learning objects and Methodology:** Basic English course for listening, comprehension, learning and speaking fluently

**Learning prerequisites:** English A2 level

**Learning plan:** Discovering the alphabet, the numbers, the calendar, writing in English, final test

## 8. Guidebook for adult trainers and managers

### General Information

**Link:** <http://www.spi.pt/cessit/download.htm>

**Target group:** Trainers, managers

**Author:** CESSIT project

**Country:** Not specified

**Reference year:** 2010

**Language:** English

**Duration:** Not specified

**Format:** PC, PDF, DVD, paper version

### Learning Content and Methodology

**Learning objects and Methodology:** to support trainers in developing skills such as creativity and an entrepreneurial spirit as well as raising advisors' awareness of the importance of these competences

**Learning prerequisites:** English A2 level

#### Learning plan:

- developing creative skills: Techniques and methods for creative thinking
- developing entrepreneurial spirit
- practical toolkit: Developing social skills (adult learners, early school leavers)

## 9. Guidebook – Developing social competences with disadvantaged young people

### General Information

**Link:** <http://docplayer.net/15556354-Www-rechance-eu-disadvantaged-young-people-guidebook-developing-social-competences-with-disadvantaged-young-people.html>

**Target group:** Professionals

**Author:** Re-chance project

**Country:** EU

**Reference year:** 2011

**Language:** English

**Duration:** Not specified

**Format:** PC, CD, paper version

## Learning Content and Methodology

**Learning objects and Methodology:** The guidebook of Re-chance addresses teachers, trainers and counselors and helps them to transfer the knowledge that has been gathered and developed within the frame of the Re-chance project. The guidebook is to be seen as a methodical recommendation; the tutors are advised to read the book before starting the course.

**Learning prerequisites:** None

### Learning plan:

- Social competences
- Methodology
- Outdoor education module
- Assessment
- Good practice
- Assessment tools

## Greek Resources

### 1. Training program in IT skills

#### General Information

**Link :** <http://www.easy-education.gr/2012-10-01-09-22-03/item/66-oad-eidikes-times>

**Target group:** NEETs

**Author:** Not specified

**Country of origin:** Greece

**Reference year:** 2015-2016

**Language:** Greek

**Duration:** 1,5 - 4 months

**Format and tools:** internet, ms office

#### Learning Content and Methodology

**Learning objects:** Training in IT skills, use of MS office applications (word, powerpoint, excel, access) and windows

**Learning prerequisites:** none

**Learning plan:** Not specified

**Methodology:** Theory & practice exercises

**Materials:** notes, videos, questionnaire

### 2. Interview

#### General Information

**Link to the OER:** [https://ocp.teiath.gr/courses/TKE\\_UNDER104/](https://ocp.teiath.gr/courses/TKE_UNDER104/)

**Target group:** counsellors

**Author:** KompotiDespoina

**Country of origin:** Greece

**Reference year:** 2003-2016

**Language:** Greek

**Duration:** 6 months

**Format and tools used to open it:** internet, MS Powerpoint, MS Word

### Learning Content and Methodology

**Learning objects:** Development of communication skills in Social Work Service and Vocational Interview. Understanding the dynamics of the interview in individual, group and community level. Understanding and awareness of using skills in interview

**Learning prerequisites:** none

#### Learning plan:

- Differences between discussion & interview
- The interview in Social Work Service
- Verbal and non-verbal communication
- Interview skills
  - Methodology - Theory
  - Materials – notes, slides

## 3. Quantitative Methods of Analysis in the Social Sciences

### General Information

**Link to the OER:** <https://opencourses.auth.gr/courses/OCRS309/>

**Target group:** Counsellors

**Author:** ChatzipantelisTheodoros

**Country of origin:** Greece

**Reference year:** 2003-2016

**Language:** Greek

**Duration:** 6 months

**Format and tools used to open it:** internet, MS Powerpoint, MS office

### Learning Content and Methodology

**Learning objects:** Methods of research, design and implementation of sample survey or data collection

**Learning prerequisites:** Familiarization with the basic concepts and techniques of "Social Statistics" course, knowledge of the SPSS

#### Learning plan:

- Introduction to basic concepts of Statistics
- Survey Organization
- Data collection & analysis
- Cluster analysis
- Multidimensional analysis

- Correspondence analysis
- Description of the  $\chi^2$  test
- Principal component analysis & factor analysis
- Presentations

**Methodology** : theory and feedback

**Materials**: videos, slides, notes, questionnaire

## 4. Innovation and Entrepreneurship

### General Information

**Link to the OER**: <http://opencourses.gr/opencourse.xhtml?id=3681&ln=el>

**Target group**: NEETs

**Author**: ApostolopoulosTheodoros

**Country of origin**: Greece

**Reference year**: 2016

**Language**: Greek

**Duration**: 6 months

**Format and tools used to open it**: internet, MS Powerpoint, MS Word

### Learning Content and Methodology

**Learning objects**: Familiarization with the general business administration, finance and marketing issues for the development of a comprehensive business plan.

**Learning prerequisites**: none

**Learning plan**:

- Introduction to basic concept of entrepreneurship and innovation
- Business model & Business Plan
- Structure of business plan
- Main principles of logistics
- Introduction to e – business & online advertising

**Methodology**: Theory

**Materials**: notes, slides

## 5. General Translation I

### General Information

**Link to the OER**: <https://opencourses.auth.gr/courses/OCRS444/>

**Target group:** students, NEETs

**Author:** LoupakiElpida

**Country of origin:** Greece

**Reference year:** 2003-2016

**Language:** Greek

**Duration:** 6 months

**Format and tools used to open it:** internet, MS Powerpoint, MS Word

### Learning Content and Methodology

**Learning objects:** Theoretical & practical approach of translation of from French into Greek, translation techniques,

**Learning prerequisites:** Very good knowledge of Greek and French (C1 Level)

#### Learning plan:

- Introduction to general texts
- Translation stages – the translator roles
- Information sources search
- Translation techniques
- Examples of original text translation (practical advices, cooking recipe, use instructions)

**Methodology:** Theory

**Materials:** slides, Podcasts, questionnaire, notes

## 6. Communication, social media and travel journalism

### General Information

**Link to the OER:** <https://opencourses.auth.gr/courses/OCRS311>

**Target group:** students, NEETs

**Authors:** GalatsopoulouFani – KederelidouClio

**Country of origin:** Greece

**Reference year:** 2003-2016

**Language:** Greek, English

**Duration:** 6 months

**Format and tools used to open it:** internet, MS Powerpoint, MS Word

## Learning Content and Methodology

**Learning objects:** General knowledge related to travel communications and the evolution of travel writing and journalism. Recognition of different types of travel articles. Presentation of travel destinations and experiences through travel articles or diaries using social media.

**Learning prerequisites:** Independent work or team work in a international environment, respect for the diversity and natural environment

### Learning plan:

- Introduction to Travel journalism, communication and social media
- The history of travel writing and travel journalism
- Travel print and on line publications
- Travel articles
- Headlines - narrative techniques
- Visual elements – travel photos
- Public communication of travel
- Travel and heritage; fostering multi-cultural awareness
- Exploring cultures, gastronomy and culinary traditions trough travel; building intercultural competence
- Effective communication strategies in travel; experiences and full senses in travel
- Effective communication strategies in travel; experiential storytelling
- Social software and video journalism techniques
- The travel journalist and communication; breaking into the profession

**Methodology:** Theory

**Materials:** videos, slides, questionnaire, notes

## 7. Agricultural Education

### General Information

**Link to the OER:** <https://opencourses.auth.gr/courses/OCRS216/>

**Target group:** students, young people

**Author:** PapadakiAfroditi

**Country of origin:** Greece

**Reference year:** 2013-2016

**Language:** greek

**Duration:** 6 months

**Format and tools used to open it:** MS Word, PowerPoint

## Learning Content and Methodology

**Learning objects:** Agricultural education

**Learning prerequisites:** ability to use pc, internet, MS office

**Learning plan:** Not specified

**Methodology:** Theory on vocational education, methods of evaluation,

**Materials:** Powerpoint, questionnaires, notes

## 8. Body Aesthetics I

### General Information

**Link to the OER:** [https://ocp.teiath.gr/courses/AISTH\\_UNDE116](https://ocp.teiath.gr/courses/AISTH_UNDE116)

**Target group:** NEETs

**Author:** Dilavery Katerina

**Country of origin:** Greece

**Reference year:** 2003-2016

**Language:** Greek

**Duration:** 6 months

**Format and tools used to open it:** internet, Powerpoint, MS Word

### Learning Content and Methodology

**Learning objects:** Familiarization with the use of suitable cosmetic products and their correct application to the body. Massage techniques

**Learning prerequisites:** none

**Learning plan:**

- Introduction to massage definition
- Massage techniques and sedative massage instructions
- Specialized massage techniques
- Use of essential oils, aroma therapy, thalasso therapy and sweating methods

**Methodology:** Theory

**Materials:** notes, slides

## 9. Sustainability & Management Principles

### General Information

**Link to the OER:** <https://opencourses.auth.gr/courses/OCRS349/>

**Target group:** students, NEETs

**Author:** Pantis John

**Country of origin:** Greece

**Reference year:** 2003-2016

**Language:** Greek

**Duration:** 6 months

**Format and tools used to open it:** internet, MS Powerpoint, MS Word

### Learning Content and Methodology

**Learning objects:** Understanding the concepts of sustainability and sustainable use of natural resources, development of basic principles of conservation of biodiversity,

**Learning prerequisites:** none

#### Learning plan:

- Introduction to concept of Biology conservation
- Economy, Value & Ethics of Biology conservation
- Vulnerability Trends, Threats
- Small populations - ecology and vulnerability
- Conservation standards ex-situ & in-situ
- Protected Areas
- Protected areas management models
- Protected natural areas, the paradigm of the National Marine Park of Zakynthos
- Environmental Governance Principles & Applications
- Ecological Services & ecotourism development
- Conservation scales and green infrastructure

**Methodology:** Theory

**Materials:** slides, images, notes, questionnaire

## 10. Create you career plan

### General Information

**Link to the OER:** <http://www.eoppep.gr/teens/>

**Target group:** students, NEETs

**Author:** OEPPEP

**Country of origin:** Greece

**Reference year:** 2016

**Language:** Greek

**Duration:** NA

**Format and tools used to open it:** internet, MS Powerpoint, PS Word, interactive games

### Learning Content and Methodology

**Learning objects:** Scientific tools for Self Awareness, Interests, Skills, Explore Professions

**Learning prerequisites:** Not specified

**Learning plan:** Not specified

**Methodology:** Theory

**Materials:** slides, images, notes, questionnaire, interactive games

## 11. Educational Procedures- University of Athens

### General Information

**Link to the OER:** <http://opencourses.uoa.gr/courses/PPP2/>

**Target group:** students, NEETs

**Author:** SmirneouZacharoula

**Country of origin:** Greece

**Reference year:** 2015

**Language:** Greek

**Duration:** 1 year

**Format and tools used to open it:** internet, MS office

### Learning Content and Methodology

**Learning objects:** management of working in groups, Clarification of basic pedagogical concepts: Conceptual approach of basic concepts of Education, such as: Education, Training, Education, learning, teaching, education and training.

**Learning prerequisites:** none

#### Learning plan:

- General objectives of teaching and didactic objectives
- Teaching learning
- Nature of scientific concepts, scientific method, modeling and experimental approach. Modeling the value of the experiment, modern experimental approaches using ICT in the educational process.
- New theoretical approaches: teaching scenarios.
- Evaluation.

- Motivation, Remuneration, Punishment
- Classroom Management.

**Methodology:** theory and feedback

**Materials:** notes, powerpoints, videos

## Italian Resources

### 1. Support and Active Processes

#### General Information

**Link:** Learn.formez.it – RiusaLo - Facilitazione

**Target group:** Counselors

**Author:** Formez

**Country:** Italia

**Reference year:** 2006

**Language:** Italian

**Duration:** 5 hours

**Format:** Video lessons, multimedia lessons, CC licence

#### Learning Content and Methodology

**Learning objects and Methodology:** How to run focus groups, working teams and a participatory design.

**Learning prerequisites:** Italian B2 level

**Learning plan:** Not specified

**Materials:** Texts of the lessons in PDF format

### 2. Interpersonal Communication

#### General Information

**Link:** Learn.formez.it – RiusaLo - Comunicazione

**Target group:** NEETs

**Author:** Formez

**Country:** Italy

**Reference year:** 2006

**Language:** Italian

**Duration:** 3 hours

**Format:** Multimedia lessons, CC licence

#### Learning Content and Methodology

**Learning objects and Methodology:** How to communicate, to manage conflicts

**Learning prerequisites:** Italian B2 level

**Learning plan:** Not specified

**Materials:** Texts of the lessons in PDF format

### 3. Tutor online

#### General Information

**Link:** [Learn.formez.it](http://Learn.formez.it) – RiusaLo - Facilitazione

**Target group:** Counselors

**Author:** Formez

**Country:** Italia

**Reference year:** 2004

**Language:** Italian

**Duration:** 2 hours

**Format:** Video lessons, multimedia lessons, CC licence

#### Learning Content and Methodology

**Learning objects and Methodology:** Tutoring for online courses

**Learning prerequisites:** Italian B2 level

**Learning plan:** Not specified

**Materials:** Texts of the lessons in PDF format

## Polish Resources

### 1. ABC for Vocational Advisors

#### General Information

**Link to the OER:** [www.euroguidance.pl/publikacje/rozmowa\\_doradcza.pdf](http://www.euroguidance.pl/publikacje/rozmowa_doradcza.pdf)

**Target group:** career counsellors, advisors

**Author:** Dorota Pisula

**Country of origin:** Poland

**Reference year:** 2010

**Language:** Polish

**Duration:** Not specified

**Format and tools used to open it:** PDF

#### Learning Content and Methodology

**Learning objects:** The recipient would know:

- the characteristic of the client (a person who is supported by the advisor)
- steps in counseling conversation
- samples of exercises that are helpful in individual contact with a client

**Learning prerequisites:** Not specified

**Learning plan:** The general aim is to introduce the way that the counseling conversation should be held. The guidebook also describes samples of techniques that are helpful to be effective working with a client

**Methodology:** Not specified

### 2. Empathy as a basic skill of professional advisors

#### General Information

**Link to the OER:** [www.jolantawilsz.pl/attachment/id/49](http://www.jolantawilsz.pl/attachment/id/49)

**Target group:** Advisors, vocational counsellors

**Author:** Jolanta Wilsz

**Country of origin:** Poland

**Reference year:** Not specified

**Language:** Polish

**Duration:** Not specified

**Format and tools used to open it:** PDF

### Learning Content and Methodology

**Learning objects:** To introduce empathy as a crucial skill of vocational advisor/coach. The article underlines the meaning of empathy as a crucial personal trait in communication. The author also describes empathic skills that are required in effective communication

**Learning prerequisites:** Not specified

**Learning plan:** Not specified

**Methodology:** Not specified

## 3. Career counselling

### General Information

**Link to the OER:** [www.abcdoradcyzawodowego.pl/](http://www.abcdoradcyzawodowego.pl/)

**Target group:** career counsellors, coach, advisors

**Author:** dr Dorota Strzelczyk

**Country of origin:** Poland

**Reference year:** Not specified

**Language:** Polish

**Duration:** Not specified

**Format and tools used to open it:** PDF

### Learning Content and Methodology

**Learning objects:** The general objective is to provide information about the specificity of the counselor's profession as well as the information about institutions that provide professional support.

**Learning prerequisites:** Not specified

**Learning plan:**

- description of career counseling in European countries
- description of institutions that provide professional support to clients
- tasks/duties of counselors and advisors
- professional tools in counselors/advisors` profession

**Methodology:** Not specified

## 4. Self assessment of professional predispositions

### General Information

**Link to the OER:**

[http://www.lowegorz.aplus.pl/zso\\_pliki/dokumenty/listykl/predyspozycje.pdf](http://www.lowegorz.aplus.pl/zso_pliki/dokumenty/listykl/predyspozycje.pdf)

**Target group:** NEETs**Author:** Not specified**Country of origin:** Poland**Reference year:** Not specified**Language:** Polish**Duration:** Not specified**Format and tools used to open it:** PDF

### Learning Content and Methodology

**Learning objects:** To find out the type of dominant intelligence that can correspond with the future profession, to learn how to develop the dominant intelligence in everyday life**Learning prerequisites:** Not specified**Learning plan:**

- Test
- summary - key test
- description of types of intelligence
- analysis of the test results for the profession that is correlated to the specific type of intelligence
- tips for developing the type of dominant intelligence in daily routines

**Methodology:** Not specified

## 5. Professional profile of European professional advisor, counselor

### General Information

**Link to the OER:** [http://www.irp-fundacja.pl/know-how-](http://www.irp-fundacja.pl/know-how-portal/publikacje/profil_europejskiego_doradcy_zawodowego.pdf)

[portal/publikacje/profil\\_europejskiego\\_doradcy\\_zawodowego.pdf](http://www.irp-fundacja.pl/know-how-portal/publikacje/profil_europejskiego_doradcy_zawodowego.pdf)

**Target group:** Professional advisors counsellors**Author:** CENTRO STUDI PLURIVERSUM**Country of origin:** Poland, Italy**Reference year:** Not specified**Language:** Polish**Duration:** Not specified**Format and tools used to open it:** PDF

### Learning Content and Methodology

**Learning objects:** The handbook/tutorial can be used in order to update professional knowledge. In this dimension it can be used in collaboration with open questions, and suggestions for future research.

**Learning prerequisites:** Not specified

**Learning plan:**

- The characteristics of the profile of professional advisor, counselor
- The key words in advisor profession
- The role of professional advisor
- Skills of professional advisor
- Courses and on line jobs for professional advisor

**Methodology:** Not specified

## 6. Get to Know Your Career Counselor

### General Information

**Link to the OER:** <https://www.youtube.com/watch?v=DMvttaaLO8s>

**Target group:** NEETs, counselors

**Author:** Association of School and Vocational Counsellors, Poland

**Country of origin:** Poland

**Reference year:** Not specified

**Language:** Polish

**Duration:** 7:03 min.

**Format and tools used to open it:** Video, Youtube

### Learning Content and Methodology

**Learning objects:** To introduce to young people the profession of Career Counselors.

**Learning prerequisites:** None

**Learning plan:**

- how the counselor helps
- areas of professional support
- beneficiaries of professional help
- Where the counsellor works

**Methodology:** Not specified

## 7. Unemployed and employment seekers

### General Information

**Link to the OER:** [http://wuplodz.praca.gov.pl/dokumenty-do-pobrania?p\\_p\\_id=webcontenttabbedpublisherportlet\\_WAR\\_webcontenttabbedpublisherportlet\\_INSTANCE\\_8o1EcrLsh3Ww&p\\_p\\_lifecycle=0&p\\_p\\_state=normal&p\\_p\\_mode=view&p\\_p\\_col\\_id=column-1&p\\_p\\_col\\_count=1&webcontenttabbedpublisherportlet\\_WAR\\_webcontenttabbedpublisherportlet\\_INSTANCE\\_8o1EcrLsh3Ww\\_tab=1](http://wuplodz.praca.gov.pl/dokumenty-do-pobrania?p_p_id=webcontenttabbedpublisherportlet_WAR_webcontenttabbedpublisherportlet_INSTANCE_8o1EcrLsh3Ww&p_p_lifecycle=0&p_p_state=normal&p_p_mode=view&p_p_col_id=column-1&p_p_col_count=1&webcontenttabbedpublisherportlet_WAR_webcontenttabbedpublisherportlet_INSTANCE_8o1EcrLsh3Ww_tab=1)

**Target group:** NEETs

**Author:** Provincial Labour Office in Lodz

**Country of origin:** Poland

**Reference year:** Not specified

**Language:** Polish

**Duration:** Not specified

**Format and tools used to open it:** Website, PDF

### Learning Content and Methodology

**Learning objects:** to get the information (e.g. about free courses/institutions that provide support, law regulations), self directed learning (e.g. how to be successful in recruitment process), download the applications to be completed (CV)

**Learning prerequisites:** Not specified

#### Learning plan:

- abc (tutorial) for the unemployed
- application documents
- law regulations
- professional qualifications
- recruitment methods
- career planning

**Methodology:** Not specified

## 8. Professionalism

### General Information

**Link to the OER:** [http://www.psw.pl/materialy-dla-sluchaczy-doradztwo-zawodowe-w-ramach-projektu-podkarpacie-stawia-na-zawodowcow/id5099\\_dr-Malgorzata-Artymiak.html](http://www.psw.pl/materialy-dla-sluchaczy-doradztwo-zawodowe-w-ramach-projektu-podkarpacie-stawia-na-zawodowcow/id5099_dr-Malgorzata-Artymiak.html)

**Target group:** career counselors, coach, vocational advisors

**Author:** Dr Małgorzata Arytmiak

**Country of origin:** Poland

**Reference year:** Not specified

**Language:** Polish

**Duration:** Not specified

**Format and tools used to open it:** PDF

### Learning Content and Methodology

**Learning objects:** To introduce psychological and pedagogical methods and skills in advisor` profession

**Learning prerequisites:** Not specified

#### Learning plan:

- Psychological and pedagogical aspects of advisor` profession
- methods used by advisors
- Psychological skills at advisor's profession

**Methodology:** Not specified

## Portuguese Resources

### 1. Knowing how to learn: Learning skills development program

#### General Information

**Link to the OER:**

<https://vias.iefp.pt/SiteCollectionDocuments/SABER%20COMO%20APRENDER%20-%20Versao%20completaIntegrada.pdf>

**Target group:** Not specified.

**Author:** Ana Cristina Costa; Dália Dantas; Madalena Mesquita

Editor: Institute of Employment and Training of Portugal

**Country of origin:** Portugal

**Reference year:** 2003

**Language:** Portuguese

**Duration:** 30 hours

**Format and tools used to open it:** Format in PDF; Main tool used: Web browser and need to enrol in the portal that is completely free (Institute of Employment and Training of Portugal)

#### Learning Content and Methodology

**Learning objects:**

General objective: Promote the development of learning skills. Compose by 6 thematic areas (think how to learn; planning and time management; attention; memory; reading and understanding of the information; solving problems) with 23 sessions.

Specific objectives:

- Experience significant learning, in which the quality of the role of the participants, contributing to the field of conditions and better suited to tackling strategies, motivating learning;
- Encourage participants to appropriate and integrate new knowledge, building, gradually, a learning about how each acquires, manages, uses and extends its own knowledge of the field;
- Develop basic components of cognition, namely Attention, Perception and Memory;
- Develop skills to analyze, organize, plan, synthesize and evaluate;

- Training strategies in information processing;
- Enhance the learning process in various contexts of life (family, social, school and professional);
- To develop more effective methods of study.

**Learning prerequisites:** The program KNOW HOW TO LEARN has as the main target young people who are attending courses that give both professional qualification and school progression, trying to help them overcome the difficulties identified (motivation and self-esteem).

**Learning plan:** This program consists of twenty-three sessions. The first two sessions are dedicated to the reception and integration of participants in the program's objectives. The next twenty sessions are organized into six themes. The last session aims to evaluate the program through personal reflection and group on behavioral changes that have occurred.

**Methodology:** The proposed activities are designed for a group made up on average by 14 participants. Since the establishment of the group is based on the class, the number of participants varies at the times indicated in the proposed activities should be treated with flexibility. It is for the Professional Guidance Counselors make a management, time and tasks, both appropriate to the size of the group or the characteristics.

**Materials:** In each session is written procedures to be followed with the necessary materials in the annexes of each session

### Additional Information

Although free, it is required to be registered on the website to have access to the OER in the Vias portal of the Institute of Employment and Training of Portugal.

## 2. Promoti: Motivational Promotion Program

### General Information

**Link to the OER:**

<https://vias.iefp.pt/SiteCollectionDocuments/PROMOTI%20completo.pdf>

**Target group:** Unemployed flagged as having "significant difficulties in entering," which is associated with great motivation.

**Author:** DEPARTMENT OF EMPLOYMENT Directorate of Information and Vocational Guidance Services.

Editor: Institute of Employment and Training of Portugal

**Country of origin:** Portugal

**Reference year:** 2011

**Language:** Portuguese

**Duration:** 17.30 hours.

**Format and tools used to open it :** Format in PDF;

**Main tool used:** Web browser and need to enroll in the Vias portal that is completely free (Institute of Employment and Training of Portugal)

## Learning Content and Methodology

### Learning objects

#### General objective:

Promote the participants the necessary motivation to carry out actions to better address the situation of unemployment experienced transition - enhancing the (re) integration.

#### Specific objectives:

- i. Promote the recognition of the importance of a positive and active attitude towards the resolution of the unemployed;
- ii. Facilitate behavior change strengthening the willingness to participate in building their own professional project;
- iii. Encourage the adoption of strategies that promote the (re) integration;
- iv. Promote participation in additional technical assistance deemed appropriate.

**Learning prerequisites:** The fundamental idea is to motivate the unemployed to a deliberate, structured and objective action, shifting the focus from the perspective that each has on your situation - from reactive to pro -active, from pessimism to optimism and lack of confidence to the belief in their abilities - causing them to become aware and understand the reasons for unemployment, out of isolation, the contact with other people living the same situation, to acquire positive attitudes and behavior, to take a new look at the labor market and to take a greater effort to overcome the existing obstacles with a view to their (re) integration.

**Learning plan :** The intervention called for the program is structured in 5 sessions, which develop activities organized sequentially with a view to achieving the objectives set in each session. This intervention is supported on the one hand, by the diagnosis of the target audience's needs and, secondly, the theoretical concepts that have, respectively, the first and second parts of this document.

**Methodology:** It proposes an active methodology based on group animation techniques in the exploration and analysis of life experiences, promoting the initiative of the participants.

In each session, without ignoring the problems arising from the experienced unemployed looking to develop more adapted thoughts and more positive attitudes, through the operation of activities, which are based on the principle of positive and mutual aid.

Total length of 17.30 hours, structured in 5 sessions 3:30 hours each. The time interval which mediates sections should be at least 1 week, allowing for a period of reflection and internalization by the participants. The group should have 6 to 10 participants, 8 the ideal size.

### Additional Information

Although free, it is required to be registered on the website to have access to the OER in the Vias portal of the Institute of Employment and Training of Portugal.

## 3. Techniques for Job Search

### General Information

**Link to the OER:** [https://vias.iefp.pt/CentroMultimedia/Documents/TPE\\_04-2012.pdf](https://vias.iefp.pt/CentroMultimedia/Documents/TPE_04-2012.pdf)

**Target group:** Unemployed at the Job Centres and with the trainees in the training completed, enhancing the respective labor integration by acquiring job search techniques and the promotion of a comprehensive and systemic approach to the labor market, including raising awareness to the facilitating effect the geographical and / or occupational mobility.

**Author:** DEPARTMENT OF EMPLOYMENT Directorate of Information and Vocational Guidance Services.

Editor: Institute of Employment and Training of Portugal

**Country of origin:** Portugal

**Reference year:** 2012

**Language:** Portuguese

**Duration:** Compose by: three blocks (KNOW THE LABOUR MARKET; ACTION STRATEGY - I; ACTION STRATEGY - II) encompassing a total of nine thematic units (Block1 -working arrangements; visible and market covered; search of information; mobility and entrepreneurship | Block2 - contacts network; curriculum; job advertisements | Block3 -spontaneous application; interview). Total of hours unspecified.

**Format and tools used to open it:** Format in PDF; Main tool used: Web browser and need to enroll in the Vias portal that is completely free (Institute of Employment and Training of Portugal)

### Learning Content and Methodology

**Learning objects:** General objective: Raise awareness, job seekers, the need to adopt an entrepreneurial and proactive attitude, through organized and systematic behavior in the job search process

**Learning prerequisite:** It consists, as well as a tool to support the work to be done with the unemployed at the Job Centres and with the trainees in the training completed, enhancing the respective labor integration by acquiring job search techniques and promotion a comprehensive and systemic approach to the labor market, including raising awareness to the facilitating effect of geographic and / or professional mobility.

**Learning plan:** The program is organized into three blocks (KNOW THE LABOUR MARKET; ACTION STRATEGY - I; ACTION STRATEGY - II) encompassing a total of nine thematic units (Block1 -working arrangements; visible and market covered; search of information; mobility and entrepreneurship | Block2 - contacts network; curriculum; job advertisements| Block3 -spontaneous application; interview), which comprise a total of nine thematic units. Each thematic unit consists of different activities that can be developed in a different way, taking into account the specificities of each group. There are also two introductory activities and activities second end.

**Methodology:** It is a program designed to be streamlined in a group, with about 15 participants, through active and exhibition methods. In its dynamics should be taken into account the different needs in the face of job search each group of participants, as well as their characteristics, namely in age and educational terms.

**Materials:** In each session is written procedures to be followed with the necessary materials in the annexes of each session.

### Additional Information

Although free, it is required to be registered on the website to have access to the OER in the Vias portal of the Institute of Employment and Training of Portugal.

## 4. Portfolio of Skills

### General Information

#### Link to the OER:

<https://vias.iefp.pt/CentroMultimedia/CentroMultimediaTecnicos/Documents/Portofolio%20de%20Competências%20completo.pdf>

**Target group:** Designed to enable the reconstitution and systematization of the whole experience and learning developed by the unemployed throughout life

and to organize the evidence relating thereto, in order to facilitate the job search.

**Author:** Albertina Jordão

Editor: Institute of Employment and Training of Portugal

**Country of origin:** Portugal

**Reference year:** 1997

**Language:** Portuguese

**Duration:** Not specified.

**Format and tools used to open it:** Format in PDF; Main tool used: Web browser and need to enroll in the Vias portal that is completely free (Institute of Employment and Training of Portugal)

### Learning Content and Methodology

**Learning objects:** To carry out the "Competence Portfolio" it is advisable that each participant uses a dossier rings.

The Portfolio is a personal document, which is built at the over the time and should It be continuously updated and tracks the growth and professional evolution of each person.

This program is compose by five stages (Preparation; Reconstitution of the Individual Story; Inventory of learning; Translation of learning; and Demonstration).

The "Competence Portfolio" is exposed through five stages with defined objectives:

**Learning prerequisite:** Not specified.

#### Learning plan:

First stage– Preparation - Objectives:

- ✓ Present the portfolio of competencies
- ✓ Presenting the three objectives which govern its construction
- ✓ Set the objective of completing the portfolio
- ✓ Provide for the use to which the portfolio of competencies

Second stage – Reconstitution of the Individual Story - Objectives:

- ✓ Present the second stage of the competences portfolio - restoring the individual history
- ✓ Build a future itinerary from past experiences
- ✓ Identify the learning derived from life experiences

Third stage – Inventory of learning- Objectives:

- ✓ Present the third stage of the competences portfolio - the most significant inventory of learning
- ✓ Identify lessons emerging from the experiences
- ✓ Self-assess lessons emerging from the experiences

Fourth stage – Translation of learning- Objectives:

- ✓ Present the fourth stage of the competences portfolio - translation of learning
- ✓ Relate the competencies with the purpose and method to continue
- ✓ Relate to scheduled competencies with those that are required by the labour market

Fifth stage – Demonstration- Objectives:

- ✓ Present the fifth stage of the portfolio of skills - Demonstration / using portfolio of competencies
- ✓ Demonstrate the competencies through the contents of the portfolio
- ✓ Use the documents to support the individual presentation
- ✓ Identify strategies for negotiation with an employer

**Methodology:** Can be carried out in group or individual context according to the number of unemployed, at all times, requiring the construction of a tool of this nature.

**Materials:** In each session is written procedures to be followed with the necessary materials in the annexes of each session.

### Additional Information

Although free, it is required to be registered on the website to have access to the OER in the Vias portal of the Institute of Employment and Training of Portugal.

## 5. Promotion of Self-Esteem. The Insured Person of Itself.It arises or it become?

### General Information

#### Link to the OER

<https://vias.iefp.pt/CentroMultimedia/CentroMultimediaTecnicos/Documents/Auto%20Estimativa%20Completo%20com%20documento%20base.pdf>

#### Target group

Unemployed flagged as having "significant difficulties in entering," which is associated with Self-Esteem.

#### Author

Alice Pombo; Hélia Moura Marta Crawford; and Sandra Nascimento

Editor: Institute of Employment and Training of Portugal

**Country of origin**

Portugal

**Reference year**

September, 1997

**Language**

Portuguese

**Duration**

Compose by: 6 themes (How Is My Self-Esteem; It Possible to Change; My Strengths and Weaknesses My; I think the form to feel; The Troubleshooting; You, Me, Him and the Others). Totalof hoursunspecified.

**Format and tools used to open it**

Format in PDF; Main tool used:Web browser and need to enroll in the Vias portal that is completely free (Institute of Employment and Training of Portugal)

## Learning Content and Methodology

**Learning objects**General objective:

Promote self-esteem through the development of positive attitudes of the unemployed person face to itself and the world of work, with a view to integration and maintaining employment.

Specific objectives:

- ✓ Promote self-knowledge.
- ✓ Identify and structure the self-talk and the inadequate thoughts.
- ✓ Raise awareness of the influence of low self-esteem in the inhibition of motivational states to work in general.
- ✓ Train to the resolution of socio-professional problems.
- ✓ Develop competencies of interpersonal communication in work and family.

**Learning prerequisites:** Not specified.

**Learning plan:** The program consists of a set of six themes. The first four should be developed in the order; the other may or may not be energized according to the needs and characteristics of the groups.

**Methodology**

The development of the themes the active and expository methods are used, with particular emphasis on the following strategies:

- ✓ Oral and written exposure;
- ✓ Reflection and group discussion;
- ✓ Self-reflection;
- ✓ Self-registration;
- ✓ Self and peer assessment;
- ✓ Scheduling and programming activities;
- ✓ Role-playing;
- ✓ Brainstorming.

At the end of each topic the participants should make a summary of the main ideas, using the leaf-Synthesis, which subsequently integrate Individual dossier.

At the beginning and end of the program the Questionnaire of Self-Esteem Assessment is applied.

### Additional Information

Although free, it is required to be registered on the website to have access to the OER in the Vias portal of the Institute of Employment and Training of Portugal.

## 6. Personal and Professional Skills Balance

### General Information

**Link to the OER:**

<https://vias.iefp.pt/CentroMultimedia/CentroMultimediaTecnicos/Documents/Balanço%20de%20Competências%20Completo.pdf>

**Target group:** Especially suitable for the unemployed who have more extensive professional and life experiences and make them feel at ease to participate in group interventions, in order to support the construction of a professional project and to motivate for the implementation of the strategies needed to achieve this same project.

**Author:** Albertina Jordão and Leonor Rocha

Editor: Institute of Employment and Training of Portugal

**Country of origin:** Portugal

**Reference year:** December, 1997

**Language:** Portuguese

**Duration:** 45 hours.

**Format and tools used to open it:** Format in PDF; Main tool used: Web browser and need to enrol in the portal that is completely free (Institute of Employment and Training of Portugal)

## Learning Content and Methodology

**Learning objects:** Support the construction of a professional project and to motivate unemployed people to the implementation of strategies for the achievement of that project.

**Learning prerequisites:** None

### Learning plan:

**Module 0** - Presentation - objectives:

- ✓ Introduce to the group
- ✓ Facilitate first contact between participants
- ✓ To promote and foster a climate of trust
- ✓ Display the program Objectives, purpose and duration
- ✓ Consider personal expectations with the objectives and purpose of the Skills Balance

**Module 1** - personal and collective identification - objectives:

- ✓ Identify the group concept and the conditions for its operation
- ✓ To experience the concept of group

**Module 2** - personal and professional itinerary - objectives:

- ✓ Identify professional experiences and extra professional
- ✓ Identify life experiences and bring out skills

**Module 3** - Environment / Working conditions and relations networks - objectives:

- ✓ Identify environments and working conditions in which they prefer to develop the professional activity
- ✓ Raising awareness of the importance of working conditions as influential factors in the selection and performance of professional activity

**Module 4** - Professional Context - objectives:

- ✓ Identify obstacles to (re) integration

**Module 5** - Projecting the Future - objectives:

- ✓ Raise awareness of the need to anticipate "scenarios" of the working world in accelerated change
- ✓ Be aware of the need to continually update their skills
- ✓ To characterize the new requirements of the labor market through the identification of generic skills

**Module 6** - Professional Project - objectives:

- ✓ To promote reflection on the work done over the Balance
- ✓ To consolidate the learning and the potential skills
- ✓ Identify the professional competencies and track registered in Personal Organizer

**Module 7** - Construction of the project - training - objectives:

- ✓ Enhancing vocational training in professional project

- ✓ Display the training offer of the IEFP, the centers of formation and some of the courses
- ✓ Diagnose individual learning needs
- ✓ Identify training courses with a view to professional integration

**Module 8** - Construction of the project - Balance business skills - goals:

- ✓ Identify the necessary skills for self-employment
- ✓ Identify the motivations for the creation of self-employment
- ✓ Define the business profile

**Module 9** - Construction of the project - Professional affiliations - objectives:

- ✓ Restabilising and use the skills balance with the objective of professional integration
- ✓ Identify the skills needed for job search
- ✓ Identify the skills for employability

**Module 10 - Evaluation - objectives:**

- ✓ Assess the impact of swing skills in the professional development of candidates.
- ✓ Assess the contribution of the balance sheet of skills in the construction of professional design.
- ✓ Assess the factors that determine the psychosocial employability of candidates.

### Additional Information

Although free, it is required to be registered on the website to have access to the OER in the portal of the Institute of Employment and Training of Portugal.

## 7. Agenda - guidance diary

### General Information

**Link to the OER:**

<https://www.iefp.pt/documents/10181/190644/Di%C3%A1rio+de+orienta%C3%A7%C3%A3o/f2a3b567-29a9-4503-a54a-e0924c64b5ff>

**Target group:** Young people who do not know WHAT they want to do, have questions, concerns, fears, ideas, certainties.

**Author:** DEPARTMENT OF EMPLOYMENT Directorate of Information and Vocational Guidance Services.

Editor: Institute of Employment and Training of Portugal

**Country of origin:** Portugal

**Reference year:** March, 2012

**Language:** Portuguese

**Duration:** Not specified.

**Format and tools used to open it:** Format in PDF; Main tool used: Web browser. Is completely free (Institute of Employment and Training of Portugal)

### Learning Content and Methodology

**Learning objects:** follow the diary of a young man like you and at the same time, reflect and answer a series of questions that are important in your study and career choices.

**Learning prerequisite:** None

**Learning plan:** Not specified.

**Methodology:** Not specified.

## 8. Vocational Exploration Guide (for professions)

### General Information

**Link to the OER:**

<https://vias.iefp.pt/CentroMultimedia/Documents/Jogo%20das%20profissoes.pdf>

**Target group:** Young people in transition of school / training.

**Author:** DEPARTMENT OF EMPLOYMENT Directorate of Information and Vocational Guidance Services.

Editor: Institute of Employment and Training of Portugal

**Country of origin:** Portugal

**Reference year:** 2010

**Language:** Portuguese

**Duration:** Not specified.

**Format and tools used to open it:** Format in PDF; Main tool used: Web browser and need to enrol in the portal that is completely free (Institute of Employment and Training of Portugal).

### Learning Content and Methodology

**Learning objects:** Educational game guidance to promote awareness of the importance of training and professional choice conscious and consistent with self-knowledge, professional activities and training opportunities.

**Learning prerequisites:** Not specified.

**Learning plan:** Set of rules explicit on the first page and all material must be build by the participants.

**Methodology:** Should preferably be played with the mediation of a professional orientation or professor/trainer.

### Additional Information

Although free, it is required to be registered on the website to have access to the OER in the portal of the Institute of Employment and Training of Portugal.

## 9. Game “How to Search Job”

### General Information

**Link to the OER:**

<https://vias.iefp.pt/CentroMultimedia/Documents/Jogo/game.swf>

**Target group:** Young people in transition of school / training.

**Author:** DEPARTMENT OF EMPLOYMENT Directorate of Information and Vocational Guidance Services.

Editor: Institute of Employment and Training of Portugal

**Country of origin:** Portugal

**Reference year:** Not specified.

**Language:** Portuguese

**Duration:** Not specified.

**Format and tools used to open it:** Interactive game via online; Main tool used: Web browser and need to enrol in the portal that is completely free (Institute of Employment and Training of Portugal).

### Learning Content and Methodology

**Learning objects:** Allow to check the domain level strategies and job search techniques.

**Learning prerequisite:** Not specified.

**Learning plan:** Set of specific rules and explicit throughout the game that is interactive with the individual.

**Methodology:** Interactive game via online.

### Additional Information

Although free, it is required to be registered on the website to have access to the OER in the Vias portal of the Institute of Employment and Training of Portugal.

## 10. “My Portfolio”

### General Information

**Link to the OER:** <https://vias.iefp.pt/vias/Paginas/Portfolio.aspx>

**Target group:** Not specified.

**Author:** DEPARTMENT OF EMPLOYMENT Directorate of Information and Vocational Guidance Services.

Editor: Institute of Employment and Training of Portugal

**Country of origin:** Portugal

**Reference year:** Not specified.

**Language:** Portuguese

**Duration:** Not specified.

**Format and tools used to open it:** Assessment tool via online; Main tool used: Web browser and need to enrol in the portal that is completely free (Institute of Employment and Training of Portugal).

### Learning Content and Methodology

**Learning objects:** General objective: Allow to build your own portfolio through a self-assessment, tool via online, in four main areas: 1) Skills for Work; 2) Exploration; 3) Professional Contact; 4) Entrepreneurship.

**Learning prerequisites:** The Not specified.

#### Learning plan:

1) Skills for Work: Skills for work, Self-diagnosis of the communication style, Information research preparation, organizing information, Analysis of my activity, Time management, Decisions and their effects, A planned decision, Analysis of a project, Think like Study, Weekly time distribution

2) Exploration: Personality traits, My interests, My values, My abilities

3) Professional Contact: Registration of information, Reflection on mobility, Register my network of relationships, Preparation telephone response to an advertisement, developed skills versus skills required, Anticipate questions, professional expectations, Reflection on the film, Interview Assessment, spontaneous application letter, Curriculum chronological, Curriculum functional, Curriculum Europass

4) Entrepreneurship: Idea of viability, Motivational questionnaire, Entrepreneurial profile, Personal constraints, Constraints and project opportunities.

#### Methodology

Assessment tool via online.

#### Additional Information

Although free, it is required to be registered on the website to have access to the OER in the Vias portal of the Institute of Employment and Training of Portugal.

## Spanish & Catalan Resources

### 1. Spanish A2

#### General Information

**Link:** <https://miriadax.net/web/espanol-salamanca-a2>

**Target group:** NEETs lacking of basic skills, Migrants

**Author:** Universidad de Salamanca

**Country:** Spain

**Reference year:** 2014

**Language:** Spanish

**Duration:** 36 hours

**Format:** MOOC

#### Learning Content and Methodology

**Learning objects and methodology:** Distributed in 6 modules, the course is more oriented towards communication and social interaction than to mastering the formal resources of Spanish: its main aim is to provide students with the means to solve basic tasks or problems of typical daily life, using Spanish to do so.

The course is organized around fundamental functional module, and provides audio-visual material for the presentation of the contents and its contextualization. Learners will also have other materials available through different media (conventional material in PDF, Power Point presentations, forums, wikis, etc.). The course has been designed to stimulate autonomy and cooperative learning.

**Learning prerequisites:** none

#### Learning plan:

Module 1. Establishing relations "Perdona, ¿eres Manu?"

Module 2. Getting things: "¿Me pone un café con leche, por favor?"

Module 3. Personal information: "Soy nuevo en Salamanca"

Module 4. Influencing others: "¿Vamos al cine?"

Module 5. Getting information: "¿Con quién vas de viaje?"

Module 6. Reporting: "Voy a echarle de menos"

## 2. Start the English: learn 1000 very used words and the communication possibilities of English language

### General Information

**Link:** [https://miriadax.net/web/ingles\\_1000\\_palabras](https://miriadax.net/web/ingles_1000_palabras)

**Target group:** NEETs lacking of basic skills

**Author:** UNED

**Country:** Spain

**Reference year:** 2013

**Language:** Spanish - English

**Duration:** 24 hours

**Format:** MOOC

### Learning Content and Methodology

**Learning objects and methodology:** It starts from the thousand most used words in English because they constitute over 70% of all that is said and written in English. Its communicative potential is enormous because, by mastering these words, students can begin to read simple texts from the Internet, newspapers, magazines,... and start talking.

As the course is based on exchanges through virtual communities, students can share knowledge and experiences with other classmates and participate in collaborative networks and dialogue.

**Learning prerequisites:** none

#### Learning plan:

Module 0: Introduction

Module 1: Getting Started

Module 2: World and society.

Module 3: Every day.

Module 4: Free time.

Module 5: Work.

Module 6: Final evaluation.

## 3. Professional English

### General Information

**Link:** [https://miriadax.net/web/ingles\\_profesional](https://miriadax.net/web/ingles_profesional)

**Target group:** NEETs lacking of skills

**Author:** UNED

**Country:** Spain

**Reference year:** 2012

**Language:** Spanish - English

**Duration:** 36 hours

**Format:** MOOC

### Learning Content and Methodology

**Learning objects and methodology:** Computing skills and English are probably the first and foremost criteria whether applying for a job. It is important to point out, however, that languages have many spheres or domains: private, personal, social and occupational domains. Different words and structures are used in each case. The goal of this course is to learn professional English.

**Learning prerequisites:** Intermediate Level in English

#### Learning plan:

Módulo 0: Introduction

Módulo 1: Looking for a job is a full-time job! (Buscar trabajo es un trabajo a tiempo completo)

Módulo 2: The first day at IBS (El primer día en IBS)

Módulo 3: A new milestone in Peter's life (Un nuevo hito en la vida de Peter)

Módulo 4: Settling in at work (Familiarizándose con el trabajo)

Módulo 5: Daily activities (Actividades diarias)

Módulo 6: Going on-line (La vida en línea)

## 4. Excel

### General Information

**Link:** <https://www.edx.org/course/excel-upvalenciax-xls101x>

**Target group:** NEETs lacking of skills

**Author:** Universitat politècnica Valencia

**Country:** Spain

**Reference year:** 2015

**Language:** Spanish

**Duration:** 32 hours

**Format:** MOOC

### Learning Content and Methodology

**Learning objects and methodology:** This course covers from the basics of using the program to its most important and useful components to get performance,

such as graphics creation and use of functions and data tables concepts. With all this, we believe that you can get a huge return to this powerful tool.

**Learning prerequisites:** using a computer

**Learning plan:**

Module 1 - Getting Started with Excel

Module 2 - Basics

Module 3 - Formats

Module 4 - Presentation of results

Module 5 - Graphics

Module 6 - Editing charts

Module 7 - Functions

Module 8 - Data Tables

## 5. Job Search 2.0

### General Information

**Link:** <https://miriadax.net/web/busqueda-activa-empleo>

**Target group:** NEETs lacking of skills

**Author:** Universidad a distancia de Madrid

**Country:** Spain

**Reference year:** 2014

**Language:** Spanish

**Duration:** 24 hours

**Format:** MOOC

### Learning Content and Methodology

**Learning objects and Methodology:**

- **Learning prerequisites:** none
- **Learning plan:**

Module 0. Presentation

Module 1. Self Analysis

Module 2. Personal "brand" 2.0

Module 3. Looking for a job's attitudes

Module 4 Keys to make a good resume

Module 5. Recruitment and selection 2.0.

Module 6. How to deal with the selection process?

## 6. The entrepreneurship: from the idea to the action

### General Information

**Link:** <https://miriadax.net/web/el-emprendimiento-de-la-idea-a-la-accion>

**Target group:** NEETs willing to be entrepreneur

**Author:** Universidad del País Vasco

**Country:** Spain

**Reference year:** 2016

**Language:** Spanish

**Duration:** 20 hours

**Format:** MOOC

### Learning Content and Methodology

**Learning objects and Methodology:** The aim is to promote the development of entrepreneurship and other transversal skills related, such as the ability to develop creativity, innovation and cooperation to implement the knowledge gained in designing and developing a business idea. Thus, through the course it aims to give a boost to these important skills for the future entrepreneur so that students see that alternative as being feasible and desirable in their professional career.

**Learning prerequisites:** none

#### Learning plan:

Module 0. Introduction: Entrepreneurial spirit

Module 1. The business idea

Module 2. The idea of business on the Net

Module 3. Digital Marketing Plan

## 7. Self-development

### General Information

**Link:**

[http://www.foundationsforwork.eu/es/?page\\_id=170](http://www.foundationsforwork.eu/es/?page_id=170)

[http://www.foundationsforwork.eu/en/?page\\_id=170](http://www.foundationsforwork.eu/en/?page_id=170)

[http://www.foundationsforwork.eu/sv/?page\\_id=170](http://www.foundationsforwork.eu/sv/?page_id=170)

**Target group:** Practitioners working with NEETs

**Author:** Foundations for work

**Country:** Spain, UK, Ireland, Sweden, Romania, Belgium

**Reference year:** 2014

**Language:** Spanish, English, Swedish

**Duration:** /

**Format:** Reading and exercising materials

### Learning Content and Methodology

**Learning objects and Methodology:** Whether building personal skills or guiding others through the process, self development must focus on individual strengths, needs and circumstances. Self-evaluation of personal values, strengths, weaknesses, goals and dreams will determine which skills are most important in self development. And this will make creating and implementing a personalised goal plan for success much easier. The resource includes a Tutor Manual, Learner Workbook and PowerPoint presentation.

**Learning prerequisites:** none

#### Learning plan:

- Recognise the significance of own achievements and interests to own development.
- Recognise own strengths and areas for further development.
- Understand how a person's learning style influences career and education choices.
- Be able to set personal goals and objectives.
- Be able to make action plans to achieve personal goals.

## 8. To increase the chances of finding a job

### General Information

**Link:**

[http://www.foundationsforwork.eu/es/?page\\_id=179](http://www.foundationsforwork.eu/es/?page_id=179)

[http://www.foundationsforwork.eu/en/?page\\_id=179](http://www.foundationsforwork.eu/en/?page_id=179)

[http://www.foundationsforwork.eu/sv/?page\\_id=179](http://www.foundationsforwork.eu/sv/?page_id=179)

**Target group:** Practitioners working with NEETs

**Author:** Foundations for work

**Country:** Spain, UK, Ireland, Sweden, Romania, Belgium

**Reference year:** 2014

**Language:** Spanish, English, Swedish

**Duration:** /

**Format:** Reading and exercising materials

### Learning Content and Methodology

**Learning objects and Methodology:** People do get discouraged when they feel that things are out of their control. However, things don't have to be completely out of their hands when looking for work. There are a number of steps that can be taken to increase their chances of finding a job. Most importantly they have to be prepared to take initiatives and put time into job searches. We will explore three areas to help achieve this, sourcing jobs, building a CV, completing an application form, interview techniques and mock interviews. The resource includes a Tutor Manual, Learner Workbook and PowerPoint presentation.

**Learning prerequisites:** none

**Learning plan:**

- Recognise different ways of sourcing jobs.
- Produce a Curriculum Vitae (CV).
- Complete job applications.
- Understand how to prepare for an interview.

## 9. Confidence and capability to give good presentations

### General Information

**Link:**

[http://wwwFOUNDATIONSforwork.eu/es/?page\\_id=168](http://wwwFOUNDATIONSforwork.eu/es/?page_id=168)

[http://wwwFOUNDATIONSforwork.eu/en/?page\\_id=168](http://wwwFOUNDATIONSforwork.eu/en/?page_id=168)

[http://wwwFOUNDATIONSforwork.eu/sv/?page\\_id=168](http://wwwFOUNDATIONSforwork.eu/sv/?page_id=168)

**Target group:** Practitioners working with NEETs

**Author:** Foundations for work

**Country:** Spain, UK, Ireland, Sweden, Romania, Belgium

**Reference year:** 2014

**Language:** Spanish, English, Swedish

**Duration:** /

**Format:** Reading and exercising materials

### Learning Content and Methodology

**Learning objects and Methodology:** Developing the confidence and capability to give good presentations, and to stand up in front of an audience and speak well, are also extremely helpful competencies for professional and self-development. Like most things, it simply takes a little preparation and practice which are being broached by this manual. The resource includes a Tutor Manual, Learner Workbook and PowerPoint presentation.

**Learning prerequisites:** none

**Learning plan:**

- How to prepare for your presentation.
- How to structure your presentation.
- What content you will need to prepare.
- How to conclude your presentation.
- How to manage your body language.

## 10. Communication for job advertisement

### General Information

**Link:** <http://ocw.uab.cat/ciencies-humanes/comunicacio-per-a-la-insercio-laboral>

**Target group:** NEETs

**Author:** Universitat Autònoma de Barcelona

**Country:** Spain

**Reference year:** 2013

**Language:** Catalan

**Duration:** 24h

**Format:**

### Learning Content and Methodology

**Learning objects and Methodology:** The activities focus on learning the purpose of the resume, the labour market and the methods for job seek, as well as the purpose and the steps of the job interviews.

**Learning prerequisites:** Catalan B2 level

**Learning plan:** Resume (aims, content), job interviews (aims, steps)