

# Live2Work

CZECH REPUBLIC . DENMARK . FRANCE . PORTUGAL



## Challenges & Strategies for Social Inclusion: Presentation of the Live2Work Project



Presentation on  
November 22 2018 at:

**REFUGEES**



CINEMA FOR REFUGEES  
SOCIAL INCLUSION

Joana Carneiro Pinto, PhD  
School of Human Sciences, Catholic University of Portugal

# Introduction

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## Since the beginning of the 20th century

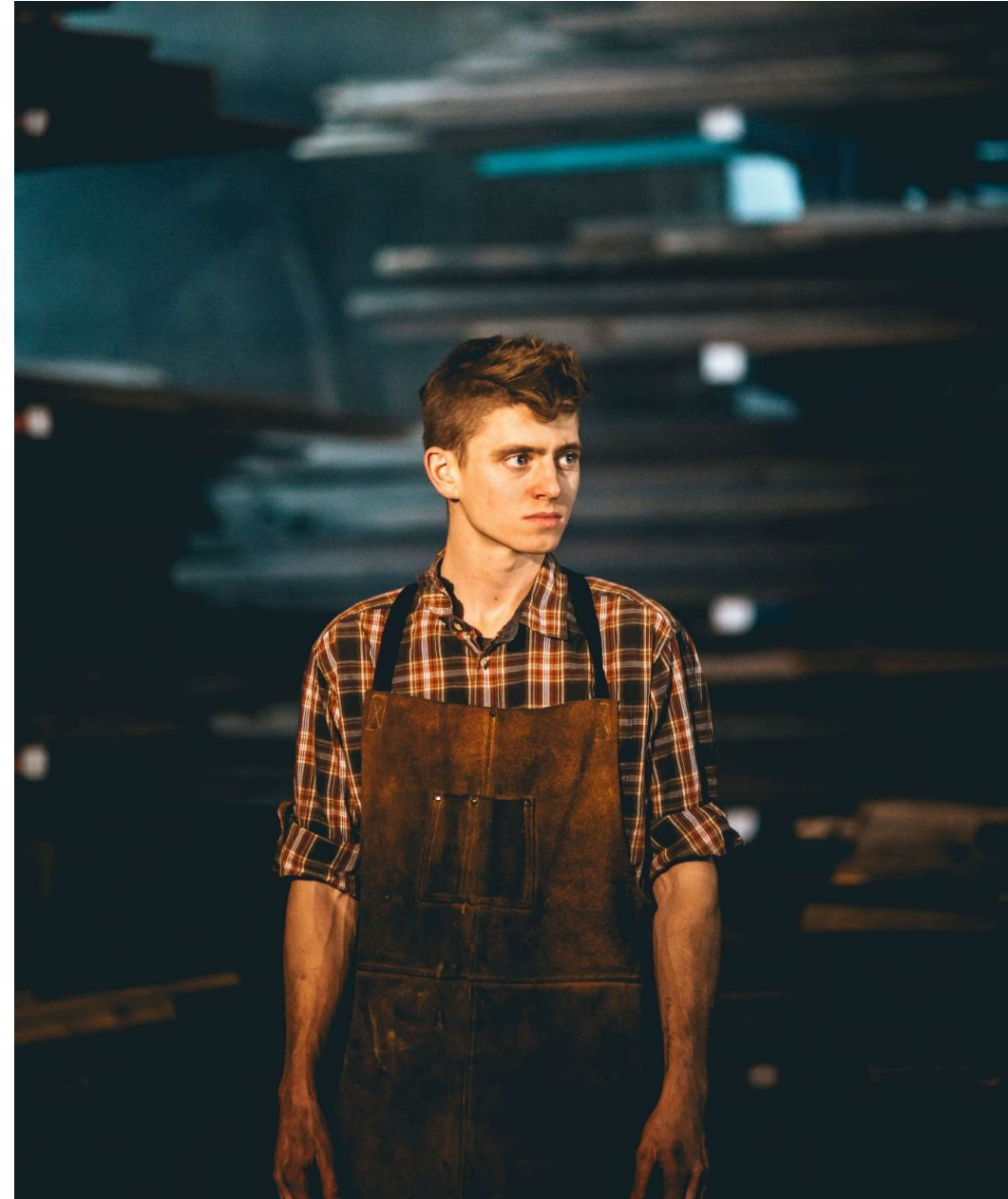
Social, cultural, technological and economic progress vs. situations of social vulnerability

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repercussions at personal, family, educational, professional, economic, cultural, and political levels

## Challenge

increasing the availability of support services for the development of life projects



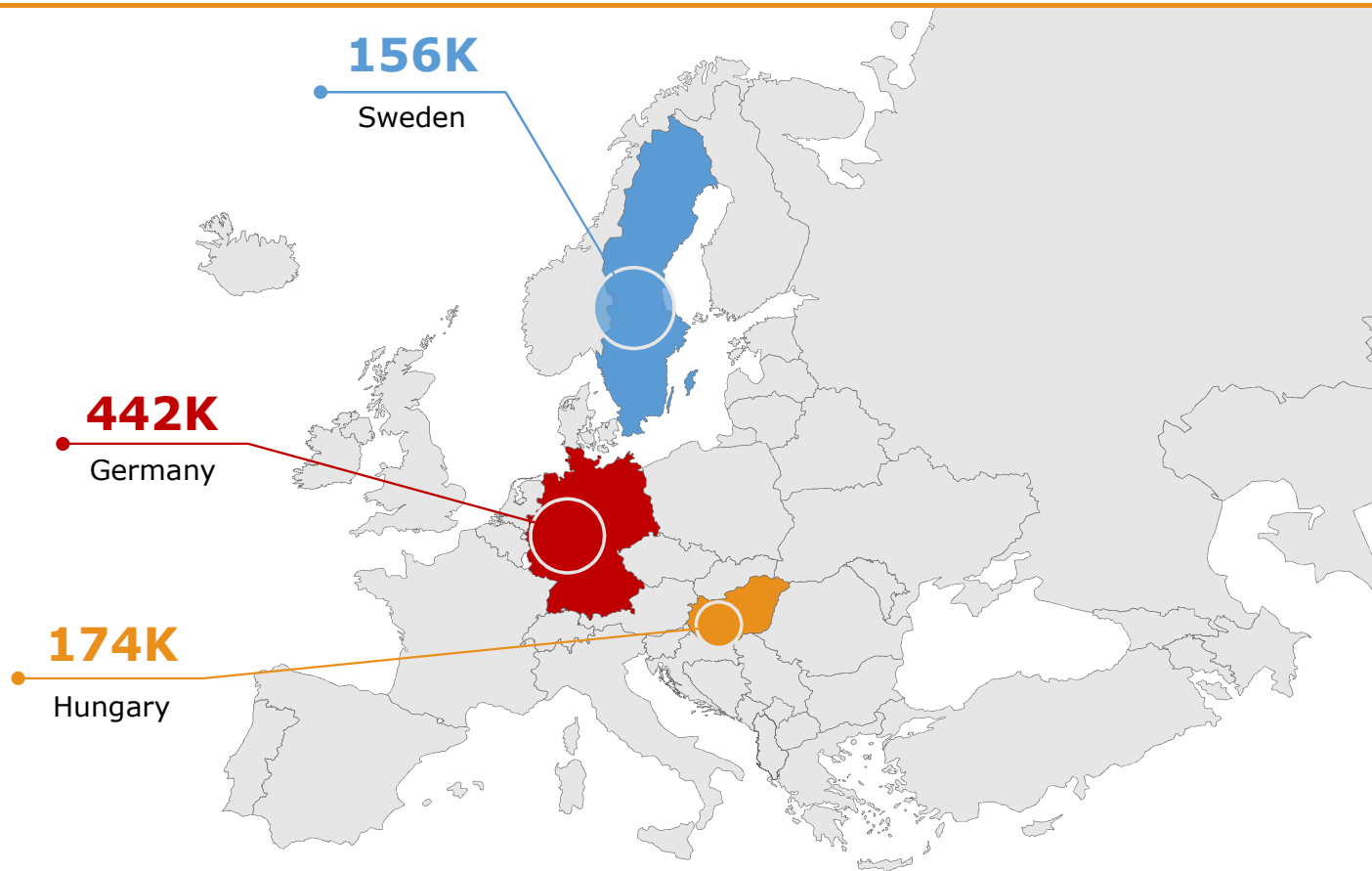
# Analysis and Evaluation of the European Context in the 21<sup>st</sup> Century **Migration**

Estimated to be approximately

**65,3mil**

Received refugees in 2015

**1,327,560**



# Analysis and Evaluation of the European Context in the 21<sup>st</sup> Century **Demography**

## **Low birthrates and aging of populations**

Serious socioeconomic problem considering that, at present, the level of economic activity for the age group 15-64 is below 100 %

## **Changes in migratory patterns**

European countries need to promote the active reception of socially vulnerable groups of people, enabling them to achieve productive integration





# Analysis and Evaluation of the European Context in the 21<sup>st</sup> Century **Education**

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High drop-out rates, untrained adults, and low percentages of groups with higher education

Evolution of the current labour market and the creation of new jobs, which requires skilled workers

Meaning a constant investment in European human capital, both at the level of initial training and in lifelong learning



# Analysis and Evaluation of the European Context in the 21<sup>st</sup> Century **Employment**

Labour market situation is quite different in the various European countries

In recent years the unemployment situation has become particularly acute for young adults

Specific group within this population which corresponds to "underemployed" or "not fully employed"

One in four adults in Europe is caught in a low-skill trap



# Understanding Social Justice

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Development of actions aimed at eradicating inequalities in society (Vera & Speight, 2003) through the development of new theories and practices that contradict the **uniform, normative, and Eurocentric vision of society** → **"moral imperative"** (McWhirter et al., 2005, p.215)

Groups of people are excluded from support because they do not have the characteristics of the target public, nor are they in the usual circuits where it is typically made available → **cycle of exclusion is thus perpetuated**

# Live2Work

CZECH REPUBLIC · DENMARK · FRANCE · PORTUGAL



**International Conference Live2Work: Increasing the chances for successful integration of people in situations of professional vulnerability**

**Date:** January 11<sup>th</sup> and 12<sup>th</sup> 2019

**Venue:** Catholic University of Portugal, Lisbon, Portugal

**For more information:  
[www.live2work.eu](http://www.live2work.eu)**

**A contribution to meet this challenge**



# Purpose and Description

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The **Live2Work project** aims to be a useful **pedagogical tool** for all those involved in the process of building life projects **with young adults, including migrants and refugees** (between the ages of 18 and 30), in situations of **professional vulnerability**.

Considering that it is necessary to promote and support the creation and development of life projects, recognising the particularities **of the target public**, this project aims to **provide end users** (e.g., social workers, psychologists and educators) with **knowledge, skills and strategies** needed for successful action in this area. A rationale based on a manual creates the foundation for the toolbox interventions and activities which is supported by a facilitator's workshop guide

# General Goals

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**1**

Train the end users in the approach to the construction of life projects among **professionally vulnerable young adults, migrants and refugees, between the ages of 18 and 30**

**2**

Create , develop , reinvent tools to support this training, to work with its target group

**3**

Promote the use of these tools by supporting the identification, acquisition and transfer of skills, developed in formal and non-formal processes of lifelong learning

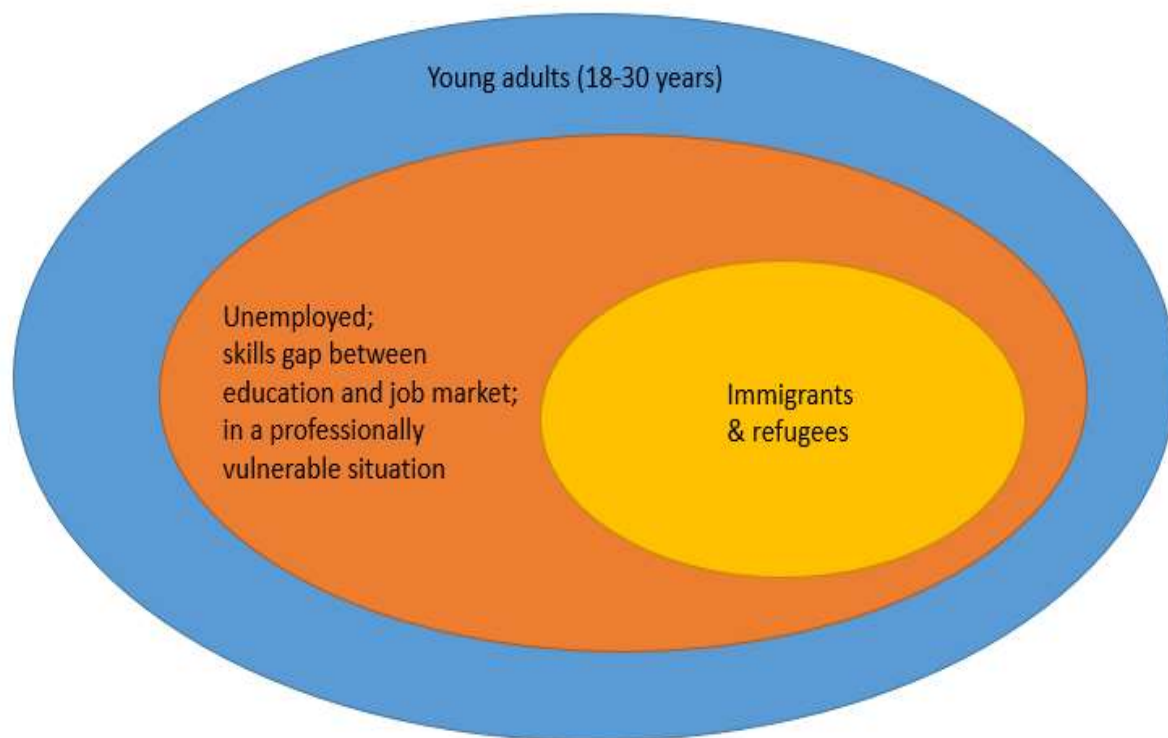
## Ultimate goal

Improving the possibilities of social integration of professionally vulnerable groups

# Identification of Target Group and End Users

## Target group

Wide variety



## End users

(e.g., psychologists, social workers, educators)

Preferentially with a background in human, social or educational areas

In the context of their interventions in the construction of life projects

Properly prepared for this purpose

Interacting with adjacent and involving environments

# Distinguishing Features

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**1**

Working proposal for broad groups of people with similar needs

**2**

Allows the use by different institutions and users

**3**

Presents a well-organized and fundamental scheme of activities that constitute the toolbox.

**4**

Allows the implementation by the end users to the target population, at very low costs

**5**

It favours the dissemination of all its components through several online platforms

# Project Summary: 6 Intellectual Outputs

**1**

Development of a manual on the construction of life projects for young adults in situations of professional vulnerability, including migrants and refugees

**2**

Development of a toolbox, composed of learning materials, activities, and instructions, for use in intervention sessions with the target audience

**3**

A facilitator's workshop guide consisting of general guidelines for running a train the trainer LIVE2WORK workshop.

**4**

Piloting in-service training courses, aimed at conducting a pilot study on the manual, toolbox, and course guide, in 3 countries with the purpose of ensuring their quality and make the necessary changes to its contents

**5**

Online audio-visual learning scenarios, which will promote the use of the materials of this project through video tutorials and promotional videos

**6**

Moodle courses and learning platform on website, with a set of interactive materials for online learning, that are easy and intuitive to use



Dimensions / Modules	Sub-dimensions	Activities and Tools
<p><b>Self-knowledge</b>            What characteristics do I have?            How did I get to where I am? What was my pathway?            Who do I want to be?            What do I need to change?            What skills do I need to develop?</p>	<p>Clarification of self-concept and development of self-esteem:</p> <ul style="list-style-type: none"> <li>• Personality</li> <li>• Character strengths</li> <li>• Values and Interests</li> </ul>	<p>Values by image cards            Values by self-assessment            Character Strength Card solitaire            Strengths by Storytelling            Character Strengths            Strength spotting interview</p>
<p><b>World knowledge</b>            What opportunities do I have?            What obstacles do I anticipate?            Which resources do I have to overcome those obstacles?            Who is part of my social network?            Who supports me?</p>	<p>World exploration (academic, professional) to find realistic professional opportunities</p> <p>Identification and promotion of networks, to find role models to enhance self-efficacy and trust in oneself</p>	<p>World knowledge analysis            Interests: Self-assessment            Exploration of occupations            Network relations &amp; role models</p>
<p><b>Transitional skills</b>            What is my learning style?            How do I communicate?            Am I tolerant to differences?            What adaptability skills do I have?</p>	<p>Motivation, persistence, perseverance, resilience and self-efficacy</p> <p>Communication and tolerance to difference</p> <p>Goal setting and time-management</p>	<p>Learning positive emotions            Learning the power of thoughts            Perceptions            Goal setting            Follow-up activity; Sharing in the group</p>
<p><b>Decision-making</b>            What are my closest milestones?            What goals am I motivated by?            Which are the next best action steps that I need to take?            How do I set my goals for the future?            How do I anchor my goals for the future?</p>	<ul style="list-style-type: none"> <li>• Making my goals SMARTER</li> <li>• Anchoring my goals and actions</li> <li>• Decision making balance</li> </ul>	<p>Time management            Goal setting management            Goal setting action plan            Anchoring learning, decisions and goals            Finalising my project</p>

**SANTA  
CASA**

Misericórdia de Lisboa. Por boas causas.



**CATÓLICA**  
FACULDADE DE CIÊNCIAS HUMANAS  
ESCOLA DE PÓS-GRADUAÇÃO E FORMAÇÃO AVANÇADA

LISBOA



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EU Projects in Education



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