



N.º 2016-1-PT01-KA204-022780

Project **Live2Work:** Presentation of the manual



Joana Carneiro Pinto, PhD
Helena Rebelo Pinto, PhD



Introduction

- ◉ Since the beginning of the 20th century:
 - ◉ Social, cultural, technological and economic progress **vs** situations of social vulnerability = repercussions at personal, family, educational, laboral, economic, cultural, and political levels
 - ◉ **Challenge:** increasing the availability of support services for the construction of life projects
 - On a personal level: diversity of new needs require the development of skills that enable or favor integration
 - On a professional level: new challenges arising from uncertainty, insecurity, instability and unpredictability in the contemporary society, and for which their academic and professional background is not always adequate

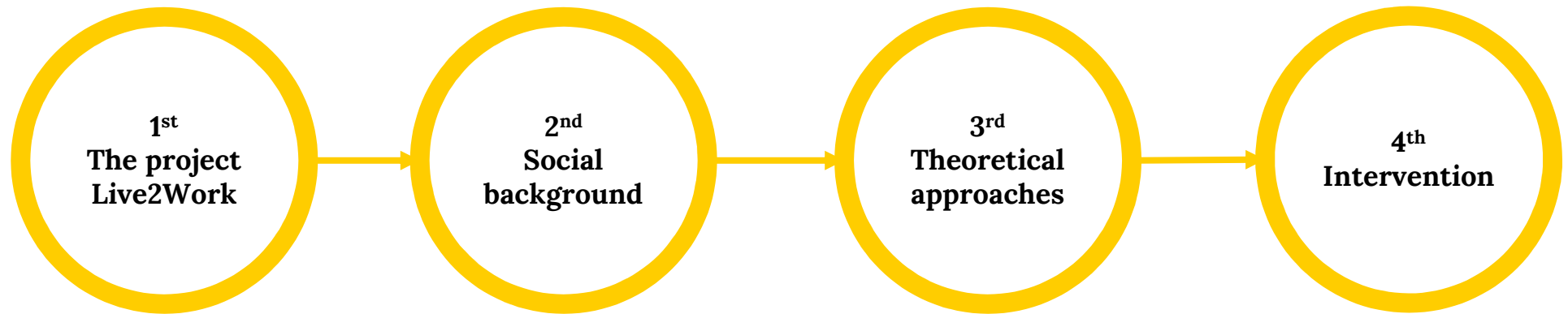


Live2Work project

A contribution to meet this challenge



Introduction



1

The project Live2Work

1.1 Purpose and description

1.2 General Goals

1.3 Distinguishing features

1.4 Project summary

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

Considering that it is necessary to promote and support the creation and development of life projects, recognizing the **peculiarities of the target public** of this action, this project aims to **provide end users** (e.g., social workers, psychologist and educators) with **knowledge, skills and strategies** needed for successful action in this area, using a manual intervention and a toolbox of high quality and depth.

“

Purpose and description



General Goals

1st

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

2nd

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

3rd

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

Ultimate goal

Improving the possibilities of social integration of these more socially vulnerable groups



Distinguishing features

1. Working proposal for broad groups of people with similar needs

2. Allows the use by different institutions/users

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

3. Presents a well-organized and fundamented scheme of activities that constitute the toolbox, although it makes possible its flexible use

5. It favors the dissemination of all its components through several online platforms



Project Summary: six intellectual outputs

Output 1

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

Output 2

Creation of a toolbox, composed by of materials, activities and exercises, made available online, for use in intervention sessions with the target audience

Output 3

Course guide, with the general guidelines for a course to prepare end users for the use of outputs 1 and 2 (manual and toolbox) in 3 countries with the purpose of ensure their quality

Output 4

Piloting / in-service training courses, aimed at conducting a pilot study on the manual, toolbox, and course guide, in order to make the necessary changes to its contents

Output 5

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

Output 6

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

2

Social background

2.1 Analysis and evaluation of the European context in the 21st century

2.2 Understandings on social justice

2.3 The preparation of different end users to respond to social vulnerability situations

Issues:

- *Demographic*
- *Educational*
- *Employability*

**Analysis and evaluation of the
European context in the 21st century**





Analysis and evaluation of the European context in the 21st century

◉ Demographic

- **Low birth rates and aging of populations** → serious socioeconomic problem, considering that at present the group 15-64 ages has a level of economic activity 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

◉ Educational

- **Precocious high drop-out rates, untrained adults, and low percentages of groups with higher education** → persons with labor market links more unstable financially and temporarily unpredictable
- **Evolution of the characteristics of current work and the creation of new jobs, which requires highly skilled workers** → constant investment in European human capital, both at the level of initial training and in lifelong learning

◉ Employability

- **Labor market situation is quite different in the various European countries** → in recent years the unemployment situation appears to be becoming particularly acute for young adults
- **Specific group within this population which corresponds to “underemployed” or “not fully employed”**

The adoption of a diversity of actions aimed at the **empowerment of societies/nations**, favoring **access** and use by their members of **opportunities, resources, and values**, **without any kind of advantage or disadvantage**, in sexual, racial, ethnic, economic, religious, or other factors. It seeks to ensure that **society organizes itself to improve the lives of individuals**, satisfying their physical and psychological needs, **in a fair, total and egalitarian way**, thus favoring the realization of their **full potential**

(e.g., Bell, 1997; Fouad, et al., 2006; Hartung & Blustein, 2002; Helms, 2003; Herr, 2001; Herr & Shahnasarian, 2001; Irving & Malik, 2005; O'Brien, 2001; Watson, 2010; Young, 1990)

“

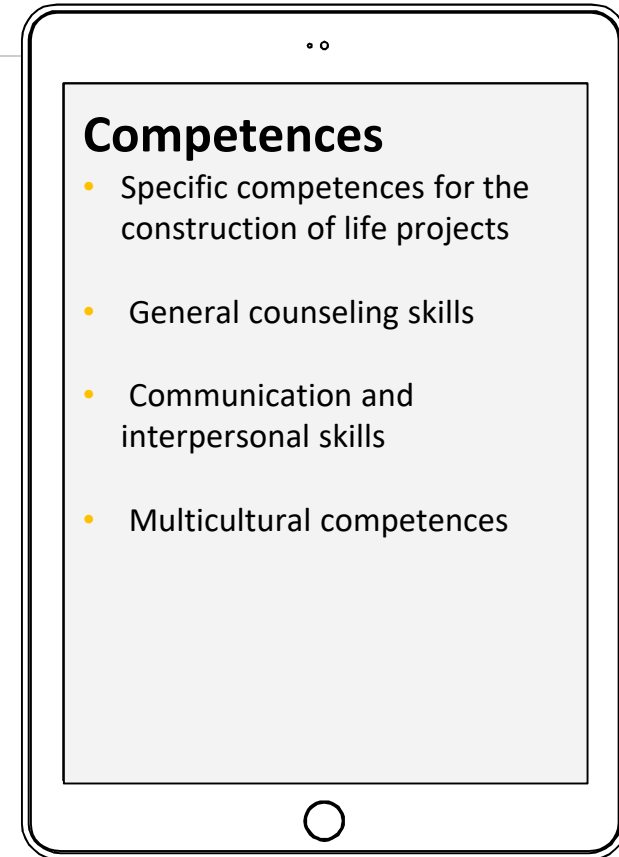
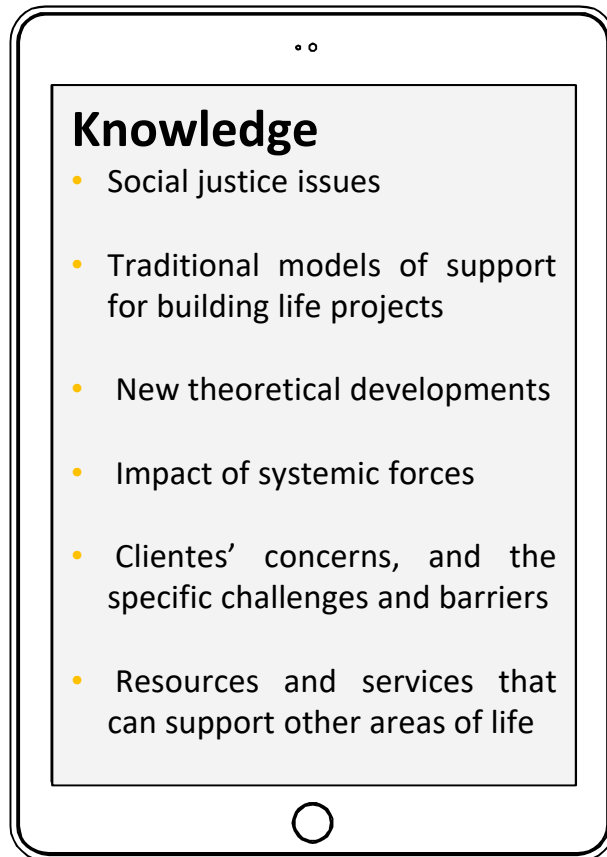
Understandings on social justice



Understandings on social justice

- ◉ 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)
- ◉ Very high percentage of people are excluded from this type of support because they do not detain 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**
- ◉ Abandoning a "denunciation approach" and **adopt an "annunciation / articulation" approach** → the principles of social justice, in relation to social, political and social reforms in society are applied to life, allowing to break down the barriers that hinder an equal distribution of resources and services (Arthur, 2005; Toporek & Chope, 2006).

Preparation of different end users to respond to social vulnerability situations



3

Theoretical approaches to the construction of the life projects with people in social/professional vulnerability situations

3.1 The construction of the life projects in the perspective of the Systems Theory Framework

3.2 The construction of the life projects in the perspective of the Ecological Approach

3.3 The construction of the life projects in the perspective of the Chaos Theory

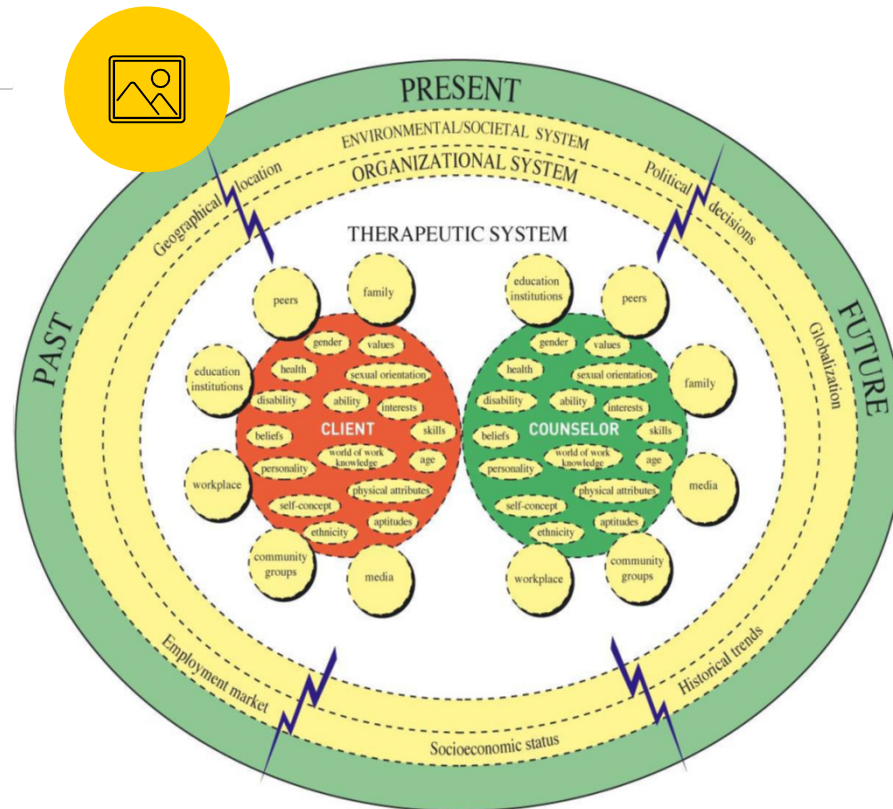
3.4 The construction of the life projects in the perspective of the Career Self-Management Models

3.5 Rationale

3.6 Identification of recipients (target group)

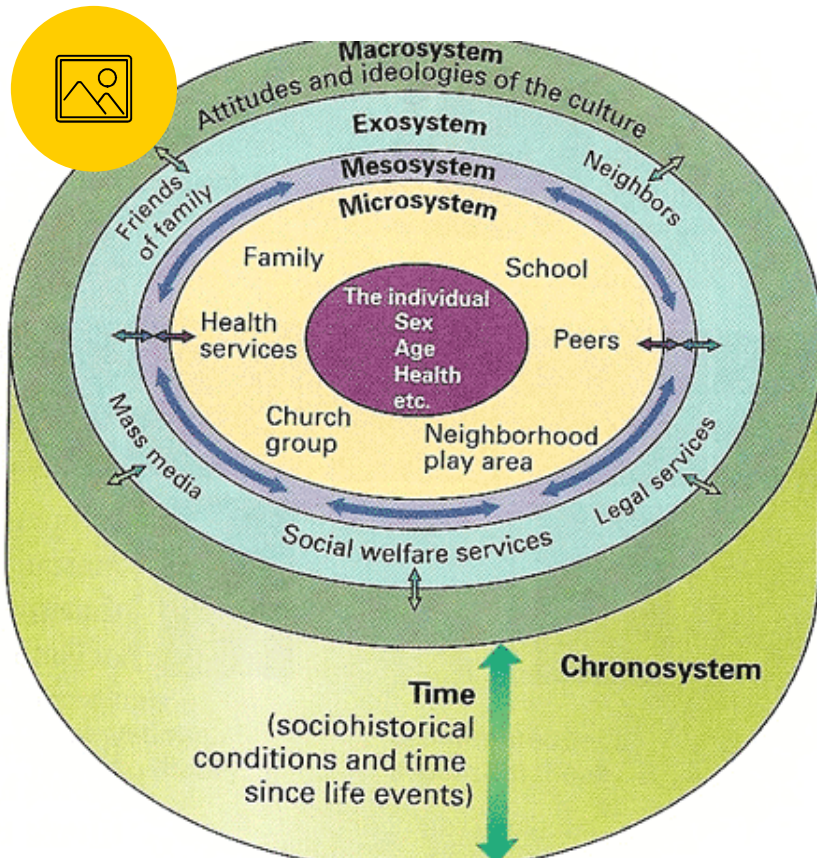
3.7 Identification of users (end users)

The construction of the life projects in the perspective of the Systems Theory Framework



- Recognizes the individuality of each client and is culturally inclusive and can thus be applied in a great diversity of international contexts
- Constitutes a systemic approach insofar as it assumes the perspective of the "individual in context"

- Individual system
- Social system
- Environmental/ contextual system
- Process:
 - Open, circular and recursive; permeability of the boundaries
 - Influenced by chance
 - Personal agency
 - Reflection
 - Connection
 - Meanings
 - Learning



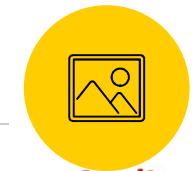
The construction of the life projects in the perspective of the Ecological Approach

- ◉ Multiplicity of complex factors that influence human behavior is not compatible with a single explanatory theoretical model
- Theory of the ecosystem of Bronfenbrenner (1992)
 - Microsystem
 - Mesosystem
 - Exosystem
 - Macrosystem
 - Chronosystem
- Human behavior
 - Contextualized
 - Interactional
 - Significant
- "A contextualized support, dependent on the meaning that people attribute to their interactions with the environment"



The construction of the life projects in the perspective of the Chaos Theory

- ◉ Reality is constituted by complex, open and dynamic systems → undergo continuous influences, which can be of 2 types: stability and change
 - ◉ Complexity
 - ◉ Change
 - ◉ Chance
 - ◉ Construction/connection
- ◉ Change can occur as follows:
 - ◉ Attractors
 - ◉ Fractals
 - ◉ Non-linearity
 - ◉ Emergence
 - ◉ Phase changes
- ◉ Focus on an uncertain and unpredictable reality, having to assume two prevailing positions in the framework of its collaborative process: convergence and emergency



**Avaliação e
obtenção de
feedback**



**Exploração de
carreira (de si e
do mundo)**



**Desenvolvimento
de objetivos**



**Delineamento e
implementação
de planos de
ação**



The construction of the life projects in the perspective of the Career Self-Management Models

- Process of building life / career projects is fundamentally a problem-solving and decision-making process that occurs in a cyclical, systematic and intentional way throughout the life cycle of an individual
 - Exploration
 - Goals definition
 - Design and implementation of action plans
 - Obtaining feedback and evaluation
- Personal responsibility

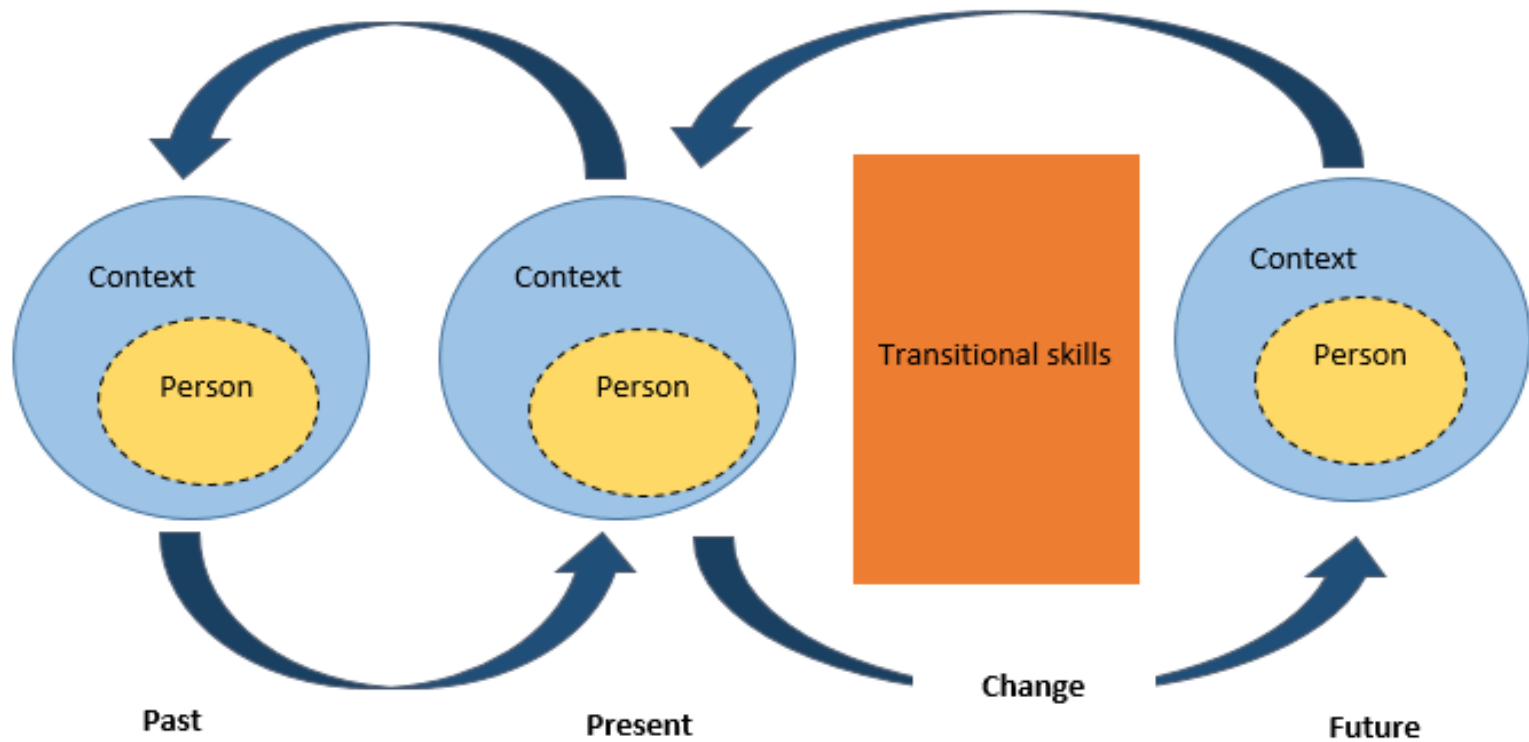


Rational

- ◉ **Personal system:** supporting the person to develop a stable and clear image of him/herself, in a world populated with contradictory messages
- ◉ **Contextual system:** supporting the person in the exploration, understanding and use of information about the changing educational, training and professional world;
- ◉ **Temporal system:** supporting the person to deal with the interaction between the personal system and the contextual system over time; Reviewing the past, understanding the present, and outlining the writing of the future;
- ◉ **Complexity, chance, unpredictability, and instability of life contexts:** awareness of the permanent mutation of the world of work and the uncertainty associated with it; Getting used to the ambiguity and difficulty of predicting the future;
- ◉ **Personal agency in the attribution of meanings and in the process of change,** namely through the acquisition and training of life/career skills: to have the flexibility of mind to easily abandon a blind prospect in favor of another.



Rational





Rational

Sistems	Themes
Personal	Age, gender, ethnicity Personality characteristics Values Interests Life roles TRANSITION SKILLS
Contextual	Family Education Work Community groups (e.g., religious, cultural and political) (...)
Temporal	Life story (difficulties and opportunities)

- **Personal system:** central role in the process of elaboration and realization of future intentions
- **Contextual system:** fundamental to help make conscious, strategic and informed decisions
- **Temporal system:** it allows to understand that each individual results from the experiences that he experiences throughout his life, and from the meanings he attributes to these events



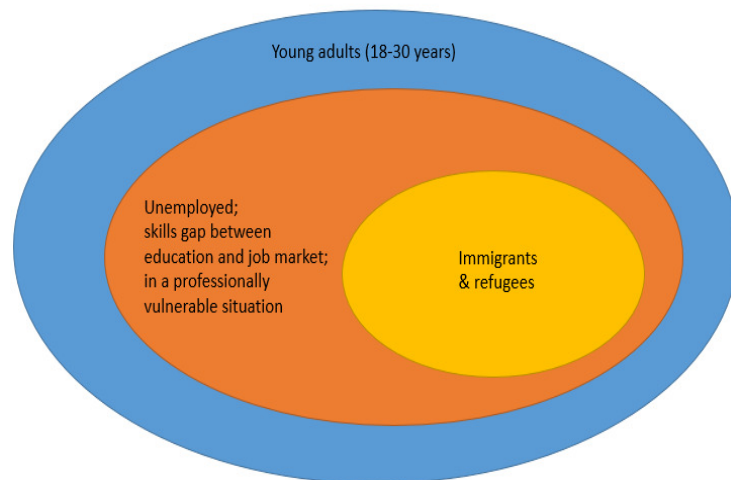
Rational

Transitional Skills (transversal to the systems)	Activities (total 9)
Self-knowledge <ul style="list-style-type: none">- Who am I? What characteristics do I have?- How did I get to who I am? What was my route?- Who do I want to be? What do I need to change? What skills do I need to develop?	2 <ul style="list-style-type: none">- Clarification of self-concept (personality, values, interests, competencies, life roles);- Development of self-esteem (life projects - changes to be made);
World knowledge <ul style="list-style-type: none">- Who is part of my social network? Who supports me?- What opportunities do I have and what obstacles do I anticipate?	2 <ul style="list-style-type: none">- Curiosity and exploitation of the environment (educational, training, professional opportunities);- Identification and promotion of networks (family, social, support);
Skills <ul style="list-style-type: none">- What are my levels of motivation, persistence, resilience?- What is my learning style?- How do I communicate? Am I tolerant of difference?- What adaptability skills do I have?- How do I manage my time?	5 <ul style="list-style-type: none">- Motivation, persistence and resilience;- Learning;- Communication and tolerance to difference;- Adaptability;- Time management



Identification of target group and end users

- **Target group**
- There is a wide variety of variables in this target group, but also in the context in which they are found which constitute their background and influence their personality characteristics, their interests, values and attitudes, their expectations and objectives, the perception of opportunities and barriers in the context, and the demand and experience of counseling itself



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

4

Intervention

4.1 Pedagogical approach

4.2 Organization and procedures

4.2.1 Activities and strategies

4.2.2 Resources/ Materials

4.2.3 Duration/ temporal organization

4.2.4 Application mode

4.2.5 Evaluation criteria



Thanks!

Any **questions** ?

You can find me at:

• joanacpinto@hotmail.com

