

Youth in Route

Routes for fostering sense of initiative
and active citizenship among disaffiliated youth

Route 2 – Bridge to tomorrow (career opportunities) practical guide



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Route 2 – Bridge to tomorrow (career opportunities) practical guide

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Practical guide identification

Practical guide title: Explore your educational and career potential

Duration: recommended 1h20

Use:

- Youth (individual use)
- Youth workers (facilitation support)
- Both

Practical guide outcomes:

- Identify different educational, training and career pathways, including non-formal and alternative routes
- Describe key employability concepts and labour market expectations
- Explain the purpose and structure of CVs, cover letters and job interviews
- Recognise the role of digital skills in education, employment and entrepreneurship
- Understand basic principles of entrepreneurship and freelancing

Route tool(s) explored in this practical guide:

- Career aptitude test and skills assessment
- Educational pathway explorer
- CV and cover letter writing workshop
- Interview preparation guides
- Entrepreneurship and freelancing models
- Digital skills guide

Practical guide purpose

This practical guide is designed to support the worksheet activities of this route by providing clear explanations, step-by-step guidance for using the tools and practical tips linked to real-life situations. It also includes short, realistic case stories that show how youth can rebuild personal, educational, professional or social pathways over time, often through small and gradual steps.

This guide is not a set of rules or instructions that must be followed. It is meant to be used flexibly and at your own pace. You can read only the sections that feel useful, move back and forth between the guide and the worksheet, and use it on your own or together with a youth worker. There are no right or wrong ways to use this guide and engaging with it in any way that feels meaningful to you is already a valuable step.



Section 1 –Discover your interests and strengths

Linked to worksheet activity 1

1.1. Why this matters?



Many young people are asked what they want to do in the future before they have had the chance to understand what they enjoy, what motivates them and what they are naturally good at. Taking time to reflect on your interests and strengths can make future decisions about education, work and life feel more realistic and less stressful.

Interests are often visible in everyday life. They can appear in hobbies, conversations, activities you enjoy or topics that capture your attention. When something interests you, it usually becomes easier to stay focused, curious and motivated.

Strengths are abilities you already use in different situations, sometimes without noticing them. You may use them at school, while helping friends or family, during hobbies or when solving everyday problems. Recognising your strengths can help you build confidence and see that you already have valuable abilities.

This activity helps you pause and notice patterns in your interests, strengths and learning preferences. Understanding these patterns can help you make more informed choices about education, training or work in the future. It is not about finding a perfect answer, but about learning more about yourself and what feels meaningful to you. Even small discoveries about yourself can become useful starting points for future opportunities.

1.2. Key concepts and definitions

	<p>Interests</p>
<p>Interests are activities, topics or experiences that naturally attract your attention. They are things that make you curious and help you stay engaged and motivated. Interests can often be noticed in everyday activities, hobbies or topics you enjoy talking about.</p>	
	<p>Strengths</p>
<p>Strengths are abilities, skills or personal qualities that a person performs well and tends to use naturally in different situations. They may appear when solving problems, organising tasks, helping others or learning something new. Recognising your strengths can help you build confidence and better understand what you already do well.</p>	



Learning preferences

Learning preferences describe the ways you feel most comfortable learning something new. Some people prefer learning by doing and experimenting, others by reading and analysing information, while some enjoy learning through discussion and exchanging ideas with others. Understanding your learning preferences can make learning more effective and enjoyable.



Self-awareness

Self-awareness means understanding your own interests, reactions and ways of thinking. It helps you notice what motivates you, what challenges you and in which situations you feel most confident. Self-awareness develops gradually through reflection and everyday experiences.



Motivation

Motivation is the internal drive that encourages you to start or continue an activity. It can come from curiosity, personal goals, the desire to help others or the satisfaction of completing something successfully.

1.3. Understanding the tool: Career aptitude test and skills assessment

What this tool does	What this tool does <u>not</u> do
<ul style="list-style-type: none"> <input type="checkbox"/> Helps you notice patterns in your interests, strengths and learning preferences. <input type="checkbox"/> Encourages reflection on everyday situations and experiences. <input type="checkbox"/> Supports awareness of what motivates and holds your attention. <input type="checkbox"/> Creates space to pause and think about yourself. 	<ul style="list-style-type: none"> <input type="checkbox"/> It does not test your intelligence or abilities. <input type="checkbox"/> It does not give scores or results. <input type="checkbox"/> It does not decide what career you should choose. <input type="checkbox"/> It does not judge your answers.

Why is the career aptitude test and skills assessment tool useful?

- It helps young people notice interests and strengths that already appear in their everyday life, such as activities they enjoy, situations where they feel confident or topics they like to talk about.
- It gives young people a simple structure to reflect on their experiences, helping them recognise what motivates them and what types of activities feel natural or engaging.

- It supports young people in identifying small insights about themselves, which can become starting points for exploring learning opportunities, education paths or future work directions.

1.4. Step-by-step guidance for the tool use (supporting the worksheet)

	Before using the tool
<ul style="list-style-type: none"> <input type="checkbox"/> Take a moment to think about activities you enjoy in everyday life, such as hobbies, conversations or situations where you feel comfortable. <input type="checkbox"/> Remember that there are no right or wrong answers — you can answer based on how things feel today. <input type="checkbox"/> You do not need to overthink your answers. Your first impression is often the most honest one. <input type="checkbox"/> Think about different parts of your life (school, hobbies, friends, volunteering or online activities) where your interests or abilities might appear. <input type="checkbox"/> Try to approach the activity with curiosity rather than pressure to find a “perfect” answer. 	

	While using the tool
<ul style="list-style-type: none"> <input type="checkbox"/> If you feel unsure about a question, go with your first reaction. It often reflects your natural preferences. <input type="checkbox"/> Pay attention to the questions that feel easy to answer — they may reveal important interests or strengths. <input type="checkbox"/> When thinking about strengths, remember that they can appear in small everyday situations, not only in formal achievements. <input type="checkbox"/> Notice which activities or situations seem energising or motivating while answering the questions. <input type="checkbox"/> If a question feels difficult, write a few keywords instead of full sentences. 	

	After using the tool
<ul style="list-style-type: none"> <input type="checkbox"/> Look at your answers and try to notice patterns in your interests, strengths or preferred ways of learning. <input type="checkbox"/> Reflect on where these interests or strengths appear in your daily life. <input type="checkbox"/> Think about one activity, topic or skill you might want to explore further. <input type="checkbox"/> Avoid judging yourself or trying to find the “right” answer — this activity is about exploration. <input type="checkbox"/> Remember that interests and strengths can change and develop over time. 	

1.5. Tips for common situations

- If it is difficult to recognise your strengths, think about situations where people ask for your help or rely on you. Strengths often appear in everyday activities such as organising something, explaining a topic or helping someone solve a problem.

- If nothing immediately feels interesting, try thinking about how you usually spend your free time, what topics you enjoy reading or watching about, or which conversations keep your attention the longest.
- If you are unsure what to write, start with a few simple keywords instead of full sentences. Even small observations can help you notice patterns later.
- Try not to compare your answers with others. Everyone develops interests and strengths at their own pace, and the purpose of this activity is to focus on your personal experiences.
- If your answers feel uncertain or incomplete, that is completely normal. Interests and strengths develop over time, and this activity is meant to support exploration rather than provide final answers.

1.6. Real-life example/short case study

Marko is 19 and recently finished secondary school. When people ask him what he wants to do next, he usually says he is not sure. He enjoys helping friends fix small technical problems with their phones or computers, but he has never thought of this as something important.

During a youth workshop, Marko completed the Career aptitude test and skills assessment. While answering the questions, he realised that many of the activities he enjoys involve solving practical problems and understanding how things work.

He also noticed that he learns best when he can try things himself instead of only reading about them.

After the activity, Mark started thinking about short technical courses and internships where he could learn more through practice. He still does not have a final career plan, but the activity helped him see that his interests and strengths might already point toward possible directions.

For your reflection...

- Did any part of Mark's story remind you of your own experiences?
- Are there activities you enjoy that you have never thought of as strengths?
- Which activities usually keep your attention longer than others?
- What helps you understand or learn something new most easily?

1.7. For youth workers

It offers guidance on how the worksheet activity and practical guide can be used to support reflection and dialogue, while respecting the autonomy, pace and emotional safety of the young person. This box can be skipped by young people.

Using this section in practice

This section can be used in different ways, depending on the context and the needs of the young people involved. Youth workers may choose from:

- Use the worksheet 1 and guide as a conversation starter about interests, everyday activities and personal strengths.

- Focus only on the questions or parts that feel most relevant for the young person instead of completing the entire section.
- Encourage young people to reflect on their experiences through discussion, without requiring written answers.
- Connect the reflection questions with real-life examples from school, hobbies, volunteering or everyday situations.
- Return to this section later if the young person gains new experiences or begins exploring new interests.

Facilitation tips

When using this section with young people, youth workers are encouraged to:

- Create a safe and supportive space where young people feel comfortable sharing their thoughts and experiences.
- Encourage curiosity and exploration rather than pushing young people to make immediate decisions about their future.
- Help young people recognise strengths that appear in everyday situations, not only in formal achievements.
- Use open-ended questions to support reflection and discussion.

Additional resources

Youth workers may draw on the help of the following practical tools and resources:

<p>One Interest Profiler</p>	<p>Online career exploration tool</p>	<p>It helps young people explore their interests and discover careers that might match their preferences through a short interactive questionnaire</p>	<p>https://shorturl.at/CyCez</p>
<p>Career Interests and Aptitudes Guide</p>	<p>Online career exploration tool</p>	<p>It encourages young people to reflect on their interests, abilities and everyday activities and connect them with possible education or career directions</p>	<p>www.exploring.org</p>



Section 2 – Mapping your opportunities

Linked to worksheet activity 2

1.1. Why this matters?

Exploring different ways of learning is important because there is no single right path for everyone. Education and training can take many forms – formal education, short courses, online learning, volunteering or practical experience. Understanding these options can help you find what fits your situation and needs.


Many young people feel unsure or discouraged when thinking about education or work, especially if they have had difficult or negative experiences in the past. This activity helps shift the focus from ‘What am I good at?’ to ‘What opportunities are available to me and what could be my next step?’. Even without having everything figured out, exploring options can help you see that there are different ways to move forward.


Using Educational Pathway Explorer supports you in discovering realistic and accessible learning opportunities. It helps you compare different paths, understand what each option offers and think about what might work for you right now, whether that is returning to education, joining a short course, learning online or gaining experience through practice.

This process also helps you recognise possible challenges, such as lack of information, confidence or support, and to think about what could help you overcome them. Understanding both opportunities and barriers can make your decision feel more realistic and achievable.

Most importantly, this activity encourages you to take small, manageable steps. You don’t need to decide everything at once. Even exploring one option, asking for information or trying a short learning experience can help you reconnect with learning and see it as something possible and meaningful in your life.

1.2. Key concepts and definitions

 2.	<h4>Formal learning</h4>
<p>Formal learning is what most people think of as ‘school learning’. It happens in places like schools, colleges, training centres or universities. It usually follows a plan, has an educator and often ends with a certificate or diploma. This kind of learning can help open doors to certain jobs or further education.</p>	

	<h4>Informal learning</h4>
<p>Informal learning happens in everyday life, often without noticing. It can come from hobbies, volunteering, work, helping friends or online learning. There are no exams</p>	

or grades, but you still gain knowledge and experience. Many important life and working skills come from informal learning.



Skills

Skills are things that you can do, learned through practice or experience. They can come from school, work, hobbies, family or real-life situations. Some skills are practical (fixing something, using tools) while others are social (listening, teamwork). Skills can always grow and change over time.



Opportunities

Opportunities are chances that can help you move forward. They might be courses, jobs, training, support programs or people who could help. Opportunities don't always look perfect or obvious at first. Learning to spot them helps you take small steps toward your future.



Career

Career is a path your working and learning life takes over time. It's not just one job, it can change as you grow, learn and try new things. A career can include work, training, breaks and fresh starts. What matters is that it moves you toward a life that works for you.




1.3. Understanding the tool: Educational pathway explorer

What this tool does	What this tool does <u>not</u> do
<ul style="list-style-type: none"> <input type="checkbox"/> Helps you explore different types of learning and training opportunities. <input type="checkbox"/> Support you in identifying options that feel realistic and accessible in your current situation. <input type="checkbox"/> Encourages you to think about pathways you may not have considered before. <input type="checkbox"/> Helps you recognise possible barriers and what support might help you move forward. 	<ul style="list-style-type: none"> <input type="checkbox"/> It does not tell you which education or career path you must choose. <input type="checkbox"/> It does not assume that there is only one right path for you. <input type="checkbox"/> It does not ignore your circumstances, your pace and situation matter. <input type="checkbox"/> It does require you to make a final decision.

Why is the educational pathway explorer tool useful?

- It helps you explore different learning and training opportunities and understand how they connect to real life possibilities.
- It allows you to compare options in a safe and low-pressure way, helping you see which pathways feel more realistic, accessible or interesting for you right now.
- It encourages you to take small, practical steps, making education and learning feel more manageable and achievable.

1.4. Step-by-step guidance for the tool use (supporting the worksheet)

	<p>Before using the tool</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Take a few moments to notice your current mood, energy and curiosity, this will help you focus on exploring options. <input type="checkbox"/> Find a comfortable space if you can, but it's ok to do it anywhere. <input type="checkbox"/> Remember, there are no right or wrong answers. This is about discovering possibilities, not testing you. <input type="checkbox"/> Be honest with your first impressions. Even short or simple answers can help you identify possible learning or training paths. <input type="checkbox"/> Keep in mind that this activity is about exploring options and opportunities, not deciding your entire future today. 	
	<p>While using the tool</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Go with your first reaction if you are unsure about a question or option. <input type="checkbox"/> Notice which types of learning, courses or pathways feel interesting, feasible or motivating. <input type="checkbox"/> It's ok to skip questions you don't feel ready to answer and come back later <input type="checkbox"/> Take small breaks if the activity feels overwhelming; you do not have to do it all at once. <input type="checkbox"/> Keep a notebook or digital note if you want to write extra thoughts about options, barriers or ideas for the next step. 	
	<p>After using the tool</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Avoid judging yourself or trying to do it right. This is about exploring pathways, not evaluating your skills. <input type="checkbox"/> Reflect on one or two learning or training options that stood out as interesting or realistic. <input type="checkbox"/> Consider what barriers or support might affect your next step (time, cost, confidence, guidance). <input type="checkbox"/> Identify one small, practical step you could take toward exploring a learning path. <input type="checkbox"/> Keep your answers safe; you can revisit or update them anytime as you learn about new opportunities. <input type="checkbox"/> 	

1.5. Tips for common situations

- It is completely normal to feel uncertain about your choices. You can skip questions or come back later.
- You may feel overwhelmed by options or questions. Many people feel that way. Try focusing on one question at a time and take short breaks if you need. Remember – small steps count.
- It's common to doubt yourself or think that some answers are wrong. There are no right or wrong answers, your thoughts are just a reflection of your experiences.
- You may notice some strong emotions like excitement or frustration while thinking about your future. You can pause, breathe or do whatever you need before continuing.
- Many young people feel unsure about the future. Try picking a very small action, like searching for information, asking someone you trust or exploring just one learning or working pathway.

1.6. Real-life example/short case study

Stefan is 20 and has been out of school for a year. He spent most days helping at home or hanging out with friends, unsure about what to do next. Applying for jobs or courses felt stressful and he worried he didn't have the right skill or experience.

At first, Stefan avoided thinking about the future, but small moments made him curious. A friend mentioned a part-time job at a local cafe and Stefan realized he might enjoy learning through practical experience. He decided to take one small step by visiting a café to ask about work experience. A few days later, he tried again and spoke to the manager, who offered a short trial shift.

Over time, Stefan gradually built confidence. He learned to ask questions, try new tasks and manage small responsibilities. Some days were challenging (he forgot or mixed orders during busy shifts or felt nervous talking to customers), but each day helped him understand what type of learning and work he could manage and enjoy. Eventually, Stefan was offered a regular part-time position. He also began exploring short evening courses in hospitality to improve his skill and open more opportunities.

By taking small steps and exploring different options, Stefan realised that opportunities were possible, even if progress was gradual. Initial setbacks didn't mean failure, but part of the learning process. Gradually, he saw that practical experience, combined with small educational steps, could lead to meaningful change.

For your reflection...

- While reading Stefan's story, which moment or detail stayed with you the most and why do you think it caught your attention?
- Can you think of a time when you felt nervous about trying a new learning opportunity, course or a job, like Stefan did? How did you handle it?
- What small steps did Stefan take that helped him move forward, even when things felt difficult? Can you imagine trying a similar approach in your own life?

- How does Stefan’s experience show that setbacks, pauses or mistakes are normal part of exploring opportunities? How does this make you feel about your own possibilities?

1.7. For youth workers

It offers guidance on how the worksheet activity and practical guide can be used to support reflection and dialogue, while respecting the autonomy, pace and emotional safety of the young person. This box can be skipped by young people.

Using this section in practice

This section can be used in different ways, depending on the context and the needs of the young people involved. Youth workers may choose from:

- Use this section as a conversation starter about learning and training opportunities, rather than going through the worksheet in full.
- Encourage young people to explore one part at a time, allowing them to pause, reflect or return later as needed.
- Adapt the activity depending on each young person’s current situation, motivation, confidence and practical access to learning opportunities.
- Connect the discussions to real-life learning options such as school programs, short courses, online learning, volunteering, internship or workshop

Facilitation tips

When using this section with young people, youth workers are encouraged to:

- Let the young people decide whether and how to engage with the content, adapting to their comfort and readiness.
- Ask open-ended questions to explore learning opportunities, pathways and practical next steps, rather than giving advice or solutions.
- Normalize uncertainty, pauses or setbacks, emphasizing that small steps count (researching a course, asking a question or trying a workshop).
- Use discussions to link activity to actual learning opportunities and help them identify achievable next steps.
- Check in on emotional state and motivation during and after the activity and offer support if needed.

Additional resources

Youth workers may draw on the help of the following practical tools and resources:

Beyond Online Career Guidance Platform	Online platform	It provides a free digital tool designed to help young people explore career and educational pathways with personalised guidance and resources	www.beyond.edu.au
Designing pathways with young people	Toolkit	It delivers a structured toolkit for facilitators on supporting youth design their own educational and career pathways	https://shorturl.at/JjvrR

Career and Reflection tools	Online tools and templates	It includes editable worksheets for career pathways planning, reflective questioning and strengths-based feedback	https://shorturl.at/qjoos
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Section 3 – Introduce Yourself

Linked to worksheet activity 3

1.1. Why this matters?

When applying for a job, internship or volunteering opportunity, young people are often expected to present themselves through a CV and a cover letter. These documents are usually the first point of contact between a candidate and an employer or organisation, and they often shape the initial impression during the selection process.

For some young people, writing a CV can feel challenging, especially at the beginning of their career path. While some may already have work or volunteering experience, others may be preparing their first formal application. In both cases, it is important to recognise that relevant experiences can come from different areas of life, including school projects, volunteering, extracurricular activities, courses or everyday responsibilities.

A CV helps organise these experiences in a clear and structured way. It allows candidates to present their education, experiences and skills in a format that is easy for employers to review. A well-prepared CV helps highlight what a person has learned through different activities and how these experiences may be relevant for a particular role or opportunity.

A cover letter complements the CV by allowing candidates to explain their motivation for applying. It provides an opportunity to express interest in a specific position or organisation, connect personal experiences with the requirements of the role and present themselves in a more personal and authentic way.

Together, a CV and a cover letter support young people in presenting their experiences, skills and motivation in a structured and professional manner. They also represent an important step in learning how to communicate one's potential when entering or navigating the labour market.

1.2. Key concepts and definitions



Curriculum vitae (CV)

A Curriculum Vitae (CV) is a structured document that presents a person's education, experiences, skills and achievements. It helps employers quickly understand a candidate's background and qualifications when reviewing applications.



Cover letter

A cover letter is a short text sent together with a CV when applying for a job, internship or volunteering opportunity. It explains why the candidate is interested in the position and how their experiences relate to the position.



Soft skills

Soft skills are personal and social abilities that shape how people communicate, cooperate and approach their work. They include attitudes, habits and ways of interacting with others in everyday situations. Unlike technical skills, soft skills are usually developed gradually through education, work and life experiences. Examples of soft skills include communication, teamwork, problem-solving, time management, organisation, etc.



Technical skills

Technical skills are specific abilities or knowledge needed to perform particular tasks or jobs. They are usually learned through education, training or practical experience. Examples include using computer programs, operating tools or machines, language proficiency or other job-related competences.



Job market

The job market refers to the environment in which employers offer jobs and individuals search for employment. It includes different sectors, types of work, required skills and available opportunities. Understanding the job market helps young people recognise what employers are looking for and how their skills and experiences may match those expectations.




1.3. Understanding the tool: CV and cover letter writing workshop

What this tool does	What this tool does <u>not</u> do
<ul style="list-style-type: none"> <input type="checkbox"/> Helps young people organise their experiences, skills and interests before writing a CV and cover letter. <input type="checkbox"/> Supports reflection on how personal experiences relate to a job opportunity. <input type="checkbox"/> Encourages young people to connect their skills and motivation with a specific position. <input type="checkbox"/> Provides a structured way to prepare job application documents. 	<ul style="list-style-type: none"> <input type="checkbox"/> It does not automatically create a perfect CV or cover letter. <input type="checkbox"/> It does not guarantee getting a job. <input type="checkbox"/> It does not evaluate or rank candidates. <input type="checkbox"/> It does not replace practice and real application experience.

Why is the CV and cover letter writing workshop tool useful?

- It helps young people look at their experiences and notice what they have already done, learned or contributed through school, volunteering, hobbies or everyday responsibilities.
- It gives a simple structure for organising this information into parts that are usually expected in a CV, such as profile, skills and relevant experiences.
- It also guides young people in shaping their motivation for a specific position and offers a clear structure they can use when writing a cover letter.

1.4. Step-by-step guidance for the tool use (supporting the worksheet)

	<p>Before using the tool</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Think about the experiences you already have (school, hobbies, volunteering, everyday responsibilities). <input type="checkbox"/> Remember that experience does not only come from formal jobs. <input type="checkbox"/> Try to recall situations where you organised something, solved a problem or worked with others. <input type="checkbox"/> You don't need to have everything ready. Start with what comes to mind. 	
	<p>While using the tool</p>
<ul style="list-style-type: none"> <input type="checkbox"/> If you are not sure what to write, start with a few keywords describing your experience or the situation. <input type="checkbox"/> Focus on what you actually did. Think about your role, your contribution and what you learned from that experience. <input type="checkbox"/> When thinking about skills, consider how you communicated, organised tasks, solved problems or worked with other people. <input type="checkbox"/> Try to connect your experiences with the type of role or opportunity you would like to apply for. 	
	<p>After using the tool</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Look back at the experiences and skills you identified and notice which ones feel most relevant for the opportunity you have in mind. <input type="checkbox"/> Check whether your descriptions clearly explain what you did and what you learned. <input type="checkbox"/> Think about how the information you wrote could fit into different sections of a CV. <input type="checkbox"/> Consider how your motivation connects with the organisation or role you are interested in. <input type="checkbox"/> Remember that a CV and cover letter are documents that can always be improved and adapted over time. 	

1.5. Tips for common situations

- If you feel like you don't have "enough experience", that's a very common feeling. Try thinking about situations where you helped organise something,

worked with others or took responsibility for a task. Those experiences can matter more than you think.

- If you are unsure what to write in your CV, start by listing things you have done school projects, volunteering, hobbies, courses or activities you were involved in. You can organise them later.
- If writing about your motivation feels difficult, try asking yourself a simple question: what made you interested in this opportunity in the first place?
- If you feel stuck while writing, it can help to step away for a moment. Sometimes a short break or talking about your ideas with someone else helps you see your experiences more clearly.
- If your answers don't feel perfect, that's okay. CVs and cover letters are usually rewritten and improved several times.

1.6. Real-life example/short case study

Ana is a 19-year-old young person from a small town who has recently finished secondary school. She is interested in communication and social media and is looking for her first internship in this field.

While preparing her CV, Ana feels unsure about what she should include. She has never had a formal job before and worries that she may not have enough experience.

During the worksheet activity, Ana begins listing experiences she already has. She remembers that she helped organise a school event, created posters for a student project and volunteered for several months at a local youth club. At first, these experiences did not seem particularly important to her, but while completing the activity she noticed the skills behind them.

For example, organising the school event required teamwork and coordination. Creating posters helped her develop basic design skills. Through volunteering, she learned how to communicate with different people and support group activities.

By organising these experiences in the worksheet, Ana is able to identify several skills she can include in her CV. She also writes a short explanation of why she is interested in working with social media and youth communication. This becomes the starting point for her cover letter.

The activity helps Ana realise that even without formal work experience, she already has experiences that can be relevant for an internship.

For your reflection...

- Which part of Ana's story felt closest to your experience?
- Can you think of one activity or situation where you developed a skill you could include in your CV?
- Is there something from your experience that you now see as more valuable than before?

1.7. For youth workers

It offers guidance on how the worksheet activity and practical guide can be used to support reflection and dialogue, while respecting the autonomy, pace and emotional safety of the young person. This box can be skipped by young people.

Using this section in practice

This section can be used in different ways, depending on the context and the needs of the young people involved. Youth workers may choose from:

- You can begin by inviting the young person to talk about everyday experiences. These might include organising a trip with friends, managing a social media page, helping with an event or taking part in school or community activities. Situations like these often reveal skills that young people do not immediately recognise.
- Use worksheet 3 as a support for conversation rather than as a task that needs to be completed from beginning to end.
- If the young person finds it difficult to identify their skills, encourage them to describe what they did in a specific situation and what their role was.
- You may focus on those parts of the activity that feel most relevant to the needs and interests of the young person — for example identifying skills or reflecting on motivation for a specific position.
- When a young person starts preparing a real application, the worksheet can help organise their ideas into a CV and a cover letter.

Facilitation tips

When using this section with young people, youth workers are encouraged to:

- Encourage young people to describe their experiences in their own words before turning them into professional language.
- Ask open questions such as: “What was your role in that situation?” or “What did you learn from that experience?”
- Help young people notice the skills behind their activities (teamwork, communication, organisation, problem-solving).
- Remind them that writing a CV or cover letter rarely happens perfectly the first time. Drafting and revising are normal parts of the process.
- Support confidence by recognising small experiences and skills that the young person may underestimate.

Additional resources

Youth workers may draw on the help of the following practical tools and resources:

Europass CV Builder	Online platform	It helps young people create a structured CV using a guided format	https://europass.europa.eu
Canva CV Templates	Online design platform	It offers easy to use templates that help young people create a clear and organised CV	www.canva.com
LinkedIn	Professional social media	It allows young people to present their skills and	www.linkedin.com

		experiences online, search for job and internship opportunities, connect with employers and export their profile as a CV in PDF format	
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Section 4 – Get yourself ready for the interview

Linked to worksheet activity 4

1.1. Why this matters?



For many young people, a job interview is the first direct interaction with an employer. While a CV and cover letter present written information about a candidate, the interview allows employers to better understand how a person communicates, explains their experiences and responds to different situations.

Interviews are not only about formal qualifications. Employers often pay close attention to how candidates describe their experiences, whether they can give concrete examples of their skills and how they approach challenges or learning opportunities. Research on recruitment practices consistently shows that structured interviews focus on behavioural evidence — meaning candidates are asked to describe situations from their past that demonstrate particular skills such as teamwork, responsibility or problem-solving.

For young people with limited work experience, this situation can feel unfamiliar or stressful. Many candidates worry that they do not have enough experience to talk about. Relevant examples can come from many different areas of life, including school projects, volunteering, hobbies, community engagement or everyday responsibilities.

Preparing for interviews helps reduce uncertainty and increases confidence. When young people reflect on their experiences in advance and practice explaining them clearly, they often realise that they already have useful examples to share. Preparation also supports clearer communication, helping candidates organise their thoughts and present their experiences in a structured way.

1.2. Key concepts and definitions

	<p>Job interview</p>
<p>A job interview is a structured conversation between an employer and a candidate during the recruitment process. Its purpose is to assess whether the candidate's skills, experiences and motivation match the requirements of the role and the organisation.</p>	
	<p>Interview preparation</p>
<p>Interview preparation involves researching the organisation, reflecting on personal experiences, practicing answers to common questions and preparing examples that demonstrate relevant skills.</p>	



Self-presentation

Self-presentation refers to the way a person communicates information about themselves in professional situations. In interviews, this includes how candidates explain their experiences, describe their strengths and respond to questions about their motivation and goals.



Behavioural examples

Behavioural examples are short descriptions of past situations used to demonstrate a particular skill or competence. Employers often ask questions such as “Can you give an example of when you solved a problem?” to understand how candidates have acted in real situations.



STAR method

The STAR method is a simple structure used to explain experiences clearly during interviews:

- Situation – describe the context or situation
- Task – explain the responsibility or challenge
- Action – describe what you did
- Result – explain what happened or what you learned

This method helps candidates organise their answers and make them easier for employers to understand.




1.3. Understanding the tool: Interview preparation guides

What this tool does	What this tool does <u>not</u> do
<ul style="list-style-type: none"> <input type="checkbox"/> Helps you reflect on common interview questions before entering a real interview situation. <input type="checkbox"/> Encourages you to identify examples from your own experiences that demonstrate your skills. <input type="checkbox"/> Supports practicing how to explain your experiences clearly and confidently. <input type="checkbox"/> Creates a structured way to think about how you present yourself to an employer. 	<ul style="list-style-type: none"> <input type="checkbox"/> It does not guarantee that you will get a job. <input type="checkbox"/> It does not evaluate whether your answers are “right” or “wrong”. <input type="checkbox"/> It does not judge your personality or abilities. <input type="checkbox"/> It does not replace real interview experience.

Why is the interview preparation guides tool useful?

- It helps you recognise that many interview questions are connected to experiences you already have.
- It provides a simple structure for organising your answers and communicating them clearly.
- It allows you to practice in a safe environment before facing a real interview situation.

1.4. Step-by-step guidance for the tool use (supporting the worksheet)

	Before using the tool
<ul style="list-style-type: none"> <input type="checkbox"/> Think about situations where you worked with others, solved a problem or completed a task. These moments can later become examples in an interview. <input type="checkbox"/> Remember that useful examples can come from school, volunteering, hobbies or everyday responsibilities. <input type="checkbox"/> Try not to worry about having “enough experience”. Interviews are often about how you explain what you have learned. <input type="checkbox"/> Approach the activity as a way to organise your experiences rather than to find perfect answers. 	
	While using the tool
<ul style="list-style-type: none"> <input type="checkbox"/> Read each question slowly and think about a real situation that could illustrate your answer. <input type="checkbox"/> Focus on explaining what you did and what you learned from the situation. <input type="checkbox"/> If you feel unsure, start by writing a few keywords before forming a full answer. <input type="checkbox"/> Try to keep your examples clear and connected to the question. 	
	After using the tool
<ul style="list-style-type: none"> <input type="checkbox"/> Look at the examples you wrote and notice which experiences best show your skills. <input type="checkbox"/> Try explaining one example out loud as if you were speaking to an employer. <input type="checkbox"/> Think about which questions felt easy and which might require more preparation. <input type="checkbox"/> Remember that every interview is also a learning experience. 	

1.5. Tips for common situations

- If you feel nervous before an interview, remember that this is a very common experience. Many people feel the same way, especially at the beginning of their career. Taking a few slow breaths or pausing for a moment before answering can help you feel more focused.
- If you feel like you don't have enough experience, try thinking about situations from school projects, volunteering, hobbies or everyday responsibilities. These

experiences often show important skills such as teamwork, responsibility or problem-solving.

- If a question feels difficult to answer, it is completely okay to take a short pause and think. Interviewers usually appreciate thoughtful answers more than quick ones.
- If you feel that you made a mistake during the interview, try not to focus too much on it. Interviews are conversations, and small moments of uncertainty or confusion are normal.
- If you do not get the position, you can consider asking the employer for feedback about your interview. This can help you understand what went well and what you might improve in future interviews.

1.6. Real-life example/short case study

Milan is 20 and recently completed vocational school. After several months of searching for opportunities, he was invited to his first interview for an internship in a small technical company. Although he was interested in the position, he felt uncertain about how the interview would go. He had never spoken with an employer in a formal setting before.

The evening before the interview, Milan noticed that he felt nervous and kept thinking about possible questions. Instead of trying to avoid the feeling, he decided to spend a few minutes imagining how the next day might look. He pictured himself arriving at the company, greeting the interviewer and answering questions calmly.

This small exercise helped him feel more prepared. By mentally going through the situation, the interview started to feel less unfamiliar and easier to approach.

The next day Milan was still a little nervous, but he remembered to pause before answering questions. When the employer asked him to introduce himself and explain why he was interested in the position, he focused on a few relevant experiences and spoke about what he enjoyed learning during school projects. The conversation was not perfect, but he felt that he was able to present himself more clearly than he expected.

After the interview, Milan realised that preparation had helped him feel more confident and less overwhelmed. Even though he was unsure about the outcome, he understood that each interview can be a learning experience that helps him improve for the next opportunity.

For your reflection...

- While reading this story, which moment or detail stayed with you the most and why?
- When you think about a job interview or another important situation, what usually makes you feel the most nervous?
- What usually helps you calm down or collect your thoughts when you feel nervous before an important conversation?

- If you had an interview tomorrow, what is one small thing you could do to feel more prepared?

1.7. For youth workers

It offers guidance on how the worksheet activity and practical guide can be used to support reflection and dialogue, while respecting the autonomy, pace and emotional safety of the young person. This box can be skipped by young people.

Using this section in practice

This section can be used in different ways, depending on the context and the needs of the young people involved. Youth workers may choose from:

- Use the questions from this section as a starting point for a conversation about how young people experience job interviews and what feels most challenging for them.
- It is not necessary to go through all the questions – you can choose only those that feel most useful at the moment.
- Encourage young people to reflect on experiences from school, volunteering or everyday life that they could use as examples during an interview.
- You can organise a short interview simulation, where one person takes the role of the employer and the other the candidate, so that young people can practice their answers in a safe environment.
- After the simulation or discussion, it can be helpful to reflect together on what felt easy, what was challenging and what they might try differently next time.

Facilitation tips

When using this section with young people, youth workers are encouraged to:

- Create a supportive environment where young people feel safe to express uncertainty, practice their answers and make mistakes without fear of judgement.
- Encourage young people to reflect on their own experiences and help them identify examples they could use during an interview.
- Focus on helping young people organise and communicate their thoughts clearly rather than searching for “perfect” answers.
- Acknowledge and highlight progress during practice in order to help young people build confidence.
- Use interview simulations and reflective discussion to help young people become more aware of how they present themselves and respond to questions.

Additional resources

Youth workers may draw on the help of the following practical tools and resources:

The smartest way to prepare for a job interview

Mobile app

It allows young people to practice answering real interview questions and provides feedback, improving their

<https://huru.ai>

		self-presentation skills	
Mock interview	Interactive web tool	It allows young people to practice answering questions in a structured way and receive immediate feedback	https://freemockinterview.com
Top 10 Interview Questions and Best Answers	Educational video	It explains simple and practical techniques to manage interview anxiety, stay calm and feel more confident when answering questions	https://youtu.be/HG68Ymazo18

Section 5 – More than one way

Linked to worksheet activity 5

1.1. Why this matters?

Many young people already have skills, interests and experiences that matter in everyday life – even if these are learned at school or recognized by others. Helping a friend fix a phone, taking care of siblings, creating videos, organizing things, helping online or finding solutions to small problems are all real abilities. This activity starts from what young people already can do, not from what they lack and helps them see these abilities as valuable and transferable.

For disaffiliated youth, traditional education or career paths may feel distant, unrealistic or disconnected from their reality. Exploring entrepreneurship and freelancing offers an alternative way of thinking about work and learning – one that feels closer to everyday life. Instead of asking `What job do you want in the future`, this Entrepreneurship and freelancing model tool asks simpler, more achievable questions like `What can I do right now? Who could this help? What is one small step I could try?` This makes work and learning feel less overwhelmed and more reachable.

The activity also supports initiative and confidence by showing that progress does not have to be linear or perfect. Young people are encouraged to see small steps, side activities, informal learning and trial-and-error as valid ways forward. Trying something once, helping one person or practicing a skill is already a form of success. This can reduce fear of failure and help young people reconnect with a sense of agency.

By reflecting on personal interests, skills and values, young people can begin to make more informed decisions about what matters to them right now, whether that is earning money, gaining experience, learning something new or building confidence. The activity emphasized choice and autonomy, helping young people feel more in control of their own pathways.

Finally, this tool strengthens engagement by linking learning and work to real context: neighbourhoods, online spaces, social networks, youth projects and trusted relationships. It encourages young people to explore opportunities where they already are, using support they already have. In this way, entrepreneurship and freelancing are presented not as risky or distant ideas, but practical, safe and achievable ways to reconnect with learning and working life.

1.2. Key concepts and definitions



Entrepreneurship

Entrepreneurship is the process of identifying a problem or a need in the market and creating business to address it. Entrepreneurs take on the risks of starting and running a business in exchange for potential profits and personal satisfaction.



Freelancing

Freelancing refers to using a skill you have to help someone for tasks or projects and getting paid (rewarded) for it. You work for yourself, not for a boss and you can choose what you take on.



Non-linear pathways

Non-linear pathways refer to moving forward step by step instead of following a `normal` route. Trying things, changing directions, learning informally or starting small all count.



Product

A product is something you make or create that people can use, share or buy. A product can be physical or digital and doesn't have to be perfect.



Service

Service is something you do for someone else to help them solve a problem. A service is based on action and time, not on making an object.

1.3. Understanding the tool: Entrepreneurship and freelancing models


What this tool does	What this tool does <u>not</u> do
<ul style="list-style-type: none"> <input type="checkbox"/> Helps young people notice skills, interests and experiences they already have in daily life. <input type="checkbox"/> Supports thinking about small, realistic ways to try freelancing, entrepreneurship or projects. <input type="checkbox"/> Encourages reflection through simple questions and personal choices. <input type="checkbox"/> Helps young people imagine safe first steps in low-risk ways to try things out. 	<ul style="list-style-type: none"> <input type="checkbox"/> It does not test knowledge, talent or intelligence. <input type="checkbox"/> It does not force young people to choose a career or make big life decisions. <input type="checkbox"/> It does not judge answers as right or wrong. <input type="checkbox"/> It does not promise quick success, money or guaranteed results.


Why is the entrepreneurship and freelancing models' tool useful?


- It helps you notice skills, strength and experiences you already use in daily life but may not think of as work or learning.

- It makes big ideas like work, money and future feel more realistic by breaking them into small, doable steps.
- It gives you a safe space to explore ideas, try out options and learn what feels right for you – without pressure or judgement.

1.4. Step-by-step guidance for the tool use (supporting the worksheet)

	Before using the tool
<ul style="list-style-type: none"> <input type="checkbox"/> You can answer based on how things feel today. <input type="checkbox"/> There are no right or wrong answers – just what feels true for you. <input type="checkbox"/> Think about things you already do, enjoy or are curious about. <input type="checkbox"/> Be honest with yourself, even if it's small or simple. <input type="checkbox"/> Take a quiet moment to focus on yourself before starting. 	

	While using the tool
<ul style="list-style-type: none"> <input type="checkbox"/> If you are unsure, go with your first reaction. <input type="checkbox"/> Tick all options that feel like you – you don't have to pick just one. <input type="checkbox"/> Write short answers – one sentence or a few words is fine. <input type="checkbox"/> Think about what's realistic for you right now, not what others expect. <input type="checkbox"/> Remember that small steps count – you don't need a big idea. 	

	After using the tool
<ul style="list-style-type: none"> <input type="checkbox"/> Avoid judging yourself or trying to do it right. <input type="checkbox"/> Look at your answers and notice your strengths and interests. <input type="checkbox"/> Think about one small step you could try in the next week or two. <input type="checkbox"/> Share or discuss your ideas with someone you trust if you want to. <input type="checkbox"/> Remember – this is about learning about yourself, not proving anything to anyone. 	

1.5. Tips for common situations

- Try thinking of one small thing you've done recently, even at home or with friends and write about that first.
- Pick the idea that feels easiest or most interesting today and focus on that. You can explore the others later.
- Even small actions or simple skills can help someone. Start with what feels doable.
- Ask someone you trust, practice on your own or try it together with a friend or mentor.
- It's okay to try, make mistakes or change direction. One small step is already progress.

1.6. Real-life example/short case study

Petar is 17 and lives in a residential care home. School hasn't felt easy and he often feels disconnected from learning or thinking about future work. He enjoys building things and fixing small appliances but never considered this could be useful for work.

Petar sometimes doubts himself and worries that nothing he does is good enough to earn money or help others. One day, a youth worker introduced the idea of trying small, safe steps through freelancing. Petar started by thinking about simple tasks he already does well, like repairing things around the care home or helping friends with small tech problems.

At first, he was hesitant and unsure. He practices quietly on his own and helps one friend fix a broken lamp for free. When it went well, he felt a small boost of confidence. Over the next few weeks, he tried other small steps cleaning and organising spaces for neighbours, sharing his repair tips online and offering simple digital help for friends. Sometimes his ideas didn't work perfectly (a video tutorial he made didn't get views and one repair project didn't go as planned) but he learned from each attempt and adjusted his approach.

Gradually, Petar noticed he had skills and strengths he hadn't recognised before. He gained confidence in trying new things, saw that small steps can lead to real progress and realised that work and learning can fit into his everyday life in ways that feel achievable. What started as uncertainty turned into curiosity and initiative. Petar discovered that even small projects can matter and that he can take charge of his own learning and work, one step at a time.

For your reflection...

- While reading Petar's story, what small step did he take that you think was most important and why?
- Can you identify a moment when Petar felt unsure or hesitant? Have you ever felt something similar in your own life?
- What skills or strengths did Petar discover about himself? What are some of your own skills or strengths you might have noticed before?
- How could you try one small step this week that feels safe and doable, similar to what Petar did?

1.7. For youth workers

It offers guidance on how the worksheet activity and practical guide can be used to support reflection and dialogue, while respecting the autonomy, pace and emotional safety of the young person. This box can be skipped by young people.

Using this section in practice

This section can be used in different ways, depending on the context and the needs of the young people involved. Youth workers may choose from:

- Introduce worksheet 5 or guide as an optimal activity, allowing young people to explore it at their own pace.
- Focus only on the parts that feel relevant or engaging for the young person in the moment.
- Invite reflection or discussion without requiring written answers.

- Use the content to support dialogue, not to direct it or teach it.
- Return to the section later when the young person becomes more ready or interested.

Facilitation tips

When using this section with young people, youth workers are encouraged to:

- Let the young person choose how much or how little they want to engage with the content.
- Listen actively and follow the young person`s focus, interests or concerns.
- Avoid interrupting, judging or explaining unless the young person asks for it.
- Adapt language, examples and references so they feel accessible and culturally relevant.
- Accept pauses, silence or partial engagement as meaningful participation.

Additional resources

Youth workers may draw on the help of the following practical tools and resources:

Youth entrepreneurship evaluation toolkit	Toolkit	It supports evaluation of projects aimed at increasing the entrepreneurial skills of young people (aged 15-24)	https://shorturl.at/NYdzU
Young entrepreneurs in the time of crisis	Toolkit	It offers education tools such as games and activities, specifically tailored to the needs of young entrepreneurs, youth workers, mentors and trainers	https://shorturl.at/aC29H
Non-formal education facilitators` toolkit	Online platform	It contains guides, mental health support, communities and practical advice freelancers often need	www.freelancing.support



Section 6 – Unlock your digital potential

Linked to worksheet activity 6

1.1. Why this matters?

Digital skills are a part of everyday life. Whether we notice it or not, we already use them to communicate, search information, watch videos, share ideas or connect with others. For many young people, the digital world feels more familiar and acceptable than formal education or the job market. That makes it a powerful starting point.

For young people who feel disconnected from school, work or traditional pathways, digital spaces can offer alternative ways to explore interests, learn new skills and discover opportunities. A phone or computer can become a tool for finding training courses, applying for jobs, building a small project, expressing creativity or even earning income. Small digital actions can open real-world doors.

Recognizing your digital potential is not about being perfect with technology. It is about becoming aware of what you already know and how you can use it with intention. When young people see that they already have useful abilities, it builds confidence. When they learn one new skill and apply it, it strengthens their sense of direction and engagement.

Digital skill are not just technical abilities. They are tools for independence, problem-solving and informed decision-making. By unlocking and strengthening these skills, young people can reconnect with learning and work as something possible, relevant and within reach.

1.2. Key concepts and definitions



Digital skills

Digital skills are the abilities that help you use phones, computers and the internet in a useful and confident way. This can include searching for information, sending emails, creating content, applying for jobs online or staying safe on social media.



Digital confidence

Digital confidence is the feeling that you can try, learn and solve problems when using technology. It does not mean knowing everything. It means being willing to explore and improve step by step.



Online safety

Online safety is about protecting yourself and your personal information when using the internet. It includes understanding risks, knowing what to share, recognizing scams or fake information and using digital tools responsibly.



Digital footprint

Your digital footprint is the trace you leave online through posts, comments, profiles and activity. Understanding your digital footprint helps you make informed choices about what you share and how you present yourself.



Digital literacy

Digital literacy is the ability to understand, evaluate and use information online in a smart and responsible way. It includes recognising reliable sources, identifying misinformation, protecting your data and using digital tools with awareness.




1.3. Understanding the tool: Digital skills guide

What this tool does	What this tool does <u>not</u> do
<ul style="list-style-type: none"> <input type="checkbox"/> Helps you notice the digital skills you already have and how you use them in daily life. <input type="checkbox"/> Guides you to reflect on ways to apply digital skills for learning, job search or projects. <input type="checkbox"/> Encourages you to identify small, practical steps you can take to improve confidence and explore opportunities. <input type="checkbox"/> Supports thinking about online safety, digital literacy and responsible use. 	<ul style="list-style-type: none"> <input type="checkbox"/> It does not test you or give a score. <input type="checkbox"/> It does not judge whether your skills are good or bad. <input type="checkbox"/> It does not force you to take action you're not ready for. <input type="checkbox"/> It does not provide technical training for every tool or platform.

Why is the digital skills guide tool useful?

- It helps you see digital skills you already have and understand how you can use them in real-life situations like learning, finding work or creating projects.
- It gives you a chance to reflect on what feels easy and what feels challenging online, so you can focus on improving the skills that matter most to you.
- It supports taking small, safe steps toward trying something new with digital tools, building confidence and independence along the way.

1.4. Step-by-step guidance for the tool use (supporting the worksheet)

	<p>Before using the tool</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Think about a time you used a digital tool and what worked well and what was tricky. <input type="checkbox"/> Take a few deep breaths and find a quiet space for you to focus. <input type="checkbox"/> Remember that there are no right or wrong answers. This is about your experience. <input type="checkbox"/> Be honest with yourself about what feels easy or hard online. <input type="checkbox"/> Keep a pen or device ready to write your thoughts without pressure. 	
	<p>While using the tool</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Focus on what comes to mind naturally, even if it feels small or simple. <input type="checkbox"/> Take your time, you don't need to rush through the questions. <input type="checkbox"/> Notice what makes you feel confident and what challenges you, without judging. <input type="checkbox"/> Use the activity as a chance to explore, not as a test. <input type="checkbox"/> If the question feels tricky, skip it and come back later. 	
	<p>After using the tool</p>
<ul style="list-style-type: none"> <input type="checkbox"/> Think about one moment while completing the tool that made you realize something new about your digital skills. <input type="checkbox"/> Look at what you wrote and see if anything surprised you about your digital skills. <input type="checkbox"/> Pick one small step you can try in the next few days to use or improve a skill. <input type="checkbox"/> Think about who or what could support you in taking that step. <input type="checkbox"/> Remember that learning and improving digital skills is a process. 	

1.5. Tips for common situations

- Sometimes you feel unsure about your digital skills and that's normal. Focus on one small thing you can try today, like sending a email or exploring a simple online tutorial about something.
- If you tend to get distracted by social media or other apps while using the tool, try setting a timer for 10-15 minutes to focus, then take a short break.
- If a question in the worksheet feels confusing or hard to answer, skip it for now or write the first thought that comes to mind, even if it's short.
- Don't compare yourself to others. Remember that tool is about your journey and progress, not someone else's.
- It is normal to hesitate when trying a new digital skill. Start with safe, small steps like practicing on your own or asking a friend, mentor or a youth worker for help.

1.6. Real-life example/short case study

Sofia is a 20-year-old Romani girl. She finished high school a couple years ago but has struggled to find a job since then. She enjoys social media and chatting online, but she never thought about using digital tools for learning or work. Sofia often felt nervous and uncertain when thinking about applying for jobs, exploring online courses or creating a CV. She worried she would make mistakes or that a particular job wouldn't suit her.

In her everyday life, Sofia notices that most job opportunities require some online application or communication. At first, she avoided trying because she didn't feel confident with digital tasks. Some days she felt frustrated and thought it would be easier to wait for someone to offer her work.

Gradually, Sofia decided to take small steps. She created a simple email account and drafted a CV using a free online template. She practiced sending emails to herself and watched short tutorials on safe online communication and applying for jobs. Sometimes she felt frustrated when things didn't work at first and there were moments she considered giving up. But she reminded herself that learning happens step by step.

Over time, Sofia began applying for small part-time jobs online, asking questions when she didn't understand instructions and exploring free online courses in areas she likes, such as graphic design and social media. Each small success boosted her confidence, and she started to realize that digital skills could help her access opportunities in real life. Today, Sofia feels more in control of her learning and career path, and she is motivated to keep exploring new digital tools and possibilities.

For your reflection...

- Which part of Sofia's experience do you relate the most to? Have you ever felt unsure or nervous about using digital tools for learning or work?
- What small step could you take this week to explore a digital skill or opportunity, even if it feels challenging at first?
- How do you usually respond when something online feels difficult or confusing? Could you try a new approach like Sofia did?
- What successes, however small, have you noticed in your own use of digital tools that give you confidence to keep going?

1.7. For youth workers

It offers guidance on how the worksheet activity and practical guide can be used to support reflection and dialogue, while respecting the autonomy, pace and emotional safety of the young person. This box can be skipped by young people.

Using this section in practice

This section can be used in different ways, depending on the context and the needs of the young people involved. Youth workers may choose from:

- Use the worksheet 6 as a conversation starter, focusing on one or two parts that feel most relevant.
- Explore only sections or questions based on the young person's current needs and interests.

- Encourage the young person to share examples from their own digital experiences, rather than completing all sections.
- Highlight one practical step from the guide and explore how it could fit into the young person`s daily life.
- Return to the parts later if they become more meaningful as skills or confidence develop.

Facilitation tips

When using this section with young people, youth workers are encouraged to:

- Let the young person decide how much and which parts to engage with.
- Offer gentle prompts or questions to help young people notice their digital skills and experiences.
- Support young people in breaking down digital tasks into small, manageable steps.
- Encourage discussion about practical applications of skills, such as exploring an online course, creating a CV or practicing safe online communication.
- Reinforce positive progress, even if it`s small and celebrate effort as well as outcome.

Additional resources

Youth workers may draw on the help of the following practical tools and resources:

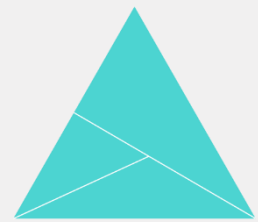
Google digital garage	Online courses	It offers free online training modules on digital marketing, career development, data and tech basics	https://shorturl.at/Qiiql
Digital skill development toolkit for young NEETS to increase employability	Toolkit	It promotes greater awareness of digital skills training for youth trainers	https://shorturl.at/dFT3m
Digital technologies in career guidance for youth: opportunities and challenges	Article	It focuses on how digital technologies are being used in career guidance provision for children and young people	https://shorturl.at/FayhD



YOUTH ROUTE



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