

**Project: Helping Roma and Roma-origin youth thrive in the job market-  
THRIVE**

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**Youth Worker Handbook for Supporting Roma and Roma-origin Youth in the Labour Market**

Employability • Digital Readiness • Soft Skills • Intercultural Practice

<b>Project title</b>	Helping Roma and Roma-origin youth thrive in the job market
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## 1. About THRIVE and how to use this handbook

THRIVE, *Helping Roma and Roma-origin youth thrive in the job market*, is a project developed to strengthen the employability, digital readiness and social inclusion of Roma and Roma-origin youth. It is grounded in the understanding that many young people need more than general encouragement in order to move closer to employment. They need practical guidance, accessible tools, and supportive learning environments that help them build confidence, develop relevant skills, and take concrete steps toward education, training and work.

This handbook has been prepared as a practical e-book for youth workers, trainers and local facilitators who support Roma and Roma-origin youth in this process. It brings together the main logic of the THRIVE project, the training themes explored during the international training in Sliven, and the practical materials developed within the partnership, especially in the areas of digital job readiness, soft skills, resilience and inclusive youth work. As such, it is intended not simply as a theoretical resource, but as a working tool that can guide local practice.

The handbook is designed to help youth workers move from project ideas and training content to real local action. Its purpose is to support the planning and delivery of activities that help young people improve their readiness for the labour market through practical and realistic steps. This includes support in areas such as self-confidence, communication, teamwork, job-search preparation, digital literacy, professional email use, CV development, online applications, and safer participation in digital environments. At the same time, the handbook supports youth workers themselves by offering methods, structure, and examples that can strengthen their mentoring role and make local work more focused, inclusive, and effective.

The handbook should be used flexibly. Some chapters provide background and context, helping youth workers better understand the barriers, needs and strengths of Roma and Roma-origin youth. Other chapters are strongly practical and can be used directly when preparing workshops, guiding participants through tasks, or planning follow-up support. The annexes are especially intended for direct use in local work, offering templates and examples that can be adapted according to the age, confidence level, digital access and local realities of the young people involved. In this way, the handbook is not a fixed script, but a resource that can be adjusted to different groups and settings while keeping a common project approach.

A central principle of this handbook is that employability support should be both practical and human-centred. Young people need to learn how to prepare and apply, but they also need space to reflect, ask questions, practise, make mistakes and gradually build self-belief. For this reason, the handbook promotes step-by-step learning, accessible language, non-formal methods, and an approach based on dignity, encouragement and realistic support. It recognizes that progress often begins with small but meaningful achievements, such as creating a professional email account, completing a first CV, participating in a role play, or applying for a first opportunity with guidance.

Finally, this handbook is meant to remain useful beyond the immediate project activities. It has been developed as a shared reference point for the partnership, but also as a practical resource that can continue to be used, adapted and expanded in future youth work practice. In this sense, it supports not only the implementation of THRIVE, but also the longer-term goal of improving the

quality of employability support offered to communities.

Roma and Roma-origin youth in local

## 1.1 Purpose of the handbook

The main purpose of the handbook is to help youth workers move from training knowledge to local action. It should not remain a theoretical manual. It should help a trainer prepare sessions, explain tasks clearly, support young people step by step, and produce visible outcomes such as a CV, a professional email, a job application, or a personal action plan.

## 1.2 Main project goals reflected in the handbook

- strengthen the employability of Roma and Roma-origin youth through practical support in job search, applications and workplace preparation;
- build foundational digital competences that are directly linked to the labour market, including email use, online applications, document preparation and safe digital behaviour;
- equip youth workers with mentoring methods, intercultural sensitivity and concrete tools for local workshops;
- promote social inclusion, active participation and stronger local cooperation between NGOs, schools, municipalities and employers;
- leave behind a usable, replicable resource that can continue to be used after the project period.

## 1.3 Who this handbook is for

- Youth workers and trainers working directly with Roma and Roma-origin youth.
- Community-based facilitators, NGO staff and volunteers.
- Local stakeholders who support employability and inclusion measures.
- Partner organisations that need one common reference document for local implementation.

## 2. 2. Why focused employability support for Roma youth is needed

Focused employability support for Roma and Roma-origin youth is necessary because many young people encounter a combination of structural, social, educational and personal barriers when attempting to enter education, training or employment. These barriers are not a reflection of limited potential or lack of motivation, but are often linked to unequal access to opportunities, insufficient guidance, lower confidence in formal environments, and experiences of exclusion or discrimination.

For many Roma youth, the transition to the labour market involves more than identifying available job vacancies. It also requires the ability to search for opportunities effectively, use digital tools with confidence, prepare application documents, communicate in a professional manner, and respond constructively to setbacks during the application process. In practice, some young people may have had limited opportunities to learn how to prepare a CV, write a professional email, use online job platforms, or participate confidently in interviews. Others may face practical barriers such as smartphone-only access, unstable internet connection, limited digital literacy, or uncertainty when dealing with formal procedures and administrative requirements.

At the same time, Roma and Roma-origin youth often possess valuable strengths and capacities that are not always sufficiently recognized within mainstream employability initiatives. These may include adaptability, resilience, practical problem-solving, responsibility within family and community contexts, and the ability to manage challenging life circumstances. The role of the youth worker is therefore not to approach young people from a deficit perspective, but to support them in recognizing their strengths, building self-confidence, and developing the practical competences needed to access employment with greater independence and dignity.

A focused employability approach is therefore essential. Generic employment support measures may be insufficient if they do not take into account the realities many Roma youth face, including low digital confidence, weak self-presentation skills, fear of rejection, limited professional experience, and reduced trust in institutions or formal systems. Youth workers need realistic, inclusive and step-by-step methods that respond to these conditions. They also need to create safe and supportive learning environments in which young people can practise, ask questions, make mistakes without stigma, and gradually strengthen both their competences and their sense of self-efficacy.

Within this handbook, employability support is understood in a broad and holistic way. It includes not only job-search techniques and application preparation, but also soft skills development, digital readiness, confidence-building, resilience, motivation, and intercultural sensitivity. Supporting Roma youth in these areas contributes not only to improved access to employment, but also to stronger participation, continued personal development, and more equitable inclusion in society.

## 2.1 Typical barriers

- limited access to quality education, guidance and career information;
- low digital confidence or smartphone-only access that makes job applications harder;
- fear of formal communication, online systems or bureaucratic forms;
- negative experiences of discrimination that reduce trust and motivation;
- limited work experience, weak self-presentation skills, and difficulty translating informal strengths into employable language;
- unstable routines, weak support networks, or lack of documents and quiet space for job-search tasks.

## 2.2 What youth workers need to remember

- Start from strengths, not deficits.
- Build trust before asking for performance.
- Use short tasks with immediate outputs.
- Repeat steps without shame or judgment.
- Connect every exercise to a real employability purpose.
- Treat dignity, inclusion and cultural respect as a daily practice, not as a separate topic.

### 3. Survey findings from Bulgaria, North Macedonia and Serbia

This chapter presents the main findings from the initial THRIVE surveys conducted in Bulgaria, North Macedonia and Serbia. The purpose of the surveys was to better understand the employability situation, digital access, confidence levels and support needs of Roma and Roma-origin youth in the three local contexts. The findings do not serve only to present data. More importantly, they help youth workers identify where support is most needed and how local activities can be adapted to the real needs of participants.

The results confirm that employability support for Roma youth should be practical, accessible and responsive to local realities. Across all three countries, respondents reported a combination of barriers linked to limited work experience, uneven digital access, low confidence in formal job-search situations, and uncertainty about how to prepare for employment. At the same time, the findings also show motivation, potential and readiness to engage when the support offered is relevant, encouraging and well-structured.

#### 3.1 Methodology and scope

The survey chapter is based on three national initial surveys carried out within the THRIVE partnership. A total of 301 young people participated: 101 respondents from North Macedonia, 100 from Bulgaria and 100 from Serbia. In all three countries, responses were collected through a mixed approach combining online questionnaires and paper-based forms, which helped the partnership reach young people with different levels of digital access.

The survey explored several thematic areas: participant profile, educational and employment status, access to digital tools, confidence in online job search, confidence in CV writing and professional communication, perceived barriers to employment, community connection, motivation, resilience, and preferred forms of support. Although the samples differ somewhat across the three countries, the results together provide a useful evidence base for designing local workshops, mentoring approaches and practical employability tools.

#### 3.2 Bulgaria

The Bulgarian sample is dominated by younger respondents, with the large majority aged 13 to 17 and most participants still in school. This means that the Bulgarian findings reflect the needs of a group that is still in an earlier stage of career orientation and labour-market preparation. The survey also shows a relatively balanced gender distribution and generally low formal educational attainment, which is consistent with the age profile of the respondents.

In terms of digital access, mobile-phone access is high, but computer access is much more limited. Many respondents rely on shared devices or access to computers only through school or organisations. Internet access is present for most participants, but not always stable. Confidence in searching for jobs online is generally low, and many respondents reported very limited confidence in knowing where to find job vacancies, how to prepare a basic CV, how to tailor a CV to a specific opportunity, how to write a job application, and how to prepare for interviews.

The Bulgarian responses also point to an important soft-skills dimension. Many young people expressed uncertainty in understanding their own strengths, trusting their abilities, expressing themselves clearly, and speaking with confidence. The most common employment barrier reported was lack of experience, while other barriers included low confidence, limited digital skills, practical obstacles and fear of being judged or not knowing how to present oneself.

For youth workers, this suggests that work in Bulgaria should begin with foundations: self-awareness, confidence-building, communication, and first steps in employability. Participants are likely to benefit from practical introductory sessions on identifying personal strengths, preparing a first CV, improving self-expression, learning how job opportunities work, and developing confidence through guided practice.

### 3.3 North Macedonia

The North Macedonian sample is more mixed in age, with strong participation from respondents aged 25 to 30 as well as younger participants. Compared to the Bulgarian group, the respondents in North Macedonia are more strongly positioned in the transition to employment, with a larger share reporting that they are unemployed and actively looking for work. This makes the findings particularly relevant for direct employability interventions.

The survey points to the most significant digital-access barriers among the three countries. Although many respondents have access to a mobile phone, computer access is very limited, and a large proportion report having no computer at all. Internet access is also less stable than in the other samples, with many participants reporting only occasional or rare access. Confidence in online job searching is low, and the results show very low confidence across nearly all employability-related tasks, including finding job ads, writing a CV, tailoring a CV, writing a professional email, preparing for an interview, and using email in a professional way.

The barriers reported in North Macedonia are both structural and personal. The most frequent difficulties include lack of experience, discrimination, low confidence or nervousness, lack of documents, and low digital skills. Support needs are strongly practical: respondents most often selected interview practice, CV support, mentoring, help with finding job vacancies, and digital-skills learning. Many also expressed fear of not being good enough, failing, or not knowing how to express themselves well.

For youth workers, this means that the North Macedonian local approach should combine employability training with intensive guided support. A smartphone-first methodology is especially important in this context, together with step-by-step practice in job search, CV writing, professional email use and interview preparation. Confidence-building and emotional support should not be treated as secondary elements, but as a core part of the employability pathway.

### 3.4 Serbia

The Serbian sample is dominated by respondents aged 18 to 24, with a strong majority currently identified as students. The educational profile of the Serbian group is notably different from the other two samples, with many respondents reporting completed secondary education and a

substantial share also reporting higher education. This suggests that the Serbian findings reflect a group with relatively stronger educational capital, but still clear employability-support needs.

Among the three countries, Serbia shows the strongest digital-access profile. Most respondents report access to both a mobile phone and a computer, and internet access is relatively stable. At the same time, digital access alone does not remove employability barriers. Many respondents still report only low to medium confidence in searching for jobs online, and nearly half indicate that they do not know well enough where to find job opportunities online. While confidence in writing a basic CV and using email professionally is stronger than in the other two samples, tailoring a CV to a specific job and preparing for interviews remain clear areas of need.

The Serbian survey also shows that barriers are not only technical, but also personal and structural. The most frequently mentioned challenge is lack of experience, followed by low confidence, family obligations, discrimination and other context-related barriers. Community connection appears moderate rather than strong, and the responses suggest a mixed resilience profile: many young people try to solve problems actively, while others experience discouragement or need more support in coping with setbacks.

For youth workers, the Serbian findings suggest that support should move beyond basic digital access and focus more strongly on applied employability skills. Participants may benefit from training on how to identify suitable vacancies, adapt application documents to specific job offers, prepare for interviews, and translate their existing experience and education into stronger self-presentation.

### 3.5 Cross-country comparison

Taken together, the three surveys show several common patterns. First, lack of experience appears across all three countries as one of the most important barriers to employment. This confirms that employability support must not assume prior labour-market familiarity, but should actively teach the steps of the application process and create space for simulation, practice and repetition.

Second, confidence is a recurring issue in all three settings, although it appears in different ways. In Bulgaria, respondents more often emphasise self-awareness, trust in abilities and expression. In North Macedonia, confidence is closely linked to interview fear, job-search uncertainty and fear of failure. In Serbia, confidence levels are somewhat stronger overall, but important gaps remain in interview preparation and adapting documents to real opportunities.

Third, digital access differs significantly across the countries. Serbia shows the strongest access to devices and internet, Bulgaria occupies a middle position with high mobile-phone access but weaker computer access, and North Macedonia shows the most pronounced digital gap, especially regarding computer access and stable internet. This is highly relevant for methodology. It means that the same training content cannot be delivered in exactly the same way in all three countries.

Finally, the survey findings show that samples differ in profile and stage of transition. Bulgaria includes more school-age respondents, North Macedonia includes more unemployed adults and job-seekers, and Serbia includes more students and young adults in transition. These

differences should be understood as context-specific rather than comparative in a competitive sense. They help explain why support priorities vary and why local adaptation is essential.

### 3.6 Practical implications for youth work

The survey results lead to several practical conclusions for the THRIVE handbook and for local implementation.

First, employability support should be strongly practice-based. Across all three countries, young people need concrete help with CVs, interviews, job-vacancy search and professional communication rather than only general information.

Second, digital support should be adapted to the real access conditions of participants. In some contexts, especially North Macedonia and partly Bulgaria, youth workers should assume smartphone-based participation, shared devices, and irregular internet access. This means that training should include mobile-friendly tools, simple workflows, downloadable materials and repeated guided practice.

Third, soft-skills work is essential. The findings show that self-confidence, communication, stress management, self-presentation and resilience are not separate from employability, but central to it. Youth workers should therefore integrate soft skills and digital/job-search skills rather than treating them as unrelated topics.

Fourth, mentoring and encouragement matter. Many respondents show motivation, but they also report uncertainty, fear of rejection, or limited confidence in formal situations. This highlights the value of safe learning spaces, individual follow-up, supportive feedback and small achievable steps that help participants experience progress.

### 3.7 Comparative overview table

Indicator	Bulgaria	North Macedonia	Serbia
Most common digital-access challenge	Limited computer access, with many relying on school-based or shared access	Very limited computer access and unstable internet access	Mostly not lack of access, but uneven confidence in using digital tools for job search
Top employability need	Self-awareness, confidence-building, first CV and self-expression support	Interview practice, CV support, help finding vacancies, mentoring and digital skills	Online job-search guidance, CV tailoring and interview preparation
Confidence in CV writing	Generally low, with many respondents having never prepared a CV	Low, with many respondents needing help or never having created one independently	Mixed but stronger than in the other two countries, though many still need guided support
Main barrier to applying for jobs	Lack of experience, followed by low confidence and uncertainty in self-expression	Lack of experience, discrimination, low confidence and low digital readiness	Lack of experience, followed by confidence-related and contextual barriers

## 4.4. Soft skills for job readiness and workplace confidence

### Introduction

This chapter is focused on strengthening the capacity of youth workers to support young people in developing essential soft skills, resilience, and employability readiness. In the current labor market, technical knowledge alone is often insufficient for young people to successfully access and maintain employment. Employers increasingly value competences such as communication, teamwork, adaptability, and the ability to cope with challenges.

Young people—especially those from marginalized or disadvantaged backgrounds—frequently face multiple barriers when entering the labor market. These barriers may include lack of professional experience, limited access to information about job opportunities, low self-confidence, and difficulty coping with rejection during the job search process.

The sessions developed and facilitated by NGO URBO addressed these challenges by equipping youth workers with practical tools and methods that can be applied in youth work settings. The methodology used during the training emphasized non-formal education, participatory learning, and reflection, allowing participants to actively engage with the topics while exploring how to adapt these approaches when working with young people.

The chapter focuses on three key thematic areas:

- 1. Development of soft skills for personal and professional growth**
- 2. Strengthening resilience and psychological readiness**

### 3. Supporting young people in challenges

### handling rejection and overcoming

These elements are crucial in helping young people not only access employment opportunities but also build long-term personal and professional stability.

## 4.1 Soft skills for personal and professional development

Soft skills play a central role in employability and career development. While technical skills may help individuals qualify for specific jobs, soft skills enable them to effectively collaborate, communicate, and adapt within professional environments.

Youth workers therefore play an important role in helping young people identify and develop these competences early in their career pathways.

### Key soft skills addressed

The training sessions focused on the development and understanding of several key soft skills:

- **Communication skills** – the ability to express ideas clearly and interact effectively with others.
- **Active listening** – paying full attention to others, understanding their perspectives, and responding appropriately.
- **Teamwork and collaboration** – working constructively with others toward shared *goals*.
- **Problem-solving and decision-making** – identifying challenges and finding practical solutions.
- **Confidence and self-presentation** – presenting oneself positively in professional situations.

Participants explored how these skills influence a young person's ability to succeed in job interviews, cooperate in workplace teams, and navigate professional relationships.

### Methodology for developing soft skills

The approach used in the training encourages youth workers to facilitate activities that help young people:

- reflect on their strengths and abilities
- practice communication in structured settings
- analyze workplace scenarios
- engage in teamwork exercises
- develop confidence in presenting themselves

Practical tools introduced during the training included written reflection exercises, drawing activities, and group problem-solving scenarios. These activities are accessible even for participants with lower language proficiency and can be easily adapted for youth groups.

### Coaching approach in youth work

An additional component of the training introduced youth workers to basic coaching techniques inspired by Neuro-Linguistic Programming (NLP). These techniques emphasize asking open-ended questions that encourage young people to reflect on their goals and abilities.

Examples of coaching questions include:

- What are your strengths?
- What skills would you like to develop?
- What goal would you like to achieve in the next year?

These questions help young people build self-awareness and take greater ownership of their personal development.

## 4.2 Teamwork, problem-solving, and decision-making

In professional environments, young people must frequently work within teams and navigate complex situations that require collaboration and problem-solving.

Youth workers can support this development by creating opportunities for young people to practice teamwork and decision-making in structured activities.

### Team dynamics

The training explored the importance of healthy team dynamics, including:

- mutual respect
- clear communication
- shared responsibility
- constructive feedback

Participants reflected on the characteristics of effective team members and discussed how youth workers can encourage these behaviors within youth groups.

### Problem-solving skills

Young people often face obstacles when entering the labor market. Developing problem-solving skills helps them approach these obstacles with a constructive mindset rather than becoming discouraged.

Participants were introduced to a simple three-step problem-solving model:

1. Identify the problem
2. Generate possible solutions
3. Choose and test the best solution

Youth workers can use this model when sessions with young people.

facilitating workshops or mentoring

### **Conflict management**

Conflicts may arise in both professional and social environments. Learning how to address disagreements respectfully and constructively is therefore an essential skill.

The training highlighted strategies such as:

- active listening during disagreements
- focusing on solutions rather than blame
- maintaining respectful communication

These strategies help young people navigate conflicts without damaging relationships or teamwork.

## **4.3 SWOT analysis for personal development**

A practical tool introduced during the training was the SWOT analysis framework, commonly used in strategic planning but also highly effective for personal development.

The SWOT framework allows young people to analyze their personal situation through four perspectives:

Strengths – personal abilities, talents, and skills

Weaknesses – areas that require improvement

Opportunities – external possibilities for growth or development

Threats – potential obstacles or risks

Youth workers can use SWOT analysis as a reflective exercise to help young people identify their strengths and areas for improvement while recognizing opportunities for learning or employment.

This method also supports career planning by encouraging young people to think critically about how their strengths can be used to overcome challenges in the labor market.

## **4.4 Facing rejection: Building resilience and a positive mindset**

One of the most difficult aspects of job searching is dealing with rejection. Young people often experience multiple unsuccessful applications before securing employment, which can negatively impact their confidence and motivation.

Developing resilience is therefore essential.

### **Psychological Readiness**

The concept of psychological readiness emphasizes preparing young people for the realities of the labour market. Youth workers can help young people understand that rejection is not a reflection of their personal value but often the result of external factors such as competition or employer requirements.

Discussing these realities openly helps young people develop realistic expectations while maintaining motivation.

helps young people develop realistic

### *Strategies for Handling Rejection*

Participants explored practical strategies that youth workers can teach young people, including:

- viewing rejection as part of the learning process
- seeking feedback from employers
- improving skills through training or volunteering
- continuing to apply for opportunities
- maintaining a growth mindset

Encouraging young people to focus on continuous development rather than immediate success can significantly increase their resilience.

## 4.5 Handling setbacks and overcoming challenges

In addition to rejection, young people may face various setbacks such as unsuccessful interviews, limited opportunities in their local communities, or personal challenges that affect their career progression.

Supporting young people through these experiences requires a combination of emotional support, mentoring, and practical guidance.

### ***Coping strategies***

Youth workers can help young people develop coping strategies such as:

- setting realistic goals
- seeking peer or mentor support
- breaking large goals into smaller steps
- learning from mistakes
- celebrating progress and small achievements

These strategies help young people remain motivated and continue working toward their objectives despite difficulties.

### ***Importance of Peer Support***

Peer support can play a powerful role in helping young people manage setbacks. Group discussions, mentoring circles, or peer learning sessions allow young people to share experiences and realize that they are not alone in facing challenges.

This sense of community can significantly strengthen resilience and confidence.

## 4.6 Reflection and application in youth work

Reflection is an essential component of non-formal education. It allows participants to connect learning experiences with real-life applications.

During the final session of the URBO training module, participants reflected on:

- the most useful knowledge gained during the sessions
- practical tools that can be implemented in youth work
- strategies for supporting young people facing employment challenges

Participants highlighted the importance of combining technical job search skills with emotional and psychological support.

Youth workers concluded that helping young people develop resilience, confidence, and communication skills is just as important as teaching them how to write a CV or apply for jobs.

### Conclusion

The training sessions developed by NGO URBO emphasize the importance of integrating soft skills development, resilience training, and reflective learning into youth employability programs.

By equipping youth workers with practical methods and tools, these sessions contribute to strengthening the capacity of youth organizations to support young people in navigating the challenges of the labor market.

Ultimately, empowering young people with both practical employability skills and the psychological readiness to face setbacks can significantly increase their chances of long-term personal and professional success.

## 4.7 Example session sequence

Session step	Practical use
Icebreaker and trust building	Use short energizers that help participants speak, listen and cooperate without fear of being judged.
Skill explanation	Introduce one soft skill with a real labour-market example such as teamwork at work, asking for help, or responding to feedback.
Practice task	Use role play, pair work, SWOT reflection, or a problem-solving scenario connected to interviews or workplace situations.

Reflection	Ask what felt easy, difficult and useful. Invite participants to name one strength and one skill they want to improve.
Transfer to work life	Connect the activity to interviews, daily routines, handling rejection, or cooperating with colleagues and supervisors.

Coaching-style questions can strengthen this sequence, especially with participants who struggle to identify their strengths. Simple prompts such as “What are you good at?”, “What would you like to improve?”, and “What small goal can you reach this month?” help turn reflection into action.

#### 4.8 Key youth worker messages

- A young person does not need to sound perfect. They need to sound clear, respectful and real.
- Communication mistakes can be practised and improved through repetition and feedback.
- Rejection is part of the process, not proof of lack of value or ability.
- Workplace habits such as punctuality, responsibility and respectful communication can be trained just like digital skills.

For direct participant practice linked to this chapter, see Annex I. Practical Soft Skills Toolkit.

## 5. Digital skills for job search and applications

This chapter functions as a practical guide for helping Roma and Roma-origin youth search for opportunities, prepare application documents, apply for jobs, and communicate more independently in digital environments. While the THRIVE digital job-readiness brochure provides an important practical basis, this chapter expands that foundation by placing digital skills within a broader youth-work and employability context. Its purpose is not only to present useful tools, but to support youth workers in teaching these skills step by step, in ways that are realistic, accessible and directly linked to labour-market participation.

In today’s employment context, many first steps toward education, training and work are taken through digital means. Vacancies are advertised online, employers often expect communication by email, applications are submitted through digital forms and platforms, and even basic work-readiness increasingly includes the ability to manage files, attachments and online information. For this reason, digital competence is not an additional topic, but a core part of employability support. Young people who do not feel confident in digital environments may be excluded from opportunities before they have the chance to demonstrate their strengths, motivation or potential.

At the same time, digital skills in this handbook are not understood as technology for its own sake. The aim is not to teach abstract digital knowledge, but to help young people use digital tools for meaningful and practical employability purposes. This includes learning how to create and manage a professional email account, search for job vacancies, recognise trustworthy opportunities,

prepare and save a CV, complete online forms, send attachments correctly, and keep important documents organised in a safe and accessible way. In this sense, digital readiness is closely connected with confidence, independence, problem-solving and active participation in the labour market.

This chapter also reflects the realities identified through the project's field work and survey findings. Many Roma and Roma-origin youth may rely mainly on smartphones, have limited or unstable internet access, use shared devices, or feel uncertain when faced with formal online

systems. Others may use digital tools confidently in everyday life, but feel much less secure in professional situations such as writing a formal email, uploading documents, or applying through online platforms. For this reason, youth workers need an approach that is patient, practical and highly supportive. They need to demonstrate each step clearly, repeat key actions when necessary, and create a learning atmosphere in which mistakes are treated as part of the process rather than as failure.

The chapter is therefore used not only as a content guide, but also as a methodological guide. It supports youth workers in teaching digital competences in a way that is closely connected to communication, self-presentation and job-search readiness. Rather than separating technical skills from soft skills, it encourages their integration, because successful job searching requires both digital ability and personal confidence. A young person may know how to use a phone or browse the internet, but still need support in presenting themselves professionally, understanding the logic of an application process, or following through with confidence.

Finally, this chapter helps youth workers translate training into local action. It can support the preparation of workshops, individual mentoring, smartphone-based practice, and guided application exercises based on real or simulated vacancies. In this way, the chapter contributes to the wider purpose of the handbook: helping Roma and Roma-origin youth take practical and informed steps toward employment, while strengthening their confidence, digital independence and ability to participate more fully in society.

## 5.1 Core digital competences for employability

- basic device and browser use: Wi-Fi/data, screenshots, downloads, opening files and using tabs;
- email creation and management for professional communication;
- online job search, vacancy checking and recognising trustworthy offers;
- document preparation, file naming and saving CVs or letters as PDF;
- cloud-folder organisation for smartphone-friendly access to documents;
- safe behaviour online, including passwords, suspicious links and data protection;
- simple problem solving such as renaming files, resending attachments, clearing app clutter or recovering account access.

Many participants may rely mainly on smartphones, shared devices or limited internet data. For this reason, youth workers should avoid assuming laptop access and should teach each step in the most accessible way possible, using live demonstrations, repetition and plain language.

Common barriers that youth workers should expect include:

- smartphone-only access, with no laptop, printer or scanner at home;
- limited internet or mobile data, shared devices, or inconsistent access;
- lower confidence with formal online forms, email or document uploading;
- lower reading and writing confidence when vacancies use bureaucratic or formal language;
- distrust linked to previous discrimination experiences or fear of making mistakes.

By the end of a local cycle, young people should be able to create and maintain a professional email account, search for real vacancies, check whether an offer is trustworthy, prepare a simple one-page CV, send a short application email, upload documents correctly, keep files organized, and protect their personal data.

## 5.2 Recommended sub-sections

Sub-section	What it should cover
Digital basics	Wi-Fi/data use, screenshots, downloads, opening PDFs, using tabs, copying links, Drive or OneDrive, and basic phone file management.
Professional communication	Subject lines, polite tone, clear messages, reply etiquette, sending attachments and following up.
Job application workflow	Search, compare, choose, prepare documents, send the application, save copies, and follow up.
Digital inclusion barriers	Smartphone-only access, limited data, shared devices, low confidence, low literacy and inconsistent routines.
Safety and privacy	Strong passwords, suspicious links, fake job offers, risky requests and boundaries around personal data.
My Job Application Folder	One cloud structure with CV, template email, vacancy log, certificates/documents and saved proof of applications sent.

A helpful method is to create one shared example folder during training and then support each participant to build their own version. This routine reduces stress and gives young people one stable place for their CV, email drafts, links to vacancies and copies of sent applications.

### 5.3 Practical trainer approach

- Use a smartphone-first approach whenever possible, because it matches real-life access.
- Start with trust and dignity, building on strengths rather than deficits.
- Demonstrate each step slowly, visibly and more than once.
- Give participants one visible output in each session: email, CV edit, saved PDF, vacancy log entry or sent application.
- Repeat the same search-prepare-apply-follow-up workflow until it becomes familiar.
- Use simple language, short templates and pair work when confidence or literacy is low.
- Treat digital mistakes as normal learning moments, not as signs of failure.

### 5.4 Strong proposal for annex links

This chapter works best when it is used together with the practical annexes.

Annex A supports beginner-friendly CV drafting, Annex B offers a professional email model, Annex C provides a short motivation-letter structure, Annex D helps participants track vacancies and applications, and Annex H reinforces safe online behaviour.

Used together, these annexes turn digital-skills training into a repeatable and safer job-application routine.

## 6. Intercultural and Inclusive Youth Work Practice

This chapter supports youth workers in developing intercultural awareness, inclusive facilitation skills, and ethically grounded approaches when working with Roma and Roma-origin youth. Employability support in this context is not only about skills development, but also about understanding lived realities, building trust, and creating environments where young people feel respected and able to participate.

Intercultural competence begins with self-awareness. Youth workers do not enter training spaces as neutral actors; they bring their own assumptions, expectations and interpretations. Recognising this is the first step toward more inclusive and effective practice.

### 6.1 Cultural sensitivity and self-awareness

Cultural sensitivity in youth work requires the ability to reflect on one's own perspectives and to recognise how these influence the interpretation of participants' behaviour.

Youth workers often interpret participation through implicit expectations such as:

- speaking actively,
- maintaining eye contact,
- responding quickly,
- showing visible motivation.

However, these behaviours are culturally shaped and context-dependent. What is considered “active participation” in one setting may not be expressed in the same way in another.

A useful distinction for youth workers is:

- **Observation** – what we actually see
- **Interpretation** – the meaning we assign
- **Judgment** – the conclusion we draw

For example:

- Observation: “The participant speaks little and avoids eye contact.”
- Interpretation: “The participant is not interested.”
- Judgment: “The participant is unmotivated.”

Intercultural competence develops when youth workers pause between observation and judgment and consider alternative explanations.

#### **Practical reflection questions for trainers:**

- What assumptions do I make when a participant is silent?
- How do I define “engagement” in my sessions?
- Could this behaviour have a different meaning in another context?

## **6.2 Understanding behaviour in context**

Behaviour cannot be understood without context. Many reactions that appear as low motivation or disengagement may reflect structural, social or personal barriers.

#### **Example scenario:**

A young man attends a training programme. During sessions, he rarely speaks, avoids eye contact, and gradually starts missing sessions. When asked about job applications, he responds briefly and shows little engagement.

Initial interpretations may include:

- lack of motivation,
- disinterest,
- unwillingness to participate.

However, when additional context is considered:



- he has applied for many jobs
- he has experienced low expectations in school,
- the training location is far from his community,
- transport is unreliable,
- he has family responsibilities at home,

without receiving responses,

the same behaviour can be understood differently:

- discouragement,
- fatigue,
- lack of trust,
- practical constraints.

This shift illustrates a key principle:

**What appears as behaviour is often a response to circumstances, not a reflection of personal value or motivation.**

Youth workers should actively move from:

- stereotype → explanation
- judgment → understanding

**Practical guidance:**

- Always ask before assuming.
- Seek contextual information when behaviour changes.
- Avoid generalising individual behaviour to group characteristics.

## 6.3 Intercultural communication and participation styles

Participation styles vary across individuals and cultural contexts. Silence, hesitation or indirect communication do not necessarily indicate disengagement.

Examples of variation include:

- speaking vs. listening as participation,
- direct vs. indirect communication,
- different norms around authority and interaction,
- varying comfort with group expression.

Silence may reflect:

- observation and learning,
- uncertainty,
- lack of trust,
- previous negative experiences.

Youth workers should therefore avoid equating visibility with engagement.

## Common sources of misunderstanding:

- interpreting quiet participants as passive,
- assuming confidence based on communication style,
- expecting uniform behaviour across participants.

## Effective intercultural communication involves:

- asking rather than assuming,
- observing patterns over time,
- adapting communication style,
- allowing multiple forms of participation.

## 6.4 Ethical and inclusive facilitation

Inclusive youth work requires a deliberate ethical approach. The role of the youth worker is not only to deliver content, but to create a psychologically safe and respectful learning environment.

### Key principles:

- **Psychological safety**  
Participants should feel safe to speak, remain silent, ask questions, or make mistakes without fear of judgment.
- **Non-stigmatizing practice**  
Avoid language that labels, generalises or reduces individuals to stereotypes.
- **Respect and dignity**  
Treat each participant as an individual with strengths, not as a representative of a group problem.
- **Awareness of power dynamics**  
Trainers hold authority in the learning space. This must be used responsibly to support, not dominate.
- **Responsiveness to emotional experience**  
Low participation, resistance or withdrawal may reflect previous experiences of exclusion, discrimination or failure.

### Practical facilitation strategies:

- use inclusive and accessible language,
- validate contributions without forcing participation,
- give time for responses,
- normalise mistakes as part of learning,
- create clear and predictable session structures.

## 6.5 Practical tools for youth workers

This section provides concrete methods that can be used directly in training and workshops.

## 1. Reflection exercises

- “What might be another explanation for this behaviour?”
- “What do we not yet know about this situation?”
- “How would I interpret this differently with more context?”

## 2. Scenario-based discussions

Use short case examples to explore:

- assumptions,
- alternative interpretations,
- possible responses.

## 3. Pair or small-group discussions

- encourage sharing of different perspectives,
- reduce pressure compared to large-group speaking,
- increase engagement gradually.

## 4. Responding to common situations

### Silence

- do not force immediate participation,
- allow time and alternative forms of expression,
- check in individually if needed.

### Low engagement

- explore possible barriers (practical, emotional, contextual),
- adjust task difficulty,
- connect activities to real-life relevance.

### Distrust or hesitation

- build consistency and predictability,
- avoid pressure,
- show reliability over time.

## 6.6 Supporting motivation and self-efficacy

Many young people participating in employability programmes may carry previous experiences of rejection, low expectations or exclusion. These experiences influence confidence, motivation and participation.

Youth workers should therefore:

- recognise emotional and psychological dimensions of participation,
- provide encouragement linked to real progress,
- support small, achievable steps,
- avoid framing difficulties as personal failure.

Motivation often increases when:

- participants feel understood,
- expectations are realistic,
- progress is visible,
- support is consistent.

## 6.7 Key messages for youth workers

- Behaviour should be understood in context, not judged in isolation.
- Silence does not necessarily mean disengagement.
- Assumptions can lead to misinterpretation and exclusion.
- Intercultural competence requires reflection, not only knowledge.
- Inclusive practice is demonstrated through daily interaction, not only intention.
- Trust and psychological safety are prerequisites for meaningful participation.
- Small steps and consistent support lead to sustainable engagement.

### Final note

Intercultural and inclusive youth work is not a separate component of employability support. It is the foundation that makes all other interventions effective. When youth workers approach participants with awareness, respect and understanding, they create conditions in which young people can engage, develop skills and move forward with greater confidence and dignity.

## 7. From training to local delivery: workshops, action plans and stakeholder work

This chapter turns the handbook into a practical field tool for local implementation. Its purpose is to help youth workers move from training content to real action in their own communities by organizing local sessions, planning clear steps, and adapting activities to the needs of Roma and Roma-origin youth.

The chapter shows that employability support is most effective when it is practical, well-structured and connected to local realities. Youth workers need guidance on how to organise small workshop cycles, define realistic goals, prepare a local action plan, and provide follow-up after the

sessions. In this way, support does not more continuous and meaningful process.

remain a one-time activity, but becomes a

It also underlines that employability support does not stay only at the individual level. Cooperation with stakeholders such as municipalities, schools, NGOs, employers and youth centres can strengthen local support, improve referral opportunities, and help create a more sustainable environment for Roma youth employability.

Overall, this chapter helps youth workers translate the THRIVE approach into concrete local practice through participant-centred workshops, structured planning and stronger local cooperation.

## 7.1 Local youth workshops

- Plan short cycles of practical sessions rather than isolated lectures.
- Use pre- and post-assessment and brief evaluation forms.
- Keep group sizes manageable for hands-on support.
- Combine group work with one-to-one follow-up where possible.

## 7.2 Suggested workshop flow

Session	Main focus
<b>Workshop/ practical sessions</b>	Confidence, soft skills, self-assessment, SWOT analysis and first employability reflection.  Digital readiness, CV creation, professional email and online application practice.
<b>Optional follow-up</b>	Individual support, real vacancy search, motivation letter adaptation and feedback.

## 7.3 Stakeholder workshop section (Veselina - EMA)

The handbook should include one separate subsection for stakeholder work. It should explain whom to invite, why they matter, and how to use the project results and youth stories to discuss local barriers and local measures for Roma youth employability.

- Invite municipality representatives, youth-sector actors, schools, NGOs, employers and related institutions.
- Present the toolkit, the main barriers identified locally, and the support measures needed.
- Use the discussion to shape local recommendations or a short policy brief.
- Connect advocacy with concrete, measurable requests rather than general statements.

The stakeholder workshop is the basic moment where project data transforms into local policy. This session is designed to move beyond academic findings and engage the people who

hold the keys to systemic change for Roma youth. This workshop is the "bridge" where project data is converted into institutional commitment. The goal is to move beyond mere information sharing and secure concrete promises from local authorities and business leaders. Stakeholder Workshop should lead from Research to Local Policy. The goal is to move beyond mere information sharing and secure concrete promises from local authorities and business leaders.

### Why Stakeholders Matter:

Roma youth face a complex intersection of barriers—from institutional discrimination to lack of localized support networks. By bringing together diverse power-players, we ensure that:

- **Barriers are validated** by those who manage the systems.
- **Solutions are realistic** and grounded in existing local infrastructure.
- **Accountability is shared** across public and private sectors.

### Preparation and Invitations: Who to invite and Why?

The success of the event depends on having the right people in the room. Invitations should be sent 3 weeks in advance, accompanied by a brief executive summary of your findings.

**Municipality & Local Authorities:** Mayors, Deputy Mayors for Social Affairs, and experts on ethnic integration. **Why:** They control local budgets, urban planning, and social strategies.

**Public Employment Services:** Local Labor Office experts and Roma mediators. **Why:** They manage the "front line" of employment and have access to official unemployment data.

**The Business Sector:** Local entrepreneurs, HR managers, and representatives from Chambers of Commerce. **Why:** They are the end-users of labor; their buy-in is essential to dismantle hiring biases.

**Educational Institutions:** Directors of vocational high schools and career centers. **Why:** To close the gap between school curricula and market demands.

**NGOs & Youth Leaders:** Grassroots organizations working within the community. **Why:** They ensure proposed measures are culturally sensitive and grounded in reality.

### Workshop Structuring and Methodology:

The workshop should be facilitated as a collaborative problem-solving session rather than a passive presentation.

### Structure the session into three distinct phases:

**1. Evidence-Based Framing.** Start by presenting the **Project Toolkit** and the specific **Youth Stories** gathered during the research phase.

- **Humanize the data:** Use a youth story to illustrate a specific "local barrier" (e.g., lack of transportation to industrial zones).
- **Present the Barriers:** Explicitly list the top 3–5 obstacles identified in your local research.

**2. From Stories to Measures** - Facilitate a "Solution Room" where stakeholders brainstorm specific measures to address the identified barriers.

**Example:** If the barrier is "Employer prejudice," the measure shouldn't just be "raising awareness." It should be "Establishing a local 'Inclusive Employer' certification with the Chamber of Commerce."

**3. Shaping the Policy Brief.** - Use the final hour of the workshop to draft a **Short Policy Brief** or a set of **Local Recommendations**. This document serves as the formal output of the session and acts as a roadmap for future advocacy.

### Advocacy Strategy: Concrete vs. General

The success of this workshop depends on the precision of its outcomes. Avoid "General Statements" in favor of "Measurable Requests."

- **Avoid:** "We need better education for Roma youth."
- **Request:** "Establish a localized tutoring program at the municipal youth center for 30 Roma students entering vocational schools."
- **Avoid:** "Employers should be more inclusive."
- **Request:** "The Municipality will provide a 10% tax rebate or social recognition award for local businesses that offer three-month paid internships to Roma graduates."

By focusing on **concrete, measurable requests**, you turn the workshop from a one-time meeting into a sustainable advocacy tool that can be tracked and evaluated over time.

### Follow-up and Advocacy

- **Verification:** Send the finalized recommendations to all participants within 5 working days for a final "nod" of agreement.
- **Formal Advocacy:** Use this document as an official submission to the Municipal Council or the Regional Employment Commission. It serves as proof that the solutions were co-created by the experts themselves.

### Workshop Checklist for the Coordinator (Youth worker)

- **Pre-Workshop:** Send a 2-page summary of the research findings to all participants so they arrive informed.
- **During:** Assign a dedicated note-taker to capture "commitments" made by officials during the heat of discussion.
- **Closing:** End with a "Statement of Intent"—ask every stakeholder to name **one thing** they will do differently based on today's discussion.
- **Post-Workshop:** Send the drafted Policy Brief to all attendees within 48 hours for their final "sign-off."

By focusing on **concrete, measurable requests**, you turn the workshop from a one-time meeting into a sustainable advocacy tool that can be tracked and evaluated over time.

**Key Tip:** Remind the youth workers that their role is to be a **facilitator**, not a lecturer. The best ideas should come from the stakeholders themselves—this ensures they feel a sense of ownership and are more likely to implement the results.

## 7.4 Multiplier and dissemination activities

The goal of dissemination is to ensure that the project's impact outlives its timeline. These activities are designed to spread the "know-how" to organizations and regions that were not part of the initial pilot, turning your local success into a scalable model.

### 7.4.1 Showcasing the Handbook and Key Tools

To effectively showcase the Handbook and Key Tools, you need to move away from a "speech" and toward an interactive demonstration. Stakeholders are more likely to use a tool if they have already "held it" in their hands during your session. Don't just mention the handbook—demonstrate its utility. Use these activities to act as a "guided tour" of the resources you've developed. The objective is to prove that the Handbook is not a theoretical document to be shelved, but a **practical navigation system** for improving Roma youth employability. Here is a detailed guide on how to structure this part of your dissemination activity.

#### 1. The "Problem-Solution" Walkthrough

Instead of going through the Table of Contents page by page, showcase the tools by solving a hypothetical (or real) local problem.

- **Identify a Pain Point:** "We know local employers are hesitant to hire youth without experience."
- **Show the Tool:** Open the Handbook to the 'Employer Engagement Script' or the 'Mentorship Agreement Template'.
- **Demonstrate Utility:** Explain exactly how an NGO or a Municipality office can fill out this template in 5 minutes to start a partnership.

#### 2. Highlighting the "Golden Tools"

Every handbook has 2 or 3 "star" tools that provide the most value. Feature these prominently:

- **The Outreach Map:** Show how the handbook helps identify where Roma youth actually spend time (social hubs, specific digital groups) vs. where institutions *think* they are.
- **The Barrier Checklist:** A diagnostic tool for stakeholders to grade their own services on "Roma-Inclusivity."
- **The Policy Brief Template:** Show how the handbook helps a youth worker turn a complaint into a professional recommendation for a Mayor.

#### 3. Interactive "Live Demo" Stations

If your dissemination event is in-person, don't just stay on stage. Set up **Demo Stations**:

- **The Digital Station:** A laptop or tablet where participants can browse the digital version, test links, and see how to download templates.



- **The "Try-It" Station:** Print out one specific tool (e.g., *The Skills Audit for Roma Youth*) and ask a stakeholder to fill out the first three lines.
- **The QR Wall:** Large posters with QR codes that link directly to specific chapters (e.g., "Scan here for the Employer Sensitivity Guide").

#### **4. Making the Tools "Reusable"**

Stakeholders need to feel that these tools are **their** tools.

- **Customization:** Explain that the templates are "Open Source" or editable. Tell them: "You don't need to write a new contract; just take our Appendix B and add your logo."
- **The "Executive Summary" Card:** Hand out a physical or digital postcard that lists the **Top 5 Tools** and where to find them in the 100-page book.

#### **5. Capturing Feedback and "Follow-up"**

While showcasing, actively document the stakeholders' reactions to the tools.

- **The "Feature Request":** Ask, "Is there a template missing that would make your job easier?" This creates a sense of co-ownership.
- **The Adoption Pledge:** Have a sign-up sheet specifically for: "I want a 30-minute deep-dive training on the Handbook for my staff."

#### **Summary Checklist for the Showcase:**

- **Physical Copies:** Have at least 5-10 high-quality printed handbooks for people to flip through.
- **The "3-Minute Pitch":** Can you explain the value of the handbook to a busy CEO in 180 seconds?
- **Direct Access:** Is the download link short and easy to type (e.g., bit.ly/RomaYouthTool)?
- **Visuals:** Use screenshots of the most useful tables and checklists in your presentation, not just text bullets.

**Pro-Tip:** If you have a success story, link it directly to a tool. "We achieved this result because we used the 'Conflict Resolution Guide' on page 42." This gives the handbook **immediate credibility**.

### **7.4.2 Presenting Learning Outcomes and Local Success:**

- This is a critical part of the handbook. To make your dissemination activities effective, you need to prove that the project didn't just "happen," but that it worked. Evidence is the best currency for dissemination. Stakeholders are more likely to adopt your methods if they see they actually work. The goal of this section is to provide **social proof**. Stakeholders (especially employers and mayors) are risk-averse; they need to see that your methods have already been tested and yielded results before they commit their own resources.

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**a. Categorizing Learning Outcomes**

Don't just list what was done; list what was **learned**. Divide these into three categories:

- **For the Youth:** Improvements in "soft skills" (confidence, communication), "hard skills" (digital literacy, CV writing), and shift in aspirations.
- **For the Institutions:** Improved understanding of the Roma community, identified gaps in local services, and better inter-institutional cooperation.
- **For the Employers:** Reduced prejudice, realized potential of Roma youth, and improved onboarding processes.

**b. The "Storytelling for Change" Framework**

A good success story is more than just a happy ending. To make it a "Local Success Example" for the handbook, use the **S-A-R Model**:

Element	Description	Example
Situation	The barrier the youth or city faced.	<i>"In Town X, 20 Roma youth were unemployed because the local factory required a driver's license they couldn't afford."</i>
Action	What the project did using the handbook tools.	<i>"The project facilitated a partnership between the NGO and the Municipality to fund 10 driving courses."</i>
Result	The measurable impact.	<i>"8 youth obtained licenses; 6 are now employed full-time at the factory. Average household income increased by 20%."</i>

An other good example is **"Before and After" model**:

- **The "Before and After":** Present data showing the change in youth confidence or employer attitudes pre- and post-intervention.
  - **The "Local Hero" Example:** Share one specific success story where a local barrier was overcome.
  - **Example:** "In Municipality X, we identified that lack of ID papers was the main barrier. By using the Handbook's 'Legal Bridge' template, we helped 15 youth get documentation and 10 of them are now employed."
- 
- **The "Before and After":** Present data showing the change in youth confidence or employer attitudes pre- and post-intervention.
  - **The "Local Hero" Example:** Share one specific success story where a local barrier was overcome.



- **Example:** "In Municipality X, we identified that lack of ID papers was the main barrier. By using the Handbook's 'Legal Bridge' template, we helped 15 youth get documentation and 10 of them are now employed."

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**a. Visualizing Success (Data & Infographics)**

People digest success faster when it is visual. In your dissemination events, use "Quick-Glance Stats":

- **The "Confidence Meter":** A chart showing youth self-assessment of job readiness before and after the project.
- **The "Barrier Map":** A visual representation of which local barriers were successfully dismantled (e.g., "Transport barrier: Resolved").
- **Quotes of Impact:** Use direct, powerful quotes from participants. For ex.:

*"Before this project, I didn't think anyone in the City Hall knew my name. Now, I know which office to go to for help."* — Roma Youth Participant.

**d. Highlighting "Transferable" Lessons**

A key part of dissemination is showing how a success in one neighborhood can be copied elsewhere.

- **The "Plug-and-Play" Factor:** Explain exactly which part of the success was due to the **Handbook Tools**.
- **Scalability:** If a small pilot worked for 5 people, present a "Scale-up Plan" showing how it could work for 50 people if the Municipality adopts the handbook's recommendations.

**e. Documenting and "Soft" Commitments**

At the end of your presentation, don't let the momentum fade. Document the "vibe" of the room:

- **Live Polling:** Use tools like Mentimeter to ask: *"Which of these local success stories could be replicated in your department?"*
- **The Commitment Wall:** Ask stakeholders to sign a "Tree of Commitment" or a digital board, stating one specific lesson they will take back to their office.

When presenting success, **be honest about challenges**. Stakeholders trust a report more if it mentions what *didn't* work and how you pivoted. This builds "technical authority" and makes your final recommendations much more persuasive.

### 7.4.3 Providing Reusable something reusable: links, templates, checklists or short policy recommendations

### "Takeaways". Give stakeholders

Dissemination is most effective when stakeholders leave with something they can use the very next day. Avoid giving only brochures; provide **utility**. To ensure that stakeholders don't just leave with "information" but with "implementation power," you must provide them with a Digital or Physical Resource Pack. The goal is to reduce the "effort of entry"—the easier it is for a busy official or employer to use your work, the more likely they are to actually do it. To ensure that stakeholders don't just leave with "information" but with "**implementation power**," you must provide them with a **Digital or Physical Resource Pack**. The goal is to reduce the "effort of entry"—the easier it is for a busy official or employer to use your work, the more likely they are to actually do it.

A **Digital Resource Pack** is a QR code or link to a folder containing:

#### 1. The "Quick-Access" Digital Hub

Provide a single, short URL (e.g., [bit.ly/RomaYouthSuccess](https://bit.ly/RomaYouthSuccess)) or a QR code that leads to a folder containing:

- **The Full Handbook** (PDF).
- **An Executive Summary** (2-page "Fast Facts" for decision-makers).
- **A "Media Kit"** (Pre-written social media posts and photos they can use to show their support for the project).

#### 2. Practical Templates (Editable Documents)

Stakeholders are more likely to act if the "paperwork" is already done. Provide editable files (.docx) for:

- **The "Inclusive Hiring" Job Post Template:** A job description layout that uses neutral language and explicitly encourages Roma applicants.
- **Memorandum of Understanding (MoU):** A ready-to-sign template for partnerships between NGOs and Local Businesses.
- **The "Youth Skills Audit":** A simple form that employers can use during interviews to assess the soft skills of Roma candidates who may lack formal experience.

#### 3. Actionable Checklists

Checklists turn complex theories into simple "Yes/No" tasks. Provide these as 1-page printables:

- **For Employers:** "10 Steps to a Roma-Inclusive Workplace" (e.g., Are your job ads posted in the community? Do you have a mentor assigned?).
- **For Municipalities:** "Local Policy Audit" (e.g., Is there a budget for transport subsidies? Is there a Roma mediator in the Labor Office?).
- **For Youth Workers:** "Pre-Interview Readiness" (A checklist for youth to ensure they have all documents, ID, and transport plans ready).

#### 4. Short Policy Recommendations (The "One-Pager")

Policymakers often don't have time to read 50 pages. Give them a **"Policy Brief Card"** that includes:

- **The Top 3 Barriers:** (e.g., "Lack of vocational transport," "Digital divide," "Hiring bias").
- **The Top 3 Solutions:** Clear, budget-conscious requests (e.g., "Integration of Roma mediators into the municipal career center").
- **The "ROI" (Return on Investment):** A short statement on how much the city saves by moving a young person from social benefits into the workforce.

#### 5. "How-To" Mini-Guides

Short, 5-minute guides for specific tasks:

- **The "Mentor's Cheat Sheet":** A 1-page guide for a company employee on how to support a new Roma intern during their first week.
- **The "Media Guide":** How to talk about Roma youth success stories in the local press without using stereotypes

#### Summary Table: What to give to whom?

Stakeholder	What to give them
Mayor / Local Council	The Policy Brief + Success Story Infographic.
HR Manager / Employer	The Inclusive Hiring Template + Mentor's Cheat Sheet.
Employment Agency	The Youth Skills Audit + The Barrier Checklist.
NGOs / Schools	The Full Handbook + The Digital Resource Hub.

**Pro-Tip:** At your workshop, physically hand out the **Checklists**. People love checking boxes. It creates an immediate psychological feeling of "I can do this." Then, provide the **QR code** for the more complex templates.

#### The "Follow-up" Commitment

Include a "**Commitment Card**" in the \_\_\_\_\_ pack. It should say: "*I, [Name], from [Institution], plan to use the [Specific Tool] by [Date] to improve Roma youth outcomes.*" Collect these or have them post them on a wall before they leave.

#### 7.4.4 Documenting Participation, feedback and follow-up commitments.

Dissemination isn't just about talking; it's about capturing the moment. Proper documentation turns a "nice event" into an "accountability milestone." Documenting this phase is what transforms a "one-off event" into a long-term institutional process. Without proper documentation, the energy of the workshop evaporates the moment participants leave the room. In the handbook, this section should provide a framework for capturing **quantitative data** (how many/who) and **qualitative commitment** (what they promised).

##### 1. Documenting Participation (The "Reach")

This provides the evidence needed for project reporting and proves the diversity of your network.

- **The Signature Sheet:** Don't just collect names; collect **roles** and **sectors** (e.g., "Private Sector," "Municipal Govt," "NGO").
- **The Network Map:** Use this data to create a visual map of stakeholders. This helps identify "blind spots"—for example, if you have 10 NGOs but only 1 employer, you know where to focus your future outreach.
- **Photo/Video Documentation:** Capture "action shots"—stakeholders debating over a map, a youth speaker presenting, or the signing of a recommendation. *Ensure GDPR compliance with a photo release form at the entrance.*

##### 2. Capturing Feedback (The "Quality Control")

Feedback tells you if your tools are actually useful or if they need adjustment before the final handbook release.

- **The "Exit Poll":** Use a simple 3-question survey (digital or paper):
  1. *Which tool from the handbook is most applicable to your daily work?*
  2. *What is one barrier we discussed today that you hadn't considered before?*
  3. *On a scale of 1-5, how prepared do you feel to support Roma youth after today?*
- **The "Open Mic" Notes:** Assign a dedicated note-taker to record specific critiques or suggestions made during the "World Café" or "Solution Room" sessions.

##### 3. Securing Follow-up Commitments (The "Accountability")

This is the most critical part. You want to move from "I agree with this" to "I will do this."

##### The "Commitment Wall" or "Pledge Cards"

Give each stakeholder a physical or digital

card to fill out before they leave.

### Template for a Pledge Card:

*"In the next 3 months, I [Name/Institution] commit to [Action] using the [Handbook Tool] to support Roma youth employability. I expect to see [Result]."*

### The "Public Record"

At the end of the session, summarize the commitments aloud.

- **Example:** "Today, the Chamber of Commerce committed to hosting a job fair, and the Municipality committed to reviewing the transport budget for the Roma quarter."
- **Impact:** Publicly stating these commitments in front of peers increases the likelihood of follow-through by over 60%.

## 4. The Follow-up "Package" (Post-Event)

Within 48 hours of the event, send a "Gratitude & Action" email to all participants:

1. **The Summary Minutes:** A 1-page bulleted list of what was agreed upon.
2. **The Commitment Tracker:** A table listing the pledges made (without necessarily naming individuals if it's sensitive, but naming the institutions).
3. **The Reusable Link:** Re-send the link to the digital templates/checklists.
4. **The Next Step:** Set a date for a "Progress Check" (e.g., 3 months later) to see how the implementation of the handbook is going.

### Documentation Framework for the Handbook

Category	Tool to Use	Why it matters
<b>Participation</b>	Scanned Sign-in Sheets	Proves institutional interest for donors and partners.
<b>Feedback &amp; Quality</b>	Digital Survey / Mentimeter	Validates the effectiveness of the Handbook tools.
<b>Commitment</b>	The "Pledge Tracker"	Creates a baseline for future advocacy and accountability.
<b>Impact</b>	Case Study of the Event	Can be used as a "Local Success" story in future dissemination.

**Pro-Tip:** Include a "**Commitment Tracker Template**" as an appendix in the handbook. It allows the project coordinator to log every promise made during the workshop and follow up systematically. This turns "advocacy" into a manageable "project task."

## Strategy for Long-Term Dissemination

- **The Multiplier Effect:** Encourage participants to become "Ambassadors." Offer a short "Train-the-Trainer" session for those who want to implement the handbook in their own municipalities.
- **Online Presence:** Ensure the handbook is hosted on a stable platform (like a national youth portal or an EU project database) and is SEO-optimized so it appears when people search for "Roma youth employability."

**Pro-Tip:** Focus on the "**transferability**" of the tools. Explain how a tool designed for Roma youth might also benefit other marginalized groups, making it a more attractive resource for generalist policymakers.

## 8. Monitoring progress, evaluation and follow-up

This chapter helps youth workers and partner organizations understand what changed as a result of the activities and how that change can be documented in a simple and meaningful way. Its purpose is not to create a heavy reporting system, but to support realistic monitoring that shows both participation and progress.

In the THRIVE context, monitoring focuses on practical change. This includes not only how many young people attended a session, but also what they were able to prepare, practise or complete, how their confidence developed, and whether they were able to take further steps after the workshops. In this way, evaluation becomes part of the learning process and helps youth workers understand what was useful, what needs more support, and where follow-up is still needed.

This chapter also reminds partners that progress is not always visible only through numbers. Small achievements such as creating a first email account, preparing a CV with support, speaking more confidently in a role play, or applying for an opportunity for the first time can be important indicators of development. For this reason, monitoring in this handbook combines simple quantitative information with short qualitative observations and participant feedback.

At the same time, the approach remains practical and realistic. Youth workers are encouraged to use short tools that are easy to apply, easy to understand and useful for both local improvement and project reporting. Follow-up is equally important, because some outcomes appear

only after time, for example when a young person sends an application later, asks for additional help, or becomes more active in looking for work or training.

Overall, this chapter supports a balanced approach to monitoring and evaluation, helping partners capture real progress, improve the quality of local work, and show that employability support can lead to meaningful change when it is practical, supportive and sustained over time.

## 8.1 What to measure

- attendance and participation;
- completion of practical outputs such as email account, CV, motivation letter or sent application;
- self-reported confidence before and after the sessions;
- number of real or simulated applications completed;
- quality of engagement in workshops and stakeholder events;
- follow-up outcomes after several weeks or months.

## 8.2 Suggested tools

Tool	Use
<b>Pre-assessment</b>	A short form on confidence, skills and previous experience.
<b>Post-assessment</b>	The same or similar form to identify change.
<b>Session evaluation</b>	A brief form after each workshop or training day.
<b>Practical task checklist</b>	A simple yes-no tracker for outputs completed.
<b>Follow-up tracker</b>	A short monitoring table for applications sent, interviews, referrals or further support.

## 8.4 Final recommendation

Before moving to the annexes, it is important to underline that employability-focused youth work is not limited to preparing documents or completing applications. Its wider value lies in helping young people build confidence, develop practical routines, strengthen digital independence, and approach the labour market with greater clarity, readiness and self-belief.

For Roma and Roma-origin youth in particular, this process may begin with small but meaningful steps: creating a professional email account, preparing a first CV, speaking more

confidently, or learning how to respond to opportunities in a structured way. These actions are practical, but they are also part of a broader process of empowerment and inclusion.

The overall message of this handbook is therefore clear: effective employability support combines practical tools with human support. When youth workers offer guidance that is accessible,

respectful and realistic, they help young people not only prepare for work, but also strengthen their sense of dignity, agency and participation in society.

## Annex A. CV template

This annex provides a one-page, beginner-friendly CV template that works well for first-time job seekers or young people with limited formal work experience.

Section	What to include
<b>Personal details</b>	Full name, phone number, professional email, city/town
<b>Profile</b>	2 to 3 lines on motivation, strengths and job interest
<b>Education</b>	School / course / training / relevant learning
<b>Experience</b>	Paid work, volunteering, family support tasks, practical activities
<b>Skills</b>	Digital skills, communication, teamwork, languages, practical skills
<b>References</b>	Optional: available on request

## Annex B. Professional email template

This annex includes one short, adaptable professional email for job applications.

**Subject line:** Application for [Job Title] – [Full Name]

**Greeting:** Dear Sir/Madam, / Dear Hiring Team,

**Opening:** I am writing to apply for the position of [job title].

**Body:** Please find attached my CV. I am interested in this opportunity and would be grateful for your consideration.

**Closing:** Thank you for your time. Kind regards,

**Signature:** [Full Name] | [Phone number] | [Email]

## Annex C. Motivation letter template

A short motivation letter template should be included for vacancies that request more than a CV and email.

[Your name and contact details]

[Date]

Dear [Employer / Hiring Team],

I am writing to express my interest in the position of [job title]. I would like to apply because I am motivated to work, learn and contribute responsibly.

I believe I can be a suitable candidate because I am [mention 2 to 3 strengths: reliable, motivated, communicative, ready to learn, organized. Through my education, volunteering, practical experience or everyday responsibilities, I have developed skills that can be useful in this role.

I would appreciate the opportunity to present myself further in an interview. Thank you for considering my application.

Kind regards,

[Full name]

## Annex D. Vacancy tracking log

Date found	Employer	Job title	Deadline	Status	Notes / link

## Annex E. Youth worker local action plan template

Action-plan element	What to fill in
<b>Youth worker / organisation / city</b>	[Insert name, organisation and local context]
<b>Target group</b>	[Example: 12 Roma youth aged 16 to 24]
<b>Overall goal</b>	[What should change by the end of the local cycle?]
<b>Objectives</b>	[Example: digital confidence, CV preparation,

	job applications]
<b>Planned sessions</b>	[List session titles and practical outputs]
<b>Needed materials</b>	[Devices, internet, projector, templates, local vacancies]
<b>Expected results</b>	[Outputs, confidence change, applications sent]
<b>Follow-up</b>	[How and when participants will be supported after the sessions]

## Annex F. Sample local workshop structure

Workshop element	Suggested timing
<b>Welcome and check-in</b>	5 to 10 minutes
<b>Short introduction to the topic</b>	10 to 15 minutes
<b>Demonstration</b>	10 minutes
<b>Guided practical work</b>	25 to 35 minutes
<b>Pair or group reflection</b>	10 minutes
<b>Saving the final output</b>	5 minutes
<b>Evaluation and next step</b>	5 to 10 minutes

## Annex G. Pre- and post-assessment template

- How confident do you feel using email for professional purposes?
- How confident do you feel writing or updating a CV?
- Do you know where to search for job vacancies online?
- Do you feel able to send a job application by yourself?
- What is most difficult for you when applying for work?

- What support do you still need?

## Annex H. Online safety and scam-check checklist

- Check whether the employer or organisation seems real and searchable.
- Be careful with vacancies that promise unrealistic pay for very little information.
- Do not send sensitive personal documents unless necessary and clearly justified.
- Do not click suspicious links or download unknown files.
- Use clear file names and save copies of what you send.
- Ask for support when something feels unclear or risky.

## Annex I. Practical Soft Skills Toolkit

### Purpose

This annex provides a simple participant-facing toolkit that youth workers can use during local sessions or as a take-home practice resource. The short exercises help Roma and Roma-origin youth strengthen communication, active listening, teamwork, problem-solving, confidence, self-reflection and resilience through accessible prompts.

### I.1 Communication skills

My name is \_\_\_\_\_

I am interested in \_\_\_\_\_

I am good at \_\_\_\_\_

Reflection:

What went well? \_\_\_\_\_

What can I improve? \_\_\_\_\_

### I.2 Active listening

Listen without interrupting.

Repeat: "I understand that you mean \_\_\_\_\_"

Reflection:

Did I listen well? \_\_\_\_\_

### I.3 Teamwork

I help others by \_\_\_\_\_

I am good at \_\_\_\_\_

Reflection:

Did I cooperate and respect others? \_\_\_\_\_

### I.4 Problem-solving

Problem: \_\_\_\_\_

Solutions:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Choice: \_\_\_\_\_

Reflection:

Did it work? \_\_\_\_\_

## I.5 Confidence

I am good at \_\_\_\_\_

People say I am \_\_\_\_\_

Say: "I can \_\_\_\_\_"

## I.6 SWOT

Strengths: \_\_\_\_\_

Weaknesses: \_\_\_\_\_

Opportunities: \_\_\_\_\_

Challenges: \_\_\_\_\_

Action: I will improve \_\_\_\_\_

## I.7 Dealing with rejection

What happened? \_\_\_\_\_

What did I learn? \_\_\_\_\_

Next step: \_\_\_\_\_

## I.8 Handling challenges

My challenge: \_\_\_\_\_

Steps:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Support: \_\_\_\_\_