

**Interreg
Danube Region**



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the European Union


Back on Track

BACK ON TRACK E-CURRICULUM

To improve basic and power skills, build
resilience and enhance employability of
NEETs in the Danube Region

Version 2, 3.10.2025



Disclaimer and Acknowledgement

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Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union. The European Union cannot be held responsible for them.

The Back on Track e-curriculum is an EQF-aligned, modular learning framework developed for use in flexible education and training contexts. It is not nationally accredited but can be adapted or mapped by institutions wishing to integrate it into formal programmes. Implementing organisations are responsible for ensuring alignment with national requirements. A certificate of participation can be issued locally for completed learning modules.

Project information

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1. Introduction

The Back on Track e-curriculum is part of an international initiative supported by the Interreg Danube Region Programme (DRP) and co-funded by the European Union. The project brings together partners from 10 countries across the Danube Region to develop inclusive and practical solutions that support the (re)integration of NEETs—young people not in education, employment, or training—into learning and work.

This digital curriculum has been created to strengthen the basic and power skills needed for young people in rural areas to build their confidence, resilience, and employability. It offers a flexible, modular structure aligned with the European Qualifications Framework (EQF) from Level 3 to Level 5, and covers key skill areas such as financial management, emotional intelligence, digital literacy, communication, and professional development.

Developed collaboratively by expert organisations in adult education and vocational training, Back on Track is designed to meet learners where they are—with relatable content, real-life examples, and a supportive tone that respects their journey. Whether the goal is to enter the workforce, return to school, or explore self-employment, this e-curriculum provides clear, achievable learning paths that can be followed independently or as part of a guided programme.

2. Target audience

Designing with Intention: Why We Created Learner Personas

In *Back on Track*, we made a deliberate choice to give our learners names. Personalities. Life stories. Even imagined pathways forward.

Why? Because too often, young people who are not in education, employment, or training are referred to only by labels: *NEET*. *Vulnerable*. *Inactive*. *Marginalised*. These terms describe a status — not a person.

We chose a different approach. We created learner personas.

Not to stereotype, but to sketch. To imagine. To design with empathy and intention. Because learning doesn't happen in the abstract — it happens in real lives, shaped by individual needs, obstacles, and motivations.

Each of our six fictional personas represents a distinct learner profile found across the Danube Region. They helped us shape the tone, structure, and flexibility of our curriculum. They gave us a way to design not for a generic audience, but for real people — people like *Esma*, *Niko*, *Amir*, and *Réka*.

These personas remind us of three things:

- Inclusion begins with understanding.
- Specificity is not a risk — it's a design tool.
- Good education doesn't erase difference — it builds with it.

These fictional stories are grounded in lived realities. They guided the creation of *Back on Track* — a curriculum built to support diverse, rural learners as they reconnect with education, training, or employment.

Amir – The family caregiver

Age: 22 | **Education:** Lower secondary | **Digital Skills:** Basic

Amir is a full-time caregiver with little flexibility and low trust in institutions. Quiet and independent, he often hides his hearing loss and anxiety. He benefits from self-paced learning, visual instructions, and practical, no-nonsense content.

"Sometimes it's easier to pretend I understood than to ask again."

with a motivational tone and clear steps toward local job options.

Réka – The returnee

Age: 27 | **Education:** University | **Parenthood:** 3 children

After years of caregiving, Réka is ready to return to work — but needs structure and flexibility. She benefits from gentle digital upskilling, career-refresh modules, and relatable stories of re-entry.

Mila – The young mother

Age: 18 | **Education:** Left school early | **Parenthood:** 1 child

Mila balances motherhood, poverty, and limited education. Resourceful and determined, she needs entry-level, confidence-building content

Niko – The overqualified graduate

Age: 26 | **Education:** Bachelor's degree | **Digital Skills:** Advanced

Smart but burnt out, Niko struggles to apply academic skills in the real world. They need inclusive

environments, self-paced content, and a pathway into remote or freelance work.

"I'm not lazy — I just have to spend my energy carefully, or I crash."

Andrei – The quiet builder

Age: 20 | **Education:** Basic VET in carpentry | **Digital Skills:** Intermediate

Sensitive and skilled, Andrei lacks confidence after past bullying. He wants to start his own business but doesn't know how. He thrives with practical training, quiet support, and

real-life success stories that reflect his pace and personality.

"I don't need to be loud to do something good."

Esma – The skilled improviser

Age: 24 | **Education:** Informal only | **Parenthood:** None

Esma is a hands-on worker with no formal certification. She walks with a limp and has faced exclusion — but she's proud, capable, and ready to prove herself. She needs recognition of her skills, physical accessibility, and respectful, straight-talking trainers.

3. Skills areas

The course includes 175h of learning, structured in 7 modules of different topics. Each module starts at a beginner level – European Qualification Framework (EQF) Level 3 – and goes until an advanced level - EQF Level 5. EQF Level 3 refers to basic comprehension and the ability to execute tasks under supervision, EQF Level 4 to a good ability to execute tasks independently, and EQF Level 5 to autonomy and decision making capacities.



Financial management and budgeting - 25 hours

This module supports learners in building everyday money confidence — from tracking spending to understanding payslips and avoiding debt traps. It offers relatable, step-by-step practice that connects personal finance to real-life needs like saving for tools, managing irregular income, or planning a farm season. The content reflects EQF Level 3 foundations with clear options for building toward Level 4 financial awareness, and at Level 5, it introduces independent financial decision-making and planning for self-employment or long-term goals.



Emotional intelligence and self-management - 25 hours

Focused on resilience, this module helps learners spot early signs of stress, set boundaries, and create routines that support well-being. Through scenario-based reflection and emotional check-ins, learners gain tools to manage pressure and regain control in daily life and work. EQF Level 3 content focuses on

personal self-regulation, Level 4 supports application in work or training, and Level 5 explores independent emotional navigation in complex or leadership contexts.



Digital skills & literacy - 25 hours

Learners build digital fluency in everyday contexts — like writing emails, joining a video call, or using apps for budgeting or farming. Whether starting from scratch or refreshing skills, this module boosts digital confidence and opens doors to online work and services. EQF Level 3 covers basic user skills, Level 4 includes confident tool use in multiple domains, and Level 5 supports independent digital organisation, troubleshooting, and information management.



Problem solving and critical thinking - 25 hours

From dealing with a difficult coworker to planning a move on a tight budget, this module strengthens decision-making and everyday logic. Learners practise thinking ahead, weighing options,

and solving real-world problems with calm and clarity. Level 3 focuses on routine problem-solving, Level 4 introduces flexible thinking across varied settings, and Level 5 enables strategic decision-making and independent planning in uncertain or multi-step situations.



Communication, collaboration and presentation - 25 hours

This module helps learners express themselves clearly and navigate workplace and social situations. Through roleplays and practical scripts, they practise giving feedback, asking for help, and sharing their skills with confidence — whether in a team, with clients, or online. It develops EQF Level 3 interaction skills, Level 4 collaboration strategies, and Level 5 autonomous communication, leadership, and context-aware expression.



Professional Skills - 25 hours

Learners explore what it means to show up professionally — on time, prepared, and confident. They learn how to speak about their strengths, handle workplace basics, and take first steps toward employment or self-employment with real-world examples and gentle guidance. This module maps across Levels 3 and 4, with Level 5 supporting full responsibility for one's work processes, goal-setting, and self-directed career planning.



English at work - 25 hours

Designed for everyday use, this module builds English skills for real tasks like messaging a client, helping a tourist, or filling out an online form. Whether learners aim for a job in tourism, remote work, or daily communication, this module offers tools to feel capable and understood. Tasks begin at EQF Level 3 (basic comprehension), move into Level 4 (functional communication), and reach Level 5 by enabling learners to independently adapt language use to different work, learning, or social environments.

4. Online learning format



The courses are online and based on 5 characteristics and implemented on a Moodle learning platform. They are gamified (including features such as uplevelling or storytelling, they start at a real beginner level, they are made for a mobile-first approach, they use a safe tone that feels supportive, and learners will receive a certificate of participation upon completion. Learners will receive a certificate of participation or completion issued by the implementing organisation or training provider. This certificate confirms completion of selected curriculum modules but is not a nationally accredited qualification.



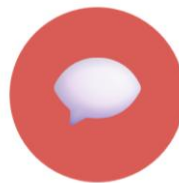
Gamified
(uplevelling,
storytelling)



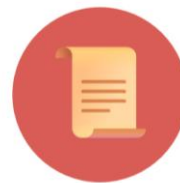
Starting at real
beginner level



Keeping things
short and mobile-
friendly



Using a tone that
feels safe and
supportive



Certificate upon
completion

5. Expected learning outcomes

Back on Track is more than a set of online lessons — it's a flexible, inclusive support system designed for real lives. It can:

-  Help learners identify their strengths and informal skills — like fixing things, caring for others, or managing a household — and recognise their value.

-  Boost confidence and self-organisation through relatable, scenario-based tasks like writing a message to a boss, setting a daily schedule, or tracking spending.
-  Provide low-pressure digital upskilling and emotional support, helping learners re-enter education gently and at their own pace.
-  Introduce practical steps toward employment or freelancing, such as basic planning, communication, and pricing for a first job or service.

Examples of capacities that learners can build in the course:

 Recognise and validate informal skills	 Offer accessible, modular re-entry	 Translate academic skills into work language
 Build budgeting, communication, and workplace basics	 Boost emotional self-confidence and daily routine stability	 Build tools for independent job-seeking or projects
 Provide structure during caregiving time	 Refresh digital confidence	 Encourage quiet leadership and planning
 Rebuild trust in learning via flexible, self-paced entry	 Reconnect education to real-life work rhythms	 Teach basic entrepreneurship and customer contact skills

6. Expected benefits and impact for learners

- A learner who has worked informally in warehouse jobs can recognise transferable skills and learn how to present them in a CV or a job interview.
- A young parent juggling childcare might gain confidence by practicing communication through realistic role-play scenarios — like texting a supervisor or asking for help.

- Someone returning from a long break can use digital modules to rebuild their confidence with basic tools like email, budgeting apps, or calendar planning.
- A young person wanting to freelance in their trade can explore self-employment basics — pricing, messaging clients, planning time — without pressure to perform.

7. Progression pathways

While these personas reflect different learner starting points, the Back on Track curriculum supports a variety of potential pathways, including:

- **Green Jobs:** Eco-construction, repair, upcycling, sustainable services, and environmental maintenance.
- **Tourism & Hospitality:** Entry-level roles in accommodation, local food services, and guest-facing work.
- **Creative & Digital Freelancing:** Content creation, social media, platform-based services, translation, and tutoring.
- **Remote & Hybrid Work:** Admin support, micro-tasks, customer service, or virtual assistance.
- **Vocational Self-Employment:** Trades, home repair, small business setup in rural or peri-urban contexts.
- **Small-Scale Agriculture & Food Production:** Organic farming, local produce, small livestock care, and direct-to-customer selling through local markets or community-supported agriculture.

These pathways reflect real opportunities across the Danube Region. The curriculum doesn't just teach — it supports learners in recognising their own strengths and making grounded, forward-facing decisions. These pathways reflect common economic realities in the Danube Region — and our curriculum builds confidence, communication, and practical readiness to help learners access them.

ANNEX I – Skills clusters

Financial management and budgeting

EQF Level	Area	Skills cluster
3	Everyday budgeting Banking basics Risk awareness	Can track personal income and expenses and create a simple monthly budget using basic tools Can describe sources of income, use a bank account, and organise monthly financial responsibilities Can identify risky spending habits and explain the basic impact of debt and interest in everyday situations
4	Independent budgeting Smart spending Saving and borrowing	Can plan a monthly budget that includes irregular income, fixed costs, and financial goals Can compare offers, contracts, and purchases to make informed decisions and avoid financial traps Can apply saving strategies and explain the impact of different types of borrowing on personal finances
5	Financial decision-making Planning & resilience Risk and independence	Can analyse and compare financial options and make strategic choices based on cost, value, and goals Can create a personal financial plan that includes savings, irregular income, and future goals (e.g. moving out, training, travel) Can identify and manage financial risks (e.g. emergencies, debt, inflation) using tools such as insurance, savings, or crisis planning

Emotional Intelligence and self-management

EQF Level	Area	Skills cluster
3	Emotional awareness. Self-regulation basics. Energy & needs	Can identify and name basic emotions and emotional triggers in everyday or training situations Can apply simple calming or grounding strategies to manage stress, nervousness, or frustration Can reflect on what gives or drains energy and plan a basic routine that supports emotional well-being
4	Emotions in action Self-regulation at work	Can recognise, reflect on, and describe emotional reactions in real-time situations involving others Can apply emotional regulation techniques and communicate needs respectfully in feedback or mistake situations

	Building balance and personality intro	Can create and maintain routines that support motivation, energy management, and emotional resilience during vocational learning or work
5	Self-leadership Emotional intelligence in relationships Long-term resilience	Can reflect on emotional triggers and self-talk, and choose intentional responses in high-pressure or emotionally complex contexts Can navigate emotionally sensitive conversations with empathy, clarity, and boundaries, and give/receive emotionally aware feedback Can design and implement a personal resilience strategy to manage emotional energy, stress, and long-term growth in life or work transitions

Digital skills and literacy

EQF Level	Area	Skills cluster
3	Using devices and finding information	Can use a digital device to complete basic tasks and find simple, reliable information for daily life and training needs.
3	Communicating online in work and life	Can communicate in a respectful and useful way using simple digital tools for personal, learning, or training purposes.
3	Being safe and smart online	Can protect their privacy, safety, and wellbeing while using digital tools and understand when to ask for help.
4	Getting things done online	Can use basic digital tools and platforms to access, complete, and submit tasks related to learning or VET training.
4	Communicating and collaborating online	Can communicate and collaborate online in respectful and effective ways, using basic tools for teamwork and training.
4	Staying safe, smart & balanced	Can manage personal data, stay safe on digital platforms, and respond to risks in a confident and informed way.
5	Working and learning autonomously with digital tools	Can select and adapt digital tools independently to solve problems , learn, or complete complex tasks in a VET or work context.
5	Collaborating and contributing professionally online	Can use digital platforms to collaborate, communicate , and contribute reliably in hybrid or remote teams.

5	Creating impactful digital content for professional use	Can plan and create professional content using digital tools, with awareness of audience, copyright, tone, and purpose.
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Problem solving and critical thinking

EQF Level	Area	Skills cluster
3	Understanding and Framing Problems Responding and Making Decisions Working with Others and Reflecting	Can recognise different types of problems and describe what causes them Can think of simple solutions and choose one with support Can ask for help and reflect on what worked or didn't
4	Understanding and Framing Problems Responding and Making Decisions Working with Others and Reflecting	Can break down problems into steps and analyse root causes Can compare options using pros/cons and justify decisions Can solve problems in a team and improve based on feedback
5	Understanding and Framing Problems Responding and Making Decisions Working with Others and Reflecting	Can handle complexity, identify risks, and map out issues clearly Can make confident decisions under uncertainty and plan strategically Can lead group problem-solving, delegate tasks, and reflect critically

Communication, collaboration and leadership

EQF Level	Area	Skills cluster
3	Everyday communication.	Can engage in simple conversations using polite and respectful language in familiar, everyday or workplace situations

	Workplace basics. Written communication.	Can ask for clarification, express basic needs, and confirm understanding using simple spoken and written phrases Can write short, polite messages or emails using provided templates and models for everyday or workplace purposes
4	Workplace interaction Problem-solving via communication Written communication at work.	Can explain, ask for help, or clarify information in workplace conversations using appropriate tone and structure Can respond to misunderstandings or disagreement respectfully and contribute to team-based communication Can create clear and appropriately structured workplace emails and documents, using correct tone and key information
5	Strategic communication. Conflict and feedback. Facilitation and collaboration.	Can plan and deliver structured, audience-appropriate communication (e.g. talks, pitches, team briefings) Can give and receive feedback constructively, and manage emotionally charged or conflicting conversations with clarity and respect Can lead or support collaborative communication in diverse or remote settings, using inclusive language and clear facilitation techniques

Professional skills

EQF Level	Area	Skills cluster
3	Workplace expectations. Communication at work. Reliability	Can describe basic workplace expectations and prepare for a first day of training or work (e.g. punctuality, hygiene, roles) Can communicate respectfully and clearly in basic workplace situations (e.g. asking for help, giving simple updates) Can plan and follow simple routines that support punctuality, responsibility, and learning in a work or training environment
4	Time & task management Understanding work structures Applying for jobs	Can reflect on and demonstrate professional behaviour across different job settings, including reliability, presentation, and communication Can take responsibility for tools, tasks, and problem-solving in familiar work settings, and act proactively when appropriate Can prioritise and plan work tasks using basic time management strategies and reflect on personal work habits Can create or adapt a basic CV and prepare a short motivation to apply for a job, internship, or training opportunity

5	Self-leadership & entrepreneurial thinking Adapting to modern work realities Professional growth & career pathways	Can describe personal work values, identify opportunities, and take initiative to test or start small-scale freelance or self-employment activities Can compare and navigate different types of work environments (e.g. remote, hybrid, cross-sector) and apply tools for self-organisation Can map out a flexible, realistic career journey and make informed decisions about learning and work based on strengths, values, and goals
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English at work

EQF Level	Area	Skills cluster
3	Everyday English in Tourism & Digital Work	Can use basic English to greet people, talk about work tasks, and communicate politely with customers or colleagues in tourism or digital work environments.
3	English for Workplace Communication	Can understand and respond to short spoken English instructions or conversations in familiar tourism or digital workplace settings.
3	Writing & Digital English at Work	Can read, understand, and write short English messages and content for online work, communication, and simple digital tasks.
4	Communicating with Customers, Clients & Coworkers	Can use English to handle short workplace conversations in a polite, helpful, and professional way in service or digital communication settings.
4	Understanding Instructions, Feedback & Routines	Can understand and follow more complex spoken and written instructions, routines, and feedback in a work or training setting.
4	Writing & Responding Professionally in English	Can write short professional messages and simple written texts in English for workplace and digital communication.
5	Professional Communication in English	Can use English to manage professional conversations in sector-related contexts, including giving direction, handling requests, and maintaining a professional tone.

5	Task Management & Collaboration in English	Can use English to coordinate tasks, communicate in teams, and contribute to shared projects using clear and respectful communication.
5	Professional Writing for Digital Work	Can write clear, audience-appropriate texts in English for digital or workplace contexts, such as emails, posts, and short marketing content.

ANNEX II – Online training units

Version: 26.6.2025

Back on Track online training schedule

Module	TOPIC	Learning activity number	Learning activity title
Finances	Beginner level. EQF 3. Getting Started with Money.		
	Getting started with budgeting	1.1	1.1 What is a budget and why does it matter?
		1.2	1.2 What goes into a budget?
		1.3	1.3 How to track your money
		1.4	1.4 Understanding fixed and flexible costs
		1.5	1.5 Budget practice: Add it all up
	Managing your first money	1.6	1.6 Where does my money come from?
		1.7	1.7 What is a bank account for?
		1.8	1.8 Using your bank account
		1.9	1.9 Paying bills on time
		1.10	1.10 Build your first monthly plan
	Staying out of debt traps	1.11	1.11 What is debt and why does it happen?
		1.12	1.12 Wants vs. needs: what do I really need?
		1.13	1.13 Quick Cash - Big Trouble and interest rates
		1.14	1.14 Online gambling and in game spending
		1.15	1.15 Now or later scenario - think before you spend
	Intermediate Level. EQF4. Money, that works for me		
	Money in, money out: Making a plan that works	2.1	2.1 What do I want to do with my money?
		2.2	2.2 Budgeting with irregular income
		2.3	2.3 What does life really cost?
		2.4	2.4 Understanding payslips and hidden costs
		2.5	2.5 Practice: Build your own monthly plan
	SPENDING SMART: STAYING IN CONTROL	2.6	2.6 How we're influenced to spend
		2.7	2.7 Avoiding traps: subscriptions, BNPL
		2.8	2.8 What to know before signing contracts
		2.9	2.9 Your rights as a consumer
		2.10	2.10 Practice your first monthly budget

Emotional intelligence	SAVING, BORROWING & THINKING AHEAD	2.11	2.11 Saving with low income – why bother?
		2.12	2.12 Starting small: saving challenges
		2.13	2.13 Borrowing money and what it costs
		2.14	2.14 Good debt vs. bad debt
		2.15	2.15 Practice “now or later” decisions
	Expert Level. EQF 5. Mastering money for independence		
	MAKING FINANCIAL DECISIONS WITH CONFIDENCE	3.1	3.1 Evaluate offers: price vs. value
		3.2	3.2 Comparing payment models
		3.3	3.3 Financial decisions in life transitions
		3.4	3.4 Advanced “needs vs. wants” in budgeting
		3.5	3.5 Making financial decisions under pressure
	PLANNING FOR STABILITY & GROWTH	3.6	Building a financial buffer
		3.7	Goal-based saving and planning
		3.8	Introduction to long-term planning
		3.9	Inflation and purchasing power
		3.10	Planning for irregular income
	UNDERSTANDING RISK & BUILDING FINANCIAL RESILIENCE	3.11	Risk awareness in personal finance
		3.12	Basics of personal insurance
		3.13	Introduction to investing safely
		3.14	Debt management and recovery
		3.15	Financial resilience in crisis
Emotional intelligence	Beginner level. EQF 3. Getting to know myself - at work too		
	UNDERSTANDING MYSELF	1.1	1.1 What are emotions and why do we have them?
		1.2	1.2 What triggers my emotions?
		1.3	1.3 How do I usually react?
		1.4	1.4 The body and emotions
		1.5	1.5 Practice: Emotion diary
	DEALING WITH FEELINGS – STAYING CALM UNDER PRESSURE	1.6	1.6 What is self-regulation?
		1.7	1.7 Breathing and calming techniques
		1.8	1.8 Expressing feelings professionally
		1.9	1.9 What helps me stay grounded at work?
		1.10	1.10 Practice: My calm-down kit for busy days
	STAYING IN BALANCE – EVEN ON BUSY DAYS	1.11	1.11 What gives me energy, what drains me at work?
		1.12	1.12 Recognising stress and overload
		1.13	1.13 Setting realistic goals
		1.14	1.14 Creating structure that supports me
		1.15	1.15 Practice: My weekly balance check

			Intermediate Level. EQF4. Taking Charge of Myself.	
	Emotional Awareness in Action	2.1	2.1 Emotions at work – what shows up and when?	
		2.2	2.2 Naming mixed emotions	
		2.3	2.3 Reading emotions in others	
		2.4	2.4 Checking in with yourself	
		2.5	2.5 Practice: Emotional check-in map	
	Self-regulation and professional behaviour	2.6	2.6 Managing reactions under pressure	
		2.7	2.7 Communicating emotions without conflict	
		2.8	2.8 Giving and receiving feedback.	
		2.9	2.9 Taking responsibility for mistakes	
		2.10	2.10 Practice: “In the moment” roleplays	
	BUILDING HABITS FOR PERSONAL BALANCE	2.11	2.11 Recognising patterns: what throws me off?	
		2.12	2.12 Motivation and low-energy days	
		2.13	2.13 Time and energy planning	
		2.14	2.14 Healthy routines that support me	
		2.15	2.15 Practice: My weekly routine map	
			Expert Level. EQF 5. Leading myself with Intention.	
SELF-LEADERSHIP IN COMPLEX SITUATIONS	3.1	3.1 Acting with awareness – not impulse		
	3.2	3.2 Emotional flexibility at work		
	3.3	3.3 Navigating conflicting emotions		
	3.4	3.4 Inner triggers and self-talk		
	3.5	3.5 Practice: Case study response journal		
EMOTIONAL INTELLIGENCE IN RELATIONSHIPS	3.6	3.6 Reading social and emotional cues		
	3.7	3.7 Setting boundaries and saying no		
	3.8	3.8 Giving feedback that builds trust		
	3.9	3.9 Handling emotional conflict		
	3.10	3.10 Practice: Difficult conversation roleplay		
STRATEGIC SELF-MANAGEMENT & RESILIENCE	3.11	3.11 Recognising emotional burnout signals		
	3.12	3.12 Long-term stress planning		
	3.13	3.13 Designing resilience routines		
	3.14	3.14 Self-reflection as a leadership tool		
	3.15	3.15 Practice: Personal emotional resilience plan		
			Beginner level. EQF 3. Getting Online for Real Life	
Digital skills	USING DEVICES AND FINDING INFORMATION	1.1	What is a device and how to use it?	
		1.2	Finding your way around	
		1.3	Searching for something online	
		1.4	Checking if information is real or useful	
		1.5	Using online maps or directions	

	Communicating Online in Work and Life	1.6	Sending a clear message
		1.7	Using emojis, voice notes, and pictures
		1.8	Writing a short email
		1.9	Joining a group chat or online meeting
		1.10	Creating a basic digital profile
	Being safe and smart online	1.11	Making and remembering strong passwords
		1.12	Spotting fake messages and scams
		1.13	Protecting your information
		1.14	Staying respectful online
		1.15	Taking care of your digital wellbeing
	Intermediate Level. EQF4. Digital Confidence		
	Getting things done online	2.1	Using an online platform (e.g. Moodle or MS Teams)
		2.2	Following digital instructions
		2.3	Uploading or sharing your work
		2.4	Filling in digital forms
		2.5	Managing simple digital tools (e.g. calendar, cloud storage)
	Communicating and collaborating online	2.6	Writing short professional messages
		2.7	Joining and speaking in online meetings
		2.8	Giving and receiving simple feedback
		2.9	Working on shared documents
		2.10	Respecting boundaries and tone online
	Protecting your data, devices and digital identity	2.11	Managing your passwords and privacy settings
		2.12	Spotting fake news and risky links
		2.13	Understanding app permissions
		2.14	Knowing when and how to report something
		2.15	Taking care of your digital wellbeing
	Expert Level. EQF 5. Digital Power Skills		
	Working and Learning Autonomously with Digital Tools	3.1	Choosing the right tool for the task
		3.2	Finding quality resources or instructions online
		3.3	Creating your own digital workflow
		3.4	Solving digital problems independently
		3.5	Reflecting on your digital strengths and needs
	Collaborating and Contributing Professionally Online	3.6	Managing online communication across platforms
		3.7	Giving and receiving professional feedback
		3.8	Leading or organising a digital task or file system
		3.9	Supporting a team member digitally
		3.10	Managing tone and conflict online

Problem solving	Creating Impactful Digital Content for Professional Use	3.11	Choosing the right format and tool
		3.12	Planning content for a purpose
		3.13	Creating and editing your content
		3.14	Using tone, layout and formatting effectively
		3.15	Sharing and protecting your content
	Beginner level. EQF 3. I find solutions – one step ahead		
	Recognition on existing problem	1.1	What is a problem?
		1.2	Inconvenience or real problem?
		1.3	When do I know something is wrong?
		1.4	Where and when do I encounter problems most often?
		1.5	Practice: "I discovered a problem – how did I figure it out?"
	What feelings does the problem evoke?	1.6	How do I feel when there is a problem?
		1.7	What is behind these feelings?
		1.8	Where in my body do I feel tension?
		1.9	Do we all feel the same?
		1.10	Practice: "My feeling about this problem"
	Small actions to cope – independently or with support	1.11	What actions can I take?
		1.12	Alone or with help?
		1.13	Who can help me?
		1.14	My strategy for difficult times
		1.15	Practice: "Problem – Action – Result"
	Intermediate Level. EQF4. I decide with clarity – at work and in a team		
	Problem analysis – what, why, how?	2.1	How do I describe the problem clearly?
		2.2	What are the possible causes?
		2.3	What are the consequences of this problem?
		2.4	What do I know and what do I still need to understand?
		2.5	Practice: "Unravel the problem"
	Choosing between options – what is the best action?	2.6	What options do I have?
		2.7	How do I compare different solutions?
		2.8	What if...?
		2.9	How do I make a decision that I believe in?
		2.10	Practice: "My dilemma – my solution"
	Working with others – group problem solving	2.11	What is a group decision?
		2.12	How do we work together on a problem?
		2.13	How do I react when I disagree?
		2.14	How do I give and receive ideas and criticism?
		2.15	Practice: "Let's decide together"
	Expert Level. EQF 5. I think strategically – I decide confidently.		

Communication	Self-leadership in problem solving	3.1	What is self-leadership ?
		3.2	What are my reactions to a problem?
		3.3	Can I choose how to react?
		3.4	My strengths in solving
		3.5	Practice: "Leader in your own process"
	Resilience under pressure	3.6	What stresses me the most when solving problems?
		3.7	How does my body react under stress?
		3.8	What helps me return to my center?
		3.9	How do I maintain resilience under long-term stress?
		3.10	Practice: "My Sustainability Strategy"
	Responsibility for the consequences of decisions	3.11	What consequences could my decision have?
		3.12	What do I do if my solution doesn't work?
		3.13	How do I take responsibility without guilt?
		3.14	What did I learn from this decision?
		3.15	Practice: "Consequences and Growth"
Beginner level. EQF 3. Talking, Working, Growing – Everyday Skills for Teamwork and Confidence.			
Finding my voice	1.1	"Hi, I'm..." – Starting Conversations	
	1.2	Asking Questions – When You Need Help	
	1.3	Listening Actively	
	1.4	Speaking with Confidence	
	1.5	Practice: My Communication Toolkit	
Being a team player	1.6	What Makes a Good Team?	
	1.7	Roles in a Group	
	1.8	Sharing Tasks	
	1.9	Respect and Conflict	
	1.10	Practice: Group Task Simulation	
Small steps into leadership	1.11	What Does It Mean to Be a Leader?	
	1.12	Leading by Helping	
	1.13	Speaking Up with an Idea	
	1.14	Handling Disagreements	
	1.15	Practice: Mini-Leader Roleplay	
Intermediate Level. EQF4. Stepping Up – Speaking Clearly, Working Smoothly, Taking Responsibility.			
Speaking up at work	2.1	Saying What You Mean	
	2.2	Asking Good Questions	
	2.3	Giving Short Updates	
	2.4	Explaining a Problem	
	2.5	Practice: Speak & Share (small presentations)	

PROFESSIONAL SKILLS	Working better together	2.6	What Makes a Strong Team?
		2.7	Solving Small Conflicts
		2.8	Giving Feedback Without Drama
		2.9	Asking for Feedback
		2.10	Practice: Team Task Challenge
	Taking the lead	2.11	What does it mean to lead?
		2.12	Spotting what's needed
		2.13	Trying out a leadership role
		2.14	Leading through communication
		2.15	Reflecting on your leadership strengths
	Expert Level. EQF 5. Leading communication with confidence		
	Strategic communication and presentation skills	3.1	3.1 Know your audience
		3.2	3.2 Structuring impactful messages
		3.3	3.3 Speaking with presence
		3.4	3.4 Telling a compelling story
		3.5	3.5 Practice: Showcase talk
	Navigating conflict and giving feedback	3.6	3.6 Conflict styles and triggers
		3.7	3.7 Assertive but respectful language
		3.8	3.8 Feedback that builds trust
		3.9	3.9 Receiving tough feedback
		3.10	3.10 Practice: Conflict resolution roleplay
	Facilitating collaboration in diverse settings	3.11	3.11 Leading a small group discussion
		3.12	3.12 Communication in hybrid/remote teams
		3.13	3.13 Cultural and generational differences in communication
		3.14	3.14 Setting group agreements
		3.15	3.15 Practice: Facilitation task
PROFESSIONAL SKILLS	Beginner Level. EQF 3. Getting Ready for World of Work		
	WORKPLACE BASICS	1.1	1.1 What is professional behaviour?
		1.2	1.2 Understanding roles and rules
		1.3	1.3 Dress, hygiene, and presentation
		1.4	1.4 Following instructions at work
		1.5	1.5 Practice: My first day checklist
	COMMUNICATING AT WORK	1.6	1.6 What is a workday like?
		1.7	1.7 Who does what at work?
		1.8	1.8 What does it mean to be a "team player"?
		1.9	1.9 How do I ask for help or clarification?
		1.10	1.10 Practice: Workplace map & task walk-through

	BUILDING A RELIABLE WORK STYLE	1.11	1.11 Why punctuality matters
		1.12	1.12 Organising my workday
		1.13	1.13 Dealing with problems or delays
		1.14	1.14 Being open to learning and feedback
		1.15	1.15 Practice: My professional habits tracker
	Intermediate Level EQF 4. Growing in the workplace.		
	MANAGING YOUR TIME & TASKS	2.1	2.1 Prioritising your work
		2.2	2.2 Planning your workday or week
		2.3	2.3 Managing delays and stress
		2.4	2.4 Learning from experience
		2.5	2.5 Practice: My weekly work plan & reflection
	UNDERSTANDING THE WORLD OF WORK	2.6	2.6 Employee rights & obligations
		2.7	2.7 What is a work contract?
		2.8	2.8 Understanding remote & flexible work
		2.9	2.9 Teamwork in different work models
		2.10	2.10 Practice: Employment case scenarios
	GETTING READY TO APPLY	2.11	2.11 Understanding job offers
		2.12	2.12 Creating or updating your CV
		2.13	2.13 Preparing a short motivation
		2.14	2.14 Getting ready for interviews
		2.15	2.15 Practice: Simulated interview
	Expert Level. EQF 5. Stepping into responsibility		
	SELF- LEADERSHIP & ENTREPRENEURIAL THINKING	3.1	3.1 What is self-leadership at work?
		3.2	3.2 Entrepreneurial thinking: spotting opportunities
		3.3	3.3 Taking initiative: from idea to action
		3.4	3.4 Balancing independence and support
		3.5	3.5 Ethical and sustainable entrepreneurship
	ADAPTING TO MODERN WORK REALITIES	3.6	3.6 Understanding remote and hybrid work
		3.7	3.7 Staying organised and focused from a distance
		3.8	3.8 Work across contexts: from farms to freelancers
		3.9	3.9 Freelancing as a work option
		3.10	3.10 Communication in virtual settings
	PROFESSIONAL GROWTH & CAREER PATHWAYS	3.11	3.11 My professional identity
		3.12	3.12 Planning a flexible career path
		3.13	3.13 Making informed decisions
		3.14	3.14 Recognising when it's time to pivot
		3.15	3.15 Continuous learning for growth

		Beginner level. EQF 3. Using English with confidence in everyday work	
ENGLISH	EVERYDAY ENGLISH IN TOURISM AND DIGITAL MARKETING	1.1	1.1 Saying hello and introducing yourself at work
		1.2	1.2 Talking about your job and tasks
		1.3	1.3 Asking and answering questions with customers or coworkers
		1.4	1.4 Talking about time, breaks, and schedules
		1.5	1.5 Using polite expressions in service and online settings
	ENGLISH FOR WORKPLACE COMMUNICATION	1.6	1.6 Understanding and following simple instructions
		1.7	1.7 Asking for repetition or clarification
		1.8	1.8 Describing people, places, or services
		1.9	1.9 Giving and receiving short feedback
		1.10	1.10 Making simple phone calls or voice messages at work
	WRITING & DIGITAL ENGLISH AT WORK	1.11	1.11 Reading and understanding short messages or posts
		1.12	1.12 Writing polite messages or replies (WhatsApp, email)
		1.13	1.13 Using key phrases for social media or online content
		1.14	1.14 Filling out basic online forms or work logs
		1.15	1.15 Writing your profile or task description
		Intermediate Level. EQF4.	
	UNDERSTANDING COMMUNICATING WITH CUSTOMERS, CLIENTS & COWORKERS	2.1	2.1 Starting conversations at work
		2.2	2.2 Asking and answering questions about services
		2.3	2.3 Dealing with simple problems
		2.4	2.4 Using polite and professional tone
		2.5	2.5 Giving short updates or explanations
	UNDERSTANDING INSTRUCTIONS, FEEDBACK & ROUTINES	2.6	2.6 Following multi-step instructions
		2.7	2.7 Checking understanding and asking questions
		2.8	2.8 Understanding basic feedback
		2.9	2.9 Talking about routines and schedules
		2.10	2.10 Using English for task checklists or briefings
	WRITING & RESPONDING PROFESSIONALLY IN ENGLISH	2.11	2.11 Writing work-related messages (email, WhatsApp)
		2.12	2.12 Confirming appointments and tasks
		2.13	2.13 Describing products, services, or offers
		2.14	2.14 Giving and requesting feedback in writing
		2.15	2.15 Writing a simple work bio or profile
		Expert Level. EQF 5.	
	PROFESSIONAL COMMUNICATION IN ENGLISH	3.1	3.1 Giving clear instructions
		3.2	3.2 Handling complaints or concerns
		3.3	3.3 Setting expectations in teams
		3.4	3.4 Switching tone for different audiences
		3.5	3.5 Leading a short conversation

	TASK MANAGEMENT & COLLABORATION IN ENGLISH	3.6	3.6 Giving updates and progress reports
		3.7	3.7 Asking for help or clarification
		3.8	3.8 Giving respectful feedback
		3.9	3.9 Participating in short team meetings
		3.10	3.10 Coordinating tasks and responsibilities
	PROFESSIONAL WRITING FOR DIGITAL WORK	3.11	3.11 Writing professional emails
		3.12	3.12 Creating short digital content
		3.13	3.13 Making tone and style adjustments
		3.14	3.14 Writing bios and introductions
		3.15	3.15 Giving written feedback or reviews



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