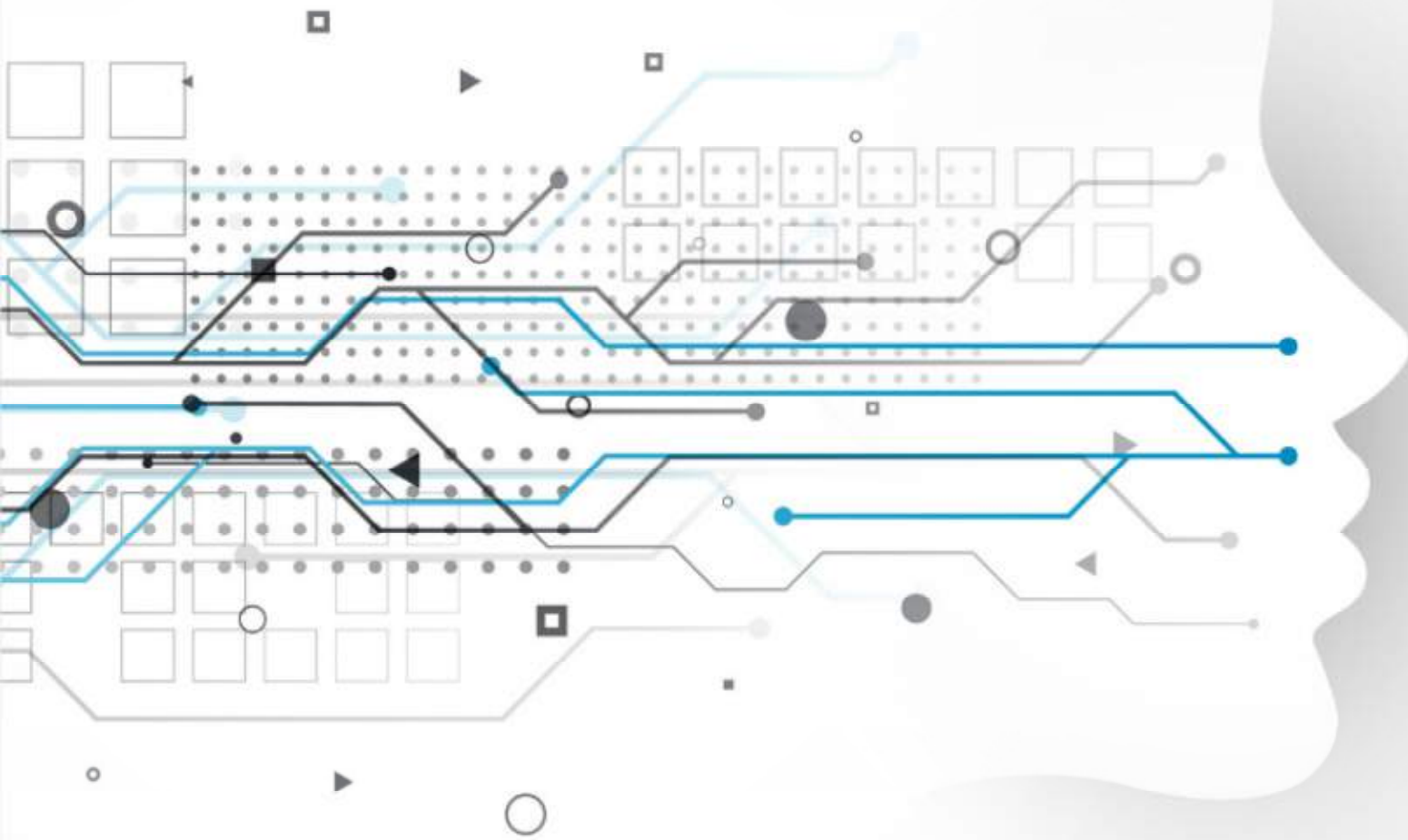


NEW DIGITAL ENTERPRISE START-UPS



Curriculum for the Training Course

Curriculum for the Training Course
“New Digital Enterprise Start-ups”
within the project
“Independent Young Women in Digital Entrepreneurship Era”

©YOUTH POWER 2018

Editor: Danijela Matorčević

Authors: Danijela Matorčević, Jelena Ilić, Domagoj Morić

Publisher: YOUTH POWER, Bosnia and Herzegovina

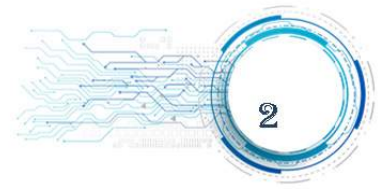
Graphic design: Elma Husnić

Photo credits: Photographs – Milica Kinolli Milović; other images and graphics – Freepik and Flaticon



With the support of the
Erasmus+ Programme
of the European Union





Contents

SUMMARY OF THE PROJECT	3
BACKGROUND OF THIS CURRICULUM.....	4
RECOMMENDATIONS FOR USING THIS CURRICULUM AND ORGANISING SIMILAR TRAINING COURSES	6
DEVELOPED SESSIONS OF THE TRAINING COURSE “NEW DIGITAL ENTERPRISE START-UPS”	8
<i>Introduction (participants, team, organisations, programme); Participants’ expectations towards the TC and their potential contributions to it; Group agreements</i>	<i>8</i>
<i>Country realities on (un)employment situation and NFE and vocational programmes existing for entrepreneurship among youth and of young women in particular</i>	<i>11</i>
<i>Youthpass introduction and its relevance to the training course</i>	<i>13</i>
<i>NFE and youth work raising competences of youngsters (including Youthpass).....</i>	<i>16</i>
<i>Entrepreneurial Learning (what? Why? Models?) – a way to enrich youth work</i>	<i>20</i>
<i>New era entrepreneurship and what does this mean for educators/youth workers.....</i>	<i>23</i>
<i>IT sector and Digital entrepreneurship</i>	<i>26</i>
<i>Digital company – definition, main characteristics and successful case studies</i>	<i>28</i>
<i>How to start a digital company (lean start-up method and digital strategy)</i>	<i>30</i>
<i>Digital workplace – benefits and risks.....</i>	<i>32</i>
<i>Who is a digital entrepreneur? (defining competences SKA that individual must have to be a digital entrepreneur).....</i>	<i>35</i>
<i>How youth work can help building relevant (soft) skills for dealing with digital workplace and entrepreneurship benefits and risks</i>	<i>38</i>
<i>Towards sustainable entrepreneurship education in our youth work programmes – initiating ideas for quality youth work entrepreneurial learning (EL) for digital entrepreneurship promotion among our youngsters in communities.....</i>	<i>40</i>
<i>Closure session of the training course.....</i>	<i>45</i>

SUMMARY OF THE PROJECT

Motivation of partners in this project is to “equip” young women with set of ICT skills needed to work on personal development in fields of creating self-employment opportunities and digital entrepreneurship.

This project is strategic continuation of the partners’ endeavours to empower young women for their (self-)employment and entrepreneurship. All partners have established young women entrepreneurship empowerment centres within their regular structure and programme. This project is building up on that and brings added value to the organisations and respective communities/countries.

Aim of the project is to build capacity of youth (work) organisations, their young women entrepreneurship empowerment centres on local level and their youth workers in competences for digital entrepreneurship and digital entrepreneurial learning through youth work in our communities and on European level.

The project activities:

- Activity 1 - Preparatory meeting
- Activity 2 - Training course1: “New Digital Enterprise Start-ups”
- ✓ Output 1 - Curriculum of the TC1
- ✓ Output 2 – Online course with the topics related to the TC1
- Activity 3 - Training course2: “Adapting existing enterprises to Digital Revolution”
- ✓ Output 3 - Curriculum of the TC2
- ✓ Output 4 – Online course with the topics related to the TC2
- Activity 4 - Training course3: “Digital marketing for all”
- ✓ Output 5 - Curriculum of the TC3
- ✓ Output 6 – Online course with the topics related to the TC3
- Activities 5: Local dissemination events in 6 partner countries
- Activity 6: Evaluation meeting
- Reporting and Dissemination of results

Project partners:

- SNAGA MLADIH / YOUTH POWER, Bosnia and Herzegovina
- Association for improvement of modern living skills “Realization”, Croatia
- Centre for non-formal education and lifelong learning (CNELL), Serbia
- Association Center for intercultural dialogue (CID) – Kumanovo, FYR Macedonia
- A.D.E.L. – Association for Development, Education and Labour, Slovak Republic
- SOS telephone for women and children victims of violence, Montenegro





BACKGROUND OF THIS CURRICULUM

This curriculum is closely connected to the Training course “New Digital Enterprise Start-ups”. It consists of detailed sessions designs from the training course, with recommendations for future implementation and multiplication purposes of the overall training course and the specific sessions/elements of it. It serves as quality knowledge management basis for organising such training courses in the future.

Training course “New Digital Enterprise Start-ups” gathered 29 participants, trainers and staff from 6 organisations and countries (Bosnia and Herzegovina, Croatia, Serbia, FYR Macedonia, Slovak Republic, Montenegro). The training course took place in Zadar, Croatia from 30th October till 7th November 2018.

Specific objectives of the training course were:

- To empower youth workers and build their competences for development of NFE/youth work programmes for digital entrepreneurship start-up among youngsters (young women), beneficiaries in our communities
- To share realities on and experiences with (un)employment situation and NFE and vocational programmes existing for entrepreneurship among youth and of young women in particular in different European countries
- To increase knowledge about the new era entrepreneurship
- To increase knowledge and competences about the IT sector and competences to promote digital entrepreneurship among young people in our countries
- To develop competences to further empower youngsters in our communities for digital entrepreneurship
- To increase participants’ competences for creating (IT/digital) entrepreneur-friendly learning environments in our youth work

Training course was based on the approach, principles and methods of non-formal education and approach enriched with digital tools/methods. It consisted of interactive and participatory methods tailored to the participants’ profile and needs, some of them being: theoretical themes and lectures; individual/group activities; group games and exercises, simulations and role plays; work on examples in a small group; discussions; etc. The language of the training course was English.

Programme of the training course:

<i>Day 1 – 30th October 2018 – Tuesday</i>	
PM	Arrival of participants
evening	Welcome evening
<i>Day 2 – 31st October 2018 – Wednesday</i>	
AM	Introduction (participants, team, organisations, programme); Participants’ expectations towards the TC and their potential contributions to it; Group agreements
PM	Country realities on (un)employment situation and NFE and vocational programmes existing for entrepreneurship among youth and of young women in particular
PM	Youthpass introduction and its relevance to the training course
PM	Reflection and Evaluation of the day
evening	Intercultural evening
<i>Day 3 – 1st November 2018 – Thursday</i>	
AM	NFE and youth work raising competences of youngsters (including Youthpass)
PM	Entrepreneurial Learning (what? Why? Models?) – a way to enrich youth work
PM	Reflection and Evaluation of the day
evening	NGO fair

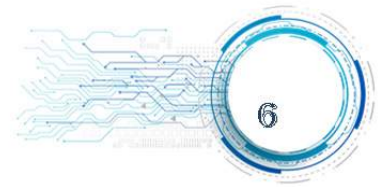


Day 4 – 2nd November 2018 – Friday	
AM	New era entrepreneurship and what does this mean for educators/youth workers
PM	IT sector and Digital entrepreneurship
PM	Reflection and Evaluation of the day
Day 5 – 3rd November 2018 – Saturday	
AM	Digital company – definition, main characteristics and successful case studies
PM	FREE AFTERNOON
Day 6 – 4th November 2018 – Sunday	
AM	How to start a digital company (lean start-up method and digital strategy)
PM	Digital workplace – benefits and risks
PM	Reflection and Evaluation of the day
Day 7 – 5th November 2018 – Monday	
AM	Who is a digital entrepreneur? (defining competences SKA that individual must have to be a digital entrepreneur)
AM	How youth work can help building relevant (soft) skills for dealing with digital workplace and entrepreneurship benefits and risks I
PM	How youth work can help building relevant (soft) skills for dealing with digital workplace and entrepreneurship benefits and risks II
PM	Reflection and Evaluation of the day
Day 8 – 6th November 2018 – Tuesday	
AM	Towards sustainable entrepreneurship education in our youth work programmes – initiating ideas for quality youth work entrepreneurial learning (EL) for digital entrepreneurship promotion among our youngsters in communities
PM	Evaluation of the training course, incl Youthpass
evening	"See you again" party
Day 9 – 7th November 2018 – Wednesday	
AM	Departure of participants

The participants have fulfilled the following criteria:

- Active youth workers or young women interested to become active as peer educators within our organisations
- Willing to apply & multiply the knowledge received
- Willing to take action in the field of empowering young women for digital entrepreneurship
- Willing to enter into partnerships with participants from different organisations/countries
- Able to attend and be active during the entire duration of the training course and to implement local workshop with young women after the participation at the training course
- Age above 18 and able to follow the programme in English language





RECOMMENDATIONS FOR USING THIS CURRICULUM AND ORGANISING SIMILAR TRAINING COURSES

This curriculum “New Digital Enterprise Start-ups” is created for the purpose of dissemination and, thus, extending the impact of our project on other partner organisations and other youth and similar organisations and their coordinators, youth workers and educators – to further improve knowledge management and capacity building of their youth workers and thus to increase the systematic support given to young women in local communities.

This curriculum serves as the resource material and the inspirational tool for those other youth workers and youth organisations to use this curriculum in training of their volunteers/youth workers in the topics of this training course or for organising similar training courses on local and European level.

When organising a training course, based on this curriculum, we expect participants to gain / further develop following competences of theirs:

- Awareness and knowledge about the realities on (un)employment situation and NFE and vocational programmes existing for entrepreneurship among youth and of young women in particular in different European countries
- Knowledge about the new era entrepreneurship and the IT sector
- Competences to promote digital entrepreneurship among young people in our countries
- Competences to further empower youngsters in our communities for digital entrepreneurship
- Competences for creating (IT/digital) entrepreneur-friendly learning environments in our youth work
- Competences for development of NFE/youth work programmes for digital entrepreneurship start-up among youngsters (young women), beneficiaries in our communities

Most of the youth (work) organisations, that we have had experience to cooperate with, need more educated and committed youth workers to initiate and manage the quality (digital) entrepreneurship NFE youth empowerment activities. By sending their participants/youth workers to participate at this and similar training courses, they will achieve this important objective.

This training course provides participants with an opportunity for self-actualization through developing the skills, attitudes and knowledge useful in understanding self and others in the process of entrepreneurial learning in our everyday youth work and life in common Europe.

Our participants, as a result of the training course, will be able to develop NFE / youth work programmes and activities for digital entrepreneurship start-up among youngsters (young women), beneficiaries in our communities.

For the quality implementation of the training course and for achieving desired learning objectives, we advise to prepare participants as following:

- ✓ Before the training course, participants should receive all information regarding it. In the registration/application form, they should have opportunity to write about their motivation for the participation and to suggest specific sessions if they think they are relevant/needed to be added.
- ✓ Project managers (and sending organisations, if participants come from different countries) should have meetings with selected participants in order to prepare them best for the participation at the training course. Participants will need to research and prepare information about situation on youth / young women non-formal education possibilities and vocational trainings available in their communities and countries; on different public and NGO programmes and measures existing and on challenges that youth workers are facing when dealing with the topics. Participants (with the help of

project managers and sending organisations) should prepare the presentations (for other participants) with the background information about the situation and the latest developments in each of their local communities / countries.

- ✓ Sending organisations should provide their participants with materials for evening sessions where they will present their organisations and projects to each other, taking care that they have necessary brochures, updated information about the local and international projects, links of web pages and organisations' contact information.
- ✓ Sending organisations should prepare the participants for working and functioning in intercultural surrounding, as they will have information about the other sending organisations and their countries, as well as about the profile of participants.

During the implementation of the training course, the trainers, facilitators and organisers are advised to ensure detailed regular evaluation and learning reflection among participants, as following:

- ✓ On the beginning of the training course, participants should be introduced to the Youthpass (or any other learning reflection) certificate and 8 key competences. With the facilitation from trainers, participants should share and discuss their expectations from training course and what do they want to learn in specific. They should reflect and set their individual learning goals and write them down in their learning diaries. At the end of each day they should have time and be encouraged by trainers' questions to reflect about their daily learning and to make notes in their learning diaries.
- ✓ Participants should be involved in the regular evaluation of the training course, as every day they should evaluate the day, sessions and methods, and suggest changes and improvements. If they would have some specific learning needs or objectives, trainers should make extra sessions and provide extra materials, and these sessions could be held in evening hours after the dinner, or any other free time available and agreed for by the participants.





DEVELOPED SESSIONS OF THE TRAINING COURSE “NEW DIGITAL ENTERPRISE START-UPS”

Introduction (participants, team, organisations, programme); Participants’ expectations towards the TC and their potential contributions to it; Group agreements

Session Title: Introduction (participants, team, organisations, programme); Participants’ expectations towards the TC and their potential contributions to it; Group agreements

Duration: 180 minutes

Background:

These introductory sessions are important and need to be organised thoroughly, as they set grounds for the quality group work of the all participants and their quality learning during this training course. The group consists of representatives of different organisations coming from different countries and backgrounds, with very diverse experience in the non-formal education settings and implementing youth work activities.

Aim of the session: To initiate the process of group development and provide the most important information related to the training course programme and the learning process to be organised.

Objectives:

- To introduce the background of the training course, the topic and agenda, the trainers, organisers and the group;
- To get to know each other better;
- To explore participants' motivations to join this training course;
- To determine their expectations from the training course and possible contributions they might give for the quality training course;
- To define rules of working together during this training course;

Competences addressed:

- Communication skills; Communication on foreign languages and mother tongue;
- Social and civic competencies; Working in intercultural teams.

Methodology and methods:

- Plenary rounds;
- Inputs (presentations);
- Complex exercise with debriefing;
- Discussion.





Session flow:

I. Official Introduction and welcome (10 minutes)

Representative of co-ordinating organisation / project coordinator makes an official opening and describes in a few words events leading up to this training course. S/he introduces the team who would be responsible for incoming days for the training course programme and activities. The team members present themselves shortly.

II. Round of names (5 minutes)

Participants are invited to share, one by one, their names and where they come from.

III. Name games (10 minutes)

The whole group of participants, trainers and staff stand in a circle and play several name games (Ball name game, ZIP-ZAP, etc.) until they learn well all the names in the group.

IV. Getting to know each other – Speed dating (30 minutes)

The trainer gives instructions that group gets divided into 2 smaller groups, standing across each other and facing a pair from the other side. It is presented to them that it is a concept similar to “speed dating” with the idea of having only 3-4 minutes for getting to know each other, but according to the questions that the trainer will read. When the 3-4 minutes’ pass, participants change their place for 1 or 2 to the right or left (depending on the instructions) and meet a new person to talk to and get to know. Questions are:

- My hometown or my favourite town
- My job or studies
- My role in the organisation
- My family
- My favourite book
- Why I am here?
- etc.

V. Agenda of the training course (10 minutes)

Trainers present the detailed programme of the training course in the plenary through the use of visual contents. We create a storyline of the project.

VI. Expectations, Contributions and Fears: Storytelling (25 + 15 minutes)

The trainer tells a story apparently detached from the topic of the project through the use of graphic content. Participants get split in 4 teams to reflect about importance of the story addressed to the project. The group discusses in plenary about the different points of view of why the story is related to the project. The group reflects on importance of having expectation suitable to the context. Participants fulfil the poster/flipchart with their personal ideas with post-it papers for “Fears”, “Contributions” and “Expectations” of theirs for this very training course.

VII. “Mission impossible” exercise (60 minutes)

The group has to achieve 12-15 missions that will make them go around the accommodation/village and cooperate. The group has to self-organize in order to be able to achieve all the missions. Among the mission the trainers ask for 5 rules of cohabitation. The group presents to the trainers all the mission achieved in order to get the approval of the achievements.

The trainer leads the debriefing and asks participants questions on:

- how was it to work in the group;
- how they divided the tasks in the team;
- was it easy to agree;
- did they manage to finish all the tasks;
- what was more important – to accomplish the task or something else.

The trainer leads the discussion with the participants until the moment in which they find common rules to respect for the week.

VIII. **Group agreement (15 minutes)**

The trainer facilitates the interactive discussion in plenary and brainstorming on the most important rules for working together during the training course. When agreed, the rules are written on the flipchart and glued to the wall to be visible during the training course itself.

Materials needed: A4 papers, A3 papers, flipchart papers, post-it papers, markers, colours, laptop, projector; Poster and story. Poster with 12-15 missions.

Session results:

After the end, participants will:

- Get to know the organising team better;
- Know each other's names;
- Learn planned details of the agenda of the overall training course;
- Express their motivations, expectations and fears about the coming week and get feedback from organisers, trainers and peers;
- Get good feeling of belonging to the group and learning within it.

Recommendations for future trainers multiplying this session:

- The Speed-dating exercise is full of sound, and personal stories that create warm atmosphere in the group. Sometimes, depending on the space available for this exercise, the sound can be too much to bare and function for the group. Thus, it is advisable that the trainers kindly remind participants that, if possible, we all should speak as silent as possible.
- Storytelling and using graphic content was a creative way to capture participants' attention and introduce them into the topic. Recommendations for future: make larger and more visible graphic content, than A4 paper size. Use simpler words for storytelling to adapt to different levels of English in the group, and repeat segments of the story few times using different vocabulary so everybody can get into and follow the story.
- For the "mission impossible": be clear that participants can't use their mobile phone/laptops in order to motivate them to actually leave the room and explore the surrounding.



Country realities on (un)employment situation and NFE and vocational programmes existing for entrepreneurship among youth and of young women in particular

Session Title: Country realities on (un)employment situation and NFE and vocational programmes existing for entrepreneurship among youth and of young women in particular

Duration: 120 minutes

Background:

Economic crisis significantly increase the rate of unemployment of young people all over Europe but these rates vary from country to country very much and a quite high in a transition countries. On the other hand, only few countries have systematic approach in dealing with unemployment of young people through entrepreneurship education/learning. Models for fostering entrepreneurship as a chance for young people to enter world of self-employment are often unstructured and not coordinated by governments but most of them includes some cooperation between youth organisation, business and public funds support.

Aim of the session: To share country realities on (un)employment situation programmes existing for entrepreneurship among youth and of young women.

Objectives:

- To present national/local realities on youth/young women (un)employment situations and public, non-formal educational possibilities and vocational trainings available on topic of entrepreneurship;
- To identify commonalities, challenges and differences in approaches/practices

Competences addressed:

- Communication on foreign languages;
- Social and civic competencies;
- Digital competence;
- Cultural expression.

Methodology and methods:

- Work in national teams, small groups;
- Collage;
- Presentations in plenary.

Session flow:

I. Introduction to the task (10 minutes)

Team introduces **key questions** that should be presented on poster/collages:

- a) An overall picture of who are young people/woman in this context (local or national).
- b) What is the reality regarding (un)employment (causes and solutions)?
- c) What are the types of local/national approaches to youth/women entrepreneurship? Give a couple of examples.
- d) What are the main achievements and challenges?
- e) How do you see your role and of your organisation in this context?



II. **Making collages and sharing realities (110 minutes)** – 50 minutes in country groups + 30 minutes for presentation in other groups + 30 minutes in country groups again

Group is divided in country groups and invited to identify a facilitator that will be responsible for facilitating the round of presentations. Facilitators stay and host persons from other groups. After sharing, all visitors go back to their country groups and pass the information to his/her group by answering on questions:

- What similarities (challenges) you have recognized in other countries in context of (un)employment and approaches to entrepreneurship?
- Most interesting findings?

Materials needed: Flipchart papers, markers, scissors.

Session results:

After the end, participants will:

- o Have found out about different possibilities offered to young people in different countries available for entrepreneurial learning and about existing projects of best practice

Background documents and further reading:

More details can be found in:

- o https://ec.europa.eu/eurostat/statistics-explained/index.php/Youth_unemployment#The_effects_of_the_crisis_on_youth_unemployment

Recommendations for future trainers multiplying this session:

- o For being able to present some data about employability rates in country, programmes for overcoming unemployment, especially ones which foster youth entrepreneurship you need to give research part of the assignment on time-meaning several days before the training.



Youthpass introduction and its relevance to the training course

Session Title: Country realities on (un)employment situation and NFE and vocational programmes existing for entrepreneurship among youth and of young women in particular

Duration: 60 minutes

Background:

For more than 10 years now Youthpass proves to be more than a certificate of participation in an event. Youthpass supports educational process and shows educational potential of projects developed within youth work. Understanding its broader purpose outside of the sector-related to employment and business is an important part of it.

Aim of the session: To raise awareness about importance of recognition of personal learning outcomes within youth work and NFE and Youthpass as a tool for social/political recognition of competences gained.

Objectives:

- To introduce Youthpass and its competences as a tool for self-assessment of the learning process;
- To better understand key competences and their connection to learning and reflecting in this training course;
- To understand connection between Youthpass, social recognition of youth work outcomes and employability of young people;
- To foster learning to learn through practicing reflection on daily bases;
- To provide a tool to reflect and keep track of the ongoing learning process.

Competences addressed:

- Communication on foreign languages
- Interpersonal, intercultural competence
- Social and civic competencies;
- Digital competence
- Cultural expression
- Communication in mother tongue
- Mathematical competence and basic competence in science and technology

Methodology and methods:

- Experiential learning;
- Complex exercise;
- Debriefing;
- Presentations in plenary;
- Group evaluation;
- Personal reflection.



Session flow:**I. “YOUTHPASS JOURNEY” (40 minutes)**

THE JOURNEY: You are the captain of your own ship during this learning journey and this log is for you to write down what you are learning every day. Your Youthpass Compass will help you navigate during the trip and decide your final destination. Youth in Action is based on non-formal learning and for that to be evaluated in your Youthpass you have to assess your competences before, during and after your journey. You will visit different ports of call during your learning itinerary and it is very important that you, as the captain, take down notes and pointers. When it comes to the end of journey, you can look at your compass and log book to see where and how your learning cargo has arrived.

YOUTHPASS ISLANDS: The objective of this activity is to introduce Youthpass and its competences as a tool for self-assessment of the learning process. The objective of the game is for each team to get their “YOUTHPASS-PORT” stamped, after visiting each island and fulfilling certain tasks related to each one of the 8 key competences. This is a “learning-by-doing” activity where the main aspects of Youthpass are addressed and discussed during the game and the debriefing.

DEPARTURE DAY:

1. Divide the participants in groups of 4 pax max
2. Draw 8 islands (with masking tape) on the walls that correspond with the 8 key competences and place one task card and the necessary materials and equipment on each island.
3. Every group gets one empty passport divided in 8 sections.
4. Explain the objective of the game. The objective of the game is to get the passport stamped on the 8 different island icons within 30 minutes. (Each icon represents 1 key competence)
5. Once they roll the die, they go to the island with the task card that matches the icon they got on the die. If there is another team on the island, they have to roll the die again until they find a vacant island they have not visited before.
6. The game ends when everybody has the 8 stamps or when the time is over

II. Debriefing and Discussion (20 minutes)

- Debriefing about the game and its relevance to the competences and the training course;
- Presentation and discussion about 8 key competencies – give to the participants the hand-outs with definitions of each competences – participants need to connect it with the specific islands / tasks;
- Explanation about Youthpass process during the training course. This is connected to the Learning Diary as a tool to self-assess their learning outcomes throughout the training course.
- Participants need to define their learning goals for this training course and write them in their notebooks / Learning diaries.

Materials needed: Printed assignments for 8 Youthpass islands, Youthpass passport – one for each group, material for each island (Sudoku, Tangram puzzle, empty papers and pens to write lists...).

Session results:

After the end, participants will:

- experience non-formal methodology and experiential learning;
- discover all key competences by experiencing them;
- understand importance of Youthpass as a tool for recognition of non-formal education learning outcomes;
- be able to connect recognition tool with employability and work (enriching CV).

Background documents and further reading:

More details can be found in:

- Youthpass website: Recognition tool for non-formal & informal learning in youth projects
<https://www.youthpass.eu/en/>
- <https://www.salto-youth.net/tools/toolbox/tool/youthpass-journey-youthpass-islands-captain-s-log.1223/>
- YIA Key competences for life long learning-European reference framework
<https://www.erasmusplus.org.uk/file/yia-key-competences-for-lifelong-learning-european-reference-frameworkpdf>
- <https://www.youthpass.eu/en/about-youthpass/youthpass-impact-study/>
- <https://www.youthpass.eu/en/publications/youthpass-unfolded/>

Recommendations for future trainers multiplying this session:

- When session comes last in a day as this one, we can rely on common experience of getting to know and group being built already, which can be used as experiences connected to some of competences, like interpersonal and social competence or using foreign language and it is as well the introduction for the sessions of tomorrow, when question of relation between NFE and youth work and employability of young people is to be raised.
- Whenever possible, do use more input, time, specific and related examples for the Learning diary as some participants are defining their learning objectives for the first time and they need more guidance and time. Also, maybe ask them to define their learning objectives before coming to the training course, and then again to revise them in the beginning of the course and rewrite them.



NFE and youth work raising competences of youngsters (including Youthpass)

Session Title: NFE and youth work raising competences of youngsters (including Youthpass)

Duration: 180 minutes

Background:

Developing competences of young people requires creating learning environments which respect their personalities, supports development of transversal skills and help them to actualize their hidden potentials. Non-formal education, as such, can equally enhance personal, social or professional development of youth. Understanding the complementary role of all different fields of learning in process of lifelong learning opens perspectives which can be used in gaining necessary competences for life or creating a job for themselves. For a long period, youth work was understood as out-of-school education managed by professional or voluntary youth worker, which contributes to the development of young people and foster their personal and social growth, but not so much the professional level. For several years, it is more and more seen as a help to deal with unemployment. One of the main aspects of transition to adulthood is getting a job and an open question remains: "How can youth work enhance youth employment?" The attitude to entrepreneurial learning in youth work is changing significantly from almost being not accepted and excluded to a situation where it is generally accepted that youth work ought to include non-formal learning activities that foster entrepreneurial competences.

Aim of the session: To understand underlying values, principles and methodology of NFE in development of competences of young people and to understand the role of youth work in raising competences of young people needed for entering the world of work and employment.

Objectives:

- To elaborate about basic principles of non-formal education (including differences between formal, non-formal and informal learning);
- To understand learning process within non-formal education and its potential to develop competences of young people;
- To understand the role of youth work and how it is connected with needs in society;
- To realize how non-formal education is connected to raising employability skills of youth;
- To understand Youthpass certificate as a good tool within Erasmus+, but also beyond it when working on competences of youngsters.

Competences addressed:

- Communication on foreign languages;
- Social and civic competencies;
- Learning to learn competence.

Methodology and methods:

- Interactive plenary discussion;
- Expressional drawing;
- Small group sharing and elaborating;
- Walk and talk discussion;
- Brainstorming;
- Plenary presentation.



Session flow:

I. For good morning – Teach me something in 2 minutes (10 minutes)

Participants form pairs and use the chance to teach each other whatever they choose in a few minutes. Then, the trainer runs short debriefing consisted of following questions:

- What have you learned? Participants share if they found out about some information, practice something concrete like dance steps or exchange some opinions, life stories...
- What did you enjoy more, the teaching or the learning?

II. Buzz groups about positive learning experience (10 minutes)

Learning is associated with different feelings, attitude, facts, context... Participants share in pairs where and how did they had positive learning experience and what did make it good.

III. Drawing My understanding of NFE (50 minutes)

Participants are divided in groups of 4. They sit close together with chairs turned back to back. Each one should have an A4 paper and a pencil with different colours. (5 minutes)

Trainer invites them to think about their understanding of NFE and to draw it (no writing). (10 minutes)

Next step, the drawings go around in the group: each one should try to interpret the drawing and add or clarify something with their own pencil, still no communication. (10 minutes)

When the drawing is back give a couple of minutes for each participant to try to understand the contributions of others in the drawing. (5 minutes)

Last step: each participant shares their drawing, initial idea and understanding of the contributions. Others can clarify/comment. (20 minutes)

IV. Main characteristics of NFE within youth work (10 minutes)

Small groups summarize on a poster the main characteristics of non-formal education within the youth work. Plenary presentation about it.

V. Fields of learning – Formal education, NFE, Informal learning (10 minutes)

Trainer gives printed different characteristics of formal, non-formal and informal learning to participants.

All together participants approach and put characteristics they have under the specific title: Formal education, Non-formal education, Informal learning. Interactive input follows.

Summarize NFE triangle-personal/social/professional development.

Input on principles of NFE and 4 different ways of learning.

Short explanation of cycle of experiential learning.

VI. Walk and talk discussion – The role of youth work and NFE (60 minutes)

Walk outside and make pairs. Trainer introduce statements as a starting point for sharing opinions. For each new statement, pairs change.

Sentences

- Youth work (YW) develops competences of young people others don't. (8 key competences)
- YW can train young people how to market their skills through voluntarily work.
- YW offers better recognition and recording of competences and skills (Youthpass)
- YW can help young people to find what makes them "sing inside themselves" (personal development, empowerment)
- Youth work aims at: Socialization of young person (adopt culture of adults) young people have to be equipped with certain abilities and ideas desired by a society ?!?!? or personalisation (explore your truth and dreams, hopes) or both.
- Young people who benefit from entrepreneurial learning, develop business knowledge and essential skills and attitudes including creativity, initiative, tenacity, teamwork, understanding of risk and a sense of responsibility show more activism on daily basis.
- YW creates situations where young are accepted as equal and valuable members of the community
- Helping young people to develop as individuals involves promoting self-confidence, self-love, capabilities and empowering the young to fulfil their dreams (broader understanding of entrepreneurial learning)

VII. Connection between NFE and employability (15 minutes)

Form 4 groups, two need to write down the competences that young person needs to have in order to find and keep the job, and other 2 groups write down the competences that young person can acquire through NFE.

Put the papers with the competences on the floor and connect in the middle the ones that are in common.

VIII. Input about the NFE and employability (15 minutes)

The European Youth Forum has conducted a study on the impact of non-formal education in youth organisations on youth employability; it has found that among the six soft skills most wanted by employers the first five are developed in youth organisations: Communication, Teamwork, Self-confidence, Decision making and Organisational skills / Planning.

Key competences are those “which all individuals need for personal fulfillment and development, active citizenship, social inclusion and employment” and necessary for knowledge-based society. (European Commission 2007). YOUTHPASS

Benefits of NFE in Youth work: Enhancement of individual HUMAN CAPITAL; Development of Soft Skills; Stimulation of active citizenship, social inclusion and social cohesion; Personal fulfillment and development.

When Youthwork is successful, it manages to create processes that help young people develop as individuals and also helps them to find their place and influence their social relations. There is little tradition in the youth work sector for being oriented towards the labor market. Historical tradition emphasizes the role of youth work as helping young people to grow and become active participants in society and democracy.

Materials needed: NFE/FE/IFL elements printed and cut out, Paper and pens, Sentences prepared for sharing, papers for writing competences, flipchart papers, markers.

Session results:

After the end, participants will:

- be able to distinct the main differences between formal, non-formal and informal learning
- be able to list the main characteristics of non-formal education
- be aware why non-formal education is a way to develop competences of young people (especially their attitudes)
- embrace different opinions about impact of youth work on young people
- understand a clear connection between skill young people gain within youth work and competences employers said are need in any job (transversal).

Background documents and further reading:

More details can be found in:

- Inspiration for sentences for Walk and talk activity were taken from chapter “Obstacle area and Keyword Solutions youth work can offer” as outcomes of seminar <https://www.salto-youth.net/rc/inclusion/archive/archive-publications/youthworkenhancingemployability/>, pg. 8
- Youth represents the so called “last-in, first out” segment of the population (Ashby Cohen 2011), which means they are the first ones to be dismissed when the situation in the economy worsens and the last ones to be hired when companies once again need a workforce.
- Developments in recognition of youth work and NFE <https://www.salto-youth.net/rc/training-and-cooperation/recognition/>
- An expert group report on [Developing the creative and innovative potential of young people through non-formal learning in ways that are relevant to employability](http://ec.europa.eu/assets/eac/youth/news/2014/documents/report-creative-potential_en.pdf) (2.67 Mb) (2014); European Commission (http://ec.europa.eu/assets/eac/youth/news/2014/documents/report-creative-potential_en.pdf)

Recommendations for future trainers multiplying this session:

- It is always the best way when dealing with a topic of understanding of non-formal education to maximally use participatory and interactive approach. Do not make a presentation about NFE and youth work! Help participants to explore their own opinions no matter of previous experience and embrace diversity between them. Be the model for what you preach!
- If having trainings where majority of participants has no experience in youth work before and your training is their first non-formal educational event, they will tend to get some “correct” answer about what is youth work, what is non-formal education or how precisely they relate to raising employability. All of these questions differ from country and stakeholders involved. Empower them to search for the answers trough experience they have now and with other participants. This topic is ongoing subject still Europe wide.



CONNECTING



TECHNOLOGY

Entrepreneurial Learning (what? Why? Models?) – a way to enrich youth work

Session Title: Entrepreneurial Learning (What? Why? Models?) – a way to enrich youth work

Duration: 180 minutes

Background:

Entrepreneurial learning (EL) in the recent years has taken an important role in both youth work, but also formal educational sector. Therefore, it is important to start with thinking about entrepreneurship learning, what are the models and how to use it in everyday work. Based on the previous session, this topic was a starter for participants to understand entrepreneurial learning, entrepreneurial persons and what stakeholders are dealing with the topic. Group should have some elementary knowledge on entrepreneurship and this should be done when the group already knows each other well, as they need to share a lot and debate each other opinions. This directly addresses the needs of participants who come from youth work sector, and especially countries affected with high unemployment rates, as it could be useful for them to know the basics of EL and then come back to their homes with a concrete plan of implementation.

Aim of the session: To develop participants' competencies in entrepreneurial learning.

Objectives:

- To understand what entrepreneurial learning is and what models exist in our context;
- To develop awareness of importance of entrepreneurial learning;
- To discuss what competencies should entrepreneurial person should possess;
- To discuss stakeholders involved in EL;
- To define youth work sector and entrepreneurship sector;
- To provoke a debate about the relationship between youth work and entrepreneurship;
- To create a usable plan of activities of EL for their own surroundings (which can be implemented when they return home).

Competences addressed:

- Sense of initiative and entrepreneurship;
- Communication on foreign languages and mother tongue;
- Social and civic competencies.

Methodology and methods:

- Inputs (presentations);
- World Café;
- Working in small groups;
- Reflection;
- Discussion.



Session flow:

I. Intro to the topic (10 minutes)

Participants are invited to write down what they already know about the topic of entrepreneurial learning, using KWL method (https://en.wikipedia.org/wiki/KWL_table) : what they know, what they want to know and in the end, we'll evaluate what we've learned. Participants receive post-its and should write down their findings. Trainer creates a summary of all collected responses.

II. Entrepreneurial learning – step 1: collecting ideas (40 minutes)

In order to discuss entrepreneurial learning, participants are divided in four groups. Each group should sit on one of the tables in the room and then discuss the questions raised on the table. After 10 minutes, they shift to the next table, until they go through all the tables. Questions they need to answer are the following:

- What is entrepreneurial learning?
- What competencies (skills, attitudes, knowledge, values) should entrepreneurial person have?
- What effects could entrepreneurial learning have on young people?
- What stakeholders should be included in the EL process and why?

Afterwards, original group returns to their table and need to prepare themselves for the short presentation.

III. Entrepreneurial learning – step 2: presentations and connecting to theory (40 minutes)

Participants are invited to have presentations of their results. Additional questions and comments are available. After each presentation, trainer supplements information and gives more data collected from different researches and publications, through interactive presentation.

IV. Entrepreneurial learning and youth work (25 minutes)

Connecting with the previous findings, trainer gives a presentation on entrepreneurial learning and youth work, and some main challenges. Sources used include researches (e.g. "Taking the future into their own hands") and booklets (e.g. "Young people, entrepreneurship & non-formal learning: a work in progress).

V. How can I implement EL in my work with youngsters? (35 minutes)

Participants get a task: "Think about your surroundings: society, young people, schools, government, investment opportunities... and based on this, in your country groups think about and write down:

- What activities could you do within your country with young people to implement entrepreneurial learning?
- Why this activity? What is the rationale behind it?
- When will you implement it?
- What obstacles could you find along the way?
- What resources/help do you need?

VI. Sharing in plenary and summing up the activity (30 minutes)

Participants are invited to share their plans in plenary. Other people can ask questions and comment. Trainer writes down on post-its all activities and puts them on the wall, so that we can be inspired and maybe use them in future. Also, a flipchart is hanged in the room to create possible partnerships: whoever wants, they can put the topic on the wall and others can write their name down, and they can cooperate on the idea.

Materials needed: A4 papers, A3 papers, flipchart papers, post-it papers, markers, colours, laptop, projector.

Session results:

After the end, participants will:

- know the definition of entrepreneurship and youth work;
- know what EL is and what models are used in this process;
- analyse potential stakeholders in EL and their role;
- know competencies needed for EL in everyday life;
- create their plans of actions which can be used in their home countries;
- analyse critically the relationship between youth work and entrepreneurship.

Background documents and further reading:

More details can be found in:

- https://en.wikipedia.org/wiki/KWL_table
- Martin Lackéus, 2015. Entrepreneurship in Education. OECD and European Commission; accessible at <https://www.oecd.org/cfe/leed/BGP-Entrepreneurship-in-Education.pdf>
- Frøhlich Hougaard, Karsten, et. al, 2017. Taking the future into their own hands: Youth work and entrepreneurial learning. European Commission; accessible at <https://publications.europa.eu/en/publication-detail/-/publication/8f5910d8-6b64-11e7-b2f2-01aa75ed71a1/language-en>
- Maria-Carmen Pantea (Ed.) 2014. Young People, Entrepreneurship and Non-Formal Learning: A Work in Progress. SALTO-Youth Participation Resource Centre, available at <https://digitalcommons.ilr.cornell.edu/cgi/viewcontent.cgi?referer=https://www.google.hr/&httpsredir=1&article=1440&context=intl>

Recommendations for future trainers multiplying this session:

- Group needs to be already in a good mood and at the advanced level of cohesion, as participants need to share their opinions.
- Optimal number of people when dividing in group are 4; you can definitely experiment with less or more.
- When doing world café, rotate tables clockwise, each 10 minutes.



New era entrepreneurship and what does this mean for educators/youth workers

Session Title: New era entrepreneurship and what does this mean for educators/youth workers

Duration: 180 minutes

Background:

The times are changing and economic crises defined a lot of businesses today. The shifting economy, less money for financing Higher education (HE) institutions and smaller investments made to ventures are all crucial elements of the new era entrepreneurship. In order to understand in which context do the new ventures work and what do we personally need to do in order to acquire new competencies, this session revolves around defining new era and possible solutions to problems, as well as the reflection on our own potentials.

Aim of the session: To understand new era entrepreneurship and what does it bring to our future ventures.

Objectives:

- To discuss a changing situation in the world;
- To discuss what is slowly dying in the world, and what new things can be emerged;
- To introduce characteristics of old entrepreneurs and characteristics of new entrepreneurship;
- To explain what influences the entrepreneurs in new era;
- To reflect on your own competences important for the new era entrepreneurship and detect how does this relate to the needs of society.

Competences addressed:

- Sense of initiative and entrepreneurship;
- Communication on foreign languages;
- Social and civic competencies.

Methodology and methods:

- Inputs (presentations);
- Working in small groups;
- Individual reflection;
- Discussion.



Session flow:

I. Let's build a balloon tower (20 minutes)

Participants are invited to build a balloon tower. The task is to use 12 balloons, three pieces of tape and their task is to build the biggest, the most beautiful, self-standing balloon tower. They have limited resources and limited time to do it: 7 minutes.

After the balloon towers are finished, several questions are asked:

- How was this activity for you? What did you learn?
- How did you work together? Did you had any issues while working on the balloon tower?
- If you would do it again, would you change anything?
- Can you somehow connect this exercise to the topic of entrepreneurship and new era?

II. Intro video and feedback (20 minutes)

Introduction video was shown to participants and afterwards, discussion is held revolving these questions:

- How do you feel about this? Why?
- Do you think the world is changing? Why yes and why not?
- Can we do something about this change?

Introductory video can be found on: <https://www.youtube.com/watch?v=ABu-quMKa18>.

III. Changing times: new era (25 minutes)

Then, participants are asked to make a brainstorm in groups of four and come to the answers to the following questions:

- What in the world is dying?
- What can be emerged and what can be reborn?

IV. Presentations of findings (25 minutes)

Participants are invited to present the findings and ask additional questions. Trainer sums up the information that everything in world changes and is reborn in a new form – similarly, this happens to new entrepreneurships and ventures. Some practices are left in the past, adapted or we create even new practices to modernize our businesses.

V. New era entrepreneurship – theoretical concept presentation (20 minutes)

Participants are presented of the concept of new entrepreneurship (old entrepreneurship vs. new entrepreneurship; what are the characteristics and why we talk about this). Besides this, the competencies needed for new era entrepreneurship are presented and debated.

VI. My competencies for new era and what am I missing? (50 minutes)

Step 1: Participants are than invited to draw a river of learning, mapping all competences they obtained during their studies, school, or non-formal experiences. They should write down as much as skills, knowledge, values and attitudes important for new era entrepreneurship. (25 minutes)

Step 2: Then, participants will get new task: they should take a new paper and connect their competencies with questions: How does this connect to the needs of society? Specifically, how do these competencies relate to needs of youth in my area and possibilities of entrepreneurship? (10 minutes)

Step 3: Than, participants are invited to take post-its and think: What other competencies I'm missing? What should I still obtain in order to help young people with entrepreneurship adventure? Where can I find what I need? Participants should rank competences from the most important to the least important. (15 minutes)

VII. Sharing in a plenary and mapping the potential opportunities (20 minutes)

Participants are asked how was this activity for them. They are afterwards invited to share their rivers in a plenary – only the ones who want to and feel comfortable to do it. They should be short, concise and tell us what they detected is missing.

Materials needed: A4 papers, A3 papers, flipchart papers, post-it papers, markers, colours, laptop, projector.

Session results:

After the end, participants will:

- understand the concept of new era entrepreneurship;
- be able to discuss what are the contexts in which entrepreneurship work and what did influence on these contexts;
- know what are the characteristics of old entrepreneurship and new entrepreneurship;
- know and list competences important for new era entrepreneurship;
- reflect on their own competencies and see what is missing;
- be empowered to search for new competencies important for entrepreneurship.

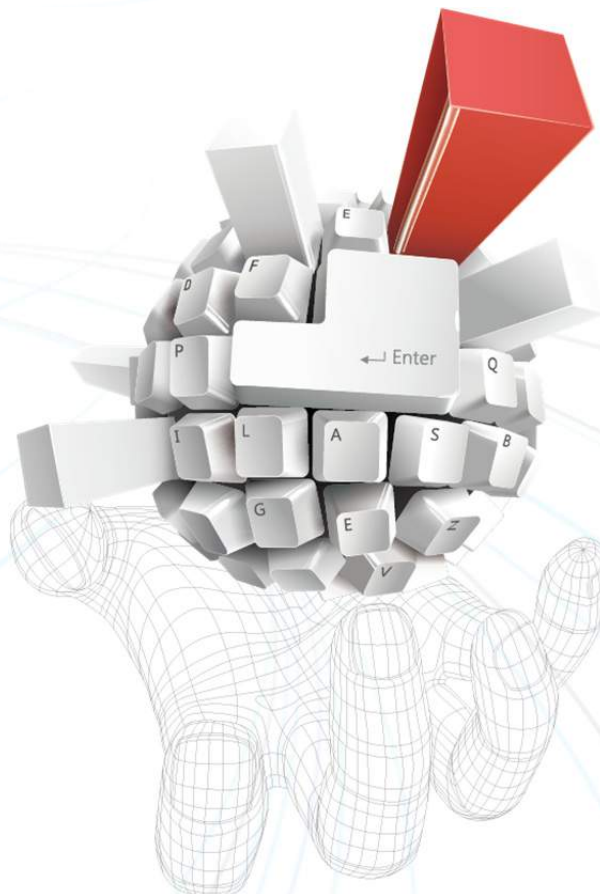
Background documents and further reading:

More details can be found in:

- Presentation “Inspiring entrepreneurial learning in new era” – prof. David Rae: <https://www.slideshare.net/ZoneGlyndwr/entrepreneurial-learning-david-rae>
- EntreComp: The entrepreneurship competence framework: <https://ec.europa.eu/jrc/en/entrecomp>

Recommendations for future trainers multiplying this session:

- When participants need to detect what in the world is dying and what can be emerged, it is good to have smaller groups. Encourage participants to create a visual representation (drawing, statue, sculpture, or some kind of art) as the result of their discussion. Give enough time to present and ask questions.
- When participants are doing the river of learning and what still they miss, provide enough time to do it, do not rush the process and put some calming music in the background. When sharing in a plenary, tell participants they do not need to share everything, just what they feel comfortable to do.



IT sector and Digital entrepreneurship

Session Title: IT sector and Digital entrepreneurship

Duration: 120 minutes

Background:

IT sector is fast growing in today's world. A lot of issues are resolved due to smart technologies and ICT solutions. Within this session, participants will discuss why IT sector is important and characteristics of digital entrepreneurship in general.

Aim of the session: To introduce ICT and digital entrepreneurship to participants.

Objectives:

- To define ICT and its services, types of work and areas of IT sector;
- To discuss benefits and disadvantages of digital entrepreneurship;
- To introduce participants with characteristic of digital entrepreneurship;
- To discuss the context of implementation of digital entrepreneurship.

Competences addressed:

- Sense of initiative and entrepreneurship;
- Communication on foreign languages;
- Digital competence.

Methodology and methods:

- Inputs (presentations);
- Working in small groups;
- Individual reflection;
- Discussion.



Session flow:

I. **Energizer (10 minutes)**

II. **Intro to the topic (20 minutes)**

Trainer presents the theoretical framework of IT sector – he defines ICT, and services, types of work and areas in the IT sector.

III. **Digital entrepreneurship (45 minutes)**

Participants are divided in groups of four or five. They should answer the following questions:

- What are characteristics of digital entrepreneurship?
- What are the advantages of digital entrepreneurship?
- What are the disadvantages of digital entrepreneurship?

IV. **Collecting results and ranking (45 minutes)**

Participants are invited to post the papers on the wall and make an overview of all characteristics. They should make a silent exhibition. Everyone will get three stickers for questions and should vote on the most important characteristics.

Then, trainer gives the input on the most important elements of digital entrepreneurship: sharing economy, digital technologies that foster internalization, easier communication and cheaper and faster services delivery, global competition, working with different cultures and backgrounds.

Materials needed: A5 papers in different colours, markers, small stickers, projector, laptop.

Session results:

After the end, participants will:

- know definition of IT sector, types and area of work, as well as services;
- list the most important characteristic of digital entrepreneurship;
- analyse benefits and risks of having digital entrepreneurship venture.

Background documents and further reading:

More details can be found in:

- <https://www.journals.elsevier.com/technological-forecasting-and-social-change/call-for-papers/digital-entrepreneurship-creating-and-doing-business-in-the>
- <https://blog.hotmart.com/en/digital-entrepreneurship/>
- https://www.researchgate.net/publication/309242001_Digital_Entrepreneurship_Research_and_Practice

Recommendations for future trainers multiplying this session:

- Divide participants equally in groups and let them all answer questions. Tell them that answers on each question must be written down on papers in different colours (e.g. characteristic in yellow, benefits in red and disadvantages in blue). Group all together.
- When having discussion revolving the findings, ask questions in relation to their most important characteristics in digital entrepreneurship.



Digital company – definition, main characteristics and successful case studies

Session Title: Digital company – definition, main characteristics and successful case studies

Duration: 170 minutes

Background:

Digital companies are a way for young people to develop their ideas and to test them with low cost and low maintenance. In this session, principles of digital company will be presented, as well as case studies.

Aim of the session: To introduce digital company to participants.

Objectives:

- To understand what digital company is;
- To list characteristics of digital companies;
- To discuss case studies;
- To analyse own surroundings in relation to digital companies;
- To introduce the clock of (digital) entrepreneurship;
- To hear real example digital entrepreneur to share a story.

Competences addressed:

- Sense of initiative and entrepreneurship;
- Communication on foreign languages;
- Social and civic competencies;
- Digital competence.

Methodology and methods:

- Inputs (presentations);
- Working in small groups;
- Research task;
- Discussion.



Session flow:

I. Digital company – definition and successful case studies (25 minutes)

Trainer than asks participants to brainstorm ideas on what is the definition of digital company. Then, the brainstorming process is connected to main characteristics of digital company and definition is provided.

II. Clock of (digital) entrepreneurship (35 minutes)

Participants are than shown with a clock of entrepreneurship. They should identify the most important stages of starting a digital company in groups. The clock is than explained.

III. Case studies and researching our own environments (50 minutes)

Trainer presents several case studies of digital business models (Amazon, Netflix, Xbuster, Ebay, Imago agency).

Participants are then invited to analyse additional examples of digital companies existing in our surrounding, according to all 4 main characteristics of a digital company mentioned above and should present their findings in a plenary.

IV. Skype call with successful digital company starter (60 minutes)

A Skype call with successful digital company owner is made. The owner of the company presents their idea and company:

- How I started my company?
- Why did I decide to start it in a digital environment?
- What does my company do?
- What are the main benefits for me?
- What are the main challenges?
- What are the main three things important for entrepreneurs?
- Also, participants have the opportunity to ask questions throughout the presentation.

Materials needed: A4 papers, A3 papers, flipchart papers, post-it papers, markers, colours, laptop, projector.

Session results:

After the end, participants will:

- understand what digital company is;
- list characteristics of digital company;
- be informed about successful case studies in the field of digital entrepreneurship;
- know clock of (digital) entrepreneurship;
- have the opportunity to hear a lecture from a real digital entrepreneur.

Background documents and further reading:

More details can be found in:

- <https://www.brandwatch.com/blog/expert-advice-how-to-become-a-digital-company/>
- <https://www.salto-youth.net/tools/toolbox/tool/training-module-on-entrepreneurship-education.2129/>

Recommendations for future trainers multiplying this session:

- Participants really value the expertise of the outside lecturer, especially when they hear a young person who is a digital entrepreneur.
- Empower participants to ask questions, prepare them upfront that you will have a guest lecture with Q&A, so they could ask right questions. Provide some time for thinking purposes, if needed.



How to start a digital company (lean start-up method and digital strategy)

Session Title: How to start a digital company (lean start-up method and digital strategy)

Duration: 180 minutes

Background:

Start-ups are in today's world more and more widespread. Even though a lot of them are unsuccessful in the end (due to different reasons), it is exciting for people to start their own business venture and grow, and at a same time offer digital product which helps to resolve some obstacle or problem in the community. Therefore, participants were introduced to lean start-up method and digital strategy, as well as the business canvas tool, which can help them in planning their own start-up in the future.

Aim of the session: To provide participants' tools to start a digital company.

Objectives:

- To provide information on start-up culture and unicorn start-ups;
- To introduce the start-up method;
- To introduce the digital strategy;
- To explain the business canvas tool and encourage participants to use it on their own examples

Competences addressed:

- Sense of initiative and entrepreneurship;
- Communication on foreign languages;
- Social and civic competencies.

Methodology and methods:

- Inputs (presentations);
- Working in small groups;
- Business canvas method;
- Discussion.

Session flow:

I. Introduction to start-ups and LEAN method (30 minutes)

Participants are introduced to start-up theory: what is a start-up, what are characteristics, what is a unicorn start-up and how does the whole context work. Besides that, LEAN method was presented as a possibility to use in future creation of companies. Special attention was given to diffusion on innovation theory. After the introduction, trainer also showed the video to participants, explaining what makes start-ups succeed. Video is available at https://www.ted.com/talks/bill_gross_the_single_biggest_reason_why_startups_succeed#t-123634.

II. Ideas brainstorming (15 minutes)

Trainer invited participants to divide in trios and they needed to be divided by their profession (rule: different profession in each group). They had the following task: Find a problem worth solving in your communities. Define a solution and think about the company you want to create. It must be digital!



III. Introduction to digital strategy and business canvas (20 minutes)

Then, trainer gave introduction to digital strategy and business canvas – what are the main elements and what are the questions that need to be answered. Business canvas was explained even more on the example of Lego company, as everyone knows what product they are selling. Video is available here: <https://www.youtube.com/watch?v=g4E3fhybhGM>.

IV. Business canvas in digital companies (60 minutes)

Participants in their groups needed to create a business canvas for their digital companies. They should define: key activities, key partners, partner network, value proposition, customers, customers' relationships, channels, finances and revenue streams.

V. Presentation of business canvases (55 minutes)

Participants than are presenting their canvases and should explain in detail every part of their digital companies. Trainer and participants give feedback to them.

Materials needed: A4 papers, A3 papers, flipchart papers, post-it papers, markers, colours, laptop, projector.

Session results:

After the end, participants will:

- know a definition of start-up;
- understand and list principles of LEAN start-up method;
- know basic elements of business canvas and digital strategy;
- understand diffusion of innovation.

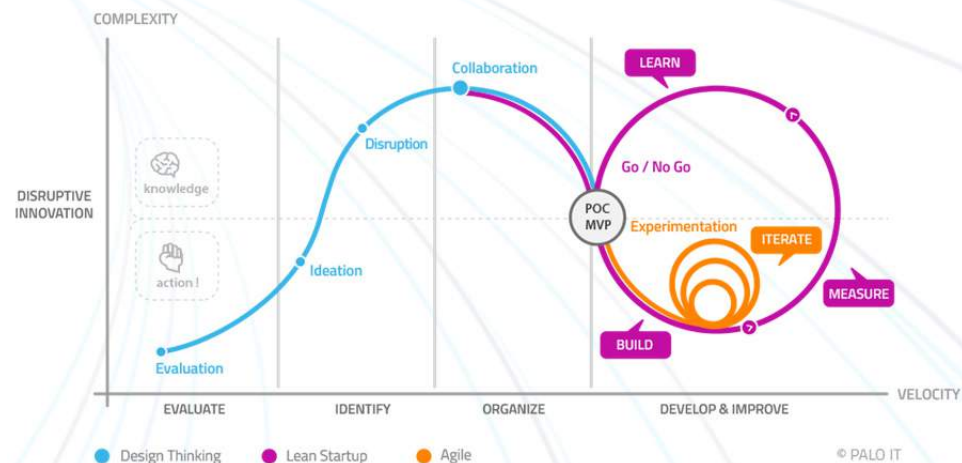
Background documents and further reading:

More details can be found in:

- <https://dictionary.cambridge.org/dictionary/english/start-up>
- <https://www.investopedia.com/terms/s/startup.asp>
- <http://theleanstartup.com/principles>
- <http://sphweb.bumc.bu.edu/otlt/MPH-Modules/SB/BehavioralChangeTheories/BehavioralChangeTheories4.html>
- <https://designabetterbusiness.com/2017/11/02/how-to-use-the-business-model-canvas-for-innovation/>

Recommendations for future trainers multiplying this session:

- Insist that ideas need to be digital and need to resolve some problem in local community (or on a global level).
- Provide enough time for groups to plan their business canvas, as well as to present it to others with Q&A session.



Digital workplace – benefits and risks

Session Title: Digital workplace – benefits and risks

Duration: 270 minutes

Background:

Working in digital environment includes using every resource/device to organize people and a process to get the work done. Usually it means that we can easily interact with each other's, but this can easily go overboard. On line collaboration tools offer possibility to communicate at all hours. For many digital entrepreneurs, reality is that they don't have a free time, which can easily induce burn out. No matter how much digital workplace can result with higher productivity, it is important to develop skills and knowledge how to balance work in digital world always reachable, with other kinds of work or personal life. These strategies can help overcoming risks of digital workplace.

Aim of the session: To experience challenges and benefits of digital workplace and learn from it.

Objectives:

- To raise awareness of benefits and risks of a digital workplace through experiential learning and presentation of research by Deloitte;
- To analyse the risks in more details and suggest strategies and recommendations how to prevent/overcome those;
- To develop understanding and competences of how to behave in a context without enough time and resources and still think strategically, solve problems as they come, accept challenges, be proactive, practice their interpersonal, communication, negotiation and leadership skills and digital literacy.

Competences addressed:

- Sense of initiative and entrepreneurship;
- Communication on foreign languages;
- Digital competence.

Methodology and methods:

- Energizer;
- Complex exercise of simulation;
- Debriefing.

Session flow:

I. Look up look down screaming game (5 minutes)

Group forms a circle. On instruction "Look down", everybody looks at their own shoes, on "Look up", they raise their heads and look at somebody in the circle. If you have an eye contact with somebody, you scream and step out of circle to make a pair.





II. Drawing together (10 minutes)

Each pair gets a paper and one pen that they hold together. Trainer give instructions about elements of the drawing:

- There is no verbal communication in pairs.
- Draw a sun, two birds, an island, palm tree and a sea.

Short reflection in pairs about what they want to tell to each other. How this can be connected to digital collaboration?

III. Simulation exercise: What is digital workplace? (125 minutes)

Trainer presents the task in plenary and send it to the Facebook group of the training course, as well. The task is to make a presentation about your company's product/service for incoming youth forum on Digital entrepreneurship.

"Company teams" that worked the day before on ideas for digital start-ups will be devised in different places and from this moment teams can only communicate virtually. They need to imagine that their business idea is now a real business and they have a digital company. Collaboration between "entrepreneurs" from other companies with whom branches share space is allowed.

Task is further elaborated on our Facebook group.

- "Your company is established 6 months ago. Everything goes as you planned so far. You've got the invitation to participate in forum "Digital youth in digital era" and present your digital company and your product/service. Company has 3 offices settled in tree co-working spaces for young entrepreneurs. All your branches are responsible for preparing the presentation. You have to organize yourself to successfully accomplish the assignment in a given timeframe of 100 min. After that, forum starts and you will have a public presentation."
- "Make a digital presentation (max 5 min long) about your company's product/service for incoming youth forum on digital entrepreneurship."

Rules:

- Collaboration between offices (branches) is purely digital
- You have to finish before the coffee brake, be prepared for the presentation just after it
- You have to agree on:
 - AIM OF YOUR PRESENTATION – shared vision of job done
 - HOW WILL YOU COLLABORATE – which tools (devices, app) for communication and making a presentation you will use
 - WHO WILL DO WHAT – division of tasks in a timed schedule

Working in teams.

IV. Coffee break

V. Small groups' presentations in plenary (20 minutes)

VI. Sharing and lessons learned (45 minutes)

Each team gets a list of guiding questions for reflection.

Debriefing in small groups:

- How did you reach an agreement about the aim of your presentation (integrate all individual ideas, brainstorming, compromising...)?
- How did you divide tasks within the team? What was the bases of role division?
- What could you say about the leadership process, if any? Were there leaders? Did they change in different phases?
- What was the most supportive element of on line collaboration?
- Did you have any disagreements and moments of tensions? If any, what were the causes of them and how did you deal with them?
- What were the cultural-specific elements that influenced the interaction with other colleagues, if any?
- Was each member of the team invited, encouraged, supported and able to 'give his/her the best' to the project (skills, talents...)?
- Was there a space for learning/mentoring and how did you manage it?
- What was odd, fun, inspiring or most challenging while working in an international digital team?

Who is a digital entrepreneur? (defining competences SKA that individual must have to be a digital entrepreneur)

Session Title: Who is a digital entrepreneur? (defining competences SKA that individual must have to be a digital entrepreneur)

Duration: 90 minutes

Background:

5 Pillars for fostering digital entrepreneurship are:

- Digital literacy is a component of media literacy. ... Digital literacy showcases an individual's grammar, computer writing and typing skills on platforms, such as social media and blog sites. Digital Literacy also includes other devices, such as, smart phones, tablets, laptops and desktop PCs.
- Digital environment includes every resource that is either a computer, mobile device or electronically-based resource in the organization in an integrated communications system including websites, e-mails, social media marketing, webinars...
- Digital skills - It's about technology, of course, but there's another dimension too. This dimension is the social, emotional and interpersonal effects of using technology alone and with other people. Soft skills are very important when it comes to digital technologies (communication, collaboration, time management...)
- Tax and Financial Environment is a part of an economy with the major players being firms, investors, and markets. Markets represent the financial environment that makes this all possible.
- Entrepreneurial mind-set refers to a specific state of mind which orientates human conduct towards entrepreneurial activities and outcomes. Individuals with entrepreneurial mindsets are often drawn to opportunities, risk taking, leadership innovation and new value creation. It is about way you approach challenges and mistakes

Youth work can help in developing competences (knowledge, skills and attitudes) needed for becoming a digital entrepreneur. How and in which way youth work can do it, depends largely on specific situations in our communities, on specific youth workers and organisations and their missions, strategies and expertise.

Aim of the session: To understand which competences digital entrepreneur must have in a framework of SKA model (skills, knowledge, attitudes) and how youth work can help build relevant (soft)skills for dealing with digital workplace and entrepreneurship.

Objectives:

- To explore an image of ideal digital entrepreneur and his/her competences possessed/desired;
- To realize if there are opportunities in local communities to acquire these competences and the ones that are missing;
- To introduce five pillars that foster digital entrepreneurship
- To think which competences are relevant for young people and can be developed in a scope of youth work
- To choose a topic within 5 pillars and skills related to the theme and develop workshops for young people



Competences addressed:

- Digital competence;
- Learning to learn;
- Communication in foreign language;
- Entrepreneurship competence;
- Interpersonal competence.

Methodology and methods:

- Introduction exercise for “thinking outside the box”;
- Discussion in small groups
- Group reflection

Session flow:

I. Good morning and introduction to the day (5 minutes)

II. Energizer “Ball goes faster” (10 minutes)

In the circle participants throw the ball in a way that a person can receive the ball just once. Before you throw the ball, you must say a name of the person who needs to catch it. When a ball gets back to the trainer, throwing can be repeated but always in the same order. Trainer can introduce several balls. At some point, trainer puts a challenge in front of the group that the ball must go much, much faster – like 10 times faster... What does this have to do with entrepreneurial mind-set?

III. Let’s make an ideal digital entrepreneur (30 minutes)

A volunteer sits on the chair in the middle of the circle and others brainstorm about all the skills, knowledge, attitudes we explored so far that an IDEAL digital entrepreneur must have (as specific as it is possible). All ideas are written on the post-its and stick on the volunteer.

Then the trainer asks the volunteer “How do you feel with all these expectations?”

We put all the stickers on the figure drawn on the paper. On heads all the knowledge, on the body (hearth) the attitudes, and on the hands the practical skills...

IV. Where do we stand? (20 minutes)

Trainer explains the 3 zones of learning: Comfort, Stretching and Panic zones.

Participant’s positions themselves (by standing on the chair, sitting in the chair and standing in the middle) in regarding to some of above skills, attitudes, competences we collected. When somebody is in the panic zone, trainer asks persons in other zones for some recommendation what helps to make step forward – what are the possibilities for you/young people to gain that skill, competence.

V. Starting making opportunities for our communities (30 minutes)

Participants are introduced with 5 pillars that foster digital entrepreneurship:

- the digital knowledge-literacy
- digital environment
- digital skills
- taxation and financial environment
- digital entrepreneurial mind-set

Pillars are put on a paper around our figure of ideal Digital Entrepreneur. Now it is time to look at our starting point, everything we experienced and learn about entrepreneurship and think how to connect what is missing as opportunity offered in our communities and is needed and in which pillar and specific competence I am in a comfortable zone and I can pass the knowledge/experience further?

Group needs to agree on 4 topics they want to work on further as youth workers with beneficiaries (young women / youngsters) from/in our local communities.



Materials needed: Human figure on a flipchart paper.

Session results:

After the end, participants will:

- get a common understanding of an ideal digital entrepreneur and his/her SKA competences possessed/desired;
- discuss and share about what are the SKA competences that are easily built in our communities, and for which our beneficiaries (young women / youngsters) lack opportunities;
- conclude how youth work can contribute to offering opportunities for gaining the competences defined;
- understand how youth work can help building relevant (soft) skills for digital entrepreneurship among our beneficiaries, like: creativity, leadership, goal orientation and risk taking.

Background documents and further reading:

- Material for reading Zones of learning <http://www.thempra.org.uk/social-pedagogy/key-concepts-in-social-pedagogy/the-learning-zone-model/>
- Material for reading about the 5 Pillars for fostering digital entrepreneurship: Digital Entrepreneurship Scoreboard 2015 https://ec.europa.eu/growth/content/digital-entrepreneurship-scoreboard-2015-0_en

Recommendations for future trainers multiplying this session:

- Even though some participants might be aware about the concept of competences and knowledge, skills and attitudes, it is recommended that the trainer reminds the group that attitudes are motivators of performance (spotting opportunities, taking initiative, mobilizing others, goal orientation, problem solving). They include values, aspirations. Skills can be cognitive (communication, leadership, coping with uncertainty, planning, software coding, creative thinking) as well as practical (drawing). Knowledge is related to both skills or attitudes like – knowing about active listening, awareness of role division in team work, role of a leader...
- When dreaming about the IDEAL digital entrepreneur, it is important to accent once more that even the greatest digital entrepreneurial minds didn't have all of those competences brainstormed by participants.



How youth work can help building relevant (soft) skills for dealing with digital workplace and entrepreneurship benefits and risks

Session Title: How youth work can help building relevant (soft) skills for dealing with digital workplace and entrepreneurship benefits and risks

Duration: 90 + 180 minutes

Background:

One of the main characteristics of broader understanding of entrepreneurship is having an entrepreneurial mind-set as a way of approaching and solving problems or needs that exist in the community, in a creative and innovative way. This is an attitude that can be only practiced in a specific situation. After days of gaining new knowledge and opening new perspectives, like role of youth work in raising employability, entrepreneurial learning, new era in entrepreneurship, thinking about what and who are digital entrepreneurs and their competences, positive and negative sides of digital collaboration in virtual workplaces, participants are now empowered to think about how to put these ideas in life through non-formal education and develop workshops for further fostering digital entrepreneurship in their local communities.

Aim of the session: To develop topic related NFE / youth work workshops which can be used back home.

Objectives:

- To understand basics of a non-formal educational workshop with youngsters in our communities;
- To continue from the topics defined at the end of the previous session and to have participants develop in details NFE workshops to be multiplied in our communities after this training course;
- To provide constant support and mentoring to the teams of participants while developing their workshops.

Competences addressed:

- Communication competences;
- Foreign language competences;
- Entrepreneurship and innovation competences;
- Digital competences.

Methodology and methods:

- Theoretical input;
- Work in small groups;
- Consultations.



Session flow:

I. Basics of a workshop (20 minutes)

Trainer introduces the structure and main elements of a workshop, experiential learning reflection questions and “fishing” methods (group, flow, learning zones).

II. Defining the specific workshops (60 minutes)

Participants agree on the topic of their workshop to be defined. They define the aim and learning objectives of the session/programme and decide on the time needed to cover these learning objectives.

III. Draft session outline model (10 minutes)

Trainer explains the elements of the draft session outline model to be used for further defining and planning the specific workshops by participants: title, duration, time, background, aim and objectives, competences addressed, session flow, materials needed, session results, recommendations for multiplying the workshop.

IV. Further defining and planning of the specific workshops of participants (180 minutes)

Participants are working on filling in the detailed session outlines for their specific workshops suggested. Trainers offer several check points with receiving session outlines from participants and counselling for continuation of small groups’ work on those.

Materials needed: Projector and laptop for PPT presentation of trainers, printed session outlines models, electronic versions of session outlines, laptops/computers to be used by teams of participants.

Session results:

After the end, participants will:

- think of the entrepreneurial learning (EL) in their youth work strategically;
- set up what they as youth workers and their organisations want to achieve when it comes to organising/using EL in their youth work activities and in young women entrepreneurship empowerment centres;
- share the possible ideas they have for quality EL in our youth work activities;
- inspire each other's and will get motivated for defining, planning, organising and leading such activities.

Recommendations for future trainers multiplying this session:

- Trainers should give support to the participants’ teams throughout the whole process and in each step of the workshops’ development.





Towards sustainable entrepreneurship education in our youth work programmes – initiating ideas for quality youth work entrepreneurial learning (EL) for digital entrepreneurship promotion among our youngsters in communities

Examples of the **PARTICIPANTS' WORKSHOPS** suggested by the participants of the training course “New Digital Enterprise Start-ups” organised in Zadar, Croatia from 30th October till 7th November 2018.:

A) Session Title: “Communicate as an entrepreneur”

Duration: 270 minutes

Background: Communication is a soft skill that is not being taught in schools, but very important in entrepreneurship. Also, it helps young entrepreneurs build personal credibility, effective presentation and become better communicator.

Overall aim of the session: To develop entrepreneurial attitude by improving communicational skills.

Learning Objectives:

- To understand different ways of communication (verbal/non-verbal, face to face/virtual)
- Practice active listening skills
- Learning to give constructive feedback

Competences addressed: Communication competences.

Session flow:

First part:

- Introduction to the programme (10 minutes)
- Name game (15 minutes)
- Game: Participants work in pairs where partner A gets sheets of papers with an emotion and explains this emotion to partner B by using only non-verbal communication. Afterwards they discuss in groups how they felt about it, was it difficult to explain and understand. (15 minutes)
- Workshop: Participants divided in 3 groups, first group will be writing features of verbal communications, second one will write about non-verbal communication, and third group will be writing about digital communication. (20 minutes)
- After each group finishes, they go to other groups material and add if they think that something is missing (15 minutes). Briefing of what they did and what conclusions they came to during the workshop.

Second part:

- Warm up- Retelling /paraphrasing of the stories. Participants are divided in pairs. Partner A tells a story to partner B for 3 minutes. After that, partner B has to retell the story in their own words, and then they switch. After this we have panel discussion: Has the partner listened and understood? (15 minutes)
- Exercise: Participants are divided into groups into departments of an enterprise. Each department comes up with a challenge within a field. One group after another present their problem, and after that we ask groups what were the problems of previous groups: Group 4 solves the problem of group 3, group 3 of group 2 and so on. After that we have group discussion about solutions. (40 minutes)
- Warm up / Orchestra Conductor game: All participants are sitting in circle, one is outside of the room, the rest of the participants chose one person who will show movements, and the rest will copy it, the participant observing in the middle of the circle should discover – who is the leader of the group?



- Settle for egg. Participants in group should write verbal instructions how to make Settle for egg, using balloons, paper and tape. second part they are taking the instruction from other group and try to make it, just following the instructions.

Third part:

- Reflection from the previous parts, brainstorming, debate about importance of the clearness in expression. Giving constructive feedback.

Fourth part:

- Theoretical presentation about communication and giving constructive feedback. Conclusion on the end.

Materials needed: Papers, flip charts, colour pens, balloons, boiled eggs.

Session results: Participants understand that communication plays a huge role in entrepreneurship. They have better insight in process of active listening and giving precise instructions.

Recommendations for future trainers multiplying this session: Next sessions should train digital communication, and provide real examples of it.

B) Session Title: No more fear: Master your presentation

Duration: 180 minutes

Background: Young people often feel rejected by others or even by the society. Everyone knows how feeling rejected hurts, undermines the confidence, makes you doubt your worth and can easily lead to deep anxiety about future rejection. We don't want the feeling of worthlessness to stop you from even trying to achieve your dreams.

Aim of the session: To develop entrepreneur attitude in life through raising self-esteem of young people through improving their presentation skills.

Objectives: Through overcoming the fear of rejection to improve your self-esteem.

Competences addressed: How to raise your confidence.

Session flow:

1. Name game: repeating moves in the circle – to create feeling safe in the group, to connect them and earn some trust.
2. Following trust and safe space building exercise: challenge detecting - everyone should write on the paper reasons why they think they are not comfortable presenting something in public and then put all the papers anonymously together into one box and after that pass this box through and everyone will read one paper – and make summary of the challenges.
3. According to that, the educator presents strategies which can help you to become more confident speaker.
4. Game: divide participants into 5 groups and ask them to write how they think the ideal presenter should be like. Discuss it after.
5. Exercise how to overcome the fear of rejection - consists of only one main rule – you must be rejected by another person at least once – try to behave the way to collect as many rejections as possible by other participants – starts to be fun and will change the perception of rejection.
6. Exercise how to stay calm (breathing exercise) – The 4-7-8 technique - Inhale through your nose while counting to four. Then hold your breath for seven seconds, before exhaling through your mouth while counting to eight. Repeat this until your heart rate slows down and you feel calm.
7. Reflection.

Materials needed: Name tags, papers, notebooks, markers, ball, scissors, computer, projector.

Session results: Increased self-confidence, strategies that can help you to become a better speaker.

Background documents and further reading: <https://www.youtube.com/watch?v=a2MR5XbJtXU>

Recommendations for future trainers multiplying this session:

Make sure you as trainers cover all the following steps: 1) How to make a solid first impression; 2) How to make the audience want to listen to you; 3) How to get them involved; 4) How to leave a lasting impression.

C) Session Title: How to become a Social Media Ninja

Duration: 4 hours

Background: Our target group is young people who plan to become freelancers, to open start-ups or start working as marketers. Nowadays the young people are using the social media as on daily basis. We would like to show them how to use Social Media to promote their future business and make profit.

Aim of the session: To improve digital skills of young people for future use in business.

Objectives:

- To understand the concept of social media marketing
- To show how to open profile/page on FB, Instagram, Twitter, Youtube
- To show how to start a blog
- To understand the concept of content creation
- To show how to use content creation tools

Competences addressed:

- Digital Skills
- Interpersonal skills
- Intercultural skills
- Literacy
- Entrepreneurial /Innovation



Session flow:

Introduction

Game 1: Let the participants use their phones freely for 5 minutes. After we will have short discussion about how much the participants were using social media in those 5 minutes, which Social Media they were using and for which actions.

Reflection questions: What did you do? Why? What did you want on social media?

Game 2: Each participant will have to write their account name on a post it sticker and wrap it and put into bowl. Each participant will get one sticker with some account name and for 5 minutes they should check that profile. After we will discuss how we are making our opinions about the other people based on what we are seeing in their profile and to make relations in between customers and business brand awareness.

Main activity

A presentation of: how to open profile on FB, Instagram, Twitter and Youtube and how to start a blog.

- the basics of content creation and building your community: find your niche and get focused, quality content, aesthetics, systematically posting, being aware of the context, being unique, how to engage and make deeper relations, how to make a brand.
- communicate, create calendar cross content

Tools:

- Logomaker
- Sothink
- LogoYes
- Laughingbird
- Designhill
- Canva

Tools for presentation:

- Canvas
- Carnival
- Prezi

Input game: We will set a scene of food plate. Participants will get the task to create social media campaign and will have to decide on the context and the message they would like to send. They will have 45 minutes for this. After they are finished we will have voting for the best idea. The winner team is getting voucher for dinner at the restaurant.

Materials needed: Papers, Pencils, Post It Stickers, Markers, Food from our sponsors.

Background documents and further reading:

<https://sproutsocial.com/insights/social-media-marketing-strategy/>
<https://searchengineland.com/guide/what-is-social-media-marketing>
<https://www.wordstream.com/social-media-marketing>

D) Session Title: Understanding of social media(SM) statistics for ninjas

Duration: 4 hours

Background: Understanding of data from social media leads to proper decisions. We want to help youngsters who wants to get in social media marketing and reach more audience.

Aim of the session: To improve the skills of strategic thinking and decision making for social media marketing campaign based on already collected data.

Objectives:

- Understanding statistics tools: FB, InstaGram, Twitter.
- To learn how to make decisions about further steps to do SM marketing in more effective way to increase followers, subscriptions and page visibility.
- understanding statistics and how is gathered, attention to detail and how changes in strategy can affect visibility/popularity

Competences addressed:

- Digital Skills
- Numeracy
- Entrepreneurial /Innovation
- Strategic thinking



Session flow:

Session flow will consist of 2 activities and a presentation in between.

1st activity: 4 volunteers and 16 audience people. 3 rounds for 40 seconds. Every volunteer has to fight for attention of the audience. Everyone from the audience has 3 stickers (one for each round) and they need to put sticker to the one who got their attention.

Every volunteer has free hands to grab audience attention.

After the activity, we will do some reflection, what action was more successful and what was less successful.

An expert will have a presentation about the statistical data that the social medias from the first part:

- How to read and understand Audience Demographics
- Content Analysis
- Track follower growth
- Track likes and reactions for the posts
- Track referral traffic from social media
- How to identify Optimal Times for Engagement

2nd activity will be similar to first activity but volunteers will be affected by the presentation and the discussed knowledges and different aspects.

Then there will be another brainstorming session of what has changed in the decision-making process. Which strategies were more and less successful.

A professional from the field shows participants real examples of how their understanding of the statistics affected their decisions, which strategies were better and which were worst.

Summarize: connection between exercises and real world experiences, some best practices, etc.

Materials needed: Printouts of statistics from actual pages, papers, stickers, computer, projector, internet connection.

Session results: Which steps in social marketing have which effect in popularity of website; Pros and cons of SN according to specified audience.

Background documents and further reading:

- The Social Media Analytics Compass: What and How to Measure:
https://www.razorsocial.com/social-media-analytics-tools/?utm_content=bufferbea62&utm_medium=social&utm_source=pinterest.com&utm_campaign=buffer
- 10 Metrics to Track for Social Media Success:
https://www.socialmediaexaminer.com/10-metrics-to-track-for-social-media-success/?utm_source=Pinterest&utm_medium=PinterestPage&utm_campaign=New



Closure session of the training course

Duration: 120 minutes

Session Aim and Objectives:

- To conclude the impact that the training course has left on the participants and their learning during the course (through self-reflection and starting to formulate their Youthpasses);
- To evaluate the training course visually, verbally and in written (through “target” evaluation, evaluation form and final round).

Session flow:

- I. **Self-reflection on own learning (15 minutes)**
- II. **Youthpass and gained competences formulation (40 minutes)**
- III. **Visual evaluation method – “target” (15 minutes)**
- IV. **Written evaluation method – evaluation form (30 minutes)**
- V. **Verbal evaluation and final round (20 minutes)**

Materials needed: Helping questions for participants’ self-reflections, draw “target” on the flipchart paper, Evaluation form and (Youthpass) certificates printed.

Recommendations for future trainers multiplying this session:

- Trainers should make sure to ensure enough time for proper evaluation and closure of the group work.

