



Curriculum for the Training Course  
**“Adapting existing enterprises to Digital Revolution”**  
within the project  
“Independent Young Women in Digital Entrepreneurship Era”

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**CONTENT:**

**Table of Contents**

<b>SUMMARY OF THE PROJECT .....</b>	<b>4</b>
<b>BACKGROUND OF THIS CURRICULUM.....</b>	<b>5</b>
<b>RECOMMENDATIONS FOR USING THIS CURRICULUM AND ORGANISING SIMILAR TRAINING COURSES .....</b>	<b>7</b>
<b>DEVELOPED SESSIONS OF THE TRAINING COURSE “ADAPTING EXISTING ENTERPRISES TO DIGITAL REVOLUTION” .....</b>	<b>9</b>
1. Welcome evening .....	9
2. Introduction with Expectations and contributions .....	11
3. Group building.....	13
4. Youthpass introduction and its relevance to this training course .....	15
5. Country realities on (un)employment and entrepreneurship among youth and of young women in particular .....	17
6. Digital Revolution – A New Way of Doing Business .....	19
7. Inspiring examples of traditional companies that adapted to Digital Revolution .....	22
8. Benefits of digital transformation .....	25
9. Prosumers: Customers changing behaviour in the Digital Economy .....	28
10. Survey: Young people as customers in our communities (parts I, II and III) .....	30
11. How to Adapt to the Digital Revolution.....	34
12. Some digital tools for adaptation to Digital Revolution.....	36
13. Digital Strategy basics.....	39
14. Digital Strategy development in our young women entrepreneurship empowerment centres..	42
15. Evaluation and closing.....	44
<b>ANNEX 1 .....</b>	<b>46</b>
<b>THE GROUP CHALLENGE .....</b>	<b>46</b>
Team Instructions.....	46
Group Challenge Exercises.....	47
<b>ANNEX 2 .....</b>	<b>48</b>
<b>PPT: Survey: Young people as customers in our communities.....</b>	<b>48</b>
<b>ANNEX 3.....</b>	<b>49</b>
<b>ANNEX 4.....</b>	<b>50</b>

## 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 “Adapting existing enterprises to Digital Revolution”. 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 “Adapting existing enterprises to Digital Revolution” 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 Mostar, Bosnia and Herzegovina from 19<sup>th</sup> - 27<sup>th</sup> February 2019.

Specific objectives of the training course were:

- To empower youth workers and build their competences for development of NFE/youth work programmes for adapting traditional enterprises to Digital Revolution among youngsters (young women), beneficiaries in our communities
- To share realities on and experiences with (un)employment and entrepreneurship among youth and of young women in particular in different European countries
- To increase understanding of Digital Revolution and benefits of Digital Transformation
- To increase competences for relations with Prosumers, customers changing behaviour in the Digital Economy
- To develop knowledge on process and skills in digital tools for adaptation of traditional companies to Digital Revolution
- To increase participants’ competences in Digital Strategy development

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 – 19<sup>th</sup> February 2019 – Tuesday</i>	
<b>PM</b>	Arrival of participants
<b>evening</b>	Welcome evening
<i>Day 2 – 20<sup>th</sup> February 2019 – Wednesday</i>	
<b>AM</b>	Introduction (participants, team, organisations, programme, Youthpass); Participants’ expectations towards the TC and their potential contributions to it; Group agreements
<b>PM</b>	Country realities on (un)employment and entrepreneurship among youth and of young women in particular
<b>PM</b>	Reflection and Evaluation of the day
<b>evening</b>	Intercultural evening
<i>Day 3 – 21<sup>st</sup> February 2019 – Thursday</i>	
<b>AM</b>	Digital Revolution – A New Way of Doing Business
<b>PM</b>	Inspiring examples of traditional companies that adapted to Digital Revolution
<b>PM</b>	Reflection and Evaluation of the day
<b>evening</b>	NGO fair
<i>Day 4 – 22<sup>nd</sup> February 2019 – Friday</i>	

<b>AM</b>	Benefits of Digital Transformation
<b>PM</b>	Prosumers: Customers changing behaviour in the Digital Economy
<b>PM</b>	Reflection and Evaluation of the day
<i>Day 5 – 23<sup>rd</sup> February 2019 – Saturday</i>	
<b>AM</b>	Survey: Young people as customers in our communities I
<b>PM</b>	"OUTDOOR" (SURVEY) AFTERNOON
<i>Day 6 – 24<sup>th</sup> February 2019 – Sunday</i>	
<b>AM</b>	Survey: Young people as customers in our communities II
<b>PM</b>	How to Adapt to the Digital Revolution
<b>PM</b>	Reflection and Evaluation of the day
<i>Day 7 – 25<sup>th</sup> February 2019 – Monday</i>	
<b>AM</b>	Some digital tools for adaptation to Digital Revolution
<b>PM</b>	Digital Strategy basics
<b>PM</b>	Reflection and Evaluation of the day
<i>Day 8 – 26<sup>th</sup> February 2019 – Tuesday</i>	
<b>AM</b>	Digital Strategy development in our young women entrepreneurship empowerment centres
<b>PM</b>	Evaluation of the training course, incl Youthpass
<b>evening</b>	"See you again" party
<i>Day 9 – 27<sup>th</sup> February 2019 – Wednesday</i>	
<b>AM</b>	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 “Adapting existing enterprises to Digital Revolution” 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
- Understanding of Digital Revolution and benefits of Digital Transformation
- Competences for relations with Prosumers, customers changing behaviour in the Digital Economy
- Knowledge on process and skills in digital tools for adaptation of traditional companies to Digital Revolution
- Competences in Digital Strategy development
- Competences for development of NFE/youth work programmes for adapting traditional enterprises to Digital Revolution 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 and adapting to Digital revolution 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 “ADAPTING EXISTING ENTERPRISES TO DIGITAL REVOLUTION”

### 1. Welcome evening

**Session Title:** Welcome evening

**Duration:** 60 minutes

**Background:**

This session is necessary in order to welcome the group and create an atmosphere that is welcoming for the group as it is the first contact with the group and the trainers.

**Aim of the session:** To welcome the participants and introduce them to the team, the working spaces and other important details for the upcoming days and training.

**Objectives:**

- To create a space for participants to get to know each other's names and backgrounds;
- To get to know the team and working facilities;
- To offer space for participants to introduce themselves to the group.

**Competences addressed:**

- Intercultural learning competence;
- Public speaking.

**Methodology and methods:**

- The session will be run using non-formal education methodology, incorporating in the work the values and principles of NFE.
- The specific methods used within this session will be working in plenary.

**Session flow:**

**I. Official welcome and intro to the team (10 minutes)**

The team of organisers and trainers welcome the participants and officially open the training course. They introduce themselves, as well the roles they will have throughout the course.

**II. Round of names of participants (10 minutes)**

All the participants introduce themselves saying their names, where they come from and can share something about them if they want.

**III. Name game – Name and an animal (25 minutes)**

Everyone stands in a circle and says their names and an animal starting with the first letter of their name. They also do a movement describing the animal they just said. The next person repeats the name, movement and animal of the person/people before them, and at the end say their own name, movement and animal. The last person repeats all the names, animals and movements.

**IV. Logistical information sharing (15 minutes)**



In this part, it is important to share logistical information about the training course, such as the working times and information about the premises, meals and facilities.

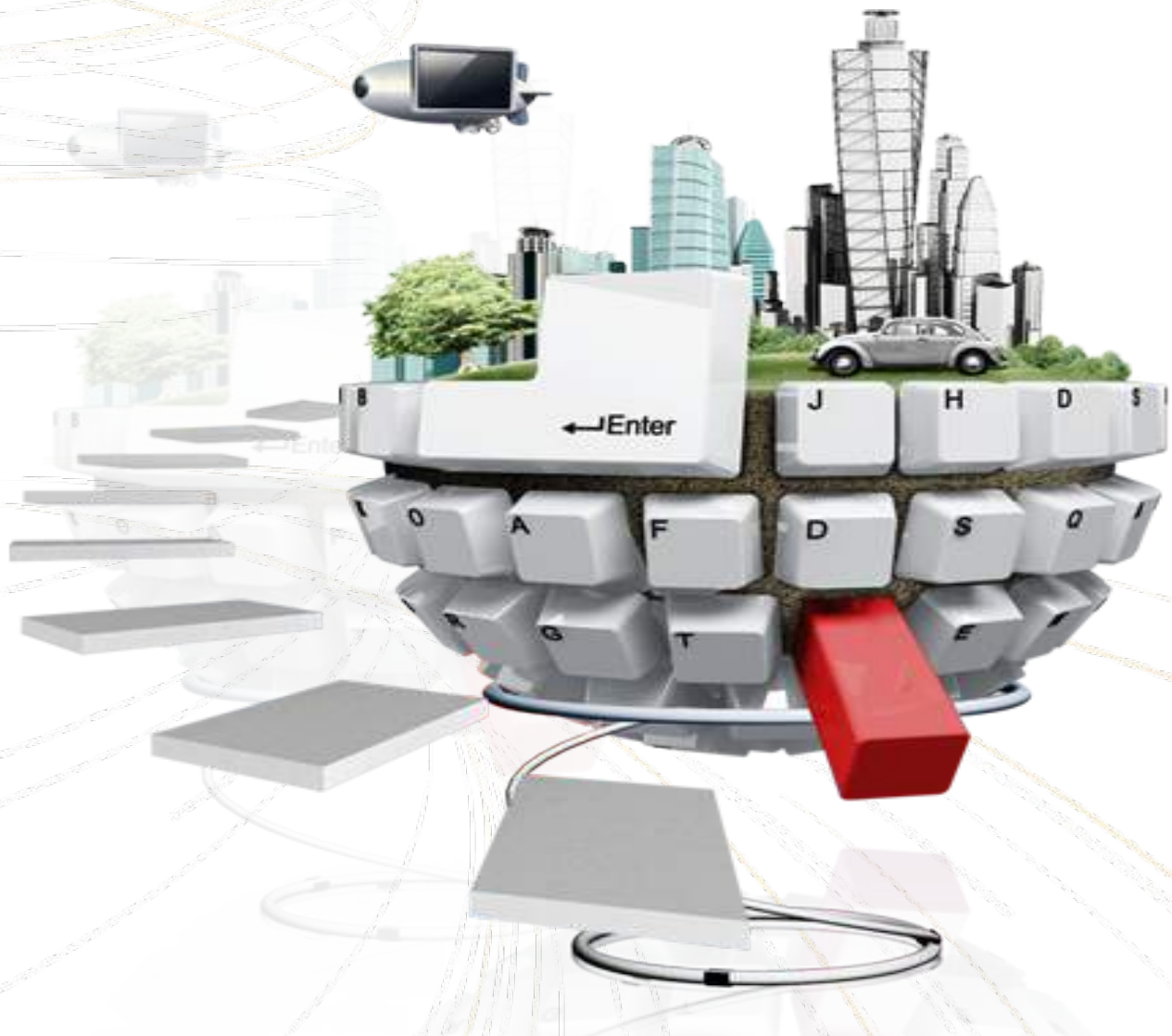
**V. Mingle time or pool time**

The participants have the following part of the evening free, so that they mingle and get to know each other more.

**Materials needed:** Flipchart stand with papers and markers.

**Recommendations for future trainers multiplying this session:**

- It is important in this welcome session to take into account that the group will most probably be tired (if working with an international group) and that this session would have to be dynamic and it doesn't last more than 90 minutes.
- When doing this session, one has to be aware that there might be participants arriving late in the afternoon or evening, therefore the session might require further adjustment in case the group is not complete, or the setting requires such adjustments.
- It is always good to write down the logistical information on a flipchart, because for the visual learners it will be much easier to remember the information, as well for participants who are not that comfortable in using English (or any other working language).



## 2. Introduction with Expectations and contributions

**Session Title:** Introduction with Expectations and contributions

**Duration:** 90 minutes

### **Background:**

This session is very important to have as it sets the grounds of the work in the upcoming week. As some of the participants arrive late in the evening on the arrival day, it is important that they get the chance to also introduce themselves to the group, and get to know the other participants.

As this is the first official session of the training course, it is important that the trainers also introduce the programme and later on explore the expectations, fears and contributions of the group connected to the same.

**Aim of the session:** The general purpose of the session is for the participants to get to know each other and the programme, as well as to create ownership to the process in the participants and the general feeling of belonging to the same by sharing one's fears, contributions and expectations connected to the programme.

### **Objectives:**

- To offer a space for the participants so get to know each other more;
- To present the programme of the upcoming days in a more elaborate way;
- To explore the objectives of the training;
- To reflect on the fears and expectations of the group;
- To explore different contributions that participants want to have to the daily and evening programme.

### **Competences addressed:**

- Communication, both verbal and non-verbal;
- Intercultural learning;
- Competence to work in a team;
- Self-reflection on one's fears, expectations and contributions.

### **Methodology and methods:**

- The session is developed by using non-formal education methodology and approaches. It includes different activities that are suitable for the different learning styles of the participants, more specifically: working in plenary, group work, small group work, world café.

### **Session flow:**

#### **I. Welcome again and intro to new people (10 minutes)**

The trainer opens the session by once again welcoming the group, and allowing the space for the new people to introduce one selves, as well to hear the names of the other people within the group.

#### **II. Names and blanket (20 minutes)**

The participants are divided into 2 teams and have a blanket between them (2 trainers hold the blanket, one from each side). Each of the teams selects one person that would be the group representative for each round (every round different person preferably), and once the blanket goes down the purpose is that the group representatives guess/shout out the name of the opposite team representative. The group

representative needs to sit a bit in front of the whole group behind the blanket, and is the only one that can speak/say the name of the person opposite once the blanket goes down. The first one to guess the name of the other person wins, and their team is being joined by the group representative that lost in the speed/name test. The activity ends once all the participants are behind one blanket – once they become 1 team.

### III. The line (20 minutes)

Without speaking, the participants are asked to create a line according to:

- Date of birth (only taking into account day and month)
- Colour of one's eyes
- Size of their favourite animal

After the participants create a line for each of the tasks (one task after the other, not in the same time), they share the dates/animals so that everyone knows if the line was correct.

### IV. Going through the programme (10 minutes)

The group is invited to join the wall where they can see the programme of the training course. The trainer goes through each of the sessions, explaining in details what the participants should expect to learn in that part of the training. The floor is later open for questions of further comments from the participants.

### V. Contributions, fears and expectations (30 minutes)

In this part of the session, the group is divided in 3 small groups, and each of the groups starts working on one of the following topics:

- Fears (cloud and thunder)
- Expectations (sun)
- Contributions (suitcase)

After 5 minutes the groups rotate clockwise, and work on the next topic/flipchart. The groups rotate until they come back to their initial topic.

They then summarize what was written on their flipchart from all the groups and present it in front of the plenary.

**Materials needed:** Flipcharts for fears, expectations and contributions (thunder clouds, sun, suitcase, for each flipchart accordingly); Blanket; Makers and pens; Flipchart paper.

### **Recommendations for future trainers multiplying this session:**

- When doing this session, it is very much important to take into account that some of the people will know each other from the previous day (or from being from the same country team), and it is important that a balance is created allowing space for everyone to feel welcomed so that they share their fears, expectations and contributions.
- Depending on the group, some participants may feel uncomfortable (unable) to sit on the ground for the Names and blanket activity. In this case, it is recommended that the activity is changed for another that will be suitable to the group.



### 3. Group building

**Session Title:** Group building

**Duration:** 90 minutes

**Background:**

The session is planned as the second session of the training course. The idea is to provide space for the group to work together, in order to get to know their different working styles, but also to engage in task-related communication and collaboration. Before this session, the session was focused on more of a logistical and informative part of the training, and after this session the group would explore the Youthpass, as well as exploring the different realities linked with the topic. In this regard, with this session we will assure the starting of the group cohesion, from which would depend the group dynamics in the following days of the training.

**Aim of the session:** To create an effective working atmosphere within the group.

**Objectives:**

- To develop the team spirit within the group;
- To develop a good working environment;
- To stimulate task-related communication among the group;
- To explore the problem-solving and coordinative competences of the group.

**Competences addressed:**

- Communication competences;
- Problem solving;
- Coordinative competences;
- Leadership skills;
- Time management skills.

**Methodology and methods:**

- The methodology is in a group challenge, where they will receive a set of tasks and within a limited time should coordinate and resolve the different tasks. After the group explores the tasks there would be a debriefing. The methodology would be through a scavenger hunt (treasure hunt).

**Session flow:**

**I. Introduction to the activity (10 minutes)**

The facilitator introduces that in the next session the group will have to go through a set of challenges and tasks together. The letter with tasks is presented to the participants and they receive the needed materials.

**II. Group planning (10 minutes)**

**III. Team in action (40 minutes)**

**IV. Final result (10 minutes)**

#### V. Plenary discussion (20 minutes)

All participants share how has each one felt. Trainers lead further discussion on how was the group process from participants' point of view. This continues with the debriefing with results of what makes a group a team.

Discussion on the overall group work focusing on: communication, division of roles, participation (did everyone participated).

**Materials needed:** Carpet; printer; flipcharts; markers; pens; Letter for participants (print out the annex 1); Task list and table for points.

#### **Recommendations for future trainers multiplying this session:**

- It is important to leave it to the participants, even if it starts slowly or chaotically.
- The facilitator should be constantly around to observe the different elements of their collaboration and take note of them.
- These different aspects should be raised in the debriefing afterwards, as a question to the group on what happened and how did they approach a certain issue.
- It is also important to adjust the tasks depending on the number of participants, space, time etc.



#### 4. Youthpass introduction and its relevance to this training course

**Session Title:** Youthpass introduction and its relevance to this training course

**Duration:** 60 minutes

**Background:**

As part of the first day, this is an important session that is needed so that participants familiarise themselves with the Youthpass as a tool for recognising and documenting their learning process as part of non-formal educational activities such as this. It is important to take into account that this session is ought to happen on the first day so that participants will become aware of the 8 key competences and will be able to start keeping the track of their learning from the first day. Moreover, on this session we will also introduce the learning diary, as a structured way to set a learning goal for the week, and a self-reflection method that will later on help the participants to fill in individually the second parts of the Youthpasses. As this is an individual exercise, once introduced the participants will be able to fill in the diary themselves throughout the week, making the exercise not dependant on the group size or the profile of the participants.

**Aim of the session:** The general purpose of the session is to introduce the participants to Youthpass as a tool for documenting and recognising the learning of participants in non-formal educational activities, as well to introduce the learning diary as a specific tool for self-reflection that will be used during this training course.

**Objectives:**

- To introduce Youthpass to the participants, as a tool for recognition of youth work and non-formal education;
- To introduce the 8 key competences as an instrument to life-long learning;
- To connect the 8 key competences with the Youthpass;
- To introduce the learning diary as a tool for self-reflection during the training course;
- To set up own learning goals that are achievable and realistic.

**Competences addressed:**

- Self-reflection on own learning process;
- Team work and collaboration;
- Time management;
- Skill to plan own learning;
- Openness to working in intercultural teams;
- Self-awareness and self-reflection;
- The session addresses all 8 key competences.

**Methodology and methods:**

- This session will be done using non-formal education approaches and methodologies.
- In order to address the different learning styles of the participants, the session will combine working in groups, inputs from the trainer in a form of presentation, as well as self-reflection time.

**Session flow:**

I. **Energiser (5 minutes)**

## II. Youthpass (35 minutes)

The trainer starts off the session with presentation about Youthpass as a tool for recognition for non-formal learning in youth projects and activities funded by the Erasmus + programme. The participants are introduced with the background information of the Youthpass, the need for starting it, and the overall use of the same.

The trainer later explains into details the 2 parts of the Youthpass, and how they are being filled in. Once this is clear, the trainer goes more into details explaining each of the key competences. This part is envisioned to be an open floor for discussion and examples, where the trainer explains each of the 8 key competences one by one, allowing space for examples from the participants where they connect the competences with the process of the learning within the day.

Once each of the competences is explained and understood by everyone, the trainer informs the participants that by the end of the training course, they will receive an official certificate together with an e-mail from the hosting organisation with information on the Youthpass certificate which they should fill in themselves after they reflect upon their learning outcomes from this training course.

## III. Learning diary and setting up own goals (20 minutes)

Following the Youthpass introduction, the participants are presented with notebooks which are going to be their Learning Diaries for the rest of the training. They are explained with the concept of a Learning Diary as a tool to keep track of their learning process and self-reflection on daily basis.

It is important that the trainer makes a clear connection between the Youthpass and the learning diary, in order to motivate the participants to track their learning on daily basis. The trainer also gives handouts for further reading, and tracking one's learning through the 8 key competences (see Handout Key competence).

After introducing the diary, the participants are asked to set their individual learning goals for this training course and note them down in the learning diary.

There is an open space for sharing at the end of the session, where the participants can choose if they would like to share their learning goals with the rest of the group, or keep for themselves.

**Materials needed:** Flipchart, markers, notebooks/diaries, pens.

### **Background documents and further reading:**

- Youthpass and key competences. Background, information and further reading: [www.youthpass.eu](http://www.youthpass.eu)
- Handout Key competence: [http://vp-learningdiaries.weebly.com/uploads/9/4/9/8/9498170/key-competences\\_orig.jpg](http://vp-learningdiaries.weebly.com/uploads/9/4/9/8/9498170/key-competences_orig.jpg)
- More information about the Key competences: <http://mobilitycompetences.com/wp-content/uploads/2016/10/The-8-key-competences-of-European-Union.pdf>

### **Recommendations for future trainers multiplying this session:**

- When the participants are asked to reflect on their learning goals it is important that you ask the group to do this individually, in silence, in order to enable everyone to reflect more deeply on their own learning, learning plans and goals for the training.
- Depending on the group and their experience (but also on the experience of the trainer in leading group discussions), if the group is less experienced than it is better to an activity that is based on experiential learning and group work when introducing the Youthpass, and for more experienced and talkative groups to have the open discussion such as presented in this session outline.
- Such activity can be found on the following link, Youthpass Journey: Youthpass Islands and Captain's Log, created by Juan Ratto-Nielsen (<http://toolbox.salto-youth.net/1223>).



## 5. Country realities on (un)employment and entrepreneurship among youth and of young women in particular

**Session Title:** Country realities on (un)employment and entrepreneurship among youth and of young women in particular

**Duration:** 120 minutes

### **Background:**

The session is after the group building and the Youthpass session. It is the first session that will go into the topic, and provide the space for participants to share the realities within their countries, and explore their knowledge about the topic of unemployment and entrepreneurship among youth and young women in particular.

**Aim of the session:** To provide space for participants' reflection on different realities in their countries, related to unemployment and entrepreneurship among youth and young women in particular.

### **Objectives:**

- To get informed about different situations within the countries;
- To explore the different programs and opportunities for young people in the different countries;
- To share challenges towards employment and entrepreneurship that young people are facing, and young women in particular.

### **Competences addressed:**

- Knowledge about the situations and realities in different countries, similarities and differences, information about the programs for employability and entrepreneurship, knowledge of the role and representation of young women within the employment market as well as within entrepreneurship;
- Presentation skills;
- Conceptualizing skills;
- Team work;
- Communication skills;
- Research competences.

### **Methodology and methods:**

- The methodology would be mostly based on group work and sharing.
- It will incorporate national working groups, with plenary moments for reflection and discussion, as well as a "bazar/exhibition" style of presentation

### **Session flow:**

#### **I. Explanation of the task (5 minutes)**

Trainers introduce the session and explain participants' tasks:

- 1) Split up into national groups;
- 2) Use proposed questions\* (given in the next paragraph) as a springboard for discussion;
- 3) make a poster presenting their answers.

#### **II. Work in national groups/teams (50 minutes)**

Participants work on their national groups' posters, while trainers provide guidance and help if needed. Within the posters, participants should research and present the following things:

- Statistics and reality with youth unemployment
- Youth entrepreneurship – context, statistics, programs that support it, subsidies
- Challenges that young people are facing with the employment market & entrepreneurship
- Role of women, perceptions towards women entrepreneurs, un/employment rates, specific programs for young women, specific challenges for young women
- The digital aspect (how and how much is the digital entrepreneurship stimulated and supported, how is the perception towards digital enterprises, especially among young people)

### III. Presentations in plenary (30 minutes)

Each national group gets 5 minutes to present their posters. Participants and trainers are told to write down questions and comments for the next part where they will be able to discuss the details in smaller groups.

### IV. “Bazaar/exhibition” of presentations (20 minutes)

Each poster is posted on the ground, and participants are invited to go around the room, look at the posters in detail, and ask directly questions to the people from the different countries about the reality.

### V. Wrapping-up in plenary (20 minutes)

Plenary discussions on following guiding questions:

- What did I find interesting?
- What I am curious to explore more?
- Similarities among the countries?
- Some interesting specifics?

**Materials needed:** Flipcharts, markers, crayons, flip-top pens.

### **Recommendations for future trainers multiplying this session:**

- The session is quite to the point. Make sure that you pre-prepare flipcharts for the groups and materials for them to present, so there is not a lot of time spent on assigning materials.
- It is always better if the participants have access to the internet so they could research many of the facts and data they will present.
- Within the presentations, structure them with clear timing, depending from the number of countries present.



## 6. Digital Revolution – A New Way of Doing Business

**Session Title:** Digital Revolution – A New Way of Doing Business

**Duration:** 180 minutes

### **Background:**

This is the first session introducing the content of the training. Within this session, the idea is to set the baseline of knowledge of participants on the topic, so they could engage in the following process. Before the session, the participants had the chance to get to know each other and go through a group building process, as well as they explored the different realities within their countries. After this session, the participants will go more in depth within the specific concepts and elements of the digital revolution, the different tools and elements of the transformation etc.

**Aim of the session:** To create a base-line of understanding among the participants of the different concepts linked with digital revolution.

### **Objectives:**

- To understand what is digital revolution;
- To explore the different concepts linked with the digital revolution;
- To see the timeline and process how did the digital revolution started;
- To reflect on the impact that digital revolution has on the society.

### **Competences addressed:**

- Knowledge on timeline of digital progress;
- Understanding of the digital revolution, digital marketing, digital platforms, costumers experience;
- Competences on debating, communication, presentation.

### **Methodology and methods:**

- The methodology is based on non-formal methods, incorporating small working group discussions, plenary presentations and discussions, short inputs from the side of the trainer and a debate

### **Session flow:**

#### **I. Opening of the day (10 minutes)**

Presentation of the flow of the day and the morning energiser.

#### **II. History of digital revolution (15 minutes)**

How did we come to here, how did the digital revolution start? – Participants in small groups receive the different historical developments, which they have to order in a timeline.

#### **III. Plenary presentation and discussion on the timeline – how did the digital revolution start – (10 minutes)**

Timeline (<https://theintactone.com/2018/12/14/dm-u5-topic-1-the-contemporary-digital-revolution/>):

The development and advancement of digital technologies started with one fundamental idea: The Internet. Here is a brief timeline of how the Digital Revolution progressed:

- 1947-1979 - The transistor, was introduced, paved the way for the development of advanced digital computers. The government, military and other organizations made use of computer

systems during the time period. This research eventually led to the creation of the World Wide Web.

- 1980s - The computer became a familiar machine and by the end of the decade, being able to use one became a necessity for many jobs. The first cell phone was also introduced during this decade.
- 1990s - The World Wide Web had been introduced, and the Internet became a normal part of most business operations. By the later stages of the period, the Internet became a part of everyday life for almost half of the European population.
- 2000s - By this decade, the Digital Revolution had begun to spread all over the developing world; mobile phones were commonly seen, the number of Internet users continued to grow, and the television started to transition from using analogue to digital signals.
- 2010 - 2015 - By this decade, Internet makes up more than 25 percent of the world's population. Mobile communication has also become very important, as nearly 70 percent of the world's population owns a mobile phone. The connection between Internet websites and mobile gadgets has become a standard in communication.
- 2015 and beyond - Cloud computing had entered the mainstream. Tablet computers and smartphones have exceeded personal computers in Internet usage. Half of the world's population was connected.

#### **IV. Presentation of the infographic with the different significant moments within the timeline of the digital revolution (10 minutes)**

#### **V. Important concepts / terms (15 minutes)**

Participants are going around the room and writing down what they consider important towards these terms, how they understand them, different elements. The concepts on the flipcharts are:

- Digital revolution
- Digital customers experience
- Digital platforms
- Digital marketing

#### **VI. Small groups definitions (30 minutes)**

In small groups around each concept, participants have the task to understand what was written, and create their definition/explanation what is it, and possibly provide examples. Each group presents what they have.

#### **VII. Theoretical input on the discussed concepts (20 minutes)**

- The Contemporary Digital Revolution:  
<https://theintactone.com/2018/12/14/dm-u5-topic-1-the-contemporary-digital-revolution/>
- Digital Revolution Definition and Explanation:  
<https://whatis.ciowhitepapersreview.com/definition/digital-revolution/>
- Digital customer experience  
<https://whatis.ciowhitepapersreview.com/definition/digital-customer-experience/>  
<https://whatis.ciowhitepapersreview.com/definition/customer-experience-management/>
- Digital Platforms  
<https://whatis.ciowhitepapersreview.com/definition/digital-platform/>
- Digital marketing  
<https://whatis.ciowhitepapersreview.com/definition/digital-marketing/>

#### **VIII. Modified fishbowl discussion (60 minutes)**

Participants are split in 5 groups and each of them receives a small hand-out\* about the impact of digital revolution to society (how it changes society to the better, how it changes society to the worst, changes in employment, changes in equality, changes in privacy and trust). Each group has 15 minutes to discuss the hand-out and prepare themselves for a debate afterwards.

After 15 minutes, the participants are invited to analyse the different aspects of impact of the digital revolution through a fishbowl setting.

#### Points to discuss

- The digital revolution is changing the world for the better
- The digital revolution is positive for the employment of young people
- The digital revolution is positive for equality
- The digital revolution is positive towards assuring safety, privacy and trust

\* Handouts are give from the following link:

<https://trailhead.salesforce.com/en/content/learn/modules/impacts-of-the-fourth-industrial-revolution/understand-the-impact-of-the-fourth-industrial-revolution-on-society-and-individuals>

**Materials needed:** A4 paper, printer, power point, markers, pens.

#### Background documents and further reading:

- Digital Revolution Definition and Explanation:  
<https://whatis.ciowhitepapersreview.com/definition/digital-revolution/>
- Digital customer experience  
<https://whatis.ciowhitepapersreview.com/definition/digital-customer-experience/>  
<https://whatis.ciowhitepapersreview.com/definition/customer-experience-management/>
- Digital Platforms  
<https://whatis.ciowhitepapersreview.com/definition/digital-platform/>
- Digital marketing  
<https://whatis.ciowhitepapersreview.com/definition/digital-marketing/>
- Handouts “Understand the Impact of the Fourth Industrial Revolution on Society and Individuals”:  
<https://trailhead.salesforce.com/en/content/learn/modules/impacts-of-the-fourth-industrial-revolution/understand-the-impact-of-the-fourth-industrial-revolution-on-society-and-individuals>

#### Recommendations for future trainers multiplying this session:

- When implementing the activity make sure that you give enough time for the participants to express themselves in each of the flipcharts with the concepts.
- When they are presenting create a natural flow where after each of the presentations you as a trainer reinforce their presentation by acknowledging it and adding additional content and inputs.
- For the modified fishbowl discussion, clarify that it is a discussion, and that the aim is to engage the participants to share diverse opinions, not necessarily to have a winner. If some participants had classical debating experience in the past, they tend to be very strict with the format, so it's important that you clarify for them that this is not the classical debate.



## 7. Inspiring examples of traditional companies that adapted to Digital Revolution

**Session Title:** Inspiring examples of traditional companies that adapted to Digital Revolution

**Duration:** 180 minutes

### **Background:**

This session comes right after the introduction session to the digital revolution, and the mapping of the challenges that traditional companies are facing, but right before going into more details when it comes to the benefits of digital transformation and prosumerism. As such, the session is very crucial so that the participants go more into depth when it comes to digital enterprises, and explore the different ways of using digital technology so that one can adapt their business or enterprise.

**Aim of the session:** To familiarise participants with different examples of traditional companies that adapted to the digital revolution, and to explore the different challenges and opportunities of running a digital enterprise.

### **Objectives:**

- To familiarise the participants with examples of existing traditional enterprises that adapted to the digital revolution;
- To explore examples of traditional enterprises that adapted to the digital revolution in each of the participants' countries;
- To familiarise participants with different ways and possibilities of managing a digital enterprise (fully or partially digital);
- To explore different challenges and opportunities of running a digital enterprise.

### **Competences addressed:**

- Communication in foreign languages;
- Accurate intrapersonal interaction with others;
- Making use of active listening skills;
- Learning to learn; Self-expression; Self-reflection;
- Sense of initiative & entrepreneurship;
- Digital competence;
- Cultural awareness & expression;
- Social & civic competences;
- Knowledges:
  - Ways to adapt traditional enterprises to the digital revolution;
  - Examples of traditional companies that adapted to the digital revolution;
  - How to detect companies in participants' communities that adapted to the digital revolution;
  - How to manage a digital enterprise;
  - On the different challenges occurring when one is running a digital business.
- Attitudes:
  - Openness towards starting own digital enterprise;
  - Openness towards finding alternative ways of adapting already existing enterprises in the one's community towards the digital revolution;
  - Willingness to take up initiative and calculated risks.

**Methodology and methods:**

- This session will be done using non-formal education approaches and methodologies.
- In order to address the different learning styles of the participants, the session will combine presentations, interactive presentations, conversations and reflections.

**Session flow:****I. Energiser (5 minutes)****II. Input about the current situation of already existing enterprises that adapted to the digital revolution (25 minutes)**

The trainer should focus on making a connection between specific challenges that were mentioned in the session in the morning that are focused towards traditional companies. Through a discussion, the trainer will present to the group some case studies of well-known and diverse in profile companies, that successfully adapted to the digital era and are using digital approaches and technology for the benefit of their companies.

The 4 Ways the Digital Age Transformed Traditional Business Models:

- 1) Engagement
- 2) Facilitation
- 3) Visibility
- 4) Immediacy

Some examples of traditional companies that transformed with digital revolution:

- New York Times
- Fidelity
- Disney Parks
- Walmart

The participants are also to be invited to share some specific companies from their local realities that adapted to successfully to the digital trends and challenges of the digital era.

**III. Skype quest (60 minutes)**

In this part of the session the participants will have an opportunity to speak to a female digital entrepreneur that is completely doing her business as a digital nomad.

Participants will have a chance to ask questions about the business and discuss directly how it is to be a woman running a business as a digital nomad, and the benefits and challenges from doing so.

**IV. Guest (60 minutes)**

The participants will have an input from a guest who is a company owner that adapted to the digital market, and is working digital marketing and consultancy.

The participants will have a chance to ask questions regarding how a business is run in community, specific challenges to it, as well the different opportunities in the environment.

**V. Closing of the session (10 minutes)**

The trainer closes the session within plenary, opening the floor for all questions and comments from the participants.

**VI. Reflection groups time (20 minutes)**

The trainer introduces a new method for reflection of the group - 5 fingers.

- Something I liked
- Something to point out
- Something I didn't like
- I got engaged with
- Something small

**Materials needed:** Computer with camera and microphone, projector, flipchart paper, markers, paper, pens.

**Background documents and further reading:**

- The 4 Ways the Digital Age Transformed Traditional Business Models <https://www.inc.com/bubba-page/4-ways-the-digital-age-transformed-traditional-business-models.html>
- New York Times <https://www.nytimes.com/>
- Fidelity <https://www.fidelity.com/>
- Disney Parks <https://disney.parks.disney.go.com/>
- Walmart <https://www.walmart.com/>

**Recommendations for future trainers multiplying this session:**

- When planning the session and the guests it is important to create a balance between the guests and the inputs we are expecting from each of them, so that they match the aims and objectives of our particular session.
- Something that needs to be taken into account before a session like this, especially if it is an afternoon session, is that the participants should not have had a morning session full of presentations and rough inputs, as they will be partly speaking with someone on the other side of a screen – therefore the setting will be quite static.
- It is important that when searching for guests to give inputs for the sessions to pre-prepare with them about what you expect them to contribute with, and also to give a short input to the participants about the guests prior to their coming/calling.
- If you are going to have a Skype call, make sure to have a stable connection so that there are no interruptions or technical problems. Also, make sure to check the microphone and camera.
- It is good to research a few examples of successful companies that adapted to the digital revolution from each of the participants' countries, so that you can also give them a close to home examples.





## 8. Benefits of digital transformation

**Session Title:** Benefits of digital transformation

**Duration:** 180 minutes

### **Background:**

The session comes on the fourth day, following a day of introductions about digital transformation of companies, local realities of companies and different inspiring examples of traditional companies that transformed to the digital revolution. It is important that this session comes after the introduction of the current trends in Europe but also within the communities of the participants, as in this session they will go more in depths on the specific benefits of the digital transformation. Something to take into account is that it is important that this session is as interactive as possible using different methods in combination with theoretical inputs, in order to be suitable to different participants and their learning styles.

**Aim of the session:** To explore the different benefits of digital transformation, as well as how these benefits tackle women empowerment and motivation to start up or engage in a digital enterprise.

### **Objectives:**

- To learn about the benefits of digital transformation for businesses and enterprises;
- To explore different concepts connected to rethinking the traditional approaches for digitalising one's business and enterprise;
- To explore the impact that the digital revolution has on young women.

### **Competences addressed:**

- Communication in foreign languages;
- Communication in the mother language;
- Accurate intrapersonal interaction with others;
- Making use of active and objective listening skills;
- Learning to learn;
- Self-expression;
- Sense of initiative & entrepreneurship;
- Digital competence;
- Cultural awareness & expression;
- Social & civic competences;
- Respecting and being aware of cultural differences and working effectively with people from a range of social and cultural backgrounds.
- Knowledge
  - The benefits of digital enterprises;
  - Important concepts behind rethinking and re-designing a business into a digital enterprise;
  - Factors for women empowerment to start up own digital enterprise or company.
- Skills
  - Working in a team;
  - Knowledge on how to express one's point of view;
  - Actively listen to other people's opinions;
- Attitudes
  - Greater sense of initiative to open one's digital business;
  - Stand behind one's point of view.

### Methodology and methods:

- This session will be done using non-formal education approaches and methodologies.
- In order to address the different learning styles of the participants, the session will combine different methods such as the moving debate, interactive discussions, group work, research and presentations.

### Session flow:

#### I. Welcome and intro to the day (10 minutes)

#### II. Energiser (5 minutes)

#### III. Moving debate (60 minutes)

The trainer introduces the activity, explaining the flow of the same. For each statement that the trainer reads out, the participants are required to position themselves depending on if they agree or disagree with the statement. (agree on one, disagree on the other side, but a middle ground is allowed too. One must look at it as a meter from 1 to 10 where participants can stand wherever they want) Once everyone positions themselves they can express their opinions and share why are they standing there. During the exercise if some of the participants changes their mind, they can move accordingly.

Statements:

- Digital transformation of companies is best for everyone.
- Digital transformation makes people lazy.
- Only innovative business can survive today.
- Digital transformation will allow bigger participation and engagement of women in enterprises.
- Paper documents are safer than storing data online.
- Only big companies benefit from digital transformation.
- Digital transformation will solve all the issues and will involve all youth from disadvantaged areas.

#### IV. Different concepts and benefits connected to the digital revolution (30 minutes)

The participants are divided in groups and are invited to explore and research different concepts connected to the benefits of digital transformation. Each group will receive one concept and will discuss on the following questions:

- What does the concept mean?
- How does it change/benefit the company especially related to digital revolution?

The concepts that the participants will explore and discuss on are the following:

- Updated company vision
- Thriving culture of innovation
- Greater competitive advantage
- Increased internal collaboration
- More empowered workforce
- Improved efficiency
- Deeper data analysis
- Increased customer conversion and loyalty

After the group work the participants gather in the plenary.

#### V. Input on benefits of digital transformation (30 minutes)

The trainer is giving input on the benefits of digital transformation by using a PPT presentation.

- The 9 Ways Digital Has Changed Business Forever

<https://digitalmarketinginstitute.com/blog/19-04-17-9-ways-digital-has-changed-business-forever>

A discussion and question time is encouraged.

#### VI. Motivational and inspirational factors for self-employment and digital entrepreneurship of young women (20 minutes)

The participants go back in the groups in which they previously worked in, and they are exploring different motivational and inspirational factors when it comes to the concepts that they were brainstorming in the previous part, as well on how to increase women presence in enterprises.

The participants will discuss on the following points:

- Defining specific benefits
- Empowerment of women
- Setbacks for women

**VII. Presentations of participants (15 minutes)**

The participants present their group work in front of the plenary.

**VIII. Wrapping-up the session (10 minutes)**

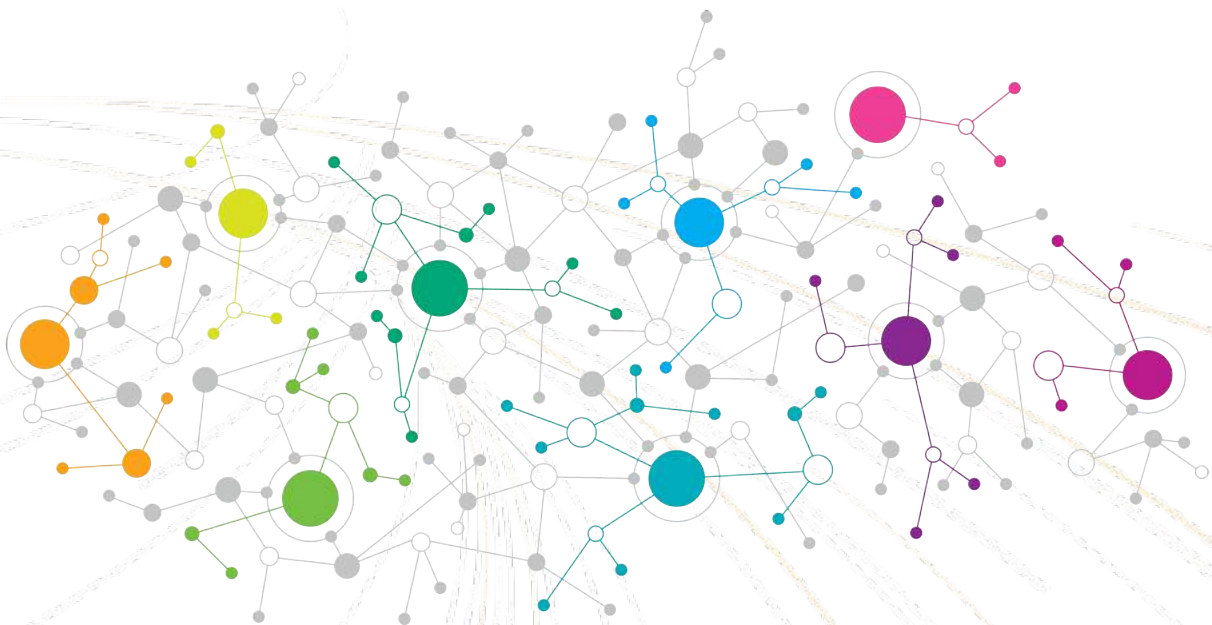
**Materials needed:** Paper, markers and pens, computer, projector; PPT Presentation on Digital tech benefits.

**Background documents and further reading:**

- Advantages and Disadvantages of Digital Revolution  
<https://www.paypervids.com/advantages-disadvantages-digital-revolution/>
- What are the Benefits of Digital Transformation?  
<https://digitalmarketinginstitute.com/blog/13-03-18-what-are-the-benefits-of-digital-transformation>
- 16 Advantages of Digital Technology  
<https://turbofuture.com/computers/Advantages-of-Digital-Technology>
- The 9 Ways Digital Has Changed Business Forever  
<https://digitalmarketinginstitute.com/blog/19-04-17-9-ways-digital-has-changed-business-forever>

**Recommendations for future trainers multiplying this session:**

- When doing the moving debate, it is good that if there is the space and the weather is good, this activity is done outdoor. The participants will like the change of setting, and will enjoy the time spent outside on good weather and fresh air.
- When doing the inputs on the benefits from the digital transformation it is important to coordinate well with your co-trainer so that you do not go into the next session – prosumers.



## 9. Prosumers: Customers changing behaviour in the Digital Economy

**Session Title:** Prosumers: Customers changing behaviour in the Digital Economy

**Duration:** 150 minutes

### **Background:**

This session follows the session where participants were brainstorming and discussing about different benefits of digital transformation, including: Updated company vision; Thriving culture of innovation; Greater competitive advantage; Increased internal collaboration; More empowered workforce; Improved efficiency; Deeper data analysis; Increased customer conversion and loyalty. After this session, the training becomes more practical in a sense of giving the participants space to do actually research and mapping of the reality, so in this regards it is important to provide the content and inputs on what are prosumers, the different customer behaviours and the benefits that the companies can have from them.

**Aim of the session:** To understand what prosumerism is and what are the different ways/categories of prosumerism, and analyse the behaviours of consumers and enterprises in the market.

### **Objectives:**

- To raise awareness on the concept of prosumerism;
- To explore the different ways/categories where prosumerism is visible;
- To analyse the behaviours of consumers and enterprises and the impact of the digital revolution on them.

### **Competences addressed:**

- Analytical competences;
- Knowledge on the concept of prosumerism;
- Presentation competences;
- Competences on conceptualization of content learned.

### **Methodology and methods:**

- The methodology is based on a theoretical input with intelligent interruptions in order to make the audience engaged, as well as small group work with presentations.

### **Session flow:**

#### **I. Input on what is prosumerism and examples with a PPT presentation using the method of intelligent interruptions (90 minutes)**

PPT combined of following texts:

- The rise of PROsumers (And what it means for CONsumer companies)  
<https://medium.com/@aditya.vikram/the-rise-of-prosumers-and-what-it-means-for-consumer-companies-26d408325934>
- The Power of PROsumers  
<http://blog.broadcom.org/the-power-of-prosumers/>
- What's a Prosumer and Are You One?  
<https://www.futuresplatform.com/blog/whats-prosumer-and-are-you-one>
- Prosumers  
<https://www.slideshare.net/PetkoPetkov/prosumer-7636416>

Intelligent interruption is a method where each participant receives a number, while there are also numbers in a bowl to be drawn out. By random selection of a number, the participant with the same number has the task to either:

- Apply! (- by presenting personal action plans)
- Disagree! (- by raising major issues)
- Illustrate! (- by providing a real or imaginary example)
- Paraphrase! (- key points by listing them)
- Personalize! (- by sharing emotional reactions)
- Question! (- by firing off five or more questions about — and beyond — the recently presented content)

These intelligent interruptions are happening for the different slides, in order to stimulate a discussion

**II. Putting yourself in the shoes of prosumers and shoes of enterprises, define methods, ways and things on how you can benefit from each other (20 minutes)**

Participants are split in 4 groups where 2 are in a role of prosumers and 2 are in a role of enterprises/SMEs. Their task is to discuss why the “others” are important for them, what kind of benefit they could have for each other, in order to have a bigger and stronger market.

**III. Presentation of the groups followed by discussion on the different behaviours (30 minutes)**

**IV. Closing the session with overall comments, questions and answers (10 minutes)**

**Materials needed:** Projector, flipchart, markers, A4 paper.

**Background documents and further reading:**

- The rise of PROsumers (And what it means for CONsumer companies)  
<https://medium.com/@aditya.vikram/the-rise-of-prosumers-and-what-it-means-for-consumer-companies-26d408325934>
- The Power of PROsumers  
<http://blog.broadcom.org/the-power-of-prosumers/>
- What's a Prosumer and Are You One?  
<https://www.futuresplatform.com/blog/whats-prosumer-and-are-you-one>
- Prosumers  
<https://www.slideshare.net/PetkoPetkov/prosumer-7636416>
- <https://prosumerism.wordpress.com/useful-books/>

**Recommendations for future trainers multiplying this session:**

- As the concept of prosumerism is not trending and many people will not know it, make sure that you have very clear examples on how to present it.
- Follow the group and their level of engagement closely, to see does it make sense to have the intelligent interruptions or not. If the group is engaged and actively asking questions, and if the group is not really aware of the concept it might be better not to use the intelligent interruptions as they will need time to process the information, and would not be able to react quickly.
- If needed open the different examples and show the participants how they look like (although for most of them the participants should be familiar).

## 10. Survey: Young people as customers in our communities (parts I, II and III)

**Session Title:** Survey: Young people as customers in our communities (parts I, II and III)

**Duration:** 540 minutes

### **Background:**

This session is important in order to give the participants knowledge and skills on how to develop their surveys and later on how to conduct them in the community. It is important that the survey is fully developed and conducted by the participants, so that they can later on replicate it within their communities.

Participants will develop and realize survey in local community of the training course. In the teams, they will develop short questionnaire that will consist of different statistical questions about specific aspects of their behaviour as customers, their degrees of trust in different forms of digital businesses, entrepreneurial and employment situation. Then they will approach youngsters in community, interact with the local community and get their questions answered.

**Aim of the session:** To learn how to develop and conduct a survey in the local community and in relation to the training course topic, as basis for future work on the topic in our communities.

### **Objectives:**

- To get practical knowledge on how to develop and conduct a survey;
- To gather inputs on the situation of digital entrepreneurship in the local community of the training course;
- To learn how to analyse data using digital tools.

### **Competences addressed:**

- Communication in foreign languages;
- Communication in the mother language;
- Accurate intrapersonal interaction with others;
- Self-expression;
- Self-reflection;
- Sense of initiative & entrepreneurship;
- Mathematical competence;
- Digital competence;
- Cultural awareness & expression;
- Social & civic competences;
- Respecting and being aware of cultural differences and working effectively with people from a range of social and cultural backgrounds.
- Skills:
  - How to develop a survey;
  - How to conduct a survey;
  - How to approach people for surveys;
  - Communication skills with new people;
  - Skills for using of digital tools for data analysis;
  - How to visually represent survey results in Excel.
- Knowledge:
  - How to develop a survey;
  - How to conduct a survey;

- How to approach people for surveys;
- Situation of digital entrepreneurship in local community.
- Attitudes:
  - Confidence to approach strangers to conduct survey;
  - Confidence for communication with new people.

#### **Methodology and methods:**

- The methodology used in this session is based on non-formal education incorporating the values of non-formal education and the diversity in methods and approaches.
- It is based on the holistic approach, including the methods of small group work, theoretical inputs, presentations, World cafe, individual work.

#### **Session flow:**

##### **I. Energiser (10 minutes)**

##### **II. Introduction to the day (5 minutes)**

##### **III. Theoretical input about surveys (20 minutes)**

The trainer gives inputs on what a survey is, its elements and important things to consider when developing a survey. The trainer goes through the types of questions and answers one can use in a survey and some practical tips for developing a survey.

Space is offered to the participants for open questions and a discussion, as well participants are asked to share more about their personal experience with developing and conducting a survey/collecting answers.

##### **IV. Development of the survey (50 minutes)**

The group is divided in 4 small groups, covering different parts of the survey:

- introduction (setting the aim and objectives of survey) and demographic questions;
- questions about employment, entrepreneurship and challenges they face,
- questions related to women in enterprises,
- questions about digital businesses in Mostar

Once in their groups, the participants start developing the questions.

Each group will choose one reporter who stays on the table and the rest of the group will change and visit each table, having a chance to read all developed questions, add questions and propose changes on existing ones.

The groups will have 10 minutes per table.

#### **BREAK**

##### **V. Development of survey and presentations (continuation) (40 minutes)**

Groups come back to their original flipchart/table. Reporter presents the rest of the group what the discussions were about each round, proposals or objections from other groups. Once all the inputs are presented, each of the groups discusses and proposes final questions for their section.

Each of the groups presents their final question section. The floor is open for further suggestions, and once the group agrees they form the final questionnaire.

If there are no further remarks the questioner is closed and finalized.

##### **VI. Closing and preparation for the outdoor survey (15 minutes)**

The group is divided into pairs that will be working on the survey. In this part, the group discusses and agrees on:

- the collection methods;
- different interactive ways how to get as many answers as possible;
- setting minimum target number per each group/couple, taken into account age and sex of respondents;

- proposal that groups should also inform respondents about Erasmus+ and host organisation or other organizations where they can find more information or opportunities.

#### **VII. Conducting of surveys in local community (220 minutes)**

The participants use the rest of the day to conduct surveys with the local community.

### **NEXT DAY**

#### **VIII. Energizer (10 minutes)**

#### **IX. Welcome and intro to the day (15 minutes)**

In this part of the day, the trainer introduces what is going to happen throughout the day, and further on. They open a discussion about the previous day. Some guiding questions that one can use are:

- How was it?
- Was it easy to approach people?
- Were people willing to answer your questions?
- Did you get some interesting information?
- Was it nice to meet with local people and interact with them?
- Who managed to collect the most answers?

#### **X. Input on data analysis (30 minutes)**

The trainer gives inputs on how to analyse data once a survey has been conducted, and further explains the different possibilities of research methods.

Furthermore, the group is discussing about different available digital tools for data analysis, as well how data can be interpreted and visualised. The focus is given on data analysis in Excel, with some specific examples.

The floor is later on opened for comments and questions.

#### **XI. Data input in digital form (35 minutes)**

The teams that were working on the survey go back to their groups, and input the collected data on an excel sheet. The sheet is later combined with all data from all the groups.

### **BREAK**

#### **XII. Data analysis in Excel (90 minutes)**

The participants are divided in 4 groups (preferably the same as when they were preparing the survey questions the previous day) and they begin analysing different parts of the survey:

- 1<sup>st</sup> group – analysing demographic questions;
- 2<sup>nd</sup> group – analysing questions about employment, entrepreneurship and challenges they face,
- 3<sup>rd</sup> group – analysing questions related to women in enterprises,
- 4<sup>th</sup> group – analysing questions about digital businesses in the local community.

Once analysed, each of the groups prepares visual presentation of the data, that they later on present to the entire group.

Once all the groups present, the participants and trainers go back to the plenary, for a discussion and closing of the survey process.

**Materials needed:** Flipcharts, markers, pens, computers, Excel, projector, printer; Power point presentations about Survey development (Annex 2) and Survey analysis (Annex 3).

#### **Background documents and further reading:**

- [https://vcsa.ucsd.edu/files/assessment/workshops/2013-02-21\\_Writing-Good-Survey-Questions-Handouts.pdf](https://vcsa.ucsd.edu/files/assessment/workshops/2013-02-21_Writing-Good-Survey-Questions-Handouts.pdf)
- <https://nats-www.informatik.uni-hamburg.de/pub/User/InterculturalCommunication/top2.pdf>



- <https://www.lrs.org/wp-content/uploads/2015/08/Survey-methods-handout-2.pdf>
- <https://www.surveymonkey.com/mp/how-to-create-surveys/>
- <https://www.sciencebuddies.org/science-fair-projects/references/how-to-design-a-survey>
- <https://www.nngroup.com/articles/qualitative-surveys/>
- <https://www.qualtrics.com/blog/10-tips-for-building-effective-surveys/>

#### Survey analysis

- <https://blog.capterra.com/best-free-survey-tools-power-your-research/>
- [https://eazybi.com/blog/data\\_visualization\\_and\\_chart\\_types/](https://eazybi.com/blog/data_visualization_and_chart_types/)
- <https://visme.co/blog/types-of-graphs/>
- [https://www.youtube.com/watch?v=uVGD\\_5Tk6ao](https://www.youtube.com/watch?v=uVGD_5Tk6ao)

#### Recommendations for future trainers multiplying this session:

- When doing the group division for conducting the survey, it is good that there is at least one speaker of the native language, in order to ease the communication with the local community.
- When giving the input on how to use Excel for data analysis it is always to have a pre-prepared example, and to show step by step to the participants how to analyse and visualise the data, using a computer and projector.



## 11. How to Adapt to the Digital Revolution

**Session Title:** How to Adapt to the Digital Revolution

**Duration:** 150 minutes

### **Background:**

Following up the survey process, where the participants mapped the reality within the local community, and taking into account the previous inputs they got on the digital revolution, prosumerism and benefits for a digital transformation, at this session they focus on exact cases from their country realities, to analyse and reflect on all the different aspects. After this session, they will explore additional tools for digital adaptation and start working on their plans and on recommendations.

**Aim of the session:** To explore different pathways, approaches and aspects that should be considered for adaptation to the digital revolution.

### **Objectives:**

- To discuss and analyse different possible steps and forms of adaptation of traditional companies to the digital revolution: Developing new digital business models, selling products or services online; Digitizing business activities and processes; Improving employees' skills and company culture; Digitizing the organisation, improving the internal communication; Increasing digital marketing activities; Engaging with customers online;
- To reflect on the diverse methods for adaptation of traditional companies to the digital revolution;
- To explore different cases, their methods and approaches.

### **Competences addressed:**

- Analytical competences;
- Knowledge on specific tools and practices;
- Knowledge on different models for transformation;
- Knowledge on different tools and aspects that could be transformed within the digital revolution;
- Presentation and assessment skills

### **Methodology and methods:**

- The proposed methodology is based on small group work for reflection, mapping and research, conceptualising the inputs researched within a presentation, and engaging in a plenary presentation and discussion.

### **Session flow:**

#### **I. Opening of the afternoon – after-lunch energizer (10 minutes)**

#### **II. Intro of the session and flow presentation (10 minutes)**

Link the flow with the participants, by summarising the previous gained knowledge on the digital revolution, the different concepts around it, and the survey in local community. The next step would be to try to conceptualize this gained knowledge through a practical example therefore they will be split in national groups to research within their countries if they have an example of a company that transitioned from a traditional company to a digital one (incorporating different digital aspects within its work) or analyse a digitally native company from their reality.

Participants should define/identify the specific steps and forms of adaptation of traditional companies to the digital revolution, and the different methods and channels they are using for sales/provision of services/engagement with the customers/ Digitizing business activities and processes/ Improving employees' skills and company culture etc.

**III. Company research (60 minutes)**

Participants go in national groups and research one company that managed to adapt properly to the digital revolution.

**IV. Presentations in plenary (30 minutes)**

Presentations of all country groups with a discussion after each presentation on the specific tools used, approaches, the type of communication and engagement with the consumers, support for the employees to adopt to the digital era etc.

**V. Recommendations on adapting to digital environment (20 minutes)**

Based on the inputs, the participants in mixed groups draw recommendations for companies on how to adapt to the digital environment (list of DOs and DON'Ts).

**VI. Presentation of the recommendations / lists (15 minutes)**

**VII. Closing of the day and the session by summarising the day and giving input on what is planned for the next day (5 minutes)**

**Materials needed:** Flipcharts, markers, projector.

**Recommendations for future trainers multiplying this session:**

- It is very important that the tasks for the working groups are very clear and well understood from the groups. It is good if they are even written on a flipchart a set of questions.
- You can adapt the session by giving the task for each group to research both a company which transitioned and a digitally native company, leave it open for them to choose, or split them where some groups are analysing one and the others another.



## 12. Some digital tools for adaptation to Digital Revolution

**Session Title:** Some digital tools for adaptation to Digital Revolution

**Duration:** 180 minutes

### **Background:**

Before this session, most of the work was to provide spaces for the participants with competences and knowledge on the digital revolution. In the previous session where they explored cases on how to adapt to the digital revolution, they shared different tools that businesses took in order to adapt to the digital world. After this session, they will focus more on development of a digital strategy and building recommendations.

**Aim of the session:** To equip participants with diverse digital tools that could support their business development.

### **Objectives:**

- To get to know different existing digital tools and platforms useful for adaptation of traditional businesses to digital revolution;
- To share different digital tools and platforms that can be used to support their business establishment and development;
- To provide space for the participants to mutually exchange practices and tools from their experience.

### **Competences addressed:**

- Digital competences;
- Knowledge of diverse online tools;
- Skills on how to use different online tools.

### **Methodology and methods:**

- The methodology is based mostly on open-space and providing spaces for sharing of participants.

### **Session flow:**

#### **I. Opening of the day and morning energiser (10 minutes)**

The trainer goes through the flow of the day, the topics that will be addressed throughout the day, and does a morning energiser to get the group in a working mood.

#### **II. Presenting the structure of the morning and the different slots/tools that are going to be discussed (10 minutes)**

The previously presented flipchart where the participants had the chance to offer some of their expertise and share tools that they are already actively using within their work is presented, and the people who will offer some tools are identified.

The time slots and materials needed for each presenter are agreed and the trainer presents the exact flow of the morning how the sessions will happen.

#### **III. Presentation of the tools from the participants (75 minutes)**

The participants that offered the different tools have the space to present them with the group.

Example of the offered tools that can be shown in the future on any training course:

- <https://www.sli.do/>
- GNU/Linux
- <https://distrowatch.com/>
- Version control systems (GIT, TFS)
- Google tools (Keep, Calendar, Docs+Drive, Translate)
- Web browser(chrome) extensions:
  - o hypothesis - <https://www.youtube.com/watch?v=QCkm0IL-6lc> - notes/comments on any website (<https://hypothes.is/search>, <https://web.hypothes.is/>)
  - o https everywhere - <https://www.eff.org/https-everywhere>
  - o privacy badger - <https://www.eff.org/privacybadger>
- Privacy advices
  - o a lot of advices online, try to follow them
  - o password: unique (leaking); strong - long - sentence (dictionaries); use wallets
  - o have I been pwned - <https://haveibeenpwned.com/>
  - o http vulnerabilities (man in the middle)
  - o tracing cookies(badger)
- blbec.online
  - <https://blbec.online/>
  - Slovak application
  - FB comments troll filter
  - useful for managing Facebook conversations/comments
  - not sure about English translation of the application(but they have English version)
- Bonus
  - <https://www.draw.io/>
    - can be saved to dropbox and gDrive
    - multiple editors at the same time
    - a lot of prepared shapes and images
  - <https://canvanizer.com/>
    - easy to share
    - online collaboration
    - presentation mode

#### **IV. Presentation of tools offered by the trainers' team (60 minutes)**

- WordPress
  - <https://en.wikipedia.org/wiki/WordPress>
  - <https://www.youtube.com/watch?v=VdvEdMMtNMY>
  - [https://www.youtube.com/watch?v=8AZ8GqW5iak&fbclid=IwAR1FaqhPP4K8AcdHZ38OHVm4SSmLZ\\_r5Uh5vJhbii0yzM6nsPmL0\\_X7WuPo](https://www.youtube.com/watch?v=8AZ8GqW5iak&fbclid=IwAR1FaqhPP4K8AcdHZ38OHVm4SSmLZ_r5Uh5vJhbii0yzM6nsPmL0_X7WuPo)
- WooCommerce
  - <https://wordpress.org/plugins/woocommerce/>
  - <https://www.youtube.com/watch?v=1KahlicghaE>
- Ebay, Dropshipping
  - <https://ecommerce-platforms.com/glossary/what-is-ebay>
- Shopify
  - <https://www.shopify.com/faq#what-is-shopify>
- Shopify vs. eBay
  - <https://ecommerce-platforms.com/glossary/what-is-ebay>
- Basecamp
  - <http://www.sparkvirtualassistance.com/what-is-basecamp/>
  - <https://www.youtube.com/watch?v=epby7qEo38A>
- Google Analytics
  - <https://www.youtube.com/watch?v=GG5xBwbje1E>
  - <https://medium.com/analytics-for-humans/what-is-google-analytics-and-why-is-it-important-to-my-business-8c083a9f81be>

**Materials needed:** Projector and a laptop, participants to be reminded to take their devices on the session to try out.

**Background documents and further reading:**

- WordPress  
<https://en.wikipedia.org/wiki/WordPress>  
<https://www.youtube.com/watch?v=VdvEdMMtNMY>  
[https://www.youtube.com/watch?v=8AZ8GqW5iak&fbclid=IwAR1FaqhPP4K8AcdHZ38OHV4SSmLZ\\_r5Uh5vJhbii0yzM6nsPmL0\\_X7WuPo](https://www.youtube.com/watch?v=8AZ8GqW5iak&fbclid=IwAR1FaqhPP4K8AcdHZ38OHV4SSmLZ_r5Uh5vJhbii0yzM6nsPmL0_X7WuPo)
- WooCommerce  
<https://wordpress.org/plugins/woocommerce/>  
<https://www.youtube.com/watch?v=1KahlicghaE>
- Ebay, Dropshipping  
<https://ecommerce-platforms.com/glossary/what-is-ebay>
- Shopify  
<https://www.shopify.com/faq#what-is-shopify>
- Shopify vs. eBay  
<https://ecommerce-platforms.com/glossary/what-is-ebay>
- Basecamp  
<http://www.sparkvirtualassistance.com/what-is-basecamp/>  
<https://www.youtube.com/watch?v=epby7qEo38A>
- Google Analytics  
<https://www.youtube.com/watch?v=GG5xBwbje1E>  
<https://medium.com/analytics-for-humans/what-is-google-analytics-and-why-is-it-important-to-my-business-8c083a9f81be>

**Recommendations for future trainers multiplying this session:**

- It is very important to announce this activity at least one day earlier, and offer a flipchart where the participants can sign up if they want to share.
- Before the session as a facilitator try to have a meeting with the participants who expressed that they want to share something, to make sure that you are on the same page, and that there is a good and practical input planned.
- Based on the suggested tools, and the needs of the participants reflect on which tools to focus more, also adding/replacing some elements and tools.



### 13. Digital Strategy basics

**Session Title:** Digital Strategy basics

**Duration:** 270 minutes

**Background:**

The session comes in the pre-last day, after the sessions on the inputs on digital revolution and tools how to adapt more adequately to the digital transformations of the modern age. The session is very important as it combines the knowledge gained in the previous days, and allows the participants to put into practice everything that they have been working on and learning.

This session is important to be adapted to the needs and interests of the participants, in order to have them engaged and to find the session useful for their further work and development.

In this setting, as most of the participants were either youth workers or interested in developing/starting their own digital enterprise, we chose to go in these 2 directions.

Something else to be taken into account is that if you divide the group to work in 2 directions, then the trainers team will have to split and each trainer will have to work with one of the groups. It is also crucial that in order to do this you would need 2 adequate working spaces.

**Aim of the session:** To explore the basics behind digital strategy, and to develop further knowledge in participants on how to develop their own digital strategy or an educational activity for youth in relations to facilitating the development of one's digital strategy.

**Objectives:**

- To explore the basics elements of digital strategy;
- To learn how to develop own digital strategy;
- To develop activities for young people (especially women) about facilitating the development of digital strategy;
- To learn how to pitch one's idea to someone.

**Competences addressed:**

- Communication in foreign languages;
- Communication in the mother language;
- Accurate intrapersonal interaction with others;
- Making use of active and objective listening skills;
- Learning to learn;
- Self-expression;
- Self-reflection;
- Sense of initiative & entrepreneurship;
- Digital competence;
- Cultural awareness & expression;
- Social & civic competences;
- Respecting and being aware of cultural differences and working effectively with people from a range of social and cultural backgrounds.
- Knowledge:
  - Basic elements of digital strategy;
  - On how to develop digital strategy;
  - How to develop an activity plan for facilitating the development of digital strategy with young people (especially women);
- Skills:

- How to develop digital strategy;
- How to facilitate the development of a digital strategy;
- How to do an elevator pitch.
- Attitudes:
  - Openness towards knowledge transfer connected to development of a digital strategy;
  - Bigger entrepreneurship spirit and attitude for digital strategy development.

### **Methodology and methods:**

- This session will be done using non-formal education approaches and methodologies.
- In order to address the different learning styles of the participants, the session will combine different methods such as working in groups, plenary presentations, working individually, research, peer to peer support and elevator pitch.

### **Session flow:**

#### **I. Energiser (10 minutes)**

#### **II. Input about digital strategy basics (30 minutes)**

The trainer gives input on how a digital strategy is being developed, as well the different elements of a digital strategy. The trainer later on introduces how the session will be structured further, giving the opportunity to the participants to work on one of the following aspects:

- Development of their business plan with a detailed digital strategy
- Development of session outline for an activity with young people, about facilitating a development of a digital strategy

Once the flow is introduced, each participant decides what group to go to, and from this point onward the session is being run in parallel by 2 trainers, each working with a group individually.

#### **III. Development of a business plan / session outline (120 minutes)**

The trainer works with the group step by step, introducing each part of the business plan/session outline and the participants work on the development individually.

After finishing each of the sections, the participants go into peer support groups, for giving and receiving feedback on the developed parts one by one.

In between the sections, depending on the flow, there is a 30 minutes' coffee break.

#### **IV. Reflection groups time (30 minutes)**

### **NEXT DAY**

#### **V. Welcome and intro to the day (5 minutes)**

#### **VI. Morning energiser (10 minutes)**

#### **VII. Input on elevator pitch (10 minutes)**

The trainer introduces the concept of elevator pitch to the group, as well the elements to be taken into account when doing an elevator pitch to someone.

- Know who you are pitching your idea to;
- Know what you want to achieve, what your end goal is;
- Keep it simple. Make sure not to lose the person you are pitching to with too much information;
- Make people interested. Have a hook;
- Be prepared to answer questions;
- Your point is to make people interested and respond;
- It is about the person you are pitching to, not about you;
- Highlight your value in terms of their need/problem;
- Don't forget to close the pitch. Ask a question, set up a meeting, have a follow up;
- Practice the delivery of the pitch.



**VIII. Preparation of pitch (15 minutes)**

The participants prepare the elevator pitch individually with a duration of maximum 1 minute.

**IX. Presentation of pitch (40 minutes)**

Each participant presents their pitch, with space for comments and feedback from other participants.

**X. Closing of the session (10 minutes)**

The trainer sums up and closes the session, focusing on the highlights of the process, discussions and inputs. Room for questions and comments is also given to the participants.

**Materials needed:** Computers, printer, pens, paper, flip chart paper, markers; Annex 4 - Business plan.

**Recommendations for future trainers multiplying this session:**

- If you divide the group to work in 2 directions, then the trainers team will have to split and each trainer will have to work with one of the groups in parallel. When doing this, it is crucial that in order to have a successful session you would need 2 adequate working spaces.
- Make sure to be available for support and recommendations to the participants in the stage of the development of the business plans and the session outlines, but be aware not to impose your opinion or way of doing things. Suggestions are OK, but only if asked by the participants.



## 14. Digital Strategy development in our young women entrepreneurship empowerment centres

**Session Title:** Digital Strategy development in our young women entrepreneurship empowerment centres

**Duration:** 90 minutes

### **Background:**

This session brings the emphasis towards creating recommendations for different groups of stakeholders on how to develop/enable development of basic digital strategies for traditional companies and their staff. This session is very important as it disseminates forward what was worked on on the training course, and creates the link between the local communities and the individuals who participated within the training course.

**Aim of the session:** To draft recommendations towards different stakeholders on how to develop basic digital strategy steps for traditional companies to adapt to digital revolution, with focus to bigger involvement of youth (with focus on young women).

### **Objectives:**

- To develop a set of recommendations towards different stakeholders on how to develop basic digital strategies for traditional companies and their employees.
- The objectives focus on the development of the attitudes - Sense of initiative.

### **Competences addressed:**

- Communication in foreign languages;
- Communication in the mother language;
- Accurate intrapersonal interaction with others;
- Self-expression;
- Self-reflection;
- Sense of initiative & entrepreneurship;
- Social & civic competences;
- Respecting and being aware of cultural differences and working effectively with people from a range of social and cultural backgrounds.

### **Methodology and methods:**

- This session will be done using non-formal education approaches and methodologies.
- In order to address the different learning styles of the participants, the session will combine different methods such as working in groups, plenary presentations and peer feedback.

### **Session flow:**

#### **I. Energiser (10 minutes)**

#### **II. Input for drafting quality recommendations (10 minutes)**

The trainer gives input on what recommendations are, and how to draft quality recommendations.

- Formulate the recommendations and draft the final report

<https://issat.dcaf.ch/Learn/SSR-Methodology-Guidance/Programme-Cycle/Evaluate/Analyse-data-and-formulate-findings-and-recommendations/Formulate-the-recommendations-and-draft-the-final-report>

### III. **Drafting of recommendations, feedback and presentations (70 minutes)**

The participants are divided in 4 groups and will be working on recommendations connected to usage of different digital tools and ways how to develop a digital strategy for bigger involvement of youth and young women in digital enterprises, from the following aspects:

- Recommendations towards Youth workers
- Recommendations towards Organizations
- Recommendations towards Companies
- Recommendations towards Young people

Once the groups are finished they place the flipcharts with recommendations on the floor and a walking gallery starts. On the walking gallery people can write comments, suggestions for more recommendations or questions.

The participants later go back to their original groups and they go through the post-its, trying to incorporate them in the final versions.

At the end of the session, the participants present their recommendations to the group.

### IV. **Closing of the session**

**Materials needed:** Paper, markers, pens, flip chart paper.

#### **Background documents and further reading:**

- Formulate the recommendations and draft the final report  
<https://issat.dcaf.ch/Learn/SSR-Methodology-Guidance/Programme-Cycle/Evaluate/Analyse-data-and-formulate-findings-and-recommendations/Formulate-the-recommendations-and-draft-the-final-report>

#### **Recommendations for future trainers multiplying this session:**

- When mentioning the different tips for drafting of the recommendations it is good to put them on a flipchart, so that they are visible for the participants at any time.



## 15. Evaluation and closing

**Session Title:** Evaluation and closing

**Duration:** 100 minutes

### Background:

This is the last session of the training and the idea is to reflect and analyse the learning gained throughout the process, and provide feedback towards the training. It comes after the participants draft the digital business plans and the recommendations, and it serves to close the process.

**Aim of the session:** To get a chance to evaluate the week and reflect on what participants have learned and get a closure of the training course.

### Objectives:

- To reflect on the previous learning within the process;
- To provide space for diverse types of evaluation of the process (written, oral);
- To provide space for individual reflection through filling in the Youthpass;
- To create a comfortable environment for sharing encouraging messages as a goodbye moment.

### Competences addressed:

- Evaluation competences;
- Conceptualization competences;
- Learning reflection skills.

### Methodology and methods:

- The methodology is based on NFE methods, using diverse approaches for ensuring quality evaluation and closing of the process.

### Session flow:

#### I. Opening of the session and going through the training flow as a reminder moment (10 minutes)

The trainer presents the whole process to the participants, the different days and learning moments, so they could refresh their memory and all the training inputs.

#### II. Sharing the first page of the Youthpass certificate, and providing space for the participants individually to work on filling in the second part (45 minutes)

Each participant receives the first page of the youth pass certificate of another participant. Their task is to go around the room and give each other's the certificates while also sharing a nice personal message. After each participant gets their own youth pass, the trainer provides an input on the second part of the youth pass, and the participants get individual time to reflect on the learning and fill in their Youthpass learning aspects.

#### III. Presenting the written evaluation form and providing space for the participants to fill it in (25 minutes)

Following questions can be used for evaluating this training course:

1. How would you rate overall satisfaction level from the course in general? (0% = not at all, 100% = fully) Comments?

2. What are the 5 most important things you learnt in this training course?
3. How would you rate your awareness and knowledge about the realities on (un)employment and entrepreneurship situation among youth and young women in particular in different European countries? (1=none; 5=perfect, know a lot) [Before the course, and After the course] Comments?
4. How would you rate your knowledge about the new ways of doing business connected to the digital revolution? (1=none; 5=perfect, know a lot) [Before the course, and After the course] Comments?
5. How would you rate your knowledge about benefits of digital transformation and customer changing behaviour? (1=none; 5=perfect, know a lot) [Before the course, and After the course] Comments?
6. How would you rate your competences to further empower youngsters in development of a digital strategy of your company and/or organization? (1=none; 5=perfect, know a lot) [Before the course, and After the course] Comments?
7. How would you rate your competences for using different digital tools to adapt to the digital revolution? (1=none; 5=perfect, know a lot) [Before the course, and After the course] Comments?
8. How would you rate your competences to develop and conduct proper market assessment (survey)? (1=none; 5=perfect, know a lot) [Before the course, and After the course] Comments?
9. Will your participation in this training course be useful for your organization and colleagues? How would you use what you learnt in the course back home?
10. How well did the educational team fulfil their role?
11. How well did the organisational/technical team fulfil their role?
12. Any other comments, feedback, suggestions and recommendations to the educational team and organisers?

**IV. Menti discussion / quiz on final reflections and feedback from the group (mentimeter.com) (20 minutes)**

A quick activity to provide a visual presentation/input on different aspects and set the scene for closing discussion (oral evaluation). After each point the participants had space to share/discuss and express their views towards the training.

**V. Closing words from the participants (round of final comments) finishing with a group hug (15 minutes)**

**Materials needed:** Projector, paper, pens.

**Recommendations for future trainers multiplying this session:**

- When starting the session and going through the whole program, make sure that you create a chilled and nice atmosphere where the participants can follow closely. Create the mood by asking them to sit comfortably, close their eyes and put some relaxing music.
- Prepare all the questioners and mentimeter beforehand so it is quite clear. When presenting the online questionnaire, it is good to go through the questions so participants can understand them properly. As participants have different tempo of filling in the questioners assure that no one is feeling rushed, and that even if someone finishes earlier, they do not create a distraction to the group.
- After each voting on mentimeter make sure that you open the floor for participants' comments, reactions and views, so they can additionally explain what they have meant.

## ANNEX 1

### THE GROUP CHALLENGE

With so few world interest in Digital revolution for enterprises and its importance to young people in the society, your team has been brought together to work on a project.

By 12:40, you will have collected together the resources; know-how and inspiration to make a real difference to the future of the Europe. Your task is to complete several tasks achieving at least **1000 points** to become an exemplar project all around world, and therefore show that young people from different countries can work together and achieve major improvements in society.

The European Union and citizens of Europe have offered extra resources to reward best practice in project management and unofficially plan to add bureaucratic burdens to those who do not plan their work appropriately.

In order to collect resources, know-how and inspiration, your team will need to complete as many of the tasks listed below as possible in the time available. Some tasks require the whole team, others require fewer people. The table below shows the following:

- ◆ The name of the task
- ◆ The maximum and minimum number of people to be involved
- ◆ Whether the task is mainly physical, mental, creative, etc.

It is the responsibility of the group to plan and implement the tasks from now on until 12:40 and allocate members to tasks and monitor progress towards completion. Your very first task is to create a **chronogram** with the tasks, the persons, places and time they will be done during the afternoon. The map must be at least the size of a flip chart sheet. It is recommended that you spend maximum of 10 minutes planning who and when will complete the chosen tasks. The chronogram should be completed by 12:00.

The future of Europe is in your hands!

Good luck!

### Team Instructions

- 1) Prepare a **Flipchart** with this table

Name	Estimated time	Number of people	Previewed points	Points Won
A map	6'	Minimum 8	150	
Beautiful	8'	Minimum 8	100	
EU programme: "Erasmus+"	15'	Maximum 5	200	
Motto	10'	All group	100	
Pictures	15'	All group	150	
Working hours	10'	Minimum 3	100	
"A speech"	15'	Between 4-10	150	
Flying Carpet	8'	All group	200	

Pantomime	10'	Minimum 12	100	
Group rules	15'	All group	200	
Free time suggestions	15'	Minimum 8	150	

TOTAL TIME FOR CHALLENGE – 60 min

2) Prepare another **flip chart** with following instructions:

- ✓ You have maximum 10 minutes together to decide the plan of the group and make chronogram for the next 60 min;
- ✓ You have time to reach as many points as possible, with a minimum of 1000 points;
- ✓ Once you start, if you want to change your plan/strategy, you need to be all together and come back to chronogram;
- ✓ If you stop an activity to do another one, the time continues running;
- ✓ All participants should know which tasks have been completed - at all times;
- ✓ The tasks must be performed until **12:40**;

### Group Challenge Exercises

#### 1. A Map

Draw a map of Europe (not allowed to use computer for this task)

#### 2. EU programme: “Erasmus+”

Please find as more as possible information about the “Erasmus+” Programme of European Commission:

a. Objectives b. Priorities c. Actions d. Procedures e. Eligibility f. Deadlines

...and prepare a visual presentation (choose method) for be presented to the rest of the group. The Presentation should be longer than 5 min.

#### 3. “A speech”: Create a speech about the potential of the digital revolution for society, to be presented to the rest of your team. Speech must be motivating one.

#### 4. “Motto” Invent the group's motto for the week and prepare a visual identity

#### 5. “Pictures” Take at least 3 different pictures of the group, including all participants: in one of them only six feet can touch the floor, the second one next to the river, and in the third one... be creative!

#### 6. “Beautiful” Learn how to say “you are very beautiful!” in at least 15 languages that participants speak and be able to present

#### 7. Find the working hours of the pool and the gym

#### 8. “Pantomime” Make a weather forecast for the next week in pantomime (no sound)

#### 9. “Flying Carpet” All participants stand on a magic Arabic carpet which is just big enough to accommodate all representatives of young people from Mediterranean area. The participants are travelling around the world on it. During the flight, a big and strong storm starts. And suddenly, a thunder hit the magic carpet provoking a fire. The only solution to avoids the burning and by itself of falling down, the passenger must turn it over without getting out of it, otherwise they died once that they are still in the air.”

#### 10. Create a set of group rules for successful work within the training

#### 11. Propose at least 5 suggestions for things to do within the free time during the training

## ANNEX 2

### PPT: Survey: Young people as customers in our communities

#### Sub-title: How to develop a survey?

One of the objective of this training course:

- to empower youth workers and build their competences for development of NFE/youth work programmes for adapting traditional enterprises to Digital Revolution among youngsters (young women), beneficiaries in our communities

#### Survey

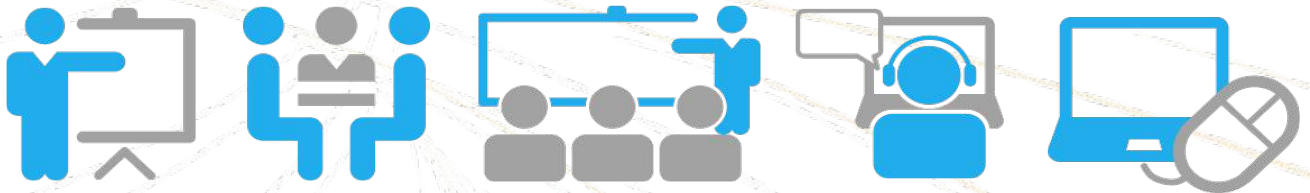
- Introduction – aim, reasons for realization, possible effects or results
- Target group – setting up demographics
- Questions – structured, opened, ranking....
- Answers – various possibilities:
  - ✓ yes/no, true/false
  - ✓ time based – e.g. often/sometimes/never or each day/1-2 times a week,
  - ✓ scale selection (1 – 10, extremely satisfied, neither sat/neither dis, extremely dissatisfied, strongly agree - strongly disagree; to what extent – fully - not at all;
  - ✓ order preferences
  - ✓ choosing various options, e.g. favourite subject in school, how – very good, fair, poo; which of those....

#### After

- methods of collection – online (google form, survey monkey, kahoot), face to face, telephone – each has advantages/disadvantages
- Decision regarding target group

#### What to avoid/common mistakes in preparation of survey

- Keep the survey short and simple (use simple terminology your target understands)
- Ask only questions that contribute to the aim of the survey
- Data should be measurable/know how to interpret them
- Avoid leading and biased questions
- No ideal structure or order of questions (but recommended – first - increase interests of respondents - opened questions at the end)





## ANNEX 3

## PPT: Data analysis

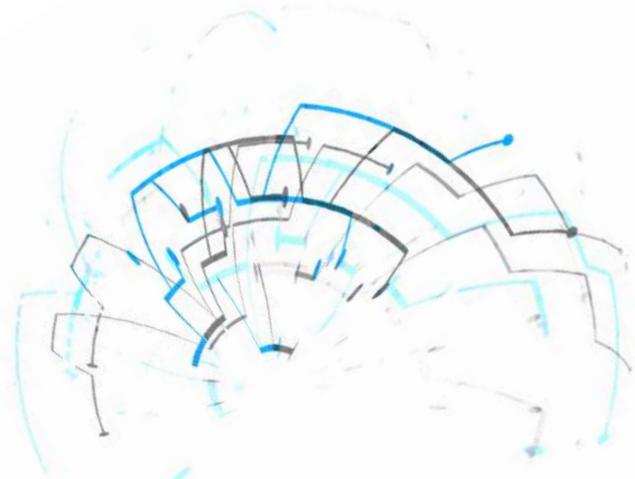
	QUALITATIVE	QUANTITATIVE
FOCUS	Quality	Quantity
DATA	Words	Numbers
INSTRUMENTS	Researcher, interview, observation, documents, questionnaire	Test, observation, questionnaire
SAMPLE	Small, non-random	Large, random
DESIGN	Flexible	Predetermined
AIM	Understand in depth	Generalise
FINDINGS	Comprehensive, richly descriptive	Precise, numerical

## Online tools for data analysis

- Excel
- Google form
- Survey monkey
- Kwik
- Lima survey
- Survey planet
- Polldady
- Responder
- Etc.

## Data interpretation and visualization

- Column charts
- Bar charts
- Pie charts
- Line charts



## ANNEX 4

Handout for developing a business plan / session outline within the session Digital Strategy Basic

OVERVIEW	
<b>What will you sell (product/service)? [what is your plan for business?]</b>	<b>Who will use/pay for this? [what is your target group?]</b>
<b>Why is this business needed? What are the business trends in your community?</b>	
<b>What is your digital strategy? [A digital strategy, sometimes called a digital media strategy, is a plan for maximizing the business benefits of data assets and technology-focused initiatives.]</b>	
SALES	
<b>How will clients learn for you?</b>	<b>How will you ensure recommendations?</b>
<b>FINANCES</b>	
<b>How much will you charge?</b>	<b>How will you ensure payments?</b>
<b>In what other ways can you earn from this business?</b>	
WHAT DOES SUCCESS LOOK LIKE	
<b>Number of clients</b>	<b>Annual profits</b>
CHALLENGES and (digital) SOLUTIONS	
<b>Challenge/risk 1</b>	<b>Possible solution</b>
<b>Challenge/risk 2</b>	<b>Possible solution</b>
<b>Challenge/risk 3</b>	<b>Possible solution</b>