Curriculum for the Training Course

“Digital marketing for all”

within the project

“Independent Young Women in Digital Entrepreneurship Era”

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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 "Digital marketing for all". 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 "Digital marketing for all" 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 Novi Sad, Serbia from 5th - 14th April 2019.

Specific objectives of the training course were:

- To empower youth workers and build their competences for development of NFE/youth work programmes for quality digital marketing among youngsters (young women), beneficiaries in our communities
- To share realities on different forms of advertising of (young women) entrepreneurs (traditional and digital) in our communities in different European countries
- To increase knowledge on Digital Marketing basics concepts and benefits
- To increase awareness on Tools, methods, services and forms of advertising in Digital Marketing
- To develop competences in Online/Digital campaigning, Social networks/media Tools, Internet marketing and Visual presentation in Digital Marketing
- To increase participants' competences for using Photography tools & new media for promoting / developing an enterprise

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:

Day 1	
PM	Arrival of participants
evening	Welcome evening
Day 2	
AM	Getting to know each other, the program, expectations and working principles; Group building and group working agreement
PM	Sharing realities: Different forms of advertising of entrepreneurs (young women) in our countries; Youthpass and learning as competence development
PM	Reflection and Evaluation of the day
evening	Intercultural evening
Day 3	
AM	Digital Marketing – basic concepts and benefits
PM	Competitive Advantages with Digital Marketing
PM	Reflection and Evaluation of the day
evening	NGO fair
Day 4	
AM	Content Strategy and Marketing
PM	Online/Digital campaigning
PM	Reflection and Evaluation of the day

Day 5	
AM	Social networks/media Tools; How to maximise your social media results
PM	Social networks/media Tools 2; How to maximise your social media results
PM	Reflection and Evaluation of the day
Day 6	
AM	Internet marketing
PM	FREE AFTERNOON
Day 7	
AM	Visual presentation in Digital Marketing
PM	Photography in digital entrepreneurship
PM	Reflection and Evaluation of the day
Day 8	
AM	Using photography as a tool for online campaigning
PM	Photography tools and composition concepts
PM	Reflection and Evaluation of the day
Day 9	
AM	NFE / Youth work for Digital Marketing
PM	Evaluation of the training course, incl. Youthpass
evening	"See you again" party
Day 10	
AM	Departure of participants

The participants have fulfilled the following criteria:

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

RECOMMENDATIONS FOR USING THIS CURRICULUM AND ORGANISING SIMILAR TRAINING COURSES

This curriculum “Digital marketing for all” 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 different forms of advertising of (young women) entrepreneurs (traditional and digital) in our communities in different European countries
- Knowledge on Digital Marketing basics concepts and benefits
- Awareness on Tools, methods, services and forms of advertising in Digital Marketing
- Competences in Online/Digital campaigning, Social networks/media Tools, Internet marketing and Visual presentation in Digital Marketing
- Competences for using Photography tools & new media for promoting / developing an enterprise
- Competences for development of NFE/youth work programmes for quality digital marketing 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 digital marketing 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 od 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. Getting to know each other, the program, expectations and working principles

Session Title: Getting to know each other, the program, expectations and working principles

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.
Session presents the official opening and welcome for all participants. It introduces a wider framework of the training course, explains the "story behind" the training course from the project perspective, serves as a space for explanation about logistical issues, accommodation, working space and feedback of the first impressions. The session also offers the space for participants to get to know each other better, to have overview of the flow of the programme as well to map participants' expectations and possible contributions to support learning process.

Aim of the session: The general purpose of the session is to create content related framework of the training course, learning setting for the group and to start the process of forming the feeling of belonging to the group with a purpose to learn.

Objectives:
- To get to know important elements of the training course: participants, team, organisations, project, programme flow, the objectives
- To reach common understanding of how we will work together
- To support participatory approach of everyone by sharing expectations and contributions about the programme and the group

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.
- Social and civic competence

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: name games, ice breakers, open space.

Session flow:

I. Welcome again and the team (re)introduction (5 minutes)

This is an official start of the TC. Responsible person greets participants and present the organizing team-trainers, logistics everybody engaged in different roles in supporting the event. Trainers present themselves shortly.

II. Names and a movement (15 minutes)

One by one participants say their names and show a simple movement that follows it. Next participant repeats the name and the movement of the previous person in circle, by saying "Hello, …….!". Each participant repeats all the names and the movements of all participants since the beginning of the activity.

III. Story of our training course and the project (15 minutes)

Trainers and organisers explain about the background of the training course, and its relevance as a part of a wider project/organisation story and they give a short introduction of a program flow day by day.

IV. Story of you - knowing me knowing you - carousel (30 minutes)

Group is divided in half and sits in two concentric circles, each person facing somebody else. Trainer gives topic/question for sharing between the pairs sitting opposite each other. After sharing answer on trainer's question, participants from one circle move for a place to the left, where they sit across another person to talk to. While talking they are drawing portrait of each other.
Examples of topics/questions for sharing:

- What about me made me come to this training course?
- What is my passion in life outside of digital world?
- Picture in my phone I really like...
- My dream job...
- Most ridiculous advertise I remember…

V. Contributions, fears and expectations (15 minutes)

The trainer raises three questions and everybody answers for themselves on a separate different coloured sticky paper:
1) My learning needs/objectives? (regarding programme),
2) How will I support myself and others? (my contribution to learning)
3) What I don't want to happen during the TC? (my fears)
Then the group is divided in three smaller groups and each group collects answers on one question. They summarize all the answers and make presentation of it. That's how we get our expectations, contributions and fears shared.

VI. Our resources - group portrait (10 minutes)

With the help of all participants, the trainer collects and counts following:

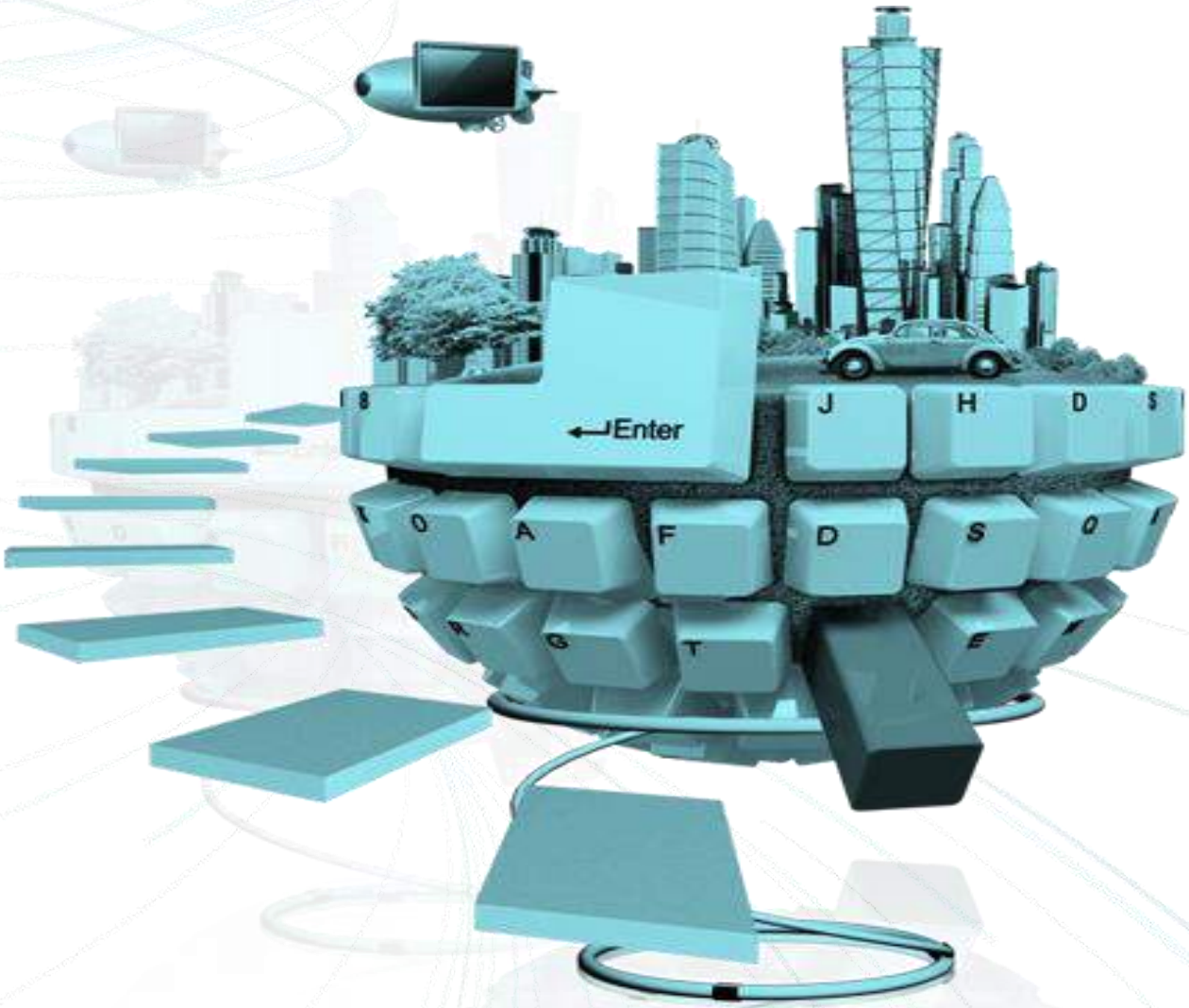
- years of life experience in a group in total
- cultural background represented in the group in total
- number of countries in the room in total
- work experience in the group in total
- number of jobs people in a group can do
- number of training courses attended so far by the participants in total
- years in formal education in the group in total

The trainer sums it all up on a poster and puts on the wall to be visible by everyone in the group.
The trainer checks how the group understands its potential resourcefulness and he/she accents that this potential can stay on a paper or can become alive and be put in practice trough active participation and cooperation of all.

Materials needed: Flip chart papers with program flow, sun and cloud for expectations; Programme elements printed or written; Markers; Pens; Paper; Post it notes; Tape; Printer.

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.
- Trainer should always go step by step in setting the framework of the training course. It is of great importance in the process of creating safe space for learning - that group understands the flow of the programme, how the team sees the concept of the training course and how the learning needs of each participant goes along with the concept introduced.
- The trainers/facilitators should have in mind that participants can differ in previous knowledge and background and will react differently in different parts of the programme. More advanced ones will not have the lack of motivation or concentration during the theoretical parts. The ones with less experience and knowledge can feel better when working in small groups. To enable the flow of sharing experience, knowledge, opinions between participants with different background related to Digital marketing subjects, trainer needs to assure that they are all ready to be engaged. This means to create common understanding of the training course programme, but as well the equally important is the readiness in the group to support each other on the way trough.



3. Group building and group working agreement

Session Title: Group building and group working agreement

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.
In order for the whole group to work and learn together for several days, the trainer needs to facilitate the process of forming the group as a group developmental stage. Throughout the training course, participants should collaborate, listen to each other, find common language, solve problems, show patience, encourage each other. This session develops group cohesion and breaks down barriers in communication between strangers. This team building activities help the participants to develop confidence in themselves as in others. This is how the sense of belonging starts to develop.

Aim of the session: To create an effective working atmosphere within the group through support the group forming process with enabling learning trough participation of all.

Objectives:
- To support the process of positive group dynamics for the most efficient and effective learning possible of individuals within our group
- To have fun bounding
- To stimulate task-related communication among the group;
- To build trust between each other and become aware of importance of open and respectful communication;
- To understand the importance of group to share common values and principles for learning and working together;
- To define working rules together.

Competences addressed:
- Sense of initiative and entrepreneurship: critical thinking, problem solving;
- Social and civic competence: practice leadership, build trust in order to complete the task the participants need to work in group task, share rules, respect each other's opinions;
- Language competence: communicate in purpose of collaboration and respect, express freely ideas and opinion.

Methodology and methods:
- The method used for delivering this session is a Team building activity based on experiential learning and trust building games.

Session flow:

I. 3 zones of learning - or not (5 minutes)

The trainer introduces the concept of 3 zones of learning as an explanation why it is important to create safe space for learning and how we usually do it in non-formal education. Equally important is to understand that people can feel differently in the same activity and part of the programme and the reasons for this can be individually reflected.

II. Name game again (5 minutes)

The group stays in the same circle from the first name game. We repeat all the names and movement together one more time.

III. Circle to triangle (15 minutes)

The trainer asks participants to hold hands and close their eyes. First, they all repeat their name once again. Than the task is to create an equilateral triangle.
Then trainers ask following questions and facilitates the interactive discussion on those:

- What did you do? What was your approach in solving the task?
- What was challenging, what was helpful?
- What about communication - here, now, in international setting, when we learn together?

The trainer sums up on the importance of accepting different starting point of every person in group work and learning and to be sensitive about our differences.
It is important to accent the importance of communication in international setting - that even the smallest thing can bring misunderstandings, and that it is important to be patient, show curiosity and clarify what's on one's mind if it is needed.

IV. Secrets in the circle (5 minutes)

Participants write a secret on a post it. Then they fold it and give it to the person opposite of them in the circle. No looking at the paper allowed yet, just feel how it is to give a secret to somebody you don't know well. Then give it to someone else randomly so that no one knows where their secret is and we explored feelings again. Finally, we put them in a closed box in a safe place.
Trainers should debrief on the importance of human need to feel safe. Participants are instructed to be open and share by knowing that what happens in this training course stays in this training course. Importance of trust is emphasized.

V. Magical hula-hoop (15 minutes)

Group is divided in two or three smaller groups (max 10 people per small group). Each group gets a hula hoop. Participants stand around it and each person holds it only on two point fingers. The task is to get hula-hoop down to the ground without taking off the fingers from the hula hoop, or holding it differently.
The activity is supposed to involve the whole group more mentally, socially but it can be physically exhausting as well if it lasts.
Debriefing questions:

- How did you feel during the exercise?
- What happened?
- How did you behave/cope with the unexpected?
- What strategy did you use?
- How was the quality of communication in the group?
- What enhanced the trust between people?
- How can we support each other to learn and have fun together?

Interactive discussion on importance of active involvement, common contribution, cooperation and offering support to others, motivation, willingness and endurance.

VI. Magic carpet (15 minutes)

The whole group needs to stand on the blanket without stepping outside of it for at least 5 sec. Trainer makes blanket smaller and smaller and provokes the group to change strategies and approaches.
Trainer raise question about importance of supporting each other and thinking "outside the box" in challenging situations.

VII. Caterpillar (5 minutes)

Participants make a perfect circle standing one behind the other and make one step toward the centre. When they feel ready, all at the same time sit down on the person behind. And stand up at the same time.

VIII. Work agreement (10 minutes)

Trainer asks the question “How can we support each other to learn and have fun?” to the whole group. Based on the experience of working together so far, the group creates the working agreement what can help them learning, having fun and feeling safe (e.g. not being judged, being proactive...). The agreement is written on the flipchart paper and signed by all participants.

Materials needed: Paper, markers, blanket, hula hoops.

Recommendations for future trainers multiplying this session:

- It is not only important that participants experience interactions on all different levels sharing thoughts, feelings, having body contact, moving, communicating, being in silence together... it is of great importance to have FUN on the way they do it!
- The team building activities are really important in order for your participants to get to know each other better and to be able to work together for the rest of the training course. Before deciding which group-building activities to introduce to the group, the facilitator/trainer needs to know the participants (do participants know each other, is it the first time for them to meet, have they participated in similar training courses / projects, etc.) in order for the facilitator/trainer to adapt the activity to be more complex or easier, according to the needs of the participants.
- “Hula hoop” exercise and “Blanket” exercise can take some time, as well as it can be challenging to participants to focus on communication and patience, as well as it can be physically involving and exhausting. Thus, it is important to do the debriefing immediately after and provide the space for steaming out the emotions, too. On the other hand, there are some groups that “click” together immediately and can resolve this group challenges just in few minutes.

4. Sharing realities: Different forms of advertising of entrepreneurs (young women) in our countries

Session Title: Sharing realities: Different forms of advertising of entrepreneurs (young women) in our countries

Duration: 120 minutes

Background:
Advertising is a key marketing strategy for contemporary entrepreneurial businesses. Still, it is one of the weakest sides of the work in youth NGOs. They just do not put enough in trying to make their work and projects appealing enough for public point of view. In today's world, digital marketing is becoming core of advertising but still there are also many other different types of marketing that exist: display ads, social media ads, newspapers and magazines, outdoor advertising, radio and podcasts, direct mail, video ads, product placement, event marketing and email marketing. There can be some differences in using types of advertising when comparing countries by their economics, level of development of entrepreneurship, etc. Session offers to participants a chance to share own realities in order to increase the understanding each other better by understanding better the context they are coming from.

Aim of the session: The general purpose of the session is to share the country/organisation existing advertising realities in order to increase the understanding of each other better by understanding better the context each of us is coming from.

Objectives:
- To get to know each other's organisation, beneficiaries and activities;
- To share advertising realities participants are coming from;
- To identify commonalities and challenges that the others are facing in the field/topic of advertising entrepreneurs and/or NGO work.

Competences addressed:
- Team work and collaboration;
- Time management;
- Communication in foreign languages;
- Social and civic competencies;
- Digital competence;
- Cultural expression.

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 collage or digital presentations, small group work sharing and discussing, researching and analysing.

Session flow:

I. Energiser: "Call my name" (5 minutes)

All participants sit in a circle. Trainer puts one empty chair more just next to him/her (on the right) and calls one person to sit on it. Next person who has the empty chair on the right calls a next name/person and the name game continues.

II. Reality check on advertising entrepreneurs/NGOs (55 minutes)

Participants are divided in country groups and have 45 minutes to prepare and plan the presentation. The trainers introduce the key questions that should be presented on poster/collages/presentations:

- What is the reality regarding different forms of advertising of entrepreneurs in your countries?
- What are examples of educational programmes (public, NGOs) for raising competences in advertising?
- What are the challenges youth work and youth workers are facing when dealing with the topic of advertising?

III. Presentations of advertising realities per country groups (40 minutes)

Participants are invited to present the findings and ask each other additional questions. Each country group have app 7 minutes for the presentation. This is a moment when those coming from youth NGOs or other institutions have opportunity to enable others to get to know better not only the country realities but their working context and environment in their field of work.

IV. Summing up and opening new questions (20 minutes)

The trainer opens the discussion in plenary based on what was heard during the country presentations:

- What similar challenges have you recognized in advertising entrepreneurship/youth work in all the countries?

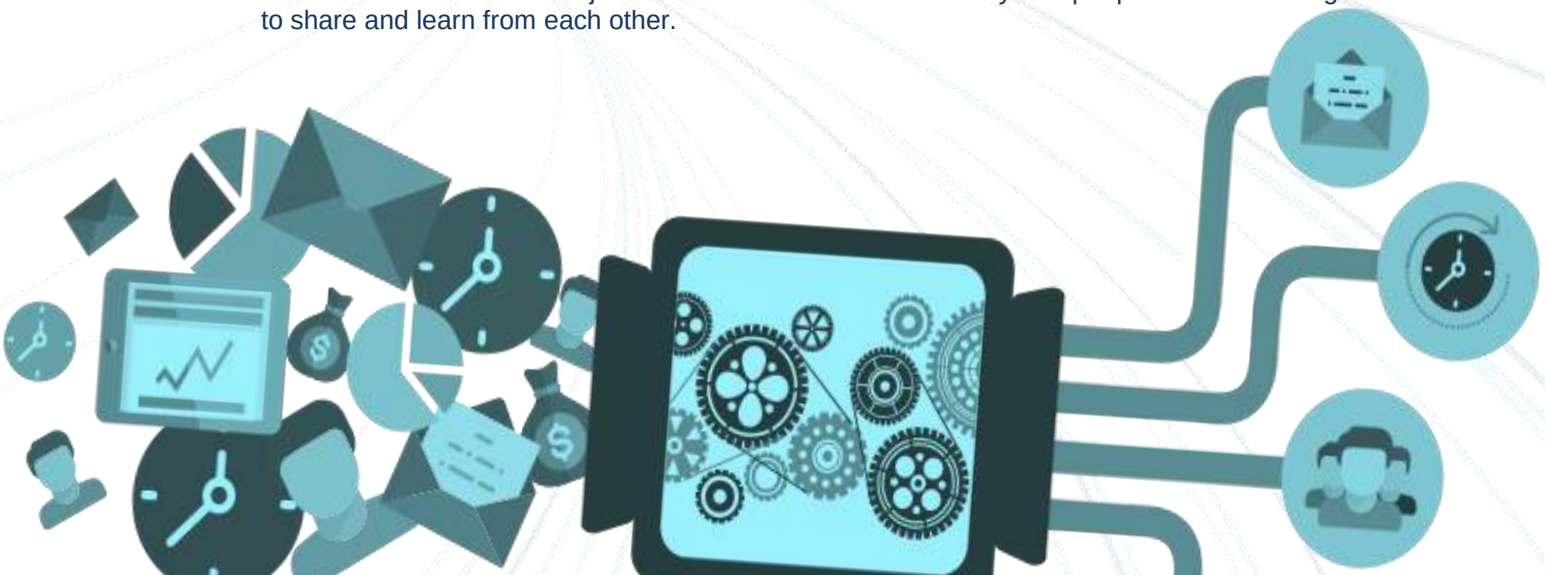
Materials needed: Papers, markers, scissors, projector.

Background documents and further reading:

- Basic facts about advertising can be found on https://www.entrepreneur.com/encyclopedia/advertising

Recommendations for future trainers multiplying this session:

- Trainers and organisers should inform participants on time (weeks before the training course) about this research assignment.
- Creative part of producing presentations demand collaboration in vivo within country groups for the first time, so they need enough time for planning and agreeing on the content of it.
- As well, provide enough space for presentations and support interactive approach and curiosity towards each other. This is just the third session of the first day and people need encouragement to share and learn from each other.



5. Youthpass and learning as competence development

Session Title: Youthpass and learning as competence development

Duration: 70 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 at the beginning of the training course to provide a wider framework of understanding how NFE and all experience and learning we offer to participants fit in a strategy for lifelong learning. For more than 10 years now Youthpass proves to be more than a certificate of participation in Erasmus+ events. Youthpass supports educational process and shows educational potential of projects developed within youth work. Understanding its broader purpose outside of the sector-related to employment and business is an important part of it. This session will enable the participants to become more aware about their own responsibility for learning achievements and importance of reflection and self-reflection in becoming better learners.
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 raise awareness about importance of recognition of personal learning outcomes within youth work and NFE and Youthpass as a tool for social/political recognition of competences gained, 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 lifelong learning, and their connection to learning and reflecting in this training;
- 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:
    - Communication in foreign languages;

- Communication in the mother language
- Learning to learn;
- Sense of initiative & entrepreneurship;
- Mathematical competence;
- Digital competence;
- Cultural awareness & expression;
- Social & civic competences;

Methodology and methods:

- The methodology used in this session is based on non-formal education incorporating the values of non-formal education, experiential learning and the diversity in methods and approaches.
- It is based on the holistic approach, including the methods of complex exercise, debriefing, individual work, reflection, group work in international teams, and presentation.

Session flow:

I. Youthpass introduction (5 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.

II. "Youthpass journey" (35 minutes)

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

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

DEPARTURE DAY:

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

EXAMPLES OF THE SET OF TASKS:

1. Say a riddle in your own language and explain to others. (Communication in mother tongue)
2. Learn basic introduction of oneself in some foreign language. (Communication in foreign languages)
3. Make a puzzle from geometrical shapes. (mathematical skills)
4. Express your feelings with a group sculpture. (Cultural awareness and expression)
5. Learn about traditional or modern wedding customs in at least 3 different countries. (Social and civic competence)

6. Learn about different learning styles in your group. (Learning to learn)
7. Help someone with one of the tasks. (Sense of initiative and entrepreneurship)
8. Make a selfie with the whole group and post it in the Facebook group of the training course. (Digital skills)

III. Debriefing and Discussion (10 minutes)

After all groups complete the tasks, everyone goes back in the plenary and the trainer asks questions for debriefing:

- Do you have all the stamps? Is there a winner? Loser?
- What was the goal of this activity?
- Why was it important to get a stamp from the 'authorities'?
- Did the passport control check to see if your task was accomplished or not?

In NFE, learning moments come as planned and as well in the informal way, so the trainer can raise several additional questions in the plenary:

- How and who will recognize all the outcomes of your learning during the training course and is there a tool which helps?
- How is it connected with employability?
- Can it be a part of CV?
- Can you advertise yourself with it?

IV. 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: Printed assignments for 8 Youthpass islands, Youthpass passport – one for each group, material for each island (Sudoku, Tangram puzzle, empty papers and pens to write lists…); Flipchart, markers, notebooks/diaries, pens, stamp.

Background documents and further reading:

- Youthpass and key competences. Background, information and further reading: www.youthpass.eu
- Handout Key competence: 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
- https://www.salto-youth.net/tools/toolbox/tool/youthpass-journey-youthpass-islands-captain-s-log.1223/
- YIA Key competences for lifelong learning-European reference framework https://www.erasmusplus.org.uk/file/yia-key-competences-for-lifelong-learning-european-reference-frameworkpdf
- https://www.youthpass.eu/en/about-youthpass/youthpass-impact-study/
- https://www.youthpass.eu/en/publications/youthpass-unfolded/

Recommendations for future trainers multiplying this session:

- When the session comes the last in a day as this one, we can rely on common experience of getting to know and group being built already, which can be used as experiences connected to some of competences, like interpersonal and social competence or using foreign language and it is as well the introduction for the sessions of tomorrow, when question of relation between NFE and youth work and employability of young people is to be raised.
- Whenever possible, do use more input, time, specific and related examples for the Learning diary as some participants are defining their learning objectives for the first time and they need more guidance and time. Also, maybe ask them to define their learning objectives before coming to the training course, and then again to revise them in the beginning of the course and rewrite them.
- 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.
- Session is on purpose put at the end of the day, so the ones in the group who are not familiar with the NFE can at least have this day of experiencing it. The other point is the playful and dynamic concept of the workshop that is in line with the topic tittle - recognizing learning in NFE programmes within the Erasmus+. It is our experience that it is the best way to introduce Youthpass and competence development approach within the Erasmus+ in an interactive and fun way - especially at the end of the working day.
- This session is convenient for all group sizes and for participants with low or medium understanding of the topics elaborated. The ones who are more familiar with a Youthpass will still have a good time.

6. Digital Marketing – basic concepts and benefits

Session Title: Digital Marketing – basic concepts and benefits

Duration: 180 minutes

Background:
Because Digital Marketing is an umbrella term for all of your online marketing efforts, participants need to learn basic terminology that is related to digital marketing in order to understand the future sessions. It is important to have a common understanding of terminology that will be used: what we mean by social media; what is the difference between traditional and social media; what is the connection between social media and social networking; important aspects of ICT for social media.
Throughout the future sessions on Digital Marketing, a sharing platform (facebook group) will be used where participants will receive materials, resources and task descriptions for small groups and individual work.

Aim of the session: The general purpose of the session is to learn basic terminology used in digital marketing.

Objectives:
- To define digital marketing and its benefits;
- To understand the difference between traditional and digital marketing;
- To define social media;
- To understand the connection between social media and social networking;
- To explore who and what digital marketing is for.

Competences addressed:
- Digital competences
- Learning to learn
- Foreign language
- Mathematical skills

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 brainstorming, using online tools (mentimeter.com) for interactive visual presentation, small group work and plenary discussion.

Session flow:

I. <u>Intro to a day and BINGO energiser (15 minutes)</u>

The trainer introduces flow for the day and checks the morning group mood. If a bit “waking up” is needed we use Bingo as energiser and opportunity to continue getting to know each other better trough discovering who knows, has, is some of the things written in a Bingo table. Table has equal number of cells as the number of participants and each cell has simple description written (likes pasts, love cats,

speaks 4 languages....). They need to find the person in a group which fits into description and write his/her name. No repetition of names is allowed in a chart. Who finishes first, shouts BINGO!

II. Introduction on Basis of Digital marketing (60 minutes)

The trainer asks participants to go online so everyone could follow interactive visual presentation through the rest of the session, through online tool mentimeter.com.
Questions raised for group brainstorming within the presentation:

- What social media are there?
- What is social media?
- Are traditional media social media?
- Are blogs part of social media?

The trainer adds several theoretical inputs regarding what social media are, some common features social media have, connection of social media and social networking; important aspects of ICT and social media; understanding basic terminology related to umbrella term of digital marketing; ways for NGOs to use social media (other than advertising).

III. Why NGO needs digital marketing? (15 minutes)

Participants continue work in small group previously created and now they are discussing for: "What are the benefits of digital marketing for NGOs?"
After that, the small groups present their findings. The trainer can add a few insights about differences between digital and traditional marketing in terms of channels used, customer reachability, scope of driving customers/target group behaviour, etc.
This introductory part ends with insights from discussing groups and the Q&A/plenary discussion about the theoretical input and definitions presented.

COFFE BREAK

IV. Ways to motivate for digital marketing? (60 minutes)

The trainer creates similar size small groups (no bigger than 4-5 people per group). Groups needs to discuss and come up with recommendations of the best ways to motivate/empower young (women) entrepreneurs for quality digital marketing.
Some pointers to think about:

- What do young entrepreneurs/organisations need for quality digital marketing?
- How should they assess their target groups/customers?
- What are the best ways for them to establish their online presence (social media presence, web shop, online showrooms, etc.)?
- What they need to know and/or understand in order to engage their (potential) customers and encourage their conversions.

V. Best ways to motivate for digital marketing (30 minutes)

The trainer facilitates the presentations of conclusions from the small groups' work. Participants are invited to have presentations of their results. Additional questions and comments are available. After each presentation, if necessary trainer supplements information and gives more data collected from different researches and experience, through interactive presentation
Outcomes of this small groups work is used to assessing participants' understanding of what is digital marketing and their needs for further theoretical input and DM tools and methods.

Materials needed: Papers, pens and pencils, flipchart, video projector, working internet.

Background documents and further reading:

- For presentation Digital Marketing – basic concepts and benefits main resource used: https://offers.hubspot.com/beginners-guide-to-digital-marketing, here you can download DIGITAL

MARKETING FOR BEGINNERS Guide for Small Businesses Getting Started with Digital Strategy and find out more about e.g. 3 STEPS buyers journey...

Recommendations for future trainers multiplying this session:

- As the session is based on the participants' online interaction, it is important in case of any technical problems to use the time flexible (while the internet content is loading, participants can always be included through discussion in pairs so they stay active in this waiting periods).
- Group needs to be already in a good mood and at the advanced level of cohesion, as participants need to share their opinions. Maximal number of people when dividing in group we suggest is 5. You can definitely experiment with less but do not go over it.
- Starting from this session throughout following ones related to digital marketing, it is our advice to invite digital marketing expert who could explain professional terminology and answer participants' questions related to the practical matters and experience from practice.
- Think about complexity of the whole programme and importance of step by step approach in it. This session for example, explore participants' knowledge and experience and integrate it in process of defining basis of digital marketing. For reaching common understanding of the concept broad as digital marketing is, interrupt your theoretical part as much as it is necessary to receive feedback from the group.

7. Competitive Advantages with Digital Marketing

Session Title: Competitive Advantages with Digital Marketing

Duration: 180 minutes

Background:
Participants need to understand what defines their online presence/digital self, and that the information shared, liked and otherwise interacted online can and is used for target group specification and customer behaviour analysis.

Aim of the session: The general purpose of the session is to understand online/digital presence and how information we share online can be used for targeting and analytics.

Objectives:

- To understand the basic concepts of gaining competitive advantages with digital marketing, both for traditional and digital companies;
- To learn how companies can collect valuable information and increase their knowledge about customers and competitors, in real time, thanks to the digital activities.

Competences addressed:

- Digital competences;
- Learning to learn;
- Foreign language;
- Mathematical skills.

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 brainstorming, visual presentation (PPT), small group work and plenary discussion.

Session flow:

I. Energiser (10 minutes)

Invite a participant volunteer if they want to facilitate the Energiser for the group. It is important to offer this space for a bit of "playfulness" to respect different learning styles and motivation needs.

II. Brainstorming "Information available from digital presence" (15 minutes)

The trainer asks participants to brainstorm on the topic "What information can we gather about our customers/target group from their digital presence". Ideas and opinions gathered from participants serve to set up the thought process on thinking about the specificities of online analytics and web usage tracking and what participants have already encountered with, but perhaps have not given it a thorough thought. In such, participants should have elevated attention to the later theoretical input.

III. Monitoring and analytic tools - Small group exploration (65 minutes)

The trainer shares instruction for the small groups work on a Facebook group, with appropriate links, so each group works on one of the four given Monitoring and analytics tools: Google analytics, Facebook audience insights, hotjar and mailchimp.
The task is: “Competitive advantages of different online monitoring and analytics tools (how can we use them and what we can gain from them?”
Participants, divided in groups of 4-5, discuss and prepare, with consultations with the trainer and facilitator, presentation of a tool. Afterwards, they present each tool/method in the plenary with the group Q&A and plenary discussion.
Group 1: https://marketingplatform.google.com/about/analytics/
Group 2: https://www.facebook.com/business/learn/facebook-audience-insights
Group 3: https://www.hotjar.com/tour
Group 4: https://mailchimp.com/why-mailchimp/

COFFE BREAK

IV. Benefits and Importance of Digital Marketing (90 minutes)

The trainer/expert trainer gives a theoretical input about the Top 8 Benefits and Importance of Digital Marketing:

- Opens up growth options for small businesses
- The conversion rate is Higher
- Customer support has become a priority
- Get connected to the Mobile Customers
- Increase the trust for your Brand
- Better ROI for your Investment
- Digital marketing is Cost Effective
- Potential to earn higher revenues

Each aspect is carefully explained and complement with examples from experience and practice in digital marketing expertise.
Detailed overview of Google Analytics and Facebook Insights with Facebook Pixel through live examples is presented by the expert from their personal accounts.
Plenary discussion and Q&As.

Materials needed: Papers, pens and pencils, flipchart, video projector, working internet.

Background documents and further reading:

- For more info about benefits of Digital marketing visit:
  - https://technians.com/blog/benefits-importance-digital-marketing/
- For more details on monitoring and analytic tools:
  - https://marketingplatform.google.com/about/analytics/
  - https://www.facebook.com/business/learn/facebook-audience-insights
  - https://www.hotjar.com/tour
  - https://mailchimp.com/why-mailchimp/

Recommendations for future trainers multiplying this session:

- It is our advice to invite digital marketing expert who could explain professional terminology and answer participants' questions related to the practical matters and experience from practice.
- List of the top benefits and importance of digital marketing is based on the expert's years of experience and is from the personal perspective. Another expert could make it somewhat different, related to their own experience.
- It is not possible to go in depth of each tool. The purpose of the session is to make it available for participants to have an overview of what are the main possibilities and some differences between the tools. How much you (trainer, expert in SEO) will offer to the group must be tuned with the capacities of the specific group.

8. Content Strategy and Marketing

Session Title: Content Strategy and Marketing

Duration: 180 minutes

Background:
Following the understanding of basic terminology and online presence, participants need to understand what is (digital) content, why it is important for digital campaigning and how is content strategy developed and followed through.

Aim of the session: The general purpose of the session is to understand why content is important for digital campaign and what are the phases of development of content strategy.

Objectives:

- To understand how relevant and entertaining contents are more effective to increase brand awareness;
- To explore/analyse examples of positive content marketing cases where valuable contents went viral on internet and lead to a successful digital marketing performance;
- To remind ourselves how users are inundated with content every day and they attention spans have become shorter;
- To come up with advices / recommendations to their beneficiaries (young women entrepreneurs) for the quality content marketing.

Competences addressed:

- Digital competences;
- Learning to learn;
- Foreign language;
- Mathematical skills.

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 presentation, plenary discussion, small groups work and presentations.

Session flow:

I. <u>Intro to a day and energiser (10 minutes)</u>

The trainer checks the mood of the group by asking everyone to think of the song that first comes to their mind and share it with the group. When the group feels to join some songs a sang loud all together.

II. <u>Words about content - what, why, how? (30 minutes)</u>

The trainer gives a presentation to participants explaining and answering tree questions:

1. What is content strategy?

Content strategy refers to the management of pretty much any tangible media that you create and own: written, visual, downloadable... you name it. It is the piece of your marketing plan that continuously demonstrates who you are and the expertise you bring to your industry.

2. Why is content strategy important in digital presence?

The reliable source of traffic and leads from your evergreen content will give you the flexibility to experiment with other marketing tactics to generate revenue, such as sponsored content, social media advertising, and distributed content. Plus, your content will not only help attract leads -- it will also help educate your target prospects and generate awareness for your brand.

3. How is content connected to digital marketing?

Content marketing helps businesses prepare and plan for reliable and cost-effective sources of website traffic and new leads. -- if you can create just one blog post that gets a steady amount of organic traffic, an embedded link to an ebook or free tool will continue generating leads for you as time goes on.

III. Elements of Content strategy (60 minutes)

The trainer presents what are the elements of Content Strategy, explaining basic principles and the crafts of content strategy. Participants are introduced with main questions needed to be answered before going "viral" with your work, business, product… Each time before answering, trainer first sets the question in front of the group collecting ideas:

- Whom You're Creating Content For
- The Problem It's Going to Solve for that Audience
- What Makes You Unique
- The Content Formats You'll Focus On
- The Channels Where It'll Be Published
- How You'll Manage Creation and Publication

IV. Q&As in plenary (10 minutes)

Participants are invited to additional discussion and Q&As in plenary.

COFFE BREAK

V. Analysing success stories: blogging, social media marketing, visual content marketing, video marketing (60 minutes)

The trainer forms 4-5 small groups (not more than 5 people in the team), each given the good practice example of content strategy ("marketing campaign success story" available on - https://optinmonster.com/content-marketing-examples/), with the task to analyse one set (blogging; social media marketing; visual content marketing; video marketing), based on the input and discussions from previous parts of the session about basic principles of content strategy.
Main question put in front of groups: "What elements have contributed to success of your example?"

VI. Presentation of good practice examples (30 minutes)

Main questions to answer trough presentation of small group analyse in plenary: What made it a success story? What elements have contributed to its success?
If necessary the trainer gives comments/closure related to the success of all examples used.

Materials needed: Papers, pens and pencils, flipchart, video projector, working internet.

Background documents and further reading:

- Further reading for better understanding and tips and tricks for quality content strategy:
  - https://contentmarketinginstitute.com/2016/06/content-strategy-practices-marketer/
  - https://contentmarketinginstitute.com/developing-a-strategy/
  - https://neilpatel.com/blog/content-strategy-a-development-guide/
  - https://www.wordstream.com/blog/ws/2012/11/28/content-strategy
  - https://contently.com/2018/11/27/create-content-strategy/

- https://www.smartinsights.com/content-management/content-marketing-strategy/essential-content-marketing-best-practices/
- Hubspot publish online 2017: Top clusters: The next evolution of content strategy https://www.youtube.com/watch?v=xOGxyw9DSa8

Recommendations for future trainers multiplying this session:

- It is our advice to invite digital marketing expert who could explain professional terminology and answer participants' questions related to the practical matters and experience from practice.

9. Online/Digital campaigning

Session Title: Online/Digital campaigning

Duration: 180 minutes

Background:
In this session, participants need to learn and understand what are the types of digital campaigns/advertising (7/8 types of digital advertising); how to monitor and evaluate digital campaign; what qualitative and quantitative indicators are there and how to assess them, in order to be able to use it in practice in following sessions working on preparing a draft digital campaign plan.

Aim of the session: The general purpose of the session is to learn and understand what are types of digital campaigns/advertising; how to monitor and evaluate digital campaign; what qualitative and quantitative indicators are there and how to assess them.

Objectives:
- To introduce the full cycle of conceptualising, planning, implementation and evaluation of digital campaigns;
- To practice in teams the development of concepts of digital campaigns for existing case study of (traditional or digital) enterprise from their communities;
- To learn basics of development of the communication design and detailed strategy of a digital/online campaign, as well as selection of appropriate platforms and communication channels and media for implementation of the digital campaign;
- To learn how to monitor and evaluate digital campaign.

Competences addressed:
- Digital competences;
- Learning to learn;
- Foreign language;
- Mathematical skills.

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 individual work, small groups and plenary discussion.

Session flow:

I. <u>Kinaesthetic energiser (10 minutes)</u>

Because following activities of the day/session are mostly visual and cognitive, invite participants for a different one just to raise an energy level a bit. For example, trainer asks participants to choose, without discovering, in silence a person in a group. On the trainer's sign, everybody runs and need to make three circles around the chosen person.

II. <u>Digital marketing basics (30 minutes)</u>

The trainer gives instructions for participants to read individually material provided on https://www.lyfemarketing.com/blog/digital-marketing-basics/. Participants use their devices and read in silence. While reading they need to think about:

- What are the basics of digital campaign?
- What are the steps in developing digital campaign?
- Types of digital campaigns/advertising (7/8 types of digital advertising – additional research may be needed (google));
- How to monitor and evaluate digital campaign?
- What qualitative and quantitative indicators are there and how to assess them?

III. Small group summarise basics of digital marketing (25 minutes)

Small groups from the previous session work together to clarify what they have read and try to summarise what are the digital marketing basics of a successful strategy.

IV. Understanding basics of digital campaign all together (20 minutes)

Each small group offers their insights and then the trainer facilitates a plenary discussion to reach a common understanding of complex process as developing digital marketing campaign is, with Q&As for the expert/trainer.

COFFE BREAK

V. Designing Digital Campaign (70 minutes)

The trainer divides small groups of 4-5 people with a task to prepare a rough draft of the digital campaign – first phase-conceptualise. Participants are asked to mutually agree on marketing objective (small group agrees on the common idea). For that purpose, participants are encouraged to the input and discussions from previous parts of the session and all materials for that purpose trainer uploads on a Facebook group.

VI. Presentations of concepts of digital campaigns (20 minutes)

The trainer facilitates plenary discussion with the presentation of the first step of the digital campaign: conceptualising. This will be used later in the session Internet Marketing, where small groups will continue working on preparing the digital campaign plan following the rest of the preparation steps, with the additional input from the session: Social Networks/Media Tools.
Closure with plenary Q&As.

Materials needed: Papers, pens and pencils, flipchart, video projector, working internet.

Background documents and further reading:

- Additional materials for participants and trainers to use for better understanding of basis of digital campaigning and how to develop one (optional):
  - https://neilpatel.com/what-is-digital-marketing/
  - https://www.quicksprout.com/the-beginners-guide-to-online-marketing/
  - https://offers.hubspot.com/how-to-determine-your-smart-marketing-goals

Recommendations for future trainers multiplying this session:

- Working internet is necessary and participants need to have each a smart device (phone, tablet) or computer in order to access the materials for reading about basics of digital campaign, phases and types. While participants are individually exploring the material, trainer offers support in explanation for some terms or expressions in the text.
- When small groups start developing their campaign ideas, trainer checks how the process is going in and in a case of “creative block” supports the group. It is our advice not to give solutions but to ask questions which can bring more clarification in a small group work or empower them to think “out of box”.

10. Social networks/media Tools; How to maximise your social media results I

Session Title: Social networks/media Tools; How to maximise your social media results I

Duration: 180 minutes

Background:
To successfully create a digital marketing campaign, various tools are necessary for preparation and production of materials that will be used in the campaign: photo, video, copywriting. As participants have prepared a campaign concept on the previous session, in this session participants will learn about various free or low-cost options and alternatives to professional applications, such are Photoshop, illustrator, InDesign, etc., that are both costly and require high level of skills to use for production of materials for digital marketing. Thus, with little or no skills in professional photo editing or graphic design, participants will be able to, using click-and-drag and semi-automatic applications, produce quality material for good digital marketing campaign, to use them through the preparation phase.
Participants will get enough idea what is offered on line for them to use if they choose to step into digital marketing now or latter when needed. There is not enough time to go in depth of each tool presented during the session. The session offers a great possibility for those who want to explore further.

Aim of the session: The general purpose of the session is to learn about applications and various tools for digital campaign preparation phase.

Objectives:
- To collect an overview of the different social media tools and help each other to understand which to use for what reason and how to use each in the best, most efficient way;
- To understand how the tools work and why we need attention online and how to reach this goal;
- To understand what is needed, create focus, formulate posts and use a kind of journalism which is appropriate.

Competences addressed:
- Digital competences;
- Learning to learn;
- Foreign language;
- Mathematical skills.

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 presentation, online tools and plenary discussion.

Session flow:

I. <u>Dancing energiser (10 minutes)</u>

Participants are divided into two groups and stay in two lines across each other. The trainer gives instruction to repeat the moves of a character from the cartoon, switching the character after the refrain. Everybody watches the video and repeats.

Video: https://www.youtube.com/watch?v=QvsQ9hYKq7c

II. Online Tools (170 minutes)

The trainer gives an overview about what is "there", what online tools can be used for digital marketing and each time opens a link for short presentation of a tool. If participants are familiar with a tool presented, trainer asks them to explain it to the group and just adds a comment.

1. LATERGRAMME (LATER!) – Instagram publishing and scheduling tool - https://later.com/
2. BUFFER - Save time managing your social media. Schedule, publish and analyse all your posts in one place – http://buffer.com
3. PABLO 2.0 BY BUFFER - Social Media Images Made Simple - https://buffer.com/pablo
4. Infogr.am - Charts & Infographics the Easy Way | Create and publish beautiful visualizations of your data. Interactive, responsive and engaging. - https://infogr.am/
5. BIT.LY – URL shortener and track click analytics - https://bitly.com/
6. MENTIONS - Mention is a handy tool that lets you monitor keywords across various sites. You can ask Mention to track references to your brand name or other specific keywords, and it will populate a feed with mentions from the web. - https://en.mention.com/
7. IFTTT - This automation tool lets you link up your various social tools and channels in extraordinary ways. These automation connections, dubbed "recipes," allow for an infinite number of combinations - have your Pinterest posts automatically update onto your Twitter feed, let your Instagram pics get scheduled in Buffer. With endless possibilities, it's best if you go check it out for yourself! - https://ifttt.com/
8. PIXABAY - Pixabay is an awesome spot for finding free quality photos for commercial use that don't need attribution. - http://pixabay.com/en/
9. CANVA - Canva is the perfect tool for creating bright, colourful text overlay images to compliment your social media posts. Canva really makes it easy to create class act images that will wow your audiences. - https://www.canva.com/
10. MANAGE FLITTER - Manage Flitter is a Twitter tool to help you cut out your followers that aren't pulling their weight. Unfollow users who don't follow you back, filter out users who never customized their profile photo (a good sign of a bot), and remove followers whose accounts remain inactive. [limited free options and paid options] - http://manageflitter.com/
11. TWEETDECK - The most powerful Twitter tool for real-time tracking, organizing, and engagement. Reach your audiences and discover the best of Twitter. - https://tweetdeck.twitter.com/
12. FIVERR.COM - Find the perfect freelance services for your business - https://www.fiverr.com/

Plenary Q&As

Materials needed: Papers, pens and pencils, flipchart, video projector, working internet.

Background documents and further reading:

For presentation and further exploration for trainers and participants – Social Media tools:

- LATERGRAMME (LATER!) – https://later.com/
- BUFFER - http://buffer.com
- PABLO 2.0 BY BUFFER - https://buffer.com/pablo
- Infogr.am - https://infogr.am/
- BIT.LY – URL - https://bitly.com/
- MENTIONS https://en.mention.com/
- IFTTT - https://ifttt.com/
- PIXABAY - http://pixabay.com/en/
- CANVA - https://www.canva.com/
- MANAGE FLITTER - http://manageflitter.com/
- TWEETDECK - https://tweetdeck.twitter.com/
- FIVERR.COM - https://www.fiverr.com/

Recommendations for future trainers multiplying this session:

- If your group is advanced, you can split the tools for small groups and give them the opportunity to present them to each other and make the section more participant-engaging.
- If your group is less experienced or mixed, open each link (or the ones you choose) and shortly explain the tool by showing how it looks and what is it for.

11. Social networks/media Tools; How to maximise your social media results II

Session Title: Social networks/media Tools; How to maximise your social media results II

Duration: 180 minutes

Background:
To successfully manage and evaluate a digital marketing campaign, various tools are employed for quality check, monitoring and evaluation of the campaign results. In this session participants will learn about various free tools and web applications, such are Google Webmaster (Google Search Console), Bing webmaster, Google Postmaster, as well as donation programs for non-profits: Google for non-profits, Microsoft for non-profits and TechSoup, which they can enrol and gain access to a number of reduced price programs (Microsoft Office, Adobe – various programs), G Suite (previously Google docs) as well as grants for Google advertising.
Participants get enough idea what is offered online for them to use if they choose to step into digital marketing management and evaluation of campaign results. There is not enough time to go in depth of each tool presented in the session. The session offers a great possibility for those who want to explore further.

Aim of the session: The general purpose of the session is to learn about applications and various tools for digital campaign preparation phase.

Objectives:
- To collect an overview of the different social media tools and help each other to understand which to use for what reason and how to use each in the best, most efficient way;
- To understand how the tools work and why we need attention online and how to reach this goal;
- To understand what is needed, create focus, formulate posts and use a kind of journalism which is appropriate.

Competences addressed:
- Digital competences;
- Learning to learn;
- Foreign language;
- Mathematical skills.

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 presentation, online tools and plenary discussion.

Session flow:

I. Energiser (10 minutes)
The trainers facilitate some kind of a moving / kinaesthetic energiser of their choice.

II. Online Tools for monitoring results - continuation (170 minutes)

The trainer continues with an overview about what is “there”, what online tools can be used for quality check, monitoring and evaluation of the digital campaign results and each time opens a link for short presentation of a tool. If participants are familiar with a tool presented, trainer asks them to explain it to the group and just adds a comment. Presentation is enriched with a number of practical examples from the trainer/expert side.

1. Google Webmaster (Google Search Console) – webmaster.google.com (https://www.google.com/webmasters/#?modal_active=none) – Track your site's search performance with Google Search Console and browse around for more webmaster resources.
2. Bing webmaster – https://www.bing.com/toolbox/webmaster
    a) Dashboard – Leverage your dashboard for the sites you manage. Get a summary view of how well your site is performing and identify what needs emphasis
    b) Reporting Tools – Understanding what leads people to your site can help you understand what to focus on to increase traffic. Our detailed reports help you with this
    c) Diagnostic Tools – Our diagnostic and research tools give you information on what people are searching for and what areas to expand on next
3. Google Postmaster – https://postmaster.google.com/ – Be a better sender: Use Postmaster Tools to analyse your email performance, and help Gmail route your messages to the right place.

COFEE BREAK

1. Google for non-profits – https://www.google.com/nonprofits/:
    a) G Suite for Non-profits – Help your non-profit collaborate more effectively with smart, secure business apps like Gmail, Docs, Calendar, Drive, and Hangouts Meet, so you can focus on what matters.
    b) Google Ad Grants – Attract donors, raise awareness for your organization, and recruit volunteers with in-kind advertising on Google Search.
    c) YouTube Non-profit Program – Your stories can reach a global audience and amplify your cause.
    d) Google Earth and Maps – Develop compelling data visualizations to track and share your organization’s impact. Plus, use Google Maps Platform to help people locate community programs and resources closest to them.
    e) Google donation tools – Share your fundraising efforts in more places online and connect with new supporters and donors.
2. Microsoft for non-profits – https://www.microsoft.com/en-us/nonprofits – various solutions and tools for IT specialists and organisations’ IT needs
3. TechSoup – https://www.techsoup.org/ – TechSoup equips change makers with transformative technology solutions and skills they need to improve lives globally and locally. We are proud to work with generous donor partners to build a technology product philanthropy program that truly serves non-profits, libraries, and foundations across the country, and around the world.

Plenary Q&As

Materials needed: Papers, pens and pencils, flipchart, video projector, working internet.

Background documents and further reading:
All tools presented can be further explored on following links:

- https://www.google.com/webmasters/
- https://www.bing.com/toolbox/webmaster
- https://postmaster.google.com/
- https://www.google.com/nonprofits/
- https://www.bing.com/toolbox/webmaster
- https://www.microsoft.com/en-us/nonprofits

- https://www.techsoup.org/

Recommendations for future trainers multiplying this session:

- If your group is advanced, you can split the tools for small groups and give them the opportunity to present them to each other and make the section more participant-engaging.
- If your group is less experience or mixed, open each link (or the once you choose) and shortly explain the tool by showing how it looks and what is it for. Use as much practical examples from your work (if you have professional background that is related to SEO and marketing online evaluation) for explanation of some metrics so participants can grasp as quickly as it is possible what is the tool or statistics for.

12. Internet marketing

Session Title: Internet marketing

Duration: 180 minutes

Background:
In this session, participants will put in practice all the theory, tools and methods and other inputs into the practice, thus learn-by-doing, and doing so identify opportunities and/or challenges in developing a digital marketing campaign.
In this session, participants experience creative process of designing and practice decision making and developing all important aspects of digital campaign: creating product/service for on line promotion, defining objectives, choosing a target group, using social media tools for marketing their product, deciding on online analytics, design logos, visual presentations…

Aim of the session: The general purpose of the session is to learn-by-doing and identify opportunities and/or challenges in developing a digital marketing campaign.

Objectives:
- To explore different tools/methods of internet marketing like: Search Engine Optimisation (the process of maximizing the number of visitors to a particular website by ensuring that the site appears high on the list of results returned by a search engine); Google AdWords – advertising on Google; Advertising on Facebook, Instagram, Twitter and e-mail;
- To learn about all specific forms of advertising in internet marketing;
- To understand that the key for entrepreneurs to get more traffic online on their websites and digital tools, lies in integrating content with search engine optimisation and social media marketing.

Competences addressed:
- Digital competences;
- Learning to learn;
- Foreign language;
- Mathematical skills.

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 small groups, inputs from the trainer in a form of presentation, as well as interactive plenary discussion.

Session flow:

I. <u>Energiser - pass the applause (10 minutes)</u>

Group stands in a circle. Trainer pass the applause in such a way that people wait till the applause comes and the ones standing to each other passes it by clapping the hands at the same time. It is a

concentration and trust game because participants need to keep the eye contact and really make the one sound when they clap together.

II. Designing digital campaign – continuation (125 minutes)

Small groups are formed to work on the concept of their campaign that they have started on the previous sessions, where they were developing a rough draft of the campaigns, and now are continuing that process. With the aim to further develop their campaigns based on their previously set campaign objective, they are designing the – preparation phase – of the overall process of digital campaign design.
The trainer gives instructions to participants about what digital marketing channels to focus on, and to come with any questions if they need assistance in understanding details about how some of the functions and tools work.
The final outcome of participants' work is to be presented at the end and needs to cover following several aspects of their concepts for digital marketing campaigns:

- What product/service they promote?
- Tittle of the product/service
- What is the goal/objective they defined and for which target group is it addressed?
- What channels / digital marketing tools for your presence online do you choose (design website homepage, Facebook page, create Instagram profile or any other)?
- Design a logo, slogans, posters.
- Decide on influencer/s (optional).
- What monitoring and analytic tools you plan to use?
- Is there an option for some SEO tool?

(This activity will continue throughout the remainder of the working day, with the "working" coffee break at participants' convenience).

III. Presentation of digital marketing campaign concepts (45 minutes)

Presentations by participants of the developed marketing campaigns in the plenary, space for Q&As and applause for the effort that all the group have put into the designing process.

Materials needed: Papers, pens and pencils, flipchart, video projector, working internet.

Background documents and further reading:

- https://www.google.com/webmasters/
- https://www.bing.com/toolbox/webmaster
- https://postmaster.google.com/
- https://www.google.com/nonprofits/
- https://www.bing.com/toolbox/webmaster
- https://www.microsoft.com/en-us/nonprofits
- https://www.techsoup.org/

Recommendations for future trainers multiplying this session:

- Have in mind that trainer's support in the process of designing digital campaigns goes both in a direction of following the phases of development idea and using concrete tools for different purposes. As well, remember to remind teams of importance of going through the exercise as a process where mistakes are welcomed as opportunities for learning. Some people are more result oriented and can wonder "if they get it right" so just encourage them by explaining the learning by doing exercise.

13. Visual presentation in Digital Marketing

Session Title: Visual presentation in Digital Marketing

Duration: 180 minutes

Background:
No one can question the power of the internet. Since its introduction more than half a century ago, it has helped us accomplish greater things. Take global communication, for example. Social media has made it possible for anyone to communicate with another person anywhere in the world. It's a phenomenon that took the world by surprise upon its release.
When the initial wave of excitement over social media dialled down, image-based social platforms like Pinterest and Instagram followed suit. They redefined the customer experience and set a new trend in marketing.
Today, image-based content — or what is known in business as visual marketing — is becoming more of a permanent fix rather than a passing movement. Visual marketing is here to stay. Retailor your campaign to include visual content that's relevant to your target audience.
In this session, participants have a chance to brainstorm about Digital Marketing and get back to previous days of the training course in order to wrap up the knowledge and experience that they have gotten throughout sessions before. This session represents the balanced transfer from strict Digital Marketing topic to the more visual photography set of sessions.

Aim of the session: The general purpose of the session is to accent the importance of Digital Marketing and its connection to the Visual presentation.

Objectives:
- To open the space for brainstorming on what we know and what did we learn about Digital Marketing until now;
- To explore the knowledge that we have about Digital Marketing that we are not aware of;
- To develop the ability to "think visually".

Competences addressed:
- Communication in foreign languages;
- Digital competence;
- Learning to learn;
- Sense of initiative and entrepreneurship;
- Cultural awareness and expression.

Methodology and methods:
- The methodology used in this session is based on non-formal education using a short presentation, work and exploring in small groups and brainstorming in small groups as specific methods.

Session flow:

I. **Digital marketing – a bit different brainstorming (60 minutes)**

The group is divided in 5 small groups. Each group has a task to answer on one of the following questions:

1. What is Digital Marketing?
2. Why do people go online?
3. What are Benefits of Digital Marketing (over traditional marketing)?
4. What are Digital Marketing objectives?
5. What is the connection between Photography and Digital Marketing?

Each group has 35 minutes to answer a question and make it as a visual presentation on a flipchart paper. They can use any possible source for finding the answer (knowledge, books, internet...).
After they finish each group has 5 minutes to show and present the results.

II. Facts about Visual presentation in Digital Marketing (30 minutes)

The trainer introduces the topic through an interactive PPT Presentation trough which participants have a chance to hear the important facts about the Visual presentation in Digital Marketing like:

- Visuals get 94% more views than text based information
- Infographics increase web traffic by an average of 12%
- Viewers spend 100% more time on pages with the visual content
- Thu human brain processes visual information 60000 times faster than text
- Photos, pictures and videos get over 100% more engagement
- The most popular presentations have an average of 37 or more images
- Visuals increase retention by 42%
- 50% of posts on tumble are photos
- The average attention span is 2.8 – 8 seconds
- Content with visuals/videos attracts 3x more inbound links

III. "Visual Thinking" (80 minutes)

The group is divided in small groups. The group division is done with the method/instructions: "find 3 persons that have the same interest like you (film, music, sport, art...)". Thus, in the end we have groups with 3 participants that have one common interest.
The task is to find one website that they visually like, related to their common interest and to analyse different aspects of Design and answer the following questions:

1. Why did you choose this specific website?
2. Why do you think it is good?
3. How will you describe the quality of Visual Design and what do you like about it?
4. Would you change something?

Groups have 50 minutes to do the task and in next 30 minutes to present the results to the others.

For the readers' reference, these are the websites that have been chosen by the participants at this training course:

- *Travel: https://www.putoholicari.rtl.hr/*
- *Sport: https://www.olympic.org/*
- *Art: https://www.artistsnetwork.com/*
- *Music: https://www.youtube.com/*
- *Graphic Design: https://www.behance.net/*
- *Statistics: https://statcounter.com/demo/summary/*

IV. Wrapping-up the session (10 minutes)

The trainer asks participants in the plenary how everyone feels at the beginning of this new topic (photography) of the training course and checks if the exercise has accomplished its objectives, by looking for feedback from the group.

Materials needed: Flipchart paper, Tables, Pens, Laptop, Projection Screen, Projector.

Background documents and further reading:

- The connection between photography and digital marketing https://builtbyeande.com/connection-photography-digital-marketing/
- How technology has effected communication: http://www.klientsolutech.com/how-technology-has-affected-communication/
- Visual Is Viral: 10 Facts You Need to Know: https://www.slidegenius.com/blog/visual-marketing-grows-business/

Recommendations for future trainers multiplying this session:

- For the first part of the session, when making the presentations on question asked, it is good to encourage participants to make presentations by using different creative expressions, not just "words on the paper" but let them discover their own creative possibilities and contribute to making this session a bit funny, interactive and attractive to participants on different way than the previous sessions of the training course have been exploring participants' contributions.

14. Photography in digital entrepreneurship

Session Title: Photography in digital entrepreneurship

Duration: 180 minutes

Background:
People don't just get their news, entertainment and contact friends from social media. In the digital age, there are whole universes in which to learn, shop, explore, broadcast, develop tastes and be creative -- to influence and be influenced. There is enormous space not just for individuals and enterprises to grow, but for the whole new forms of businesses.
The birth of digital marketing around 30 years ago has meant that we are influenced online more than ever before. Move aside newspapers and leaflets, social media platforms such as Instagram, are becoming an increasingly effective way to raise your brand profile. Thus, highlighting the importance of images and how they go hand in hand with digital marketing is the topic of this session.
So, this is where nailing your photography comes in. A precise, clear image will give a customer a quick delivery of what product you are selling. People don't want to be bombarded with text after just landing on your page, as we have only around 3 seconds to engage that first-time user as visitors on our websites. This means that we have to give them a "smack in the face" - not literally, but we want to grab the user's attention. We want to show them the exact product they are interested in and how it can be used in everyday life. This is called - visual context. Once we've caught the consumer's eye, further detail then can be provided.

Aim of the session: The general purpose of the session is to increase the level of knowledge about photography in general and also get to know the basic knowledge about photography and how to use it to brand our own business.

Objectives:
- To introduce participants to the History of photography;
- To introduce participants to the power of photography;
- To inspire participants to think about the photography as a tool for campaigning;
- To start thinking of different ways on how to use a photography for branding.

Competences addressed:
- Communication in foreign languages;
- Digital competence;
- Learning to learn;
- Sense of initiative and entrepreneurship;
- Cultural awareness and expression;
- Social and civic competence.

Methodology and methods:
- The methodology used in this session is based on non-formal education using a video screening, work and exploring in small groups, moving exhibition, creative thinking and creation of small piece of art (collage) and brainstorming in small groups as specific methods.

Session flow:

I. Energiser (5 minutes)

II. History and power of photography (10 minutes)

The trainer arranges the working room as a cinema setting. Participants are invited to join the projection. Video screening of the short film about The History of photography and The power of photography.
After each short film the trainer offers a space for comments.

III. Can photography "change the world" (25 minutes)

Screening of the TED talk of JR Artist who is talking about "How can Art change the world". The trainer introduces a question for thinking about power of photography for social change. After the screening, a short discussion about the videos participants just watched is opened and facilitated by the trainer.

IV. Photography on my mind (50 minutes)

Participants have a task to choose on photography that took their attention in their life time. To research about the chosen photo and to make a short presentation answering the following questions:

1. Why did you choose that photo?
2. Who is the author?
3. When was it made?
4. Why was it made?
5. Is there a story behind that you find out during your research?

After they choose the photos, the presentation is done in a form of a moving exhibition. Participants are moving around going from one to another, showing the chosen photography on the phone and telling the story.

V. Make a brand (60 minutes)

Participants are divided in groups of 4-5 and have a task to use the business idea they made in the previous sessions of designing digital campaign and make a photo collage that will serve as a visual presentation of it. Photo collage also need to answer following questions:

1. Business name
2. The general idea behind your company
3. What products or services do you offer?
4. Who is your target audience?
5. What makes your offer unique?

VI. World's fair (20 minutes)

The final products are presented on the World's fair. Each group is choosing a spot in the room to present their business ideas. Participants are going around and visiting each spot and in the same time rating each business plan.
Rating is done with small sticky cubes (we were using the sticky paper for the prices in the shops) As there were 4 groups, each person get 10 sticky papers and vote for each poster.

- 1 point – 1 sticky paper
- 2 points – 2 sticky paper
- 3 points – 3 sticky paper
- 4 points – 4 sticky paper

Also, each person is voting for their own presentation in order to be aware of self-reflection and exercise to be objective towards your own work and creation.

VII. Wrapping-up the session (10 minutes)

The trainer raises awareness about two things to have in mind: one is that all we present publicly can and will be judged on one side, and that it is important to keep our objectivity in this as possible as we can, on the other side. Photography, as any art, is hard to look objectively because it can have emotional impact on the viewer.

Materials needed: Flipchart papers, Tables, Pens, Laptop, Projection Screen, Projector, Scissors, Newspapers/Magazines, Colourful papers, Glue.

Background documents and further reading:

- The History of photography in 5 minutes: https://www.youtube.com/watch?v=JoxGEymA8ro
- The power of photography: https://www.youtube.com/watch?v=jNApH8nGj1U
- Use art to turn the world inside out: https://www.ted.com/talks/jr_s_ted_prize_wish_use_art_to_turn_the_world_inside_out?language=en

Recommendations for future trainers multiplying this session:

- When it comes to the session element “Photography on my mind” most of participants have difficulties in answering the question: Who is the author of the photo? As this is general problem on Social Media where people share contents without giving credits to the creator, we as trainers should explain more about importance, not only credits but also the copy rights. So be clear that they need to research, if it’s not visible, who is the author and name them.
- For the World’s Fair, sometimes participants raise a discussion and complains on why they should also rate their own work. So, the trainers should be clear that this is the part of the session and method that is used in order to be able to reflect objectively.

15. Using photography as a tool for online campaigning

Session Title: Using photography as a tool for online campaigning

Duration: 180 minutes

Background:
There are images that immediately come to mind if someone mentions them. For instance, the image of the man being shot in the head during the Vietnam War, or the girl running naked down the road (also in Vietnam) after being burned by a napalm bomb. They are well-known, and very emotional images. The Vietnam War was like no other, and these images helped to show the devastation.
An image of an event, or a place, can create a lot more connection than written words or stories; humans are visual and we relate to visual cues. But images don't have to be about war to generate a response from people.
A picture is worth a thousand words, especially in the world of socio-political communications, where space is limited, and readers' attention spans are minimal. This means that the images you choose for your campaign are critical and will likely require some level of investment. In any campaign, resources are finite, so it's important to be able to maximize quality while keeping a close eye on one's bottom line.

Aim of the session: The general purpose of the session is to increase the level of knowledge about social photography and practice how to tell a story using photography.

Objectives:
- To introduce participants to Photo Essay / How to tell the story by photography;
- To introduce participants to the method "Learning by doing";
- To inspire participants to look on Social topics through the lens;
- To start thinking of different ways on how to use a photography.

Competences addressed:
- Communication in foreign languages;
- Digital competence;
- Learning to learn;
- Sense of initiative and entrepreneurship;
- Cultural awareness and expression;
- Social and civic competence.

Methodology and methods:
- The methodology used in this session is based on non-formal education using outdoor activities, work and explore in small groups, creative thinking and creation of online exhibition and brainstorming in small groups, as specific methods.

Session flow:

I. <u>Creating a thematic photo essay (90 minutes)</u>

Participants are divided in 5 groups. Each group has a task to make a photo essay on the topic – "Woman". Group can choose to make the photo story in different places in the city they choose:

1. City centre
2. Green market
3. Church (inside or/and outside)
4. Small street outside of the city
5. Cafe bar

After they decide on a place for shooting, participants are free to go. It is an option when they reach the place in the city, if they do not find it inspirational enough for the story, they can change the place.
Each group needs to make selection of 5 photos in the end that will tell a story.

II. Energiser (5 minutes)

III. Online exhibition "Woman" (50 minutes)

Participants are collecting the material they made and are starting with selection, editing and publishing the digital photo exhibition on our FB group. Essay is followed by the short introduction text.

IV. Visiting the exhibition (20 minutes)

Participants are "visiting" the Facebook exhibition and have interactions with the publishers. They need to give emoticons, comment, ask questions, discuss…

V. Wrapping-up the session (15 minutes)

The trainer checks how this field assignment was for participants to make sure that everyone feels alright and that exercise didn't bring some unexpected experience - in contact with local people or places. At this point we do not go deep into any of the photo stories.

Materials needed: Mobile phones charged, City map, Pens, Laptop, Projection Screen, Projector, Internet connection.

Recommendations for future trainers multiplying this session:

- The trainers and organisers should be ready for different weather conditions and follow the weather forecast so one can prepare in advance. If the rain/snow is expected, the trainers/organisers should prepare participants in advance (one day earlier) to be ready for the rain/snow. In that case, do provide participants with the needed umbrellas or similar.
- No matter which kind of weather conditions are expected, the trainers should remind participants one day earlier to charge their mobile (smart) phones and have them ready in the morning.

16. Photography tools and composition concepts

Session Title: Photography tools and composition concepts

Duration: 180 minutes

Background:
Photography is a complicated art form. The elements of exposure, composition, light, subject matter, moment, and many others all come together to make a single two-dimensional image that is presented to a viewer. Learning all of this is time-consuming and difficult. Taken step-by-step, however, each of the elements can be methodically learned and combined to form one's own photographs. The first step to understand the photography is knowledge of the composition.
Composition is the arrangement of elements within the frame of a photograph. Despite what many articles or videos may tell us, it's less about following the rules and more about utilizing a set of guidelines to find an appropriate way of describing the scene one has in front of himself/herself with the camera in one's hand. Every scene is different. Some will be simple, some will be much more complex. With starting to think about elements of composition one can draw on to help their viewer see what one wants them to see in those photographs.

Aim of the session: The general purpose of the session is to provide broader knowledge about photography and offer know-how editing tools to encourage participants to practice them everyday life or work.

Objectives:
- To introduce participants to photo editing programs that can be used for free;
- To introduce participants to the basic elements of photography;
- To open the space for using the knowledge they get and apply it to the photographs they made.

Competences addressed:
- Communication in foreign languages;
- Digital competence;
- Learn to learn;
- Sense of initiative and entrepreneurship;
- Cultural awareness and expression;
- Social and civic competence.

Methodology and methods:
- The methodology used in this session is based on non-formal education using presentation, working and exploring in small groups and creative work on photo editing.

Session flow:

I. **Composition (~~Rules~~) Concepts & types in Photography (90 minutes)**

The trainer gives interactive Power Point Presentation so participants have a chance to learn and see basic Composition Concepts and types in Photography. The word "Rules" is crossed out, as participants should be aware that, of course there are some guidelines on what is a good Photography, but on the

other hand there is a freedom of expression and what is told to be a Rule should be a Concept that we can follow. Presentation covers important features followed by photography as example of it:

What are the Concepts?

- **Simplicity:** The saying 'less is more' applies often in photography. Usually it is a good idea to get rid of elements and try to keep the composition simple.
- **"Rule" of Thirds** (*just mentioned here, explanation comes later*)
- **Golden section**
- **Lines:** Lines are found everywhere in the world. Lines in a photo can be for example roads, rivers, a shore line and a horizon. Lines can enhance composition and lead the eye through the picture. Different lines express different feelings. Horizontal lines are calm, vertical lines are strong and diagonal lines are dynamic. Diagonal lines are maybe the most interesting of straight lines. They create a sense of energy and motion into the photo. Other types of lines are for example leading lines which lead the eye into the subject of the photo. One of the most common and graceful lines used in composition is called the S curve.
- **Balance:** A sense of balance often enhances the composition. Balance can mean, for example, placing two equal subjects to different sides of the photo. Balance can also be created with symmetry. Good balance is simply the arrangement of shapes, colours, or areas of light and dark that complement one another so that the photograph looks well-balanced.
- **Framing:** The world is full of natural frames that can be used to guide viewer's eye inside the photo.
- **Avoiding Mergers:** A merger occurs usually when something in the background seems to "merge" out of or into your subject. Potential Solution: Change your angle or move your subject.

What are the Composition types (followed by photos as examples)?

- horizontal
- vertical
- diagonal
- circle
- Pyramid
- And free composition.

Basic principles of Composition:

- half
- third
- golden section
- Balance
- symmetric
- asymmetric
- radial
- optical

II. "Learning by doing the Rule of Thirds in white and black" (90 minutes)

After the overall introduction of Composition (~~Rules~~) Concepts & types in Photography, it is advised to choose one Photography Concept - the "Rule" of Thirds and focus on how we can apply this Concept into the photos we made at the Photo Essay session.

Participants have a task to go back to their field assignment groups and use what did they learn and apply this to all the photos they made in the morning session. Two important Concepts they need to follow are introduced:

1) **Make each photo by applying "Rule" of thirds -** The basic principle behind the rule of thirds is to imagine breaking an image down into thirds (both horizontally and vertically) so that one has 9 parts. With this grid in mind the 'rule of thirds' now identifies four important parts of the image that you should consider placing points of interest in as you frame your image. Not only this – but it also gives you four 'lines' that are also useful positions for elements in your photo. The theory is that if you place points of interest in the intersections or along the lines - that your photo becomes more balanced and will enable a viewer of the image to interact with it more naturally.

   Studies have shown that when viewing images, the people's eyes usually go to one of the intersection points most naturally rather than the centre of the shot – using the rule of thirds works with this natural way of viewing an image rather than working against it.

2) **Transfer all the photograph into black and white -** There are several reasons for taking a black and white photo. Most of those are used specifically for a purpose and, each of them, is effective in its own way. It is a job for the photographer to decide the meaning of the photo, and then, if B&W is the best option. Combining intention and technique usually results in an effective photo. Here's some of the most common reasons for choosing B&W and where it is most effective:
    - **Removing attention from colours:** Probably the most common reason is to remove dominance from the colour. This way, the attention is redirected for the content and for practical aspects like shapes, lines and textures.
    - **Creating a new perspective:** Removing colour from a picture allows us to appreciate a common situation with new eyes. We have been seeing a colourful world since we wore born, creating a B&W photo gives us an opportunity to see the world from a different perspective, almost with a child's eye, analysing everything and learning from the simplest things.
    - **Adding mystery:** At the same time while B&W changes perspectives, it can give mystery to a photo. Since the subject is "hidden" from a glance, it may take more time for the viewer to realize what he's looking at. Combining this mystery with surrealism is a powerful combination, but using it at common things and objects can be effective as well.
    - **Generating drama:** B&W is also a great way to emphasize emotions and add more drama to an environment. Our eyes tend to look for faces and expressions, without colour, this effect is even more accentuated. Street and documentary photographers often use B&W for this purpose with remarkable effects.

When small groups finalise changes in their photo essays, they upload the new exhibition on the training course's FB group again. After all stories are uploaded, the trainer asks for the whole group to join the presentations of the photo essays in the plenary. Each group is presenting the exhibition on the big screen. Beside the photo essay story, they also need to explain what changes did they make from the technical aspect of the photo.
After each exhibition, comes the deserved applause.

Materials needed: Laptop, Projection Screen, Projector, Internet connection, Phones.

Background documents and further reading:

- Likovna kultura (Croatian): http://likovna-kultura.ufzg.unizg.hr/ucimogledati/biljeznica/master.swf
- Rule of Thirds: https://digital-photography-school.com/rule-of-thirds/
- Why Black and White photography: https://digital-photography-school.com/5-reasons-why-try-black-and-white-photography/

Recommendations for future trainers multiplying this session:

- Regarding the first part of the session with theoretical input on composition concepts, types and principles - If you have a professional photographer who presents these "rules", use the chance to introduce his/her photos as examples for the rules related. In a case that you do not have your photos to use, use the ones available from internet, with giving the credit to the author.
- Try to be as objective as possible, as all of us see the photography with different eyes, so give them this input before they start to edit their photos so they can feel free to apply their own creativity and expression. You can also choose some nice quote about photography that can make them freer to express themselves. For example: *"Photography is an art of observation. It has little to do with the things you see and everything to do with the way you see them." - Elliot Erwitt*

17. NFE / Youth work for Digital Marketing

Session Title: NFE / Youth work for Digital Marketing

Duration: 180 minutes

Background:
In this session, the participants will be put in the last phase of a so-called Kolb's experiential cycle of learning called the appliance phase. They have been offered with a new experience and concepts throughout the training course and now is the perfect time, before they leave, to give them opportunity to think and ask themselves questions like how, when and with whom they can try what they have learned about digital marketing and using photography as a tool for online campaigning. So, participants are empowered to think about how to put ideas about digital marketing and visual (photography) aspects of it, in life through non-formal education and develop some educational programme concept for further fostering digital marketing in youth work/NGO.
This session is very important as it disseminates forward what was worked 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: The general purpose of the session is to strengthen readiness for follow up of the training course in a shape of educational activities on digital marketing and inspire each other with new-born ideas.

Objectives:

- To initiate ideas for the NFE/youth work workshops, projects and activities on promoting digital marketing and empowering beneficiaries (mainly young women) in our entrepreneurship empowerment centres for quality work on digital marketing for their traditional or digital companies;
- To inspire each other's to be creative when developing similar projects, workshops and activities;
- To start reflecting about the learning outcomes of the training course topics and how to put them into practice.

Competences addressed:

- Team work and collaboration;
- Creative problem solving;
- Time management;
- Openness to working in intercultural teams;
- Communication in foreign languages;
- Sense of initiative and entrepreneurship;
- Cultural awareness and expression;
- Social and civic competence;
- Digital competences;
- Learning to learn.

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 national/organisation groups, design thinking - creative problem solving methodology, individual and group consultations and plenary presentations.

Session flow:

I. Good morning and wake-up energiser (15 minutes)

The trainer checks how is the morning atmosphere in the group and depending on it can suggest low or high level energy wake-up game. Because it is the last day, one can even choose some that group liked to play previous days. Concentration games can be useful as well like counting 1,2,3 in pairs. After some trials trainer change numbers with sounds or movements so at the end pairs are "counting" just by showing movements.

II. A Look back at the beginning (15 minutes)

The trainer reminds participants of the first day when they worked in national/organisation/country groups on presentation of realities in advertising and types of marketing in their organisations and communities. The focus is now on the second question that they have answered back then - about the usual examples of educational programs for raising competences in advertising. Participants go back in their country groups and take collages they have made. Having in mind the context they are coming from and all they have heard and tried during this training course, they will now get a new task of how to improve the situation and enlarge opportunities for their beneficiaries.

III. Digital marketing educational programme back home (90 minutes)

The trainer introduces the structure and the main elements of an educational programme that the country teams should respect. Each team can go through different steps by their speed (and give themselves a break when they need). These are the steps they need to go through and present shortly at the end:

- Agree on a topic and define the overall aim of the activity
- Define the sub-topics (smaller parts of the activity)
- Decide on a time frame you would do the activity
- Describe your target group
- What resources you would need for realising the idea?

After each group decides on all those steps, they have a check point with the trainer for a constructive feedback.

IV. Presentations in plenary and inspiration for other actions (40 minutes)

The participants present their workshop concepts. Group can give a feedback. Each idea can be seen as an inspiration for other country groups. Trainer can ask others how they can use other's ideas in their reality and what adjusting they would need to make in order to adapt it to their realities, organisational cultures and target groups.

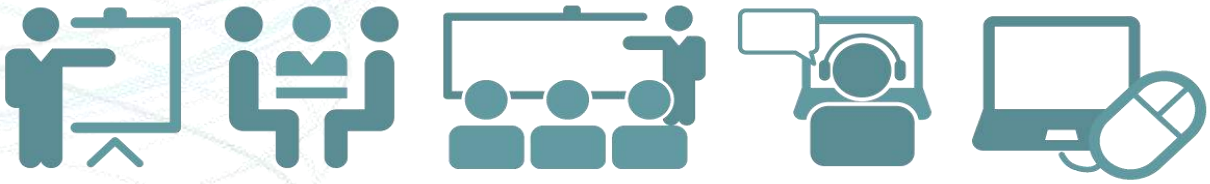
V. Learn from teaching (20 minutes)

This session segment aims at reflection on the whole process of envisioning future workshops for their beneficiaries - what did participants learn by putting themselves in a role of educator?
In the process of choosing what can be passed on, the participants ask themselves what had made a learning impact on them during the training course, so they already see it as an interesting subject to work on further.

Materials needed: Papers, pens and pencils, flipchart, video projector, working internet.

Recommendations for future trainers multiplying this session:

- Having in mind that this is the last day of the training course and that the participants have been creative almost in every phase of the training course - analysing and creating reality presentations, designing marketing campaigns, creating photo essays - this last assignment can be too much for some. Encourage your group by raising awareness of importance of applying gained concepts especially when this appliance is firmly connected with their own realities and needs in the local communities they relate to. This additional effort comes as a perfect dot on their learning experience and will give an added purpose and sense of it.
- The trainers should give support to the participants' teams throughout the whole process and in each step of the workshops' development.



18. Evaluation of the training course, incl. Youthpass

Session Title: Evaluation of the training course, incl. Youthpass

Duration: 90 minutes

Background:
This is the last session of the training course and the idea is to reflect and analyse the learning gained throughout the process, and provide feedback towards the training course. It comes after the participants draft the NFE / youth work workshops for beneficiaries in their communities, and it serves to close the process.
At the end of this learning experience, it is of great importance not only to receive feedback from the participants on how was the process for them, but to leave enough space to properly say goodbye and end the event. This is as important as the careful start of the whole experience. Participants need to know that they are the crucial part of the non-formal education and they can give each other credits for that as well (and Youthpass certificates ☺).

Aim of the session: The general purpose of the session is 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 evaluate different aspects of the training course;
- 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 receive feedback from participants for the potential improvement of the similar future training courses;
- 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. **Energiser - Let's play a favourite game (5 minutes)**

Group chooses a favourite game for them of this training course and plays it one more time.

II. **Reminding of the training course flow - "Let's go on our Facebook group page" (20 minutes)**

The trainer asks participants to go online and in a big group together all try to remind themselves of all the training course elements from the beginning, by looking at all the pictures, comments, tittles of the documents uploaded chronologically.

III. Presenting the online 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:

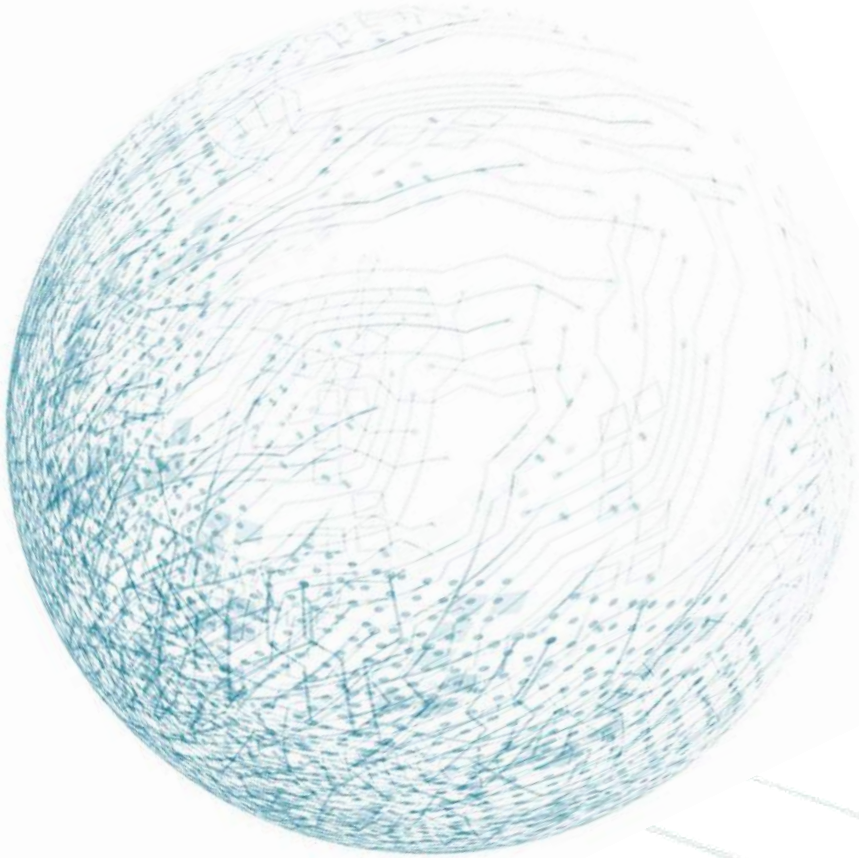
1. How would you rate overall satisfaction level from the course in general? (0% = not at all, 100% = fully) Comments?
2. What are the 5 most important things you learnt in this training course?
3. How would you rate your awareness and knowledge about the realities on different forms of advertising of (young women) entrepreneurs (traditional and digital) in our communities 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 on Digital Marketing basics concepts and benefits? (1=none; 5=perfect, know a lot) [Before the course, and After the course] Comments?
5. How would you rate your awareness on Tools, methods, services and forms of advertising in Digital Marketing? (1=none; 5=perfect, know a lot) [Before the course, and After the course] Comments?
6. How would you rate your competences in Online/Digital campaigning, Social networks/media Tools, Internet marketing and Visual presentation in Digital Marketing? (1=none; 5=perfect, know a lot) [Before the course, and After the course] Comments?
7. How would you rate your competences for using Photography tools & new media for promoting / developing an enterprise? (1=none; 5=perfect, know a lot) [Before the course, and After the course] Comments?
8. How would you rate your competences for development of NFE/youth work programmes for quality digital marketing among youngsters (young women), beneficiaries in our communities? (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 organisation 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. 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.

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

Materials needed: Prepared the online evaluation form; Working internet for going through the Facebook page and for doing the written evaluation.

Recommendations for future trainers multiplying this session:

- Have in mind and respect that people can have different opinions and emotional reactions toward ending the event. Leave enough space for sharing thoughts and emotions but as well be careful not to comment any of it.
- Some people will need more encouragement for saying goodbye, so you can involve the group in comforting trough potential networking or just keeping friendships they made alive by using social media-for the beginning ☺.
- The trainers should make sure to ensure enough time for proper evaluation and closure of the group work.