Booklet

Shape Your Future

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"Shape Your Future"

European program - **Erasmus Plus, Key Action 2 – Strategic partnerships**
Period of implementing: **24 months**
Project coordinator: **Asociația Youth Vision**

I. INTRODUCTION
1. Context of the project

In November 2019, 3.222 million young persons (under 25) were unemployed in the EU-28, of whom 2.258 million were in the euro area. Euro area unemployment rate is at 7.5% and the rates for the countries involved are: Poland 3,2%; Ireland 3,5%; Romania 4%;Portugal 6,5% and Spain has 14,2% (https://ec.europa.eu/eurostat).According to "Sustainable development in the EU-Monitoring report on progress towards the SDGs in an EU context-2019" more than a quarter of the population is at risk of poverty or social exclusion, among them also Romania (32.5%), Ireland (18%), Portugal (21.6%), Poland (18.9%) and Spain (26.1%).

Each partner has done a need analysis among their youth workers and beneficiaries (youth aged 16-30), research developed during September-April 2019 among 700 respondents through online surveys and round tables/focus-groups. Statistics related to youth unemployment and labor market issues (% of youth 18-26): 35% Constanta, 55% Salamanca, 29% Lisbon, 30% Dublin and 26% Oltzyn have no jobs; 61% Constanta, 54% Salamanca, 59% Lisbon, 67% Dublin and 25% Oltszyn did not participated in a trainee ship/internship; 71% Constanta, 78% Salamanca, 59% Lisbon, 67% Dublin and 55% Oltszyn do not have knowledge on available EU opportunities/tools; average in all countries out of 10 just 2 participated in an international training activity.

These statistics are expected to rise with at least 3 points in all countries as the impact of COVID-19 is still not clear.

The **main aim** of the project is to foster quality and multidimensional improvements in youth work, especially to reach and empower marginalized young people, thus supporting their integration into labor market and the equal right to education.

Objectives of the project:
1. Increase number of youngsters involved in learning/training activities or employed through the development of relevant intellectual outputs (platform and mobile application) with information / tools from 5 countries related to labor market and socio-professional development opportunities;
2. Develop competences among 200 youth (100 vulnerable) to enter labor market by participating in specific activities (blended mobility, learning program, guidance);
3. Increase digital competences among 40 youth workers in order to adapt their methodologies to online environment through C4 and familiarize them with new platforms / tools available around Europe;
4. Develop the organizational capacity of the partners through staff training, training booklet development, international cooperation and dissemination of results;

During the project it is envisioned to be created the following:

1. Shape Your Future Platform

✔ Adapts the delivery of education, through digital and non-digital methods, from school education to tertiary education to ensure the continuation of skills acquisition and learning;

✔ Provides with learning activities and material according to missing competences of youth affected by COVID-19 as well as job opportunities relevant to the new contexts created by the virus (better connection between request and demand).

✔ Includes interactive learning instruments in order to stimulate digital skills among young people, experiential learning blog, learning materials for youth;

✔ Develops a commune space where youth can find not only expert support (guidance), training/learning opportunities around Europe, specific materials for socio-professional development but also job opportunities from private sector or public institutions (matching their own interests and competences).

INTRODUCTION

* The IO will have a special integrated section that will allow potential users the possibility to create their professional CV (using new online tools and frames - not classic version of Europass). The designated section will include: a subsection for tracking the preferred learning opportunities or jobs, a second subsection will be the e-learning activities for the youth with the structure of lessons (video, quiz), with user's module, and the third subsection will be a learning blog: each team will have a journal which will describe the learning experience.

2. Shape Your Future Application includes: real time notifications on the learning opportunities, materials uploaded for youth /youth workers/stakeholders in the participating cities; forum/blog for youngsters enrolled in any activity related to the topic, where people can keep records of their activity and discover new and interesting opportunities, where people can discover projects and jobs that they can access.
From a technical point of view, it will be software developed based on our target groups requirements. It will be browser-based software and its mobile application (Android & IOs). Access to the application will be made with a free account that each user will need to create. Every interested person will create an account free of charge using the email address & phone number. Once in the application, each user can see his badge portfolio. They are gained from their positive experience in badge recognition system.
The innovative aspect of the IO is that they are youth 'friendly, made and designed to reach easier and faster our target groups. Besides the learning and job opportunities that we want to include in this app-the IO will also have learning materials developed/gathered by youth workers involved in learning activities - real time notification when someone is uploading materials (including for stakeholders).

3. Booklet Shape Your Future - combines the experience and expertise of different sectors (public, private, civil society) in order to give youth workers a full learning experience and the fact that these complementary methodologies will be adapted to an online environment. After a deep analysis a similar product currently does not exist in youth field in any of the participating countries. It must be noted that such an outcome is tremendously significant in all 5 partner countries since youth work has been suspended during this on-going crisis.

The following list is an indication of the structure of the Manual:
Module 1: Theoretical concepts on Digital Competences and current trends;
Module 2: Examples of most important Digital Competences and tools needed in 2020;
Module 3: Self-Evaluation of Digital Competences (test exercises);
Module 4: Development of the Digital Competence (within needed area - exercise and motivational examples);
Module 5: Methodologies to adapt working methods from the 3 domains (non-formal education, formal education, private companies services);
Module 6: Support, recommendations and resources.

*The product will be available for free download online as well as in printed paper version in all 5 languages and will integrate information on available tools / instruments adapted to online space, examples of best practices identified at European level and at least four policy
Recommendations for local/ national and European youth authorities related to digital youth work.

2. Erasmus Program/ Financer

About the program- Erasmus Plus. It is a EU program for education, youth and sports in Europe. With a total budget of 14.7 billion Euro, it will offer the possibility of studying, developing and gaining experience abroad to more than 4 million Europeans. The Erasmus Plus program running until 2020 is not dedicated exclusively to students. It gathers 7 previous programmes and offers opportunities for different categories of people and organizations.

Funding line- Key Action 2, Strategic Partnerships

Strategic partnerships in the field of youth aim to provide developing and strengthening competencies to young people in general and to youth workers in particular by internationalizing their activities and openness to cross sectorial cooperation (with other institutions). *"COOLture among young people"* project is part of the innovative and support of innovation area- aiming to develop innovative intelectual products and to offer structural exploitation of the intelectual products already created.

3. Partners

A. Youth Vision

Youth Vision is a non-governmental association with the mission to improve vulnerable people's lives by offering educational opportunities and socio-professional integration. Youth Association Vision was born under the project "0 Discrimination, 100% Participation!" - Project funded by the Youth in Action Program in 2013. The Association aims at identifying, debating, analyzing and solving specific problems of the local community through the development of special strategies and programs, training and consolidation associative and professional skills of citizens who want to interact with society civil society in Romania, as well as improving cooperation between NGOs / central and local public authorities local / business, and other organizations that offer activities that could contribute to the development of Constanta County in terms of economic, social, educational progress environment and culture, both at national and international level. The founding members of the Youth Vision Association are volunteers of the World Vision Foundation, who have participated in various awareness and fundraising campaigns for marginalized young people over the years in Constanta County. Members attended various courses in: entrepreneurial skills, European fund experts, project evaluation, training courses and others related to non-formal education. The team of experts and professionals behind the organization work actively together in the field of Youth work at national and international level for years. One of the objectives of the association is to carry out community awareness activities on people at social risk. The methods used in these activities are methods non-formal, such as: forum theatre, public cafe, Living Library, workshops, sporting activities, public debates, awareness campaigns.

Youth Vision provides assistance and services in the fields of education, economic and social development promotes human rights and democracy and provides consulting and training services to organisations and individuals in the field of entrepreneurship, social economy, informal qualifications, education and training through forums, conferences / seminars, collaborations with other institutions and other such activities. Youth Vision has implemented a number of local activities, focusing on the inclusion of vulnerable young people.

B. Biderbost, Boscan & Rochin, SL (BB&R)

Biderbost, Boscan & Rochin, SL (BB&R) is an international consulting company with an outstanding track record in corporate social responsibility in the field of youth. BB&R headquarters are in Salamanca (Spain), university center of excellence in southern Europe. Their staff consists of ten young professionals from various cultures and disciplines. BB&R have carried out projects for different international organizations (European Union, EU-LAC Foundation, InterAmerican Development Bank, United Nation Development Program, World Bank, International Organization for Migration), NGOs (Social Ecumenical Forum) and government agencies (Spain, Brazil, Norway, Canada). BB&R seeks to add value by incorporating tools and strategies that equip young people with skills for successful integration into the

labor market and active civic life. In recent years, BB&R has developed a battery of projects focusing on youth unemployment, labor market, entrepreneurship, social inclusion and political participation for disadvantaged youth. BB&R is especially focused on providing a non-formal learning environment for youth education.

BB&R have successfully developed youth exchanges, training courses, strategic partnerships and capacity building projects in the framework of the Erasmus+ Program.

BB&R was chosen by EU-LAC Foundation, an organization that organically depends on the European Union to support civil society in Europe and Latin America, in the process of creating public policy proposals on youth employment among the new generations of both continents (https://bit.ly/35BQ1Xv). For lifetime achievement, BB&R has been awarded by the Chamber of Commerce of Peru in Spain with the "Award for Best Business Initiative in Spain" (2015). Among the arguments used to reward the institution, one was the different contributions that BB&R has made in the field of youth policies in Europe and in Latin America. In addition, BB&R was admitted as a member of the United Nations Global Compact. Thanks to this, it carries out internal policies for compliance, on the one hand, with the ten principles of this initiative and, on the other, with the Sustainable Development Goals. The projects developed by BB&R are always designed and implemented based on social innovation criteria (participatory design, evidence-based policy, bench-marking, and accountability). At the same time, BB&R has a recognized experience in systematizing learning experiences in intellectual outputs as electronic platforms, handbooks, toolkits, research studies and gamification methodologies.

BB&R has a long and successful history of transferring know-how on employment, labor market, entrepreneurship, social inclusion and political participation for disadvantaged youth.

C. Hanta Associates LTD Ireland

Hanta Associates LTD Ireland is a sub-unit of the main provider in UK and provides work placements, bespoke training and organize Erasmus+ funded projects. The objectives of Hanta are: Improve quality of life due to the implementation of community projects for the local community; Support increased operational and financial performance of the autonomous bodies and companies providing local public services; Develop initiatives and public-private partnerships; Growth of education in the local community by implementing educational projects and offering job / training placements to youngsters; Organizing seminars, workshops, consulting and market research training's, workshops and exhibitions. Hanta has already implemented international youth exchanges / KA2 and other types of projects supported by ERASMUS+, or other Programs like Europe for Citizens, so the partner has experience and knowledge for the development of the applications for youth projects on the international level as well as implementation of the same; Project development and management, implementation of international youth projects, expertise in the field of capacity building of young people, human rights, social inclusion of youngsters from excluded groups. Hanta Associates pride themselves on their quality of service and have successfully sourced both short and long-term work placements for hundreds of young people throughout Ireland. In 2017, after being awarded two contracts by the Department of Work and Pensions (DWP), Hanta Associates went on to successfully coordinate the former government's 'Future Jobs Fund Scheme', a programme designed to reduce the level of unemployment in Ireland, specifically targeting NEETS in around Dublin and the rural areas connected. Hanta Associates successfully place hundreds of Job Centre referrals aged 18-24 into six-month work placements in a wide variety of sectors. Due to the success of the scheme and the ability to build strong relationships with the businesses, many of the placements that were initially temporary resulted in a high number of referrals securing long-term employment. This strong relationship with businesses continued and in 2016 Hanta Associates LTD coordinated 150 work placements for Year 12 A-Level/BTEC students attending a leading Academy. Hanta Associates continued to grow from strength to strength moving into the Apprenticeship and Traineeship sector here in Ireland as well as establishing links with educational establishments in mainland Europe & Dubai. Hanta has a long history of engaging and working with employers and employees from a wide range of sectors and also, through a range of employ-ability initiatives, with job seekers. In the past we have been active in both the supply and support

of interns, supply and support of interns, we have developed learning support materials and resources for employees as well as those seeking work. Additionally we have worked with many of EU over a number of years leading and participating in the development of innovative solutions to social inclusion along with the exchange and dissemination of best practice in VET, C-VET and NVAE. Hanta Associates have placed hundreds of young people into quality work placements, training and long-term employment sourcing suitable work placements tailored to the young person's needs. We have a very successful record in matching young people from all over Europe to work placements, some of which resulted in the young person being offered a fulltime contract with the end-employer.

D. EAYE – European Association of Young Educators

EAYE – European Association of Young Educators – it's a non-governmental and non-profit European Organization, based in Lisbon, Portugal. The main goal is to promote youngsters participation in subjects such as political and civic input in local communities, national policy, European political subjects and International Affairs, in order to build active citizens in the political and social arena. Young Educators aims to encourage civic participation in youngster generations by developing good practices in dialogue between young people, creating active and dedicate citizenship, motivating the sense of initiative and participation in civil society in general. EAYE was founded having as objectives: • promotion and development of educational activities targeted to children, youngsters or adults from different social backgrounds • development and implementation of national and international projects focused on the promotion of human development, active participation and non-formal education • promotion of cooperation activities between public and private sector in order to facilitate the exchange of best practices, development of instruments for sustainable cooperation, increasing and consolidating the European dimension in education. • sustaining the dialogue between persons and institutions with different cultural background while promoting European identity and diversity. In all the projects, activities or services we offer, we approach European interest themes and we follow to offer educational support for personal and professional development of the individual.

Young Educators aims to create a better and inclusive environment to youngsters, promoting civic participation, intercultural learning and young migrants' integration. Likewise, aims to promote the inclusion of people from disadvantaged backgrounds, including refugees, endorsing a civic and political activity in younger generations. The target audience of Young Educators' projects is youngsters from 10 years old to 30 years old mainly youngsters from marginalized groups or with fewer opportunities, including low social-economic status or migrant background. The Association develops programs and regular activities with youngsters, like sport activities, debates, Youth Assemblies, training sessions, workshops, mechanisms of personal and professional support, using non-formal education. Working side by side with Local Schools and Local Councils, Young Educators creates mechanisms of support to young people, in order to increase political and civic participation in local and European field. All structure of the organization is based on values which are intrinsic in European Society such as Human Rights, tolerance, freedom, mutual respect and comprehension, diversity, critical thinking within the democratic system.
The mission of Young Educators is to endorse the contribution of young people in civil society, promoting the exchange of dialogue, experiences and delivering, to youngsters, the opportunity to express themselves in National, European and International arena.

EAYE has participated in several European activities, such as youth debates, workshops, exchanges, training's and seminars within the Youth in Action and ERASMUS + Program. We have several strong partnerships with European institutions on local level. To create a better participation as
citizens in local community, European and International community, Young Educators develops debate programs and Debate Clubs alongside with local schools and local councils, increasing youngsters' ability of critical thinking, sense of initiative and improving their personal skills and knowledge.

E. Zespol Szkol Zawodowych Nr. 1

Zespol Szkol Zawodowych Nr. 1 is a Technical Vocational School (about 1000 students) located in Biała Podlaska (a town in eastern Poland with 58,000 inhabitants, situated in the Lublin Voivodeship). The School is considered one of the most important educational institutions in the town and accredited to meet the expectations of the students and the territory. The school offers a wide range of technical and commercial vocational courses, so that they can reach a lot of different certificates. They teach in specializations: Nutrition and Catering/Restaurant Services (including waitress), Hotel services, Logistics and Forwarding, IT, Landscape Design, Commerce/Trade, Economics. They also have catering workshop and boarding house for girls. Their students are 16-19 years old, boys and girls. The target groups of their activities is also disadvantaged youth (students) in difficult situations – with economic problems, socially excluded, unemployed or refugees. The school aims to develop dialogue and interpersonal tolerance in a multi ethnic environment through educational and creative activities and provide formal, non-formal, informal education of the local population - in these matter youngsters.

The school is involved in a wide international as well as local network of cooperation. By involving the representatives of various cultures and age-groups in our projects we support intercultural and inter-generational dialogue as well as active involvement of citizens in the public life of their local communities. They were partner in projects related youth empowerment and their intention is to provide their students and youngsters with proper opportunities to enter the labor market or develop own business. They consider the projects a good opportunity to form the staff involved - train them to work with youth and increase their expertise in non-formal education, a good opportunity to exchange good practice among experts and even develop new project based on the specific needs of their target groups. They send as many participants to training and youth exchanges - in order to fulfill the experience of some of them and help them become entrepreneurs in the local community. Their target group is very interested to participate in Job Shadowing experiences and trainings. They also had experience in running integration and educational workshops in the fields of intercultural communication, peaceful conflict resolution, human rights, sustainable development and global education. Members of the school have participated in a number of international projects and programs on the subject of human rights, intercultural and interfaith dialogue.

F. W3 Marketing Technology SRL

W3 Marketing Technology SRL is a marketing and technology company specialized in strategy, interaction design, engineering and digital commerce.

OUR MISSION

To contribute to positive, effective change by taking advantage of opportunities created by social networks, mobile and cloud. We work with market leaders and challengers pursuing growth by applying novel and adaptive thinking to the most ambitious business scenarios. Innovation stays at the core of our processes as we combine cutting edge technologies with a trans-disciplinary know-how to discover the best solutions for our customers. Every single day we build e-Commerce solutions, integrate corporate infrastructures, design user interfaces, shoot beautiful pictures, dominate the search engines and social networks, create and manage relationships with top influencers, write compelling and persuasive content, innovate digital and physical products that improve people's everyday lives.

OUR VISION

• Innovate and create value but have fun in the process
• We seek to solve critical problems in core industries by infusing innovation and spinning-off start-ups, with in-house resources, in a sustainable way.
• Our solid foundation provides a cost-effective and low-risk platform for building innovative solutions to problems that our customers didn't even found yet.
• All of this, while learning and having fun all the way. This is who we are and what we do, in an always-on world that rushes faster and faster every day.

OUR VALUES

Our values are both our identity and our promise

- Growth & Learning Our employees face and embrace challenges and they are always set to grow themselves, the team and the company. We learn every day and we pursue the top growth opportunities in the field, both professionally and personally.

- Trans Disciplinarily Literacy in and ability to understand concepts across multiple disciplines. We deeply understand our customers' industry, their reality and we act as professionals in that field.

- Novel & Adaptive Thinking We can adapt our approach based on the context because we are proficient at thinking and coming up with solutions and responses beyond that which is rote or rule-based.

- Integrity Our people are the best. They are honest and they have strong moral principles. We are driven by our customers' success.

- Innovate Fast We focus on fast solution discovery. Figuring out what works means we have to go through a lot of ideas and projects. We optimize time and resources, focusing on the right innovative solution on the given context for our client.

- Drive evolution through change The only thing that happens for sure on our customers' businesses is Change. We embrace and manage change to drive evolution.

Evonomix offers students, masters and fresh graduates the opportunity to be selected in a paid internship program. The areas in which young people can occupy positions are: programming, design, copywriting, digital marketing, project management, innovation and sales. In addition to personal and professional development, Evonomix offers young people the opportunity to work with professionals in your field of interest. Thus, young people can learn best practices directly from specialists.

With the European Recommendation on Key Competences, Digital Competence has been acknowledged as one of the 8 key competences for Lifelong Learning by the European Union. Digital Competence can be broadly defined as the confident, critical and creative use of ICT to achieve goals related to work, employability, learning, leisure, inclusion and/or participation in society. Digital Competence is a transversal key competence which enables acquiring other key competences (e.g. language, mathematics, learning to learn, cultural awareness). It is related to many of the so-called 21st Century skills which should be acquired by all citizens, to ensure their active participation in society and the economy.

Digital Competence as a human right

Digital Competence is both a requirement and a right of citizens, if they are to be functional in today's society.

The concept of Digital Competence is a multi-faceted moving target, covering many areas and literacies and rapidly evolving as new technologies appear. Digital Competence is at the convergence of multiple fields. Being digitally competent today implies the ability to understand media (as most media have been/are being digitalized), to search for information and be critical about what is retrieved (given the wide uptake of the Internet) and to be able to communicate with others using a variety of digital tools and applications (mobile, internet). All these abilities belong to different disciplines: media studies, information sciences, and communication theories. Analysing the repertoire of competences related to digital literacy requires an understanding of all these underlying conceptualizations. Moreover, other additional aspects have emerged as new requisites for being functional in a digital environment, such as for example the ability to peruse hyperlinked texts.

From concept development to learning outcomes

Digital Competence is considered the set of knowledge, skills, attitudes (thus including abilities, strategies, values and awareness) that are required when using ICT and digital media to perform tasks; solve problems; communicate; manage information; collaborate; create and share content; and build knowledge effectively, efficiently, appropriately, critically, creatively, autonomously, flexibly, ethically, reflectively for work, leisure, participation, learning, socializing, consuming, and empowerment.

The majority of frameworks are based on skills development and on the ability to use a specific set of tools and/or applications. As the above definition highlights, skills are only part of the learning domains that are included in Digital Competence; and the ability to use specific tools or applications is just one of the several competence areas that need to be developed by users in order to function in a digital environment.

Digital Competence as a key competence

As early as 2006 the European Parliament and the Council (2006) published a recommendation identifying eight Key Competences for Lifelong Learning:
- Communication in the Mother Tongue;
- Communication in Foreign Languages;
- Mathematical Competence and Basic Competences in Science and Technology;
- **Digital Competence**;
- Learning to Learn;
- Social and Civic Competences;
- Entrepreneurship;
- Cultural Awareness and Expression.

The value of this recommendation is recognized in the Europe 2020 Strategy (European Commission, 2010b). The 2006 recommendation already points to Digital Competence as a fundamental basic skill. Digital Competence is there defined as follows:

"Digital Competence involves the confident and critical use of Information Society Technology (IST) for work, leisure and communication. It is underpinned by basic skills in ICT: the use of computers to retrieve, assess, store, produce, present and exchange information, and to communicate and participate in collaborative networks via the Internet." (European Parliament and the Council, 2006).

The recommendation provides explanation on the essential knowledge, skills and attitudes needed to be digitally competent. The foreseen knowledge includes the understanding of the functioning of main computer applications; of the risks of the internet and online communication; of the role of technologies in supporting creativity and innovation; of the validity and reliability of online information; of the legal and ethical principles behind the use of collaborative tools. The needed skills are seen as the ability to manage information; the capacity to distinguish the virtual from the real world and to see the connections between these two domains; the ability to use Internet-based services and to use technologies to support critical thinking, creativity and innovation. In terms of attitudes, the recommendation highlights as essential that citizens are critical and reflective towards information, that they are responsible users and interested in engaging in online communities and networks.

The definition and the explanation of competences components provided in the recommendation provides an exhaustive vision of Digital Competence, where it is evident that operational skills are a small fraction of the knowledge needed today when using digital tools. From the recommendation, management of information and ability to use the internet are seen as very relevant fields. Moreover, critical thinking, creativity and innovation are repeatedly mentioned as essential aspects of Digital Competence.

Understanding Digital Competence

According to studies, there are three main frequently cited arguments for promoting the inclusion of ICT in education and life. The first relates to the unproven potential benefits of ICT for teaching and learning, including gains in students' achievement and motivation. The second argument acknowledges the pervasiveness of technologies, which leads to the subsequent need to acquire Digital Competence to be functional in our knowledge society. As a consequence, the third argument warns against the dangers of the current digital divide that needs to be tackled to allow all citizens to benefit from being active in the digital domain. After a focus on first access, and then use, a third subsequent perspective of the digital divide moved towards competence. It is argued that digital inclusion depends more on knowledge and skills than on access and use (Erstad, 2010b). In a similar vein, it is claimed the necessity to develop digital literacy for full participation in life, while policy documents often emphasize the need to invest in digital skills enhancement for economic growth and competitiveness (European Commission, 2010b).

Computer-related proficiency, according to other studies, is the key to employability and improved life chances. It is considered that Digital literacy should be acknowledged and guaranteed as a Human Right. In the last decade competences related to the use of ICTs and technologies have started to be understood as "life skills", comparable to literacy and numeracy, therefore becoming "both a requirement and a right" (OECD).

Perspectives of Digital Competence
- More than instrumental skills

European measurements are currently concentrating more on measuring access and consumption than real digital competence (i.e. measuring quality, attitudes and strategies for the use of technology). But managing basic digital tools and online platforms is just the first step towards advanced digital skills. Development of digital competences should be regarded as a continuation from instrumental skills towards more productive, communicative, critical and strategic competences.

- More than High Consumption

Although the use of computers, mobiles and the internet are increasing among almost all groups of people, it does not necessarily mean that they develop skills and can benefit from it in the many different aspects of life. Research has shown that large amounts of computer, mobile and internet use only contribute to digital skills at the operational level. The higher cognitive ability for critical search and selection of information is not a consequence of greater consumption. Users can simply stay on the same level and only use some specific applications. Therefore, high consumption of technology as such should not be regarded as proof of digital competence (Van Deursen, 2010).

● Lifelong Learning

Digital competence was recognized by the European Commission as one of eight key core competences for lifelong learning.

Mapping Digital Competence - methodological and theoretical considerations

The understanding of the concept of digital competence is so varied that there is no common or globally accepted definition. The same has happened and happens to virtually all concepts in relation to digital tools and processes. This is caused, among other things, by the constant and rapid development of technologies that enable and create new activities and goals. Examples include IT literacy, digital literacy, media literacy, information literacy, internet literacy, etc. They have emerged concurrently with technological development and as society recognized the need for new competences.

The fact that there are so many and varied definitions of the term reflects its importance. Common to all of them is that it is no longer about access to and use of technology, but the ability to take advantage of it in meaningful ways - for life, work and learning.

There are two main approaches in this vast number of terms and definitions:

A) Through a high conceptual level, describing topics on an abstract level which is therefore more immune to technological change.

B) To recognize the specific knowledge, skills and competences that are important for the overall purpose: to identify the specific essential knowledge, skills and attitudes that can serve to assess people's capacity at the designated area and initiate targeted learning.

In order to map digital competence, it is necessary to go deeper into what building blocks the concept consists of. It is argued that digital competence is more than the ability to use a digital platform in practice.

Instead, digital competence should be understood as the ability to combine the knowledge, skills and attitudes appropriate to the context. Digital competence is therefore divided into the following domains:

1) Instrumental skills for using digital tools and media.

2) Knowledge, theories and principles related to technology.

3) Attitudes towards strategic use, openness, critical understanding, creativity, accountability and independence. These three dimensions are called the learning domains.

1 - **Skill**. A skill is the ability to solve a task or problem in practice, while an instrumental skill is the ability to apply a method, a material or a tool.

● *Productive skills* are, for example, be the ability to use a variety of applications to create or edit multimedia of various kinds.

● *Communicative skills* are, for example, the use of methodologies, strategies and applications to solve communicative tasks.

● *Informative skills* are, for example, the use of logins, finding sources for an assignment, or converting a file to another format.

2 - **Knowledge**. Knowledge is the result of assimilated information obtained through learning. Knowledge is a collection of facts, theories, principles and traditions related to a job or study. Knowledge can best be described as either theoretical or factual.

● *Productive knowledge* includes, for example, the awareness of new technologies and how they can usefully support an existing workflow process.

● *Communicative knowledge* includes, for example, theories on media effects or the knowledge of a range of digital collaboration tools.

● *Informative knowledge* includes, for example, the knowledge of relevant search engines, self-service solutions, storage possibilities and strategies for assessing the validity of the information.

3 - **Attitude**. Attitudes represent ways of thinking and motivations behind actions. Therefore, they have a great influence on people's digital activities. This includes, for example, ethics, values, priorities, accountability, cooperation and autonomy.

- *Attitudes towards digital production* can, for example, include ethical considerations in relation to what should be produced and shared.
- *Attitudes toward communication* can, for example, be whether you find value and meaning by talking to others via media. Or, if you are very careful with formulations so that they are not misunderstood by the recipient.
- *Attitudes towards information* can, for example, be a proactive, analytical or critical position on finding and storing digital information.

Digital Competences - Main areas

As is argued, digital competence or lack thereof influence a wide range of areas. Digital competence is divided into four main areas.

- **Information** - Ability to identify, locate, retrieve, store, organize and analyze digital information and evaluate relevance and purpose. Strong professions at Information are librarians, school teachers and researchers.

Its components (Storage, Search, Critical Evaluation, Self-service):

Storage - The ability to format, organize and store digital material while keeping both safety and accessibility in mind.

Search - Ability to search and find digital information, navigate between many online resources and sort through irrelevant information.

Critical Evaluation - Ability to process, understand and critically evaluate digital information when sent and received.

Self-service - Ability and desire to seek out and benefit from self- service solutions online.

- **Communication** - Ability to communicate, collaborate, interact with and participate in virtual teams and networks as well as make use of appropriate media, tone and behavior. Strong professions within Communication are journalists, HR, marketing.

Its components (Active Participation, Collaboration, Social Awareness, Media Choice):

✓ Active Participation - Ability and interest in making use of, expressing opinions or otherwise contributing actively and making yourself visible in digital environments.

✓ Collaboration - Ability to use technologies and media for teamwork, coordination and collaboration processes.

✓ Social Awareness - Ability to reconcile behavior, tone, language and technology with regard to context and social relations.

✓ Media Choice - Ability to interact through a wide range of digital platforms and to be able to choose the best media for communicating with a specific recipient or group.

- **Production** - Ability to create, configure, and edit digital content, solve digital problems and explore new ways to take advantage of technology. Professions within the area of competence Production are designers, programmers, IT professionals.

Its components (Production and Sharing, Digital Exploration, Automation, Configuration).

Production and Sharing - Ability to create, assemble parts and modify content in many different formats.

✓ Digital Exploration - Ability and willingness to stay updated on the technological developments and explore new digital opportunities.

✓ Automation - Ability to modify or create digital solutions that can fully or partially automate and perform a task.

✓ Configuration - Ability to adjust applications and devices to their own personal preferences, as well as to solve technical problems or tasks

- **Safety** - Ability to use digital technology safely and sustainably in relation to data, identity and work injuries and to pay attention to legal consequences, rights and duties. Professions within Safety are police, lawyers, ergonomics.

Its components (Law, Identify Management, Data Protection, Health).

✓ Law - Knowledge about current laws and licenses for digital behavior, information and content.

✓ Identify Management - Ability to monitor and protect your personal information online and understand the consequences of personal digital footprints.

✓ Data Protection - Ability to identify and protect sensitive data and understand related risks.

✓ Health - Ability to care for both physical and mental health in an everyday life surrounded by technology and media.

CURRENT TRENDS

The COVID-19 pandemic initiated an extensive, sudden and dramatic digital transformation in the society. The pandemic forced us to take an extraordinary digital leap in the basic education of children as well. This required significant adjustments not only from children, teachers, but also from their families, adults and the entire society. There are issues with technology access and use – both among adults and children involved – as well as with skills and competences needed to integrate the digital tools into learning and teaching practices in meaningful ways to gain benefits from them. For information management research, examination on the young generations' digitalized lives is warranted in order to prepare for their education as well as for their recruitment. The world has dramatically changed during the pandemic and better understand the life worlds and worldviews of the new kinds of digitalized people is required. It is asked for more activeness in preparing the society for digital transformation, approach digital transformation of education as one of our core concerns and consider empowering children to manage and master in their digital futures during their basic education.

Trends at EU level

Digital transformation has transformed society and the economy with an ever-deepening impact on everyday life. However, until the COVID-19 pandemic, its impact on education and training was much more limited.

The pandemic has demonstrated that having an education and training system which is fit for the digital age is essential.

While COVID-19 demonstrated the need for higher levels of digital capacity in education and training, it also led to the amplification of a number of existing challenges and inequalities between those who have access to digital technologies and those who do not, including individuals from disadvantaged backgrounds.

The pandemic has also revealed a number of challenges for education and training systems related to the digital capacities of education and training institutions, teacher training and overall levels of digital skills and competences.

The figures speak for themselves:

● a 2018 Organisation for Economic Co-operation and Development (OECD) study found that on average less than 40% of educators across the EU felt ready to use digital technologies in teaching, with divergences between EU Member States;

● more than one third of 13-14 year olds who participated in the International Computer and Information Literacy Study (ICILS) in 2018 did not possess the most basic proficiency level in digital skills;

● a quarter of low-income households have no access to computers and broadband, with divergences across the EU affected by household income (Eurostat, 2019);

The pandemic has accelerated an existing trend towards online and hybrid learning.

This shift has uncovered new and innovative ways for students and educators to organize their teaching and learning activities and to interact in a more personal and flexible manner online.

These changes call for a strong and coordinated effort at the EU level to support education and training systems to address the challenges identified and exasperated by the COVID-19 pandemic, while putting forward a long-term vision for the way ahead for European digital education.

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The Digital Education Action Plan (2021-2027) is a renewed European Union (EU) policy initiative to support the sustainable and effective adaptation of the education and training systems of EU Member States to the digital age.

To achieve these objectives, it is targeting two priority areas:

- **Fostering the development of a high-performing digital education ecosystem**

This includes:

- infrastructure, connectivity and digital equipment;
- effective digital capacity planning and development, including up-to-date organizational capabilities
- digitally competent and confident trainers and education and training staff;
- high-quality learning content, user-friendly tools and secure platforms which respect e-privacy rules and ethical standards.

- **Enhancing digital skills and competences for the digital transformation**

This requires:

- basic digital skills and competences from an early age;
- digital literacy, including tackling disinformation;
- computing education;
- good knowledge and understanding of data-intensive technologies, such as artificial intelligence (AI);
- advanced digital skills, which produce more digital specialists;
- ensuring that girls and young women are equally represented in digital studies and careers.

- **Online learning**

The outbreak of the coronavirus in Europe has caused significant disruption to the provision of education. New ways of teaching and learning require solutions that are innovative, creative and inclusive.

Erasmus+ Programme mobilized for a strong response to the pandemic

The European Commission has adopted a revision of the Erasmus+ 2020 Annual Work Programme. The focus will be on projects supporting:

- digital education and training;
- digital youth work;
- creative skills and social inclusion.

The funding will also provide new opportunities for schools, youth organizations and adult learning institutions to:

- support skills development;
- boost creativity;
- enhance social inclusion through the arts.

Upskilling for life after the pandemic

Social distancing has transformed the way we connect, research and innovate at work. To help employers, recruiters and educators ensure that Europeans are equipped with digital skills in the post-coronavirus context, European Commission launched new digital competence guidelines that include practical steps, key actions, tips and online resources for digital users. These will help citizens make best use of their digital competences from the perspective of the 'employability path'- from education to sustainable employment and entrepreneurship.

The European Commission is working on a digital transformation that will benefit everyone. Digital solutions that put people first will:

- open up new opportunities for businesses;
- encourage the development of trustworthy technology;
- foster an open and democratic society;
- enable a vibrant and sustainable economy;
- help fight climate change and achieve the green transition.

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- help fight climate change and achieve the green transition.

The European approach will be based on three main pillars to ensure that Europe seizes the opportunity and gives its citizens, businesses and governments control over the digital transformation.

Technology that works for the people

The EU's digital strategy will:

- invest in digital skills for all Europeans;
- protect people from cyber threats (hacking, ransomware, identity theft);
- ensure Artificial Intelligence is developed in ways that respect people's rights and earn their trust;
- accelerate the roll-out of ultra-fast broadband for homes, schools and hospitals throughout the EU;
- expand Europe's super-computing capacity to develop innovative solutions for medicine, transport and the environment.

A fair and competitive digital economy

The EU's digital strategy will:

- enable a vibrant community of innovative and fast-growing start-ups and small businesses to access finance and to expand;
- strengthen the responsibility of online platforms by proposing a Digital Services Act and clarifying rules for online services;
- make sure that EU rules are fit for the digital economy;
- ensure fair competition of all companies in Europe;
- increase access to high-quality data while ensuring that personal and sensitive data is safeguarded.

An open, democratic and sustainable society

The EU's digital strategy will:

- use technology to help Europe become climate-neutral by 2050;
- reduce the digital sector's carbon emissions;
- give citizens more control and protection of their data;
- create a "European health data space" to foster targeted research, diagnosis and treatment.

Trends shaping digital transformation (private sector)

IT's role is more critical than ever in a world that's increasingly dependent on digital. Organizations are under increasing pressure to stay competitive and create connected experiences. According to studies, IT projects are projected to grow by 40%; and 82% of businesses are now holding their IT teams accountable for delivering connected customer experiences. Research from MuleSoft proprietary research and third-party findings highlight some of the top trends facing CIOs, IT leaders, and organizations in their digital transformation journey.

The pandemic accelerated digital transformation and most everything else about how technology drives business forward. We look at the top trends for the coming year.

Top trends shaping digital transformation in 2021

1.**The digital-ready culture.** Organizations are under greater pressure to digitize services quickly at scale to meet rising customer demands and create new revenue channels.

2. **Democratization of innovation.** Line of business users is trying to develop digital customer experiences faster. IT needs to drive cultural change by empowering the business to self-serve and deliver solutions quicker.

3. **Composable enterprise.** Hyper-specialization has created a groundswell of applications, leading organizations to shift to a composable enterprise to become more agile -- where digital capabilities can be composed of existing applications using APIs, rather than being built from scratch every time.

4. **Automation.** Organizations are using automation to drive operational efficiency and improve business processes. APIs are key to driving automation and scaling productivity.

5. **API security.** The average enterprise has 900 applications. The proliferation of new endpoints creates new avenues for intrusion, requiring robust API security.

6. **Microservices.** Organizations are turning to microservices to rapidly build new customer experiences. Companies deploying microservices to production will require some form of service mesh capabilities to scale.

7. **The data divide.** To keep pace with evolving customer expectations, organizations are looking for faster ways to unlock data and gain insights. 2021 will be the year that data separates organizations from their competitors and customers -- the ability to unlock, analyze, and act on data will become foundational to growth.

8. **Data analytics.** Organizations are investing in data analytics to transform customer experiences. The value of data analytics will be dependent on the data they are fed.

Trends in strategic approach to the digital transformation (public policy agendas)

Governments are also devoting more attention to emerging digital technologies such as AI, blockchain and 5G infrastructure, the latter of which is critical to support enhanced mobile broadband, Internet of Things (IoT) devices and AI applications.

The OECD (The Organisation for Economic Co-operation and Development) Digital Economy Outlook 2020 (OECD, 2020b) highlights the growing importance of digital technologies and communications infrastructures in our daily lives, and reveals that governments are increasingly putting digital strategies at the center of their policy agendas. As countries work to respond to and recover from the COVID-19 crisis, this is considered to be the moment to ensure an inclusive digital transformation, with coordinated and comprehensive strategies that build resilience and bridge digital divides for a post-COVID era.

The OECD Going Digital Integrated Policy Framework provides a way forward.

Oriented around seven building blocks – access, use, innovation, trust, jobs, society and market openness – the framework brings together the policies that governments must consider in order to shape a common digital future that improves lives and boosts economic growth and well-being. These pillars, and the indicators and policy guidance, have become even more critical to policy decisions in light of the COVID-19 crisis.

- *Access*: With lockdowns and social distancing measures forcing many businesses and schools online, the COVID-19 crisis has reinforced the importance of communications infrastructures and services, as well as access to and robust governance of data. Addressing rural/urban divides in access to broadband and underserved socio-economic groups, upgrading networks to the next evolution of fixed and wireless broadband, and enhancing access to and the sharing of data can help spur economic and social benefits.

- *Use*: As more people and firms "go digital" following the COVID-19 crisis, governments must work to ensure that all workers are equipped with the skills necessary to succeed in the digital economy and must do more to enhance use across small- and medium-sized enterprises (SMEs). Individuals with a well-rounded skill set in terms of literacy, numeracy and problem solving in technology-rich environment can be expected to use digital tools more efficiently, carry out more sophisticated activities online and better adapt to digital transformations.

- *Innovation*: As a fundamental driver of digital transformation, digital innovation gives rise to new goods and services, creates opportunities for new business models and markets, and can drive efficiencies in the public sector and beyond. Boosting entrepreneurship, enabling further digital transformation of scientific research and incentivizing investment in research and development can support a robust response to and recovery from the crisis.

- *Trust*: Given the greater reliance on digital tools following COVID-19, further attention is needed for ensuring trust in the digital environment, notably with respect to digital security, but also for privacy, data and consumer protection.

- *Jobs*: The digital transformation has already begun to change organizations and markets, raising profound questions around what the future of work will look like. As policy makers grapple with the economic fallout of the crisis, and as automation continues to spread across economies, they will need to take a fresh look at labor market structures and regulations, while working to ensure that displaced workers are not left behind.

- *Society*: As people spend more time online during the pandemic – whether for work, school, or social interaction – extra attention is needed to support their well-being. Governments should seize this opportunity to address the diverse range of social issues that the digital transformation raises, including questions around data-driven healthcare, disinformation and screen addiction, among many others.

- *Market openness*: The COVID-19 crisis has raised concerns around market consolidation, as start-ups and SMEs struggle to stay afloat, and as large technology companies exert growing influence over our digital lives. Policy makers need to consider the implications for business dynamics and inclusion as increasingly fewer companies mediate access to the online world.

General Context

When the COVID-19 pandemic broke out earlier this year, much of the world moved online, accelerating a digital transformation that has been underway for decades. Children with at-home Internet access began attending class remotely; many employees started working from home; and numerous firms adopted digital business models to maintain operations and preserve some revenue flows. Meanwhile, mobile applications were developed to help "track and trace" the development of the pandemic; and researchers employed artificial intelligence (AI) to learn more about the virus and accelerate the search for a vaccine. Internet traffic in some countries increased by up to 60% shortly after the outbreak (OECD, 2020a), underscoring the digital acceleration that the pandemic sparked.

The society, in general, could face a future where jobs, education, health, government services and even social interactions may be more dependent on digital technologies than ever before.

With the swell of digitally enabled economic and social activity, COVID-19 has raised the stakes around digital access and engagement, reinforcing the fact that connectivity and use of digital technologies are dynamic goals. Although some online activity may decline as COVID-19 treatments begin to emerge and enable greater in-person interactions, it is likely to remain high in areas for which the pandemic has acted as a catalyst, including telework, e-commerce, e-health and e-payments. This maintains pressure on establishing high-quality connectivity as well as boosting the ability of people and firms to use increasingly sophisticated digital solutions.

Specific Context

Over 70% of businesses (EU) have said that the lack of staff with adequate digital skills is an obstacle to investment. Europe in particular, also faces a shortage of digital experts who can develop cutting-edge technologies for the benefits of all citizens.

A strong digital economy powered by people with digital skills is vital for innovation, growth, jobs, and competitiveness. The spread of digital technologies is having a massive impact on the labor market and the type of skills needed in the economy and in society.

Digital skills in the labor market

In today's age of the internet and social media, it's become more important than ever for employees to have a sound working knowledge of digital in an ever-growing digitized economy.

Digital skills are becoming near-universal requirements for employment. As people move up the career ladder from low to high-skilled jobs, there is an increased demand for specific digital skills, and acquiring these skills makes career progression pay more likely.

Digital skills are not only required for high-skill jobs. They are now required across the full span of the labor market, ranging from entry-level call center workers to sophisticated information technology roles. Even amongst low-skill jobs, 75% of postings are in digital occupations, increasing to 85% of middle-skill jobs and 83% of high-skill jobs.

Somewhat unsurprisingly, people with digital skills can command higher salaries. The research found that roles requiring digital skills pay 29% over those roles that do not. This difference is apparent at all skill levels with the differential growing at higher levels. The differential for digital skills ranges from 14% for low-skill roles, 19% for middle-skill roles, and 33% for high-skill roles.

Although baseline digital skills are important across all occupations, specific digital skills provide a gateway to middle and high-skills jobs. Many middle and high-skill occupations have a key digital skill area that lies at the heart of the job, e.g. designers require Adobe Photoshop, engineers must know AutoCAD, and marketers use CRM tools such as Salesforce and Microsoft Dynamics.

There were identified eight common requested specific digital skills, all of which are crucial for job-seekers looking to advance their careers and gain entry to higher-skill and higher-paying roles:

1.   *Productivity software;*
2.   *Software & programming;*
3.   *Computer & networking support;*
4.   *Digital analysis;*
5.   *Digital design;*
6.   *CRM;*
7.   *Digital marketing;*
8.   *Machining & manufacturing technology.*

One or more specific digital skills are required in 18% of low-skill jobs, 59% for middle-skill jobs and 67% for high-skill jobs.

The type of digital skills demanded in a job determines the risk of automation. As technology has advanced, digital tools, such as productivity software, has helped automate certain tasks. As a result, jobs requiring only baseline digital skills have an 80% risk of automation, whilst those at the middle and high-skill levels are 33% and 51% respectively.

This insight demonstrates yet another benefit of improving the proficiency of our digital skills. For individuals working in the digital marketing space, for example, possessing a range of high-level specific digital skills, such as search engine optimization, user experience design, and web analytics, combined with an astute judgment and understanding of how they can be applied most effectively, protects us from potential automation.

Top 10 Digital Skills (Tech) Companies are Looking for Today

Tech companies, and indeed all organizations in the digital economy, are coming to realize that digital skills are vital for employees in the digital era. It is more important than ever that new employees are cross-disciplined and have both hard and soft skills. Whatever the specific job you are interviewing for, recruiters will be looking out for a wider skill set and broader experience in their new hires.

1. Programming, Web and App Development

At the heart of any tech product or digital service is coding. The core languages that most programming and web and app development positions need include **Bootstrap, jQuery, Angular, Code Igniter, PHP/JavaScript and MySQL**. These skills are listed on a regular basis in the top 10 most in-demand by employers on LinkedIn. Having a portfolio of projects demonstrating your coding skills can also help to validate your knowledge and expertise and help you land your dream role. Examples of mobile and responsive web development experience will give you an edge over other candidates.

Coding is also vital for emerging technologies such as augmented reality (AR) and virtual reality (VR). Coding will provide AR and VR Developers with the foundation skills needed to develop the next generation of AR and VR technologies.

2. Digital Business Analysis

Digital Business Analysis helps organizations to make the right choices by providing an independent and objective mind set and applying a range of proven analysis techniques to make a convincing business case for investment in a digital solution. As digital transformation is central to all organizations in the digital economy, digital business analysis skills have become the hottest skills to have on your CV in the 21st Century. Digital Business Analysts are at the epicenter of digital transformation projects. They help organizations develop a digital ecosystem of technologies that will help drive digital transformation and business growth.

3. Digital Design and Data Visualization

Websites, Apps and Digital Services have one thing in common; a user interface. Any designer with experience creating effective, dynamic user experiences will be in high demand with most tech companies.

Designers can also visualize complex data to help management make vital business decisions. This skill is call data visualization. Data visualization is useful for senior leaders to gain valuable insights from data. **Tools** such as Tableau and Power BI are used by designers to analyze and visualize data.

4. Digital Project Management

Project management is by no means exclusively desirable to tech companies but it is a vital part of developing digital products and services in a timely and cost-effective manner. An understanding of a range of methodologies such as SCRUM and AGILE will stand out on any CV. Digital Project Managers need to have a holistic understanding of how digital projects are developed - from ideation to prototype to fully developed digital product or service.

5. Digital Product Management

Another skill that is not unique to software development but one that is particularly valuable nonetheless is Digital Product Management. Software services in particular need to have a lifecycle management plan put in place. The continued growth of Software as a Service will make Product Management ever more integral to the tech sector.

6. Digital Marketing

To promote their products and services tech companies will look to digital marketing. Understanding of how to get the most value for money out of the broadest range of networks will be key here. In-demand skills for Digital Marketers include:

- Digital marketing tools;
- Analytics tools;
- Social media marketing;
- Content marketing;
- SEO;
- UX (User Experience Design).

7. Social Media

Some of the best PR today is carried out almost exclusively through social media. Twitter, Facebook, Reddit, Instagram and countless other platforms give tech companies direct access to customers, thought leaders and evangelists. The best Tech PR managers are Social Media managers.

8. Data Science and Data Analytics

Companies gather huge amounts of data that can be immensely valuable to them if they have an Analyst who can make sense of it all. Data Scientists are in-demand by employers across the world. Glassdoor constantly feature Data Scientists in their Best Jobs Listing. Not only is Data Science an excellent career path for professionals in the digital age, but demand far outweighs supply, making Data Scientists highly employable. A recent McKinsey report showed that "The United States alone faces a shortage of 140,000 to 190,000 people with analytical expertise and 1.5 million managers with skills to make decisions based on the analysis of big data." As data science becomes a minimum requirement for more and more manager level jobs, learning data science will help you position yourself ahead of the curve.

9. Decision Making for Leaders

Decision making is a critical for leaders in the digital age. According to the World Economic Forum, for those looking to future proof their careers, building competencies in areas that machines will be unlikely to tackle effectively (i.e. complex problem solving, creativity and problem solving) is likely the best recipe for success.
Organizations need leaders who can tap into their knowledge and experience to make rapid decisions. Behavioral economics is one route for professionals to improve their decision-making abilities. Behavioral economics studies the effects of psychological, cognitive, emotional, cultural and social factors on the economic decisions of individuals and institutions. Learning this skill will improve your decision-making skills by gaining insights from the fields of cognitive and social psychology.

10. Something They Haven't Seen Before

When an employer has to decide between a dozen or so equally qualified candidates, they will want to see something to help them make a decision, something unique that a candidate can bring to the team. It might be work on an emerging technology or something completely out of left field. Experience working in international cross-functional teams is highly sought after by tech companies worldwide. Communicating clearly to team members around the world and across multiple time zones helps organizations to operate more effectively and efficiently.

Other digital skills that will Future-Proof a Workforce:

✓ **Expert Data Analysis**

In this era of big data, many companies are sitting on a mountain of untapped information about their customers, process and workforce.

As digital transformation advances, the data recorded will continue to increase. Employees who can extract, analyze and translate useful information from your company's data set will be essential, and the skill will integrate into more and more roles within teams.

Done effectively, data analysis can give you essential business and customer insights. It can also be used to inform campaigns and content.

Currently, there are four main types of data analysis used by businesses.

● **Descriptive analytics** - often combined with other analytics, this practice brings together raw data from multiple sources to give valuable insights into the past.

● **Diagnostic analytics** - requires more detailed data to identify patterns and provide insights into specific problems.

● **Predictive analytics** - uses the findings of descriptive and diagnostic analytics to detect tendencies, clusters and exceptions, and to predict future trends.

● **Prescriptive analytics** - requires historical data plus external information, and uses machine learning, business rules and algorithms to prescribe what action to take.

The current trend is recognized by executives as the growing importance of predictive analysis and data mining. As sophisticated technologies and tools are further developed, the more important the role of the advanced analytics of predictive and prescriptive will be.

✓ **Advanced Social Selling**

At the heart of value-based selling is trust. To create this, advanced social sellers need to equip themselves with content and conversation, so that they can build more meaningful relationships with their customers.

It is crucial to make a connection with your audience and then maintain it by adding value in the way of sharing content. Social media is much more an opportunity to educate and become a resource for your potential customers, rather than to sell directly - that's for further down the customer journey.

✓ **Network and information security**

Cybersecurity is one of the biggest issues of today and will continue to be as digital transformation advances. With recent controversies about cyber security in high profile cases, ensuring business data is kept secure has emerged as a top priority.

As security methods evolve and develop, so do the threats against it. Having a workforce that understands the basics of online security – and the steps they can take to defend it – will keep the company and its sensitive information protected.

✓ **Creative thinking**

The most important skill for any employee in the face of automation is creative thinking. To ensure the longevity of a workforce, they must be able to do what machines are unable to.

It is important to invest in creative, versatile workers that are keen to learn and will be flexible through each technological advance.

As machines become more involved with daily tasks, the more it will be needed to have creative, versatile workers whose skills transcend what the machines can offer.

Top digital tools in work filed

✓ **File sharing and storage**

Google Drive

This is Google's cloud storage platform featuring Google Docs and Sheets. It's a great office tool that makes file creation, sharing, and collaboration in real-time possible from across the world. Google Drive helps you reduce the number of emails and back and forth while having your shared document in 1 place only. And the best thing is, that it is incredibly simple to use and extremely convenient.

✓ **Team and project management**

Asana

If you're looking for a tool that will keep the team informed and updated about your projects, then Asana is among the best. Asana, in general, helps you create a project, organize it and assign tasks with timelines, streamline a schedule and share status updates. You can even take your learnings from a project and create an improved template for the next.

✓ **Communication**

Slack

Slack is one of the best tools for business communication. This is because it is integrated with all major project management tools, as well as office management, sales, productivity, developer and design tools. It enables to be constantly aware of all facets of your digital marketing campaign. In fact, it is perfect to use on the go.

✓ **Skype**

Skype is a great communication tool to keep in touch with team members, talk and collaborate whenever required, even on the go. Apart from the HD video calling for which it is renowned, you can also set live subtitles for your international clients, share your screen, record your calls, and even use it to call landlines and mobile phones around the globe.

✓ **Website essentials**

WordPress

WordPress is considered to be flexible and seamlessly handle all kinds of content, while also supporting content creation. Unlike other CMS options, WordPress is free and is constantly updated and improved, keeping it in tune with changing user needs and evolving internet culture.

Keyword Planner

Keyword Planner from Google can help you get your SEO in order. You can research keywords for a new campaign or for your website, as well as obtain historical statistics and traffic forecasts. This data can guide your decisions on bids and budgets as well as determining keywords that could help increase your rankings on search results.

Google Analytics

This is one of the best free digital tools for business, to help you understand your customers. Google Analytics enables you to analyze your business data and evaluate the performance of your content, marketing, products and more. Thus, you can fine-tune your future strategies. Also, the insights offered will help you reach the right customers.

Google Search Console

This is a free service from Google that helps you optimize your website for search engines. It helps you monitor your website's search traffic, measure its performance and troubleshoot your website's presence in the Google search results.

✓ **Productivity**

Momentum

This is an extension for Chrome that allows you to maintain a to-do list and displays it on every new browser window that you open. It's a great reminder for what to be focused on.

✓ **E-mail marketing**

MailChimp

MailChimp helps you engage your users with tailored emails received at the right time. The best thing is, it's easy to use, so you can create, design and send beautiful, effective, and branded emails to your audiences.

✓ **Design**

Canva

       This tool helps you sketch a well-defined wireframe for your website, laying the foundation for a beautiful design. Canva has easy-to-use interface, collection of drag-and-drop widgets and development tools.

✓ **Calendar**

Calendly

       Calendly, an automated scheduling software, helps you save precious moments. It works seamlessly with the most common business apps and securely integrates with your calendar. You can also embed your Calendly link on your website.

Doodle

       Doodle helps organize calls across time-zones and sort through individual schedules with finesse.

✓ **News**

Flipboard

       This content discovery platform curates quality articles, videos, podcasts and more every day for people world-over. Flipboard is great for the information you want to receive, the ideas you want to share, and lets you spend time on what interests you.

       To help ensure continuity in education and training activities, a wide range of online learning materials is available:

- Online platforms
- EU-funded projects
- Stay at Home Digital Toolkit
- SELFIE - a free self-reflection tool to help schools make the most of digital tech. The tool can be used to produce a snapshot of a school 's strengths and weaknesses by gathering anonymous views from students, teachers and school leaders on using digital technologies. SELFIE is available in 31 languages.
- Coding from home

MODULE 3. Self Evaluation of Digital competences (test exercises)

Introduction

We have learnt in the previous modules that digital technologies are becoming increasingly important in our society and are transforming multiple areas of our lives, such as our work, our learning, our communication, our presentation, our advertising and many more.

For this reason, the development of digital competencies is essential. To start with the individualized development of digital competences, it is of utmost importance to test your own current level of knowledge. In this module you will have the opportunity to test your own level of knowledge and to identify opportunities for optimization. The following self-assessment tools help to better understand your weaknesses and strengths in digital technologies matched to your own personal and or professional goals and to identify topics that require further learning and propose a direction for further examination. Additionally, multiple testing times enable the recognition of learning progress.

There are multiple ways to approach the assessment of digital competencies that differ in terms of the assessment goal, the resources available, the circumstances, etc.. Each assessment approach has different pros and cons that should be considered in advance in regard to the specific purpose.

The European Digital Competence Framework (DigComp) has identified five components areas that are fundamental to outline the user's digital competences, these are: Information and data literacy, Communication and collaboration, Digital content creation, Safety and Problem solving.

Furthermore, DigComp has provided the following categorization of approaches to assess digital competencies that have been widely discussed in digital competence literature.

1. Self-assessment questions
2. Knowledge-based tests
3. Performance-based evaluation
4. Mixed-methods approach

1. Self-assessment questions

Self-assessment questions are an interesting first step to raise awareness about digital competencies. This method often includes self-report questions on actual behavior in digital environments and self-awareness on one's level of digital competencies. This approach is very useful to create an overview of already existing skills. An overview can help to identify strengths and weaknesses and provide guidelines for further learning directions. However, self-report questionnaires are susceptible to bias and can result in overestimation of one's skills. Thus, they should be used as a starting point and a motivational first step into assessing digital competencies.

Tools

The following tools can be used to self-assess digital competence with the help of questionnaires. The following two tools are intended to be examples of a variety of existing assessment methods.

a. The Digital Competence Wheel (https://digital-competence.eu/dc/)

The Digital Competence Wheel is a widely used tool to self-assess the level of digital competence based on 63 questions. The wheel focuses on the main areas of digital competencies as described in Module 1 that are:
1) Information;
2) Communication;
3) Production;
4) Safety.
1) Information includes questions on storage, search, critical evaluation and self-service.
2) The area of communication questions active participation, collaboration, social awareness and social media use.
3) Production focuses on producing and sharing content, digital exploration, automation and configuration.
4) Finally, safety assesses health, data protection, identity management and law.

Questions are weighted by importance and combined so that the user can finally access his or her own targeted skills wheel, which makes it easy to determine areas that need improvement. In the end, the user can determine their strengths and weaknesses in the four main areas, as well as the specific subcategories within each area. The wheel is adaptable in terms of the user's profession and important skills needed in that profession, which enables the user to have an even more tailored overview of their digital skills set.

b. IKANOS Tests (https://test.ikanos.eus/)

IKANOS tests is another functional self-assessment questionnaire tool. The tool can be used as a citizen, student or teacher and can also be adapted for the assessment of group digital competencies. In addition to that, the questionnaire allows to diagnose digital competencies in companies within different industries such as advanced industry, economy professionals and workers in health care, focusing on E-health. The questionnaire is based on the European Framework of Digital Competences and the conduction takes 20 minutes. The tool is extremely useful as it results in a digital profile report that can be downloaded.

Questions consider the:
1) user's potential to develop digital competence;
2) past training and certification;
3) the level competence based on DigComp.

There are 32 questions differing on their type: single and multiple choice, scoring and dichotomous question. The Digital Profile report includes information on the overall score level (basic, intermediate, advanced), and visualizes the level of competence on each of the five DigComp areas as well as the three areas mentioned above.

2. Knowledge-based tests

Another possible way to assess digital competencies are knowledge-based tests. This approach focuses on the measurement of the individual's actual knowledge of facts (factual knowledge) and/or their ability to apply their knowledge when it comes to performing digital capabilities (procedural knowledge). During these tests, the individuals have to explain the actions they would execute and what would happen in real life when presented with certain problems from several realistic scenarios. In comparison to self-assessment questions, knowledge-based tests can provide a more precise picture of the individual's digital proficiency. Therefore, they are less susceptible to distortion and produce a more real image of the existing skills. This can be helpful to further identify strengths and weaknesses in real situations and also to clarify specific areas where there is room for improvement.

Tools

c. SmartiveMap (https://www.smartivemap.com/)

SmartiveMap is a free tool available online that helps companies to gradually switch to a more digitized system, assessing their employees' openness to change and digital competencies. SmartiveMap measures these two dimensions using likert-scale items and multiple choice questions, which completion requires 10 minutes. Once the respondent submits their test, they will receive a PDF file containing their scores, SmartiveMap profile, a comparison with the average scores and advice on their potential role during the digital change.

SmartiveMap describes 5 profiles based on the respondents' scores, starting from the most open and competent to the most lacking: Embracers, Confident, Ally, Sceptical and Resistant.
As a result, SmartiveMap allows the user to gain awareness about their digital competence and the company they work with to have a better understanding of its employees' competence and potential, in order to develop training plans and activities and improve the organization's management.

d. MyDigiSkills (https://mydigiskills.eu/)

MyDigiSkills was created by All Digital, representative of European digital competence centers, starting from the DigCompSAT project of the Joint Research Council of the European Commission. This tool assesses the respondent's skills and knowledge on digital competence and attitudes towards digital technology and allows them to understand their level by measuring their scores in all of the five competence areas of DigComp.

The questionnaire consists of 82 statements, to which the respondent has to reply choosing one of the following options: *I have no knowledge of this/ I never heard of this; I have only a limited understanding of this; I have a good understanding of this; I fully understand this topic/issue and I could explain it to others.*

e. Skillage: Online Self-Assessment Tool On Digital Skills For The Job Market (https://skillage.eu/)

First developed in 2012 by All Digital (under the old name Telecentre-Europe), Skillage is an online test that aims to test young people's (16-24 years-old) understanding of digital skills and readiness for their use in the labour market, and it is available in 24 languages and 22 countries. During the test, the user has to respond to 15 questions that were previously randomly selected from a cluster of 100. The test has several answers for each question and offers a formative experience giving immediate feedback after every response, including an explanation. After the completion of the test, the individual receives a general score on their digital skills level.

This tool has been revisioned with the passing of years to better align its content with the DigComp framework, but maintaining the initial five competence areas that were initially identified with the creation of the test.

3. Other assessment approaches

DigComp also indicates two other assessment approaches that will be briefly described in this module, since they are not often used for self-evaluation purposes.

f. Performance-based evaluation

Typically chosen as assessment tools in order to release a certification, during a Performance-based evaluation the user is required to show their competence with their digital performance, reflecting on the problem they are presented with and applying problem solving skills to solve them.

This kind of evaluation often requires the use of other tools, like word documents, spreadsheets, browsers, etcetera.

As a result, this approach is one of the best methods to assess the user's knowledge when actually working digitally.

g. Mixed methods

A mix of the methods described above can be used in order to capture the different frames of one's competence.

MODULE 3. Self Evaluation of Digital competences (test exercises)

Test Exercises

This section provides some self-assessment questionnaires for the evaluation of digital competences, as well as some links where to find other online self-assessment tools.

1. Digital Skills Questionnaire (adapted from The Youth Digital Skills Indicator)

The evaluation indicators go from 1 (not at all true for me) to 5 (very true for me). Select which one is more true to you for each question.

Technical and operational skills	Evaluation Indicators					
I know how to adjust privacy settings	1	2	3	4	5	I don't understand the question
I know how to turn off the location settings	1	2	3	4	5	I don't understand the question
I know how to store photos, documents or other files in the cloud (e.g. Google Drive, iCloud)	1	2	3	4	5	I don't understand the question
I know how to use incognito mode in browser	1	2	3	4	5	I don't understand the question
I know how to block unwanted ads	1	2	3	4	5	I don't understand the question
Information navigation and processing	**Evaluation Indicators**					
I know how to choose keywords for online searches	1	2	3	4	5	I don't understand the question
I know how to navigate chronology bar	1	2	3	4	5	I don't understand the question
I know how to use advanced search functions in search engines	1	2	3	4	5	I don't understand the question
I know how figure out if the information I find online is reliable	1	2	3	4	5	I don't understand the question
Communication and interaction	**Evaluation Indicators**					
Depending on the situation, I know which medium or tool to use to communicate with someone (e.g. make a call, send a WhatsApp message, send an email)	1	2	3	4	5	I don't understand the question
I know how to mute myself and disable video in online meetings	1	2	3	4	5	I don't understand the question
I know which images and information of me it is OK to share online	1	2	3	4	5	I don't understand the question
I know when it is appropriate and when it is not appropriate to use emoticons (e.g. smileys, emojis) and capital letters	1	2	3	4	5	I don't understand the question
I know how to recognise when someone is being bullied online	1	2	3	4	5	I don't understand the question
Content creation and production	**Evaluation Indicators**					
I know how to create and edit digital media content (e.g. photos, videos, GIFs)	1	2	3	4	5	I don't understand the question
I know how to change the digital content depending on how other people react to it	1	2	3	4	5	I don't understand the question
I know how to reference and use content covered by copyright	1	2	3	4	5	I don't understand the question

2. Digital Knowledge Questionnaire (adapted from The Youth Digital Skills Indicator)
Select the correct answer for each sentence below.

Technical and operational skills			
1.Everyone gets the same information when they search for things online	not true	I'm not sure	true
2.The first search result is always the best	not true	I'm not sure	true
3.The lock icon means a website is reliable and safe	not true	I'm not sure	true
4.Online cookies protect my information from being shared with other companies	not true	I'm not sure	true
5.To have a video chat, you need both a device (e.g. webcam) and a video platform software (e.g. Zoom, Skype)	not true	I'm not sure	true
6.When information is backed up on the cloud, it is encrypted	not true	I'm not sure	true
7.MP3 and MP4 are examples of video formats	not true	I'm not sure	true
Communication and interaction			
8.The first post I see on social media is the last thing that was posted by one of my contacts	not true	I'm not sure	true
9.Before sharing a picture that clearly shows a friend, I should always ask them for permission first	not true	I'm not sure	true
10.Negative online comments are less harmful than face to-face ones	not true	I'm not sure	true
Content creation and production			
11.I can freely use an image published with a creative commons license	not true	I'm not sure	true
12.Using hashtags increases the visibility of a post	not true	I'm not sure	true
13.Companies use the information on your social media to market their products and services	not true	I'm not sure	true
14.SEO means Search Engine Optimization	not true	I'm not sure	true
Web and Safety			
15.Another term for junk emails and unsolicited messages is spam	not true	I'm not sure	true
16.Crowdsourcing is an attempt to acquire sensitive information such as passwords and credit card details	not true	I'm not sure	true
17.Cookies are electronic viruses that can be blocked with an antivirus software	not true	I'm not sure	true

Answers: 1. Not true; 2. Not true; 3. True; 4. Not true; 5. True; 6. Not true; 7. Not true; 8. Not true; 9. True; 10. Not true; 11. True; 12. True; 13. True; 14. True; 15. True; 16. Not true; 17. Not true

3. <u>Digital Competence Questionnaire</u> (adapted from <u>Digital Skills Accelerator</u>)

Rate your own skills and competences in the areas below.

Information and data literacy skills			
Identify information needs, find data, information and content through an online search. Identify personal search strategies	At a basic level	Independently	At an advanced level
Communication and collaboration			
Select digital technologies to interact, and identify appropriate communication means for a given context	At a basic level and with guidance	Independently	At an advanced level
Use a variety of digital technologies for the most appropriate interaction	At a basic level and with guidance	Independently	At an advanced level
Adapt the most appropriate communication means for a given context	At a basic level and with guidance	Independently	At an advanced level
Share data, information and digital content through a variety of appropriate digital tools	At a basic level and with guidance	Independently	At an advanced level
Identify referencing and attribution practices	At a basic level and with guidance	Independently	At an advanced level
Use the most appropriate digital services in order to participate in society	At a basic level and with guidance	Independently	At an advanced level
Choose the communication Modes and strategies that best adapt to a selected audience	At a basic level and with guidance	Independently	At an advanced level
Adapt the most appropriate behavioural norms and know-how in digital environments	At a basic level and with guidance	Independently	At an advanced level
Apply different cultural and generational diversity behaviours in online interactions	At a basic level and with guidance	Independently	At an advanced level
Use a variety of digital identities	At a basic level and with guidance	Independently	At an advanced level
Use different strategies to protect my reputation online	At a basic level and with guidance	Independently	At an advanced level

Identify rules of copyright and licenses that apply to data and digital content	At a basic level and with guidance	Independently	At an advanced level
Safety			
Identify ways to protect my devices and digital content	At a basic level and with guidance	Independently	At an advanced level
Identify risks and threats in digital environments	At a basic level and with guidance	Independently	At an advanced level
Select ways to protect my personal data and privacy online	At a basic level and with guidance	Independently	At an advanced level
Identify privacy policy rules of how personal data is used in digital environments	At a basic level and with guidance	Independently	At an advanced level
Problem-solving			
Identify technical problems and solve them	At a basic level and with guidance	Independently	At an advanced level
Identify needs and choose the most appropriate digital tools to adjust digital environments to personal needs	At a basic level and with guidance	Independently	At an advanced level
Identify the most appropriate opportunities to keep up-to-date with the digital evolution	At a basic level and with guidance	Independently	At an advanced level
Digital content and creation			
Create digital content using the most appropriate formats	At a basic level and with guidance	Independently	At an advanced level
Adapt the expression of myself to the digital channel I am using through the creation of the most appropriate digital content	At a basic level and with guidance	Independently	At an advanced level
Choose the best way to modify, improve and mix existing digital content and information to create new ones	At a basic level and with guidance	Independently	At an advanced level

4. Digital Attitude Questionnaire

Answer the following questions below.

What do you mostly use the following devices for?	Work	Study	Socialising or personal life	All aspects of my life	I don't have this device
Digital camera					
Digital pen					
Laptop					
Desktop computer					
eReader (e.g. Kindle)					
iPod/MP3 player					
Smart phone					
Tablet					
Blogs					
Email					
Cloud sharing (e.g. dropbox)					
Social media					
Youtube					
Video platforms (e.g. Skype, Zoom)					

Rate your skills in the following areas:	I don't know	Poor	Acceptable	Good	Very Good
Word processing (e.g. Word)					
Spreadsheet (e.g. Excel)					
Presentation (e.g. PowerPoint)					
Adding new hardware such as scanners, mouse, keyboard, monitor, modem, printers, etc					
Video platforms (e.g. Skype, Zoom)					
Learning management systems (e.g., Moodle)					
Social media (e.g. Facebook)					
Blogs (e.g., Blogger, wordpress)					
Emails					
Podcasts					
File sharing sites (e.g. Dropbox)					
Installing, upgrading and deleting an application					
Web search engines (e.g. Google)					
Conducting a web search					
Carrying out simple system maintenance (e.g. cookies and disk clean up)					

Rate the following statements			
	Disagree	Neutral	Agree
I enjoy using digital devices			
I feel comfortable using digital devices			
I feel comfortable navigating the web			
I am willing to increase my digital competences			
I feel threatened by technology and digital devices			
I feel behind my peers in using digital technology			
I feel behind my peers in using social media			
I think I have the necessary skills to use digital tools at the workplace			
I think technology is useful for learning			
I think technology is useful at the workplace			
I think social media is good for socialising			
I think social media is good for professional networking			

How important are the following information sources to you in your personal life?				
	not important	of some importance	important	very important
Friends and Family				
Lecturers				
Online sources, e.g. blogs				
Professional networks/experts in the field				
Traditional media, e.g. TV, print, radio				
Colleagues (e.g. at work, at school)				

How important are the following information sources to you to complete an assignment?				
	not important	of some importance	important	very important
Digital material including multimedia				
Google Scholar				
Peer communication e.g. Facebook				
Research papers				
Subject material on blackboard e.g. e-readings, lecture notes				
Subject material from library e-resources e.g. e-books, journals, databases				
Wikipedia				

5. Performance-based Test

Using a software for presentations (Google Slides, Microsoft PowerPoint, Canva, etc.) execute the following instructions.
— Create a new file. (1 point)
— Add a title box and write "Presentation" in it. (1 point)
— Add a subtitle and write "Learn how to create a title slide in a presentation". (1 point)
— Align them to the center of the slide. (1 point)
— Change the font of title and subtitle to Arial. (1 point)
— Make the title bold. (1 point)
— Make the font of the subtitle smaller than the title. (1 point)
— Change the style of the presentation to one of the ones the software offers. (1 point)
— Create another slide. (1 point)
— Add a title to the new slide "Steps to follow:" (1 point)
— Create a bulleted list writing the following sentences: "Open the software", "Create a new file", "Choose a title and add it using a title box", "Create a subtitle", "Change the font and its color as you prefer", "Change the style of the presentation and/or add an image to decorate the slide". (2 points)
— Create another slide (1 point)
— Add a title box and write "End of presentation" in it. (1 point)
— Change the style of the font in order to fit the style of the other slides. (1 point)
Total of points: 15. Points required to pass the exercise: 9/15.

6. Other self-assessment resources
● **The Youth Digital Skills Indicator**
The research (Helsper, Schneider, Van Deursen and Van Laar, 2020) provides self-assessment questionnaires to evaluate digital skills and digital knowledge divided into 5 main areas:
— Technical and operational kills;
— Programming;
— Information, navigation and processing;
— Communication and interaction;
— Content creation and production.

MODULE 3. Self Evaluation of Digital competences (test exercises)

- **Digital Skills Accelerator**

This website enables users to take a self-evaluation test and receive a chart showing their strengths and weaknesses in different areas of digital competency.

- **Self-assessment grid**

The European Union created a grid for self-evaluation of digital competences.
The grid contains a description of 3 level proficiency (basic, intermediate and advanced) for each of the 5 competences.

- **The open University**

The website enables the user to take self-evaluating tests based on questions in the following areas:
- Self-assessment: Understanding digital practices
- Self-assessment: Creating information
- Self-assessment: Finding information
- Self-assessment: Using information

English Now! Digital Skills Self-Assessment (optional)
Instructions for learners - Please answer all of these questions. Ask for help if you need it! *Your answers are confidential. We will use them to help us learn what you need to learn most.*

Name _____

1. Tell us what you have and how often you use it/them:

	Smartphone	Tablet	Computer
I have this type of device. (Circle the right answer)	Yes No	Yes No	Yes No
How often do you use each type of device? (Circle the right answer)	Daily	Daily	Daily
	Weekly	Weekly	Weekly
	Monthly	Monthly	Monthly
	Never	Never	Never

2. In the **past week**, how have you used each type of device? Put a ✔ in the boxes that show what you have used the device for.

	Smartphone	Tablet	Computer
Texting			
Voice calls			
Emails			
Messaging apps (WhatsApp, Viber, etc..)			
Web browsing (Chrome, Firefox, Internet Explorer)			
Apps (games, translation, English learning, etc..)			

3. What app do you like to use to communicate with friends and family?
WhatsApp
Viber
Facebook
Texting
Other: _____

4. Internet Access
Where do you go to use the Internet? (Circle all that you actually use.)
Computer at home
Computer at school or learning center
Computer at work
Computer at library
Computer somewhere else (Where?) _____
Cell phone/tablet with Wi-Fi at work/library etc.
Cell phone/tablet with Wi-Fi using your cell plan.
Other? _____

5. How comfortable are you with doing these things **on a computer or laptop**?

Put a ✔ in the box if this is how you feel about it.	😊 I feel very confident.	😕 I feel a bit nervous about it.	🙁 I'm not comfortable at all.
Turning a computer on and logging on			
Using a mouse and keyboard			
Navigating around a website			
Setting Favorites or Bookmarks on your web browser			
Using Google Search or other search engines			

Introduction

Apart from the perceived problems of the digitalization of society, such as the disappearance of jobs due to the constant substitution of human capital, the demotivation of many workers or the new security challenges, it seems that it has also positive effects such as the introduction of new products and tools or the acceleration of administrative processes.

Indeed, the increased use of technology in the private sphere as well as in educational and work environments is making people adapt to an increasingly connected world where technology is becoming completely embedded. In many industries, digitalization is changing the necessary prerequisites and the skills that people need to have. That is quite evident in the labor market.

Nevertheless, the increase in the use of technology and digital tools does not necessarily imply a knowledge or development of the digital skills and competences needed to successfully enter this new constantly evolving digitalized world.

Indeed, according to Eurostat studies, in 2017 there was a wide disparity in technological skills within the member states of the European Union. Looking at the world as a whole, this phenomenon is even more acute. For this reason, in order to enable a greater professional preparation for the population, the development of digital skills is absolutely fundamental. Specially to prepare the new generations that will soon enter the labor market.

Definitions

When it comes to defining digital competences, it can be said that a plethora of definitions exists with different key points identified. For this reason, there is no consensus at the theoretical level on the key digital competences nor on their specific skills. This theoretical variety does not necessarily imply a lack of rigour; on the contrary, it shows that this is a highly important and relevant topic which numerous institutions, scholars and other actors are constantly revising.

Commonalities can be found when taking into account the multiple definitions given by various institutions and organizations.

Digital competence is not only about the digital skills that a person has but rather a set of skills ranging from technical knowledge to attitudes towards the use of technology, knowledge about the role that new technologies play in society or knowledge about the opportunities and challenges that these technologies entail.

Core digital competences

I. Information and data literacy

One of the most relevant digital competence today is the ability to identify the most relevant source of information from a wide range of other sources. As well as being able to then retrieve, organise and analyse correctly pieces of information from those sources. Therefore, critical evaluation skills are required to process, understand and evaluate the selected information and use it correctly.

This digital competence also covers other aspects such as having the skills to store and organise digital material in the best possible manner or the ability to independently and securely use online self-service resources.

In short, this is a broad competence containing fundamental skills for a digital world flooded with information and in which choosing the right information, knowing how to interpret it and store it is increasingly essential in any field. Specially in research related tasks.

II. Communication and collaboration

Another relevant digital competence is the capacity to interact, collaborate and communicate using digital tools. For example, participating in discussions using online platforms or collaborating with teams and peers on virtual networks.

This also implies active participation in such platforms by being visible and actively contributing to the activities carried out. Moreover, it requires knowledge about the appropriate behavior, tone and language for each digital communicative context. Here knowledge about the specific practices in each technological context may also be accompanied by ethical considerations, such as knowing what may or may not be shared and produced in different digital platforms.

III. Digital Content Creation

The capacity to use resources and applications to create or edit multimedia files of various types is also highly important.

In this line, the ability to configure, create and edit digital content is added to the other skills needed in a digitized world. By this is meant the ability to integrate information, previously obtained through selection and identification skills, into a multimedia file of any kind. As well as understanding which content requires permission to be published, how copyright legislation is applied and how licenses are granted and enforced.

IV. Problem solving

Being able to keep up with technological innovations and the new digital tools is crucial. In this sense, the ability to solve digital problems and explore new ways of harnessing technology as it evolves is fundamental, especially for young people who are about to enter the labor market. It is the ability to modify and adapt previously acquired knowledge and methodologies to use new and emerging platforms.

In short, this competence relies on the ability to solve the challenges arising from technological evolution in an efficient, dynamic and creative way.

V. Safety

As previously explained, one of the challenges of digitalisation is the security of online platforms. For this reason, individuals need to know how to protect their devices, their content and their personal data in digital environments.

On top of this, there is the need to know how to protect psychological and physical health when using digital resources and, of course, not forgetting the impact and the implications of digital tools on society.

Activity to put in practice one of these competences

The activity proposed in this section aims to teach young people how to assess the quality of online information and to identify the most important and relevant data among a large number of sources. The following table specifies the different steps to carry out the activity in the case of a small group, a large group or if the activity is carried out individually.

It should be noted that this activity can be carried out either as part of a guided activity by a moderator or on an individual basis. The knowledge acquired during can be used systematically in the future.

	Individually	Small Groups	Large Groups
Material	A website where the person can follow the instructions of the activity.

An introductory video that also explains the importance of knowing how to select information in a digitized world flooded with different sources.

A computer or device with internet connection. | A moderator to introduce the activity and explain the key guidelines.

One computer or electronic device with Internet connection per person if working individually or the required number of devices if participants are working in groups. | |

Preparation for the activity	Explanations on how to: - Assess the quality of the online information source - Find information about the purpose of the website - Determine whether the information is factual - Determine if the information is updated - Display information in online search engines - Perform advanced searches - Discard unreliable pages	
Development of the activity	After receiving information on how to select the website and how to identify relevant data, a sufficiently widely discussed international topic will be proposed to ensure that there are a large number of sources. The moderators, or the website of the activity, will suggest a long list of websites on the topic. Individually, or in groups, people should find as much relevant information as possible by selecting the most relevant online information sources and explaining why the unsuitable sites are discarded.	
End of the activity	As this is an individual activity, there will be no time to share with a moderator or the group the choices made. However, the fundamental points will have been acquired after the information search as the answers of the person will be able to be verified on the website of the activity. The person will be able to supplement their conclusions with additional information from the activity website to complete and consolidate knowledge. Without the need to do the activity, with the knowledge acquired watching the video, people can put it into practice directly in their daily life.	After a while, the idea is that the different people or groups that have worked together share the information they highlighted from each web page and the reasons why they discarded other sources or data. Through collaboration and discussion, participants will put into practice the knowledge acquired and share their opinions with those of their peers in order to reach joint resolutions. In this way, the concepts and methodologies will be engraved in the minds of the participants.

Example of a young person entering the labor market

"Less than two years before entering the labor market, it is normal to feel nervous, reflective or insecure. Especially if we look around us and notice, among many other things, the rapid changes in society, the fragile international political situation or the rising unemployment rates in many countries.

Since I was a child, I have always been interested in technology and all the tools it has to offer. At some point, I thought about studying something related to it but I didn't do it. Nevertheless, I really believe that, even if it is not my true passion, in this increasingly technological world it is important to constantly develop digital competences to be prepared for an even more interconnected and digital future.

Knowing how to gather and select information, being able to communicate through digital platforms, knowing how to create multimedia content or knowing how to behave safely using technology are valuable competences nowadays, but it doesn't stop there.

Technology offers us an infinity of tools to achieve extraordinary things yet we often forget that it also generates something much more valuable if used in the right way: being more creative and versatile. Creativity and the ability to find ingenious and innovative solutions to new challenges are qualities that are highly desirable in the labor market nowadays.

Therefore, digital skills should not be underestimated. Greater digital proficiency not only allows us to move smoothly in the digital world but it also enables us to become creative people. That can support us very positively in this rather adverse environment".

Digital competence is the ability to keep abreast with the rapid changes in ICT. It comprises the related knowledge and skills you need to exploit ICT efficiently for your personal or professional life.
The five areas that comprise the digital competence are set in this framework:

Area 1. Information and data literacy
Identify, locate, retrieve, store, organize and analyse digital information, assessing its relevance and purpose.

Competence 1.1. **_Browsing, searching and filtering data, information and digital content_**
The skills in this area are:
To access and search for online information", articulate information needs, find relevant information, select resources effectively, manage several sources of information, and create personal information strategies.
I know how to use advanced search tools and filters to find appropriate information and resources regarding my professional needs. I am able to design a customized strategy for searching and filtering information, data and digital resources for continuous updating of resources, best practices and educational trends.

Competence 1.2. **_Evaluating data, information and digital content_**
The skills in this area are:
To collect, process, understand and assess information, data and digital content critically.
I am critical with sources of information, personal profiles that I follow and the communities to which I belong. I have a clear, effective and efficient procedure for evaluating information.

Competence 1.3. **_Managing and retrieval of data, information and digital content_**
The skills in this area are:
To manage, store and organise information, data and digital content for easy retrieval.
I have a social strategy, connected to experts, colleagues and students through digital media, with appropriate methods to organize, store and retrieve information for educational use. I combine local storage with cloud storage, both to organize the digital information in the process of updating teaching, as in a classroom and at school level.

Area 2. Communication and Collaboration

To communicate in digital environments, share resources via online tools, connect and collaborate with others through digital tools, interact and participate in communities and networks; intercultural awareness.

Competence 2.1. *Interacting through digital technologies*

The skills in this area are:

To interact through various digital devices and applications, understand how digital communication is distributed, presented and managed, understand the appropriate use of different forms of communication through digital media, see different communication formats, and adapt strategies and modes of communication to specific recipients.

I use a wide range of applications and services of interaction and digital communication, with varied typology, and have a combined selection strategy to use them, which changes depending on the nature of the interaction and digital communication needed each time or that my partners needed.

Competence 2.2. *Sharing information and digital kontent*

The skills in this area are:

To share the location of the information and the digital content found, be willing and able to share knowledge, content and resources, act as an intermediary, be proactive in the dissemination of news, content and resources, meet practices of citation and references and integrate new information into the body of the set of existing knowledge.

I actively share information, content and resources through online communities, networks and collaborative platforms.

Competence 2.3. *Citizen participation online*

The skills in this area are:

To engage with society through online participation, search for technological opportunities for empowerment and self - development in terms of technology and digital environments, and be aware of the potential of technology for citizen participation.

I am a regular and active user for online communication and participation in any type of social, political, cultural, or administrative action

Competence 2.4. *Collaborating through digital technologies*

The skills in this area are:

To use technologies and media for teamwork, collaborative processes and for creating and building common resources, knowledge and content.

I confidently and proactively use various digital collaborative tools and media.

Competence 2.5. *Netiquette*

The skills in this area are:

To be familiar with the standards of conduct in online or virtual interactions, be conscious in relation to cultural diversity, being able to protect myself and others from possible dangers online, and develop active strategies for identifying inappropriate behaviour.

I apply various aspects of netiquette to different spaces and contexts of digital Communications.

Competence 2.6. *Managing digital identity*

The skills in this area are:

To create, adapt and manage one or more digital identities, be able to protect my own digital reputation and manage data generated through various accounts and applications used.

I manage different digital identities depending on the context and purpose. I am able to monitor the information and data produced through my interaction online, and know how to protect myself and others' digital reputation.

Area 3. Digital content creation

To create and edit new digital content, integrate and rebuild prior knowledge and content, make artistic productions, multimedia content and computer programming, and know how to apply intellectual property rights and licenses.

Competence 3.1. *Developing digital content*

The skills in this area are:

To create digital content in various formats, including multimedia content, edit and improve own content creation or others', and express themselves creatively through digital media and technologies.

I create online digital teaching materials in a wide range of formats and publish them in varied digital spaces (blog format, interactive activity, Web site.

Competence 3.2. *Integrating and reelaborating digital content*

The skills in this area are:

To modify, refine, improve and combine existing resources to create digital content and new, original and relevant knowledge.

I prepare activities, materials and educational resources from the juxtaposition or mixing of digital objects from different online spaces, both from myself and from other authors.

Competence 3.3. *Copyright and licenses*

The skills in this area are:

To understand how copyright and licenses are applied to information and digital content.

I learn how different types of licenses are applied to information and resources that I create.

Competence 3.4. *Programming*

The skills in this area are:

To make modifications to software, applications, settings, programs, devices, understand the principles of programming, and understand what lies behind a program.

I modify som simple software functions and applications, in a basic configuration level.

Area 4. Safety

Protection of personal information and data, digital identity protection, digital content protection, security measures and responsible and safe use of technology.

Competence 4.1. *Protecting devices*

The skills in this area are:

To protect personal devices and digital content, understand the risks and threats online and know safety measures.

I check, test and update my digital devices to identify vulnerabilities or operating failures and seek appropriate solutions.

Competence 4.2. *Protecting personal data and privacy*

The skills in this area are:

To understand the usual terms of use of software and digital services, actively protect personal data, respect the privacy of others, and protect myself from threats, fraud and cyberbullying.

I often change the default privacy settings of online services to improve my privacy protection. I have extensive knowledge about privacy issues and know how to collect and use my data.

Competence 4.3. *Protecting health*

The skills in this area are:

To avoid health risks related to the use of technology in terms of threats to the physical safety and psychological well-being.

I know how to find a good balance between the online world and the traditional world.

Competence 4.4. ***Protecting the environment***

The skills in this area are:

To take into account the impact of technology on the environment.

I know how to reduce energy consumption in the use of digital devices and have available information about the environmental problems associated with their manufacture, use and disposal.

Area 5. Problem Solving

Identify needs in the use of digital resources, make informed decisions about the most appropriate digital tool depending on the purpose or need, solve conceptual problems through digital media or digital tools, use technology creatively, solve technical problems, and upgrade my competence and of others.

Competence 5.1. ***Solving technical problems***

The skills in this area are:

To identify possible technical problems and solve them (from basic troubleshooting to solving more complex problems).

I use collaborative learning spaces and participate in communities to find solutions to technical problems.

Competence 5.2. ***Identifying technological needs and responses***

The skills in this area are:

To assess and identify own needs, to assess, select and use digital tools and give possible technological responses to solve them. To adjust and customise digital environments to personal needs.

I stay informed and updated about new technological developments.

Competence 5.3. ***Innovation and use of digital technologies creatively***

The skills in this area are:

To innovate using digital technology, actively participate in collaborative digital multimedia productions, express themselves creatively through digital media and technologies, generate knowledge, and solve conceptual problems with the help of digital tools.

I know I can use digital technologies in my usual professional work to seek alternative and innovative solutions that facilitate learning tasks. I use them creatively.

Competence 5.4. ***Identifying gaps in digital competence***

The skills in this area are:

To understand the needs for improvement and updating of the own competence, support others in developing their own digital competence, and keep up-to-date with new developments.

I search, explore and experiment with emerging digital technologies that help me to stay updated and cover possible gaps in the digital competence needed for professional development.

EXERCISES AND MOTIVATIONAL EXAMPLES
Notes on Facilitated Exercise

It's important that when each exercise is undertaken, that the groups and pairs are consistently broken up and mixed, so that participants can get to know all the group, this is especially important when the group itself, has to give feedback to an individual.

Two things must be addressed

1 - Use of ground rules where everyone buys into the approach of treating each other with respect and allowing for diverse opinions;

2 - Use of icebreaking games to break up the main group into smaller groups and pairs for the exercises.

For example: getting everyone to line up in diverse ways or seeking out similar members, (by age, by month of birth alphabetically etc.)

3 - Members encouraged to feedback on behalf of their new partner when in pairs.

This will help build group identity and cohesion and get people to help each other to develop and design ways to learn in their host organisation and build development actions for the future.

MODULE 4. Development of the Digital Competence

1. Identify and understand the importance of ICT in your current work and personal life.

● Assess current skills in the use of technologies.

Ex.1

Each person in the group needs to discuss their current skills level with technology and the objectives they have. The group then needs to feedback suggestions as to how their skills can help them, also they could suggest development paths for the individual in the future.

Assess current skills in the use of technologies to investigate, create and communicate in order to participate effectively at home, in learning, in the workplace and in the community.

Revisit some of the objectives you have been set in your team, how will you use technology to achieve them.

OBJECTIVE	TECHNOLOGY
To research English speaking job markets for similar products to the host organisation	Use the Internet to find reliable sources, check with other sources to ensure the data is viable, relevant and current

● Identify the improvement needed to develop effective communication skills in order to engage with public and private service providers (e-Gov services, book flights, hotels, pay bills etc.).

Ex. 2

Work in groups, look at what you do online to access foods, services and information, get the groups to use notes in the strengths or weaknesses column, in this way they can identify priority digital areas for development. For example they may be good at buying goods on Amazon but not know how to access the British Government Consulate for overseas advice.

Digital citizenship competence, which covers the fair use of digital content – e.g. the rightful way to use copyrighted content and to provide own content for the use of others.

Identify your strengths and weaknesses in using public materials and utilising government and public services online.

STRENGHTS	WEAKNESSES
actions to maintain and improve - -	actions to address

● Describe the local digital ecosystem and the potential to contribute and learn in the organisation to reach agreed goals

Ex.3

This needs to be in groups where the participants can compare their initial work environments, how competent do they feel their organisation in comparison to others? In the first section below this can be done by open discussion that then addresses each person's table.

In each case the following must be answered.

Does it happen in the company at all?

How does it compare with others in the group?

How could it be improved with your help?

How well connected is your organisation using digital tools and techniques?

emails	
Shared document folders	
Working together on research	
Working together on reports	
Team meetings	
Website information	
Contact details	

2. Identify Digital Competence Gaps

Ex. 4

● Identify activity to improve information and knowledge retrieval and assessment competence, which covers the skills required to find, critically assess and use the digital content in a safe manner.

How to be safe online?
Work in team to learn the type of sites that can be trusted.

3. Describe the problem-solving activity through the use of digital tools and techniques.

● Explain approach to using digital tools to improve communication and overcome language barriers.

Digital competence can lead to more effective and wide ranging lifelong learning, which will help address barriers and improve employability.
It will help with mastery of specific, work-related digital skills
It will help build my ability to use technologies to investigate, create and communicate in order to solving technical problems and identifying needs and technological responses

Barriers
Digital native, understanding the local online resources and the language and cultural norms.

Actions to address
Research local online sources of information with a team member.

Silhouette of skills

THEME

Skills development

COMPLEXITY

Level 2

GROUP SIZE

10+

TIME

90 min
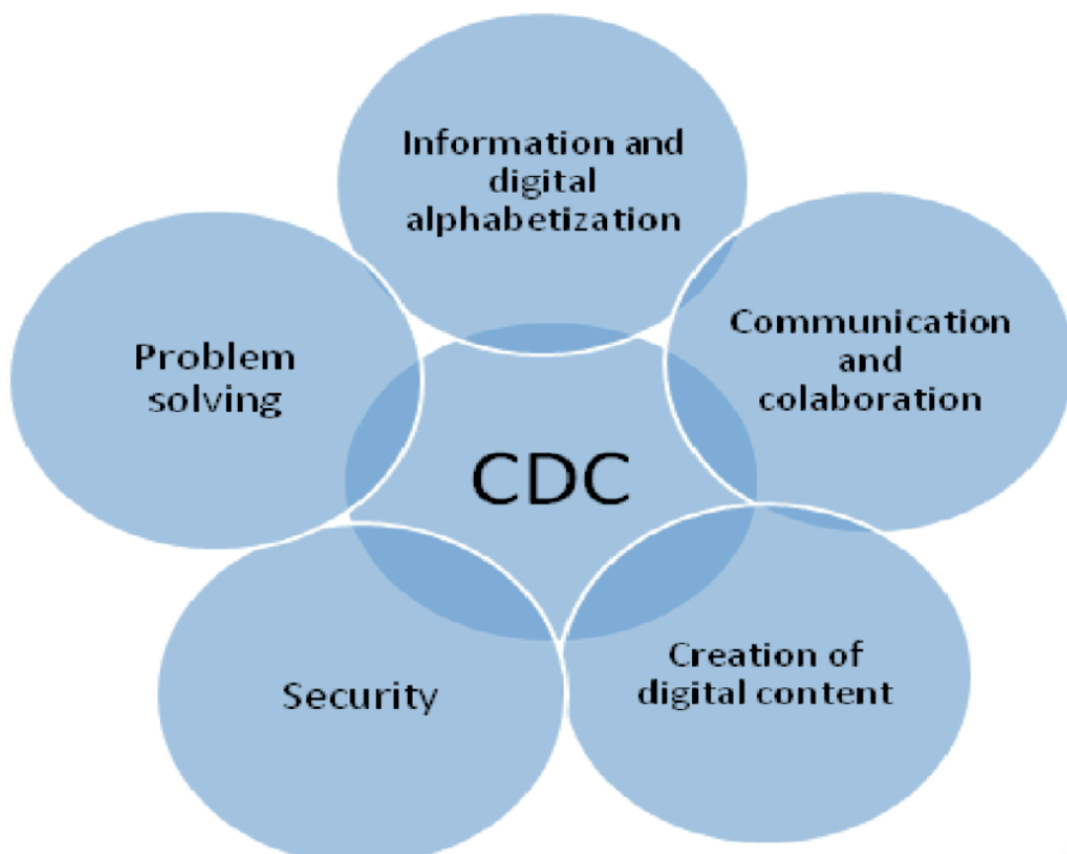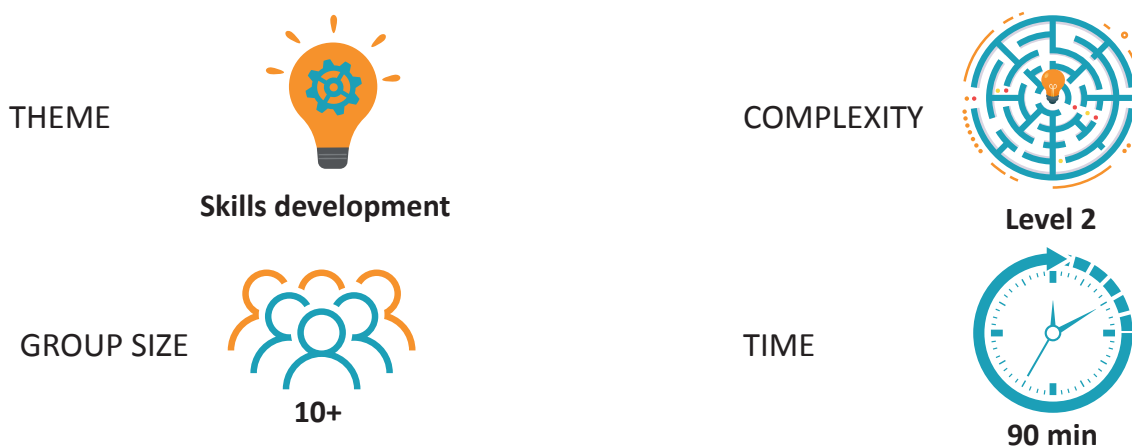
I. Objectives

✓ To help participants in the process of self-awareness and get a better understanding on how others see you;

✓ To encourage the diversity of strengths in the group and acceptance of weaknesses and also create better connections between the members of the group.

II. Materials

Paper sheets / Pencils, markers / Sticky notes.

III. Preparation

● I part – 50 min (personal work) II part – 40 min (work in pairs) ;

● Facilitators should adapt the vocabulary used to the group in which he conducts the workshop (eg. except word weakness use word challenges and so on…);

● 4 walls agreement.

Instructions

1. Give each person a piece of flipchart paper;

2. Announce your group what is the topic and what they are going to do and how much time they have to accomplish these tasks;

3. Ask them to draw a silhouette of themselves;

4. Ask them to write their name above or below their drawing;

5. Let participants pick out strengths and weakness that most appropriately describe them best (it may help to think of what you most value in you, or remember the times when you've been most engaged and found of any activity);

6. Choose for your silhouette some 'special areas' and name they using this pattern:

○ Knowledge – head;

○ Skills – hands;

○ Heart– passions, hobbies, likings;

○ Legs– goals, aims, motivation for work, reflections.

7. Write down strengths and weakness (use different colors of markers, for example, (a green one for strengths / and a red one for weakness) onto your 'human';

8. Try to match your traits to this 'special areas';

9. Ask everyone to pair up, ideally with someone they don't know so well. Taking each colleague in turn, the pair should find more than 5 strengths they think that best describe that every person (if there is time for this. If not, only 3 characteristics);

10. They should write their chosen strengths for each colleague on post-its and stick them onto the respective silhouette;

11. Let them find any situations where such a weakness could be actually useful and add as many sticky notes of a different color as situations they will find with all information to their silhouette;

12. As well they should come with some ideas about how the partner can work on his weakness and improve it (in a realistic way);

13. Repeat this process until they have done this for all colleagues;

14. Ask the participants to talk about their silhouette and tell if their discovered something new about themselves (only if they feel ok to share it with the others);

15. Finish by reviewing the mix of strengths shown across the team as a whole.

Debriefing and evaluation

Start debriefing session with a couple of questions like:
✔ What did this exercise make you feel?
✔ What step of it did you find hard to accomplish?
✔ Would you say you and your partners are very different?
✔ Are the participants aware of their strengths and manage to use it in the work they are doing here?
✔ How can they better use it and overcome the weaknesses? (they shall give a short advice to every participant)

Tips for facilitators

What is weakness and what is strength is a very relative concept that can be turned 180 degrees in different situations. Everyone has features that can help in social work and contribute goods to the organization, but you need to be aware of it and try to find situations where weakness can be a unique advantage. Facilitators should be more focused on positive aspects and try to keep such a mood.

Variations

It's possible to develop this exercise including into it the principle idea of S.W.O.T. analysis.
✔ After drawing the silhouette - explain to the participants the meaning of SWOT letters;
✔ Tell them to write down on a piece of paper their strengths, weaknesses, opportunities and threats;
✔ Discuss with them to make sure they are aware of the differences between them.

Suggestions for follow-up

After the activity as a follow-up, you can make a session related to social businesses related to the main strengths discovered during the activity. present to participants some videos with young entrepreneurs that made their hobbies a successful business.

Are you a good entrepreneur?

THEME

Social Entrepreneurship

COMPLEXITY

Level 3

GROUP SIZE

20+

TIME

120 min

I. Objectives

✓ Identifying the strength and weaknesses of the participants;
✓ Developing a sense of social entrepreneurship among participants;
✓ Encouraging participants to start their own social enterprise;
✓ Developing a sense of confidence and expertise in the field of social entrepreneurship;
✓ Finding out how what to improve specific SE competences in order to be a better entrepreneur.

II. Materials

- printed out names and descriptions of different personality types;
- printed out information about the personality types and temperaments;
- pens, pencils, markers, flipcharts, papers.

III. Preparation

● Come up with an idea of problematic situations occurring in social enterprises - for example: impact of austerity / managing diversification / increasing competition / accessing finance / collaboration / retaining social purpose / public image / people management;

● Trainers / facilitators should find out more information about the characteristics of different personalities.

Instructions

1. Ask participants to form pears;

2. Distribute a list of problematic situations occurring in social enterprises and ask them to apply solutions individually without assisting each-other (15 minutes);

3. After finalizing the solutions pears should have a discussion about how they solved the situations (15 minutes);

4. They should write down what kind of steps were taken in accordance to the existing challenges and what kind of suggestions they would give each-other (10 minutes);

5. After pears finish the process of evaluation a facilitator should introduce the quiz of personality types;

6. Participants will have then 20 minutes to finish the quiz and find out about the basic type of their personality - https://my-personality-test.com / 16personalities.com;

7. Ask participants what bad traits each personality has and how can those affect an entrepreneur`s people management;

8. Participants will have 5 minutes to read the descriptions;

9. Afterwards participants will be asked to create groups of 4 people with different personality traits. A facilitator will distribute information about the current challenge in the field of social entrepreneurship and participants will be asked to find solutions to the situations according to their personality types (15 minutes);

10. The final stage of the workshop will be a group discussion on the role of different personality traits and their role in the development process and creation of new social enterprises (20-30 minutes).

Debriefing and evaluation

Start **debriefing** session with a couple of questions like:
✔ What kind of characteristics should a social entrepreneur have?
✔ What kind of personality traits did you find in yourself you were not aware of?
✔ What was your strategy towards solving current challenges and did you see any links towards your strategy and personality traits?
✔ Do you consider your characteristics suitable for running your own social entrepreneurship?
✔ What kind of personal traits would you like to work on to develop yourself as a future social entrepreneur?

Tips for facilitators

At the end of the workshop a facilitator should sum up the process and evaluate on how different personality types can contribute to the development process of the society and creation of new social enterprises.

This workshop is planned for at least 20 participants (but can be used within the groups of 15-30).
Trainer / facilitator should find out more information about the characteristics of different personalities.

Variations

It's possible to develop this workshop online using platforms like Canva, Google Suites and others. In a ZOOM session trainers and facilitators can prepare different presentations using Prezi, Power Points, Canva and others - related to problematic situations in a Social Business.

Participants can be separated in different rooms on Zoom to discuss the issues that can occur in a social business.

Participants can continue with the personality test on the 2 examples mentioned above.

The solutions can be discussed in separated rooms and the final conclusions in main room.

Suggestions for follow-up

After the activity as a follow-up, you can make a session related to specific solutions participants found. You can group the participants and ask them to develop further the plan - mention needed materials, human resources, financing, others. Invite experts to evaluate their solution plans.

Business solution for Social Issues

THEME

Social Entrepreneurship

COMPLEXITY

Level 3

GROUP SIZE

20+

TIME

120 min

I. Objectives

✓ Provide some specific tools to the participants;
✓ Developing a sense of social entrepreneurship among participants;
✓ Encouraging participants to find specific solutions to social issues;
✓ Developing a sense of confidence and expertise in the field of social entrepreneurship.

II. Materials

Projector / Set of paper, scissors, glue, some old stuff that can be used by participants, to make a prototype of the product idea.

III. Preparation

● Prepare a Power Point / Prezi / Canva presentation on Design Thinking or prepare printed sheets of the Annex 1;
● You can present the process of Design Thinking following these links:
https://prezi.com/hpqf1oyy6g_j/design-thinking/
https://prezi.com/rqjd561q0cjq/what-is-design-thinking/

Instructions

1. After the 15-minute presentation of Design Thinking process divide participants into 4 groups ;
2. Tell each group to brainstorm about how many problems they are facing everyday life as possible;
3. On the second round you are giving another 5 minutes to select one problem and define the problem the most precisely;
4. Ask participants to exchange their Defined problems. So that one will give its Definition to the second, second – third ... and fourth – first;
5. Give participants around 20 minutes to make the prototype or think about simulation. If there is no much time or the materials to actually work on prototype, then give a few more minutes to think of the precise description of the prototype;
6. Again exchange the groups so that prototype goes to the group that identified and defined the problem. They are examining the product for 5 minutes and identify weaknesses and possible problems or logistical issues that care occur in the first form of the prototype. E.g. you have your staff cut by half, how can you overcome this? You run out of some resources for the prototype etc. They have around 10 minutes;
7. Give the prototype back to the group that had worked on it to solve those possible problems previously identified by the participants that give the feedback. For this they will have 10 minutes;
8. After this you are giving the chance each group to give feedback to the prototype creators. It will take up around 20 minutes.

Debriefing and evaluation

Start **debriefing** session with a couple of questions like:

✔ How did you like the workshop in General? Why or why not they enjoyed it? 2How hard was to identify the problems and define them precisely?

✔ How they would evaluate overall result and the suggested solutions by others for their problems?

✔ How quickly could they solve the problems given the second time based on their initial proto-type?

✔ When they can use this method and when can't?

✔ Which steps did they find hardest to accomplish?

Tips for facilitators

Feedback for participants:

"There is no situation or state, when there is no solution. There is always outcome, but you just need to take some time to think creatively and find the best and cheapest solution for the problem. So never spare the time to take deep breathe, relax and start thinking about solutions to the problems they are facing every day. You should also ask for help when you feel the need to."

The procedure is planned for 20 participants (but can be used with 15-25 participants).

Trainer should find out more details about Design thinking.

Variations

It's possible to develop this workshop online using platforms like Canva, Google Suites and others. In a ZOOM session trainers and facilitators can prepare different presentations using Prezi, Power Points, Canva and others - related to problematic situations in a Social Business.

Participants can be separated in different rooms on Zoom to identify their specific issues and create the prototype.

Each stage can be transposed in a ZOOM session - with different Rooms.

Suggestions for follow-up

After the activity you can invite different social entrepreneurs to present sensitive situations that they faced in their work.

Annex 1
Design Thinking

1. Empathize (Research Your Customers' Needs)

The first stage of the design thinking process allows you to gain an empathetic understanding of the problem you're trying to solve, typically through user research. Empathy is crucial to a human-centered design process like design thinking because it allows you to set aside your own assumptions about the world and gain real insight into users and their needs.

2. Define (State Your Customers Needs and Problems)

In the Define stage, you accumulate the information you created and gathered during the Empathize stage. You analyze your observations and synthesize them to define the core problems you and your team have identified so far. You should always seek to define the problem statement in a human-centered manner as you do this.

3. Ideate (Challenge Assumptions and Create Ideas)

Designers are ready to generate ideas as they reach the third stage of design thinking. The solid background of knowledge from the first two phase's means you can start to "think outside the box", look for alternative ways to view the problem and identify innovative solutions to the problem statement you've created. You have to name as many realistic solutions as possible.

4. Prototype (Start Creating Solutions)

This is an experimental phase, and the aim is to identify the best possible solution for each of the problems identified during the first three stages. At this stage teams produce several inexpensive, scaled-down versions of the product (or specific features found within the product) to investigate the problem solutions generated in the previous stage. If we are talking about the service than instead of prototype a solution scenario or simulation can be offered.

5. Test (Try your solutions)

Creators or evaluators rigorously test the complete product using the best solutions identified in the Prototype phase. This is the final phase of the model but, in an iterative process such as design thinking, the results generated are often used to redefine one or more further problems. You can choose to return to previous stages in the process to make further iterations, alterations and refinements to rule out alternative solutions

6. Implement (Go public with your product)

You have tested your solution in small circles but try going public. You might have been testing your product in you bubble and your customers might not accept it.

Introduction to Social Entrepreneurship

THEME

Social Entrepreneurship

COMPLEXITY

Level 4

GROUP SIZE

20+

TIME

3 hours

I. Objectives

✔ To understand the concept of Social Entrepreneurship;
✔ To be inspired to find new ways to tackle the community's challenges;
✔ To understand the difference between Social Entrepreneurship and regular (corporate) entrepreneurship;
✔ To discover the advantages and disadvantages of launching a social business.

II. Materials

Paper A4 (white and coloured) / Note stickers / Projector / Screen / Markers / Pens / Table / White board / Flipchart paper sheets / Glue sticks / Scissors.

III. Preparation

● Prepare some relevant examples of working SE (video, interviews, articles), at local, national and international level;
● Investigate the legal framework and requirements for SE for the countries participants are from;
● Prepare a compilation of different definitions of SE;
● Investigate the topic of SE in different approaches.

Instructions

A. Assessment of knowledge of the subject of **Social Entrepreneurship** - ask participants to rank the following aspects.
Assessment on an imaginary scale, from 1 to 10, of following subjects:
1. Rate your level of knowledge about social entrepreneurship;
2. Evaluate the level of interest to be involved in SE field;
3. How many existing social enterprises do you know?
4. How important do you think SE is in your community?
For each question, invite 2-3 participants from different parts of the scale to give some comments, to explain their choices.

B. Definition of social entrepreneurship

1. Reflection of yourself (10 min)

Ask participants to write on a sticker one word they associate SE with and what impact they expect SE to have in their community and put it on a white board in two different sections.

2. Brainstorming

Trainers, by using the characteristics generated by participants in previous exercise and by involving participants, is generating a definition of social entrepreneurship. As a result, we'll have a definition of social entrepreneurship, generally accepted by the members of the group.

3. Think about an expectation of SE that generally applies to their communities and keep it in mind throughout the session (trying to accomplish it).

4. Local reality

Divide participants in country work groups and ask them to do a short analysis of their country framework for SE: general context, SE law / regulation, facilities, good practices and examples.

All the groups are choosing their own way of presenting the results of the research to other participants.

5. Art & craft group work

Each group needs to choose their own original name. Each group has its own task of explaining SE in one of these ways: Collage of pictures / Slideshow of photos / Theatre performance / Fictive debate on the subject / Creating a story based on a fictive Social enterprise.

C. The differences between social entrepreneurship and regular (corporate) entrepreneurship

1. Create 4 groups for discussion, namely: Hulk, Ironman, Black Panther, Thor. The participants should share their views on the topic of differences between social entrepreneurship and regular (corporate) entrepreneurships, based on the names of each group (Hulk - environmental issues; Ironman - tech side of each type of entrepreneurship; Black Panther- efficiency and applicability in communities; Thor - the impact SE and CE have). Put the highlights of the discussion on a presentation flipchart with post-its etc and present it for all the groups.

2. Case studies - divide the participants in 2 work groups. Tell them to find and choose an example of successful corporate business / social business and present its success secrets in their opinion. Each group presents their findings to the entire group.

3. Video presentation - https://www.youtube.com/watch?v=Mh1rXR40hyk.

4. Group discussion - Open discussion about the tasks performed above, with the involvement of entire group.

D. Advantages and disadvantages of launching a social business (30 min)

1. Reflection of yourself - Ask participant to write on stickers the advantages and disadvantages of SE and put them on a balance, drown on a white sheet of paper.

2. Group discussion - Initiate a session of open discussions about main advantages / disadvantages of SE.

Debriefing and evaluation

Start **debriefing** session with a couple of questions like:

✔ How do you feel about the topic of SE? Inspired / scared / challenged?

✔ Do you want to investigate it deeply, to know more about that?

✔ Do you find the launching of a SE easier or harder than a CE?

✔ Which one do you prefer?

✔ Which one do you think has a better future (SE or CE)?

✔ How do you understand the differences between social entrepreneurship and regular (corporate) entrepreneurship?

✔ Do you see some opportunitiesî / challenges in your community which can be solved through running a social enterprise?

✔ How do you feel with the idea of getting involved in a social business?

✔ In which way (by launching your own SE, offering financial support, working, volunteering, buying / using SE's services/products)?

Tips for facilitators

The procedure is planned for 20 participants (but can be used with 15-25 participants). Trainer should find out more details about Social Entrepreneurship.

Variations

Repeated assessment on an imaginary scale, from 1 to 10, of following subjects:

1. How can the participants evaluate the level of their knowledge about social entrepreneurship?

2. How can the participants evaluate the level of readiness of participants to be involved in SE field?

3. What is the importance they now see in SE and/or CE?

2. Rating question:

How do the participants appreciate the entire workshop / their energy level / the general atmosphere / used methodology?

For it the facilitator will ask participants to show their opinion by turn, by raising in front straight hand on different height, depending on the level they evaluate each aspect.

3. Open question:

What did participants like? What can be improved? Participants will stay in a circle and are asked to come with their opinions at their turn.

Suggestions for follow-up

After the activity you can invite different social entrepreneurs to present sensitive situations that they faced in their work.

Make the difference

THEME

Social Entrepreneurship

COMPLEXITY

Level 3

GROUP SIZE

6+

TIME

60 min

I. Objectives

✔ Learn more about the advantages/possibilities of Social Entrepreneurship;
✔ Make more responsible decisions while choosing a product/service;
✔ Be aware of the importance of consuming SE products and the help is given by using those;
✔ Be more conscious about Social Entrepreneurship impact on society.

II. Materials

- 1 product from a corporate business;
- same type of product from a social enterprise;
- sticky notes/pens / projector /screen / laptops.

III. Preparation

Research the local social enterprise and purchase their product to compare to the same item produced by the big business. If it's not possible to buy this item, you can also show the pictures side by side on the screen. (It's possible to show the type of service instead of the product, for example by showing the picture of the regular cafe and a social café side by side.)

Instructions

A. Start the session by asking participants following questions: (this is started in the SE location - if is possible)
• Where do you normally shop? Where do you buy products or where do you receive some sort of service?
• Do you know how it's made? Or by whom?
• Have you ever thought about the impact of this product on the local society/environment?
• Do you know how they treat their employees?

B. Introduction to the product/service (this is done in the SE location as mentioned in the last paragraph).

2. Introduce the product/service.

3. Show the mass produced item and an alternative made by a social enterprise (you can put them on separate tables).

4. Let the participants guess what is the difference between them and which one is each.

5. Ask participants to explain their choices and answers.

6. Reveal that one product is from a corporate business and another from a Social Enterprise.

C. Group work

Divide participants in groups and ask them to research what this specific social enterprise is doing. Give them 2 colors of sticky notes. On one color they should write what are the advantages of buying these products. On second color they should write the disadvantages. (For example, by investing their money in a social enterprise they support the local community although it can be more expensive than a mass produced item, etc.).

D. Ask participants why they think these differences appear. (E.g. the number of products each make, the quality of the ingredients that are used, what taxes they pay).

E. Presentations

Ask the participants to stick the notes on the side of each product and explain their advantages and disadvantages individually.

Debriefing and evaluation

Repeat what participants have written and summarize it for the whole group. Debrief them with following questions:
- ✔ How did you like this session?
- ✔ What did you learn?
- ✔ Will you be more interested in buying the products of social enterprises?
- ✔ How will you share this knowledge with others?
- ✔ What type of SE do you think your community needs and why?
- ✔ What are the SEs you think would succeed in your city/community?

Tips for facilitators

Summarize the session by explaining the importance of supporting social enterprises with our contributions.

Suggestions for follow-up

You can visit the SE and ask the entrepreneur to talk about their journey in the SE field. Make a q & a session after the presentation and help the participants find out more about their curiosities. You shall start the session here. The two products (SE and CE products) shall be presented here and implement the first few steps here.

Ask the participants which one they think if from, put the sticky notes to pros and cons. Then go to the workroom and continue the session with the groups.

Analyse your market options

THEME

Entrepreneurship

COMPLEXITY

Level 2

GROUP SIZE

12+

TIME

80 min

I. Objectives

Learn more about the advantages / possibilities of Entrepreneurship / Business area;
✔ Analyse the market and get to know better competitors;
✔ Find solutions for potential issues that may occur in a business;
✔ Learn about instruments on how to grow your business.

II. Materials

- paper and pen to the participants / Laptops / flipcharts / markers / others.

III. Preparation

This workshop should be made after all the participants have their own social enterprise ideas - this activity can be implemented after a short activity to identify the participant's social enterprises.

Prepare small presentation about PESTLE analysis. To explain what is it about and why is it important and beneficial. You can do a Power Point presentation or print Annex 2. You can also access the following website for participants to complete online the PESTLE analysis:

https://edit.org/blog/templates-pestel-analysis-canvas-editable-online
https://www.swotanalysis.com/2685/PESTEL-Analysis-Template#

Instructions

1. At the beginning you should make 20-minute presentation about PESTLE analysis and explain it with an example of any global company.

2. Separate participants into groups of same ideas.

3. Give them 25-30 minutes to deeply analyze their SE idea by using PESTLE model.

4. Once they are done ask them to exchange their PESTLE analysis between groups. Every group that has received an analysis should improve it by adding suggestions and information in order to make it more complete/complex.

5. Ask them questions to check if they truly understand the model.

6. Let participants give each other advice.

7. Give each of them final recommendations to improve their analysis after the feedback session.

Debriefing and evaluation

Repeat what participants have written and summarize it for the whole group. Debrief them with following questions:

✔ How did you like the workshop in General? Why or why did they not enjoy it?

✔ What do you think was the workshop about? (here you are leading them to the main topic: fundraising)

✔ Did the workshop help you see the potential of your interests?

✔ What did you find easier? To make the initial analysis or to improve the one you received after the first part of the session?

✔ What feelings did you have when you found out that you and the society can benefit from your ideas?

✔ What do you think you can learn from this workshop?

Tips for facilitators

Based on the presentations and findings they make, conclude how beneficial this information could be for each of them before starting their enterprises. Generally, talk about importance of market analysis.

ANNEX 2
PESTLE template

	External factors to consider	Factors affected within my industry	Importance to organisation
POLITICAL	Government policy Political stability Tax Industry regulations Global trade agreements and or restrictions		
ECONOMIC	Exchange rates Globalisation Economic growth/ decline Inflation Interest rates Cost of living Labour costs Consumer spending habits		
SOCIAL	Consumer trends/ tastes, Fashions Consumer buying habits Lifestyle factors Career attitudes Work-life balance Population demographics		

	External factors to consider	Factors affected within my industry	Importance to organisation
TECHNOLOGY	Automation Innovation Disruptive technologies Social networking Upgrades Robotics Artificial Intelligence Security		
LEGAL	Employment law Common law Local labour law Health and safety regulations		
ENVIRONMENTAL	Environmental restrictions imposed by in-country governments Sustainable resources CSR (Corporate social responsibility) Ethical sourcing Transportation Procurement Supply chain management Future pandemics		

Social Entrepreneurs

THEME

Entrepreneurship

COMPLEXITY

Level 2

GROUP SIZE

6

TIME

90 min

I. Overview

Social entrepreneurship is an approach by individuals, groups, start-up companies or entrepreneurs, in which they develop, fund and implement solutions to social, cultural, or environmental issues. This concept may be applied to a wide range of organizations, which vary in size, aims, and beliefs. In this activity participants will research social enterprises and create a presentation about it to share with their peers.

II. Objectives

✔ To learn about what social enterprises;
✔ To develop research methods;
✔ To develop presentation skills.

III. Materials

- laptops, internet access, pen, paper flipcharts

IV. Preparation

● develop a short presentation about what social enterprise is.

Instructions

The methodology of this method is self-learning. It will encourage participants to research their own interests.

1. Start the session with the presentation on what is entrepreneurship.

2. Write on the flipchart - divided in 2 parts the following "social entrepreneurship" and "entrepreneurship". Ask participants to write down on flipcharts words to describe what they think these mean - with a focus on differences between them.

3. Divide the participants in small groups and ask them to do a research on - innovative social enterprises - with a focus on culture.

4. Ask participants to draw on flipcharts the most interesting social business they found - Mention that they are not allowed to use words - only drawings.

5. Invite the groups to present the flipcharts - without speaking. Let the others guess what the social business is about. Make sure you ask questions in order to facilitate the session.

Debriefing and evaluation

Start **debriefing** session with a couple of questions like:
- ✔ How did you feel while you did the activity?
- ✔ What was one of the challenges of doing this activity?
- ✔ How can you apply what you just learned to other challenges you face?
- ✔ What advice would you give to another group working on this activity?
- ✔ What would you do differently next time?
- ✔ What did a fellow team member do that was really helpful?
- ✔ What did you do that was helpful to the process?
- ✔ Did you try different ideas? If so, why did you change your approach?

Entrepreneurial Thinking

THEME

Social Entrepreneurship

COMPLEXITY

Level 2

GROUP SIZE

12+

TIME

120 min

I. Overview

The activity involves the participants in a complex process of creativity where they create their own riddles about social entrepreneurship. The method has a focus on developing creative thinking and critical approach on specific information shared by the trainers.

II. Objectives

✔ To promote the concept of social entrepreneurship through games;

✔ To spread information about social entrepreneurship by creating and solving riddles and thinking outside the box;

✔ To let people know of the existing challenges in the field of social entrepreneurship by using an innovative approach.

III. Materials

- office supplies (pens, markers, papers etc.) / symbolic prize for winners.

IV. Preparation

● prepare a sheet with information related to the theme of social entrepreneurship - you can add definitions, characteristics, benefits, comparison to regular entrepreneurship, competences of an entrepreneur, other;

● identify 10-12 unusual businesses - famous innovative entrepreneurs around Europe for the groups to create riddles about;

● print some maps of Europe - make sure you include all countries you`ve selected the entrepreneurs / or businesses.

64

Instructions

1. In order to understand the process of creating riddles provide to participants the links below:
https://www.wikihow.com/Make-up-a-Riddle
https://www.quora.com/How-do-you-create-a-riddle
http://www.catb.org/~esr/riddle-poems.html
* They can access and create the riddles online after you finish all the explanations.

2. Present the material prepared related to social entrepreneurship (Power Point presentation, cards, or other way).

3. Ask participants to form at least 3 groups and distribute the materials to each of them. Give each group at least 3 examples of innovative / unusual businesses - famous innovative entrepreneurs around Europe and tell them to start working on some riddles about them.

* You can also put on post-its key words about these examples - so the participants create the riddles around them.

4. Each team should create a set of riddles in the beginning, which will be given step by step to another group.

Debriefing and evaluation

Lead a discussion about this activity by asking the participants:
- ✔ Did you enjoy the process of creating and solving riddles?
- ✔ Do you think solving riddles is an innovative and interesting approach towards learning?
- ✔ Do you think creating riddles gets you to know more about a specific subject?
- ✔ Which activity do you consider helped you the most? Writing riddles or solving them?
- ✔ Would you like to use it with your friends? Colleagues? In your future projects?

Communicate better!

THEME
Employability

COMPLEXITY
Level 2

GROUP SIZE
6+

TIME
50 min

I. Overview

Good communication skills are an essential part of everyday life, even more so when attending an interview and/or in the workplace. This activity is made up of three levels and aims to develop the participants' communication skills. The group will be divided into pairs and will be seated back to back. To complete the three tasks the participants will have to exchange information without being able to see each other.

II. Objectives

✔ Improving the participants' communication and problem solving skills;
✔ Helping the participants to develop resilience;
✔ Foster teamwork within the pairs;
✔ Develops the participants ability to creatively adapt to the needs of their partner.

III. Materials

- suitable space to accommodate the participants;
- chairs (facultative);
- taboo cards;
- clipboards;
- paper;
- pencils;
- drinks and snacks for eventual breaks;
- Mentimeter.com.

Instructions

1. Divide the group in pairs and make them seat back to back.
2. Level 1: give one person of each pair a taboo card; they will have to make their partner guess the word while unable to see each other.
3. Once everyone is done, start a little debriefing with some of the questions in the debriefing section.
4. Level 2: the facilitator will draw a picture; only one participant from each pair will see it. They have to describe the picture to their partner only describing the shapes, not the picture.
5. Once everyone is done, start a little debriefing with some of the questions in the debriefing section.

6. Level 3: the facilitator will perform the pencil trick in front of the entire group. Once half of the participants are able to perform the trick themselves, they will sit again back to back with the participants that did not get the trick and will try to explain it, always without looking at each other.

7. Proceed with the debriefing one last time.

Debriefing and evaluation

Ask the participants to describe what happened during the activity.
- ✔ How did they feel during the activity?
- ✔ How did they feel about the amount of time available?
- ✔ How did they feel working in pairs?
- ✔ What part did they like the most about the activity?
- ✔ How did they feel trying to explain the word/picture/trick?
- ✔ How did they feel trying to guess what their partner was telling them?
- ✔ What skills were needed during the different phases of the activity?

Ask the participants to fill a word cloud on Mentimeter.com about their feelings during the activity and discuss the findings.

Tips for facilitators

Link for the pencil trick: https://youtu.be/o-cVRZKj7xc
Make sure that the pairs understood the instructions correctly.
Observe pair dynamics during the activity: monitor how the conversation is going and what emotions are coming out.

Variations

✔During Level 2, instead of drawing one image for everyone, the facilitator could print many images to give each pair.

✔To create purposeful pressure, it is possible to give specific and different time limits (depending on the age group of the participants).

✔To add an element of competition, the facilitator could give more than one taboo card during Level 1, and check how many words the pair guessed at the end of this phase.

✔Several pencil tricks could be substituted for the one indicated above in Level 3.

Suggestions for follow-up

Transfer their new found ability to use descriptive language into literacy skills.

Observe everyday tasks and break them down into step by step instructions to further develop these skills.

Ideas for action

This activity can be used within an institution in order to strengthen the relationships between its employees, their time management skills and their creativity.

Adapt to deadlines

THEME

Employability

COMPLEXITY

Level 3

GROUP SIZE

10

TIME

60 min

I. Overview

Adaptability is one of the most relevant skills when it comes to employment. This activity's goal is to challenge the participants' ability to adapt to a situation with only a few tools available. They will be split into two groups, each group will be given random objects that are not typically used to play and create a game with them. For the first session they will be given 10 minutes to create a game and facilitate it to the other group. Once both teams have played their game they will be allocated 5 minutes to create another game which they will then facilitate, finally for the last session they will be given only one minute to create a game.

II. Objectives

✓ Challenge the participant's ability to adapt and create.
✓ Improve the participant's ability to work under pressure, therefore developing resilience.
✓ Expose participants to working within a deadline.
✓ Develop problem solving, facilitation, communication and teamwork skills.

II. Materials

- suitable space to accommodate the groups;
- random objects (i.e. straws, plastic ducks, glasses, anything);
- paper and pencils;
- Mentimeter.com;
- snacks and drinks for the break(s).

Instructions

1. Divide the group into two teams.
2. Give each group the materials.
3. Explanation of the activity: instruct each group that they have a strict 10 minutes deadline to create a fun game or challenge with the objects they were given.
4. Once both teams have created their games they will take turns to facilitate the game or challenge to the opposite group.
5. When each game is finished the participants will discuss what they liked and/or disliked about the tasks.
6. The process (steps 3 to 5) will be repeated, but this time participants will be allocated 5 minutes to create their next game.
7. Once the second session is over the participants will repeat it one more time with only one minute available for the creation of the game.

Debriefing and evaluation

Ask the participants to describe what happened during the activity.
✔How did they feel during the activity?
✔How did they feel about the amount of time available?
✔How did they feel working within their teams?
✔What part did they like the most about the activity?
✔How did they feel presenting their games to the other group?
✔What skills were needed during the creation of the game and then the facilitation?
Ask the participants to fill a word cloud on Mentimeter.com about their feelings during the activity and discuss the findings.

Tips for facilitators

When creating the teams make sure to have balance in the two groups.
Tell the participants that they can take notes during the creation of the games in order to help the facilitation.
Sticking to the deadline is important but remembers not to put too much pressure on the partici pants.
Choose common and simple objects to give the participants.
Use the creation and facilitation time to observe group dynamics.
Do not forget to discuss emotions and group dynamics without going too deep.

Variations

✔The games/challenges could follow a specific theme (i.e. climate change: use only recycled materials, other).
✔Change the time scale of each round suitable for the age group of the participants.

Suggestions for follow-up

In order to improve your adaptability skills you could try to do your everyday tasks using different objects or different approaches.
You could try giving yourself a deadline to challenge your time management skills during everyday tasks.

Ideas for action

This activity can be used within an institution in order to strengthen the relationships between its employees, their time management skills and their creativity.

Dreamers

THEME

Employability, Work, Goal Setting

COMPLEXITY

Level 2

GROUP SIZE

10-15

TIME

60 min

I. Overview

Many people used to have a dream job when they were kids. Some of them changed their minds while growing up, while others did not and always dreamt about the same one.

It is not always easy to make one's dream come true, even when it comes to jobs. Some of them require specific skills that sometimes are difficult to pinpoint.

This activity aims to explore different employment variations by using expressive means and online tools, while starting a reflection on personal and professional skills that can be used at the workplace and in different types of jobs.

II. Objectives

✔ Discovering different employment possibilities and pathways;
✔ Being able to express concepts through creativity;
✔ Understanding personal and professional competences.

III. Materials

- paper;
- art materials;
- technological devices to use individually;
- mentimiter.com.

Instructions

1. Ask participants to think about their dream job and get them to illustrate it through the chosen tool.

2. Have participants present their illustration one by one to the group.

3. Use online tool Mentimeter to ask questions that will deepen participants' understanding of the key steps and personal qualities they will need to achieve their chosen employment.

4. After each question, discuss as a group which answer was most popular and what connections each job has with each other.

- Question 1: Name the key elements of your drawing.
- Question 2: List 3 skills you will need to achieve your dream job.
- Question 3: Name 3 personal qualities needed to do your dream job.
- Question 4: What is one pathway to achieve this dream job?

5. Ask participants to write a letter to themselves writing about what practical steps they will take to get their dream job.

Debriefing and evaluation

Questions:
✔ How were you feeling while you were showing your dream job to the group?
✔ Do you have a clear understanding of possible ways and skills you might need to achieve your dream job?
✔ Have you ever thought about the skills and personal qualities you would need to achieve your dream job?
✔ Do you have any idea on how you can develop them?
✔ What information did you take from this activity?
✔ How can you apply this knowledge in the future?

Tips for facilitators

Remind the participants that they can use whatever kind of expression tool they feel comfortable with.

Try to respect the time limit by giving everyone the same amount of time to talk and illustrate their dream job without rushing them.

Mention most of the answers in the Mentimeter if not all of them to show validation. Everyone's opinions and ideas are important and it is fundamental to show respect towards them.

If the group seems stuck you could speak first and then encourage the others to talk without forcing them to.

Variations

✔ Different mediums can be used to express what the participants' dream jobs are: drawing, painting, riddles, miming, other.
✔ This activity can also be executed online, using video calling software that allows the use of a painting/sketching tool or a screen sharing feature while drawing on one's computer.

Suggestions for follow-up

Ask the participants to reflect on how they can develop the skills that they need for their dream jobs in the days following the activity.

Encourage the participants to try new experiences, source of personal growth and development of new skills.

Ideas for action

Sending this activity to secondary schools and youth organizations could be useful for youngsters to identify the skills they need to develop for their dream jobs together with their peers. Finding out common dreams and interests could encourage them to follow a new path and form useful connections for their future.

Guess the hat

THEME

Employment, empathy

COMPLEXITY

Level 3

GROUP SIZE

6+

TIME

90 min

I. Overview

Social interaction and communication in general are inevitable in the workplace. It is not uncommon to disagree with co-workers, sometimes the situation can escalate into a big argument that can disrupt the working atmosphere.

Learning to observe others and being able to put yourself in the other person's shoes can really benefit one's social skills and the workplace in general.

Taking inspiration from Edward de Bono's Six Thinking Hats, this activity aims to improve the participants' observation, teamwork and conflict management skills.

II. Objectives

✔ Improvement of observation skills;
✔ Learning how to think about a situation from a different perspective;
✔ Possibly learning about conflict in an indirect way;
✔ Experience teamwork with people with different ways of thinking.

III. Materials

- six Thinking Hats (from Edward de Bono) descriptions;
- bowl;
- pens;
- paper;
- riddles or puzzles.

Instructions

1. Before the activity starts, write on six small pieces of paper the colours of the Six Thinking Hats and put them in a bowl.
2. Give all the participants the descriptions of the Six Thinking Hats and tell them to read them carefully.
3. Ask for six volunteers if the group has more than 6 participants. If the participants are just six everyone will take part directly in the activity, otherwise the other participants will be observers.
4. Make the 6 selected participants draw a hat from the bowl. Tell them they will have to keep their identity a secret.
5. Give the participants the time to read the description of the hats, because they will act as the hat that they drew from the bowl.
6. Give the participants a riddle or a puzzle to solve together while they act as the hat that was assigned to them. If the riddle/puzzle is too easy they can try to solve more than one.
7. At the end of this part of the activity it is time to vote: everyone will guess what hat each participant was acting as.
8. Move to the debriefing part.

Debriefing and evaluation

Question to ask during the debriefing:
- ✔ How are you feeling right now?
- ✔ Describe in one word how you were feeling during the activity.
- ✔ To the hat owners: was it difficult to try and act following your hat's characteristics? Was it hard to solve the riddle/puzzle cooperating with the other hats, since they're so different from one another?
- ✔ To the observers: what did you notice during your observation?
- ✔ What hat do you think resembles your way of thinking the most?
- ✔ Do you think there is a hat (way of thinking) more suitable for the workplace?
- ✔ What do you think you learnt from this experience?

Tips for facilitators

Read the room. Don't be afraid of intervening if you notice the situation is frozen or if it is escalating.

You can take part in the activity as a thinking hat if there are not enough volunteers or if the participants seem doubtful.

Be available for clarification if one of the participants has doubts in regards to their hat.
Think about the riddles/puzzles based on your group's characteristics. They should not be too hard or too easy for the participants.

Variations

- ✔ Online version: use video call software to conduct the activity. You can share the document with the hats' description with the participants, assign them a role messaging them in the private chat and make them vote for the hats' identity using Mentimeter.com.
- ✔ As mentioned in the Tips section, the facilitator can take part in the activity based on the situation.
- ✔ Riddles and puzzles can be substituted by work issues scenarios if the group is composed of adults working at the same workplace.
- ✔ Instead of anonymously voting the identities of the hats could be simply discussed by the group, leading to the debriefing part.

Suggestions for follow-up

Suggest the participants to start observing the others' behaviour and listening to their words. Observing and listening can make us learn more about a person and their way of thinking, giving us important information on how to communicate and avoid conflict when disagreeing. Observation skills are also very important for one's wellbeing: noticing weird or unusual behaviours in someone can be helpful in case something is wrong with that person.

Encourage the participants to start thinking about everyday problems from different perspectives. This is beneficial not only for one's critical and empathy skills, but also for finding new creative solutions.

Ideas for action

Suggesting this activity in diverse environments could be helpful for the members of the group. Everyone comes from a different background, and some people have never had the chance to interact with different realities and perspectives. Exchanging experiences, thoughts and strategies can be a great source of growth, both for the individuals and a team/company at the same time.

Keep Your Head On

THEME

Employability, conflict, management, emotional awareness

COMPLEXITY

Level 2

GROUP SIZE

4-20

TIME

90 min

I. Overview

It is common to face conflict in our everyday lives, even in the workplace. Being able to handle conflict in an efficient way is fundamental in order to manage our work life better when it comes to stress. This activity is designed to look at different ways of managing conflict. Moving from natural conflict we will layer knowledge on experience and offer different scenarios focused at the work environment.

II. Objectives

✓ Supporting young people to access and maintain employment;
✓ Experience conflict in a safe environment;
✓ Gaining knowledge in conflict management styles.

II. Materials

- space that will allow group discussions;
- printed scenarios (appendix) and communication styles;
- paper;
- pens.

Instructions

1. Natural debate "Red vs. Blue"
● Divide the entire group into two smaller groups of equal size.
● Have one person stay out of the activity to be the role of the observer. This person will receive a sheet of paper with the definitions of the 3 conflict management styles. They should observe how the groups will interact and take notes on what they see.
● One group will be labeled Red and the other will be labelled Blue. They will have no instruction on how to debate. Both groups will be given the same task to make the other group believe that their team is better. Red will try to convince Blue that they are the best and Blue will try to do the same thing. (10 minutes).
● Let the group act the natural way they would in this situation.

2. Discuss and give information
- Bring the two groups back into one large group in a circle.
- First give explanation and definitions of the conflict management styles.
- Ask the observer to share their notes and observations that they saw.
- Open the discussion up for the entire group for them to share what they think about how the groups interacted and how they personally managed the conflict for themselves. Have them identify their own personal conflict management styles and share if they feel comfortable.

3. Small groups and scenarios
- Split the large group up again into 6 equal groups.
- Give each group an example scenario that they will need to make a short role play about. They will each be given a role within the scenario that has a corresponding conflict management style. The groups can decide the role that they would like to play within the scenario.

4. Perform each role
- Each group will perform their role play in front of the large group. They will not explain what is going on or what conflict management style they are performing.
- After each performance, the larger group will discuss what was going on in the scenario and which role had which conflict management style. They can also discuss a better way to solve the issue of what was happening in the example scenario.

Debriefing and evaluation

Questions:
✔ Do you think the debate was equable?
✔ What knowledge did you get?
✔ What kinds of emotions were you feeling during the first group debate?
✔ How did the scenario performances make you feel?
✔ In which way can this help you in your future experience?
✔ After having this experience and gaining new knowledge about conflict, do you think it is important to spread this knowledge? Would it change the way people face confrontation in a better way?

Tips for facilitators

- *Stay on the topic;*
- *Be mindful about your group dynamics and individual issues;*
- *Remind the group to be respectful towards others while they are having the first discussion;*
- *Do not be afraid to intervene if you think the situation is getting out of hand;*
- *Do not be afraid to take part in the scenarios if you feel like the group needs a little bit more energy;*
- *Have a good time facilitating the activity.*

Variations

✔ The activity can be changed to suit the issues or source of conflict present. Be creative with aspects of this activity to help with engagement e.g. moving debate, art performance and feeling recording.
✔ This activity can be executed online through video calling software that allows breakout rooms for when the groups need to practice their performances.

Suggestions for follow-up

Think about conflict situations that have happened in their life and write what they would do differently during the situation. Suggest participants to keep a journal.

Tell the participants they can share their knowledge with their friends. Conflict management skills are useful in the workplace but also in different types of interpersonal relationships.

Ideas for action

Possibly delivering this session to figures of authority in tandem with your specific group.

Spreading knowledge about conflict and its several management styles can help several people that are struggling at their workplace.

ANNEX

a. Scenarios:

● Interview

Dave is going into a possible job and needs to have an interview. The interviewer is being impolite and asks an inappropriate question, what do you do?

● Heavy workload

Leah is completing a complex project for her manager while doing this the manager keeps adding additional tasks for this project. Leah is feeling overwhelmed by her workload. How should she proceed?

● Late for work

Billy's coworker is always late for work and his supervision never notices this, but when Billy is late the same supervisor always reprimands Billy. Billy feels like he is being treated unfairly. What should he do in this situation?

● Work style conflict

Ian is planning a presentation with a few of his colleagues. The presentation is three weeks away, and he prefers to divide large tasks into small daily steps. He wants to work on the presentation for 10 minutes every day until the meeting. One of his colleagues, Sue, prefers to complete tasks in larger sections. Sue wants to complete the task in one day, closer to the deadline.

● Background based conflict

Brian is a project manager, and he realizes one of his new team members, Kate, rarely shares her input during their group discussions. Brian expects all team members to contribute. In Kate's last company, the managers expected the team members to listen until they called on them. She is waiting for Brian to call on her directly.

● Interruption

Sarah is speaking in a meeting when her colleague, Greg, interrupts her. She decides it could be a mistake, and it's best to focus on the positives in her relationship with Greg. In the next meeting, she notices Greg interrupts her a few more times and she cannot fully express her ideas.

b.Definitions:

● Passive - Communication style in which you put the rights of others before your own. Minimizing your own self-worth.

● Aggressive - Communication style in which you stand up for your rights but violate the rights of others.

● Assertive - Communication style in which you stand up for your rights while maintaining respect for the rights of others.

Shall the fastest color win!

THEME

Entrepreneurship, communication, time management

COMPLEXITY

Level 2

GROUP SIZE

4+

TIME
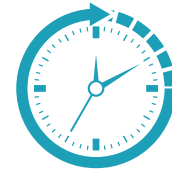
45 min

I. Overview

Time management is one of the most valued skills at the workplace. Being able to complete a task in an efficient way spending as little time as possible is considered a precious skill. Through this activity the participants will challenge their communication, cooperation and time management skills.

II. Objectives

✔ Improving time management skills;
✔ Learning how to cooperate with others under pressure;
✔ Communicating efficiently in a team;
✔ Experiencing working under pressure as a team.

II. Materials

- 3+ bowls;
- 3+ desks;
- small items (crayons, marbles, paper clips, etcetera) of 3+ different colours (depending on the number of participants);
- chairs (optional) for debriefing.

Instructions

1. Before the activity starts, mix the coloured items and put them in the bowls.

2. Depending on the number of participants, divide them in teams with an equal number of members.

3. Assign one of the colours to each team.

4. Tell the teams that they will have a very limited amount of time to go through the items they have in the bowl and put the ones that do not correspond to their assigned colour in the other teams' bowls: the colours they take out of their bowl has to go to the right team's bowl.. Each team can choose to go freely or decide for a strategy of their choice.

5. The first team that gets rid of the other colours will win, regardless of having all of their items. Example: if the red team has only red items in its bowl, but the other teams still have red items in theirs the red team wins anyways.

Debriefing and evaluation

Question to ask during the debriefing:
✔ How are you feeling right now?
✔ Describe in one word how you were feeling during the activity.
✔ Did the time limit make you feel under pressure?
✔ How was cooperating with your teammates? Did you communicate well/at all?
✔ To the winning team: did you have a strategy?
✔ To the other teams: did you also have/not have a strategy?
✔ Did someone in particular come up with a strategy?
✔ What do you think it's the best attitude to have when doing a task under pressure?
✔ How is your time management skill usually?
✔ What kinds of activities do you think could be useful to improve one's time management skill?

Tips for facilitators

Read the room. Don't be afraid of intervening if you notice the situation is getting out of hand or if a team is starting a conflict.

Remind everyone to be respectful of others, even if they feel under pressure.

You can take part in the activity as a thinking hat if there are not enough participants for the teams to be even.

Tell the participants to be careful with moving around. It is true that it is a time-based activity but remind them not to run and be careful of others in order not to cause injuries.

Variations

✔ As mentioned in the Tips section, the facilitator can take part in the activity based on the number of participants.

✔ If the group is very small, it is possible to conduct the activity with individuals instead of teams. In this case the activity will focus more on personal time management and personal strategy instead of cooperation, communication or teamwork.

✔ You can repeat the activity several times mixing the teams, changing the amount of time given to the participants, the type of items, other.

Suggestions for follow-up

Suggest the participants to pay attention to the amount of time they spend on everyday tasks.

To improve one's time management skills, you can suggest the participants to keep a diary and track down the amount of time they spend on their tasks. They could challenge themselves weekly trying to increase their productivity time-wise.

Suggest the participants to think about alternative ways to do their everyday tasks. The usual strategy is not always the best, sometimes trying new approaches can help one find the most effective and efficient way to complete a task.

Ideas for action

It could be useful to suggest this activity in workplaces where employers struggle keeping up with their tasks. It could make them reflect on their work strategies and observe how other people approach tasks similar to theirs.

CV Brainstorming

THEME

Entrepreneurship, CV

COMPLEXITY

Level 4

GROUP SIZE

10

TIME

90-120 min

I. Overview

During this activity the participants will be divided into couples, they will tell each other some of their qualities and skills for which they have not received any title or certification, while the other part has to transcribe them using formal language in order to be able to put them in their CV, to add value to it and higher the level of employability of their profiles.

The activity can take from 90 minutes (discussing in pairs and then presenting) to 120 minutes (if videos, readings or hosts are involved).

II. Objectives

✓ Learn how to transform non-canonical skills into qualities for one's own CV;
✓ Improve English skills when it comes to writing CV.

II. Materials

Online:
- Meeting platform that allows breakout rooms (i.e. Zoom);
- Shared document/presentation file.
- Face-to-face:
- Room with tables and chairs;
- Paper and tools to write;
- A blackboard!
- Consumables:
- Water, coffee, tea and snacks for small breaks. (15min)

Instructions

1. Introduction of the activity. Explain to the participants what they are going to do during the activity: telling each other about some personal qualities and experiences that are not canonically classifiable into qualities for employability, including soft skills and other qualities for which they never received a title/certification; (15 minutes)

2. Make clear that they can talk about their experiences in a very simple way, commenting on each other's telling's and asking for stories and context;

3. Divide the participants into random couples so they can start discussing their experiences with each other; (15-20 minutes);

4. After the conversation, each participant has to transcribe what the other told them into possible skills that can add value to their CV. It is important to specify that they should try to transcribe the content using the style that is canonically used when writing resumes, but even if they make mistakes or they do not know how to do it is alright, because what they write will be discussed afterwards and other advices will be given during the debriefing part;

5. 15 minutes break;

6. The participants will present in couples what they talked about and what they decided to write to the rest of the participants; (30 minutes)

7. After each presentation, or after all of them, moderators and participants are encouraged to give feedback and suggestions (20-30 minutes). Make it clear that every comment and suggestion from the others is always welcome, in order to improve the quality of the experience;

8. Move to the debriefing part.

Debriefing and evaluation

General feedback on the session could be a good way to start. To guide the debriefing, you can ask the following questions:

✔ Did you enjoy the session?
✔ Have you ever thought you could add your experiences in this way in your CV?
✔ How did it feel to use your creativity during the brainstorming?
✔ How was presenting your ideas to the other participants?
✔ Do you think this activity can help you the next time you write/update your resume?
✔ Afterwards, proceed to the next step (if there are any hosts or content to show) or proceed to the farewell.

Tips for facilitators

Watching YouTube videos to take inspiration from can be useful in order to acquire more knowledge on CVs writing. There are several videos and posts about the topic, even from experts that hire employees or employees that have experience with several jobs, organizations and interviews.

Inviting over one of the experts for the beginning part or the ending one coil also be an interesting idea to add more information to give to the participants, that can also ask questions about the proper language to use or the kind of jobs they can apply for with the skills they have.

Variations

✔ Watching the videos or having the intervention of a host at the beginning or at the end of the activity can be a variation.

✔ The pairs can also choose to transcribe the experiences and qualities together instead of working on their own regarding the information given by the other.

✔ The break time can be moved before or after certain steps based on necessities.

Online: using software that allows breakout rooms can allow the participants to work in pairs. They can take notes on the blackboard options that some platforms offer, and transcribe the information received in a shared document or a shared file for presentation (Google Presentation, CANVA, etc.) and afterwards present their ideas and suggestions when reunited to the rest of the group.

Offline: once the participants are divided into pairs they can discuss sharing a table and writing down the information on paper or on their own technological device if they prefer. When the presentation time comes they will be invited to the blackboard to either copy what they wrote in their paper, write key-words and then read their paper's content or even hand the paper they used.

Suggestions for follow-up

Reading about the issue and the experience other people had regarding writing their own CVs could be a nice idea for a follow-up. There are several stories on the web and several feedbacks people give regarding certain skills their job interviewers were interested about.

Encouraging people to improve their language can also be a nice idea since writing, even in CVs, is considered an important skill when applying for a job.

Ideas for action

Make sure that CV writing is perceived as an important activity that sometimes is underrated. Some companies and organizations do not take some resumes into consideration when they are not written correctly or when they do not find them interesting. Raising awareness about the matter is important in order to teach young people the importance of an interesting CV that does not always require super high education titles or numerous job experiences to result in intriguing the employer.

Self-presentation in Job interviews

THEME

Job Interviews

COMPLEXITY

Level 3

GROUP SIZE

15

TIME

90-120 min

I. Overview

In this activity, participants have the chance to practice their self-presentation skills for job interviews in a safe setting. Participants are divided into small groups of three and asked to role-play a job interview scenario. Each participant takes on a specific role, that of the employer, that of the applicant and that of the silent observer. There is then a feedback round in which the applicant first describes his or her experience, followed by the employer and finally the observer. After that, the roles are switched so that everyone has enough time to practice and receive specific feedback. The activity can take from 90 (input, role play and feedback) up to 120 minutes (if videos, plenary discussion, readings and hosts are involved) and may include multiple sessions in order to ensure a safe and routine handling of job interviews.

II. Objectives

✔ Facilitate access to the labor market and thus counteract unemployment;
✔ Train self-concept and self-expression skills in a safe environment;
✔ Learning self-presentation skills in a digital setting, in response to pandemic and increased digital job inter views due to Globalization.

II. Materials

Equipment:
Online:
- meeting platform that allows breakout rooms (e.g. Zoom);
- shared screen to show CANVA presentation;
- Miro-MindMap for Brainstorming (link shared via chat);
- Digital Script for role-play that each participant can either print out or open on their computer (can be shared via the chat);
- Mentimeter for evaluation;
- Youtube video for additional input.
Face-to-face:
- room with tables and chairs, paper, pens, projector and screen;
- Presentation using Canva;
- Mentimeter for Evaluation or printed evaluation.
Consumables:
- Water, coffee, tea and snacks for small breaks. (15min).

MODULE 5. Methodologies used in Portugal

Instructions

1. Introduce the topic and present the structure of the session using a presentation. You can use PowerPoint or Canva to create an illustrative presentation. Participants should get an overview of the session's outline;

2. Short introduction on the importance of self-presentation in job interviews with focus on digital settings. You can use the same presentation, adding a few key points and visualizations will help participants to recognize the important points;

3. Brainstorming on do's and don'ts in job interviews and different aspects that should be taken into consideration such as physical appearance, mimic, body posture, self-concept, confidence, authenticity etc. Create breakout rooms so participants can discuss do's and don'ts. Ask them to collect the most important points on visualization platforms such as Miro-MindMap or PadLet. You can provide participants with the link to the platform via the chat;

4. Discuss ideas with the whole group. Each small group should present their main ideas. Try to show references between points and identify key points. Visualize them in changing the color or making them BOLD. The participants should focus on the key points when conducting the job interview role play;

5. Introduce the next step in the session - the role-play. Emphasize that it is important to make mistakes in order to learn and that the session should be a safe space to practice. Nobody is perfect and making mistakes is normal and important to learn;

6. Create breakout rooms with 3people each group. Each participant takes on a specific role, that of the employer, that of the applicant and that of the silent observer. For guidance each participant gets a script with specific focus points that you can send via the chat. For example the employer has specific questions that they can ask ("What are your weaknesses?" "Where do you see yourself in 10years?")
During the role-play you can take part in each breakout session in order to answer questions and monitor progress;

7. There is then a feedback round in which the applicant first describes his or her experience, followed by the employer and finally the observer;

8. After that, the roles are switched so that everyone has enough time to practice and receive specific feedback;

9. After each participant has taken each role you come back to the whole group. Each group has time to share their experiences and ask questions. You can try to answer questions and share tips;

1o. Move to the debriefing part.

Debriefing and evaluation

You can start with a short review of the session. Afterwards you can ask participants to evaluate the session using a short survey on Mentimeter.com.
✔ If you feel like the group is ready you can address the following questions:
✔ How did participants feel during the role-play?
✔ Do they feel safer now to get into a real job interview?
✔ How did the digital setting influence their experience?
✔ Did participants feel safe during the role-play?
✔ What do they wish for in a second session?
✔ What could be practiced in another session? (e.g. develop better understanding of self-concept)
✔ Are there any questions they would like to ask?
In the end you can once again underline the importance of practice and making mistakes. After that you can proceed to the farewell.

MODULE 5. Methodologies used in Portugal

Tips for facilitators

It could be very beneficial to invite an employer or even multiple employers from different companies to get insights on: How job interviews are structured, what questions are frequently asked, how to present yourself successfully. Inviting an expert could also be beneficial in providing each participant with specific and knowledgeable feedback.

Another tip is to make the presentation more interesting by showing YouTube videos. This can also help visualize positive or negative examples of self-presentation. It can also be useful to watch videos so that you can prepare yourself for the session.

Make sure to leave some extra time at the end of the session. This will give you more flexibility to discuss important aspects, issues and questions.

Variations

✔ Integrating one of the tips described above can be a possible variation. You could invite experts to share their knowledge and experience and give each participant individualized feedback.

✔Another possible variation can be the use of other materials. Instead of presenting with CANVA you could also use Google Presentations or PowerPoint. The brainstorming could be visualized using PadLet instead of Miro. The final evaluation could be conducted via a private survey not with Mentimeter.

✔Instead of conducting the session online you could also practice face to face. You can still use a presentation and present with the use of a screen and beamer. Furthermore, you could give participants different materials for brainstorming such as big papers, pencils in different colors.

✔In terms of the role-play participants could divide into small groups of three and have their own little "safe space" in the room or even outside of the building or in other rooms. Scripts for guidance could be printed in advance.

Suggestions for follow-up

If more than one session is desired, the second session may focus on the development of a stable self-concept. Encouraging participants to get to know themselves better could be very rewarding and lead to a more confident self-presentation in the context of job interviews. Participants could work first individually by answering a survey. Finally it would be beneficial to give participants room to present themselves in smaller groups. This would give participants more time and room to practice in a safe environment to become more experienced

Ideas for action

Successfully presenting oneself is an integral part of finding a job in the labor market and can thus help against unemployment. Partnering up with schools and organizations to provide young people with specific training could be an effective way to help young adults to become more successful in job interviews. Raising awareness on the importance of self-presentation and providing specific training could help young people achieve their professional goals.

Workers' rights and duties: EU edition

THEME

Entrepreneurship, Rights and Human Right

COMPLEXITY

Level 3

GROUP SIZE

10

TIME

90-120 min

I. Overview

During this activity the participants will learn about the rights but also the duties of employees at the workplace. After the theoretical explanation and a short discussion about the previously explored topics, participants will replicate through a role-playing activity some scenarios, and decide how to act based on what they learnt.

II. Objectives

✔ Learn about workers' rights and duties according to the EU, and how these rights can be connected to universal human rights;

✔ Apply them to everyday possible situations at work.

II. Materials

- powerPoint/Canva presentation about workers' rights and duties;
- access to documents and sources of information (if specific questions are asked);
- scenarios for the role-play.

Online:
- meeting platform that allows screen sharing (i.e. Zoom, Google Meet, etc.).

Face-to-face:
- room that allows presentations (screen, laptop, projector);
- chairs and tables;
- consumables (water, coffee, snacks, etcetera) for the break.

Instructions

1. Present the main topic of the activity: duties and rights of workers. Considering that every country has its own laws and that there could be differences when it comes to specific rights in the working context, it is important to specify that the content that will be presented will be about the rights and duties recognized by the European Union;

2. Start the presentation and show documentation about the topic. When one does not have a lot of work experience, in certain situations or workplaces there could be the possibility of being mistreated, taken advantage of, or not having clear what is part of the employees' duties;

3. Start a discussion. Participants can talk about their previous experiences (if they have some) or experiences of people they know, asking questions and expressing their doubts;

4. 15 minutes break;

5. Role-play activity. Using some pre-written scripts, participants will recreate certain scenes set in a workplace and discuss them, referencing what they learnt during the first part of the activity;

6. Moving to the debriefing.

Debriefing and evaluation

General feedback on the session could be a good way to start. To start the debriefing you can ask the following questions:

✔ Did you enjoy the session?

✔ Have you ever thought about the workplace in terms of human rights?

✔ Have you ever thought about the workplace in terms of worker's duties?

✔ How was taking part in the role-play activity?

✔ Do you think the knowledge offered by this activity can help you in the workplace in the future?

Afterwards, proceed to the next step (if there are any hosts or content to show) or proceed to the farewell.

Tips for facilitators

When it comes to workers' rights and obligations, it is important to mention the European Labour Law, which controls the fundamental requirements for multinational employment for the countries in the EU or the ones that agreed to the European Convention on Human Rights. Important topics to present at the beginning of the activities are: health and safety at work, discrimination at work, equal opportunities, social inclusion and social protection. In order to do so, it is possible to reference the European Commission's website in the Employment, Social Affairs & Inclusion section (https://ec.europa.eu/social/main.jsp?-catId=82&langId=en), and more specifically EUR-Lex, a website that guarantees access to the European Union law, in the section Employment and social policy (https://eur-lex.europa.eu/summary/chapter/17.html).

Inviting experts on human rights in the employment sector could be useful for the participants to ask questions about the practical side of the content offered by this activity.

There are also several videos on the web that explore the topic that could be shown during the presentation. Having a section focused specifically on mobbing and discrimination in the workplace, how to recognize them and act on them could be an interesting thing to add.

During the discussion/question part it is important to encourage the participants to talk and express their doubts, specifying that all kinds of questions are welcomed.

Make sure to encourage the participants to take part in the role-playing activity without making them feel forced or uncomfortable.

Variations

✔The presentation on human rights and workers' duties can be made in different ways and be focused on different specific topics. It can also be customized with videos or content of other nature based also on the setting of the activity (online/offline).

✔The break can be moved around based on the participants' and the hosts' needs.

✔Instead of doing the role-play in the second part of the activity, participants could be given the scripts with the different situations and discuss them in couples or small groups (either using different tables or areas of the activity room or using breakout rooms in case of the online option), and then talk about them with the rest of the participants right before the debriefing.

Suggestions for follow-up

Encouraging participants to always try to educate themselves when it comes to human rights, to start discussions about the topic with other people and even in the workplace.

It is important for new employees to know about their rights and duties, to keep educating themselves about difficult and sometimes dangerous situations they could experience or witness, instead of ignoring or accepting them as normal parts of the job.

Ideas for action

Promoting a respectful environment is important for companies and stakeholders in order to improve what they do. Being honest and clear, starting an internal discussion on these kinds of topics is also fundamental to assure the well-being of the employees and the company in general. Sometimes certain topics are not explored enough, and new employees could risk being mistreated without knowing, considering what is happening as part of the job, which could have a negative impact on their health and the workplace. The company as well could suffer from some employees not respecting their duties for several reasons. Therefore, this is why having seminars and courses regarding these topics is considered important (and in some countries even mandatory) for the general well-being of employers, employees and companies.

How to conduct online research and identify misinformation?

THEME

Research

COMPLEXITY

Level 2

GROUP SIZE

10

TIME

60 min
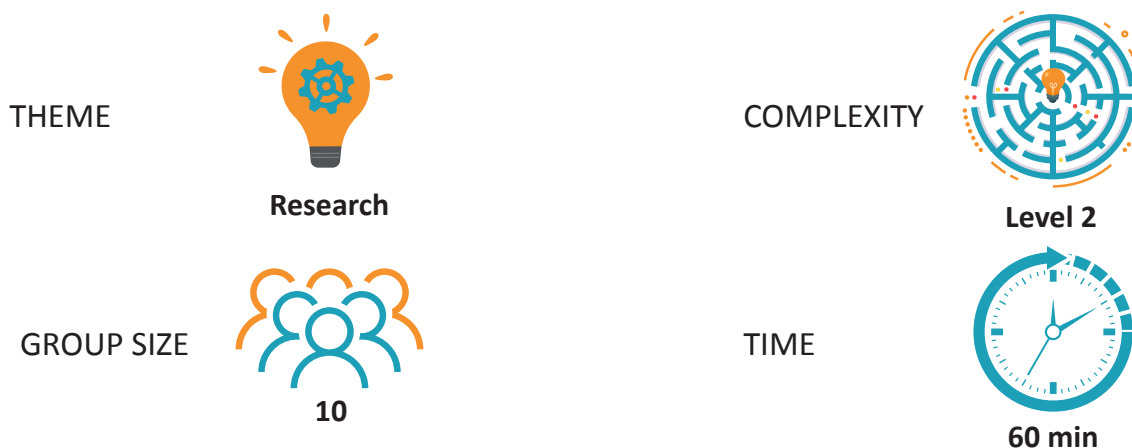
I. Overview

Participants get the opportunity to learn and practice online research. A special focus is placed on the identification of false, inaccurate, or misleading information and the use of suitable, appropriate and evidence-based sources. Due to the vast and endless amount of information on the web, it is extremely important to have the ability to identify unscripted information.

After a short presentation on how to conduct online research participants are divided into small groups and asked to research specific subtopics on digital competencies. While reading articles thematically and gathering an understanding on digital competencies participants are learning how to research and identify credible sources online. After researching each group presents their findings, issues and questions in the group. The activity can take up to 60 minutes including input, research and presentation.

II. Objectives

✓ Train digital competencies with specific focus on online research;
✓ Identify incredible, unreliable and dubious information and sources online.

III. Materials

Online:
- meeting platform that allows breakout rooms (e.g. Zoom);
- shared screen to show CANVA presentation;
- Vpn client for research platforms (link shared via chat);
- visualization platforms such as Mentimeter, Miro-Mind-map, PadLet;
- research platforms or Browsers;
- Mentimeter for evaluation;
- Youtube video for additional input.
Face-to-face:
- room with tables and chairs, paper, pens, projector and screen;
- presentation using Canva;
Mentimeter for Evaluation or printed evaluation.
- Consumables:

Instructions

1. Introduce the topic and present the structure of the session using a presentation. You can use Canva to create an illustrative presentation. Participants should get an overview of the session's outline;

2. Make the introduction interactive in order to activate the participants' prior knowledge. For example, ask them which online platforms they use most often. These can then be used to address dangers such as misinformation. For example, if someone says Wikipedia, it can be shown interactively that anyone can create entries in Wikipedia, which of course also has an impact on the quality of the information;

3. After you have asked for participants' own knowledge you can add a short introduction on how to conduct online research. Introduce main credible, scientific research platforms such as Google Scholar, PubMed, SchienceDirect, JSTOR, Web of Science, Make sure to also add important information such as using a University or School Vpn to get more access to information via online libraries;

4. You can use the same presentation, adding a few key points and visualizations will help participants to recognize the important points. Finally, you can come to the conclusion that it is always important to look for the information source;

5. After the introduction, the participants should now conduct online research on different sub-topics of digital competences. The group is split into 5 breakout rooms with smaller groups of 2 people. They have now 30 minutes to conduct research on their topic and prepare a short presentation. As a guideline, the participants receive a PDF document with the instructions shared via chat function, where also the subtopics are communicated. Ask them to collect the most important points on visualization platforms such as Miro-MindMap or PadLet. You can provide participants with the link to the platform via the chat;

6. After researching each group presents their findings, issues and questions in the group. You can share the PadLet or Miro-MindMap via the shared screen function. This trains content-related aspects of digital competencies as well as revealing errors, which can then be discussed in the large group;

7. After all groups have presented, an attempt should be made to establish a reference to everyday life. Why is it so important to recognize false information? If there is no input from the participants, you can name keywords such as Corona pandemic and mass of information on the Internet;

8. Try to show references between mentioned points and identify key points. You can visualize them by collecting them on Miro-MindMap;

9. Move to the debriefing part.

Debriefing and evaluation

You can start with a short review of the session. Afterwards you can ask participants to evaluate the session using a short survey on Mentimeter.com.
- ✓ If you feel like the group is ready you can address the following questions:
- ✓ How did participants feel researching?
- ✓ What did they do to identify credible sources?
- ✓ Was it easy to find high quality information on the topic?
- ✓ What do they wish for in a second session?
- ✓ What could be practiced in another session?
- ✓ Are there any questions they would like to ask?

In the end you can underline once again the importance of online research and identifying credible sources.

Tips for facilitators

It could be beneficial to integrate YouTube videos into the session. There are several videos already exciting on the topic that visualize why it is important to identify misinformation and how to do so. Another tip would be to create an everyday reference. Possible examples could be the Trump election campaign and fake news or COVID19 and misinformation. This helps illustrate dangers of misinformation.

Variations

✔Integrating videos as described above could be a possible variation. Another possible variation can be the use of other materials. Instead of presenting with CANVA you could also use Google Presentations or PowerPoint. The brainstorming could be visualized using PadLet instead of Miro. The final evaluation could be conducted via a private survey not with Mentimeter. Another variation could be conducting the session face-to-face instead of online. You can still use a presentation and present with the use of a screen and beamer. Furthermore, you could give participants different materials for brainstorming such as big papers, pencils in different colors. In terms of smaller groups you could print the guideline and give each group a little desk where they can work and visualize their thoughts. During the small group phase you can walk around and answer questions.

Suggestions for follow-up

This session is very much focused on identifying credible online sources and conducting online research. If another session is desired, the second session could focus on other aspects of identifying misinformation such as knowledge. Instead of practicing research skills you could focus on practicing how to actually identify misinformation by using examples of fake news. It is important to emphasize that knowing the content, facts, the year and having accurate knowledge is another important aspect of online research.

Ideas for action

Especially in times of the Corona Pandemic misinformation online is dangerous and can actually have an effect on people's lives. It is important to make sure that online information and research is perceived as important. Schools should integrate this in their curriculum in order to make sure that young people are less susceptible to influence and can critically question information and check its credibility. You could work together with schools and governments to raise awareness on the topic and even conduct Workshops in a school setting.

Why are you fishing me?

THEME

Digital competences (Security)

COMPLEXITY

Level 1-2

GROUP SIZE

6+

TIME

45 min

I. Overview

Online attacks and attempts to obtain information for fraudulent purposes are a very frequent activity on the Internet. Having the necessary knowledge to be able to identify these attacks and avoid them without risk is essential to protect the security of Internet users.

II. Objectives

✔ Know how to compare and contrast identity theft with other types of theft.
✔ Know how to identify clues in incoming messages, on web pages or in any other media that may be indicative of phishing attempts.
✔ Be able to describe the different ways in which online identity theft can occur.

III. Materials

- suitable space to accommodate the individual participants or groups;
- a slide presentation containing screenshots of web pages, messages or other content likely to be fishing attempts;
- a video projector.

Instructions

1. Opening & Introduction: Welcome the participants, introduce the facilitators' team, session outline and give a general overview of the session aim and objectives; (2')
2. Ask participants: What is something you own that someone might want to steal? Why? Because it is useful to that person? Allow time for people to discuss in pairs or small groups; (5')
3. Share the opinions out loud with the whole group; (5')
4. Explain, especially if it has not been said by the group, that one of the most valuable things nowadays is personal data. Explain that one of the most common ways identity thieves get your private information is through something called phishing; (2')
5. Define key words such as: identity, online identity, personal data, private information... (5')
6. Explain different ways of finding out if a message is a fishing attempt or not as well as tips; (5')
7. Start the activity: Work in pairs to analyze examples of messages that use tricks to phish for your information; (10')
8. Share the conclusions of each group with the class and discuss them together; (5')
9. Summary and acknowledgements.

Debriefing and evaluation

✔ What part did they like the most about the activity?
✔ How did they feel about sharing their ideas/conclusions?
✔ How did they feel about the amount of time available?
✔ What did they like least about the activity?
✔ Was everything intuitive and dynamic enough for the activity to develop properly?

Tips for facilitators

It is normal for ideas to emerge as participants listen to the opinions of others. It is therefore essential to maintain a constant dialogue between the group and the moderator.
Helping the participants while they are working is fundamental: asking questions, commenting aloud on the students' doubts...

Variations

✔ If the activity is done in groups it could be done in a competitive way ;
✔ One way to make the session more dynamic would be for participants to have a few minutes to find a message they have received that they think is an attempt at fishing.

Suggestions for follow-up

At the end of the activity, ask whether participants feel more confident or more capable of identifying phishing attempts.

Ideas for action

This activity is especially useful for people who receive a lot of messages every day.
It would especially be useful for groups less familiar with such online security vulnerabilities. At the corporate level it can also be useful.

Who is not lying?!

THEME

Digital competences (Information)

COMPLEXITY

Level 1

GROUP SIZE

6+

TIME

45 min

I. Overview

The democratization of access to information technologies has multiplied the number of sources of information on all online platforms. Due to this high number of sources, not all published content is completely truthful and objective. For this reason, knowing how to identify fake news is an essential skill in a world flooded with information.

II. Objectives

✔ Being able to identify fake news;
✔ Identify the most common characteristics of a fake news story;
✔ Developing the digital competence of information literacy.

III. Materials

- suitable space to accommodate the individual participants or groups;
- fake news definition;
- video projector;
- presentation of several slides with:
- 4 headlines, of which one is fake news;
- 4 headlines, of which 1 is a real news headline.
- (Optional) Word cloud creation application;
- (Optional) Blackboard and markers.

Instructions

1. Opening & Introduction: Welcome the participants, introduce the facilitators' team, session outline and give a general overview of the session aim and objectives; (2')

2. Ask participants about key words: Ask to brainstorm and answer voluntarily the following question: "What do you understand by fake news?", if possible in single words; (2')

3. Collect the answers orally and write them on the screen/board; (2')

4. Discuss briefly the terms, and use them to introduce the definition of "fake news"; (2')

5. Explanation of the main characteristics of fake news and tips on how to identify them; (6')

6. After the explanation of the characteristics of Fake News, move on to the slides of the activity;

7. Allow enough time for each slide for the students to discuss among themselves or in small groups (depending on the number of participants); (1-2')

8. Ask which of the four possibilities they think is the intrusive news item and comment on the answers; (1-2')

9. Repeat points 7 and 8 until the slides are finished;

10. Summary and acknowledgements.

Debriefing and evaluation

- ✔ What other words could they have mentioned that have not been said during the activity?
- ✔ How did they feel about the amount of time available?
- ✔ What part did they like the most about the activity?
- ✔ How did they feel about expressing their guesses?

Tips for facilitators

Using a word cloud creation application can be more dynamic and more fun: having a link in one of the first slides for participants to directly access the web page for creating the cloud could be very useful.
Allow enough time for people to discuss among themselves but also interact while debating to help guide their discussions.

Variations

The activity could be carried out competitively between different groups by finding out which of them manages to identify the most Fake News.

Suggestions for follow-up

At the end of the activity, ask whether participants feel more confident or more capable of identifying fake news.

Ideas for action

In addition to being conducted in person with moderators and participants, a game-like content for individual use could be created and published online.

What should I choose?

THEME

Digital competences (Information)

COMPLEXITY

Level 1

GROUP SIZE

10 max

TIME

1-2 hours
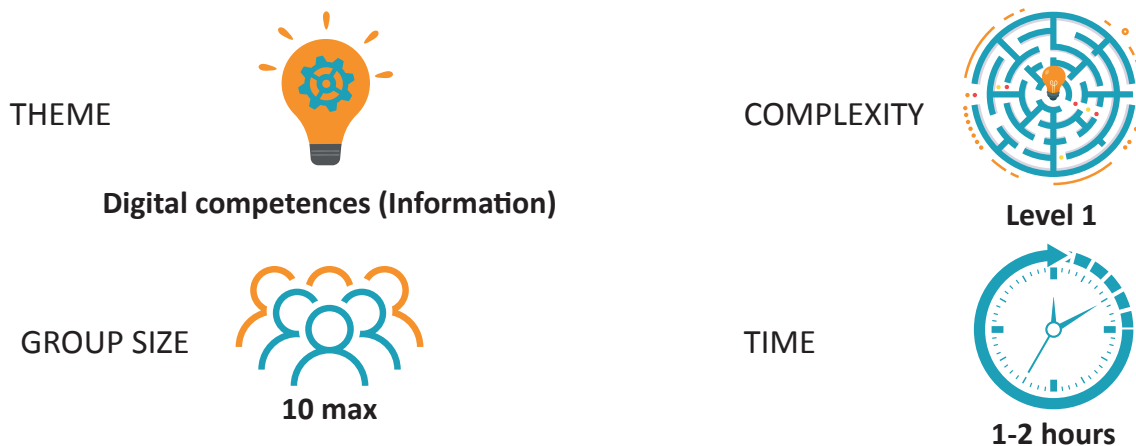
I. Overview

Knowing how to choose the necessary information in a text is essential to be able to create other types of multimedia content. The information to highlight for each type of media is not the same in all cases.

II. Objectives

✔ Know which information to prioritize;
✔ Be aware of the different platforms that exist and there needs to elaborate a correct message;
✔ Being able to see classified information according to their relevance for the objective of the publication.

III. Materials

- paper sheets, pens and highlighters (or computers depending on the number of people);
- a PowerPoint presentation that explains the different needs for the different publications that we might want to create;
- a video projector.

Instructions

1. Opening & Introduction: Welcome the participants, introduce the facilitators' team, session outline and give a general overview of the session aim and objectives; (2')
2. Ask participants: How can we adapt the content of our message to a specific platform? What information is more relevant for each case? (5')
3. Share the opinions out loud with the whole group; (5')
4. Define key terms and explain the different keywords and explain how to select information; (5')
5. Start the activity: (20')
   a. Introduce a text (ex: Part of a report, news article…);
   b. Ask the participants to read the text and identify which pieces of data are more relevant for: a tweet, an Instagram post or story, a summary of the whole text…
6. Share with the group the information selected for each type of post and comment it with the group; (10')
7. If the selection has been too fast another text can be proposed; (repeat step 5)
8. Summary and acknowledgements.

Debriefing and evaluation

✔ What part did they like the most about the activity?
✔ How did they feel about selecting the information?
✔ How did they feel about the amount of time available?
✔ What did they like least about the activity?
✔ Was everything dynamic enough for the activity to develop properly?

Tips for facilitators

Have multiple texts in case the first one is finished quickly.
Engage with the participants while they are working is fundamental: asking questions, commenting aloud on the students' doubts...

Variations

✔ In order to do the activity more creatively and also touch other digital capabilities such as "graphic design", instead of just identifying relevant information, people could create one post (for example the Instagram one) using the information they have retrieved from the text.
✔ If the activity is done in groups it could be done in a competitive way to see who identifies the most relevant information or creates the best post.

Suggestions for follow-up

At the end of the activity, ask whether participants know better how to retrieve information from a long text and prioritize it to create the most relevant publication possible.

Ideas for action

This activity might be very useful for kids that are starting to use digital platforms as well as for other groups of people that might need to enhance their information. prioritization skills.

I need order!

THEME

Digital competences (Information)

COMPLEXITY

Level 1-2

GROUP SIZE

6+

TIME

90 min

I. Overview

As an electronic device is used, it is normal for files to get cluttered and mixed up, especially if they are not organized from the very beginning. Being able to sort them properly is critical to being able to find files efficiently and not negatively impact on productivity.

II. Objectives

✔ Learn how to define priorities in file management;
✔ Developing the digital competence of information literacy;
✔ Learn tricks to avoid losing files and to prioritize the most relevant ones;
✔ Realize that good file management is indispensable to be efficient.

III. Materials

- suitable space to accommodate the individual participants or groups;
- depending on whether the participants are participating individually or in groups, have an adequate number of computers;
- a folder with many files of different kinds, all jumbled up and with different contents;
- a PowerPoint presentation explaining the basics of file organization;
- a video projector;
- a Google drive account with a public share link.

Instructions

1. Opening & Introduction: Welcome the participants, introduce the facilitators' team, session outline and give a general overview of the session aim and objectives; (2')
2. Ask participants if they really consider themselves organized when it comes to managing files on their computer, counting the votes if possible; (1')
3. Start the presentation on the importance of keeping good order on the computer and explain the principles of how to sort folders;
4. Explain how the activity will be carried out and ask them to download the folder with the contents; (5')
5. Allow about 20 minutes for participants to look at the contents of the documents in the folder, their titles etc. and then organize the items in the best possible way using appropriate folders and names; (20')
6. Ask volunteers to upload their sorted folder to Google Drive using the link and then discuss the organization with the class; (15')
7. Choose the best organization among all and discuss what changes could be made to improve it;
8. Summary and acknowledgements.

Debriefing and evaluation

✔ How did they feel about the amount of time available?
✔ What part did they like the most about the activity?
✔ How did they feel about showing their work?
✔ What did they like least about the activity?
✔ Was everything intuitive and dynamic enough for the activity to develop properly?

Tips for facilitators

Sending the links to the participants in advance, arranging them in an appropriate way in the presentation or on a web page could be useful to speed up the process of uploading files and downloading the folder.

Helping the participants while they are working is fundamental: asking questions, commenting aloud on the students' doubts...

Variations

✔ If the activity is done in groups it could be done in a competitive way.
✔ Without the need for the students to have a computer, the organization of the folder can be carried out on a single computer and projecting the content. It would be a modality that would not require so much individual work from the participants but rather active collaboration with the moderator.

Suggestions for follow-up

At the end of the activity, ask whether participants feel more confident or more capable of organizing their files.

Ideas for action

This activity can be carried out not only with young participants, but also in work environments to convey the importance of good digital organization and discuss the positive impact it would have on peoples' jobs.

How do I say it?!

THEME

Digital competences (Information)

COMPLEXITY

Level 1

GROUP SIZE

10 max

TIME
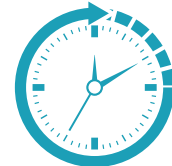
30-60 min

I. Overview

Knowing how to craft a message based on the situation is essential today. Sending an email to a manager is not the same as talking to a relative through an instant messaging application. It is crucial to know how to choose the right platform, the tone, the register…

II. Objectives

✔ Know how to choose the right medium to send a message;
✔ Write a message adjusting its characteristics to the context.

III. Materials

- paper sheets and pens or computers depending on the number of people;
- a PowerPoint presentation that explains the different patristics of a message, the different platforms available…
- a video projector.

Instructions

1. Opening & Introduction: Welcome the participants, introduce the facilitators' team, session outline and give a general overview of the session aim and objectives; (2')
2. Ask participants: What platforms do you use in your daily life to communicate online? What characteristics do you think different online messages have? (5')
3. Share the opinions out loud with the whole group; (5')
4. Define key terms and explain the different characteristics of a message such as: the tone, the length, the register, punctuation, the number of messages… As well as explaining why proofreading is crucial; (5')
5. Start the activity:
    a. Introduce a situation (ex: "You just realized you would not be able to meet your friends for a party and you have to inform them" or "you have to tell your boss that you are sick and you can't go to work");
    b. Ask the participants to identify the context;
    c. Ask them to adapt the channel of the message and its characteristics;
    d. Ask the participants to elaborate the message briefly;
6. Share with the group messages created as well as their characteristics and share opinions; (10')
7. Repeat step five for each situation;
8. Summary and acknowledgements.

Debriefing and evaluation

✔ What part did they like the most about the activity?
✔ How did they feel about sharing their messages?
✔ How did they feel about the amount of time available?
✔ What did they like least about the activity?
✔ Was everything dynamic enough for the activity to develop properly?

Tips for facilitators

Prioritize situations where messages might be short. Otherwise the writing step will take too much time.

Engage with the participants while they are working is fundamental: asking questions, commenting aloud on the students' doubts...

Variations

✔ Instead of finding the characteristics in small groups or individually, they can be identified by all the participants together when the situation is introduced.
✔ If the activity is done in groups it could be done in a competitive way to see who writes the best short message with the most accurate and relevant characteristics.

Suggestions for follow-up

At the end of the activity, ask whether participants are more aware of the characteristics of the messages and the need to proof read before sending even if it's an informal situation.

Ideas for action

This activity might be very useful for kids that are starting to use digital platforms as well as for other groups of people that might need to enhance their message writing skills.

Promoting a Entrepreneurial Spirit

THEME

Entrepreneurship

COMPLEXITY

Level 2

GROUP SIZE

6+

TIME
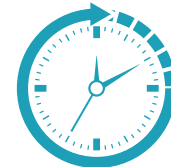
60 min

I. Overview

Embracing the European Entrepreneurship Competence framework (EntreComp) means believing that everyone can learn to become more entrepreneurial. It also means believing that – by becoming more entrepreneurial – learners, employees, civil servants, managers, third sector leaders or business owners can create greater value for others.

III. Objectives

✔ Identify the skills of an entrepreneur;
✔ Identify how these skills are used / could be used in their daily life;
✔ Identify types of created value (social, cultural, financial, …);
✔ Describe activities or ideas that contribute to each type of created value (social, cultural, financial, or other).

II. Materials

- suitable space to accommodate the groups;
- paper and pencils;
- sticky notes;
- Entrepreneurship definition;
- EntreComp flower;
- EntreComp 'Idea Templates';
- Mentimeter.com or Flip-Chart.

Instructions

1. Opening & Introduction: Welcome the participants, introduce the facilitators' team, give a session outline, and give a general overview of the session aim and objectives; (2')
2. Review the definition of Entrepreneurship: Entrepreneurship as a competence is defined as the capacity to act upon opportunities and ideas to create value for others. The value created can be social, cultural, or financial." Definition proposed by the Danish Foundation for Entrepreneurship & Young Enterprise; (2012) (1')
3. Review the competences and skills needed to be an Entrepreneur; (1')
4. Are you an Entrepreneur?: Ask participants to identify how and when do they apply these skills in their daily life /job and what type of value do they create; (3')
5. Once the reflection is finished, ask the participants to cluster the activities on a blank flip-chart according to their main value creation type in sticky notes; (5')
6. Make the participants choose a type of value they want to create and divide them in tables. Explain to the participants that their task is to create new ideas or actions focusing on one type of value creation; (5')
7. Each table must have paper, pencils and an 'Idea Template'. One participant of each table must be chosen to fill the template up; (25')
8. Have the participants present their ideas. (5')

Debriefing and evaluation

✔ Are the competences reflected on the 'Idea Template' they create?

✔ Are they able to recognize in themselves the skills of Entrepreneurs?

✔ Are the skills they associated themselves with linked to entrepreneurship in the EntreComp model?

✔ Are they able to differentiate between the types of value created?

✔ What other types of created value could they have mentioned that have not been said during the activity?

✔ How did they feel about the amount of time available?

✔ What part did they like the most about the activity?

✔ How did they feel presenting their entrepreneurship ideas to the group?

✔ Ask the participants to fill a word cloud on Mentimeter.com (or in a flip-chart) about their feelings during the activity and discuss the findings.

Tips for facilitators

Keep in mind that, although you are introducing value creation, the link to the EntreComp must be present during the activity to bring it back in the next step.

Remind participants that it is a brainstorming process that should promote a constant flow of ideas. Facilitators may support the process, if requested by the participants, with special care to not disrupt or lead it.

Ideally, there should be a minimum of 3 and a maximum of 5 people per table. If necessary, split tables but keeping the main value creation type.

If you plan on using an app to create a common word-cloud, ask participants to install it and sign up in advance.

Show the EntreComp flower, the 'Ideas Templates' and other material after the word-cloud exercise to obtain unbiased responses.

Resources:

- EntreComp Framework webpage: https://ec.europa.eu/jrc/en/ entrecomp;

- EntreComp into Action - Get inspired, make it happen: A user guide to the European Entrepreneurship Competence Framework. PDF version: http://europa.eu/! fb73BK.

Variations

✔ The activity could follow a specific kind of entrepreneurship (i.e. social entrepreneurship, cultural entrepreneurship, digital entrepreneurship).

✔ Another possibility is to relate specific kind of entrepreneurship (i.e. social entrepreneurship, cultural entrepreneurship, digital entrepreneurship) with the EntreComp flower: what are the competences that address better social entrepreneurship, cultural entrepreneurship, digital entrepreneurship?

Suggestions for follow-up

At the end of the activity, after knowing the EntreComp competences, you can ask the people which skill they would like to have from the other participants.

Ideas for action

This activity can be used within an institution in order to promote entrepreneurial thinking and attitudes among staff, as well as to present them the EntreComp framework.

Coding? What's that?

THEME

Digital competences (Create)

COMPLEXITY

Level 2

GROUP SIZE

10 max

TIME

60-75 min

I. Overview

Although it may go unnoticed when using electronic devices, programming is what gives life to the applications we use. We might think that only programmers or specialized people take advantage of this type of knowledge, however basic programming skills can help to structure ideas, encourage creativity to find solutions… And best of all, with a few simple concepts participants can understand the principle of programming, its usefulness and make them think in an organized and logical way.

II. Objectives

✔ Understand why coding is useful;
✔ Understand how coding works;
✔ Be able to organize simple statements in order to achieve an objective in the activity.

II. Materials

- multiple sets of pieces of paper with simple coding statements for participants to put them in order;
- a PowerPoint presentation that explains why programming is useful, that contains very basic notions of programming and finally that contains a simple activity (a maze) to practice these basic concepts;
- a video projector.

Instructions

1. Opening & Introduction: Welcome the participants, introduce the facilitators' team, session outline and give a general overview of the session aim and objectives; (2')
2. Ask participants: Have any of you ever coded? Does anyone know what is the purpose of it? Does anyone know what psychological benefits it has? (5')
3. Share the opinions out loud with the whole group; (5')
4. Explain the basic ideas behind coding as well as the basic concepts of programming (order of execution, bugs, sequential writing…) on the basis of a specifically created activity (simple functions, such as, walk(), jump(), turnLeft(), turnRight()…) (20')
5. Distribute groups of cards with the functions previously introduced and start the activity; (1')
6. Start the activity: Play the slides of the activity showing how a character must reach the end of a maze by moving thanks to the functions introduced above; (1')
7. Work in pairs to try to arrange the function cards in the correct order and get the character to the end of the maze; (20-30')
8. Share the guess of each group with the rest of participants and discuss them together; (1')
9. Repeat steps 6-7-8 for each maze;
10. Summary and acknowledgements.

Debriefing and evaluation

✔ What part did they like the most about the activity?
✔ How did they feel about sharing their guesses?
✔ How did they feel about the amount of time available?
✔ What did they like least about the activity?
✔ Was everything intuitive and dynamic enough for the activity to develop properly?

Tips for facilitators

Clearly explain the basic concepts so that participants have a good understanding of the fundamentals.

Helping the participants while they are working is fundamental: asking questions, commenting aloud on the students' doubts...

Variations

An excellent game that could be used instead of cards is Apple's "Playgrounds". It is also based on mazes and can allow for a much more dynamic activity.

If the activity is done in groups it could be done in a competitive way.

Suggestions for follow-up

At the end of the activity, ask whether participants are interested a bit more about coding or whether thy find it useful.

Ideas for action

One of the things that should be emphasized when doing this activity is to point out how programming can be used in our daily lives to organize our ideas. Maybe not the specific functions literally, but rather the logic of the programming. This logic can be used by everyone at any time to organize ideas or be more creative.

What does 'Being Entrepreneurial' mean to you?

THEME

Entrepreneurship

COMPLEXITY

Level 1

GROUP SIZE

6+

TIME

45 min

I. Overview

Entrepreneurship is the individual and collective capacity to act upon opportunities and ideas to generate value for oneself and others. The value that is generated through entrepreneurial action can be of any type. It can be cultural, social, emotional, environmental or economic. Entrepreneurial action can lead to venture creation, to public sector innovation, or to start a grass-root action to foster societal change.

II. Objectives

✔ Know the definition of entrepreneurship;
✔ Identify which words are related to entrepreneurship;
✔ Discover the European Commission's EntreComp model on entrepreneurship.

III. Materials

- suitable space to accommodate the groups;
- paper and pencils;
- entrepreneurship definition;
- EntreComp flower;
- Mentimeter.com or Flip-Chart.

Instructions

1. Opening & Introduction: Welcome the participants and introduce the facilitators' team, session outline and give a general overview of the session aim and objectives; (2')

2. What is Entrepreneurship? Ask participants to brainstorm and answer individually the following question: "What does 'Being Entrepreneurial' mean to you?", in 1 word; (1')

3. Collect the answers either using a word-cloud application or writing them down a on a flip-chart; (2')

4. Discuss briefly the terms, and use them to introduce the definition of "entrepreneurship" (project the definition flower on the screen or show a poster or handout); (5')

5.Entrepreneurship as a competence is defined as the capacity to act upon opportunities and ideas to create value for others. The value created can be social, cultural, or financial." Definition proposed by the Danish Foundation for Entrepreneurship & Young Enterprise. (2012)

Debriefing and evaluation

✔ Are the words you have linked to entrepreneurship in the definition presented?
✔ Are the words they linked to entrepreneurship in the EntreComp model?
✔ What other words could they have mentioned that have not been said during the activity?
✔ How did they feel about the amount of time available?
✔ What part did they like the most about the activity?
✔ How did they feel presenting their entrepreneurship - words to the group?
✔ Ask the participants to fill a word cloud on Mentimeter.com (or in a flip-chart) about their feelings during the activity and discuss the findings.

Tips for facilitators

If you plan on using an app to create a common word-cloud, ask participants to install it and sign up in advance, or collect the words beforehand as a preparation task and create it yourself.

Show the EntreComp flower or other material after the word-cloud exercise to obtain unbiased responses.

Resources: The EntreComp Framework webpage: https://ec.europa.eu/jrc/en/ entrecomp.

Variations

✔ The activity could follow a specific kind of entrepreneurship (i.e. social entrepreneurship, cultural entrepreneurship, digital entrepreneurship).

Suggestions for follow-up

At the end of the activity, after knowing the definition and EntreComp, you can ask if they would say the same words again about what it means to be an entrepreneur.

Ideas for action

This activity can be used within an institution in order to promote entrepreneurial thinking and attitudes among staff, as well as to present them the EntreComp framework.

Teambuilding

THEME

Employment

COMPLEXITY

Level 3

GROUP SIZE

6+

TIME

120 min

I. Overview

This method aims to increase confidence and teamwork through physical interaction and movement. This will help young people learn how to create a good cohesive group and increase their team working skills, which are important in the working environment.

II. Objectives

✔ Increase confidence in oneself and the team to complete tasks and navigate difficult situations;
✔ Provide experiences that allow young people to improve cooperation in peer-to-peer settings;
✔ Increase self-awareness and teamworking skills.

III. Materials

- balloons x 12, speaker x 1, chairs and tables, Meditation Script, meditation music, paper & pens.

Instructions

The session is divided into 4 activities: mediation, eye-contact, blind-folded parkouring and balloon game.

1. MEDITATION - Dim the light of the room and put on meditation music. Read the "Meditation Script" out loud to the participants. After you finish, wait 30 seconds, then engage the participants by asking questions such as "how did you feel?", "was it difficult for you?", "do you feel different now, after the meditation?"

2. EYE-CONTACT - Dim the lights of the room and put on: "Tiny desk concert" of Arroj Atab. Participants start to move in the room for 1 minute. The facilitator clicks their fingers and the participants try to make eye contact with someone in the group while moving around. After 1 minute, the facilitator clicks their fingers again to signal a change in eye-contact partners. Repeat the whole process 4 more times. Each participant then receives a piece of paper and writes down 3 words to describe how they felt doing the exercise. The answers are mixed, read outloud and discussed. The facilitator engages the group in self-reflection asking questions such as "Do people feel similar?", "How was it for you?", "how do you feel seeing the different emotions on the ground?", "do you feel better because other people feel the same way you do?"

3. BLIND-FOLDED PARKOUR - Readjust the room by moving the chairs and table around. Divide the participants in pairs, give 5 minutes to set up a code of movement, then blindfold one person per couple. The blindfolded partners have to start moving around the room, the other partner has to make sure they don't hurt themselves by giving directions or instructions using the agreed communication code. No touching is allowed. After 5 minutes, stop the game and each couple discuss their performance.

4. BALLOON GAME - Prepare the balloons, divide the group in 2 teams and give them a set number of balloons. Then make a circle, put on a song and throw the balloons into the air. Participants have to try to keep them up in the air while dancing. The facilitator keeps the count and announces the winning team. Each team discusses their performance and mistakes in communication.

Debriefing and evaluation

Participants discuss the results and the impact of the activities (leading skills, attitude, confidence, team working skills). Participants will be asked to answer a quick feedback survey to evaluate the activity and suggest improvements.

Tips for facilitators

Pay attention to the nonverbal communication and body gesture of the participants during the 4 steps of the session to see if they feel uncomfortable and be ready to shorten the time of an activity if needed.

Variations

✓ Change the meditation script and the meditation time according to the size of the group.

Suggestions for follow-up

Peer-modelling: Invite peers to share and discuss their experience with issues at the workplace related to team work and how they can be solved.

Ideas for action

It can be implemented from middle school to college, and in international mobility programs.
Invite career coaches or recruiting personnel to talk about the importance of team building and team working for employment.

ANNEX 1
Meditation Script for Confidence

Begin by sitting in an upright position, taking a moment to adjust your sit bones so that they are even on either side – and really focusing on your spine as you bring it into straight alignment, feeling each vertebra stack, one on top of the other.

If it is comfortable to do so, slightly roll your shoulders back to gently open up your heart, as you place your palms in your lap facing upwards...and gently close your eyes.

Begin by taking a deep breath in through your nose, feeling your stomach expand fully and hold at the top. When you're ready, exhale with a long audible sigh.

Again, breathe in through your nose, letting your stomach expand, and hold your breath at the top. When you're ready, exhale with a long, audible sigh. And one more time, inhale very deeply through your nose, feeling your stomach expand...hold your breath at the top, and when you're ready, exhale with a long audible sigh.

At the end of that breath, just return to breathing at a pace that feels comfortable for you, breathing in through your nose and out through your mouth throughout the course of this meditation. In fact, for this meditation, if you feel like it, exaggerate the breathing in your ribcage so that on your inhales your ribcage expands and on the exhales it contracts.

Breathing in and out this way generates more energy in your body. On every inhale, imagine a bright orange light entering through your nostrils – flowing all the way down into your lower abdomen. See this orange light landing approximately two inches below your navel and a couple of inches inwards. Keep breathing the orange light in on every inhale and on every exhale watch it expand into a perfect sphere. Once you have a beautiful ball of bright orange light a couple of inches below your navel, just focus in on this energy center. This energy center is known and is responsible for creativity and for bringing things into action.

You will take this energy now and start to generate a feeling of being ready to take action on growing and expanding your confidence and begin by moving your hips in a circular motion.

Really get that energy flowing.

And when you feel as though it's awakened, pause on moving and take a deep inhale and hold your breath at the top. And when you're ready, exhale with a long audible sigh.

As you return to breathing at a pace that is comfortable for you, breathe in through your nose and out through your mouth. Allow your awareness now to travel up into the area known as your solar plexus. This is located in between the ribcage, directly in the center of your torso. As you focus in on this space now, allowing your rib cage to expand on every inhale and contract on every exhale, imagine a glowing golden light flowing through your nose on every inhale and turning into a golden ball of light on every exhale. See this golden ball of light forming directly in the middle of your torso.

Now, you can start to direct your attention to your solar plexus. This is the energy center that governs confidence. This energy center is the one that allows you and enables you to put yourself out there and be truly you.

Keep breathing in the golden light on every inhale and sending it to the energy center on every exhale. And once you feel this perfect ball of glowing, golden light, just focus on it.

Feel the strength and the courage that lives here. Begin to notice this inner truth, that you are confident. Begin to notice what physical sensations this bring to you.

You may notice a tingling or a vibrating. What does confidence feel like within your body?

As you feel this confidence within you, you now imagine before you a mirror. And in this mirror you see yourself but there's something different. This is the version of you that exists when you're fully confident.

What do they look like? How do they carry themselves? What kinds of things do they do?

Really get a good glimpse and understanding of this version of you and feel yourself embodying this version of you now. What does it feel like to be this incredibly confident version of yourself?

It should feel natural and effortless because it is who you truly are.

There's nothing you need to do. No one you need to prove anything too. Just connect with this confident version of yourself that already exists, and as you're tapped into that feeling, beginning to feel appreciation towards yourself for doing this work and take that feeling of confidence with you as you begin to wiggle your fingers and your toes...and slowly open your eyes back to the room around you.

The Colour Fight

THEME

Communication

COMPLEXITY

Level 1

GROUP SIZE

10+

TIME

60 min

I. Overview

The activity will help young people practise their soft skills and increase self-confidence to achieve goals under-pressure in a team working environment.

II. Objectives

✔ Developing soft skills like active listening and communication;
✔ Developing negotiation skills;
✔ Developing leadership skills and self-confidence.

III. Materials

- paper.

Instructions

Prepare 10 pieces of paper (one for each participant), write the name of the colour and fold them. Each participant will pick one and will have a role depending on the colour, which will remain a secret. There will be:
- 6 blue team members - objective: to survive;
- 2 yellow team members - objective: to save 2 in front of them;
- 2 red team members - objective: to kill 2 people next to them.
The participants will have 2 minutes to talk to get to know each other. Then, they will close their eyes and the facilitator will form the circle by making sure the 2 red team members are not standing next to each other.
The game starts and the participants have to discuss who will be the first to leave the group and why. Each participant will have to achieve their objectives by debating.
Once the first member has been eliminated, the group will walk around the room and talk to each other for 1 minute. Then they will close their eyes, the facilitator will form a new circle and participants will have a new discussion and vote. Repeat the steps of the game until either all red team members have been eliminated or the red team is the only one left.

Debriefing and evaluation

The group will discuss the debating process, their attitude (verbal and non-verbal communication) and their related skills. Participants will be asked to answer a quick feedback survey to evaluate the activity and suggest improvements.

Tips for facilitators

Pay attention to the tone of voice and the type of responses in the debate, as well as the body gesture of the participants during the debate and be ready to moderate the discussion.

Variations

Narrated game: the facilitator is the narrator. The group is splitted in 3 teams:
- 6 blue team members - objective: to survive
- 2 yellow team members - objective: to save
- 2 red team members - objective: to kill

The game is splitted into 2 sections:

1. Nighttime - all participants close their eyes, the narrator asks the "red team" to wake up and decide together 1 person to kill by pointing at them. Then, they go back to sleep and the narrator asks the "yellow team" to wake up and decide who they want to save. Then they go back to sleep.

2. Daytime - all participants open their eyes, the narrator tells the name of the person who has been killed that night (if any) and the group start debating on who the killer is and should leave the group.

Repeat the game until either all red team members have been eliminated (blue and yellow team wins) or they are the only one left (red team wins).

Instead of colours it can also be other team names such as numbers, shapes, animals, etc.

Suggestions for follow-up

Real business setting environment - give young people a real working environment issue (e.g.how to increase sales of a product, what is the best marketing strategy, etc) to address, divide the group in 2 main teams, which will support contrasting ideas, and they will have to find a mutually agreeable solution to the problem or situation.

Ideas for action

Invite career coaches and entrepreneurs to talk about the importance of team working and good communication skills in a working environment.

Problem-solving activity

THEME

Employment

COMPLEXITY

Level 1

GROUP SIZE

6+

TIME

60 min

I. Overview

This activity will help young people prepare for job interviews by addressing and practising problem-solving questions.

II. Objectives

✓ To develop problem-solving skills;
✓ To foster critical thinking;
✓ To prepare youth for job-interviews.

III. Materials

PowerPoint presentation on problem-solving skills & STAR method (see *Annex 2*), printed Annex, paper, pen, posters, post-it.

Instructions

1. Prepare a brief introduction about the definition of problem-solving skills and the STAR model to successfully answer these types of questions during a job interview (see annex 2 for source links about the topic).
2. Divide participants into groups of minimum 2 people. Each group is given a situational question (see annex 2) and in group they will:
   1. Discuss the situation – exchange ideas on how they would react;
   2. Apply the STAR method – write down their answer the question on a flipchart poster;
   3. Present the situation, the discussion and the answer to the other groups.
3. Tell the groups to go around the tables and leave post-it notes with advice, suggestions and comments to the other groups.
4. Invite participants to a final discussion for each situation depending on the feedback left from the others.

Debriefing and evaluation

Participants will be asked to answer a quick feedback survey to evaluate the activity and suggest improvements.
The following questions can be inserted in an online survey

✔ How satisfied were you with the activity from 1 (not at all) to 10 (completely satisfied)?
✔ What did you like most about the activity?
✔ What did you like least about the activity?
✔ Did the activity improve your skills?
✔ Did the activity meet your expectations?
✔ Were the activity instructions and the topic explained in a clear way?
✔ Were the group members welcoming and did you feel safe and encouraged to share your experiences and ideas during the activity?
✔ What would have made your experience with us better or more enjoyable?
✔ How likely are you to recommend this activity to a friend?
✔ How likely are you to attend one of our activities in the future?

Tips for facilitators

Be ready to adapt the pace and the time dedicated to each step of the activity. Go around the tables and check if participants understand the situational problem and if they are addressing it properly. You can also specify the scenarios in the annex to help the participants.

Variations

As each group is given a situational problem, team members have to discuss it together, and then write individual questions following the STAR method. They will then compare their answers and combine them to come up with their final answer and STAR method to present as the final result of their activity. You can also come up with other/more situational problems.

Suggestions for follow-up

Role play: act the situational problem you have been given in order to create a dynamic and improvised discussion between participants. As a debriefing session, make them think about how they felt and what skills do they need to practise to be able to solve similar problems (e.g. more leadership skills, assertiveness, active listening skills, negotiation skills, etc).

Ideas for action

The activity can be implemented from middle school to college. Invite career coaches or recruiting personnel to talk about the importance of problem-solving skills at job interviews and at the workplace.

ANNEX 2
Problem-solving workshop

Examples of behavioural questions at job interviews

✓ You have to collaborate with your colleague, but he is not responding to emails and he is not collaborative.
What do you do?
You also have to deliver a presentation and you agreed to split it into half. What do you prioritise: results or teamwork?

✓ You do not agree with your supervisor's idea and you have a better solution. How do you approach the situation?

✓ Tell me about a time you had to handle a lot of pressure and adjust your workflow due to deadlines and sudden problems. How did you get through it?

✓ Your manager wants to buy new software to help increase the team's productivity, and they ask for your recommendation. How do you respond?

✓ Tell me about a time you had been assigned a task but you did not know how to approach it. How did you react?
What initiative did you take?

✓ You are speaking to a client (either in person or on the phone) and you don't know how to answer
their questions. How do you handle the situation?

Useful source links for the workshop topic - problem solving questions and the STAR method:

WHAT'S THE STAR INTERVIEW METHOD?

Use these four steps to answer "Tell me about a time when..." job interview questions.

SITUATION: Set the scene and give the necessary details of your example.

TASK: Describe what your responsibility was in that situation.

ACTION: Explain exactly what steps you took to address it.
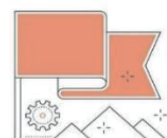
RESULT: Share what outcomes your actions achieved.

(image source: the muse) themuse

- https://www.indeed.com/career-advice/interviewing/problem-solving-interview-questions
- https://zety.com/blog/situational-interview-questions
- https://careersidekick.com/problem-solving-examples/
- https://www.themuse.com/advice/behavioral-interview-questions-answers-examples
- https://www.themuse.com/advice/star-interview-method
- https://megainterview.com/home/entry-level-and-no-experience-job-interview-questions-answers/#Behavioral_Interview_Questions_to_Gauge_Your_Potential
- https://www.themartec.com/insidelook/behavioral-interview-questions

Task prioritisation

THEME

Employment

COMPLEXITY

Level 2

GROUP SIZE

6+

TIME

90 min

I. Overview

This activity will help young people become more organised in their distribution and prioritisation of tasks, especially at the workplace.

II. Objectives

✔ To learn how to prioritise tasks;
✔ To develop time management skills;
✔ To enhance flexibility and stress-management skills.

III. Materials

- PowerPoint about the topic, printed **Annex 3** with tasks, pen, paper, flipchart paper, project, others.

Instructions

1. Provide a brief introduction explaining the organisational and management skills and the Eisenhower model (Annex 3);
2. Divide participants into groups of minimum 2/3 people;
3. Give each group a list of tasks (see Annex 3) related to a specific working environment. Tell participants to discuss and organise the tasks according to the model;
4. Then, tell each group to present their plan to the other groups and receive feedback;
5. Make sure you help the groups to see the difference in priorities among similar tasks (e.g. social media posts, email reply, meetings) depending on the working environment;
6. Provide each group with an unexpected problematic situation and tell participants they have to change their prioritisation of tasks according to the new situation;
7. Invite groups to present their solution to the other participants and receive feedback.

Debriefing and evaluation

Tell participants to share ideas and thoughts about how confident they felt in distributing the tasks and if the Eisenhower method is a valid approach. They will be also asked to answer a quick feedback survey to evaluate the activity and suggest improvements.

✔ How satisfied were you with the activity from 1 (not at all) to 10 (completely satisfied)?
✔ What did you like most about the activity?
✔ What did you like least about the activity?
✔ Did the activity improve your skills?
✔ Did the activity meet your expectations?
✔ Were the activity instructions and the topic explained in a clear way?
✔ Were the group members welcoming and did you feel safe and encouraged to share your experiences and ideas during the activity?
✔ What would have made your experience with us better or more enjoyable?
✔ How likely are you to recommend this activity to a friend?
✔ How likely are you to attend one of our activities in the future?

Tips for facilitators

Get familiar with the Eisenhower method in order to explain it clearly to participants. Practice the application of the model with examples from real-life situations.

Variations

Facilitators can vary the type of tasks to organise according to the type of job young people are interested in. Facilitators can also apply the method to other real-life situations of participants (e.g. school setting).

Suggestions for follow-up

Introduce the use of two symbols: one representing time sensitivity and the other representing the importance of the task. Ask participants to mark each task individually at the beginning of the activity. Then compare their evaluation with the team members of their group, discuss them and construct the Eisenhower model. When they receive the problematic situation, they will have to reassign the symbols to the tasks, discuss them and construct the new model accordingly.

Ideas for action

Invite stakeholders and entrepreneurs to talk about their experience in management and provide examples in their enterprise, NGOs, companies of task management.

ANNEX 3
The Eisenhower decision matrix
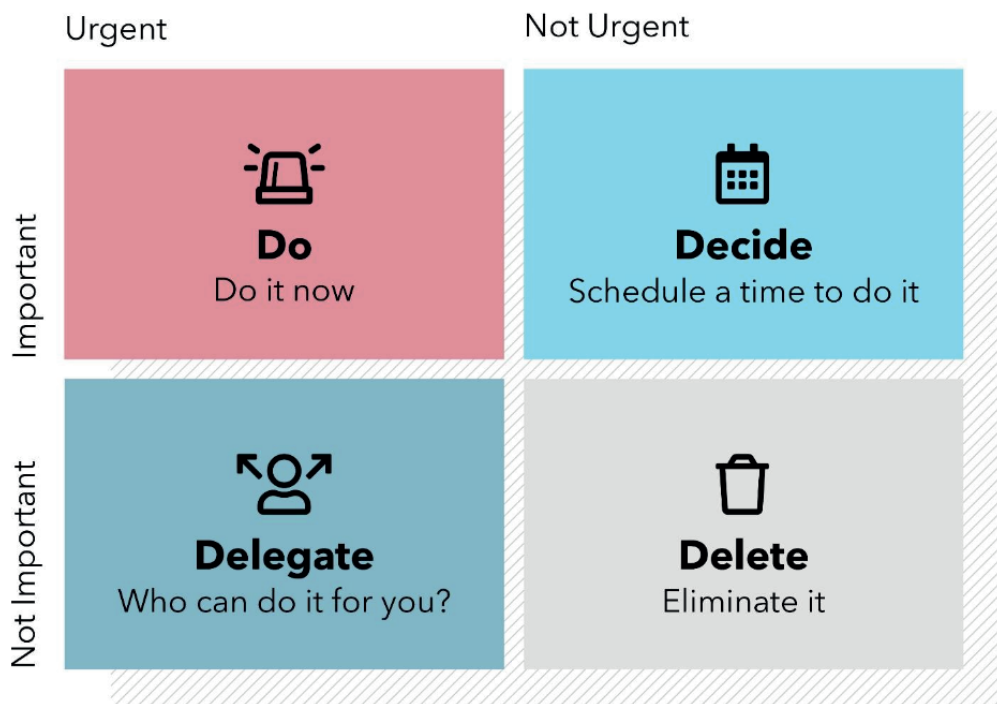
1. Do: things with clear deadlines and consequences for not taking immediate action
- URGENT & IMPORTANT
2. Decide: activities without a set deadline that brings you close to your goals
- NOT URGENT BUT IMPORTANT
3. Delegate: things that need to be done but don't require your specific skills
- URGENT BUT NOT IMPORTANT
4. Delete: distractions
- NOT URGENT & NOT IMPORTANT

SITUATION 1 – SOCIAL MEDIA MARKETING

It's Monday morning and these are your tasks for the week. You are responsible for product marketing, but you work in collaboration with a colleague for another project as well.

1. Finish writing a draft newsletter (deadline Wednesday) to send for review by your supervisor;
2. Responding to email from colleague asking for documents to work on;
3. Check social media analytics to be read the briefing meeting with supervisor and team on Friday);
4. Planning for next social media campaign (to launch next month);
5. Create social media posts & graphics to market the product (1 post on Monday, Wednesday and Friday);
6. Networking on social media;
7. Research on trends;
8.Research on keywords for new product for a colleague's project;
9. Research on competitors' strategies;
10. Improve blog post with supervisor's suggestions and publish it (deadline Tuesday);
11. Upload blog post about current product;
12. Create and schedule blog posts for next 2 weeks;
13. Responding to email about next meeting with team;
14. Responding to email about new collaboration for product marketing;
15. Responding to comments on social media (customer's questions about the product);
16. Ask your best friends to go out on Friday;
17. Keep an eye on the opening of ticket concerts sales to buy your sister's birthday present;
18. Call the doctor to fix an appointment.

SITUATION 2 – EVENT PLANNING

It's Monday morning. You have just organised an event that happened last Friday, you have to prepare for next Tuesday's event this week, and you have another event in 2 months' time.

1. Conduct a post-event survey from previous week event;

2. Ensure all A/V equipment is set up and working properly for next Tuesday's event;

3. Ensure all materials for Tuesday's events are prepared;

4. Send a reminder email to participants;

5. Schedule a team meeting to discuss final tasks for Tuesday's event;

6. Send pictures and write summary of last week event to the marketing team for promotion;

7. Follow-up the venue from last week's event to ensure a good collaboration;

8. Call the catering to report the final correct number of participants for Tuesday;

9. Set up a meeting to coordinate the planning of the new event (recruitment, promotion, budget, agenda, logistics);

10. Reply to a participant's email with questions about Tuesday's event;

11. Reach out to speakers and invite them to the event;

12. Send a follow-up email to thank speakers of the previous week's event;

13. Research on ideal venue and special needs/licenses;

14. Start the development of promotion campaign;

15. Finalise and proofread the presentation materials for Tuesday's event;

16. Reply to your friend's texts about a difficult situation they are facing;

17. Call the gym to ask for information about the weekly lesson plan;

18. Call you dad at the hospital to check how he's feeling.

PROBLEM FOR SITUATION 1

Your co-worker is sick and you and your team have to carry out his work as well.

PROBLEM FOR SITUATION 2

A guest cannot be present at Tuesday's event and did not give a reasonable explanation for it.

USEFUL SOURCE LINKS ON THE TOPIC:

- https://todoist.com/productivity-methods/eisenhower-matrix
- https://www.mindtools.com/pages/article/newHTE_91.htm
- https://forge.medium.com/how-to-use-the-eisenhower-matrix-in-every-area-of-your-lif e-c69 fecf5d030
- https://instagantt.com/eisenhower-matrix-definition-guide-and-examples

Know your rights!

THEME

Employment

COMPLEXITY

Level 1

GROUP SIZE

6+

TIME

60 min

I. Overview

This activity is designed to teach youngsters their rights as workers and try to reflect on possible problematic situations, their reactions and possible solutions.

II. Objectives

✔ To give young people an overview of what worker's rights are and why they are important;
✔ To develop communication skills;
✔ To develop critical thinking skills.

III. Materials

- PowerPoint about the topic, paper, pen, printed annex, flipchart paper, scissors.

Instructions

1. Start the session with an introduction about workers' rights. Encourage participants to discuss asking them for definitions and examples of people's rights at the workplace.

2. Divide participants in groups of minimum 3 and provide them with a copy of the Annex 4, where they will find examples of workers' right violation at the workplace.

3. Tell each group to discuss the examples and put them on a scale from the least bad to the worst case.

4. Invite the groups to discuss their ratings together explaining their points of view and, if possible, try to come up with a common rating.

5. Form the groups again, team members will have to discuss what they will do if they find themselves in that situation (reactions and actions/solutions).

6. Then, get the team members of the groups mixed up, so that they can exchange ideas.

Debriefing and evaluation

Participants will be asked to share their ideas and thoughts, especially whether they learned more about their rights as workers. They will also be asked to answer a quick feedback survey to evaluate the activity and suggest improvements.

✔ How satisfied were you with the activity from 1 (not at all) to 10 (completely satisfied)?
✔ What did you like most about the activity?
✔ What did you like least about the activity?
✔ Did the activity improve your skills?
✔ Did the activity meet your expectations?
✔ Were the activity instructions and the topic explained in a clear way?
✔ Were the group members welcoming and did you feel safe and encouraged to share your experiences and ideas during the activity?
✔ What would have made your experience with us better or more enjoyable?
✔ How likely are you to recommend this activity to a friend?
✔ How likely are you to attend one of our activities in the future?

Tips for facilitators

Prepare a presentation about worker's rights and be knowledgeable on the topic in order to facilitate the discussion.

Make sure that the discussion is cohesive and team members have a dialogue with each other to try to come up with a common rating for each situation.

Variations

Come up with other situations not in the Annex 4, or adjust the materials to other problematic situations (e.g. school setting).

Suggestions for follow-up

Workshop against mobbing at the workplace - learn how to recognise the different types of mobbing, the impact on employees, and possible solutions.

Role play: make the participants choose one situation and act the problematic scenario in a group of 2 people. One will be the worker who tries to have their rights respected, the one will be the employer.

Ideas for action

Invite some experts from workers unions or job centres to talk about workers' right and other important related topics for young people entering the labour market (e.g. type of contract, minimum wages, etc).

ANNEX 4
Know your rights!

Cut out the following table and put the situations on a scale from the least bad to the worst scenario of worker's right violation.

Simon works as a retail assistant. He has a contract but has not been paid for the second month in a row.	Julia has been working as an administrative employee for one year. Almost every month she works extra hours due to work-load but she has not been paid extra.	Tom is a mechanic, but his employer never made him sign the official contract. Now he is sick and his employer refuses to pay his sick leave.
Abigail has been working at a supermarket for 6 months. Her supervisor yells at her, also in front of customers, and she receives harsh criticism in front of co-workers. She starts feeling anxious before starting her shifts.	Nicole is new in the office. She works hard and follows the rules. Her co-workers start calling her with a nickname and make jokes about her, saying she is too rigid.	Oliver had a discussion with a colleague related to their work method. The colleague started speaking badly about him behind his back and now the team is excluding him from important email chains, meetings and decisions. Oliver does not have enough information to do his work correctly and he feels over stressed.
Rose's duties don't correspond to her job description and she is often asked to do more tasks due to a staff shortage in her department.	Sophie noticed that at her new workplace the safety measures are not respected, but her colleagues do not complain.	Peter works for a pizza delivery. He is offered a fixed-term contract, but he has not been paid according to the national minimum wage.

Digital Storytelling Campaign

THEME

Digital Communication

COMPLEXITY

Level 3

GROUP SIZE

6+

TIME

120 min

I. Overview

This activity aims to develop young people's digital skills and to teach them how to achieve their desired results through communication. It also increases knowledge about marketing techniques that will be useful at work.

II. Objectives

✔ To develop digital skills;
✔ To stimulate creativity;
✔ To enhance professional communication skills.

III. Materials

- PowerPoint presentation, shared Google documents, laptops, Zoom platform account.

Instructions

This activity is primarily designed for an online session with young people.

1. Start the session by introducing the different types of communication techniques. Then focus on the roles of social campaigns and the use of social media marketing to achieve 3 different goals: to educate, to inspire, to motivate.

2. Ask participants to give some examples of ads or campaigns they are aware of. Provide them with concrete examples for each goal mentioned above.

3. Introduce the Digital Storytellers - Story Canva. Explain how to use it.

4. Divide participants into groups of min 3 people and give each group one campaign topic and purpose (*see Annex 5*).

5. Tell each group that they need to fill in the Story Canva, and decide what type of digital product they want to create (short video, visual brochure, other).

6. Invite each group to present their strategy to the other groups and receive feedback.

7. Tell each group to create a script for their digital product on a shared Google document and present it to the other groups.

Debriefing and evaluation

Participants will be asked to answer a quick feedback survey to evaluate the activity and suggest improvements.

✔ How satisfied were you with the activity from 1 (not at all) to 10 (completely satisfied)?
✔ What did you like most about the activity?
✔ What did you like least about the activity?
✔ Did the activity improve your skills?
✔ Did the activity meet your expectations?
✔ Were the activity instructions and the topic explained in a clear way?
✔ Were the group members welcoming and did you feel safe and encouraged to share your experiences and ideas during the activity?
✔ What would have made your experience with us better or more enjoyable?
✔ How likely are you to recommend this activity to a friend?
✔ How likely are you to attend one of our activities in the future?

Tips for facilitators

Divide participants into breakout rooms and check the progression of the session. Provide examples of campaigns that are close to the young people's experience/topics you cover at the youth centre.
Create a presentation about the topic and a shared drive folder where participants will create and find all the documents.

Variations

Facilitators can implement this activity in person by using flipcharts, pen, paper, smartphones, printed story Canva.

Suggestions for follow-up

Create your digital product: participants will have to create their digital product using online tools (e.g. Canva).

Ideas for action

Invite social entrepreneurs to speak about their campaign strategies to motivate, educate and inspire.

ANNEX 5
Digital Storytelling Campaign

1. To educate: a story project to raise awareness about the environmental disaster caused by oil companies on an indigenous population (choose a country).

2. To inspire: a story project about a young entrepreneur who had a great impact on the community.

3. To motivate: a story project to recruit volunteers for cleaning the local environment.

4. To educate: a story to raise awareness about young people's mental health (especially after COVID).

5. To inspire: a story about young migrants & refugees who achieved their dreams despite their struggles.

6. To motivate: a story about fundraising to open a youth centre.

Entrepreneurial Pitch Speech

THEME

Communication

COMPLEXITY

Level 2

GROUP SIZE

6+

TIME
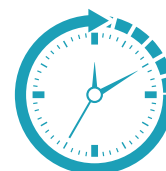
75 min

I. Overview

This activity will help young people practise their communication skills by creating a presentation and a pitch speech on a project idea to convince their peers.

II. Objectives

✔ To develop digital skills and learning how to use shared digital tools that are useful when collaborating with team members while working from home;
✔ To develop communication and presentation skills;
✔ To foster an entrepreneurial mind-set and related creativity.

III. Materials

- laptop, Zoom, Google presentation and document.

Instructions

The activity is originally designed for an online implementation and it is divided into 3 main steps:

1. Introduction to pitch speeches - Start with an explanation of what a "pitch" speech (elevator speech) is and why it is important when promoting your work or looking for a job. Provide some examples and tips on how to write a good "pitch speech".

2. Personal pitch speech - Ask participants to create a pitch speech to introduce themselves to employers at a job fair. Each one will then present it in front of the group.

3. Project idea pitch speech) - Divide participants in groups. Each group will come up with an eco-friendly business idea to reduce waste. They will write a pitch speech on a shared Google document, as well as create a brief presentation to support their pitch speech and decide who will deliver it. Each group will then present their project ideas to the other groups.

Debriefing and evaluation

Participants will be asked to answer a quick feedback survey to evaluate the activity and suggest improvements.

✔ How satisfied were you with the activity from 1 (not at all) to 10 (completely satisfied)?
✔ What did you like most about the activity?
✔ What did you like least about the activity?
✔ Did the activity improve your skills?
✔ Did the activity meet your expectations?

✔ Were the activity instructions and the topic explained in a clear way?

✔ Were the group members welcoming and did you feel safe and encouraged to share your experiences and ideas during the activity?

✔ What would have made your experience with us better or more enjoyable?

✔ How likely are you to recommend this activity to a friend?

✔ How likely are you to attend one of our activities in the future?

Tips for facilitators

Be clear about how long the pitch speech should be and measure the time when participants will deliver their speech. Divide participants into breakout rooms and check their progression throughout the activity.

Create a presentation about the topic as well as a shared drive folder where participants can find all the documents.

Variations

Facilitators can implement this activity in person by using pen, paper, and a printed version of annex for project ideas.

Participants can prepare their pitch speech on their own business ideas.

Suggestions for follow-up

Presentation: ask each group to create a more detailed presentation about their project ideas on a shared google presentation.

Ideas for action

Invite stakeholders and entrepreneurs to deliver their own pitch speech / presentation.

Formal correspondence

THEME

Communication

COMPLEXITY

Level 2

GROUP SIZE

6+

TIME

90 min

I. Overview

This activity will teach young people how to write formal emails for job interviews and at the workplace.

II. Objectives

✔ To develop writing skills;
✔ To increase employability prospects;
✔ To prepare young people to write formal correspondence and increase professional communication skills.

III. Materials

- presentation about topic, laptop, Gmail, Google doc, Zoom platform.

Instructions

The activity is primarily designed for an online implementation and it is divided into 2 parts. Start by introducing the topic and explaining the importance of good writing skills.

PART 1: CORRESPONDENCE FOR JOB INTERVIEWS (individual activity)
1. Start with a brainstorming session by asking participants at which steps of the selection process they send emails to employers and what the email includes. Divide participants in groups if there are more than 6 people. Then, present some tips on when (1. to candidate for a job offer, 2. to follow-up after the interview, 3. to accept the job offer), what (the content of the email) and how (the layout and typical sentences) to write an email and provide some examples.
2. Assign one email topic to each participant and give them enough time to write their version. Put the participants working on the same email topic in a breakout room to compare their writing and then present to the whole group the best version for each topic.

PART 2: CORRESPONDENCE AT THE WORKPLACE (group activity)
Implement the same steps of the activity as described above.
1. Change the topics of the emails to situations at the workplace:
(1) to set up and reschedule a meeting,
(2) to ask for a document that a colleague or a customer has not sent you,
(3) to recruit new business partners and participants for a campaign/activity of your social enterprise. Each scenario targets two different receiving audiences, so pair up participants and ask each pair to write 2 emails together.
2. When presenting their final versions, participants will have to explain the differences in the two templates.

Debriefing and evaluation

Participants will be asked to answer a quick feedback survey to assess their learning, evaluate the activity and suggest improvements.

✔ How satisfied were you with the activity from 1 (not at all) to 10 (completely satisfied)?
✔ What did you like most about the activity?
✔ What did you like least about the activity?
✔ Did the activity improve your skills?
✔ Did the activity meet your expectations?
✔ Were the activity instructions and the topic explained in a clear way?
✔ Were the group members welcoming and did you feel safe and encouraged to share your experiences and ideas during the activity?
✔ What would have made your experience with us better or more enjoyable?
✔ How likely are you to recommend this activity to a friend?
✔ How likely are you to attend one of our activities in the future?

Tips for facilitators

Create a presentation about the topic and a shared drive folder where participants will create and find all the documents.

Variations

Facilitators can implement this activity in person by using pen and paper.

Suggestions for follow-up

Best practice of Gmail use: Workshop about report writing or other writing templates useful at the workplace.

Ideas for action

Invite career coaches or recruiters to talk about the importance of good writing skills, as well as the dos and don'ts of email writing during the selection process.

CV SKILLS

THEME

Labour market

COMPLEXITY

Level 2

GROUP SIZE

10-15

TIME

120 min

I. Overview

The purpose of this activity is to aid and empower young people to enter employment by developing their CV and interview skills by using digital tools and platforms. The activity can take place over the course of two hours, the first hour will be about learning to create a CV and apply for jobs. The second hour will consist of learning how to react during an interview and the Do`s and Don'ts of job interviews. To carry out these activities online, all participants and organizers must use the Miro platform.

II. Objectives

✔ Promoting digital skills to find a job;
✔ Provide tools to prepare the participant for the job interview.

III. Materials

- laptop or pc, internet connection;

Instructions

1. In the first part, after introducing the whole group, work with the options of the Miro platform to elaborate a CV together, talking about the importance of each part of the CV and how it can be adapted according to the work and training experience of each person, also according to their skills.

2. On the second part, practice job interviews with the participants, simulating an interview and then analyzing how it was carried out, highlighting the interviewer's questions and the answers and attitudes (also physical) of the interviewee, giving advice on how to be prepared for a real job interview.

Debriefing and evaluation

✔At the end of 1st part leave a space to share and chat about what each person thinks is important to have in the CV, solve doubts and give advice for future modifications of the CV.

✔After practicing the interviews, share how the participants, those who participated in the interview, those who observed the interview and those who conducted the interview feel. Each participant should be encouraged to share their fears, doubts and insecurities and will be helped to deal with them.

Tips for facilitators

For the preparation of the first session, look for many CV templates, not only the general one, adapted to different job profiles and workers.

In the second session, be attentive to the moments in the interview where you feel the participants are more insecure, beyond what they share, be aware of these moments and share them with them in order to work on their "weaknesses".

Kayak

THEME

Social Entrepreneurship

COMPLEXITY

Level 2

GROUP SIZE

10-15

TIME

40 min

I. Overview

This activity is created with the intention of guiding and empowering unemployed people who do not have the resources or tools compared to other people in the labor market. Through this activity our intention is to make them more independent and successful in their job search by working with values such as leadership, teamwork and conflict resolution. During the session of this activity we will carry out a dynamic about which we will then reflect in a group.

II. Objectives

✔ Promote team building;
✔ Make labor market more equal for everyone;
✔ Empowering people how to find a job.

III. Materials

- paper, Cardboard, Ribbon, Masking tape, sweeping brush, chairs.

Instructions

1. Divide the participants into groups of approximately 5 people.
2. Each group sits on chairs in a row, pretending to be sitting in a kayak and with the person in front of them just behind a starting line.
3. Explain to the participants that they are now going to do a team kayak race, where they are going to go through different obstacles that they will have to solve as a team in order to advance to the finish line (on the other side of the room).
4. The groups will advance as they solve the tests we have prepared, which are as follows:
   4.1: Everyone must simulate that they are paddling in the kayak using a sweeping brush, to pass this test everyone must "paddle" at the same pace and in the same direction for at least 30 seconds; if they fail they will start again.
   4.2 Keeping balance in the movement, the group has to pass a masking tape without using their hands and without it falling to the ground. They have 30 seconds to do this, otherwise they start again.
   4.3 The facilitator will start to give instructions to the group, indicating whether they should all row to the left or to the right, but the group will have to watch and copy the movements of the facilitator (or the person in front of them) because sometimes the facilitator will lie. If the group manages to follow the correct instructions for 30 seconds, they pass the test, otherwise they start again.

Debriefing and evaluation

At the end of the competition, all participants and facilitators sat in a circle and discussed the activity and the values it contained, how they felt they had done and how they thought they could use these ways of working and tools for themselves in the labor market. We also used the space to share with them some job search portals and examples of CVs.

Tips for facilitators

It is very important that all the time during the dynamic the teams maintain balance in their movements that they coordinate as a group, otherwise they should be warned to do so.

During the space for reflection, try to give all the participants space to express themselves, try to get them to locate their role and that of the others within the team.

The Perfect Line

THEME
Problem solving

COMPLEXITY
Level 1

GROUP SIZE
max. 6/ team

TIME
10 min

I. Objectives

✓ To make participants cooperate with teammates in order to solve the "Line" problem, to explain them Theory of Self Development.

II. Materials

- markers, sheets of paper.

Instructions

1. Divide participants in teams and tell each of them to select a team leader.
2. Call the leaders in a different room to expose the indications.
3. Make sure the trainer has a sheet of paper - where a straight line is drawn . Show the sheet to each leader and tell them to return to the groups and explain to them how to draw a line similar.
4. The leaders cannot draw the line themselves; they can only give indications to their teammates. After teams are done drawing the line, team leaders should take the drawing back to the trainer to check if the two lines are similar.
5. The facilitator shouldn't approve the drawing of any team but send the team leader back to redo the drawing. The activity goes on for about 7 minutes until the participants get frustrated, which is the main goal of this activity.
6. After it ends a reflection follows on how participants felt executing an unclear task, which often happens in organizations.

Tips for facilitators

The trainer shouldn't explain what exactly is wrong about the drawing the leader brings for checking. During reflection participants should be asked to refer to their experience in their organizations. The trainers could be working simultaneously: one of them gives indications to the leaders and the other one monitoring the group work.

The Bridge Over the Big River

THEME

Self Development

COMPLEXITY

Level 2

GROUP SIZE

10-20

TIME

120 min

I. Objectives

This activity is partly role-play and is aimed at creating groups, dividing tasks and inspiring students to collaborate. It involves two groups; each group is composed of a minimum of 10 people. The activity can be briefly described as follows:

The trainer sets the "stage": 2 groups (can be more) of participants pretend to be the inhabitants of 2 different villages. By different we mean different culture, language, etc. Each village has to build one half of a bridge over a very large river that separates the two imaginary communities. Participants will have 20 minutes to finalize the bridge.

They find materials at their disposal and a list of rules to follow. Each "village" is located in a different corner of the room/classroom. 3 times every 5 minutes the facilitator/s takes two members from one group to the second group and vice versa. They become migrants in the "other village" and have to follow special rules to cope with language and cultural differences between the two cultures. The activity ends by joining the members of the two villages and their assembly of the bridge, they need to link the two parts to create one strong stable bridge that is solid enough to support a glass of water.

II. Objectives

At the conclusion of this activity, participants will be able:
✔ To develop teamwork skills and feeling of mutual cooperation ;
✔ To enhance the intercultural and mediation competences ;
✔ To highlight the importance of being a group and working as a whole;
✔ To strengthen the crucial role of mutual understanding of different points of view.

III. Materials

- posters;
- colour paper;
- colour pens and pencils;
- tape;
- computer;
- paper;
- coloured post-it notes;
- flipchart.

IV. Preparation

✔ collect materials;
✔ print the rules to be followed by the participants;
✔ select two or more areas for each village.

Instructions

1. Create two groups each of 10 participants. The trainer explains that each group is a "village" and has to build one-half of a bridge over the imaginary big river separating the two communities.

2. The two groups are directed to the two different areas of the room and they discover the building materials at their disposal.

3. The trainer provides some information on the rules. Three times every five minutes the facilitator will switch two people between the two groups.

4. These participants will play the role of migrants and have to follow special rules in order to overcome the language barriers interaction between the two different cultures.

5. Migrants cannot react verbally until a new migrant arrives. They can however express themselves through gestures. When a new migrant arrives to the village, the senior migrant can verbally communicate, it is understood that through his/her seniority he/she has acquired competence in the host language of the village. Once the bridge has been built, all participants join together to test the bridge (it has to be wide enough to cover the river and strong enough to support a glass of water).

Debriefing and evaluation

Once the activity is over, it is important to ask pupils the following questions, in order to allow a collective reflection:

✓ How did I feel while I was cooperating with my peers?
✓ What did I learn today?
✓ What can I practice or share at home, school, street, with friends?
✓ Why is teamwork so important?
Which were my main difficulties?

Tips for facilitators

Trainer
The trainer is highly encouraged to introduce the activity in the following way:
○ You are in a village on one of the banks of a great river (50 cm wide) with X # of inhabitants;
○ The members of this village base their decisions on personal judgments which are also based on specific reasons;
○ Together with the villagers of the opposite riverbank you have agreed to construct a bridge;
○ Each village is responsible for building half of the bridge, i.e. 25 cm;
○ Communication between the two villages is extremely difficult, but you hope to get in contact with the inhabitants of the other village. For the moment, all you can do is start building your half of the bridge;
○ Your half of the bridge must be ready in 20 minutes, and be welded with that of the other village;
○ Once the bridge is completed, a commission of engineers will test the structure: the bridge must be stable enough to support the weight of a full glass of water placed in the center of the structure".

Participants
○ Excluding the common activity rules. These are the rules to be followed by participants when they play the migrants' role, after being chosen by the facilitator:
○ Once in the new village, migrants will not be able to speak or respond to members of the original community. However, they will be able to express themselves in gestures and respond to those who use non-verbal language;
○ When a new migrant arrives to the village, the one who has been in the community for the longest time can use verbal language, as he is supposed to have the necessary language skills to communicate with the members of the host community.

Market of Ideas (based on Delphi15 method)

THEME

Entrepreneurship

COMPLEXITY

Level 2

GROUP SIZE

12+

TIME

45 min

I. Overview

This method allows for the sharing of ideas, points of views and opinions without the fear of being noticed, heard, or not agreed with in public. It is a process that allows the group to reach a consensus on a specific topic, theme, or activity. For example: planning an event or an excursion. It can be used anytime when it comes to planning events or discussing certain questions that require consensus from the whole class. This activity provides active participation in the learning process and can be adapted to different subjects.

II. Objectives

✔ At the conclusion of this activity, participants will be able to:
✔ Propose their ideas and opinions;
✔ Enhance their participation in important class issues or the learning process;
✔ Verbalize their opinions and ideas in a bias free environment;
Learn together;
✔ Develop public speaking and presentation skills.

III. Materials

- colour paper;
- colour pens and pencils;
- computer;
- paper;
- coloured post-it notes;
- flipchart.

Instructions

Step by step instruction to plan a class excursion based on group needs and interests:

1. The facilitator gives the basic and technical information about the excursion – date, time, and direction to help understand the context.

2. Each student writes at least one idea or place – the dream destination. If there are more ideas, each idea has to be written on a separate page; the facilitator will stick all pages on the wall so that everyone can read.

3. The facilitator groups the ideas by similarities, for example, ideas on similar destination, ideas on similar transport (by boats, bikes, etc.).

4. All participants are divided into groups based on similar ideas. The task of the group is to develop a rout based on the idea (destination, night, costs, availability, other extra ideas). The rout has to be visualized on flipcharts.

5. Each group presents the rout – creative, short, understandable, perceptible; and stick it on the wall.

6. Then it is time to vote. Each student has a marker or a sticker and only one vote. He/ she chooses which rout he/she likes the best and leaves his/her vote by putting a cross with the marker or a sticker on it

7. The facilitator counts the votes and rates the routs by the most popular.

8. The class agrees that they choose a rout with the most votes.

Debriefing and evaluation

If the activity is used to promote participation, we suggest creating open-ended questions:
✔ Did everyone have the opportunity to express their opinion/vision?
✔ Is the class satisfied with the joint decision?
✔ What was difficult? Is it easy to plan a tour in detail?
✔ What information - knowledge did you need?
✔ Were each of the ideas heard, discussed?

Tips for facilitators

○ *Write one idea on one paper;*
○ *Provide a clear task and context to share meaningful and real ideas.*

Think Tank

THEME

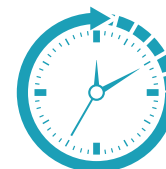**Soft Skills**

COMPLEXITY

Level 2

GROUP SIZE

12+

TIME

60 min

I. Overview

This activity is a sort of simulation developing argumentation and discussion skills. It aims at raising students' awareness of the social and political issues of the context they live in, to make them active in decision-making processes and giving them the opportunity to be active citizens. This activity can be implemented to build a class or school social environment.

II. Objectives

At the conclusion of this activity, participants will be able to:
- ✔ Debate among their peers on current topics;
- ✔ Think about and make decisions;
- ✔ Understand one's own responsibility for the group and for the community;
- ✔ Use the knowledge gained in the lessons to improve argumentation and discussion skills by participating in group work and presenting to others.

III. Materials

- papers and pens/markers/pencils.

Instructions

1. The class is divided into two groups. Each group sits on one side facing each other.
The facilitator introduces him-/herself by saying that he/she is the president of the committee and chooses from each group three pupils who will form a jury that will be assigned the task of judging the decisions made by the different parties that will try to solve problems in the community by proposing solutions.

2. Each group will have time to think about solutions to the proposed issues trying to be convincing and to propose a better idea than the other group.

3. Papers and pens/markers/pencils are given to each group to create a poster/ presentation on possible solutions.

4. Two representatives from each group, democratically chosen, will present their solutions to all participants. Each pupil has 4 minutes to present his/her idea. At this stage, the jury will take notes and at the end of each explanation will have to ask questions that might highlight difficulties or problems to the proposed solutions and the group can respond.

5. After the proposals of each group, a debate will be held between the parties in order to confront each other and to further convince the judges that their proposal is better than the other.

6. The jury, together with the president, will choose the most convincing proposals for each topic
N B If the class size is large, it can be divided into more groups.

Debriefing and evaluation

At the end of the activity, the following questions are used to evaluate the activity:

✔ What were the major difficulties in making decisions/looking for solutions?
✔ Did you feel responsible for the proposed choices?
✔ Did you find any behaviour unjust/ineffective?
✔ Do you think that the problems affecting your community/state/planet could be solved in this way?

✔ What is the decisive moment in the debates? Arguments? Speaker skills?
✔ What is important to you to make a decision by listening to the arguments of others?
✔ Demagoguery, populism, arguments, critical thinking... What are these terms?

Tips for facilitators

The facilitator thinks in advance about the topics on which to focus the debate, they can be social issues and of collective interest.