PRODEST:
Entrepreneurial education guideline

Assessing and promoting sense of initiative and entrepreneurship in young people

Digital Storytelling

Prodest

Dear Readers!

You are looking at the guidebook on entrepreneurial education created by the consortium of partners within the project "PRODEST – promoting entrepreneurship with digital storytelling" under the coordination of Association Europe4Youth (Kraków, Poland). The guidebook consists of theoretical introduction to the world of learning theory terminology, deeper insight into SIE competences, meaning: sense of initiative and entrepreneurship, as well as scenarios for non-formal learning activities that develop those competences and also help you to evaluate competences development of youngsters you are working with. Scenarios are directly applicable in secondary and vocational schools (entrepreneurial education, civic education or other classes), universities (related subjects in any faculties and disciplines) and other educational institutions and non-governmental organisations working with youngsters.

Many scenarios contain references to online education material, including digital storytelling videos created by groups of young people entering the labour market from Poland, France, Slovakia, Spain and Great Britain. Their engagement in the project guarantees the relevance of problems tackled in those education materials with actual problems young people have and may identify with. Scenarios were also tested by youngsters themselves and were subjected to deep assessment of Stakeholders Committee (specialists, academics, officers in public institutions and decision makers in the field of youth) created in all project countries.

On behalf of the whole consortium, authors and youngsters engaged in "PRODEST" project I encourage you to take a glimpse on presented here methods of entrepreneurial education, and also to take a great care of its accessibility to all youngsters, especially with fewer opportunities. May this guidebook serve you well in your work with young people.

Director of Association Europe4Youth

Coordinator of the Guidebook

Barbara Moś

PRODEST: Entrepreneurial education guideline. Assessing and promoting sense of initiative and entrepreneurship in young people.

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WHAT ARE COMPETENCES?

WHAT ARE COMPETENCES?

The term "competence" is adopted by several scientific disciplines: political science, pedagogy, andragogy, psychology, human resources management and social science in general, and can mean similar, although slightly different qualities of a person, status, or an institution.

In political science competence is referred to institutions and offices having on disposal a set of powers and rights to practise. Competences embrace then limited and specified assortment of tools possible to use to evoke certain effect that serves the goals of the institution. For instance an office of a president holds a competence to decree a referendum, to empanel a judge, to command early parliamentary elections. It is his/hers potential course of action (behaviour) possible to launch at any time. The action shall serve the purpose of solving political crisis, responding to citizen's needs, or simply enabling fluent functioning of a state. Competences, both in political studies, as well as in education sciences, can be gradual. In political science we observe direct competences, shared competences, indirect competences, supporting, initiating, coordinating and many more. For instance European Union shares competences with its member states in internal affairs, social policy, or energetic infrastructure, initiates and send incentives in youth policies, and sets directives in trade policy, custom union and internal market (examples).

DEFINITION:

COMPETENCE: a cluster of related abilities, commitments, knowledge, and skills that enable a person (or an organization) to act effectively in a job or situation.

Following this track, competence is a capacity, backed up with formal regulations enabling an object to act in certain way to realise its goals and potential. Translating this to education science the competence is a capacity, backed up with practical experience enabling a person to apply a set of related knowledge, skills and attitudes to perform tasks and realise potential. And indeed, pedagogy, andragogy, psychology and social sciences **define a competence as a potential consisting of knowledge, skills and attitudes, ready to be launched, applied and realized to successfully perform the work.** What is essential – this potential is not innate! **Knowledge, skills and attitudes can be developed, learned, acquired.**
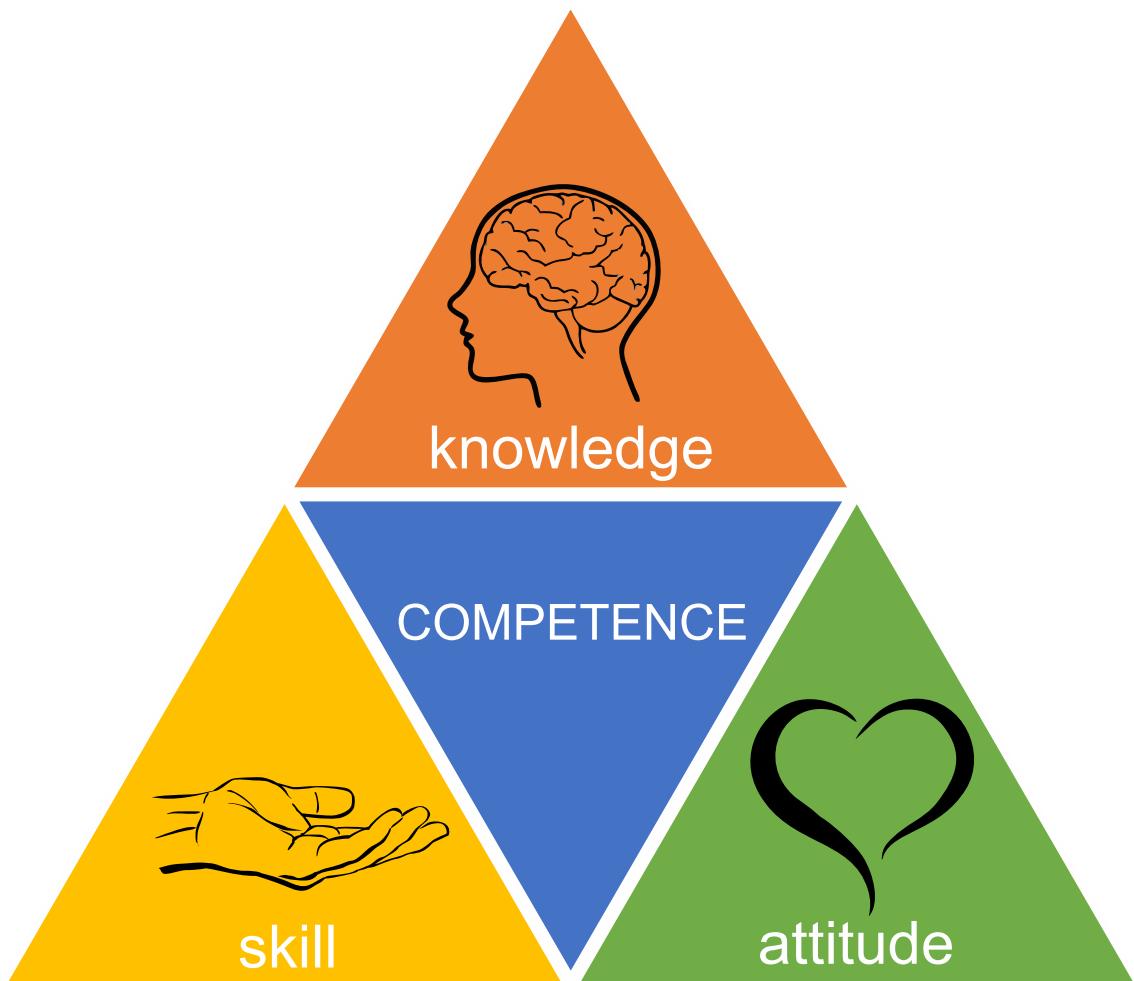
Acquiring knowledge is the easiest here. It takes "just" to assimilate a dose of facts, theories, stories. A skill – ability to do things, apply knowledge in practice – can be acquired just by practice, learning by doing, trying, failing, succeeding and learning. An attitude is the hardest to change. But competence requires not only the situation of "knowing how" and "doing along this knowledge", but also a dose of positive attitude that enable us to benefit from

the work we do, treat it as valuable experience, not just an unpleasant duty. An attitude consists of belief, awareness and positive emotion that makes us ready and eager to act. It can be belief in ourselves, in the job we do, in sense of it and purpose. It can be awareness of own abilities, powers, strengths, but also awareness of own limitations, risks. It can be also affection, liking for the tasks, positive feelings connected to it. All this combined together makes a person truly competent in chosen field.

It is observable that competences are acquirable most effectively in non-formal education that is purposive, learner-centred, voluntary, organised and based on action, practice, performance. Although a space for competence development may be found in formal education systems, those are designed to produce primarily qualifications confirmed in diplomas and certificates. Those may however be empty papers without competences that will turn a school graduate into a competent person ready for performance. **Qualification is a formal and authorised by a relevant legal institution permission to perform certain profession or duties**. The register of an officially recognised qualifications are regulated in European Union in European Qualifications Framework and its national equivalents. Only formal education system may confer qualifications, whereas competences may be developed without formal recognition. More about informal tools recognising soft competences you will find in further articles of this guideline.

DEFINITION:

QUALIFICATION: a formal and authorised by a relevant legal institution permission to perform certain profession or duties.

Coming back to the story about competences. There are plenty of typologies dividing types of competences. The one we will propose in this guideline is compatible with Competence Passport (comp-ass.org) and divides all sorts of competences into 4 categories:

Personal competences – referring to self, awareness, consciousness and ability to play with it, use it for your advantage to increase own performance. Examples of personal competences are: assertiveness, self-development, learning to learn, autonomy, self-motivation, or personal goal setting.
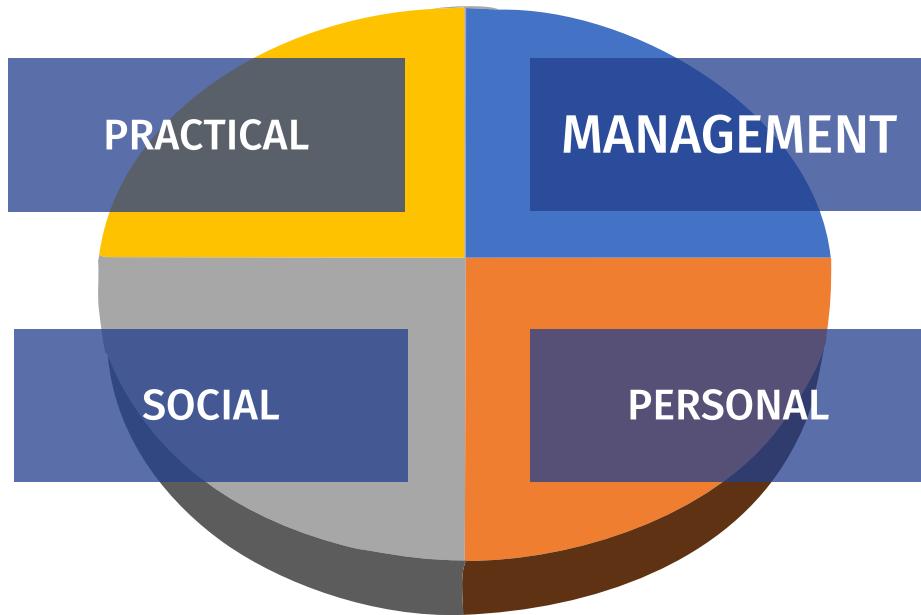
Social competences – referring to the role of a person in relation to other people, or a group as a unit and extend to which a person can operate within the group with a success. Examples are: teamwork, communication, negotiation, relation building, but also cultural awareness and operating in intercultural environment.

Management competences –referring to abilities to manage people, processes or objects. Examples: strategic planning, project management, decision making process management, analytic competences, facilitation, coordinating, leadership.

Practical competences – referring to abilities to manage tools and objects, including programs and applications. Examples: media competences, information competences, data analysis, video/filming, writing, photography and other artistic competences.

Competences referring to abilities that can be self-evaluated and hardly verified are called often **soft competences**. Those are mostly personal, social and organisational competences. It is almost impossible to create an objective context and conditions to verify soft competences, as every social situation is different and different performance may be caused by variety of situational and personal factors. Evaluation of soft competences is based mostly on self-evaluation then. **Hard competences** on the other hand can be confirmed or by qualifications (yes, this is possible this way!), or it is possible to create objective context and not changeable conditions to evaluate the competence.

For example IT competences can be verified by accomplishing concrete tasks, and data analysis may be shown in using correctly a set of statistical measures.

Although tricky to evaluate, all competences are observable, manifested in behaviours, therefore may be measured. Because the background of manifesting soft competences is known only to the performer, this is self-evaluation that comes into play here. In the same time self-awareness of own competences is one of the most important **competence of XXI century**! Learning to learn, ability to observe own learning process, ability to project and consciously direct your self-development is crucial in times, when statistically every actor in the labour market is likely to change profession 6-7 times in life.

Changes in contemporary labour markets provoked to formulate a list of competences of XXI century that increase the possibility... not to fall out from it and keep up with constant change and unpredictability. It is definitely learning to learn competence, intercultural competences, flexibility, adaptability, coordination of own work, time-management, independence and sense of initiative and entrepreneurship.

Looking from the perspective of a learner, there is no ready-made list of competences to be acquired throughout the whole life. Its path is unpredictable and a scope of competences needed in the same professions may differ. How then to consciously project self-development? Since competences are developed through action and manifested in action the learner has to be aware of the trajectory of learning process and be able to detect learning opportunities, combine it with necessity and use consciously. The stages of competence development displays the mechanism of competence-development from unconscious incompetence, till unconscious competence, when the right course of action is launched automatically, as intuition.

LEARN MORE:

Developing a Competency Framework, "Mindtools", online:
https://www.mindtools.com/pages/article/newISS_91.htm

Entrepreneurial education shall also include supporting the awareness of this trajectory in learners. Starting this guidebook with general theory on competences and competence development is therefore not a coincidence. In activities-scenarios that follow this introduction you will have a great choice of activities raising awareness of initial level of certain competences, self-evaluation and supporting learning processes among youngsters.

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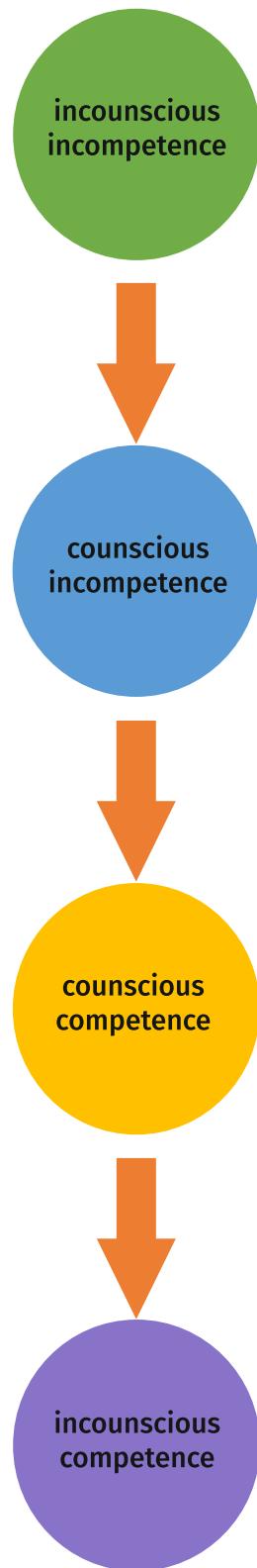
LEARN MORE:

Handbook of Research on Pedagogical Innovations for Sustainable Development, Ken D. Thomas (Auburn University, USA) and Helen E. Muga (University of Mount Union, USA), March, 2014

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SOFT COMPETENCES
AND LABOUR MARKET

SOFT COMPETENCES AND LABOUR MARKET

Although it is increasingly difficult for young people with low or no formal qualifications to find a job, those are soft competences, social and personal competences that grow their importance on the labour market. What is nurturing information, even without formal training young people are gathering them – in non-formal and informal learning settings. These competencies are of high importance, as they can be the key to the labour market. Soft skills are essential for doing a good job. And for some jobs, they may even be the most important elements of qualification.

Soft competences are referring to various behaviours that help people work and socialize well with others. In short, they are for example the relation building skills, or certain personality traits needed to get along with others and build positive relationships. They include tactfulness, empathy, communication skills, interpersonal skills, managing people, leadership, reliability and many other competences. In contrast to hard skills, which are generally easily quantifiable and measurable they are often not part of certificates and rather difficult to assess. As they include a component of an attitude – they are verifiable only by the possessor him/herself. Assessment then is encumbered with personal views and level of self-confidence. To overcome this, we will present you several tools for youth self-evaluation youngsters can use to present their competences to employers.

While employers are interested in levels of certain soft skills, education providers are often focused on developing these skills in order to prepare teenagers for the training and labour market. They say that we get a job because of our qualifications, but loose it because of lack of soft competences. In fact, they are called "the talents that business gurus have pinpointed as the modern workplace's most sought-after qualities". As UK Telegraph is

reporting: "business forecasters are predicting that, very soon, workforces will be split between those highly skilled individuals able to carry out technology-related jobs and charismatic, innovative individuals, whose charm will make others want to do business with them". And that is something that can't be outsourced to a computer. If you can't do one of the two, then it's time to brush up on your shelf-stacking.

# RECOGNITION OF SOFT COMPETENCES: TOOLS DEDICATED TO YOUNGSTERS

RECOGNITION OF SOFT COMPETENCES: TOOLS DEDICATED TO YOUNGSTERS

Non-formal education is the type of education that most effectively develops soft competences. Its methodology and specificity may bring troubles in recognising its effects, or even verifying its efficiency. Non-formal education is:

- purposive – activity is determined by educational aim that is set out by learner him/herself,

- organised – there is a group of people involved, programme and responsibilities,

- structured – every element of activity serves its purpose, and activity ends with debriefing, evaluation and recognising learning outcomes,

- voluntary – learners may choose to attend or not attend driven by inner motivation,

- active – activities involve practice, "doing", sometimes physical activities, testing, failing and learning,

- time-related – there is an end of activity foreseen and marked out,

- self-evaluated – those are learners, who assess their own achievements (no grades, or other external assessment),

- informally recognised – there are no formally recognised certificates, although there are tools of self-evaluation and self-assessment.

The fact that non-formal education outcomes is dependent to the wide extend on own contribution of learners, their motivation, engagement, level of self-consciousness and commitment to the tasks puts a bit of shadow on its efficiency. No non-formal leaning activity may be 100% predictable in

outcomes. In fact, different individual experiences of every single participant of the same non-formal learning activity may cause absolute variety of learning outcomes within the group. We like to call this phenomena "**the black box effect**", which explains why the group of people experiencing the same activity does not acquire the same scope of competences.
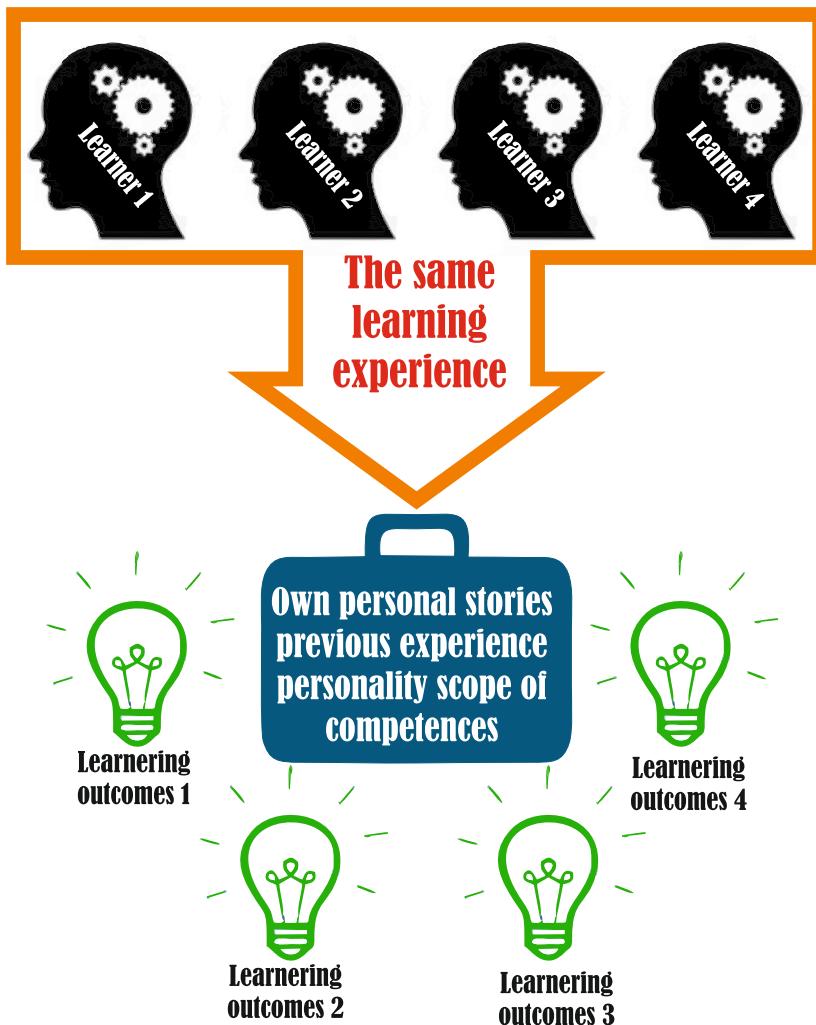
With this uncertainty of individual learning outcomes this is not the learning provider who should assess and evaluate achievements. This task belongs to learners themselves, although they may use assistance and support from the side of organisers of a learning experience. Further on in the section of learning scenarios you will find few useful tools to propose to youngsters.

Providers of the learning activities in order to help participants with self-evaluation shall narrow down possible to gain competences and skills in a form of description of predicted learning outcomes. While reviewing them, learners should identify themselves with some, together with the level of accomplishment they achieved. Because in soft competences it is hard to distinguish certain levels, organisers shall provide certain activities and recognition tools.

YOUTHPASS

YOUTHPASS

One of the most popular, especially among youngsters participating in Erasmus+ programs is Youthpass. It allows all participants of any Erasmus+ programme projects (for example youth exchanges, or seminars) to formulate their learning outcomes in their own words, segregating them into 8 categories: key competences for lifelong learning defined in recommendations by European Union institutions.

1. Communicating in a mother tongue: ability to express and interpret concepts, thoughts, feelings, facts and opinions both orally and in writing.

2. Communicating in a foreign language: as above, but includes mediation skills (i.e. summarising, paraphrasing, interpreting or translating) and intercultural understanding.

3. Mathematical, scientific and technological competence: sound mastery of numeracy, an understanding of the natural world and an ability to apply knowledge and technology to perceived human needs (such as medicine, transport or communication).

4. Digital competence: confident and critical usage of information and communications technology for work, leisure and communication.

5. Learning to learn: ability to effectively manage one's own learning, either individually or in groups.

6. Social and civic competences: ability to participate effectively and constructively in one's social and working life and engage in active and democratic participation, especially in increasingly diverse societies.

7. Sense of initiative and entrepreneurship: ability to turn ideas into action through creativity, innovation and risk taking as well as ability to plan and manage projects.

8. Cultural awareness and expression: ability to appreciate the creative importance of ideas, experiences and emotions in a range of media such as music, literature and visual and performing arts.

Youthpass applies to activities within the programme of Erasmus+ (at least for now – February of 2017), during which self-reflection and self-evaluation activities can be individual diary method, reflection groups, peer to peer feedback, or such games like self-reflection card game.

SOURCE:

www.youthpass.eu

USEFUL LINKS:

card game: www.youthpass.eu/en/publications/card-game/

EXAMPLE OF YOUTHPASS:

SOURCE:

www.youthpass.eu

COMPETENCE PASSPORT

COMPETENCE PASSPORT

Another tool adjusted to youngsters needs and labour market requirements is Competence Passport (comp-pass.org). It is the universal certificate used to document, rate and validate competences gained after non-formal learning experiences of any kind (volunteering, local initiatives, participating in courses, or youth projects). It allows young people to have them officially recognized and prepare you for labour and education market.

It defines almost 60 soft competences and specifies when and under which conditions they can be achieved on 1-5 levels of accomplishment. It also divides each competence in specific scope of knowledge, skills and attitudes that constitute the competence. Users are thereby not describing themselves in own words, but comparing themselves to ready-made descriptions of competences` components and 5 levels of accomplishment compatible with European Qualification Framework. Later, the self-assessment is validated by learning providers through the process of online feedback-conversations possible to conduct in the portal. Competences are divided into 4 categories: personal, social, management and practical.

PERSONAL:

INITIATIVE

Evaluating, selecting and acting on various methods and strategies for solving problems and meeting objectives before being asked or required to do so.

ASSERTIVENES

Behaviour which enables a person to act in his or her own best interest, to stand up for herself or himself, without undue anxiety, to express honest feelings comfortably, or to exercise personal rights without denying the rights of others.

LEARNING TO LEARN

Ability to plan, monitor, evaluate and control one's personal learning processes.

SELF-DEVELOPMENT

Modelling and stimulating personal growth, seeking for learning opportunities, self-evaluating - identifying strenghts and weaknesses and planning future steps for improvement.

CRITICAL THINKING

Objective reasoning and analysis of an issue in order to make statements, or form a judgement.

PERSONAL GOAL SETTING

Ability to set goals for yourself that can be achieved using available resources and operating within a projected timeframe.

AUTONOMY, INDEPENDENCE

The ability of the person to make his/her own decisions and being responsible for them (your actions).

EMOTIONAL INTELLIGENCE

Being able to control and filter emotions in a constructive way.

CREATIVITY

Generates novel and valuable ideas to develope new or improved processes, methods, systems, services or products.

SELF-EXPRESSION

Ability to show your feelings, emotions and thoughts in creative way.

SELF-MOTIVATION

Encouragement from within oneself to stay focused on and committed to a task.

STRESS-RESISTANCE

Handling stress in a manner that is acceptable to others.

PERSONAL FLEXIBILITY

Modifies his or her approach to achieve a goal, Is open to change and new information, rapidly adapts to new information, changing conditions, or unexpected obstacles.

SOCIAL

SOCIAL RESPONSIBILITY

Taking under consideration and being aware of the possible consequences of the actions.

HUMAN RIGHTS AWARENESS

Identifying, highlighting and developing responses to human rights challenges, promoting in the same time equality, dignity and respect in your community, society and worldwide.

CULTURAL AWARENESS

Understanding norms, values, symbols of different groups and their influence on behaviours and consciously expressing own culture.

TEAM WORK

Contributes fully to the team effort and plays an integral part in the smooth running of teams without necessarily taking the lead.

ACTIVE LISTENING

Ability to actively respond to heard message, creating safe space for sharing ideas and follow an argumentation reflecting on it in the same time.

EVALUATING

Planning and implementing evaluation: observation and data collection, making accurate conclusions and finding recommendations on tasks and people.

CONSTRUCTIVE FEEDBACK

Ability to give and receive constructive criticism and plan self-development.

CIVIC COMPETENCES

Taking responsible role and active participation in society/ community.

RELATION BUILDING

Get in touch with people easily, developing and maintaining a network of contacts that can provide information, help and access to others.

NEGOTIATING

Effectively exploring alternatives and positions to reach outcomes that gain the support and acceptance of all parties.

COMMUNICATION

Ability to convey information to another efficiently and appropriately.

HISTORICAL AWARENESS

Associates historical background and experiences of sociaties with current political, social and interpersonal relations.

OPERATING IN INTERCULTURAL ENVIROMENT

Capacity to function effectively in a multicultural environment.

PUBLIC SPEAKING, PRESENTATION

Communicates specific thesis/message in a manner appropriate for audience and occasion using various methods and verbal, as well as non-verbal communication.

MANAGEMENT
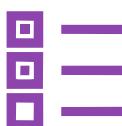
ORGANISATION AND MANAGEMENT

Organises self and others guaranteeing achievement of goals, sets the priorities and effectively allocates time and resources.

RESOURCE MANAGEMENT

Develops resources and implement (financial) plans for projects or events.

CHANGE MANAGEMENT

Facilitating the implementation and acceptance of a change within undertaking, encourage boundary breaking.

CONFLICT MANAGEMENT

Anticipates and takes steps to prevent counter-productive confrontations. Manages and resolves conflicts and disagreements in a

TIME MANAGEMENT

Ability to plan and control how you spend the hours in your day to effectively accomplish your goals.

STRATEGIC PLANNING

Ability to set aims and objectives in a long term, analysing strengths, weakness, opportunities and threats; Generating ideas, based on

ENTREPRENEURSHIP

Actively seeks out and identifies opportunities to develop and implement new ideas and projects.

PROJECT MANAGEMENT

Developing and coordinating projects and implements organisation goals throughout them.

DECISION MAKING

Developing appropriate solutions identifying issues and basing solutions on them.

ANALYTIC COMPETENCES

Makes logical conclusions, anticipates obstacles, and considers different approaches to the decision-making process.

MOTIVATING

Ability to effectively mobilize member of the team, by fitting best techniques to their personal need and individual qualifications.

FACILITATION

Uses group skills to lead the group to the group goal.

PERSUASION

Ability to persuade or convince others to support an idea, agenda or direction.

COACHING

Provides guidelines, motivation and feedback to support others to accomplish tasks or solve problems.

GROUP MANAGEMENT

Coordinating available human resources with the focus on the goal.

COORDINATING

Combining different processes to comply them to achieve common goal.

LEADERSHIP

Keeping the group vision and values at the forefront of decision – making and action, guiding it to the common goal.

PRACTICAL

MEDIA COMPETENCES

Awareness and abilities to understand, read and operate within different media.

INFORMATION COMPETENCE

Recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information.

ART

Specific competences in the arts can be seen as the development of the skills, knowledge and attitudes relevant to particular visual, auditory

PHOTOGRAPHY

Skills, knowledge and attitudes relevant to photography.

VIDEO/FILMING

Skills, knowledge and attitudes relevant to kinaesthetic signs and symbols.

DATA ANALYSIS
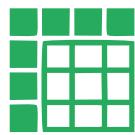
Seeks or collects and synthesizes information from a variety of stakeholders and sources in an objective, unbiased manner to reach a

IT

Using and creating different IT tools to solve problems or tasks.

MUSIC

Effectively and creatively express ideas, thoughts and emotions through music.

WRITING

Effectively and creatively express ideas, thoughts and emotions through variety of written forms.

SOURCE:

www.comp-pass.org

COUNCIL OF EUROPE YOUTH WORK PORTFOLIO

COUNCIL OF EUROPE YOUTH WORK PORTFOLIO

Another tool promoted by Council of Europe is dedicated to youth leaders and youth workers. It is an online tool for quality development of youth work in Europe based on self-assessment of youth workers' competences and provides a framework of competences that youngsters are developing while youth work. Council of Europe Youth Work Portfolio sets out 8 functions of a youth worker and identifies specific competences:

FUNCTION OF YOUTH WORKERS

COMPETENCES OF YOUTH WORKERS

1.
Address the needs and aspirations of young people

- 1.1. Build positive, non-judgemental relationships with young people
- 1.2. Understand the social context of young people's lives
- 1.3. Involve young people in the planning, delivery and evaluation of youth work using participatory methods, as suitable
- 1.4. Relate to young people as equals
- 1.5. Demonstrate openness in discussing young people's personal and emotional issues when raised in the youth work context
- 1.6. Demonstrate that their practice reflects the needs and aspirations of young people

2.
Provide learning opportunities for young people

- 2.1. Support young people in identifying their learning needs, wishes and styles, taking any special needs into consideration
- 2.2. Create safe, motivating and inclusive learning environments for individuals and groups
- 2.3. Use a range of educational methods, including those which develop creativity and foster motivation for learning
- 2.4. Provide young people with appropriate guidance and feedback
- 2.5. Inform young people about learning opportunities and support them in using them effectively

3.
Support and empower young people in making sense of the society they live in and in engaging with it

3.1. Assist young people in identifying and taking responsibility for the role they want to have in their community and society
3.2. Support young people in identifying goals, developing strategies and organising individual and collective action for social change
3.3. Support young people in developing their critical thinking and understanding about society and power, how social and political systems work, and how they can have an influence on them
3.4. Support the competence and confidence development of young people

4.
Support young people in actively and constructively addressing intercultural relations

4.1. Support young people in acquiring intercultural competences
4.2. Promote interaction between young people who come from diverse backgrounds at home and abroad so that they can learn about other countries, cultural contexts, political beliefs, religions, and so on
4.3. Work creatively on and with conflicts with a view to transforming them constructively
4.4. Actively include young people from a diverse range of backgrounds and identifications in youth work activities

5.
Actively practice evaluation to improve the quality of the youth work conducted

5.1. Involve young people in planning and organising evaluation
5.2. Plan and apply a range of participatory methods of evaluation
5.3. Use the results of evaluation for the improvement of their practice
5.4. Stay up-to-date with the latest youth research on the situation and needs of young people

6.
Support collective learning in teams

6.1. Actively evaluate teamwork with colleagues, and use the results to improve effectiveness
6.2. Seek and give feedback on teamwork
6.3. Share relevant information and practices in youth work with colleagues

7.
Contribute to the development of their organisation and to making policies / programmes work better for young people

7.1. Actively involve young people in shaping their organisation's policies and programmes
7.2. Co-operate with others to shape youth policies

8.
Develop, conduct and evaluate projects

8.1. Apply project management approaches
8.2. Seek and manage resources
8.3. Give visibility to projects, write reports and make presentations, for a variety of audiences
8.4. Use information and communication technology tools when necessary

SOURCE:

www.coe.int/en/web/youth-portfolio

EUROPASS — CV

EUROPASS — CV

Also tools of Europass are designed with the consideration of young people, as great care and emphasis is put on soft skills and practical competences. To Europass family belongs CV, Language Portfolio, Mobility, Supplement to Higher Education Diplomas and Supplement to VET diplomas. Moreover, Europass Centers in EU countries are monitoring European labour markets and constantly developing guidelines and toolboxes for Europass users to help them to adapt to it more and more.

According to the latest reviews, competences of the future that will be valued the most in 2020 comparing to 2015 are:

in 2020

1. Complex Problem Solving
2. Critical Thinking
3. Creativity
4. People Management
5. Coordinating with Others
6. Emotional Intelligence
7. Judgment and Decision Making
8. Service Orientation
9. Negotiation
10. Cognitive Flexibility

in 2015

1. Complex Problem Solving
2. Coordinating with Others
3. People Management
4. Critical Thinking
5. Negotiation
6. Quality Control
7. Service Orientation
8. Judgment and Decision Making
9. Active Listening
10. Creativity

SOURCE:

Future of Jobs Report, World Economic Forum, 2015

What will mostly change is that the creativity will become one of the top three skills any workers will need. Human creativity, abstract thinking, looking beyond schemes and limits is the factor that differentiates us from robots, which may in the future reduce to certain extend a demand for labour force. In order to benefit from technological changes, workers would have to learn how to incorporate it to daily work life. Problem solving will still rule the top 10 list, together with important today, but not the highest critical thinking. Based on big data and constant data analysis human capacity to embrace it will be supported by ability to judge critically its source, assess biases, compare and contrast it, creatively and critically. Competences like negotiation and flexibility, still at the top in 2015 will start to lose their relevant importance. It does not mean they are becoming less meaningful in interpersonal and social relations at work, it`s just the growing trend of machines, using masses of data, beginning to make our decisions for us. Similarly, active listening, considered a core skill today, will disappear completely from the top 10, being replaced by a wider competence – emotional intelligence.

All types of competences collected in more or less accurate typologies are possible to be presented by youth and recognised in chosen tools under several condition: self-awareness, conscious, thorough and deep self-evaluation and support from the side of learning activity providers.

USEFUL LINKS:

http://europass.cedefop.europa.eu

europass Curriculum Vitae

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- smith@kotmail.com
- AOL Instant Messenger (AIM) betty.smith

Sex Female | Date of birth 01 March 1975

JOB APPLIED FOR **European project manager**

WORK EXPERIENCE

August 2002 – Present **Independent consultant**
British Council
123, Bd Ney, 75023 Paris (France)
Evaluation of European Commission youth training support measures for youth national agencies and young people

March 2002 – July 2002 **Internship**
European Commission, Youth Unit, DG Education and Culture
200, Rue de la Loi, 1049 Brussels (Belgium)
- evaluating youth training programmes for SALTO UK and the partnership between the Council of Europe and European Commission
- organizing and running a 2 day workshop on non-formal education for Action 5 large scale projects focusing on quality, assessment and recognition
- contributing to the steering sroup on training and developing action plans on training for
— Working on the Users Guide for training and the support measures

October 2001 – February 2

EDUCATION AND TRA

1997

19

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europass Curriculum Vitae

PERSONAL SKILLS Betty Smith

Mother tongue(s) English

Other language(s)

UNDERSTANDING		SPEAKING		WRITING
Listening	Reading	Spoken interaction	Spoken production	
C1	C2	B2	C1	C2
A2	A2	A2	A2	A2

French
German

Levels: A1/A2: Basic user – B1/B2: Independent user – C1/C2: Proficient user
Common European Framework of Reference for Languages

Communication skills
- team work: I have worked in various types of teams from research teams to national league hockey. For 2 years I coached my university hockey team
- mediating skills: I work on the borders between young people, youth trainers, youth policy and researchers, for example running a 3 day workshop at CoE Symposium 'Youth Actor of Social Change', and my continued work on youth training programmes
- intercultural skills: I am experienced at working in a European dimension such as being a rapporteur at the CoE Budapest 'youth against violence seminar' and working with refugees.

Organisational / managerial skills
- whilst working for a Brussels based refugee NGO 'Convivial' I organized a 'Civil Dialogue' between refugees and civil servants at the European Commission 20th June 2002
- during my PhD I organised a seminar series on research methods

Computer skills
- competent with most Microsoft Office programmes
- experience with HTML

Other skills
Creating pieces of Art and visiting Modern Art galleries. Enjoy all sports particularly hockey, football and running. Love to travel and experience different cultures.
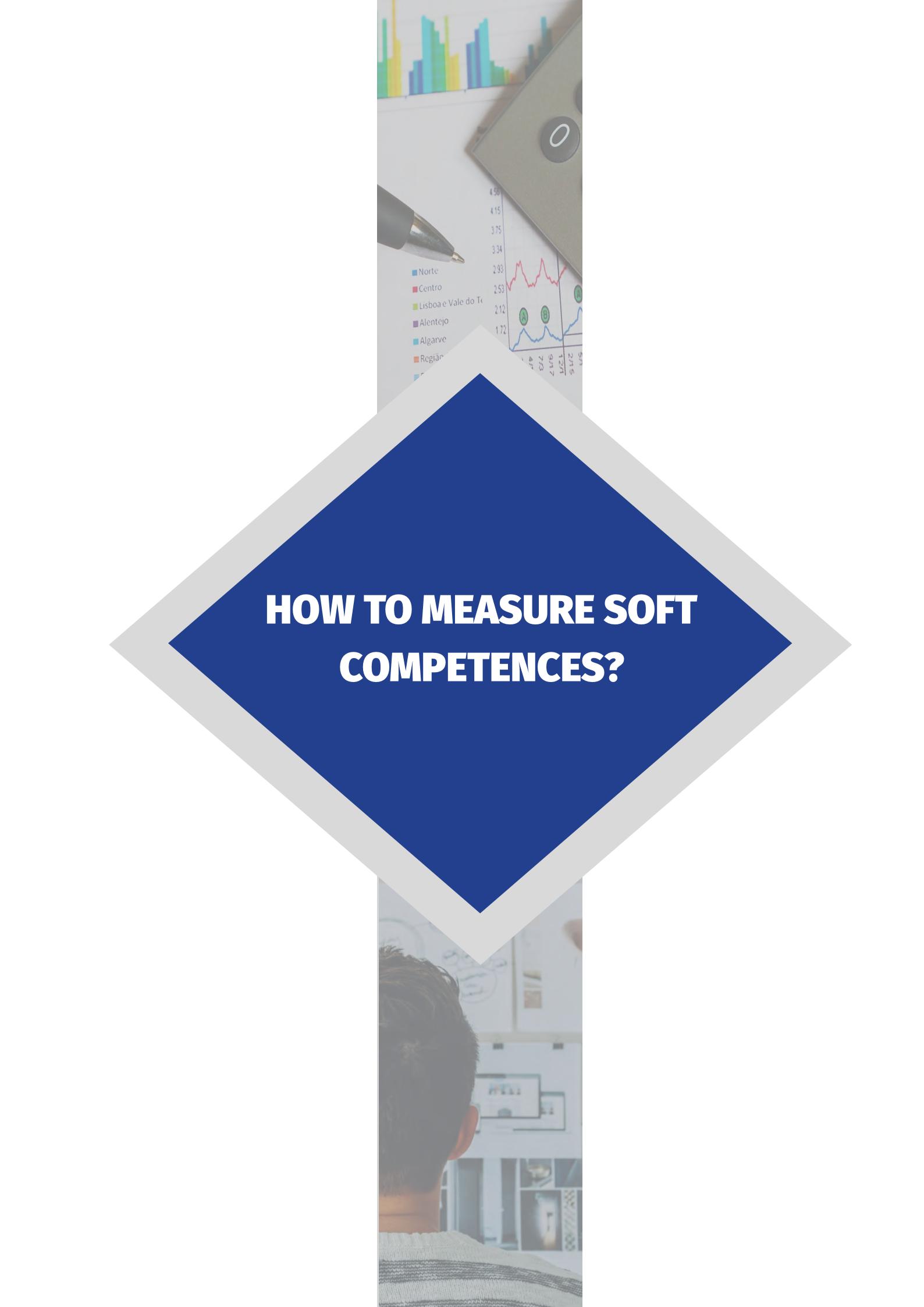
Driving licence A, B

ADDITIONAL INFORMATION

Publications
'How to do Observations: Borrowing techniques from the Social Sciences to help Participants do Observations in Simulation Exercises' Coyote EU/CoE Partnership Publication, (2002).

HOW TO MEASURE SOFT COMPETENCES?

HOW TO MEASURE SOFT COMPETENCES?

Competences are gradual, possible to develop, as well as possible to measure. Because competences consist in knowledge, skills and attitudes, each component can be separately measured on several scales attached to specific domains of learning. Competences` components can be translated into mentioned domains of learning: cognitive (knowledge), psychomotor (skills) and affective (attitudes).

Cognitive domain can be developed on 6 levels: simple "knowing things": facts, theories, ready-made material a then "interpreting things", understanding it, explaining it to others a applying this knowledge in other contexts, or practical problem solving is another level a analysing this content is already pretty much advanced (in mathematics it's conducting a proof) a synthesising it with new elements introduces a creative element, in which new theories/synthesis can be born! The highest cognitive level brings another practical element: evaluating – making decisions based on deep and thorough analysis of the knowledge area in relation to other disciplines and analysis. This level means also knowledge on boundaries of this knowledge – awareness of limitations of comprehended theories.

Psychomotor domain`s scale is divided into 5 levels of comprehension. Development of skill is rather intuitive: firstly we imitate a skill looking how others are doing this, then we do it without peeking on others. When we are ready to perform a skill without initial source, or supervision we learn how to combine it with other skills we have until the skill becomes a natural habit launched automatically.

Affective domain, attitudes can vary from passive receiving, through positive responding, complying, identifying with, till total engagement with internalisation of values.

Ways of naming every particular level of comprehension is described in table below.

LEVELS OF LEARNING:

COGNITIVE DOMAIN

KNOWLEDGE:
recognition and recall of facts and specifics

EXAMPLES:
define, describes, list, state

COMPRESENSION:
interprets, translates, summarises, paraphrasises given information

EXAMPLES:
convert, infer, rewrite

APPLICATION:
processes information in a situation different from original learning context

EXAMPLES:
demonstrate, relate, produce

ANALYSIS:
separates whole into parts, clarifies relationships among elements

EXAMPLES:
diagram, outline, illustrate

SYNTHESIS:
combines elements to form new entity from original one

EXAMPLES:
compile, compose, design

EVALUATION:
makes decisions, judges, or selects based on criteria and rationale

EXAMPLES:
compare, contrast, justify, summarise

LEVELS OF LEARNING:

PSYCHOMOTOR DOMAIN

IMITATION:
Observes skill and attempts to repeat it

MANIPULATION:
Performs skill by instruction rather than observation

PRECISION:
Reproduces a skill with accuracy, proportion and exactness, usually performed independent of original sources

ARTICULATION:
Combines more than one skill in sequence with harmony and consistency

NATURALIZATION:
Completes one or more skills with ease, requires limited physical or mental exertion

LEVELS OF LEARNING:

AFFECTIVE DOMAIN

RECEIVING:
listening passively, attending to.

EXAMPLES:
ask, name

RESPONDING:
complies to given expectations, shows interest

EXAMPLES:
answer, recite

VALUING:
displays behaviour consistent with single belief or attitude, unforced compliance

EXAMPLES:
complete, explain, justify

ORGANISING:
committed to a set of values as displayed by behaviour

EXAMPLES:
integrate, adhere

CHARACTERIZING:
total behavior is consistent with values internalized

EXAMPLES:
qualify, modify, perform

SOURCE:

Revision based on Bloom, *Taxonomy of Educational Objectives. Handbook I:* Dave, *Developing and Writing Behavioral Objectives;* and Krathwohl, Bloom, and Masia, *Taxonomy of Educational Objectives. Handbook II.* Available at: http://www.instruction.greenriver.edu/avery/faculty/pres/tesol04/comptetencies3.html

This typology corresponds to European Qualification Framework (8 levels), compatible with the Framework for Qualifications of the European Higher Education Area, as well as its adaptation made for the purpose of Competence Passport (comp-pass.org):

USEFUL LINKS:

Framework for Qualifications of the European Higher Education Area:

ec.europa.eu/ploteus/en/content/descriptors-page)

LEVELS OF COMPETENCES - GENERAL DESCRIPTION

	KNOWLEDGE: KNOWLEDGE ON FACTS AND THEORIES	SKILLS: COGNITIVE AND PRACTICAL ABILITIES	ATTITUDES: READINESS TO UNDERTAKE ACTIONS
1	General knowledge	Basic abilities required to realize easy tasks	Readiness to undertake simple tasks under the supervision in known environment
2	General knowledge in relevant field	Basic abilities to use information needed to realize easy tasks and to solve problems using existing tools	Readiness to undertake tasks with help of other people
3	General knowledge on facts, rules, processes and terms in the field	Abilities to search and use methods to realize tasks and to solve problems	Readiness to realize tasks independently and hold responsibility for it, and ability to adjust your own behaviour
4	Knowledge on facts and theories in the field on the context of other fields	Abilities to find and create solutions for problems and tasks	Readiness to organize my and the other`s work independently in known environment
5	Broad and specialist knowledge on facts and theories in the field and the knowledge on its boundaries	Abilities to create solutions for unusual problems and tasks	Readiness to organize my and other`s work independently in unpredictable conditions

By adjusting any kind of competences to those general descriptions we are able to assess initial level of competence, as well as project its development.

For example the competence of self-development may be described as follows:

SELF - DEVELOPMENT

PERSONAL COMPETENCE

DEFINITION: *Modelling and stimulating personal growth, seeking for learning opportunities, self-evaluating - identifying strengths and weaknesses and planning future steps for improvement.*

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
SKILLS:				
abilities to identify strenghts and weaknesses basing on assessment of your performance with guidances of others	using simple methods/ experiments to analyze one's abilities, self-assess and evaluate performance in order to identify fields for development and set aims for development	ability to fairly and objectively assess and evaluate your performances in order to identify fields for development, set aims for development and realise it	ability to fairly and objectively assess and evaluate your performances in order to identify fields for development, seek for formal and informal development opportunities and consequently realise it	ability to fairly and objectively assess and evaluate your performances in order to identify fields for development, seek for formal and informal development opportunities and consequently realise it, even in difficult circumstances

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
KNOWLEDGE:				
general self-awareness	general knowledge on one`s conditions and capabilities	knowledge on different methods of self-development, including self-assessment, evaluation, feedback and others	deep knowledge on various methods of self-development in the context of psychology of management or other relevant fields	deep knowledge on various methods of self-development connected with specialist knowledge in psychology of management or other relevant fields

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
ATTITUDES:				
willingness to learn one's own weakness and strengths, basic self-criticism.	readiness to make effort to improve yourself basing on self-evaluation and feedback from others	readiness and openness to apply conclusions from feedback of others and self-evaluation	readiness and openness to take risks, seeking learning opportunities, experiment and learn, applying conclusions from feedback of others and self-evaluation within logical plan for self-development	persistence and determination to learn basing on all experiences, realize development aims, taking risks and apply conclusions from feedback of others and self-evaluation within logical plan for self-development

Learning how to name competences shall be parallel to raising awareness on following stages of competence development.

Let`s also take a look on example of entrepreneurship competence:

ENTREPRENEURSHIP

MANAGEMENT COMPETENCE

DEFINITION: *Actively seeks out and identifies opportunities to develop and implement new ideas and projects.*

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
SKILLS:				
ability to undertake some actions to realize an idea	ability to undertake actions to realize my own idea	ability to realize my own ideas using known methods	ability to realize my own ideas choosing, adapting and creating new methods	ability to realize my own ideas in autonomously chosen way to create innovative solutions

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
KNOWLEDGE:				
general knowledge	general knowledge on economy (and other related fields)	knowledge on economy (and other related fields) mechanisms and ethics in business	thorough knowledge on economy (and other related fields) mechanisms and ethics in business in relation to other disciplines	specialist knowledge on economy (and other related fields) mechanisms and ethics in business and knowledge on its limits

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
ATTITUDES:				
initiative to generate ideas	activeness to realize ideas in order to develop professionally and personally	independence to realize ideas in order to develop professionally and personally	motivation to take responsibility for implementing innovative ideas in order to develop professionally and personally	determinance to take risks to implement the ideas in order to develop professionally and personally

MEASUREMENT AND FRAMEWORK OF SIE COMPETENCES

MEASUREMENT AND FRAMEWORK OF SIE COMPETENCES

More than 10 years ago European Commission identified sense of initiative and entrepreneurship as one of the 8 key competences necessary for a knowledge-based society.

In has its place in Youthpass, as well as in other recognition tools dedicated to youngsters. In Youthpass framework it is defined as follows:

DEFINITION:

Sense of initiative and entrepreneurship refers to an individual's ability to turn ideas into action. It involves creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. This supports individuals, not only in their everyday lives at home and in society, but also in the workplace in being aware of the context of their work and being able to seize opportunities. It is a foundation for more specific skills and knowledge needed by those establishing or contributing to social or commercial activity. This should include awareness of ethical values and promote good governance.

In the context of the European Commission reference framework for entrepreneurship as a competence, **entrepreneurship is understood as a transversal key competence applicable by individuals and groups, including existing organisations, across all spheres of life**.

It is defined as follows:

DEFINITION:

Entrepreneurship is when you act upon opportunities and ideas and transform them into value for others. The value that is created can be financial, cultural, or social (FFE-YE, 2012).

The model consists of 3 interrelated and interconnected competence areas: 'Ideas and opportunities', 'Resources' and 'Into action'. Each of the areas is made up of 5 competences, which, together, constitute the building blocks of entrepreneurship as a competence. The framework develops the 15 competences along an 8-level progression model and proposes a comprehensive list of 442 learning outcomes:

	COMPETENCES	HINTS	DESCRIPTORS
1. IDEAS AND OPPORTUNITIES	**1.1 Spotting opportunities**	Use your imagination and abilities to identify opportunities for creating value	• Identify and seize opportunities to create value by exploring the social, cultural and economic landscape • Identify needs and challenges that need to be met • Establish new connections and bring together scattered elements of the landscape to create opportunities to create value
	1.2 Creativity	Develop creative and purposeful ideas	• Develop several ideas and opportunities to create value, including better solutions to existing and new challenges • Explore and experiment with innovative approaches • Combine knowledge and resources to achieve valuable effects
	1.3. Vision	Work towards your vision of the future	• Imagine the future • Develop a vision to turn ideas into action • Visualise future scenarios to help guide effort and action
	1.4 Valuing ideas	Make the most of ideas and opportunities	• Judge what value is in social, cultural and economic terms • Recognise the potential an idea has for creating value and identify suitable ways of making the most out of it
	1.5 Ethical and sustainable thinking	Assess the consequences and impact of ideas, opportunities and actions	• Assess the consequences of ideas that bring value and the effect of entrepreneurial action on the target community, the market, society and the environment • Reflect on how sustainable long-term social, cultural and economic goals are, and the course of action chosen • Act responsibly
2. RESOURCES	**2.1 Self-awareness and selfefficacy**	Believe in yourself and keep developing	• Reflect on your needs, aspirations and wants in the short, medium and long term • Identify and assess your individual and group strengths and weaknesses • Believe in your ability to influence the course of events, despite uncertainty, setbacks and temporary failures
	2.2 Motivation and perseverance	Stay focused and don't give up	• Be determined to turn ideas into action and satisfy your need to achieve • Be prepared to be patient and keep trying to achieve your long-term individual or group aims Be resilient under pressure, adversity, and temporary failure

2. RESOURCES	**2.3 Mobilizing resources**	Gather and manage the resources you need	• Get and manage the material, non-material and digital resources needed to turn ideas into action • Make the most of limited resources • Get and manage the competences needed at any stage, including technical, legal, tax and digital competences
	2.4 Financial and economic literacy	Develop financial and economic know how	• Estimate the cost of turning an idea into a value-creating activity • Plan, put in place and evaluate financial decisions over time • Manage financing to make sure my value-creating activity can last over the long term
	2.5 Mobilizing others	Inspire, enthuse and get others on board	• Inspire and enthuse relevant stakeholders • Get the support needed to achieve valuable outcomes • Demonstrate effective communication, persuasion, negotiation and leadership
3. INTO ACTION	**3.1 Taking the initiative**	Go for it	• Initiate processes that create value • Take up challenges • Act and work independently to achieve goals, stick to intentions and carry out planned tasks
	3.2 Planning and management	Prioritize, organize and follow-up	• Set long-, medium- and short-term goals • Define priorities and action plans • Adapt to unforeseen changes
	3.3 Coping with uncertainty, ambiguity and risk	Make decisions dealing with uncertainty, ambiguity and risk	• Make decisions when the result of that decision is uncertain, when the information available is partial or ambiguous, or when there is a risk of unintended outcomes • Within the value-creating process, include structured ways of testing ideas and prototypes from the early stages, to reduce risks of failing • Handle fast-moving situations promptly and flexibly
	3.4 Working with others	Team up, collaborate and network	• Work together and co-operate with others to develop ideas and turn them into action • Network • Solve conflicts and face up to competition positively when necessary
	3.5. Learning through experience	Learn by doing	• Use any initiative for value creation as a learning opportunity • Learn with others, including peers and mentors • Reflect and learn from both success and failure (your own and other people's)

SOURCE:

ec.europa.eu/jrc/sites/jrcsh/files/EntreCompConceptualModel_16.pdf

In "PRODEST – promoting entrepreneurship with digital storytelling" sense of initiative and entrepreneurship has been wrapped around constituting competences:

DECISION MAKING - developing appropriate solutions identifying issues and basing solutions on them. Making constructive judgement.

CREATIVITY / PROBLEM SOLVING - generates novel and valuable ideas to develop new or improved processes, methods, systems, services or products.

SETTING GOALS / PLANNING - ability to set goals for yourself that can be achieved using available resources and operating within a projected timeframe.

COMMUNICATING / LISTENING / NEGOTIATING - ability to convey infmation to another efficiently and appropriately. Effectively exploring alternatives and positions to reach outcomes that gain the support and acceptance of all parties.

LEADERSHIP / TEAM BUILDING (TEAMWORK) - keeping the group vision and values at the forefront of decision – making and action, guiding it to the common goal. Contributes fully to the team effort and plays an inte gral part in the smooth running of teams without necessarily taking the l ead.

MONITORING / DIAGNOSING (EVALUATING) - planning and implementing evaluation: observation and data collection, making accurate conclusions and finding recommendations on tasks and people. Makes logical conclu sions, anticipates obstacles, and considers different approaches to the decision-making process.

LEARNING FROM EXPERIENCE (LEARNING TO LEARN) - ability to plan, monitor, evaluate and control one's personal learning processes.

TIME MANAGEMENT - ability to plan and control how you spend the hours in your day to effectively accomplish your goals.

STRESS MANAGEMENT - Handling stress in a manner that is acceptable

to others.

LIFE WORK BALANCE (ASSERTIVENESS) - behaviour which enables a person to act in his or her own best interest, to stand up for herself or himself, without undue anxiety, to express honest feelings comfortably, or to exercise personal rights without denying the rights of others.

Self-assessment of above mentioned competences is possible to convey informally and individually, as well as with help of specific tools, such as those available at comp-pass.org. This process, as initial point of entrepreneurial education, should be followed by personal development plan and setting out a programme for competence development.

The standard "course" of entrepreneurship may consist of below learning units:

1. Introduction to Entrepreneurship: the basic concepts of entrepreneuship.

2. Staring A Business: on understanding what a business idea is and how it is developed.

3. Risk Management and Business Law: on having a good understanding of business law and risk management.

4. Marketing: to describe the environmental factors that affect a SME's marketing as well as those internal to the firm.

5. Business finance and economics: enable to manage the entire business including its profitability, economic standing and the all potential inter dependencies.

6. Management of a firm: as with the growth of the firm issues related to recruitment and the management of personnel become an inevitable challenge for the entrepreneur.

7. Taxation: to comprehend all the issues about taxation.

8. The Business Plan: refers to the written report prepared before a business starts its activities which outlines its plans and objectives.

USEFUL LINKS:

This exact course may be done online.

entre.gr/athena/en/courses/youth-entrepreneurial-skills.

In this guideline we propose you non-formal learning activities adjusted to needs and expectations of young people, in particular NEETs: youngsters outside of education system (e.g. dropouts), or training and unemployed.

We stay on your disposal!

PRODEST Team

Scenarios of lessons and activities for entrepreneurial educators working with youth

To understand the competencies the participant already displays in personal life, leisure activities, part time and voluntary work.

2-3 hours with breaks of 10 minutes every hour

15-20

flip chart, pen and paper, internet connection

- Handouts to lead participants through these activities
- Evaluation and Feedback forms

Introduction:

The participant will be able to gain confidence by identifying competencies they already have. They will be able to recognize they already can bring these to the entrepreneurial role.

Content:

The participant will be given an example of how a common experience demonstrates entrepreneurial qualities such as arranging a social outing with friends.

- · The participants will work in pairs identifying different past behaviours and situations.
- · Group work reporting back on findings.
- · Looking at the competencies of well-known entrepreneurs.
- · Looking at competencies from case studies.

Evaluation/debriefing:

Give a presentation of findings to the group and complete handouts.

Diana Hudson

Lesson on reviewing, auto-evaluating, naming competences

- To identify the competencies which are evident in common professions and roles.
- To identify the competencies which are evident in the entrepreneur role.

2-3 hours with breaks of 10 minutes every hour

15-20

Pen and paper, Flip chart, Internet connection, Daily newspapers

- Handouts to lead participants through these activities
- Evaluation and Feedback forms

Introduction:

Understanding compete which we take for granted is an important step as well as being aware of the competencies which entrepreneurs commonly need. These should be clearly understood and named and not be grouped together in a vague interpretation

Content:

The participants will identify the differences between Attributes. Behaviours and Skills

A chart such as this would be the outcome of group work.

Evaluation/debriefing:

Give a presentation of findings to the group and complete handouts.

Diana Hudson

Lesson on planning self-development in real life situations.

To be able to access opportunities to aid self-development.

2-3 hours with breaks of 10 minutes every hour.

15-20

flip chart, pen and paper, internet connection

- Handouts to lead participants through these activities
- Evaluation and Feedback forms

Introduction:

The competencies of the entrepreneur are bound up with understanding people, and understanding their needs. Such information is available all around us in everyday life.

Content:

- How do we know what people want?
- How do we know what people need?
- How can we gain more expertise which is relevant to our entrepreneurial aims?
- Voluntary work
- Shadowing
- Formal learning

Evaluation/debriefing:

Give a presentation of findings to the group and complete handouts.

Diana Hudson

Lesson on discovering the path of development – what competences to develop in order to get where one wants to be

Identifying what competencies are missing, but are needed to reach the goal.

2-3 hours with breaks of 10 minutes every hour

15-20

flip chart, pen and paper, internet connection

- Handouts to lead participants through these activities
- Evaluation and Feedback forms

Introduction:

The lesson is a specific focus on the development competencies which enable early stage entrepreneurs to achieve their aims. The lesson will give participants the opportunity to access help to move forward.

Content:

Research sources of help for:

- · Setting up your own business enterprise.
- · Working towards a qualification.
- · Gaining experience from others in business.
- · Provide ongoing support
- · Use tailored materials to support the development of an action plan.

Evaluation/debriefing:

Give a presentation of findings to the group and complete handouts.

Diana Hudson

Lesson on reviewing auto -evaluating, naming competencies

- · To be able to name competences.
- · To be able to reflect on own competencies.
- · To be able to assess whether existing competencies are fit for purpose.
- · To be able to judge what additional competencies are needed.

2-3 hours with breaks of 10 minutes every hour.

15-20

flip chart, pen and paper, internet connection

- • Handouts to lead participants through these activities
- • Evaluation and Feedback forms

Introduction:
To be able to give a name to a competency is important. We can easily be too vague and make generalisations. It is only when we are specific can we be clear about the competency needed and whether we have this or need to develop it.

Content:
This session will involve small group discussion and drawing on own experience. It can be added to by encouraging participants to make observations outside of the workshop in their daily lives.

Participants are:
Be able to write a 'person specification ' and job description for the best person to fill the role of owner manager.

Be able to match own competencies with this.

Evaluation/debriefing:
Assess the exercise with a partner and identify any gaps and present to the group and complete handouts.

Diana Hudson

Lesson on developing competence: Time management

- Set goals and priorities, planning and meeting planning in the short term (daily, weekly)
- Define and prioritize objectives and plan individual activity medium and long term (from several weeks to a semester)
- Set goals and priorities, plan and meet planned in time shared with other

2-3 godziny z 10-minutowymi przerwami co godzinę

15-20

The activity can be adapted to different materials, pencil and paper or videos and computer.

Videos and other resources located in internet. The best option is a computer linked to internet and a video projector. You need a room with open space and chairs

Introduction:

We have available 24 hours a day and 7 days per week. We are the sole owners of our time and we employ it as we want. It is true that we must work, we must do certain tasks, but ultimately, the decision of how to spend time is ours.

Content:

To know how to manage time well, we must first be able to identify who are our thieves of time. The most typical are:

- · No plan
- · No priority
- · Interrupts
- · Do not focus
- · Not delegate
- · Do not know how to say NO
- · The phone
- · Meetings endless and pointless
- · Everything is urgent
- · The delay of tasks

Evaluation/debriefing:

Practice by personal interview with the participant

Miguel Caneda

Lesson on developing competence: Stress management

- Avoid unnecessary stress
- Alter the stressing situation
- Adapt to the stressor
- Accept the things you can't change

2-3 hours with breaks of 10 minutes every hour

15-20

The activity can be adapted to different materials, pencil and paper or videos and computer.

Videos and other resources located in internet. The best option is a computer linked to internet and a video projector. You need a room with open space and chairs

Introduction:

While stress is an automatic response from your nervous system, some stressors arise at predictable times—your commute to work, a meeting with your boss, or family gatherings, for example. When handling such predictable stressors, you can either change the situation or change your reaction. When deciding which option to choose in any given scenario, it's helpful to think of the four A's: avoid, alter, adapt, or accept.

Content:

- How to avoid unnecessary stress
- How to alter the stressing situation
- How to adapt to the stressor
- How to accept the things you can't change

Evaluation/debriefing:

Practice by personal interview with the participant

Miguel Caneda

Lesson on developing competence: Life work balance

- Understand habits that can become destructive
- Develop meditation as an effective stress reducer
- Identify time-wasting activities and people
- Flexibility the structure of your life
- Planning from modest beginnings to big goals.

2-3 hours with breaks of 10 minutes every hour

15-20

The activity can be adapted to different materials, pencil and paper or videos and computer.

Videos and other resources located in internet. The best option is a computer linked to internet and a video projector. You need a room with open space and chairs

Introduction:

These days, work-life balance can seem like an impossible feat. Technology makes workers accessible around the clock. Fears of job loss incentivize longer hours. In fact, a whopping 94% of working professionals reported working more than 50 hours per week and nearly half said they worked more than 65 hours per week in a Harvard Business School survey.

Content:

- How to understand habits that can become destructive
- How to develop meditation as an effective stress reducer
- How to identify time-wasting activities and people
- How to structure your life flexible
- How to plan from modest beginnings to big goals.

Evaluation/debriefing:

Practice by personal interview with the participant

Miguel Caneda

Lesson on financing. Getting support for your ideas

Miguel Caneda

- To learn how to prepare an elevator pitch
- To understand the value of good communication
- To develop transversal skills (soft skills)

2-3 hours with breaks of 10 minutes every hour

15-20

The activity can be adapted to different materials, pencil and paper or videos and computer.

Videos and other resources located in internet. The best option is a computer linked to internet and a video projector. You need a room with open space and chairs

Introduction:
The first step to get support for your ideas is developing networking. The elevator pitch is a fundamental tool to make contacts for your company or project. An elevator pitch is to convey the idea of our project in a trip lasting lift in less than 2 minutes.

Content:
1. Define your project:

- Who is your audience. Who will use your product?
- What is wrong. What problem you'll meet?
- What solution offer. How are you going to meet?

2. Answers to common questions:

- Who are you and your experience. Where you come from? Why you can bring this project to success?
- What you need to succeed?
- What market there. How big is the market you going?
- What are the possible exits for you and for investors?

3. Make it clear what sets you apart from others and what's attractive your project.

- Why they will invest in you and not another?

4. Explain your business model.

- How will you make money?
- Why it will be a success?

Evaluation/debriefing:

Practice by creating an elevator pitch

Miguel Caneda

Lesson on planning economic

- Change negative attitude towards the economic and finances
- Understand personal finances
- Understand the financial plan
- Connect the financial plan with personal finances

2-3 hours with breaks of 10 minutes every hour

15-20

The activity can be adapted to different materials, pencil and paper or videos and computer.

Videos and other resources located in internet. The best option is a computer linked to internet and a video projector. You need a room with open space and chairs

Introduction:

Financial planning covers a wide variety of money topics including budgeting, expenses, debt, saving, retirement and insurance among others. Understanding how each of these topics works together and affect each other is important for laying the groundwork for a solid financial foundation for you. At the same time, a common failure on novice entrepreneurs is their negative attitude towards the economic and financial plan of their business plan. Let's see if we can change that mindset.

Content:

- Personal finances
- Budgeting
- Cutting Expenses
- Getting Out of Debt
- Saving for Retirement
- Insurance
- Financial plan
- Profit and loss statement
- Cash flow statement
- Balance sheet
- Sales forecast
- Personnel plan
- and maybe some business ratios and/or a break-even analysis

Evaluation/debriefing:

Develop a personal financial plan

Miguel Caneda

Well-being at work

- To be able to speak within a group discovering various forms of expression
- To develop (better) self-confidence, trust in others and in service
- To be able to take the distance to the school work, to better manage stress

3 sessions of 1-2 hours each

6-15

Dining tables, large paper, different colored paint, camera to take pictures, PC with Internet connection

To organize the exhibition online and create a dynamic around this activity that can be a form of evaluation also, different web tools can be used: Superlame, social networks...

Session 1 –Activity 1: abstract painting
Painting workshop - in group

- Everyone goes around the table and everyone takes a color in a cup - a pure color and therefore no mixing
- Each takes a brush
- When one does not paint the brush remains in the cup
- Make a single brushstroke and color on the table - Stop
- Take the place of his left and make a brushstroke without cover on the color of another - Stop
- Participants are going around the table until the sheet is completely colored.

Session 1 –Activity 2: abstract painting
Painting workshop - in group

- 3 people sit around the table:
- 2 people paint - they paint on the same paper, each on his side until they meet at one point
- 1 person observes
- The observer operates the two-color sheet with another color splashing, staining, scratching

Session 1 –Activity 3: abstract painting
Painting workshop - group

- A person lies on the table (The trainer marks the outer limits of his body: the head and feet.)
- The person stands up and leaves the table. He chooses a color and a brush and draws the outline of a character on bases of the limits of his head and his feet.
- Then he draws the contours of clothes, shoes, hair representing lines and without extending the color.
- Meanwhile, others will find a color and fill the forms that are between the lines.
- Meanwhile, the person who designed the color of the character calls on all lines if necessary.
- Once the character is completed, everyone defers colors on the table material.
- Then all participants choose one color to set as the background around the character.

Anne Marcheti i Ramona Dogaru

Session 2 –Activity 1: big heads

Painting workshop - individual

- Everyone takes a seat in front of a table
- Each freely takes a color and a brush (these are the colors that will move)
- Draw a big potato on the sheet
- Change color (each pass the color cup to his left. The last person at table went around and gives its color cup to the first.): Draw Eyes
- Change color: fill the Eye
- Change color: Make the nose
- Change color: Go around the nose
- Change color: Draw the mouth
- Change color: Fill mouth
- Change color: Draw the ears
- Change color: Fill the ears
- Draw the hair in 5 brushstrokes.
- Deciding the choice of one color to paint around each head

Session 2 –Activity 3: invent a story

The group invented the story linked with the relationships of colors and shapes, the biography he has given to the characters from their "point of view"

The exercise allows the group to spontaneously invent its expression and content.

An abstract painting is placed between two characters. Abstract painting represents the relationship between the two characters. This happens where?

We put "background" painting one beside the other. What it's representing?

One puts an object. What is it doing there? What color is it? Why? What does that mean?

The story is invented.

Nota bene: trainees take pictures of painting for each situation

Session 3 –Activity 1: exhibition on line

The story is set on an eBook like a cartoon comic –strip (bands dessinnés). In France, these comic strips are very catchy among young people. Trainees will use pictures of different situations (see activity A6 – invent a story) and ICT tools as Superlame to elaborate their eBook. The final results can be shared on social medias.

To bring a competition spirit, it could be also interesting to invite each trainee to elaborate his own eBook. All eBooks can be than upload online (ex: on a blog or on Facebook) and organize an electronic voting.

Nota Bene: Based on the involved group and their specific training needs, the hours assigned to each single activity may change.

Anne Marcheti i Ramona Dogaru

My own competences in relation to a teamwork

Ramona Dogaru

- Assessing initial level of competences using group task and examining the roles in a team
- Helps the target group to identify their competences and to prioritize them.
- This activity can be implemented in a collective way.

3-4 hours with breaks of 10 minutes every hour

15-20

A paperboard & a set of stickers are requested for this activity.

You need a room with open space and furniture (chairs and tables or desks).

- At first, trainer split participants within groups of 4-5 persons
- The trainer prepares: a set of stickers reflecting some possible professional skills/competences to be expressed by members of groups, for example:
  - · Ability to communicate (language, expression)
  - · IT elementary skills
  - · Flexibility
  - · Leadership
  - · …
- and some stickers with nothing written, to permit self-expression of other competencies …
- and a sheet to be attached on the paperboard reflecting several priorities (see below).

Group n°…member ….			
Priority number	My competences	Examples of past experiences that contribute to its development	Examples of responsibilities that can be ensures using this competence
1			
2…			

- The trainer gives the stickers to each group and asks to each member to select some of the competences considered as the most relevant for him, and to class them by order of importance.
- Then, the trainer asks to each group to imagine /choose an economic activity and define the role of each member according with their competencies
- The "leader" of each group is asked, to explain the choice, to better understand how they ensure the success of their work team and activity
- It is now time for discussion.

Ramona Dogaru

How to build your personal learning plan

- develop greater responsibility for his own learning
- improve confidence and self-esteem
- increase the sense of involvement in planning for your own future.

1-2 h

10-15

Załączniki 1 i 2

Załączniki 1 i 2

- Trainer gives a general overview about PLP (annex 1)
- Each learner defines his own objective (learn a second language, fulfilling a specific administrative task, implementing a specific activity from personal or professional environment)
- Learners are asked to draft their PLP in accordance with their fixed objective by fulfil a template (annex 2)
- Each learner present his own PLP and audience can give feedbacks, asks questions...
- Debriefing

Playlist with videos: https://youtu.be/mFfsN3TOKFE?list=PLw_V7Y-10dHmQGXrN1DXHZoO7kjLDVI5x

Ramona Dogaru

What is my learning style?

- Give an idea about how learning styles could improve their study as each of us is a unique learner;
- Self-assessment of learning style
- help to improve learning effectiveness
- Support learners to choose the online resources

1-2 h

10-15

Room with open space and furniture (devices connected to Internet).

There is a wide range of resources online on learning style.

This lesson will introduce three of the main learning styles: The Honey & Mumford styles, the VAK model and Felder and Silverman's Learning Style Model.

Participants are invited to auto-assess their learning style using online resources

As example, there are online resources to assess learning style following Kolb theory:

Self-evaluation of learning style

There are online resources to assess learning style following Felder and Silverman's theory:

Learning style questionnaire

Each participant shares its result and trainer explains the variety of results within the group.

Ramona Dogaru

Fairy-tales in a new guise

- **What is flexibility**
- **How to react to changed conditions with flexibility**

2-3 h

10-15

Room with open space and furniture (devices connected to Internet).

Appendices with the beginning of a story that is well known by the audience (it can be a fairy tale or a successful story of one entrepreneur

- The trainer invites participants to consider what FLEXIBILITY means to them. The trainer charts a very simple diagram of this competency and participants' associations.
- The trainer continues with a presentation of the competency for flexibility, keeping matching participants' ideas on "adaptation" and "creative approach"
- The trainer divides the participants in groups of two. Each group has a number 1,2... The Appendices get distributed and the trainer lets groups work for 15 minutes. Each group should start write a story in a new guise. For writing they'll use computers. Their work can be done on a specific blog created for this purpose with an access to all participants (see if any possibility to use Prodest website or social networks for sharing and communicating). After 15 minutes, all groups stop to write. Group 2 will continue the story of group 1, group 3 will continue the story of group 2, group1 will continue the story of last group.
- Trainer lets groups work for other 15 minutes. After 15 minutes, all groups stop to write. Group 2 will continue the story of group 1, group 3 will continue the story of group 2,.....group 1 will continue the story of last group.
- This roundtable can be repeated 5 times.
- When the set time is up, the trainer asks the representatives from each group to present, one after the other, the fairy-tale in a new guise for which they create an "end".
- The trainer leads a brief discussion about the activity that just took place.
- The trainer prompts the participants to note in their Workbooks what they gained from this exercise. She or he may then ask a few of the participants to share their ideas with the others.
- All fairy-tale are to be collected in an e-book and published.

Ramona Dogaru

Developing competence: Problem solving - LEGO

Ramona Dogaru

- **My role in the group**
- **To Foster team cooperation and help them learn the ways how to solve problems together.**

45 to 90 minutes

6-10

Prepare a house made of Lego blocks. It should not be too easy and not too difficult to construct it.

Take a picture of it for further reference.

Then, cover the house with a cloth. Put it on the floor in the middle of the room and draw a line around it in the distance of about 2 metres.

Introduction: Prepare a house out of Lego blocks according to the instructions below.
Invite the participants into the room and give them the following instructions:

The task for your group is to create an identical house with LEGO blocks in the same colour and in the same position as the one under the cloth.

Content:
These are the individual steps of the activity:

- Before we uncover the cloth, you can plan what you will do afterwards. There is no time limit.
- You have maximum 15 minutes to agree the strategy how to reconstruct the house.
- You can see the house.
- You can speak.
- You cannot touch the LEGO blocks or enter the circle.

3. When you have your strategy ready, we will destroy the LEGO house. Your task is to reconstruct the house so that it is identical – with LEGO blocks in the colour and the same position. You have 20 minutes for this.
Rules to keep:

- Only people inside the circle can touch the LEGO blocks.
- Inside the circle can be as many people as you want.
- Once you enter the circle, you must stay there.
- The people inside the circle can speak but they cannot see.
- The people outside of the circle can only use sounds, but not language.
- You have 20 minutes to reconstruct the house.
- Once the time limit is up, stop them and let them all sit around the Lego house and have a look at the final form of the house.

Evaluation/debriefing:

- Let the frustration (in case they did not succeed) or the satisfaction (in case of success) be expressed.
- Then, discuss individual steps of the building, division of roles, things that worked or did not work.
- Ask them what they would have changed (if they would have changed anything) for the next time.

Ramona Dogaru

Developing competence: Setting goals/planning - hot air balloon

- **In-depth analysis of the project**
- **Planning the project throughoutly**

20 minutes preparation

Timing for presentations of the balloons depends on the size and the needs of the group

any

Flipcharts, pens

Introduction:
Please note that the activity is used with participants that already have a project idea. The division of participants depends on whether the project idea is individual, in pairs or groups.

- Draw a picture of a hot air balloon on flip chart paper. Make it large enough to write on, and include the balloon, basket and ropes tethering it to the ground. Tell your group that this balloon represents their entrepreneurial idea or project.

Content:
Each group (pair /individual) should then think about issues around the future of the projects as follows:
- o Who needs to be on the board? On the basket or on the people, write the names of the people or organisation who needs to support the project in order it to go anyway, e.g. young people, workers, funders.
- o What needs to be in place for the project to take off? On the balloon itself, write factors and issues which need to be sorted for the business to fly, e.g. a building, staff, constitution, resources.
- o What is holding it back? Next to the tethering ropes write factors which are preventing the growth of the project, e.g. no funding, no support from local community.
- o What will really make it fly? Above the balloon write factors that will really help the project to grow, e.g. enthusiasm, commitment, good planning.
- o What might blow the balloon off course? Either side of the balloon-representing winds that could buffet the balloon about-write down factors which could be problematic for the project once it is off the ground, e.g. continued funding, key people leaving.

- Evaluation/debriefing: The participants present their balloons. The timing for presentations of the balloons depends on the size and the needs of the group If you have several groups/pairs working simultaneously on balloon pictures, compare them and use the ideas gathered as a springboard for planning.

Book "Participation Spice it up!"

Developing competence:
Communicating/listening/negotiating

- To foster communication skills and the ability to listen
- Understanding own level of resilience

20-30 minutes

8-20

Copies of the machine cards - 3 machine cards for each sales representatives

Attached file

Introduction:

Introduce the topic of selling and buying goods, asking the participants on their shopping habits, preferences where to shop and whether they are often in contact with (or are personally) sales representatives of some companies and/or regularly buy goods from them.

Content:

- Divide the group into two equal parts : sales representatives and buyers.
- Give out the cards of 3 machines to each sales representative and give them 5 minutes to write down what the user of each machine will be able to do/won't have to do, e.g. You won't have to spend hours arranging your files in the office. You 'll be able to speak fluent idiomatic English instantly. etc. and give each machine a price (up to 1, 000 €)
- Simultaneously: Give the buyers five minutes to write down three everyday problems that they have. What would they like to be able to do? What would they like not to have to do anymore? Tell the buyers that they each have 2,000€ to spend on machines to improve the quality of their lives.
- The sales representatives now start going around the room, offering their products to the buyers.
- The object of the activity is for the buyers to obtain the machines they want and the sales representatives to sell all their machines.

Evaluation/debriefing:

Debriefing:

- What were the most common needs of the buyers?
- Which strategies of the sales representatives worked? Which did not and why?
- How did the sales representatives decide about the price?
- Was for the buyers the price more important than the need to buy the machine?

At the end, the situation is matched with real business market and the participants make list 5 successful strategies to promote yourself (can be done in small groups or all participants together)

"Advanced Communication Games"
by Jill Hadfield

Developing competence:
Leadership/team building - pipeline

- **To foster team cooperation within the group and help the group to become a team.**

25 minutes

8+

cardboard toilet paper pipes (or half-pipes) for every participant, a ball, objects to create an obstacle

The total length of the track must be longer than all the tubes that make up the pipeline.
Be sure to select an appropriate size of the ball, which passes through the centre of the pipe without any problems.

Introduction:
Prepare the materials needed for the activity and choose an area to play that is wide enough

Content:

- Everyone stands at the beginning of the track. Introduce the activity to the participants. The task is to transport the ball in the pipeline from the starting point A to the end point B so that the ball does not fall out. Show the beginning and the end of the track to the players and stress various obstacles (e.g. the track goes along the trees, chairs, under the table, downstairs, etc.) they have to overcome. Should you have any specific conditions (e.g. a time limit), tell the players about them at this time.
- Provide the participants with the pipes and the ball and give them 5 minutes to prepare the strategy.
- When the time for preparation is up, release the ball at the beginning of the pipeline.
- If the group fails to successfully handle the task let them have another attempt or count the failed attempts.

Variations:

- You can give the participants a time limit to be achieved or overcome or to attempt to finish the activity within the shortest time possible.
- Another variation is that you do not specify the starting and the end points but you ask the group to transport the ball in the pipeline as quickly as possible. Each player shall be involved only once.

Evaluation/debriefing:

The whole groups discuss how they have succeeded in fulfilling the task.

-

Developing competence: Learning from experience – Spider web

- Fostering team cooperation of the group
- Experience the process of learning through own experience.

20-40 minutes

8-20

Choose a location outside that offers a possibility to spread a spider web made out of ropes among the trees. Then, stretch out ropes among the trees in a form of a "net", leaving spaces that will allow a person to pass through.

Have at least two spare space, i.e. one space for each participant + 2 extra spaces.

Introduction:
Before the activity, prepare a spider web according to the instructions below. Introduce the activity as a special task for the WHOLE group.

Content:
Tell them to stand on one side of the spider web. Their task is to move all members of the group to the other side of the spider web.

Rules to keep:

- Each space can be used only once
- While moving through the space, the rope cannot be touched (you can add a little bell to signal touching the rope) If the rope is touched, all members of the group have to move back to the original side of the spider web.
- Each person must move to the other side, the others can help to lift him/her or otherwise support him/her

Evaluation/debriefing:

- How did you feel throughout different stages of the activity?
- What strategy did you use as a group?
- How did you chose the places for each member?
- How did you learn from the previous experience?
- Did you feel the support of the group?

Display your future, keeping integrity

- To realize one`s passion, predispositions, motivations;
- To discover possible professional career paths based on your personality and professional predispositions;
- To develop self-awareness on your strengths and ability to turn them into career ideas.

Min. 2 hours

15

Box of toys, paper and pencils, laptops/tablets/phones with access to Internet

It is recommended for a facilitator to take the test in advance:
http://mycareertools.com/career-quiz/

Introduction:
In this session, we will reflect on ourselves a little, go back to who we are and then trying to discover what positions, roles, professions we would be good at in the future. If you already have some plans, this session will bring them closer – you'll visualize them and discover what steps to make in order to get you there. At the end, we will project our possible futures, visualize them and try to live it for a moment.

Content:

- 5 minutes: At the beginning ask participants to make their own portraits out of different objects (displayed in the room, or from the prepared box)– using symbolic meaning let them present themselves who they are, what they like, what they are good at, what do they do, what do they dream of. This should be very fast. Participants shall just grab objects they feel are "right" and build some construction, or a story out of it.
- 15 minutes: Let them exhibit their artworks and expose to comments of others and explain it presenting him/herself in 1 minute.
- Remember: keep the time discipline!
- 5 minutes: Explain to participants that their personality and "who they are" are in the center of their career choices. In order to feel satisfied and fulfilled at work, they should keep their integrity. Emphasize that it doesn't have to be connected with the branch, or concrete profession – it describes the type of position that could be undertaken and they are various: individualistic-expert, team-work related, creative-artistic, manual-technical, design etc. combinations are countless. In order to get there, ask participants to fulfil a career-test available under: http://mycareertools.com/career-quiz/
- 30 minutes: Participants filling in tests and reading results.
- 40 minutes: Every participant can share results of the test commenting its accuracy. Comments should refer to: intuitive perception of "self", accordance with plans for the future, to what extend is it accurate and to what extend is it limiting. Results will show a psycho-type of a person with suggestions
- 10 minutes: Ask participants to go back to the artworks of their "self" and expand it using new information received from the test. Let them imagine their "self" in the situation described in test results. Those expanded artworks should represent the type of professions or positions that participants would feel comfortable overtaking.

Evaluation/debriefing:

- What are your options? List possible professions, or positions that would fit your personality and professional type? How long is you list?
- Assuming you`ve undertaken one path, realized it, performing your dream job. What are your options of changing the path to some other? What are costs of it? What would motivate you to do this?
- What would be better for you? To focus on one path or to stay flexible?
- What competences do you need to be adapted to your chosen career path/s?

Barbara Moś

Am I an entrepreneur?

- To discover that everybody can be entrepreneur, but undertaking different roles;
- To discover what type of role in a team one could play;
- To discover different roles in a team and competences needed in a team of entrepreneurs;
- To match own competences with concrete role in a team.

Min. 3 hours

15

Paper, printed roles in a team, flipcharts and markers

Description of the roles in a team:
https://www.surreyoutdoorlearning.uk/__data/assets/pdf_file/0008/87164/BELBIN-Team-Role-Summary-Descriptions.pdf

Introduction:

- **15 minutes:** Explain to participants aims of this session. Ask open questions: "who can be entrepreneur?", "what features should an entrepreneur have?", "what qualities should it have?", "are they innate, or developable?"

Content:

- **15 minutes:** Watch with participants 3-minutes movie on what is entrepreneurship (done by NEETs group, or available here: https://www.youtube.com/watch?v=ao6e-b8phFM&ab_channel=Entrepreneur) Discuss with the group if they agree with the set of elements needed to be an entrepreneur. Note down on flipchart all slogans mentioned by participants related to different roles and features of an entrepreneur. Categorise them into 3 group of features (or more if it is logical).
- **20 minutes:** Divide the group into 3 groups (the number of categories) and ask them what kind of roles do entrepreneurs have (e.g. leader, innovative-thinker, or contact-maker): Name what behaviours should different types of entrepreneurs perform, what competences should they have to act?
- **10 minutes:** Discuss the outcomes. What are different roles of an entrepreneur? What competences? What features? What of those competences do you have? Make a list for yourself. How can we develop them? How to use our strengths to develop them? Does everyone have to have them all? (no) Roles, competences, features can be shared among the team. The outcomes of this part are: description of different roles of an entrepreneur and the list of own competences related to entrepreneurship. In the second part, we will discover what roles in a team we can undertake.
- **5 minutes:** Explain participants that now it's time to evaluate their predispositions towards team roles.
- **20 minutes:** Stick to the walls the descriptions of roles in a team defined by Belbin (see materials). On every paper should be one role. Display them around the room letting participants walk around, reading them, making notes, reflecting. Participants should compare their own competences and behaviours with descriptions of the roles they may undertake. The point of this exercise is to compare own competences with roles described on the wall.
- **15 minutes:** Discussing about combining competences with roles. What roles do you see yourself and what competences you can use to realize this role? How does this role work in entrepreneurial situation? Sharing impressions in a big group, or in pairs.
- **15 minutes:** Evaluation/debriefing:
    - Do your competences allow you to undertake certain roles in a team?
    - How does your role in a team can be used in entrepreneurial situation?
    - What competences related to roles in a team are essential for an entrepreneur?

Barbara Moś

Decision-making and decisiveness – a board game "Industrial revolution"

- To develop the competence of decision-making;
- To get to know different tools of decision making.

3-4 godziny

15

Materials on different methods of decision-making available on:
https://www.mindtools.com/pages/main/new MN_TED.html

Introduction:

When running a business, making the right decisions can lead to success, while making the wrongs can result to failure. With so much riding on each decision, it's important that thoughtful consideration is put into each one that needs to be made. To help them, many business leaders go through a thoughtful decision-making process.

We will play a game using decision-making skills, exploring different strategies and then concluding what is the procedure of good decision-making.

Content:

The board game consists in acting as different countries: Germany, Portugal, Russia, Great Britain, Poland, France in XVIII and XIX century. Every round countries are making decisions on how much resources to allocate on innovations, fabrics, farming, industry and people. While playing time is passing and historical events disturbing the process, uncertainty of situation in brought by additive cards, there are limits of production for every category and the situation in every round is different.

The instruction of the game: attachment - gra o rewolucji przemysłowej

The game to print out: a link

Evaluation/debriefing:

For the debriefing watch with participants concluding video: https://youtu.be/YqWiHtX2-z0 on steps of decision-making process. Discuss with them if they were applied, how, in which direction, what was missing.

Piotr Krzystek, Piotr Warzyszyński, Łukasz Pleśniarowicz, Wiktor Firlej

Fishing in the river of experiences and education

- to learn how to self-evaluate own experiences and competences,
- to learn how to derive competences out of educational experiences,
- to learn how to present own skills,
- to get to know different tools of non-formal learning outcomes recognition

2-3 hours

15-30

Red and green papers, a4 white papers, pens, markers

Examples of Europass, Comp-Pass, Youthpass.

Introduction:

Give to all participants one red and one green card. Read them 4 sentences that present statements referring to labour market and non-formal education. Each time you read one sentence, ask participants to express their opinion on the sentence: If they agree, they should raise the green card,

If they disagree with the statement - red card.

Statements to read:

- To become a successful entrepreneur, I need to have a personal contact and know the right people.
- To be a successful entrepreneur, I need to finish business school and be skilled in management
- I can learn how to be an entrepreneur by listening success stories,
- I can collect professional competences through non-formal education.

After every question ask participants to comment their answers, elaborate on them. Underline that every opinion matters and every statement, regardless of being observed as true or false, has its own logic, but that we need to understand it in order to prosper and overcome its flaws.

Barbara Moś

This part is a "conversation starter", serves warming up and encouragement of youngsters to discuss and express their opinions.

Content:

Ask participants to draw a line of their lives on the A4 papers. Let it be a "lifetime river". Ask them to draw in the river events and educational experiences in their lives. They may come from formal, non-formal or informal learning.

5 minutes to draw

Ask participants to share few examples of their educational experiences. Write down those examples (while their reading out their papers) on post-its and post them on a flipchart paper grouping them in the same time along categories:

- Formal education, certified courses, qualifications acquired,
- Non-formal education, youth exchanges, voluntary service, own youth projects, initiatives etc.,
- Informal learning, life experience, hobbies etc.
- Professional experience and training.

After collecting enough examples to fill in each category ask participants to define the categories in their own words - what is formal education? What is non-formal education? Etc.

Explain participants what are competences and what are qualifications (definitions, examples). Emphasise that qualifications are officially recognised and that about recognition of competences they need to be prepared themselves - the more they know about their own competences, the better is to plan their career. - 7 minutes

Present them the statement:

"People are hired because of their qualifications, but they lose their jobs because of lack of competences." Ask them about opinions and start little discussion about value of competences. - 7 minutes

Ask them now to fish in their rivers (drawn on papers before) and catch competences they have learned during all education experiences they have mentioned. They can draw fishing poles coming out of sentences in their rivers and write competences on those poles so the metaphor of fishing in the river is complete. - 10 minutes

After they`re done ask them to exchange their pieces of art in small groups and present themselves to the others through competences and their sources in a form of a story of their life. - 20 minutes

Present to participants Europass-CV, Youthpass, Comp-Pass and/or other tools of competences recognition - how do they work and what they serve for. Ask participants to choose one tool they like and describe outcomes of a learning process of one particular education experience (youth exchange, conference, youth initiative they made, or working in school participants-parliament etc.). - 7 minutes

After participants have prepared their documents ask them to sit in pairs and simulate employer - candidate for employee conversation (it can be job interview) and give feedback to each other on comprehensibility of their documents. - 15 minutes

Evaluation/debriefing:

- How was it to fish in your own river? To name things you`ve done in a form of competences?
- How was it to self-assess yourself? Would you prefer to be externally assessed? What tool of competences recognition did you like? Which will you use?
- Have you learned anything new about yourself?
- What was surprising? New? Known? Difficult? Contra-intuitive?
- To what extend are you confident about your competences? How attractive are you to your possible employer?

Barbara Moś

Competence Passport

- To evaluate own competences and plan your development,
- To learn how to name competences,
- To evaluate concrete learning experience

1,5h

2-20

Computers/tablets/smartphone, Colourful papers Pens, markers

-

Introduction:

In order to conclude competences gained in concrete learning experience, e.g. after a Training Course, or Internship Competence Passport (comp-pass.org) can be useful.

This process starts with evaluation of what happened - looking at all events that may lead to any learning outcomes. Before we name concrete outcomes, we compare how we were before this experience and how are we now.

We are going to follow this path (what happened, what has changed and what are the outcomes) thinking about our own experiences talking in pairs.

Content:

Each participant lists or draws (words, symbols) on red paper all events from concrete educational experience, in which they learned something: new or/and unexpected and/or surprising or/and difficult

On the green paper, they write/draw all events/moments, in which they: used their abilities in practice - what were that abilities, did/performed/managed something new, used their strengths, taught others something.

Barbara Moś

On the yellow paper, they write/draw all events/moments, in which they: changed opinion on something, developed understanding of something, felt motivated, engaged and empowered.

In pairs for 10 minutes describe all those moments (in which they`ve learned knowledge (point 1), skill (point 2) and attitudes (point 3) - what happened, how did they behave? In order to help participant to express just facts and behaviours, the other person (the listening one) pretends to be deaf for emotions - notes down and remembers just facts and repeats the message without any other ingredients. Then participant switch and the listening person is speaking now.

This step was to identify objective knowledge and skills that was used.

Next step (another 10 minutes) is aimed to recognising a change, a development in all those moments. Now they are allowed to talk only about emotions, attitudes, level of confidence while performing certain tasks. How did they feel, what did they think, how comfortable/inconvenient was it during all mentioned above moments? They compare their state before and after those moments.

For the conclusion of a round they ask themselves individually below questions identifying most important fields of development that happened during educational experience (without looking at the quality of experience itself, but from the prism of their own self-development):

Now I feel more confident in: ……………………

Now I know more on: ……………………………

Now I am able to do: ……………………………

The facilitator explains what are the competences and explains the typology of competences adopted by Comp-Pass: personal, social, management and practical.

Having all the notes (red, green and yellow papers, descriptions of behaviours and events and filled in sentences) participants are asked to mark all competences and/or components of certain competences: with blue colour all personal ones, on red all social ones, on purple management ones and on green all practical ones.

The next step is done on computers/tablets/smartphones using the page www.comp-pass.org. Participants are asked to make an account on the portal and on the link received from organisers (organisers of educational experience shall previously make an account and upload all project data to the portal and invite participants to edit their certificates) they look through description of all competences components and compare their descriptions with concrete names of competences listed in Comp-Pass. They complete their Comp-Pass and self-assess level of accomplished competences. After validation from the side of organisers, certificates are ready to print.

At the end, organisers shall organise a ceremony of Comp-Pass handing-out.

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Planning a business - CANVAS model

- Ability to substantially ideate, describe, evaluate and discuss business using the Business Model Canvas
- Hands-on understanding of how to use certain tools to evaluate the effectiveness of Customer Relationships
- Understanding of business type and how to evaluate Key Activities, Resources, and Partnerships in this context.
- Ability to think holistically about the business services.

1,5 - 2 h

2-20

Attachment printed out, post-its, paper, pens.

Attachments

Introduction:

Start with the quote:

"The Canvas is a housekeeping tool. It won't hand you the gold but it will help you monitor how things are panning out."

Explain to participants that planning a business requires thinking about many factors simultaneously. But there is a path, a guide along which they can follow in order not to lose themselves in multi-thinking. Present them the CANVAS model and its components. Explain what certain categories mean and divide them into small groups.

Each person in each group is writing on the same colour of post-it a branch of economy (s)he is interested in (e.g. IT, education, aeroplanes). May be several branches, but everyone should be on separate paper. On the other coloured paper, everybody writes a human need that products or services may satisfy (e.g. need to be informed, trendy, or well fed).

Each group from the pile of two-coloured papers is playing with it matching needs to branches and discussing what services or products may satisfy certain needs in several branches. They may attach different papers together, switch them, try all combination possible. At the end of this process they should come up with at least one idea for business.

Every group works on one idea for a business using CANVAS model. Before that, explain to all participants each step.

Barbara Moś

Content:

Start with value proposal and customer segments. Think of the need you will satisfy and what would you propose to your segment of customers. Specify your customer segment and draw its "personas" - typical representatives and what they possibly can think, do, see, and feel! Describe additionally its:

- Age
- Social status
- Values they believe in
- Specific situation in which they need your service/product
- Their desires
- Their lifestyle
- Gender? (if relevant)
- Etc.

Value proposal should result from the characteristics of a segment and not the other way round.

Fill in the model in given segments formulating different scenarios of value proposal for customers, using different variations like exclusive, massive, easy-use, etc. (Customer Relationship)

2) Now try to apply design-thinking and associate pictures, things, feelings with the value proposal. Use Dixit game. This is the basis for your communication strategy. What channels to use to be most effective?

3) Define what will you do for your customers. What activities need to be done?

4) Define your resources, competences you need, people you need, equipment, expenses to make etc. What are your partners?

5) Define the cost of 1 unit of your service/product. Define the price for your customers. If there is no price - where does the money come from?

And this is your business! Now make a market research and check with other participants if they would use/buy/benefit from what you are offering them, as customers!

Barbara Moś