



# CAPACITY BUILDING TRAINING ON KEY COMPETENCES

## TRAINING PROGRAMME HANDBOOK



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# ABSTRACT

It is accepted that people gaining qualifications has an impact on economic growth, and on promoting social inclusion and sustainable employment. Skills have become the key drivers of individual well-being and economic success in the 21st century. The pace of innovation, technological transformation, digitalisation, and globalisation require all people, especially young people to engage in lifelong learning for upskilling, re-qualification, or skills updating purposes.

Early school leaving is linked to unemployment, social exclusion, poverty, and poor health. There are many reasons why some young people give up education and training prematurely: personal or family problems, learning difficulties, or a fragile socio-economic situation. The way the education system is set up, school climate and teacher-pupil relations are also important factors.

Since there are often complex, interconnected reasons for children not completing secondary schooling, policies to reduce early school leaving must address a range of issues and combine education and social policy, youth work and health-related aspects. The EU set an EU-level target stipulating that the share of early leavers from education and training should be less than 9 % by 2030.

In 2021, an average of 9.7 % early leavers from education and training was identified within the EU. However, there were differences between Member States, with several having already met the EU-level target for 2030. The results also varied between women and men as well as between young people living in

areas with different degrees of urbanisation, both within countries and between the EU Member States.

Strengthen the Skills of NEETs, or the STONE project for short, focuses on innovative models, approaches and tools supporting the active and engaging adult learners' personal development processes, based on self-awareness, reflective and participate based learning models, preventing ESL and NEET phenomena.

The STONE project is dealing with the following key competencies:

- a. Personal, social, and learning to learn
- b. Citizenship
- c. Entrepreneurship
- d. Cultural awareness and expression
- e. Digital

Although the key competences are all considered equally important because each of them can contribute to a successful life in a knowledge society, the partnership has selected the aforementioned competencies as they are five key competences identified through the needs assessment with adult educators and young people in the partner countries.

The overall aim of the STONE project is to bring adult educators and adults' learners together in the face of new societal challenges towards a brighter, more connected future. The objective of STONE is to work with and focus on the number of adult educators who work with NEETs and vulnerable groups with young people, by upgrading their skills through the development of the STONE Capacity Building Training Course on five key competences with four different skill levels: introductory, intermediate, advanced, and expert.

# INTRODUCTION

# INTRODUCTION

In today's world, people need a higher and broader set of skills to work, communicate, access information, products, and services and for social and civic participation. A proper understanding and valuing of skills available are fundamental to help individuals to acquire and update skills throughout their life as they move between different types and levels of education, between education and employment and across countries. In this way, a better match can be achieved between supply of skills and the needs of the labour market.

Education in its dual role, both social and economic, has a key role to play in ensuring that Europe's citizens acquire the key competencies needed to enable them to adapt flexibly to such changes. In particular, building on diverse individual competencies, the differing needs of learners should be met by ensuring equality and access for those groups who, due to educational disadvantages caused by personal, social, cultural, or economic circumstances, need particular support to fulfil their educational potential.

The STONE Capacity Building Training Course presented in this Handbook, focusses on five key competences set out in the Commission's Recommendation on Key Competences for Lifelong Learning, May 2018. The New Basic Skills modules are addressed to adult educators, trainers, youth workers and professionals who work with the target groups of NEETs and early school leavers. The structure is designed on the basis of the five of eight key competencies: a) Digital competence, b) Personal, social, and learning to learn competence, c) Citizenship competence, d) Entrepreneurship competence, e) Cultural awareness and expression competence.

The New Basic Skills modules will assist adult educators in their everyday practice, but also enhance skills and competencies of young people which are crucial to maximize results. The overall aim of the training programme is to assist adult educators in becoming more efficient and supportive during the provision of their services for target group of NEETs and ESL target group.

The Handbook is structured as follows:

- **SECTION 1:** Introduction to the five European Key Competencies for Lifelong Learning according to The Council of the European Union adopted on 22 May 2018.
- **SECTION 2:** Overview of the training needs of adult educators on new key competencies.
- **SECTION 3:** Presentation of the New Basic Skills Capacity Building Programme in 5 modules





# SECTION 1: INTRODUCTION TO THE FIVE EUROPEAN KEY COMPETENCIES FOR LIFELONG LEARNING

## SECTION 1: INTRODUCTION TO THE FIVE EUROPEAN KEY COMPETENCIES FOR LIFELONG LEARNING

Key competencies are a dynamic combination of the knowledge, skills and attitudes a learner needs to develop throughout life, starting from early age onwards. High quality and inclusive education, training and lifelong learning provides opportunities for all to develop key competencies, therefore competence-oriented approaches can be used in all education, training and learning settings throughout life.

### WHY ARE KEY COMPETENCIES AND BASIC SKILLS IMPORTANT?

Everyone has the right to **quality** and **inclusive** education, training and lifelong learning that develops key competencies and basic skills. Key competencies and basic skills are needed by all for personal fulfilment and development, employability, social inclusion, and active citizenship.

Yet, the **2018 Programme for International Student Assessment (PISA) results** show that more than one in five pupils in the EU has insufficient proficiency in reading, mathematics, or science.

In 2018, the underachievement rate stood at 21.7% in reading, 22.4% in mathematics and 21.6% in science. Over the 2009-2018 period, performance in science and reading deteriorated at the EU level, while remaining stable in mathematics.

## WHAT IS THE EU DOING IN THIS FIELD?

The European Council has adopted an updated **Council Recommendation on Key Competencies for Lifelong Learning**. The approach of the Recommendation is to promote the development of key competencies and basic skills by:

- providing high-quality education, training, and lifelong learning for all
- supporting educational staff in implementing competence-based teaching and learning approaches
- promoting a variety of learning approaches and contexts from the

perspective of lifelong learning

- exploring approaches to assessment and the validation of key competencies

### KEY COMPETENCIES – SHORT HISTORY

In 2006, the European Parliament and the Council of the European Union adopted a Recommendation on Key Competencies for Lifelong Learning (2006/962/EC). In 2017 the European Commission launched a consultation to revise the old Key Competencies. The Education Committee

discussed the proposed recommendations during the Bulgarian presidency and the Education Council made the final decision on the 22nd of May 2018.

### DIGCOMP 2.0 & ENTRECOMP

- Special attention has been given to improving basic skills, investing in language learning, improving digital and entrepreneurial competencies, the relevance of common values in the functioning of our societies and motivating more young people to engage in science related careers.
- The development of the Digital Competence Framework and the Entrepreneurship Competence Framework has proven to be valuable for supporting competence development.
- [DigComp – The Digital Competence Framework 2.0](#)
- [EntreComp – The Entrepreneurship Competence Framework](#)

### THE KEY COMPETENCIES ARE EQUALLY IMPORTANT

The key competencies are developed in a lifelong learning perspective, from early childhood throughout adult life, and through formal, non-formal and informal learning in all contexts, including family, school, workplace, neighbourhood, and other communities. They are all considered equally important; each of them contributes to a successful life in society.

### THE REFERENCE FRAMEWORK SETS OUT EIGHT KEY COMPETENCIES

#### KEY COMPETENCIES 2006

1. Communication in the mother tongue
2. Communication in foreign languages
3. Mathematical competence and basic competencies in science and





technology

4. Digital competence
5. Learning to learn
6. Social and civic competencies
7. Sense of initiative and entrepreneurship
8. Cultural awareness and expression

### KEY COMPETENCIES 2018

1. Literacy competence
2. Multilingual competence
3. Mathematical competence and competence in science, technology, and engineering
4. Digital competence
5. Personal, social, and learning to learn competence
6. Citizenship competence
7. Entrepreneurship competence
8. Cultural awareness and expression competence

As previously mentioned, the STONE project is dealing specifically with five of the eight key competencies as follows:

- a. Digital
- b. Personal, social, and learning to learn
- c. Citizenship
- d. Entrepreneurship
- e. Cultural awareness and expression

### DIGITAL COMPETENCE

Digital competence involves the confident, critical, and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society. It includes information and



data literacy, communication and collaboration, media literacy, digital content creation (including programming), safety (including digital well-being and competencies related to cybersecurity), intellectual property related questions and problem solving.

### ESSENTIAL KNOWLEDGE, SKILLS AND ATTITUDES RELATED TO THIS COMPETENCE

- Individuals should understand how digital technologies can support communication, creativity, and innovation, and be aware of their opportunities, limitations, effects, and risks.
- They should understand the general principles, mechanisms and logic underlying evolving digital technologies and know the basic function and use of different devices, software, and networks.
- Individuals should take a critical approach to the validity, reliability and impact of information and data made available by digital means and be aware of the legal and ethical principles involved in engaging with digital technologies.
- Individuals should be able to use digital technologies to support their active citizenship and social inclusion, collaboration with others, and creativity towards personal, social, or commercial goals.



- Skills include the ability to use, access, filter, evaluate, create, programme, and share digital content. Individuals should be able to manage and protect information, content, data, and digital identities, as well as recognise and effectively engage with software, devices, artificial intelligence, or robots.
- Engagement with digital technologies and content requires a reflective and critical, yet curious, open-minded, and forward-looking attitude to their evolution. It also requires an ethical, safe, and responsible approach to the use of these tools.

### **PERSONAL, SOCIAL, AND LEARNING TO LEARN COMPETENCE**

Personal, social, and learning to learn competence is the ability to reflect upon oneself, effectively manage time and information, work with others in a constructive way, remain resilient and manage one's own learning and career. It includes the ability to cope with uncertainty and complexity, learn to learn, support one's physical and emotional well-being, to maintain physical and mental health, and to be able to lead a health-conscious, future-oriented life, empathize and manage conflict in an inclusive and supportive context.



### **ESSENTIAL KNOWLEDGE, SKILLS AND ATTITUDES RELATED TO THIS COMPETENCE**

For successful interpersonal relations and social participation, it is essential to understand the codes of conduct and rules of communication generally accepted in different societies and environments. Personal, social, and learning to learn competence also requires knowledge of the components of a healthy mind, body and lifestyle. It involves knowing one's preferred learning strategies, knowing one's competence development needs and various ways to develop competencies and search for the education, training and career opportunities and guidance or support available.

Skills include the ability to identify one's capacities, focus, deal with complexity, critically reflect and make decisions. This includes the ability to learn and work both collaboratively and autonomously and to organise and persevere with one's learning, evaluate and share it, seek support when appropriate and effectively manage one's career and social interactions. Individuals should be resilient and able to cope with uncertainty and stress. They should be able to communicate constructively in different environments, collaborate in teams and negotiate. This includes showing tolerance, expressing, and understanding different viewpoints, as well as the ability to create confidence and feel empathy.



The competence is based on a positive attitude toward one's personal, social, and physical wellbeing and learning throughout one's life. It is based on an attitude of collaboration, assertiveness, and integrity. This includes respecting diversity of others and their needs and being prepared both to overcome prejudices and to compromise. Individuals should be able to identify and set goals, motivate themselves, and develop resilience and confidence to pursue and succeed at learning throughout their lives. A problem-solving attitude supports both the learning process and the individual's ability to handle obstacles and change. It includes the desire to apply prior learning and life experiences and the curiosity to look for opportunities to learn and develop in a variety of life contexts.

## **CITIZENSHIP COMPETENCE**

Citizenship competence is the ability to act as responsible citizens and to fully participate in civic and social life, based on understanding of social, economic, legal, and political concepts and structures, as well as global developments and sustainability.



## **ESSENTIAL KNOWLEDGE, SKILLS AND ATTITUDES RELATED TO THIS COMPETENCE**

Citizenship competence is based on knowledge of basic concepts

and phenomena relating to individuals, groups, work organisations, society, economy, and culture. This involves an understanding of the European common values, as expressed in Article 2 of the Treaty on the European Union and the Charter of Fundamental Rights of the European Union. It includes knowledge of contemporary events, as well as a critical understanding of the main developments in national, European and world history. In addition, it includes an awareness of the aims, values, and policies of social and political movements, as well as of sustainable systems, in particular climate and demographic change at the global level and their underlying causes. Knowledge of European integration as well as an awareness of diversity and cultural identities in Europe and the world is essential. This includes an understanding of the multi-cultural and socio-economic dimensions of European societies, and how national cultural identity contributes to the European identity.

Skills for citizenship competence relate to the ability to engage effectively with others in common or public interest, including the sustainable development of society. This involves critical thinking and integrated problem-solving skills, as well as skills to develop arguments and constructive participation in community activities, as well as in decision-making at all levels, from local and national to the European and international level. This also involves the ability to access, have a critical understanding of, and interact with both traditional and new forms of media and understand the role and functions of media in democratic societies.

Respect for human rights as a basis for democracy lays the foundations for a responsible and constructive attitude. Constructive participation involves willingness to participate in democratic decision-making at

all levels and civic activities. It includes support for social and cultural diversity, gender equality and social cohesion, sustainable lifestyles, promotion of culture of peace and nonviolence, a readiness to respect the privacy of others, and to take responsibility for the environment. Interest in political and socio-economic developments, humanities and intercultural communication is needed to be prepared both to overcome prejudices and to compromise where necessary and to ensure social justice and fairness.

## **ENTREPRENEURSHIP COMPETENCE**

Entrepreneurship competence refers to the capacity to act upon opportunities and ideas, and to transform them into values for others. It is founded upon creativity, critical thinking and problem solving, taking initiative and perseverance and the ability to work collaboratively in order to plan and manage projects that are of cultural, social, or commercial value.

## **ESSENTIAL KNOWLEDGE, SKILLS AND ATTITUDES RELATED TO THIS COMPETENCE**

- Entrepreneurship competence requires knowing that there are different contexts and opportunities for turning ideas into action in personal, social, and professional activities, and an understanding of how these arise.
- Individuals should know and understand approaches to planning and management of projects, which include both processes and resources.
- They should have an understanding of economics and the social and economic opportunities and challenges facing an employer, organisation, or society.
- They should also be aware of ethical principles and challenges of

sustainable development and have self-awareness of their own strengths and weaknesses.

- Entrepreneurial skills are founded on creativity which includes imagination, strategic thinking and problem-solving, and critical and constructive reflection within evolving creative processes and innovation.
- They include the ability to work both as an individual and collaboratively in teams, to mobilize resources (people and things) and to sustain activity. This includes the ability to make financial decisions relating to cost and value. The ability to effectively communicate and negotiate with others, and to cope with uncertainty, ambiguity, and risk as part of making informed decisions is essential.
- An entrepreneurial attitude is characterised by a sense of initiative and agency, pro-activity, being forward-looking, courage and perseverance in achieving objectives. It includes a desire to motivate others and value their ideas, empathy and taking care of people and the world, and accepting responsibility taking ethical approaches throughout the process.







## CULTURAL AWARENESS AND EXPRESSION COMPETENCE

Competence in cultural awareness and expression involves understanding and respect for how ideas and meaning are creatively expressed and communicated in different cultures and through a range of arts and other cultural forms. It involves being engaged in understanding, developing, and expressing one's own ideas and sense of place or role in society in a variety of ways and contexts.

### ESSENTIAL KNOWLEDGE, SKILLS AND ATTITUDES RELATED TO THIS COMPETENCE

- This competence requires knowledge of local, national, European, and global cultures and expressions, including their languages, heritage and traditions, and cultural products, and an understanding of how these expressions can influence each other as well as the ideas of the individual.
- It includes understanding the different ways of communicating ideas between creator, participant and audience within written, printed, and digital texts, theatre, film, dance, games, art and design, music, rituals, and architecture, as well as hybrid forms.
- It requires an understanding of one's own developing identity

within a world of cultural diversity and how arts and other cultural forms can be a way to both view and shape the world.

- Skills include the ability to express and interpret figurative and abstract ideas, experiences and emotions with empathy, and the ability to do so in a range of arts and other cultural forms.
- Skills also include the ability to identify and realise opportunities for personal, social, or commercial value through the arts and other cultural forms and the ability to engage in creative processes, both as an individual and collectively.
- It is important to have an open attitude towards, and respect for, diversity of cultural expression together with an ethical and responsible approach to intellectual and cultural ownership. A positive attitude also includes a curiosity about the world, an openness to imagine new possibilities, and a willingness to participate in cultural experiences.

## SUPPORTING KEY COMPETENCIES

### Variety of approaches

- Cross-disciplinary learning allows for strengthening the connectivity between the different subjects in the curriculum, as well as establishing a firm link between what is being taught and societal change and relevance.
- Strengthening personal, social, and learning competencies from early age can provide a foundation for development of basic skills.
- Learning methodologies such as inquiry-based, project-based, blended, arts- and games-based learning can increase learning motivation and engagement.
- Learners, educational staff and learning providers could be encouraged to use digital technologies to improve learning and to support the development of digital competencies.

### Entrepreneurial approaches

- Specific opportunities for entrepreneurial experiences, such as mini companies, traineeships in companies or entrepreneurs visiting education and training institutions could be particularly beneficial for young people, but also for adults and for teachers.
- Young people could be given the opportunity to have at least one entrepreneurial experience during their school education.
- School and business partnerships and platforms at local level, notably in rural areas, can be key players in spreading entrepreneurial education.
- Appropriate training and support for teachers and principals could be crucial to create sustained progress and leadership.

# SECTION 2: OVERVIEW OF THE TRAINING NEEDS OF ADULT EDUCATORS ON NEW KEY COMPETENCIES



## SECTION 2: OVERVIEW OF THE TRAINING NEEDS OF ADULT EDUCATORS ON NEW KEY COMPETENCIES

Educational staff has a decisive impact on learners' achievement and motivation. The student-centred and inquiry-based approaches typically associated with the concept of key competencies put even more emphasis on the qualities and competencies required of effective educators. Educational staff includes teachers, trainers, teacher educators, leaders of education and training institutes, employees in charge of training colleagues, researchers and university lecturers, youth workers and adult educators.

Educational staff also plays a key role in implementing changes in education. Effective reforms of curricula, learner assessment or the organisation of learning depend on their capacity, ability, and willingness to successfully adapt teaching practice. Moving towards competence-based learning therefore requires appropriate and sustained support to these professionals and their work environment.

### KEY COMPETENCE 4: DIGITAL COMPETENCE

Digital competence is far more than a key competence relating to the mastery of communication and information technology. It is important for the competence profile of trainers because these are under permanent pressure to continue their education themselves at a high standard of knowledge, to collect and filter information and share information with others, and to increase efficiency by using these technologies (even including cost reductions, for instance by organising virtual instead of face-to-face meetings).

The following elements could be considered in the development of a training concept for the purpose of training the competence profile, in relation to this key competence:

- Knowledge management skills – i.e., brokering information; creating knowledge out of information; selective interpretation of information
- Critical attitudes towards technologies – when they are appropriate to use in educational processes, and for which purposes, and when not
- Critical reflection on the increased space ICT takes up in young people's lives in relation to the challenges it poses for society and linkage of that reflection with educational processes aiming greater and deeper participation of young people in society
- Mastery of the basic information and communication technologies required for the kind of nonformal education work being done
- Familiarity with latest developments in ICT relevant to the implementation of the objectives



of the European youth work field, and specifically relevant to specific specialisation groups within European youth work

### Key contents:

- Ideas about the difference between knowledge society and information society; relationship to lifelong learning.
- Challenges to society posed by ICT, specifically those important for young people.
- Everyday contexts in which ICT is being used and play a role in young people's lives (including Human Rights considerations like civil liberties).
- Realities of young people who are "digital migrants"; "digital natives"; "digitally excluded"; how this plays a role for participation in European non-formal educational activities and active participation in society (digital citizenship).
- Knowledge about how ICT changes (non-formal education) learning environments; key ICT practices relevant for European youth work and non-formal educational processes.
- Knowledge about how ICT can be used as a learning environment – advantages and limits (eLearning, etc).
- Understanding of importance of and how to work with modern youth information approaches.

## KEY COMPETENCE 5: PERSONAL, SOCIAL, AND LEARNING TO LEARN COMPETENCE

Trainers, adult educators, and youth workers are themselves in a lifelong learning process and, thus, this competence is a prerequisite for the maintenance and improvement of their level of qualification. Further, one of their key functions is to be able to motivate others to engage in new learning processes and to support others in developing

a fundamentally positive attitude towards learning throughout the life-course.

**The following elements** could be considered in the development of a training concept for the purpose of training the competence profile, in relation to this key competence:

- Ability to develop a positive attitude to learning among participants.
- Ability to motivate themselves and young people to learn through the life course by demonstrating its necessity and benefits.
- Familiarity with current debates, theories, and approaches for helping learners improve their learning practices.
- Familiarity with the political-institutional framework within which the learning to learn of young people can be supported.

### Key contents:

- Up to date knowledge on how learning to learn takes place and on learning theories.
- Ideas and approaches for how to support the learning to learn competence of young people in the context of non-formal educational activities.
- Diverse tried and tested methods for working on learning to learn with young people.
- Up to date information about the political-institutional framework for supporting lifelong learning in general and learning to learn specifically (EU, OECD and CoE policies programmes) and about opportunities available to young people to make use of them, as relevant.
- Participants own learning biographies and approaches / methods for working with other learners on the identification and analysis



of learning biographies.

## KEY COMPETENCE 6: CITIZENSHIP COMPETENCE

First and foremost, this competence can be understood as addressing the altered educational concept in response to the dislocation of education and training from its real results. Considering the contemporary reality of the multicultural European society, this competence is fundamental for conducting one's life as an individual and as a member of one or several collectives, while respecting an overarching concept of justice (best expressed in human rights). This is why the creation, promotion and evolution of this competence is integral to any kind of formal, non- formal or informal education. It is the skill for life that young people need to negotiate their path to full adulthood and through the life course. These attitudes and skills define the capacity for intercultural discourse and are among the most important personal and professional competencies required of qualified trainers working in European level training activities.

**The following elements** could be considered in the development of a training concept for the purpose of training the competence profile, in relation to this key competence:

**Specific competence requirements (knowledge, attitudes, skills) to be trained for:**

- Familiarity with concepts of and approaches to education for democratic and European citizenship with young people.

- Commitment to the added value of an intercultural approach when working with young people on the development of civil and social competence.
- Skills and attitudes essential for conducting intercultural learning activities: empathy, distance from social roles, tolerance of ambiguity (and the ability to represent one's own identity).
- Understanding of European youth work as an intercultural context requiring approaches and methods appropriate to the diversity of the groups of young people taking part.

### Key contents:

- Social and political concepts (democracy, justice, equality, citizenship, and civil rights) that equip individuals to engage in active and democratic participation.
- Specific concepts of young people's participation and citizenship.
- Structures and channels of civic and social participation for young people in Europe.
- European citizenship.
- Concepts and practices of intercultural education as political education, methodology and methods of intercultural learning with young people.
- Up to date information about the EU and Council of Europe political-institutional framework for supporting intercultural education with young people in Europe, including specific youth education and mobility programmes.



## KEY COMPETENCE 7: ENTREPRENEURSHIP COMPETENCE

The seventh competence is the one that brings together all our thoughts on those personal and professional competencies required for employment.

A sense of initiative and entrepreneurship have increasingly come to be aspects that adult educators, trainers, and youth work educators are expected to pass on to the young people they work with. Non-formal educational activities are increasingly expected to lead to the successful labour market integration of young people. Whether professional or volunteer, this means that those responsible for delivering non-formal educational activities with this aim have to have some lived experience of these competencies and require skills for translating that experience into educational offers relevant to the needs of their target groups.

**The following elements** could be considered in the development of a training concept for the purpose of training the competence profile, in relation to this key competence:

**Specific competence requirements (knowledge, attitudes, skills) to be trained for:**

- Awareness of the “market dimension” of the European youth field, its implications for pursuing full time paid employment in the field of European youth work and of the need to reflect on its challenges.
- Understanding of quality standards as applied by both funding institutions and employers in the European youth field.
- Ability to maintain a non-bureaucratic, flexible, and ethical attitude towards the many challenges of work life and long-term voluntary engagement in the field.

- Familiarity with the community of practice that forms the professional and voluntary “cadre” within European youth work and capacity / information required for networking within it.
- Willingness to participate in relevant associations and their debates about professionalisation and quality among peers and colleagues at the European level.
- Ability to communicate effectively with clients and funders and to manage projects emanating from a variety of organisational cultures.
- Service orientation, ability to identify opportunities and take initiatives, dynamism, and ability to assess and take risks (as appropriate).
- Familiarity with the political-institutional framework within which the debate on quality, professionalisation, qualification and validation within the field of European youth work takes place.

### Key contents:

- Ideas and concepts of quality development and maintenance within educational processes.
- Concepts and methods of evaluation, monitoring, quality assessment, quality management and service culture appropriate for the field of non-formal education.
- Project management.
- Up to date information and ideas emanating from European (and national) level debates on quality, professionalisation, qualification and validation for the field of European youth work.
- Information about the political-institutional framework within which the debate takes place.
- Concepts of organisational culture, ideas about how to work and communicate effectively across differences in organisational culture, ideas about creativity and initiative taking.



## KEY COMPETENCE 8: CULTURAL AWARENESS AND EXPRESSION COMPETENCE

Cultural competence is a key feature of the professionalism of European level trainers because they are required by the nature of the educational work, they do to actively use their imaginations, work with from the idea of “creativity” and with “creative methods” and to create attractive learning environments that motivate individuals to learn through creative means. In other words, cultural competence as the ability, very much in the sense of holistic learning and living, to engage one’s senses for the training and learning process in a conscious and deliberate way, to convey aesthetic sensations, and to use the psycho-social functions of culture in learning processes, for instance those of language, art, music, dance, or history, to name just some.

But being able to creatively use cultural forms of expression for the learning process is not necessarily the only advantage of cultural competence for this kind of educator. Cultural competence is also important in order for trainers and learners to become aware of and apt for working with the various cultural meanings that have been so much shaped by the art, language, history and religion of the many and diverse cultural groups and shared ways of living to be found in Europe, and that are so essential to the functioning of human society. Trainers and learners in European non-formal educational situations need to gain access to dimensions of meaning in other cultures in order for learning to be achieved, and this demands the ability for cultural self-reflection in the sense of reviewing habits of perception, thinking and feeling (in other words, deep cultural awareness). In this sense, cultural competence is inherently interlinked with intercultural competence. Empathy, explored in more detail above, helps learners to make the necessary shift in perspective by raising their awareness

for new interpretations of the situations they encounter. Artistic expression is very suitable to educational work of this kind, and under the right conditions can make a strong contribution to the efforts of any individual to find the focal point of their own existence on the personal and professional levels.

**The following elements** could be considered in the development of a training concept for the purpose of training the competence profile, in relation to this key competence:

**Specific competence requirements (knowledge, attitudes, skills) to be trained for:**

- Capacity to develop holistic learning environments and experiences, that engage all senses in the learning process.
- Capacity to create attractive learning environments that motivate individuals to learn through creative means.
- Capacity to use the psycho-social functions of culture in learning processes.
- Capacity to actively use one’s imaginations, work with the idea of “creativity” and with “creative methods”.
- Awareness of and aptitude for working



with the various cultural meanings that have an impact on the development of social interaction between people with different senses of belonging (i.e. awareness of the intercultural dimension of working with different cultural meanings).

**Key contents:**

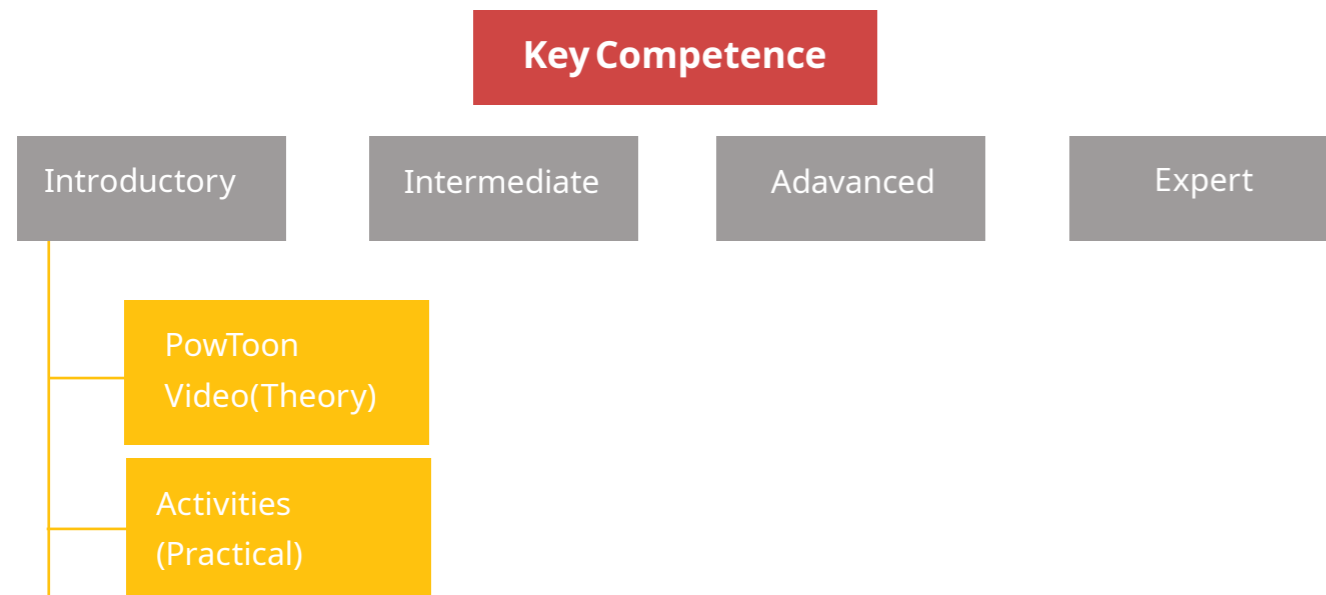
- Concepts of and ideas about holistic learning, including experiential learning and the role of the senses in learning.
- Ideas about working with creativity in educational processes.
- Ideas about learning to learn.
- “Creative” methods – ideas and practices of working with different cultural forms of expression and artistic approaches.
- Good practices from other fields of work that successfully develop life skills through artistic forms.
- Concepts and ideas about culture/s and how culture/s influence human interaction.

# SECTION 3: PRESENTATION OF THE NEW BASIC SKILLS CAPACITY BUILDING PROGRAMME IN 5 MODULES



# SECTION 3: PRESENTATION OF THE NEW BASIC SKILLS CAPACITY BUILDING PROGRAMME IN 5 MODULES

The Stone Capacity Building Training Programme is to be used by adult educators and youth work professionals when working directly with young people, especially those at risk of ESL or NEETs. The training programme is broken down into five competence areas with each competence presented across 4 levels as shown:



Each level of the competence comprises 1 audio video resources in the format of a PowToon video that introduces the element of the competence relevant to the level and then follows with an accompanying activity that can be completed with the young people directly. All videos are uploaded to the project's YouTube channel: [https://youtube.com/playlist?list=PLZ16FW1z6gLN\\_5gnejCIFYI-gXLgFP\\_EL](https://youtube.com/playlist?list=PLZ16FW1z6gLN_5gnejCIFYI-gXLgFP_EL) and are available in English, Romanian, Lithuania, Greek, and Estonian.



# DIGITAL COMPETENCE TRAINING OVERVIEW AND RESOURCES

## TITLE

Digital Competence

## TRAINING OBJECTIVE

- Basic knowledge of digital technologies
- Basic knowledge of how digital technologies contribute to modern society
- Practical knowledge of the confident, critical, responsible use of, and engagement with digital technologies
- Practical knowledge of digital and media literacy
- Practical knowledge of how technologies support communication, creativity and innovation
- Practical knowledge of the potential risks of digital technologies
- Factual knowledge of devices, software and networks related to digital technologies
- Theoretical knowledge of the legal and ethical principals involved with digital technologies
- Define digital media
- Discuss how digital technologies contribute to learning work and participation in society
- Discuss how digital technologies support active citizenship and social inclusion
- Identify how digital competencies result in collaboration with others, and creativity towards personal, social or commercial goals
- Understand that digital skills result in the ability to use, access, filter, evaluate, create, programme and share digital content.



- Recognise how digital technologies contribute to our digital identities
- Awareness of the need for digital competencies in today's modern world
- Willingness to engage with digital technologies
- Willingness to approach digital technologies in an ethical, safe and responsible manner
- Openness to collaborate with digital technologies with a reflective and critical mind-set

### Expected Result for young people

Confident, critical, and responsible use of, and engagement with, digital technologies for learning, at work, and for participation in society

### TRAINING METHODOLOGY

Given the learner target group of the STONE project, the Basic Skills Capacity Building Training programme is using digital media to present and explain the concepts underpinning each of the five competence areas addressed. This training methodology is proven to increase learner engagement as it helps learners work through difficult concepts with multiple resources. The provision of multi-media resources not only facilitates own pace learning, but it is also inclusive of all different types of learner, including those with different learning abilities.

In the first instance, the tutor should show the PowToon Video for the competence area and then share the link with the learners. Each video has been



specifically scripted for this project and explains in simple language the key learning points of each competence. To build on the theory and to support skills development, tutors can then choose from the activities provided (choosing the level suitable to learners' needs) and implement the activity to reinforce the theory and promote teamwork, communication skills, collaboration, and critical thinking.

### CONTENT

Theory: Link to the PowToon Video :

[https://youtube.com/playlist?list=PLZ16FW1z6gLN\\_5gnejCIFYI-gXLgFP\\_EL](https://youtube.com/playlist?list=PLZ16FW1z6gLN_5gnejCIFYI-gXLgFP_EL)



Practical Activities:

- a. How safe is your password (basic skill)
- b. Create a business Facebook page (intermediate skill)
- c. Spotting Fake News (advanced skill)
- d. Identify key sectors and skills in six advanced digital skills area (expert skill)

### EVALUATION TECHNIQUES

Please refer to the assessment exercise set out in each learning activity.

### CERTIFICATION

A certificate of achievement and a competence transcript will be available for all young people that successfully participate in and complete the assigned activities to each competence area..



## PERSONAL, SOCIAL, AND LEARNING TO LEARN COMPETENCE TRAINING OVERVIEW AND RESOURCES

### TITLE

**Personal, social, and learning to learn**

### TRAINING OBJECTIVE

- Basic knowledge of how to effectively manage time and information
- Basic knowledge of how to work with others in a constructive manner
- Factual knowledge of the components of a healthy mind, body, and lifestyle
- Practical knowledge of ways to develop competencies and search for education, training, and career opportunities
- Practical knowledge of how to manage one's own learning and career
- Practical knowledge of how to understand the codes of conduct and rules of communication.
- Theoretical knowledge of how to understand the rules of communication accepted in different societies and environments
  
- Recognise the importance of developing personal, social and learning to learn competencies
- Identify personal capabilities
- Identify and set goals to motivate yourself and succeed at learning
- Understand how to deal with challenges, critically reflect and make decisions
- Apply skills of working collaboratively and autonomously to support the learning process
- Analyse how to effectively manage one's career and social interactions
- Discuss how to cope with stress and uncertainty in learning and

work environments

- Examine how to communicate constructively, negotiate and collaborate with others
  
- Willingness to have a positive attitude towards one's personal, social and physical wellbeing
- Willingness to understand the diversity of others and their needs
- Willingness to set goals to motivate yourself and develop skills of resilience and confidence
- Appreciation of the needs of others
- Openness to enact a problem-solving attitude that supports the learning process
- Openness to collaborate with others
- Awareness of the importance of applying previous learning skills to future learning

### EXPECTED RESULT

The ability to reflect upon oneself, effectively manage time and information, work with others in a constructive way, remain resilient and manage one's own learning and career

### TRAINING METHODOLOGY

Given the learner target group of the STONE project, the Basic Skills Capacity Building Training programme is using digital media to present and explain the concepts underpinning each of the five competence areas addressed. This training methodology is proven to increase learner engagement as it helps learners work through difficult concepts with multiple resources. The provision of multi-media resources not only facilitates own pace learning, but it is also inclusive of all different types of learner, including those with different learning abilities.

In the first instance, the tutor should show the PowToon Video for the competence area and then share the link with the learners. Each

video has been specifically scripted for this project and explains in simple language the key learning points of each competence. To build on the theory and to support skills development, tutors can then choose from the activities provided (choosing the level suitable to learners' needs) and implement the activity to reinforce the theory and promote teamwork, communication skills, collaboration and critical thinking.

### CONTENT

Theory: Link to the PowToon

Video : [https://youtube.com/playlist?list=PLZ16FW1z6gLN\\_5gnejCIFYI-gXLgFP\\_EL](https://youtube.com/playlist?list=PLZ16FW1z6gLN_5gnejCIFYI-gXLgFP_EL)



Practical Activities:

- a. Social Skills – Starting a conversation using ARE model (basic skill)
- b. Group discussions on personal area competences (intermediate skill)
- c. Card pieces – Communication and Empathy Exercise (advanced skill)
- d. The Circles of Possibilities (expert skill)

### EVALUATION TECHNIQUES

Please refer to the assessment exercise set out in each learning activity.

### CERTIFICATION

A certificate of achievement and a competence transcript will be available for all young people that successfully participate in and complete the assigned activities to each competence area.

## CITIZENSHIP COMPETENCE TRAINING OVERVIEW AND RESOURCES

### TITLE

#### Citizenship

### TRAINING OBJECTIVE

- Basic knowledge of active citizenship
- Basic knowledge of the functions of citizenship
- Basic knowledge of social, economic, legal and political concepts associated with citizenship
- Factual knowledge of global developments and sustainability
- Factual knowledge of the common values of citizenship
- Factual knowledge of the main developments in national, European and world history
- Factual knowledge of sustainable systems; demographic change and climate change
- Practical knowledge of how active citizens fully participate in civic and social life
- Practical knowledge of diverse cultural identities in the world
- Theoretical knowledge of the multi-cultural and socioeconomic dimensions of European societies
- Theoretical knowledge of the aims, values and policies of social and political movements
  
- Define active citizenship
- Discuss how citizens effectively engage with others in a common or public interest
- Identify how engaging with others contributes to the sustainable development of society



- Develop critical thinking and problem-solving skills
- Examine traditional and new forms of media
- Understand the role and functions of media in democratic societies
- Analyse how citizenship and human rights form the basis of democracy
- Awareness of the respect for human rights as a basis for democracy
- Openness to support social and cultural diversity, gender equality, social cohesion, and sustainable lifestyles
- Appreciation of cultures of peace, the privacy of others and an active responsibility for the environment
- Awareness of multicultural societies
- Willingness to advocate for intercultural interaction to ensure social justice and equality
- Willingness to have an interest in political and socioeconomic developments, humanities and intercultural communication
- Willingness to participate in democratic decision-making at all levels
- Willingness to participate in civic activities

### EXPECTED RESULT

The ability to act as responsible citizens and to fully participate in civic and social life, based on understanding of social, economic, legal, and political concepts and structures, as well as global developments and sustainability.

### Training Methodology

Given the learner target group of the STONE project, the Basic Skills



Capacity Building Training programme is using digital media to present and explain the concepts underpinning each of the five competence areas addressed. This training methodology is proven to increase learner engagement as it helps learners work through difficult concepts with multiple resources. The provision of multi-media resources not only facilitates own pace learning, but it is also inclusive of all different types of learner, including those with different learning abilities.

In the first instance, the tutor should show the PowToon Video for the competence area and then share the link with the learners. Each video has been specifically scripted for this project and explains in simple language the key learning points of each competence. To build on the theory and to support skills development, tutors can then choose from the activities provided (choosing the level suitable to learners' needs) and implement the activity to reinforce the theory and promote teamwork, communication skills, collaboration, and critical thinking.

## CONTENT

Theory: Link to the PowToon Video :

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Practical Activities:

- a. Becoming an active citizen (basic skill)
- b. The role & function of media in democratic societies (intermediate skill)
- c. Being an EU citizen – tackling social injustice (advanced skill)
- d. Becoming a global citizen: tackling environmental crisis (expert skill)

## EVALUATION TECHNIQUES

Please refer to the assessment exercise set out in each learning activity.

## CERTIFICATION

A certificate of achievement and a competence transcript will be available for all young people that successfully participate in and complete the assigned activities to each competence area.

## ENTREPRENEURSHIP COMPETENCE TRAINING OVERVIEW AND RESOURCES

### TITLE

**Entrepreneurship**

### TRAINING OBJECTIVE

- Basic knowledge of entrepreneurship
  - Factual knowledge of the planning and management associated with entrepreneurship, including different processes and resources
  - Factual knowledge of the social and economic opportunities and challenges associated with entrepreneurship
  - Practical knowledge of the different contexts and opportunities for turning ideas into action in personal, social, and professional activities
  - Theoretical knowledge of self-awareness of personal strengths and weaknesses
  - Theoretical knowledge of the ethical principles and challenges of sustainable development
- 
- Define entrepreneurship
  - Discuss the skills associated with entrepreneurship; creativity, critical thinking, problem solving, taking initiative, constructive reflection, working collaboratively and perseverance
  - Identify how to work as an individual and collaboratively in teams to mobilise resources and sustain activity
  - Analyse how to make financial decisions relating to cost and value
  - Communicate and negotiate with others
  - Examine how to cope with uncertainty, ambiguity, and risk





- Plan and manage projects that are of cultural social or financial value
- Awareness of the risks and challenges associated with entrepreneurship
- Willingness to enact an entrepreneurial attitude that is characterised by a sense of initiative, agency, pro-activity, and perseverance in achieving objectives
- Appreciation of how to motivate others and value their ideas
- Openness to accept responsibility and take ethical approaches in entrepreneurial ventures
- Openness to work as individual and collaborate with others

### EXPECTED RESULT

The capacity to act upon opportunities and ideas, and to transform them into values for others.

### TRAINING METHODOLOGY

Given the learner target group of the STONE project, the Basic Skills Capacity Building Training programme is using digital media to present and explain the concepts underpinning each of the five competence areas addressed. This training methodology is proven to increase learner engagement as it helps learners work through difficult concepts with multiple resources. The provision of multi-media resources not only facilitates own pace learning, but it is also inclusive of all different types of learner, including those with different learning abilities.

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Practical Activities:

- Entrepreneurial Profile (basic skill)
- Idea Validation (intermediate skill)
- MVP study case (advanced skill)
- Business Model Canvas Debrief (expert skill)

### EVALUATION TECHNIQUES

Please refer to the assessment exercise set out in each learning activity.

### CERTIFICATION

A certificate of achievement and a competence transcript will be available for all young people that successfully participate in and complete the assigned activities to each competence area.



## CULTURAL AWARENESS AND EXPRESSION COMPETENCE TRAINING OVERVIEW AND RESOURCES

### TITLE

#### Cultural awareness and expression

### TRAINING OBJECTIVE

- Basic knowledge of cultural awareness and expression
- Basic knowledge of multicultural societies; local, national, European and global
- Factual knowledge of how expressions, languages, heritage and traditions contribute to different cultures
- Practical knowledge of different ways of communicating ideas within written, printed and digital texts, theatre, film, dance, games, art and design, music, rituals, and architecture, as well as hybrid forms
- Theoretical knowledge of developing identities and cultural heritage in a world of cultural diversity
- Theoretical knowledge of how arts and other cultural forms are means of how we perceive the world
- Define cultural awareness and expression
- Discuss how cultural awareness and expression is essential for equal and harmonious societies
- Express and interpret figurative and abstract ideas, experiences and emotions with empathy
- Identify opportunities for personal, social or commercial value through the arts and other cultural forms
- Engage in creative processes on individual and collective levels

- Openness towards the diversity of cultural expression
- Appreciation of how societies have varying cultures and expressions
- Willingness to participate in cultural experiences
- Willingness to have an ethical and responsible approach to intellectual and cultural ownership
- Willingness to have a positive and liberal attitude of multicultural societies

### EXPECTED RESULT

To have an understanding and respect for how ideas and meaning are creatively expressed and communicated in different cultures and through a range of arts and other cultural forms.

### TRAINING METHODOLOGY

Given the learner target group of the STONE project, the Basic Skills Capacity Building Training programme is using digital media to present and explain the concepts underpinning each of the five competence areas addressed. This training methodology is proven to increase learner engagement as it helps learners work through difficult concepts with multiple resources. The provision of multi-media resources not only facilitates own pace learning, but it is also inclusive of all different types of learner, including those with different learning abilities.

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needs) and implement the activity to reinforce the theory and promote teamwork, communication skills, collaboration, and critical thinking.

## CONTENT

Theory: Link to the PowToon Video : [https://youtube.com/playlist?list=PLZ16FW1z6gLN\\_5gneJCIFYI-gXLgFP\\_EL](https://youtube.com/playlist?list=PLZ16FW1z6gLN_5gneJCIFYI-gXLgFP_EL)



Practical Activities:

- a) Cultural Iceberg (basic skill)
- b) Around the World (intermediate skill)
- c) How Culture Affects Your Personality (advanced skill)
- d) Diversity and Inclusion (expert skill)

## EVALUATION TECHNIQUES

Please refer to the debriefing questions set out in each learning activity.

## CERTIFICATION

A certificate of achievement and a competence transcript will be available for all young people that successfully participate in and complete the assigned activities to each competence area.



# LEARNING ACTIVITIES PER COMPETENCE

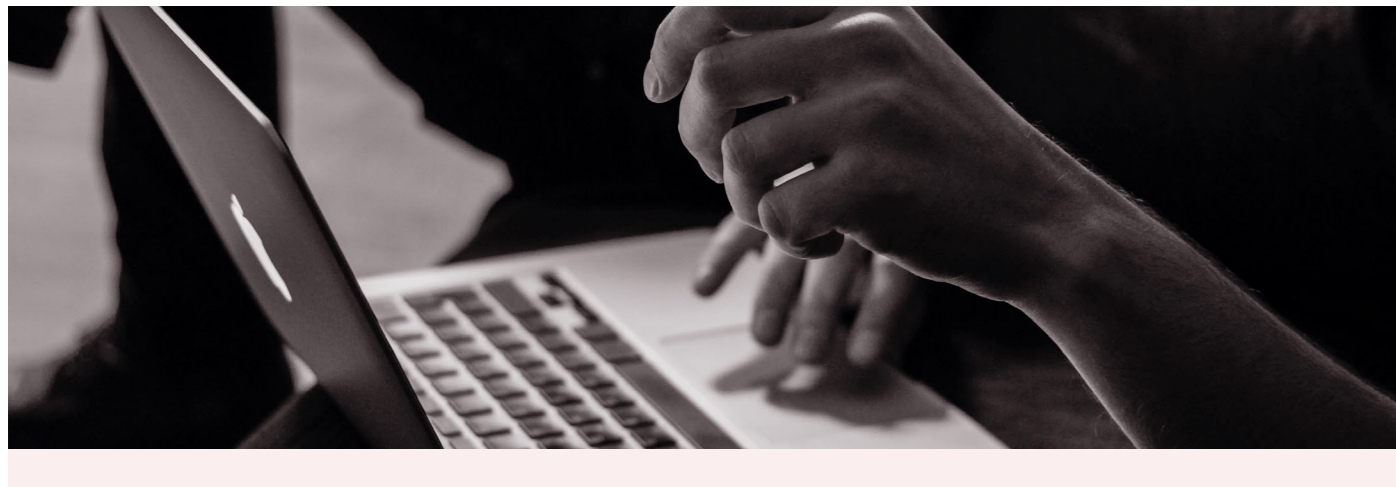
# LEARNING ACTIVITIES PER COMPETENCE

## DIGITAL COMPETENCE

### KEY COMPETENCE ADDRESSED: DIGITAL COMPETENCE – INTRODUCTORY LEVEL

#### THEME

- Creating and curating a digital identity
- Working with digital information
- Creating and managing digital content
- Digital communication and collaboration



#### ACTIVITY TITLE

HOW SAFE IS YOUR PASSWORD?

#### TYPE OF RESOURCE

Face to face activity

#### TYPE OF RESOURCE

Face to face activity

## DURATION OF ACTIVITY (IN MINUTES)

25 minutes

## LEARNING OUTCOME

participants can compose secure passwords to their accounts that they use in digital environments

## AIM OF ACTIVITY

Whether you are logging onto a computer, accessing an online account such as Facebook, using online banking or communicating via Skype, Teams, Zoom and etc, having a strong password is vital to keep your account safe.

## MATERIALS REQUIRED FOR ACTIVITY

Post-it

Flipchart paper

Sticky notes

Multimedia projector, computer

Flipchart markers different colors

## STEP-BY-STEP INSTRUCTIONS

### STEP 1

10-minute group discussion on “the worst password” – what is the most unsecure password you could ever have and why? What is the danger in an unsafe password?

### STEP 2

Split into groups of 2 or 3, work together using letter tiles to create some safe and easy to remember passwords which you could use to



keep your accounts secure. Activity time 10 minutes.

### STEP 3

Join back together as a whole group and share a few creative answers.

Activity time 7-10 minutes.

## RESOURCE/ WORKSHEET/ HANDOUT

### HOW SAFE IS YOUR PASSWORD? SUGGESTED SOLUTIONS AND HINTS

Safe passwords shouldn't be easy to guess based on knowing personal details. They should not be so complicated that you need write them down either, never do that! Use different passwords for different accounts, use a password manager such as LastPass, 1Password or SplashID to create and then store passwords securely.

### THE MOST WORST PASSWORDS

The most unsecure passwords include: 1234567, password, letmein, qwerty and 11111. Using a family birth date, your postcode, phone number or a favourite pet, team, film or band name is also not safe – it makes the password easily guessable by anyone who knows you.

### HOW TO CREATE SAFE PASSWORD

Safe passwords use non-alphanumeric characters such as @ # ! & £ or / and a mixture of capitals and lower-case letters. Think "James Bond" codewords and see how creative – but still readable – you can be! Encourage "play" with names, swapping letters for numbers or other characters, give example such as:

**M!C#ARGIT V@NE\$A NATA£!Y P@\$WORD**

Use different passwords for different accounts by keeping the main part of the password the same and then putting an F in front of it for Facebook, T for Twitter, B for banking and so on.

Note: Participants should be reminded that they should not use passwords the same or similar to those created during this activity in the future as their "real" passwords as they have shared them with others in the group.

### DE-BRIEFING QUESTIONS

- Before this activity, please evaluate and describe shortly secure are your passwords in digital environments.
- What activities did you do to make your passwords more secure?



## KEY COMPETENCE ADDRESSED: DIGITAL COMPETENCE – INTERMEDIATE LEVEL

### THEME

Digital marketing

### ACTIVITY TITLE

CREATE FACEBOOK BUSINESS PAGE

### TYPE OF RESOURCE

Face to face activity/Self-directed Learning

### TYPE OF LEARNING

Face to Face / Self-directed Learning, Reflection

### DURATION OF ACTIVITY (IN MINUTES)

45 minutes

### LEARNING OUTCOME

participants create Facebook page for the business and digital marketing purposes (Facebook Business Page)

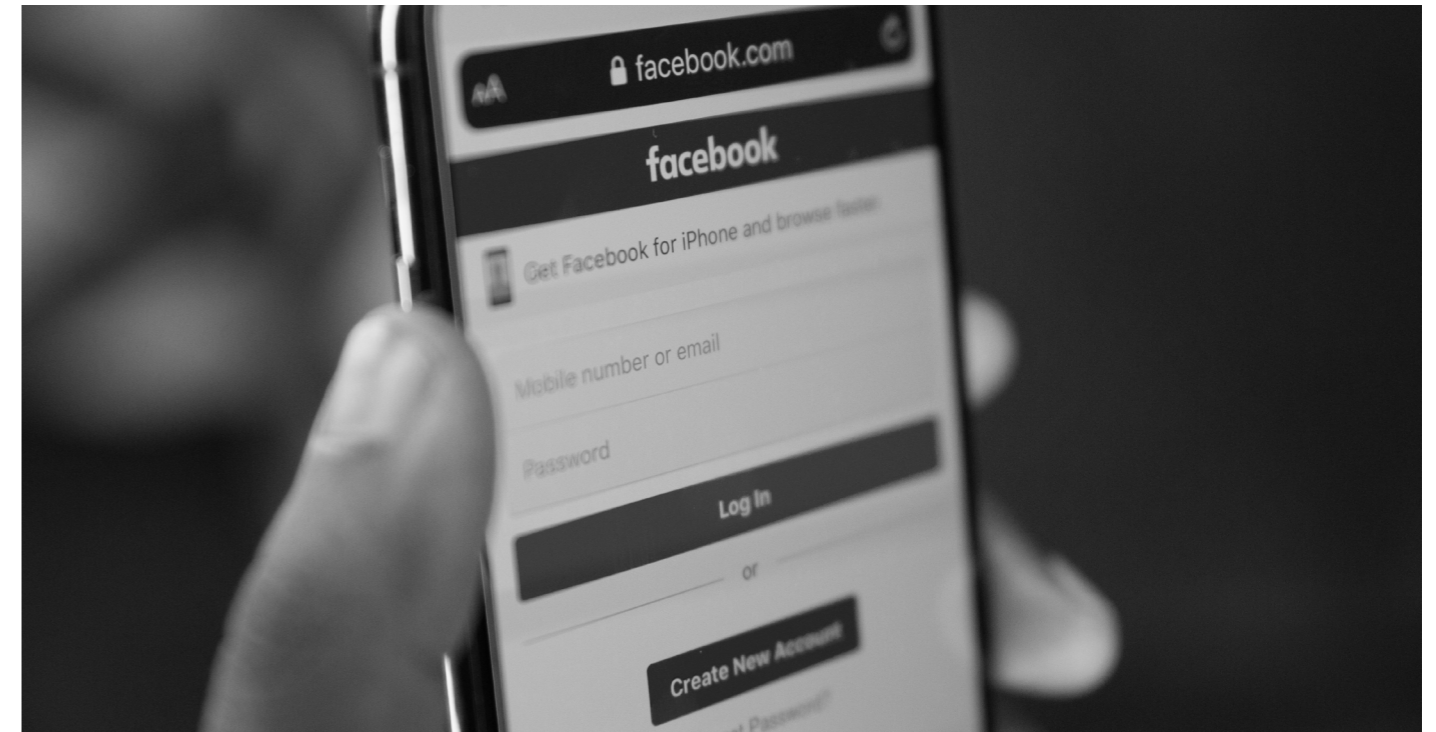
### AIM OF ACTIVITY

A Facebook Business Page is a free opportunity for businesses to increase brand awareness and generate digital marketing and sales on Facebook.

### MATERIALS REQUIRED FOR ACTIVITY

- Laptops
- Online free photo banks

- Multimedia projector
- Post-it
- Flipchart paper
- Sticky notes
- Flipchart markers different colors



### STEP-BY-STEP INSTRUCTIONS

#### STEP 1: HOW TO CREATE A FACEBOOK PAGE FOR BUSINESS

Before you can sign up for your Facebook Business Page, you need to log into your personal Facebook account. Don't worry—the information from your personal account will not be publicly visible on your business Page.

This is simply because every business Page is managed by one or more page administrators. The administrators are people with personal Facebook accounts. Your personal account works like the key to let you into your new business Page. If you have team members helping





you with your Page, their personal accounts will also unlock their specific roles and capabilities. So, if you're not already logged into your personal account, log in now, then dive into the Page creation steps.

## STEP 2: SIGN UP

Go to [facebook.com/pages/create](https://facebook.com/pages/create).

Enter your business information in the panel on the left. As you do so, the page preview will update in real time on the right. For your page name, use your business name or the name people are likely to search for when trying to find your business. For category, type a word or two that describes your business and Facebook will suggest some options. You can choose up to three of the suggestions. Next, fill in the Description field. This is a short description that appears in search results. It should be just a couple of sentences (maximum 255 characters). When you're happy with your description, click Create Page.

## STEP 3: ADD PICTURES

Next, you'll upload a profile and cover images for your Facebook Page. It's important to create a good visual first impression, so choose wisely here. Make sure the photos you choose align with your brand and are easily identifiable with your business. You'll upload your profile photo first. This image accompanies your business name in search results and when you interact with users. It also appears on the top left of your Facebook Page.

If you have a recognizable brand, using your logo is probably the safest way to go. If you're a celebrity or public figure, a picture of your face will work like a charm. And if you're a local business, try a well-shot image of your signature offering. The important thing is to help a potential follower or customer to recognize your page immediately. Your profile image should be 170 x 170 pixels. It will be cropped to a circle, so don't put any critical details in the corners. Once you've chosen a great photo, click Add Profile Picture.

Now it's time to choose your Facebook cover image, the most prominent image on your Page. This image should capture the essence of your business and convey your business or brand personality. Facebook recommends you choose an image that's 1640 x 856 pixels. Once you've selected an appropriate image, click Add Cover Photo.

After you upload the photos, you can use the buttons in the top right of the preview to toggle between desktop and mobile views. Use these to make sure you're happy with how your images look in both displays. You can drag the images in the left column to adjust their positioning. When you're happy with your selections, click Save.

You have a Facebook Business Page, although it is extremely sparse.



Of course, while the skeleton of the Facebook Page for your business is now in place, you've still got a lot of work to do before you share it with your audience.

## **RESOURCE/ WORKSHEET/ HANDOUT**

### **WHAT IS SOCIAL MEDIA MARKETING?**

Social media marketing is the practice of using social media channels to sell or promote a brand, product or service. Social media marketing helps businesses:

- Increase brand awareness;
- Build engaged communities;
- Sell products and services;
- Measure how people feel about your business;
- Provide customer service on social media platforms;
- Advertise their products and services to target audiences;
- Track your performance and adjust your strategy accordingly.

### **WHAT IS A FACEBOOK BUSINESS PAGE?**

A Facebook Page is a public Facebook account that can be used by brands, organizations, artists and public figures. Businesses use Pages to share contact information, post updates, share content,

promote events and releases, and — perhaps most importantly — connect with their Facebook audiences.

Pages can be connected to Facebook ad accounts and Facebook Shops. Having a Facebook Business Page makes it easier for people to discover and interact with your brand online. Find out how to set one up here. If you have a business, you need a Facebook Business Page. With 1.82 billion daily active users, Facebook is simply not a social network you can ignore.

Perhaps that's why more than 200 million businesses use Facebook's free services. That includes business Pages—yes, creating a Facebook Page is a free way to market your business. The good news is, creating a Facebook account for a business is pretty simple, and you likely already have all the components you need to get started. Let's dive in.

Additional material: <https://blog.hootsuite.com/steps-to-create-a-facebook-business-page/>

### **DE-BRIEFING QUESTIONS**

- What have you learnt during the activity?
- What could you have done better?
- What are the next steps of developing your Facebook Business Page?



## KEY COMPETENCE ADDRESSED: DIGITAL COMPETENCE – ADVANCED LEVEL

### THEME

- MEDIA LITERACY
- DIGITAL LITERACY
- ONLINE SAFETY – RISKS WHEN USING DIGITAL TECHNOLOGIES

### ACTIVITY TITLE SPOTTING FAKE NEWS

### TYPE OF RESOURCE

Face to face activity

### TYPE OF LEARNING

Face to Face / Self-directed Learning, Reflection

### DURATION OF ACTIVITY (IN MINUTES)

- 5 minutes for introduction;
- 45 minutes for group activity
- 10 minutes for debriefing and reflection

### LEARNING OUTCOME

- Explain what fake news is and why it is created
- Identify what questions to ask and what checks to make to decide whether a news report is fake or real
- Infer how a fake news story may affect someone's emotions and behaviour
- Give reasons why fake news can be harmful



### AIM OF ACTIVITY

The aim of this activity is to get learners to recognise ways in which the internet and social media can be used both positively and negatively and how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results. Finally this activity will explore how text and images in the media and on social media can be manipulated or invented and how to spot this.

### MATERIALS REQUIRED FOR ACTIVITY

2 news headlines (real and/or fake) – choose from national sources in your own language  
Flipchart paper  
Sticky notes

### STEP-BY-STEP INSTRUCTIONS

**STEP 1:** Using the Fake or real headlines learners vote on whether each headline is real or fake, making a 'gut reaction' decision. What do you think about this story headline?

Is it easy to tell if a story is real or fake (especially if we only read it quickly)? Did you have enough information to make an

informed decision? How might people react to each of these headlines? Compare the 'gut reaction' process to what happens when people share a funny/shocking story they have heard in conversation/via messaging/social media before taking time to question if it's true.

**STEP 2:** Investigate two of the stories in detail by questioning the source and checking the coverage (News story 1 and 2). Learners use the evidence and clues provided to work out which news story is fake and which is real.

Learners can use support materials such as trustworthy news sources and fake news clue words for professional news organisations and fake news vocabulary to look out for in their investigations. What clues helped you to identify the fake news? What clues showed that you could trust the real story?

**STEP 3:** Learners read two examples of Fake news stories, inferring how they might make someone feel and what they might motivate someone to do. How might someone feel reading this story? How does the article try to make the reader feel an extreme emotion? What would happen if someone believed this story? Could it affect how they think or act? How could it affect their actions? What is the motivation of the story/writer? Why has this story been made up? What type of fake news might cause harm?

## RESOURCE/ WORKSHEET/ HANDOUT

Where can we get trustworthy news from? As a group, create a list of reliable sources where learners can get real and trustworthy information, including youth news organisations. Emphasise the importance of reading across different organisations and sources of information – whether (and how) a story is being reported elsewhere.

When searching for a story, include the source that you want the news to come from; e.g, huffington post, BBC world news, etc. If you are unsure about a story, always talk to a trainer or parent about it first. 2. Reveal the answers to all the Fake or real headlines stories.

## DE-BRIEFING QUESTIONS

- What is fake news? Why might fake news be harmful?
- How do we know if the news we hear, see or read is true?
- What can you do if you think a story is fake?





## KEY COMPETENCE ADDRESSED: DIGITAL COMPETENCE – EXPERT LEVEL

### THEME

- BIG DATA
- DIGITAL ENTREPRENEURSHIP
- ARTIFICIAL INTELLIGENCE
- CYBERSECURITY
- INTERNET OF THINGS
- VIRTUAL REALITY

### ACTIVITY TITLE

#### IDENTIFY KEY SECTORS AND SKILLS IN SIX ADVANCED DIGITAL SKILLS AREA



### TYPE OF RESOURCE

Face to face activity

### TYPE OF LEARNING

Face to Face / Self-directed Learning, Reflection

### DURATION OF ACTIVITY (IN MINUTES)

- 15 minutes for introduction;
- 45 minutes for self-directed learning;
- 15 minutes for (group) discussion;
- total 75 minutes.

### LEARNING OUTCOME

Participant identify sectors and skills in six advanced digital skills area and can analyse the next criteria:

- Metrics;
- Main occupations within sector;
- Digital skills requirements in each occupation (specific advanced skills);
- Key firms in sector.

### AIM OF ACTIVITY

The aim of this activity is to get learners to appreciate the fundamental role of digital skills in advanced level importance in country. It explores the concept of how digital skills affect national economies and people's career opportunities.

Through this activity, learners can understand and process the importance of digital skills on advanced level and can decide about the next steps on further learning.

### MATERIALS REQUIRED FOR ACTIVITY

Post-it

Flipchart paper

Sticky notes

Multimedia projector, computer

Flipchart markers different colors

## STEP-BY-STEP INSTRUCTIONS

**STEP 1:** Identify the sector/area in six advanced digital skills area: Big Data, Digital Entrepreneurship, Artificial intelligence, Cybersecurity, Internet of Things, Virtual Reality

**STEP 2:** Identify Metrics (e.g. share of GDP, share of employment, growth potential) in advanced digital skills area

**STEP 3:** Identify main occupations within sector.

**STEP 4:** Identify digital skills requirements in each occupation (specific advanced skills).

**STEP 5:** Identify the key firms/companies in sector.

## RESOURCE/ WORKSHEET/ HANDOUT

A further approach consists in conducting a deeper dive into the digital skills requirements of key sectors as part of a national skills needs assessment. The first step in this approach is to identify the main sectors of importance in the country (example ESTONIA), including both traditional key sectors and emerging high-growth sectors for the country. There are several metrics which might be useful for identifying key sectors, including a sector's share of GDP or share of employment and a sector's growth potential. The chosen sectors of importance can be targeted in a deep dive. Next, identify what the

SECTOR/ AREA	Metrics (e.g. share of GDP, share of employment, growth potential	Main occupations within sector	Digital skills requirements in each occupation (specific advanced skills)	Key firms in sector

major occupations are within those sectors, using the same datasets or through consultations with sector experts. After identifying the sectors of interest, focus on gathering more detailed data in the sectors concerned, using a mix of the qualitative and quantitative methods discussed earlier in the chapter. In this phase, it is important to consider both small and larger firms in the sectors. The following table can support the exercise.

## DE-BRIEFING QUESTIONS

- Do you think that this activity made you think about the importance of advanced digital skills?
- Do you feel that this activity made you think about the role of digital skills in a different way? Why? Why not?
- Why do you think it is important to encourage others to upgrade the advanced digital skill?



# LEARNING ACTIVITIES PER COMPETENCE

## PERSONAL, SOCIAL, AND LEARNING TO LEARN

### KEY COMPETENCE ADDRESSED: PERSONAL, SOCIAL, AND LEARNING TO LEARN – INTRODUCTORY LEVEL

#### THEME

PERSONAL, SOCIAL, AND LEARNING TO LEARN

#### ACTIVITY TITLE

SOCIAL SKILLS - STARTING A CONVERSATION USING ARE MODEL

#### TYPE OF RESOURCE

Face-to-Face Activity

#### TYPE OF LEARNING

Face to Face & Self-directed Learning

#### DURATION OF ACTIVITY (IN MINUTES)

20 minutes

#### LEARNING OUTCOME

On completion of this activity, learners will assess the different components that contribute to social skills, analysis their own behaviour in different social contexts.

#### AIM OF ACTIVITY

The aim of this activity is to get learners to explore and be aware of the many social contexts and how they can interact within them. Through the ARE model, learners can test how to facilitate conversations.

#### MATERIALS REQUIRED FOR ACTIVITY

- Pen
- Paper
- Template

#### STEP-BY-STEP INSTRUCTIONS

##### STEP 1:

Present the learners the ARE model.

**STEP 2:** Ask learners to think of a situation in the past where they had trouble starting a conversation and write it down below. Then, take themselves through each of the steps of the acronym to help plan your conversation.

They should put on the paper the **following:**

- Conversation Situation or Setting:
- Person you were talking to:
- What was the shared experience or setting that I could have used as a bridge?
- What question(s) could I have asked the other person to better engage them?

**STEP 3:** Debrief and explore how, in their opinion, social skills can be improved.

## RESOURCE/ WORKSHEET/ HANDOUT

Use the ARE METHOD to start a conversation.

Fleming (2013) has come up with an acronym called ARE to use when facilitating small talk and starting a conversation with different individuals.

The acronym is structured as **follows:**

**ANCHOR:** An observation on your mutual shared reality (i.e., something that you both are experiencing and witness to). This is dependent on the setting you encounter the individual in. For instance, if you encounter them at the grocery store, you could remark on the items that are currently on sale or a product you are both buying.

**REVEAL:** Say something that connects you to the anchor (i.e., "I found these melons for a better price last week at X store"). You can also use a story or experience to help connect yourself to the conversation.

**ENCOURAGE:** Keep the conversation going by asking a question. The question can be open-ended (i.e., "what do you think?") or more specific ("have you found a better price?").

### DE-BRIEFING QUESTIONS

- How do you think social skills can be improved?
- Can you mention your own experience in enhancing a skill or overcoming a barrier?

## KEY COMPETENCE ADDRESSED: PERSONAL, SOCIAL, AND LEARNING TO LEARN - INTERMEDIATE LEVEL

### THEME

PERSONAL, SOCIAL & L2L COMPETENCE

### ACTIVITY TITLE

GROUP DISCUSSIONS ON PERSONAL AREA COMPETENCES

### TYPE OF RESOURCE

Face-to-Face Activity

### TYPE OF LEARNING

Face to Face & Group Discussion

### DURATION OF ACTIVITY (IN MINUTES)

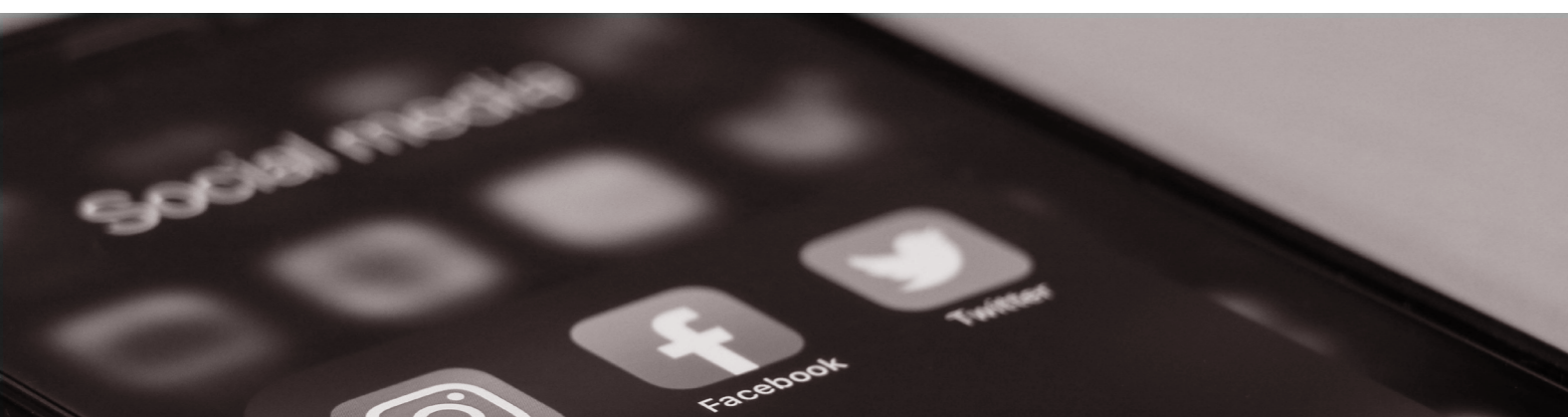
30 minutes

### LEARNING OUTCOME

On completion of this activity, learners will assess the different components that contribute to culture and can strengthen their cultural awareness

### AIM OF ACTIVITY

The aim of this activity is to get learners to explore and be aware of the competences that contribute to personal area. Through self-reflection and group discussions, learners can assess how these competences can have a major impact in different aspects of life.





## MATERIALS REQUIRED FOR ACTIVITY

- Pen
- Paper



## STEP-BY-STEP INSTRUCTIONS

**STEP 1:** Ask learners to contemplate the concept of personal area. What makes up personal area?

**STEP 2:** Encourage learners to discuss with other group members how they perceive the 3 competences?

**STEP 3:** Ask learners to share a situation in which they did not show flexibility and upon reflection they think they should have to. What would they have done differently?

## RESOURCE/ WORKSHEET/ HANDOUT

The personal area three competences

## DE-BRIEFING QUESTIONS

- What have you learnt from others during the activity?
- Is this something you could implement in your life?
- What do you think is the importance of being flexible and aware?

## KEY COMPETENCE ADDRESSED: PERSONAL, SOCIAL, AND LEARNING TO LEARN - ADVANCED LEVEL

### THEME

PERSONAL, SOCIAL & L2L COMPETENCE

### ACTIVITY TITLE

CARD PIECES – COMMUNICATION AND EMPATHY EXERCISE



### TYPE OF RESOURCE

Face-to-Face Activity

### DURATION OF ACTIVITY (IN MINUTES)

30 minutes

### AIM OF ACTIVITY

The aim of this activity is to help participants to better communicate, understanding others perspective and opinions, develop more empathy and build better negotiation skills.

## MATERIALS REQUIRED FOR ACTIVITY

- Playing cards
- Scissors

## STEP-BY-STEP INSTRUCTIONS

**STEP 1:** Split the group into at least three teams of two and give between 4-6 cards to each person.

**STEP 2:** Cut each playing card into half diagonally, then in half diagonally again, so you have four triangular pieces for each card.

**STEP 3:** Mix all the pieces together and put equal numbers of cards into as many envelopes as you have teams.

**STEP 4:** Give each team an envelope of playing card pieces.

**STEP 5:** Each team has three minutes to sort its pieces, determine which ones it needs to make complete cards, and develop a bargaining strategy.

**STEP 6:** After three minutes, allow the teams to start bartering for pieces. People can barter on their own or collectively with their team. Give the teams eight minutes to barter.

When the time is up, count each team's completed cards. Whichever team has the most cards wins the round.

## DE-BRIEFING QUESTIONS

- Which negotiation strategies worked? Which didn't?
- What could they have done better?
- What other skills, such as active listening or empathy, did they need to use?

## KEY COMPETENCE ADDRESSED: PERSONAL, SOCIAL, AND LEARNING TO LEARN – EXPERT LEVEL

### THEME

PERSONAL, SOCIAL & L2L  
COMPETENCE

### ACTIVITY TITLE

THE CIRCLES OF POSSIBILITIES

### TYPE OF RESOURCE

Face-to-Face Activity

### TYPE OF LEARNING

Face to Face & Group Exercise

### DURATION OF ACTIVITY (IN MINUTES)

30 minutes

### LEARNING OUTCOME

On completion of this activity, learners will explore critical thinking and be empowered to have a better understanding of the world

### AIM OF ACTIVITY

The aim of this activity is to get learners to explore critical thinking for understanding themselves and the world around and also visualising meaningful solutions to the





issues, challenges and questions that may affect us.

## **MATERIALS REQUIRED FOR ACTIVITY**

N/A

## **STEP-BY-STEP INSTRUCTIONS**

These steps are a useful collaborative problem-solving exercise that also develops meaningful lifelong learning skills like creative thinking, information literacy, cultural empathy, self-awareness, global citizenship, world view, and many more.

**STEP 1:** Begin with a problem that was selected by the group.

**STEP 2:** Ask: What does this mean ...

- ... to ME?
- ... to my FAMILY?
- ... to my COMMUNITY?
- ... to my COUNTRY?
- ... to the WORLD?

**STEP 3:** Take this exercise one step farther by asking learners to map out what they can do to change any negative impact both in the short and long term.

## **RESOURCE/ WORKSHEET/ HANDOUT**

- Flipchart
- Sticky notes

## **DE-BRIEFING QUESTIONS**

- What have you learnt from others during the activity?
- Is this something you could implement in your life?
- What do you think is the importance of being flexible and aware?

# **LEARNING ACTIVITIES PER COMPETENCE**

## **CITIZENSHIP**

### **KEY COMPETENCE ADDRESSED: CITIZENSHIP COMPETENCE – INTRODUCTORY LEVEL**

#### **THEME**

**ACTIVE CITIZENSHIP**

#### **ACTIVITY TITLE**

**BECOMING AN ACTIVE CITIZEN**

#### **TYPE OF RESOURCE**

Face-to-face activity

#### **TYPE OF LEARNING**

Face to Face and Self-directed Learning

#### **DURATION OF ACTIVITY (IN MINUTES)**

40 minutes

#### **LEARNING OUTCOME**

On completion of this activity, learners will achieve awareness of ways to become active citizens in their daily life and discover practically why that is crucial.

#### **AIM OF ACTIVITY**

The aim of this activity is to realise the value of having a citizenship and

being an active citizen. Neglecting citizenship perks and responsibilities is becoming a more and more common tendency all over the world, this can be detrimental to democracy in the long run, therefore, it is essential to compare the learner impression on what a citizen is and paint a picture of what true citizenship should look like – introducing active citizenship. Moreover, it is crucial to find the big WHY of making your voice heard and that is exactly what will be done throughout this activity.

## **MATERIALS REQUIRED FOR ACTIVITY**

- Pen
- Paper

## **STEP-BY-STEP INSTRUCTIONS**

**STEP 1:** Ask learners to think of a word “active” and ask them to describe it on a piece of paper provided. Then do the same with a word “citizen”. Now ask them to put those words together in their head. Did they get the definition of an active citizen right? Explain what an active citizen actually is.

**STEP 2:** Ask learners to brainstorm a description/draw a caricature of what they think an active citizen does in their daily life.

**STEP 3:** Ask those who want to share their thoughts/caricatures with everybody and make some remarks at the end if they were correct or not – elaborate on how one can be an active citizen.

**STEP 4:** Active citizenship is all about making your voice heard. One the ways to succeed in that is voting.

Play a short analysis game of “why?”

The facilitator starts from asking one of the learners “why should I vote?”. The person answers the question with “because x, y and z” (for example, “because that way your voice is heard”) and the facilitator asks the next person “why x, y and z?” (for example, “why should your voice be heard?”), they answer, then the facilitator asks another question another person and so on. This can be done several times by starting with another word/phrase, e. g. “volunteering”, “participating in marches”, “doing research on issues you care about”, etc. When there is no way anymore to answer the given question logically, conclude the analysis and make final remarks – what have you all learned from this?

## **DE-BRIEFING QUESTIONS**

- Before this activity, did you know what active citizenship was and do you feel like you learned more?
- Do you feel more aware of why is it important to be an active citizen?
- What could you change/improve in your daily life to become more active as a citizen, make your voice heard and make a change?





## KEY COMPETENCE ADDRESSED: CITIZENSHIP COMPETENCE – INTERMEDIATE LEVEL

### THEME

MEDIA AND DEMOCRACY

### ACTIVITY TITLE

THE ROLE AND FUNCTIONS OF MEDIA IN DEMOCRATIC SOCIETIES

### TYPE OF RESOURCE

Face-to-face activity

### TYPE OF LEARNING

Face to Face and Self-directed Learning

### DURATION OF ACTIVITY (IN MINUTES)

20 mins

### LEARNING OUTCOME

On the completion of this activity, learners will possess knowledge about traditional and news forms of media, in addition, understand the role media plays in today's democracy.

### AIM OF ACTIVITY

Describe here the value of completing this activity for learners - this section should motivate the learner to use this activity as a means to develop their skills in the specific key competence.

### MATERIALS REQUIRED FOR ACTIVITY

- Pen
- Piece of paper with words **radio; tv; newspapers; social media; blogs; websites; video games; e-books; books; blogs; magazines** written in different places.

### STEP-BY-STEP INSTRUCTIONS

**STEP 1:** Explain to learners that nowadays society is divided into three estates: the First Estate (clergy); the Second Estate (nobility); and the Third Estate (commoners). The media is unofficially considered to be the Fourth Estate due to its power to influence people and act as a catalyser for change.

**STEP 2:** Hand out the papers with words to each learner and ask them to group the words by circling the ones that they think belong to "old media" and drawing a rectangle around those words, that belong to "new media". After a few minutes, when done, explain to learners the difference between old and new media (the difference is that the new media can be created by mostly anyone and has a feature of feedback that can be received/given, which is neglected in old school media, such as tv, radio, magazines, and newspapers) and what counts as which.

**STEP 3:** Nowadays media can catalyse change by gathering people for a good cause and putting pressure on certain people in charge, making people's voices feel heard. Ask participants to think of 3 moments when media truly acted as the fourth estate (in case the learners have a hard time giving examples, some worth mentioning could be, firstly, a picture of Greta Thunberg's strike for climate crisis one time on a Friday that went viral on social media and sparked a

global movement Fridays For Future; Donald Trump's usage of social media for spreading the information on an allegedly rigged election that he lost – Trump's tweets resulted the US capitol storm on January 2021; other examples of media uniting people and encouraging to take action).

### **DE-BRIEFING QUESTIONS**

- Before this activity, were you aware of types of media before?
- What have you learned about the role of nowadays media?

## **KEY COMPETENCE ADDRESSED: CITIZENSHIP COMPETENCE – ADVANCED LEVEL**

### **THEME**

**SOCIAL INJUSTICE: GENDER INEQUALITY**

### **ACTIVITY TITLE**

**BEING AN EU CITIZEN – TACKLING SOCIAL INJUSTICE**

### **TYPE OF RESOURCE**

Face-to-Face Activity

### **TYPE OF LEARNING**

Face to Face and Self-directed Learning

### **DURATION OF ACTIVITY (IN MINUTES)**

25 mins

### **LEARNING OUTCOME**

After completion of this activity, learners will be more aware of gender inequality in their everyday life and will be equipped with knowledge to make a positive change.

### **AIM OF ACTIVITY**

The aim of this activity is to put being an EU citizen to practise. Becoming aware of different instances of social injustice and contributing to making a positive change is part of that. After this activity is completed, learners will be set to spread the word about how certain daily behaviours, systems and prejudices result gender inequality and will be ready to act on the problem and resulting change.



## MATERIALS REQUIRED FOR ACTIVITY

- Sticky notes
- Flipchart
- Writing utensils

## STEP-BY-STEP INSTRUCTIONS

**STEP 1:** Write the phrase gender equality in the middle of the flipchart. Divide the paper into three sections by drawing lines with a pen. Name the sections “home”, “workplace”, “outside out and about”.

**STEP 2:** Hand each learner three sticky notes and ask them to write on each the ways in which inequality is felt and experienced nowadays at three places: “home”, “workplace” and generally “outside out and about”.

**STEP 3:** Ask each participant to stick the sticky notes to the sections on the flipchart.

**STEP 4:** Hold a discussion on how described issues could be changed. If necessary, explain, how gender equality (and feminism) movement is not something women came up with to rise above men and start matriarchy, but how it is rather a fight against stagnate gender stereotypes, a reach for equal rights, equal pay, equal respect, and equal possibilities – a reach for gender equality.

## DE-BRIEFING QUESTIONS

- Before this activity, were you aware of such gender injustice instances?
- Do you feel like there’s something you could implement in your life to make a change and, in result, do your part as an EU citizen?

## KEY COMPETENCE ADDRESSED: CITIZENSHIP COMPETENCE – EXPERT LEVEL

### THEME

CLIMATE CHANGE

### ACTIVITY TITLE

BECOMING A GLOBAL CITIZEN: TACKLING ENVIRONMENTAL CRISIS

### TYPE OF RESOURCE

Face-to-Face Activity

### TYPE OF LEARNING

Face to Face and Self-directed Learning

### DURATION OF ACTIVITY (IN MINUTES)

15 mins

### LEARNING OUTCOME

After completion of this activity, learners will be capable of recognising, how impact can be made globally by acting locally.

### AIM OF ACTIVITY

The aim of this activity is to put global citizenship to practice. It is crucial to establish that the smallest actions can lead to dramatic changes, moreover, how one lives as an individual can set an example for others to practice same behaviours as well – that is how difference is made. The path from local to global citizenship is shorter than it seems, and this activity will prove it.

## MATERIALS REQUIRED FOR ACTIVITY

- Flipchart
- Pens and markers

## STEP-BY-STEP INSTRUCTIONS

**STEP 1:** Write “becoming a global citizen: tackling climate crisis” at the top of the flipboard paper sheet.

**STEP 2:** Explain to learners that you don’t have to be the president of a huge company, or country, to make a difference – being a global citizen means you can influence a big change by even something as small as making small beneficial changes in your daily life.

**STEP 3:** Hand out writing utensils to each learner and ask them to come up and write down on the flipboard one small way every person can help tackle the global crisis - climate change. (said ways cannot repeat themselves, so every learner has to write something that has not been written yet)

**STEP 4:** Present the written ideas to everybody. Maybe something wasn’t mentioned? Discuss together.

## DE-BRIEFING QUESTIONS

- How do you contribute to being a global citizen and bringing positive change to such issues as climate crisis? Could you do more?
- Do you feel more aware of what it means to be a global citizen?



## LEARNING ACTIVITIES PER COMPETENCE

### ENTREPRENEURSHIP

#### KEY COMPETENCE ADDRESSED: ENTREPRENEURSHIP COMPETENCE – INTRODUCTORY LEVEL

#### THEME

ENTREPRENEURSHIP COMPETENCE

#### ACTIVITY TITLE

ENTREPRENEURIAL PROFILE

#### TYPE OF RESOURCE

Face-to-Face Activity

#### TYPE OF LEARNING

Face to Face & Self-directed Learning

#### DURATION OF ACTIVITY (IN MINUTES)

30 minutes

#### LEARNING OUTCOME

On completion of this activity, learners will assess the different components that contribute to entrepreneurial competences

#### AIM OF ACTIVITY

The aim of this activity is to get learners to explore and be aware of the many components that contribute to entrepreneurship





competence. Through the activity, learners have to use part of the EntreComp framework to describe a person that in their opinion possesses entrepreneurial qualities and then to describe a situation where they used some of the abilities and attitudes.

## MATERIALS REQUIRED FOR ACTIVITY

- Slido access
- Pen
- Paper
- Template for the question

## STEP-BY-STEP INSTRUCTIONS

**STEP 1:** Ask learners to think about someone who, in their opinion, possesses entrepreneurial qualities. Next, ask learners to look at the EntreComp framework and then select, in their opinion, the top 3 qualities and attitudes and write them in slido.

**STEP 2:** After everyone has given their input in slido, take a look at the representation of the attitudes, behaviours, qualities and comment within the group.

**STEP 3:** Ask the students to describe a situation in which they felt driven to take action, to devote time and energy to a project.

**STEP 4:** Everyone has 2 minutes to share their story and then discuss what are the things that are common or different.

## RESOURCE/ WORKSHEET/ HANDOUT

- Slido access
- EntreComp Framework

## DE-BRIEFING QUESTIONS

- Before this activity, did you realise that there were so many layers related to entrepreneurship competences?
- Do you feel that through this activity you are more entrepreneurial aware?
- Why do you think it is important to have entrepreneurial competences?



## KEY COMPETENCE ADDRESSED: ENTREPRENEURSHIP COMPETENCE – INTERMEDIATE LEVEL

### THEME

ENTREPRENEURSHIP COMPETENCE

### ACTIVITY TITLE

IDEA VALIDATION

### TYPE OF RESOURCE

Face-to-Face Activity

### TYPE OF LEARNING

Face to Face & Group Work

### DURATION OF ACTIVITY (IN MINUTES)

30 minutes

### LEARNING OUTCOME

On completion of this activity, learners will understand the importance of idea validation and the main steps to achieve it.

### AIM OF ACTIVITY

The aim of this activity is to get learners to understand the process of idea validation, as well as to present their own ideas they care about and work



in teams to exchange ideas and challenge each other.

### MATERIALS REQUIRED FOR ACTIVITY

- Pen
- Paper

### STEP-BY-STEP INSTRUCTIONS

**STEP 1:** Ask learners to think about a problem they would like to solve (in the school, community) and to explain that problem, who are the people (customer segments) that most painfully experience the problem and why are they the right person to find a solution for solving the problem.

**STEP 2:** After everyone took 5 minutes to think about the topic, 3 learners are invited to present their idea to the whole group.

**STEP 3:** After idea presentation, the learners will be split on the 3 groups to work on ideation.

**STEP 4:** The trainer presents the interview structure for idea validation.

**STEP 5:** Each group is asked to fill in the interview.

**STEP 6:** Debrief on the exercise, common findings, challenges.



## RESOURCE/ WORKSHEET/ HANDOUT

Suggested interview structure:

### 1. The existence of the problem

- How do you feel about [the problem you're researching]?
- What are the implications of [the problem] for your family/ yourself/your community?

### 2. The pain points regarding the problem

- Could you walk me through the process of coming across and solving [the problem you're researching]?
- How often do you come across [the problem] in an average month?
- How much time do you spend on [the problem you're researching] in an average month?
- How much money do you spend on [the problem you're researching] in an average month?

### 3. Alternative solutions to the problem

- Have you tried something else to solve [the problem you're researching]?
- Have you tried making something yourself?
- Have you tried paying someone or paying for something?

## DE-BRIEFING QUESTIONS

- Why do you think idea validation is important?
- What part did you find challenging in compiling the responses to interview?
- What other questions and answer do you think would be important to add?

## KEY COMPETENCE ADDRESSED: ENTREPRENEURSHIP COMPETENCE – ADVANCED LEVEL

### THEME

ENTREPRENEURSHIP COMPETENCE

### ACTIVITY TITLE

MVP STUDY CASE

### TYPE OF RESOURCE

Face-to-Face Activity

### TYPE OF LEARNING

Face to Face & Group Discussions

### DURATION OF ACTIVITY (IN MINUTES)

30 minutes

### LEARNING OUTCOME

On completion of this activity, learners will understand the importance of having an MVP, the thinking behind the process while looking at a real-life business example such as Airbnb.

### AIM OF ACTIVITY

The aim of this activity is to get learners to understand the process of building a minimum viable product, as well as to see it applied on a running global business such as Airbnb.

### MATERIALS REQUIRED FOR ACTIVITY

- Projector

## STEP-BY-STEP INSTRUCTIONS

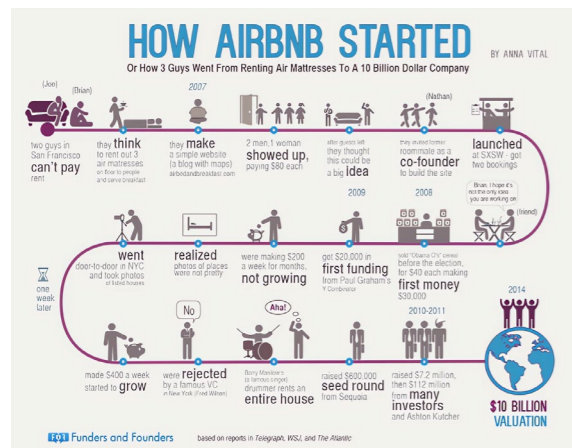
**STEP 1:** Ask learners if they know about Airbnb.

**STEP 2:** Present the picture showing the Airbnb growth and development or watch this short YouTube Video: <https://www.youtube.com/watch?v=axqh6SJ000c>

**STEP 3:** Present and discuss the MVP model for Airbnb.

**STEP 4:** Draw conclusions on what an MVP should include.

## RESOURCE/ WORKSHEET/ HANDOUT



Source: [Founders and Founders](#)

Source: [Codica](#)

## DE-BRIEFING QUESTIONS

- Why do you think building a MVP before launching a product is important?
- What should be covered by an MVP?
- What do you think it is the next step after the MVP?

## KEY COMPETENCE ADDRESSED: ENTREPRENEURSHIP COMPETENCE – EXPERT LEVEL

### THEME

ENTREPRENEURSHIP COMPETENCE

### ACTIVITY TITLE

BUSINESS MODEL CANVAS DEBRIEF

### TYPE OF RESOURCE

Face-to-Face Activity

### TYPE OF LEARNING

Face to Face & Group Discussions

### DURATION OF ACTIVITY (IN MINUTES)

45 minutes

### LEARNING OUTCOME

On completion of this activity, learners will understand who BMC works and why the process is important, the thinking behind the process while also filling in it by themselves.

### AIM OF ACTIVITY

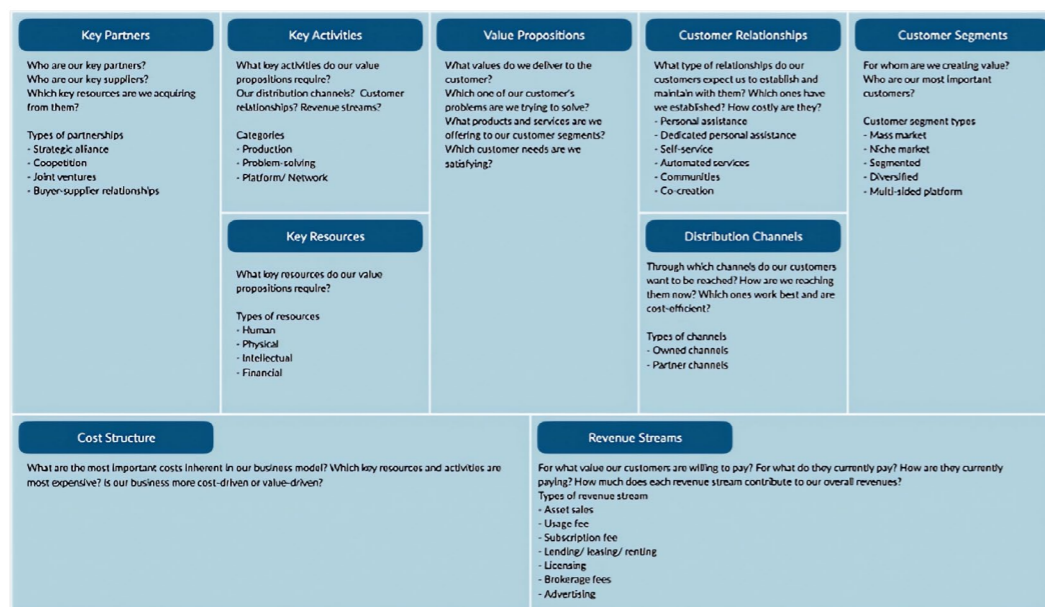
The aim of this activity is to get learners to understand the main business processes and the links between them.





# MATERIALS REQUIRED FOR ACTIVITY

## Business Model Canvas Explained



## STEP-BY-STEP INSTRUCTIONS

**STEP 1:** Project the BMC

**STEP 2:** Go to each category and explain what should go in there

**STEP 3:** Ask the learners to complete the BMC for their favourite brand/ business

**STEP 4:** Presentations and debrief

## RESOURCE/ WORKSHEET/ HANDOUT

- BMC handouts for all the learners
- Projector
- Pen

## DE-BRIEFING QUESTIONS

- Why do you think BMC is important?
- Which section did you find it difficult to complete and why?
- What do you think you learnt after this exercise?

# LEARNING ACTIVITIES PER COMPETENCE

## CULTURAL AWARENESS AND EXPRESSION

**KEY COMPETENCE ADDRESSED: CULTURAL AWARENESS AND EXPRESSION – INTRODUCTORY LEVEL**

## THEME

**CULTURAL AWARENESS AND EXPRESSION**

## ACTIVITY TITLE

**CULTURAL ICEBERG**

## TYPE OF RESOURCE

Face-to-Face Activity

## TYPE OF LEARNING

Face to Face & Self-directed Learning

## DURATION OF ACTIVITY (IN MINUTES)

20 minutes

## LEARNING OUTCOME

On completion of this activity, learners will assess the different components that contribute to culture and can strengthen their cultural awareness

## AIM OF ACTIVITY

The aim of this activity is to get learners to explore and be aware of the many components that contribute to cultural identity. Through the Cultural Iceberg activity, learners can assess how cultural norms can be both seen and unseen. This is beneficial as it allows learners to acknowledge how culture can comprise:

- Surface culture (Visible)
- Shallow culture (Less visible)
- Deep culture (Not visible)

## MATERIALS REQUIRED FOR ACTIVITY

- Pen
- Paper
- Template (if preferred)

## STEP-BY-STEP INSTRUCTIONS

**STEP 1:** Ask learners to think about the concept of culture. Next, ask learners to look at the “Iceberg template” included within this activity.

**STEP 2:** Explain to learners how culture consists of many different levels. Some attributes of culture and cultural identity are visible to the human eye and are often discussed. However, there are many things that are not quite so obvious. Ask learners to think / brainstorm ideas of what elements of culture are seen and unseen.

**STEP 3:** Ask learners to copy the template or draw on the template provided. Fill in the diagram by filling in where each level exists:

- Surface Level
- Shallow Level

- Deep Level

**STEP 4:** Ask learners to then fill in the different elements of culture that pertain to each level. The more options they can think of to include in the iceberg diagram, the better! Remind learners that 9/10th's of culture is below the surface. It is important to remember this when we think about our own cultural awareness.





## RESOURCE/ WORKSHEET/ HANDOUT



### DE-BRIEFING QUESTIONS

- Before this activity, did you realise that there was more elements to culture than those that are physically visible?
- Do you feel that through this activity you are more culturally aware?
- Is this something you could implement in your life?
- What do you think is the importance of being aware of culture and cultural identity?

## KEY COMPETENCE ADDRESSED: CULTURAL AWARENESS AND EXPRESSION – ADVANCED LEVEL

### THEME

CULTURAL AWARENESS AND EXPRESSION

### ACTIVITY TITLE

HOW CULTURE AFFECTS YOUR PERSONALITY

### TYPE OF RESOURCE

Face-to-Face Activity

### TYPE OF LEARNING

Face-to-Face Learning

### DURATION OF ACTIVITY (IN MINUTES)

20 Minutes

### LEARNING OUTCOME

On completion of this activity, learners will recognise how culture plays a significant role in our identity. This will help learners to see the importance of culture in our lives and the lives of others.

### AIM OF ACTIVITY

The aim of this activity is to get learners to appreciate the fundamental role of culture in our lives. It explores the concept of how culture shapes certain parts of our personality, the ways we think, rationalise and act. Through this activity, learners can understand and process the importance of embracing cultures and being expressive through



our cultural identity.

## MATERIALS REQUIRED FOR ACTIVITY

- Pen
- Paper
- Computer / Projector (to display video)
- Template

## STEP-BY-STEP INSTRUCTIONS

### STEP 1:

Ask learners to watch the following video:

How Culture Affects Your Personality:

<https://www.youtube.com/watch?v=jx-1EthjeIg>

### STEP 2:

After learners have watched the video, ask them to consider how they think different elements of their culture shape their personality.

### STEP 3:

Ask them to complete the worksheet below.

### STEP 4:

If desired, ask learners to discuss with the group what elements they found most interesting from their culture that shapes their personality and identity.

## RESOURCE/ WORKSHEET/ HANDOUT

Sometimes when we think about culture, we do not realise how much it can shape who we become as human beings. Complete the following template and look at the different elements of your culture shape your

cultural identity and your personality.

**Cultural Identity:**  
My cultural elements:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Personal Identity:**  
My personality Traits:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Cultural Elements that  
Shape my Personality  
Traits**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## DE-BRIEFING QUESTIONS

- Before this activity, did you think that your culture had the power to shape how you think?
- Do you think that people from different cultures should be intolerant of each other just because they think differently? Why? Why not?
- Do you think that this activity made you think about the importance of cultural awareness and expression?
- Do you feel that this activity made you think about the role of culture in a different way? Why? Why not?
- Why do you think it is important to encourage others to practice cultural awareness?



## KEY COMPETENCE ADDRESSED: CULTURAL AWARENESS AND EXPRESSION – EXPERT LEVEL

### THEME

CULTURAL AWARENESS AND  
EXPRESSION

### ACTIVITY TITLE DIVERSITY AND INCLUSION

### TYPE OF RESOURCE

Face-to-Face Activity

### TYPE OF LEARNING

Face-to-Face Learning

### DURATION OF ACTIVITY (IN MINUTES)

30 Minutes

### LEARNING OUTCOME

On completion of this activity, learners will be able to compare and contrast the differences between varying cultures and gain an insight into multiculturalism.

### AIM OF ACTIVITY

The aim of this activity is to get learners to discuss the different elements of culture that are important to them and their partner. Through this activity, paired group members will be able to find differences / similarities between their cultures. In completion of this activity, participants will be introduced to the perspectives of others and learn more about each other.

### MATERIALS REQUIRED FOR ACTIVITY

- Pen
- Paper
- Template (if preferred)

### STEP-BY-STEP INSTRUCTIONS

**STEP 1:** Separate group participants into pairs at random.

**STEP 2:** Ask learners to look at the provided template with their partner. Ask them to think and discuss with their partner the different elements that make up their culture. Each pair should fill in only 1 template with contributions from both partners. Partner 1 can fill out the left side of the sheet, while partner 2 fills out the right side. When analysing cultures, ask learners to fill out in the middle of the template any similarities they might have between cultures / beliefs / values. The following prompts can help to guide this activity:

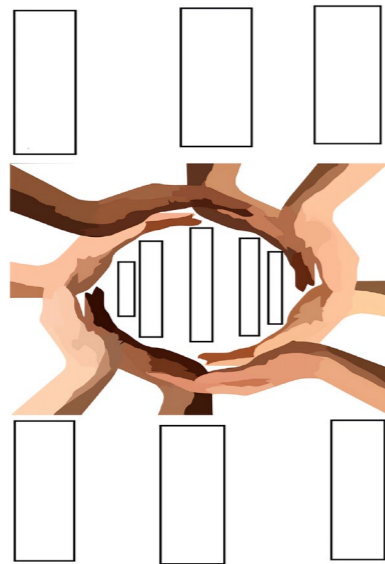
- What are the primary things that define your culture?
- What do you think is the most important part of your culture?
- What are your cultural traditions?
- What cultural celebrations does your culture celebrate?
- What do you think is interesting about your culture?
- What do you like / not like about your culture?

- What customs do you practice?
- What does it mean to be polite / rude in your culture?

\*(When completing this activity, it is important to note that paired partners do not have to be from different cultures. It is an act of exploring their own culture and learning about others.)

**STEP 3:** When all learners have completed their handout, ask them to present it to the rest of the group to analyse the differences / similarities between different / similar cultures.

## RESOURCE/ WORKSHEET/ HANDOUT



## DE-BRIEFING QUESTIONS

- Before this activity, did you think that people from different cultures were extremely different?
- Do you recognise that cultures sometimes share values / beliefs?
- Do you feel that this activity promotes the concept of learning about other cultures?
- Why do you think it is important to learn more about other cultures?

