EDUCATION FOR DEEPER SOCIAL INTEGRATION:

FROM THEORY TO PRACTICE

The tool is aimed primarily at educators working with adults with fewer opportunities who would like to increase their capacity through innovative approaches that address their needs and those of their final target group.

This digital tool for educators is a tool derived from the work of involved educators, trainers, individuals with fewer opportunities and other stakeholders that engaged in various domestic and international activities throughout 7 European countries.

It has been designed during the project "Education for Deeper Social Integration – From Theory to Practice" in order to address the perceived needs of all key target groups, while also bringing some innovation to adult education.

It is based on advanced non-formal learning methods that address the problems faced by people with fewer opportunities in a holistic way, while promoting their social activation through the learning processes themselves.

The tool is designed in such a way that it can be easily transferred to other educational contexts or only the parts that are most relevant in a given situation can be used. Ultimately it aims to increase competences of the educational staff and consequently of the final target group.

Contents

MODULE 1: KEY DIGITAL COMPETENCES AND FUNCTIONAL LITERACY

INTRODUCTION

Description of the thematic area and it's implications on the social and labour market inclusion:

This module of the toolkit is aimed at teaching vulnerable adults functional literacy, with a strong focus on digital skills, which are becoming more and more crucial both for integration and participating in the post-COVID society and consequently also for better access to the job market.

There are several definitions of what functional literacy is. UNESCO defines functional literacy as "the capacity of a person to engage in all those activities in which literacy is required for effective function of his or her group and community and also for enabling him or her to continue to use reading, writing and calculation for his or her own and the community's development" (Functional Literacy | UNESCO UIS, 2015). In contrast with simple literacy, which means that a person is able to read and write, functional literacy refers to the ability to use these skills in daily life. Akello et al. define functional literacy as "the ability of an individual is able to improve on his or her quality of life, make informed decisions, and continue learning in all those activities for which literacy skills are required" (Akello et al., 2017).

Thus in addition to reading and writing functional literacy encompasses several areas, e.g.:

"Media Literacy is the ability to access, evaluate, and create messages through different types of media. Its purpose is to turn people from mass consumers into thoughtful citizens who aren't susceptible to propaganda or advertising.

Religious Literacy is the ability to interpret religious scriptures and communicate with different faiths. Religious literacy is important for combating fundamentalism (e.g., religious fanaticism) and prejudice (e.g., Islamophobia).

Financial Literacy is the ability to manage finances and make decisions about money. Whether you're a consumer, a business owner, or a voter, understanding financial budgets, interest rates, and savings is an essential life skill.

Computer Literacy is the ability to use computers. This skill set can range from basic competency (i.e., using applications like email and Microsoft Office) to advanced knowledge (e.g., programming and computer science).

Legal Literacy is the ability to comprehend laws so you are able to follow policies and legal procedures.

Scientific Literacy does not necessarily mean memorizing facts; rather, it's knowing how to conduct experiments and identify evidence that supports or contradicts preconceived beliefs or hypotheses.

Health Literacy is the ability to understand healthcare information, particularly for making medical decisions or lifestyle choices about nutrition, exercise, sleep, and other factors that affect physical and mental well-being.

Civic Literacy (a.k.a. Civics) is awareness of how government works as well as your rights and responsibilities as a citizen and voter."(Cocchiarella, 2021)

Functional literacy refers to the skills of searching, using, adapting, creating and reflectively understanding multimodal information for communication and action in daily life (Rosenblatt 1995, 2005), which brings the definition ever closer to definitions of digital literacy. The latter term has often been attributed to Paul Gilster, who defined digital literacy as an extension to traditional literacy as "the ability to understand and use information in multiple formats from a wide range of sources when it is presented via computers" (Gilster, 1998). Within the EU context, digital literacy is covered under the term digital competence and is included among the eight key competences for lifelong learning. We must underline that functional literacy is strongly determined by the cultural, economical, historical and political contexts, in which it is observed (Bélisle, 2006). With this in mind, digital skills and digital literacy form a key part of functional literacy in the 21st century, especially after COVID, when the digitalisation processes were accelerated throughout the EU. Being able to fully take advantage of various digital tools and also to avoid being taken advantage of if crucial and is often underdeveloped among vulnerable adults, especially among those attaining lower levels of formal education.

This module addresses a very wide topic and also has to adequately deal with the potential of being used in a wide variety of contexts and various groups of end beneficiaries. These two key barriers formed our decision in the selection of core module activities. The first activity will address the importance learning languages using digital means, the second will explore the use of communication tools, the third will be aimed at critical thinking in relation to digital media and the final activity will address using digital tools in the process of finding employment. Based on existing experience of the partners, the module presupposes that the end beneficiaries have the most basic skills (i.e. basic use of smartphones, awareness of the most widespread digital devices etc.).

References (APA Format).

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TRAINING CURRICULUM

METHODOLOGIES
The methodological approach in the module will be built around educational approaches, that are centred on the learners and not educators. Strong emphasis will be put on group work and individual problem solving. We will also use lectures, peer to peer learning, practical exercises, research and presentations. Another key theme that needs to be addressed is working with groups of learners with different existing skills and competences. This is a situation that often occurs in programmes aimed at vulnerable adults. In cases, where there is a large span of preexisting skills and competences, it is recommended that the trainer forms groups of participants with complementary skillsets and also engages more experienced learners to actively support those with more limited skills.

ACTIVITY 1 *Digital tolos and languages*
Language learning through existing digital tools is a good entry point to more advanced e-learning tools. As a lot of available tools are aimed at children it provides a fun and engaging way to learn languages and is often made more fun by using elements of gamification. Language skills are necessary both for integration into the mainstream society and also for fuller participation in the digital world. This activity is loosely structured to enable educators to adapt it to their specific context of implementation. With this in mind, several applications and tools are presented. Not all of these need to be used. The tools presented can be divided into two main categories. The first addresses actual educational programmes, which are aimed at supporting learners in ginning basic knowledge in chosen foreign languages. Of course, more resources are available for languages with many speakers (e.g. English) than those with few (e.g. Slovene). Despite this, in most countries there are nationally developed digital resources, that can be integrated into the activity. The second set of tools consist of those, that enable quick and easy translations between languages, which is crucial in making more resources available to learners. This activity is primarily aimed at engaging the beneficiaries in acquiring new language skills and also showing them the tools, which can make these processes easier. Furthermore, learners become acquainted with tools, which will enable them to access resources in foreign languages they are not proficient in. This is often a stumbling block in acquiring new information and resources, and it will also be crucial in the following activities in this module. A core objective of the activity is to foster the willingness to learn among participants and to show them, that learning and digital tools can be combined to form a fun daily activity. The applications and tools in this activity were selected as a fun way to support other ongoing language learning processes and daily interactions. The suggested international language applications for this activity are: Duolingo and Memrise. The suggested translation tools are: DeepL and Google Translate.
1. The trainer provides a basic overview of the session. This introductory phase should also include talking with the participants about the importance of language learning, a short overview of their existing language competences and technical skills, the languages they want to learn and main points in daily life, where they encounter difficulties as a consequence of underdeveloped language skills. 2. Based on the introductory stage the trainer in consultation with the participants decides on the apps that will be addressed. In case the trainer decides on applications that (in addition to the free version) use subscriptions or in app purchases, time should also be allocated to explaining to the participants what the free version offers and warn them not to subscribe by accident. 3. Presentation of the chosen language learning application – functions, progress, languages included, areas and topics addressed etc. The trainer helps each participant access the app and helps them with any difficulties. If the participants have sufficient existing technical skills to use the apps, the trainer just provides them with support during installation, if they lack the skills to install and use the apps, the trainer should also provide a short step-by-step explanation and help them in the process. The participants can also be divided into small

groups of more and less competent individuals, with the trainer facilitating participants helping each-other.

4. The trainer gives the participants 15-20 minutes to get acquainted with the app and go through some basic exercises.

5. Short evaluation of the process – what the applications offer, are they fun, which areas of language learning they address etc.

6. The trainer opens a discussion on what to do with texts that are in a foreign language and how participants tackle such cases. The trainer facilitates a short discussion and directs it towards free machine translation services and what they offer. We suggest using the application DeepL, as it provides better translations (on the other hand it is available in fewer languages than Google Translate, so decide based on the languages the participants can use).

7. Short presentation of the translation tools. The trainer divides the participants into small groups and gives/sends each a short text in a language they are learning. At this point, in case they are using a smartphone app, the trainer can also guide them through the process of using the phone to scan the text and import it into the translation tool. Both Google and DeepL apps provide this feature. They should use a translation tool to translate the text into a language they know and provide a short summary.

8. Evaluation.

Smartphones or computers (either can be used for the majority of applications), use of both, if possible , is recommended. Internet access.

The duration of the activity depends on the number of applications the trainer wishes to present – 960-0 minutes per application.

1 trainer, 5-12 participants.

EVALUATION OF THE ACTIVITY 1

Proposed questions:
Do you think the presented tools can help you in acquiring new language skills?
Do you find learning languages this way fun?
What was the most useful thing you learned?
Do you judge your competences related to using computers/smartphones also developed?
Could you explain how things learned in this activity can help you in your daily life?
Did you enjoy the activity? What would you suggest we change in future activities?

Bibliography or additional resources

https://www.duolingo.com/
https://www.memrise.com/
https://www.deepl.com/translator
https://translate.google.com/

ACTIVITY 2
Using communication applications - WhatsApp

WhatsApp is a simple and crucial application enabling communication and data sharing using the internet as opposed to SMS or calls, which use cellular networks. The messages and calls are secured with end-to-end encryption, meaning that no third party including WhatsApp can read or listen to them. WhatsApp is great for video calling with your family, although you can only have 4 people in a call at any one time. The application works both on Wi-Fi, 3G, 4G and 5G. It is available both as a desktop and mobile app, in this activity we will focus on the latter. We will focus on the Android app, as iOS is far less popular among participants. This activity is aimed at expanding the ICT skills of participants and also alerting them to privacy matters related to popular applications. The activity is designed to be accessible to participants with limited digital skills. Besides offering a guide to using WhatsApp the activity also addresses wider basic smartphone functionalities - installing apps, granting access to third party applications, security and safety considerations etc.

Provide detailed instructions to carry out the activity:"

1. Introduction to mobile apps. Short presentation of WhatsApp and other similar alternatives: Viber, Signal, Telegram. Short overview of potential dangers, especially in relation to data plan limitations – cca 300 MB per hour of video call – and when roaming outside the EU (do not use except through Wi-Fi). Ask the participants if they have previous experience with similar apps.

2. Installing WhatsApp on Android. Ask the participants if they know how to install apps and if they are acquainted with the Google Play Store. If anyone isn't, provide a short introduction and guide them from searching in the store to downloading and opening the app.

3. Setup of the application: explain to the participants what granting access to your contacts and other data (e.g. photo library, location) means and instruct them to allow access to contacts. Each participant then enters his phone number (the number of the phone they are using) and verifies it by entering the text message with a code that WhatsApp will send. When this is done, each participant enters his name.

4. Those contacts that already have WhatsApp will automatically appear, those that do not must be invited. Explain to the participants to invite only those contacts they communicate with often. Guide them through the adding process: tap contacts tab > tap invite friends tab.

5. Sending and receiving messages: guide the participants through sending their first message, if they are willing to exchange contacts with group members it can be done within the group, if not, they can send a message to one of their existing contacts. Tap the chat icon, select the contact you wish to message, write message, tap send. Explain the ticks by the messages: one grey tick – sent, two grey ticks – message has been successfully delivered, two blue ticks – message has been read.

6. Setting up groups: if the participants wish to participate in chats with multiple members (e.g. family), they can set up groups. Explain to the participants what groups are (multiple people receive the same message at the same time). Guide them through the process of setting up a group chat: tap on chat > tap on new group > add contacts > name the group > start chatting.

7. Sending photos. There are two ways of sending a photo. The participants can send a photo from the library or take a photo with WhatsApp. In the first case participants send a photo they have already taken; in the second case they take a photo at the moment of typing. To send a photo from the library one must tap the paperclip icon > select Photo & Video Library/Gallery > select the desired photo. To take a photo and send it they must tap the camera icon > take a picture.

8. Making voice calls: tap on calls tab > tap on new call > select a contact > Alternatively, you can enter a chat and tap on the call icon at the top. The same can be done in a group.

9. Making video calls: If you want others to see how you are, or to say hello to your children or grandchildren, you can start a video call the same as an audio call but tapping on the 'video calling' icon. This is especially useful for group video calls with the family. Open WhatsApp > Select the Group you want to video call > Tap phone symbol in the top right corner of the screen > Search for or select the contacts you want to add to the call > Tap the video call symbol.

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10. Sharing your location – it can sometimes be useful to let your loved-ones know where you are. To do this enter a chat > tap paperclip > select location.

11. Blocking contacts: if you do not want to receive any calls or messages from a contact, you can block them. Blocking someone will not delete them from your WhatsApp – you will need to remove them from your phone's list of contacts to do this. To block a contact go to Settings > Account > Privacy > Blocked contacts > Add contact > Tap on the contact you want to block. If you change your mind you can unblock them by tapping Settings > Account > Privacy > Blocked contacts tapping and holding the chosen name then tap on 'Unblock'.

12. Enabling low-data mode in more limited data plans: it is sometimes crucial to limit data usage, especially for video calls. To do this in WhatsApp tap on the three dots on the top right corner of the app > Settings > Storage and Data > enable an option that says "Use less data for calls."

13. Security and safety considerations: only message people you know, don't click on links or download files sent from people who aren't contacts, look out for misinformation, make sure you're using the most up-to-date version.

14. Additional questions, clarifications and evaluation.

The participants need to know the basics of smartphone usage, be aware of data limitation in their plan and also posses a smartphone.

90 minutes

1 trainer, 5-12 participants

EVALUATION OF THE ACTIVITY 2

Do you find the application useful? Would you use it in daily life?
Do you use any other instant messaging applications?
Have you gained important information that is relevant to other areas of using applications?
Did you enjoy the activity? What would you suggest we change in future activities?

Bibliography or additional resources

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ACTIVITY 3
Spotting fake news

To combat the negative social impact of fake news it is crucial to include all generations in media and digital literacy education. The importance of this has been recently underlined with the fake news surrounding the COVID-19 pandemic. Research has shown that seniors aged 65 and above share up-to seven times as many articles from fake news domains as persons aged 29 and below (https://advances.sciencemag.org/content/5/1/eaau4586). There are several factors behind this. Firstly, seniors and adults with lower formal education are less used to digital information than digital natives and are more susceptible to the kinds of online content that is often used in fake news. They are also less aware of the processes and algorithms running behind social media, which are biased towards maximizing user engagement through curating news feeds with content sparking emotional responses. Secondly, they have grown up in an age, in which written information sources were generally reliable. This adds an additional complication, as fake news exploits the format of articles to spread misinformation. This exercise is designed as an entry level activity, to prepare vulnerable adults to better understand information online, to evaluate its reliability and to avoid believing and spreading fake news. Through the activity several key competences will be addressed and the participants will have to use various online tools. Depending on their existing knowledge, skills and competences the educator should offer them support and guide them through the process. When forming participants into groups, keep in mind that the groups should be balanced on the basis of the existing competences of group members. The target group for this activity are adults, with existing ICT skills, know how to use computers and smartphones, be able to use and understand search engines, use of social media is not required but is helpful. In case some

of the participants are less skilled, the trainer should support peer-to-peer learning processes and also reserve more time for the activity to ensure proper understanding among all participants.

1. Introduction – this section will open the workshop and will precede any in-depth explanation or theoretical introduction.

Firstly, ask the participants to write words or phrases they think of when hearing the word "news" on sticky notes. Put the notes on a visible area in the room. This can be done individually or in groups, if needed the educator can provide a few examples. The notes will be revisited at the end of the work-shop.

Secondly, the educator will provide the participants with websites that are fake and were created with educational purposes to provide an insight into spreading fake information (1. https://www.allaboutexplorers.com/explorers/, 2. http://www.deadlysins.com/guinea-worm, 3. http://www.dhmo.org/). Give the participants 5-10 minutes to browse the websites. Prompt them to share the information they learned and provide their opinions on the websites. If the participants have not yet figured it out, the educator will explain that the web-sites are fictional (1. a mix of true and absurd information about explorers; 2. presenting the Guinea Worm, a dangerous parasite, as an endangered species; 3. mimics conspiracist literature when describing the technically true effects of dihydrogen monoxide – H2O). 5-10 minutes discussion and presenting the learning objectives of the workshop to participants. Explain that news is mostly linked with facts and reliability, but that it can also be biased, false and misleading.

2. Theoretical introduction to fake news in the age of the internet. Present the positive aspects of new media (e.g. access to information, staying in contact with friends, active citizenship etc.) and also the harmful potential if new media are exploited to spread misinformation (use real life examples, especially those that are relevant, when the workshop is held: e.g. COVID-19 misinformation, lynchings in India due to false information about child abductions and eating cow meat, Brexit, US elections etc.). Present the participants with the definition of fake news and various types of false information online (sources: e.g. https://www.webwise.ie/teachers/what-is-fake-news/, https://en.wikipedia.org/wiki/Fake_news etc.).

3. Based on the information above prepare samples of different types of fake news for the participants to identify and to list the motives behind them (5-10 samples). Find fake news linked to current events in your national language or English, if the participants have the required language skills. Divide the participants into small groups and give them the infograpc (https://eavi.eu/infographic-beyond-fake-news-10-types-of-misleading-news-17-languages/   ) also available in some national languages, or translate the key parts) to make it easier. When all of the groups have finished, each will identify the type and motivation of 1-2 fake-news examples. Short discussion and clearing any inaccuracies.

4. Detecting fake news. Depending on the existing skills and knowledge of the participants this part can be done in two ways. In cases when the participants are less savvy in conducting research and gathering information online, the educator presents the basic approaches to verifying the validity of online information. If the participants have the adequate skills, the educator divides them into small groups to research the following approaches: Backtracking (finding the original source, especially when citing research articles), CRAAP Test (optional, more comprehensive method), checking for potential bias, look for multiple sources, Reverse Image Search, Check the URL, the format of the website and its about page, use Fact-Checking Websites. Then the groups present the different approaches and shortly illustrate how to apply them.

In the second part of this section the educator divides the participants into 4 groups and gives each group a news article (2 fake and 2 real). Each group also receives a validity checklist, to make the process more structured (Ten Questions for Fake News Detection from The News Literacy Project's Checkology Virtual Classroom: https://guides.lib.jjay.cuny.edu/ld.php?content_id=28546482). Discuss the results and the process.

5. Evaluation and discussion based on the words written on the sticky notes at the beginning.
computers, smartphones, sticky notes, pens; intermediate English language skills or competent use of translation tools needed.
180 minutes
Isto kot zgoraj
1 trainer and 8-12 participants.

EVALUATION OF THE ACTIVITY 3

Guided discussion about what the participants learned and self-evaluation of progress in media-literacy.

Why does fake news spread online?
Do you think you can spot fake news better?
What types of fake news do you encounter most often?
What can be done to avoid the spreading of fake news?
Did you enjoy the activity? What would you suggest we change in future activities?

Bibliography or additional resources

Factchecking:
https://eufactcheck.eu/
https://www.factcheck.org
https://www.snopes.com

General:
https://www.npr.org/2021/06/12/1002908327/5-ways-for-seniors-to-protect-themselves-from-online-misinformation?t=1629044783076
https://seniorplanet.org/news/2020/03/25/spotting-fake-news/
https://medium.com/qatar-foundation/fake-news-and-my-father-media-literacy-tools-for-senior-citizens-8388c5e33b40
https://www.climatechangecommunication.org/wp-content/uploads/2020/10/DebunkingHandbook2020.pdf

Gamification – games exploring fake news and news virality (English):
https://www.getbadnews.com/#play
http://factitious-pandemic.augamestudio.com/#/
https://www.fakeittomakeitgame.com/

ACTIVITY 4
Online job hunt

This activity combines several competences and is designed as a longer, multi session activity, which is best conducted in several stages. These should be formed by the educator based on the particular group of beneficiaries and their existing skills and competences. In this activity the participants will prepare their CV-s, use the internet to search for employment opportunities, prepare a sample motivational letter and role-play employment interviews.

The activity is demanding, especially for beneficiaries facing multiple barriers to employment and having a lower level of attained formal education. We suggest that methodologically the educator should focus on group work with small groups of participants having complementary skills to facilitate peer-to-peer learning. If this is not possible, the educator should offer sufficient mentorship and support to less skilled participants in all implementation phases.

While complex, this activity encompasses several key areas - using digital tools, using search engines, navigating social media, preparing short texts, speaking and presenting oneself, thinking about goals and existing competences etc. The activity will address the key functional skills needed, to fid a job using primarily digital means. This serves as a supplement to the

1.1 The educator presents a basic outline of the activity and key areas covered. In this presentation he should engage participants to provide feedback on areas they are already acquainted with or their interests and existing skills. On this basis the educator can adapt the activity to the concrete needs and existing knowledge of the actual group of participants and it also serve as a basis for creating groups for group work sessions.

1.2 The educator leads a discussion on the existing skills and competences of the participants and their past work experience. He leads the discussion towards what sectors the participants would like to work in, how this is related to their previous experience and to the current state of the labour market.

1.3 The participants are given sheets of paper and sticky notes. Each divides the paper into 4 sectors – skills and competences, previous experiences, jobs I would like, where I see myself in 5 years. They write words or phrases related to each sector on the notes and stick them on the sheet. Tshi serves as a future roadmap of where the participants are and where they would like to see themselves. This process also encourages them to think about the skills and competences they posses and how these could be relevant for future employment. The educator guides them through this process and offers them support in case they have any difficulties.

2.1 In this session the participants will learn how to present themselves. For this we suggest using the Europass CV tool (https://europa.eu/europass), which is easy to use and available in many languages. The work done in the previous session will be the basis for creating the CV. The trainer explains why a good CV is important and what it should reflect.

2.2 The educator presents the online tool and the key processes of registering and creating a cv: registration (the participants will need e-mails; if they don't have them the trainer should also guide them through the process of creating an account; we suggest gmail or protonmail), creating a profile (personal information, work experience, education and training, personal skills) and creating a CV based on the user's profile.

2.3 Each participant creates their own profile and CV using the sheet and sticky notes created in the previous session. The educator supports them in this process. If certain participants are more skilled and finish early, the trainer directs them to help other beneficiaries.

2.4 The group reviews the created CVs and provides feedback or possible improvements on individual CVs.

3.1 The educator presents various online means of finding a job – employment portals, social media, employer webpages – and shortly presents ways of searching for a job. The educator should also provide a short overview of how one's online footprint, especially on social media, can effect employment opportunities and what participants should pay attention to when posting online.

3.2 The educator divides the participants into small groups with similar employment interests and complimentary competences. Each group's task is to use the computers and phones to find 3-5 job listings that interest them.

3.3 Once they find the job listings, they prepare a short overview of employer requirements and job tasks and how these relate to their existing skills, competences and work experience. Each group does a short presentation.

3.4 The educator leads the participants through a reflection on how their CVs relate to the jobs they were interested in. What changes could be made and which areas highlighted to be more suited to the concrete job offers.

3.5 Each participant chooses one of the found jobs and adapts his CV accordingly. The educator leads them through the process of using the Europass tool to make changes to an existing CV.

3.6 The whole group discusses what changes were made and how the CVs are more suited to the desired jobs.

4.1 In this session the participants are lead through a process of writing a cover letter. Many jobs require a short cover letter, which is supposed to show why the individual is interested in the job and why he should be employed. The educator presents the importance of preparing a good cover letter.

4.2 The educator prepares a template cover letter. Each participant writes a cover letter with the support of the trainer. This letter should on the one hand be directly addressing the requirements of the concrete job, but on the other hand also fully represent the job seeker. The letters should be made in a way that they can be easily adaptable to other employment opportunities.

4.3 The group reviews the cover letters and provides feedback.

5.1 In the final session the participants will participate in a role-play game in which one will be the interviewer and the other the interviewee.

5.2 The trainer presents the session and stresses the importance of the face-to-face meeting with a potential employer. Stress should be put on punctuality, appropriate clothing, knowledge about the employer, way of speaking and body language, meaningful questions for the employer (e.g What qualities do your most successful employees have?, What does a typical day look like for a person in this position?, I've really enjoyed learning more about this opportunity. What are the next steps in the hiring process? etc.), preparing for most common questions and describing previous work experience.

5.3 The trainer has prepared some questions beforehand based on the jobs addressed in the previous sessions. The first interview is conducted between the trainer and a volunteer, to give the other participants a basic impression. After this, participants are divided into random pairs and given 30 minutes to prepare.

5.4 Each pair is given 5-10 minutes to conduct the interview, then they switch roles. After each pair finishes a short evaluation session follows.

Computers or smartphones if computers are not available; internet connection, sheets of paper, sticky notes writing materials.

4 90 minute sessions, last session is 150 minutes.

1 trainer, 5-10 participants

EVALUATION OF THE ACTIVITY 4
Are you better aware of the skills and competences you have?   Do you think you could find a job online?   Do you know what job you would like to find?   Do you think you could adapt and update your CV based on new experience?   Were you comfortable during the interview?   Did you enjoy the activity? What would you suggest we change in future activities?
Bibliography or additional resources
https://europa.eu/europass

MODULE 2: ENTREPRENEURSHIP AND SOCIAL ENTREPRENEURSHIP

INTRODUCTION

<table>
<tr><td>Description of the thematic area and it's implications on the social and labour market inclusion:</td></tr>
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By addressing social issues, creating employment opportunities, and promoting economic growth, entrepreneurship and social entrepreneurship play a significant role in fostering social and labor market inclusion (Matarasso, 1997). In this essay, relevant best practices and the significance of entrepreneurship and social entrepreneurship in promoting social and labor market inclusion will be examined.

According to Audretsch & Keilbach (2004), economic expansion, innovation, and the creation of new jobs all depend on entrepreneurial activity. Entrepreneurs contribute to employment opportunities by starting new businesses, which can make the labor market more diverse. According to Acs & Szerb (2007), marginalized groups like people with disabilities, ethnic minorities, and the long-term unemployed frequently face obstacles in gaining access to traditional employment opportunities. Entrepreneurship's role in promoting inclusion in the labor market is especially important for these groups.

According to Mair & Martí (2006), social entrepreneurship is a subfield of entrepreneurship that focuses specifically on addressing social issues and creating social value. Social entrepreneurs start businesses with the goal of addressing pressing social issues and promoting social inclusion. Frequently, they do this by focusing on underrepresented groups and developing novel approaches to these issues. According to Borzaga & Defourny (2001), social enterprises can contribute to the promotion of social and labor market inclusion by providing goods and services that address the needs of underserved communities and creating jobs for disadvantaged individuals.

Initiatives that target marginalized populations, provide training and support for aspiring entrepreneurs, and promote inclusive hiring practices are examples of good practices in entrepreneurship and social entrepreneurship for fostering social and labor market inclusion. For instance, the Grameen Bank in Bangladesh, which was started by Nobel laureate Muhammad Yunus, gives microloans to poor people, especially women, so they can start their own businesses. This gives them power and helps them become part of the economy (Yunus, 2006).

Establishing business accelerators and incubators that specifically support social entrepreneurs and underrepresented groups is another good practice. According to Battilana, Lee, Walker, & Dorsey (2012), these programs frequently offer training, mentorship, and financial assistance to assist aspiring entrepreneurs in developing their concepts and expanding their businesses.

By addressing social issues, generating employment opportunities, and encouraging economic expansion, entrepreneurship and social entrepreneurship play a crucial role in promoting social and labor market inclusion. Entrepreneurs and social entrepreneurs can contribute to more inclusive and equitable societies by focusing on innovative solutions and marginalized populations.

References (APA Format).

Acs, Z. J., & Szerb, L. (2007). Entrepreneurship, economic growth and public policy. Small Business Economics, 28(2-3), 109-122.

Audretsch, D. B., & Keilbach, M. (2004). Entrepreneurship capital and economic performance. Regional Studies, 38(8), 949-959.

Battilana, J., Lee, M., Walker, J., & Dorsey, C. (2012). In search of the hybrid ideal. Stanford Social Innovation Review, 10(3), 50-55.

Borzaga, C., & Defourny, J. (Eds.). (2001). The emergence of social enterprise. Routledge.

Mair, J., & Martí, I. (2006). Social entrepreneurship research: A source of explanation, prediction, and delight. Journal of World Business, 41(1), 36-44.

Matarasso, F. (1997). Use or ornament? The social impact of participation in the arts. Comedia.

Yunus, M. (2006). Nobel Lecture: Poverty is a threat to peace. The Nobel Foundation.

TRAINING CURRICULUM

Please complete the following table in order to give a brief overview of the Module. Please add more rows and columns in case it is needed.

METHODOLOGIES
The training curriculum will utilize various non-formal educational methods to achieve different learning outcomes. These methodologies include interactive games and group challenges for building trust and cohesion; peer learning, group discussions, and guided self-reflection for personal growth; role-playing and active listening exercises for effective communication and conflict resolution; brainstorming sessions, idea generation, and practical simulations for fostering creativity and problem-solving skills related to social entrepreneurship; and hands-on activities, interactive online tutorials, and group projects for enhancing digital competence and technology literacy. These non-formal approaches encourage active participation, experiential learning, and collaboration among participants, thus fostering an engaging and effective learning environment.

ACTIVITY 1
Determining challenges of society
"Determining challenges of society: The interactive workshop aims to help participants comprehend the significance of social and entrepreneurship for social and labour market inclusion. This activity's primary goals are to: a) recognize key social difficulties inside the nearby local area, (b) present the ideas of business and social business venture, (c) examine the expected effect of pioneering drives on friendly incorporation, and (d) urge members to conceptualize and foster likely answers for the recognized difficulties through a cooperative, critical thinking process.

Step 1: Introduction

Begin the workshop with a brief presentation on entrepreneurship, social entrepreneurship, and their importance for social and labor market inclusion.

Divide participants into smaller groups of 4-5 people.

Step 2: Identifying social challenges

In their groups, participants discuss and identify social challenges within their local community that they believe need to be addressed.

Each group lists down their top three social challenges.

Step 3: Understanding the impact

Facilitate a discussion on the potential impact of entrepreneurial initiatives on social inclusion, using the identified challenges as examples.

Encourage participants to think about how entrepreneurship and social entrepreneurship can contribute to solving these challenges.

Step 4: Brainstorming and problem-solving

In their groups, participants brainstorm potential entrepreneurial solutions to address the top three challenges they identified earlier. Encourage them to consider both for-profit and non-profit approaches.

Ask each group to select their most promising solution and develop a basic outline of the idea, including the target audience, goals, and resources needed.

Step 5: Sharing and feedback

Each group presents their proposed solution to the larger group.

After each presentation, facilitate a discussion where participants can ask questions and provide constructive feedback.

Specify the needed materials to carry out the activity:

- Flipcharts or whiteboards for brainstorming and presentations
- Markers or whiteboard pens
- Sticky notes or notepads for individual note-taking
- Presentation materials (optional) for the introduction

Specify the Duration of the activity in minutes: The duration of this activity can range from 120 to 360 minutes, depending on the depth of discussion and the time allocated for brainstorming and feedback.

Specify the Number of people that can be reached, and number of professionals needed

This activity can accommodate up to 20 participants, with one or two facilitators leading the workshop and guiding discussions.

EVALUATION OF THE ACTIVITY 1

Can you identify at least one social challenge in your community that could be addressed through entrepreneurship or social entrepreneurship?
How has your understanding of the importance of entrepreneurship for social and labor market inclusion changed after participating in this workshop?
Briefly describe the entrepreneurial solution your group developed, and explain how it could contribute to social and labor market inclusion.

Bibliography or additional resources

Bornstein, D. (2007). How to Change the World: Social Entrepreneurs and the Power of New Ideas. Oxford University Press.
Drayton, W. (2006). Everyone a Changemaker: Social Entrepreneurship's Ultimate Goal. Innovations, 1(1), 80-96.

ACTIVITY 2
Designing Sustainable Social Businesses

Participants in the workshop will learn the principles of developing and designing sustainable social enterprises. The main objectives of this activity are to introduce the concept of a business model and explain how crucial it is to social entrepreneurship. The emphasis will be on the process of developing a business model for a social enterprise in a manner to critically think about the balance between social impact and financial sustainability. Participants will be inspired to collaborate, share and implement ideas.

Provide detailed instructions to carry out the activity:

Step 1: Introduction

Begin with a brief presentation on the concept of a business model and its importance in social entrepreneurship. Explain the main components of a business model, such as value proposition, customer segments, revenue streams, and key resources.

Step 2: Case study analysis

Provide participants with case studies of successful social enterprises and their respective business models. Divide participants into smaller groups of 4-5 people and assign each group a case study.

In their groups, participants discuss and analyze the business models of their assigned case studies, focusing on the balance between financial sustainability and social impact.

Step 3: Developing a business model

In their groups, participants create a business model for a hypothetical social enterprise, using the Business Model Canvas or another similar framework. Encourage them to consider both financial sustainability and social impact.

Step 4: Presentations

Each group presents their proposed business model to the larger group, highlighting the key components and explaining how they balance financial sustainability with social impact.

Encourage questions and feedback from other participants after each presentation.

Step 5: Reflection and discussion

Facilitate a group discussion on the challenges and opportunities encountered during the development of the business models. Encourage participants to share insights and lessons learned from the activity.

Specify the needed materials to carry out the activity:

- Case studies of successful social enterprises
- Business Model Canvas templates or other similar frameworks
- Flipcharts or whiteboards for group work and presentations
- Markers or whiteboard pens
- Sticky notes or notepads for individual note-taking

Specify the Duration of the activity in minutes

The duration of this activity can range from 90 to 180 minutes, depending on the depth of discussion, case study analysis, and time allocated for presentations and reflection.

Specify the Number of people that can be reached, and number of professionals needed

This activity can accommodate up to 30 participants, with one or two facilitators leading the workshop and guiding discussions.

EVALUATION OF THE ACTIVITY 2

1. Can you explain the key components of a business model for a social enterprise and their importance?
2. What challenges did your group face in balancing financial sustainability with social impact when developing your business model?
3. What insights or lessons did you gain from the case study analysis and group discussions during this workshop?

These questions can be answered through a mix of open discussions, written reflections, or anonymous feedback forms, depending on the preferred evaluation method.

Bibliography or additional resources

https://neoschronos.com/download/business-model-canvas/docx/
Elkington, J., & Hartigan, P. (2008). The Power of Unreasonable People: How Social Entrepreneurs Create Markets That Change the World. Harvard Business Press.

ACTIVITY 3
Effective Communication for Entrepreneurs

Effective Communication for Entrepreneurs is an engaging workshop designed to teach participants the art of crafting compelling elevator pitches and using storytelling techniques to effectively communicate their entrepreneurial ideas. The main objectives of this activity are to introduce the concept of an elevator pitch and its importance in entrepreneurship. The paritcipants will explore the power of storytelling in capturing attention and communicating ideas. Experts will guide participants through the process of creating their own elevator pitches, and provide them with opportunities for practice and feedback to refine their communication skills.

Provide detailed instructions to carry out the activity:

Step 1: Introduction
Begin the workshop with a brief presentation on the importance of effective communication in entrepreneurship and the role of elevator pitches and storytelling in conveying ideas and engaging stakeholders.

Step 2: Exploring examples
Share examples of successful elevator pitches and impactful storytelling in the context of entrepreneurship. Discuss the key elements that make these examples effective and memorable.

Step 3: Crafting elevator pitches
Instruct participants to create an elevator pitch for a hypothetical or real entrepreneurial venture, focusing on communicating the value proposition and social impact succinctly.
Provide guidance on incorporating storytelling elements to make their pitches more engaging and relatable.

Step 4: Practice and feedback
Divide participants into pairs or small groups. Each participant takes turns delivering their elevator pitch to their peers.

Encourage peers to provide constructive feedback, focusing on the clarity, persuasiveness, and storytelling aspects of the pitch.

Step 5: Group presentations and discussion
Volunteers from the group present their refined elevator pitches to the larger group. Facilitate a group discussion on the challenges and successes experienced during the pitch creation and refinement process, and share insights on effective communication for entrepreneurs.

- Presentation materials for the introduction
- Examples of successful elevator pitches and storytelling in entrepreneurship
- Flipcharts or whiteboards for note-taking and brainstorming
- Markers or whiteboard pens
- Notepads and pens for individual use

The duration of this activity can range from 60 to 180 minutes, depending on the depth of discussion, case study analysis, and time allocated for presentations and reflection.

This activity can accommodate up to 30 participants, with one or two facilitators leading the workshop and guiding discussions.

EVALUATION OF THE ACTIVITY 3

What are the key elements of an effective elevator pitch, and how do storytelling techniques enhance its impact?
How confident do you feel in delivering your elevator pitch after participating in this workshop?
What feedback did you receive during the practice session, and how did it help you improve your elevator pitch and storytelling skills?

Bibliography or additional resources

Kawasaki, G. (2015). The Art of the Start 2.0: The Time-Tested, Battle-Hardened Guide for Anyone Starting Anything. Penguin.
TED Talks: The Official TED Guide to Public Speaking (2016). Chris Anderson. Houghton Mifflin Harcourt.

ACTIVITY 4
Fundraising for Social Entrepreneurs

"Fundraising for Social Entrepreneurs" is an interactive workshop that aims to introduce participants to various funding options and strategies for social entrepreneurs. The main objectives of this activity are to raise awareness of the diverse financing options available to social entrepreneurs and to guide participants through the process of evaluating the suitability of different funding options for their ventures. Participants will be encouraged to think creatively and design customized financing strategies. The idea of collaboration and idea-sharing among participants will be fosterred.

Step 1: Introduction
Begin with a brief presentation on the importance of financing for social entrepreneurship and an overview of various funding options, such as grants, impact investing, crowdfunding, and traditional loans.

Step 2: Case study analysis
Provide participants with case studies of social enterprises that have successfully employed different financing strategies. Divide participants into smaller groups and assign each group a case study. In their groups, participants discuss and analyze the financing strategies used in their assigned case studies.

Step 3: Exploring funding options
In their groups, participants explore and discuss different funding options and their suitability for various types of social enterprises. Encourage them to consider factors such as scalability, financial sustainability, and social impact.

Step 4: Developing a financing strategy
In their groups, participants create a financing strategy for a hypothetical or real social enterprise, using a mix of funding options. Encourage creativity and adaptability in designing the financing strategy while keeping the venture's social mission and financial needs in mind.

Step 5: Presentations and discussion
Each group presents their proposed financing strategy to the larger group, explaining the rationale behind their choices and how the selected funding options support the venture's goals. Facilitate a group discussion on the challenges and opportunities encountered during the strategy development process, and encourage participants to share insights and lessons learned from the activity.

- Presentation materials for the introduction
- Case studies of social enterprises with various financing strategies
- Flipcharts or whiteboards for group work and presentations
- Markers or whiteboard pens
- Sticky notes or notepads for individual note-taking

The duration of this activity can range from 60 to 180 minutes, depending on the depth of discussion, case study analysis, and time allocated for presentations and reflection.

Up to 30 participants and 1-2 facilitators

EVALUATION OF THE ACTIVITY 4

Can you describe different funding options available for social entrepreneurs and their advantages and disadvantages?
How did your group's financing strategy address the specific needs and goals of your chosen social enterprise?
What insights or lessons did you gain from the case study analysis and group discussions during this workshop?

Bibliography or additional resources

Achleitner, Ann-Kristin and Heinecke, Andreas and Noble, Abigail and Schöning, Mirjam and Spiess-Knafl, Wolfgang, Social Investment Manual: An Introduction for Social Entrepreneurs (May 18, 2011).

ACTIVITY 5

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Diversity and Inclusion Strategies in Entrepreneurship
"Diversity and Inclusion Strategies in Entrepreneurship" is an inclusive workshop designed to educate participants on the importance of diversity and inclusion in entrepreneurship and help them develop strategies for creating inclusive, colourblind workplaces. The main objectives of this activity are to raise awareness of the benefits of diversity and inclusion in entrepreneurship and to discuss common challenges and barriers to inclusion in entrepreneurial ventures. Participants will be guided through the process of developing actionable strategies to foster inclusion in their organizations. Participants will be encouraged into reflection and idea-sharing.
Step 1: Introduction Begin with a brief presentation on the importance of diversity and inclusion in entrepreneurship, highlighting the benefits such as increased creativity, improved decision-making, and enhanced market reach. Step 2: Exploring challenges and barriers Facilitate a group discussion on common challenges and barriers to diversity and inclusion in entrepreneurial ventures, encouraging participants to share their experiences and insights. Step 3: Strategies for inclusion Provide participants with examples of successful strategies and best practices for fostering diversity and inclusion in entrepreneurial settings. Divide participants into smaller groups and assign each group a specific aspect of diversity and inclusion (e.g., gender, race, disability, age, etc.). In their groups, participants brainstorm and discuss strategies to address their assigned aspect within an entrepreneurial context. Step 4: Developing an action plan In their groups, participants create an action plan for implementing their proposed diversity and inclusion strategies in a hypothetical or real entrepreneurial venture. Encourage participants to consider practical steps, potential challenges, and methods for measuring progress and success. Step 5: Presentations and discussion Each group presents their action plan to the larger group, explaining the rationale behind their strategies and how they expect them to contribute to a more inclusive workplace. Facilitate a group discussion on the insights and lessons learned during the activity, and encourage participants to share additional ideas and resources for promoting diversity and inclusion in entrepreneurship.
- Flipcharts or whiteboards for group work and presentations   - Markers or whiteboard pens   - Sticky notes or notepads for individual note-taking
The duration of this activity can range from 60 to 180 minutes, depending on the depth of discussion, case study analysis, and time allocated for presentations and reflection.
This activity can accommodate up to 30 participants, with one or two facilitators leading the workshop and guiding discussions.
EVALUATION OF THE ACTIVITY 5
What are the benefits of diversity and inclusion in entrepreneurship, and how can they contribute to social and labor market inclusion? What strategies did your group develop to address your assigned aspect of diversity and inclusion, and how do you expect them to contribute to a more inclusive workplace? What insights or lessons did you gain from the group discussions and presentations during this workshop?
Bibliography or additional resources
Simons, S. M., & Rowland, K. N. (2011). Diversity and its Impact on Organizational Performance: The Influence of Diversity Constructions on Expectations and Outcomes. Journal of Technology Management &Amp; Innovation, 6(3), 171–183.

MODULE 3: INDIVIDUAL APPROACHES AND CAREER GUIDANCE

INTRODUCTION

Description of the thematic area and it's implications on the social and labour market inclusion:
Individual approach and career guidance is a process that enables individuals to understand their skills, interests, and values, and relate them to the labor market and various educational and training opportunities. This approach helps individuals make informed decisions about their careers and educational paths. Career guidance services may include career counseling, skills assessment, job search assistance, and vocational training. By providing tailored support, this approach empowers individuals to take ownership of their professional development and navigate the job market successfully. An individual approach to career guidance can lead to increased social and labor market inclusion by addressing specific barriers and challenges faced by different individuals. This personalized support helps individuals to develop relevant skills, increase their employability, and access suitable job opportunities. As a result, it reduces unemployment rates, fosters social cohesion, and improves economic growth. Moreover, career guidance can help identify and address systemic issues that perpetuate social exclusion and inequality, such as discrimination and limited access to quality education and training opportunities. Individual career guidance plays a crucial role in promoting social and labor market inclusion by empowering individuals to make informed decisions about their career paths and facilitating their integration into the workforce. By providing tailored advice and support, career guidance can help individuals identify their strengths, interests, and values, aligning them with suitable employment opportunities and fostering a sense of self-efficacy and motivation (Watts & Sultana, 2004). Career guidance can contribute to social inclusion by fostering a sense of belonging and promoting equal opportunities. For instance, career guidance can help individuals from underrepresented groups access training and employment opportunities, thereby reducing disparities and promoting diversity in the workforce. One relevant good practice is the integration of career guidance services within educational institutions, local community organizations, and public employment services. This approach ensures that individuals have access to comprehensive support throughout their educational and professional journeys, which can enhance their ability to make informed decisions and successfully transition into the workforce (Cedefop, 2014).
References
Cedefop. (2014). Navigating difficult waters: Learning for career and labour market transitions. Research Paper No. 42. Luxembourg: Publications Office of the European Union. Watts, A. G., & Sultana, R. G. (2004). Career Guidance Policies in 37 Countries: Contrasts and Common Themes. International Journal for Educational and Vocational Guidance, 4(2-3), 105-122.

TRAINING CURRICULUM

METHODOLOGIES

Developing planning steps, strategies, tools, and discussion topics may give counselors and IEP team members some ideas to consider when determining the transition service needs of the student.

Actual steps and topics will likely vary, depending upon the school district, the student, his or her disability, and geographic location. Some issues the IEP team may consider for an IEP transition planning meeting may include the following:

- Order and placement of planning steps
- Participation of counselors in meetings
- Length and timing of meetings
- Meeting agenda items
- Aspects of transition

ACTIVITY 1
Counseling Techniques

These topics may vary according to the needs of the student and the requirements of the school district. The following are important issues and options that the IEP team, in collaboration with the school counselor, may wish to consider when determining a student's transition services needs:

- Plans discussed during student-counselor transition planning conferences
- Issues/obstacles/barriers/supports to consider
- Life goals/long- and short-range planning
- Career goals/objectives/plans/aspirations
- Employment and internship opportunities
- Directories of postsecondary institutions/colleges/ universities
- Whether Vocational Rehabilitation Services may be needed
- Transportation options (e.g., will the student learn to drive, does the student drive already, and is public transportation accessible and affordable?)
- Housing/shelter options
- Medical/aging/screening/health care issues
- Accessibility issues (not only physical accessibility, but also instructional and attitudinal)
- Family structure/issues/influences/support
- Community services and supports
- Independent and assisted living options
- Financial aid needs and resources
- Academic progress/grades/requirements
- Monitoring progress/student-counselor conferences/checklists
- Graduation/promotion requirements
- Exit high school/student-counselor conferences

Step 1.: Review the individual transition needs of each student.
Transition is a term used to describe the preparation of students with disabilities for life beyond a C-12 general education and special curriculum or a C-12 school system. Effective transition planning is critical to the success of students with disabilities after high school and is a principal theme of this Toolkit.

Step 2.: Carefully and periodically review the Individual Education Programs (IEPs) of students with disabilities.
Ensuring that IEPs include transition goals based on students' needs, taking into account students' strengths, preferences, and interests, and tracking students' progress toward these goals will enable you to plan and construct supportive bridges to postsecondary education and employment.

Step 3.: Identify ways to facilitate a smooth transition from high school to postsecondary education and employment.
Forethought about the following broad areas can help you anticipate and avoid potential obstacles to student transitions:

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Career/Vocational: career or occupational goals, ability assessments, job shadowing, work-based experiences, work-site accommodations, income requirements.
Educational: educational goals, access/accommodation needs, financial aid options.
Independent Living: student interests, lifestyle choices, community services support, guardianship or conservatorship support, family support, medical and health care needs, transportation needs, independent living skills, housing needs and options, personal money management.
Leisure: volunteer service, recreational activities, hobbies.

Step 4.: Focus assistance on individuals rather than programs.
Identify students' needs, interests, talents, and goals before identifying specific postsecondary education andemployment programs

Step 5.: Advocate for students with disabilities during the transition process.
Be encouraging, facilitative, and supportive as you assist students in transitioning from high school to postsecondary education, employment, and independent living.

Step 6.: Provide guidance directly to general educators and special subject teachers.
Participate in professional and staff development activities that promote positive attitudes toward teaching and learning, and encourage respect and understanding of ALL students, with or without disabilities. Facilitate and lead discussions, chair committees, and conduct in-service training on issues and topics surrounding transition to inform and advocate for students with disabilities.

Step 7.: Encourage students with disabilities throughout the counseling process to develop the following skill sets:
- communication skills
- technology skills
- organization skills
- career/employment awarenes
- interpersonal skills
- problem solving/ decision making/ goal setting
- conflict resolution
- self-advocacy

While all students should be encouraged to develop these skills, their mastery is paramount for students with disabilities to achieve successful transitions into postsecondary schooling and employment.

Develop a general disabilities resource file containing the names of common disabilities, brief descriptions or definitions, common characteristics, contact information of associations and organizations related to specific disabilities, accompanying Websites and email addresses, and names of printed and electronic publications (including reference guides, specialty books, academic textbooks, and videos).

7 x 60 minutes

Interdisciplinary planning team members may include: students, parents and guardians, special education teachers, counselors, vocational rehabilitation counselors or other adult service providers (e.g., case managers from developmental disabilities services), special education coordinators, general education teachers (e.g., English, mathematics, science, history), special subject teachers (e.g., art, music, physical education), career technical education teachers, administrators, transition specialists (where available).

EVALUATION OF THE ACTIVITY 1

1) Explain self-determination to the student.

   Self-determination is the ability to identify and achieve goals based on a foundation of knowing and valuing oneself. As such, self-determination is a manifestation of self-knowledge and results in an increased ability to make choices, take control, believe in oneself, and ultimately take action to reach one's goals.

2) Encourage students to be proactive.

   Encouraging student self-determination is a key component of quality transition programming. Student self-determination is important during the transition process for several reasons. First, students' transition plans will be more relevant if they reflect students' needs, interests, and preferences. In addition, research indicates that students are more likely to achieve goals when they have participated in the goal setting process (Field, n.d.). Finally, the quest for self determination is important throughout one's lifetime. When students acquire and practice skills that foster self-determination during their transition years, they develop skills that will benefit them throughout their lives.

3) Provide instruction for students in the knowledge, skills, and attitudes needed to be more self-determined.

   Characteristics that have been linked to increased self-determination include:

   - Awareness of secondary education options (e.g., vocational-technical education, academic college prerequisites, general business curriculum)
   - Knowledge of postsecondary options and environments (e.g. requirements for working, occupational characteristics, college or technical school requirements)
   - Awareness of personal preferences, interests, strengths, and limitations
   - Ability to differentiate between wants and needs
   - Ability to make choices based on preferences, interests, wants, and needs
   - Ability to consider multiple options and to anticipate consequences for decisions
   - Ability to initiate and take action when needed
   - Ability to evaluate the outcomes of previous decisions and to revise future decisions accordingly
   - Ability to set goals and solve problems
   - Ability to strive for independence while recognizing interdependence with others
   - Awareness of self-advocacy and self-evaluation skills
   - Ability to self-regulate behavior
   - Ability to work independently
   - Ability to use communication skills such as negotiation, compromise, and persuasion to reach goals
   - Ability to assume responsibility for actions and decisions
   - Awareness of qualities of self-confidence, self-esteem, creativity, and persistence

Bibliography

Greene, G., & Kochhar-Bryant, C. A. (2003). Pathways to successful transition for youth with disabilities. Upper Saddle River, NJ: Merrill Prentice-Hall.
Wehmeyer, M., Agran, M., & Hughes, C. (1997). Teaching self-determination to students with disabilities: Basic skillsn for successful transition. Baltimore, MD: Paul H. Brookes

ACTIVITY 2
Preparation of documentation for job application

This activity aims to help participants understand the importance of preparing effective job application documents and tailoring them for specific job positions. The objective is to create a compelling CV and cover letter. At the same time, the learners need to understand the importance of first impression of the reader and the progressively shorter attention span used for the screening of such documentation. The participants should understand the process of screening and prepare sufficient documentation. Participants should understand the feedback on a CV to meet certain job requirements. Moreover, the CV should be seen as a live thing, being updated on a regular basis.

1. Facilitate participants to discuss the purpose of a CV, cover letter and other accompanying documentation. The participants should understand the balance between cold and tailored job applications and the adjustments in the submitted project documentation. Provide different examples of job advertisements, discuss the possible expectations and, together with participants, make the research about the positions, companies and the industry.

2. In the second step, the participants should create their CVs and prepare the cover letter drafts. Preferably, Europass online tool will be used for all. However, the participants should understand the variety of the CVs and it's positive and negative sides when applying for the job vacancies.

3. Next, the participants receive feedback on their CVs from at least 2 professionals. Key changes should be listed and updated CV produced. The key part of this step is to take the examples of "descriptive CV" writing and, together with participants, turn them into "results oriented CV" writing. In this step, the participants will learn how to make estimations of work-oriented results.

4. In the final step, the participants should be able to demonstrate the procedure to update the documentation, including successful achieving of it. Participants should realize the importance of having the documentation "at hand" and updated.

Computers, internet access, printers, paper, pens. Examples of CVs

120 – 180 minutes

Up to 30 participants, 1-2 professional

EVALUATION OF THE ACTIVITY 2

1. What are the key components of a CV and cover letter?
2. How do you tailor your documents for a specific job?
3. How did the feedback improve your application documents?

Bibliography

https://europass.eu/
https://eures.ec.europa.eu/
https://nationalcareers.service.gov.uk/

ACTIVITY 3
Successful job interview – STAR method

Description: The "Successful Job Interview – STAR Method" activity aims to equip participants with the knowledge and skills necessary to excel in various interview situations. By understanding the interview process and effectively preparing, individuals can significantly increase their chances of landing a job. This activity focuses on the STAR (Situation, Task, Action, Result) method, which is a proven technique for answering interview questions.

Objectives:

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1. Prepare for interviews by matching their skills to the job role and conducting thorough research.
2. Understand and navigate different types of interviews and assessment methods.
3. Utilize the STAR method to effectively respond to interview questions.
4. Reflect on interview experiences to identify strengths and areas for improvement, thereby enhancing future performance.

Step 1: Begin by introducing the topic of job interviews and the importance of effective preparation. Start with an icebreaker activity, such as asking participants to share their most memorable job interview experiences. This will help create a comfortable and open atmosphere for discussion.

Step 2: Present a slideshow or handout covering the different types of interviews (e.g., phone, panel, group, behavioral), common interview questions, and general tips for success. Encourage participants to ask questions and share their insights during the presentation. Discuss the STAR method (Situation, Task, Action, Result) in detail and provide examples of how to apply it to answer behavioral interview questions.

Step 3: Provide participants with a worksheet or online tool to help them identify their skills, strengths, and areas for improvement. Encourage participants to think about how their skills align with the job roles they are interested in. Facilitate a group discussion, allowing participants to share their findings and explore potential job matches.

Step 4: Divide participants into pairs or small groups. Provide each group with a list of common interview questions, ensuring that some questions are tailored to elicit STAR responses. Instruct participants to take turns playing the roles of interviewer and interviewee, using the STAR method to answer behavioral questions. Encourage participants to provide constructive feedback to each other after each mock interview.

Step 5: Conclude the activity by asking participants to reflect on their mock interview experiences and the feedback they received. Have them identify specific areas for improvement and create a personal action plan to develop their interview skills further. Facilitate a group discussion where participants can share their reflections, learn from each other's experiences, and discuss strategies for continued improvement.

Handouts with the list of common interview questions, STAR answer examples, timer, pen, paper, comportable seating arrangement

120 minutes

Up to 30 participants, 1-2 professionals

EVALUATION OF THE ACTIVITY 3

1. Explain the meaning of STAR name.
2. Describe a time when you used the STAR method in an interview.
3. How did the mock interview and feedback help you improve your interview skills?

Bibliography

Villwock, J. A., Hamill, C. S., Sale, K. A., & Sykes, K. J. (2018). Beyond the USMLE: The STAR Algorithm for Initial Residency Applicant Screening and Interview Selection. Journal of Surgical Education, 76(1), 204-211

ACTIVITY 4
Successful working in the team

Teamwork is a critical factor in achieving organizational goals, and fostering a collaborative environment can significantly enhance productivity, innovation, and employee satisfaction.
By engaging in interactive exercises and discussions, adult learners will explore the dynamics of successful teams, identify the characteristics of effective team members, and gain insights into overcoming common challenges that can arise in group settings.

By building their awareness of teamwork principles and developing practical skills in communication, conflict resolution, and decision-making, adult learners will be better equipped to collaborate effectively with colleagues and achieve collective success in the workplace. This activity not only emphasizes the importance of teamwork but also promotes personal growth and professional development for participants, ultimately enhancing their ability to thrive in a variety of team settings.

Step 1: Begin by discussing the importance of teamwork and collaboration in the workplace, and share real-life examples of successful teams. Conduct an icebreaker activity, such as asking participants to share their most memorable team experiences or a time when effective teamwork led to positive outcomes. This will create an open and engaging atmosphere for learning.

Step 2: Deliver a presentation or provide handouts that cover essential teamwork concepts, including effective communication, conflict resolution, problem-solving, and decision-making. Encourage participants to ask questions, share their experiences, and discuss strategies for successful teamwork during the presentation.

Step 3: Divide participants into small groups and introduce various team-building exercises designed to foster communication, trust, and collaboration. Examples include the "Marshmallow Challenge," "Escape Room" puzzles, or "Human Knot." Allow sufficient time for each group to complete the exercises and debrief after each activity.

Step 4: Reflection and Group Discussion (30 minutes): After completing the team-building exercises, ask participants to reflect on their experiences and discuss what they learned about teamwork. Facilitate a group discussion, allowing participants to share their insights, challenges, and strategies for improving teamwork in the workplace.

Step 5: Action Planning and Closing (15 minutes): Conclude the activity by guiding participants to create a personal action plan for implementing effective teamwork strategies in their professional lives. Encourage them to set specific goals and identify resources that can support their continuous improvement in teamwork. End the session by summarizing key takeaways and thanking participants for their engagement.

Team-building exercise materials (marshmallows and spaghetti, puzzles, ...), paper, pens, timer.

120 – 180 minutes

Up to 30 participants, 1-2 professional

EVALUATION OF THE ACTIVITY 4

What are the key components of effective teamwork and collaboration in the workplace?
Describe a specific instance during the team-building exercises where your group demonstrated strong teamwork. What made it successful?
Reflect on your experiences during the activity. What did you learn about your own teamwork skills, and what areas do you believe need improvement?

Bibliography

Dyer, W. G., Dyer, J. H., & Dyer, W. G. (2013). Team Building: Proven Strategies for Improving Team Performance. John Wiley & Sons

ACTIVITY 5
Capacity-building

The present manual has been developed as a Training of Trainers (ToT) document to assist in the preparation of recruited career counselors in delivering desired career counseling services as well as managing the counseling facilities.

This content provided in this manual will help career counselors to assist students in accessing various services relating to career counseling. These services include:

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- Providing referrals to students about registration in workforce databases, postsecondary school study opportunities (both vocational and tertiary), selfemployment, getting loans from MFIs, and apprenticeships.
- Access to capacity-building workshops that will be organized from time to time on career related topics such as: (i) understanding the difference between soft and hard skills; (ii) finding a job; (iii) writing a CV and doing an interview; (iv) choosing a career path.

The establishment of external Career Counselors is intended to address a deficiency that occurred in many schools where there were not enough school personnel to adequately carry out the tasks of a career counselor. The current manual seeks to give a thorough orientation to recruited Career Counselors about how to effectively provide career-counseling support in collaboration with target schools.

Step 1.: One-on-One counseling

Career counselor provides one-on-one counseling to students and out-of-school youth. By taking the target's group education level, work experience, personality, interests and skills into account, counselor suggests careers that match youth's background and abilities. During the one-on-one counseling, counselor takes time to listen to youth, identify the issues and advise him/her about further study, job opportunities.

Career counselor leads discussion with youth about their dreams or how to overcome an obstacle and to go forward. Some young people are uncertain about their dreams, counselor needs to discuss with them about their favorite subjects and then give some suggestion of relevant jobs they could choose for the future. Career counselor needs to be informed of jobs, study, and apprenticeship opportunities in the area. He/she must also be able to face any emotional situations to help youth in difficult moments. Besides helping youth to seek jobs or further study, career counselors also help youth with any problems related to career such as people who have lost their jobs, are between jobs, unhappy with their career or have job stress. Counselor needs to be available to talk with youth at any time with or without appointment.

Step 2.: Referrals and follow-up

Career counselor has to develop strong relationships with universities, vocational training centers, companies.

He/She must disseminate employment, internship and apprenticeship opportunities to students and out-of-school youth via the bulletin board. It is important for career counseling to follow up after referring a youth by calling him/her, or organizing an opportunity for one-on-one counseling if needed.

Step 3.: Capacity building

Career counselor plans workshops and/or presentation on capacity building. He/she gives regular workshops and presentations about different relevant topics on youth requests. These workshops may include topics such as Doing Job Interviews, Writing Resumes, Building Self-Confidence, Personal Leadership, Completing a Job Application, or others. A schedule should be set monthly and posted on the bulletin board in the Youth Center

Career counselor helps people develop career plans, teaches youth about job search techniques and inform youth about the labor market during workshops.

Step 4.: Self-study career options

Career counselor needs to provide brochures and written materials to youth about other service providers. It is important that those written materials are updated regularly. Career counseling is able to instruct and help youth to use technologies as a careerplanning tool such as specific websites, applications and platforms to search for a job or further study.

Step 5.: Risk Classification

Career counselor asks youth to complete a case form with detailed information when youth receive individualized or group counseling. Based on this information, counselor sorts out

students and youth by categorizing them according their risk situation (e.g., low, medium or high risk). Counselor needs to look at the section "risk criteria" and he/ she should be able to identify youth at risk according to those criteria. If the youth registers 1 criterion, youth is considered as low risk, 2 criteria is medium risk and if 3 or more criteria are registered, youth is considered as high risk

Step 6.: Tracking

Career counselor needs to follow up carefully with out-of-school youth and high risk youth by calling them or visiting their schools. He/she also keeps records of youth's job applications, cover letters and resumes, visits at the Youth Center. By maintaining contact with those youth, counselor is able to adjust services given to youth according their current situation.

Poster paper, marker, pens, poster sheet summarizing the learning outcomes of the lesson, computer facilities.

120-180 minutes.

20 - 30 special education teachers

EVALUATION OF THE ACTIVITY 5

Ask young people what are the main reasons they attend the workshop.
Ask young people to fully complete the case form.
Participants have to reflect about target groups, the division of labor among staff, and the relationship with the youth.

Bibliography

Field, S., Martin, J., Miller, R., Ward, M., & Wehmeyer, M. (1999). A practical guide to teaching self-determination. Reston, VA: Council for Exceptional Children.

MODULE 4: COMMON EUROPEAN VALUES

INTRODUCTION

Description of the thematic area and it's implications on the social and labour market inclusion:

This module deals with the lack of interest on the part of young adults in social activation and social competences. At the very beginning it is worth touching upon why we focus on young adults. According to the European Union definition, adults start at the age of 18, while young adults end at the age of 30. They are usually students, people who have completed secondary education, as well as people who do not continue their education but enter the labour market straight away.

One tool that strengthens civic awareness is Youth Councils, which are growing stronger every year in Europe. However, let us focus on Youth Councils from Poland. The first such council was set up in 1990 in Częstochowa. By 2001, there were already around 30 such councils in operation, and cities seeing the level of civic awareness rising because of Youth Councils have started to set up councils with increasing activity. In 2019, before the outbreak of the pandemic, it is estimated that there were already around 500 such councils in Poland, while after the end of the pandemic there were only 242. This variation in data may be related to the lack of continuity of the council's work after the end of its term. Currently, due to the COVID-19 pandemic, many municipalities have suspended the activities of the councils after the end of the youth council's term or the council has ceased to carry out any active activities. As this has rarely been formalised by the repeal of the applicable resolution there is no clear information on how many active youth councils we are currently dealing with. There is no doubt that the amendment to the law, introduced in 2021, opens a new chapter in the relatively short history of youth councils. Despite the increase in the number of youth councils in operation, their number remains disproportionate to the possibilities (more than 2,700 municipalities) and, above all, the needs arising from the situation of the young generation of Poles. The interest of young Poles in politics is growing, as well as their sense of subjectivity with regard to local affairs. However, this is not confirmed by their adequate participation in the structures of local government authorities. The establishment of youth councils is not obligatory, it depends on the initiative of youth communities or the decision of the local government. Given that the councils serve to integrate local youth communities, support youth self-government activities, stimulate civic activity and gain practical knowledge about the functioning of democracy, the initiatives to set up councils and their activities deserve state support. The development of councils is important for the participation of the younger generation in public life.

The main functions of youth councils are primarily:

1) representing young people in relations with local governments and public institutions;
2) stimulating social involvement of young people by implementing projects to meet their needs (e.g. sports, cultural, educational);
3) disseminating knowledge about local government and promoting youth participation in public affairs.

Let us now focus on what barriers arise when organising the work of a Youth Council. At the outset, it is worth pointing out that there are currently only 124 councils in rural municipalities, which is due to the fact that there are fewer secondary schools there. In addition, in rural municipalities it is sometimes more difficult to count on the initiative of the local authorities.

For existing councils, the problem is that the commitment of councillors wanes over the course of the term. Councils, which are usually made up of several dozen members, need time to get used to local government mechanisms. There is not enough time for members to get to know each other and get to know each other in order to create a cohesive team with common goals. So we can see that although there is a tool, it is not always possible to use it 100%.

In Europe, there are not only Youth Councils, but also Senior Citizens' Councils, which, despite having members who are already experienced in life, also have their own problems. Among other things, these problems relate to competence in the use of computer equipment. They often ask their grandchildren or youth councils for help with creating a logo, a website or running a fanpage. People of this age are also not ready to work at organised events as volunteers for the entire duration of the event. So again, they try to find help from young adults.

But what about people who are not members of such councils, or even volunteers with NGOs? Often such people are not interested in the life of the city. They focus on their own private problems. This can be seen in the Youth and Civic Budgets. This year, just under 35 000 people voted in the Civic Budget for the whole of the Silesian Voivodship, where the number of inhabitants is just under 5 million. As we can see, this is an indication of how much interest there is in the region at the moment. Looking at the example of cities, we can see that in the city of Tychy, which has a population of over 130,000, only 1,606 people took part in the survey for the New Centre, with only 27% of those surveyed being aged 18-30. By contrast, looking at the European scale in voting for MEPs, only 45% of the population in Poland took part in the elections. Looking further afield, the average age of MEPs in the Europarliament is 55. Which shows how few young people are socially engaged.

So how do we get young adults involved in civic life and how do we raise their civic awareness? When talking to young entrepreneurs, community workers, but not only young people, also those more mature in age - grassroots work and grassroots activities are the most important.

References (APA Format).

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TRAINING CURRICULUM

METHODOLOGIES
Explain here the methodologies that you are going to use to achieve the different learning outcomes. Example: • Peer learning, brainstorming, real cases, practical exercises, role playing, etc. • forum discussions as a tool for conversation between local authorities, community members and the local community. It is an ideal tool for open discussion and answering questions that the community has

- world cafe - a tool which is a brainstorming session and through which we are able to draw the most important conclusions from a given topic
- working in groups, which is what motivates young adults most. By exchanging experiences, making compromises and working out common things, they will notice that it is difficult to achieve their goals without the people around them.

ACTIVITY 1
Event for the Citizen's Budget Profrecitation

The first activity we want to propose is pro-frequency events for the civic budget. These events aim to raise awareness among young adults about civic awareness and awareness of what tools they have to use in their city.These meetings will take the form of workshops combined with discussions and brainstorming. The important thing is that nowadays people often don't know their options, but after a few minutes they realise that they have already heard about it somewhere. The results of these training sessions will be ready-made project templates that can be refined and then submitted to the Civic Budget. Another outcome will be the development of know-how on the most effective way to promote events or projects in the local community. In addition, this event will be the ideal place to have a conversation at the level of the city's inhabitants together with community members, councillors or other decision-makers in the city. During this event, we will draw attention to how important a role the Civic Budget has in community life and how it should be used by residents. One outcome will also be the development of joint proposals for intergenerational work for Youth Councils and Senior Citizens' Councils, and these proposals will be passed on to them so that they can work even more effectively..

Step 1: A discussion forum between professionals together with young adults.
This event will be a conversation between professionals in the field of civic awareness - whether councillors, community workers or office staff. During this debate, the panellists will first talk about what tools they use to implement their actions and ideas. One of the questions will certainly be - what does a volunteer's job look like and what opportunities a volunteer has. Another issue to be discussed will be Youth Councils and Senior Citizens' Councils, i.e. how they work and how they activate us in local civic activities. At the very end, we will show good and bad examples of the use of the civic budget and talk about what it is and how it works. After the time for the panellists, there will be a time for questions from the audience. Here young adults will be able to ask about the things they are most interested in.

Step 2: After the discussion forum, we will move on to work on the world cafe.
Here we will present 3 topics, which will be the themes: "How to combine the work of the Youth Council with that of the Senior Citizens' Council", "Citizens' budget - what is needed in our city" and "What impact do volunteers have on city life". We will assign one moderator to each of the stands, who will be responsible for leading the table discussions and recording the most important thoughts. Additional questions will be prepared for each topic. At the end, each moderator will summarise the conclusions that were noted during the discussion.
Step 3: The third point of work will be a workshop on "How to write a good project and how to promote it in the local environment".
This workshop will focus on the SMART planning principle. And, most importantly, we will emphasise that a good project is not one that ends when it is completed, but one that continues. We will show ways on how to price basic events, how to write them up and plan them. In addition to soft projects, we will also focus on those that will become permanent fixtures in the local community, i.e. non-cultural projects. By this we mean the creation of a playground, the planting of trees, flowers or other elements of the cityscape. We will emphasise that in such projects, it is not only the result that is important, but also the education of the public. Why we want this project to happen. At the very end, we will discuss with the participants which promotional methods are best and how to promote their projects at low cost.

Training room, flipchart + markers, sheets.

Debate - 1h, World Cafe - 1h, Training - 2h.

1 coach, 1 assistant coach, 3 world cafe moderators, 3-5 councillors, community workers, volunteers, office staff for debate, 30 trainees, 50 participants in the world cafe, 100 participants during the debate.

EVALUATION OF THE ACTIVITY 1

Was the debate relevant to you in content?
Did you learn anything new during the debate?
What is the most important thing you take away from the debate?
Did you find the results of the world cafe surprising?
What difficulties arose during the world cafe?
Do you know how to write projects for the civic budget?
When is the next phase of the civic budget?
What are the forms of promotion of civic budget projects?

Bibliography and resources

https://theworldcafe.com/
https://www.salto-youth.net/
https://epale.ec.europa.eu/

ACTIVITY 2
Joint walk through the city streets

This event aims to activate a group of young adults to go for a walk together through the streets of the town. During this walk they will discuss which things on the estate they like best and which things need repair or are obstacles on the estate. In this way, we will combine conversation and exchange of experiences together with being outdoors.The main outcome of this event will be a social campaign organised by the participants on social media and in local newspapers. The social campaign will be about how beautiful our city is and what else we as residents can change. Not only will the proposals be made public, but a letter will also be sent to the city authorities asking them to implement one of the ideas that will be raised during the event. The event will be an example of how a group of young people, can influence the changes taking place on their estate. It is also worth emphasising that such an event is a typical grassroots initiative and no specialists are really needed here, just a group of people willing to take action.

Step 1: Take a walk through the streets of the estate.
Participants in the event will meet at a designated location. They will have their phones with them and we will provide everyone with a notebook. During the walk, we will stop at any place we deem important to engage in discussion. In addition to the discussion itself, everyone will take notes and photograph those things they like or want to change.

Step 2: The joint summary of the walk will take place in the room that is located on this estate. There we will display photos of the things we like and the things we want to change. Everyone will be able to give their opinion on the estate. At the end, we will summarise what our housing estate is like. After the summary, we will try to guide residents on how they can change their neighbourhood for the better and how they can fix or get rid of things that need fixing.
Step 3: Publish a social media campaign related to the topics developed.

 Send information to newspapers and start working on changing your own neighbourhood.

Specify the needed materials to carry out the activity:

Notebooks, pens, computer with access to an overhead projector.

2 - 4 hours walking on the estate, 1 - 2 hours for summary.

1 person to lead the walk and make a summary, At least 10 walk participants.

EVALUATION OF THE ACTIVITY 2

What things do you think need changing on your estate?
Do you think you have a real influence on the changes taking place on your estate?
Name two things you like best about your estate.

Bibliography and resources

https://theworldcafe.com/

https://www.salto-youth.net/
https://epale.ec.europa.eu/

ACTIVITY 3
Civic Engagement Fair

A "Civic Engagement Fair" is an event that brings together local organizations, political groups, and community leaders to provide information and resources to young people about ways to get involved in local politics and volunteer opportunities. The fair could include tables or booths for each organization or group to showcase their mission and activities, as well as information about how to get involved. The objectives of the event are to:

- Increase awareness and knowledge of civic engagement opportunities for young people
- Provide a platform for young people to connect with local organizations and leaders
- Encourage young people to take an active role in their local community by volunteering or getting involved in local politics
- To educate and inform about the importance of civic engagement and its impact on the community
- Create a space for young people to ask questions, express their concerns and ideas, and learn more about local issues.

The event could include interactive activities such as workshops, panel discussions, and networking opportunities to give young people a chance to learn more about civic engagement and how they can make a difference in their local community.

Step 1: Identify and Invite Organizations.
Identify local organizations and political groups that focus on civic engagement and community involvement. Contact these organizations and invite them to participate in the fair. Provide them with information about the event, including the date, time, and location, as well as any other details they may need to know.

Step 2: Promote the Event.
Advertise the event to young people in the community by creating flyers, posters, social media posts, and other promotional materials. Reach out to schools, youth organizations, and other groups that may be interested in the event.

Step 3: Set Up the Event.
On the day of the event, set up tables or booths for each organization or group that is participating. Make sure that each group has the necessary materials and information to showcase their mission and activities. Provide signage and other materials to help people navigate the event.

Step 4: Host the Event.
During the event, provide a welcoming and engaging atmosphere for young people. Encourage them to ask questions, express their concerns and ideas, and learn more about local issues. Collect feedback and evaluations from the participants and the organizations to measure the success of the event and plan for future events.

Step 5: Create a guide.
After the event, create a guide for young people who would like to get involved in the city's community life. This guide would aim to reach people who were not present at the event. This guide will be published online and will also be sent to the Town Hall for publication of this document on the official website of the Town Hall. In addition, it will be sent to all schools where teachers can pass it on to their students.

Place, tables for every organization, promoting materials.
240 minutes
One person for contact with NGO / local politics groups / local liders, minimum 10 organizations, minimum 100 people who will be participating.

EVALUATION OF THE ACTIVITY 3
After this meeting, did you find a place to volunteer? Which organisations have impressed you the most? Which type of organisation fits best with your profile of activities and interests? In your opinion, how often should these meetings take place?

Bibliography and resources
https://theworldcafe.com/ https://www.salto-youth.net/ https://epale.ec.europa.eu/.

ACTIVITY 4 *idea under a cloud*

The 'idea under a cloud' event is an outdoor event. The event should take place on a warm day, where everyone in the city can approach a stand set up in a central location and present their ideas.
 	
The ideas that will be collected by the organisers will be divided into several themes:
    • urban ecology
    • the needs of young people
    • what you like best about the city
    • what you would like to change in the city
    • ideas for events for the local community.
.

Step 1: Promoting the event. The event will be promoted online and through posters in the city. Additional promotion will include obtaining the honorary patronage of the mayor and the involvement of the youth council, the senior citizens' council and the regular city council. Step 2: Position preparation. To prepare the stand, we need a tent and visual elements that will attract people passing by to come up to us. Step 3: People at stand. Throughout the event there will be people at the stand talking about the idea of the event and encouraging people to answer specific questions. Methods such as brainstorming, mind maps will be used, but we will also use online tools such as mentimeter, kahoot etc. In addition to just collecting ideas, the organisers will also encourage people to become more involved in the life of the city and show them the good practices they have already achieved. Step 4: Promotion of the results achieved. The organisers will prepare in graphic form the ideas collected and the issues of importance to local society. This content will then be communicated to the municipality and published on the Internet.
Tent, posters, promo materials, tables, flipchart, projector with computer.
4 hours of event, 10 hours to prepare a graphic statement of ideas.
4 people per 1 hour in meeting point, minimum 50 people who will answer on questions.

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EVALUATION OF THE ACTIVITY 4
What do you think of this type of event? Do you think city residents can have a real impact on what happens in the city? What do you see as the biggest problem in the city?
Bibliography and resources
https://theworldcafe.com/ https://www.salto-youth.net/ https://epale.ec.europa.eu/

ACTIVITY 5 *Film competition - the city through the eyes of a citizen*
Film competition - the city through the eyes of a citizen. This is an event to encourage the city's residents to make a promotional video. In which they show how they see the city. They can show the good and bad sides of the city in this film. The most important thing is to encourage these people to go out onto the streets of the city, take photographs, make short films and have the opportunity to show their creativity on a wider scale. These films would be a perfect example of how the residents see their city, and the grand prize would be a day as mayor of the city. During which you could implement one of your ideas, meet decision-makers and discuss the future of the city.
Step 1: Obtaining consents and partnership for the event from the Mayor, who would have to agree to realise the award. Step 2: Promotion of the event online by popular people from the city. Engaging people to share content on facebook / instagram / tiktok. Additionally sending information about the competition to secondary schools. Step 3: Selection of a committee to judge the film. Ideally, one person should represent the city, another the city's publicity department and three people who are local activists (e.g. youth councillors, volunteer leaders, etc.) Step 4: Inviting participants to the official award gala. During which the videos would be presented and ideas on how the problems shown in them could be fixed. Step 5: Day as city president. That is, the day on which the current mayor invites the winner to the office and carries out his typical day with him. A series of meetings take place and the two mayors sit down at a table and consider implementing one of their ideas. Step 6: Social campaign. Depending on the number of entries, videos made by participants in the competition will appear once a month or more often in the city's official media. In addition, each of these videos is accompanied by a statement from decision-makers in the city, who can respond to the problems shown and express their approval of the good things in the city
Conference room, approval from the president, posters for promoting.
2 months of promoting, 1 months of consideration of the videos, 2 hours of conference, 1 day of being a president, 12 months of social campaign.
5 people to commision, 1 president, minimum 10 people who will create the movies, decision-makers in city.

EVALUATION OF THE ACTIVITY 5
What did the videos teach you? What impact can these videos have on the life of the city? Do you think it is a good form to show the good and bad sides of the city?
Bibliography and resources
https://theworldcafe.com/ https://www.salto-youth.net/ https://epale.ec.europa.eu/