PROJECT NUMBER: 2019-PL01-KA205-077693

Guidebook for educators to deliver the DIG IN program

DIG IN

Co-funded by the Erasmus+ Programme of the European Union

Disclaimer: The European Commission support for the production of this publication does not constitute endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Guidebook for educators to deliver the DIG IN program

Centar Za Edukativen I Kulturen RAazvoj Racio, North Macedonia

iED - Institute of Entrepreneurship Development, Greece

Fundacja imienia Braci Solunskich Cyryla i Metodego, Poland

Mine Vaganti NGO, Italy

KAINOTOMIA & SIA EE, Greece

AREGAI - Terre di Benessere Associazione Cultural, Italy

TABLE OF CONTENTS

Abstract 5

Glossary 6

The framework of the EU Youth Employment policies and measures 7

Youth unemployment rate 9

Youth unemployment ratio 12

Does gender matter? 13

NEETs – The youth stuck between education and work 14

Key information 17

Risk Factors 18

The NEET's rate within the Member States of the EU 18

Diversity of the NEETs 22

Youth in Entrepreneurship 21

DIG IN program 25

Self-assessment tools 31

Tool for educators 31

Initial questionnaire for participants 33

Participants' Skills Assessment Worksheet 33

Learning Methodologies 32

Collaborative Classroom 32

Collaborative Virtual Classrooms 32

Mind mapping / Brainstorming 32

Scavenger Hunts 38

Role Playing 38

Data and Tools for Problem-solving 38

Online Discussion Boards 38

Learning by Teaching 39

The Jigsaw Technique 39
The 'Flipped Classroom' 39
Game-based Learning 40
Directive.....40
Exploratory.....41
Delegating.....41
Participative 42
Sharing.....42
Interpretive 43
Evaluative.....43
Activities _____ 44
Getting to know your local community 44
How to innovate 49
Get emotionally intelligent 51
Strengthen communication and collaboration in teams..... 62
How to be sustainable 68
How to be responsible 85
Agreeing to disagree 108
Adam & Steve.....111
Me - villain and superhero.....115
The Mind Reboot 117
Public speech.....120
Real/counterfeit goods and real/counterfeit money.....123
Plastic Eiffel tower 126
Strategy, company and me 129
Debriefing and evaluation_____ 132
Debriefing 132
DIG-IN Debriefing.....133

Evaluation & Learning Checks 133
DIG-IN Evaluation & Learning Check 134

Workshop Evaluation Form _____ **135**
Appendix _____ 137
References _____ 142

ABSTRACT

THIS DOCUMENT IS OF SIGNIFICANT VALUE FOR EDUCATORS OF THE DIG IN PROGRAM. THE DOCUMENT CONTAINS THE MOST RECENT RESEARCH OF THE YOUTHS' POSITION WHEN IT COMES TO THE EMPLOYMENT RATE ACROSS THE EUROPEAN UNION. THE DOCUMENT ITSELF IS CONSTRUCTED OUT OF FOUR PARTS: THE RESEARCH, DETAILS ABOUT THE PROGRAM, ACTIVITIES THAT SHOULD BE DONE TO SUCCESSFULLY ENCOURAGE THE DESIRED BEHAVIOR OF THE YOUTH, AND FINALLY THE EVALUATION PART. THE RESEARCH PART WILL INCLUDE TOPICS SUCH AS THE NEET'S RATE, THE PROBLEMS OF UNEMPLOYMENT, AS WELL AS FACTORS THAT BOOST THE SELF-EMPLOYMENT RATE. WHILE GOING THROUGH THE RESEARCH, THE READERS WILL UNDERSTAND THE OVERALL DIFFICULTIES WHICH THE YOUTH ARE FACING REGARDING THE EMPLOYMENT OPTIONS. BARRIERS OF VARIOUS LEVELS ARE INTRODUCED AND EXPLAINED. THE KEY FINDINGS OF THE DOCUMENT ARE LINKED TO THE FACT THAT THERE IS A NEED FOR THE DIG IN PROGRAM WHILE POINTING OUT THE SUBSTANTIAL IMPORTANCE OF HOW THE DIG IN PROGRAM ENCOURAGES THE YOUTH IN TERMS OF LEARNING WHAT HEALTHY COMPETITION IS, THUS HELPING THE YOUTH DEVELOP CRUCIAL SKILLS WHICH ARE REQUIRED TO THRIVE ON THE LABOR MARKET.

Disclaimer for the IOs: The European Commission support for the production of this publication does not constitute endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

GLOSSARY

Youth: young people are defined as being between 15 and 25 years of age, or, in some member states, between 15 and 29.

Youth employment rate is calculated as the percentage of employed young people over the total youth population.

Youth unemployment rate is the percentage of the unemployed in the 15 to 24 age group compared to the total labour force (both employed and unemployed) in that age group.

Youth unemployment ratio is the percentage of unemployed young people compared to the total population of that age group (not only active, but also inactive people, such as students).

NEET: Acronym for people who are 'not in employment, education or training'. This group includes unemployed people and inactive people.

OECD: The Organisation for Economic Cooperation and Development

EMCO: European Commission Employment Committee.

YFEJ: Your first EURES Job.

NEET rate measures the percentage of young people not in employment, education, or training over the total youth population.

TFEU: Treaty on the Functioning of the European Union.

ESF: European Social Fond.

ISCED: International Standard ***Classification*** of Education.

YEI: Youth Employment Initiative.

THE FRAMEWORK OF THE EU YOUTH EMPLOYMENT POLICIES AND MEASURES

Promoting youth employment and improving the transition from school to work is an important priority in the EU agenda. The EU supports young people's employment, employability and social inclusion, especially under its agenda for jobs, growth and investment, the Europe 2020 strategy and through EU funds such as Erasmus+, the European Social Fund (ESF) and the Youth Employment Initiative.[1]

1. The "Youth on the move" Flagship Initiative (2010)

As part of the Europe 2020 strategy for 'smart, sustainable and inclusive growth', the "Youth on the move" flagship initiative sets out a comprehensive package of education and employment measures for young people, including the Youth Opportunities Initiative[2] (2011) and Your first EURES Job.[3] The Youth Opportunities Initiative is adopted by the European Commission in 2011. The target group is young people who are not in employment, education or training and it is aimed at increasing young people's chances of finding a job by enhancing opportunities to go abroad for education, or training purposes. Your first EURES Job (YFEJ) is a small-scale job mobility scheme. It helps young nationals in the 18–35 age bracket of any of the EU countries, Iceland, and Norway to find a work placement – job, traineeship, or apprenticeship – in another country than their country of residence. It also helps employers, small and medium-sized enterprises (SMEs), to find the workers they need for their hard-to-fill vacancies. [4]

2. The Youth Employment Package and the Youth Action Team (2012)

In December 2012, the EU Council gave most EU Member States specific recommendations on how to fight youth unemployment. In the same year, the European Commission proposed a Youth Employment Package, a series of measures to help the Member States specifically tackle youth unemployment and social exclusion in the light of high and persistent youth unemployment. Under the Youth Guarantee Member States have undertaken to ensure that all young people up to 25 years of age within four months of leaving education or gaining status unemployed persons offer: quality job, continuing education, apprenticeship or internship.[5] The Youth Guarantee for young people is fast implemented throughout the EU, thanks to an unprecedented combination of great political momentum, considerable financial funds within the Initiative for Youth

---

[1] See Youth Employment Initiative (YEI) - Employment, Social Affairs & Inclusion - European Commission (europa.eu).
[2] COM (2011) 933 final.
[3] See Employment, Social Affairs & Inclusion - European Commission (europa.eu).
[4] European Commission, Your first EURES job, 2017.
[5] Council Recommendation of 22 April 2013 about establishing a Youth Guarantee program.

employment and European social fund, and stable mechanisms for monitoring at EU level. By Initiative for youth employment, for which EUR 8.8 billion is allocated, direct targeted support is provided to young NEETs living in struggling regions with youth unemployment rates greater than 25%. [6]

Youth Action Teams composed of national and Commission officials were set up in February 2012 with the eight Member States with the – at the time - highest levels of youth unemployment, namely Greece, Ireland, Italy, Latvia, Lithuania, Portugal, Slovakia, and Spain. The Action Teams were tasked with further mobilizing EU structural funding (including from the European Social Fund) still available in the 2007-2013 programming period to support job opportunities for young people and to facilitate SME access to finance.[7]

3. Youth Employment Initiative (2013)

To increase available EU financial support to the regions and individuals struggling most with youth unemployment and inactivity, the European Council agreed in February 2013 to create a dedicated **Youth Employment Initiative (YEI**). The YEI measures are targeted and support young people who are Not in Education, Employment or Training **(NEETs)** aged up to 25 years, and where the Member State considers relevant, also those aged up to 30 years, including also long-term unemployed youngsters or those not registered as job-seekers in regions with a youth unemployment rate above 25%. The main aim is to reduce the number of NEETs, combat youth unemployment, and provide financial support for the implementation of the Youth Employment Package, especially the Youth Guarantee.

4. The EU Youth Strategy (2018)

The EU Youth Strategy is the framework for EU youth policy cooperation for 2019-2027, based on the Council Resolution of 26 November 2018. It fosters youth participation in democratic life; it also supports social and civic engagement and aims to ensure that all young people have the necessary resources to take part in society. The EU Youth Strategy focuses on three core areas of action, around the three words: **Engage**, **Connect**, **Empower**. Before this it was The EU Youth Strategy, agreed by EU Ministers, covering the years 2010-2018 and which has two main objectives:

- to create more and equal opportunities for all young people in education and the labor market.
- to encourage young people to actively participate in society.

---

[6] European Commission, Communication "Three years of Youth Guarantees and Youth Employment Initiatives", 2016.
[7] European Commission, EU measures to tackle youth unemployment, 2014)

Figure 1. EU Law Framework

5. Youth Employment Support: A Bridge to Jobs for the Next Generation (2020)

To reduce economic consequences from the pandemic, on 1 July 2020 the new Commission launched a Youth Employment Support package to provide a 'bridge to jobs' for the next generation. The Commission put forward a proposal for a Council Recommendation on 'A Bridge to Jobs – Reinforcing the Youth Guarantee', to replace the 2013 Recommendation. As school-to-work transitions and sustainable market integration are taking longer because of the changing nature of work and the skills in demand, it broadens the target group from all unemployed or inactive young people under 25 to all under 30.[8]

[8] COMMUNICATION FROM THE COMMISSION TO THE EUROPEAN PARLIAMENT, THE COUNCIL, THE EUROPEAN ECONOMIC AND SOCIAL COMMITTEE AND THE COMMITTEE OF THE REGIONS Youth Employment Support: a Bridge to Jobs for the Next Generation

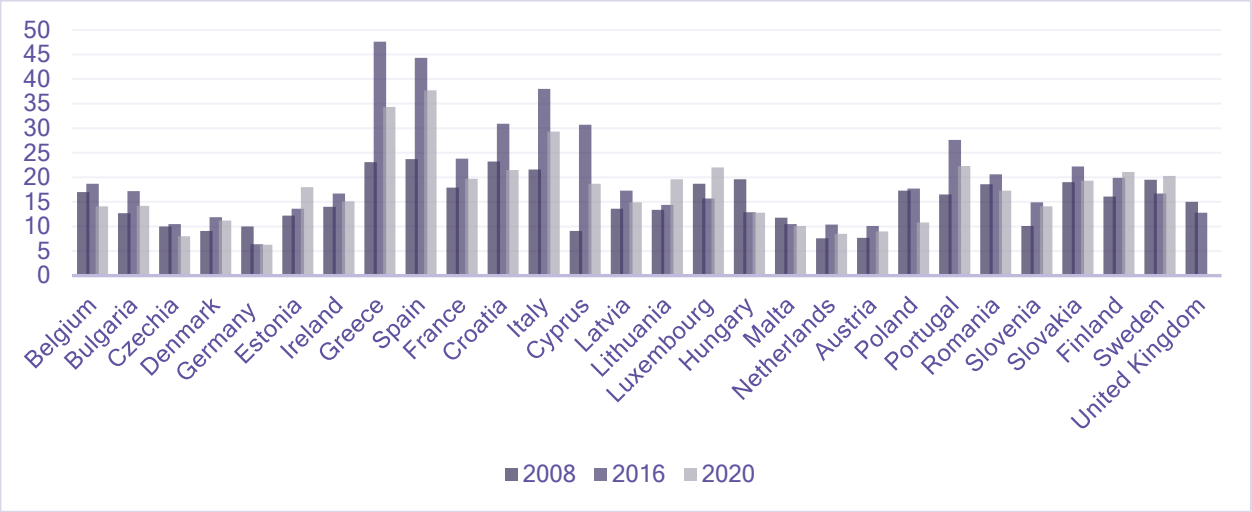
YOUTH UNEMPLOYMENT RATE

The **youth unemployment rate** is a percentage of unemployed in the age group of **15-24** years compared to the total working strength in that age group (which includes both employed and unemployed young people but does not include economic inactive persons, i.e., young persons who do not they work and are not available for work or do not ask job). An **unemployed person** is defined by Eurostat, following ILO guidelines, like someone aged 15 to 74 (or 16 to 74 in Spain, Italy, the United Kingdom, Iceland, and Norway) who is:

- without work during the reference week;
- available to start work within the following two weeks (or has already found a job to start within the next three months);
- who has actively sought employment at some time during the preceding four weeks.

The youth unemployment rate among young people (aged 15-24) at the European level reached 14,4% in 2019, 9,3 percentage points below the maximum level reached in 2013 (23,6%, see Figure 4), even is smaller for 1,5 pp. below the recorded rate in 2008. The situation seems to have been improving since 2013, the year when the youth unemployment rate as a consequence of the economic crisis in 2008 reached its highest level in the EU and most of the EU Member States. The situation occurs differently between Member State level, as can be seen in Figure 1. From the beginning of the crisis in 2008 until 2016, all countries except Malta (10,7), Germany (7,1), and Hungary (12,9) have recorded an increase in their youth unemployment rate. Spain (44,4%) and Greece (47,3%) have the highest youth unemployment rates, an **increase** of almost 20% points since 2008. Germany, Malta, the Netherlands, Austria, and Czech Republic recorded the lowest youth unemployment rate between 7-12%.

Figure 2.- Youth unemployment rates (15-24 years), EU Member States, 2008, 2016 and 2020.



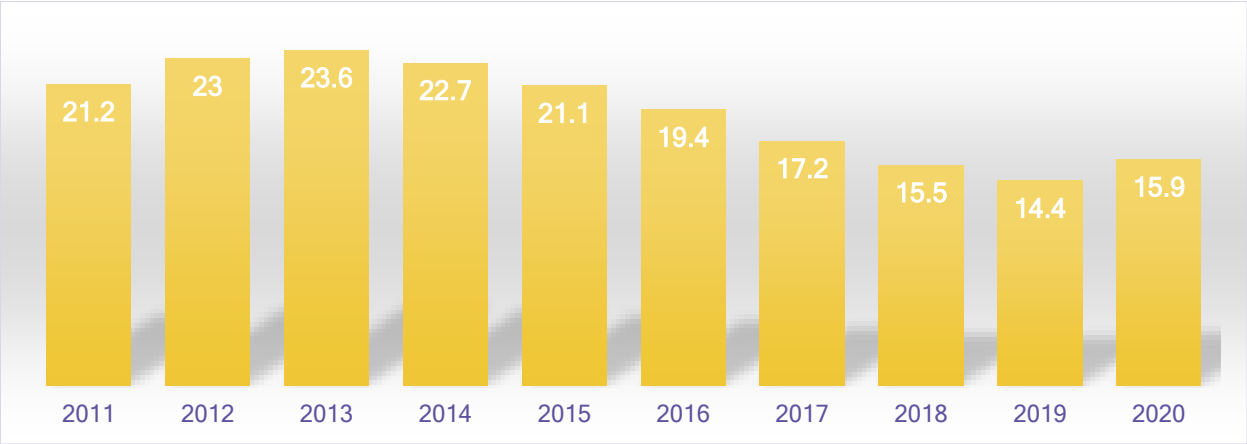
Source: Eurostat- yth_empl_100, April 2021.

From 2016 to 2020 most countries have recorded a **decrease** in their youth unemployment rate. The lowest rate was recorded in Germany (7,2%), Czech Republic (8,0%), and the Netherlands (9,1%). The biggest improvements between 2016 and 2020, in percentage points, were recorded in Cyprus (-10,9%) and Croatia (-10,2%). In 2020 Spain (38,3%) and Greece (35,0%) continued to be the Member States with the highest youth unemployment rate.

According to UNESCO:

"Youth is a period of transition from the dependence of childhood to adulthood's independence and awareness of our interdependence as members of a community. Youth is a more fluid category than a fixed age group, "youth" is often indicated as a person between the age where he/she may leave compulsory education, and the age at which he/she finds his/her first employment."

Figure 3.- Youth unemployment rates (15-24 years), EU, 2011-2019.



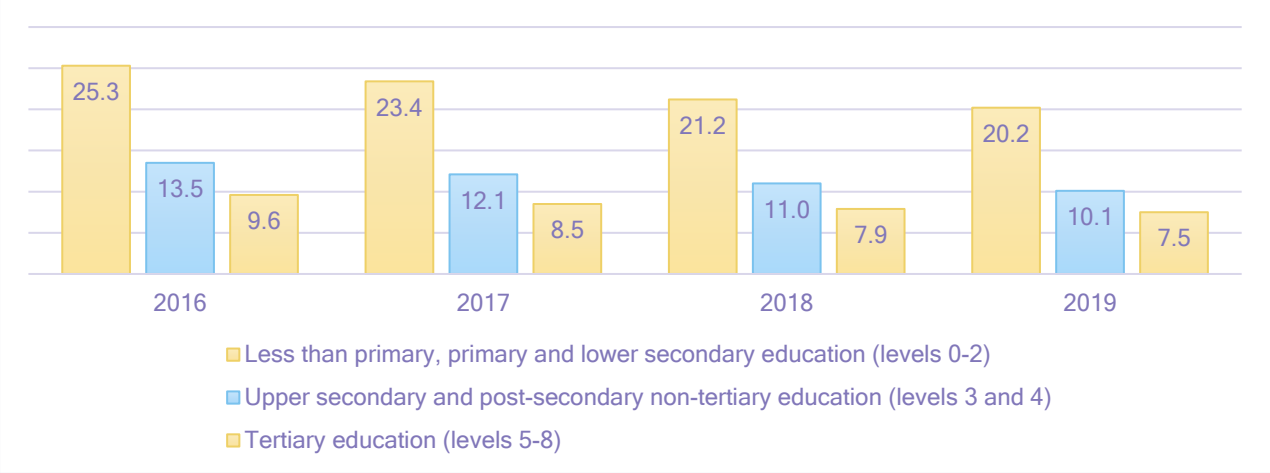
Source: Eurostat- yth_empl_100, April

The level of educational attainment is an important factor in young people's future working lives, and we can say that education represents a shield from unemployment. Figure 3 illustrates that the higher the educational attainment, the lower the youth unemployment rate recorded. In 2019, the unemployment rate was highest among those with a low educational level (ISCED 0-2)[9], at 20,2% compared to 10,1 for those with medium

[9] ISCED is the reference international classification for organizing education programs and related qualifications by levels and fields. ISCED 2011 (levels of education) has been implemented in all EU data collections since 2014. ISCED-F 2013 (fields of education and training) has been implemented since 2016. https://ec.europa.eu/eurostat/statistics-explained/index.php?title=International_Standard_Classification_of_Education_(ISCED)

educational level (ISCED 3-4) and 7,5% for young people with tertiary education (ISCED 5-8). People with tertiary education are the best protected against unemployment and are more likely to have higher earnings than their peers with lower levels of education. If we compare the period from 2016-2019, we can see that a decrease in the unemployment rate has been marked for all young people. The percentage of those with just a primary education who are unemployed and more affected than others has decreased considerably in Europe, from 25,3% in 2016 to 20,2% in 2019.

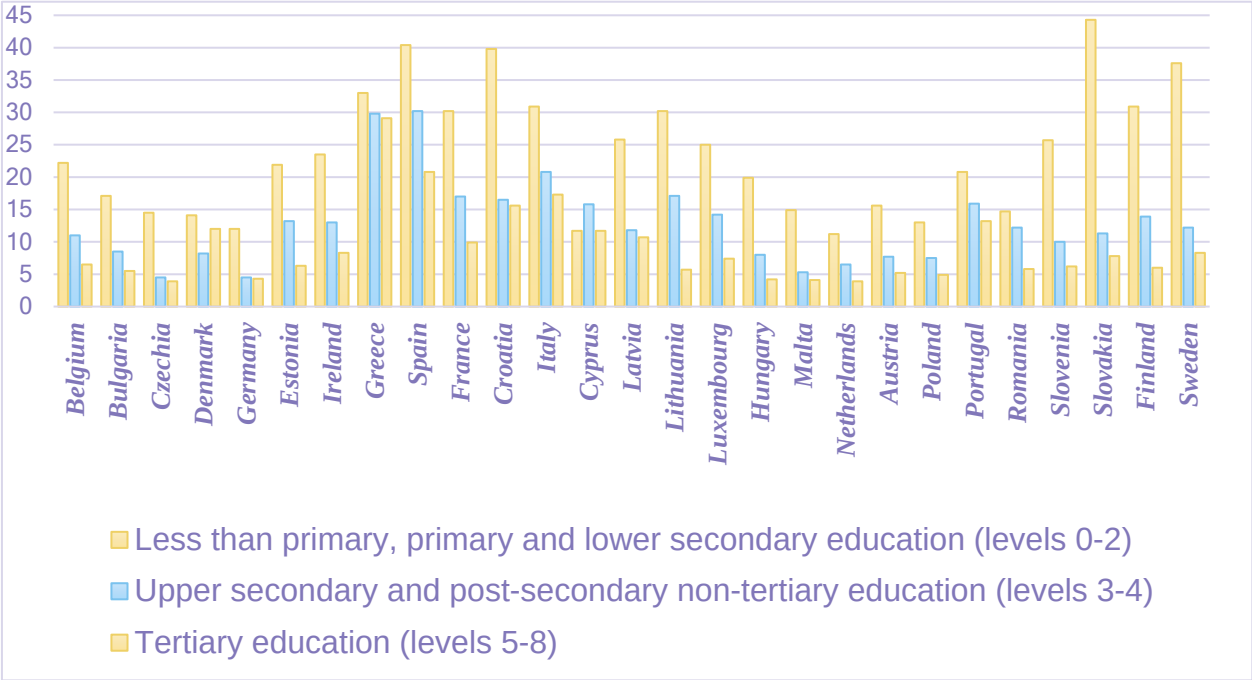
Figure 4.- Youth unemployment rate by educational level, EU, 2016-2019.



Source: Eurostat- yth_empl_090, April

There is great variation among Member States. In Slovakia, Croatia and Spain, the youth unemployment rate of those with a low educational level are very high. The rate in Croatia is the highest 57,8% among the Member states. The lowest rate was recorded in Germany (11,3%), Poland (12,3%) and Netherlands (11,4%). When it comes to tertiary education, we can confirm that it protects from employment and it is most likely in Netherlands (6,4%) the lowest rate, but also in Austria (6,8%), Czechia (7,3%), Lithuania (7,9%) and Malta (9,0%). Rates of unemployment among young people with tertiary education are very high in Greece almost 40% and Spain 29% from which we can conclude that a higher educational level doesn't always represent a shield from employment, especially in times of crisis.

Figure 5.- Youth unemployment rate by educational level, EU Member States, 2020.

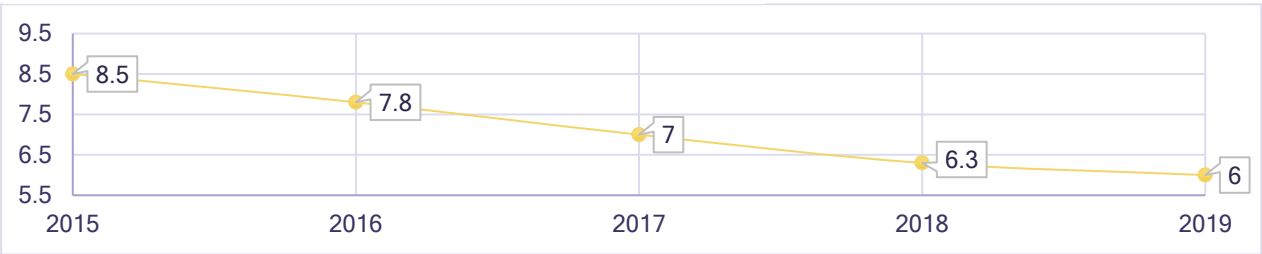


Source: Eurostat- yth_empl_090, April 2021

YOUTH UNEMPLOYMENT RATIO

The youth unemployment ratio in 2019 was 6%, 2,5% p.p lower than in 2015 (8,5%). But this rate was also lower than the youth unemployment ratio in 2008 (6,9%) the crisis time. In 2020 the highest rate was recorded in Spain (38,3%), Greece (35%) and Italy (29,4%), and the lowest in Czech Republic (8%), and the Netherlands (9,1%).

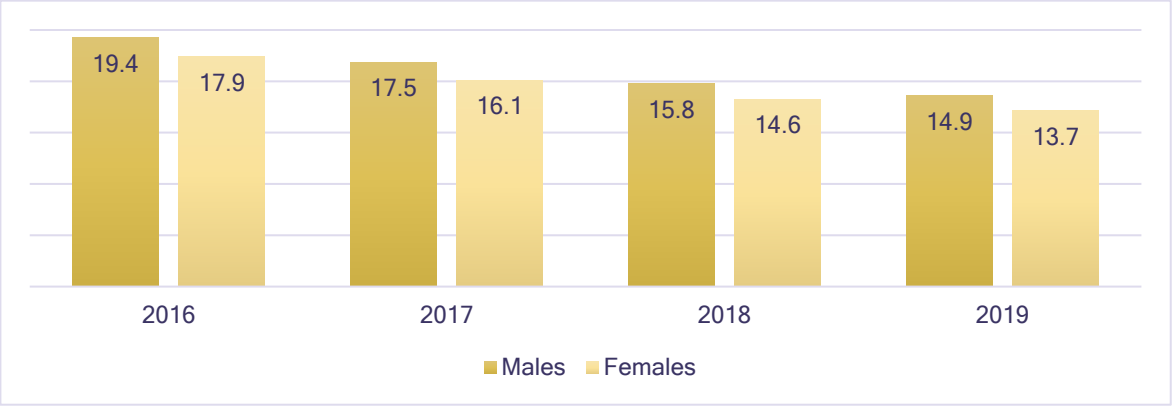
Figure 6.- Youth unemployment ratio, EU, 2015-2019.



DOES GENDER MATTER?

Young men and women today face increasing uncertainty in their hopes of finding jobs and integration into the labor market, and this uncertainty can have damaging effects on individuals, communities, economies, and society at large. Historically, women have been more affected by unemployment than men. In recent years, however, male and female unemployment rates in the EU27 have converged, and in the first quarter of 2008, the youth unemployment rate for men was higher than that for women. In 2019 the male youth unemployment rate was 14,9% against females 13,7%. If we compare the period from 2016 to 2019, we can see that the female unemployment rate is lower than male unemployment and that every year this rate is 1% p.p lower than the year before.

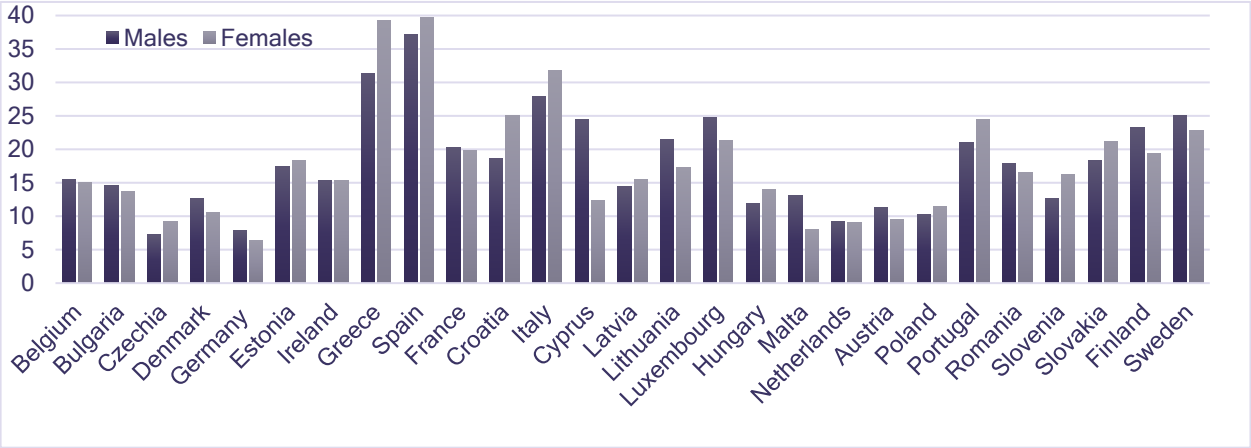
Figure 7.- Youth unemployment rates by gender, EU, 2016-2019.



Source: Eurostat- yth_empl_100, April 2021.

When it comes to states, male youth unemployment rates are higher than female youth unemployment rates in 14 Member States. The highest male rates are recorded in Spain (37,1%), Greece (39,3%), Italy (31,8%) and female rates also in the same countries Spain (39,7%), Greece (31,4%) and Italy (27,9%). The situation is balanced in Belgium, Ireland, and the Netherlands.

Figure 8.- Youth unemployment rates by gender, EU Member States, 2020



Source: Eurostat- yth_empl_100, April 2021.

Many young people are not part of the active population, they are still studying full time and are not working or looking for a job. The youth unemployment ratio also takes into account this proportion of the youth population and shows the proportion of unemployed young people concerning the total youth population (employed, unemployed and inactive).

NEETs – THE YOUTH STUCK BETWEEN EDUCATION AND WORK

The traditional indicators for labor market participation are frequently criticized for their limited relevance to young people. The fact is that basic unemployment and employment statistics do not accurately capture the situation of young people because many of them are students and hence are classified as being out of the labor force. With those working or looking for work, a considerable part of young people aged 15 to 24 years is economically inactive in the EU. For some young people, this is a consequence of involvement in education and training. The rest, however, are simply withdrawn from the labor market or not at it either entered after leaving the educational system. That aspect of the position of young people is covered by the youth NEET rate.

NEET, an acronym for "Not in Education, Employment, or Training", refers to a person who is unemployed and not receiving an education or vocational training. This group includes young people aged between 15 and 24 who regardless of their educational level are disengaged from both work and education and are arguably at a high risk of the labor market and social exclusion. The term NEET first emerged in the United Kingdom in the late 1990s, and its use has spread. The definitions were adopted in almost all EU Member States including also Japan, South Korea, China, Canada, and the United States.

KEY INFORMATION

- NEETs emerged as one of the most vulnerable groups following the 2008–2013 Great Recession. Youth unemployment soared above 40% in many EU countries, highlighting how young people are more vulnerable to economic recession than other age groups.
- In the EU27, the share of NEETs aged 15–29 peaked at 16.1% in 2013 with some improvement in the subsequent years due to policy measures like the Youth Guarantee. By 2019, the rate had fallen to 12.6%, the lowest point in 10 years.
- The high number of NEETs has cost the European economies an estimated €142 billion a year (2015) in benefits and foregone earnings and taxes.
- The NEETs rate for young women in the EU stood at 14.6% in 2019 and remains higher than the rate of 10.8% for young men. The share is higher for young women in all Member States.
- There is high concern among policymakers that young workers will be the next victims of the COVID-19 economic fallout. Eurofound's 'Living, working and COVID-19' survey of Europeans', launched in two rounds in April and July 2020, shows that young people are grappling with the crisis.
- Worrying levels of mental well-being are reported among young people in the EU, especially when it comes to feelings of loneliness and depression, where young people are suffering the impact of pandemic restrictions and reduction of social interactions more than the older population.
- Young people are also experiencing greater job loss, a decrease in working time and insecurity.

The definition of NEETs developed by Eurostat includes only young people aged 15–24 years. The current situation corona pandemic all around the world, in the past recession has severely hit young people, including young adults aged 25–29 years. Also, in several Member States lots of students graduate after the age of 24. To capture their transition from school to the labor market, it is useful to look at the NEET rate for those aged between 25-29 years, because they face similar labor market vulnerability as young aged 15-24.

RISK FACTORS

There is general agreement in the literature about the range of social, economic, and personal factors that increase the chances of an individual becoming NEET. The results show that the following factors have an impact on the probability of becoming NEET:

- Those reporting having some kind of disability are 40% more likely to become NEET compared to others,
- Young people with an immigration background are 70% more likely to become NEET compared to natives,
- Living in remote areas increases the probability of becoming NEET up to 1.5 times,
- Young people with a low household income are more likely to become NEET than those with average income,
- Having parents who experienced unemployment increases the probability of becoming NEETs by 17%,
- Having parents with a low level of education doubles the probability of becoming NEETs,
- Young people whose parents divorced are 30% more likely to become NEET,
- Those with a low education level are three times more likely to become NEET compared to those with tertiary education.

The main difference from the youth unemployment rate is that the NEET rate also takes into account the large category of “inactive” young people while the youth unemployment rate measures the share of young people who are unemployed among the economically active young people. For this reason, the NEET rate is lower than the youth unemployment rate in percentage terms, while in absolute numbers the NEET population is higher than the unemployed one.

THE NEET’S RATE WITHIN THE MEMBER STATES OF THE EU

According to Eurostat analyses in 2020 the share of young people not in employment, education or training amounted to 11,1% of the population of those aged 15-24 in the EU and 18,6% of those aged 25-29. This percentage varies differently among the EU Member states: from 4,5% in the Netherlands to 19% in Italy (aged 15-24) and from 8% in the Netherlands to 31,5 in Italy (aged 25-29).

For those aged **15-24** in 15 Member states male NEETs rate is higher than female NEETs rate. Italy recorded the highest proportions of male (19,1%) and female (18,8%) young people who were neither in employment nor education and training. The analysis of the

gender differences between the two age groups of the NEETs shows that for those aged 25-29 in every country female NEETs rate is higher than the male rate.

The highest male NEETs rate was recorded in Greece at 26% and females in Slovakia at 33%. The gap between female and male rate is the biggest in Czechia (25,3%), Slovakia (21,5%), Poland (19,2%), Romania (19,2), Hungary (17,9%), and Bulgaria (15,2%).

Table 1- Differences between the youth unemployment rate and the NEET rate.

2020						
	15-24			*25-29*		
GEO/TIME	*Total*	*Males*	*Females*	*Total*	*Males*	*Females*
European Union	*11,1*	*11,0*	*11,1*	*18,6*	*14,4*	*22,9*
Belgium	*9,2*	*9,8*	*8,6*	*17,1*	*15,2*	*18,9*
Bulgaria	*14,4*	*13,7*	*15,2*	*24,1*	*16,7*	*31,9*
Czechia	*6,6*	*4,3*	*9,1*	*17,5*	*5,3*	*30,6*
Denmark	*7,4*	*7,7*	*7,2*	*15,0*	*13,7*	*16,3*
Germany	*7,4*	*7,6*	*7,2*	*10,5*	*8,2*	*13,0*
Estonia	*8,9*	*8,0*	*9,8*	*14,9*	*9,5*	*20,7*
Ireland	*12,0*	*12,7*	*11,3*	*18,7*	*16,1*	*21,4*
Greece	*13,2*	*13,1*	*13,3*	*28,9*	*26,0*	*32,2*
Spain	*13,9*	*14,8*	*12,9*	*23,7*	*22,1*	*25,4*
France	*11,4*	*11,7*	*11,1*	*19,7*	*16,6*	*22,6*
Croatia	*12,2*	*12,2*	*12,3*	*19,2*	*15,4*	*23,1*
Italy	*19,0*	*19,1*	*18,8*	*31,5*	*25,7*	*37,6*
Cyprus	*14,4*	*15,3*	*13,5*	*16,4*	*12,9*	*19,7*
Latvia	*7,1*	*7,0*	*7,2*	*19,5*	*18,1*	*21,0*
Lithuania	*10,8*	*12,2*	*9,2*	*17,1*	*15,8*	*18,7*
Luxembourg	*6,6*	*8,3*	*4,8*	*9,4*	*9,5*	*9,4*
Hungary	*11,7*	*9,5*	*14,1*	*19,6*	*10,9*	*28,8*
Malta	*9,2*	*10,4*	*8,0*	*9,6*	*6,3*	*13,4*
Netherlands	*4,5*	*4,7*	*4,4*	*8,0*	*6,9*	*9,0*
Austria	*8,0*	*9,0*	*6,9*	*11,9*	*9,9*	*13,9*
Poland	*8,6*	*7,8*	*9,5*	*19,4*	*10,0*	*29,2*
Portugal	*9,1*	*9,3*	*8,8*	*15,0*	*14,2*	*15,7*
Romania	*14,8*	*11,6*	*18,1*	*20,2*	*11,0*	*30,2*
Slovenia	*7,7*	*6,9*	*8,5*	*12,0*	*9,3*	*15,0*
Slovakia	*10,7*	*9,7*	*11,6*	*22,0*	*11,5*	*33,0*
Finland	*9,3*	*10,4*	*8,2*	*11,9*	*9,5*	*14,7*
Sweden	*6,5*	*6,6*	*6,4*	*8,5*	*7,5*	*9,5*

Source: Eurostat- edat_lfse_20, April 2021.

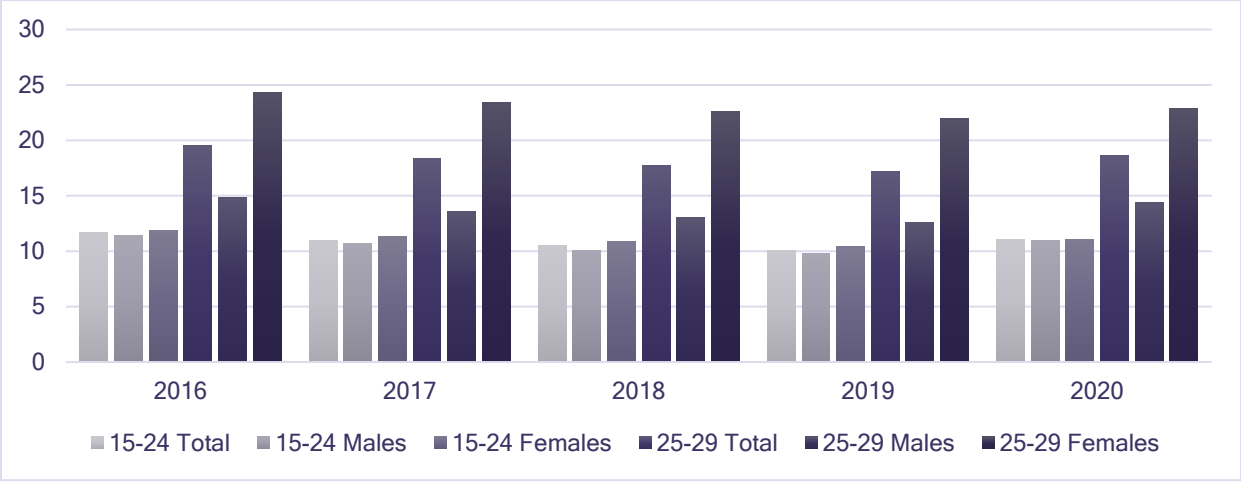
The average EU NEETs rate for those aged 15-24 has been decreased from 11,7% recorded in 2016 to 11,1 and for 25-29 aged from 19,5% to 18,6% in 2020 (See Figure

8). The gap between men and women was also decreased in this period. In 2016 average rate for male was 11,4% and for female 11,9%, now in 2020 the rates are almost equal (for those aged 15-24). The gender gap for those aged 25-29 is higher, but was also decreased from 2016-2020 and now is for female 22,9% and for male 14,4%, an 8,5% lower than female rate. According to Eurostat the factors that can explain this gender gap are:

- social conventions or pressures, which tend to place a higher importance on women's role within the family and on men's role in the workplace,
- careers advice, which may reinforce gender segregation and direct women into a relatively narrow range of occupations,
- labor market issues, such as: employers preferring to hire young men over young women; young women facing assimilation difficulties when returning to work after childbirth; young women being more likely to have low-paid jobs or precarious employment.

Early school leaving, poor results in acquiring basic skills needed for life in the modern world such as listening, speaking, reading, writing, mathematics, but also transversal skills is a major barrier to employment in many Member States. Being NEET affects the general population of young people, regardless of their educational level. Young people who only finished low educational level are exposed the highest risk of unemployment and inactivity. Figure 9 shows the NEET rates for three different levels of education. In **2019**, the NEET rate for young people aged 15-29 in the EU was 14,3% among those with a low level of education, compared with 12,7% among those with a medium level of education and 9,4% among those with a high level of education.

Figure 9 - NEETs rate by gender, EU, 2016-2020.



Source: Eurostat- edat_lfse_20, April 2021.

NEETs rate in the EU Member States for people aged 15-29 with a **low level of education** ranged between 7,1% in Luxembourg and 23,1% in Bulgaria in **2020**. Among young people aged 15-29 with a **medium level of education,** NEETs rates ranged from 5,4% in the Netherlands and Malta up to 25,4 in Italy. The majority of the countries were within a range of 11-18%.

Among young people with a **high level of education**, the highest rates were recorded in Greece 28,6 and Italy 20,7%. The NEETs rate for the majority of countries was lower than for the other levels of education and a large number of Member states recorded rates from 7-14%. Comparing the three levels of education at the Member State level, NEET rates were always highest for young people with a low level of education and lowest for people with a high level of education. Taking this into account we can conclude that education represent the main risk factor of becoming NEET.

The affiliation of the NEET group is dynamic: while the total number of group members may remain largely the same, many individuals within the groups change at a high rate because they have found a job or are involved in further education. There is no "basic" group that does not change with the times whose members may face many obstacles to entering the labor market. In this group, long-term NEET membership can have a wide range of negative consequences, such as uncertain and poor employment prospects, which are common, or mental and physical health problems, which are higher.
If NEETs rate break into unemployed NEETs and inactive NEETs, in the EU27 in the group aged **15-24 years** 11,1% was unemployed while 6,8% was inactive and in the group aged **25-29** years 18,6% was unemployed and 11,8% was inactive (not actively seeking work). The highest shares of unemployed NEETs (15-24) were recorded in Italy at 19% and lowest in Denmark and Germany at 7,4%. In every Member State, the proportion of unemployed NEETs was higher than the proportion of inactive NEETs. The same situation was in the age group 25-29. In six Member States, the proportion of the unemployed NEETs was over 20% and the highest was recorded in Italy 31,5%, Greece 28,9%, and Bulgaria 24,1%. When it comes to the inactive NEETs in 15 Member States this rate varies from 4-10%. When we compare these two ages groups, we can see that the share of unemployed and inactive NEETs increases with the age, up to the age of 29 years and that young women are more likely to be NEET.

Figure 10 - NEETs by educational level, EU Member States, 15-29 years, 2020. Source: Eurostat- edat_lfse_20, April 2021.

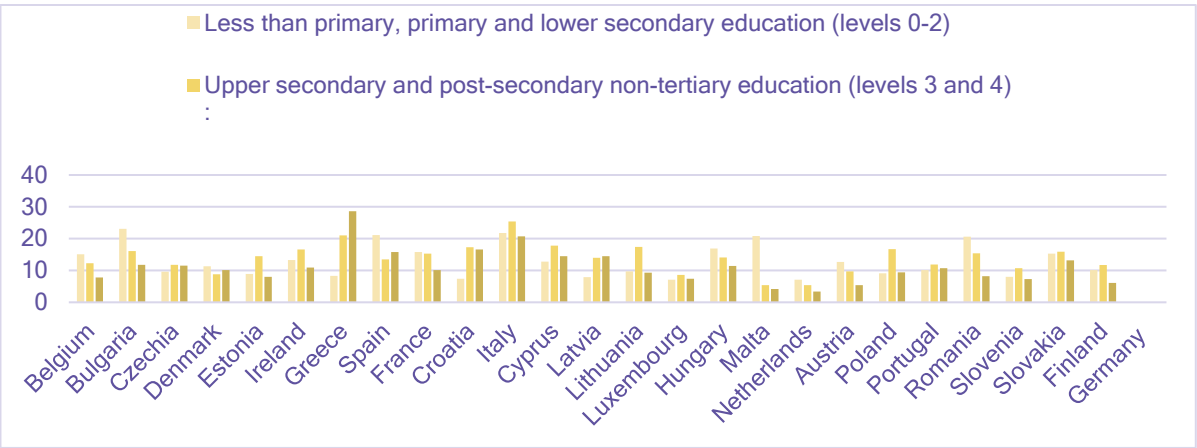
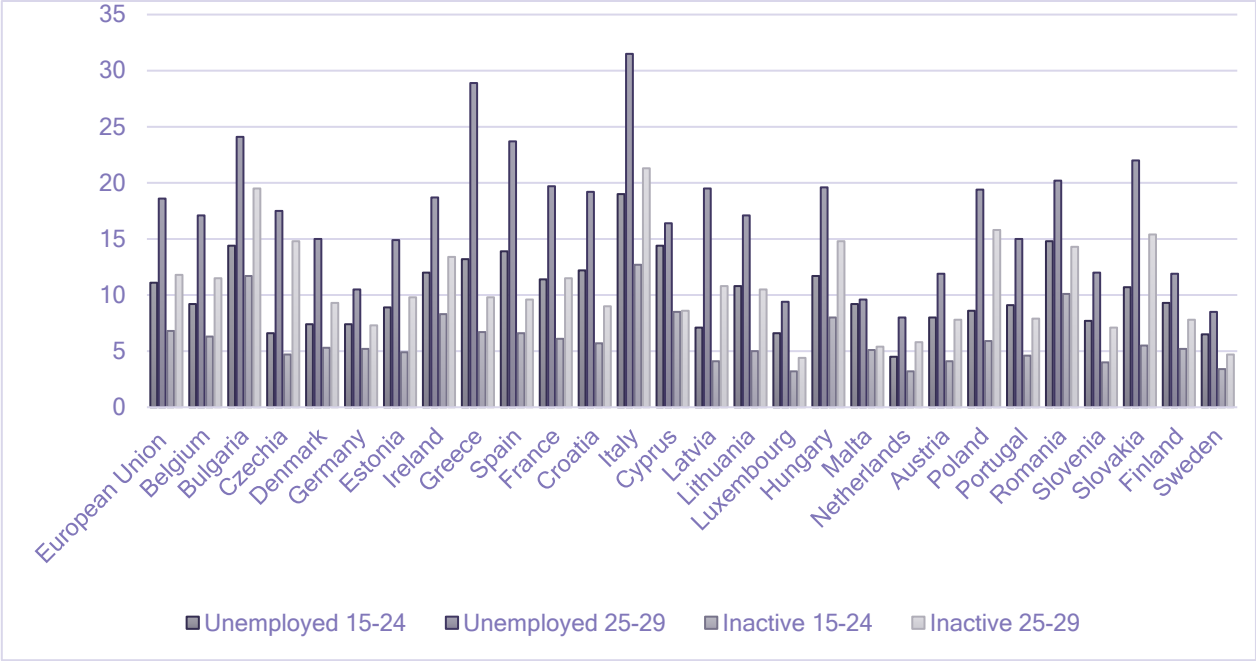


Figure 11- NEETs by activity status, EU Member States, 2020.



Source: Eurostat- edat_lfse_20, April 2021.

DIVERSITY OF THE NEETS

NEETs are a heterogeneous group that contains a variety of subgroups with different characteristics and needs. Some of them are becoming NEETs involuntarily because they don't have control over their situation such us young unemployed, sick or disabled and some of them voluntarily, they are not seeking jobs or applying for education or they are engaged in activities such as arts and traveling. Eurofound (2012) concluded that two broad subcategories of NEETs emerge with very different characteristics and risk factors:

- the vulnerable NEETs – at risk of marginalization, they also often lack social, cultural and human capital,
- the non-vulnerable NEETs – rich in cultural, social, and human capital; despite being NEET, they are at little risk of marginalization.

Eurofound (2016) in its study on the diversity of NEETs identified **seven main** categories within the NEET population that includes a mix of vulnerable and non-vulnerable young people who are not accumulating human capital through formal channels. The main aim of this categorization is to assist policymakers in better understanding the composition of the NEETs and helping in NEETs integration into the labor market.

These are:

- RE-ENTRANTS – have already been hired of enrolled in education or training and will soon leave the NEETs group,

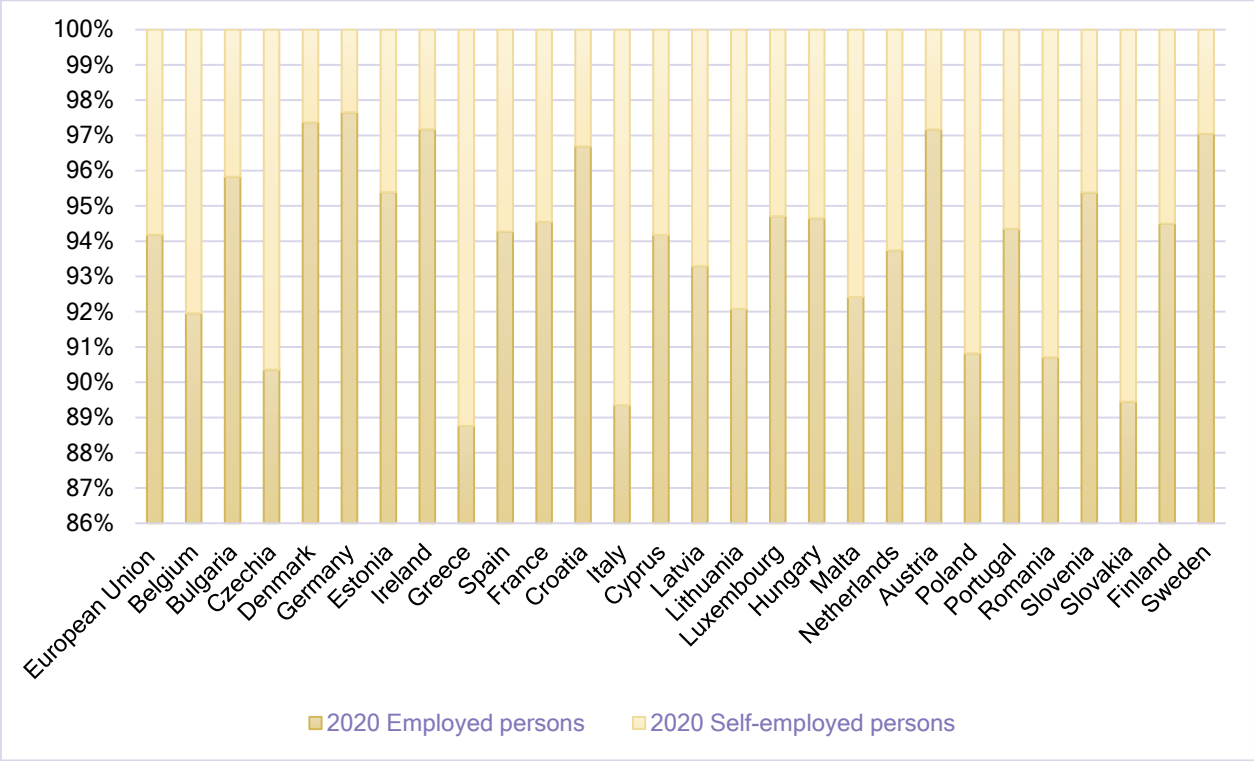
- SHORT-TERM UNEMPLOYED – Unemployed and seeking work, and have been unemployed for less than a year, moderately vulnerable,
- LONG-TERM UNEMPLOYED – Unemployed, seeking work and have been unemployed for more than a year, at high risk of disengagement and social exclusion.
- ILLNESS, DISABILITY – Not seeking work due to illness or disability, includes those who need more social support because they cannot do paid work,
- FAMILY RESPONSIBILITIES – Cannot work because they are caring for children or incapacitated adults or have other family responsibilities; 88% are women; a mix of vulnerable and non-vulnerable.
- DISCOURAGED – Believe that there are no job opportunities and have stopped looking for a work; at high risk of social exclusion and lifelong disengagement from employment,
- OTHER NEETs – A very heterogeneous group; includes the most vulnerable and those who are following alternative paths, such as artistic careers.

YOUTH IN ENTREPRENEURSHIP

The final part of the research will reflect the topic of youth self-employment rate within the European Union. Within this part, self-employment with a focus on the entrepreneurship of the self-employed youth, emphasizes the youth's capability to understand the market needs and business areas while combining them with the required skill sets and knowledge.

Data provided by the Organization for Economic Cooperation and Development (OECD) indicate that the youth have a high level of interest in self-employment, however, only 6.5% of working youth (15-29 years old) in the European Union (EU) were self-employed in 2018. Furthermore, the number of self-employed youths has declined over the past decade, falling from 2.7 million in 2009 to 2.5 million in 2018. Compared to the research results published back in 2013 by the European Foundation for the Improvement of Living and Working Conditions, it is noticeable that Italy still has the highest amount of self-employed youth. The self-employment rate for youth has remained fairly constant.

Figure 12 - Self -employment rate in relation to total employment, EU Member states, 15-29, 2020.



Source: Eurostat- lfsa_esgais, April 2021.

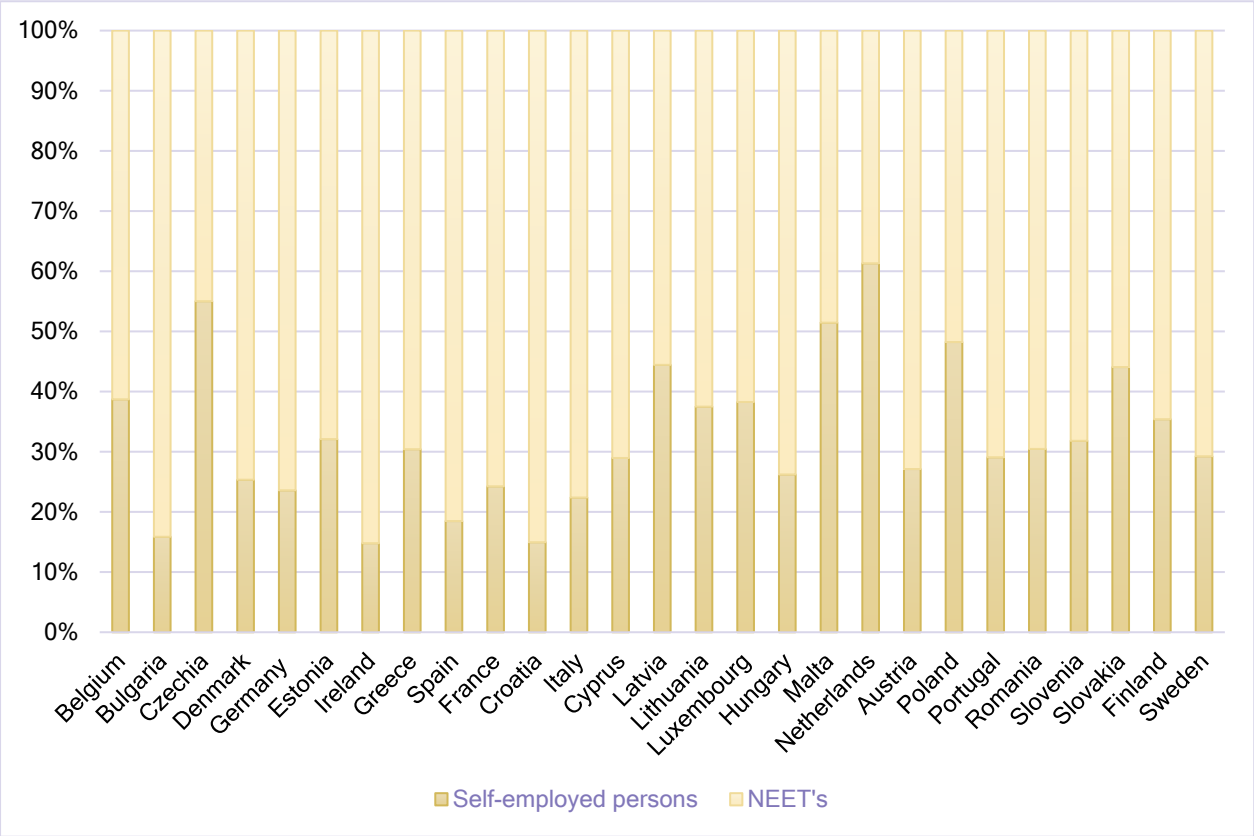
At the national level, youth self-employment rates varied greatly across EU Member States. Viewing the available data of the youth self-employment rate in comparison to the

total employment rate in each country, it can be concluded that the highest self-employment rates are in Greece (12%), Slovakia and Italy (both have an 11% self-employment rate), shortly followed by Romania and Poland (10,5%). On the contrary, the lowest youth self-employment was noticed in Germany (2,5%), followed by Sweden, Austria, Ireland and Denmark, where only 3% of the youth is self-employed.
Over the past decade, the youth self-employment rate declined in many EU Member States, likely due to the improving labor market conditions following the economic crisis that allowed more youth to move into paid employment. Nonetheless, there were marginal increases in the youth self-employment rate.

Countries with high youth unemployment tend to also have high youth self-employment rates, which often reflects necessity entrepreneurship. These claims can be backed up with the information gather from Eurostat for 2020, where the main parameters were the amount of the self-employed youth in comparison to the NEET amount.

On the following graph, it can be concluded that the unemployment and lack of adequate job position, in the case of young people can be viewed as an opportunity and motivation to start their own independence, and self-employment. Various scholars indicated that young people are rather motivated to start and self-employment journey, and compared to adults, they are additionally opportunity-driven.

Figure 13 - Self-employment rate in relation to NEETs, EU Member states, 15-29, 2020.

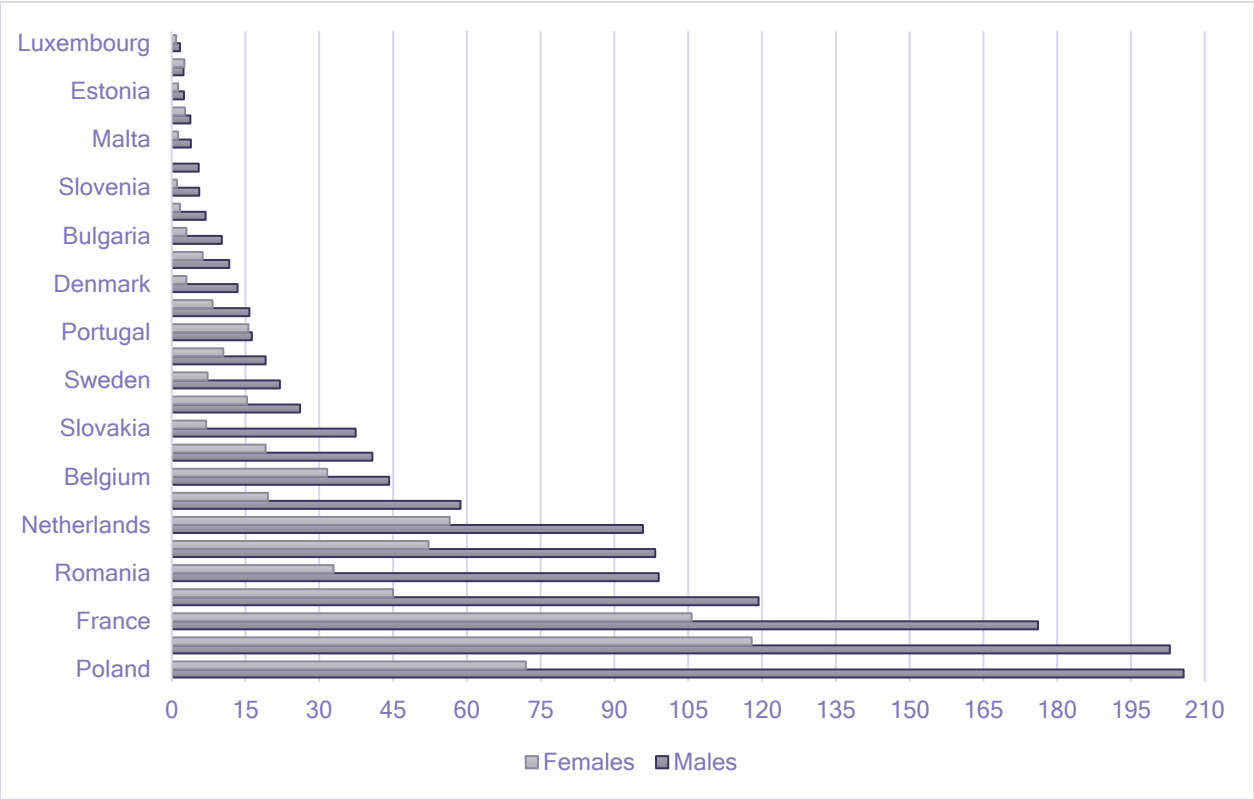


Source: Eurostat- lfsi_neet_a & lfsa_esgais, April 2021.

While compared to the prior information presented in this document the graph indicates that there is an existing correlation between the self-employment rate and the NEET rate. When it comes to the gender difference regarding the self-employment rate, it is inevitably noticeable that there is a strong gender bias. No matter the percentage of self-employment in each county, there is always a stronger correlation between the male population and self-employment than females, which is indicated in the following graphical.

Even in countries with a lower self-employment rate, such as Luxembourg, where the total self-employment rate counts roughly around 3000 self-employed personas, a 2:1 ratio can be determined, where 2000 out of 3000 self-employed are males. Even Italy, which has one of the most noticeable self-employment rates, indicates a gender difference between the self-employers. Around 203.000 self-employed are males, and around 118 000 are females. In France, there is a difference of 176 males and 106 females. The only exception was Cyprus, where around 3000 females were self-employed, and only around 2000 were males.

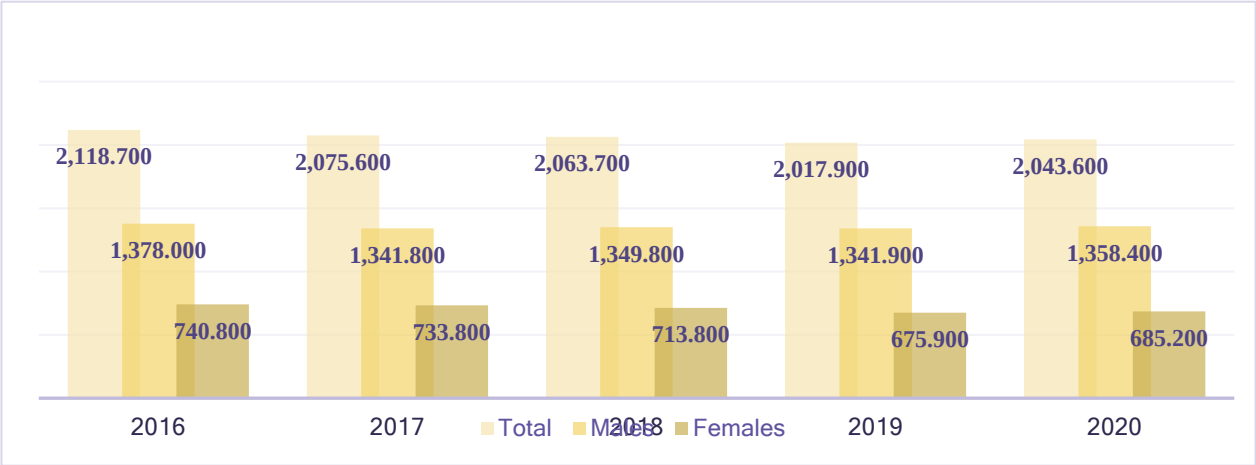
Figure 14 - Self-employment rate by gender, EU Member states, 15-29, 2020.



Source: Eurostat- lfsa_egaps, April 2021.

Consequently, the information presented per each county, it is only normal to conclude that there is a difference between the number of females and males who are self-employed. This claim was also supported by the data gathered from Eurostat. According to the prior information it is only logical to point out that at the European Union level, a strong distinction is noticeable, only a third of young self-employed people for 2020 were women, which can also be said about the previous years (from 2016/2020).

Figure 15 - Self-employment rate by gender, EU27,15-29, 2020.

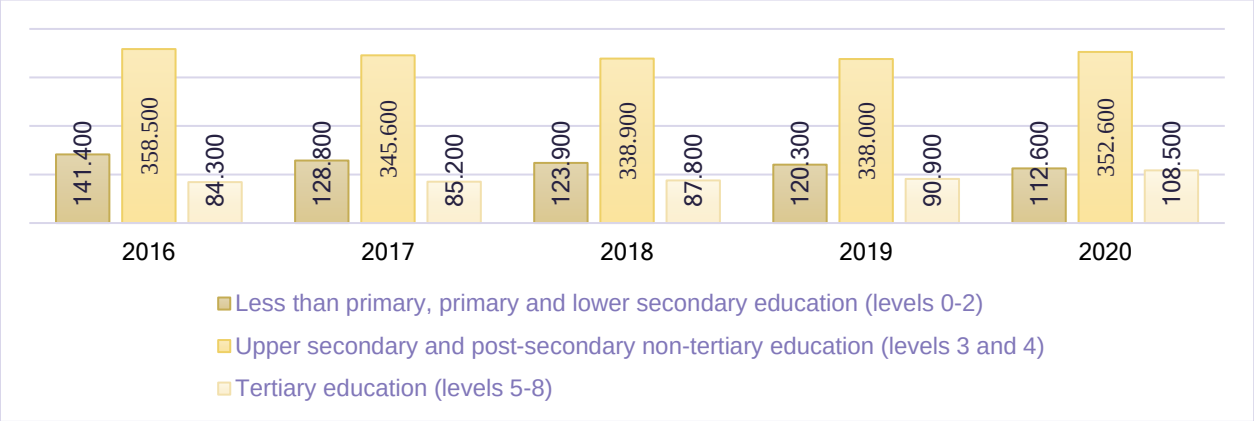


Source: Eurostat- lfsa_egaps, April 2021.

When it comes to the educational level and the self-employment, scholars are conflicted about the correlation whether or not the education level affects the self-employment rate. According to OECD, highly educated young people are likely to have the requisite skills necessary to set up and run a new business, but that they are also more attractive to employers offering high quality jobs. Viewing the information gathered from Eurostat throughout the past five years, one can conclude that the strongest connection is recognizable between the upper secondar and post-secondary non-tertiary education (ISCED 3-4) and self-employment than any other educational level. However, due to the lack of any deeper analysis, it is difficult to know exactly if those are the only two responsible parameters in these results. Another interesting hypothesis that can be drawn out of the data is the number of individuals who have less than primary, primary and lower secondary education (ISCED 0-2) who are self-employed compared to the individuals who have a tertiary education (ISCED 5-8) and are self-employed.

The Organisation for Economic Cooperation and Development (OECD) defined self-employment as***: "Anyone who works for himself or herself but not for anyone else, except under arm's length contracts."***

Figure 16-- Self-employment rate by educational level, EU27, 2016-2020



Source: Eurostat- lfsa_esgaed, April 2021.

DIG IN PROGRAM

The DIG IN program offers a new way for fostering NEETs' personal development using collaborative learning and entrepreneurial competencies as tools to increase their possibility for employment and social inclusion. The DIG IN program consists of face-to-face and offline activities. Some are conducted 'in person' during the workshops, as they are meant to foster skills like teamwork, cooperation, communication, and other 'social skills.'

The DIG IN manual contains instructions on how to organize the off-line activities and guides on how to use the tools and materials included in the IO 3 toolbox. The important thing to say is that the main target of the program is NEETs, youth that is affected by socioeconomic barriers, migrant background, weak family support, early school leavers. The program helps increase the ability to perform informed choices regarding further education, training, employment, and most of all civic participation. So here is your first opportunity.

The goals are the following:

- Improving all skills of the 21st century (learning to learn, social, civic competence, sense of initiative, cultural awareness)
- Developing entrepreneurship skills
- Expanded social and soft skills essential for smoother social participation
- Special approach to knowledge acquisition
- Increased STEM literacy
- Enhanced digital skills and ability to use digital devices in a more efficient and work-oriented way.

The program also uses various techniques (non-formal learning activities, collaborative learning, online and offline activities, individual and group initiatives and exercises ordered according to the 5 values in LICET, which are connected to specific skills and competencies related to entrepreneurship and enterprise organization).

The techniques of the program are reflected in:

- Productivity and progress of individuals and groups in local communities,
- Creating common values for the purpose of disseminating knowledge, information, and motivating others to work and progress,
- Efficiency of management, division of goals and use of the entire network,
- Creating an ethical, safe and healthy environment.

Each value is related to a cluster of skills that are implemented during different workshops. Each workshop will include skills/abilities the participants are trying to develop, definition of the concepts related to soft and specific hard entrepreneurial skills, specific entrepreneurial profile suited to the peculiar needs of NEET, online and offline activities guidance and orientation on the different dimensions of entrepreneurship and key

elements of cooperative learning, using wiki, blogs, social media, and the toolbox prepared and described in IO3, assessment tools, questionnaires, checklists and other supporting staff used to assess participants during individual work, group works.

SELF-ASSESSMENT TOOLS
TOOL FOR EDUCATORS

This self-assessment is designed to assist you in reflecting upon your current understanding of the DIG IN program and its main elements. The tool is designed for you to reflect on your situation and plan further steps for improvement.

As mentioned, the elements in the program are interconnected. Thus, having a clear idea of the big picture will help you in offering activities that are more engaging and enriching for the participants.

In addition, gaining an accurate picture of your current practices can help you set appropriate and reasonable professional improvement goals and can help you decide upon which professional learning opportunities to engage in to help you improve your practice.

Table 2 Reflection on the situation

Please, reflect on your situation and for each element and offer your personal opinion and evaluate the following elements.	**Please offer a value from 1 to 5, with 1 being LOW and 5 HIGH**
About your professional preparation	**1 (not enough) to 5 (proficient)**
• I regularly participate in professional learning activities	
• I engage in non-required professional learning about the things I feel I need to improve	
• I collaborate with my colleagues to review and reflect and to explore ways to improve	
• I explore and reflect upon how my personal identity affects my perceptions of participants and can create bias	
• I support others in their professional learning	
• I help to establish a climate of trust, critical reflection and inclusiveness among participants	
I have a clear understanding of the main elements composing the DIG IN program - Specifically	**1 (not enough) to 5 (proficient)**
• Youth entrepreneurship	
• Social entrepreneurship	
• Sustainable development and sustainability	
• Digital competences for the 21st. century	

• Transversal Skills required by the XXI century labour market	
In relation with the specific target group of the project, check your level of understanding about the following elements	**1 (not enough) to 5 (proficient)**
• Specific needs of NEETs	
• Specific characteristics of “digital natives”	
• Main issues connected with youth entering the labour market	
• Issues connected with youth inclusion and participation	
In relation with the methods and techniques employed in the program, how do you rate your ability in relation with the following:	**1 (not enough) to 5 (proficient)**
• Collaborative Classroom	
• Collaborative Virtual Classrooms	
• Mind mapping / Brainstorming	
• Scavenger Hunts	
• Role Playing	
• Data and Tools for Problem-solving	
• Online Discussion Boards	
• Learning by Teaching	
• The Jigsaw Technique	
• The ‘Flipped Classroom’	
• Game-based Learning	
• Debriefing	
• Evaluation & Learning Checks	
In relation with the program and its flow	**1 (not enough) to 5 (proficient)**
• I understand the non-formal education techniques associated with the program	
• I use non formal education techniques based on participant needs	
• I use a variety of formative assessments in my participants to determine what learners know and to provide them with feedback	

• I prioritize activities based on participants needs (or requests) without disrupting the process as in the present manual	
• I determine the level of performance of the participants in relation to the performance of the group	
• Determine the gap between the actual and the desired participant's performance;	
• I use technology to help foster knowledge, skills and concepts.	
• I vary the instructional role I assume based upon the objectives/outcomes of the lesson.	

INITIAL QUESTIONNAIRE FOR PARTICIPANTS

Table 3 Expectations of the training

What do you expect to achieve through your participation in DIG IN programme? **Please, tick the options (more than one is possible) you consider suitable for you**	
To increase my self-esteem	
To increase my personal competences	
To increase my social competences	
To increase my ability to work with others	
To learn more about entrepreneurship	
To know the different options I have to improve myself	
To increase my ability to plan my work	
To get new contacts to support me in my life	
Others (please specify)	

PARTICIPANTS' SKILLS ASSESSMENT WORKSHEET

Soft skills generally are not associated with a particular job or task. They are usually broader and related to leadership, communication, critical thinking, analysis, and organization. These can be transferred and utilized in a variety of different kinds of jobs and career paths. We offer below a simple assessment work sheet that can be used in

relation to a camp or performed when the assessors consider it convenient. The tool can be used multiple times to check on the progress of the participants. The participants have to mark each column as described. The same skill can be marked more than once in each column.

1. What skills have you already **acquired** and feel competent to do? In the first column, mark each skill in which you feel competent.
2. What skills do you **enjoy**, even if you are not proficient at them? In the second column, mark those skills that you really enjoy.
3. What skills would you like to **learn**, acquire or develop further?

Table 4 Communication assessment

Communication Skills	1. Feel Competent	2. Enjoy/ Favorites	3. Would Like to Develop
1. Write, edit, interpret or critique words			
2. Speak in public, debate, advocate, present or demonstrate an idea			
3. Reading and following directions/instructions			
4. Comfortably speaking to others you do not know			
5. Finding information			
6. Using a map			
7. Explaining things to other people			
8. Know when to ask for help or more explanation			
9. Listening to others			
10. Other(s) – specify:			

Table 5 Managements assessment

Management / Self-Management Skills	1. Feel Competent	2. Enjoy/ Favorites	3. Would Like to Develop
1. Administer, set goals and priorities, plan or make decisions			
2. Manage people, delegate tasks, direct, oversee or motivate			
3. Motivating myself to do what needs to get done			

4. Helping motivate others to get the job done			
5. Prioritizing tasks so that the larger goal is met on time			
6. Following the rules			
7. Checking your own work			
8. Using courtesy when dealing with others			
9. Seeking help when needed			
10. Being eager to learn			
11. Speaking up for yourself			
12. Solving problems in a cooperative way			
13. Other(s) – specify:			

Table 6 Assessment of the people and social skills

People and Social Skills	**1. Feel Competent**	**2. Enjoy/ Favorites**	**3. Would Like to Develop**
Guide or listen to individuals			
Problem-solving, mediating or networking			
Caring for others and their needs, their views			
Helping people complete a task			
Knowing how to get along with different people/personalities			
Leading groups or activities			
Other(s) – specify:			

Table 7 Assessment regarding critical thinking

Critical Thinking and Investigative Skills	**1. Feel Competent**	**2. Enjoy/ Favorites**	**3. Would Like to Develop**
Analyze, use logic, problem solve, examine			

Conceptualize, adapt, develop, hypothesize or discover			
Evaluate, assess, test, appraise, diagnose			
Observe, reflect, study or notice			
Research, investigate, read or interview			
Synthesize, integrate, unify or conceptualize ideas			
Other(s) – specify:			

Now, please fill in the following boxes to check what skills you need to prioritize. Of course, this is not compulsory or the only way to improve those competences, but it will offer a clear starting point.

Table 8 Priority checklist

1. From the lists above, referring to column 2, list your top five favorite skills that you would most enjoy utilizing in your work (even if you are not proficient at them yet). Include the main skill category.	
2. Which of the favorite skills listed above do you consider strengths or things that you are very good at? Both column 1 and 2 would probably be marked. Include the main skill category.	
3. Which (top five) skills would you like to develop, improve and/or learn (refer to skills marked in column 3)? Include the main skill category.	

LEARNING METHODOLOGIES

COLLABORATIVE CLASSROOM

The design of the collaborative classroom emphasizes group learning. Typically, tables enable small groups to sit and work together, unlike the rows of desks associated with factory model schools of last century. Each group has ready access to the Internet, multimedia displays and collaboration software. The group tables, shared table-top displays, and wall displays with unrestricted lines of view, are the most common characteristics of the collaborative classroom.
Implementing an effective collaborative classroom also requires an instructor station, simple remote control of the technology and lighting, quiet HVAC, and configurable audio/video. Some classrooms make use of special chairs to allow students to glide in and out of groupings or to sit at elevated tables.

COLLABORATIVE VIRTUAL CLASSROOMS

Collaborative virtual classrooms make online learning more engaging. Aside from the usual audio-video conferencing and chat features, virtual classrooms also provide synchronous and asynchronous annotation, communication, and resource sharing for facilitators and participants. It's a definite must-have for any e Learning platform!

eLearning platform constitutes an information system that schools, universities, and institutions can use for teaching (only online or supporting traditional teaching) which can have the following features (all together or individually): a) be a content management system (CMS), guaranteeing the access to didactic materials for the students; b) be a learning management system (LMS), where the use of learning objects makes easier the learning of a given topic; c) be a computer-supported collaborative learning system (CSCLS), which makes easier the use of collaborative and situated teaching/learning strategies; and d) build a virtual community of students, tutors, and professors using knowledge management (KM) strategies.

MIND MAPPING / BRAINSTORMING

These two are approaches that can also be classified under active learning methods. Mind mapping and brainstorming are staple methodologies for any problem-solving activity. In these sessions, learners come up with ideas and post them on a board. As a

group, the students then select the best ones and use those to come up with a solution. For these methods, there are available apps that allow learners to use their own device and collaborate with others in coming up with a mind-map or idea tree. Brainstorming is one of the best-known techniques available for creative problem-solving. This concept describes the technique and explores its benefits and weaknesses. It goes on to set out procedures for organizing effective brainstorming sessions and offers some examples of brainstorming drawn from past experiences of renowned organizations.

SCAVENGER HUNTS

Here is another fun and engaging activity that involves the use of the company knowledge base. Scavenger hunts start off with a customer concern. The learner's task is to use the system and find the appropriate resource to address the issue. Not only does it familiarize the learners with the system, but it also prepares them to handle real-life customer scenarios.

ROLE PLAYING

Role playing is also another effective approach founded on active learning methods. Role playing simulates real-life situation that requires problem-solving skills. More importantly, it is also a medium for gauging actual performance. Role playing activities can include job simulations like customer interaction (facilitator plays the customer, learner the agent) through the phones, email, chat, or in some cases, virtual reality.

DATA AND TOOLS FOR PROBLEM-SOLVING

A combination of a scavenger hunt and role-playing activity, this exercise is one of the more effective active learning strategies for adults. The facilitator assigns a case-study (preferably taken from common customer scenarios) to a learner. The learner, in turn, makes sense of the data and uses the available resources to solve the case.

ONLINE DISCUSSION BOARDS

Online discussion boards are also one of many proven active participation strategies. Online boards are virtual boards where students can learn collaboratively. They post questions and answer queries. Most of the time, there is very little facilitator or subject

matter expert intervention involved, with most answers usually coming from the other participants who are more knowledgeable on the topic.

LEARNING BY TEACHING

In a nutshell, learning by teaching means that you allow learners to prepare and teach the lessons (or part of them) to their fellow students. Although it may look like the facilitator is taking a very hands-off approach in this method, it actually involves a very elaborate process where the facilitator is both moderator and subject matter expert. Do take note that learning by teaching does not simply mean a presentation or a lecture presented by the learners. In this particular approach, the learners are the ones who are facilitating the session by engaging with fellow students. The facilitator ensures that the learning gets processed correctly and also lends a hand to the student-hosts. Webinars and online discussion boards are the usual media used for this methodology.

THE JIGSAW TECHNIQUE

The Jigsaw Technique is another approach that fully reaps the benefits of active participation and collaborative learning. In this approach, learners are given a “piece of the puzzle” that they need to solve on their own. After this, they need to collaborate with other learners to finally complete the puzzle. This approach would be a good addition to role playing and using data/tools to not only solve bigger problems but also gives participants a glimpse of the ‘bigger picture.’ It is a good exercise to let learners realize their role in the bigger picture by doing both individual and collaborative work and how those are all part of a process.

THE ‘FLIPPED CLASSROOM’

The flipped classroom is a fairly new term in the learning and edtech industry. Lessons are ‘flipped;’ meaning that most of the work like reading and research are all done outside of class. This goes in contrast to the traditional approach where most of the class time is used for lectures, and activities are assigned as homework. Flipping a classroom leaves more time for the facilitator to implement active learning methods during class time. This concept works on making efficient use of class time with less (or no) lectures, and more time for activities.

GAME-BASED LEARNING

GBL is, arguably, the most fun among all the active learning methods. Game-based learning, or gamification, is turning a certain aspect of learning (or business) into a game. There are available learning apps that let you do this, but you can also create your own! Just don't forget to apply the three elements of gamification – achievement, competition, and fun – into the endeavor.

FACILITATION STYLES

Facilitation styles are linked to a facilitator's educational value system, and stem from their philosophy of education. Being aware of your own facilitation/teaching style (or styles) can help you improve your teaching methods, by designing your course to increase student engagement, motivation and, ultimately, enhance learners' outcomes and progress. The facilitation styles you will adopt, depend on your goals, material and learning objectives. The co-operation between facilitator and learner is the main principle in the facilitation process. In this respect, facilitators/ educators often develop a personal style of facilitation based on learners needs. The facilitator could use any of the following styles depending on the exercise, group, environment, and personal intuition:

DIRECTIVE

It is a facilitation methodology where the educator transmits knowledge by giving learners guidelines and reasons, based on formal educational methods. More specifically, he/she presents and explains the contents, showing the theory, examples, applications, etc., and the learner receives them under educator's language without active interaction. This facilitation style is also known as the "traditional" one. Knowledge is transmitted through clear-stated directions, in order to prevent mistakes. It promotes an effective way of learning, where the truth and logic surpass emotions, viewpoints and feelings. Learners are involved in a learning process, in which they are exposed to expected standards of behaviors.

Moreover, decision-making skills aiming at making effective choices, are been taught directly without encouraging learners to experiment and make their own choices from the scratch. Regarding the advantages of this style, it gives facilitators opportunities to incorporate a variety of formats including lectures and multimedia presentations. On the other hand, although it is effective for teaching mathematics, music, physical education,

or arts and crafts, it is difficult to address learners' individual needs in classrooms with larger and more diverse populations.

EXPLORATORY

Contrary to the directive facilitation style, the exploratory style is based on student-centered pedagogy, emphasizing on creating the circumstances for the active involvement and interaction during the learning process. It encourages learners to voice their experiences and ideas, think creatively, learn how to reflect on what they learn. This procedure is implemented through questions and pose problematic situations to learners, in order to examine new material (knowledge) with the purpose of connecting the previous knowledge with the unfamiliar (new) concepts.

It is important to stress out that the exploratory facilitator does not leave the learner without guidelines, but gives them the opportunity to expect various lessons and behaviors depending on their choices. Since exploratory method facilitates social interactions and cognitive development is more effective for teaching generalized thinking and problem-solving skills. On the disadvantages of this style, the challenge of interaction of the educator with learners should be noted, as learning procedure should be based on discovery rather than lecturing facts and testing knowledge through memorization. Consequently, it doesn't measure success in tangible terms.

DELEGATING

The delegating facilitation style promotes learning by doing. The facilitator empowers learners to work alone to set goals, develop plans by assigning tasks and roles. The instructor is available, when needed, to be used as a resource. Facilitators who use the delegating teaching style do not host formal lectures. Learners are recognized and acclaimed for working independently. Thus, the delegator style is best suited for curricula and training sessions that require lab activities, such as chemistry, or subjects that need peer feedback, such as debate and creative writing.

Such facilitation styles can encourage learners to develop the tools to be confident and independent learners. However, learners who aren't ready for such autonomy could become anxious and not perform well. This method is great for upper-level studies where students already have an appropriate level of knowledge and do not need much hand holding. They are ready to rise to the next level of learning, and view the educator as a

guide, not someone who's there for standard instruction. On the other hand, considered a modern style of teaching, the delegating style is sometimes criticized as eroding teacher authority. As a delegator, the teacher acts more as a consultant rather than the traditional authority figure.

PARTICIPATIVE

Participative facilitation style includes a set of didactic strategies and techniques aiming at promoting a more active role of learners in the learning process. According to this approach, each learner is encouraged to be responsible for his or her learning experience, in order to develop learning autonomy. Participatory learning constitutes a method of learning, which also contains engagement and cooperation with learners. This implies not only to captivate learners' interest in theoretical parts, facilitation debate, exchange of opinions and critical reflections, but also to engage them in practical activities, to connect the theoretical and academic knowledge with real-life conditions, in order to apply and examine the knowledge and skills acquired. The practical activities may vary from practical work, tutorials, case studies to project-based learning and simulations.

SHARING

Sharing facilitation style is about encouraging learners to share past and present feelings regarding what they have learnt, why they learn and what progress they have made during the learning process. Sharing facilitates dialogue, exchange of different experiences, while it promotes cooperation with other learners. Learners get better at sharing as they learn to manage emotions and gain new and pluralistic perspective knowing other points of view. By sharing emotions and feelings regarding the learning process, learners will be able to know how to cope with success and failure, in order to be disappointed.

Moreover, learners should learn to share, in order to cooperate and negotiate effectively when working with others in a team. The facilitator is responsible to encourage sharing and self-reflection not only to teach compromise and fairness, but also to help learners develop a sense of empathy towards other learners. It is important for the educator to set clear expectations from scratch, in order to prevent disappointments from the sharing procedure.

INTERPRETIVE

Interpretive facilitation practice includes the development of particular habits of mind related to interpreting and translating knowledge about learning procedure, learners, and subject's content into meaningful, purposeful, and productive learning experiences. In order for learners to exercise their mind in interpretation, the facilitator is expected to involve them in focused inquiry, directed observation, active learning practice, and guided practice. First of all, to teach interpretively means to think interpretively, and thus is similar to teaching in an interpretive-based manner. Secondly, teaching interpretively encourages the critical participatory approaches through open dialogue and debate among learners and the facilitator. Finally, the interpretive method faces each learner as individual- and not just a learner among other- trying to help him/her to find the word to express him/herself, the learning process and the world around him/her.

EVALUATIVE

Evaluative facilitation style is defined as a systematic procedure for reviewing the performance of a learner during the learning process, by assessing what someone says and providing a statement of value in relation to behavior and learning outcomes. Methods of evaluation include provision of feedback, self-evaluation, peer observation or portfolio for tracking the progress during a period of time. Evaluation has its four different aspects namely objectives, learning experiences, learner appraisal and the relationship between the three. Besides the impact of evaluation for the learner's academic development, the evaluation process enables the educator to review his/her teaching methodology and revise any techniques, if needed. Thus, the evaluation process should be considered as a mutually beneficial process for both facilitators and learners.

All in all, from all the above suggested styles you are free to choose the one -or more- that suit(s) better to your audience, to their needs and of course, your background experience and knowledge. According to the abovementioned facilitation styles, learners will be able to learn through different methods and ways, based on non-formal education.

ACTIVITIES

To achieve the suggested goals, and encourage healthy competitive behavior, the following activities are suggested: Getting to know your local community, agreeing to disagree (CIVITAS 3x3 debate, Middle ground), Adam & Steve, Me- villain and superhero, The Mind Reboot, Public speech, Real/ counterfeit goods and real/ counterfeit money, Plastic Eiffel tower. The details for each of the suggested activities as well as the way how to conduct them can be found in the sections below.

1. GETTING TO KNOW YOUR LOCAL COMMUNITY

Workshop title: Getting to know your local community

Introduction: This module will offer youth workers, educators and trainers a useful tool to engage young people, especially NEETs, in a local level and teach them how to be proactive and contribute to the economic and social development of their communities. The module is based on the teaching of active citizenship as a combination of skills, knowledge, attitudes and of course, actions, that aim to contribute to building and maintaining a democratic society.

It supports democratic cooperation that is based on the protection of human rights, the acceptance of diversity and the rule of law and included the whole community. Active citizenship means young people getting involved in their local communities and democratic procedures at all levels, from towns to cities to nationwide activity. On this basis, this module will use the collaborative learning approach to increase motivation among youth group members and to teach them skills that can be used not only in their social life but also the professional one, such as communication, collaboration, interrelationship and public speaking skills.

Objectives:

- Learn how to be proactive and contribute to the social and economic development of the local community.
- Understand the importance of the collaboration and cooperation for building and maintaining a democratic and peaceful society.
- Exercise on communication, decision, making and public speaking skills.
- Acquire useful tools to enhance those skills.
- Develop self-reflection and team-reflection skills.
- Identify social development issues to address in a community.
- Feel confident to express oneself including ideas and opinions.
- Feel encouraged to have a more proactive behaviour and participate in their local societies.

Time: 360 minutes (2.5 hours)
Preparation: Lesson plan on flip chart, laptops/ projectors, paper and coloured pens, sticky notes
Facilitation Style: Directive: Providing information and instructions, to develop a work plan. Exploratory: Asking questions to encourage, participants to voice their experience and ideas. Delegating: Assigning tasks and roles to individuals.
Participative: Taking part in discussion sharing personal experiences.
Sharing: Encouraging the sharing of past and presenting feelings.
Interpretive: Putting other words on a contribution or helping someone to find the words to express him/herself.
Evaluative: Assessing what someone says by providing a statement of value in relation to behaviour.
Learning Check/Evaluation: The evaluation will be based on a reflecting session which will follow after the completion of each activity. The facilitator/youth worker will debrief on the topics covered and then encourage participants to list 3 words about what they learned through this activity; explain why they found these 3 key lessons learned important.

Activity 1.1: Get to know us better-Energizer Activity

Step-by-step description:
1. In a circular arrangement each participant introduces shortly himself/herself (name, characteristic, hobbies etc.)
2. Then writes down or tells an adjective that starts with the initial letter of his/her name and matches to his/her character.
3. The next participant should remember the name of the names of the previous participants.

When trying to implement this energizer in online version, the facilitator can give the floor to the participants in order to introduce themselves and then the rest of the participants before introducing themselves should remember and say out loud the names of the previous participants.

Materials:
When implementing the activity offline: Pen and paper (not obligatory)
When implementing the activity online: Laptop a/Desktop and a platform with annotate function (e.g., Zoom, not obligatory, as the facilitator can pick randomly someone)

Duration: 20 minutes

Preparation:
Just give to learners an example. E.g., My name is Katerina, I work as/studied as etc., and the adjective that characterize me is Kind (Katerina) because…

Outcomes: By the end of this exercise each person of the group will have a short description and the first impression for everyone. The interaction among participants will give them the opportunity to get to know each other better. Thus, the engagement and mutual participation to the following activities will be increased.

Evaluation/Learn Check: Reflects on the participation and cooperation of the group

Tools and how to use them: Gather a small group of people and use this energizer as an ice breaker in order to enhance the mutual participation of all members. The use of paper and pen are not oobligatory, as the activity can be implemented without them.

Background/references/sources: N/A

Activity 1.2: Community Mapping

Step-by-step description:
Participants are asked to create a shared visual map of their local community, including positive areas, as well as areas of concern, with broader community engagement if possible. Explain that:
1. The group's task is to make a giant map of their locality on the large sheet of paper (if implemented online the group can use a video, a picture, a PPT and go as much creatively they can)
2. Show an example to the group from your own community. Ask each group to draw in pencil (with the help of the rest of the group) a very rough map of the geography: roads, towns, hills, borders – whatever is right for the scale of the area you are working in. Stress again that it doesn't have to be accurate or detailed. Give out the icons and explain that people can use them to represent different features of the community.
3. Ask participants to identify some of the good things about the local community and the local assets: – what social services and facilities do the community have? – what skills does the community have?
4. Now ask participants to write on sticky notes some of their emotions or feelings for different parts of the area, as well as for the different buildings and facilities they have placed on the map. These can be positive or negative. They should place these sticky notes on the map.
5. Identify issues or concerns in the community and mark them on the map.
6. Identify where there are gaps in knowledge and further research is needed.

Materials: When implementing the activity offline: Paper and lots of coloured pens, sets of printed images and two examples of community maps. Projector for the PPT (not obligatory) When implementing the activity online: Laptop/Desktop and PPTs (for SWOT analysis). Some free tools you might useful to use

Duration: 60 minutes (1 hour)

Preparation: Facilitator makes a brief introduction to the basic terminology and the importance of active citizenship!

Community: A community is a social unit (a group of living things) with commonality such as norms, religion, values, customs, or identity. Communities may share a sense of place situated in a given geographical area (e.g., a country, village, town, or neighbourhood) or in virtual space through communication platforms.

Active citizenship: Active citizenship refers to a philosophy adopted by organizations and educational institutions, advocating that members of organizations or companies have certain roles and responsibilities towards society and environment, although those members may not have specific governing roles. Active Citizens are those people who look beyond their basic legal duties and are further engaged voluntarily in activities that somehow affect the public life of their locality or communities. This might be through "civil" society (citizens using their freedom to join together, usually for the purpose of managing social change in their locality) or "civic" society (relating to the ruling powers or decision makers of the community).

Outcomes: By the end of this exercise the young people will acquire knowledge on what is active citizenship and which is the importance of being an active citizen for social development issues. Even when participants have the same opinion on a specific topic, the reasoning varies from person to person. This way, one can learn more, or even change an opinion.

Evaluation/Learn Check: Reflect on the maps created by group members. The facilitator can start a discussion on the maps and pros and cons of each community! You can base the discussion on the questions below:

- Can you be an active citizen within your community?
- What are the chances offered to make your voice heard, to volunteer, to achieve economical, personal and social growth?

Tools and how to use them: Gather a small group of young people, from 5 to 10 and encourage them to create their community map. You can also propose the SWOT Analysis model that could ease their mapping and will focus on the Strengths, Weaknesses, Opportunities and Threats within their communities. A PowerPoint presentation has also been created, so facilitator can have an initial tool to train participants. Find the model here.

Background/references/sources: N/A

Activity 1.3: Stand up (energizer activity)

Step-by-step description:

1. The facilitator loudly reads a statement regarding daily life in the local community.
2. The participant stands up if he/she agrees with the statement. (In the online version the learner rises his/ her hand or opens the camera when the answer is positive.)
3. Finally, every participant who stood up explains shortly how this statement is applied in his / her community

Materials: When implementing the activity offline: Paper and lots of coloured pens, sets of printed images and two examples of community maps. Projector for the PPT (not obligatory) When implementing the activity online: Laptop/Desktop and PPTs (for SWOT analysis). Some free tools you might useful to use.

Duration: 20 minutes

Preparation: The facilitator reads out loud the prepared list of statements.
- Your community provides several opportunities to young people.
- Social life in your community is promoted through initiatives for every age group of citizens.
- Your community provides professional opportunities.
- Your community promotes active citizenship and participation in democratic procedures

Outcomes: The learners enjoy expressing themselves on questions relevant to their community. The facilitator creates an engaged group through a fun atmosphere, and he/she could identify the level of the learners and their relativity to the topics asked.

Evaluation/learn Check: Reflects on the participation and cooperation of the group.
- Did you spot something new that you were not aware regarding your community?
- Did this exercise help you to exchange ideas with other learners?

- Did the discussion with others actuate you?
Reflect on the maps created by group members.

Tools and how to use them: N/A

Background/references/sources: N/A

20 MINUTE BREAK

Activity 1.4: Visioning the changes that you want to see

Step-by-step description:
After the completion of the previous “energizer activity”, the facilitator will explain the next activity (1.4). As learners will have exchanged some ideas regarding everyday life in their community, it is time to identify the ways to better their community and express the changes they want to see. The facilitator asks participants to reflect on learning from the previous activity and to prepare for visioning change. Facilitator: Refer to the maps of our communities that we made and the need for dialogue and inclusion and teamwork. Make sure the changes benefit the community in general. Make them uplift. Write them down.

1. Give participants 15 minutes to reflect on the outcomes of the previous exercise (Activity 1.2 and previous energizer) and afterwards invite them to think about the changes they want to see and ways that they can achieve these changes.
2. Invite participants to think as individuals: what are the changes they would like to see in their community? (What could be?)
3. Now ask participants to form two circles: an inner circle and an outer circle. The inner and outer circle should face each other. Each pair tells each other the change that they would like to see in their communities/nations and why. After two minutes the outer pair moves around, and the exercise is repeated. After everyone has moved around four to five times then draw the group together in plenary.
4. Ask each participant to consider:
- What did you hear?
- What kind of changes did people want to make?
- Did you hear any like your own? What were the reasons?
Ask the group whether there are any key messages/ideas which are emerging from the group.

Materials:
When implementing the activity offline: Sticky notes, Vision table. When implementing the activity online: Laptop / Desktop and a platform with a function of breakout rooms (e.g., Zoom platform), that will enable facilitator to implement this activity online without any problem. When implementing the activity offline: Paper and lots of colored pens, sets of printed images and two examples of community maps. Projector for the PPT (not obligatory) When implementing the activity online: Laptop/Desktop and PPTs (for SWOT analysis). Some free tools you might useful to use.

Duration: 60 minutes

Preparation: Activity 1.1 and Stand-Up energizer

Outcomes: The purpose of the activity is to bring young people together to brainstorm, work as a team on possible and create future plans that could build an open, inclusive, resilient society. The activity also fosters the creativity and problem-solving skills of the learner apart from those of cooperation and collaboration.

Evaluation/Learn Check: We can now explore which changes we want to work towards in groups. The intention is to see if there are changes where group members can work together to plan and deliver social action.
- Did you spot any changes you did not have initially in mind?
- Did the discussion help you to find solutions in the problems of your community?
- Do you feel activated to start implementing the changes proposed?

Tools and how to use them: N/A

Background/references/sources: Priority toolkit

DAY 2

Activity 1.5: Unique Communities (energizer)

Step-by-step description:
1. Ask each learner to think and write down 1 unique characteristic of his / her community.
2. Each participant says out loud this one unique characteristic of the community.
3. After the completion of the statements, the group tries to identify which is the most unique characteristic of their communities.
4. By the end of the activity, everyone should have expressed their thoughts.

Materials:
When implementing the activity offline: Paper and pen (not obligatory)
When implementing the activity online: Laptop / Desktop and a communication platform. On the online version the facilitator can give the floor to one learner at a time.

Duration: 20 minutes

Preparation: The facilitator should remember the rules in order to explain them to the participants.

Outcomes: This energizer activity helps the learners get to know their community better.

Evaluation/Learn Check: Reflects on the cooperation and participation and the smooth flow of the workshop.

Tools and how to use them: N/A

Background/references/sources: N/A

Activity 1.6: Three C's to Good Decision-Making

Step-by-step description:
The facilitator makes a brief introduction to the basic terminology about decision-making! Decision making is the process of making choices, identifying a decision, gathering information, and assessing alternative resolutions. The use of a step-by-step decision-making process will help you make more deliberate, thoughtful decisions by organizing relevant information and defining alternatives.

Step 1: Write down (on a blackboard, poster or even a paper) a situation that arouses you or your friends, emotions of fear or anxiety and in which you are called to take a decision. (Some proposed topics to help participants find a challenging situation could be: social life or active participation). This is your "Challenge". You should take a decision where the consequences do matter and will assist your community to overcome the proposed "Challenge". In order to make you feel more comfortable, we affirm you that the notes will be under confidentiality.

Step 2: Remember that every person is called to live with the consequences of their decisions and the results he / she has made should be embraced and accepted by them.

Step 3: Then point "Choices": to brainstorm (think, write down anything that you have on mind, search on the internet) a variety of choices and possible options that a person has when making a decision. List those beside the word "Choices" and add any other you can think of! Make sure that you have more than 3 choices.

Point to the word "**Consequences**": think of both positive and negative consequences for each and every one of the existing choices. Write the responses beside the word "Consequences", creating a grid. Reflect on your choices and consequences and then pick up a solution/choice. Decision making is often a process done alone however; people may seek for other opinions before making a decision.

Materials:
When implementing the activity offline: Blackboard or A4 sheets or posters, Pens/pencils
When implementing the activity online: Laptop / Desktop

Duration: 45 min

Preparation: Inform the participants about the purpose of the exercise, its goals and the programme that is going to be followed. Additionally, make clear to them that they don't need to have any experience or knowledge in the fields that are going to be discussed and practiced.

Outcomes: The central aim of the activity is to provide you with a model for effective decision-making sessions. The objective is to learn about effective decision making and the consequences of choices. The 3 C's of branching scenarios are a tool which you will be able to use to plan your thoughts, actions, lessons, tasks in a clear and logical manner. Using the 3 C's takes a lot of the work out of planning your eLearning.

Evaluation/Learn Check: Debrief: We can now find out what the correct decisions are, but what the consequences of their actions could be. The 3 C's of branching scenarios give you a solid template and system to create meaningful scenarios.

Tools and how to use them: This activity can either serve self-directed purposes which means that you can apply this model to yourself or to apply the activity into a group of learners. A short and concise PowerPoint presentation has been created for the facilitator, in order to raise learners' awareness on the significance of decision-making skills.

Background/references/sources: 3 Cs of branching

20 MINUTE BREAK

Activity 1.7 General Reflections about the day

Step-by-step description: Divided into groups, people share their thoughts on paper, connecting graphically words to "Sustainability" and "Circularity" (like a mind map). "Which are the most important concepts that you have learnt? How do you implement them in your daily life? What is the concept that you need to work on more? According to what you heard from other groups; how could your ideal business be more sustainable? (One person per question, the others change questions continuously).

Materials: Paper and pens

Duration: 45 minutes

Preparation: n/a

Outcomes: The moment of general reflections will help the participants to think about what they have learnt during the day, but it will be useful to the trainer too as a feedback to the work done.

Evaluation/Learn Check: One person from each group, then shares the insights with the whole group.

Tools and how to use them: N/A

Background/references/sources: N/A

Activity 1.8: Public Speaking (Watching popular speeches and learn how to critique them)

Step-by-step description:
This exercise can be organized in two phases. The first one is based on discussion among learners and the facilitator, while the second is based on role play activity.
The facilitator will start explaining some of the basic terminology before starting the exercise. Afterwards, learners could watch speeches of people in order to try to identify verbal and non-verbal expressions used in public speaking. Finally, the debriefing session will follow with facilitator to propose some questions to the learners.

Facilitator makes a brief introduction to the basic terminology about Public Speaking!

Public speaking is speaking to a group of people in an organized way: to give information, influence or persuade, or to entertain the listeners.

Role play is the changing of one's behavior to assume a role, either unconsciously to fill a social role, or consciously to act out an adopted role. While the Oxford English Dictionary offers a definition of role-playing as "the changing of one's behavior to fulfil a social role", in the field of psychology, the term is used more loosely in four senses.

In order to be an effective communicator, you have to understand the ins and outs of what effective communication looks like. Watching speeches and learning how to dissect them is a great way to get started with this.

You may watch Conor Neill, Seth Godin, Mel Robbins, and Simon Sinek. But you can't go wrong by starting with the most popular TED Talks while keeping the questions below in mind when watching the videos —

1. The facilitator could propose the following questions:

- **Introductions**

How did the speaker engage the audience in the introduction? Did their first sentence grab your attention? Did they lead with a personal story or did they kick off the talk by making a shocking statement? What was it about their introduction that wanted you to keep watching? Was it because it was relatable? Or was it because it piqued your curiosity?

- **Body of the talk**

Was the structure of their argument easy to follow (the best speakers are often the best simplifiers)? How often did they use their own stories to make an emotional connection with the audience? Which words or phrases did they use when moving from point to point? Did you notice a change in their tone during these transitions? How often did they pause and why do you think they chose those times to slow down? How often did they use metaphors, analogies, and symbolism to add clarity and simplify complex thoughts or ideas?

- **Conclusion**

Was their conclusion clear, concise, and memorable? Did they link it back to the story in the introduction or simply drive home the main point of their thesis statement? If they ended with a call-to-action did it inspire you to take it?

- **Non-verbal communication**

Did they do a good job of keeping eye contact with the audience throughout their talk? Were they standing or sitting up straight? Was their head held high and their facial muscles relaxed showing positive emotions? What were they doing with their hands throughout the talk? Were they being used to make gestures? Did you ever catch them fidgeting? Did they appear relaxed and in control from start to finish? If they tripped up during their speech how did they recover? How did their body language change when they really wanted to drive a point home? What about their clothes? Did they reflect their personality and the tone of the talk?

Asking yourself questions like these while watching talks will give you a deeper look into all the nuances that go into being an effective communicator. Some people may make it look easy, but no matter how "natural" they may appear, you can be sure each and every one of them has put hours upon hours into practicing for their talk. Through this discussion phase, facilitator and participants will come up with some conclusions regarding the introductory part the body language and non-verbal communication of the public speakers.

2. Facilitator in this phase could propose a game of role play. Participants could take up a role of one of the people who saw talking publicly and try to apply some of their characteristics. In this part, participants will be free to improvise and express themselves in order to practice themselves in public speaking

Materials: When implementing the activity offline/online: Laptop/Desktop and Projector (not obligatory)

Duration: 40 minutes

Preparation: Group watching with a laptop and most preferable, a projector.

Outcomes: The central aim of the activity is to help young people improve their public speaking skills. When it comes to active citizenship, advancing a career, advocating for the marginalized or excluded groups within a society, the public speaking skills are a crucial and indissoluble part of our assets.

Evaluation/Learn Check: Debrief: Answer the above-mentioned questions and debrief on the. Did they inspire you? Do you think that you can communicate your ideas, thoughts and feeling in a more passionate and persistent way?

Tools and how to use them: This activity can either serve self-directed purposes which means that you can apply this model to yourself or to apply the activity into a group of learners.

Background/References/Sources:
6 Exercise to Improve Your Public Speaking Skills
How to get your ideas to spread | Seth Godin

Activity 1.9: Tell us the history of…

Step-by-step description:

1. In order for the facilitator to give the opportunity to participants to express themselves in public, he/ she will prepare a starter list of events. (Cultural Event organized in your community, Open days for professional opportunities, Volunteering activities, Campaigns for raising awareness on matters concerning community).
2. Given the opportunity to the participants to choose one event and to write it on a paper. Put the topic cards/papers into a non-see-through bag.
3. When it is their turn a player pulls a topic from the bag. They then must give an account of the history (story) behind the event they have drawn. It need not be factual! Encourage imagination, outrageous lies, flights of fantasy.

Materials: Paper, pen/pencil

Duration: 40 minutes

Preparation: The facilitator should be prepared to explain the instructions to participants in detail.

Outcomes: The goal of this public speaking game is to enhance public speaking skills of participants and give them the ability to feel how it is to speak in front of a wide audience.

Evaluation/Learn Check: Reflect on the diagrams developed by each member of the group.

Brainstorm on the ways in which technology can foster the citizenship and how someone can be a digitally active citizen!

Tools and how to use them: N/A

Background/references/sources: N/A

2. HOW TO INNOVATE

Workshop title: "How to innovate"

Introduction:

It would be useful the operator to offer some general information about learning to the participants before the workshop starts such as: Benjamin Franklin once said: "Tell me and I forget, teach me and I may remember, involve me and I learn." Hands-on learning and meaningful discussions can provide learners with an arena to express new ideas, think critically and voice their opinions, engaging them on a deeper level.

Every operator can adjust the introduction and the general knowledge shared before the implementation based on their target group's background. Also, the project must be presented to the participants (goal, target groups, IOs, etc.):

The DIG IN program offers a COLLABORATIVE LEARNING space where NEETs can create new opportunities for themselves and connect with peers. The empowerment program uses entrepreneurship as motivation for participating in society and contributing to the labor market while enhancing their employability and entrepreneurial skills.

The main steps of collaborative learning that operators should have in mind are:

1. Explain the task. This can be as easy as instructing students to discuss or debate a subject with their neighbor.
2. Provide enough time for students to complete the assignment. As you walk around, answer any questions that come up.
3. Have a debriefing. Invite a few students to present a review of their findings. Address any misunderstandings or things that are unclear. Allow time for questions.

The activities in this module are based on collaborative learning, with only a few individual tasks at the beginning which can also be discussed in groups, to engage all participants in the tasks either offline or online, if necessary.

The Module **"How to innovate",** introduces participants to the concept of innovation and how it can be expressed in the various aspects of their education and learning process to achieve the highest level of digital literacy. They will explore new tools and methods that will ease their gained knowledge on this field and they will be able to use them wherever possible and useful, with an emphasis on their entrepreneurial attempts and steps.

Objectives: The learners will be able to:

- promote creativity and co-creation of value by diffusing knowledge and information;
- motivate for partnership;
- learn and enhance their emotional intelligence, teamwork, sense of belonging;
- explore and strengthen their collaboration skills;
- discover strengths and weaknesses;
- use several and different tools.

Time: Around 4 hours

Preparation: Collaborative working spaces help participants see themselves as co-constructors of knowledge, rather than “subjects” of facilitators. Without hierarchical front to back row seating, every seat is the best seat in the space, and participants are always at the center of learning. This is not even a concern in case of online sessions.

Apart from the space (e.g., classroom) where the workshop will take place, some standard equipment is necessary since there will be presentations and written tasks. So, desks, chairs, a projector, computers, whiteboards, markers, paper sheets, pens/pencils should exist in the space in advance

Facilitation Style: Facilitators encourage students to study on their own and assist them in developing critical thinking skills and retaining knowledge. This method encourages students to ask questions and use exploration to find answers and solutions. Facilitators who use an activity-based approach foster self-learning in the learning environment by increasing peer to mentor learning. Activities are used to promote self-discovery and problem-solving skills in this style, which can often result in the learner developing a much deeper understanding of the topic.

Some professionals use an integrated teaching approach in which their personality, preferences, and interests are included into their lessons. The hybrid style is preferred by facilitators who teach in a hybrid approach because they can customize their lessons to the needs of individual learners, using extracurricular information to help them gain a better understanding of a subject. Thus, a combination of facilitator and hybrid styles should be the ideal mix to conduct these workshops.

Evaluative: assessing what someone says providing a statement of value in relation to behaviour.

Learning Check/Evaluation: It would be very useful for the operator and the outputs of the project if the participants could reflect on their experience of the unit. At the end of each session/workshop, after every exercise and activity, **follow-up discussions, recalling past experiences, quizzes and open-type questions based on the material shared**, would be great ways for the participants to give feedback on what they have gained, either it is direct knowledge and information or ways to develop and progress on this field.

3. GET EMOTIONALLY INTELLIGENT

Workshop title: "Get emotionally intelligent"

Step-by-step description:

In order to have a smooth transition to each specific activity of the workshop, the operator could show the following video to participants, regarding what they can do about personal development in terms of emotional intelligence.

Developing Emotional Intelligence

More theoretical material could be offered and developed by the facilitator based on the target group's needs and characteristics, especially connected to entrepreneurship and employability. Videos are always an interactive, direct, and user-friendly way to present such knowledge:
Then, it would be useful to continue with an ice-breaking activity which will enable participants to meet each other and start creating a climate of intimacy. One such activity is the "1 truth & 2 lies".
The participants sit down, preferably in a circle or at least close to each other, and they are asked to write on a piece of paper 3 statements about themselves. 2 of them have to be false and 1 of them has to be true about their life. The rest of the participants have to guess which statements are false and find the true one. In this way, some comments on their statements might be offered by everyone and they will have the chance to learn a few things about each other.

To get more involved with emotional intelligence and see how it works and how everyone can enhance it, the operator will have the participants work both individually and in pairs/groups.
The first exercise aims at the participants' self-exploration through the following questions, in order to get in touch with their emotions and their behavior, especially towards others, because people do not usually invest in self-evaluation and self-improvement. To get started, the operator displays the questions that need to be answered written on the whiteboard or with the projector:

- Describe yourself with three adjectives.
- Suggest three adjectives that others use to describe you.
- Which of all these characteristics do you want to change and why?
- Name a strength and a weakness of yours.
- Do you say thank you and please to people?
- Do you undertake too many things at the same time?
- Do you like sharing with others?
- Do you express your happiness or satisfaction?
- Do you feel anxious when you deal with unknown situations?
- Do you let and/or encourage people express their emotions and opinions?
- How do you feel when others express their positive and negative feelings in front of you?

Participants should go through all these questions and answer mentally or by keeping notes. In the end, everyone will have one minute to present their conclusions from this exercise. The operator should go first as an example and to encourage all the others.

This exercise can help participants work on one of the most fundamental skills related to emotional intelligence: empathy. It can be conducted in groups or even with just one pair adjusting role-playing in real incidents.

- Divide the group into pairs and ask them to choose a place to sit far from other pairs. If there is only one pair, you can leave the space or ask for their permission to hear what they will discuss. They have to feel free to express their experiences and ideas.
- Tell the pairs that they have to recall an incident or experience where they felt very badly and inconveniently or like a victim.
- Based on this memory, every participant will try to put the other participant in the same place by reviving the words, gestures, and behavior that caused the negative feelings.
- The second member will try to imagine the situation and react as if this was happening in reality at the moment.
- Then, the first participant's turn comes again and shares how he/she reacted when this happened to them and how similar their reaction was with their partner's.
- Then, they switch roles and the second member starts reviving their experience and waits for the other's reaction.
- After finishing with the negative experiences, they will have to do the same with an incident or experience where they felt very proud of themselves and follow the same procedure.

OPTIONAL: After finishing with the negative experiences, they will have to do the same with an incident or experience where they felt very proud of themselves and follow the same procedure.
In the end, they are invited to share their emotions only if they want it. For example, you can ask:

- How did you feel when you described your positive experience?
- How did you feel when you described your negative experience?
- Otherwise, you proceed with a group discussion with questions such as:
- What did you think first when you were told to share a difficult experience with another person?
- How did you feel when you shared it with someone else?
- How did you experience your emotions this time?
- Did you feel more relaxed after accepting the emotions occurred through this exercise?

Materials: Post-its or small paper sheets and pens/pencils for the activity "1 truth & 2 lies" Whiteboard and markers or computer and projector. Chairs

Duration: 90 - 120 minutes

Preparation: The operator informs the participants about the content of the activity and what kind of exercises will follow. He/ She also mentions that everyone will be asked to offer their personal ideas and opinions, and in the end, they will have the opportunity and the time to share and discuss any answers they want.

For every exercise of the activity, a brief introduction will be offered as described above to clarify requirements and steps.

Outcomes: The main objective of this activity is the learners to discover their own emotions and enhance some of the components of their emotional intelligence. Self-reflection and self-assessment are the main procedures that will be explored in this part of the workshop.

Evaluation/Learn Check: The operator can start with a general discussion in the end about what they knew on the topic of emotional intelligence and what they learnt. Then, he/she can proceed with more specific questions as the following ones:

- Name 1-3 feelings that you expressed through your responses in the activity
- Name 1-3 feelings that you discovered through your partner's responses
- Did you see different responses in the same situation within your pair?
- Was there any incident where you would have preferred the new response that you encountered?
- Did you see different responses in the same situation within your pair?
- Was there any incident where you would have preferred the new response that you encountered?

Tools and how to use them: The tools needed for this activity are mainly the materials mentioned above. In case of online implementation, this activity can be conducted through Skype, Zoom, Teams or other similar platforms for group meetings.

Background/references/sources: 13 Emotional Intelligence Activities & Exercises Developing Emotional Intelligence Improving Emotional Intelligence (EQ) What Is Emotional Intelligence? Emotional Intelligence in Leadership Emotional intelligence Group games, team games, ice breakers

Workshop title "Meet European tools & guides"

Introduction:

In this workshop, the activities will be conducted with the form of group Investigation. When a group investigates a new topic, it can be very fun, and the group will take ownership of the topic and the presentation. The operator will select the broad topic of European tools & guides to investigate with the below activities. The basic steps for this kind of conducting activities are:

1. The learners will be divided into groups of three-to-five people. Every group will be assigned with a tool/guide to investigate.
2. The group will need to assign each person a subtopic of the tool/guide of the group to research.

3. The group will come back together to share and organize the information.
4. The group will present its information to the rest groups.

More videos about entrepreneurship and innovation should be used to introduce learners in the concept of innovation, too, preferably in the participants' native language because not all NEETs are very competent with English. Another option would be to find and use videos that include subtitles in their native language. Also, these videos offer ideas that operators can use and adjust for their teaching participants (about 20 minutes):

- Entrepreneurship is about creativity
- Entrepreneurship is about valuing ideas
- Entrepreneurship is about self-awareness and self-efficacy
- Entrepreneurship is about mobilizing others
- Entrepreneurship is about motivation and perseverance
- Entrepreneurship is about planning and management
- Entrepreneurship is about working with others

Objectives: The learners will be able to:

- promote creativity and co-creation of value by diffusing knowledge and information;
- motivate for partnership;
- learn and enhance their emotional intelligence, teamwork, sense of belonging;
- explore and strengthen their collaboration skills;
- discover strengths and weaknesses;
- use several and different tools.

Time: Around 4 hours

Preparation: Collaborative working spaces help participants see themselves as co-constructors of knowledge, rather than "subjects" of facilitators. Without hierarchical front to back row seating, every seat is the best seat in the space, and participants are always at the centre of learning. This is not even a concern in case of online sessions. Apart from the space (e.g., classroom) where the workshop will take place, some standard equipment is necessary since there will be presentations and written tasks. So, desks, chairs, a projector, computers, whiteboards, markers, paper sheets, pens/pencils should exist in the space in advance

Facilitation Style: Facilitators encourage students to study on their own and assist them in developing critical thinking skills and retaining knowledge. This method encourages students to ask questions and use exploration to find answers and solutions. Facilitators who use an activity-based approach foster self-learning in the learning environment by increasing peer to mentor learning. Activities are used to promote self-discovery and problem-solving skills in this style, which can often result in the learner developing a much deeper understanding of the topic.

Some professionals use an integrated teaching approach in which their personality, preferences, and interests are included into their lessons. The hybrid style is preferred by facilitators who teach

in a hybrid approach because they can customize their lessons to the needs of individual learners, using extracurricular information to help them gain a better understanding of a subject. Thus, a combination of facilitator and hybrid styles should be the ideal mix to conduct these workshops.

Learning Check/Evaluation: It would be very useful for the operator and the outputs of the project if the participants could reflect on their experience of the unit. At the end of each session/workshop, after every exercise and activity, **follow-up discussions, recalling past experiences, quizzes and open-type questions based on the material shared**, would be great ways for the participants to give feedback on what they have gained, either it is direct knowledge and information or ways to develop and progress on this field.

Activity 1/Day 2 Meet the EntreComp

Step-by-step description: Before starting the activities, another ice-breaking activity would be useful to start Day 2 and warm participants up. The activity "If I knew…" is an excellent choice for new teams and group activities. It will encourage participants to share information about themselves in a way that encourages intimacy and group cohesion.
The operator writes the below questions on a whiteboard or shows them with the projector:

- What was the happiest moment in your life?
- What was your unhappiest experience in life?
- What motivates you to get up in the morning?
- What do you use your money for?
- Who is the most important person in your life?
- Describe your best friend.

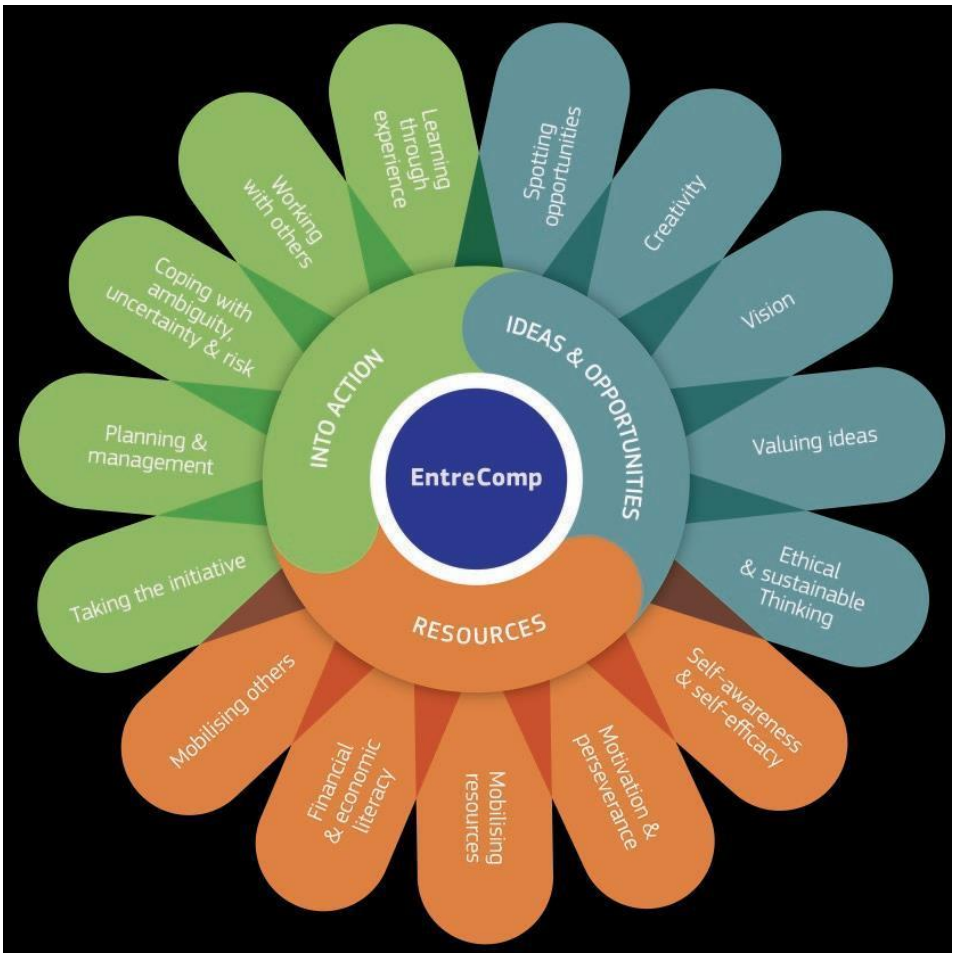
The participants start thinking of these questions and recall incidents and experiences. After a few minutes, they are asked to choose 2-3 questions and provide their sentences starting with "If I knew…".

The participants start thinking of these questions and recall incidents and experiences. After a few minutes, they are asked to choose 2-3 questions and provide their sentences starting with "If I knew…".

Afterwards, you can move to the main activity below:

Outline:

1. Opening - Introduction Give a general overview of the session aim and objectives. Ask participants to brainstorm and answer individually the following question: "What does 'Being Entrepreneurial' mean to you?". Compile the answers on the whiteboard or with post-its and discuss them. Use them to introduce the definition of "entrepreneurship" given by EntreComp, along with the general EntreComp framework on a poster (you can use the following image) or on the website.



“What is EntreComp?”

2. EntreComp Icebreaking

Ask the participants the following questions based on the EntreComp flower they just explored:

- “Which EntreComp-related skills and attitudes do you have?”
- “How do you use them in your daily life?”

Ask them to choose 3 competences for themselves, by rating them as positive, negative and neutral. Share the competences proposed anonymously, compare and contrast them and discuss the results.

1. Value Creation Mapping

Ask participants to explore EntreComp through the following questions:

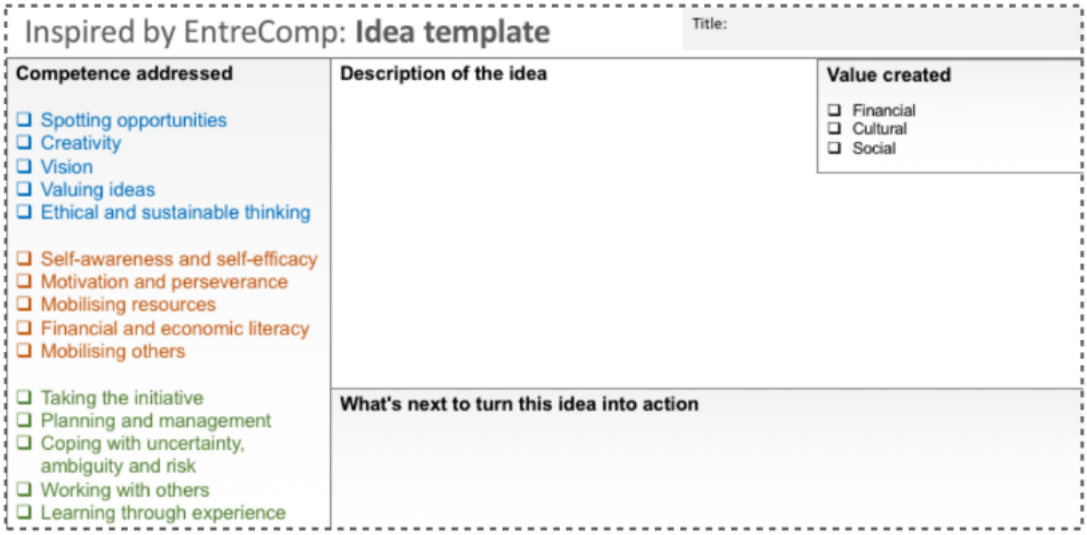
- “Through your work, do you apply these competences in your specific issue/field/sector?”
- “How do you do this? If not, how could you do this?”
- “What kind of value is created (social, cultural, financial, etc.)?”

Once they finish recording their thoughts, ask them to choose 1 concrete example of an idea/activity and write it on a piece of paper referring to social, cultural or financial value creation. Compile them on an A3 paper according to their main value creation type. Pick a few of them from each type and share them with the participants. Invite them to comment.

2. Co-creating Value with EntreComp

Explain to participants that their task is to create new ideas or actions focusing on one type of value creation. Divide participants to tables, according to the primary value (social, financial, cultural, mixed) they work on or wish to work on. Provide them with markers, paper to take down notes, and give them time to brainstorm ideas to create actions for a specific topic where they will use EntreComp. Distribute the 'Idea Templates' and ask each group to appoint one person to fill in the template for their favourite/most relevant idea, including the following information: *Title, Value created, EntreComp competences addressed, What's next.*

Materials: A projector, a whiteboard, post-its in 4 colors, EntreComp posters, markers, A4 paper sheets, pens/pencils, A3 paper sheets, the Idea templates below.


Inspired by EntreComp: **Idea template**

Title:

Competence addressed

- ❑ Spotting opportunities
- ❑ Creativity
- ❑ Vision
- ❑ Valuing ideas
- ❑ Ethical and sustainable thinking

- ❑ Self-awareness and self-efficacy
- ❑ Motivation and perseverance
- ❑ Mobilising resources
- ❑ Financial and economic literacy
- ❑ Mobilising others

- ❑ Taking the initiative
- ❑ Planning and management
- ❑ Coping with uncertainty, ambiguity and risk
- ❑ Working with others
- ❑ Learning through experience

Description of the idea

Value created

- ❑ Financial
- ❑ Cultural
- ❑ Social

What's next to turn this idea into action

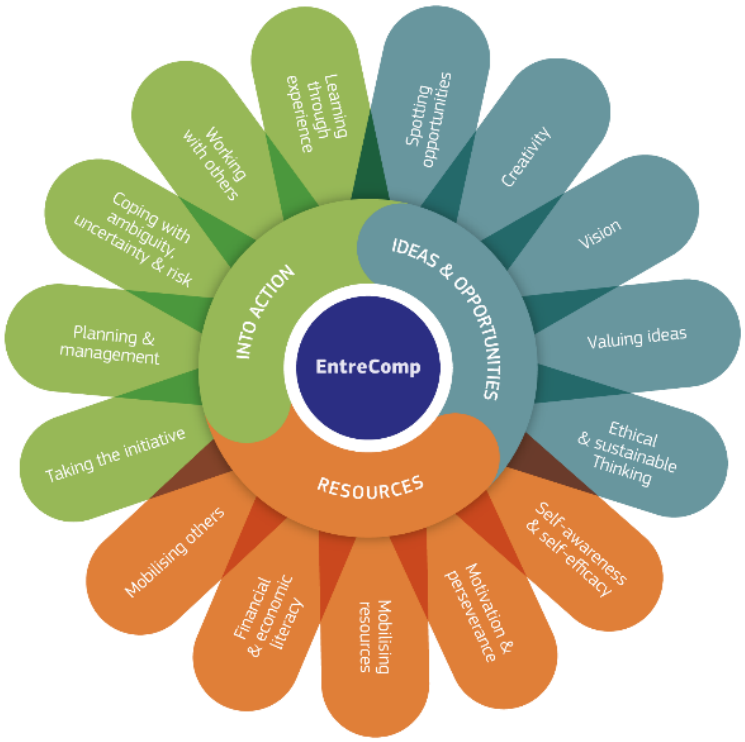
Duration: 2 hours

Preparation: This activity is for operators who want to support learners to become familiar with EntreComp. EntreComp is the European entrepreneurship competence framework published by the Joint Research Centre of the European Commission. It sets a common definition of entrepreneurship as a competence for lifelong learning. The operators should have some experience on interactive sessions and at least general background knowledge of EntreComp. Participants will generate ideas that add value for others in any area that interests them by participating in a hands-on workshop. The aim of this activity is to develop actions for the creation of entrepreneurship competence in a specific area, subject, or problem, with EntreComp.

This activity is for operators who want to support learners to become familiar with EntreComp. EntreComp is the European entrepreneurship competence framework published by the Joint Research Centre of the European Commission. It sets a common definition of entrepreneurship as a competence for lifelong learning. The operators should have some experience on interactive sessions and at least general background knowledge of EntreComp. Participants will generate ideas that add value for others in any area that interests them by participating in a hands-on workshop. The aim of this activity is to develop actions for the creation of entrepreneurship competence in a specific area, subject, or problem, with EntreComp.

The introduction to EntreComp can be done with these videos:

- European Entrepreneurship Competence Framework
- European Entrepreneurship Competence Framework



Also, in case the workshop is conducted in every country with native speakers, educators should look for material regarding EntreComp in their native language. (For example, there is a Greek version of EntreComp which operators can use.)

Materials: Post-its or small paper sheets and pens/pencils for the activity “1 truth & 2 lies” Whiteboard and markers or computer and projector. Chairs

Outcomes: The learners will come in contact with European tools and guides that are necessary for youth today. This activity will be an opportunity to show young people which entrepreneurial competences are considered as critical to meet challenges and needs today.

Evaluation/Learn Check: Outcomes, Sharing & Closing Remarks
Ask each group/table to share their idea(s) (each group can share their favorite idea back to the audience with the visual aid of their mind maps). For evaluation, get a group impression by asking "What is your main takeaway from this session, in one word?". (If there is available equipment, you can use a word-cloud application to collect the answers and display the results on the screen).

Close the session with comments on the contributions and follow-up information on how to engage further and develop the ideas with EntreComp

Tools and how to use them: Apart from the above-mentioned materials, participants should have some knowledge of the EntreComp. Therefore, it is advised to provide participants with links to material regarding EntreComp and ask them to do some previous reading.

Background/references/sources: https://positivepsychology.com/emotional-intelligence-exercises/, https://ec.europa.eu/jrc/en/entrecomp/support-material, Entrepreneurship is about creativity, Entrepreneurship is about valuing ideas, Entrepreneurship is about self-awareness and self-efficacy, Entrepreneurship is about mobilizing others, Entrepreneurship is about motivation and perseverance, Entrepreneurship is about planning and management, Entrepreneurship is about working with others, 45 Ice Breaker Games [That Your Team Won't Find Cheesy], European Entrepreneurship Competence Framework, European Entrepreneurship Competence Framework

20 MINUTE BREAK

Activity 2/Day 2 Meet the DigComp

Step-by-step description: The same or a similar activity can be followed by the operators to introduce DigComp to learners.

Outline:

1. Opening - Introduction

Give a general overview of the session aim and objectives. Ask participants to brainstorm and answer individually the following question: "What does 'Being Digitally Competent mean to you". Compile the answers on the whiteboard or with post-its and discuss them. Use them to introduce the definition of "digital literacy" given by DigComp (on the poster or on the website). The participants start thinking of these questions and recall incidents and experiences. After a few minutes, they are asked to choose 2-3 questions and provide their sentences starting with "If I knew…". "What is DigComp?"

2. DigComp Icebreaking

Ask the participants the following questions based on the DigComp scheme they just explored: "Which DigComp -related skills and attitudes do you have?" "How do you use them in your daily life?" If there is not plenty of time, you can ask them either to choose.

3. Competences for themselves, by rating them as positive, negative and neutral or choose a specific section of the DigComp to work on in the following steps. A good option would be the part “Problem Solving – Creatively using digital technologies” since it corresponds quite sufficiently to the topic of the activities and the project in general.

4. Value Creation Mapping

Ask participants to explore DigComp through the following questions:

- “Through your work, do you apply these competences in your specific issue/field/sector?”
- “How do you do this? If not, how could you do this?”
- “What kind of value is created (social, cultural, financial, etc.)?”

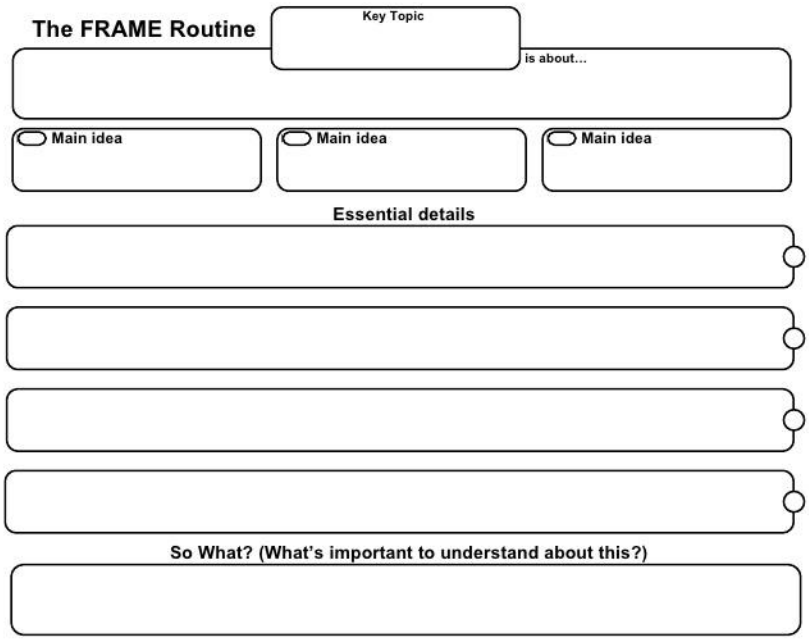
Once they finish recording their thoughts, ask them to choose 1 concrete example of an idea/activity and write it on a piece of paper referring to social, cultural or financial value creation. Compile them on an A3 paper according to their main value creation type. pick a few of them from each type and share them with the participants. Invite them to comment.

5. Co-creating Value with DigComp

Explain to participants that their task is to create new ideas or actions focusing on one type of value creation. Divide participants to tables, according to the primary value (social, financial, cultural, mixed) they work on or wish to work on. Provide them with markers, paper to take down notes, and give them time to brainstorm ideas to create actions for a specific topic where they will use DigComp. Distribute the ‘Idea Templates’ and ask each group to appoint one person to fill in the template for their favorite/most relevant idea, including the following information: *Title, Value created,* DigComp *competences addressed, What’s next* in any boxes they find most useful.

Materials:

A projector, a whiteboard, post-its in 4 colours, DigComp posters, markers, A4 paper sheets, pens/pencils, A3 paper sheets, Idea templates



Duration: 2 hours

Preparation: This activity is for operators who want to support learners to become familiar with DigComp. DigComp is the Digital Competence Framework for Citizens. It offers a tool to improve citizens' digital competences. Today, being digitally competent means that people need to have competences in all areas of DigComp. DigComp 2.0 identifies the key components of digital competence in 5 areas which can be summarised as below:

This activity is for operators who want to support learners to become familiar with DigComp. DigComp is the Digital Competence Framework for Citizens. It offers a tool to improve citizen's digital competence. Today, being digitally competent means that people need to have competences in all areas of DigComp. DigComp 2.0 identifies the key components of digital competence in 5 areas which can be summarized as below:

1) Information and data literacy
2) Communication and collaboration
3) Digital content creation
4) Safety
5) Problem solving

Participants will generate ideas based on the knowledge they will gain on digital competences. The aim of this activity is to develop actions for the engagement of participants in DigComp and their understanding on digital literacy in the 21st century.

The introduction to DigComp can be done with this video: DigComp 2.0

Also, in case the workshop is conducted in every country with native speakers, educators should look for material regarding DigComp in their native language.

Outcomes: The learners will come in contact with European tools and guides that are necessary for youth today. This activity will be an opportunity to show young people which digital competences are considered as critical to meet challenges and needs today.

Evaluation/Learn Check: Outcomes, Sharing & Closing Remarks

- Ask each group/table to share their idea(s). (Each group can share their favorite idea back to the audience with the visual aid of their mind maps)
- For evaluation, get a group impression by asking “What is your main takeaway from this session, in one word?”. (If there is available equipment, you can use a word-cloud application to collect the answers and display the results on the screen)
- Close the session with comments on the contributions and follow-up information on how to engage further and develop the ideas with DigComp.

Tools and how to use them: Apart from the above-mentioned materials, participants should have some knowledge of the EntreComp. Therefore, it is advised to provide participants with links to material regarding EntreComp and ask them to do some previous reading.

Background/references/sources:
https://positivepsychology.com/emotional-intelligence-exercises/ , DigComp 2.0, GUIDELINES ON THE ADOPTION OF DIGCOMP, DIGCOMP A REFERENCE , FRAMEWORK THAT DESCRIBES WHAT IT MEANS TO BE DIGITALLY COMPETENT, The Digital Competence Framework 2.0

4. STRENGTHEN COMMUNICATION AND COLLABORATION IN TEAMS

Activity 2/Day 1 Strengthen Communication and Collaboration in Teams

Step-by-step description:

To start, draw everyone’s attention to the four compass points (North, South, West, East) posted around the room. Explain what every point means for their learning/working style and that they will be requested to choose one point that describes them. Ask them to read each one and then select the one that most accurately captures how they learn. The people in every sign will belong to the same group. They should stand at that point and remain there throughout the activity. Once everyone has decided, ask participants to observe who has ended up in which group.

Next, ask every participant to select individuals for the following roles:

- Recorder – record responses of the group
- Timekeeper – keeps the group members on task
- Spokesperson – shares out on behalf of the group

Once selected, each group will have 20-30 minutes to respond to the following questions:

a) What are the strengths of your style? (5-10 adjectives)
b) What are the limitations of your style? (5-10 adjectives)
c) What style do you find most difficult to work with and why?
d) What do people from other "directions" or styles need to know about you so you can work together effectively?
e) What's one thing you value about each of the other three styles?

Provide time for group members to share out their responses.

Don't be surprised if you hear:

-North gets impatient with West's need for…
-West gets frustrated by North's tendency to …
-South group members crave … and get uncomfortable when …
-East group members get bored when West …
-East gets frustrated when North …

Finally, provide at least 15-20 minutes at the end of the activity for all participants to share key takeaways. Foster expression of opinions and discussion among participants. It would be good to hear comments on other styles, as well.

Materials: Labels or Newsprint-size paper with the names of the signs, A4 paper sheets, pens/pencils

Duration: 60 - 90 minutes

Preparation: To prepare, the operator creates the four signs – North, South, East and West – in advance and post them on room walls. Under each point, they write the learning traits associated with each sign, namely how every participant likes to learn or has realized they learn from other circumstances:

North→ Acting: this learner likes to act, try things, practice, and get involved as much as possible with hands-on activities and tasks to learn more easily. For example, a learner in this style would understand a science phenomenon better through an experiment, and not in theory.

East→ Speculating: this learner likes to look at the big picture and the possibilities, they use their imagination very much and they learn better when adjusting the material to be obtained in their

interests. For example, this learner would be better at math if he/she had the opportunity to deal with calculations as they are expressed in their everyday life.

South→ Cooperating: this learner is a big fan of teamwork and learning through collaboration, they learn better when working with peers, they need their voices to be heard, and prefer group activities and learning. For example, this learner would show a better performance if they had a leader and/or partner(s) to work together.

West→ Paying attention to detail: this learner likes to know the who, what, when, where and why before practicing because a deep insight into the materials and processes helps them to be more engaged in the learning process. For example, this learner would perform better if he/she gets informed about the specific learning objectives, the methodology, the tools, and the desired results of a course/activity in advance.

Outcomes: Participants will learn about different learning styles and explore possible ways of collaboration between different working groups. By realizing the different needs and challenges they deal with, they will have better understanding for conflict management and their negotiation skills will also be enhanced.

Evaluation/Learn Check: To understand if the learning styles are comprehensive to the participants and how they can use them to enhance their learning skills and later their working skills, you can ask them for some examples from their own experience. After finishing the activity, each person will be asked to describe an incident that shows how his/her learning style is expressed in reality and in actual learning. Based on the participants' background, they will be asked to choose a lesson from their school or an activity they took part. To make it more oriented towards the labor market, they should offer an example of a task or activity from any previous working environment. They will describe the purpose of the lesson/activity and what they had to learn by the end of it. Then, they will describe the methodology they followed throughout the learning process and they will try to find out if they used their own learning style according to the workshop's activity or they handled it in a different way. In the end, they will be asked to present which learning style they feel they belong to.

Tools and how to use them: The above-mentioned materials are the required tools for this activity. In case of online implementation, this activity can be conducted through Zoom, or other similar platforms for group meetings, which will also provide the opportunity to share participants into separate rooms. Also, tools like Slido should be used to record brief answers by participants before proceeding with the group discussion.

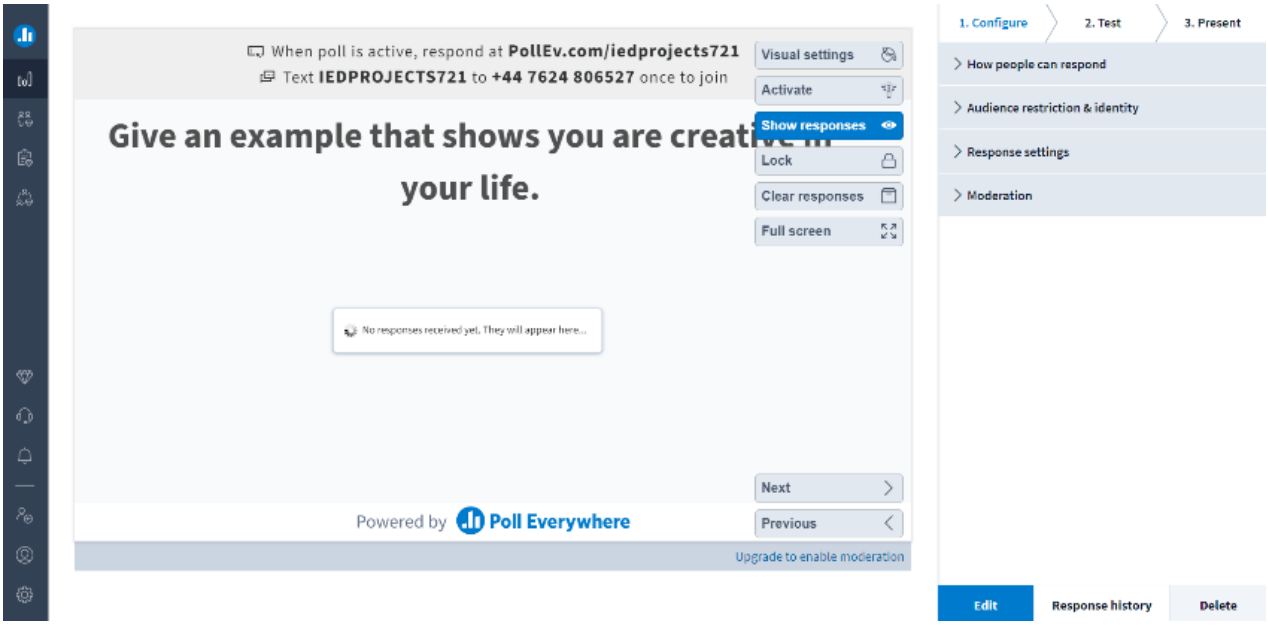
Background/references/sources: THINKING PATHWAYS, A Simple Exercise to Strengthen Emotional Intelligence in Teams, Different Learning Styles, Learning styles, Learning Styles - All Students Are Created Equally (and Differently.)

20 MINUTE BREAK

Activity 3/Day 1 Get Digital!

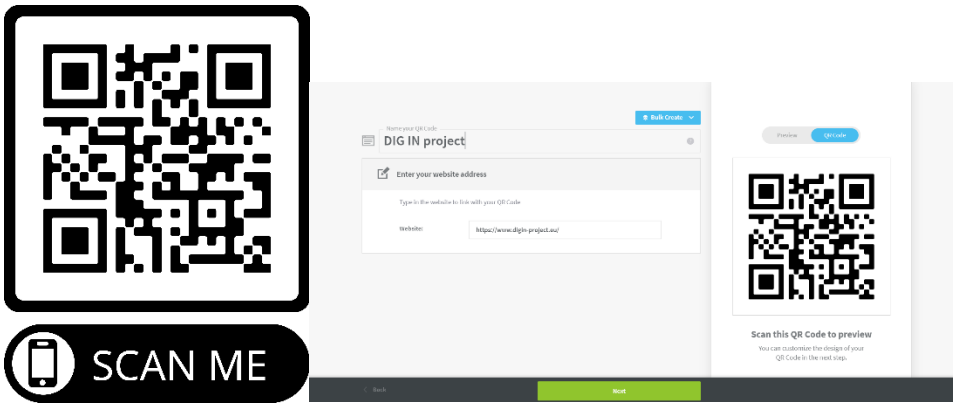
Step-by-step description: In this activity the facilitator should try to avoid using any traditional educational materials, such as pens, notebooks, etc. as much as possible, and include digital tools' use during the learning procedure. Bear in mind that for most of these tools you might need to create an account and sign in to use them. For this reason, the facilitators should practice and explore them sufficiently before they use them with participants. To get more familiar with the use of the following tools for this activity, which will be developed in steps, a specific topic has been chosen to build the activity around it: "Am I creative?"

1. Use videos with TEDx talks and podcasts with 'Creativity' as a topic. One such video that can be used for general discussion among all participants as the introduction of the activity, is the following: I am not a Creative Person.
2. After some time of general discussion, participants will need to answer multiple choice or open-ended poll questions, prepared by the facilitators, through https://www.polleverywhere.com/. A question based on the previous video and the discussion as sample is:



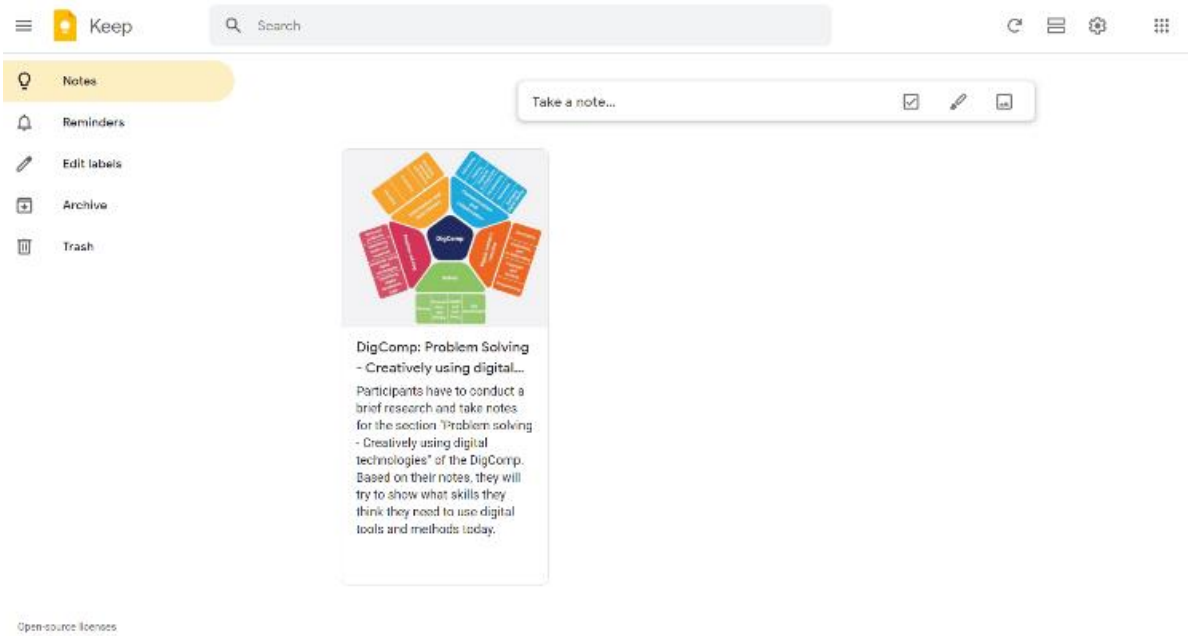
There are plenty of settings you can use to adapt your presentation and the way to share the questions is given when you create them, as it can be seen at the top of the screen.

3. Provide instructions and materials on QR-Codes. With simple QR-Code generators you can provide links to educational content that participants can access on their smart phone or tablet. A user-friendly sample is https://www.qr-code-generator.com/ . You can see a sample of a QR code that leads to the website of DIG IN project and the final step before this code was created on the application:



This part should be optional based on the equipment of participants because not all mobile devices have a QR-Code reader.

4. To keep notes and record ideas for their own presentations and materials, participants can use a flashcard app like https://keep.google.com/ where they will organize their ideas and their short presentations. They can also include quotes in the flashcards to show and use later in their own creation. Check a sample of notes taken here:



As it can be seen in the picture, the facilitator can leave the description of the task for the participants as a not and they can continue by adding their personal notes. It can also be implemented as a group activity, with the learners mentioning one finding that they want to be included and the facilitator gathers all of them in the same presentation which he/she will be sharing with the projector.

6. Next, the participants will be asked to create their own material with https://www.canva.com/. They can choose any of the forms offered (e.g., presentation, flyer, logo, etc.) taking into consideration all the material they saw so far, and based on their personality answering the following questions:

- What are you most excited about in your life so far?
- What seems like the most challenging thing you have ever done?
- What do you think is the most important thing you have learned so far?

An example of a flyer is shared here with the title of the project:

The above-mentioned tools can be used for the creation of a humorous certificate for the participants. Each one of them can decide on what kind of knowledge they feel they have obtained better and show it with a funny certificate.

Materials: Portable devices (e.g., mobile phones, laptops, iPads), a projector and a whiteboard.

Duration: 60-90 minutes

Preparation: Based on the target group of the workshop, the topic of the activity must be decided and defined. All the digital tools that will be used must move around a specific section that is of interest for the participants and close to their background. Otherwise, the participation will not be very easy and effective. The operator should take into consideration their age, their location, their

hobbies and their ambitions in order to find an attractive topic to explore in the activity. If there is the possibility, he/she could share a questionnaire to gather this information about participants or have them vote and choose which topics they would like to learn about and work on before the beginning of the workshop. On the day of the workshop, the operator must make sure that all participants have access to the internet and to the applications they will use.

Outcomes: The learners will come in contact with several digital tools that they will use for the activity and which they can explore and keep them for future activities, educational or professional. This activity will be an opportunity to show young people that there is a variety of tools offered for free that can be used for many tasks when someone meets and investigates them.

Evaluation/Learn Check:
The final deliverable of the activity will be the evaluation of this activity. All the questions and difficulties that participants will meet during the activity will be dealt with by the operator at the same moment, thus the production of the deliverable will mean the correct use of the tools and the acquisition of the correspondent knowledge to use them.

Tools and how to use them: Videos and podcasts, https://www.polleverywhere.com/, https://qrcode.kaywa.com/, https://quizlet.com/, and https://www.canva.com/ will be used as described above and/or the operators can adjust them based on their target groups.

Background/references/sources: https://www.youtube.com/, https://en.wikipedia.org/wiki/Main_Page, https://www.polleverywhere.com/, https://qrcode.kaywa.com/, https://quizlet.com/, https://www.canva.com/, 11 Digital Education Tools For Teachers And Students, https://edu.google.com/products/chromebooks/digital-tools/

5. HOW TO BE SUSTAINABLE

Workshop title: "Topics on sustainability and circularity + Topics in Practice"

Introduction:

The present module, named "How to be sustainable", introduces to participants the key concepts of sustainability and circularity, and provides them with the opportunity to apply them in practice through the conception of a sustainable business idea.

Objectives:

Specifically, learners will get to know the basics of sustainability and circularity. They will be divided into working groups and will prepare visioning exercises about an ideal business idea, propaedeutic to the second workshop. In the second workshop, participants will use some online tools to grasp the theory behind circular business models, and they will use them to conceive a

business model idea through a sustainable business model canvas.

General impacts on participants:

- Increased employability to be more competitive;
- increased opportunity for a smooth transition to adulthood and the labor market of the participants;
- increased confidence, motivation to participate and strengthen their aspiration, higher level of self-esteem;
- better understanding of lifelong learning possibilities and opportunities;
- increased capacity for introspection and self-assessment, motivation, and self-drive.

Time:

- 1st workshop: 5,5h (without breaks)
- 2nd Workshop: 5h (breaks included)

Preparation: The trainer will prepare the field for the activities, together with the materials needed for each activity. Apart from the space (e.g., classroom) where the workshop will take place, some standard equipment is necessary since there will be presentations and written tasks. So, desks, chairs, a projector, computers, whiteboards, markers, paper sheets, pens/pencils should exist in the space in advance.

Facilitation Style: Non-formal Education methodology adapted from technological innovation contexts to provide learning by doing experiences to youngsters with socio-occupational / pre-employment skills. The trainer should be always supportive and ensure that everyone is comfortable, checking from time to time that participants are up to point with the notions given and the purpose of each activity. She/he should also invite participants to share, without forcing them to do something they don't feel comfortable doing but trying to find alternative solutions. If the workshop will be delivered online, the Trainer should pay particular attention to the level of attention of participants, foreseeing changes or energizers to keep them involved throughout the session.

Learning Check/Evaluation: At the end of each activity, the trainer will have a debriefing with all the participants, while at the end of the day, an evaluation session is going to be performed to receive participants' feedback regarding the activities (and to monitor participants' learning progress).

Activity 1.1 Team building activity

Step-by-step description:
The trainer will guide participants to reflect on themselves through small activities.
The social role (30 min):

Through this activity, participants will identify themselves according to the four social styles model.
A STYLE is your preferred way of acting and interacting. Some respond better to data and others

to stories or personal experiences. SOCIAL STYLE training helps you understand your preferences and those of others. There are four social styles: driver, expressive, analytical, amiable.

You can learn more about it here: https://tracom.com/social-style-training/model.

1. The trainer will briefly present the 4 styles, and then give one card deck to each participant (see below: "Preparation").
2. S/he will ask participants to rank the styles, using the cards, according to what they think fits them the most. The trainer should give an example of the activity, doing it for him/herself first.
3. Once all participants have ranked the styles, the trainer should invite them to share briefly why they chose one style over the other as their preferred one.

Sustainability interests (15 mins):

In this activity, participants are asked to brainstorm some topics related to sustainability.

1. The trainer will present the activity and ask participants to write some words/topics related to sustainability on sticky notes and attach them to the flip-board.

Examples of what to write could be:

- Words participants associate to sustainability
- Sustainable ideas they have (if any) and they are willing to develop
- Short descriptions (max. two sentences) of experience related to sustainability

2. Once everyone has filled and attached on the Flipboard a couple of sticky notes, the trainer will ask participants to place themselves according to their interests, and according to their social style, in groups.

The trainer will guide the distribution and the creation of groups, trying to help if there are repetition or to cope with eventual issues, overlapping of competencies and interests.

The purpose of the activities is to get participants to know each other while familiarizing themselves with the topics of the workshop and sharing the knowledge already possessed.

Materials: Paper, markers, pens, pencils, sticky notes, Flipboard

Duration: 45 min

Preparation: The trainer should read about the social style model (https://tracom.com/social-style-training/model) and prepare a short presentation (oral or PPT) on the 4 styles. H/she should prepare 1 card deck per participant, each deck containing 4 cards (one per social style). Each card should contain a bullet point description of each social style. *An example is provided in Handout 1.*

Outcomes: Participants will learn more about their social role and will be able to reflect on how they interact with others. They will be made aware of the fact that everyone is different and have different preferences. The sustainability brainstorming will help lay the ground for the rest of the exercise while mapping the interests of others – and themselves.

Evaluation/Learn Check: At the end of the activity, the trainer should have a debriefing moment with the participants.

Questions to debrief could be:

- Did you know about the 4 social styles model?
- Do you think it's helpful to know about social styles in group environments?
- Do you agree with your social style? Is there something you would like to add to the description?
- Did you discover new sustainability topics?
- Are there topics that you would particularly like to investigate?

Tools and how to use them: Social styles Card Deck – this will be prepared by the trainer prior to the activity (see "Preparation") and will be distributed to each participant during the activity.

Background/references/sources: https://tracom.com/social-style-training/model, https://www.ihs.gov/sustainability/sustainabilitytopics/

Activity 1.2 Sustainability quiz

Step-by-step description:

1. The trainer will divide participants into smaller groups. The same groups created at the end of the previous activity can be used.
2. After the group is created, the trainer will explain to participants the activity. Each group represents a team, and they will play an interactive quiz about sustainability.
3. The trainer will ask a question to the first team. If they answer correctly, they get one point. If the answer is wrong, the question will pass to the second team and so on until the correct answer is given.
4. The team with the most points at the end of the quiz wins.

Materials: Printed Handout 2 for the trainer

Duration: 45-60 min (depends on how many questions will be part of the quiz

Preparation: The quiz can also be played individually. Either way, it can be done orally or made more interactive with the use of PollsGo (https://pollsgo.com/) or Kahoot (https://kahoot.com/).
For online versions of the activity, besides PollsGo,other tools can be found here: https://digiyouth-seeyn.com/digital_tools.

Outcomes: Through this quiz, participants will have a first approach with the themes of sustainability and learn some interesting things.

Evaluation/ Learn Check: At end of the quiz, the trainer should explain the correct answer and encourage the discussion.
Some useful links and materials to support the explanation of correct answers are provided below, but you can research your sources to support your explanation.

Q1: https://en.wikipedia.org/wiki/Sustainability

Q2: https://www.inspirecleanenergy.com/blog/clean-energy-101/is-natural-gas-renewable

Q3: https://en.wikipedia.org/wiki/Sustainability#Definitions

Q4: https://en.wikipedia.org/wiki/Climate_crisis#Alternative_terminology

Q5: tricky one, you should emphasize that a vegan diet including avocados seeds and nuts not grown locally is not sustainable because of food transportation and intensive agricultural industries, and quinoa mainly comes from the exploitation of indigenous people so it's not socially sustainable. The same goes for a vegetarian diet with no attention to where food comes from, as well as omnivore diets.

Q6: https://www.naturespath.com/en-us/blog/whats-difference-biodegradable-compostable/

Background/references/sources: See above.

15 MINUTE BREAK

Activity 1.3 Basic topics on sustainability and circularity

Step-by-step description:

1. The trainer will involve participants in brainstorming about sustainability and circularity (see Preparation) through a quiz with open questions for reflection.
2. After each question/concept, the trainer will brainstorm with participants about the answer/concept by involving them in a discussion.
    a. *e.g., Slide 1: what do sustainability and sustainable development mean? Participants brainstorm about the possible answer (you can ask them to write it down). Slide 2: presents the correct answers according to the Brundtland Report (1987) + triangle of economic, social, and environmental "success"*
3. At the end, the trainer should discuss with participants the concepts presented.

Materials: PPT, paper, pens/pencils

Duration: 60 min

Preparation: The trainer should prepare a ppt presentation on sustainability and circularity to present to participants.

The PPT should first present the question on one slide, and then the definitions/answers on the next slide. The idea is that, in between slides, the trainer should ask participants to briefly brainstorm answers for a couple of minutes.

Key concepts to deal with (see the links below for reference and materials):

● What do *sustainability and sustainable development* mean to you? → define according to the Brundtland Report (1987) + triangle of economic, social, and environmental "success".

● The change can start from the single individual (bottom-up/top-down approach?)

● The concept of Life Cycle Thinking (LCT) and the zero-waste vs circular approach (circularity) → similarities and differences

- The concept of the 3Rs (Reduce, Reuse, Recycle)

- The "$I = P * A * T$" equation ("The equation maintains that impacts on ecosystems (I) are the product of the population size (P), affluence (A), and technology (T) of the human population in question".)

- UN Global Compact: (principles 7,8,9)

- When preparing the PPT, the trainer should make sure to use a simple and clear language. See below the "Tools" section for tips on how to make the session interactive.

Outcomes: The presentation will address the main themes of sustainability and circularity so that participants will have the tools to analyze sustainability in everyday life and how to implement it.
This presentation is preparatory to the next activity and the second workshop (Business Model Canvas).

Evaluation/Learn Check: Starting from Step 3, the trainer can involve participants in a debriefing session by inviting them to reflect on what they've just learned.

Debriefing questions could be:

- Did you know already about the three Rs/LCT/else?
- How do you think you can apply these concepts in your everyday lives?

Ask them to write down some notes on sustainable business ideas. Tell them to keep the notes as they will be used in the next sessions.

Tools and how to use them:

PollsGo This tool helps you create and publish simple polls for the wider audience via the link or sharing option. You can also choose the ready-made questions from the app. No need to register and it is very user-friendly.

Awwapp is a tool for creating and sharing whiteboards. On your whiteboard, you can draw, enter text, post-it, etc. Whiteboard can be shared and created collaboratively. It can also be downloaded when created.

Kahoot is a tool for creating fun and dynamic quizzes for participants. https://digiyouth-seeyn.com/tools/details/NqsduJ5XPq4LF5eaw

Background/references/sources: Brundtland Report (1987); Sustainable development triangle; Life Cycle Thinking; Zero waste / Circular economy; 3Rs initiative; IPAT equation; Global Compact

30/60 MINUTE BREAK

Activity 1.4 Energizer

Step-by-step description:

1. The trainer should divide participants into smaller teams and give each team a glass.

2. Once the teams are formed, the trainer will explain the task to them, which is to fill their glass with water and carry the water to their bowl on the opposite side of the room. Participants can carry the water in any way they want using the glass, but they should do it as if that's the last water on earth. The aim is to get the most water into the bowl of the team in the least amount of time, without dropping any water.

(One possible solution could be to fill half of the glass and run from one side of the room/field to the other. Reducing the resources used prevents waste.)

3. When all teams finish carrying water from the bottle to the bowl, trainers and participants start discussing.

Materials: Glasses/Cups (for transporting water, at least one per team), bottles of water (one per team), medium-sized bowl (one per team)

Duration: 30 min

Preparation: Set up the bowls, bottles, and glasses and prepare the room/field for the activity.

Outcomes: Participants will reflect on how unsustainable competition can be. They will reflect on how going at “maximum speed” for the “maximum profit” (capitalist business) not only is counterproductive but also detrimental for the use of resources that go to waste in the process (e.g., water).

Evaluation/Learn Check: Starting from the discussion in step 3, the trainer can debrief with participants with the help of the following questions (related to the sustainability topic):

- How did you do?
- Which team has the most water in the bowl?
- Why do you think that is?
- Is there a connection between quality and speed?
- What was your goal while you were playing? To save the water you were carrying or to have more water in the bowl at the end?
- Which goal do you think is most sustainable?
- Is going “fast” to try and have “more” a sustainable approach?
- Do you find connections with the sustainability topics we have discussed?

Tools and how to use them: No digital tools are required.

Background/references/sources: SEEDS Toolkit

Activity 1.5 Basic topics on sustainability and circularity PT.2 - PPT

Step-by-step description:

1. Start with a general introduction to the concepts of Inputs/Throughputs (or Process)/Outputs framework.

“The Input-Output (IPO) Model is a functional graph that identifies the inputs, outputs, and required processing tasks required to transform inputs into outputs. The model is sometimes configured to include any storage that might happen in the process as well.”
(https://www.sixsigmadaily.com/input-output-model/)

OR

“The input–process–output (IPO) model of teams provides a framework for conceptualizing teams. The IPO model suggests that many factors influence a team's productivity and cohesiveness. It "provides a way to understand how teams perform, and how to maximize their performance" (Wikipedia).

You could prepare a slide to show to participants and leave some blank spaces in the definition for participants to fill. This can also be a way to check their level of knowledge about the topic.

2. Once you have introduced the topic, divide participants into smaller groups of three participants (or as many as the topics chosen for the experts’ groups).

3. Name each group with a number, e.g., “Group 1”, “Group 2”, etc., and explain to participants that these will be their “home groups” and that each participant of a "homegroup” will specialize in one particular aspect of the input-process-output model framework.

4. Once the home groups are formed, take a participant from each group to form “experts’ groups”.

5. Name each of these second groups as “Group A”, “Group B” and “Group C” and explain to participants that these will be the “expert groups” and each group will read about one particular aspect of the IPO model (e.g., *INPUTS, PROCESSES, OUTPUT, LIMITATIONS, PROS, etc – according to how many experts’ groups you want to create)*, discuss it together and then report to their “home group”.

6. Distribute handouts on the IPO model framework to each expert group and give them 15-20 minutes to read and discuss the topic among themselves.

You could provide one or two key questions to guide the "expert groups" while reading their selections, e.g., “how can I put these ideas into my own words?”, “What connections do I see between this material and things we’ve already learned, or from my own life?”.

7. Members of the expert groups should read the text, discuss it and make sure everyone has a strong enough understanding to share with their home groups. Encourage them to discuss the topic together and to think about how they will share their learning once they return to their “home groups”. You could suggest that each of them produces a shortlist of ideas they plan to report to their homegroup.

8. Once participants reconvene into their "home groups" the "experts" take turns reporting on the information learned. Ask each home group to produce a shortlist/map that summarizes what the experts reported back. Remind participants that "homegroup" members should learn about all of the particular aspects of the IPO Model Framework from one another.

9. When all the lists are ready, invite participants to the plenary to share them and discuss similarities and differences among the lists. Encourage them to ask each other questions and

invite them to produce a final list with the most important points to keep in mind, possibly drawing from each group's list and the discussion.

10. Once the final list has been produced, ask participants what they think about this model and then think about how can it be used to create a sustainable model? Let participants brainstorm and come up with some sustainable business ideas. If they want, they can try to adapt their sustainable business idea from activity 1.3 to this model.

Materials: Glasses/Cups (for transporting water, at least one per team), bottles of water (one per team), medium-sized bowl (one per team)

Duration: 30 min

Preparation: Set up the bowls, bottles, and glasses and prepare the room/field for the activity.

Outcomes: Participants will reflect on how unsustainable competition can be. They will reflect on how going at "maximum speed" for the "maximum profit" (capitalist business) not only is counterproductive but also detrimental for the use of resources that go to waste in the process (e.g., water).

Evaluation/Learn Check: Starting from the discussion in step 3, the trainer can debrief with participants with the help of the following questions (related to the sustainability topic):

- How did you do?
- Which team has the most water in the bowl?
- Why do you think that is?
- Is there a connection between quality and speed?
- What was your goal while you were playing? To save the water you were carrying or to have more water in the bowl at the end?
- Which goal do you think is most sustainable?
- Is going "fast" to try and have "more" a sustainable approach?
- Do you find connections with the sustainability topics we have discussed?

Tools and how to use them: No digital tools are required.

Background/references/sources: Seeds toolkit; Padlet: Padlet can be used whenever you need to gather thoughts, ideas, examples, etc. from a group of people. In online learning it is suitable for activities in small groups, brainstorming, collecting expectations at the beginning of the program, etc.; Kahoot: Kahoot is a tool for creating fun and dynamic quizzes for participants.; Input-process-output model framework: Using performance measures conceptually in innovation control, Transforming input into output, Input output model; Sustainable input-process-output model: Defining sustainability in an input–output model, Enterprise input-output model for local sustainable development

15 MINUTE BREAK

Activity 1.6 Basic topics on sustainability and circularity PT.2- ACTIVITY
Step-by-step description:

1. The trainer will divide participants into smaller groups and explain to them that they are going to apply the theoretical concepts they have explored so far to their ideal business.
2. By following a prefilled matrix, participants will develop their ideal business' description.
3. The trainer will give the groups 20 minutes to discuss among each other, define a business idea and complete the handout.
4. Once all handouts are filled, the trainer will gather participants in plenary and ask each group to present its business idea to the other groups.
5. After each presentation, the trainer will invite participants to give feedback to the group presenting the idea and encourage discussion about improvements.
6. Once all ideas have been presented, the trainer will involve the participants in a discussion about similarities and differences among the ideas presented. There was something in common with all ideas? What was the most original idea? Are these ideas doable?

Materials: paper, pens, pre-fixed table, handout

Duration: 45 minutes

Preparation: UN principles handout: you can print out one of the images from this google search: UN Compact Principles (Pay attention to the copyright-choose one that is copyright-free!)

The Handout with the matrix, instead, should include the following items:

- Which UN Compact principles are you following? (provide a handout, see below)
- What form of business are you? (services, products)
- Inputs
- Throughputs
- Outputs
- What to recycle
- What to reuse
- What cannot be recycled (therefore reduced)

An example of a handout is provided at the end of this document.

Outcomes: Participants will concretely apply the concepts learned and they will improve their critical thinking, as well as an understanding of sustainability and sustainable businesses.

Evaluation/Learn Check: Step 6 can be used as a debriefing moment.

Tools and how to use them: N/A

Background/references/sources: N/A

Activity 1.7 General Reflections about the day
Step-by-step description:

1. The trainer will divide participants into groups and invite them to share their thoughts by writing down keywords and attaching them on a Flipboard around two main words: “Sustainability” and “Circularity” (like a mind map).

The trainer can encourage the sharing by making questions, such as:

- Which are the most important concepts that you have learned?
- How do you implement them in your daily life?
- What is the concept that you need to work on more?
- According to what you heard from other groups; how could your ideal business be more sustainable?

Materials: Paper and pens

Duration: 45 minutes

Preparation: N/A

Outcomes: The moment of general reflections will help the participants to think about what they have learned during the day, but it will be useful to the trainer too as feedback to the work done.

Evaluation/Learn Check: While writing down and attaching the words to the Flipboard, participants should be encouraged to share why they chose that particular word and why it goes better with sustainability/circularity or in between.

Tools and how to use them: N/A

Background/references/sources: N/A

DAY 2 – WORKSHOP 2

Activity 2.1 Write it, draw it – Energizer

Step-by-step description:

This is a funny game to play in groups, even if participants don’t know each other very well. Possibly, it’s even funnier.

1. Give everyone an A4 sheet and explain the rules.
    a. The game starts with everyone writing a short sentence at the top of the page (you could relate the energizer to the topic of the workshop by asking participants to write something that makes them think about sustainability).
2. Fold that part of the page on itself, covering the sentence, and pass it to the person on your right.
3. Once everyone has received the sheet from the person next to him/her, open the page and read the sentence by yourselves, making sure that the person to your right does not read it.
4. Then you make a small drawing representing that sentence, fold the sheet to hide the drawing, and pass it to the person on the right.
5. Once everyone has received the sheet, open the page, look at the drawing and write a sentence representing the drawing, always making sure that the person on your right doesn't see.
6. Fold the sheet, pass it, and so on until the turn (or sheet) is complete. the last part must be a sentence and not a drawing.
7. Have fun reading the last sentence written and then open the sheet and find out how the sentence has been transformed.

Materials: Pens/pencils, A4 paper

Duration: 30 min or more, according to your need

Preparation: N/A

Outcomes: N/A

Evaluation/Learn: N/A

Tools and how to use them: N/A

Background/references/sources: N/A

Activity 2.2 Summary of the day before

Step-by-step description: Peer to peer learning: summary of what has been done in the previous workshop (the trainer summarizes them)

Materials: PPT presentation

Duration: 30 min

Preparation: Create a small summary of the concepts addressed the day before. If it is useful, you can partially use the same materials

Outcomes: The summary will help the participants to refresh the concepts addressed the day before, to carry out the activity of the day properly.

Evaluation/Learn: N/A

Tools and how to use them: Use PPT Presentation

Background/references/sources: Materials and tools are provided in previous activities.

Activity 2.3 Introduction to entrepreneurship

Step-by-step description:

1. The trainer will conduct an introductory talk on the topic of the session by asking participants:

    a. Do you consider yourself entrepreneurial, and if so, why?
    b. Is entrepreneurship an innate trait or can it be learned?
    c. When can we say that the company has achieved success?
    d. Where to get a business idea?

2. The trainer will divide participants into 4-person teams and ask each group to carry out its brainstorming on the characteristics and skills of the entrepreneur.
3. The trainer will then distribute sheets of paper to individual groups. Initially, all ideas are written down on a sheet of paper - there are no wrong answers.
4. Once each group has written down one or more ideas, the trainer will guide participants into a discussion/brainstorming session to find a common definition of what is an entrepreneur.
5. These individual characteristics and skills will be written by the trainer on a flip-board and discussed in plenary by participants.

Materials: Paper, pens/pencils, flipboard

Duration: 45 min.

Preparation: No specific is preparation is needed unless the trainer wants to prepare a supporting slide for step 1.

Outcomes: Participants will acquire knowledge about entrepreneurship and running their own business by discussing the characteristics of entrepreneurs and the characteristics of effective managers.

Evaluation/Learn: Starting from step 5, the trainer can debrief with participants about the main characteristics of the entrepreneur and how many of these characteristics they already possess or need to acquire.

Tools and how to use them: N/A

Tools and how to use them: N/A

Background/references/sources: N/A

15 MINUTE COFFEE BREAK

Activity 2.4 Treasure Mapping & Sustainable Business model canvas

Step-by-step description:

TREASURE MAPPING (60 min):

1. The trainer asks participants to identify their personal goals (in terms of business). They should write down one or two sentences describing it.

2. Then, the trainer asks them to visualize what they'll see when they‘ve achieved it, how they will celebrate their accomplishment, and what other people will see.

3. Once they have done it, the trainer should ask them to draw a picture representing what they have visualized.

4. Next, participants should visualize the journey that will lead them to achieve the goal. They should write down a bullet point list of things they will need/need to do to get there.

5. Then, again, the trainer asks them to make a drawing for each bullet point. They should use sticky notes – one drawing per sticky note.

6. Once they have finished the drawings, the trainer asks them to draw a “treasure map”, leading to the first drawing they did at step 3 and comprising all the other steps in between.

7. Once they’re done, the trainer will invite participants to present their treasure maps to the others.

8. After every participant has presented his/her idea, the trainer will guide participants in a debriefing session about the similarities and differences among their ideas.

(If a lunch/coffee break is needed, it could be done at the end of this activity)

BUSINESS MODEL CANVAS ROLE-PLAY (90 min, depending on the number of participants/groups):

1. The trainer divides participants into groups of 3-4 people and explains the activity.
   Each group will represent a start-up for a sustainable business idea, that they will randomly pick from a deck of cards (see Background Materials).

2. Once groups are created, the trainer will provide each group with a printed Business model canvas (see Background Materials) and she/he will explain to them how to read the model and how to complete it.

3. *Each start-up will need to develop the "sustainable business idea" they picked and complete the Business Model Canva.*

The trainer should make sure that participants develop the Business Models by working altogether and keeping sustainability at the center of the model.

In this phase, the trainer can present to participants the "Circulator" tool, explaining how to use it in support of their idea.

1. Once the business models are completed, each group will give them to the trainer and participants will return to their places in plenary.

2. The trainer will then randomly present the Business Models and discuss each of them with participants. Which are the strengths and the weaknesses of each model? Why?
   a. Make sure that in this step none of the groups reveals which was their script.

3. After each model has been discussed, participants will vote their favorite and the group that created that model will stand up and explain how they built the model. Guided by the trainer, and together with the other groups, they will then proceed to finalize the model integrating all the feedback received during the discussion, as well as possible improvements.

Materials: Paper, pens/pencils, flipboard

Duration: 45 min.

Preparation: No specific is preparation is needed unless the trainer wants to prepare a supporting slide for step 1.

Outcomes: Participants will acquire knowledge about entrepreneurship and running their own business by discussing the characteristics of entrepreneurs and the characteristics of effective managers.

Evaluation/Learn: Starting from step 5, the trainer can debrief with participants about the main characteristics of the entrepreneur and how many of these characteristics they already possess or need to acquire.

Tools and how to use them: N/A

Background/references/sources: N/A

Activity 2.5 Final Evaluation

Step-by-step description:

1. The trainer will prepare a box (with a cover) at the center of the room and instruct participants to form a circle around it.

2. She/he will explain to participants that the box contains their photos. In turn, participants will peek in the box, see the face of a participant, and will answer some questions about that person. They cannot give any type of hint on who the respective person is. (Facilitator will have to change the "photo" afterward).
    a. Example of questions:
        i. How did you perceive that person when we all met?
        ii. What changes have you seen in this person during the time here?
        iii. In which activity did this person participate the most?
        iv. In which activity did this person participate the least?
        v. What advice would you give to the person?
    b. The trainer can add some funny questions or other relevant ones.
    c. The trick is that in the box (besides a few pages to simulate the changing of the photos), participants will see a mirror. Surprising the participant, he/she will speak about themselves without having prepared answers beforehand.
    d. Additionally, participants will listen to the comments of each one and see themselves through the eyes of others, wondering if the speaker is talking about them. On the other hand, participants who have been in front of the mirror will be able to further reflect on their learning by hearing other points of view.

3. Once everyone has gone in front of the box, the trainer can move with the evaluation and discuss more in-depth about the training activities.
    a. Which one was participants' favorite/less favorite?
    b. What would they change from the training?
    c. Were their expectations met?

Materials: Box, something to cover the box, paper, mirror.

Duration: 45 minutes

Preparation: Arrange the room and prepare the activity to encourage the discussion and all participants feel comfortable expressing their opinions.

Outcomes: The final moment of reflection will be certainly useful to participants. The main aim of the activity is to encourage participants to reflect on their learning, to support them in looking at themselves and their learning progresses from another point of view.

Evaluation/Learn: The whole activity is an evaluation activity. Further examples of questions to encourage discussion and the evaluation can be:

- *Did you enjoy the activities?*
- *What have you learned?*
- *Do you think it has been helpful to do these activities and why?*
- *Do you feel more conscious about the themes?*
- *Did you have the feeling to have been listened to?*
- *How do you think you will tell your family and friends about these activities?*

Tools and how to use them: N/A

Background/references/sources: N/A

6. HOW TO BE RESPONSIBLE

Workshop title: How to create ethical, secure, sound choices to respond to individuals needs

Introduction:

As we entered the new era of globalization rapid changes happened in society, such changes in improving social life, or changes that youngsters will meet their future needs without difficulty.
(changes in which youngsters meet their future needs without difficulty.)

This manual promotes youth entrepreneurship to foster NEETs social and work inclusion, using digital youth work and collaborative techniques, includes the ethical aspects of entrepreneurs as well as social responsible choices to people needs.

One way to teach participants responsibility is to give them choices in learning activities. One of the most effective ways to help participants take responsibility for their learning is through goal setting, when humans set goals and achieve those goals, they build self-confidence and become more willing to try again.

One way to educate members about their obligations is to provide them with choices in learning exercises. One of the foremost compelling ways to assist members to take obligation for their learning is through objective setting; when people set objectives and accomplish those goals, they construct self-confidence and end up more willing to undertake once more.

When it comes to teaching personal responsibility, the key is shifting someone's focus to the factors that are within their control.

Most often, when an employee struggles with personal responsibility, it is because they are unable to see beyond the factors that are outside their control.

An ethical business applies a set of moral principles to all interactions with stakeholders, such as its treatment of employees, customers, suppliers, and shareholders. Being ethical means, a business goes beyond merely complying with laws and regulations, but makes choices about what it is prepared to do, and what it will not. Therefore, an ethical business strategy may exclude behavior, which is legal, but conflicts with the business's ethical policy.

#CollaborativeLearning
#EntrepreneurialCompetencesandNetworking
#Ethics
#HealthyChoices

Objectives:

Objectives of this manual are to learn youngsters with skills, abilities, to exceed the barriers of exclusion, to exchange ideas, values, practices, increase self-awareness and confidence. DIG IN addresses the personal development of NEET, focusing especially on building their motivation for participating in society and contributing to the labor market, increasing their confidence as citizens while enhancing employability skills using entrepreneurship as an activator for interest and using new ICT-based strategies to get in touch with others. Objectives of this manual are to learn youth skills, aptitudes, capacities, to surpass the boundaries of prohibition; to trade thoughts, values, increment, self-mindfulness, and confidence. DIG IN addresses the individual advancement of NEET, centering particularly on building their inspiration for partaking in society and contributing to the labor advertise, expanding their certainty as citizens, whereas improving employability abilities utilizing business enterprise as an activator for intrigued and utilizing new ICT based techniques to induce in touch with others. Teach participants the importance of commercial awareness, develop new skills that are needed for this century.

Furthermore, the objective is to learn members the significance of commercial mindfulness and how to create unused abilities required for this century.) As well, having in mind the social responsibility and ethics on it, which is the importance of making a profit without damaging the population or environment.

This manual has an impact on:

- Increasing the level of personal ethics;
- Helping NEETs to social inclusion and job engagement activities and support;
- Social awareness to the society and labor market;
- Discovering people's needs and wants;
- Ethical decisions.

Time: 240 minutes per day

Preparation: The facilitator should obtain information regarding the topic and the project and also should prepare materials needed for each activity. Make sure the venue has Wi Fi, and prepare: Paper, Pens, Laptop /Projector

Facilitation Style: The facilitator can choose many options online or offline to fit the needs of the participants. Non-formal education is the main purpose of the project.

The facilitator should act as universal and supportive for all participants and let them feel free to express their ideas and opinions. All participants should treat equally and motivate to participate actively during the sessions. Facilitators can select numerous alternatives, whether online or offline, to fit the wants of the participants. Non-formal education is the main reason for the project.

The facilitator ought to act as all-inclusive and strong for all members and let them feel free to express their thoughts and suppositions. All members ought to treat similarly and spur them to take an interest effectively amid the sessions.

Facilitator ought to act as all-inclusive and strong for all members and let them feel free to express their thoughts and suppositions. All members ought to treat similarly and spur them to take an interest effectively amid the sessions.

Learning Check/Evaluation: Each day participants will take part in an evaluation session for each activity done and receive feedback from their side. It takes into consideration giving a chance to participants to share their opinion on which activities helped them to enhance their responsibility or ask them what could add something more to activities or change; these will have qualitative feedback and evaluation from them.

Activity 1.1 Pass the message "Pictionary Telephone"

Step-by-step description:

In the game, a message is given to a person in a line of people who are standing behind each other, and then they are instructed to pass the message by gestures in the next person in line, but to make sure that nobody sees the message delivered except to the person who delivers and receive the message. It should start from the last to the first person, by tapping in their back, and they will return to receive the message.

The message goes from person to person until it reaches the end of the line, and that person announces the message to the group as they received and understood the message.

In most cases, the message that is announced to the group is significantly different from the message that was originally given to the first person on the line.

While the game is amusing, it also teaches us an important lesson that people often forget.

The lesson, as you probably have already figured out, is that information that you receive via word of mouth is not always accurate. If you don't receive information directly from the source, there is a good chance that at least part of the message is incorrect.

Materials: No needed materials; except the place should be in an open area or a big room.

Duration: 25 min

Preparation: The facilitator should read the details of the activity and prepare the training room in a big area where the participants can be ranked in one line and make sure participants don't see the message from the group.

Outcomes: Participants will give different messages as they hear from their friends. At the end of the activity, the facilitator will take the first sender and the last receiver of the message and compare what the message was and how it is now. Thus, the facilitator can add that by being accurate and responsible, the message could not deviate too much.

Evaluation/Learn Check: At the end of the activity split time for debriefing the activity with participants, and give space to them to describe how the activity was, but also facilitator could ask some questions (written downs) to debrief the activity:

- Does the activity help build responsibility when communicating and build trust with each other?
- Does the activity help to reduce social threats and increase interpersonal inclusion?
- What was one of the challenges of doing the activity?
- What was the positive thing that happened during the activity?
- What changes would you make to how you communicate?

Tools and how to use them: Use this activity in a big group as an ice breaker and extend participation from all participants.

Background/references/sources: Lessons Learned From The Telephone Game, Telephone Charades Game, Pass the Action Fun Game, This Is How Chinese Whispers Work.

Activity 1.2 Ethics Dilemma Discussion and Taking Responsibility

Step-by-step description:

In this activity, the trainer works with the participants through various ethical dilemmas, responsibilities and decides the best route to take. For participants to reinforce the desired decision, the facilitator gives the problem to the participants and leaves them to find a solution to the problem or what actions and decisions will they make.

Some examples may be:

Taking credits from others' work. Some workers are introverts but hardworking and might happen for someone to take their credits, what would you do in this case? How you would react in this situation? What responsibilities do you have towards being ethical in the workplace?

Taking credits from others' work. A few laborers are self-observer but dedicated, and someone might require their credits, what would you be doing in this case? How would you react in this circumstance? What obligations do you have towards being moral within the work environment?

A co-worker is consistently late, and you know it’s because of their home situation; however, they continue to slide into work unnoticed. Do you say something or not? Does anyone take responsibility for that?

You hear a colleague make a pejorative slur against another racial or ethnic group. Do you address it?

The owner might engage workers in unethical accounting activity to raise the company's profitability or tax evasion under-reporting income, falsifying records, illegally assigning income. In this case, how will you refuse or avoid this illegal thing? Is it good in some cases to avoid taxes and increase the company's profitability?

Owner might engage laborers in untrustworthy bookkeeping movements to raise company's productivity, or charge avoidance beneath detailing wage, adulterating records, illicitly relegating wage. In this case, how will you deny or maintain a strategic distance from this illicit thing? Is it great in a few cases to dodge charges and increment a company's benefit?

Activity Directions:

Participants are arranged in groups of four to six. Make sure the groupings are random; ensure that no "cliques" or clusters of friends are put together. To ensure the best effectiveness of the activity.

From a set of cards that explain various ethical dilemmas, the trainer picks one that is drawn and read aloud to all the groups. This is done for all participants to work on the same dilemma at the same time to enrich the way of choosing the same dilemma.

Each group then discusses the variables of the situation and the best way to handle it.;

When all groups have reached a decision, the trainer asks a representative from each group to explain what the group decided. In this activity, participants learn to take responsibility, and the leader's responsibility is to present the group's work.

At this point, the trainer manages a whole group discussion of what would be the best decision and the pros and cons of that and other decisions.

Materials: Cards - Cards with ethical dilemma written on them, Pens, Table

Duration: 60 minutes

Preparation:

Before starting the activity, the trainer prepares the class in separate groups, as well as the cards with ethical dilemmas. It also manages the implementation of the activity all the time, including the end, when participants unfold their answers, and with the help of the trainer, they receive an ethical lesson on solving a problem ethically.

Outcomes: The expectation is that the trainer will be able to teach participants the importance of responsibility and ethics, in how to solve life problems with ethics, including enterprises, start-ups to remain socially responsible, prevent bullying and harassment. As well as to learn to take responsibility for crucial moments in life. Taking feedback from participants on what decisions they made to overpass the situation ethically.

Ethical dilemmas can open up opportunities not only for debate and critical thinking, but also for personal growth, empathy for other viewpoints, and self-reflection.

Evaluation/Learn Check: The facilitator will ask participants to describe the activity in 5 keywords and gather all answers from participants into a debriefing form.

All participants should be involved in the activity as well to describe their role in the case, to express their emotions as well as the responsible part of being ethical.

Tools and how to use them: Menti.com, How to create your first Mentimeter presentation

Background/references/sources: 5 workplace ethics training activities to help develop a more ethical business culture, Ethics Exercises, 5 WORKPLACE ETHICS TRAINING ACTIVITIES FOR A PERFECT WORKPLACE, CRM Learning.

Activity 1.3 Teamwork and Responsibility

Step-by-step description:

The trainer prepares an enterprise scenario for what he/she will develop with the participants in the training room, decide together which industries the activity will follow, and write down into cards together with the positions or roles. The trainer starts the discussion with the participants about the importance of ethics and responsibility in entrepreneurship.

After the discussion, the trainer guides them on what needs to be done to set up; he will divide the participants into four or five groups.

Each group will be named after a newly established enterprise (healthcare, food services, baby products, educational services, agriculture, etc.) which the trainer has prepared earlier, and each group member will have a leadership position in the same enterprise.

After the division of the groups, the trainer will determine them from a place on the floor for each position (position depending on the activity of the enterprise) they have in the enterprise, to carry out the activity as best as possible.

The trainer then asks the participants, each one taking his or her position on the floor, as soon as he or she hears the name announced by the trainer.

Discuss responsibility by asking, “What would we have had if (one of the participants) weren’t in place?” How did you have to work together to get the job done? What if one person wasn’t listening? What could you have done better to work as a team? Repeat the activity and praise everyone for doing his or her part to make the letters.

Materials: Cards - Cards Pens, Table, letters

Duration: 60 minutes

Preparation:

The trainer should prepare at least 2/3 companies with different positions newly established for each group, as well as assign for each member of the group certain positions for all to be active participants in the trainer's activity.

(The trainer ought to plan at least 2/3 companies with distinctive positions recently set up for each bunch, as well as allot for each part of the bunches, certain positions for all to be dynamic members within the trainer's action.)

2. Administrator
    1.1. Head of pharmacy services
        1.1.1. Dispensing Chemist
            1.1.1.1. Inpatient
            1.1.1.2. Outpatient
        1.1.2. Clinical Pharmacist
        1.1.3. Quality Control Pharmacist
        1.1.4. Medical Stores Pharmacist
        1.1.5. Manufacturing Chemist
            1.1.5.1. Manufacturing of LV. Fluids
            1.1.5.2. Other Manufacturing Services

The trainer, in order to make more understandable the most important concepts related to hospital pharmacy, questions and explanations can be made about subjects of high importance:

- In situations where drug stocks are low, what would be the urgent steps to meet the need?
- How to deal with drugs that are close to end of shelf life?
- How would you manage the acceptance process of the drugs we ordered and approved for purchase that had a short shelf life?
- How did you manage the process of reporting side effects to the relevant institutions after receiving the reports from departments in the hospital we have distributed the medicines?

Outcomes: The expectation is that the trainer will be able to teach participants the importance of responsibility and ethics, in how to solve life problems with ethics, including enterprises, start-ups to remain socially responsible, prevent bullying and harassment. As well to learn to take responsibility of crucial moments in life. Taking feedback from participants on what decisions they made to overpass the situation in an ethical manner.

Ethical dilemmas can open up opportunities not only for debate and critical thinking, but also for personal growth, empathy for other viewpoints, and self-reflection.

Duration: 60 minutes

Preparation: The trainer should prepare at least 2/3 companies with different positions newly established for each group, as well as assign for each member of the group certain positions for all to be active participants in the trainer's activity.

3. Administrator
    1.1. Head of pharmacy services
        1.1.1. Dispensing Chemist
            1.1.1.1. Inpatient
            1.1.1.2. Outpatient
        1.1.2. Clinical Pharmacist
        1.1.3. Quality Control Pharmacist
        1.1.4. Medical Stores Pharmacist
        1.1.5. Manufacturing Chemist
            1.1.5.1. Manufacturing of LV. Fluids
            1.1.5.2. Other Manufacturing Services

The trainer, in order to make more understandable the most important concepts related to hospital pharmacy, questions and explanations can be made about subjects of high importance:

- In situations where drug stocks are low, what would be the urgent steps to meet the need?
- How to deal with drugs that are close to end of shelf life?
- How would you manage the acceptance process of the drugs we ordered and approved for purchase that had a short shelf life?
- How did you manage the process of reporting side effects to the relevant institutions after receiving the reports from departments in the hospital we have distributed the medicines?

Outcomes: The expectation is that the trainer will be able to teach participants the importance of responsibility and ethics, in how to solve life problems with ethics, including enterprises, start-ups to remain socially responsible, prevent bullying and harassment. As well to learn to take responsibility of crucial moments in life. Taking feedback from participants on what decisions they made to overpass the situation in an ethical manner.

Ethical dilemmas can open up opportunities not only for debate and critical thinking, but also for personal growth, empathy for other viewpoints, and self-reflection.

Evaluation/Learn Check: Facilitator will ask participants to describe the activity into 5 key words and gather all answers from participants into a debriefing form.
All participants should be involved in the activity as well to describe their role in the case, to express their emotions as well as the responsible part of being ethical.
Tools and how to use them: Menti.com https://www.youtube.com/watch?v=VpbXY98R39c

Evaluation/Learn Check: Facilitator will ask participants to describe the activity into 5 key words and gather all answers from participants into a debriefing form.

All participants should be involved in the activity as well to describe their role in the case, to express their emotions as well as the responsible part of being ethical.

Tools and how to use them: Menti.com, How to create your first Mentimeter presentation

Background/references: 5 workplace ethics training activities to help develop a more ethical business culture, Ethics Exercises, 5 Workplace Ethics Training Activities For A Perfect Workplace, CRM Learning

Hospital Scenario

The trainer should explain to the participants that healthcare organization structures can be complex and hard to understand. Take hospitals, for example. They must function precisely, offer high-quality services and provide patient satisfaction every minute of every day. Despite its business management style, healthcare management is not concentrated at the top. In other words, the complexity of its structure requires a vertical style of command.

The trainer should divide the roles according to the student's abilities so that he/she can get the best out of their students. At the same time, the trainer should explain in brief the tasks and what is required of them.

1. Administration
1.1. Patient care
1.1.1. Lab Director;
1.1.2. Diagnosis Director;
1.1.3. Clinical Director
1.1.4. Quality Assurance Director
1.1.5. Nurse Management
1.2. Finance
1.2.1. Director of Finance
1.2.2. Healthcare Finance manager
1.2.3. Director of marketing and business development
1.3. Support services
1.3.1. Director of engineering
1.3.2. Director of planning
1.4. Human resources
1.4.1. Director of Recruitment
1.4.2. Director of Benefits
1.4.3. Healthcare Finance Management

The trainers to develop the habits of responsibility will ask questions to the participants about how they would act if we had an emergency in the hospital they manage:

- How would they manage patient overload in pandemic times?
- How would they manage the shortage of nurses?
- How would they manage financial crises?
- How would they manage the shortage of doctors?

RESTAURANT

The trainer should explain to the participants that beyond the basic purpose of restaurants to provide food and drink, restaurants have, historically, fulfilled a human need for connection and shaped social relations.
One of the common traits of successful restaurants is a strong restaurant staff that works tirelessly to deliver top-notch service to the customers. There are generally five departments in any restaurant business — Kitchen Staff, Managerial Staff, Floor Staff, Bartenders, and Delivery Staff. However, depending upon the restaurant format, the number of departments can vary.

Kitchen
Executive chef
Sous chef
Chef de Partie
Helpers
Dishwashers
Bar Staff
Bartender
Managerial staff
Restaurant manager
Cashier
Store Keeper
Floor Staff
Captains
Stewards/Waiters
House-Keeper
Gate Keeper or Guard
Delivery Staff
Delivery Boys

That every job requires responsibility is shown by the division of responsibilities in the restaurant. Therefore, the trainer should consider the division of tasks, because in addition to the aesthetic aspect, here the client requires the right taste of food, as well as a proper service from the staff. At this point, the trainer, through questions and answers, will try to prepare the participants to think what if they find themselves in situations such as:

- How would they manage the financial crisis?
- How would they manage the lack of kitchen staff?
- How would they manage the lack of managerial staff?
- How would they manage the situation in pandemic cases?
- How would they manage the situation in case of food shortages?
- How would they manage the situation in case of cancelation of events?

Hospital Pharmacy

Hospital Pharmacy gathers the key features of pharmaceutical services provided within and from hospital-based pharmacies. The Trainer gives an introduction to the service, of benefit to pre-registration graduates and to undergraduates. It also aims to be of benefit to recently qualified pharmacists undertaking further studies or those gaining training in rotational roles.

The raining has been structured on functional lines; that is, there are chapters on purchasing, supply, clinical services, medicines information and so on. To some extent these boundaries are artificial and functions can be blurred; to give an example, the clinical responsibilities of a pharmacist ensuring the safe preparation and supply of total parenteral nutrition are not easily split into separate roles. However, there is a need to group in some way, so a pragmatic approach has been taken.

The trainer should explain to the participants that Hospital Pharmacy is the health care service, which comprises the art, practice, and profession of choosing, preparing, storing, compounding, and dispensing medicines and medical devices, advising patients, doctors, nurses and other healthcare professionals on their safe, effective and efficient use. Hospital pharmacy is a specialized field of pharmacy which forms an integrated part of patient health care in a health facility.

4. Administrator
    - 1.1. Head of pharmacy services
        - 1.1.1. Dispensing Chemist
            - 1.1.1.1. Inpatient
            - 1.1.1.2. Outpatient
        - 1.1.2. Clinical Pharmacist
        - 1.1.3. Quality Control Pharmacist
        - 1.1.4. Medical Stores Pharmacist
        - 1.1.5. Manufacturing Chemist
            - 1.1.5.1. Manufacturing of LV. Fluids
            - 1.1.5.2. Other Manufacturing Services

The trainer, in order to make more understandable the most important concepts related to hospital pharmacy, questions and explanations can be made about subjects of high importance:

- In situations where drug stocks are low, what would be the urgent steps to meet the need?
- How to deal with drugs that are close to the end of shelf life?
- How would you manage the acceptance process of the drugs we ordered and approved for purchase that had a short shelf life?
- How did you manage the process of reporting side effects to the relevant institutions after receiving the reports from departments in the hospital we have distributed the medicines?

Outcomes: The expectation is that the trainer will be able to teach participants the importance of responsibility and ethics, in how to solve life problems with ethics, including enterprises, start-ups to remain socially responsible, prevent bullying and harassment. As well as to learn to take responsibility for crucial moments in life. Taking feedback from participants on what decisions they made to overpass the situation in an ethical manner.

Ethical dilemmas can open up opportunities not only for debate and critical thinking, but also for personal growth, empathy for other viewpoints, and self-reflection.

Evaluation/Learn Check: The facilitator will ask participants to describe the activity in 5 keywords and gather all answers from participants into a debriefing form.

All participants should be involved in the activity as well to describe their role in the case, to express their emotions as well as the responsible part of being ethical.

Tools and how to use them: Menti, How to create your first Mentimeter presentation

Background/references/sources: N/A

Activity 1.4: "Role-Play" Touchy Situations and Crucial Conversations

Step-by-step description:

This activity is best suited for difficult situations that arise quickly and require a prompt response. Usually, such situations don't allow much time for deliberation, so it's important to have a set plan from the outset and to have walked through it. Therefore, this activity can serve the trainers to the participants after they have raised the ethical level above the good and the bad, then this activity will help them to get the same answer, in situations when we have limited time to get it faster.

Some examples may be:

In retail stores, employees in most cases abuse their freedom and are deceived by taking money from what they sell or forcing buyers to pay more and make money from that.

This damage done to the buyer or to the owner of the company itself stems from improper employee ethics.

Therefore, the pre-training of workers should be done in such a way that the worker is convinced that the company where they work is really theirs because they are paid from there, and if they steal they really steal themselves, and if the company fails, they will lose their job, therefore the feeling that the place where we work is really our home is very important to avoid such situations where the employee from the given opportunity abuses it and takes money from the profit or causing harming to the buyer.

Therefore, the training of the participants in this regard is more than necessary, taking into consideration that they can be found in such situations, either as an employer or as a worker, to be aware in both situations for the person responsible for carrying out such an act. made by themselves or by their employees.

So, the trainer rightly will ask questions to the participants like: You are working in retail and you see a co-worker taking from the cash register or overcharging a customer and pocketing the rest: You are working in retail and you see a co-worker taking from the cash register or overcharging a customer and pocketing the rest.

- What would be the first steps you would take and why?;
- Would you attempt to talk to your colleague before reporting the case?;
- Do you think that you can handle the situation without denouncing it, while at the same time teaching your colleague a lesson about the act being done?;
- Would you denounce it without any hesitation?;
- Do you think that you can justify your colleague's actions because of his economic situation?;
- And what would you do to prevent such a situation as an owner or employee?

Example 2

What happens in most companies where employers give freedom to their employees is that they abuse this freedom, and this is exactly what happens to those companies which pay their employees every expense for business meetings, travel, food, and so on.

Considering that we can do a job with very little expense, the workers present fictitious invoices for the expenses incurred, which in fact have not been done at all, with the sole purpose of their economic gain. All this happens due to the breach of trust by the employee towards the employer, forgetting that in this way we harm firstly the company and then ourselves because the bankruptcy or damage of the company means the loss of our job position.

So, the trainer will use this opportunity to prepare the participants as if they were in such a situation: You work in a company that has petty cash and it's supposed to be turned in every day, however, you find a co-worker who is pocketing the cash.

- How would you rate such an action done by one of your colleagues?;
- What would you do if you noticed such a situation?;
- Would you have tried to convince your colleague of the wrongdoing and get the money back?;
- Do you think the case will be solved if it is reported to the company owners?;
- Do you think that the case should be reported to the police as well?;
- How would you have acted if you were in the place of your colleague? Would you report yourself or keep it a secret?

Example 3

What every participant and beyond every citizen should understand is that we all have the right to think and vote in a democratic world where we live, because freedom of thought is also one of the main axes of democracy.

Therefore, participants should understand that in any sphere that can be found, whether at work, family, in the neighborhood where we live, we have the right to express our opinion, whether shared with the majority or a different opinion from others.

Therefore, the trainer taking for example perhaps the crucial element of democracy vote, and the right of everyone to choose the leader of the country where they live, will use this opportunity to encourage participants to think about the importance and responsibility that it carries with it, but at the same time the importance of being an active voter, regardless of whether we are in favor of a majority or not.

Therefore, the trainer will rightly use this case: In a group setting, everyone is asked to give a verbal vote or show of hands, you don't agree but you don't want to be the only one to disagree.

- What do you think you will have to do in such cases?;
- Why would you hesitate to answer (If yes)?;
- Would you change your mind, just to be part of the majority?;
- Do you think that your "different" opinion will convince the vast majority?;
- What makes you doubt the power of your thoughts?

Activity Directions:

The trainer will divide the 3 scenarios into 3 participants who will each create their own team where they will discuss the case in question. What is really important here, is that through the internal debate that will make the participants divided into three groups, each group on its own case, to answer their questions and through it to reach the answers to which will make them realize how important ethical and responsible action is on collective spaces such as work, the neighborhood where we live, public spaces and everything that is collective.

Materials: cards, written scenario. Clothes for actors

Duration: 90 minutes (1.5 hours)

Preparation:

- Prepared topics:
1. Financial motivators are better than non-financial ones
2. Social media sites should be blocked at work.
3. Casual dress codes are beneficial for the company.
4. Teaching vs. Doing – Is there a Role for Lecture and Content in Entrepreneurship Education?

Outcomes: The participants will learn how to participate in classical debates. The debates will be held in a healthy competitive environment while respecting the other teams' opinions.

Evaluation/Learn Check: After the debate, it is planned to talk with the participants, and ask them some of the following questions:

1. How difficult was it to communicate your idea with your team?
2. How difficult was it to develop arguments and contra-arguments?
3. Did your own opinions differ from the argumentative side on which you were, and if so, how hard is it to defend an opinion you do not support?
4. What did you learn from this activity?

Tools and how to use them: No additional tools are required for this activity

Background/references/sources: N/A

Before starting the activity, the trainer should prepare a good scenario, divided into two parts that describe situations from which participants will be able to understand the importance of a quick ethical and unethical choice.

Then present the same scenario to the participants in the form of cards, where the participants will simply choose what to play.

The best way of realization is that, depending on the scenario, in the scenario where it takes place (school, office, factory, public space), the acting by the participants should also be done in these spaces or improvisation of events in the classroom according to the possibilities.

Outcomes: The expectation is that participants through self-acting situations described in trainer scenarios to be able to understand the importance of ethical solutions as quickly as possible, in times when we do not have much room for discussion.

(The aim is that members, through self-acting circumstances depicted in trainer scenarios, be able to get it the significance of moral arrangement as rapidly as conceivable, in times when we don't have much room for talk possibilities.)

Evaluation/Learn Check: As part of the trainer's evaluation, there is an evaluation form where participants will have the opportunity to rate the effectiveness of activities. Based on that trainer will have a clear idea of how good or bad and how effective the activities were.

Here is the form:

1. Reaction – seeing the reaction of the participants on how they will accept the activity, then the reaction between the participants themselves who are part of a group, the trainer will have an overview on the effectiveness of the activity.
2. Learning – then assessing what participants have learned about ethics and responsibility. Then, through the questions in the form of quizzes that are foreseen, which can be even more, to extract the best possible from the participants.
3. Behavior – during the training the trainer used different methods to assess whether the participants put into practice what they have learned so far. To do this, the trainer can also ask for self-assessment for themselves by the participants or from the supervisor assessment for the participants.
4. Results – In the end, the trainer must assess whether the activity has met expectations.

And this the trainer did, taking into account all the above points.

Tools and how to use them: Menti, How to create your first Mentimeter presentation

Background/references/ Sources: N/A

Activity 1.5: Technological Ethics Search and Find

Step-by-step description:
In this activity, participants will use their laptops (PC, iPad, cell phone) to search for real-world situations that demand ethical decision-making. Once they have found a situation, they will analyze it. This activity is geared especially towards millennials who favor the use of technology.

Activity Directions:

Arrange participants into groups of three.

Each group will find an ethical dilemma that has happened in the “real world.” This dilemma should pertain to the business or industry of your interest.

Participants will analyze the situation and determine:

1. What was the actual dilemma?
2. What were the possible choices?
3. What was the actual choice taken?
4. What would be the best course of action?

Participants will then share their findings with the whole group.
Materials: Letters. Pens, PC, tablet, laptop

Duration: 60 min

Preparation: All preparations are made the moment the activity begins, or, the trainer assigns the participants in advance to research to find a case that they think is good to deal with.

Outcomes: The expectation from other activities here is that participants are able to choose for themselves the situation they want to discuss with others. Here the trainer gets a better picture of how effective the previous two activities have been, seeing what the participants have chosen and how they have handled the same situations, where the trainer here remains only the supervisor of all that has been done before.

Evaluation/Learn Check: Open discussion for the participants to evaluate the activity as well as the cooperation during teamwork.

- Ask for feedback on the teamwork of each group?
- Was it difficult to find a situation that decision-making is hard due to being ethical?
- Was it difficult to make decisions as a group? Why or why not?
- Was all the team involved in the activity?
- What have we learned from this?
- What were the challenges to this activity?
- Does the activity directly engage participants in ethics and technology?

Tools and how to use them: Kahoot, Menti, How to create your first Mentimeter presentation

Background/references/sources: 5 workplace ethics training activities to help develop a more ethical business culture, Engineering Ethics: Evaluating Popular Inventions, 5 WORKPLACE ETHICS TRAINING ACTIVITIES FOR A PERFECT WORKPLACE, Best Ethical Practices in Technology, Engineering Ethics:
Evaluating Popular Inventions

20 MINUTE BREAK

Activity 1.6: Paper, Plastic, or Cloth

Step-by-step description: Participants consider how to act responsibly as stewards of the planet, by hearing and discussing a story.

Read or tell the story: Paper, Plastic, or Cloth

Divide participants into three groups; each group will be given the story and each group will justify their parts such as first group plastic, second group paper, and the last group will justify cloth. All groups will collect arguments on what is best for the environment. Which solution seems more responsible to the planet and thus allowing groups to confront each other in the way of critical thinking.

Lead a discussion, with these questions:

- What reasons are stated for why the Tanzanian government wants to decrease the use of plastic bags?
- Were any of these reasons new to you?

- Do you believe plastic bags cause similar problems for the ecology of our community? Why, or why not?
- Do you think legislation is a good way to ensure more responsible ecological behavior?
- What other ways might it work?

Ask the youth for their observations about paper, plastic, and cloth shopping bags. Allow some comments, then say: Not too many years ago, there was a movement to return to the use of paper bags instead of plastic. Then, the movement toward cloth bags moved into the mainstream of American life.

In terms of what we eat, people started demanding organic food in order to ingest fewer chemicals. But some organic food has to be shipped long distances, creating a heavy carbon footprint. Now many people advocate for eating locally.

Yet, sometimes local fruits, vegetables, and dairy products in the grocery store cost much more than non-local items. This means people with lower incomes may have to choose: Should I be responsible to the earth, or to my household budget?

Every day we are learning more about how the production and consumption of our food and other goods affect the earth. Is it hard to sometimes know which action is most responsible towards the earth? How do we find balance-use moderation when we have to make decisions about being ecologically responsible?

Materials: Letters. Pens, pc, tablet, laptop

Duration: 60 min

Preparation: Copy the story for all participants. Preparation for the story to present it.

Outcomes: Participants will understand the importance of being responsible to the earth to the society, animal world. This activity shows that new entrepreneurs should be aware of nature and use maximum outputs to be eco-friendly with nature.

Evaluation/Learn Check: The facilitator can conduct debriefing sessions with participants and discuss the results of the story as well as what they have learned during the activity.

The debriefing questionnaire could be:

- Should I be responsible to the earth, or to my household budget?

- Is it hard to sometimes know which action is most responsible towards the earth?
- How do we find a balance-use moderation when we have to make decisions about being ecologically responsible?
- Are nowadays enterprises responsible for social life and the environment?

Tools and how to use them: Kahoot, Menti

Background/references/sources: Activity 4: Story - Paper, Plastic, or Cloth?, Paper, Plastic, or Cloth, Comparison of Environmental Impact of Plastic, Paper and Cloth Bags

Activity 1.7: Simon says

Step-by-step description:

One person is the leader and calls out the actions. Everyone else must follow the leader and do the action, but only when Simon says. For example, Simon says, touch your toes. Everyone must touch their toes. Then the leader has to try and get everyone to take any action without saying, Simon says. If someone does the action and the leader did not say Simon says, that person is out of the game. For example, if the leader says just “touch your toes” and someone touches their toes, they are out of the game.

The leader can try to make things more difficult by speeding up the pace of calling out the actions. What to say in Simon Says?

- Simon Says Commands
- Simon says simulate kicking a ball.
- Simon says raise your feet as high as you can.
- Simon says walk like a penguin.
- Simon says play the air guitar.
- Simon says that he intends to climb a mountain.
- Simon says cry like a baby.
- Simon says start singing.
- Simon says walk and stop.

Materials: Big space

Duration: 15 min

Preparation: The activity starts by inviting participants to join a big circle and command them by the word Symon says. Commands are written in the description

Outcomes: The expectation is that participants through self-acting situations described in trainer scenarios to be able to understand the importance of ethical solutions as quickly as possible, in times when we do not have much room for discussion.

Evaluation/Learn Check: N/A

Tools and how to use them: N/A

Background/references/sources: Simon Says, Simon Says Ideas

Activity 1.8: The Titanic sinking

Step-by-step description:

The Titanic ship was the best luxury ship in the world built between 1909 and 1911 at that time it was the largest object which was movable. It carried 2,240 people from Europe to the US on its voyage. In 1912 the Titanic hit an iceberg in the North Atlantic Ocean and started to sink in the frigid water.

The real story begins here You and your friends are on this journey to travel to New York with the Titanic.

(The Titanic dispatch was the most excellent extravagance transport within the world construct between 1909 and 1911; at that time, it was the biggest object which was movable. It carried 2,240 individuals from Europe to the US on its voyage. In 1912, the Titanic hit an ice sheet in North Atlantic Sea and began to sink within the bone-chilling water. The genuine story starts here You and your companions are on this journey to travel to New York on Titanic.)

As you hear screaming in the hallway, you notice that something wrong is happening; you see a lot of people panicking and taking lifeboats; then you realize that the ship is sinking and time is running out. There are limited lifeboats in the ship, many people running to catch and save their life. Cold temperatures can cause hypothermia, thus reducing chances of survival. Since there is no time left because the ship is sinking, you can take only one item with you.

1) 5kg Gold
2) Flare gun
3) Apple
4) Exe
5) Compass
6) Flashlight
7) First aid kit

8) 10 Water bottles

9) Transistor radio

10) Firelighter

11) Winter coat

12) Lifejacket

13) Safety whistle

14) Knife

15) Blanket

16) Foil blankets

17) Bottle with alcohol

The trainer should split participants into groups which each group maximum should have 6 participants. All participants should contribute to the group with the skills they have and all make the group survive.

- How the communication will be with your friends?
- How and when you use the items?; How you survived by using these items?
- Why you decided to take these tools with yourself? How difficult it was?
- Since the boat height is 32m, will you take the risk of jumping from it? What options will you choose?
- Since you were a team, how you helped each other until the rescue team find you?

Materials: Paper, pens or pencils

Duration: 60 min

Preparation: The facilitator should prepare participants into groups and provide them with the story of the Titanic. Preparing the items into cards so each participant takes one card or an item for survival.

Outcomes: Participation of each member in decision making is required and helps the team to make optimum decisions for what is needed. Each team has to present their survival case and how responsive they were during the chaos with a limited time.

Evaluation/Learn Check: Debriefing questions might be:

- What can we learn from this activity?
- What caused our survival positively or negatively affected?
- Was it difficult to make decisions as a group? Why or why not?
- What is the best way to make decisions when in a group? Is this easy or difficult for you?

Tools and how to use them: N/A

Background/references/sources: N/A

7. AGREEING TO DISAGREE

Workshop title: Agreeing to disagree

Introduction: The whole aim of this workshop will be to help participants understand the world around them and how people think. Setting up strong arguments and learning how to listen to someone else's opinion is the key of communicate, not only in the business sense but in everyday situations.

Objectives:

- Learning to set up strong arguments.
- Learning active listening. Learning how to speak up.
- Learning how to communicate an idea.
- Understanding the counterparties' point of the stand.
- Understanding why the two parties disagree.
- Understanding healthy competition.

Time: 150 minutes (2.5 hours)

Preparation: Pre-prepared and printed topics (for activity 1.1)

Facilitation Style: Offline (can be transferred online if the need arises), Group work

Learning Check/Evaluation: Through reflection and self-reflection.

Activity 1.1: CIVITAS 3x3 debate

Step-by-step description:

- Introduction (10 minutes)

- Dividing the participants into teams of three - Grouping teams (two teams argue per topic: one affirmative team, and one negative rebuttal. The roles of teams are chosen at random, thus

meaning that the participants do not have the right to choose if they want to be the affirmative or the negative team) - Rules are explained, with space for follow up Q&A

- *Debates (65 minutes)* 20 participants--> 6 teams -->3 rounds/debates

- 2 minutes for preparation per debate (6 minutes preparation time in total) + 18 minutes per debate (54 minutes debate duration in total)

- The topic (which can be found at the end of this section) is given to the first group, and the debate begins. One group (two teams), argues, while other participants are present. Teams will have 2 minutes to prepare after they get their topic. Each participant of both teams has their own role:

1. *Affirmative/ Negative* (The first affirmative starts the debate by introducing the definition and affirmative interpretation of the topic, addressing the issues that will be argued during the debate. First affirmative sets up the starting argument. After the first affirmative sets their arguments, the first negative starts to speak. The first negative presents their team point of view, arguing why the affirmative side is not valid)

2. *Affirmative/Negativ*e (After the first negative has presented their arguments, the second affirmative speaks, they again present their contra arguments, thus weaking the arguments of the other team. After which the second negative does the same)

3. *Affirmative/Negative* (The third affirmative starts by summarizing the team's point of view, while the third negative should rebut all the arguments raised by their opposition, summarizing their points of view)

- Each speaker is given 3 minutes to speak (18minutes/group) *After the debate*, the jury selects the winning teams with the stronger arguments (jury has 3-minutes of time/group to select the winning team.

Materials: Pen and papers, so teams can organize their thoughts, the participants can use their phones, only and only in the preparation phase.

Duration: 90 minutes (1.5 hours)

Preparation: Prepared and printed topics

- Prepared topics:

1. Financial motivators are better than non-financial ones

2. Social media sites should be blocked at work.

3. Casual dress codes are beneficial for the company.

4. Teaching vs. Doing – Is there a Role for Lecture and Content in Entrepreneurship Education?

Outcomes: The participants will learn how to participate in classical debates. The debates will be held in a healthy competitive environment while respecting the other teams' opinions.

Evaluation/Learn Check: After the debate, it is planned to talk with the participants, and ask them some of the following questions:

1. How difficult was it to communicate your idea with your team?
2. How difficult was it to develop arguments and contra-arguments?
3. Did your own opinions differ from the argumentative side on which you were, and if so, how hard is it to defend an opinion you do not support?
4. What did you learn from this activity?

Tools and how to use them: No additional tools are required for this activity

Background/references/sources: N/A

Activity 1.2: Middle ground

Step-by-step description:

- *Introduction (10 minutes)*
- Participants gather around.
- Rules are explained, with space for follow up Q&A

- Activity process (50 minutes)
- The activity leader(s) will present one business-related topic that is controversial, participants will then choose if they are for or against the idea.
- The participants who support the idea will go to the right side of the room, while the participants who disagree with the idea will go to the left side of the room.
- After every participant has chosen their position, each group will get 5 minutes to write down their arguments for their opinion.
- After the groups agreed on their opinions everyone comes back to the center of the room where they present their opinions (5 minutes). (10 minutes per topic are allowed, 5 topics are planned.)

Materials: Pen and papers for the participants

Duration: 60 minutes (1 hour)

Preparation: Prepared topics:

1. Companies should not have strict policies against dating at work.
2. GMOs have made the world a better place.
3. Employees that work from home are more productive.
4. Companies should not look at prospective employees' social media profiles.
5. Climate change is the greatest threat facing humanity today.

Outcomes: Even when participants have the same opinion on a specific topic, the reasoning varies from person to person. This way, one can learn more, or even change an opinion.

Evaluation/Learn Check: Same as for activity 1.1

Tools and how to use them: No additional tools are required for this activity

Background/references/sources: N/A

8. ADAM & STEVE

Workshop title: Adam & Steve

Introduction: STORY (on the next page)

Objectives:

- Raise up discussion about intercultural differences, gender issues, and existing norms and stereotypes in each of societies. But even more important is to test each participant's critical thinking, reasoning, and ability to put him/herself in another person's shoes.
- One more very important aspect of this game is to teach participants to take all available information and possibilities into consideration prior to making the decision and forming an opinion.
- Participants will have a chance to question their value norms, which can be very difficult for individuals.

- Although the game in essence questions interpersonal relations between people and is not directly related to entrepreneurial skillset but can be a very useful test of flexibility.
- This particular activity should teach participants not to rush with conclusions which can be essential in making business and entrepreneurial decisions.

Time: Approximately 60 minutes, but it can last longer, depending on the group dynamic**.**

Preparation:

- This activity can be undertaken online and onsite.
- Facilitator will read the story out loud in front of the group (more than once if needed).
- They will then explain the rules and objectives of the activity.
- Last but not least, facilitators will ask the following questions, one by one, and give the group an opportunity to discuss and share their opinions.

Facilitation Style: Group facilitation can be applied to this group activity in any context. Group facilitation skills are necessary to keep the group on task. Facilitators want to build a climate for learning.

Learning Check/Evaluation: Through reflection and self-reflection.

Adam- 16 years old, Steve-17 years old, Christine- 21 years old
Lilith - 16 years old, Steve's mother

STORY

A story as old as time, about an eternal love story, separation, betrayal, and a lesson, told in a modern way, you have never heard before.

It was a completely different spring in Steves' life. He was in love with a beautiful and nice girl - Adam (she/her). Adam really liked Steve as well. They were taking care of each other and they were spending a lot of time together - going to the cinema, meeting with friends, talking and enjoying each other's company.

Everything was just perfect! Till one day when Adam told Steve sad news - her family is moving away to another country and Adam is going with them. Both of them were really shocked about this news, but when they said goodbyes to each other they promised to keep in touch. And it really happened that they were talking a lot on Skype, Zoom and sending lovely and strength - full messages to each other on Facebook and Instagram. Steve was missing Adam a lot. It was really hard for him to adapt to this new situation… He wanted to go and visit Adam. Steves' family wasn't poor, but they didn't have extra money to buy the ticket for him, so he could go and visit Adam. Steve started to collect money by himself by doing some small jobs like cleaning, washing, and babysitting. But still - he was far from that amount of money what was needed for the ticket.

Once in the disco, he met Christine. She was a bit older than Steve and she felt really attracted to him. They started to dance and talk. Somehow Steve told her sad “love story” to Christine. Christine said that he can come with them, because she is going to have a euro-trip with her friends and they will cross that city, where Adam is living. Steve is excited and happy, till the moment when Christine introduced him to one “rule”. He doesn't need to pay anything for the trip BUT Steve needs to sleep with Christine. That’s the only price he needs to pay. Steve gets confused. He doesn’t know what to do and how to act. He decides to ask for advice from her mother. Mother’s response is: “Son, this is your life. You are old enough to decide on your own.” Steves’ desire to see Adam is bigger than anything else. And although he doesn’t feel that this is right, he says “YES” and sleeps with Christine.

Christine brings him to Adam. Steve and Adam are extremely happy to see each other again. Till the moment when Steve needs to tell - how he got to Adam. After listening to Steves' story, Adam is disappointed and angry. She says that she doesn’t need Steve anymore if he is like this. Steve gets home with a completely broken heart. One day, when he is sitting in the park, crying and thinking about his life over and over again, Lilith - his childhood friend passes by. She sits next to him and Steve tells her the whole story. After listening to him, Lilith says: “Listen, Steve! Don’t be sad! I know how I could help you!”

Activity 1.1: Doing the activity in a group

Step-by-step description: Detailed descriptions and guidelines are given in the section above.

Materials: Preprinted story, pens, and papers.

Duration: Approximately 60 minutes.

Preparation: This activity does not require any additional preparation, except a pre-printed story and a set of pre-prepared questions for discussion. Working space, indoors or outdoors, shall be prepared for participants to sit in a circle on chairs or on the floor in a peaceful and pleasant working atmosphere.

Outcomes:

- Improved critical
- Improved skills to take multiple aspects into the
- Improved flexibility.

Evaluation/Learn Check:

- Possible questions for the discussion:

- What would be the most acceptable behavior of Steve?
- What mother could have done?
- Who else could give advice?
- How can Lilith help Steve?
- How would the situation be different if Steves' and Adam's roles be changed?

Tools and how to use them: No additional tools are required for this activity.

Background/references/sources: Activity "Mary and John"

Activity 1.2: Doing the activity

Step-by-step description: Unlike the "basic" activity, this activity can be conducted in a different way. Instead of dividing the participants into groups, the facilitator will divide participants into pairs. After that, the pairs will discuss the situation from their points of view. In the second part of the activity, the facilitator will ask several pairs to reflect on the story and then they will ask participants these sets of questions.

Materials: No additional materials are needed compared to activity 1.1.

Duration: Approximately 90 minutes.

Preparation: Same as activity 1.1.

Outcomes: Same as activity 1.1.

Evaluation/Learn Check: Same as activity 1.1.

Tools and how to use them: No additional tools are required for this activity.

Background/references/sources: Activity "Mary and John"

9. ME - VILLAIN AND SUPERHERO

Workshop title: Me- villain and superhero

Introduction: This workshop is designed to test up to which degree participants know themselves. This workshop is designed to take participants on a journey of self-exploration, auto reflection, and dealing with oneself. Carl Jung spoke about the integration of one's shadow, as an integral part of each personality which means one's maturity to accept and recognize that he/she is capable of doing bad things. Me - villain and superhero is a fun and creative way that each participant creates the archetype of personality he/she always wanted to be, their perfect me. When creating villains, it is a chance for each participant to dig deep inside themselves and explore the “dark” side of their personality. This is a chance for participants to create reminders of what personality they never want to become. This is also a self-discovery journey on which participants may discover new things about themselves. This is getting to know yourself activity, the focus is primarily on self-exploration and self-discovery no one is mandatory to share during evaluation. During this activity facilitators will have a chance to reflect on the cultural notion of flaw and virtue, to see which virtues are well praised in which culture. It is a chance to build connections and find commonalities between different cultures, to explore universal values.

Objectives: - Objectives of this workshop are:

1. Identify and assess interests, values, and skills.
2. Understand the relationship between self-knowledge and personal development.
3. Reflect to clarify their inner state.

Time: Approximately 30 minutes.

Preparation: The facilitator will explain the rules of the activity and the end goals of the activity. Also, the facilitator will warn participants that during this activity they may feel anxious, afraid or that they may experience other unpleasant emotions. The facilitator will also explain that there is no need for a panic button, all this is part of the journey and part of process learning. In case any of the participants at any point want to stop the process is totally fine.

Facilitation Style: Group facilitation can be applied to this group activity in any context. Group facilitation skills are necessary to keep the groups on task. Facilitators want to build a climate for learning and development. It is very important primarily to ensure to monitor everyone in case some of them for some reason move out of his/her comfort zone and/or need some further explanations or guidelines.

Learning Check/Evaluation:

- Evaluation at the end of the activity is an essential part of this activity, it is the part where participants will learn the most, through reflection.
- Facilitator will ask if there is anyone who wants to share his/her results with the rest of the group, just in case some are ready to share, but the facilitator has to bear in mind that this is purely to get to know yourself workshop.

- Facilitators will ask questions about workshops in general (duration, effectiveness, difficulty, etc.) and questions about participants' feelings during activity, the learning outcomes, if they discovered something else about themselves, and ask questions about the cultural background behind flaws and virtues.
- Facilitators want to know also which part of the task was more difficult (villain or superhero) and from which part of the task participants learned more.
- Two very important questions facilitators will ask:
    - Was it hard to accept your own flaws which you reflected on the villain persona?
    - Was it hard to accept that you might have the potential to be a bad person and that you are capable of doing bad/evil?

Activity 1.1 Me - villain and superhero

Step-by-step description:

1. Facilitator will explain rules to participants, more than once if necessary.
2. Provide participants with necessary materials.
3. Ask participants to find a nice and quiet place for the following activity where they can work.
4. Initiate the activity.
5. Observe the working dynamics and aid when necessary or asked.

Materials: Pen and paper

Duration: Approximately 30 minutes.

Preparation: The task for participants is very simple, to create two personalities, two alternative personalities of themselves, superhero, and villain. They need to invent a name, coat, logo, superpowers, backstory, date, and place of birth when they discover their superpowers and a turning point. The turning point is probably the most important part of this activity, it describes life events, moments when one decides to use his/her powers in service of good or evil.
- Ensure the above-described preparation measures are ensured.

Outcomes: Outcomes of this activity totally depend on everyone's readiness to dig deep into themselves and readiness to explore, discover, reveal and accept their inner state.

Evaluation/Learn Check: Same as described in the first section of the template.

Tools and how to use them: No additional tools are necessary.

Background/references/sources: N/A

Workshop title: The Mind Reboot - I want to be an entrepreneur

Introduction: - The Mind Reboot - I want to be an entrepreneur is more than just a game. It is an experiment, a journey, a team experience in which the participants will test their teamwork, effective communication, negotiation skills, conflict resolution skills, and entrepreneurial skills in general.

- Participants are separated into teams. Each team will have an equal number of members. For the purpose of the game, it is very important that teams are diverse, covering age, gender, personality, prior experience, education, propensity for a leadership role, etc.

- Each team will start the game with the same founding capital (i.e., 10.000 €). Each team will have the same task, to start their own company with the amount of money at their disposal. As a team, they will have to decide a branch of business, name of company, logo, management structure, employee structure, product/service, marketing strategy, and strategy on how to place product/service on the market.

- Participants have to be as realistic as possible when deciding the product/service they intend to sell on the market. They will have to take into consideration price, costs of production, transport, competition, and other relevant factors.

Objectives: There are several objectives of this game, and each is closely related to essential entrepreneurial skills.

- To “get in sync” teamwork because every single decision feels like a team decision, so it feels like a real team accomplishment.
- To learn how to effectively communicate with team members.
- To learn to trust team members.
- Learn to control your emotions during decision-making progress.
- Learn not to rush with decisions, which can be very useful for entrepreneurs in their decisions on future undertakes.
- Learn how to meditate and resolve conflict if/when one appears.

Time: The time needed for this activity is approximately 90 minutes.

Preparation: This activity in essence is an indoor activity, although it can be implemented outdoors as well in certain conditions and even online using the Zoom platform given the fact that this platform offers possibilities of separating participants into different breakout rooms. When implemented indoors, participants must be ensured to have enough space for the team to be comfortable, and in the case of Covid19 safety measures that there is enough distance between participants. There must be enough space distance between teams so each team can work in peace and will not disturb other teams.
Facilitation Style: Group facilitation can be applied to this group activity in any context. Group

10. THE MIND REBOOT

Facilitation Style: Group facilitation can be applied to this group activity in any context. Group facilitation skills are necessary to keep the groups on task. Facilitators want to build a climate for learning and development. Although besides detailed explanation of rules, facilitators will not have the ability to influence groups much, still his/her role is very important primarily to ensure that rules are followed and to monitor each group and everyone in case some of them for some reason move out of his/her comfort zone and/or need some further explanations or guidelines. Facilitators may give some advice or short feedback on groups' performance and progress.

Learning Check/Evaluation: In this game, participants learn through reflection on their participation and participation of other group members and their influence on group dynamics. Participants will also benefit from self-reflection the most, especially considering their emotional status, need to be the leader, urge to win the argument, and other inner states during the game. At the end of the game participants with facilitators will evaluate the activity itself, the pros and cons of the game, if they feel like they can share their feelings and/or maybe fears they had prior to or during the activity, etc. Facilitators will ask questions to get feedback on the duration of the activity, lessons learned, emotional status during the activity of participants, participants' involvement and contribution, leadership, lessons learned, and what can be improved in this activity. Facilitators will give their feedback on groups dynamics, observations about participants roles and each task within the activity (branch of the business group chose, name of company, logo, etc.) and budget projection if is it possible to start these businesses with this amount of money and if they exceeded or didn't use the full amount of budget.

Activity 1.1: Playing The Mind Reboot - I want to be an entrepreneur (basic)

Step-by-step description:
- Facilitator will explain rules to participants, more than once if necessary.
- Divide participants into groups.
- Providing groups with necessary materials for the activity.
- Starting the activity.
- Observe group dynamics and aid when necessary or asked.

Materials: Pens, Papers, Flipchart, Markers, and Laptop (if possible).

Duration: First "basic" activity should be played for 90 minutes approximately.

Preparation: Ensure the above-described preparation measures are ensured.

Outcomes: Participants will learn how to participate in dynamic and demanding team activities, where groups are formed to make the environment as challenging as possible. Participants will improve the following soft skills:

1. teamwork,
2. effective communication,
3. negotiation skills,
4. mediation and conflict resolution skills, and
5. entrepreneurial skills in general.

Evaluation/Learn Check: Same as described in the first section of the template.

Tools and how to use them: No additional tools are necessary.

Background/references/sources: N/A

Activity 1.2: Playing The Mind Reboot - I want to be an entrepreneur (advanced)

Step-by-step description: In advanced variation participants will be divided into only 3 groups. Each group will have a different starting point, neutral, disadvantaged, and advanced. During the activity, facilitators will additionally try to help advantaged groups and distract disadvantaged groups. ULTIMATE VERSION - in this version facilitators will after they divide participants into teams and activity officially starts, after some time break teams and form new ones, change members of teams, cut the budget of team or teams, remove a member of the team (i.e. he/she committed a crime, decided to change team, gambled away money, etc.), cut the time, give additional tasks, change the overall task, etc. The facilitator will explain rules to participants, more than once if necessary. Divide participants into groups; Provide groups with necessary materials for activity; Starting activity; Observe group dynamics and provide assistance when necessary or asked and add additional pressure for a disadvantaged group.

Materials: Pens, Papers, Flipchart, Markers, and Laptop (if possible).

Duration: 90 minutes approximately.

Preparation: Working areas will be prepared so that one group has a disadvantage in working space, they will have less or more light, too much noise, put in corners with less working space, not provided with all or provided with broken materials, etc. Facilitators have the freedom to set disadvantaged starting points as they find the most appropriate. The second group will have all essential needs as described in the first section of this template. The third group will be put in an advantaged position, will be given the best position in the working area, the most working space, double starting budget, best materials, etc.

Outcomes: Implementing an advanced version of this activity will put additional pressure on the disadvantaged group but at the same time it will give them an advantaged learning environment in a way that they will need to improvise and rely more on team members and adapt to new situations. The advantaged group at the starting point, in the end, can become disadvantaged in the learning process if participants become lazy and too relaxed.

- Group dynamics will be a lot different than in the basic version.
- Advanced version is a challenge for facilitators how to maintain participants in their comfort zone and focused on tasks because the disadvantaged group will put additional pressure during activity.

Evaluation/Learn Check:

• How difficult was it to communicate your idea with your team?
• How difficult was it to stay focused on a task?
• How would you describe the role of facilitators?
• What did you learn from this activity?
• Those are just examples of questions that can be asked.
• Facilitators will give more space for participants to reflect and will interfere just when necessary and with questions will help lead evaluation in a direction to have the best possible outcome.

Tools and how to use them: No additional tools are necessary.

Background/references/sources: N/A

11. PUBLIC SPEECH

Workshop title: Public speech

Introduction: Public speaking is a skill like any other. If you want to be a good speaker, you have to speak. The more you do it, the more you will improve. But the problem with public speaking is not, speaking. It's PUBLIC speaking. Speaking in private is fine, natural, and comfortable. Family, friends, colleagues, we talk to them easily. We have no anxiety, our hands do not shake, we do not stutter, our throats do not dry. But if you swap private for the public, ease takes flight and then anxiety comes on the scene. Children, teenagers, or adults, it makes no difference. The fear of public speaking is one-size-fits-all and it can be beaten and the best way to do it is through the game and giggle. One very important component of public speaking is certainly body language. Body language speaks louder than any words you can ever utter. Whether you're telling people that you love them, you're angry with them or don't care less about them, your body movements reveal your thoughts, moods, and attitudes. When you speak in public, your listeners judge you and your message based on what they see as well as on what they hear.

- This workshop is designed to develop speech fluency, body language, and confidence through fun. Activities are easily adaptable to groups of all ages and skill levels.

Objectives: - The objectives of this workshop are:
- The confidence to stand and talk freely in front of an audience.
- The ability to think and respond rapidly and develop logical reasoning and objectivity.

- Awareness to tailor body language and delivery to fit content and audience.
- Developing concentration, creativity, and awareness of vocabulary.

Time: 90 minutes (1 hour and 30 minutes)

Preparation: Pre-prepared and printed topics, papers, and materials.

Facilitation Style: Online and offline activities, individual work.

Learning Check/Evaluation: Discussion, exchange of opinions, conclusions, and impressions.

Activity 1.1: BODY LANGUAGE

Step-by-step description: Each of the participants will draw a piece of paper with one of the five body speeches necessary for the public speech. After that, each competitor will prepare and practice the drawn task. For the task he has to learn and present the following five body languages:

- Effective movement and gestures for public speaking.
- (It will help you avoid giving audiences the NODS: Just think Neutral, Open, Defined, and Strong.)
- Using space like an actor and controlling the room.
- (When you speak in public, a certain amount of space on the stage is yours by right. You should claim it!)
- Using technology in presentations.
- (Just remember it’s only a tool, and you’re the influencer in the room.)
- Facials expressions.
- (Practice giving your entire talk without a sound coming out of your mouth, even though you’re forming the words.)
- Voice improvement.
- (Aside from your brain, your voice is the most flexible communication instrument you own. Use your voice to influence others!)

Materials: 5 papers with the tasks for each participant.

Duration:
- Explaining exercise: 5 minutes
- Activities: 5min x 5 = 25 minutes
- Group feedback: 10 minutes

Preparation: Participants are preparing for the task together with moderators.

Outcomes: Participants are richer for 5 new body languages. They will understand how important it is to have proper body movements and posture as we speak on stage in public to make sure we project the right message.

Evaluation/Learn Check:

- Discussion about the following questions:
- When practicing body language were you more focused on what the moderator was showing or what he was saying?
- What is the importance of body language?
- What do you think about how body language can influence situations?
- How hard is it actually to reconcile body language with what we present, speak?

Tools and how to use them: N/A

Background/references/Sources: The 5 Key Body Language Techniques of Public Speaking

Activity 1.2: PUBLIC SPEECH

Step-by-step description:

- Each speaker has 90 seconds to talk ‘for’ and ‘against’ topics. It is necessary to have at least two or three good points supporting both sides: for and against.
- Prepare and print out a selection of controversial speech topics. You will need one per person.
- Put the topics into a non-see-through bag. Have each speaker select their topic.
- Each speaker has 10 minutes to think about the topic and prepare to speak.
- Time the speech.

▪ **SAMPLE TOPICS**

● Religion is the opiate of the masses.
● Reality television is harming society.
● Homosexual relationships are against nature.
● It is unethical to eat meat.
● Some soft drugs (marijuana) should be made legal.
● Whether vaccination should be mandatory?
● The death penalty is sometimes justified.
● Euthanasia should be legalized.
● Marriage is no longer necessary.
● Smoking should be made illegal everywhere.
● Animal testing is immoral.
● Students must wear uniforms.
● Is abortion murder?
● Are men stronger than women?
● Companies should hire 50% male and 50% female employees.
● Children should not be allowed to play violent games.

- Is patriotism advantageous or threatening?
- Are private schools better than public schools?
- There is no third gender.
- Bad parenting can be blamed for childhood obesity.
- It’s all about money.

Materials: Paper and pen.

Duration: 25 minutes

Explaining exercise: 5 minutes**.**
Activity: 10 minutes preparation and 90 seconds speech**.**
Group feedback: 10 minutes

Preparation: Print all the topics on paper and put them into a non-see-through bag. Give paper and pencil to each speaker.

Outcomes: This activity encourages flexibility. Participants will have the ability to see a topic from opposing sides and to understand both perspectives, to think rapidly and objectively. Exploring topics like these can challenge your worldview, personal ethics, and emotional instincts and sharpen your critical thinking.

Evaluation/Learn Check: - Discussion about the following questions:
1. Whether the topics were challenging and interesting?
2. What was the hardest thing for you in this game?
3. Did you feel anxious or panicked given that you were limited in time?
4. Who do you think was the most confident and had strong arguments?
5. Whether it was difficult to balance the pros and cons?
6. With which the speakers struggle the most during their speeches?
- Did their body language give a true picture of what they were speaking?

Tools and how to use them: No additional tools are necessary.

Background/references/sources: N/A

12. REAL/COUNTERFEIT GOODS AND REAL/COUNTERFEIT MONEY

Workshop title: Real/counterfeit goods and real/counterfeit money

Introduction: - Negotiation is not a form, negotiation is a game in which the one with the best strategy wins. Sometimes it is important to win completely and sometimes to find the best solution for both sides. If you want to be an entrepreneur, you will be in an everyday situation where you will have to negotiate and fight for the option which is best for you or both parties. Sometimes you look for suppliers of the resources needed for your product and then look for buyers for your product. However, the question arises as to whether it is enough to just find a supplier and a buyer or whether it is necessary to find the RIGHT buyer and supplier. Many entrepreneurs initially agree to procure goods from, let's call them, "fake" suppliers and sell goods to "fake" customers. "Fake" suppliers are those suppliers who offer and sell poor quality goods to the entrepreneur for the price of good quality goods. "Fake" customers are those customers who buy quality goods from the entrepreneur at a cheaper price than the market or a price of lower quality goods. Why? Most often due to insufficient knowledge of the required goods and the target market, and due to poor negotiation strategies.

Objectives: This workshop aims to acquaint participants with the ways and principles of negotiation. Also, additional objectives relate to the representation of a single market, relationship, position, and bargaining power of suppliers and customers.

Time: 15min x 3 (exchange) + 15 min (negotiation) = 60min

Preparation: The workshop can take place in any space without the required special conditions. What you need to have are 3 papers that represent real goods, 3 papers that represent counterfeit goods, 3 papers that represent real money, and 3 papers that represent counterfeit money. After that, the game can begin.

Facilitation Style: The moderator divides the participants into two groups. Each group represents one company. One group represents customers and owns money papers. The second group represents suppliers and owns securities. Participants are expected to fully engage and act as a group through communication, defining the goals and purposes of the company and the expected results.

Learning Check/ Evaluation: After the beginning of the workshop, the participants understand the power of creating and developing the idea and goal of the company. After that, they learn about each other and are classified into leaders, managers, advisors, and others. Together they build the mission and vision of the company and begin the struggle to conquer the market and achieve the best possible results.

Activity 1.1 Trading

Step-by-step description:

- Group 1 sends money, while group 2 sends goods and they are located at a cross-section representing the market. The groups sign contracts with each other and start trading.
- The rules are presented to the participants:
1. If group 1 sends real money and group 2 sends real goods, no group gets a point. The same case happens if both groups send fake money and fake goods.
2. If group 1 sends real money and group 2 sends counterfeit goods, the point goes to group 2.
3. If group 1 sends counterfeit money and group 2 sends real goods, the point goes to group 1
- The moderator repeats the rules until all participants fully understand the rules of the activity.
- After that, the groups trade 3 times and the group with more points wins.

Materials: 12 papers and markers

Duration: 15min x 3

Preparation: Ensure that each group has enough space and that they cannot communicate with each other.

Outcomes: Introduction to the market.

Evaluation/Learn Check: Interview with participants:
1. How did the game look to you?
2. Was it difficult to decide which money and goods to use?
3. Were your actions justified?
4. Was the whole group involved?
5. Was it hard to decide who the leader is going to be?
6. Have you learned anything new?

Tools and how to use them: Projector and laptop to present rules of the game

Background/references/Sources: Author

Activity 1.2 Negotiation

Step-by-step description: After the groups finish trading, each of the groups sends 2 members of negotiators who negotiate for an even better position of the group (company) in the market.

Materials: Papers and markers

Duration: 15min

Preparation: /

Outcomes: The group with a better-negotiating strategy manages to "lure" the other group and plays the whole situation in their favor. It should be emphasized that it is possible that neither group dares to "lure" the other, and thus maintain their current market position or terminate the contract.

Evaluation/Learn Check: Interview with participants:
1. How did the negotiation look to you?
2. Was it difficult to decide which member of the group to send to negotiate?
3. Were his actions justified?
4. Was the whole group involved in the negotiation strategy?
5. Was it hard to negotiate with another group? And why?
6. Have you learned anything new?

Tools and how to use them: Table and 2 chairs for participants to represent the place where they will negotiate sit and negotiate

Background/references/sources: N/A

13. PLASTIC EIFFEL TOWER

Workshop title: Plastic Eiffel tower

Introduction: This workshop helps participants in teamwork, communication skills but also listening and understanding the other side. In addition, it provides an opportunity for each participant to recognize their personality style. Recognizing personality style will help participants determine their style/character, but also to complete this workshop successfully. The personality test consists of four questions and based on the answers, the personality style that the participant possesses is formed. After revealing the personality of the participants who will be in groups of 5 (randomly selected), according to the style of the person, they will choose the negotiator and the team of leaders. The team leader will manage time, resources while the negotiator will use his skills in talking to other negotiators. The aim of the game is for the participants in the joint coordination to build as large a tower as possible from plastic cups using only one rubber band. All four new rubber bands that will represent each participant are tied to the rubber band. Each participant will use one end with one hand (all four will operate the main rubber band) over which they will place each cup with a hoop and make a tower out of the same plastic cups. The leader of the group establishes the pace of building the tower, the calmness of the members, and also a reminder of time and speed. The conditions of the game are that the negotiators come to the table where the plastic cups are and that the person who came to the table/glasses first turns to the person behind and negotiates the number of glasses they will take. The person behind him must approve the number of glasses he will take first, after that he goes to his group with the number of glasses won. Each person who needs to take

glasses won. Each person who needs to take the glasses must negotiate with the person behind them about the number they will take for their team. The negotiator must wait until his team establishes the part of the tower with the glasses that he managed to win through negotiations.

Objectives:
- The goals of this workshop are:
1. Negotiation
2. Teamwork
3. Ability to work under time pressure.
4. Crisis response
5. Following commands
6. Character building
7. Personality test

Time: 80 minutes (1 hour and 20 minutes)

Preparation: Prepare a presentation for the Personality Test (with questions and conclusions of the participants), prepare glasses and work surface for all groups

Facilitation Style: Offline, online (Personality test). Teamwork/individual

Learning Check/Evaluation: Discussion, exchange of opinions, conclusions, and impressions.

Activity 1.1: Personality test

Step-by-step description:
- Prepare a presentation with questions for all participants.
- Distribution of materials needed for this part of the workshop (paper and pencil)
- Reading questions for each participant,
- Determining the time limit for answering the question
- Presentation of a personality test for each variant of all participants
- Determining the personality of each participant

Materials: Papers and pens for each participant separately. A presentation that participants will follow

Duration: 30 minutes

Preparation: Prepare a presentation for the participants. -Distribution of materials needed for the workshop

Outcomes: This activity awakens the character traits expressed in all participants. It offers the easiest method of finding character values.

Evaluation/Learn Check:
- Interview with participants:
1. How did the test look to you?
2. Were the questions difficult?
3. Are the answers correct?
4. Do your answers match your character?
5. Have you learned anything new?

Tools and how to use them: Laptop and projector for the presentation of the Personality Test

Background/references/sources: N/A

Activity 1.2. Plastic Eiffel Tower

Step-by-step description: Division of participants into groups of 5 participants. Determining the group negotiators based on the personality test that the participants passed. Determining the team leader who will dictate the pace of group work. Detailed explanations of all participants about the rules of the game: - Negotiators represent the interests of the group and the goal is to win as many glasses as possible from everyone else using the characteristics of negotiation/advocacy. - The rest of the team (4 participants) waits for the glasses and with a rubber band they take each of their parts and with light strokes with a rubber band they take the glass and place it on the base for making the tower make a better, more beautiful and bigger tower. - The group leader determines the pace of work, steps and makes decisions on how to build the tower. - Over time, the end is marked, and the winner of the group is announced based on the number of glasses that the negotiator managed to extort, the height of the tower, and the appearance (beauty) of the tower that the team managed to build.

Materials: Plastic cups, rubber bands

Duration: 50 minutes

Preparation: Laying the base for the construction of glass towers (table). Placing the total number of plastic cups in the middle of the room. Establishing a stopwatch

Outcomes: Participants get the opportunity to build character traits such as teamwork, negotiation, leadership, understanding, improvisation

Evaluation/Learn Check: Interview with participants:
1. How difficult was it to negotiate with other negotiators?
2. Did you feel responsible for the work and progress of the group?
3. Did you understand the importance of teamwork?

4. Would you have succeeded if you had been alone in this workshop?
5. Did you find yourself in a role other than the current one?

Tools and how to use them: No additional tools are required for this workshop

Background/references/sources: N/A

14. STRATEGY, COMPANY AND ME

Workshop title: Strategy, company and me

Introduction: You have decided to become an entrepreneur, you have an idea, and a great elaboration of that idea. However, what now? Is an idea enough to start a successful business? Of course not. In order for an entrepreneurial idea to become real, it is necessary to have the right people within the company, clearly distributed tasks, obligations, and responsibilities, and most importantly to know what the market offers and what it wants. Every entrepreneur when creating a business and turning a business idea into an entrepreneurial firm should think about the atmosphere and rules he wants to rule in his company. It is, therefore, necessary to prepare every future entrepreneur for the challenges he faces when choosing his associates. Also, every entrepreneur should have a clear picture of what the market is missing and how to meet the needs of the market. Is it a simple job and obvious? Not at all.

Objectives: This workshop aims to bring the participants closer to the importance of organization and responsibility within the company in the most creative way. In addition, it aims to acquaint participants with the challenges offered by the market when presenting their product. The goal is for participants to understand that sometimes their vision of market desires and needs does not represent the real desires and needs of the market, and therefore it is necessary for the company to re-create its strategy and improve it to better meet market needs.

Time: 10 min x 5 (resources) + 70 min (product customization) = 120 min

Preparation: The workshop should take place in space. What you need to have for the workshop are 5 sets of numbers 0-9, markers and a presentation on whose slides five-digit numbers will be written (one slide = one five-digit number).

Facilitation Style: The moderator divides the participants into 5 groups. Each group represents the organization of one company. Each group must elect one leader or representative. After that, the first activity can start. What is required of each participant is to be fully involved, to assist in the selection of representatives, to create a strategy, and later to help create the product that the market requires.

Learning Check/Evaluation: After starting the first activity, participants recognize the importance of choosing a group representative. They then realize the importance of creating a strategy and are faced with the choice of resources. After acquiring the resources to create the products that the market requires and face the obstacles and shortcomings that they encounter when creating that same product. The members of the group finally summarize the achieved results and realize their mistakes.

Activity 1.1: Search for resources

Step-by-step description: The moderator divides the participants into groups of 5 participants. Each group elects a representative and sends him for resources. The resources will be papers on which one-digit numbers will be written. Representatives of the group will come for resources 5 times and 5 times choose which of the offered resources (paper) they will bring to the company (to their group). Some will choose the smallest numbers, some the biggest, some different, some all the same. However, the moderator knows that the best decision is to choose different numbers but must not reveal this or lead any group towards that decision. Once all the resources have been procured, each member of the group is required to take one resource and take care of it. Also, it is necessary to write why he is in charge of this particular resource (paper). The moderator repeats the rules until the participants fully understand the rules of the activity.

Materials: 5 sets of paper on which the numbers 0-9 are written (one digit = one paper), which makes a total of 45 papers and markers

Duration: 10 min x 5 = 50 min

Preparation: Each group, based on its strategy, collects resources and continues to do business with them. Each of the participants assumes the responsibility and obligation to preserve one resource. Participants understand the concept of responsibility within the company and a good organization.

Outcomes: - Interview with participants:
1. Was it hard to find a leader?
2. Was it difficult to decide which member of the group to send to pick up resources?
3. Were his/her actions justified?
4. Was the whole group involved in the strategy?
5. Was it hard to find come up with a strategy? And why?
6. Have you learned anything new?

Evaluation/Learn Check: Laptop, projector, papers, and markers

Tools and how to use them: N/A

Background/references/sources: N/A

Activity 1.2: Product creation

Step-by-step description: After the appropriated resources and accepted responsibilities in the company, the moderator presents this activity. Each group should stand in one straight line, participant to participant. Each participant will have a piece of paper (resource) for which he/she is in charge. The goal of the group is to change places in the queue as soon as possible and thus create the number closest to the number shown by the moderator. The group closest to that number wins a plus point. The moderator shows a few numbers and the group that has the most points is the winner and represents the group that has chosen the best resources and met market conditions with its strategy.

Materials: Papers, markers, duct tape, and scissors

Duration: 70 min

Preparation: Participants learned the importance of enterprise organization and the resources used. Also, they managed together to create a product according to the needs of the market and private failure if it occurred.

Outcomes: - Interview with participants:
1. How did the organization of your group look to you?
2. Was it hard to make a new product with owned resources?
3. Was the whole group involved?
4. Have you learned anything new?

Evaluation/Learn Check: Laptop, projector, papers, and markers

Tools and how to use them: N/A

Background/references/sources: N/A

DEBRIEFING AND EVALUATION

To make a proper NFE training, the trainer should always foresee and prepare a moment where participants reflect on themselves and on what they've just learned from the activity, be it a piece of knowledge on a subject or something they've discovered about themselves. This is, in fact, the very core of Non-Formal Education, which differs from traditional teaching/learning experience in that it prompts a long-term acquisition of (any kind of) skills through the active involvement of the learner into his/her learning process through critical thinking and (self) observation.

DEBRIEFING

Debriefing refers to the process of having the learners reflect on what happened during the session, how they felt about it, evaluate it on both positive and negative aspects, and identify a sort of take-home message. More in detail we could list the steps of a proper debriefing activity as follows: *stepping out of the experience, reflection, and analysis, understanding, sharing, concluding, and linking to reality.* Debriefing is particularly necessary for experiential/immersive learning experiences and simulation games. In these cases, the crucial moments are the "stepping out of the experience" and "linking to reality". If that doesn't happen, the experience will remain quite sterile and inconclusive.

Debriefing is a *semi-structured* process and it should be *prepared in advance* by the trainer. It should be guided by progressive questions/prompts offered by the trainer to guide the learner into a process of self-awareness and insight on the learning achievement. The "unstructuredness" lays in the fact that there is no definite answer to these questions, and whatever comes out of it will be useful to acquire knowledge, not only from one person but for the whole class. It is useful to think of the debriefing as being a bit like a reversed brainstorming. A crucial aspect to keep in mind when preparing a debriefing is that it does not come separately from the learning session. Rather, it is an integral part of the session. The debriefing, by prompting self-reflection, observation, and conclusion-drawing, is what makes the learning happen. And in fact, a **debriefing question** should go *one step further,* adding something to the session itself. Debriefing questions should support critical thinking concerning the subject. The learner, after the debriefing, will have more knowledge than before.

Debriefing moments can also be very useful as a conflict management tool, to scroll off any tension that may have arisen during the activity. They are also functional to help participants reflect on power dynamics, group dynamics (leader/team). Another topic that

should be covered is the observation of any rational/logical patterns that might have influenced someone's behavior or choice during the activity. It is important to solicit a *meta-reflection* from participants, not only on the activity itself but also on how and why they did what they did during the activity.

Lastly, the debriefing serves as a proper *evaluation* of learning outcomes (what did I learn? What skills will I acquire?). We will analyze this further in section 3.

DIG-IN DEBRIEFING

All modules in IO2 provide "debriefing and learning check" notes. The trainer/facilitator is expected to dedicate at least 20-30 mins for the debriefing and evaluation activities. Guiding questions are listed, as well as topics to focus on. Of course, the trainer/facilitator is welcome to give his/her contribution to the debriefing.

Debriefing sessions are also included in some energizers when they foresee a thematic immersive situation. Let's have a look at Activity 1.4 of Module 4. The energizer proposed here is a quite general activity, that could be used in various workshops, for instance, for team building aims, or just to give a break the learning flow in a fun way. In our case, however, this energizer becomes yet another opportunity to think about sustainability and discuss it, while playing a game. The core idea here is that the moment of reflection should come completely unforeseen by participants. The game is tricky: participants, in teams, are challenged to race to fill a glass of water at the highest possible speed. They will try and do it, and will most likely spill water all over while trying. What they don't know is that the debriefing questions will have them reflect just on whether they played the game most sustainably (e.g., *What was your goal while you were playing? To save the water you were carrying or to have more water in the bowl at the end? Is going "fast" to try and have "more" a sustainable approach?,* etc.). This is an example of an effective debriefing session.

When the template only provides a general note for debriefing (e.g., *general reflections about the results of the activity and encourage the discussion*), the facilitator is encouraged to follow this list of questions:

– What happened? – Why did it happen? – How did you feel? – Why did you feel like this? – What does it remind you of concerning "real life"? – Can you give examples of similar situations? – How can you use this experience in life or your work?

EVALUATION & LEARNING CHECKS

Evaluation refers to the process of evaluating the session quality from the participants' perspective. But it is important that you also check that the learning outcomes (that you have previously set) were achieved. This is referred to as a learning check.

You should ask students for feedback on *your* performance, to know how you are doing and if they are satisfied with the workshop (pace, content, etc.). If you do collect feedback, show your students that you value and use their feedback somehow. You can collect this feedback orally or by asking them to write down something. A written questionnaire is more formal and anonymous.

You should also check whether the learning outcomes have been achieved, by examining *students'* performance. You can do this, for instance, through a quiz or some sort of exam. Such a check assumes, of course, that these exams adequately assess the outcomes, so you should prepare for the students' evaluation while always keeping in mind the session you designed. As a way to proceed, you should always start from your learning outcomes to structure the learning assessment questions.

DIG-IN EVALUATION & LEARNING CHECK

The DIG-IN workshop is heavily focused on the development of entrepreneurial skills, against the background of sustainability and circularity. Thus, to assess the learning process, you will need to refer to specific sets/frameworks of competencies. The European Commission has developed EntreComp: the European Entrepreneurship Competence Framework as a reference framework to explain what is meant by an entrepreneurial mindset. You can use EntreComp as a checklist to conduct your evaluation and assessment. To download the full document, you can use this link.

How to evaluate entrepreneurial skills for DIG-IN participants?

1. First, you should identify the specific entrepreneurial skill that each session is supposed to bring about, based on the EntreComp framework. For instance, Activity 1.5 in Module 4 targets many ENTRECOMP competencies, such as "Mobilizing resources", "Working with others", "Planning and management", and also (and importantly) "Ethical and Sustainable thinking".

2. Then, you should think of how you want to carry on the learning check. Will you submit a questionnaire? Will it all be oral?

3. Then, you should write down one/two questions per each learning outcome, to assess that it has been reached. For instance, for Activity 1.5 in Module 4, you can ask: *how can the Inputs/Throughputs/Outputs concept be used to create a sustainable model? Do you think that business can be sustainable? What resources you should mobilize to reach your sustainability target?* Etc.

NOTE: Remember that even if you don't ask direct or explicit questions on a topic, you can always assess if the participant understood it, by asking questions that *entail* the topic itself.

Evaluation is important to collect feedback on the activity and make adjustments if needed (remember: training is *not* a fixed process!).

Learning checks are important to make participants aware of the progress they are making, keeping their motivation high. According to Non-Formal Education methods, evaluation is preferably done orally and, most importantly, it should not be a judgment! If someone is stuck on some topic, learning checks will allow the trainer to give more details and explanations.

WORKSHOP EVALUATION FORM

Please return this form to the trainer or organizer at the end of the workshop.

Your feedback is critical for us to ensure we are meeting your educational needs with this workshop. We would appreciate if you could take a few minutes to share your opinions with us so we can serve you better.

Workshop title:				
Date: _____				
Trainer: _____				
Strongly agree				**Strongly disagree**
1. The content was as described in publicity materials	1	2	3	4

					5
2. The workshop was applicable to my job	1	2	3	4	5
3. I will recommend this workshop to other conservators	1	2	3	4	5
4. The program was well paced within the allotted time	1	2	3	4	5
5. The instructor was a good communicator	1	2	3	4	5
6. The material was presented in an organized manner	1	2	3	4	5
7. The trainer was knowledgeable on the topic	1	2	3	4	5
8. I would be interested in attending a follow-up, more advanced workshop on this same subject	1	2	3	4	5
9. Given the topic, was this workshop: ❑ a. Too short ❑ b. Right length ❑c. Too long					
10. In your opinion, this workshop was: ❑ a. Introductory ❑ b. Intermediate ❑ c. Advanced					

Please rate the following elements:

	Excellent	Very Good	Good	Fair	Poor
a. Presentations	❑	❑	❑	❑	❑
b. Materials	❑	❑	❑	❑	❑
c. Activities	❑	❑	❑	❑	❑
d. Visuals/Handouts	❑	❑	❑	❑	❑
e. The program overall	❑	❑	❑	❑	❑
Interactions with the educators	❑	❑	❑	❑	❑
f. Interactions with the other participants	❑	❑	❑	❑	❑

g. Quality of the contents	❑	❑	❑	❑	❑

11. What did you most appreciate/enjoy/think was best about the course? Any suggestions for improvement?

Table 2 Workshop evaluation

APPENDIX I

Handout 1 – Card deck

Driving Style
- Controlling
- Decisive
- Fast-paced
- Active
- Determined

Their Need: Results
Their Orientation: Action
Their Growth Action: To Listen

Expressive style
- Enthusiastic
- Emotional
- Talkative
- Opinionated

Their Need: Personal Approval
Their Orientation: Spontaneity
Their Growth Action: To Check

Amiable Style
- Friendly
- Supportive
- Relationship-driven
- Informal
- Easy-going

Their Need: Personal Security
Their Orientation: Relationships
Their Growth Action: To Initiate

Analytical Style
- Thoughtful
- Reserved
- Slow-paced
- Quiet

- Logical

Their Need: To Be Right
Their Orientation: Thinking
Their Growth Action: To Declare Handout 2 – Sustainability Quiz

1. Recycling a single 330 ml aluminium drink can save enough energy to power a TV for how many hours?
    A. Over 5 hours
    B. Over 4 hours
    C. Over 3 hours (Correct)
    D. Over 2 hours

2. Disposable batteries produce how many times less energy than the embodied energy of production?
    A. 50 times (Correct)
    B. 60 times
    C. 70 times
    D. 80 times

3. Switching from the font ‘Arial’ to ‘Century Gothic’ saves how much ink on printing?
    A. 10%
    B. 30% (Correct)
    C. 50%
    D. 70%

4. How much water does it take to make a single cotton t-shirt?
    A. around 1.200 litres
    B. around 2.700 litres (Correct)
    C. around 3,500 litres
    D. around 4.200 litres

5. How many of an estimated 8 million species on earth are at risk of extinction?
    A. 0.5 million
    B. 1 million (Correct)
    C. 2 million
    D. 3 million

6. 1 tonne of CO2e is enough to power a UK light bulb for how many years?

A. 3 years

B. 5 years

C. 7 years

D. 10 years (Correct)

7. What % of the world's 250 largest companies are now reporting on sustainability?

A. 63%

B. 76%

C. 83%

D. 93% (Correct)

8. Leaving a fan running overnight over the summer wastes enough energy to power a laptop for how long?

A. 1 year (Correct)

B. 2 years

C. 3 years

D. 4 years

9. Office lights left on overnight use enough energy in a year to heat a home for how long?

A. almost 1 month

B. almost 3 months

C. almost 5 months (Correct)

D. almost 6 months

10. Turning off unneeded lights could remove how many kg of CO2 emissions per year?

A. 50kg

B. 96 kg

C. 143 kg

D. 171 kg (Correct)

11. Recycling ink/toner cartridges saves nearly how many kg of aluminium?

A. 8400kg

B. 9600kg (Correct)

C. 10300kg

D. 11200kg

12. Which of these countries was NOT one of the fourteen nations to pledge this December to sustainably manage 100% of their oceans?

A. UK (Correct)

B. Jamaica

C. Ghana

D. Greece

13. According to research from the University of Manchester reducing air pollution levels by 20% can increase a child's ability to learn. By how long per year?

A. 3 days

B. 1 week

C. 2 weeks

D. 4 weeks (Correct)

14. The wealthiest 10% of the world's population consume ___ times more energy than the poorest 10%?

A. 3 times more energy

B. 4 times more energy

C. 10 times more energy

D. 20 times more energy (Correct)

15. If people worldwide switched to energy efficient light bulbs, how much money would the world save annually?

A. US$ 50 billion

B. US$ 120 billion (Correct)

C. US$ 160 billion

D. US$ 200 billion

Handout 3 – The UN Global Compact

Which UN Compact principles are you following?	
What form of business are you? (services, products)	
Inputs	
Throughputs	
Outputs	
What to recycle	
What to reuse	
What cannot be recycled (therefore reduced)	

REFERENCES

- Eurofound (2012), NEETs - Young people not in employment, education or training: Characteristics, costs and policy responses in Europe, Luxemburg. Retreived from: www.eurofound.europa.eu/it/publications/report/2012/labour-market-social-policies/neets-young-people-not-in-employment-education-or-training-characteristics-costs-and-policy
- Eurofound (2016), Exploring the diversity of NEETs, Luxembourg. Retrieved from: https://www.eurofound.europa.eu/publications/report/2016/exploring-the-diversity-of-neets
- Eurofound (2017), Your first EURES job Targeted mobility scheme, Luxembourg. Retrieved from: eures.europa.euec.europa.eu/social/yourfirsteuresjob
- Eurofound (2015), Youth entrepreneurship in Europe: Values, attitudes, policies, Publications Office of the European Union, Luxembourg. Pdf doi:10.2806/274560
- Malo M. A. and Mínguez A.M (2018), European Youth Labour Markets, ISBN: 978-3-319-68222-8- Springer International Publishing AG 2018
- Mitterand, F. (2011) Young people and NEETs in Europe: First findings, European Foundation for the Improvement of Living and Working Conditions. doi:10.2806/3177
- O'Reilly J., Eichhorst W., Gabos A., Lain D., Leschke J., McGuinness S., Ortlieb R (2015). Five Characteristics of Youth Unemployment in Europe: Flexibility, Education, Migration, Family Legacies, and EU Policy. SAGE journals, 5(1). doi.org/10.1177/2158244015574962
- Statistical data was retrieved from Eurostat, each Figure and table has the respective reference and code where the data can be found.

Guidebook for educators to deliver the DIG IN program

Co-funded by the Erasmus+ Programme of the European Union

The research and the design of this manual was conducted by:

Aljovic Ajla, Ceman Ezana, Murselovic Suad, Polovina Imran, Salkic Nedzma, Smajic Sumeja, Vukovic Natasa. The team was supervised by Sehic Ismail and consulted by Dervisevic – Sehic Edelhida.