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SUMMARY

PROJECT SUMMARY

01

The project “DYouth Expedition” (2019-2-MK01-KA205-060550) is implemented by Coalition of youth organizations SEGA in partnership with EPI, Poland in the period from 01 September 2019 to 31 March 2021 and is supported by the National Agency for European Educational Programmes and Mobility in Republic of North Macedonia, through the Erasmus + Programme, Key Action 2 - Strategic Partnership - Support for Exchange of Good Practices.

The overall aim of the project is to: Increase quality of digital youth work in empowering youth to become active citizens in the society. Through the project partners strive to achieve the specific objective of the project to: Exchange of best practices through producing E-learning toolkit for enhancing entrepreneurship among youth as a sustainable and valuable tool for prevention of social exclusion of youth.

The innovativeness of the project derives to strategic and structured approach in sharing experiences and best practices and on the other hand, capacity building for Youth workers from Macedonia and Poland. Thus, the Youth workers from Macedonia and Poland will learn new methods and techniques for outreaching young people and combining offline and

online methods in entrepreneurial learning. Moreover, the project through the short-term staff training activity envisages peer to peer capacity building of the Youth workers. The project includes the European dimension of learning and sharing experiences through its final product, an E-learning toolkit for youth workers combining both offline and online methods in entrepreneurial learning which will be a valuable resource useful for all European Youth organizations.

The project will provide added value of the ongoing activities of the participating partners in terms of improving the Youth work services. Additionally, the project is complementary to the activities related to exchanging experiences among Youth workers.





Partnership between SEGA and EPI

The project "DYouth Expedition" bring together consortium consisted of partners Coalition of youth organizations SEGA from North Macedonia and Association Education by the Internet EPI from Poland that worked on enhancing the quality of digital youth work in prevention of NEET among youth through exchange of best practices for combining both offline and online methods in entrepreneurial learning.

Basically, their expertise of Youth work covers all topics that interest young people, and can include a spectrum of activities in the field of entrepreneurial learning and referral to specialized services. These activities will be delivered by the youth workers using the methodology in E-Learning toolkit. The both partners invest in capacity building of their staff, and encourage young people to volunteer in their activities. Various projects are being implemented by the partners in order to improve the quality of Youth work in their community. Furthermore, lot of efforts have been made to improve the Youth work services at European level, but still there are lot of things to work on since we are speaking for complex topic concerning all European countries.

From one side the project involves national network of youth organizations with significant experience in promotion of entrepreneurship in Macedonia, while on the other hand we have organization from Poland which mission is to promote and practice education through internet.

Both partners committed to share their experiences and best practices in their field of expertise in order to develop useful product for youth workers that will provide methodology for implementing workshops in entrepreneurship with combining offline and online methods, thus promoting use of digital youth work and ITC.

This partnership is built upon a great cooperation and partnership in Erasmus+ projects in the past years. In 2017 the consortium successfully implemented the project "Youth Information Centers fit to NEET" that bring together partners from North Macedonia (SEGA), Croatia (UMKI) and Poland (EPI) to work on innovative approach in identifying role model for youth information to fit to the needs of people in NEET situation. The overall aim of the project was to Increase quality of youth work in addressing needs of NEETs in Europe. Through the project partners Introduced innovative tailored youth information approach for active inclusion of NEETs in the society.

Toolkit

E-learning toolkit for youth workers is a valuable recourse combining both offline and online methods in entrepreneurial learning is a valuable resource useful for all European Youth organizations. The creation of an easy to use and effective online self-learning methodology / modules on youth work with NEET combining both offline and online methods in entrepreneurial learning is embedded directly on the web pages of partners. Through this, Youth workers and other initiators in Europe are provided with an encompassing material which gives them all the support needed to conduct digital youth work with NEETs successfully. This approach will encourage youth workers to think more broadly about direct youth work with NEET, prevention of youth to become NEET and what is needed for this.

DIGITAL YOUTH WORK IN GENERAL

03

Digital youth work shares the same goals as non-digital youth work. According to the National Youth Agency, a national body for the youth work profession in the UK, "youth work is a distinct educational process adapted across a variety of settings to support a young person's personal, social and educational development:

- to explore their values, beliefs, ideas and issues,
- to enable them to develop their voice, influence and place in society,
- to acquire a set of practical or technical skills and competencies, to realize their full potential".¹

According to the European Commission, "**youth work has three essential features:**

- young people choose to participate,
- the work takes place where the young people are,
- it recognizes that the young person and the youth worker are partners in a learning process".²

¹ <https://nya.org.uk/about-us/what-we-do/>, access on 27.03.2020

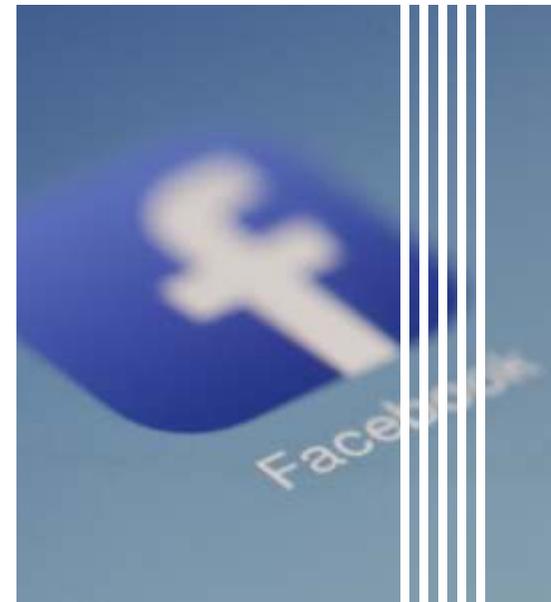
² https://ec.europa.eu/youth/policy/implementation/work_en, access on 27.03.2020

³ http://intercityyouth.eu/wp-content/uploads/2018/02/Developing-digital-youth-work_short.pdf, access on 27.03.2020

So, what exactly is Digital youth work?

Digital youth work:

- means proactive use of digital media and technology in youth work,
- can be included in any youth work setting,
- can happen in a face-to-face situation, in an online setting or in a mixture of these.³





This means simply that digital youth work cannot even exist without "traditional" youth work.

How digital media and technology can help in youth work? Digital media and technology can be used:

- as a medium - tool (for example: online counselling, informative website, marketing on social media, participation in decision-making with digital tools),
- as an activity (for example: gaming, maker culture, STEAM activities, GPS based activities, collaborative learning, digital storytelling) or
- as a content (for example: young online journalists, discussion about media, learning coding).⁴

There are numerous examples of digital youth work. We can refer you to a Good practice section on the website of "Digital Youth Work" project:



So, should every youth worker be an expert in digital media and technology? No, but every youth worker needs to consider that young people are growing up in a digital era and youth work should meet young people's needs. Therefore, young people need support regarding the online aspects of their lives. "Digital media and technology are now mainstreamed in young people culture. Young people do not perceive their online and offline worlds as separate entities and fluidly inhabit both worlds simultaneously".⁵ Every young person nowadays is somehow connected to a digital culture. Because of this young people need now also and will need in the future a different

set of skills, which should be addressed by youth work.

Youth workers can also have their role now as a connection between "analog parents" and "digital children". We can see that parents also need digital skills, as they often have poor knowledge of both opportunities and risks and also challenges related to digital media and technology. Youth workers can propose common activates for parents and their children, so that they could learn together from each other.

An organization running youth work activities:

- should have a culture characterized by an open attitude towards digital media and technology,
- should include development of digital youth work in their strategic planning,
- should use digital media and technology in accordance with the goals of youth work,
- should have access to infrastructure, tools, equipment and other resources needed for digital youth work; should assess skills and competencies of youth workers and if needed offer opportunities for developing digital expertise.⁶

Additionally, we need to understand that different organizations, different groups of youth workers and also different groups of young people have or will have different expectations towards digital youth work. Those different expectations can depend on: age, geographical location and other factors. Youth workers and organizations should regularly map what kinds of digital media and technology are young people using. This also means sometimes abandoning previously used

popular solutions and start using those, which are now trendy among youth.

Thanks to digital youth work, young people:

- are engaged and empowered in the digital society,
- can develop digital, STEAM and media literacy skills,
- can become confident and optimistic toward the future,
- can manage their personal as well as social and formal relations in the digital era,
- are aware of risks of digitalization and can take control of their digital presence.⁷

The use of digital media and technology in youth work gives a lot of opportunities and space for innovative practices. Digital youth work provides also an opportunity to increase the effectiveness of youth work. Digital Youth Work is not a methodology or a form of work, it is youth work which utilizes the possibilities of new technology⁸. Young people should also be encouraged to be involved in introducing digital media and technology which they would like to see used in youth work or by youth workers. This can be seen as a new way of young people empowerment. Youth work, if well done, is engaging, same goes for digital youth work. But digital youth work seems to be even more engaging, as it utilizes the major impact which digital media and technology has on young people nowadays.

If you find the Digital youth work topic interesting, we would like to encourage you to some further reading.

Here are some of our suggestions of valuable publications which are available online:

- "Digitalisation and youth work" Verke - National Centre of Expertise for Digital Youth Work in Finland, Estonian Youth Work Centre (EYWC) - Government Agency for youth policy and youth work development:



- "Digital youth work - a Finnish perspective" Verke - National Centre of Expertise for Digital Youth Work in Finland:



We would also like to encourage you to review the "Digital youth work" a model for a Training Course aimed at creating pedagogical and digital bridges between youth workers and young people:



Maybe you will find it relevant for your organization to run a similar activity.

⁴ <https://www.verke.org/material/what-is-digital-youth-work/?lang=en>, access on 27.03.2020

⁵ <http://www.youth.ie/sites/youth.ie/files/Screenagers-Guidance.pdf>, access on 27.03.2020

⁶ https://www.verke.org/wp-content/uploads/2014/09/verke_suuntaviivat_eng.pdf, access on 27.03.2020

⁷ <https://www.verke.org/wp-content/uploads/2019/09/European-Guidelines-for-Digital-Youth-Work-Aug-2019.pdf>, access on 27.03.2020

⁸ <https://www.youthworkandyou.org/wp-content/uploads/2019/08/YWwLP-Mod-5-Unit-1-HU-Digital-Youth-Work-Introduction.pdf>, access on 27.03.2020





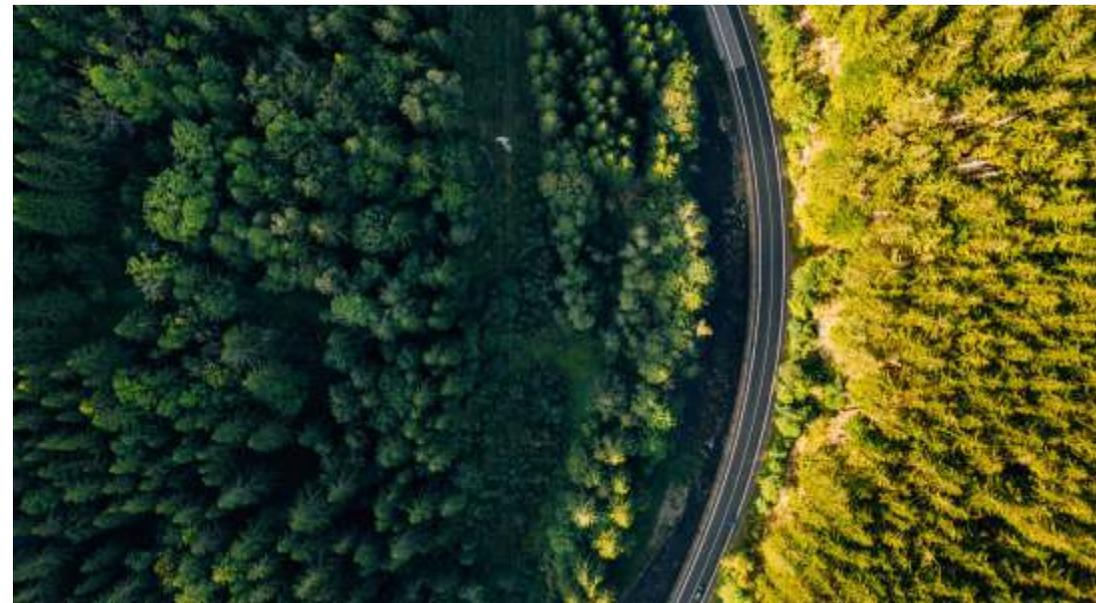
EXPERIENCES AND PRACTICES OF YOUTH WORK WITH NEET IN POLAND

06



“NEET from Poland” is a person who likes to spend time in front of the computer or TV, but at the same time he/she reads books (what is more, much more often than the average), meets with friends, does sports, and sometimes even goes to the cinema and theater. There is a stereotypical thinking that these people are completely excluded from any activity.⁹

⁹<http://gamelab.fundacja-cat.pl/news/w-22/jak-wyglada-zycie-typowego-neet>, access on: 27.03.2020



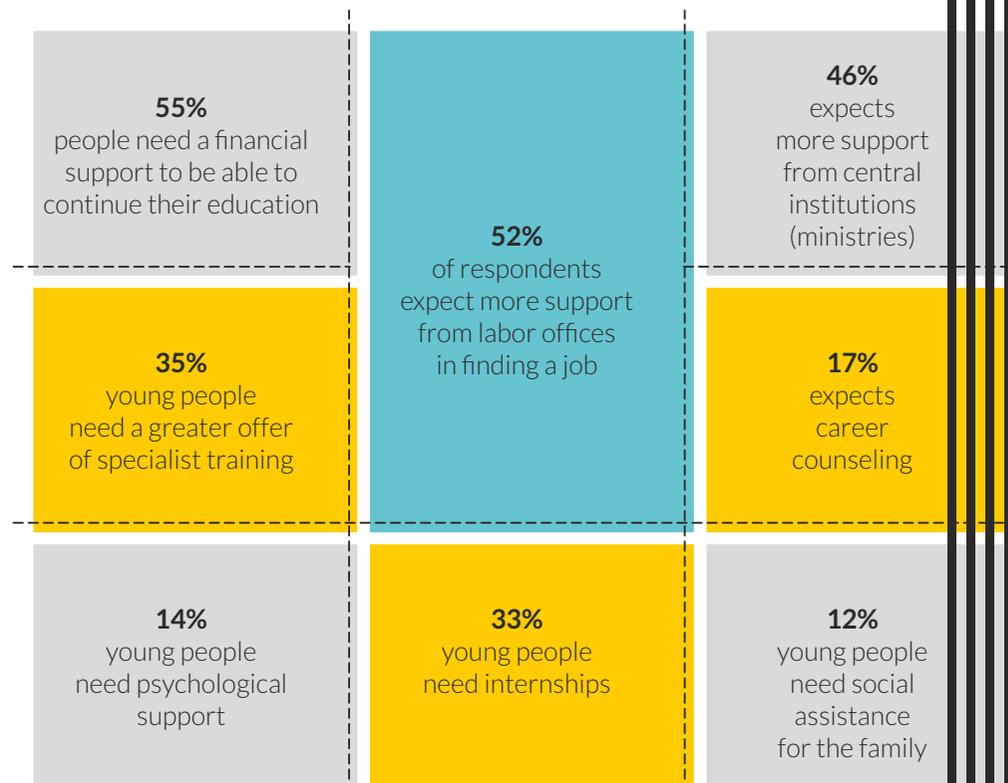
Features, interests and expectations of NEET person in Poland¹⁰

¹⁰ http://obserwatorium.mazowsze.pl/pliki/files/Raport_finalny_z_badiania_NEET_okl.pdf, access on: 27.03.2020

Typical representative of the NEET group



The needs and expectations of representatives of the NEET group



The initiative of the European Commission, the Youth Guarantee Plan in Poland¹¹ was developed in 2014 (with later updates), ensuring young people up to 25 years of age (NEET - who are not employed, are not involved in education or training) of high-quality job offers, training or internship in within 4 months of completing formal training or job loss.

Over EUR 550 million for the Youth Guarantee Plan implementation has been allocated in Poland.

In 2016-17, under the Operational Programme Knowledge Education Development (PO WER) 16 partnerships of various institutions (working for or with young people) was established in each voivodeships. The main role of partnerships was to develop a set of recommendations for labor market institutions, consists of modern methods of reaching young people.¹² Thanks to the recommendations, the labor market institutions can plan support with the most effective methods of support and targeted help.

Each of partnerships was obliged to develop a detailed analysis and diagnosis of the needs of young people with the most difficult situation on the local labor market. One of the institutions that was responsible for creating a local partnership (in Swietokrzyskie voivodeship) was the association Stowarzyszenie Edukacja przez Internet.¹³ The local partnership prepared many recommendations, for instance: mobile career counseling, using of modern promotional channels (like social media) to reach young people, rewarding projects with the active participation of local employers, development and support of cross-sectoral cooperation.¹⁴ Publications with sets of recommendations were delivered to labor market institutions at national, regional and local levels (labor offices, training institutions, non-governmental organizations, etc.). Each partnership is responsible for the monitoring of the proposed recommendations in their regions.

The analysis of statistical data, indicators for the years 2012-17 indicates that the implementation of Youth Guarantee Plan in Poland has had a positive effect (over 44% decrease of the unemployment rate among of people aged 15-24 and 25-29), no additional programs supporting young people are needed, it is worth improving existing communication tools.¹⁵

The experiences of beneficiaries implementing projects under the Operational Program Knowledge Education Development (addressed to young people from the NEET group), shows that the first step of project activities should be to encourage young people to join the project, offering them attractive forms of support, relevant trainings related to e.g. digital skills, programming, graphics, etc.

During the support of young people is very important to work with employers to create perfect working conditions that enable the development of individual passions, using the potential and creativity of a young person, and ensuring flexible working time.¹⁶

Education is not just only a school. Throughout our lives (at work, realizing our passions) we gain new knowledge and skills. In professional life, confirming them through diplomas and certificates is becoming increasingly important. To increase the chances of young people (especially from the NEET group), the Integrated Qualification System (ZSK) is implemented in Poland.¹⁷ ZSK is a set of rules, standards as well as procedures regulating the way of working (people and institutions), related to awarding qualifications and ensuring their quality.

¹¹ <https://gdm.praca.gov.pl/o-programie>, access on: 27.03.2020

¹² <https://gdm.praca.gov.pl/o-programie/partnerstwa-na-poziomie-lokalnym-w-realizacji-gwarancji>, access on: 27.03.2020

¹³ <https://www.epi.org.pl/projekt/kompleksowe-rekomendacje-dla-swietokrzyskiego>, access on: 27.02.2020

¹⁴ https://www.epi.org.pl/files/projects/2016/krds/krds_publikacja_internet.pdf, access on: 27.02.2020

¹⁵ https://www.dbc.wroc.pl/Content/65967/Kryk_Realizacja_programu_Gwarancje_dla_mlodzi.pdf, access on: 27.02.2020

¹⁶ https://power-wuplublin.praca.gov.pl/zapoznaj-sie-z-prawem-i-dokumentami/-/asset_publisher/vLlxQ4TGzpiT/content/7099553--mlodzi-na-podboj-rynku-pracy-dobre-praktyki-beneficjentow/1415463/maximized, access on: 27.03.2020

¹⁷ <https://www.gov.pl/web/edukacja/zintegrowany-system-kwalifikacji3>, access on: 27.03.2020





EXPERIENCES AND PRACTICES OF YOUTH WORK WITH NEET IN MACEDONIA

09

According to NEET definitions, in Macedonia there are two main groups of NEET and vulnerable youth. The first is the active youth or unemployed job seekers. In contrast, the second group encompasses the inactive youth or those who do not actively search for a job and who are not currently in education or training.

The long-term unemployed represent mostly women aged 25-29 with only primary education and living in rural areas. Discouraged and long-term NEETs are predominantly men, while family responsibilities are mainly borne by young women, as 66% of married women are inactive in the labour market.

According to education, the majority of unemployed, 56% are with 3 and 4 years of secondary education and 20% of the unemployed persons had completed university-level education.

In Republic of N. Macedonia were implemented measures and programs on employment support that are in line with the legislative that exist for the field: Self-employment support (entrepreneurship), Support for job creation, Number of trainings, Training at the signed employer, Training for the development of digital skills, Internship program, projects for employment with credits, self-employment with loans, Youth Allowance and Youth Guarantee.





In general, large number CSOs in Republic of N. Macedonia are working with NEET and youth unemployment and the majority of CSOs depend on donors financing. CSOs implement dozen of activities and program within the project but also some of the CSO's are involved in implementing abovementioned measures and program realized by the institutions.

SEGA experience in carrier guidance for hard to employ young people

The project "Open Doors - From Youth to Youth" (December 2015 to October 2017) aimed on early career guidance methodology (KABA) for training on trainers in the educational process of young people placed in foster care institutions on the one hand and on the other hand assessing the balance of personal competences of social welfare recipients in order to secure a transition from social assistance to jobs. The final beneficiaries of this project were young people who use social assistance care and young people who, spend their lives in social care institutions where they need to be included in society and before are in the labor market.

Partnership with other institutions is crucial in implementing these kinds of methodologies for NEETS.

A significant part of project activities involved appointed representatives of public institutions such as: Institute for Social Activities, Inter-Municipal Centers for Social Work, Social Protection Institutions, the Agency for Employment Service and the local business sector.

The methodology is intended for career counselors and draws on the practical experience of the KABA, Slovakia with the implementation of Kompetenzenbilanz in Slovakia. The methodology is tailored to the needs of the target group - adolescents and supplemented by exercises that KABA Slovakia has shown in practice.

The methodology was oriented to two parts:
A) Balance of competences and acquaintance with theoretical approaches to the methodology of balance of competences
B) The Youth Competence Balance Process (Practical part)

SEGA experience in improving socio-economic integration of Vulnerable young people

SEGA implements the project "Youth empowerment enabling prospects" in partnership with SOS Children's Villages which target socially excluded young people with low incomes and no opportunity to improve their economic status on their own, coming from formal and alternative care institutions or belonging to marginalized group of youths due to difficult family circumstances. The main aim of this project is: Improved employment prospects and active participation in the labour market. The project implements Afflatoun international methodology that is tailored to the specific needs of each participant and based on a holistic development approach that includes psycho-social support in addition to professional

qualifications.

The programme implementing the methodology, is divided in to cycles:
1. Life skills training
2. Employability training

During the abovementioned trainings, this methodology includes coaching. A personal coach will accompany each project participant to help them develop their interpersonal skills and enter the labour market and it is meant to be continued for at least 3 months after the participant's successful job search.

Experience in "ACCEDER" methodology - Roma people and other vulnerable groups

SEGA is piloting "ACCEDER" methodology as a successful programme to generate formal employment opportunities in the low-skills sector for Roma and other vulnerable groups, run for twenty years by the Spanish Fundación Secretariado Gitano (FSE). The Pilot - Programme ACCEDER is for Employment Placement for Vulnerable Groups, including Roma Population.

This project was implemented in partnership with UNDP and funded by the Swiss Development & Cooperation programme.

The ACCEDER programme is characterized by three-dimensional aspects:

1. Individual approach
2. Intervention in the immediate surrounding (families)
3. Intervention in the labor market

The ACCEDER includes two types of actions:

- Individualized employment pathways - essence and core activity of the ACCEDER programme (refers to the activities carried with Roma (and non-Roma) participants, with employers and with training entities - Counselling, training and labour market integration and Job/Enterprise intermediation in the labor market).
- Complementary actions that reinforce and support the programme (Awareness -raising actions and campaigns, conducting of studies and research, technical assistance to public administrations and social organizations in the design of plans and measures for Roma, and training of social intervention professionals).

The methodological approach gives much importance to the combination and right balance between the social and economic perspective: understanding Roma needs and interests and increasing their employability levels while considering the situation of the labor market and its requirements in order to effectively match supply and demand. And in doing so, what is essential is to have an individualized approach, meaning overcoming and shifting from the traditional intervention models of one-size-fits-all.

SEGA experience in methodology for youth information for NEETs - The project "Youth information centers fit to NEET"

The project "Youth information centers fit to NEET" was implemented by the

Coalition SEGA with partners from Croatia and Poland within the Erasmus + program, that worked on an innovative approach in identifying youth information models that fit to the needs of the NEET group (NEET - a group of young people who are no longer in education system, who do not work and are not trained to look for job). Learning of the experiences of different European countries was crucial in delivering the innovative outputs of this project. The overall aim of the project was to increase quality of youth work in addressing needs of NEETs in Europe. Through the project partners strived to achieve the specific objective of the project to introduce innovative tailored youth information approach for active inclusion of NEETs in the society.

The main results of the project with a direct impact on the primary target group were:

- Evaluation needs report of the situation and major obstacles for young people in the NEET situation, and examining different models of youth information.
- Methodology for innovative and individually tailored youth information for NEETs.
- Methodology for conducting web training for ToT of youth workers as multipliers of the innovative youth information approach.
- ToT Webinar as a tool for building the capacity of youth workers in Europe in providing information and working with young people in the NEET situation.

Youth Guarantee Scheme

From 2017 SEGA is one of the partners of the Ministry of labor and social policy for implementation of the Youth Guarantee Scheme aimed to activate of NEET young people in the labour market. Through the Youth Guarantee, SEGA established partnership with 44 companies of South-West Region. In Southwest region 336 young people were registered for this measure and 420 young people were informed for this active measure.





ENTREPRENEURSHIP FOR NEETS (EXPERIENCES AND PRACTICES IN EU) - DESK RESEARCH AND PREVIOUS EXPERIENCE

12



Entrepreneurship for NEETs (experiences and practices in EU)

The percentage of self-employed young people is correlated with the proportion of young people not in employment, education or training (NEET group). This indicates that countries with high overall levels of NEETs are also more likely to have high levels of youth self-employment. In countries with slow or stagnant economic growth, self-employment seems to attract more young people.¹⁸

How to promote entrepreneurship education and social entrepreneurship among young people?

Youth entrepreneurship promotes innovation as it encourages young people to find new solutions, ideas, and ways of doing things through experience based-learning. Formal education background and vocational experience are nowadays not enough for finding one's place in the labour market. More is needed, like non-formal education competences: ability to plan and manage projects, adapt to changes and solving problems skills. Entrepreneurship depends on: knowledge (ability to identify the

opportunities), skills (planning, organisation, leading and delegating, analysis, communication, and evaluation) and attitude (motivation and determination to meet objectives).¹⁹

¹⁸ <https://www.eurofound.europa.eu/news/news-articles/labour-market-business/levels-of-youth-entrepreneurship-and-neets-correlate-across-countries-eurofound-news-may-2015>, access on: 27.03.2020

¹⁹ www.shakeupstartups.eu/downloads/susu_publication_pl.pdf, access on: 27.03.2020

Project experience and practices in EU:

- “Youth coach and micro funding” (Sweden). The aim of the project was to increase the number of young people applying to LEADER micro funding (up to EUR 2,500 per project) to test their ideas. The youth coaches provided support, networking and advice. As a result, over 300 different projects were led by young people, 146 projects kept on running after the end of the support.²⁰
- „Rural Youth Entrepreneurship” (Northern Ireland, Faroe Islands, Finland and Greenland). The project aims was stimulating latent entrepreneurial abilities among young people. RYE has built the online tool (www.ryeprojecttool.eu) provides inventive online services, products, research and networks to facilitate you to develop your skills, knowledge, confidence and capacity to create a viable business venture, improve local service provision, establish transnational trade routes and improve the competitiveness within your region.²¹
- “Incredibol!” (Italy). An initiative is meant to support cultural and creative enterprises managed by young people aged less than 40 years. The network of local public and private partners support creative young individuals or firms by means of orientation services, mentoring, coaching, training, provision of advice, financial contribution in the form of a grant (up to EUR 10 000 per applicant), provision of working spaces, and marketing activities.²²



- “The NEETs in Entrepreneurship” (Bulgaria, Italy, Romania and Spain). Almost 600 NEETs in 2018-21 will receive training and support to acquire the skills needed to find a job or start their own business. Over the course of the 3 years, at least 500 NEET youths will have access to professional insertion activities, 400 will participate in core business incubation activities, and at least 10% will open their own businesses.²³



- “Rooms with hope” (The Netherlands). The programme support living and counselling, for people at risk of a NEET. Combined support: building around a Personal Action Plan - from professionals, young people with the similar situation who are further advanced in the project and young professionals active as volunteers.²⁴
- “Helping youth workers to be better prevent” (Estonia). The main of the project was to building capacity for youth workers, to enable them to work more effectively with at-risk youngsters through the adaptation of ‘Hobby Schools’ (school club house whose role is to deliver non-formal learning in a different areas like sports, music, dance, art, drama, language). The project reached around 1000 youth workers and related professionals.²⁵

²⁰ <https://www.ruralnetwork.scot/sites/default/files/documents/ScottishLEADERConferenceCaseStudies.pdf>, access on: 27.03.2020

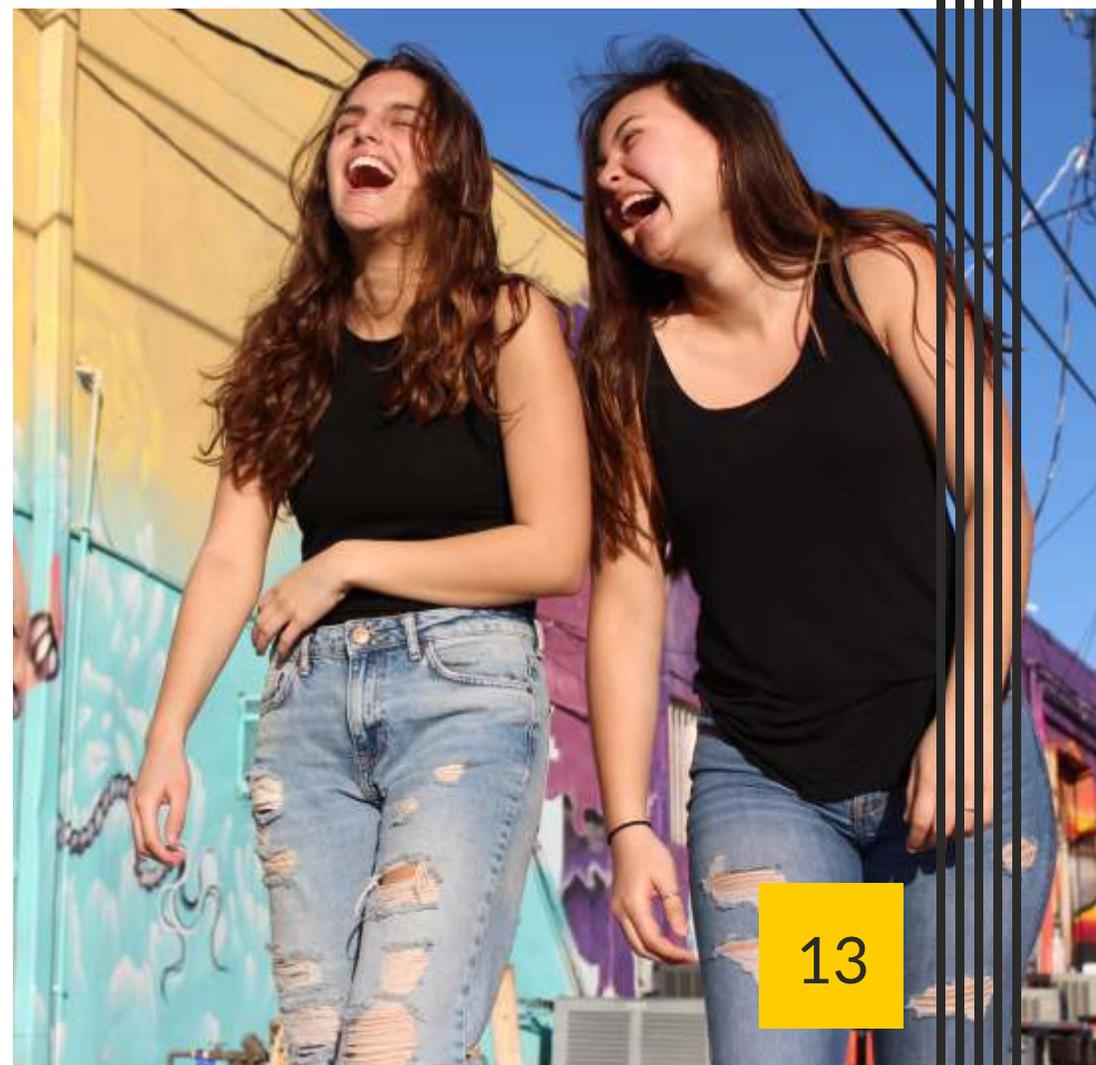
²¹ <https://www.keep.eu/project/5601/rural-youth-entrepreneurship>, access on: 27.03.2020

²² https://cor.europa.eu/en/engage/studies/Documents/Youth_initiative/youth-initiative.pdf, access on: 27.03.2020

²³ <https://neets-entrepreneurship.org/>, access on: 27.03.2020

²⁴ <https://www.salto-youth.net/downloads/4-17-3266/OnTrack.pdf>, access on: 27.03.2020

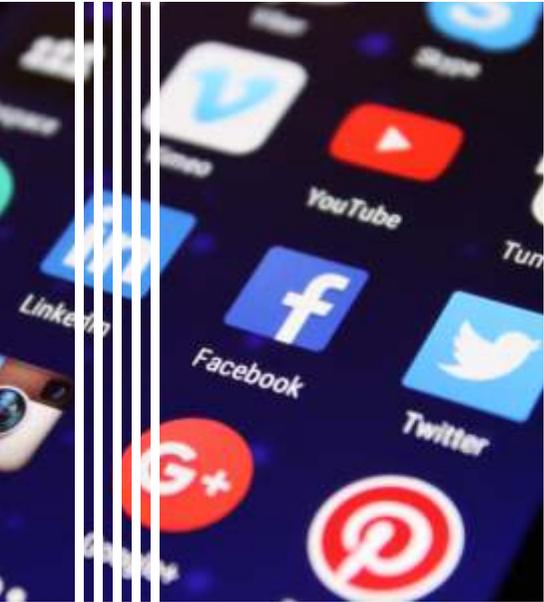
²⁵ <https://www.salto-youth.net/downloads/4-17-3266/OnTrack.pdf>, access on: 27.03.2020





E-LEARNING FOR YOUNG PEOPLE AND DIGITAL TOOLS FOR YOUTH WORKERS

14



E-Learning for young people

In the past if you wanted to gain education, you needed to sign up for school or university; if you wanted to gain qualifications, you needed to sign up for a course at an appropriate institution. All of those forms - school, university or courses meant also physically attending classes and sometimes also paying fees. Now with online education the situation has changed. E-learning can be used by tertiary education, offering classes which students can take from home and in the end receive credits and a formal diploma. But e-learning is also targeted for people who want to gain new qualifications, for

example learn a foreign language or even start a new career.

Both young people and adults can benefit from e-learning. But we should notice that young people learn in a different way than adults.

We can create a story around the subject of an e-learning course, a story that feels familiar and relevant to young people or we can turn the subject to a game, using gamification. Another tool that is used also in games are awards. Introducing meaningful awards in an e-learning course can boost participation and engagement of young learners.²⁶

Youth workers can utilize the natural curiosity of young people and their easy in using digital media and technology, in order to empower youth. E-learning courses eliminates physical barriers and travel limitations for learners. Many young people can't attend to regular classes as they need to work, take care of their parents or younger siblings. As e-learning classes are mostly on-demand, young people who are in such situation can fit online education in their day.²⁷

Digital tools for youth workers

We would also like to provide youth workers with information on how to use digital tools in their work with young people. Our aim is that youth workers understand the main characteristics of different digital tools, learn how they and young people can benefit from those tools and also give some practical tips on how to implement those digital tools in everyday youth work.

According to PISA 2015 data, 91% of students have access at home to a smartphone that is connected to the Internet, 74% of students have access to a portable laptop, almost 60% have access to a desktop computer and close to 55% have access to a tablet, that is connected to the Internet (all numbers refer to an average across OECD countries).²⁸

Communication tools

refer to different forms of electronic communication, both external (reaching out to the client/customer) and internal (within the team members of an organization). We can give different examples of such tools: Facebook Messenger, WhatsApp, Viber, Skype, Google Hangouts, intranet software, discussion forums. Youth workers may often travel, meaning that they work separately from their teams. In this kind of situations, communication tools offer teams the possibility to stay in touch.

Tips and tricks:

You can use Messenger, without a Facebook account:
If you need/like to use Messenger to stay in contact with other youth workers or

young people using it, but you don't have/no longer use Facebook, you can also use Messenger, without a Facebook account. On the Messenger welcome screen, you should choose "Not on Facebook?" and then you can sign up with your name and phone number.

Collaboration with desktop sharing:

If you need to collaborate with other youth workers remotely, one of the effective ways is through desktop sharing. This is good for various tasks, like design work, collaborating on documents, dividing project tasks, etc. Among other application, also Skype allows screen sharing and it is really easy, you just need to use the screen sharing button.

Project management tools and tasks tools

are services to support teams to effectively organize their work and manage projects and tasks. Such project management tools and tasks tools as: Assana, Trello, Wrike, Microsoft Project, Basecamp, Podio can be listed from this group. Project management tools and tasks tools can be used by youth workers when working on application forms for projects or implementing projects.

Tips and tricks:

Organizing tasks of your team:
Trello is a tool that organizes your project into boards. You can add all project's tasks, assigned them to a person in your team, set a due date, etc. In Trello you can create a workflow, using lists as: To-Do, Doing, Done and add task's card to them. This way you can track what needs to be done, what your team is currently working on and what has been already completed.

Content collaboration tools

are really helpful when you are part of a team that collaborates on a content together. Content collaboration tools offer different possibilities such as: co-map content, co-write, co-create presentations, co-curate. Let's give some examples of collaboration tools: Google Docs, Medium.com, scribblar.com, Prezi, MindMeister.com, Flipboard. Co-content creation and co-writing using such tools as Google Docs or Prezi is getting to be very popular, youth workers can use those tools for working on common document. Another example could be MindMeister.com with the possibility to brainstorm and do mind mapping together.

Tips and tricks:

When you need to cooperate on the same document:

Often in your work you need to cooperate with other youth workers or young people on the same document, at the same time. Exchanging this document via email creates an issue with having the latest version and tracking the changes made. If that is also your case, consider using Google Docs.

²⁶ <https://www.learndash.com/online-learning-for-children-and-young-adults/>, access on 28.03.2020

²⁷ <https://elearningindustry.com/online-education-in-youth-empowerment-4-roles>, access on 28.03.2020

²⁸ PISA 2015 Results (Volume III) Students' Well-Being, OECD, April 2017, p. 53, <http://www.oecd.org/education/pisa-2015-results-volume-iii-9789264273856-en.htm>



Sharing tools

include for example: tools for file sharing, dates sharing and scheduling, screen sharing, url sharing, etc. We can give some examples of such sharing tools: Dropbox, Google Drive, OneDrive, Doodle, Google Calendar, WeTransfer.com, join.me, Bitly. File sharing tools are advised to be used, rather than exchanging them by email, as we can benefit for example from file versioning. Another example, deciding on a common date for a meeting/event can be challenging, when working in a bigger group, but when using such sharing tools as for example Doodle, everyone can easily add dates, vote for the best date, etc.

Tips and tricks:

How to share large files over the Internet? How to easily find the best date for an event or a meeting? Checkout our reviews of Doodle and WeTransfer.

Social-media tools

are used for social media marketing. We can group those tools as: social-media management tools, visual media tools, social-media insights and analytics tools, Internet monitoring tools, promotion tools, automation tools. Some examples of such tools: Hootsuite, Canva, Infogr.am, GIPHY, BuzzSumo, Facebook Insights, Facebook Ads. Those tools can help in finding and posting content, making infographics, promoting youth events, inviting young people to take part in projects, to monitor mentions about organization/event, etc.

Tips and tricks:

Creating your own graphics: If you want to create social media or presentation graphics yourself, start using

Canva, which is an online graphic design tool with drag-and-drop functionality. Canva has a free plan for individual users and small teams.

We can group **website tools** as: tool to create websites and tools that provide different features for existing websites as: search engine optimization, site-speed testing, social-media integration, website analytics, website visitors interaction (an on-line chat, forms, etc.), blog-ing integrations, calendar integrations, image galleries, validation tools (html validation, links validation, etc.). Such websites tools as: Google Webmaster Tools, Google Analytics, tawk.to, Wix, Shopify, various CMS (like Joomla or WordPress) can be listed from this group.

Tips and tricks:

Create a website for a project yourself. If you want to create a website for your project, you can do it yourself using Wix. Wix is excellent for creating small websites. It is a drag-and-drop site builder with free templates to use, which you can customize. Wix is available for free, but Wixads will be visible on your website.

Reviews:

Below you will find a short review of some selected digital tools. In each review we are focusing on highlighting benefits coming from using those digital tools for young people and youth workers. First let's review **Google Keep**. This is a tool to organize everything, starting from ideas and projects notes to different personal things, like shopping lists, household chores, etc. With Google Keep you can add memos, notes, lists, photos and even record a voice memo, which can be transcribed. Google Keep is totally for free. You can share your notes, add other

users to delegate tasks.²⁹

Doodle helps to make various common decision (like picking a date for a common meeting, deciding on a logo version, etc.), by polling. Polling means that users are choosing an option/options from the provided list of options (for example dates or versions of a logo) and the option which gets the most votes is chosen.³⁰ To start using Doodle you don't need to even register an account and no software installation is needed.

WeTransfer is a cloud-based file transfer service. In the free version it allows to share files up to 2 GB which are stored up to 7 days and can be accessed by a specific link. Sharing files is so common for youth worker and young people, but when the files are too big for an email, file transfer services can be used. At WeTransfer sharing files is easy, you simply add your files on the website by clicking the big + button, add the address you want to send it to, add your own email address and the files will be stored in the cloud.³¹

Kahoot is a game-based learning platform, used as educational technology, both in formal and nonformal education. It uses learning games, that are called "kahoots". "Kahoots" are multiple-choice quizzes which can be prepared by everyone, published and then accessed via web browser (also on a smartphone). This tool can be used by youth workers to review young peoples' knowledge, for formative assessment or as a fun activity in both formal and nonformal education.³²

²⁹ <https://www.cloudwards.net/google-keep-review/>, access on 28.03.2020

³⁰ <https://doodle.com/create/settings>, access on 28.03.2020

³¹ <https://wetransfer.com/>, access on 28.03.2020

³² <https://kahoot.com/>, access on 28.03.2020



YOUTH WORK METHODS HOW TO ENSURE PARTICIPATION OF NEET ON THE WORKSHOPS AND EVENTS

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Important Steps for NGO's in ensuring participation of NEET on workshops and event:

- challenge of making entrepreneurial learning accessible to young people with fewer opportunities,
- to find a way to link their entrepreneurship work with both employment and social inclusion,
- not to be “afraid” to use the term entrepreneurship - entrepreneurship was identified not (so much) with business creation but rather with acquisition and development of

competencies and attitudes (turn ideas into action),

- great attention to reaching and involving young people,
- organizations managed to provide support to youth throughout the programme, via the testing of the “social tutoring”,
- multi-stakeholder cooperation as a key element of its work,
- opportunities for peer learning among trainers and practitioners,
- make entrepreneurial learning an explicit objective of their work.

Based on the publication: Taking the future into their own hands. Youth work and entrepreneurial learning. <https://publications.europa.eu/en/publication-detail/-/publication/6fbcd174-6b63-11e7-b2f2-01aa75ed71a1/language-en>

We would like to suggest some of the youth work methods, which should ensure participation of NEET on the workshops and events:

- reaching and involving young people with fewer opportunities,
- multi-stakeholder cooperation with public and private organizations,
- online communication and information campaigns,
- informal and on the spot informative gatherings where young people hang out,
- participation in local events targeted at young people,
- involving young entrepreneurs.





Reaching and involving young people with fewer opportunities

Represents a key challenge in youth work! NGOs and youth organizations can play a key role in overcoming these obstacles and effectively reach and involve young people in entrepreneurship initiatives. This is because building relations with and engaging beneficiaries is embedded in their daily work, and they continuously strive to adapt their communication and information channels to the specific needs and characteristics of those target groups.

Multi-stakeholder cooperation with public and private organizations

Engaging in the project those who work directly with young people represent an extremely effective way to open communication with youth. Youth organizations, local public youth and social services, churches, cultural associations, etc. - who know youngsters personally and deal with them on a daily basis - are a fast track to reach young people belonging to our target group and who are clearly in need of support for social participation and inclusion in the labor market.

Online communication and information campaigns

Once again, social media prove to be extremely effective in getting to young people, including those with fewer opportunities, who might not be reached via more traditional ways (meetings, etc.).

The key messages to give to young people should be clearly and easily formulated, able to manage expectations as far as possible, and highly engaging. They should make clear that entrepreneurship, among others:

- is not only limited to highly technological people or graduates,
- means turning ideas into actions,
- can turn personal passions - as smaller as they are (e.g. baking cakes) - into a way of financially sustain oneself,
- is a way to become aware of personal strengths and weaknesses as well as own goals in life, and to strengthen self-confidence,
- can help in acquiring and developing competencies and knowledge useful for the labor market in general (even if one decides in the end not to become an entrepreneur him/herself),
- is an opportunity to meet with peers and like-minded people, exchange ideas and integrate skills.

Informal and on the spot informative gatherings where young people hang out

Youth centers and similar locations represent a very suitable opportunity to carry out short and informal information session, aiming at getting to know youngsters and discussing informally with them about pros and cons of starting their own business.

Participation in local events targeted at young people

Taking advantage of events organized at the local level for young people is a good way of getting to a wide number of young people.

Involving young entrepreneurs

Young entrepreneurs - at a different stage of development of their business - should be involved as much as possible in reaching and engaging young people, during events, etc. They can reply to questions and doubts, provide tips (even in terms of mistakes to avoid), set good examples and prove that, despite difficulties and challenges, one can indeed become an entrepreneur.



YOUTH WORK METHODS FOR ENHANCING ENTREPRENEURSHIP

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Youth work methods can be used as a mechanism for enhancing entrepreneurship, such as:

- discovering career management skills,
- reflection,
- referring to vocational training courses,
- cooperation with the private sector,
- coaching system with mentors.

Discovering career management skills

Enable young people to plan and manage their learning and work life paths through:

- enable young people to improve their

self-awareness - to develop an understanding of their own abilities, aptitudes and interests and how these are relevant to their career decisions,

- support learners to define **(long-term) career goals/plans** and to understand how their short-term choices will help them realize their aspirations in a sustainable manner,
- improve young people's capacity to source information about learning and work opportunities, **analyze** their requirements, relate this information to one's competences and interests, and decide on informed career choices.





Reflection

One of the youth work methods in enhancing entrepreneurship is reflection. One aspect of the reflection is the assessment of each young person's progress through the process of learning and formulating youth pathway.

For youth, they will be asked to think back about all that was covered and determine what they realized about themselves and what sorts of skills they developed as a result.

This is complimented by two assessments from the youth worker reflecting on each youth's growth and engagement throughout the skills activities. These assessments should be shared through an individual consultation with each youth as a means of giving feedback on their personal development. Shared assessment leads to more discussions about how to improve skills and how to follow up on interests. These interests may be pursued in a post-secondary course or a career opportunity in the future. Youth worker assessment is meant to help young people to go forward.

Referring to vocational training courses

Organizations should be familiar with providers of vocational training courses (e.g. tailoring, hairdressing, manicure, secretariat, web design and software development) and other courses they need to improve employability of NEET (e.g. driving courses, foreign language courses, etc.). Organization needs to establish consultation process with business enterprises and state

employment agencies, to identify professions in demand on the labour market and locate certified training providers who offer high-quality and effective courses.

Cooperation with the private sector

The youth workers/organizations need actively support NEET young people in making contact and gaining initial work experience with employers in private sector. They need to follow the information from private sector for interns, apprentices and employees from the target group.

Coaching system with mentors

Youth workers need to act as "mentors" for target group, helping them, for example, to build their self-esteem so that they can successfully establish enterprise. An exchange of experiences between successful young people and those still in the process of defining their entrepreneurship ideas is also important method.





ROLE OF THE YOUTH WORKER IN ENHANCING ENTREPRENEURSHIP TO NEET

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Empowerment comes in many forms. Being able to see the opportunities and having knowledge to make good decisions to seize those opportunities is one of those. The goal is to show youth what skills they already possess, how to build upon their strengths, how to find their true interests, and to show them what choices they have in the path of their life, all while working towards a goal of financial security and stability.

The set of modules in this toolkit are used progressively to develop the youth's skill sets and in an orderly way, guide them towards making a decision about which work-related path they would like to follow.

While youth are following the same modules, the results and details for each become more individualized.

Youth worker role in enhancing entrepreneurship for youth in NEET situation is to help youths to take initiative by deciding on their interests, formulating their own pathway goals and identifying the resources needed to pursue those goals. This process will help them to be more successful in their personal, professional and academic lives.





Moreover, youth worker role is to

- Help youth's identify and clarify their interests.
 - Deliver classes to support youth's process of investigating those interests.
 - Build upon self-esteem by recognizing skills they already possess and building upon them.
 - Monitor and give regular feedback to youth.
 - Demonstrate good goal setting techniques and help youths to work towards these.
 - Build up youth's financial literacy.
 - Be a resource to youth when they need guidance on documenting their personal experiences.
 - Assist in organizing class, school or community activities to share the results.
 - Mentor youths as they decide between continuing on with an employability or entrepreneurship path.
 - Give final feedback on the final showcase.
 - Aid youth in identifying their skills, dreams and goals.
 - Guide youth in reflection and challenge misconceptions they may have about working.
 - Help youth to broaden their perspective on what kind of work is available for them.
 - Lead youth in job search techniques and actually seek out available positions while keeping their goals in mind.
 - Demonstrate a good attitude and help youth identify what desirable skills are in the workplace.
- Instruct youth on effective and positive ways to communicate in various situations.
 - Model behavior on anticipating difficult situations and how to find solutions.
 - Provide feedback and guidance on resume writing and interviewing.
 - Deepen youth understanding on their own personal management skills and personal responsibility.
 - Teach youth about fair workplace practices and their rights as an employee.
 - Be a resource to youth as they seek out gainful employment.





Main aim of the module

Overall Outcome

To further explore their own traits and skills as well as motivating factors in their lives.

Lesson Objectives

1. To provide participants with opportunities to reflect on their identities as a step towards enhancing self-esteem and agency.
2. To help them realize the wealth of attributes they already possess which can assist them in defining their own futures.
3. To help them to begin to reflect on internal and external factors which will affect their decisions.

	Time for realization	Description of the activity	Method	Resources
Introductory part	10 min	<p>Get to know each-other: person chosen with the wheel is asked to tell name and 3 adjectives that describe him/her.</p> <p>Introduction to workshops:</p> <ul style="list-style-type: none"> • Gather participants and introduce the concept of storytelling. • Ask first what sorts of stories they were told when they were growing up. • Next ask what sorts of stories they enjoy hearing nowadays (e.g. radio soap operas, radio program). • Ask the participants if any of them tell stories to others. Who do they tell them to? What are they about? • Ask the participants if they ever tell stories about themselves? When and why? How does it feel? OR, Why not? What stops us telling stories about ourselves? • Explain that today they are going to start telling stories about themselves and their own lives. 	Group work speech	https://wheelofnames.com
Main part	25 min	<p>Tree of Life Next give each participant a flipchart and pen or use Padlet and ask him/her to draw the outline of a tree. Reassure those who are not confident at drawing that this is not an art exercise - that the tree just provides a basis for their story-telling.</p> <p>Ask participants to add 2 main factors to each category:</p> <p>Roots - formative influences</p> <p>1. Explain that on the roots they should write down where they come from and all the factors that helped to form them or make them who they are today. Ask them to think about what has shaped them so far.</p> <ul style="list-style-type: none"> • where they come from, district, hometown etc, • their culture; language, religion, • organizations they have belonged to e.g. scouts. <p>Ground - routines and behaviour</p> <p>2. After a few minutes direct their attention to the ground. On it they should write down the things they choose to do on a weekly basis (not things they are forced to do). Place no restrictions on their answers but encourage them to say at least one thing to do with earning a living/making money.</p> <p>Trunk - talents and skills</p> <p>3. Next, ask the participants to write on the trunk all their talents and skills. Walk around and encourage the participants to be open. Reassure them that they can write down things they think they might be good at if given time to develop.</p>	Individual work	<p>Pens Flipcharts</p> <p>Or Computers with internet connection to use Padlet</p> <p>https://padlet.com/dyouthproject/txmkbm0rwwtq2qdo</p>

	Time for realization	Description of the activity	Method	Resources
Main part	25 min	<p>Branches - aspirations 4. Ask the participants to write down all their hopes, dreams and wishes on the branches. These can be personal, communal or for all mankind. Encourage the participants to be imaginative and optimistic. They can think both long-term and short-term. Ask them to dedicate at least one branch to hopes, dreams and wishes that relate to their future ability to start an enterprise or otherwise generate income and earn a living.</p> <p>Leaves - support and allies 5. Here the participants should write down the names of all those who are significant to them in a positive way e.g. friends, community members, family etc. Encourage them to devote one leaf to someone who might be able to help them start an enterprise or offer them helpful advice.</p> <p>Fruit - inner strengths 6. Write down all the inner strengths they possess which might help them succeed in life, either socially or economically e.g. courage, generosity, kindness, hard work etc. Give some examples if participants are struggling here.</p> <p>Sun and rain - makes grow 7. The last step will be the sun and rain. Without these 9 (external) factors the tree won't grow. Let the participants identify (external) factors which make them grow in their personal and professional life.</p>	Individual work	<p>Pens Flipcharts</p> <p>Or Computers with internet connection to use Padlet</p> <p>https://padlet.com/dyouthproject/txmkbm0rwwtq2qdo</p>
Closing part	10 min	<p>Presentation of Participants' Tree of Life (Padlet or Paper version) Summary of the meeting</p>	Participants presentation (if the group is large please do presentations in pairs)	Flipcharts with trees or Padlet prepared

Main aim of the module

Overall Outcome

To learn how to identify steps to achieving realistic goals.

Lesson Objectives

1. Identify realistic goals based on career path steps
2. Further learn to create steps to achieve that goal
3. Assess ability to achieve goals by completing personal analysis
4. Prepare for community project

	Time for realization	Description of the activity	Method	Resources
Introductory part	10 min	<p>Ask participants for their definition of a goal using answergarden. Try and elicit something similar to the following definition. A goal is what we hope to achieve in relation to work, education, health or family.</p> <ul style="list-style-type: none"> • Elicit a few examples from the group of goals they might have, ensuring some answers relate to enterprise and some to personal or social life. Encourage the participants to reflect back on some of their own images from the previous exercise. • Explain that careful planning is required to achieve our goals. We need to set realistic goals and identify the steps required to achieve them. • Explain that we also need to identify how money affects our goals, and start planning how we will be able to acquire the money necessary to attain our goals. 	Individual work	<p>Computers with Internet connection or mobiles of participants https://answergarden.ch</p> <p>Computer with Internet connection and projector</p>
Main part	20 min	<p>The Goal Mapping sheet (In attachment).</p> <p>Instruct participants to look at the handout and the steps to be taken in order to achieve their career goal. They need to come up with an achievable goal or two for each step. For example, if Step 1 was “get a university degree” and that is something they have not already done, then they should write: Goal 1: Apply to and be accepted into an appropriate university OR Complete my university degree within three years.</p> <p>Make sure they have at least one goal listed for each of the steps. If they have already completed a certain step, then of course they don't need a goal for that one.</p>	Individual work	<p>Hand-outs (attachments) or Word document Pen</p>
Closing part	10 min	<p>End this exercise with a group discussion:</p> <ul style="list-style-type: none"> • What does it mean to set a 'realistic' goal? • What steps can you take immediately to help you reach your goal? What steps can you take in one year? Which steps require money? • How will you earn or save enough money to reach your goal? • Where will you borrow money from or invest money to achieve your goal? • What are some obstacles you may face in achieving your goal? How will you deal with these obstacles? • Who are the people that can help you reach your goal? Who are the people that can prevent you from reaching your goal? • What other resources are available to help you achieve your goal? • What sacrifices can you make in order to achieve your goal? 	Discussion	

	Time for realization	Description of the activity	Method	Resources
Introduction to homework	5 min	<p>Explain that they are going to create a SWOT analysis for a few of their goals they have now identified. Explain basically what a SWOT analysis is.</p> <p>Strengths</p> <ul style="list-style-type: none"> • What are the skills, talents and abilities that I have and which will help me achieve my goal? • What resources do we have to help me achieve my goal? • Do I have any prior knowledge or experience in this area? <p>Weaknesses</p> <ul style="list-style-type: none"> • What skills, talents and abilities do I need to acquire or improve to achieve my goal? • Do I lack knowledge or experience? • What am I not good at yet and how can I improve it? <p>Opportunities: resources outside of yourself that can help you achieve your goal.</p> <ul style="list-style-type: none"> • Who can I ask for help and support? • What other resources might become available to me? <p>Threats: risks that could prevent me achieving my goal.</p> <ul style="list-style-type: none"> • What obstacles are blocking my goal? • What other threats might happen to prevent me achieving my goal? 	Presentation	https://www.swotanalysis.com



Main aim of the module

Participants to look beyond their skills and consider future career paths; enterprise or employment.
The session will facilitate their decision-making process on choosing their professional pathway.

	Time for realization	Description of the activity	Method	Resources
Introductory part	5 min	<p>Energizer</p> <p>To warm up the group, Kahoot game/quiz will be shared in the beginning. Depending of the nature of the group (whether they know each other previously) this part could be also used for introducing themselves.</p>	Individual work	https://kahoot.it
Main part	20 min	<p>Portrait of an Employee or Entrepreneur</p> <p>Ask participants to think on a successful person they know (either it is employed or entrepreneur. Put participants into small groups. Ask them in the group to share about their chosen persons why they think that person has been successful and why they admire them. They should say who the person is, how they know them and why they think they are successful. Everyone needs to participate. One of the participants should be assigned as a moderator of the small groups and to write down all the characteristics participants will state/share for the specific portrait of employed or entrepreneur. At the end small groups back to the plenary session and shares their portraits.</p>	Working in small groups, plenary discussion, analyzing	<p>Offline implementation: Flipchart, markers.</p> <p>Online implementation: Splitting in groups through the online platform (eg. ZOOM), notebooks, pencils. https://padlet.com/dyouthproject/cc93h91vzx45s916</p>
	15 min	<p>Enterprise vs. Employment</p> <p>Through the method of Venn diagram participants will discuss and define differences and common things of enterprise vs employment. Quickly draw a large Venn diagram on the board or flipchart and write Enterprise above one circle and Employment above the other. Beginning calling participants to add to the diagram. First, have them think of and write features that the two career paths have in common. Only let volunteers write one thing at a time to get as many the chance to participate as possible. Review their answers and encourage participants to ask questions about the career paths, which are in their mind interesting, curious, additional, important, etc. At the end start a discussion which decision they would make? Why?</p>	Plenary, brainstorming, Venn diagram	<p>Offline implementation: flipchart, markers, board.</p> <p>Online implementation: using some of the digital whiteboard such as: https://jamboard.google.com</p>
Closing part	5 min	Wrap up of the session and giving homework to think and write down 10 questions for interviewing of their chosen person in order to discover more of their professional pathway they prefer.	Plenary, frontal method	<p>Evaluation of the session through digital tool.</p> <p>https://www.miro.com https://www.wheelofnames.com</p>

Main aim of the module

- To evaluate and analyze your business idea
- To be familiar with criteria for ranking the business idea

	Time for realization	Description of the activity	Method	Resources
Introductory part	5 min	<p>Energizer</p> <p>Sharing experience from the interview with employed/entrepreneur. We ask some of the participants to share what they learn or what they discover from interview. Is that something that surprise them.</p> <p>If the participants are new, we could start with some warm up game "Who started the movement". We ask one participant to go outside the room and other participants agree which will be the leader and will started the movement. The participant that was "absent" need to guess who started the movement.</p>	Warming up/ Group work/ Individual presentation	
Main part	15 min	<p>Criteria for ranking business idea</p> <p>Prepare presentation for the following story in order to introduce the criteria for ranking a business idea.</p> <p>Some friends were planning a business project to raise hens and sell eggs and chickens. They had discussed how the business would work, and felt excited about getting started. First however they decided that they should test if the idea was a good one or not. They decided to rate the proposed enterprise with a score between 1 and 5 for each of the criteria they had agreed upon earlier (with 1 being the lowest score, and 5 the highest).</p> <p>Their planning had shown that they would make a modest profit – nothing too big or too small – so they gave it a '3' for this criterion. Unfortunately, they would need to buy hens as well as raw material for making a wire fence and a chicken coop before they could even start. So, in answer to the question, 'Would it be cheap to start up?', they could only give their project the lowest score, a '1'. Chickens need time to grow before they start laying eggs, so it would take quite a long time before they made a profit. For that reason, they only scored '2' on that criteria. The friends already knew a lot and had direct experience raising hens, so it would be easy for them to start up. They gave themselves a '4' on this criterion. And so forth.</p>	Frontal	Power point presentation
	20 min	<p>Good and bad ideas for business</p> <p>Divide the participants in small groups. Each of the participants should share their business idea and whole the group need to choose their best business idea and to make analyze through the criteria mentioned before from the study case.</p>	Small group work Presentation discussion	https://padlet.com
Closing part	5 min	Evaluation	Individual	https://www.mural.co https://kahoot.com https://www.miro.com

Main aim of the module

Strengthen skills of the young people to put their business idea into realization

	Time for realization	Description of the activity	Method	Resources
Introductory part	5 min	Energizer: Starting the activity with asking the question: "What does the term "Business" means to you. Can you define it?"	Individual work, Brainstorming	Offline: White board, flipchart, markers, sticky notes. Online: https://www.miro.com
Main part	25 min 10 min	<p>1. Asking the youth to present their feelings about their business idea and how they are planning to achieve it. (Young people present visually their idea)</p> <p>2. Presenting the business plan component (Having cards with written components that are put on the wall of the one side of the room and on the other side of the room we put on the wall the explanation of the components. We divide the youth in groups of 3 people: one person is the writer and the other 2 are runners. The runners need to remember the sentences that are put on the wall and to share it to the writer. The final product should be matched components with their definition. The group that finishes first is the winner and receives award)</p> <p>3. Business plan form - This exercise is given for homework (Each young person receives the Business plan form and each one should put the idea of the business plan they have in each of the components).</p> <p>Homework exercise - Elevator pitch: Asking the youth what's their opinion about the skills they should possess as entrepreneurs to present the idea to the potential investor. At the end of the brainstorming, writing the most important skills.</p>	<p>1. Individual work</p> <p>2. Running dictate, Group work</p> <p>3. Individual work</p> <p>Brainstorming</p>	<p>1. Offline: Blank papers, markers, color pencils. Online: App: Paint (they can present it with a picture and a short description) https://www.genial.ly/en</p> <p>2. Offline: Cards with components and definitions, crepes track, papers, pens, chocolate. Online: Quiz: https://wooflash.com</p> <p>3. Offline: Printed Business plan form, pens Online: App: Microsoft Word</p> <p>Offline: Sticky notes, white board, markers, pens</p> <p>(Online: https://mentimeter.com) - It can be presented next class through Mentimeter</p>
Closing part	5 min	Evaluation: Feedback from the youngsters	Brainstorming	Offline: Ball Online: https://www.mural.co



THE END

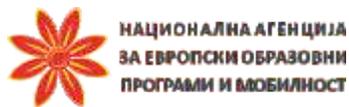


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