CURRICULUM

for the training course
Empowering youth workers to encourage digital entrepreneurship start-ups among youngsters

EDITOR:

Danijela Matorčević

AUTHORS:

Danijela Matorčević
Domagoj Morić
Milica Milović Kinoli
Armin Cerkez
Franjo Brkan
Patrick Nzuzi

GRAPHIC DESIGN:

Vedran Raić

2020

CONTENTS

SUMMARY OF THE PROJECT:

Lately, we are witnessing high unemployment rates, especially for young people who have difficulties in even getting their first jobs and gathering relevant experience for their (future) careers. Self-employment and entrepreneurship has turned out to be a valuable option for careers' building. However, with the development of the IT sector, classic "offline" enterprises do not bring enough clients and profit and, thus, do not survive for long time. We believe that youth self-employment in digital entrepreneurship can reduce youth unemployment.

In order to get into digital entrepreneurship, all interested youngsters / individuals need to have respective high(er) level of ICT / digital competences. As most of our unemployed youngsters admit in our short survey that they lack digital business competences, with this project we are contributing to the development of their ICT/digital competences, or in other words – of the relevant and high-quality skills and competences for digital entrepreneurship of theirs.

With this project, thus, we are answering to the needs defined by institutions, as well as the needs of our own youth workers and youngsters. We are promoting digital entrepreneurship of youngsters and are producing intellectual outputs that will serve as a quality knowledge management material for education of current and future youth workers for efficient and effective empowerment and mentoring of youngsters for digital entrepreneurship.

Project objectives:
- Empower unemployed youngsters for digital entrepreneurship start-up through development of inspiring, innovative and up-to-date handbook, as well as the online course.
- Empower our youth workers and improve knowledge management of youth work organisations in theory and practice for building competences of youth workers in digital entrepreneurship for youngsters, through LTTA and innovative curriculum for youth workers' training and useful toolkit with workshops for youngsters.
- Exchange good practices and further develop quality strategic partnership among partners from 5 European countries with different realities in regards to youth employment and digital entrepreneurship.

Project activities are:
- A1 – Project Management
- M1 – Kick-off meeting
- O1 – Handbook "Digital Entrepreneurship Start-up"
- M2 – Second meeting
- O2 – Curriculum "Empowering youth workers to encourage digital entrepreneurship start-ups among youngsters"
- M3 – Third meeting
- O3 – Toolkit "Mentoring and supporting youngsters for digital entrepreneurship start-up"
- M4 – Fourth meeting
- O4 – E-learning course "Digital Entrepreneurship Start-up course for youngsters"
- C1 – The learning-teaching-training activity (LTTA) - "Training of trainers for digital entrepreneurship start-up for youth"
- E1, E2, E3, E4, E5 – Open conferences in RS, HR, SE, DE, UK
- M5 – Final Evaluation project meeting

The youth organisations involved and represented by their youth workers in the project will improve their practices, support systems and knowledge management when it comes to current and future empowerment of their new coming youth workers for empowering youngsters for digital entrepreneurship start-up.

Unemployed youngsters will benefit from the enlarged support tools and mechanisms in their communities for youth digital entrepreneurship start-up. There will be more quality opportunities (through enlarged youth work activities) for unemployed youngsters to develop their competences of innovation and creativity in/for digital entrepreneurship. Thus, more youngsters in communities (also the ones that had not have the privilege to attend the formal education school for ICT / digital competences) will have a chance to improve the competences and practice in using ICT tools for business development. This will further influence those youngsters in the way that they will have more chances for gathering experience for and building their planned career by doing something they desire for their work.

Project partners are:
- Silver Fox North east CIC, UK (applicant)
- PIN consulting, Serbia
- Association for improvement of modern living skills "Realization", Croatia
- Youth Power Germany e.V., Germany
- Ung Kraft / Youth Power, Sweden
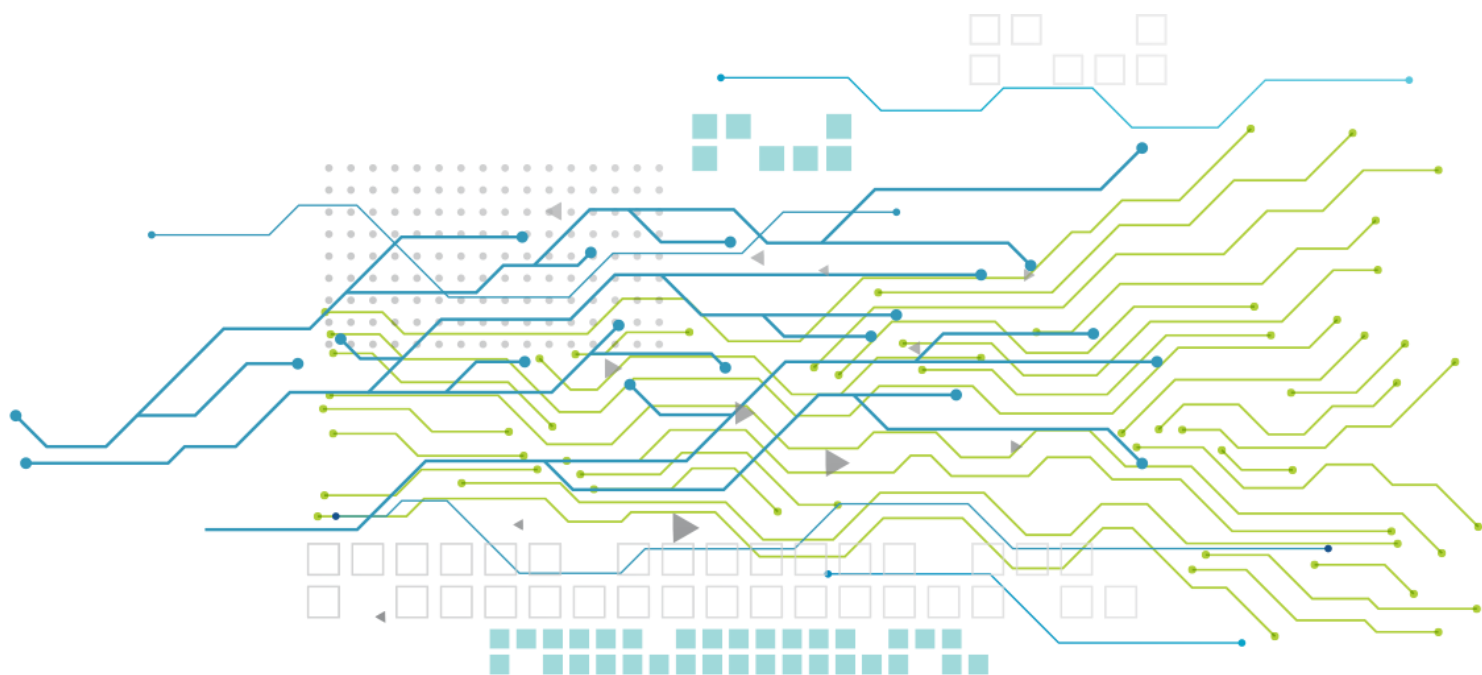
BACKGROUND OF THE CURRICULUM:

This curriculum can be viewed as a tool for all interested youth trainers and it serves as a quality improvement of knowledge management in youth (work) organisations, as it allows for easy and quality multiplication of knowledge and practices described and for future education and empowerment of youth workers interested in organising/doing digital entrepreneurship education of youngsters (mainstream and with fewer opportunities) in our communities.

Specific objectives of the training course are:
- To introduce the participants with the basic principles of non-formal education (including differences between formal, non-formal and informal learning, learning styles and its impact on NFE);
- To reflect on the theoretical framework of Entrepreneurial learning (EL) - what it is, why it is used, and the existing models of it, as well as to inspire each other on how different models of EL can be implemented in youth work for raising competences of youngsters;
- To understand the concept of new entrepreneurship, and to reflect on individual and organisational competencies and capabilities needed to support quality education / youth work to educate young people for new era entrepreneurship;
- To introduce ICT and digital entrepreneurship to participants;
- To visualise the opportunities digital revolution is creating for enterprises in the future;
- To introduce the concept of a digital company to participants;
- To provide participants' tools to start a digital company;
- To experience challenges and benefits of digital workplace and learn from it;
- To understand which competences digital entrepreneur needs to have in a framework of a SKA model (skills, knowledge, attitudes) and how youth work can help build relevant (soft)skills for working in a digital workplace and entrepreneurship;
- To introduce the concept of digital marketing and its benefits;
- To detect the competitive advantage(s) of a digital company;
- To learn about content marketing and understand the importance of creating content for digital companies;
- To introduce different tools, methods, services and forms of Advertising in digital marketing;
- To investigate about online / digital marketing and its importance for digital start-ups;
- To get familiar with different social networks / media tools for digital start-ups to maximise their social media results;
- To learn about visual presentation in digital marketing and understand the importance of carefully choosing visual content and using photography as a tool in online campaigning;
- To develop NFE / youth work workshops related to the topic which can be in local youth work.

The training course is based on the approach, principles and methods of non-formal education. It consists of interactive and participatory methods tailored to the participants' profile and needs, some of them being: theoretical themes and lectures; individual/group activities; group games and exercises, simulations and role plays; work on examples in a small group; discussions; etc. The language of the training course is English.

Programme of the training course:

Day 1	
PM	Arrival of participants
Evening	Welcome evening
Day 2	
AM	Introduction and group building
PM	NFE and Youth work raising competences of youth (Including Youthpass)
Evening	Intercultural evening
Day 3	
AM	Entrepreneurial learning as a way to enrich youth work
PM	New era entrepreneurship and what this means for educators / youth workers
PM	IT sector and digital entrepreneurship
PM	Daily reflection time and evaluation round
Evening	NGO fair
Day 4	
AM	Digital revolution – a new way of doing business
AM	Digital company – definition, main characteristics and successful case studies
PM	How to start a digital company (lean start-up method and digital strategy)
PM	Digital workplace – benefits and risks
PM	Daily reflection time and evaluation round
Day 5	
AM	Who is a digital entrepreneur (defining SKA competences that an individual must have to be a digital entrepreneur
AM	Digital marketing – basics concepts and benefits
PM	Digital marketing – basics concepts and benefits (continued)
PM	Competitive advantages with digital marketing
PM	Content marketing
PM	Daily reflection time and evaluation round
Day 6	
AM	Tools, methods, services and forms of advertising in digital marketing
PM	FREE AFTERNOON
Day 7	
AM	Online / digital campaigning
AM	Social networks / media tools – how to maximise your social media results
PM	Internet Advertising
PM	Visual presentation in digital marketing
PM	Daily reflection time and evaluation round
Day 8	
AM	Photography in digital entrepreneurship – presenting the 'best' side of goods
PM	Using photography as a tool for online campaigning
PM	Photography tools and new media for promoting and developing an enterprise
Evening	Daily reflection time and evaluation round
Day 9	
AM	How youth work can help building relevant (soft) skills for dealing with digital workplace and entrepreneurship benefits and risks
PM	Closure session of the training course
Evening	Farewell party
Day 10	
AM	Departure of participants

The participants have to fulfil the following criteria:

- Active youth workers or youth leaders interested to become youth workers within partner organisations;
- Willing to apply & multiply the knowledge received;
- Willing to take action in the field of empowering youth in starting-up digital enterprises;
- Willing to form partnerships with participants from different organisations/countries;
- Able to attend and be active during the entire duration of the training course and to implement local workshop with young people after the participation at the training course;
- Age above 18 and able to follow the programme in English language.

RECOMMENDATIONS FOR USING THIS CURRICULUM AND ORGANISING SIMILAR TRAINING COURSES

This curriculum "Empowering youth workers to encourage digital entrepreneurship start-ups among youngsters" is created for the purpose of dissemination and, thus, extending the impact of our project on other partner organisations and other youth and similar organisations and their coordinators, youth workers and educators – to further improve knowledge management and capacity building of their youth workers and thus to increase the systematic support given to youth in local communities.

This curriculum is a resource material for everyone interested in the topic of digital entrepreneurship start-ups. It will be useful especially for youth workers working in an organisation, as well as volunteers who want to implement workshops. This curriculum is an inspiration for trainers in this field as well, as they can be the multipliers of knowledge, especially when organising similar training courses on local and European level.

When using this curriculum to organise a training course, we intend that participants will develop their knowledge, skills and attitudes in the field of digital entrepreneurship and other relevant skills. Especially, competences that we aim to develop are the following:
- Competences related to the basic principles of non-formal education (including differences between formal, non-formal and informal learning, learning styles and its impact on NFE).
- Knowledge of the theoretical framework of Entrepreneurial learning (EL) - what it is, why it is used
- Understanding of the concept of new entrepreneurship, and to reflect on individual and organisational competencies and capabilities needed to support quality education / youth work to educate young people for new era entrepreneurship.
- Knowledge and awareness of ICT, digital entrepreneurship, digital companies and digital workplaces.
- Understanding of the competences a digital entrepreneur needs to have in a framework of a SKA model (skills, knowledge, attitudes) and how youth work can help build relevant (soft)skills for working in a digital workplace and entrepreneurship.
- Knowledge and understanding of digital marketing, competitive advantages of a digital marketing, and content marketing.
- Knowledge and the awareness of different tools, methods, services and forms of advertising in digital marketing, as well as online / digital campaigning.
- Knowledge and awareness of different social networks / media tools for digital start-ups to maximize their social media results.
- Knowledge and awareness of visual presentation in digital marketing, photography in digital entrepreneurship and online campaigning, as well as photography tolls and new media opportunities for digital enterprises.
- Knowledge and awareness about the ways how to apply the training and workshops with local youth to support them in the process of starting-up digital enterprises.

The list of competences which participants will develop are also noted down in every session separately. This means that, when reading the proposal of activities, in the beginning you will be able to see which competence area is being developed by this programme.

Looking in general, this training course corresponds to improving communication skills, leadership skills, teamwork skills, digital skills, and other skills relevant in digital entrepreneurship start-ups. This will, in

the end, help participants to understand themselves and others and how to support youth in starting-up digital enterprises.

In order to organise quality training course based on this curriculum and to reach desired learning objectives set in each of the sessions described in this curriculum, we would advise you to ensure quality learning environment for participants. This needs to be done in several stages.

Stage 1: Before the training course

- Make sure that participants receive all the relevant information related to their participation (info pack, registration/application form). In the application form, we would advise that participants describe in details their motivation and why they want to participate in the training course. Also, ask them if they can contribute somehow to the training course programme and if there are some topics if they feel should be covered. This should also be done during the training course several times, when participants get clear picture of the activities happening. In this way, you will ensure that participants are satisfied and that you responded to their needs. If some topic is not connected with the training course itself, you can direct participants to research existing literature on this topic and provide them with support.

- Project managers and sending organisations should have regular meetings with the participants. They should present with the aim of the training course, how it will look like and prepare them if needed on different levels – linguistically, culturally or emotionally. For some people, it can be that they are participating for the first time in this kind of training courses, so it would be good to give them a short background on the context of NFE. Participants should receive also some kind of technical support if needed (e.g. help in booking tickets). One important part is the content preparation as well. Participants will have to come with an understanding of the situation among youth in their local communities and countries to be able to develop workshops for them around this topic. This also includes understanding the challenges youth workers are facing when covering these topics. So, participants need to research their local realities. It is highly advised that help is provided by project managers with this task, so that background information and situation related to the latest developments is accurate and up to date.

- Sending organisations should prepare the participants for working and functioning in intercultural surroundings, as they will have information about the other sending organisations and their countries, as well as about the profile of participants.

- Participants should bring some materials with themselves to the training course for the session regarding NGO Fair. Materials can be whatever sending organisation decides to give to the participants. However, sending organisation should take care that the participants have all the necessary brochures, updated information about the local and international projects, links of web pages and organisations' contact information. If the participants want, it would be good to bring some local food or drinks to share with others.

Stage 2: During the training course

- Activities planned in this curriculum were developed by trainers in this field and are suitable for young people, but also for older age groups who want to learn about digital entrepreneurship competences. Sometimes, based on the number of participants in the group, activities can last longer or shorter. Please bear in mind the level of the knowledge in the group, which can affect the dynamics as well. Therefore, if needed, you are free to adjust the sessions according to your needs.

- In each of the developed sessions, you will see recommendations for implementation. Please do read them and implement them if it suits to your target group.

- Evaluation and learning is an important part of every training activity. This is also reinforced with this curriculum. In the beginning of the training course, participants should be introduced to Youthpass or some other form of reflection. It is important that participants understand that it is a process which is important, and not the overall goal. Thus, it is advised that participants receive a learning diary or some other tool, so they can write down their learning points throughout the week. Encourage them to set their learning goals and reflect on them throughout the week.

- Ensure enough time for reflection on daily basis. It can be done in pairs, to answer different questions (e.g. *How was this day for you? What did you learn about yourself? What competencies did you improve? How can I be more proactive to learn even more?)* or in buzz groups of 3 or 4 people. The implementation of daily reflection will depend on the trainers or facilitators implementing this curriculum, however, it is a necessary precondition for quality implementation of sessions.

- In order to have a quality learning experience, we would advise you to implement daily evaluation rounds or buzz groups. Participants should be able to give evaluation on the methods, content and other details related to training courses. Will you do it anonymously, or will you ask participants to openly say how the day for them was – it depends on you. In this way, you will be able to respond to the needs of the participants and make your training course a success.

Stage 3: After the training course

- When the training course finishes, this is not the end of the journey. In order to see the success of the activities for the participants, we would advise you to make a short post-evaluation several months after the training course. Using this approach, you will get real and recent data about the long-term impact of the training course on the participants. Also, ask them openly for suggestions and possible improvements of the work done.

Introduction and Group Building

Session Title: Introduction and Group Building

Duration: 180 minutes

Background: Introductory sessions set the ground for group work, and for creating a quality learning environment for all the participants. Participants receive the introductory information about the training course, as well as the needed logistical information about the venue, the accommodation, the schedule, etc. Participants come from different partner organisations, different countries and backgrounds, with very diverse experience in non-formal education and implementing youth work activities. The introductory session gives them an opportunity to present themselves, where they come from, and the job they do, as well as to learn about the other participants and what they bring with themselves.

Aim of the session: To set up the ground for the learning process of the training course by providing the most important information related to the implementation of the training course and how the process will be organised.

Objectives:
- To introduce the background of the training course, the topic covered and the agenda;
- To present the trainers, the organisers, and the participants;
- To get to know each other better;
- To hear participants' motivation for joining the training course;
- To determine participants' expectations from the training course and possible contributions they might give for the quality training course;
- To define rules of working together during the training course.

Competencies addressed:
- Multilingual competence;
- Personal, social and learning to learn competence;
- Citizenship competence;
- Cultural awareness and expression competence.

Methodology and methods:
- Plenary rounds;
- Input (presentations);
- Team building exercise with debriefing;
- Discussion.

Session flow:

I.   Official Introduction and welcome (10 minutes)
Representative of coordinating organisation / project coordinator opens the training course officially by giving information about the background of the training course. S/he introduces the team who would be responsible for the implementation of the training programme and activities. Each of the team members presents themselves and their roles in the training course shortly.

II.   Round of getting to know each other (10 minutes)

Participants are invited to introduce themselves one by one - their names, where they come from, which organisation they represent, and their professional background.

III.   Name games (10 minutes)

The whole group of participants, trainers and team stands in a circle to play several name games (Ball name game, Name-movement association, etc.) until everyone knows all the names in the group.

IV.   Getting to know each other – Speed dating (30 minutes)

The trainer gives instructions to the participants to divide themselves into 2 smaller groups, standing in two lines across from each other. Each person works with another person standing opposite them. Trainers present a concept similar to "speed dating" with the idea of having only 3-4 minutes for getting to know each other, according to the topics that the trainer will read in each round. After 3-4 minutes, participants move 1 or 2 places to the right or left (depending on the instructions) and meet a new person to talk to and get to know. Potential topics include:

- My personal background
- My work or studies
- My hobbies / what I do in free time
- My experience in youth field
- My journey to this training / how I got here
- One thing I cannot live without
- My role in the organisation
- My motivation to participate in this training course
- Share your experience with digital entrepreneurship start-ups.

V.   Presenting the agenda of the training course (10 minutes)

Trainers present the programme of the training course on the wall by creating a visual storyline of the project on the wall.

VI.   Expectations, Contributions and Fears (30 minutes)

Participants are divided in trios. They should discuss among themselves the following information:
a) HOPES: what they hope to get out of the course.
b) FEARS: what they hope will not happen, or they fear may happen.
c) CONTRIBUTIONS: Each person brings some special experience, certain skills and aptitudes, identify their own contribution in the process of learning.

They should write them down on post-its (collect everything) and post them on the flip-chart paper.

Then, three groups are formed. Each group will get one flipchart and should group the post-its and summarise the results. Afterwards, they should present the findings and after each presentation, the findings are discussed (e.g. point out to the specific resource if needed to achieve the expectation; to discuss fears; and to enhance contributions even more – by asking questions and commenting).

VII.   "Mission impossible" exercise (60 minutes)

The group has to achieve 12-15 missions that will make them go around the accommodation/village and cooperate. The group has to self-organise in order to be able to achieve all the missions. Among the mission, the trainers ask for 5 rules of cohabitation. The group presents to the trainers all the mission achieved in order to get the approval of the achievements.

The trainer leads the debriefing and asks participants questions on:

- How was it to work in the group;
- How they divided the tasks in the team;

- Was it easy to agree;
- Did they manage to finish all the tasks;
- What was more important – to accomplish the task or something else.

The trainer leads the discussion with the participants until the moment in which they find common rules to respect for the week.

VIII.   Working agreement (25 minutes)

Participants are invited to create the group agreement, in several steps, ensuring their full participation.

- Step 1: Individually write two things that need to be in place for you to feel safe or to feel that you can work or learn while you're in this training course. Take two minutes of quiet time to do this.
- Step 2: With the person sitting next to you, share what you both have and together narrow it or combine it to two. Take five minutes.
- Step 3: Share in plenary what you've come up with.

The trainer writes down the proposed working agreements on a flipchart. Discussion with the participants: Do we all agree with what was being written down? Do we need to rephrase anything? The trainer says that the working agreement will be put on the wall and it can be revisited at any time.

Materials needed: A4 papers, A3 papers, flipchart papers, post-it papers, markers, colours, laptop, projector; Poster and story. Poster with 12-15 missions.

Session results:

After the session, participants will:

- Get to know about the background of the project and the organising team;
- Learn and practice each other's names;
- Get familiar with the agenda of the training course;
- Share their motivations, expectations and contributions about the training and get feedback from organisers, trainers and peers;
- Develop a feeling of belonging to the group and learning within it.

Background documents and further reading:

More details can be found in:

- Energisers, name games and warm up activities: https://www.sessionlab.com/library/energiser
- Mission impossible video tutorial: https://www.youtube.com/watch?v=jTo_4D9Ghlw

Recommendations for future trainers multiplying this session:

- The Speed-dating exercise is usually loud when participants get into the mode of sharing their own personal stories. Thus, it is advisable that the trainers kindly remind participants that, if possible, all should speak as silent as possible.
- Storytelling and using graphic content is a creative way to capture participants' attention and introduce them into the topic. Create visible graphic content bigger than A4 paper size. Use simpler words for storytelling to adapt to different levels of English in the group, and repeat segments of the story few times using different vocabulary so everybody can get into and follow the story.
- For the "Mission Impossible": be clear that participants can't use their mobile phone/laptops in order to motivate them to actually leave the room and explore the surrounding.

NFE and youth work raising competences of Youth (including Youthpass)

Session Title: NFE and Youth Work Raising Competences of Youth (including Youthpass)

Duration: 180 minutes

Background: Non-formal education was for a long time considered as learning that happens independently of formal education, and it was a question of preference and willingness of an individual to invest resources into additional learning and development. In the last 10 years, it has transformed from a private to public interest, as it was recognised as important in enhancing personal, social or professional development among youth. With the support of public funding, it has become accessible to many, and it opened up a new perspective on learning as a life-long process which continues after formal education through participation in non-formal learning opportunities on local, national and international levels. It also plays a major role in enhancing youth employability by providing opportunities for further development of their competences which are complementary with their formal education, or offering opportunities for a complete change of direction in a young person's life. Entrepreneurship has been perceived similarly - as something that does not belong to formal and non-formal education, and especially not in youth work.

Aim of the session: To introduce the participants with the basic principles of non-formal education (including differences between formal, non-formal and informal learning, learning styles and its impact on NFE).

Objectives:
- To understand non-formal education;
- To differentiate between formal, non-formal and informal education;
- To discuss how non-formal education is connected with employability;
- To understand one's own learning style;
- To understand the role of youth work and how it is connected with needs in society;
- To connect Youthpass with employability.

Competencies addressed:
- Personal, social and learning to learn competence;
- Entrepreneurship competence.

Methodology and methods:
- Brainstorming;
- Moving debate;
- Self-reflection questionnaire;
- Theoretical input;
- Complex exercise;
- Small group discussion;
- Presentation in plenary.

Session flow:

I.   **Introduction to topic (20 minutes)**

Participants are invited to brainstorm around the word "learning", and to create a visual representation of it. Their task is, in groups of 4, to create a common understanding of the concept of learning. After they are finished, participants are invited to make short presentations. The trainer gives some basic information on learning.

II.   Moving debate on learning (45 minutes)

Participants are then invited to stand on a line, where they need to move on a scale from 1 to 10, depending are they agreeing or disagreeing with the statements. After each of the statements, participants are invited to discuss and move closer or far away from the person who discussed their opinions.

Statements are the following:

- Youth work (YW) develops competences of young people other fields of education don't. (8 key competences)
- YW can train young people how to market their skills through voluntary work.
- YW offers better recognition and recording of competences and skills (Youthpass)
- Youth work aims at socialization of young people to develop competences that will support them in exploring their talents, wishes and dreams.
- Young people who learn about digital entrepreneurial through youth work, develop business knowledge and essential skills and attitudes including creativity, initiative, tenacity, teamwork, understanding of risk and a sense of responsibility show more activism on a daily basis.
- YW develops a sense of belonging, of being accepted as equal and valuable members of the community in young people
- YW and NFE activities are something each person should experience in their life.

The trainer than sums up participants' findings and says that they discussed some of the elements of youth work and non-formal education.

III.   Difference between formal / non-formal / informal (30 minutes)

The trainer gives a short input on formal, non-formal and informal learning, its main characteristics, differences and when each is used. Principles and methods of NFE are presented to the participants, as well as type of activities.

IV.   My perspective on NFE? (30 minutes)

The trainer then gives the next task to participants. They should make a drawing, sculpture or any kind of art that represents their view of NFE in small groups. They need to try to reflect what they were discussing about in the previous part. The main question is: What is my view on non-formal education? What makes it different from other forms of education? They need to create a representation of the group's common understanding.

When they are finished, participants present the findings.

V.   Self-reflection on learning (25 minutes)

Participants are reminded that foundation of every form of education is obtaining new skills, knowledge and attitudes. In this exercise, each participant receives a hand-out on 8 types of learning styles. They should read it, and try to detect their preferred learning style(s). When they are finished with this individual task, they are invited to share what they found out in trios. They should provide more details to others (Why did I choose this style? When did I realise that I like to use it? Did I prefer another learning style before?)

The trainer finishes the exercise with saying that styles can change throughout life and that we can at one moment prefer one style and then change it according to the circumstances of the certain period or role in life.

VI.   Connection between NFE, recognition and employability (30 minutes)

Participants form 4 groups, two need to write down the competences that young person needs to have in order to find and keep a job, and the other 2 groups write down the competences that young person can acquire through NFE. Put the papers with the competences on the floor and connect in the middle the ones that are in common.

Discussion is held: *How did you get to these competences? What do you feel are the most important ones out of all of these mentioned? What do you think about common competences in the middle – should NFE focus more on them?*

Then, the trainer gives input about a study on the impact of non-formal education in youth organisations on youth employability. Also, the trainer connects employability with Youthpass, presenting the impact study as well.

Materials needed: A4 papers, pens, markers, crayons, tape, post-it papers.

Session results:
After the session, participants will:
- Understand the methods and approaches of non-formal education and understand the differences between formal, non-formal and informal learning;
- Get new knowledge on learning and different types of education;
- Understand the role of youth work and how it is connected with needs in society;
- Know their preferred learning style and how it changes throughout time;
- Become more aware of the connection between NFE and employability, as well as competences needed in this area.

Background documents and further reading:
More details can be found in:
- Inspiration for sentences for the Moving debate on learning comes from chapter "Obstacle area and Keyword Solutions youth work can offer" as outcomes of seminar https://www.salto-youth.net/rc/inclusion/archive/archive-publications/youthworkenhancingemployability/ , pp. 8
- An expert group report on Developing the creative and innovative potential of young people through non-formal learning in ways that are relevant to employability (2014); European Commission (http://ec.europa.eu/assets/eac/youth/news/2014/documents/report-creative-potential_en.pdf)
- Publication on Youth work and non-formal learning in Europe's education landscape (2015); European Commission: https://ec.europa.eu/assets/eac/youth/library/reports/youth-work-nonformal-learning_en.pdf
- Differences between formal, non-formal and informal education (Council of Europe website): https://www.coe.int/en/web/lang-migrants/formal-non-formal-and-informal-learning

Recommendations for future trainers multiplying this session:
- Moving debate can be adjusted if you have participants with disabilities by using chairs or adjust it in the form to carousel. The statements used in the moving debate can be adjusted as well when a concrete group forms.
- It is always a good idea to have a combination of theory and practice. If we are talking about NFE activities, you should give more time to participants to explore, see and feel the methodology as such, not only give input.

Entrepreneurial Learning as a Way to Enrich Youth Work

Session Title: Entrepreneurial Learning as a Way to Enrich Youth Work

Duration: 180 minutes

Background: Entrepreneurial learning has become an essential part of formal and non-formal education. It is seen as a way of developing entrepreneurial attitude, promoting transformation of ideas into practice by taking initiative in their work, as well as encouraging self-employment among young people who see themselves in that role. Implementation of entrepreneurial learning into youth work requires being aware of the needs of local young people, what competences they still need to develop, and which stakeholders to involve. The participants should have elementary knowledge about entrepreneurship and the situation with youth (un)employment in their local communities or countries to be able support youth in starting-up digital enterprises.

Aim of the session: To reflect on the theoretical framework of Entrepreneurial learning (EL) - what it is, why it is used, and the existing models of it, as well as to inspire each other on how different models of EL can be implemented in youth work for raising competences of youngsters.

Objectives:
- To understand the theoretical framework of Entrepreneurial learning (EL) - what it is, why it is used and the existing models of it;
- To develop an awareness of the importance of the EL in the youth work;
- To discuss the possible ways of implementation of the EL in the youth work to raise competences of youngsters;
- To discuss stakeholders involved in the EL;
- To define the role of youth work sector and entrepreneurship sector in EL.

Competencies addressed:
- Entrepreneurship competence;
- Multilingual competence;
- Citizenship competence;
- Personal, social and learning to learn competence.

Methodology and methods:
- Interactive input;
- Group work
- Interactive discussions;
- Working in small groups;
- Reflection.

Session flow:

I. Intro to the topic (15 minutes)
Participants are invited to take two post-its of different colour. On one post-it they write down what they already know about entrepreneurial learning, and on the second one they write what they want to know. They share their points and stick post-it papers on the flipchart. The trainer summarises all the collected

responses into a short definition about what entrepreneurial learning is, as an introduction into the next part of the session.

II.   Entrepreneurial learning – step 1: collecting ideas (40 minutes)

The group is divided into groups of four. The trainer presents the questions each group has to discuss and answer:

- What competencies (skills, attitudes, knowledge, values) should an entrepreneurial person have?
- Which stakeholders should be included in the EL process and which are their roles?
- How to create a learning context for young people to develop entrepreneurial competences and mind-set?
- Which activities / programs already exist in your realities that promote entrepreneurial learning among youth?

The groups have 30 minutes to discuss. The trainer gives 10 more minutes to groups to organise their answers in a visual way on a flipchart.

III.   Entrepreneurial learning – step 2: presentations and connecting to theory (40 minutes)

Participants are invited to present the answers to the questions. Additional questions and comments are welcome. After each presentation, the trainer adds information and gives more input about the data collected from different publications and research done on this topic. The trainer also presents the existing model of entrepreneurial learning which has been developed until now.

IV.   Entrepreneurial learning and youth work (20 minutes)

Connecting with the previous findings, the trainer connects the next topic with the previous part, and presents the connecting points between the entrepreneurial learning and the youth work, together with the main challenges. Data is taken from research (e.g. "Taking the future into their own hands") and booklets (e.g. "Young people, entrepreneurship & non–formal learning: a work in progress)

V.   How can I implement EL in my work with youth? (35 minutes)

Participants receive a task to think about their surroundings and different stakeholders: society, young people, schools, government, businesses, youth centres… They are invited to form groups with other participants from the same country, and based on the input about the entrepreneurial learning and different stakeholders in their countries and / or local communities, they write down the following:

- What activities could you organise with young people in your country to implement the entrepreneurial learning to encourage young people to start-up digital enterprises?
- What impact would it have on young people?
- Which stakeholders would you involve?
- What obstacles / challenges could you face along the way?
- What resources/help do you need?

VI.   Sharing in plenary and summing up the activity (30 minutes)

Participants are invited to share their ideas in the plenary. Others can ask questions and comment on the information presented. The trainer writes down all activities on post-it papers and puts them on the wall for future inspiration and possible cooperation between partner organisations.

Materials needed: A4 papers, A3 papers, flipchart papers, post-it papers, markers, colours, laptop, and projector.

Session results:

After the session, participants will:

- Understand the concept of entrepreneurial learning and youth work;
- Know about different models of EL;
- Understand which competencies should be developed through EL;
- Create their plans of activities which can be implemented in their home countries;
- Analyse the relationship between youth work and entrepreneurship.

Background documents and further reading:

More details can be found in:

- Read more about Entrepreneurial Learning in the Guidebook: Quality Entrepreneurial Learning Through Youth Work which can be downloaded here: https://www.youth-power.org/blog/publications/quality-entrepreneurial-learning-through-youth-work/
- Frøhlich Hougaard, Karsten, et. al, 2017. Taking the future into their own hands: Youth work and entrepreneurial learning. European Commission; accessible at https://publications.europa.eu/en/publication-detail/-/publication/8f5910d8-6b64-11e7-b2f2-01aa75ed71a1/language-en
- Martin Lackéus, 2015. Entrepreneurship in Education. OECD and European Commission; accessible at https://www.oecd.org/cfe/leed/BGP_Entrepreneurship-in-Education.pdf
- Maria-Carmen Pantea (Ed.) 2014. Young People, Entrepreneurship and Non-Formal Learning: A Work in Progress. SALTO-Youth Participation Resource Centre, available at https://digitalcommons.ilr.cornell.edu/cgi/viewcontent.cgi?referer=https://www.google.hr/&httpsredir=1&article=1440&context=intl

Recommendations for future trainers multiplying this session:

- The Guidebook on Quality Entrepreneurial Learning through Youth Work is a good resource for preparation of the theoretical input of the session. It contains all the relevant information on this topic to prepare the session. You can choose the points or the topics which are the most relevant for the group.
- It is good to involve different participants in presentations of group work as much as possible.
- The trainers should encourage sharing of ideas and giving comments by asking additional questions to the groups while they are presenting.
- Optimal number of people when working in groups is 4.

New era entrepreneurship and what this means for educators / youth workers

Session Title: New era entrepreneurship and what this means for educators / youth workers

Duration: 90 minutes

Background: Entrepreneurship has changed a lot in the past 20 years. There have been many shifts in societies and economies all around the world - developments in technology, access to resources and clients from all around the world, communication channels, the shift from short-term way of thinking which was focused on profit to long-term way of thinking focused on sustainability and social impact of entrepreneurship. We have arrived to the "new era" entrepreneurship which requires a different set of competences and solution-focused attitude among entrepreneurs. The recent global changes have increased the need for digitalisation, and there are more and more opportunities for digital enterprises to become more common and usual way of doing business across the globe.

Aim of the session: To understand the concept of new entrepreneurship, and to reflect on individual and organisational competencies and capabilities needed to support quality education / youth work to educate young people for new era entrepreneurship.

Objectives:
- To share perspectives about the changing situation in the world;
- To discuss what no longer exists and what new is emerging in the world;
- To understand the difference between "old" and "new" era entrepreneurship;
- To learn about the entrepreneurial competencies needed to start-up digital enterprises;
- To reflect on competences that youth workers need to support the development of competences of young people to start digital enterprises through youth work.

Competencies addressed:
- Entrepreneurship competence;
- Multilingual competence;
- Personal, social and learning to learn competence.

Methodology and methods:
- Theoretical input with interactive discussions;
- Questions and answers;
- Questionnaire;
- Individual reflection and individual/group consultations.

Session flow:

I.   Global transformation time (20 minutes)
Participants are asked to think of various aspects of people's lives which have experienced the biggest changes over the last 10 years (e.g. technologies, education, health, communications, employability, etc.). Participants brainstorm all together in the big group, and the trainer writes down the key points on one flipchart.

Then, participants form groups of 4 and are invited to discuss these changes in more details and specify them according to the following questions:
- What has stopped to exist in the world, or is slowly dying out?
- What emerged instead? What has been developed?

Participants present their findings, ideas and conclusions. The trainer initiates the discussion by asking *How do these changes impact digital entrepreneurships?*

II.   New era entrepreneurship - input about the concept (30 minutes)

The trainer presents the concept of the "new" entrepreneurship, its characteristics compared to the "old" entrepreneurship, and why this topic is relevant.

After that, the trainer presents EntreComp competence framework for fostering the development of 8 key competencies needed for the development of an entrepreneurial mind-set among youth by involving different stakeholders to establish a bridge between education and work.

The trainer puts all the competences from the EntreComp framework with all the sub competences on the floor. Participants are invited to go around and put dots with markers on those competences or sub competences they consider are important for a young entrepreneur to develop when starting-up and managing a digital enterprise.

III.   The map of my entrepreneurial competences, and what else I need to develop (30 minutes)

Participants work individually on creating a map of their competences - all knowledge, skills and attitudes which they developed through their formal, non-formal and informal education which might be important for starting-up and managing digital enterprises. They write down all of them and next to each of them, they also rate to which degree they have developed each of them on a scale from 1 to 10.

Afterwards, participants take post-its and brainstorm:
- Which competences I still need to develop?
- Where can I find what I need?

Finally, participants are now invited to change the perspective, and step into the shoes of youth workers who are working with youth interested to start-up digital enterprises. They form pairs with their neighbours and discuss the following question - *How can I support young people in developing competences to start-up digital enterprises?*

IV.   Sharing in a plenary and mapping the potential opportunities (10 minutes)

Finally, participants come together and share how the activity was for them. They are invited to share their findings - competencies they recognised as important for youth to develop in order to be able to start-up digital enterprises.

Materials needed: A4 papers, A3 papers, colours, markers, flipchart paper, laptop, projector, post-its, EntreComp competences printed out or written down.

Session results:
After the session, participants will:
- Understand the concept of new entrepreneurship and its characteristics;
- Know about entrepreneurial competencies which are needed the development of entrepreneurial mind-set in the new era entrepreneurship;
- Reflect on their own competences and detect what they still need to work on to be able to support the development of competences of young people to start digital enterprises through youth work.

Background documents and further reading:

More details can be found in:

- Read more about New Era Entrepreneurship in the Guidebook: Quality Entrepreneurial Learning Through Youth Work which can be downloaded here: https://www.youth-power.org/blog/publications/quality-entrepreneurial-learning-through-youth-work/
- EntreComp: The entrepreneurship competence framework: https://ec.europa.eu/jrc/en/entrecomp
- More about new era entrepreneurship by David Rae: https://www.slideshare.net/ZoneGlyndwr/entrepreneurial-learning-david-rae

Recommendations for future trainers multiplying this session:

- Play some background music when the participants are creating Maps of their entrepreneurial competences. Give them enough time to do the task. When sharing in the plenary, give instructions to share the most important points, and to speak the essence.

IT Sector and Digital Entrepreneurship

Session Title: IT Sector and Digital Entrepreneurship

Duration: 90 minutes

Background: The IT sector is fast growing in today's world. A lot of issues have been resolved due to smart technologies and ICT solutions. In the most recent period, ICT technologies have become even more important for the people to connect in the digital world and to stay in business. Now even more than ever, there is a growing demand for digitalisation of many processes within enterprises, and simultaneously the ICT solutions are developing to meet the current demands of digital enterprises. Within this session, participants will discuss why IT sector is important and characteristics of the digital entrepreneurship in general.

Aim of the session: To introduce ICT and digital entrepreneurship to participants.

Objectives:
- To define ICT and its services, types of work and areas of IT sector;
- To discuss benefits and disadvantages of digital entrepreneurship;
- To introduce participants with characteristic of digital entrepreneurship;
- To discuss the context of implementation of digital entrepreneurship.

Competences addressed:
- Entrepreneurship competence;
- Multilingual competence;
- Digital competence.

Methodology and methods:
- Input (presentations);
- Small groups;
- Individual reflection;
- Discussion.

Session flow:

I.   Intro to the topic (20 minutes)
The trainer starts the session with presenting the theoretical framework of the IT sector – what ICT is, its services, types of work and areas in the IT sector.

II.   Digital entrepreneurship (30 minutes)
Participants divide themselves in groups of four. They discuss the following questions inside of the small groups:
- What are the characteristics of digital entrepreneurship?
- What are the advantages of digital entrepreneurship?
- What are the disadvantages of digital entrepreneurship?

III.   Collecting results and ranking (40 minutes)

Participants are invited to stick the papers on the wall to create an overview of all the characteristics. They are invited to check out the characteristics in silence. Everyone takes three stickers, chooses three most important characteristics and puts a sticker next to each of them.

Then, the trainer gives the overview on the most important elements of digital entrepreneurship:

- sharing economy,
- digital technologies that foster internalisation,
- easier communication and cheaper and faster services delivery,
- digital strategies,
- global markers and competition,
- working with different cultures and backgrounds,
- sales channels,
- new media,
- online business and payments,
- digital marketing,
- digital workplace,
- risk assessment and management,
- financial planning, and
- business plan.

The trainer adds that the above-mentioned topics will be further discovered and discussed in the upcoming days of the training

Materials needed: A4 papers in different colours, markers, small stickers, projector, laptop.

Session results:

After the session, participants will:

- Have a general understanding of the IT sector, types and area of work, as well as services;
- Be able list the most important characteristic of digital entrepreneurships;
- Understand the factors which are needed to take into account while starting-up and managing a digital enterprise.

Background documents and further reading:

More details can be found in:

- https://www.journals.elsevier.com/technological-forecasting-and-social-change/call-for-papers/digital-entrepreneurship-creating-and-doing-business-in-the
- https://blog.hotmart.com/en/digital-entrepreneurship/
- https://www.researchgate.net/publication/309242001_Digital_Entrepreneurship_Research_and_Practice

Recommendations for future trainers multiplying this session:

- Divide participants equally in groups and let them all answer questions. Tell them that answers to each question must be written down on papers in different colours (e.g. characteristic in green, benefits in blue and disadvantages in yellow). Group all together.
- When having discussion around the characteristics, ask questions in relation to their most important characteristics in digital entrepreneurship.

Digital Revolution – A New Way of Doing Business

Session Title: Digital Revolution – A New Way of Doing Business

Duration: 90 minutes

Background: Digital revolution is considered to be an explosion in information technologies which started in the 1980s, and is still ongoing, faster than ever. It has had an impact on the life of majority of the people around the world through the spread of telecommunications and computer technologies. Those have created a completely new way of working since it has enabled people to expand from local or national to global. Digital world has become crucial to the functioning of society. Some aspects of it are perceived as good and beneficial, while some are perceived as negative and even damaging. Nevertheless, it has become the reality of majority of the companies, enterprises and everyone who is a part of the labour force. It has revolutionised the way of doing business due to the availability of fast Internet services and providers, the development of various apps and programmes, the development of various smart devices, the ability to store information on 'clouds', expansion of various communication channels, etc. The skills of knowing our way in the digital world have become essential for getting on the market and staying there. With all the possibilities available, the opportunities for doing business are endless.

Aim of the session: To visualise the opportunities digital revolution is creating for enterprises in the future.

Objectives:
- To become aware of the changes digital revolution created in everyday life;
- To understand the speed at which the digital revolution is happening;
- To visualise the future that is yet to come to be able to recognise entrepreneurial opportunities.

Competences addressed:
- Entrepreneurship competence;
- Multilingual competence;
- Personal, social and learning to learn competence;
- Digital competence.

Methodology and methods:
- Work in pairs;
- Inputs (presentations);
- Working in small groups;
- Performance;
- Discussion.

Session flow:

I.   Digital revolution – are we ready? (20 minutes)
The trainer introduces the topic and asks the participants to form pairs. The task of each pair is to think of all the aspects of their lives, and write down what would be different in their lives if there was no digital revolution. They write all the things down they wouldn't be able to do if the digital revolution didn't happen.
After 10 minutes, the pairs share, and the trainer summarises the key points and all the areas that were affected by digital revolution.

II.   Digital revolution – future vision (40 minutes)

The participants watch the video on digital transformation and the change it is bringing available here: https://www.youtube.com/watch?v=ystdF6jN7hc

The participants are invited to share their insights about the video, and the upcoming changes in the world due to the digital transformation.

The trainer tells them that to be a successful digital entrepreneur it is not only necessary to be familiar with the current trends in the field of the digital entrepreneurship, it is essential to have a vision of where the market is moving, and what the future holds. The following task is about visualising what is coming in the future to be able to start-up a digital enterprise that is going towards future trends, rather than recycling old ideas and digital solutions.

Participants form 5 small groups, with each group getting one of the following quotes for inspiration:

- "You never change things by fighting the existing reality. To change something, build a new model that makes the existing model obsolete." (Buckminster Fuller)
- "The digital revolution is almost as disruptive to the traditional media business as electricity was to the candle business." (Ken Auletta)
- "Because of the rush of human knowledge, because of the digital revolution, I have a voice, and I do not need to scream." (Roger Ebert)
- "The digital revolution has changed the way we do things because you're not under that pressure that film is precious and film is expensive." (Colm Meaney)
- "Ya know it's funny, what's happening to us. Our lives have become digital. Our friends, now virtual. And, anything you could ever wanna know is just a click away. Experiencing the world through second hand information isn't enough. If we want authenticity we have to initiate it. We will never know our full potential unless we push ourselves to find it. It's this self-discovery that inevitably takes us to the wildest places on earth." (Travis Rice).

Their task is to create a short sketch or a play which will last the maximum of 5 minutes which will show their vision of the digital revolution in the future, and what it will bring to the world - how life will look like, how people will behave. They can use all the resources they have available to make their sketch / play as accurate as possible.

III.   Digital revolution – performance time (20 minutes)

Groups perform without saying the main topic or idea. The other groups try to guess what the performance is about.

IV.   Summing up and closing (10 minutes)

Materials needed: laptop, projector, colourful papers, scissors, various materials useful for the sketches, quotes printed and cut out.

Session results:
After the session, participants will:

- Be aware of the changes digital revolution brought to the world;
- Be able to visualise the future of the digital revolution;
- Express their vision and creativity.

Background documents and further reading:

More details can be found in:

- The infographics of the digital revolution:
  https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwjhv_a49aHrAhUNGuwKHWHvD1IQFjAMegQIAxAB&url=https%3A%2F%2Fstfc.ukri.org%2Ffiles%2Fdigital-revolution-infographic%2F&usg=AOvVaw1b-2crdW31e4ks6ZbSZ6cJ

Recommendations for future trainers multiplying this session:

- The quotes connected to the topic can be easily adapted and changed to the group if needed.
- Offer variety of material that you have on your disposal for the group performances. Encourage them to use different places in and around the venue to perform, or to use it for inspiration.
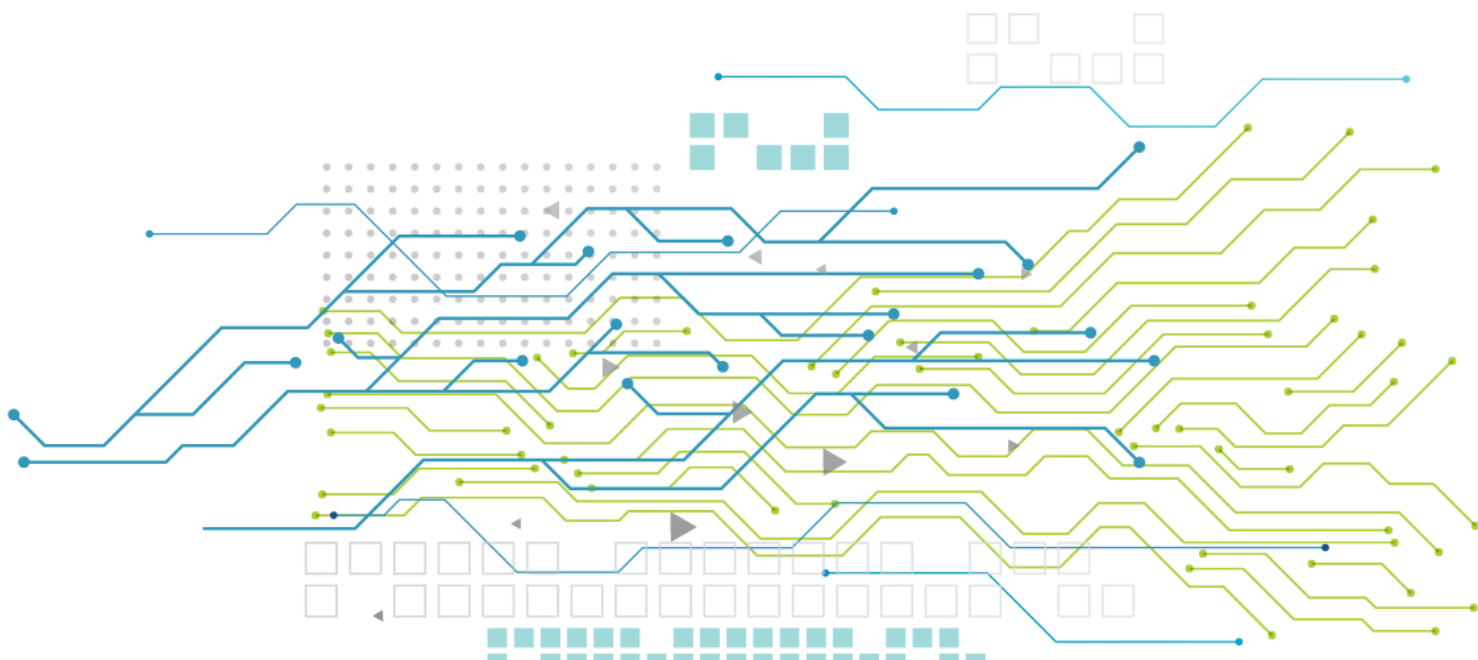
Digital Company – Definition, Main Characteristics and Successful Case Studies

Session Title: Digital Company – Definition, Main Characteristics and Successful Case Studies

Duration: 90 minutes

Background: Digital companies are a way for young people to develop their ideas and to test them with low cost and low maintenance. They usually use a range of digital technologies to create a new value in their business. The use of such technologies drives growth and development. In this session, principles of digital company will be presented, as well as case studies.

Aim of the session: To introduce the concept of a digital company to participants.

Objectives:
- To understand what digital company is;
- To discuss case studies;
- To analyse own surroundings in relation to digital companies;
- To hear real example digital entrepreneur to share a story.

Competences addressed:
- Entrepreneurship competence;
- Multilingual competence;
- Personal, social and learning to learn competence;
- Digital competence.

Methodology and methods:
- Inputs (presentations);
- Working in small groups;
- Case studies;
- Learning from a guest speaker;
- Discussion.

Session flow:

I. Digital company – the definition (20 minutes)

The trainer introduces the session and invites the participants to brainstorm on the topic of digital company – to find one common definition. The trainer summarises all the points into one definition of a digital company, and presents the most important elements of a digital enterprise (in a mixed order) – Entrepreneur, Idea, Questions, Business plan, Testing the strategy, Starting the enterprise, Finances, Product, Marketing, Sales, Supporters, Management, Leadership. Then, the participants divide themselves in groups of 3 or 4, and their task is to organise the stages of starting-up a digital company in an order, starting with the first step needed. Each group presents their findings, and the stages are discussed.

II.   Case studies and characteristics of digital enterprises (30 minutes)

The trainer introduces the 4 main characteristics of a digital company, and introduces the examples of digital companies. The trainer presents several case studies of digital business models (Amazon, Netflix, eBay, Uber, Airbnb). Participants divide themselves into 5 groups to analyse examples of those digital companies, and analyse them according to the main characteristics of digital enterprises. Each group presents their findings in the plenary.

III.   A Skype call with successful digital company start-up (40 minutes)

The group connects with a digital entrepreneur via Skype. He/she presents the company through the following questions:

- *How I started my company?*
- *Why did I decide to start it in a digital environment?*
- *What does my company do?*
- *What are the main benefits for me?*
- *What are the main challenges?*
- *What are the main three things important for entrepreneurs?*

Also, participants have the opportunity to ask questions throughout the presentation.

Materials needed: A4 papers, flipchart papers, post-it papers, markers, colours, case studies, laptop, and a projector.

Session results:

After the session, participants will:

- Understand what digital company is;
- Be able to list characteristics of a digital company;
- Know about successful case studies in the field of digital entrepreneurship;
- Learn about digital entrepreneurship from a successful digital entrepreneur.

Background documents and further reading:

More details can be found in:

- Read more about this topic in the Project's Handbook "Digital Entrepreneurship Start-Up"
- Characteristics of digital enterprises: https://www.institutefordigitaltransformation.org/four-characteristics-digital-transformation/
- https://www.brandwatch.com/blog/expert-advice-how-to-become-a-digital-company/
- Additional workshops on entrepreneurship: https://www.salto-youth.net/tools/toolbox/tool/training-module-on-entrepreneurship-education.2129/

Recommendations for future trainers multiplying this session:

- Getting in touch with a person who is a digital entrepreneur and has started-up their own enterprise would be very valuable for the participants to hear the experience first-hand. Find a person in the local community who would connect via Skype to communicate to the participants. Arrange the details of the meeting with the person before-hand, and give him/her information about the group and what information would be valuable for the participants.
- Empower participants to ask questions, tell them upfront that you will have a guest lectures with Q&A, so they could ask the questions which are important for them. Provide some time for thinking purposes, if needed.
- Case studies should be prepared in advance, and can be studies of different companies which you find relevant and interesting for the participants.

How to Start a Digital Company (Lean Start-up Method and Digital Strategy)

Session Title: How to Start a Digital Company (Lean Start-up Method and Digital Strategy)

Duration: 120 minutes

Background: Start-ups are in today's world more and more widespread. Even though a lot of them are unsuccessful in the end (due to different reasons), it is exciting for people to start their own business venture and grow, and at a same time offer digital product which helps to resolve some obstacle or problem in the community. Therefore, participants will be introduced to lean start-up method and digital strategy, as well as the Business Model Canvas tool, which can help them in planning their own start-up in the future.

Aim of the session: To provide participants' tools to start a digital company.

Objectives:
- To provide information on start-up culture;
- To introduce the start-up method;
- To introduce the digital strategy;
- To explain the Business Model Canvas tool and encourage participants to use it on their own examples.

Competences addressed:
- Entrepreneurship competence;
- Multilingual competence;
- Personal, social and learning to learn competence.

Methodology and methods:
- Inputs (presentations);
- Video;
- Working in small groups;
- Business canvas method;
- Discussion.

Session flow:

I.   Introduction to start-ups and LEAN method (25 minutes)
Participants are introduced to start-up theory: what is a start-up, its characteristics, and how the whole context works. Besides that, LEAN method is presented as a possibility to use in future creation of companies.
After the introduction, the participants watch the video, explaining what makes start-ups succeed. Video is available here:
https://www.ted.com/talks/bill_gross_the_single_biggest_reason_why_startups_succeed#t-123634.

II.   Brainstorming – problems to solve through a digital company (15 minutes)
The trainer invites the participants to form trios and find a problem worth solving in their communities. Based on the emerging issue, they agree on a solution they would offer to the community by starting-up a digital enterprise.

III.   Introduction to digital strategy and the Business Model Canvas (20 minutes)

Then, the trainer introduces the digital strategy and the business canvas – the main elements and the questions that need to be answered. Business Model Canvas can be explained on the example of Lego Company, as everyone knows what product they are selling. Video is available here: https://www.youtube.com/watch?v=g4E3fhybhGM.

IV.   Business canvas in digital companies (40 minutes)

Participants continue working in the same groups to work on the business canvas of the digital company they want to start up. The trainer presents the key points of the canvas they need to discuss and write down: key activities, key partners, partner network, value proposition, customers, customers' relationships, channels, finances and revenue streams.

V.   Presentation of business canvases (20 minutes)

Participants then present their canvases and should explain every part of their digital companies. The trainer and other participants give feedback to them.

Materials needed: A4 papers, A3 papers, flipchart papers, post-it papers, markers, colours, laptop, projector, copies of Business Model Canvas.

Session results:
After the session, participants will:
- Know the definition of a start-up;
- Understand and be able to list principles of the LEAN start-up method;
- Know the basic elements of the Business Model Canvas and digital strategy.

Background documents and further reading:
More details can be found in:
- About start-ups: https://dictionary.cambridge.org/dictionary/english/start-up
- About start-ups: https://www.investopedia.com/terms/s/startup.asp
- About LEAN methodology: http://theleanstartup.com/principles
- About Business Model Canvas https://designabetterbusiness.com/2017/11/02/how-to-use-the-business-model-canvas-for-innovation/

Recommendations for future trainers multiplying this session:
- Encourage the participants when brainstorming ideas to think in terms of starting-up a digital company that offers solutions to a problem or more problems in the local community (or on a global level).
- Print out a sample of the Business Model Canvas with detailed description for every participant. Provide enough time for groups to plan their business canvas, as well as to present it to others with Q&A session

Digital workplace – benefits and risks

Session Title: Digital Workplace – Benefits and Risks

Duration: 120 minutes

Background: Working in digital environment considers using every resource/device to organise people and a process to get the work done with an added value while driving digital transformation. Usually it means that we can easily interact with each other's, but this can easily go overboard. Online collaboration tools offer possibility to communicate at all hours. For many digital entrepreneurs, reality is that they don't have free time, which can easily bring them to burnout. Even though working in a digital workplace can result in higher productivity higher revenue, higher job satisfaction, it is important to develop skills and knowledge how to balance work in the digital world with other kinds of work or personal life.

Aim of the session: To experience challenges and benefits of digital workplace and learn from it.

Objectives:
- To raise awareness of the benefits and risks of a digital workplace trough experiential learning and presentation of a research;
- To analyse the risks in more details and suggest strategies and recommendations how to prevent/overcome those;
- To develop an understanding and competences of how to behave in a context with limited time and resources and still think strategically, solve problems on the spot, accept challenges, be proactive, practice communication, negotiation and leadership skills and digital literacy.

Competences addressed:
- Entrepreneurship competence;
- Multilingual competence;
- Personal, social and learning to learn competence.

Methodology and methods:
- Complex exercise of simulation;
- Presentations;
- Sharing and debriefing.

Session flow:

I.   Simulation exercise: What is a digital workplace? (50 minutes)
The trainer introduces the session about the benefits and risks of a digital workplace, and explains the simulation exercise participants will work on in the groups with the people they worked with the previous day on creating a common digital company. Every person from the group will work individually from a different place and will need some kind of a digital device.

Their aim is to prepare a presentation about their company's product/service for the upcoming youth forum on digital entrepreneurship.

Since the "company teams" will be working remote from different locations, and from this moment members of the teams can communicate only virtually. They need to imagine that their business idea is now a real business and they have a digital company. Collaboration between "entrepreneurs" from other companies is allowed.

The trainer posts the task in the Facebook group to explain it in details:
- "Your company was established 8 months ago. It is functioning very well. You received an invitation to participate in the Youth Forum "Digital Youth in Digital Era" to present your digital company and your product/service. All of your employees are working remote from 3 different co-working spaces. Everyone is responsible for preparing the presentation. You have to organise yourselves to accomplish the assignment in the timeframe of 40 min. After that, the Forum will start and you will present publically."
- "Give a digital presentation that will last the maximum of 5 minutes about your company's product/service to the participants of the upcoming Youth Forum on Digital Entrepreneurship."

Rules:
- Collaboration between team members is digital only;
- You have to finish before the coffee break, be prepared for the presentation after it;
- You have to agree on:
  o The AIM OF YOUR PRESENTATION – shared vision of the work done
  o HOW YOU WILL COLLABORATE – which tools (devices, app) for communication and creating a presentation to use
  o WHO WILL DO WHAT – task division in a timed schedule

COFFEE BREAK

II.   Presentations of each company in the plenary (20 minutes)

III.   Sharing and lessons learned (30 minutes)
After the presentation, each team receives a list of questions for reflection. Their task is to reflect on the experience, and to summarise the key benefits and risks of working in a digital company.
Debriefing in small groups:
- How did you reach the agreement about the content of your presentation (integrate all individual ideas, brainstorming, compromising...)?
- How did you divide tasks within the team? What was the bases of role division?
- What could you say about the leadership process, if any? Were there leaders? Did they change in different phases?
- What was the most supportive element of the online collaboration?
- Did you have any disagreements and moments of tensions? If any, what were the causes of them and how did you deal with them?
- What were the cultural-specific elements that influenced the interaction with other colleagues, if any?
- Was each member of the team invited, encouraged, supported and able to 'give his/her the best' to the project (skills, talents…)?
- Was there a space for learning/mentoring and how did you manage it?

IV.   Plenary presentation of the benefits and risks in digital workplaces (20 minutes)
The participants present their findings about the benefits and risks in digital workplaces. The trainer summarises all the points and proposes strategies for prevention / overcoming risks in the digital workplaces.
Closing the session.

Materials needed: 3 co-working spaces with an internet connection, computers/laptops/digital devices, projector.

Session results:

After the session, participants will:

- Understand the process of working through a digital workplace and collaboration with other team members who are in remote locations;
- Be aware of the benefits and risks of digital workplaces;
- Know how to overcome or prevent some risks which might arise in digital workplaces.

Background documents and further reading:

More details can be found in:

- Read more about this topic in the Project's Handbook "Digital Entrepreneurship Start-Up"
- Deloitte research on benefits of digital workplace https://www2.deloitte.com/content/dam/Deloitte/mx/Documents/human-capital/The_digital_workplace.pdf

Recommendations for future trainers multiplying this session:

- This part of the programme has been developed as a complex simulation that can give participants enough hints about positive and negative sides of digital collaboration. If possible, give them more time to do the simulation, as well as some practical recommendations how to overcome disadvantages they face during the simulation.
- The task can be redefined if necessary to fit the flow of the programme.
- Depending on the number of company teams (small groups), you need to have at least 3 work places with the Internet available.

Who is a Digital Entrepreneur? (Defining Competences SKA That an Individual Should Have to be a Digital Entrepreneur)

Session Title: Who is a Digital Entrepreneur? (Defining Competences SKA That Individual Must Have to be a Digital Entrepreneur)

Duration: 90 minutes

Background: Being an entrepreneur requires a variety of competences that any individual needs to have or develop. There are many different models of entrepreneurial competences which are different in some aspects, however, the underlying principles are similar.

Based on the SKA model, entrepreneurial competences in the Handbook "Digital Entrepreneurship Start-Up" are divided into 3 types of competences:

1. Cognitive competences – refer to a specific way of thinking an entrepreneur needs to have/develop to be able to identify opportunities and develop new ideas based on those opportunities. Those competences assume the ability to recognise, assess, estimate, solve problems and make decisions.
2. Social skills – refer to the abilities to connect and network with others to create a social capital of the enterprise.
3. Action-oriented attitude – refers to the attitude focused on action to be able to manifest and exploit opportunities through the process of conscious planning, establishing goals, monitoring, implementation and adjusting according to the current situation.

Youth work can help in developing competences (knowledge, skills and attitudes) needed for becoming a digital entrepreneur. How and in which way youth work can do it, depends on a specific context.

Aim of the session: To understand which competences digital entrepreneur needs to have in a framework of a SKA model (skills, knowledge, attitudes) and how youth work can help build relevant (soft)skills for working in a digital workplace and entrepreneurship.

Objectives:
- To explore an image of an ideal digital entrepreneur and his/her competences;
- To realise if there are opportunities in local communities to acquire these competences and the ones that are missing;
- To introduce basic competences for starting-up a digital enterprise;
- To think which competences are relevant for young people and can be developed in a scope of youth work.

Competences addressed:
- Entrepreneurship competence;
- Multilingual competence;
- Personal, social and learning to learn competence.

Methodology and methods:
- Brainstorming;
- Discussion in small groups;
- Moving competence assessment;
- Group exercise.

Session flow:

    I.   **Let's picture an ideal digital entrepreneur (20 minutes)**

A volunteer sits on the chair in the middle of the circle and others brainstorm about all the skills, knowledge, attitudes we explored so far that an IDEAL digital entrepreneur should have (as specific as it is possible). All ideas are written on the post-it papers and stick on the volunteer.

Then the trainer asks the volunteer "How do you feel with all these expectations?"

All the post-it papers are then put on the drawn outline of a person. Post-it papers with knowledge are put on the level of the head, those with attitudes on the whole body, and those with skills on the arms and legs.

    II.   **Where do we stand? (20 minutes)**

The trainer explains the 3 zones of learning: Comfort, Stretch and Panic zones.

Participants position themselves according to their level of the before mentioned competences (by standing in the middle of the room (for being in the Comfort zone with the competence), sitting on a chair (for being in the Stretch zone with the competence) and standing on a chair (for being in the Panic zone with the competence). The trainer reads the above-mentioned skills, attitudes, knowledge that was collected. When somebody is in the panic zone, trainer asks persons in other zones for some recommendation that would help to make a step forward – what are the possibilities for you/young people to gain that skill, competence.

    III.   **Competences needed for a successful digital entrepreneur (20 minutes)**

The trainer introduces the basic six skills that every individual / youngster needs to have in order to start-up an enterprise: sales; digital marketing; accounting and budgeting; hiring and managing employees; time management; resilience. More about them can be found in the Handbook "Digital Entrepreneurship Start-up".

The trainer adds more of the essential competences for a digital entrepreneur: social media, search engine marketing, analytics, content marketing, e-mail, mobile, strategy and planning, social selling, pay-per-click marketing, and video.

    IV.   **Opportunities for developing competences in local communities (30 minutes)**

After the presentation, participants form groups with other people from the organisation or the same country. Their task is to map competences young people can develop through youth work activities to become successful digital entrepreneurs. Their task is to include the youth work activities, programmes or projects which offer such opportunities, as well as those offered by other stakeholders in a specific community.

Each group creates a flipchart with ideas and presents them in front of the rest of the participants

Materials needed: Human outline on a flipchart paper, flipchart papers, markers, laptop, projector.

Session results:

After the session, participants will:
- Get a common understanding of an ideal digital entrepreneur and his/her desirable SKA competences;
- Discuss and share about what are the SKA competences that are easily built in our communities;
- Conclude how youth work can contribute to offering opportunities for gaining the competences defined.

Background documents and further reading:

- Read more about the essential competences for digital entrepreneurs in the Project's Handbook "Digital Entrepreneurship Start-Up"
- Material for reading Zones of learning http://www.thempra.org.uk/social-pedagogy/key-concepts-in-social-pedagogy/the-learning-zone-model/

Recommendations for future trainers multiplying this session:

- Even though some participants might be aware about the concept of competences and knowledge, skills and attitudes, it is recommended that the trainer reminds the group that attitudes are motivators of performance (taking initiative, mobilising others, goal orientation, problem solving). They include values, aspirations. Skills can be cognitive (communication, leadership, coping with uncertainty, planning, software coding, creative thinking) as well as practical (drawing). Knowledge is related to both skills and attitudes like – knowing about active listening, awareness of role division in team work, role of a leader...

Digital Marketing – Basic Concepts and Benefits

Session Title: Digital Marketing – Basic Concepts and Benefits

Duration: 90 minutes + 45 minutes

Background: In times when the majority of the world is online, digital marketing has become one of the essential competences digital companies need to learn and master to spread the world around about their products or services. Channels which comprise digital marketing are / include web pages, social media networks, banners, email marketing, mobile marketing, SEO, Pay-per-click campaigns, TV, Radio, SMS and all the other digital forms of communication. All of those channels offer an access to a global marketplace with a potential to reach various target groups, to interact with their customers or potential customers, to create a loyal audience, and to sell products or services at a smaller cost compared to the traditional marketing methods.

Aim of the session: To introduce the concept of digital marketing and its benefits

Objectives:
- To understand what digital marketing is, and in which way is it present in daily lives of participants;
- To learn about the different types of digital marketing;
- To develop a digital strategy of a digital company;
- To sum up the benefits of digital marketing;
- To discover online learning opportunities connected to the topic of Digital Marketing.

Competences addressed:
- Entrepreneurship competence;
- Multilingual competence;
- Personal, social and learning to learn competence;
- Digital competence.

Methodology and methods:
- Searching through the Internet;
- Input;
- Interactive presentation;
- Brainstorming;
- Group work;
- Presentations;
- Feedback.

Session flow:

I.   Digital Marketing in everyday life (20 minutes)
The trainer introduces the concept of digital marketing to the group, and invites them to take their smartphones or laptops to scan through the Internet to find examples of digital marketing they are exposed to. They scan their social media profiles, e-mails, blogs, news, etc. and write down the form and the content of the products / services that are marketed to them through digital platforms. They write each example on one post-it.
Participants share their findings after 10 minutes, and stick them on a flipchart.

II.   Types of digital marketing (20 minutes)

The trainer introduces the types of digital marketing through an interactive presentation - Search Engine Optimization (SEO); Content Marketing; Social Media Marketing; Pay Per Click (PPC); Affiliate Marketing; Native Advertising; Marketing Automation; Email Marketing; Online PR; Inbound Marketing; Sponsored Content.

Some of the above-mentioned types of marketing will be covered later in the training course, and further expanded.

III.   The digital strategy for a digital company (50 minutes)

The participants are invited to gather in groups in which they were working on creating a draft of the digital strategy of their digital company in order to have an online presence.

The trainer introduces the 10 steps of building an effective digital strategy with short explanation:

- Define your "why"?;
- Create your brand story;
- Define your goals;
- Develop audience personas;
- Create a journey map;
- Identify key channels;
- Develop a content strategy;
- Draft a content calendar;
- Plan your resources;
- Measure your work.

IV.   Presentation of digital strategies (30 minutes)

After the break, participants present their strategies in groups to exchange ideas. The trainer supports them with questions to think about in the future regarding the digital strategy.

The trainer invites 2-3 people to give feedback for each presentation in the sense of naming the benefits of the proposed digital strategy. The trainer sums up all the benefits during the presentations.

V.   Where to learn about Digital Marketing (15 minutes)

The trainer sums up the activity and presents some of the ideas of online platforms where it is possible to enrol to courses on digital marketing and digital strategy to learn about it, and to guide young entrepreneurs in the process of learning about this aspect of digital entrepreneurship.

Materials needed: Flipchart, markers, A3 papers, laptop, projector, smartphones or other digital devices.

Session results:

After the session, participants will:

- Understand the concept of digital marketing;
- Know about the types of digital marketing;
- Develop a digital strategy;
- Give and receive feedback on their digital strategies;
- Understand the benefits of digital marketing;
- Know where to learn more about digital marketing online.

Background documents and further reading:

- Read more about the Digital Marketing and Strategy in the Project's Handbook "Digital Entrepreneurship Start-Up"

- Read more about the "10 steps to Building an Effective Digital Strategy":
  https://www.socialmediatoday.com/marketing/10-steps-building-effective-digital-strategy
- More about the online courses on Digital Marketing: https://www.reliablesoft.net/best-digital-marketing-courses/

Recommendations for future trainers multiplying this session:
- Print out the article "10 steps to Building an Effective Digital Strategy", and give one copy to each group so that they can return to it during the process of creating their Digital Strategy.
- Reorganise the session if groups will need more time to develop their digital strategies, however make sure that they go through all the points, at least on the surface only, within the given time.
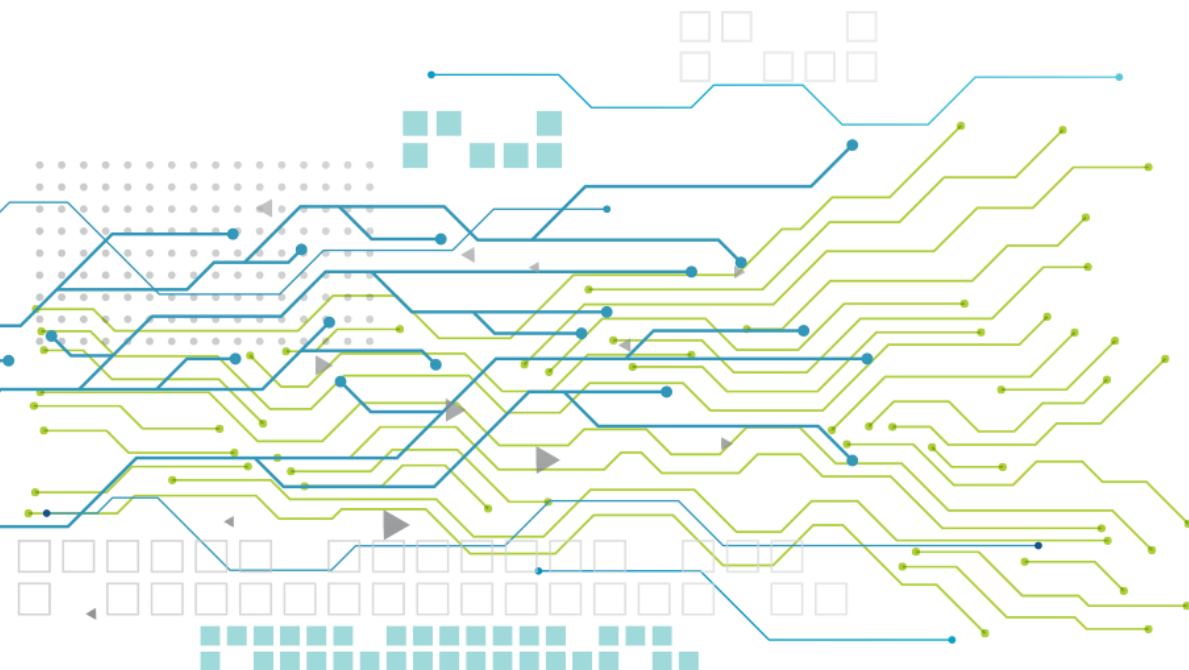
Competitive Advantages with Digital Marketing

Session Title: Competitive Advantages with Digital Marketing

Duration: 45 minutes

Background: The digital world enables companies around the world to create their online presence. Just being present in the digital world does not guarantee that a company will be successful. For that, it is essential for the company to have competitive advantage. This enables a company to attract customers, as well as it keeps the existing customers loyal to the company. The competitive advantages digital companies can achieve over their competition include: cash advantage, value advantage and focus advantage.

Aim of the session: To detect the competitive advantage(s) of a digital company.

Objectives:
- To map the competition which is offering similar products or services;
- To detect the competitive advantage(s) of a digital company.

Competences addressed:
- Entrepreneurship competence;
- Multilingual competence;
- Personal, social and learning to learn competence;
- Digital competence.

Methodology and methods:
- Brainstorming;
- Online research;
- Analysis;
- Group work;
- Presentation.

Session flow:

I. **A map of our competition (15 minutes)**
Participants continue working in the same groups, and after having created their digital strategies and presented them, participants go online to scan the internet for potential competition they might have. Their task is to scan through their web pages or social media, and detect the similar products or services they are offering.

II. **What is our competitive advantage? (20 minutes)**
Their next task is to brainstorm and detect the competitive advantage of their digital company. Some of the guiding questions they can use are:
- How is our product / service better than competitors?
- How does our product / service offer a good value for money?
- What benefits and values do our customers get from us that they cannot get from our competitors?
- What are our strategic assets?

- What message does our brand communicate?

### III.	Collecting ideas (10 minutes)
The participants share the summary of the competitive advantages of their digital companies.

Materials needed: papers, markers, Internet connection, laptop, and smartphones.

Session results:
After the session, participants will:
- Have created a map of competitors;
- Be able to detect competitive advantage(s) of a digital company.

Background documents and further reading:
- https://searchengineland.com/sustainable-competitive-advantages-digital-marketing-258100
- https://digitalmarketinginstitute.com/blog/how-digital-skills-can-give-you-the-competitive-advantage
- https://www.canzmarketing.com/sustainable-competitive-advantage-and-the-role-of-digital-marketing/

Recommendations for future trainers multiplying this session:
- Offer a variety of materials for the participants to create their maps of competitors. It doesn't have to be a 2D representation only, they can create it with different objects, materials, post-its, etc.
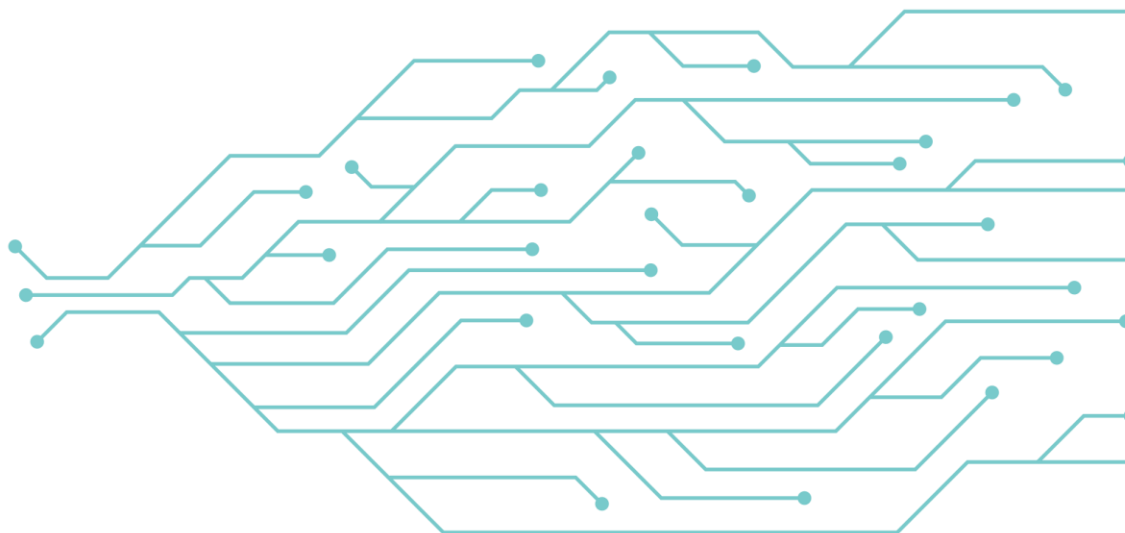
Content Marketing

Session Title: Content Marketing

Duration: 90 minutes

Background: Content is the central part of the whole digital marketing strategy. Its focus is on creating different kinds of outputs – images, texts, videos, podcasts, blogs, courses, webinars, etc. Those are later promoted through various online communication channels.

Aim of the session: To learn about content marketing and understand the importance of creating content for digital companies.

Objectives:
- To learn about the basics of content marketing;
- To understand who the audience of a digital company is and their needs;
- To create a profile of the company's audience
- To define the added value of the digital company;
- To determine the suitable content to be created to add value to the customers.

Competences addressed:
- Entrepreneurship competence;
- Multilingual competence;
- Personal, social and learning to learn competence;
- Digital competence.

Methodology and methods:
- Brainstorming;
- Video content;
- Feedback;
- Drawing;
- Group work.

Session flow:

I.   Introduction into Content Marketing (20 minutes)
The trainer asks the participants to brainstorm their favourite type / format of content they like to watch, read or listen to online. Afterwards, the trainer introduces the concept of Content Marketing and plays a video for the participants to watch about it: https://www.youtube.com/watch?v=InG3YTE5DSQ
After the video, participants share what new they learned about content marketing.

II.   Who is our audience? (30 minutes)
The trainer says that to keep and attract new customers it is important to create a relevant content that responds to their needs. In order to be able to do that, it is necessary to understand who the audience is. Their next assignment will be to continue working in the same groups in which they were developing their digital companies. They should analyse who their customers would be, and create a profile of a person who would be a prototype of their audience / customers. They need to address the physical appearance,

age, profession, interests, location, spending power and habits. If their customers would be other companies, they do the same for them.

Each group needs to have a visual representation (a drawing) of their customers with all the relevant information.

Each group presents their profiles, and receive feedback from others.

III.   The added value (15 minutes)

Based on the profiles that they have created, the groups continue working together and need to write down just one sentence – the added value they create for their audience through their digital company. Groups share after 10 minutes.

IV.   Creating content (25 minutes)

The trainer explains the last part of the session. Groups have to define for their digital companies the type of content they would like to offer to their audience to promote their digital companies and their products or services.

Groups will change a bit to allow a different perspective, and to support each other in the process of creation. Two people stay in the original group / team, and the other people go to find different groups temporarily just for this exercise. They rotate to exchange experiences, to see the dynamics in other teams, to support each other with new ideas.

The task is to brainstorm the types of content they will create, and to choose 2 types of content that will be the focus of their content marketing strategy.

Materials needed: Papers, colours, markers, flipchart paper, post-its, projector, and laptop.

Session results:
After the session, participants will:
- Understand what content marketing is;
- Be able to identify their audience;
- Have created the profile of the company's audience;
- Define the added value of the digital company:
- Choose the type of content they want to create by their digital company.

Background documents and further reading:
- Read more about content marketing in the Project's Handbook "Digital Entrepreneurship Start-Up"
- More about content marketing: https://www.inc.com/aj-agrawal/6-content-marketing-lessons-for-beginners.html
- More about content marketing: https://www.kunocreative.com/blog/content-marketing-plans

Recommendations for future trainers multiplying this session:
- There are many videos and tutorials of different length on the topic of digital marketing. Choose a different video if you find it more relevant or useful for the group.
- When teams are rotating some of their members, encourage them to support each other in the creation process, and propose solution, rather than being critical. The idea of switching team members is to give a fresh perspective to other groups, and get insights from the group where the person comes to support.

Tools, Methods, Services and Forms of Advertising in Digital Marketing

Session Title: Tools, Methods, Services and Forms of Advertising in Digital Marketing

Duration: 180 minutes

Background: When it comes to advertising through digital marketing, there are so many options available that it is sometimes very difficult to decide what to use and where to advertise, especially for beginners in this field. When choosing tools, methods, services or forms of advertising, it is important to take into consideration the type of product or service the company wants to advertise, the target audience and potential customers, as well as location, age and other relevant information. Digital marketing includes all forms of digital channels – TV, radio, the Internet, SMS, etc.

Aim of the session: To introduce different tools, methods, services and forms of Advertising in Digital Marketing

Objectives:
- To learn about different tools in digital marketing;
- To understand the process of creating content for digital marketing and the necessary tools to publish it;
- To investigate different forms, methods and services for advertising in digital marketing;
- To understand the role of youth work in supporting young digital start-up entrepreneurs in this process.

Competences addressed:
- Entrepreneurship competence;
- Multilingual competence;
- Personal, social and learning to learn competence;
- Digital competence.

Methodology and methods:
- Group challenge;
- Video making;
- Presentations;
- Feedback;
- Input;
- World cafe.

Session flow:

I.   Selling a pen through digital channels (30 minutes)
The trainer introduces the session and tells to the participants that it will start with a challenge. Participants divide in teams of 3 people that didn't work together before. Each team will receive one ballpoint pen, and their task is to create digital content that would advertise that pen in form of a photo or a video that would be posted on the company's social media. They are allowed to use photo and video editing tools on their smartphones. The video should last the maximum of 20 seconds. The idea is that it is spontaneous, without much preparation, and as authentic as possible.
In 20 minutes, all teams need to upload their final product to the common Facebook group.

II.   Premiere time (20 minutes)

When all the teams upload their content, the trainer shows it one by one. After seeing each video or a photo, teams share the tools they used to create it, and briefly explain their creative process.
The trainer writes down all the tools groups mention on a separate flipchart.

III.   Other tools in digital marketing (20 minutes)

The trainer continues to add more examples of tools in Digital marketing that is accessible for use. The trainer shows where they can be found and shares the link to the pages.
Examples of some digital marketing tools:
1) Social media management tools – Sprout Social, Wyng; WooBox; Facebook's Power Editor; Twitter Native Platform;
2) Email marketing tools – HubSpot Email Marketing; MailChimp; Marketo; GetResponse
3) Programmatic Advertising Tools – ChoiceStream; Rocket Fuel; Simpli.fi
4) Website testing tools – Unbounce; Oracly Maximiser; Optimizely, Visual Website Optimizer (VWO); HotJar
5) Video hosting sites – Wistia; Vimeo
6) Content creation tools – Landscape; Canva; Visual.ly
7) Content curation tools – Feedly; Scoop.it; Kapost;
8) Website analytics tools – Kissmetrics; Google Analytics; Adobe Analytics; Woopra
9) Customer service tools – Zendesk; UserVoice Helpdesk; LiveChat;
10) Search engine optimisation tools – Moz; SEMRuch; Screaming Frog
11) Affiliate marketing tools – CJ Affiliate; VigLink; Rakuten Affiliate Network

IV.   World café – forms of advertising in digital marketing, methods and services (40 minutes)

In order to go deeper into forms of advertising in digital marketing, methods and services, participants divide themselves into four groups. Each group starts sit at one of the tables in the room around one flipchart with a specific topic with a handout attached to it.
Each group has 10 minutes to go through the materials, discuss the question and write down their main conclusions. After 10 minutes, they shift to the next table and discuss the next topic, until they return to the question from which they started. Topics and questions that they need to discuss and answer to are the following:

- Which forms of advertising exist in digital marketing? What is the advantage of digital marketing compared to traditional forms of marketing? (Link for additional information and materials here: https://idgadvertising.com/types-of-digital-advertising/)
- Why do digital companies need digital marketing services? (Link for additional information and materials here: https://www.webfx.com/internet-marketing/digital-advertising-services.html)
- What are the best methods for internet advertising and their benefits? (Link for additional information and materials here: https://postcron.com/en/blog/internet-advertising/)
- Why is digital marketing important for digital start-ups?

Afterwards, when each group returns to their starting point, they need to go through everything other groups wrote down and prepare a short presentation.

V.   World café – presentations (30 minutes)

Groups present their questions, and the trainer adds more information about forms, methods and services in digital enterprises.

VI. The role of youth work (40 minutes)

Participants organise themselves into country groups to discuss the role of youth work in educating youth to learn about forms of advertising in digital marketing, methods and services available.

Having in mind their local youth who are potential digital start-up entrepreneurs, groups discuss the following:

- How can youth work(ers) support young digital start-up entrepreneurs?
- What resources do we have available?
- Which stakeholders should be included?

After a 20-minute discussion within groups, each group shares their findings.

The trainer sums up and closes the session.

Materials needed: Minimum 10 pens, digital devices, Internet connection, flipchart papers, markers, projector, handouts with materials for world café.

Session results:

After the session, participants will:

- Be familiar with different tools of advertising in digital marketing;
- Understand the process of creating content for digital marketing and the necessary tools to publish it;
- Learn about different forms, methods and services for advertising in digital marketing
- Understand the role of youth work in supporting young digital start-up entrepreneurs in this process.

Background documents and further reading:

- Read more about digital marketing for digital entrepreneurs in the Project's Handbook "Digital Entrepreneurship Start-Up"
- Forms of digital marketing: https://idgadvertising.com/types-of-digital-advertising/)
- Digital marketing services: https://www.webfx.com/internet-marketing/digital-advertising-services.html)
- Methods for internet advertising: https://postcron.com/en/blog/internet-advertising/)
- Why is digital marketing important for digital start-ups: https://hafizmuhammadali.com/blog/digital-marketing-for-startups/

Recommendations for future trainers multiplying this session:

- This session contains a lot of information regarding the topic. Not all of them might be equally relevant for your group, so adapt the content and the flow of the session to the needs of the group.
- Tell to participants that they will need their smartphones with an app for photos or videos in advance.

Online / Digital Campaigning

Session Title: Online / Digital Campaigning

Duration: 90 minutes

Background: Online/digital campaigning is used within digital companies for several reasons. There are three main types of campaigns: 1) Customer acquisition campaigns – to acquire customers to purchase company's products or services; 2) Conversion campaigns – to convert followers into customers; 3) Retention and trust campaigns – to build trust with the current customers and to motivate them to continue using the company's services or buying the products.

Aim of the session: To investigate about online / digital marketing and its importance for digital start-ups.

Objectives:
- To learn what digital campaigning is and why is it important;
- To analyse examples of successful case studies;
- To understand what makes a successful online/digital campaign.

Competences addressed:
- Entrepreneurship competence;
- Multilingual competence;
- Personal, social and learning to learn competence;
- Digital competence.

Methodology and methods:
- Brainstorming;
- Case studies;
- Input;
- Group work.

Session flow:

I.   What is digital campaigning and why is it important? (15 minutes)
The trainer introduces the session by asking each participant to take 2 pieces of post-it papers in different colour. On one they write what digital campaigning is for them, and on the other one they write why is it important for digital start-ups. Participants share their thoughts, and the trainer fills in with the key points about digital campaigning

II.   Characteristics of a successful digital campaign? (15 minutes)
The trainer plays an example of a successful digital campaign, e.g. *International Women's Day with PayPal: Conversation on Diversity, Culture and Business* (https://www.youtube.com/watch?v=57KV-1PT4mA)
Participants watch and note down why they think the example they see is a good digital campaign, and what it brings to the company that published it.
Participants share and discuss the most important characteristics of a successful digital campaign.

III.   Case studies – examples of digital campaigns (40 minutes)

Participants divide themselves in 6 groups. Each group will receive one example of a successful digital campaign. The trainer gives a short handout to each group with the following cases:

1. Tell a Story with Emotional Triggers - Heineken
2. Create a Safe Space for Less Glamorous Brands - Tena
3. Multi-Channel Strategy – Single Grain and Eric Siu
4. User-Generated & Influencer Content - ASOS
5. Leverage Your Customers' Interests - Wholesome Culture
6. Add a Touch of Experiential Marketing - Uniqlo

Descriptions are available here: https://digitalmarketinginstitute.com/blog/6-of-the-best-digital-marketing-campaigns-you-can-learn-from

Groups need to do additional research about each of the cases online, discuss and write down the following points in groups:

- Which strategy was used and which channels?
- What makes the campaign successful?
- Why is digital campaigning important for digital start-ups?

IV.   Sharing and closing (20 minutes)

Groups share their findings and the trainer writes down all the important points on a flipchart.

In the final round, participants are invited to share one thing they learned about digital campaigning that they didn't know before.

Materials needed: Post-its, flipchart paper, markers, laptop, projector.

Session results:

After the session, participants will:

- Know what digital campaigning is and why it is important;
- Analyse examples of successful case studies;
- Understand what makes a successful online/digital campaign.

Background documents and further reading:

- Read more about online / digital campaigning in the Project's Handbook "Digital Entrepreneurship Start-Up"
- Types of digital marketing campaigns: https://artdivision.co.uk/marketing-campaign-types/

Recommendations for future trainers multiplying this session:

- Cases studies can be adapted or different, depending on the group and the time when the training is taking place, so that they are fresh examples because the world of digital campaigning is dynamic and changing constantly.

Social Networks/Media Tools - How to Maximise your Social Media Results

Session Title: Social Networks / Media Tools – How to Maximise your Social Media Results

Duration: 90 minutes

Background: Social media networks have existed for more than 20 years in different formats. The speed of their evolution was very fast, and they still continue to change themselves, as well as they change the lives of people on a global scale. The most common social media networks relevant for digital start-ups include Facebook, Instagram, LinkedIn, and Twitter. These four have existed for the longest time and have the biggest number of users compared to other social media networks. Other social media networks like TikTok, Snapchat, Pinterest have become popular as well, however there are new social media networks emerging every year and the popularity of all of them is constantly changing.

Aim of the session: To get familiar with different social networks / media tools for digital start-ups to maximise their social media results.

Objectives:
- To understand the evolution of social media networks;
- To map the most popular social media networks;
- To investigate the tools which help maximise the social media results.

Competences addressed:
- Entrepreneurship competence;
- Multilingual competence;
- Personal, social and learning to learn competence;
- Digital competence.

Methodology and methods:
- Mind-mapping;
- Group work;
- Presentations;
- Video;
- Input.

Session flow:

I.   The evolution of social media (30 minutes)
The trainer introduces the session about the evolution of social media platforms from 1997 until today: https://www.youtube.com/watch?v=ihnUg0_eS8Q
The participants form 7 groups. Each group receives one social network on a piece of paper (Facebook, Instagram, LinkedIn, Twitter, TikTok, Snapchat, Pinterest), and need to investigate more about it: type of content, profile of members, way of communication, etc. They create a mind map about the social media they received to present it later to other groups.
Groups present after 15 minutes their mind maps and stick them on the wall,

II.   Social networks / media tools available (30 minutes)

Participants continue working on the topic of social media in different groups. They return to the groups they were working in before on their digital start-up. Groups randomly choose one of the mind maps about the social networks on the wall, so that every group works with a different social network.

Groups have 30 minutes to research the types of tools that are available for digital companies to maximise their social media results through that particular network. Each group creates a flipchart poster about the social network they are working on. They need to write down the following:

- The basic characteristics / format of the social network;
- Tools available for that particular social network – to maximise results;
- How they would use the particular social network for their digital start-up.

III.   Tools - presentations (20 minutes)

Groups present their findings. The trainer adds more input in the end about the tools if necessary.

IV.   Closing (10 minutes)

Participants sit in a circle and share in a few words how the session was for them.

Materials needed: A3 papers, markers, internet connection, laptop, projector, flipchart paper.

Session results:

After the session, participants will:

- Understand how social media networks evolved from their first appearance;
- Have an overview of the most popular social media networks;
- Be familiar with a variety of tools which help maximise the social media results of a digital enterprise.

Background documents and further reading:

- Read more about the new media in the Project's Handbook "Digital Entrepreneurship Start-Up"
- Read more about social network tools: https://contentmarketinginstitute.com/2018/08/best-social-media-tools/

Recommendations for future trainers multiplying this session:

- Social networks which are given to the groups in the first part of the session can be different. They should be adjusted to the most popular social networks at the moment of the training course.
- Encourage the participants to work on social network which they do not usually use, or don't like them, so that they move away from the familiar.

Internet Advertising

Session Title: Internet Advertising

Duration: 90 minutes

Background: Internet advertising is one part of the digital marketing which is focused on internet communication channels only. It includes content marketing, social media networks, paid advertising, SEO, email advertising, mobile advertising, banners, affiliate marketing, etc.

Aim of the session: To understand which forms of Internet marketing are the most beneficial for specific products or services provided by digital start-ups.

Objectives:
- To learn about Internet advertising and the most common communication channels;
- To develop an advertising strategy;
- To exchange feedback and ideas about the final products of the group work.

Competences addressed:
- Entrepreneurship competence;
- Multilingual competence;
- Personal, social and learning to learn competence;
- Digital competence.

Methodology and methods:
- Input;
- Group work
- Strategy development;
- Sharing;
- Gallery presentation;
- Feedback.

Session flow:

I.   Intro into internet advertising (10 minutes)
The trainer introduces the concept of the Internet advertising, and the most communication channels, advantages and disadvantages of it.

II.   Which digital channel to choose? (10 minutes)
Participants return to the groups that are working on developing a common digital start-up enterprise. Their task is to develop an Internet advertising strategy for advertising their products / services through internet communication channels. Once they agree on the choice of channels, they continue working on developing the advertising strategy.

III.   Internet advertising strategy (30 minutes)
Groups work on their internet advertising strategies. They need to include the following information in it:
- The service / product their digital company wants or needs to advertise;
- The desired communication channel to advertise it;

- The content they want to advertise (form of it);
- The necessary resources;
- The person in charge of implementing the advertising strategy;
- The success indicators (how they will know that they achieved their results);
- Potential risks and benefits of using the chosen communication channel.

IV.   Gallery presentation (20 minutes)

Each group puts their advertising plans next to the rest of the materials they have developed around their digital start-up enterprises during the training course until that moment. Other groups have a chance to look around and see everything other groups have developed. Each person takes several post-it papers, and as they go around, they write down feedback, suggestions or questions about the materials and the content other groups have developed.

V.   Summary and the closing round (10 minutes)

Groups check the post-its other participants have put on their materials. Participants sit in a big circle, and have a chance to ask the remaining questions to the trainers, give feedback to each other, share the most important lessons learned about all the topics covered until that moment.

The trainer sums up the key points of the session.

Materials needed: A printed outline of the Internet advertising strategy for each group, papers, markers, post-its, projector, laptops, and Internet connection.

Session results:

After the session, participants will:

- Have knowledge of the Internet advertising and the most common communication channels;
- (Be able to) develop an advertising strategy;
- Exchange feedback and ideas about the final products of the group work.

Background documents and further reading:

- Read more about Internet advertising and various communication channels in the Project's Handbook "Digital Entrepreneurship Start-Up"
- More about the Internet advertising can be found here: https://sendpulse.com/support/glossary/advertising

Recommendations for future trainers multiplying this session:

- The trainers should give enough time to the groups to do the gallery presentation, so that they have time to check what other groups have done until that point. Encourage them to give honest feedback and ask questions which would be really beneficial for the groups to hear or think about.

Visual Presentation in Digital Marketing

Session Title: Visual presentation in Digital Marketing

Duration: 90 minutes

Background: If one is about to promote own enterprise s/he needs to know exactly what will stimulate online growth and engagement. The text-based content is always going to be an integral part of the marketing, but to really set oneself apart in the digital era, the visual content must play a main role in all of our efforts.

When we consider that 65% of the people are visual learners, 90% of the information that comes to the brain is visual, and presentations with visual aides are 43% more convincing, it makes sense to use visual content types which people have a natural psychological resonance with.

Aim of the session: To learn about visual presentation in digital marketing and understand the importance of carefully choosing visual content.

Objectives:
- To understand the importance of visual presentation in digital marketing;
- To analyse examples of good visual presentations.

Competences addressed:
- Entrepreneurship competence;
- Multilingual competence;
- Personal, social and learning to learn competence;
- Digital competence.

Methodology and methods:
- Brainstorming;
- Feedback;
- Group work.

Session flow:

I. What is visual content in digital marketing? (15 minutes)
The trainer introduces the session by asking participants to brainstorm on what is visual content and list the examples. Participants share their thoughts, and the trainer is writing them on the flipchart and fills in with the key points about visual content.

II. Promotion of a T-shirt through Meme (30 minutes)
The trainer introduces the session. Participants divide in pairs. Each pair will receive a picture of a T-shirt printed on a piece of paper, each pair should receive a different type of a T-shirt and their task is to present that T-shirt in form of a Meme. They are allowed to use their smart phones for editing.

III. Presentation (20 minutes)
Each pair should upload their Meme on the FB group. When all the pairs upload their Meme, participants are showing the picture of a T-shirt and explain the Meme. After seeing each Meme, the teams share the tools and source they used to create it, and briefly explain why did they choose specific photo for Meme.

IV.   6 types of visual content in digital marketing (25 minutes)

The trainer continues to present 6 types of visual content in digital marketing and explains each content individually.

- Images
- Videos
- Infographics
- Memes
- Presentations (for ex. SlideShare)
- Screenshot

Participants have a space to add or ask questions.
The trainer sums up and closes the session.

Materials needed: Papers, colours, markers, flipchart paper and laptop.

Session results:
After the session, participants will:

- Understand the importance of visual content in digital marketing;
- Have an overview of the most important visual contents that can be used for digital presentation.

Background documents and further reading:

- Reasons why you should include images in your marketing: https://www.jeffbullas.com/6-powerful-reasons-why-you-should-include-images-in-your-marketing-infographic/
- Create your own design: https://www.canva.com/
- Free photos: https://morguefile.com/photos/morguefile/1/pop
- 9 Insider Tips for Creating a Killer Explainer Video: https://neilpatel.com/blog/creating-a-explainer-video/
- Make super stunning videos: https://invideo.io/
- Choosing the right colour: https://www.dtelepathy.com/blog/inspiration/beautiful-color-palettes-for-your-next-web-project
- Meme generator: https://imgflip.com/memegenerator
- Richard Dawkins, Meme: https://www.wired.co.uk/article/richard-dawkins-memes
- SlideShare: https://www.slideshare.net/
- Skitch: https://evernote.com/products/skitch

Recommendations for future trainers multiplying this session:

- Encourage the participants to be as creative as possible when creating Memes, so not just to use what is already popular and familiar but to create their own. They can even use photos taken during the training course and create Memes out of it.

Photography in Digital Entrepreneurship – "presenting the 'best side' of the goods"

Session Title: Photography in Digital Entrepreneurship – "presenting the 'best side' of the goods"

Duration: 180 minutes

Background: People don't just get their news, entertainment and friend fixes from social media. In the digital age, there are whole universes in which to learn, shop, explore, broadcast, develop tastes and be creative -- to influence and be influenced. There is enormous space not just for individuals and enterprises to grow, but for whole new forms of businesses.

The birth of digital marketing around 30 years ago has meant we are influenced online more than ever before. Move aside newspapers and leaflets, social media platforms such as Instagram, are becoming an increasingly effective way to raise your brand profile. Thus, highlighting the importance of images and how they go hand in hand with digital marketing.

So, this is where nailing your photography comes in. A precise, clear image will give a customer a quick delivery of what product you are selling. People don't want to be bombed with text after just landing on your page, remember you have only around 3 seconds to engage that first-time user. We want to grab the user's attention. We want to show them the exact product they are interested in and how it can be used in everyday life. This is called the visual context. Once we've caught the consumer's eye, further details then can be provided.

Aim of the session: To increase the level of knowledge about photography in general and raise awareness on photography as a crucial part of the visual era.

Objectives:
- To introduce participants to a basic history of photography;
- To motivate and inspire participants to think visually;
- To create photo presentation of a product/service.

Competences addressed:
- Entrepreneurship competence;
- Learn to learn
- Multilingual competence;
- Personal, social and learning to learn competence;
- Digital competence.

Methodology and methods:
- Input;
- Video;
- Group work;
- Online research;
- Analysis;
- Searching through the Internet;
- Interactive presentation;
- Collage making;
- Fair;
- Feedback.

Session flow:

I.   Short history about photography (15 minutes)
The trainer screens two short films about history of photography and the power of photography. After the screening, the trainer is giving more inputs and answers questions if there are some.

II.   Which photography took your attention? (15 minutes)
Participants are asked to choose one commercial photography, from a famous brand, that took their attention. Their task is to individually analyse the photo answering these questions:
- Why this specific photo took your attention?
- What is the photography about?
- Can you tell the story while just looking at photography?
- Pay attention on the light and composition, what do you see?

III.   Presenting the chosen photo (30 minutes)
Each participant presents the chosen commercial photo to the others. Others are also encouraged to comment and ask questions.

IV.   Choose a product or service to promote (30 minutes)
The trainer divides participants in 5 groups. Each group needs to agree about the product or service they will promote. The tasks are:
- Choose the service / product you want to advertise;
- Make a short history of your service / product;
- Find something special about your service / product that makes you unique.

COFFEE BREAK

V.   Using collage make a poster that will promote your service / product (50 min)
Participants are divided in groups and have a task to make a promotion poster for a service / product that they chose in the previous session. Their task is to make a photo collage using old newspapers, magazines, old posters etc.

VI.   Collage fair (30 minutes)
Each group is choosing a spot in the room where they will present their collage. Participants are going around and visiting each spot. Also, participants are invited to give feedback and ask questions.
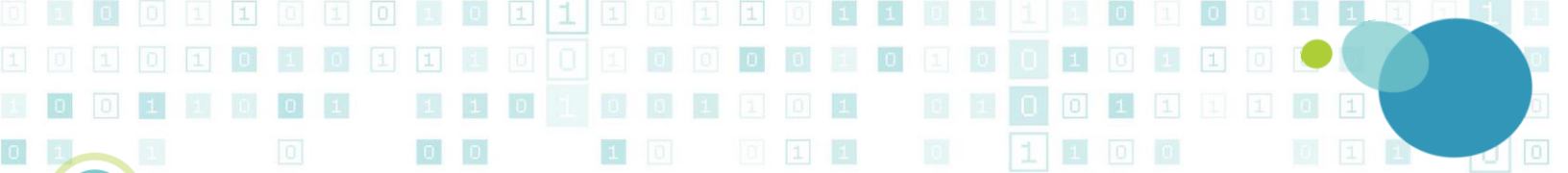
VII.   Summing up and closing (10 minutes)

Materials needed: Flipchart papers**,** Pens, Laptop**,** Projection Screen, Projector**,** Scissors, Newspapers, Colourful papers, Glue.

Session results:
After the session, participants will:
- Understand the concept of photography in digital marketing;
- Create idea on how to promote their product / service;
- Give and receive feedback on their idea;
- Understand the benefits of photography in digital marketing.

Background documents and further reading:
- History of photography: https://www.youtube.com/watch?v=JoxGEymA8ro
- The power of photography: https://www.youtube.com/watch?v=jNApH8nGj1U

Recommendations for future trainers multiplying this session:
- Encourage the participants to use the whole space of the paper when making collage, not just to stick small cuts of pieces but to really cover the whole space as it is made in any kind of editing app.
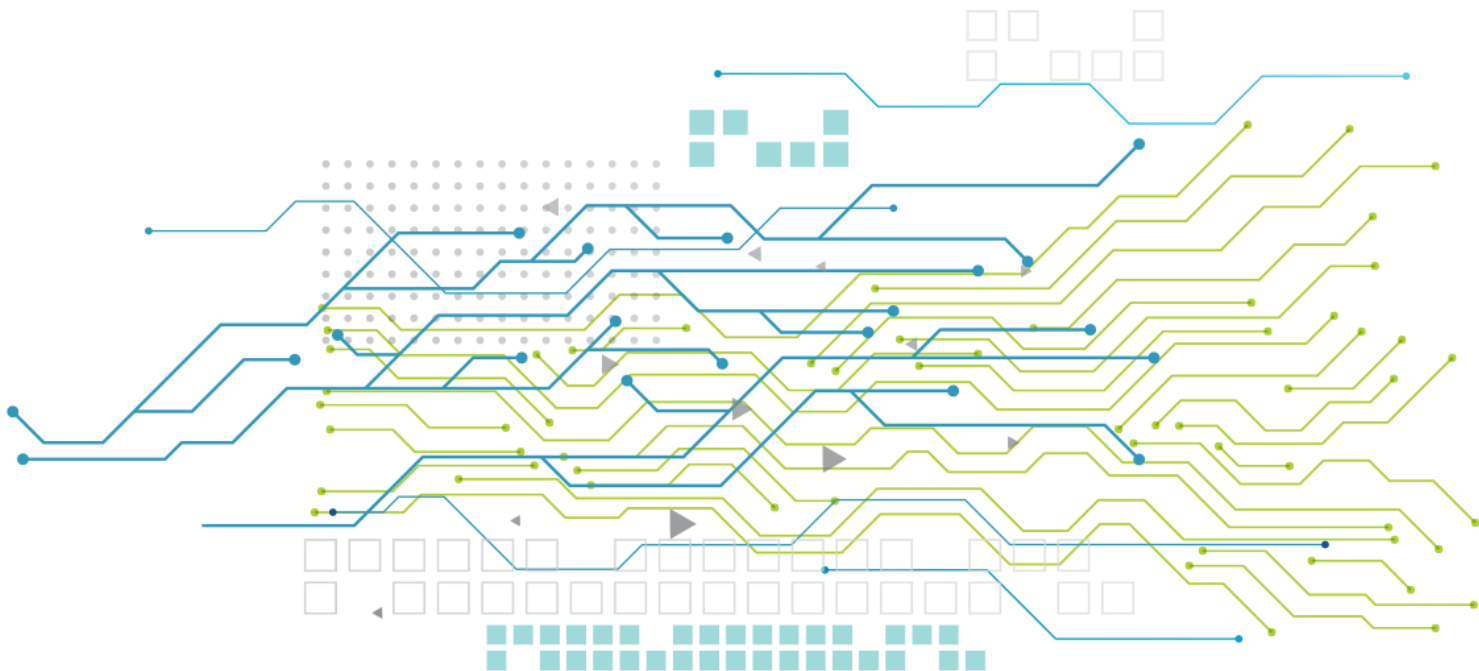
Using photography as a tool for online campaigning

Session Title: Using photography as a tool for online campaigning

Duration: 90 minutes

Background: Photography in marketing should convey thoughts, ideas, messages and emotions to the observer, in order to convince them into a certain information, encourage them to think and finally lead them to an action. If you decide to use photography for your online campaign, the first rule you must follow is - pay attention to the photograph! Be its creator but also critic and observer. In the abundance of competing content, users will notice the one that is the most interesting, that stands out and that is well done. A bad photo will give the impression that your product or service is also bad. For a good photograph, of course, it is always desirable to hire a good and professional photographer, but while you are at the beginning of your business and do not have enough funds for professional service, dedicate your time seriously to creating a good photograph. A good photo does not have to be taken in a studio with expensive equipment, it will be enough to use your phone.

Aim of the session: To create online campaign using photography as a tool and understand the benefits of photography in online campaigning.

Objectives:
- To learn what how to use photography in online campaigning;
- To understand what makes a successful online campaign.

Competences addressed:
- Entrepreneurship competence;
- Multilingual competence;
- Personal, social and learning to learn competence;
- Digital competence.

Methodology and methods:
- Input;
- Group work
- Online research;
- Analysis;
- Searching through the Internet;
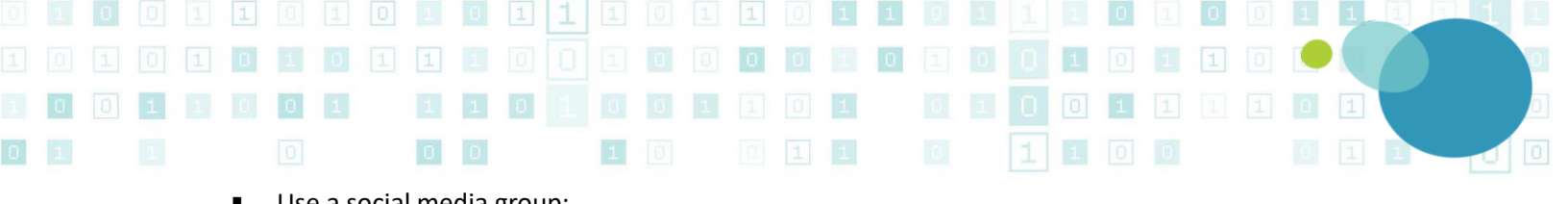- Interactive presentation;
- Feedback.

Session flow:

I.   Social media campaign (20 minutes)
Participants continue working in the same groups. Their task is to make a research on Instagram and find some inspiring online campaign that was using photography as a main tool, but if possible to find the campaign that was advertising the similar products or services they are offering.

II.   Make your own online campaign using photography (60 minutes)
The trainer introduces the basic rules on how to make the online campaign:

- Use a social media group;
- Get your audience involved;
- Encourage your audience to create and share;
- Keep things simple;
- Partner with other products / services.

Participants are free to use their mobile phones and applications during this session. Their task is to create an online campaign for their product / service with photos they will make with their mobile phones.
They can choose the shooting place by them self.

III. Presenting the online campaign (20 minutes)

Each group is representing their campaign to the others. Others are also encouraged to comment and ask questions, and to join the campaign online. The trainer supports them with questions to think about in the future online campaigning.

Materials needed: Flipchart papers, Pens, Laptop, Charged phones, Projection Screen, Projector.

Session results:
After the session, participants will:
- Create an online campaign by using photography as a tool;
- Be able to understand and detect a good online campaign.

Background documents and further reading:
- Modern marketing and photography: https://medium.com/@Depositphotos/the-heart-of-modern-marketing-is-photography-and-heres-why-2d4d4d93a7c8
- Use art to turn the world inside out: https://www.ted.com/talks/jr_s_ted_prize_wish_use_art_to_turn_the_world_inside_out?language=en
- 12 Tips for Taking Better Marketing Photos for Your Social Media Campaigns: https://www.quicksprout.com/2018/12/01/12-tips-for-taking-better-marketing-photos-for-your-social-media-campaigns/
- How to shoot photos for a multi-channel campaign across print, web and social media: https://www.digitalartsonline.co.uk/features/photography/how-shoot-photos-for-multi-channel-campaign-across-print-web-social/#2
- How to use photography in advertising to engage and inspire your audience: https://instapage.com/blog/advertising-photography
- How to launch a successful social media campaign using product photography: https://www.sevenatoms.com/blog/social-media-campaign-using-product-photography

Recommendations for future trainers multiplying this session:
- When presenting the online campaigns at the end of the session, and in the case when participants are very into it and take a lot of time for presenting and getting to know the details of all the presented online campaigns - the trainers should be ready to suggest additional timing for continuation of the exhibition after the session. At the same time, the trainers should be prepared to focus participants' attention to the needed points of discussion within our session and leaving the additional aspects of online campaigns for the allocated time after the session.

Photography Tools and New Media for Promoting and Developing an Enterprise

Session Title: Photography Tools and New Media for Promoting and Developing an Enterprise

Duration: 90 minutes

Background: The Internet is a part of everyday life. It is the place of entertainment, education, purchasing of services and products. Just as you find what you need using the Internet, in the same way your clients find you.

To successfully promote your business, you need to be present and active on social media. Although different platforms are built on the same principle (building a community to share the content with), each uses a different medium: photography, text and photography or sharing content, text in the form of a longer story.

Photography is a complicated art form. The elements of exposure, composition, light, subject matter, moment, and many others all come together to make a single two-dimensional image that is presented to a viewer. Learning all of this is time-consuming and difficult. Taken step-by-step, however, each of the elements can be methodically learned and combined to form your own photographs. The first step to understand the photography is knowledge of the composition.

Composition is the arranging of elements within the frame of a photograph. Despite what many articles or videos may tell you, it's less about following rules and more about utilising a set of guidelines to find an appropriate way of describing the scene you have in front of you with the camera in your hand. Every scene is different. Some will be simple; some will be much more complex. With starting to think about elements of composition you can draw on to help your viewer see what you want them to see in your photographs.

Aim of the session: To learn basic photography tools and some general unwritten guidelines which one should be aware of when using new media for promotion.

Objectives:
- To introduce participants to the basic elements of photography;
- To introduce participants to photo editing programs that can be used for free;
- To introduce participants to the most important new media platform and some tips and tricks.

Competences addressed:
- Entrepreneurship competence;
- Multilingual competence;
- Personal, social and learning to learn competence;
- Digital competence.

Methodology and methods:
- (Interactive) presentation;
- Brainstorming;
- Discussion in small groups;
- Group exercise;
- Video.

Session flow:

I.   Photography composition tips (10 minutes)
The trainer introduces the video that will show 9 photo composition tips based on the work of Steve McCurry: https://www.youtube.com/watch?v=7ZVyNjKSr0M&feature=emb_title
While showing the video, the trainer is also explaining each composition concept and the tips presented.

II.   Investigate about Photo editing programmes and new media (40 minutes)
Participants continue working in 3 groups. Each group has a different task:
1) Group 1: Investigate through internet and find photo editing programmes that can be used for free. Prepare a short description about the programmes you find with an explanation on what exactly they are offering.
2) Group 2: Whichever social media channel you decide to use to promote your product / service, there are some general unwritten guidelines which you should be aware of. Find out what are they and list them.
3) Group 3: What are the most important and innovative new media platforms? List them and make a short description.
Each group should make visual presentation of their research and present it to the group. They can collage as well for their presentations.

III.   Presentations (20 minutes)
Groups present their findings. The trainer adds more input if necessary.

IV.   Closing (10 minutes)
Participants sit in a circle and share in a few words how the session was for them.

Materials needed: Flipchart papers**,** Pens, Laptop, Projection Screen, Projector, Newspapers, Scissors, Colourful papers, Glue.

Session results:
After the session, participants will:
▪   Have a general understanding of the composition concept in photography;
▪   Be able to list the most important tips and tricks when using new media for their entrepreneurships;
▪   Be able to list the most important new medias and their use.

Background documents and further reading:
▪   Rules of Framing and Composition: https://www.youtube.com/watch?v=fM64ycm7tz4
▪   Photo composition tips:
▪   https://petapixel.com/2015/03/16/9-photo-composition-tips-as-seen-in-photographs-by-steve-mccurry/
▪   New media: https://www.snhu.edu/about-us/newsroom/2020/02/what-is-new-media

Recommendations for future trainers multiplying this session:
▪   For the part of investigating about the photo editing programmes and new media, the organisers and the trainers should make sure that the internet functions well for the session.

How Youth Work Can Help Building Relevant (Soft) Skills for Dealing with Digital Workplace and Entrepreneurship Benefits and Risks

Session Title: How Youth Work Can Help Building Relevant (Soft) Skills for Dealing with Digital Workplace and Entrepreneurship Benefits and Risks

Duration: 180 minutes

Background: Having an entrepreneurial mind-set is one of the most important characteristics of a broader understanding of entrepreneurship. A successful entrepreneur needs to have an attitude of detecting problems that exist in the community and develop creative and innovative solutions. After several days of learning about digital entrepreneurship start-ups, the participants dive into the role of youth work in supporting young people in the process of starting and growing their digital enterprises, as well as in raising employability, new era in entrepreneurship, thinking about what and who are digital entrepreneurs and their competences, positive and negative sides of digital collaboration in virtual workplaces, participants are now empowered to think about how to put these ideas in life trough non-formal education and develop workshops for further fostering digital entrepreneurship in their local communities.

Aim of the session: To develop NFE / youth work workshops related to the topic which can be implemented in local youth work.

Objectives:
- To understand basics of a non-formal educational workshop with youth in local communities;
- To develop NFE workshops to be multiplied in local communities after the training course;
- To provide constant support and mentoring to the teams of participants while developing their workshops.

Competences addressed:
- Entrepreneurship competence;
- Multilingual competence;
- Personal, social and learning to learn competence.

Methodology and methods:
- Theoretical input;
- Work in small groups;
- Consultations.

Session flow:

I.   Basics of a workshop (20 minutes)
The trainer introduces the structure and the main elements of a workshop, experiential learning reflection questions and "fishing" methods (group, flow, learning zones).

II.   Defining the specific workshops (40 minutes)
Participants form groups and agree on the topic of their workshop. They define the aim and the learning objectives of the session/programme and decide on the time needed to cover these learning objectives.

III.   Draft session outline model (10 minutes)

The trainer explains the elements of the draft session outline model to be used for further defining and planning the specific workshops by participants:

- Title;
- Duration;
- Time;
- Background;
- Aim and objectives;
- Competences addressed;
- Session flow;
- Materials needed;
- Session results;
- Recommendations for multiplying the workshop.

IV.   Further defining and planning of the specific workshops of participants (80 minutes)

Participants are working on filling in the detailed session outlines for their specific workshops suggested. The trainers are present in a specific place and available for the groups to come to them with questions for guidance and support to develop their plans in details.

V.   Presenting workshop outlines and feedback (30 minutes)

The groups present their workshop outlines in the end. Other participants give them feedback about their plan by giving suggestion about where to invest more time or effort, in order to make it be more beneficial for local youth.

Materials needed: a projector and laptop, printed session outlines models, electronic versions of session outlines, laptops/computers to be used by teams of participants.

Session results:

After the session, participants will:

- Understand basics of a non-formal educational workshop with youth in local communities;
- Have developed NFE workshops to multiply in local communities after the training course;
- Learn together and support each other by giving feedback and receiving support and mentoring, while developing their workshops;
- Inspire each other with workshop plans to remain motivated for defining, planning, organising and leading such activities.

Recommendations for future trainers multiplying this session:

- The trainers should give support to the participants' teams throughout the whole process and in each step of the workshops' development.

Closure session of the training course

Session Title: Closure session of the training course

Duration: 180 minutes

Background: In this session participants have the chance to fully reflect on the learning outcomes of the training course, share their impressions and evaluate the overall training course and its specific parts. This session has a significant importance for the trainers and the organisers, as well, since it is the time when their efforts are being evaluated – they receive feedback on the programme and the organisation of the training course by their main target group in order to check and improve their performance for possible multiplication of such/similar future training course programmes.

Aim of the session: To reflect on the learning outcomes and to evaluate the training course.

Objectives:
- To conclude the impact that the training course on the participants and their learning during the course;
- To evaluate the training course visually, verbally and in written.

Competences addressed:
- Multilingual competence;
- Personal, social and learning to learn competence.

Methodology and methods:
- Self-reflection;
- Target evaluation;
- Written evaluation form;
- Plenary sharing.

Session flow:

I. Self-reflection on own learning (30 minutes)
The trainers remind participants of all the training course elements that we have been through so far, from the day one and getting to know each other's. Participant self-reflect on their learning and create a list of their learning points for this training course. The trainers are available for any questions of clarification.

II. Youthpass and gained competences formulation (60 minutes)
The trainers remind participants of the 8 key competences and how they are expressed in words with different examples. Participant go through the Youthpass competences and formulate which competences they developed through which activities in the training course. They fill in the competences part directly in the proposed form given by the trainers.

III. Visual evaluation method – "target" (20 minutes)
The trainers prepare the visual evaluation method - the "target". The circle is divided in six pieces. Each peace represents one aspect of the training course:
- group atmosphere/interaction;

- the trainers' work;
- the gained knowledge on personal level;
- the methodology being adequate as per the training course topics;
- own participation;
- logistic organisation.

Participants are invited to share their thoughts about the training course through this evaluation method. Each participant should choose the sign which will represent them. In each section of the circle, they should assess their satisfaction – the closer to the middle the mark goes, it means that participants are more satisfied.

IV.   Written evaluation method – evaluation form (40 minutes)

The trainers have earlier prepared the written evaluation form and should have already uploaded it online before presenting it to the participants at the session. Participants are invited to fill in the online evaluation form, which consists of closed questions (Likhert scale) and open questions, related to the different training course elements, the learning points, the possible improvements and usefulness of the topics/sessions.

V.   Group evaluation and final round (30 minutes)

As this activity represents the final activity in such a group composition, it is the final opportunity for each and all participants to express their farewell thoughts to each other, as well as to loudly express their (dis)satisfaction with the training course. In the round, one by one, everyone says their comments/feedbacks/wishes. The round is finished by the organisers thanking everyone for the success of the training course.

Materials needed: Helping questions for participants' self-reflections, flipchart paper with the drawn "target", Evaluation form and (Youthpass) certificates printed.

Session results:
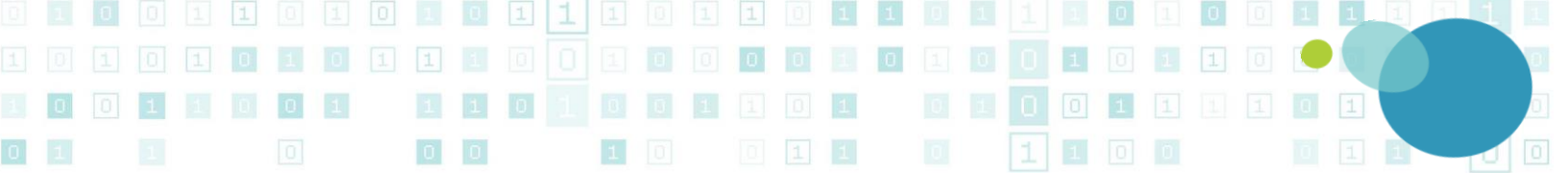After the end, participants will:
- Reflect on their learning process through the training course;
- Share their insights with the rest of the group;
- Evaluate the training course;
- Receive Youthpass certificates.

Recommendations for future trainers multiplying this session:
- The trainers should make sure to ensure enough time for the proper evaluation and closure of the group work.