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TOOLKIT FOR TRAINERS

Stop being couch potatoes!

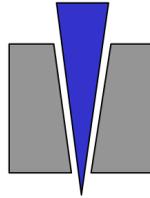
The ERASMUS+ Programme

„Stop being couch potatoes! Developing social and entrepreneurial skills for Needs”

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Project Coordinator



TRANSFER Slovensko®
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Jsem pro rovnost.

Nora



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Introduction

The Europe 2020 strategy commits EU Member States to lifting at least 20 million people out of poverty and social exclusion. This target is now likely to be missed due to the fact that since the crisis, the share of people at risk of social exclusion has increased. To tackle the worsening situation, the EU Youth Strategy 2010-2018 was developed with the objective of providing opportunities in education and the labour market and to support young people becoming active citizens. The STOP BEING COUCH POTATOES project aims at developing adequate learning methods and tools for trainers to facilitate workshops for young people (NEETs – Not in Education, not in Employment, not in Training)) to develop both SOCIAL and ENTREPRENEURIAL skills.

The toolkit provides trainers (youth professionals responsible for youth guidance) with 12 workshops to be delivered in group and allowing young people to work on their social skills on one side and on their entrepreneurial skills on the other side.

For a smooth and smart delivery and progress during the workshops with young people, the following order for each workshop is advised.

Activities for Social competences:

1. Treasure Island
2. Discover your strengths
3. Add value to your life
4. Let's get visible
5. Debate, Speak up and Convince
6. Work with pleasure

Activities for Entrepreneurial competences:

1. Create a resume
2. Know and sell yourself
3. Market yourself to get a job
4. Managing a budget
5. Develop entrepreneurial skills for vulnerable young people
6. My entrepreneurship my chance for success



All the workshops include some digital tools in line with nowadays methods of communication and main communication channels used by young people in order to empower them, turning them into active citizens that are not only manipulated but informed with a real power of sharing decisions.

The toolkit will help trainers to:

- update their methods of communication with young people in order to build a trustful relationships
- have an overview of the European Union Strategy for youth
- give tips on how to engage both young people and stakeholders in the decisions of tomorrow.

Let's start with two quotations that will give you the spirit of the toolkit:

"If you just communicate, you can get by, but if you communicate skilfully, you can work miracles"

Jim Rohn

"The most important thing in communication is hearing what isn't said"

Peter Drucker¹

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So remember, always communicative properly, with the right use of communication canals and words or visuals, and listen carefully to what your interlocutors say or try to say or hide.

For more information, visit <https://areyouacouchpotato.com> and take the quiz!

¹ **Peter Ferdinand Drucker** (November 19, 1909 – November 11, 2005) was an Austrian-born American management consultant, educator, and author.

² **Emanuel James Rohn** (September 17, 1930 – December 5, 2009) professionally known as Jim Rohn, was an American entrepreneur, a coach in professional development, an author and a motivational speaker.



Methods of communication

Communication is the key to building relationships and allows everyone to stay in touch with anyone, any time anywhere in the world. Today, modern technology dominates. There is a massive range of ways in which we can stay connected.

Each channel of communication can influence relationships in a different way.

Each channel of communication determines as well a target group.

Today, if you want to communicate with young people, every professional in communication will advise you on the use of virtual channels. If you want to catch young people's attention, if you want them to act and react, adapt your old communication ways to the ones young people used the most.

Before introducing the communication tools to reach a youth audience, remember that there are different ways to communicate, here are the most common and used ways:

- **Verbal Communication** which involves the use of words when delivering the intended message.
- **Written Communication** is present everywhere and consists of anything that is conveyed by the use of written symbols like language (traditional paper and pen, documents and letters, text chats, emails, electronic typed texts, reports, SMS).
- **(Physical) Nonverbal Communication** plays a major role. Wordless messages are vital parts of communication and provide reinforcement to verbal communication because they also convey one's own feelings and thoughts. Body posture, facial expressions, eye contact, gestures, tones of voice, any movement of the body etc. Being aware of the nonverbal communication is vital to fully understand the message in a face to face communication. Most importantly you need to be aware of it because in intercultural context, nonverbal communication and physical nonverbal communication can lead to huge difficulties, disagreements, misunderstandings because each culture has its way of interpreting (physical) nonverbal communication.



- **Visual communication** (such as charts and graphs) reinforces written methods of communication and in the majority of the situations replaces

written communication completely. “A picture is worth a thousand words” shows that visual communication can be more powerful than verbal as well as nonverbal communication. The developments in technology have made expression of visual communication easier than what it was before.

So, how are young people communicating? What channels do they use?

Here are some tools to help reach a youth audience.

1. **Social media** has been existing for a long time still dominates most of our lives. The long list of social networks continues to grow and each one is continuing to drive millions of users to their sites everyday which is why it is one of the most popular forms of communication. Using social media is a way to engage your audience in an active process through the power of shares, likes, retweets, hearts and other reaction. The posts have no limit to the audience they can reach. They have the power to go viral. Do some researches to evaluate each social media and identify which ones are being used by young people. For instance, Facebook is definitely not the most popular ones among 15-25 years old. Compare social media, make graphs according to the target audiences and choose appropriately.
2. Almost every social media channel offers a **direct messaging** option, some of those messaging services even have their own messaging app. Private messaging through social networks has the same intimacy as email but tends to be less formal and young people are more reactive to that ones.
3. Similar to social media direct messages, there is also **instant messaging** which are platforms that aren't connected to social networks.
4. **SMS text messaging**: short, generally informal and are a good way to communicate small bits of information that can be received and replied to whenever the recipient wants to.
5. **Video calling and chat** enables both parties to see each other, allowing you to be able to read body language and facial expressions.



- 6. Stories:** almost all social media now have the option to develop stories depending more on visual elements such as photos and stickers than text-based stories. Stories aren't around forever! Twenty-four hours after

posting, the stories automatically delete themselves. This is what makes stories a little more unique than regular status updates. The lack of permanence means they fit a different niche than normal updates. Young people use them to post small daily updates that they don't want to stay permanently. The reflex also is to do a screenshot if the recipient thinks it is appropriate to store the image. So it can be a test to do with your target audience, if you want to invite them to an activity, post on your story a catchy image with little information and you will see if it is screenshotted and your audience reacts to the post or come to the activity.

- 7. Blog and vlog:** enables you to publish messages and videos or any other kind of information for everyone to see. Most blogs/vlogs include a comments section in which you can engage with those like minded people that are interested in your blog / vlog post. This is why it is a great platform for communication. Blog and vlog are also a key tool to empower a person which would not be at ease in oral communication (vlog) and written communication (blog).

So if you want to reach a youth audience, adapt your communication choices to your target group, never forget nonverbal communication and always pay attention to intercultural communication is a society in which young people are more and more mobile.



The European Union Youth Strategy³

Communication with young people and having them active and responsive has also been one of the European Union priorities for several years and is still an important one for the coming years.

The European Union encourages the use of technologies to empower young people and turn them into active EU citizens. The EU youth strategy “Engaging, Connecting and Empowering young people: a new EU Youth Strategy” is a real chance for young people to speak up and take action.

- **Engage:** Fostering youth participation in democratic life
- **Connect:** Bringing young people together across the EU and beyond to foster voluntary engagement, learning mobility, solidarity and intercultural understanding
- **Empower:** Supporting youth empowerment through quality, innovation and recognition of youth work

The EU Youth Dialogue is the dialogue with young people and youth organisations involving policy and decision makers, as well as experts, researchers and other relevant civil society actors, as appropriate. It serves as a forum for continuous joint reflection and consultation on the priorities, implementation and follow-up of European cooperation in the field of youth.

It builds on the achievements of past dialogue processes, with the aim of including more decision-makers and young people, especially those with fewer opportunities in decision-making processes and in the implementation of the EU Youth Strategy.

EU Youth Dialogue is organised into 18-month work cycles. Each cycle focuses on a different thematic priority (set by the Council of Youth Ministers). The current thematic priority is “Creating opportunities for Youth”. The current cycle runs from January 2019 to mid-2020 over the course of the Romanian, Finnish and Croatian EU Presidencies.

³ Sources: <https://youthforeurope.eu/european-youth-goals-2019-2027/>



The European Commission proposals for the EU Youth Strategy 2019-2027 included the establishment of an EU Youth Coordinator within the European Commission, with the objective of enhancing cross-sectoral cooperation, as well as knowledge development and exchange on youth issues within the European Commission services. The EU Youth Coordinator will work hand in hand with various stakeholders to ensure a coherent communication towards young people.

Engagement with young people and stakeholders

There are real benefits for both young people and decision makers to engage both of them into the process of democratic life and decision making. Young people are the experts in their own lives and provide unique perspectives. They can provide unique and qualitative feedback if they are given the chance to do so, if they are explained that they have a say in the decision making process. Meaningful engagement of young people by the government may provide decision makers with information, ideas, and solutions to issues, initiatives, policies, and programs that they may not have even considered.

Benefits for young people:

- They can express their needs and ideas.
- It increases the knowledge of young people about government and non-government processes and the ways in which they can influence the decision making processes that impact on them.
- They can feel valued by their community.
- It increases the (self-)confidence of young people to participate in their communities and in decision making processes.

Benefits for governments:

- It increases the quality of services and decisions impacting young people as they are informed by the needs and feedback of young people. So the more they have engaged young people, the more they can provide adapted



solutions.

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- They actually and really take into account all citizens.
- It helps build trust and transparency and it encourages greater involvement and participation from young people.

The results of youth engagement is a process that goes from the step of information given to young people to the step of empowering them. Here is the step by step process to reach empowerment⁴.

STEP 1: INFORM

To provide the public with balanced and objective information to assist them in understanding the problem, alternatives, opportunities and/or solutions.

The message given is “We will keep you informed.”

STEP 2: CONSULT

To obtain public feedback on analysis, alternatives and/or decisions.

The message given is “We will keep you informed, listen and acknowledge concerns and aspirations, and provide feedback on how public input influenced the decision. We will seek your feedback on drafts & proposals.

STEP 3: INVOLVE

To work directly with the public throughout the process to ensure that public concerns and aspirations are consistently understood and considered.

The message given is “We will work with you to ensure that your concerns and aspirations are directly reflected in the alternatives developed and provide feedback on how public input influenced the decision.”

⁴ From IAP2 Public Participation Spectrum: The International Association for Public Participation (IAP2) is a widely utilised model that provides a framework on how the government can effectively engage the community in decision-making processes. The model is presented as a ‘spectrum’ designed to assist the user in identifying and selecting the level of engagement based upon the role of the community in your engagement process.



STEP 4: COLLABORATE

To partner with the public in each aspect of the decision including the development of alternatives and the identification of the preferred solution.

The message given is “We will work together with you to formulate solutions and incorporate your advice and recommendations into the decisions to the maximum extent possible.”

STEP 5: EMPOWER

To place final decision-making in the hands of the public.

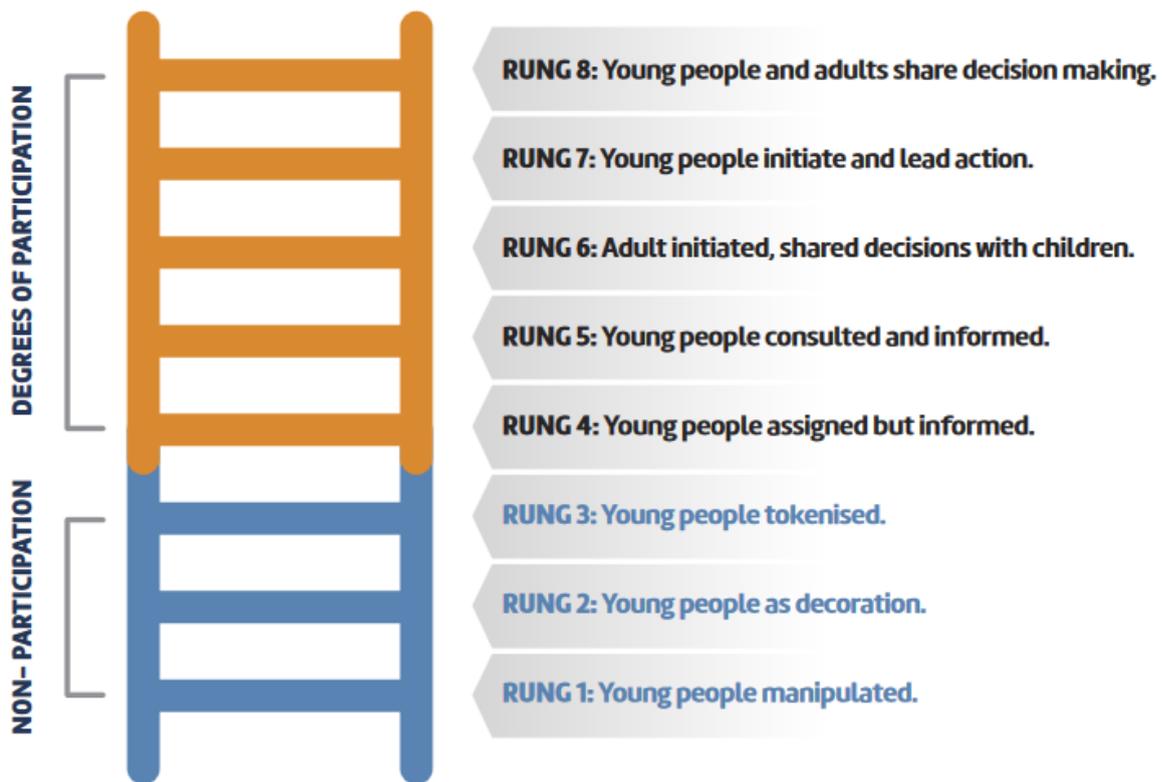
The message given is “We will implement what you decide.”

In order to process step by step from information to empowerment with your youth audience, it is not enough to put the chairs in a circle and ask young people to discuss! The work of Roger Hart⁵ on the levels of civic participation in a democratic country can be useful to know and share with your target group in order to visually see the process and the progresses you can make together.

Hart developed a ladder in order to explain the different levels of participation. Hart’s ladder⁶ is a model that sets out the various ways in which you can engage with youth audiences. It provides a discourse on the redistribution of power. Hart is explicit about youth participation being a fundamental right of citizenship “to struggle against discrimination and repression and to fight for equal rights in solidarity with other young people is itself a fundamental democratic right”.

⁵ **Roger Hart:** an English academic, specialises in the study of the child. His research has been approached from a participatory perspective.

⁶ Sources : [http://www.francas.asso.fr/Hub/Portail/Francas_PUB.nsf/0/022C44A412727E12C1257D030037C1C9/\\$File/Camaraderie%20n%C2%B0305_BD.pdf](http://www.francas.asso.fr/Hub/Portail/Francas_PUB.nsf/0/022C44A412727E12C1257D030037C1C9/$File/Camaraderie%20n%C2%B0305_BD.pdf)



Hart's degrees of participation definitions⁷:

1. **Manipulation** is present when young people do or say what adults suggest they do, but have no real understanding of the issues.
2. **Decoration** is when young people are used to 'perform' at an adult event related to an issue that they have little or no idea about – it's different from manipulation because the adults don't pretend that the cause is inspired by young people.
3. **Tokenism** describes instances where young people are apparently given a voice but have little or no choice about the subject or the style of communicating it and little or no opportunity to formulate their own opinions.
4. **Assigned but informed** is when young people understand the intentions of the project, know who made the decisions about their involvement and why, have a meaningful role and volunteer for the project after the scope and purpose of the project has been made clear to them.
5. **Consulted and informed** is when a project is designed and run by adults but young people understand the process and their opinions are treated seriously.

⁷ Sources :

https://officeforyouth.sa.gov.au/_data/assets/pdf_file/0008/39680/Final-Better-Together-Youth-Engagement-Guide-V3-2016-02-09.pdf



6. **Adult initiated shared decisions** is when adults have the initial idea but young people are involved in every step of the planning and implementation. Their views are not only considered but they are also involved in making decisions.
7. **Young people initiate and lead** is when young people develop and implement an activity or initiative without adults taking a directive role.
8. **Young people and adults share decision making** is when young people develop initiatives and invite adults to be involved in decision making to share their skills and experience.

Methodology and Questionnaires to identify Social and Entrepreneurial competences

1. Evaluation of the training need

As a first step, a questionnaire was delivered in order to identify the training needs from young people interested in developing social and entrepreneurial skills. A list of questions was to be answered about the format of the workshops, topics, targeted competences, learning methods etc.

Template of the questionnaire (Annex 1) is included at the end of the document.

2. Evaluation of the workshops

An evaluation questionnaire was developed in order to evaluate the progress of each participant in the workshop on a given competence. This evaluation is oral and written, individual and with a group debriefing or a face to face debriefing with the trainer. The trainer gives a questionnaire. Questions are twofold: a sentence with a scale of ranking from 1 to 5 and open questions. Each young person should answer the questionnaire before the workshop and then after. The trainer should take time at the end of the workshop to discuss and evaluate the answers of each participant. Thus, both trainers and young people can discuss the progress, the difficulties and the feelings at the end of the session.

Template of the questionnaire (Annex 2) is included at the end of the document.



Activities for Social competences

1. [Treasure Island](#)
2. [Discover your strengths](#)
3. [Add value to your life](#)
4. [Let's get visible](#)
5. [Debate, Speak up and Convince](#)
6. [Work with pleasure](#)

Activities for Entrepreneurial competences

1. [Create a resume](#)
2. [Know and sell yourself](#)
3. [Market yourself to get a job](#)
4. [Managing a budget](#)
5. [Develop entrepreneurial skills for vulnerable young people](#)
6. [My entrepreneurship my chance for success](#)

Conclusions

The toolkit containing theories, workshops and evaluation tools will equip tutors and trainers to better motivate, communicate and empower young people. The non-formal methods included in our educational approach help the shift of attitudes about young people: they are no longer passive and recipients of information but they can be active, active listeners, active developers, active entrepreneurs.

We hope, with this toolkit, that the value of each young person can be identified throughout all the workshops and each one can see his/her internal power coming to light in order to create, develop, change, innovate and make his/her own future shine.



List of annexes:

Annex 1: Template of Evaluation of training needs

Annex 2: Template of Evaluation of the workshops: assessment of social and entrepreneurial skills

Annex 1: Template of Evaluation of training needs

Please fill out the questionnaire, which will allow to obtain information to determine your needs in social and entrepreneurship areas. The survey is anonymous. The collected data will be used only for the purposes of the project.

Answer it with a circle or type in the appropriate places on the spreadsheet

1. To what extent are you currently interested in developing your social and entrepreneurial skills? (please rate your level of interest on the scale 1-5, where 1 is the lowest interest, 5 is the highest)

1 2 3 4 5

2. Please indicate the methods and forms of learning you prefer (please select all matching answers)

- a. The workshop
- b. Lecture
- c. Other, what kind

.....
.....



3. Training of what kind of scope/area would you be interested in the near future (please, tick up to 3 training areas)

Effective communication with other people (principles of verbal and non-verbal communication)

Skilful conversation (making contact, listening, asking questions, participating in the discussion)

Solving difficult situations and conflict issues occurring in interpersonal contacts;

Self-presentation, driving the impression that we impose on others;

Assertiveness, the ability to defend one's own rights (accepting criticism, praising, refusing)

Effective decision-making;

Planning, time management;

Coping with stress and difficult emotions;

Self-motivation;

Motivating, inspiring others to act;

Organizing the activities of others;

Innovation and creativity;

Other (please provide suggestions for training areas)

.....

4. If training on the scope of knowledge, skills indicated by you in question 3 was organized, what elements should be put the greatest emphasis during this training?

.....

.....



5. Please specify the expectations related to participation in the above-mentioned training? (you can mark unlimited number of answers)

- a. Acquisition of new skills
- b. Acquiring knowledge
- c. Broadening, updating knowledge
- d. Exchange of experience, establishing friendships and cooperation
- e. Other (what?)

.....

Personal data sheet (optional):

1. Age

15 – 19 20 – 24 25 – 29 over 29

2. Gender:

Woman

Man

3. Place of residence: _____

4. Education level:

Incomplete primary

Primary

Junior high school / college

Vocational

University

Thank you for the time spent on answering!



Annex 2: Template of Evaluation of the workshops: assessment of social and entrepreneurial skills

Please, assess to what extent you have the abilities listed: (please make a self-assessment on a scale of 1 to 5, where 1 - means the lowest skill level, 5- the highest)

This test has to be done before the training and after, in order to be able to evaluate your progress.

The trainee should use the same template for both before and after, using a different colour (one for before, one for after) in order to visualise where progresses were made.

1. I can communicate with others (e.g. making contact, listening actively, making conversation, asking questions, participating in a discussion)

very low 1 2 3 4 5 very high

2. I can motivate myself to take action (e.g. I am ready to take specific actions, consistency in pursuing the goal)

very low 1 2 3 4 5 very high

3. I can self-present favourably in touch with others (e.g. present my own competences, use of body language, selection of relevant information)

very low 1 2 3 4 5 very high

4. I can behave in an assertive way, defending my rights in social and personal situations (e.g. refusing, expressing and receiving criticism and praise, expressing requests and opinions)

very low 1 2 3 4 5 very high



5. I can deal with emotions (e.g. recognizing one's feelings and expressing them, understanding the feelings of others, coping with negative emotions)

very low 1 2 3 4 5 very high

6. I can deal with conflict, difficult situations (e.g. recognition and problem analysis, select and apply the best solution to solve them)

very low 1 2 3 4 5 very high

7. I can plan (e.g. setting targets, achieving them, managing time)

very low 1 2 3 4 5 very high

8. I'm capable of making my own decisions (e.g. collect and analysing information, make choices)

very low 1 2 3 4 5 very high

9. I can work in a team (e.g. taking into account the goals and needs of others, working together to achieve a common goal)

very low 1 2 3 4 5 very high

10. I can create new solutions (e.g. I am imaginative, creative, open to change)

very low 1 2 3 4 5 very high

11. I can convince the others to my own opinion (e.g. giving arguments, negotiate)

very low 1 2 3 4 5 very high

12. I can lead others (e.g. motivating, encouraging to action, organizing other activities)

very low 1 2 3 4 5 very high



Personal data sheet (optional):

1. Age

15 – 19 20 – 24 25 – 29 over 29

2. Gender:

Woman

Man

3. Place of residence: _____

4. Education level:

Incomplete primary

Primary

Junior high school / college

Vocational

University

Thank you for the time spent on answering!