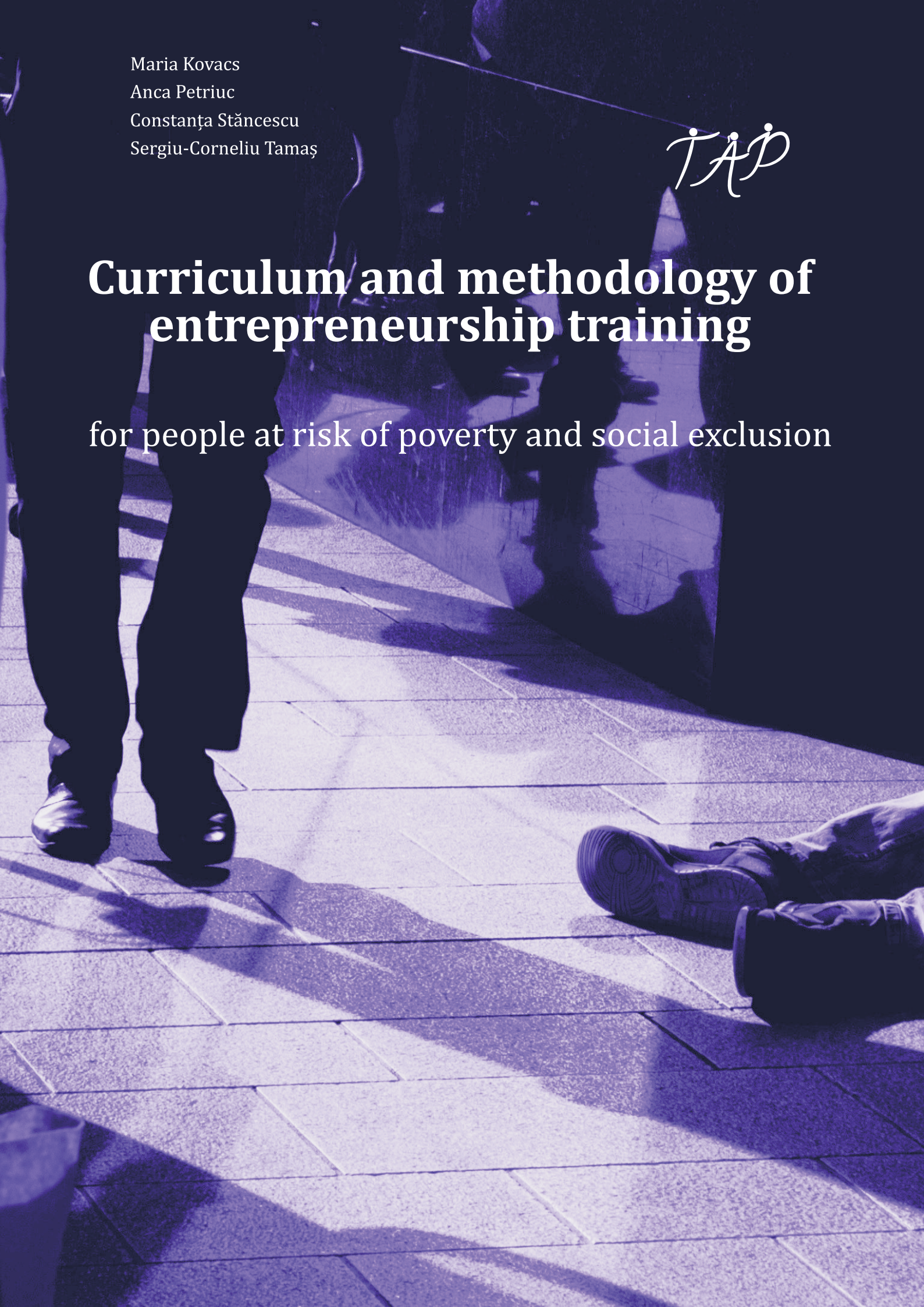


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# Curriculum and methodology of entrepreneurship training

for people at risk of poverty and social exclusion



# **CURRICULUM AND METHODOLOGY OF ENTREPRENEURSHIP TRAINING FOR PEOPLE AT RISK OF POVERTY AND SOCIAL EXCLUSION**

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## INTRODUCTION – CONTEXT & HOW TO USE THIS MATERIAL

The present document was developed within the *Together Against Poverty* (TAP) project as part of our partnership's effort to contribute to poverty and social exclusion alleviation by supporting and encouraging learning and the emergence of an entrepreneurial culture (Eurydice, 2012), specifically the development of entrepreneurship in the widest sense – as a combination of knowledge, skills and attitudes conducive to *entrepreneurial capacities and mindsets* (European Commission, 2008) that benefit individuals, communities and economies by fostering creativity, innovation and self-employment.

The *Europe 2020* strategy sets ambitious goals to achieve in the European Union by the end of the present decade, one of which is to reduce the number of people in or at risk of poverty and social exclusion by at least 20 million. While this goal is a shared one and each country chips in to make up the numbers, and although the policies and strategies adopted in the Member States to tackle and prevent poverty are quite different, there seems to be general acceptance of the significance of entrepreneurship education and training.

The main goal of the TAP project is poverty prevention through the development and implementation of educational tools that are suitable for the two target groups of the project: 1) people who are the most vulnerable to poverty and social exclusion; 2) social policy-makers. In the first stage, we studied the phenomena of poverty and social exclusion in parallel with investigating how the social security systems fight them. Two research reports resulted: [Poverty and social exclusion in selected European countries](#) and [Social security models in selected European countries](#). Based on our research findings, in the second stage, we are developing and preparing to deliver (pilot) training for our two target groups. The expected results of this second stage are: *Methodology for conducting workshops targeted at groups of people at risk of poverty and social exclusion* and *Methodology for conducting workshops targeted at decision-makers and social policy makers*.

This material contains the training curriculum and suggested methodology for conducting workshops where the learners are people in or at risk of poverty and/ or social exclusion. As we acknowledge that there are a variety of possible entry points to developing entrepreneurship skills and mindsets, the approach we describe below is merely our choice, based on a thorough analysis of our potential learners' needs. Interested training programme providers may prefer to look at some of the topics/ activities and worksheets/ handouts (in Chapters IV and VI) as inspiration for their work or may choose to deliver the entire training programme. The overview of learning outcomes correlated with themes/ topics (see IV.2) provides guidance in this decision. We do not claim that this programme will be sufficient for people to prepare to tackle difficult social/ economic situations, but rather we propose that this may be tried as a starting point for learners to get into the mood of personal and professional growth.

## II. PRELIMINARY NOTES ON THE CURRICULUM FOR ENTREPREURSHIP TRAINING

### II.1 Concepts and frames

Among the eight key competences for lifelong learning<sup>1</sup> we find ‘sense of initiative and entrepreneurship’. ‘Competence’ is considered to refer to *a combination of skills, knowledge, aptitudes and attitudes*, and to include the disposition to learn in addition to know-how. (Implementation of *Education and Training 2010* work programme, *Key Competences for Lifelong Learning. A European Reference Framework*, p.5, DGEC). ‘Sense of initiative and entrepreneurship’ is defined as *the ability to turn ideas into action* (also see Figure 1). It involves creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. The individual is aware of the context of his/her work and is able to seize opportunities that arise. It is the foundation for acquiring more specific skills and knowledge needed by those establishing or contributing to social or commercial activity. This should include awareness of ethical values and promote good governance.<sup>2</sup> The guidebook entitled *Building Entrepreneurial Mindsets and Skills in the EU. A Smart Guide on promoting and facilitating entrepreneurship education for young people with the help of EU structural funds* (European Commission, 2012, p. 15) conceptualizes the key competences/ outcomes of entrepreneurship education as shown below (Figure 1).

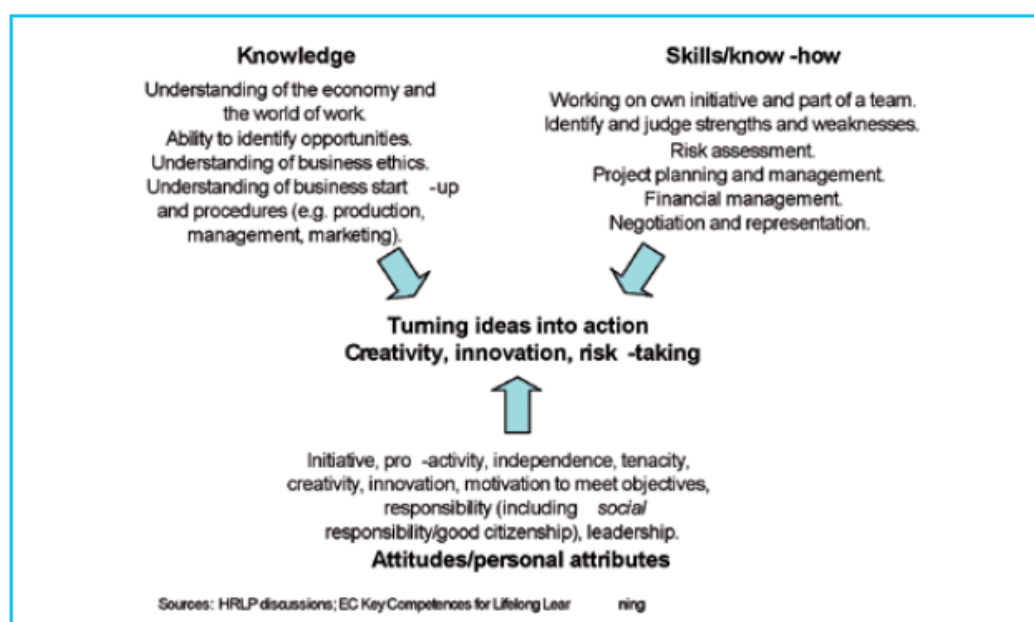


Figure 1. Sense of initiative and entrepreneurship (Source: <https://www.econbiz.de/Record/building-entrepreneurial-mindsets-skills-smart-guide-promoting-facilitating-entrepreneurship-education-young-people-help-structural-funds/10009780489>)

Within the Education and Training 2020 strategy, the Erasmus+ programme lists ‘initiative and entrepreneurship’ as a horizontal skill<sup>3</sup> or a transversal key competence<sup>4</sup>. According to

<sup>1</sup> Recommendation [2006/962/EC](#) of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning [Official Journal L 394 of 30.12.2006].

<sup>2</sup> <http://eur-lex.europa.eu/legal-content/EN/TXT/HTML/?uri=URISERV:c11090&from=EN> (accessed 4.11.2015)

<sup>3</sup> [http://ec.europa.eu/education/policy/school/competences\\_en.htm](http://ec.europa.eu/education/policy/school/competences_en.htm) (accessed 4.11.2015)

the European Commission (2008), the *aim* of entrepreneurship education and training (EET) should be to *develop entrepreneurial capacities and mindsets that benefit economies by fostering creativity, innovation and self-employment*.<sup>5</sup>

Robb and colleagues from the World Bank state that the *objective* of entrepreneurship education and training is *to provide the individual with entrepreneurial mindsets and skills to support participation and performance in a range of entrepreneurial activities*. (Robb et al., 2014, p.13)<sup>6</sup>

The **specific learning outcomes**<sup>7</sup> used as reference in entrepreneurship education (Entrepreneurship Education at School in Europe. National Strategies, Curricula and Learning Outcomes, Eurydice, 2012, p. 21) is shown below (Table 1):

	Categories
ATTITUDES	<b>Self-awareness and self-confidence</b> (the basis for all other aspects of entrepreneurship); they entail discovering and trusting in one's own abilities which then allow individuals to turn their creative ideas into action.
	<b>Taking initiative, risk taking, critical thinking, creativity and problem solving</b> are fundamental; they are specific attributes of an 'enterprising self'.
KNOWLEDGE	<b>Knowledge of career opportunities and the world of work</b> (not exclusively related to entrepreneurship; related to future career choices); sound knowledge of the nature of work and different types of work involve an understanding of what it is to be an entrepreneur. This knowledge also allows students to define and prepare their place in the world of work with a well-developed awareness of opportunities and constraints.
	<b>Economic and financial literacy</b> including knowledge of concepts and processes that can be applied to entrepreneurship.
	<b>Knowledge of business organisation and processes</b> is specific knowledge of the environment in which entrepreneurship is often applied.
SKILLS	<b>Communication, presentation and planning skills, team work</b> = transversal skills essential to entrepreneurs;
	<b>Practical exploration of entrepreneurial opportunities</b> - the various stages of the process of setting up a business, including designing and implementing a business plan.

Table 1. Specific learning outcomes of entrepreneurship education (Source: Eurydice, 2012)

## II.2 Rationale

In our entrepreneurship training curriculum for people at risk of poverty and social exclusion we will focus on the following specific learning outcomes:

- Self-awareness and self-confidence
- Knowledge of career opportunities
- Planning skills

<sup>4</sup> Official Journal of the European Union (28.05.2009). Council conclusions of 12 May 2009 on a strategic framework for European cooperation in education and training ('ET 2020'), available at <http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex:52009XG0528%2801%29> (accessed on 14.12.2015)

<sup>5</sup> European Commission (2008) – *Entrepreneurship in Higher Education, Especially Within Non-Business Studies* – European Commission, Brussels

<sup>6</sup>

[https://books.google.ro/books?id=JzHKAwAAQBAJ&printsec=frontcover&dq=inauthor:%22Alexandria+Valerio%22&hl=en&sa=X&ved=0CB0Q6AEwAGoVChMI6tT1\\_LD2yAIVRVgUCh0oNQ1D#v=onepage&q&f=false](https://books.google.ro/books?id=JzHKAwAAQBAJ&printsec=frontcover&dq=inauthor:%22Alexandria+Valerio%22&hl=en&sa=X&ved=0CB0Q6AEwAGoVChMI6tT1_LD2yAIVRVgUCh0oNQ1D#v=onepage&q&f=false) (accessed 4.11.2015)

<sup>7</sup> The Eurydice report has adapted the framework from Heinonen & Poikkijoki (2006). An entrepreneurial-directed approach to entrepreneurship education: mission impossible? *Journal of Management Development*, 25(1) and incorporating issues from EC (2007). *Key competences for lifelong learning – European Reference Framework* and NESTA (2009). *The identification and measurement of innovative characteristics of young people*.

The reasons why we have decided to concentrate our efforts on these specific learning outcomes are mostly due to the findings of the research conducted in the first stage of the TAP project (see research reports), and partly to limitations pertaining to resources available for training (piloting) within the project.

We have learnt from the report *Poverty and social exclusion in selected European countries* (Szczygieł, 2015) that people in or at risk of poverty and social exclusion may consider it impossible or irrelevant to take any action to improve their financial situation. The report concluded that the people in or at risk of poverty whom we engaged with are used to their situation and show limited willingness to change it. Rather, they resort to such coping strategies as limiting their current needs (90% of respondents), using institutional aid (76%), and taking loans (close to 50%). The solution involving additional work was indicated by merely 25% of the respondents. Clearly, their employment prospects are limited not only by personal considerations, but also by socio-economic conditions. As for starting their own business, the respondents pointed to the lack of entrepreneurial predispositions which prevented them from starting a business.

The recommendations made in the report *Poverty and social exclusion in selected European countries* (Szczygieł, 2015, pp. 90-92) inform the curriculum development of the training in terms of targeted learning outcomes by pointing to the following needs of people in or at risk of poverty and social exclusion:

- the need to become better aware of and learn how to tap into inner resources that can support entrepreneurship; and to become more self-confident to be able to act as entrepreneurs;
- the need for basic practical knowledge of the relevant legal framework, business, management, finance and marketing;
- the need for support with planning one's own career path in the short, medium, and long terms.

In addition to informing the content of the training, the recommendations of the report also have methodological implications: highly practical approaches and participatory methods should be used, access to relevant information in terms of both business and social issues should be facilitated.

The recommendations of the report entitled *Social security models in selected European countries* (Triacca *et al*, 2015, pp. 99-100) include further information relevant to the design of the training for people in or at risk of poverty and social exclusion:

- personalized empowerment programs should be provided;
- one-off training programmes should be avoided; instead, personal and professional development plans should be designed and solutions identified that are conducive to empowering individuals (e.g. coherent development programmes which support the beneficiaries along their self-designed and assumed growth path);
- prior to training *stricto sensu* for starting and running one's own business, there may need to develop the learners' their basic skills, including social skills, along with attitudes that are favourable for entrepreneurship, such as self-confidence, resilience, communication skills, family budgeting skills, simple planning skills, etc., which are grouped by some under the term 'soft skills'.

While especially the report entitled *Poverty and social exclusion in selected European countries* (Szczygieł, 2015) made other numerous specific recommendations, due to constraints related

to time and knowledge of the intended learners, and based on the curriculum developers' training and learning facilitation experience, it has been decided that the above-listed specific learning outcomes are both feasible and likely to provide a good basis for further learning, and at the same time adequate for a group of learners who may be at widely varying levels of competence.

### **II.3 Features of the curriculum and of the methodology**

The major features of the present curriculum and of the recommended methodology for its delivery are:

- It is *approachable at different levels of complexity*;
- The *learning outcomes are essential* for an entrepreneurial-minded person;
- Though divided into four learning units, the *content is partly recurrent*;
- A *flexible approach* is possible in terms of time management, learning activities and learning materials;
- The content of the training allows *adaptability* to local conditions and individual learners' specific needs (in terms of e.g. national-level legal requirements, local opportunities and resources, inspiring local entrepreneurs, individuals' level of competence, etc.)
- Learning is driven by initial (self-)assessment and individual goals and objectives set by the learner, and supported by learning facilitators also in one-on-one coaching sessions, which allows a *personalised approach and learner-centredness*.



### **III. FRAMEWORK CURRICULUM FOR ENTREPRENEURSHIP TRAINING AND METHODOLOGY OF DELIVERY IN TAP**

This section will provide answers to the following questions:

- Who are the targeted learners of the training programme?
- What is the goal of the programme?
- What do we want these learners to know, be able to do etc. at the end of the training programme (in other words, what are the intended learning outcomes)?
- What key concepts could the programme discuss with / introduce to the learners (units, topics)?
- What approaches and resources does the programme provide to facilitate learning (strategies, methods, activities, materials, time allocation)?
- How is the monitoring and evaluation of the learners' progress during the programme going to be done (assessment)?

#### **III.1 Learners**

This training programme is intended for adults (aged 18+) who are in or at risk of poverty and/or social exclusion and are willing to engage in and commit to learning in a mostly self-directed manner, relying in the beginning stage on the support of experienced, qualified facilitators to assist with kicking off this process. Ideally, the decision to engage in this process should be made by the learner without constraints from other parties, or without other parties conditioning the provision of services or goods to the learner by attendance of the programme. However, acknowledging that engaging in a group learning process may not be high on the agenda of people in or at high risk of poverty and/ or social exclusion, this course should be conceived of by training providers as a quite substantial 'appetizer'.

The group of learners may include unemployed people, individuals with low levels of education or low skills, individuals with low income (which entitles them to social benefits), from single-parent families, from large families, individuals not in education, employment or training. Significant adjustments (extra scaffolding, extended time for learning tasks that involve reading and writing, etc.) may be necessary if the learners have very low or almost no literacy skills (such as if their reading, writing and comprehension skills are at early primary school level).

Keeping in mind the above, every organisation should develop its own learner recruitment strategy. Learner recruitment / enrolment could be done by the training provider in partnership with a public or private institution of the social welfare system, as this may help monitor learner progress beyond the delivery of the training programme. The learners should commit to attending the whole training programme (all workshops); however, one-on-one coaching is optional and will be planned based on appointment.

### III.2 Goal of the training programme

The ultimate goal of this training programme is to alleviate poverty and social exclusion by promoting entrepreneurship and an entrepreneurial culture. More specifically, the training programme aims to develop the *learners' entrepreneurial capacities and mindsets*, which should enable them to actively engage in personal and professional development with a view to prevent their entry into poverty / social exclusion or support their exit from poverty / social exclusion.

### III.3 Intended learning outcomes

The targeted learning outcomes are:

- *Increased **self-awareness and self-confidence*** – knowledge of the self including one's inner and relational resources in terms of strengths and challenges, and ways of capitalising on them; trust in one's worth and a positive attitude about one's chances of success in endeavours to achieve one's objectives;
- *Enhanced **knowledge of career opportunities and the world of work***, of what various careers entail;
- *Improved **planning skills***.

Overview of learning outcomes correlated with topics & key concepts (for an example, see [Chapters IV.1](#) and [IV.2](#))

Topics & key concepts by weeks →	Topic 1 Key concept 1 Key concept 2 ...	Topic 2: Key concept 1 Key concept 2 ...	Topic ... Key concept 1 Key concept 2 ...
Learning outcomes ↓	<i>Subtopics</i> ↓	<i>Subtopics</i> ↓	<i>Subtopics</i> ↓
Self-awareness & Self-confidence			
Knowledge of career opportunities and the world of work			
Planning skills			

### III.4 Strategies, methods, learning activities

As recommended in the needs analysis, the learning strategies must be highly participatory, actively engaging the participants in thoroughly understanding concepts, practising skills and developing entrepreneurial mindsets.

For as good as possible familiarity of the facilitators with the learners' skills and attitudes (especially the targeted ones), the first workshop and the first coaching session should be dedicated to getting to know them as well as possible so that the subsequent workshops and coaching sessions could be tailored to their specific needs as best possible.

We propose an overall approach by which the facilitators assist the learners in understanding where they are in their learning, establishing where they want to get, guiding them in getting there or equipping them with the learning strategies to be able to achieve their objectives subsequent to the training programme, and helping them reflect on their experiences and assess their progress.

A balanced and flexible mix of individual, pair, small group and whole-groups activities is recommended. Some of the activities (such as self-assessment, coaching) will be done individually, while some others in pairs (e.g. Think-Pair-Share activities), mostly for the purpose of assisting the learners in clarifying their thoughts by discussing with another learner before they are invited to share in the large group. Group activities will be done in 3-5 person groups, depending on the task (e.g. case study, practising planning, role play, etc.), while whole-group activities will be used for presentations by the trainers or by invited entrepreneurs, and discussions for clarifying tasks and for sharing the resulting products of the workshop.

As a rule, the training facilitators will provide scaffolding (including model products (e.g. curriculum vitae, letter of intent, etc.) depending on needs and share authentic stories of people who have become successful entrepreneurs by inviting them into the workshop or by showing recordings.

Constructive communication will be encouraged so that the learners get to practice expressing their ideas, understanding, needs and interests. As there is much at stake in terms of group learning, the training facilitators will ensure an atmosphere marked by mutual trust and respect.

All the strategies, methods and learning activities are meant to empower the learners to carry on developing personally and professionally including after the training programme. The one-on-one coaching will play an essential role in empowerment.

As found in the piloting phase of the course, special attention should be paid to approaching topics that may be perceived as too personal by some of the participants in the kick-off session the course. If such topics are deemed necessary to deal with, participants should be allowed the choice of not sharing their thoughts/reflections in public.

### **III.5 Materials and resources**

Video presentations, handouts, worksheets, templates, model products (curriculum vitae, letter of intent) and resource persons from the local community will be provided. The participants will be encouraged to keep the worksheets/ handouts for future reference and also for self-assessment purposes. For a set of sample handouts, worksheets, templates, etc., see the [e-learning](#).

The venue should be equipped with furniture that allows various layouts: for group work, there should be a table for each group to sit around and discuss/ write. For pair work, the pairs need to be able to sit facing each other and somewhat away from another group so that the parallel discussions would not interfere.

For the video presentations (if need be), there should be proper equipment (beamer, screen). Ideally, there would be Internet connection so that the participants can be shown websites with

further resources for their learning and sample resources available on those websites. Alternatively, a list of useful resource sites should be handed out to the learners or the resources should be shared during the one-on-one coaching sessions which should be held in a room with Internet access. Support may be needed for learners with low digital literacy skills.

### III.6 Assessment

Assessment will be done by means of direct observation of the learners, individual interviews (during coaching), assessment of group and/ or individual products resulting from the workshop and guided self-assessment based on reflection and use of rubrics. Rubrics should be provided (see [Annex VI.1](#) for an example of rubrics) for three different levels of performance (modest, medium, and advanced) for each learning outcome. The rubrics are aimed at facilitating the learners' self-directed learning as well. Therefore, they should be introduced in the early sessions, revisited as often as necessary (depending on the number of sessions), as well as used in the final session for summative purposes.

In addition to assessing the learners' progress, the programme providers will also ask for the learners' feedback on the course especially in terms of perceived usefulness/ attractiveness of the training (See below).

Upon successful completion of the course, the learners will receive a certificate of attendance.

### III.7 Feedback form for learners

To the learner: *Please, share your opinion about the workshop you have completed. You need not write your name on this form. Your most candid opinion would be highly appreciated.*

I. On a scale from 1 (very poor/very little) to 5 (very good), how would you rate the following? Please, circle the figure that best reflects your opinion.

I.1. The learning atmosphere during the workshops (friendliness, level of mutual trust etc.)

1                      2                      3                      4                      5

I.2 The relevance and accessibility of the materials that were made available

1                      2                      3                      4                      5

I.3 The facilitators' support in the workshop/ group activity

1                      2                      3                      4                      5

I.4 The facilitators' support in the one-on-one coaching sessions

1                      2                      3                      4                      5

I.5 The relevance of the content for your needs

1                      2                      3                      4                      5

I.6 The timing of the workshops and coaching sessions

1                      2                      3                      4                      5

I.7 Your progress during the training (i.e. how much better do you now understand what entrepreneurship is and what you could do to improve your entrepreneurial skills).

1

2

3

4

5

II. Please, freely comment on the above so that the trainers and the developers of this training understand what should be improved.

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III. Would you recommend this training to others? Please, circle.

1. Yes

2. No

3. Maybe

Please, explain: \_\_\_\_\_

*Thank you for your feedback.*



## IV. EXAMPLE OF PLANNING A COURSE ACCORDING TO THE CURRICULUM

### IV.1 Learning units and key concepts

Learning unit title	Key concepts
Who am I?	Self-awareness Self-confidence Inner resources Relations
My place in the world of work	Entrepreneurship Human capital Employer Employee Self-employed Career opportunities
Where am I headed and how do I get there?	Goals and objectives Personal/ professional development plan Prioritising
My toolkit	General skills Specific skills Self-assessment Letter of intent Curriculum vitae Job interview

## IV.2 Overview of learning outcomes correlated with topics & key concepts

<b>Topics &amp; key concepts by weeks</b> →	<b>Week 1: Who am I?</b> Self-awareness Self-confidence Inner resources Relations	<b>Week 2: My place in the world of work</b> Entrepreneurship Human capital Employer Employee Self-employed Career opportunities	<b>Week 3: Where am I headed and how do I get there?</b> Goals and objectives Personal/ professional development plan Prioritising	<b>Week 4: My toolkit</b> General & specific skills Self-assessment Letter of intent Curriculum vitae Job interview
<b>Learning outcomes</b> ↓	<i>Subtopics</i> ↓	<i>Subtopics</i> ↓	<i>Subtopics</i> ↓	<i>Subtopics</i> ↓
<b>Self-awareness &amp; Self-confidence</b>	My unique self among others My resources	Strengthening awareness of personal resources for a successful career Change	Goals and objectives	Self-assessment Letter of intent
<b>Knowledge of career opportunities and the world of work</b>		Occupations and professional interests Employer or employee?		Looking for a job CV in Europass format
<b>Planning skills</b>			Accomplishing tasks Planning activities Prioritising	

### IV.3 Time allocation

The proposed length of the training programme is 30 hours, with 24 hours in workshop style training, and 6 hours one-on-one coaching/ mentoring. There should be four 6-hour workshops in consecutive weeks (weeks 1 – 4). Each unit requires at least 6 hours of workshop time.

The proposed daily timetable includes 80-minute blocks separated by 10/20 minute breaks, e.g.

Block 1	9.00-10.20
Break 1	10.20-10.30
Block 2	10.30-11.50
Break 2	11.50-12.10
Block 3	12.10-13.30
Break 3	13.30-13.40
Block 4	13.40-15.00

A one-on-one coaching session should be of two hours in length. Each learner may opt for up to three sessions of up to 2-hour coaching. The coaching sessions should be planned during the 4- week period of the course, between two consecutive workshops.


### IV.4 Detailed description of the workshop

#### ***Topic 1 (Week 1). Who am I?***

In this unit, in addition to being introduced to the TAP project (which provides the broad context for their learning), the learners will get to know each other and become acquainted with the trainers/ workshop facilitators. The purpose of these introductory activities is to establish an atmosphere marked by mutual trust and cooperation in the context of shared learning. In addition, throughout this unit, the learners will enhance their self-awareness, self-esteem and self-confidence, by reflecting on important aspects of their personal life (unit 1.1); they will also take stock of their personal inner resources, their defining qualities and capacities, and will thus develop self-appreciation (unit 1.2).

#### ***Subtopic 1.1. My unique self among others***

<b>Duration</b>	<b>Activity (description)</b>	<b>Resources needed</b>
10'	Introduction – brief presentation of the project context	PPT - project
20'	Getting to know each other (Alternative activities: Human Bingo; Treasure Hunt etc.)	Bingo / Treasure Hunt worksheet
20'	Clarifying expectations and fears: Why have you come to this training? What would you like to achieve? Do you foresee any risks? The participants write expectations on post-its and stick them on the tree as if they were leaves. In debriefing, also discuss potential risks perceived.	Expectations tree – flipchart with the outline of a tree and post-its
10'	Fears discarded – on separate post-its / notes, the participants	Post-its (as many as

	write endings to this sending: <i>In this group, I mostly fear ...</i>	each participants asks for)
20'	What makes me unique? Paired discussion followed by reciprocal introductions; the pairs take turns introducing each other to the group.	Paper and pen
Break		
20'	<p>Self-awareness</p> <p>Brainstorming: <i>What does it mean to be aware of myself?</i></p> <p>Focus points/ conclusions after collecting the group's contributions: to be aware of oneself means to know your emotions and thoughts, what you want to have/ achieve in your life, your strengths and weaknesses, your beliefs and values, what motivates you, what makes you happy, what you want to change, your achievements, how you relate to others, that you as a person must develop, in brief: how you see yourself as a person.</p> <p>Alternative activities:</p> <p>(1) <i>What images come to your mind when you hear I/ myself? Describe them.</i></p> <p>(2) <i>The tree. Imagine you are a tree. Visualise the trunk, the branches, the roots, the leaves, the fruits, what is around you. Describe yourself.</i></p> <p>Debriefing: <i>Do the thoughts that came to your mind represent you in any way?</i></p> <p>Focus points/ conclusions after collecting the group's contributions: self-awareness is like a reflection, like when you look at yourself in the mirror and can describe in detail what you see.</p>	Paper and pen
30'	<p>Activity: <i>Who am I?</i></p> <p>Reflection: the trainer tells the participants that they will get 10 questions to respond to in writing, and then poses the question: <i>Who am I?</i> 10 times. After the participants write the 10 answers, the trainer asks them to cut out 3 answers. Then another 3.</p> <p>Debriefing questions: How did you feel when you had to give up answers? Which answers did you choose to give up first (e.g. the negative ones, the less important ones, the less defining ones)? What did you learn about the way you see yourself?</p>	Paper and pen
30'	<p>Activity: <i>Lifeline</i></p> <p>Instructions for the participants: on a blank paper (hold it landscape format), draw a horizontal line that represents your life. Mark the time you were born (left end), and mark the present (right end). In between the two ends, use different colour pens to mark significant events in your life. Place the positive / pleasant ones above the line, and the negative (unpleasant) ones below the line (you will get a sort of fishbone structure).</p> 	Paper and coloured pens/ crayons

	In small groups (3-4 people), explain your drawing/ graphic representation to others. You can choose the events you want to talk about (and leave out the ones you don't want to discuss).	
Break		

### Subtopic 1.2 My resources

Duration	Activity (description)	Resources needed
30'	Resource map (reflection activity) Instructions: invite the participants to think about the following and make notes (or collect answers on a flipchart paper): What can I give to the group? Materials/ music / a smile etc. List material resources and non-tangible as well as relational resources (smile, time, kindness, a handshake, a hug, a story, experiences I have had, advice, friends etc.)	Flipchart paper Paper and pens
10'	Instructions for participants: Imagine that at the end of the day you say to yourself: <i>'This has been a good day!'</i> What good things will have happened to you that day? Close your eyes and recall how you felt when you did something very well. Follow up with group discussions.  Alternative activities: (1) The origin of my name: who chose it – which family members – and why? Where does my name originate?  (2) The story of lemons. Choose a lemon and make an effort to know it. Name it. Think and tell its story. Add two old apples and an orange. Do they belong to the world of lemons? Can they be here? What would the other apples say? Is there a lemon that is not comfortable with the apples and orange?  (3) If I were ..., I would be ... As the participants to choose a flower/ an animal/ a bird/ a song/ a book/ a building / a form of relief etc. they identify with (making statements such as: if I were a flower, I would be a tulip because...) and explain their choice(s). What makes them similar to that flower/ animal etc.?	
10'	Reflection activity: What does "a quality life" mean to me?	
30'	Self-knowledge: What are my potential areas of growth? Activity: The wheel of life (each learner assesses themselves for each 'slice' of their life), and then reflect on the 'slices' with a smaller percentage as potential areas of growth.	Copies of <i>Wheel of life</i> for each participant Pen and paper
Break		
15'	Introductory discussions Discuss these topics with the participants: <i>a) Self-control</i> How can I use my emotions to make progress?	EI test



	<p><i>b) Social awareness</i> How do I understand and value others?</p> <p><i>c) Social skills</i> How do we build relations and social networks, how do we identify things we share/ have in common with others? At this point, participants can be invited to do an emotional intelligence (EI) test. There are various tests available on the Internet. The essence of the activity lies in the reflection rather than the score itself. If not available in class, the test can be done at home, and the discussions held in the training room in the next meeting.</p>	
20'	<p>Self-reliance is influenced by self-appreciation and love of self. Instructions for the participants: <i>Answer the following questions related to your childhood experiences. Mother/ father also includes foster parents or people who cared for you in your childhood.</i> (Trainer reads them, learners write answers on a piece of paper):</p> <ul style="list-style-type: none"> <li>- <i>What positive messages did you receive from your mother and/ or father?</i></li> <li>- <i>What negative messages did you receive from your mother and/ or father?</i></li> <li>- <i>What kind of messages did you receive in school about yourself?</i></li> <li>- <i>What factors have helped you develop your self-appreciation?</i></li> <li>- <i>What factors have affected your self-appreciation negatively?</i></li> <li>- <i>What negative messages still influence you today?</i></li> <li>- <i>What positive messages still influence you today?</i></li> <li>- <i>Five things you like about yourself:</i></li> <li>- <i>Five things I have accomplished in my life:</i></li> <li>- <i>Five ways in which I take care of my own person:</i></li> </ul> <p>Alternative activity: The story of my childhood Instructions for participants: Think of a story and a character that impressed you in childhood. Choose the first story that comes to mind and state the title and the name of the character. Now answer these questions:</p> <ul style="list-style-type: none"> <li>- <i>What impressed you in the story?</i></li> <li>- <i>How do you identify with the character?</i></li> <li>- <i>What stage of your life does the story resonate with?</i></li> <li>- <i>What emotions does the character have? How does s/he feel?</i></li> <li>- <i>When did you feel like the character?</i></li> </ul> <p>Now change the story! You are the author! How does the story you wrote sound? What does the change tell about you in terms of needs and fears? What made you say that about yourself? In the end, your co-learners will provide feedback, and others will state whether they see things the same or differently.</p>	Paper and pen
30'	<p>Ways to improve self-appreciation Map of the heart Instructions for the participants: <i>Draw a heart and divide it into 4 equal parts. In each part, write the following:</i></p> <ul style="list-style-type: none"> <li>- <i>3 qualities of your favourite people</i></li> </ul>	

	<ul style="list-style-type: none"> <li>- 3 things in your life that you would like to change</li> <li>- 3 words that you would like people to use when describing you</li> </ul>	
7-8'	<p><i>Debriefing:</i> In groups of 3-4, the learners discuss each 'heart'. At the end, they answer the following questions:</p> <ul style="list-style-type: none"> <li>- What did you learn about yourself?</li> <li>- Were you surprised by any thought you had?</li> <li>- What new things have you learned about people in your group?</li> </ul>	Pen and paper
7-8'	<p><i>Written reflection</i> (exit cards) (the facilitator will collect these from each learner)</p> <p>An idea I have realised today is ...</p> <p>A positive/ negative feeling I have had today is ...</p> <p>Something I have heard today and would like to remember is ...</p>	Pen and note paper
<p>Closing the workshop</p> <p><i>Remind participants of the date of the next meeting</i></p> <p><i>Ask if there are any who wish to make an appointment for one-on-one coaching</i></p>		

## **Topic 2 (Week 2). My place in the world of work**

In this unit, the learners will identify and analyse their inner resources, their values and vision, their strengths and weaknesses, discuss how these can help them have a successful career, and reflect on their lifestyle in general and working style in particular (Unit 2.1). Next, they will analyse what it takes to have a certain occupation and how personal interests can be capitalised in training for a profession (Unit 2.2); what it takes to manage change and related emotions (Unit 2.3) and finally ponder where they would rather be on the labour market (Unit 2.4).

### *Subtopic 2.1: Strengthening awareness of personal resources for a successful career*

<b>Duration</b>	<b>Activity (description)</b>	<b>Resources needed</b>
5'	Introductory game: mime an occupation; volunteers mime, and the others have to guess what the occupation is.	
10'	<p>Invite the participants to reflect on the occupation/ profession that they dreamt of doing as a child, and answer the following questions individually:</p> <ul style="list-style-type: none"> <li>- What was this occupation?</li> <li>- What did you like about it?</li> <li>- Why did you think it would suit you?</li> </ul>	Pen and paper
20'	<p>Invite the students to think about and describe their ideal job/ workplace. Together with the group, put together an inventory of the characteristics of an ideal workplace.</p> <p>Next, have the learners state what three characteristics would highly recommend them for their ideal job.</p>	Worksheet: My ideal job
40'	<p><i>Instructions:</i> Tell the participants that each of them has had a history of what they have achieved so far in their professional life. To tell their stories, and describe their aims for the future, use OH cards (see <a href="http://www.oh-cards.com/index.php?clang=1">http://www.oh-cards.com/index.php?clang=1</a>).</p> <p>Remind the learners that they may have had a mentor or a role model who influenced them. Invite them to tell their life stories to each other in pairs; next, they will be able to share in the large group if they wish.</p> <p>Also see <i>Associative picture cards</i> in <i>Innovative Ways for</i></p>	OH Cards

	<i>Motivating Adults for Learning</i> (pp. 17-18) available at <a href="http://www.cremole.eu/home/viewpage/id/58">http://www.cremole.eu/home/viewpage/id/58</a>	
5'	Reflection: The participants discuss: What has become clearer to me while telling the story of my professional life?	
Break		

### Subtopic 2.2 Occupations and professional interests

Duration	Activity (description)	Resources needed
20'	The participants learn that it is easier to choose a profession/ occupation if they understand the labour market and how it evolves, if they are aware of their skills and capabilities and of the competences that are required for the various jobs. At the beginning of the activity, working in pairs, the participants will analyse the job offers in various fields of activity. Introduce and discuss the <i>General and specific competences</i> sheet (indicate source)	Pen and paper Job offers (e.g. from newspaper) Handout including a list of competences (if nothing else available, use the Rubrics in Annex VI.1)
35'	Then they will fill in a self-assessment form to identify the occupations that are compatible with their interests and skills, and compare the required competences with the occupational standards (see the Holland questionnaire of professional interests). Discussions	Holland self-assessment questionnaire
20'	Trainers introduce and discuss with the learners the worksheet "What is human capital?" Ask the participants to identify the human capital needed for professions such as: pilot, computer programmer, television reporter. Responses could be: Pilot: very good eyesight, coordination of movements, calm, self-control, knowledge of planes, weather conditions, air pressure, etc. Computer programmer: knowledge of computers and information technology, installing and running programmes on computers, creativity, etc. Reporter: pleasant voice, clear speech, fluency in reading, interest for current events, etc.	Worksheet
5'	Reflection: What have I learned about myself?	
Break		

### Subtopic 2.3 Change

Duration	Activity (description)	Resources needed
10'	Each participant draws an iceberg. Under the level of the water, they write three qualities or skills that the others don't know about them. The participants have to guess which iceberg belongs to whom by guessing or making inferences.	Pen and paper
20'	Accepting emotions – managing negative emotions What are emotions? a) Emotional state; b) Thoughts; c)	Pen and paper

	<p>Physical response; d) Behavioural response/ tendencies.  Emotions are natural and necessary responses. Which of a-d from above are the most unpleasant or powerful?  Discuss with the participants:  What do you think about emotions, in general?  What have we learned in life about emotions?  What do you think about your emotions?  What do others think about your emotions?</p> <p>Accepting negative emotions:  I would prefer not to ....  But if/ when I feel .... It is unpleasant, but not catastrophic.  If / when I feel ... it does not mean that I am ....  It is natural to have ....  How do we respond to negative emotions? (Examples of emotions and situations)  Identify, name  Accept  Assertively express  Distract attention  Engage in other activities  A message to oneself to calm down  Realistic thinking  Search of social support  Problem solving</p> <p>Alternative activity: The shop of emotions / emoticons</p>	
40'	<p><i>My values</i>  Decide what is the most important in your life! What are your values? i.e. those things that YOU think are important in your life, in how you work, etc. They define your priorities and probably the standards that tell you whether your life progresses in the direction you want it to.  <i>Stating one's own vision:</i> think about where you want to get/ what you would like to do / how you want to be. Try to answer these on a sheet of paper. Note: a person's <i>vision</i> comes from the heart; "I and only I can define it"; it is a radical and challenging statement.  Change – introductory discussion  5 things you don't want to change about yourself  5 things you want to change about yourself  List things you think you cannot change + 3 ways to change them.  Activity: <i>Change</i> (open-ended story) Read and discuss.</p>	Handout – Change (open-ended story)
10'	Reflection	
Break		
10'	Activity: build a cluster around the term Change. Ask the learners to work in groups and identify barriers to change. Each learner will describe a situation (from their experience) when they had to change. What exactly did they have to change? How much effort did they have to make? What resulted from	Pen and paper Flipchart paper

	the change?	
30'	<p>Bring in examples (written, short films, interviews) of famous people who turned entrepreneurs and who had to face difficulties and had to change to become successful (Steve Jobs, JKRowling, Oprah Winfrey, etc. – especially local / national famous people). Discuss the examples and focus on what kind of change these people underwent, and what it must have taken for them to become successful.</p> <p>For inspiration, see <a href="http://www.businessinsider.com/best-rags-to-riches-stories-2015-10">http://www.businessinsider.com/best-rags-to-riches-stories-2015-10</a></p>	Text, film, interview

#### *Subtopic 2.4 Employer or employee?*

<b>Duration</b>	<b>Activity (description)</b>	<b>Resources needed</b>
30'	<p>Participants are asked if they have ever considered becoming entrepreneurs. Together, on a flipchart paper, the group prepare a cluster containing the skills and knowledge that an entrepreneur needs. Divide the participants in two groups and ask one group to make a list of the advantages and disadvantages of being an employee, while the other group will make a list of the advantages and disadvantages of being an employer.</p> <p><i>Value line</i> (if unsure what it is, see <a href="http://strateaching101.weebly.com/value-line.html">http://strateaching101.weebly.com/value-line.html</a>) starting from the question: What is more convenient: to be an employer or to be an employee? (Opposing answers: “It is more convenient to be an employee” and “It is more convenient to be an employer”.) Depending on their answer/preference and arguments, the participants will choose to position themselves between the two ends; discuss with those who are around them, make sure their opinions are similar; if not, move up/ down the line to find like-minded people.</p> <p>Debriefing: discussions about the role of entrepreneurs in the economy of the country.</p>	<p>Pen and paper</p> <p>Flipchart paper</p>
10'	<p><i>Written reflection</i> (exit cards) (the facilitator will collect these from each learner)</p> <p>An idea I have realised today is ...</p> <p>A positive/ negative feeling I have had today is ...</p> <p>Something I have heard today and would like to remember is ...</p>	Pen and paper
<p><i>Closure</i></p> <p><i>Remind participants of the date of the next meeting and to make appointments for one-on-one coaching sessions</i></p>		

#### **Topic 3 (Week 3). Where am I headed and how do I get there?**

In this unit, the learners will focus on developing their skills to plan realistically for effective accomplishment of tasks, estimating time and effort, as well as identifying and organizing resources (Unit 3.1), combining them in the development of a clear and specific plan (Unit 3.2) which is aligned with carefully thought out and relevant goals and objectives feeding into a personal action plan (Unit 3.3), which takes into account wisely chosen priorities (Unit 3.4).



### Subtopic 3.1 Accomplishing tasks

Duration	Activity (description)	Resources needed
10'	Warm-up: ask the participants to work in pairs, then in fours. In pairs, they should think and then talk to each other about where they see themselves in 5 month's time; then, meeting with another pair, they should talk about where they see themselves in 5 years' time. Debriefing discussion	
40'	The participants receive the text <i>The Wish</i> , and read the first part of it. In 3-5 minutes, they are asked to identify a wish (a dream destination for a trip) they have had for a long time, and imagine that their wish comes true, and in the next 10 minutes, in writing, they should answer the question: What should I do now? After that, they read the second part of the text, compare their answers to those in the text, analyse alternatives for improving their plan, mark pluses and minuses from the perspective of the objectives they pursue.	Handout: The wish for each person Table for analysing pluses and minuses for each person
10'	Reflections – discussions about the plan and resources used.	

### Subtopic 3.2 Planning activities

Duration	Activity (description)	Resources needed
20'	The participants listen to the experience of an entrepreneur who has a small business (start-up). In the meantime, they make notes on the steps the entrepreneur lists for starting the business, and prepare to ask questions to make sure they understand what the person has done.	Recoding (film, interview, live discussion) Pen and paper
Break		
30'	Individually or in pairs, the learners think of a business idea, and use the discussion web to decide whether it is a good idea or not. They should find arguments for both sides and conclude based on those arguments.	Discussion web for each pair
20'	Presentations of the ideas and peer feedback	
30'	Personal planning: Story board Individually, the participants complete their storyboard. They think about how they want to be in 5 years' time (in terms of what/ who to be, what to have, what to do) and represent this vision in the last box; then they fill in the first box – to represent where they are. Next, they fill in boxes 2-5 (steps 1-4) to represent the steps they need to take to get from where they are to where they wish to get.	Storyboard template for each person
Break		

### Subtopic 3.3 Goals and objectives

Duration	Activity (description)	Resources needed
10'	The participants briefly share their storyboard (broad outline of plan) with a pair.	
50'	Using the template provided, the participants now individually	Template for

	plan – in detail – objectives, resources, milestones and timeframe for each of the steps. If some of the participants finish earlier, they should try and cost the resources they will need (budget). The trainer should walk around, monitor the work, and encourage the participants to be specific.	planning
20'	Sharing the plans – this can be done in pairs or fours, or in the large group; peer feedback should focus on how realistic/feasible the plan sounds.	
Break		

### Subtopic 3.4 Prioritising

Duration	Activity (description)	Resources needed
5'	Brainstorming: what does prioritising mean to you? Discuss.	
45'	<p>Introduction: Eisenhower's Urgent/Important prioritising tool helps us quickly identify the activities to focus on, as well as the ones to ignore.</p> <p>When we use this tool to prioritize our time, we can deal with truly urgent issues effectively, and also work towards important longer-term goals.</p> <p>To use the tool, one should list all tasks and activities, and place each into one of the following categories:</p> <ul style="list-style-type: none"> <li>• Important and urgent.</li> <li>• Important but not urgent.</li> <li>• Not important but urgent.</li> <li>• Not important and not urgent.</li> </ul> <p>Then schedule tasks and activities based on their importance and urgency.</p> <p>Share the <i>Urgent/Important</i> matrix with the participants and invite their opinion. Discuss what could be urgent/ not urgent; important/ not important.</p> <p>Hand out the template (empty matrix), ask them to think, fill in and then share with a pair their own Urgent/ Important matrix. Share in large group and discuss.</p>	Urgent/Important matrix and template
25'	Planning with priorities in mind. Practice planning a week's activities using the template provided for weekly planning. Participants fill in the plan, and share. Feedback on how urgent/important was kept in mind	Weekly planning template
5'	<p><i>Written reflection</i> (exit cards)</p> <p>An idea I have realised today is ...</p> <p>A positive/ negative feeling I have had today is ...</p> <p>Something I have heard today and would like to remember is ...</p>	Pen and note paper
<p>Closing the workshop</p> <p><i>Remind participants of the date of the next meeting</i></p> <p><i>Ask if there are any who wish to make an appointment for one-on-one coaching</i></p>		

### Topic 4 (Week 4). My toolkit

In this unit, the participants will learn how to write a letter of intent and how to present themselves in a job interview (Unit 4.1), how to compile a curriculum vitae in Europass format (Unit 4.2), how to

actively search for a specific job in full awareness of the general and specific skills they need for the respective job (Unit 4.3) and based on a thorough and realistic self-assessment (Unit 4.4).

#### *Subtopic 4.1 Letter of intent*

<b>Duration</b>	<b>Activity (description)</b>	<b>Resources needed</b>
10'	Warm-up activity: match jobs and skills Get two boxes (or hats). In one of them, place as many names of professions as learners in the room written on separate slips of paper, and in the other one place an equal number of slips of paper containing specific skills needed for the jobs written on the slips of paper in the first box. Have the learners pick one slip of paper from each box, and walk around the room to find their match – for the skill and for the job.	Two boxes, slips of paper with jobs and relevant skills
40'	Discuss what the participants think a letter of intent is. Make a short presentation on Tips for writing a good letter of intent (see, for instance, <a href="http://www.wikihow.com/Write-a-Letter-of-Intent">http://www.wikihow.com/Write-a-Letter-of-Intent</a> ). Show the participants a good example of a letter of intent. Ask the participants to what extent they were familiar with letters of intent, or aware of the tips, whether the tips seem useful to them, whether there are any more things to keep in mind. Practice: have the participants choose an advertisement for a job they think they could apply for with reasonable chances of success. Using the model letter of intent, have them write a letter of intent for the selected job. Prior to writing, have them work in pairs to recap human capital (Unit 2) and what specifically would qualify them for the job. After they finish writing, have the participants exchange letters of intent and give feedback to each other.	Presentation about letter of intent Diverse real life job adverts from local press (ones that the learners can realistically choose from – remember their aspirations expressed in the previous meetings)
30'	Introduce: <i>Interview guide</i> Role play an interview for a job one of the learners selected. Have one learner be the applicant, and another one (or you) the interviewer. The other learners observe and make notes in their observation sheet. If there is time, repeat the role with another pair of learners.	Interview guide and Interview observation sheet
Break		
15'	Debriefing: How did the interviewee feel? How did the interviewee and then the observers find the answers? Which ones were difficult to answer? Why? Discussion based on the notes made in the observation sheet.	Filled in observation sheets

#### *Subtopic 4.2 CV in Europass format*

<b>Duration</b>	<b>Activity (description)</b>	<b>Resources needed</b>
50'	Ask the participants if they have ever written a curriculum vitae; how they have used it, etc. Show the participants a good example of a CV in Europass format. See <a href="https://europass.cedefop.europa.eu/en/documents/curriculum-vitae/templates-instructions">https://europass.cedefop.europa.eu/en/documents/curriculum-vitae/templates-instructions</a>	Sample CV in Europass format Pen and paper Job advertisements (as above)

	<p>Discuss the various sections and their relevance for potential employers.</p> <p>Then focus the participants on inventorying their skills and their relevant experience starting from the requirements of the advertised job.</p> <p>The CV writing process should include individual drafting using the template provided, peer feedback in pairs, monitoring and feedback by the facilitator. This activity can be followed up in one-on-one coaching sessions.</p>	
15'	<p>Discuss how aspects of the job requirements that are not yet mastered by the learners should be built into the individual action plan if the job is found attractive. Also discuss proactively placing the CV on platforms where employers can see it, sending the CV to companies – how to identify whom to send it to etc.</p> <p>Dwell on receiving a CV from the employers' point of view. You may use a few counterexamples (badly composed CVs) to analyse what is wrong with them, and why it is difficult for a potential employer to understand / get to know the applicant from such a CV.</p>	
Break		

#### *Subtopic 4.3 Looking for a job*

<b>Duration</b>	<b>Activity (description)</b>	<b>Resources needed</b>
20'	<p>Discuss general and specific skills needed for the kinds of jobs the participants 'applied for' above. Keeping in mind the kinds of jobs, or the kinds of business domains the participants have shown interest in, list the specific skills and knowledge for each.</p> <p>Then look at attitudes and soft skills both employers and business partners (as well as employees) value. Refer back to the interview with successful business people and discuss what seem to be the ingredients of a successful entrepreneurial person.</p>	<p>Job advertisements; the products from the previous workshops (letter of intent; CV)</p> <p>Also see entrepreneurship skills conceptualised in <a href="#">Chapter II.1</a>;</p>
30'	<p>Have the participants work in groups of 3-4 and describe in highly observable terms using a table format (see e-learning) what a successful entrepreneur is like.</p> <p>Share completed tables and discuss. Conclude.</p>	<p>Entrepreneurship in observable terms</p> <p>one copy for each group</p>

#### *Subtopic 4.4 Self-assessment*

<b>Duration</b>	<b>Activity (description)</b>	<b>Resources needed</b>
30'	<p>Introduce the rubrics and have the participants read them in pairs. State prior to reading that they are a description of three different levels of performance (see each line), and that the hope is that they are at the very good or good level at most now that the training programme is over.</p> <p>After the pairs have read all, use one learning outcome/ specific competence (a more abstract one or one that you</p>	<p>Rubrics Annex VI.1</p>

	decide could be challenging for the participants) to model discussing the differences between consecutive levels of performance. Make sure to use observable terms in describing the levels and exemplify evidence of behaviour or work/ product.	
Break		
30'	Each pair describes their understanding of one learning outcome/ specific competence underscoring the differences among the different levels of performance. The other learners and the facilitator provide feedback, correct understanding where necessary. Also discuss examples of behaviour or products that could provide evidence that a specific learner is at a certain level of performance.	Annex VI.1 Pen and paper
20'	Have the learners assess themselves individually, and list the evidence they can produce to convince someone that they are at the level they judge they are. When the self-assessment is completed, have the learners transfer that information in the curriculum vitae in the appropriate place.	Same as above
20'	Debrief above activity; Ask the participants what their strengths are as assessed above. Ask what their weaknesses are – if they care to share – and how they plan to improve that competence.	Share list of on-line resources that the participants can use for their improvement
10'	Final evaluation of the workshops and coaching sessions in terms of perceived usefulness	TAP workshop feedback form

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## VI. ANNEX

### Rubrics for TAP entrepreneurship training

Learning outcomes/ specific competences	Levels of performance		
	Modest	Good	Very good
<b>1.1 Learner demonstrates awareness of own characteristics, attitudes, feelings, behaviours, individual strengths and weaknesses</b>	Learner communicates about him/herself stating general rather than specific characteristics, attitudes, feelings, behaviours, individual strengths and weaknesses, failing to elaborate even if prompted	Learner communicates about him/herself stating specific characteristics, attitudes, feelings, behaviours, individual strengths and weaknesses, and elaborating on them with assistance	Learner communicates about him/herself stating specific characteristics, attitudes, feelings, behaviours, individual strengths and weaknesses, independently elaborating on them
<b>1.2 Learner initiates and values interaction and teamwork</b>	Learner seldom initiates interaction, and when s/he does, it is almost exclusively in informal settings; learner participates in interaction initiated by other	Learner often initiates interaction in both formal and informal settings but is visibly uncomfortable expressing him/herself especially in formal settings; learner engages actively in interaction initiated by other	Learner regularly initiates interaction in various settings and demonstrates confidence in expressing him/herself and acting in teams including upon others' initiatives
<b>1.3 Learner receives and acts upon feedback</b>	Learner fends off constructive feedback and in general behaves in a defensive manner when faced with negative feedback	Learner invites constructive feedback but fails to respond to it or share follow-up action	Learner invites constructive feedback and responds to it confidently
<b>2.1 Learner connects knowledge of career opportunities with self-knowledge to make career choices</b>	Learner discusses some career opportunities without connecting them with own characteristics	Learner discusses a variety of career opportunities and argues why a specific career may be appropriate for him/her	Learner discusses a variety of career opportunities, argues why a specific career may be appropriate for him/her and lists actions s/he needs to take in order to pursue a specific career
<b>2.2 Learner demonstrates knowledge of the world of work, including work</b>	Learner describes observable features of a workplace s/he thinks would be appropriate for him/her	Learner describes and analyses a variety of features of a functional workplace	Learner describes, analyses and prioritises essential features of a functional workplace

<b>ethics</b>			making value judgments
<b>3.1 Learner demonstrates capacity to plan a coherent purposeful course of action</b>	Learner discusses future actions in a rather inconsistent or incoherent manner; can prepare a simple two-step time-related plan if assisted	Learner formulates mostly realistic goals and lists some logical actions and some of the resources needed to accomplish them, demonstrating some ability to prioritise and set a timeline of actions, with help	Learner independently formulates realistic and achievable goals, lists all major actions in appropriate chronology and the major resources needed to accomplish them





**Erasmus +**

## **TAP – Together Against Poverty** **TAP – Razem przeciw ubóstwu**

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**Mitra**

