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Training Curriculum

Youth Camp for fostering entrepreneurship among youth in Europe



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Hungary

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Poland

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Preface

Youth unemployment is one of the most pressing challenges European labour markets face. According to Eurostat there were 4,96 million unemployed persons under 25 years old in the EU 28 in December 2014, which amounts to a youth unemployment rate of 21.4 %.

While many young people search in vain for employment or apprenticeship positions, vacancies are often not filled because employers complain they cannot find suitable young candidates. Among the reasons for this gap are lacking basic knowledge about the way enterprises function and an unsatisfactory level of key competences. Just one quotation which stands for many similar statements from employers and labour market experts in Europe: Andreas Schleicher, coordinator of the PISA test, stresses that it is social, learning and communication competences, a decisive factor of recruitment decisions, which European employers across all sectors miss the most in many young job-seekers (<http://cms.ifa.de/pub/kulturreport-fortschritt-europa/fortschritt-europa/andreas-schleicher/type/98/>). Schools apparently fail to sufficiently develop these competences in young people.

This challenge is a common European challenge and therefore it is important to find transnational solutions. Even more so, as there is a divide running across Europe: While there are countries with relatively low youth unemployment rates (for example: Germany 7.2%, Denmark 10.1%), there are other countries with very high rates of unemployment among young people (such as: Spain 49.6%, Poland 21.7%, Hungary 19.3%) - according to the Report on Unemployment statistics of Eurostat April 2015 (see attached). Working together, learning from each other and transferring good practices is the key to improving the situation.

The project addresses this problem by developing a comprehensive non-formal training programme leading to internationally recognized certification (EBC*L, European Business Competence Licence). It provides young jobseekers, especially those with socio-economically disadvantaged backgrounds, with the basic economic knowledge and key competences needed for successful entry into the labour market, i.e. in particular KC 1,3,4,5,6,7 of the EC Key Competence Framework.

Purpose of the training curriculum

As Entrepreneurial youth camp (YOUTH CAMP) aims to address this issue and to help young unemployed people have a successful start on the labour market. To reach this aim, in addition to this Training Curriculum the partnership created several intellectual products like a training kit and youth worker' manual.

The YOUTH CAMP training curriculum is the base of the further developed YOUTH CAMP Training Kit, which will be a collection of training materials for the face-to face training sessions and of e-learning content for accompanying self-study and team work.

Description of the training curriculum's overall didactic-methodological approach

This training curriculum is the foundational document of the envisaged YOUTH CAMP training programme.

Didactical approach - What we want?

The YOUTH CAMP training programme is a low threshold-entry programme where young people can experience the requirements of entering the labour market and can develop skills which help them in the search for a job.

In this sense the YOUTH CAMP raining programme addresses four main objectives:

1. Increasing (self-)motivation and (self-)activity among youth,
2. Experiencing an entrepreneurial view of their lives and the world surrounding them,
3. Developing fundamental social skills and
4. Acquiring basic knowledge of economic processes.

The specific objectives, formulated as learning targets are aimed to achieve the main objectives.

A selection of materials is offered to allow for selecting and customizing the training to the actual needs of the specific sub-target group in question. They include facilitator supporting documents for training contents like storytelling, case studies on the base of newspaper articles, role plays, teamwork tasks or self-assessment.

Methodological approach - How we want it?

The very first and most important characteristic of the YOUTH CAMP training curriculum is that it follows a blended-learning methodology, meaning the harmonized combination of face-to-face (classroom) training and self-oriented e-learning.

Furthermore, the nature of the YOUTH CAMP training curriculum is:

- participant centred (taking into consideration the specific needs of the target group: disadvantaged young people who have difficulties of seeking for a job, maybe for the very first one)
- life-, action-, production- and media-oriented, with as few written parts as possible, due to the target group's level of education

Organisational structure – How to do it?

The YOUTH CAMP curriculum is designed to allow an easy implementation into current youth workers training institutions. In order to deliver on this promise, the curriculum uses the following design rules:

- The total duration of the course is designed to be five days, divided into four input days and one project day.

- The inputs shall be delivered in a variety of ways including, group work, individual work (self-reflection), role plays, interviews etc.
- The four input days are designed to include both classroom training and online training activity.
- Day 5 is intended to work as a summary of all the learnings and experiences gained on the previous four days.
- It will be used for the implementation of a concrete project or activity the group of learners wants to accomplish. This day is intended to be a real-life project simulation.
- The learning targets of the YOUTH CAMP curriculum are divided into four sections in order to fit with the organizational structure.
- In order to allow for flexibility, the YOUTH CAMP course is designed in compact training modules of ca. 60-90 minutes.
- Throughout the YOUTH CAMP courses the participants will be asked to solve tasks (in groups and/or individually) in an entrepreneurial way.

A detailed manual for trainers concerning the YOUTH CAMP curriculum will also be developed within the scope of this project.

Link to the EBC*L Life Management certification

The European Business Competence Licence, EBC*L has been a leading certification system for Business Competence across Europe for more than a decade. Participants fulfilling the YOUTH CAMP training curriculum will have the first, and very basic key input (knowledge and skills) access to obtain the EBC*L Life Management certification in the future.

It is the aim of the YOUTH CAMP project to link the project outcomes to the established EBC*L certification system for three main reasons:

- The link to EBC*L increases the inherent value the YOUTH CAMP curriculum already provides.
- The option of continuing the education process started with YOUTH CAMP by gaining an internationally recognized certificate are highly motivating to young disadvantaged jobseekers.
- Linking an Erasmus+ project to existing training infrastructure makes its outcomes more sustainable and marketable.

Therefore, the YOUTH CAMP curriculum is intended to provide a direct link to the “EBC*L LifeManagement” certification. EBC*L LifeManagement is a 3-part certification, consisting of the modules

- “Economic Thinking”,
- “Economic Planning” and
- “Social Skills and Individual Strengths”

The YOUTH CAMP curriculum is designed to provide the very first and very basic key input (knowledge and skills) in order to obtain the EBC*L Life Management certification in the future. Therefore, the learning targets of YOUTH CAMP were designed to introduce the topics of EBC*L LifeManagement on a very basic level.

In terms of difficulty, the level of YOUTH CAMP training curriculum is below the EBC*LifeManagement. However it is the first step to obtain it - and every journey starts with the first step, right?

100 Learning Targets

<p style="text-align: center;">AREA "A".</p>	<p style="text-align: center;">AREA "B".</p>	<p style="text-align: center;">AREA "C".</p>	<p style="text-align: center;">AREA "D".</p>
<p>Objective: Increasing motivation and openness for pro-activeness</p> <ol style="list-style-type: none"> 1. Make a positive learning experience 2. Self-affirmation of endurance (being able to finish the course and not to give up) 3. Understand the sense of self-reflection 4. Getting an idea of self-reflection (start to think about oneself) 5. Being able to understand the concept of personal goals 6. Willingness to identify personal goals 7. Develop positive attitude towards work/employment 8. Increased curiosity regarding possibilities in work life 	<p>Objective: Becoming the CEO of your own life</p> <ol style="list-style-type: none"> 23. Being able to distinguish between long-term and short-term thinking. 24. Being able to understand how long-term perspectives and short-term actions are connected and depend on each other. 25. Being able to find out whether to focus more on short-term or long-term plans/views/perspectives during the YOUTH CAMP course. 26. Being able to identify missing skills and knowledge. 27. Being able to define personal development areas. 28. Being able to understand how plans, goals and actions are connected. 29. Being able to apply the fundamental steps of 	<p>Objective: Developing fundamental social skills</p> <ol style="list-style-type: none"> 51. Being able to introduce yourself 52. Being able to understand the meaning of communication 53. Being able to understand the concept of communicational channel 54. Being able to understand the concept of message in the process of communication 55. Being able to understand the concept of participants in the process of communication 56. Being able to understand the concept of formal communication 57. Being able to understand the concept of informal communication 	<p>Objective: Acquire basic business knowledge</p> <ol style="list-style-type: none"> 81. Understand employer's expectations towards new employees /incl. Code of Conduct – dress code, work hours, day off planning/. 82. Understand the types of organisations and who is the responsible person for the targeted job position 83. Understand what a job description is about 84. Being able to identify if own knowledge, skills and expectations fit the job description 85. Understand the importance and responsibilities of being at work 86. Understand the importance of knowing who is in charge for different activities on the work place

<p>9. Willingness to identify personal possibilities ("external")</p> <p>10. Identify personal interests (activities/areas I like)</p> <p>11. Identify personal needs/conditions that have to be fulfilled as a pre-requisite to feel well ("internal")</p> <p>12. Being able to define the term "risk".</p> <p>13. Being able to identify the risk of taking action.</p> <p>14. Being able to identify the risk of not taking action.</p> <p>15. Willingness to try something out... (to take a risk)/reduced fears to make mistakes</p> <p>16. Understand the concept of motivation</p> <p>17. Recognise the importance of motivation</p> <p>18. Knowing about possibilities for self-motivation</p>	<p>planning, including planning of own expenses</p> <p>30. Being able to think in small steps.</p> <p>31. Being able to measure to which extent the small steps have been reached.</p> <p>32. Being able to decide how to proceed.</p> <p>33. Being able to define the term "focus".</p> <p>34. Being able to define priorities (in life).</p> <p>35. Being able to define "success" for oneself.</p> <p>36. Being able to be aware that success means different things to different people.</p> <p>37. Being able to understand the term "scenarios".</p> <p>38. Being able to think in scenarios.</p> <p>39. Being able to understand the saying "If one door closes, another one opens."</p>	<p>58. Being able to understand the role and principles of oral communication</p> <p>59. Being able to understand how to use a mobile phone on the workplace</p> <p>60. Being able to know the difference between a workplace and a private conversation</p> <p>61. Being able to understand the role and principles of written communication in different situations</p> <p>62. Being able to distinguish different styles of written messages</p> <p>63. Being able to edit a CV</p> <p>64. Being able to understand the meaning of networking</p> <p>65. Being able to identify the essential steps of a presentation</p> <p>66. Being able to understand the role of body language in different situations</p>	<p>87. Identify own work process and being able to explain what needs to be done on the job</p> <p>88. Understand the different types of work relationships</p> <p>89. Understand the corporate responsibility activities within the company (separating waste, not using plastic, care for employees and customers, care for business partners)</p> <p>90. Understand and respect the difference between private and professional behaviour /applied to communication at work, compliance with rules and regulations/</p> <p>91. Understand the need to respect work rules and procedures</p> <p>92. Being able to apply rules for business communication /phone communication, mail communication/</p> <p>93. Being able to participate in a conversation about own performance results /to</p>
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<p>19. Being able to understand the benefits of celebrating and rewarding yourself.</p> <p>20. Understand the importance of self-confidence</p> <p>21. Experimenting with techniques the development of self-confidence</p> <p>22. Being more self-confident</p>	<p>40. Being able to learn from your own experience and mistakes.</p> <p>41. Being able to learn from situations.</p> <p>42. Being able to learn from people (role models, idols).</p> <p>43. Being able to focus on the positive aspects and outcomes during the learning process.</p> <p>44. Being able to find out the importance of keeping learning in your own life.</p> <p>45. Being able to understand what means to be a "responsible" person and to act "responsibly".</p> <p>46. Being able to understand the importance of taking responsibility for your own decisions.</p> <p>47. Being able to identify the benefits of taking responsibility for your own life.</p>	<p>67. Being able to understand the consequences of fashion choices</p> <p>68. Being able to understand the importance of appearance and personal hygiene required at the workplace</p> <p>69. Understand the importance of gaining confidence</p> <p>70. Understand the importance of respecting others</p> <p>71. Being able to identify strategies how to get to know new persons</p> <p>72. Understanding the importance of asking for help</p> <p>73. Understand whom to ask for help</p> <p>74. Understanding the importance of accepting the help offered</p> <p>75. Understanding the importance of offering help to others</p>	<p>present own work done, to ask questions about misunderstood information, to share difficulties at work/</p> <p>94. Understand what is the meaning of effective completion of tasks /on-time, achieve required results etc./</p> <p>95. Understand the balance between personal goals and work goals</p> <p>96. Understand the principles of effective Time management – / use of written tasks, prioritizing, grouping similar tasks, focusing on a single task until finished etc./</p> <p>97. Being able to apply a “To Do list” for daily tasks.</p> <p>98. Being able to set priorities for work tasks within the scales urgent-not urgent and important –not important</p> <p>99. Being able to plan own time by</p>
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	<p>48. Being able to understand the sense of work-life balance</p> <p>49. Being able to identify stressful situations</p> <p>50. Understand basic elements of managing stress</p>	<p>76. Understanding the importance of active listening</p> <p>77. Experimenting strategies to approach problems with proactive attitude</p> <p>78. Experimenting strategies to maintain focus on the task during time</p> <p>79. Experimenting strategies to assume/play different roles within a group</p> <p>80. Experimenting strategies to approach a task from different perspectives</p>	<p>evaluating the necessary time for different tasks</p> <p>100. Find the right daily routine according to own tasks& functions</p>
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