parentbank

Intellectual Output 2:

Training programme for the building of literacy, numeracy, digital competences, sense of initiative, and entrepreneurial skills of low-skilled parents

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Introduction

PARENTBANK – 'Enhancing the social inclusion of low income single parents' is an Erasmus+ Strategic Partnerships in Adult Education project, financed by the European Commission through A.N.P.C.D.E.F.P.

The project aims at facilitating the labour market integration of single-parents who may find themselves in challenging situations, by promoting their access to childcare and other services that they may need.

ParentBank will design two training programmes: one improving single - parents' skills and another one improving professionals' ability to foster single parents' employability, socio-educational and personal development. It will also design an online time bank to facilitate the exchange of services that they cannot afford (e.g. childcare).

ParentBank is implemented in Greece, Romania, Lithuania, Spain, Bulgaria and Croatia by the following organizations:

Asociatia Habilitas CRFP (coordinator),

KMOP – Greece,

SIF – Lithuania,

Asociación Caminos – Spain,

Parents' Association Step by Step – Croatia,

Know and Can Association - Bulgaria.

The scope of this curriculum is to develop and pilot a training programme for the building of literacy, numeracy, digital competences, and sense of initiative and entrepreneurial skills of single parents who may lack some of these skills, but need it for their professional and personal path in life. Parents, and more specifically single parents, are not lacking skills, but sometimes lack educational opportunities for using the skills they possess. By acquiring and developing basic skills and key competences, single parents will foster their employability and socio-educational and personal development, through an innovative learning environment.

The curriculum consists of six chapters, following the same structure including objectives, content, practical exercises presented in two levels (of low difficulty and medium difficulty) and evaluation and monitoring tools.

Online modules of all six chapters are available in English and all partners' languages: Romanian, Bulgarian, Croatian, Greek, Lithuanian, and Spanish. All resources are accessible for free after registration at: https://elearning.coeus.online/enrol/index.php?id=114&lang=el

1. What are the Key Competences?

Our globalized socities are more and more challenging in terms of finding jobs and social integration. People need more competences in order to fully participate to communities and to be active citizens, competences that have to keep up with the progress and new technologies. People in EU do not have the same educational opportunities, and improvements have to be made in this area too, in order to offer equal chances to educations for everyone.

In this regards, the European Commission has issued a Recommendation on eight key competences for lifelong learning, which was adopted in May 2018. Among these key competences are also the ones that are in the core of this training programme, namely: communication competences in the mother tongue, mathematical competence and basic competence in science and technology, digital competences, social and civic competences, learning to learn competences, sense of initiative and entrepreneurship competences.

These key competences include sets of knowledge, skills and attitudes.

Knowledge is defined by information, ideas, and facts necessary to understand a certain theme or subject. Skills are the ability to do something, more specifically to use the knowledge that you gained in order to obtain the results you desire. Attitudes are settled ways of behaving or of thinking about certain subjects or persons.

People will develop these key competences during their lifetime, in the process of education (formal, non-formal and informal) in the variety of environements that they encounter and live in.

These key competences are important in equal measure and the development of certain competences will boost the improvement of other competences as well.

2. Communication Competence in the Mother Tongue

The learning objective of this chapter is to help the participants   gain communication skills in their mother tongue; facilitate good communication with others; learn to respect the parties involved in the interaction and know how to talk effectively and give constructive feedback.

By the end of this chapter, each participant will be able to:
- differentiate between different forms of communication
- communicate with others in a personal and professional environment lead the conversation so that they reach their goal of conversation
- offer feedback and understand constructive advice and criticism.

Developing communication skills can help in all aspects of life, from professional life to social gatherings and everything in between. The ability to communicate information accurately, clearly and as intended, is a vital life skill and something that should not be overlooked. It is never too late to work on communication skills and by doing so, it improves quality of life.

Professionally, if applying for jobs or looking for a promotion with a current employer, almost certainly one needs to demonstrate good communication skills. Communication skills are needed to speak appropriately to a wide variety of people whilst maintaining good eye contact, demonstrate a varied vocabulary and tailor the language to the audience, listen effectively, present the ideas appropriately, write clearly and concisely, and work well in a group. Many of these are essential skills that most employers seek for.

In personal life, good communication skills can improve relationships by helping to understand others, and to be understood. It is almost a cliché that personal relationships need communication. Failure to talk has been blamed for the breakdown of many numbers of partnerships and relationships—but the ability to listen is also an important element. Communication is also vital in wider family relationships, whether to discuss arrangements for holidays or ensure that children are well and happy.

The Conference Board of Canada, an independent research organization, came up with their Employability Skills 2000+, a guide on the most important employability skills. In it, they list communication as the most fundamental skill needed as a basis for further development.

Communication skills include:

- Absorbing, sharing, and understanding information presented.
- Communicating (whether by pen, mouth, etc.) in a way that others grasp.
- Respecting others' points of view through engagement and interest.
- Using relevant knowledge, know-how, and skills to explain and clarify thoughts and ideas.
- Listening to others when they communicate and asking questions to better understand.

The above-mentioned research, as well as many others, shows how important it is to know how to communicate effectively in all aspects of life and that is why it is essential to improve or to develop this skill so parents can lead happier life especially in the relationship with their children, who play a huge role in their lives. From birth, listening is the most used activity of daily living. Listening is a learned skill, and through focused and directed efforts, parents can teach their children and themselves better listening and speaking habits. There are reasons why children ranging from toddlers to teens do not appear to listen to their parents. Specifically, many children have poor attention spans and they complain that parents talk too much. They say that parents do not understand children's thoughts, feelings and views and regard their parents' communication as critical, judgmental and nagging. They associate their parents with constantly being told what to do and believe parents harp on things that they do not want to hear. Children expect to be bored and assume they know what their parents will say, so they do not bother to listen anymore.

Communication is simply **the act of transferring information from one place, person or group to another.**

Every communication involves (at least) **one sender, a message and a recipient.** This may sound simple, but communication is actually a very complex subject. The transmission of the message from sender to recipient can be affected by a huge range of things. These include our emotions, the cultural situation, the medium used to communicate, and even our location.

The sender 'encodes' the message, usually in a mixture of words and non-verbal communication. It is transmitted in some way (for example, in speech or writing), and the recipient 'decodes' it.

Of course, there may be more than one recipient, and the complexity of communication means that each one may receive a slightly different message. Two people may read very different things into the choice of words and/or body language. It is also possible that for neither of them the message will have quite the same understanding as for the sender.

Categories of Communication

There is a wide range of ways in which we communicate and more than one may be occurring at any given time.

Spoken or Verbal Communication - includes face-to-face, telephone, radio or television and other media.

Non-Verbal Communication – covers body language, gestures, how we dress or act, where we stand, and even our scent. There are many subtle ways that we communicate (perhaps even unintentionally) with others. For example, the tone of voice can offer clues to mood or emotional state, whilst hand signals or gestures can add to a spoken message.

Written Communication - includes letters, e-mails, social media, books, magazines, the Internet and other media. Until recent times, a relatively small number of writers and publishers were very powerful when it came to communicating the written word. Today, we can all write and publish our ideas online, which has led to an explosion of information and communication possibilities.

Visualizations: graphs and charts, maps, logos and other visualizations can all communicate messages.

The desired outcome or goal of any communication process is mutual understanding.

The process of interpersonal communication cannot be regarded as a phenomenon, which simply 'happens'. Instead, it must be seen as a process that involves participants who negotiate their roles with each other, whether consciously or unconsciously.

Effective communication involves minimizing potential misunderstanding and overcoming any barriers to communication at each stage in the communication process. Effective communicators understand their audience, choose an appropriate communication channel, hone their message for this particular channel and encode the message effectively to reduce misunderstanding by the recipient(s).

They will also seek out feedback from the recipient(s) to ensure that the message is understood and attempt to correct any misunderstanding or confusion as soon as possible.

Communication Channels

Communication channels are the term given to the way in which we communicate. It is, therefore, the method used to transmit our message to a recipient or to receive a message from someone else. There are multiple communication channels available to us today.

- face-to-face conversations,
- telephone calls,
- text messages,
- e-mail,
- the Internet (including social media such as Facebook and Instagram),
- radio and TV,
- written letters,
- brochures, and many more.

Choosing an appropriate communication channel is vital for effective communication. Each communication channel has different strengths and weaknesses.

For example, broadcasting news of an upcoming event via a written letter might convey the message clearly to one or two individuals. It will not, however, be a time- or cost-effective way to broadcast the message to a large number of people. On the other hand, conveying complex, technical information is easier via a printed document than a spoken message. The recipients are able to assimilate the information at their own pace and revisit anything that they do not fully understand.

Feedback

The final part of communication is the feedback: the recipient lets the sender know that they have received and understood the message.

Recipients of messages are likely to provide feedback on how they have understood the messages through both verbal and non-verbal reactions. Effective communicators pay close attention to this feedback, as it is the only way to assess whether the message has been understood as intended, and it allows any confusion to be corrected. Bear in mind that the extent and form of the feedback will vary with the communication channel. Feedback during a face-to-face or telephone conversation will be immediate and direct, whilst feedback to messages conveyed via TV will be indirect and may be delayed, or even conveyed through other media such as the Internet.

Effective communicators pay close attention to this feedback, as it is the only way to assess whether the message has been understood as intended, and it allows any confusion to be corrected.

You can always ask!

You may be unsure if a message has been successfully received and decoded, especially if you do not get much feedback from the recipient. If so, you can always ask!

A quick question is a good start, for example: "Is that OK?" or "Are you clear about that?"

If you want a feedback that is more detailed or to check that the recipient has really understood, you might say something like:

"So, let's just run over that one more time. I think I am going to do 'x', and you are going to do 'y'. Is that your understanding too?"

Good communication - Cheat Sheet (Kuhnke, 2012).

If you want to be a good communicator and engage with others in a way that leads to achieving your goals in a positive and respectful way, having an insight into communication skills is key. This part will present you the essentials to be an outstanding communicator and to lead the conversation in the way that everyone benefits from it.

A) COMMUNICATE WITH CLARITY

- To communicate in a way that conveys your meaning and demonstrates respect for your listeners, make sure to remind yourself that **you have the right to speak and to be heard**
- Avoid apologies and banish blame
- **Know your point and be crystal clear** about what you want to achieve as a result of your communication.
- Limit yourself **to three main points** - any more than that and you confuse your listener. Any fewer and your message lacks substance.
- Focus on the individual's behaviour and avoid making slanderous remarks when offering feedback - the purpose of offering clear feedback is to improve performance, not to make an enemy by decimating the individual's confidence.

B) DEMONSTRATE CONFIDENCE WHEN YOU SPEAK

Research consistently proves that **you do not have to feel confident in order to act as if you are**, and the more you act 'as if' the more confident you feel. Here is how you can do it:

- Claim your space. Remind yourself that **you have the right to be heard**
- **Move with purpose** - let go of fidgeting and meaningless movements, steer clear of touching your face, playing with your hair, picking at your finger nails, or adjusting your clothing
- **Look others in the eyes when you speak**, open your chest to fill your space and hold your head still
- Speak as if **you mean what you are saying** - grab hold of your consonants to project authority, pronounce your vowels clearly to carry the musicality of your message
- **Use language your listener can understand** without having to refer to a dictionary

C) VALIDATING YOUR CREDIBILITY

Speaking in front of an audience can be daunting, but the good news is that you can prepare for it, so that you come across as confident and credible.

When preparing a presentation:

- **Confirm your knowledge of the topic** - let your listeners know that you are an authority, you could have another specialist or expert endorse your expertise and confirm that you know what you are talking about
- **Plan for unexpected questions and remarks** and practice your responses - the more information, experience and expertise you have, the better able you are to show that you are on top of the subject

D) EMBRACING DIFFERENCES BETWEEN YOURSELF AND OTHERS

Instead of seeing different ways of communicating as a barrier, view them as a bridge. When you show that you are receptive to other people's way of communicating, that you value their point of view, and that you recognize that differences can lead to deeper levels of understanding, you are onto a winner.

- People feel that you care about them and what is important to them when **you leave judgment and criticism at the door**
- When you focus not only on what they are saying and how they are delivering their message but on **what they are *not* saying as well** – the underlying message behind the words – you show that you are interested in them enough to take the time and make the effort to appreciate their viewpoint.

In order to communicate effectively with others, you must respect them as individuals and want to establish an understanding between yourselves. Although you do not have to agree with their beliefs, and you do not have to accept what they say as true, you do have to accept their right to have their own thoughts, feelings and values.

One way of establishing rapport with others is to match their gestures and energy patterns. This means that your gestures become similar to the other person's, but not to the point that you produce exact copies of their movements and expressions.

Observe how the other person breathes and moves and adapt your pattern to match theirs. For example, if the other person moves quickly and you tend to move more slowly, your movements are at odds and can negatively affect your engagement. Change your pattern to match the other person by speeding up or slowing down until you both are comfortable with one another. Once you have established trust between yourselves, you can revert to your preferred pattern and revel in your delight as the other person follows along with you.

PRACTICAL EXERCISES

FIRST LEVEL (Low difficulty)

- Group exercise on: Non-verbal communication

E.g. cut several strips of paper. On each strip of paper, write down a mood or a disposition like guilty, happy, suspicious, paranoid, insulted, or insecure. Fold the strips of paper and put them into a bowl. They will be used as prompts. Have each participant take a prompt from the bowl and read the sentence: "We all need to gather our possessions and move to another building as soon as possible!" expressing the mood they have selected. After each participant has read their sentence, the others should guess the emotion of the reader. Each participant should write down assumptions they made about each "speaking" participant as they read their prompts.

- Group discussions - what communication participants know, want to know more about, and need in their everyday life.

SECOND LEVEL (Medium difficulty)

#1 General vs. Precise Instructions

Give each person in a group a piece of paper. Then announce to the group a sequence of instructions, such as:

- ✓ Fold the paper in half
- ✓ Tear off the top left corner of the paper
- ✓ Fold the paper in half once more

After completing several of these instructions, have the group compare the appearance of their pieces of paper. Point out that even though they all received the same instructions, their papers do not look identical and may even look quite different.

The point of this is to show how important precise communication can be. You told them to fold the paper in half, but not in which direction. You told them to tear off the top left corner of the paper, but you didn't tell them how much of the corner to tear off.

After this exercise, people should be more conscious of how not only miscommunication, but also imprecise communication, can lead to people literally not being on the same page. Try it again, using increasingly specific instructions. How specific do they have to get before people's papers turn out the same?

#2 Mirroring Practice

The very heart of active listening is the ability to hear what someone says and understand it well enough to paraphrase it back to them in such a way that they confirm that your understanding matches their intended message. This is known as mirroring and is a fundamental skill very worth practicing.

Start simple. Just have people in pairs and have one person tell the other something very basic, such as what they ate for breakfast today. The other person should be able to repeat this back to them quite accurately. Then gradually have the speaker share more and more complicated ideas and concepts.

The listener needs to remember that his or her job is not to try to solve issues that the person raises or judge their communication in any way. It is simply to understand it well enough that the other person will agree with their verbalized understanding.

This sounds like a simple exercise, but people unused to mirroring can be surprised of how difficult it is. Our tendency is often to want to ask further questions (besides ones solely aimed at clarification, which are allowed) or tell a story of our own or offer our opinion in response to being told something. It may be a challenge at first to just consider, understand and paraphrase and do nothing else. But the rewards of building that communication muscle can be great.

#3 Empathizing through Stories

Another skill at the very core of effective listening is the ability to express empathy. Empathy is the ability to put oneself in the shoes of another person, understanding their feelings, thoughts and attitudes. One of the most effective ways to convey empathy is through stories. It is one thing to simply tell someone that you connect with how they are feeling. But it is even more powerful when you can share a story that demonstrates that.

Have a speaker share with a listener a story that is emotional for them in some way. It isn't important which emotion the story brings up for them only that it brings up an emotion to some significant degree.

Next have the listener respond by telling a story from their own experience that evokes for them a similar feeling.

Bonus: There are two ways to take this exercise to an even higher level

Require that the speaker explicitly names the emotion that the story evokes, rather than simply allow it to be reflected in the story.

Or require that the speaker does not name the emotion and instead that the listener attempts to name it. The listener will only continue with a story of their own once the speaker agrees that they have correctly identified the emotion in question.

Double Bonus: To really take this exercise to the highest level, try the bonus steps above, involving not only the naming of feelings, but also the naming of needs.

#4 Pictionary or Charades

These games could both be considered nonverbal communication exercises for groups. In each, one must rely on other means than the verbal ones to get a message across.

In Pictionary, a person uses drawing to try to convey to their team a particular subject they have in mind. The teammates then try to guess what the subject is, using only the drawing to guide them.

In Charades, the idea is similar except that the person uses body language/acting without speaking, rather than drawing, to try to convey the subject they have in mind.

Both games can help surface many lessons about communication. Moreover, as a bonus, they are very fun and help build camaraderie so they are wonderful to use in situations that involve breaking the ice or team-building.

#5 Make an interview

The aim of this exercise is twofold. On the one hand, participants will learn how to structure the sentences of the business world (with prior research of examples on the Internet), on the other hand, to prepare for a real job interview situation and how to respond as successfully as possible.

Group should be divided to multiple pairs. One person in the team should be "playing" the role of the employer and the other one is the candidate. The employer should prepare 10 questions to ask the candidate and the candidate should prepare 5 questions as well. The leader of the exercise

will be listening, and after the practice interview, will comment on the good parts and on the parts that they should do more work on. Depending on the time for exercise, roles can be switched.

#6 What do you hear?

This game is easy to play but not so easy to "win." It requires participants' full attention and active listening. Gather your group of participants together and hand out a piece of paper and a pen or pencil to each player. Tell them you will give them verbal instructions on drawing an object, one step at a time. For example, you might give them instructions like: Draw a circle within the square, in such way that it fits exactly in the middle of the square. Intersect 2 lines through the circle, dividing the circle into 4 equal parts. The exercise can become progressively more difficult with every instruction, and unless the group has listened to the instructions carefully, there can be no hopes of completing the exercise successfully (https://plentifun.com/).

Evaluation and monitoring tools

The following survey was designed to assess your communication competence. Consider your everyday conversations at school, work, and home when completing the survey. There are no right or wrong answers to the statements. Circle your answer by using the rating scale provided. After evaluating each of the survey statements, complete the scoring guide (https://medium.com/hillhacks/assessing-your-communication-competence-18020a749b70).

1. During conversations I often use eye contact……………………………………….........1 2 3 4 5
2. I often initiate new topics during conversations……………………………..………..1 2 3 4 5
3. During conversations I do not feel the need to interrupt the person speaking………………1 2 3 4 5
4. I try to regulate the speed of my speech based on the audience..1 2 3 4 5
5. While speaking I rarely fidget or play with things (e.g., pencil, rings, hair, etc.)….………………………………………………………………………..………….1 2 3 4 5
6. While speaking I avoid pauses, silences, uses of "uh," and so on…………………………………………………………………………1 2 3 4 5
7. While speaking I try to exude vocal confidence — I am not too tense or nervous sounding….……………………………………....……………………………….…………1 2 3 4 5
8. During conversations I ask follow-up questions...1 2 3 4 5
9. I try to encourage the people I am speaking with to join in the topic of conversation…………..………………………...……………………………..………….1 2 3 4 5
10. I try to include the use of humour or stories in my conversations....................................1 2 3 4 5
11. During conversations I try not to talk too much about myself……………….……………1 2 3 4 5
12. I try to control the volume at which I speak (neither too loud nor too soft)………………………………………………………………………………1 2 3 4 5
Scoring:
Total score
Comparative Norms:
Total score of 12–24= Low communication competence;
Total score of25–47= Medium communication competence;
Total score of48–60 = High communication competence.

Interpreting the Result:

Communication competence is the extent to which you regularly practice communication behaviours, which are known to be effective. This is not so much a measure of what you communicate, but rather a measure of how well you communicate. It is a measure of the quality of how you use your voice, the extent to which you listen and actively participate in conversations, how you use non-verbal behaviours, and your tendency and ability to use humour and other techniques to bolster your message.

If your score is in the low range, this may indicate you have considerable room for improvement in your communication competence. Since the ability to communicate well is fundamental in many business contexts, it would be wise for you to seek to improve in this area.

If your score is in the high range, this may indicate you are fairly effective communicators. Nonetheless, there is every reason to continue to hone your skills. There is always room for improvement.

If your score is in the moderate range, this may indicate that you are in a good position to pursue significant improvement in your communication competence.

3. Mathematical competence and basic competence in science and technology

The learning objective of this chapter is to support parents to further extend their mathematical competences and basic competence in science and technology. The aim is to provide tailored training in developing these key competences that will contribute to improved access to labour market and self-development of participants.

By the end of this chapter, each participant will be able to:

a) Understand and solve fundamental mathematical concepts from everyday life situations.
b) Acquire basic knowledge in science and explain events in the natural world.
c) Use technology effectively in everyday activities.

The training module for the building of numeracy, science and technology has a special focus on the safety and wellbeing of parents and their children. In order to ensure that children are safe while being alone, parents need to have the knowledge and educate their children about their safety, what to do in case of an emergency, how to spend their time wisely and in what way to help their parents in the household work. Creating a safe environment and how to protect children could avoid common home injuries for children like falls, burns and scalds, poisoning, home fires, water and electricity safety and many more.

With the help of this training module, participants will improve their numeracy skills by applying some of the fundamental math concepts in everyday activities like shopping, cooking, playing games with their children to better managing their monthly budget. The basic knowledge of science and technology is needed to work and live in today's globalized society, thus participants should learn and be able to explain phenomenon from the natural world, draw evidence-based conclusions and take advantages from available technological tools in their daily activities (e.g. manage their time effectively, save time, support children with homework tasks).

Participants will build and apply mathematical thinking knowledge that significantly can improve their access to the labour market, self-development and socio-economic prosperity. Instead of learning by hard and memorizing concepts and formulas, the content of this chapter will be based on the most common examples and situations that they face daily. By applying the method of project-

based learning, they will acquire a fundamental knowledge of how the universe works and will interact with the world around us.

One of the most important math skills that all families should acquire is to balance their budget. It is essential for parents to be able to distribute their money evenly through the month, covering costs and spending less or equal to the money they have.

Scientific knowledge contributes to the development of new technologies, solving practical problems and leading to informed decisions. Thus, scientific products are very useful for all of us. Understanding everyday actions like walking, driving, using a phone exemplify the forces and energy of physics.

All parents have to be properly educated about electrical safety at home. This is very much needed, as they have to ensure that children are not misusing electrical cooking appliances and know how to use properly and safe kitchen household. Participants will get familiar with the potential danger of a mixture of hot spices such as chilli powder, black pepper could lead to poisoning. With the help of principles of science, they will learn why the mixture of oil and water, electricity and water can be very dangerous and what kind of safety rules should be followed.

The importance of keeping away household cleaners and chemicals from children is extremely crucial knowledge for parents. Parents will be informed how to store household cleaners and chemicals as well as the serious damages and causes that may occur if swallowed. For example, tips like storing laundry and cleaning products on high shelves that children can't reach should be strictly followed by parents.

Technologies bring a lot of advantage if are used effectively. Participants will find out how the basic competence of technological tools can help them to organize better their time, help with daily activities, finding useful information as well as assist their children with homework tasks. For example, an online booking appointment with a doctor/dentist could save time and travel to the waiting room. Through being able to check an online electronic diary, parents can track their children's progress at school and save trips to school.

Participants also need to know and to educate their children on how they should act in case of an accident at home. Not all life situations can be predicted, but in a game scenario, they have to be aware of the risks associated with leaving their kids home alone. Burglaries, fires and other life-threatening situations require first aid training, which could help kids to respond quickly and efficiently to different kinds of home dangers. Preparing children for their first time home alone is crucial, therefore parents need to prepare and teach children how to handle themselves. Parents have to be sure that kids know how to call 112. When a call is made, most probably the dispatcher is going to ask about a home address. Parents should find a way to teach their children to memorize their address, phone number of a mother/father or relative. For example, a fun game or songs are an excellent method to help teach children their address, phone number, etc. The chosen activities should be reviewed periodically to make sure that kids do not forget them. Also, parents have to make sure that information about their children's health is available in a visible place so that in case of any emergency, people to be aware of any allergy, disease, as well as blood type, which are essential facts for child's safety. Along with health information, numbers/addresses of other family members to be reached have to be placed in a visible place at home.

Mathematical competence

The basic four operations that participants need to know for using in their daily life are: addition, subtraction, multiplication, and division, as the other mathematical concepts are built on top of these operations. Participants will need to understand the different properties of these operations,

and the relation among them. The application of these concepts and their use in practical life can be understood through the word problems.

Addition means joining things together and is represented by the "+" sign. For example, if you have 3 books and received 2 more as presents, so now how many books do you have? (Answer: the number of books you have + the number of books you received as presents are 3+ 2 is 5).

Subtraction means taking things away from a group and is represented by the "-" sign. When a number is subtracted from another number, the answer is called difference.

Adding a certain number of objects again and again is multiplication. It means counting by number and is represented by the "x" sign. For example, you have 4 red apples in one group and 4 green apples in another group. How many apples are there? (Answer: 2*4=8).

Subtracting a certain number of objects again and again is division, represented by"÷" sign.

The most obvious place where you would see the application of these mathematical concepts is grocery stores and supermarkets. The promotions like "50% off", "buy two get one free", etc., are seen on most of the stores. Calculating average monthly costs for groceries and bills requires understanding the basic principles of statistics. The most commonly used statistical term for calculating the average is mean. In practical terms, knowledge of statistics can help participants to better plan and predict budgets, costs like an average bill for electricity during different seasons, as well as average costs for food consumption. Another essential statistical term is median (the middle number in a data set), mode (the most common value in a given statistical set of data), and range (the spread of the data). Statistical analysis can be found in social sciences, business areas, also are used for predictions on the weather forecast, loans, etc.

For example, in order to find the mean, median, mode and range of the following data set: 19, 18, 21, 16, 15, 17, 20. Firstly it is needed to arrange the data values in order from the lowest values to the highest: 15, 16, 17, 18, 18, 19, 20, 21. The mean is the sum of all the data values (144) divided by the number of the data values (8) that is 18. The median is 18, as it is the average of the two middle values. The value that occurs the most (mode) in the selected data set is 18. The range is 6 (21-15) = 6.

Moreover, an application of the complex concept of probability can be easily explained by throwing coins, dice or pulling a card from a deck. The probability of rolling a certain number can be estimated by a fraction. In other words, playing fun games with family and friends is one of the ways of practicing math skills.

 If we roll a single, standard die, what is the probability of rolling a 2? Imagine throwing a standard dice - a 6-sided cube on each of which numbers are from 1 to 6 and each one can fall on the roll. Only one of the sides have 2. The probability of rolling a 2 can be estimated by a fraction. Since rolling a 2 is the favorable outcome, and there's only one 2, the numerator of the probability is 1. There are six possible outcomes, so the denominator is 6. The probability of rolling a 2 is 1/6=16, 7%.

Basic competence in science

One of the fundamental ideas about the universe is that the laws of physics are universal and are still behaving as we expect. Therefore, it is really important for participants to have a basic understanding of how things work around them.

Newton's laws of motion

An essential component of modern physics is Newton's laws of motion, which are at work as mechanical force and acceleration, action, reaction and inertia (transportation industry: cars, trains). The first of the three laws states an object in motion stays in motion unless acted upon by an outside force. For example, a ball rolling across the floor, the outside force could be the friction between the ball and the floor. The second law establishes a connection between an object's mass and its acceleration in the form of the equation, measured in units called Newton's. The more mass the object has, the more net force has to be used to move it. For example, it is easier to push an empty shopping cart than a full one, because the full has more mass than the empty one. The third law of motion states that for every action there is an equal and opposite reaction. That is, for every force applied to an object or surface, that object pushes back with equal force. In other words, Newton's laws of motion shape the description of the motion of objects and speeds that we encounter in everyday life.

Einstein's theory of relativity

An important and essential discovery is Albert Einstein's theory of general relativity as it deals with how we look at the universe. According to the theory, space and time are not absolutes and the gravity associated with any mass curves space-time around it. For example, GPS in smartphones takes radio signals from several satellites orbiting the Earth and calculates accurate locations. Due to the fact that the speed and height of the satellites alters the signal very slightly, a smartphone adjusts the results using Einstein's theories. Without the help of relativity, GPS would be far less accurate or useful.

The laws of thermodynamics

Thermodynamics refers to the study of energy transfers that occur in molecules (three types of systems: open, closed and isolated). The first law of thermodynamics states that energy cannot be created or destroyed. It can only change the form or be transferred from one object to another. Transfers and transformations of energy take place around us all the time. For instance, plants convert the energy of sunlight (radiant energy) into chemical energy stored in organic molecules. When thermal energy is moving from one object to another, it is called heat. The second law of thermodynamics is about the quality of energy. It implies that every time energy is transferred or transformed, more and more of it is wasted. In other words, some amount of useful energy moves from the useful to the useless category.

Basic electrical theory

The laws that govern the operation of electricity have a wide range of applications from household appliances to high tension wires like rockets and spaceships. In particular, Ohm's law is the relationship between the current, voltage and resistance. The electric heaters have a metal coil that has a resistance that permits a certain amount of current to flow through them to provide the required heat. Electric kettles and irons have many resisters, which limit the amount of current to flow through them to provide the required amount of heat. Many electronic devices such as laptops and mobile phones and charges require a DC power supply with a specific current. With the help of Ohm's law, the amount of resistance needed can be established with a certain current of a certain amount of voltage.

The understating of electricity function principles is much needed because working with electricity can be dangerous. All parents have to be aware of the risks and pass the knowledge to their children, as kids are naturally curious and it is important to protect them. It is important to pay special attention to electrical safety tips, so that parents can teach their kids to stay safe and alert

around electricity. It is extremely important to install safety caps and covers on outlets, as it prevents children from inserting objects into the outlet, more importantly, it protects from shock. Also, kids avoid yanking on cords, as it can damage or fray the cord and compromise electrical safety. It might be good for parents to practice how to pull cords out of an outlet by carefully holding the plug, and not pulling the cord.

It is very common that we only think about outlets when they are not working, however, this approach is wrong and can cause serious danger. Electrical outlets should be checked from time to time in order to ensure that the outlet is in good and safe condition for use. If there is a pet in the house, it might damage any of the wiring or cables and they can potentially start an electrical fire. It is also very important to frequently check for bite marks so that damaged ones can be discarded and replaced before they create a hazard.

Participants will learn about the importance of installing fast-acting fuse, an electrical safety device that operates to provide overcurrent protection of an electrical circuit. The child protection lock function should be always activated, when household appliances such as washing machines, stoves, televisions, etc. are powered on. These lock buttons are a safety feature that protects children from accidentally getting hurt.

Participants need to be informed about the potential danger of all of these special situations and then educate children in order for them to be prepared for associated risks and be able to react properly and effectively.

Technology

The effective use of technological tools brings advantages that can save time, help as well as keep participants updated about the latest technological developments. Today, a smartphone is the most widely used device for communication, however, as every technological tool, it has pros and cons. Smartphones can help all parents to update their children's school programs and activities, remind about important exam dates and even be used for grocery lists. Also, many schools have started to use electronic platforms for lessons, homework or even class websites to keep parents updated about grades or the children attendance to classes.

In order to protect children, parents need to be educated on the types of scams currently floating that target children. Scams are often done by phone, SMS or e-mail and they look and sound very real. For example, scams can be in the form of ads, auctions, free trial offers, promising luxury goods for amazing cheap prices, and typically these goods never arrive. After paying a deposit, kids get embarrassed and do not inform their parents or the authorities. Similarly, there are online scams requesting personal information (identity theft) like bank details, such as to transfer "a prize", instead they want bank details to steal your money. Participants should be very well prepared for such scams and make sure that their kids know that none of the scams is real.

Leaving children home alone can be a stressful experience. It is very common for parents to instruct their kids not to open doors no matter who is in front of the door. The main problem is that the peephole is too high, which means that kids do not know to whom they are opening to. A doorbell security camera can improve home's security so that kids are safer when parents are away. The installation of a smart doorbell camera offers the following advantage for parents: have access to a live video feed from a smartphone/tablet, no matter location; communicate with visitors at the door with a two-way talk feature and video; receive notifications on a smartphone, at the first sign of activity outside the door. In the same way, home security indoor/outdoor yard cameras allow parents to view the real-time video via their smartphones. These technological tools will contribute significantly to children's safety at home but also will help every parent to keep an eye on their children while they are not at home.

PRACTICAL EXERCISES

FIRST LEVEL (Low difficulty)

➢ Perform the following calculations:
- 3 x 5
- 6 x (3+2)
- 3+2 x 3
- 15-3 x 2
- Add 2.31 and 1.59
- From 10.23 take 5.55
- Double 1.24

➢ A hockey set is coming for €7 and there is 25% off. What is the price of the hockey set with the discount?

➢ Starting with the smallest, place the following fractions in order of size.
$$\frac{2}{3}, \frac{5}{12}, \frac{7}{8}, \frac{5}{6}$$

➢ A baker uses $\frac{2}{3}$ of a bag of flour to make 6 muffins. How many bags of flour will he need to make 48 muffins?

➢ What is the mode of the following numbers? 1, 2, 4, 6, 4
➢ What is the median of the following numbers? 6, 4, 1, 9, 3, 8, 3, 5, 10
➢ What is the average of the following numbers? 4, 7, 5, 9, 11, 17, 26, 11
➢ What is the range of the following dataset? 88, 75, 84, 91, 87, 77, 90

➢ Billy is going to call one person from his contacts at random. He has 25 total contacts. 20 of those contacts are from his neighbourhood.
 What is the probably to call a person not from his neighbourhood?

➢ You randomly draw a marble from a bag of marbles that contains 7 blue marbles, 2 green marbles, and 1 red marble.
  What is the probability of not draw a blue marble?

➢ Imagine you have a monthly net income of €300. Allocate money if applicable for rent, groceries, utilities, other services (these are only hints, adjust it to your expenses). Altogether, how much are your bills each month? Represent the expenses in percentages. How many percentages do you have left? Do you have left money for saving?

➢ Make a list of your expenses for a week. Do the best you can to separate needs from wants. Type the numbers into a spread sheet. Repeat the same exercise by listing all your expenses for last month.

➢ Schedule a practice run: let your children stay home alone for about 30 minutes. You will understand better how your kids will act while you are away.

➢ In case you need to leave your children alone when you are work, what kind of safety measures will you take? Can your child understand and follow these safety measures?

➢ Describe briefly how would you act in the following situations:
- A cup of hot coffee spills on your child's leg;
- You lose your child in a store;
- You find your toddler holding medicine, but you do not know if she/he has eaten any;
- Your child gets locked inside your car.

➢ How do doorbell cameras work? What advantages do they offer?

➢ How do you keep your kids safe from windows?

➢ Give 5 safety tips that you and your kids follow whenever use an electrical system.

SECOND LEVEL (Medium difficulty)

➢ Calculate:

- $$\frac{1}{4} + \frac{2}{5} \; ; \; \frac{5}{6} - \frac{1}{12} \; ; \; \frac{3}{4} \times \frac{5}{6}$$

➢ Find a number that is **4 *times bigger*** than **15.**

➢ Describe in words how the fifth term in the sequence 4,7,11, 16…is found?
   Find the sixth term in the sequence.

➢ Maria got an increase of one sixth in her pocket money. She now receives €14.00 per week. How much was her pocket money before the increase?

➢ Simon and Jen each roll a standard die obtaining a number at random from 1 to 6. What is the chance that Simon's number is larger than Jen's number?

➢ Give an example of how do you spend your budget per month. How much is your income, how much are your costs? Do you have any money left? Are you able to save any money? If not, how could you optimize your budget?

➢ Do you cover all unused outlets with safety plugs? Motivate your answer.

➢ Do you unplug extension cords when they are not in use? Explain your answer.

➢ If you live in an apartment, what kind of safety measures would you ensure for windows and doors?

➢ If you live in a house, what kind of safety measures would you ensure for windows and doors?

➢ Present your family escape plan from the home in an emergency. How often do you practice is? Is your child able to escape without your assistance?

➢ Do you have a list of emergency phone number near each phone in your home? Please provide examples and explain why it is needed.

➢ Where do you store knives, forks, scissors, and other sharp tools?

➢ What kind of technological devices would you use to ensure your children's safety at home?

➢ How do you keep your children safe online?

Evaluation and monitoring tools

One of the methods that can be used to evaluate the development of mathematical competence and basic competence in science and technology is to measure if the objectives have been achieved. One assessment model that could be applied is pre and post-tests. While taking a pre-test before the training, participants are not expected to know the answers but could be beneficial to assess where they have difficulties as well as what they will learn during the training. When taking the same test at the end of the training, participants are expected to answer more questions correctly based on the increased knowledge and understanding of competence.

On a practical level, if participants explain or give examples of difficult situations that have faced before this training from their everyday life experience and manage to solve these issues after the training, it means that they have improved this competence. Similarly, managing with listed above exercises and practical activities is another evaluation tool that can measure the acquired skills and knowledge.

During the discussion with participants, and observing their engagement during the training sessions could be also a way to monitor how well they have understood the explained materials. It might be the case that they might be very active and show a high level of understanding during the sessions but in case of a written or group activity to be more passive or another way around.

In other words, only a single method/tool should not be used to evaluate and monitor the level of understanding of this competence. In order to properly monitor the development of skills, multiple methods should be employed to achieve the most efficient and effective way of learning.

4. Digital Competences

The learning objective of this chapter is that after the training each participant will be able to:
a) Understand the importance of fostering digital skills

b) Implement basic digital activities.

This chapter is written in order to elaborate on the importance that digital skills can play in participants' lives, to provide some basic information of digital skills and finally to provide them with some exercises in order to practice their digital skills on practical issues that affect their everyday lives, such as finding a job.

From the second half of 20th century, when technology started establishing in everyday life, a number of new possibilities emerged, such as storing and retrieving large amounts of information without taking up much space, accessing social networks and using computer networks without any limitation of time and space (Gutierrez Martin & Tyner, 2012). These new possibilities transformed the way society and economy worked up until then, and they keep transforming it to the present day. The inescapable use of computers that digital technologies brought in all areas of everyday life, created a new need of fostering digital skills in order to be successful both personally and professionally (McGarr & Mcdonagh, 2017; Coward, Schorr, & Huseinovic, 2018).

In contemporary society, digital skills are an important factor that can affect the course of personal and professional life. Not only people with a high level of digital skills have a wider access to opportunities and devices, but also, at the same time, they have the ability to access almost in live time information and news, communicate with relatives and access services provided electronically by health systems, governments, banks, transportation etc. (Coward, Schorr, & Huseinovic, 2018). Digital skills as a medium could be proved extremely helpful, also for people who face different challenges in their lives. By knowing how to properly use and access technology, they could benefit in a number of things from saving money for example by storing photos and mediums on computer spaces, to saving time by handling their financial issues from web banking. Furthermore, they could gain better access to information. By doing that, they would be able to keep up with the ongoing developments and at the same time to be able to search a variety of sources and validate the facts. In addition, by being up to date, it would be easier for them to search for job opportunities and in the long-term enhance their probabilities of being employed. Another aspect that digital skills could play a fundamental role is the enhancement of their network. Network is supportive in many ways. It provides knowledge about new opportunities and also support. Last but not least, by being digitally competent, parents could have a better relationship with technology, something that will empower them in teaching their children how to safely use computers and internet, and at the same time it will allow them to properly control the access of their children online.

Hence, fostering digital skills is something that both societies and individuals should be after, in order to progress and evolve.

Since digital skills are a prerequisite for a successful life, it needs to be ensured that everyone has the opportunity to cultivate them. The establishment of digital technology has resulted in the creation of many new needs for parents who need to cultivate their skills not only for their smooth transition in a new society, but also for protecting their children (D. Zhang & Livingstone, 2019). If a parent is well acquainted with technology, it means that they could guide their children and teach them how to acquire and handle information better, something that can enhance their advancement later in their life. At the same time, if they feel confident and empowered to use digital technologies they can better monitor their children's' use of internet, and thus keeping them safe.

From not only the knowledge of digital skills but also from the familiarity to use them in their everyday lives, parents could benefit in a number of ways, from advancing their professional career, to contribute to their children's safety and advancement as well.

High levels of digital skills have become important for not only professional success but also for personal growth and success in the society. The knowledge of how to use digital devices in correspondence with the social context is defined as digital literacy. Digital literacy is associated with

new skills that have to be learnt in order for the citizens to be able to access, analyse, organize, produce and disseminate information using at the same time the available technologies (Couto, Lucas, Brites, & Pereira, 2018). It includes other types of literacies as well, such as media literacy (the ability to access and evaluate media messages), or information literacy (the ability to access and evaluate information) (Rodriguez-de-Dios, van Oosten, & Igartua, 2018).

Digital literacy has become an international priority and a European intention since the rapid changes in technology demand new skills from citizens. Examples of a number of everyday life applications of digital skills can be found: from having the confidence to use electronic payments, or payments with POS in department stores, to having the confidence to access the internet safely. Below, there are some examples in how digital skills can improve parents' lives.

According to the Digital Competence Framework for Citizens (DigiComp) (Adinde, et al., 2019)there are 21 digital competencies in the areas of information and data literacy, communication and collaboration, digital content creation, safety, problem solving. Among them, there **is Information and Data Literacy**, which aims at browsing, searching, filtering and evaluating data, information and digital content. By fostering that skill, people are able to access a variety of information sites, and to check for the right information, preventing in that way their misinformation. In addition, there is also **Communication and Collaboration**, which aims at interacting, sharing and collaborating through digital technologies. By cultivating this skill, communication transforms collaboration and it does no longer need physical presence. In that way, people can keep in touch with one another no matter the distance, something that can be proved supportive especially when the everyday life circumstances are emotionally draining and people need emotional support. At the same time, technology allows people to change their working environments, for example by working from home, something that could be of an extreme importance for people with limited amounts of time.

Another digital competence that could be proved useful is the **Problem Solving** skills, which aims at identifying needs and technological responses and creatively use digital technologies. By having the ease to use technological mediums, people can find resourceful ways to improve their everyday activity. For example, they could buy tickets online, rather that commuting to the shop to buy them, they could pay with their debit card, rather than withdrawing money and at the same time, they could monitor their financial situation online with their mobile phones. In addition, they could use their mobile phones to find alternative ways to reach their destination faster, or even to use computer and e-shops to compare and buy products cheaper.

In addition, general benefits from being competent in all of 21 digital competences are present in everyday lives of people and could be proved to be of extreme importance.. For example, if people know how to properly search and assess data, they can evaluate the information they get, something that would make it harder for them to be deceived. Also, digital technologies offer a variety of applications that allow people to interact with each other no matter the distance. Knowing how to use them could help them keep in contact with valuable people in their lives, and more importantly contact their children when they are at work. Also, by knowing how to use digital technologies and having access to internet, parents can have access to a wider rate of job opportunities, thus bigger chances of being hired, if they are unemployed (Helsper, van Deursen, & Enyon, 2015).

Nowadays, in order to locate a job, people need to have access to various websites and to know how to use them (van Deursen, & van Dijk, 2014). In the meantime, organisations which operate at a global level are characterized by an acute competition along with many jobs especially in manufacturing that have been eliminated by automation. Information and technology are in the core of these changes, demanding from people to be highly skilled and productive. They are expected to be able to choose the proper knowledge from all of the available ones and to efficaciously apply it. In

order for the employees to be able to adjust to such competitive environments, they need both the technical preparation and the appropriate skills (van Laar, van Deursen, van Dijk, & de Haan, 2017; Helsper, van Deursen, & Enyon, 2015). Such skills could include for example the use of computer and some specific software, the use of internet and communication methods through it, or even in a more advanced scale media marketing methods. Thus, people properly equipped can improve not only their productivity but can also be able to manage their time better, since technology could help them complete tasks in less time (Helspr, van Deursen, & Enyon, 2015). On the other hand, people with low digital skills, apart from not being able to be included in the job market, may suffer from stress when they are asked to perform a task using a certain technology. Data showed that this stress is a negative factor to the productivity of people and their overall performance (Yu, Lin, & Liao, 2017).

Furthermore, communication can be enhanced with social media platforms, something that can expand social networks (Yu, Lin, & Liao, 2017). Social networks lean on common interests and activities, which build strong ties in the group. Strong ties in their turn offer emotional and instrumental support. It has been shown that the stronger ties a group has, the more increased is the inclusion rate of that group (Helsper, van Deursen, & Enyon, 2015).

In addition, when people know how to handle technological mediums, they can have access to a variety of services which can help them compare and choose what best fits them. For example, they could compare in order to find the lowest prices on products, or the better qualities of goods (Yu, Lin, & Liao, 2017). In a research conducted by van Deursen & van Dijk (2014) people managed to benefit financially by comparing websites and exchanging or selling their old products.

In order to foster digital competencies, various training methods and good practices have been proposed. Some of them include open discussion in training sessions, in important matters like digital safety, where all people divided in groups can express their opinions. Others propose peer review exercises, where trainees work on an assignment independently and after they submit it, without knowing the correct answer, they form groups and they re-submit the results, in order to discuss both versions later. Another proposal is poster sessions, where learners are given reading assignments, which they later present in posters. Last but not least, lab exercises are proposed as a good way of fostering digital skills: trainers prepare a software setup and later trainees are expected to make small modifications on them (Redecker & Punie, 2017).

Furthermore, a technique that has been proposed to help building digital skills is digital storytelling. Digital storytelling can motivate trainees to learn by creating personal stories, it provides the possibility to solve problems and at the same time, it enhances their digital skills and develops their digital literacy.

PRACTICAL EXERCISES

FIRST LEVEL (Low difficulty)

Duration: 10 minutes
Materials: computer, screen, internet connection
Description: In this activity, each participant individually will need to open the computers, implement a Google search about a LinkedIn profile and exclude some basic characteristics that these profiles have.

1. **Open the Computer**

Press the 'Open' button that exists on your computer (desktop or laptop). If you have a desktop, make sure to press the opening button to the screen as well. Give some time for the software to load.

2. Google Search
Once you are in the software environment, with the cursor go to the task bar and press the button of Google Chrome. In the area that says "Search Google or type URL" type with your keyboard LinkedIn profile examples.

3. LinkedIn Profiles
Now several websites that include these keywords appear on your screen. Your task is to search in a number of them and when you find something that you think that interest you and could help you in your own profile later, to save it in word document. In order to do that, you left click the mouse in the beginning of the word you want and by keeping it pressed you move your mouse to the end word you want. Once the sentence you want is all marked with another colour, press Ctrl+C.

4. Copy Paste the appropriate information on a word document and save it on Desktop.
On the taskbar, press the word 'icon' and wait. On the blank page that will appear, move your cursor in whatever place you want on the page, and press Ctrl+V. When you have gathered all the information you want go press Ctrl+S. Rename the file as you want and choose the Desktop as destination point.

SECOND LEVEL (Medium difficulty)

Duration: 110 minutes

Materials: Computer, screen, bigger screen for the presentation, internet connection

Description: The idea of the project is that you will need to prepare yourself to apply for a proposed job, via the LinkedIn Platform, and that you would have to know to use Google maps in case you would be called in the company's office for an interview. In order to achieve that, you would need to create a professional email account, to create an appropriate LinkedIn page and to apply to the proposed job via the LinkedIn application. Afterwards, you will use Google maps inserting your address and the address of the company and choose the most convenient way to travel to the place.

The first steps into a smooth introduction to the digital ways of searching and communicating, are through being acquainted with the computer. You are divided in groups of 3. You can choose one of your groups and help them prepare for the job position. From helping them you would be able later to prepare your profile as well faster.

1. Be acquainted with the computer and find the proper email address (approx. 15 min):
Aims: Browsing, searching and filtering data, information and digital content. Evaluate data, information and digital content.

Description: You would have to open the computers and the screens and use Google Chrome in order to search how you can create professional email addresses. You could use keywords like "professional email address ideas" or common sentences. After you would have completed your search, you can decide the most appropriate email address.

2. Create an email account (approx. 10 min):

Aims: Problem Solving: Identifying needs and technological responses. Creatively use digital technologies.

Description: Now it is the turn to create an email account, which will enhance your chances of presenting yourselves as professionals. For this activity to be easier, it is proposed to create an email account in the Gmail domain, in order for us to be able to build guidelines for this domain only.

3. **Create a LinkedIn Profile (approx. 25 min):**

Aims: Interact through digital technologies. Share through digital technologies. Collaborate through digital technologies. Develop digital content. Integrating and re-elaborating digital content.

Description: Then, you will need to access the LinkedIn website, create a new LinkedIn profile using your new email account. Through searching of the proposed job offers that your trainers have told you about, you will need to discuss and decide in which job you think you can create a better profile in order to be hired. After you make a decision, you will build your online profile and you will apply for the job, through the platform.

4. **How to use Zoom for meetings**[1]

Aims: The aims of the activities below are to: learn how to create a Zoom account, sign in to your Zoom account, join a Zoom meeting, schedule a Zoom meeting, invite others to your meeting and, last but not least, record a Zoom meeting.

Description: In the following activities, you will learn the basics of using Zoom to participate in meetings or schedule your own meetings. In order to do so, the first step is to create a Zoom account and then use your credentials to sign in to your account. Afterwards, you may start using Zoom to join meetings that you are invited to by other people or to schedule meetings yourself and invite others to participate in them by sending out invitations. Finally, you will learn how to record Zoom meetings in order to be able to access them whenever you want.

a) Creating a Zoom account: To create your own free account, visit zoom.us/signup and enter your email address. You will then receive an email from Zoom (no-reply@zoom.us). In this email, click **"Activate Account"**.

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[1] https://support.zoom.us/hc/en-us/articles/360034967471-Getting-started-guide-for-new-users
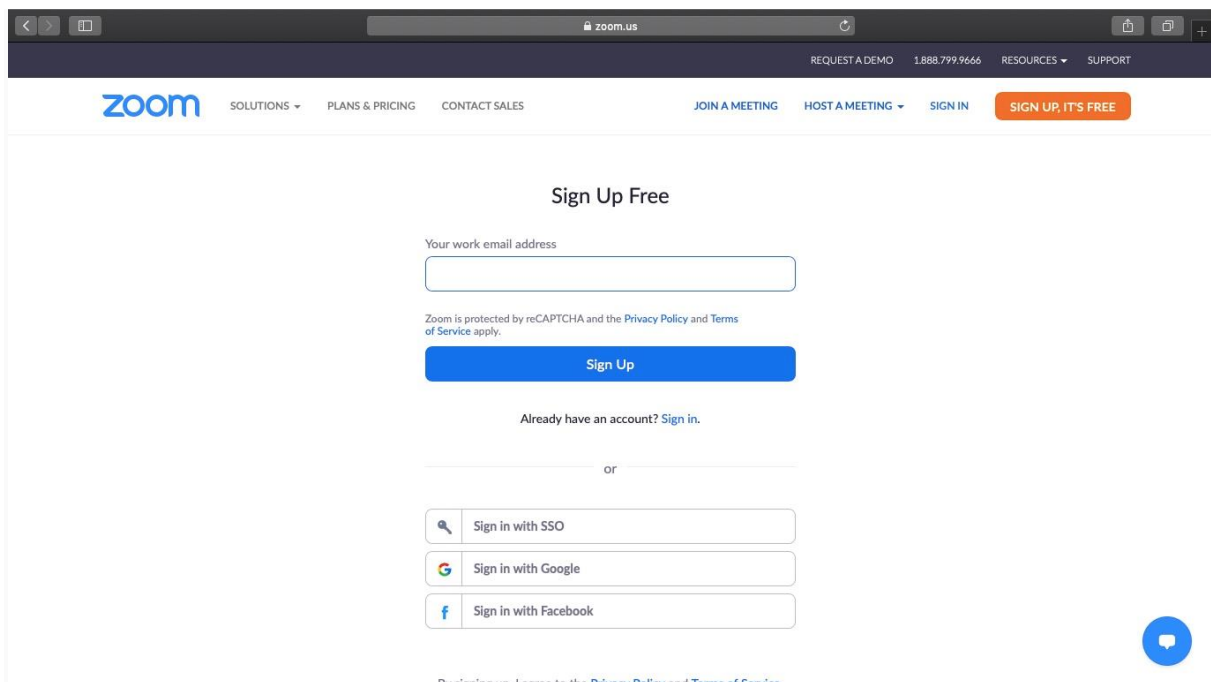
Image from: https://biz30.timedoctor.com/how-to-use-zoom/

b) Signing in to a Zoom account: You can sign in to your Zoom account at zoom.us/signin. Once you are signed in, use the panel on the left side to navigate the Zoom web portal. You can now update your profile, schedule a meeting and edit your settings.

c) Joining a Zoom meeting[2]: Here's a step-by-step guide on how to join a Zoom meeting:

If you have a meeting link, just click on it or copy and paste it into your web browser. Then you can join the meeting. You can also join a Zoom meeting, using a Meeting ID, as follows:

- Open the Zoom app and click "Join".
- Paste the Meeting ID in the box, add your display name for the meeting and click "Join".

d) Scheduling a Zoom meeting: Here are some key instructions for scheduling your first meeting:

- Sign in to Zoom.
- Click "Meetings".
- Click "Schedule a Meeting".
- Choose the date and time for your meeting.
- (Optional) Select any other settings you would like to use.
- Click "Save".

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[2] https://biz30.timedoctor.com/how-to-use-zoom/
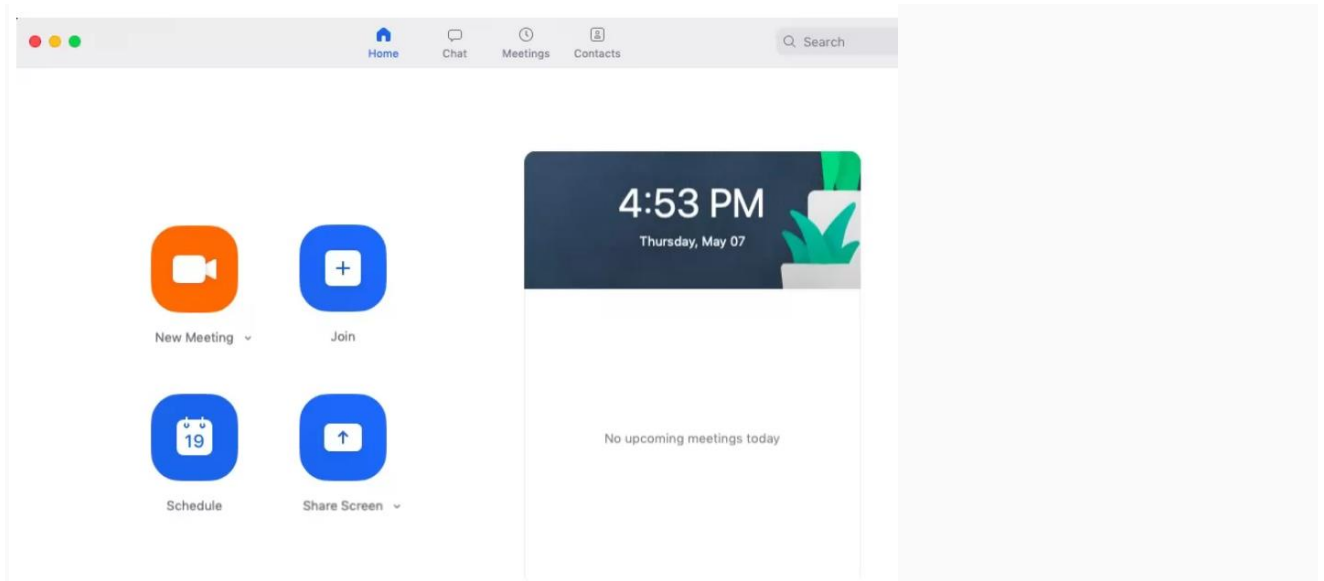
Image from: https://biz30.timedoctor.com/how-to-use-zoom/

e) Inviting others to a Zoom meeting: After you have scheduled your meeting, you can invite others in it by clicking "Copy the Invitation".

Image from: https://support.zoom.us/hc/en-us/articles/360034967471-Getting-started-guide-for-new-users

f) Recording a Zoom meeting[3]: You can record Zoom meetings easily and save them either to your device or to the Zoom cloud. If you choose the latter, your team members will also be able to access them across multiple platforms. The steps to record Zoom meetings in your desktop are the following:

- Start the meeting.
- In the toolbar, click on the "Record" icon.

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[3] https://biz30.timedoctor.com/how-to-use-zoom/

- Choose between "Record on this Computer" or "Record to the Cloud". Recording will now start.
- You may click on "Pause/Stop Recording" if you wish to pause or stop recording the meeting.
- After the meeting has ended, Zoom converts the recording to MP4 format and then you may store it in your preferred location.
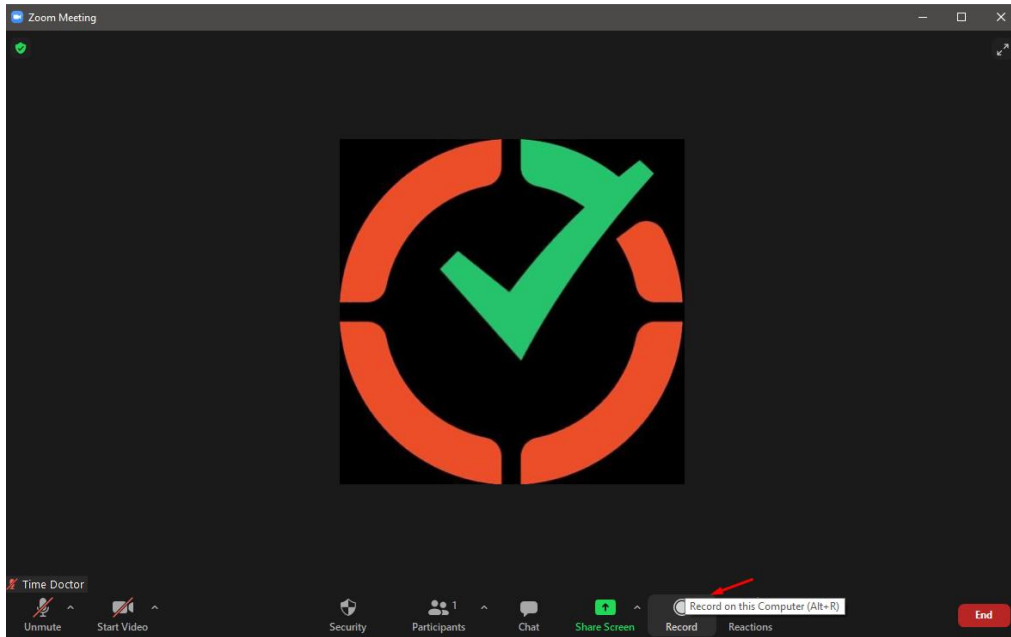

Image from: https://biz30.timedoctor.com/how-to-use-zoom/

5. Use Google maps in order to reach quickly on their destination (approx. 20 min):
   Aims: Identifying needs and technological responses. Creatively use digital technologies.
   Description: Later, you would need to search all of the available ways in order to reach the address of the company to conduct an interview. You would use Google maps, and you will be given a specific time for the interview, in order to have a chance not only to see a proposed ride, but to see the traffic in that specific time, see alternative rides, rides either with tolls or without, or even choose transportation.

6. Presentation of Results (approx. 20 min):
   Aims: Enhancing presentation skills using digital means. Enhancing debating skills.
   Description: Afterwards, you will present your results and decisions in live time, showing your choices in the computer and explaining to other groups why you chose this specific email account and job, how you built your resume, and which criteria made you choose this specific route.
   After the presentation, an evaluation must follow in order to verify how effective the activity was and exactly which skills you either exercised, or acquired.

Evaluation and monitoring tools

Assessment strategies can be divided in two categories: self-reported and test based. In self-reported assessments participants are being asked to rate their level of knowledge, confidence and experience and they focus in the perceptions of the participants of specific skills (Coward, Schorr, & Huseinovic, 2018). Test based assessments, on the other hand, are usually performed through online platforms by asking participants questions to measure their correct answers. In order to choose the right approach, one must have in mind the skills that are being taught, the target group, how the assessment will be handed out and how often it is administered (Coward, Schorr, & Huseinovic, 2018).

Apart from the above, there are also online platforms designed by governments and other stakeholders in order to measure the digital skills of the citizens. For example, in 2019 a European framework for digitally competent educational organizations called DigCompOrg (for more info. see here) was published. Through interesting task activities people can evaluate their digital competencies. This platform is also used for certification of digital competencies (Adinde, et al., 2019). Last but not least, an OECD skills survey (see here) named Programme for the International Assessment of Adult Competencies is available. It measures adults' skills in literacy, numeracy and digital competencies and how they use them. Apart from the results of the survey, there are also questionnaires and a survey companion (available here) for whomever wants to make their own analysis (Adinde, et al., 2019).

As regarding the specific activity, a questionnaire based on the Digital Skills Accelerator (https://www.digitalskillsaccelerator.eu/radar/) assessment test will be given to the participants in order to measure their competences. If we want to measure their acquirement level as well, we could give it before the activity and afterwards. Their answers will be given in a one to five scale from strongly disagree to strongly agree.

1. I can identify my information needs, find data, information and content through a simple search in digital environments, find how to access these data, information and content and navigate between them.
2. I can select a variety of digital technologies to interact, and select a variety of appropriate digital communication means for a given context.
3. I can recognise simple appropriate digital technologies to share data, information and digital content.
4. I can select well-defined and routine appropriate digital technologies to share data, information and digital content.
5. I can explain how to act as an intermediary for sharing information and content through well-defined and routine digital technologies.
6. I can identify and select simple digital services in order to participate in society.
7. I can recognise and use simple appropriate digital technologies to empower myself and to participate in society as a citizen.
8. I can select simple digital technologies to interact, and identify appropriate simple communication means for a given context.
9. I can recognise simple appropriate digital technologies to share data, information and digital content.
10. I can identify ways to create and edit simple content in simple formats and choose how I express myself through the creation of simple digital means.
11. I can select ways to modify, refine, improve and integrate simple items of new content and information to create new and original ones.

12. I can identify simple technical problems when operating devices and using digital environments, and identify simple solutions to solve them.
13. I can identify needs, and recognise simple digital tools and possible technological responses to solve those needs.
14. I can choose simple ways to adjust and customise digital environments to personal needs.
15. I can recognise where my own digital competence needs to be improved or updated.
16. I can identify where to seek opportunities for self-developments.

5. Sense of initiative and entrepreneurship competences

The learning objective of this chapter is to provide the training materials for improving the entrepreneurial skills of participants (further the Learners) in order to foster their employability and socio-educational and personal development (which also enhance their social inclusion). The chapter consists of the theoretical material and practical part based on PBL (project-based learning).

By the end of this chapter, each participant will be able to:
   a) understand the main definition of entrepreneurship
   b) recognise the soft skills related with entrepreneurship
   c) understand his/her possibilities to become an entrepreneur, including the possibilities to become lifestyle entrepreneur
   d) prepare a simple business plan
   e) assess the entrepreneurial skills developed within the training

The entrepreneurship competence is one of eight key competences, set by the Council of the European Union in the Recommendations on key competences for lifelong learning. These competences are all considered equally important as each of them contributes to a successful life in society.

The entrepreneurial skills and mind-set are important for everyone, regardless of the career path that they will follow. Entrepreneurial mind-set is a way of thinking that enables people to overcome challenges, be decisive, and accept responsibility for the outcomes.

In order to be an entrepreneur, a person should have certain skills and knowledge, which on the basis of the learning by doing experience, could help him/her transmit from learner to practitioner. Thus, entrepreneurship is a skill that can be learnt.

Entrepreneurial skills could be developed in different ways, ex. by participating in entrepreneurship trainings; by finding a mentor-entrepreneur; by using a very comprehensive tool, designed to improve the entrepreneurial capacity of European citizens called EntreComp (full name: The Entrepreneurship Competence Framework; 2016). According to EntreComp, "Entrepreneurship is a competence for life. Being creative or thinking about how to do things in new ways is equally relevant to progressing your career or coming up with new business ideas."

Development of entrepreneurial mind-set and skills enhances the professional skills of parents and could help to ensure their economic success. A person may choose to be an entrepreneur or employee in the future, but he/she could use the developed skills in both possibilities. Having entrepreneurial skills should highly contribute to their professional development and well-being. Entrepreneurial mind-set and skills are a way of thinking and approaching challenges.

The main objective of the European Commission is to promote entrepreneurship education and stress its importance at all levels from primary school to university and beyond.

In many European countries, schools and vocational training institutions started implementing the trainings on entrepreneurship as a competence in school, while vocational training curricula is on the rise (Eurydice, 2012).

Becoming self-employed could be the best solution for parents who sometimes may face challenging life situations, as it usually does not require big initial finances, they could establish home-based business related with their lifestyle and at the same time they could earn money and take care of their children. Also they could manage their business even not leaving their home as nowadays the modern digital technologies allow you to reach people all over the world staying in one place.

When children are grown enough to start going to the kindergarten or school and the parent could find a job, one salary might not be enough to ensure sufficient finances for the family. Then the small business could be the additional source of income.

According to the European Commission (2004), the main skills covered the following entrepreneurial competence:
- Ability to turn ideas into action;
- Ability to plan and manage projects in order to achieve objectives (social or commercial);
- Understanding of how economy works;
- Ethics of business and the potential of enterprises to be a force for good (ex. fair trade - Trade between companies in developed countries and producers in developing countries in which fair prices are paid to the producers; social enterprise);
- Personal and interpersonal skills, including the ability to lead and delegate, manage resources, analyse, communicate, de-brief, evaluate and record, effective representation and negotiation;
- Ability to work both as an individual and collaboratively in teams;
- Ability to communicate, cooperate and coordinate with partners in networks, clusters etc.

Every person thinking about the entrepreneurship should understand that not all entrepreneurs have the same characteristics and skills – the entrepreneurs differ a lot. But there are some entrepreneurial characteristics that are common and important.

If a parent is thinking about becoming an entrepreneur, he/she should be completely honest with himself/herself. At the first place he/she should identify his/her strengths and weaknesses. He/she should think about the characteristics he/she has and the ones he/she doesn't have. Also he/she has to do the same with his/her skills.

Without properly established entrepreneurial skills, starting a business is very difficult. An entrepreneur can have great ideas and be full of passion, but it is not enough to guarantee the success of a business. An entrepreneur needs to have a set of characteristics and skills for successful business.

Here are several important entrepreneurial characteristics:

1. Patience – Entrepreneurship is not a one-day job. Success may not be achieved quickly. It is important for a person who wants to be an entrepreneur to be patient in running the business. He/she has to start by small steps and then slowly make his/her business grow. At the beginning any entrepreneur should not expect high income as it has to be achieved in time.
2. Positivity – When a person, starts a business, he/she may face lots of difficulties and failure. An entrepreneur has to think positively even when he/she takes a big risk. There may be losses at times but even then, an entrepreneur should stay positive and continue to work hard toward

his/her goal. If something goes wrong at the beginning, they should not step back or give up on his business idea, they should try to find out how it is possible to improve the situation.

3. Hardworking – Every new business goes through failures and therefore, an entrepreneur needs to work hard till it becomes successful. When deciding to start a business, no matter how small it could be, he/she has to understand that he/she would have to put a lot of effort to make it grow. But what could help to maintain the entrepreneurial spirit is knowing that after hard work he/she could enjoy the success.

4. Self - Confidence – Another key characteristic of successful entrepreneur is self-confidence. An entrepreneur needs to be very confident and take decisions about his/her business. Every entrepreneur encounters problems, and he/she has to believe himself/herself can overcome it. When it is hard to stay self-confident, the support from friends and relatives could help to boost it and keep going further. The aim of becoming financially independent and ensuring enough finances for their families should also be the guiding light for parents as beginner entrepreneurs.

However, having these entrepreneurial characteristics is not enough.

The entrepreneurial skills help an entrepreneur to:

- Improve self-awareness
- Set and achieve realistic goals
- Ensure business achievement
- Become more assertive
- Develop innate entrepreneurial abilities.

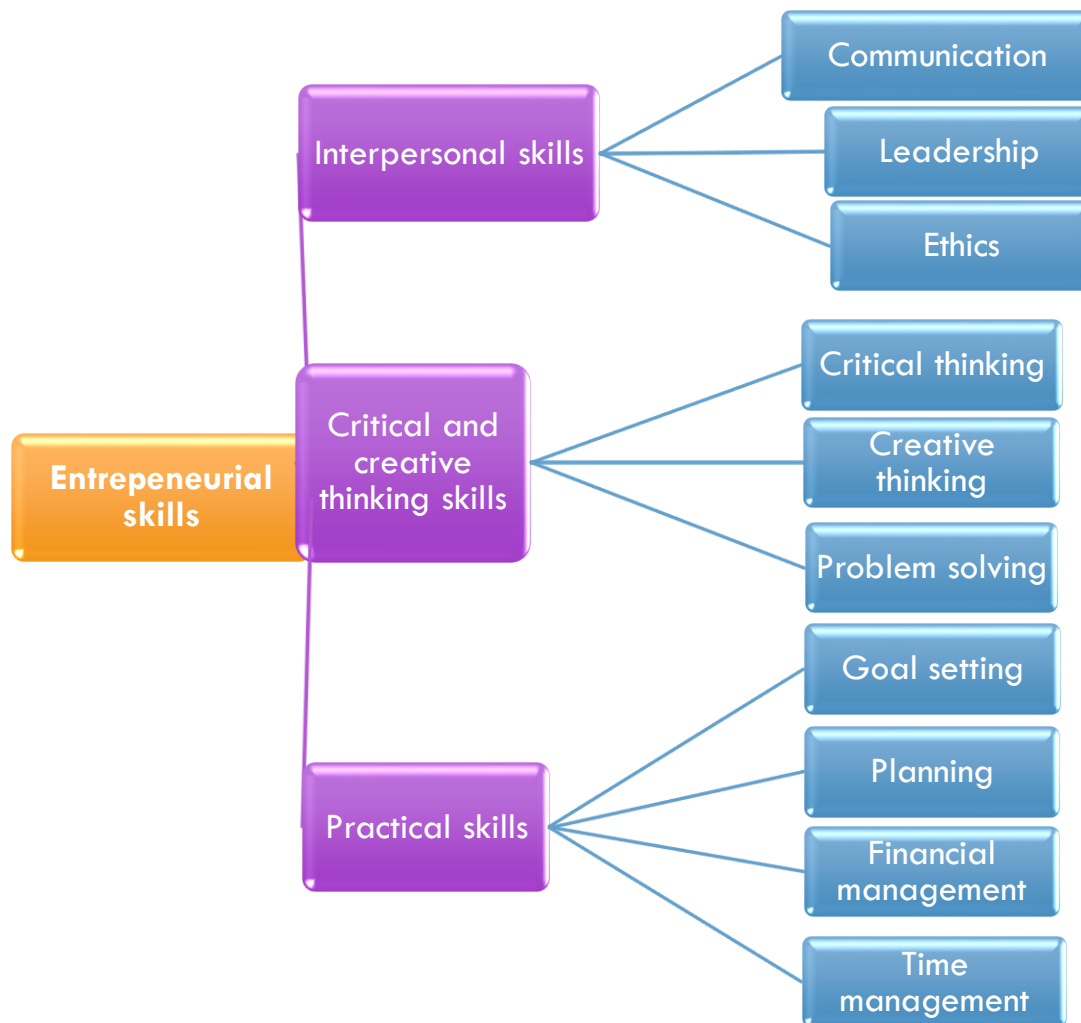These skills could be divided into three groups:

Figure 1. Entrepreneurial Skills

Interpersonal skills

After becoming an entrepreneur, a person has to know that he/she will have to communicate with other people such as customers, suppliers, and even investors. Thus the ability to build great and positive relations is needed as it is the key to the success of a business. The interpersonal skills which an entrepreneur needs to have include:

- *Communication skills* –An entrepreneur should be able to introduce, explain, sell and market their product and services. They should have active listening skills in order to understand the needs of the people they is communicating with. If the business would grow bigger one day, they also would have to have the ability to effectively produce written information including reports for a variety of different audiences.
- *Leadership skills* – one of the most important skills an entrepreneur must have is the ability to develop a vision for the company and to pursue that vision. Even if the parent would have

very small business (ex. Home-based business), they should at least have the ability to follow his/her dream.

- *Ethics* –An entrepreneur has to be able to deal with people on respect, fairness and truthfulness. Even if a parent would own a small business, they should never forget the ethical behaviour when communicating with their clients and suppliers.

Critical and Creative Thinking skills

Being an entrepreneur, parents always have to develop new ideas, and make good decisions about arising opportunities.

- *Creative thinking* – being creative in business is being innovative, those two skills go together. An entrepreneur should be able to see a problem from different perspectives and come up with original and creative solutions. They should also be able to recognize an opportunity in each problem and find an innovative solution. For example, they should seek for the ways to do things differently in order to distinguish themselves out of others selling similar products or services.
- *Critical thinking* –an entrepreneur has to be open-minded and be ready to evaluate the opportunity for improving the products or services they is offering, in order to make rational, clear, reasoned analysis and decisions when needed and understanding all the consequences.
- *Problem Solving* – this ability would help an entrepreneur to deal with difficult situations within his business context, find solutions for arising problems and solve disagreement between conflicting parties if needed. This is the one of the key factors for success in business. Being an entrepreneur, a parent should be able to face the problems and find the best solutions. Problem solving also is related with recognising own mistakes and recovering from them, which is really important for every entrepreneur.

Practical skills

Apart from the other skills, an entrepreneur also needs the practical skills in order to deliver products or services effectively, and to run smoothly his/her business.

- *Goal setting skills* – this ability is one of the key skills for entrepreneur. A parent should be able to set effective goals for the business that could lead it into progress. However, they should set the attainable and measurable goals for his/her business and here the SMART analysis tool could become very useful (see https://www.mindtools.com/pages/article/smart-goals.htm).
- *Planning skills* – for being an entrepreneur, a parent must be able to develop plans to meet goals in a variety of areas, including finance, marketing, production and sales. Thus, it is suggested for every parent to develop a business plan, at least a simple one, at the beginning of his/her business.
- *Basic management skills, including time management and financial management* – a parent as an entrepreneur must be able to manage every component of a business. In order to be able to reconcile family and business life, they must have the ability to manage time well and try balancing between managing their business and taking care of family issues. Also, an entrepreneur should have at least basic mathematical competence in order to keep up with the finances of their business, as they would need to calculate the incomes and expenses encountered.

In order to successfully manage their time, entrepreneurs should keep up in mind these four key components of the time management:

- Priorities – priorities determine what is most important to do and are related with major responsibilities of an entrepreneur. It is recommended to spend the most time on high-priority tasks and only then to move to the less important ones.
- Objectives – it is recommended to set some weekly objectives in order to use the time effectively.
- Plans – developing operational plans for meeting their objectives also could help the entrepreneur to manage their time better.
- Schedules – making schedules for each month, week and workday could also help achieving better time management.
  Suggestions for building up entrepreneurial skills:

1. Entrepreneur near me – visit entrepreneurs with the successful business, and take an interview. After the interview, list their qualities and skills that have helped them to start and manage business. If you don't have a chance to do an interview, you can watch or read some success stories of the entrepreneurs and list their entrepreneurial qualities and skills (see ACE project and SELF-E project links in the resources section).
2. Self-learning – you could try two games for developing entrepreneurship skills – Entrino for the developing basic entrepreneurship skills and Gamify for developing higher level of entrepreneurship skills.
3. Practice – one of the main ways to develop your skills is to practice repeatedly.
4. Participate in non-formal courses organised in your country – usually there are some non-formal courses free of charge, organised under different EU projects in each country.

Understanding the Business Plan

A business plan is a tool for understanding how the business will operate. It can be used to monitor progress as it has to be reviewed regularly and improved if necessary. The Business Plan should include the goals for the enterprise; a description of the products or services offered and the possible market opportunities; and an explanation of the resources and means that will be employed to achieve the goals confronted to potential competition.

Why is the Business Plan needed?
- Planning helps the entrepreneur to make mistakes on paper, rather than in the market place.
- Making a Business Plan helps to build the parent's confidence in the entrepreneur ability to set up and operate their business, and could even compensate the lack of capital (money needed for starting the business) and experience.
- It helps the person understand how much money is needed for their business, what it is needed for and when, and for how long it is required. Such preparation could also help the person to reduce the risk of experiencing early cash-flow problems. Exploring alternative strategies and approaches on paper can help entrepreneurs or small business owners to consider their options and make the most economic use of limited financial resources.

What information goes into a business plan?

- Executive summary (the contents of the Business Plan).

- Mission Statement (each business requires a memorable and engaging mission statement. Mission Statements should be short, clear, vivid, inspiring and concise without using jargon, complicated words or concepts. It should include the business mission (what the business

does, its products, its services and its customers) and can include its vision (the future plans with aims and objectives). However very small businesses, including home based businesses, usually do not have mission statements, but it is recommended to develop one in order to present the business to the clients.)

- Aims & Objectives of the business.

- SWOT Analysis (SWOT stands for Strengths, Weaknesses, Opportunities, and Threats, and a SWOT Analysis is a technique for assessing these four aspects of a business. It is usually delivered as a matrix with 2x2 grids, with one square for each of the four aspects of SWOT.

Strengths	Weaknesses
Opportunities	Threats

It could help the potential entrepreneur to uncover opportunities that he/she could exploit. Also, by understanding the weaknesses of their business, they can manage and eliminate possible threats that could otherwise catch them unaware. More than this, by looking at themselves and their competitors using the SWOT framework, they could start to build a strategy that would help them distinguish themselves from their competitors, so that they could compete successfully in their market.).

- Market Research (it is the foundation of the business plan. It provides an entrepreneur with the essential information required to establish if there is a market for their product/service. The detailed market research concentrates on four main areas: industry, customers, competitors, suppliers).

- Marketing Plan (describes who the customers of the entrepreneur are, where they get the information about the product and services offered from and how they are going to reach them).

- Financial Plan (its main idea is to investigate what sources of finance the entrepreneur has and could use for implementing their business idea. Also it helps to assess the possible costs that they would need to pay when starting and managing the business, such as: equipment for creating a product or providing services, insurance, rent of premises, stock/resources for the product/services, stationery, marketing materials (ex. booklets, business cards, brochures etc.), and supporting information such as CV. In order for the plan to be more accurate, it could be developed with help of an expert/consultant).

Although there is general agreement on what information should be included in a Business Plan, there is no single way in which a business plan should be presented. There are a wide range of templates and tools available to entrepreneurs and their advisers in the Internet and each entrepreneur could choose the one most suitable for them to use.

PRACTICAL EXERCISES

FIRST LEVEL (Low difficulty)

Exercise 1: The benefits of creative and critical thinking
- **Materials** – pens, pencils, paper.
- **Time** - 15 minutes
- **Task**

Step 1. Please read the statements in the table below and decide whether it describes Critical thinker or Creative thinker.

Statements	Critical thinker	Creative thinker
Able to make rational, clear, reasonable decisions		
Act creatively within a practical situation		
Able to recognise the relationship between different processes, participants, and procedures and can accept other experiences to find for a possible solutions		
Able to make reasonable judgments that are logical and well thought out		
Look for many possible answers rather than one		
Look at problems or situations from a fresh perspective that suggests alternative solutions		
Able to make reasonable judgments that are logical and well thought out		
Develop original, diverse ideas		
Do not judge ideas early in the process - I treat all ideas as if they may contain the seeds of something potentially useful		
I am open-minded, decisive and able to remove all emotion when analysing a problem and to observe the facts objectively to make a logical decision		

Step 2. Please read the following situations and choose the answer showing your possible behaviour in each situation.

Situation 1
How would you behave if you have to decide which entrepreneurial opportunity to choose?
- a) I will analyse the possible entrepreneurial opportunities, as well as my abilities, financial opportunities and knowledge to be adequate to this entrepreneurial opportunity.
- b) I will choose the kind of entrepreneurship which is trending and prestigious.
- c) I will choose the same as my friend, as it will be fun to compete with each other.

Situation 2

You want to launch a home-based business, but your friend said such business idea is not very attractive and it will not succeed. How would you behave?
    a)   I rely on my friend's opinion and search for a different business idea.
    b)   I will gather all of the information about the existing similar businesses and how successful they are to analyse a situation and make the decision.
    c)   I will just cut off and do not try to start home-based business at all.

Situation 3
You are working as an entrepreneur and want to develop ideas for the new product or service. How would you behave? (few possible answers).
    a)   I will look for only one possible best option.
    b)   I will develop original, diverse ideas.
    c)   I will look for many possible answers rather than one.

Exercise 2: Back-to-back drawing (improving your communication and active listening skills)
- **Materials** – pens, pencils, paper, cards with geometric figures.
- **Time -** 30 min.
- **Task**

Step 1. Split the group into pairs. Once learners have paired off, they should sit back-to-back with a paper and pencil each. One learner takes on the role of a speaker while the other plays the part of the listener.

Step 2. Each speaker should choose one card with geometric figure and the listeners should not see the figure chosen.

Step 3. For five to ten minutes, the speaker describes a geometric figure, and the listener tries to turn this description into a drawing without looking at the image.

Step 4. The pair members switch the roles and repeat Steps 2 and 3.

Step 5. Pairs present the results to whole group and the facilitators and discuss the following questions:

For speakers:
1. What steps did you take to ensure your instructions were clear? How could these be applied in real-life interactions?
2. Sometimes the words we have said aren't always interpreted as we mean them to be. While speaking, what could you do to decrease the chance of miscommunication in real-life dialogue?

For listeners:
1. What was constructive about your partner's instructions?
2. In what ways might your drawing have turned out differently if you could have communicated with your partner?

SECOND LEVEL (Medium difficulty)

Exercise 1: Developing a home-based business, suitable for single parents
- **Materials** – pens, pencils, paper, computers, internet access.
- **Time** - 60 min.
- Task

Step 1. In small groups, brainstorm the ideas of the home-based business single parents could establish. Use all the resources you have – mobile phones, computers etc. Choose one of the ideas to work with further.

Step 2. Each small group should make a SWOT analysis of the business idea. It should be explained to the participants that strengths and weaknesses come from inside and can be controlled; and opportunities and threats are the ones that come from outside and can't be controlled, but apply for all, not only for certain business idea.

It should also be presented that there are various strategies for SWOT analysis interpretation. For example - while using the strengths of the business, this could diminish possible threats; by using the strengths, the business could take advantage of opportunities; by using opportunities, one can diminish weaknesses.

Strengths	Weaknesses
Opportunities	**Threats**

Step 3.1. Each small group should make a simple marketing plan using the suggested template and answering simple questions.

Marketing plan	
Provide a detailed profile of your ideal customer (it will help you to save time And money) – who is your customer (gender, age, occupation etc.), how and why they buy.	
Describe how you will market your business including various communication tools and channels (how will you reach your customers)	

Step 3.2. Each small group makes market research and develops a marketing plan. The market research of the chosen business idea should be done in a clear and concise way, by establishing what it is already known, what is still needed to find out and what factual evidence is needed to support research findings. Then the group should think of the ways how the customers could be reached.

Research should consist of:

- Customer analysis
- Competitor profiles
- Suppliers' analysis

Customer Analysis

Short description of your customer

Your Customer's Needs	
Who is your customer? Are they male or female? How old are they likely to be? What is their occupation?	
What do they do? If you are selling to individuals – it is worth knowing their interests and occupation. If you are selling to businesses – it helps to have an understanding of what their business is trying to achieve.	
Why do they buy? It helps to understand why your customer buys a product, and then you can match their needs to your service.	
When do they buy? Knowing the best time to approach your customer, will increase your chances of a sale.	
How do they buy? Face-to-face, website etc.	
How much money do they have? Knowing how much your customer has to spend means you can match what you are selling, to how much they can afford.	
What makes them feel good about buying? Good customer service? Quick service?	
What do they expect from you? Meeting or exceeding expectations, will ensure repeat business.	

Competitor Profiles

Make a research on possible competitors for the chosen business. Use every resource you have - mobile phones, computers etc. Write shortly about 2-3 competitors and then provide a brief summary in general about competitors.

Competitor 1	

Name and address, email and website:	
Products / services offered:	
Prices charged:	
How do they promote themselves?	
Benefits of the location:	
General strengths/weaknesses, atmosphere, customer care, quality, etc.:	
Summary of competitors' analysis	

Suppliers' analysis

Make a research on possible suppliers for the chosen business. You need to provide names or addresses of your suppliers, and the reasons why you have chosen them. Write shortly about 2-3 suppliers.

Name &address of supplier [Include email and or website address if available]	**Why have you chosen them? [What Features &Benefits do they offer your business?]**

Marketing

Describe how you will market your business including various communication tools and channels (how will you reach your customers)	

Step 4. Each small group prepares a simple action plan – what steps need to be done and by when, including also the planning the necessary financial resources for each step.

Action Plan		
To do list	By when	Financial resources needed
1.		
2.		

3.		
…		

Step 5. Small groups present the results to the whole group and to the facilitators.

Evaluation and monitoring tools

In order to evaluate the development of the entrepreneurial skills, pre and post assessment tests could be used. After taking the pre-test, the participants could discuss the questions they had difficulties in answering to, during the training sessions. Some assessment test developed with other projects could be used (e.g. **https://self-e.lpf.lt/assessment_youth.html?lang=en;** part of the test **http://job-yes.eu/node/55).**

Some OERs developed within the project "e-Mentoring" could also serve as an assessment tools http://entrepreneurship.e-mentoring.eu/courses/course_3/EN.

Also, in order to monitor and evaluate the development of entrepreneurial skills of parents, the discussions should be organised during the first training session, in the middle and at the end of the trainings. During the first discussion, participants could reflect on the main entrepreneurial skills they have, discuss their needs for the training and set some goals to be achieved during the trainings, then in the middle, the on-going training process, challenges, difficulties, problems and advantages could be discussed. Finally, at the end, participants could evaluate the whole training process, paying attention to such points as: where they were when they started, what were the subjects they succeeded in, what they got from the process, were there any problems during training process, what they would change in the process, where they stand now – what are the next steps for them?

The following questionnaire could also be used as evaluation tool before starting the trainings and at the end:

Please evaluate your entrepreneurial skills by marking your current level of each skill using the scale from 1 to 5, where 1 is 'low' and 5 is "very good".

No.	Skill/Ability	Level of the skill					Please comment your self-evaluation
		5	4	3	2	1	
1.	I am able to communicate effectively with other people and listen to what they are trying to tell me.						
2.	I am able to think creatively, often come out with new ideas and learn from my own mistakes.						
3.	I am able to think critically when needed, make rational and						

	reasoned decisions, accept other experiences and look for a possible solution.					

The benefits of creative and critical thinking

4.	I am aware of myself and know my strengths and weaknesses, I know how to communicate with other people and make them believe in my vision and I am always prepared to learn something new.					
5.	I am able to deal with difficult situations in my life, to find solutions for the problems and to solve disagreements between conflicting parties.					
6.	I understand the outcomes I usually want to achieve and can be clear and specific when setting my goals.					
7.	I am able to make plans, for example to plan a trip, a birthday celebration etc.					
8.	I am able to manage my time effectively – to do effectively all tasks and activities in required time and not be late.					
9.	I am able to manage my finances effectively – to plan my income and expenses.					

Annex – Answer Key to Exercise 1 (First Level)

Please check the answers according to the table below.

A Critical thinker	A Creative thinker
Is able to make rational, clear, reasonable decisions	Acts creatively within a practical situation
Is able to recognise the relationship between different processes, participants, and procedures and can accept other experiences	Looks for many possible answers rather than one

to find for a possible solutions	
Is able to make reasonable judgments that are logical and well thought out	Looks at problems or situations from a fresh perspective that suggests alternative solutions
Has a reasonably inquisitive attitude to new information that he/she is exposed to rather than just believing everything everyone tells him/her	Develops original, diverse ideas
I am open-minded, decisive and able to remove all emotion when analysing a problem and to observe the facts objectively to make a logical decision	Do not judge ideas early in the process - I treat all ideas as if they may contain the seeds of something potentially useful

Please read the answers on the best behaviour to be chosen in each situation with detailed explanations and evaluate the choices you have made.

Situation 1

The best behaviour to be chosen is a).

If you want to decide which entrepreneurial opportunity to choose, you should gather all of the information required to analyse the opportunities and make optimal decision. It is important to evaluate your professional interests and abilities - think about your wishes, skills and personal features, knowledge you have as well as your values and life style. Looking for self-realisation and to be successful you should critically evaluate these aspects; this will save your time, as thinking critically can help avoid mistakes, such as making the wrong decision about your possible business.

It is not recommended to choose behaviour described in answer b, as basing your decision on what is trending and prestigious could be a mistake, as this kind of entrepreneurship could not be suitable for you.

Also, the behaviour described in answer c, is also not recommended. This decision is superficial and based on emotions, thus it is not recommended. Very likely, it could be a mistake as you did not evaluate the essential circumstances and follow the friend's choice.

Situation 2

The best behaviour to be chosen is b).

If you want to make right decision, you should collect the information about the similar businesses, analyse the situation and then make your decision. You could also visit similar businesses to find out how they work. Being Critical thinking will help you gather all of the information required to analyse a situation, and generate optimal solutions.

If you rely on other's negative opinion about the business opportunity without checking the information, you may make a mistake. People have different expectations from the business, thus some of them never tries to establish one and choose to work as an employee. It is important to be critical, think what you expect from the possible business and make decision by yourself.

Situation 3.

The best behaviour to be chosen is b) and c).

When working as an entrepreneur and developing ideas for the new product or service you should not look for only one possible best option as it would limit your creativity. Instead look for many possible answers and concentrate on developing original, diverse ideas. How you can be more creative and come up with new better ideas? There are different methods that stimulate creativity. You could think about the specific object and compare it with your business idea to. For example, you have bakery business or pizzeria business (idea). Then think about the car and its characteristics. What car's features could be applied in your business? Maybe you could offer product's delivery service? Generating ideas in this way will let you to be creative in practical situation. This will enable you to look at situation from a fresh perspective and find new unique solutions.

6. Learning to learn competences

By the end of this chapter, each participant will be able to:
  a) Manage and learn new information in an effective way
  b) Manage their own time in the process of learning
  c) Become aware of one's own skills, learning needs and what opportunities and resources are available
  d) Develop effective concentration skills
  e) Develop basic oral expression skills
  f) Identify one's aim and the main aim of a specific learning
  g) Develop group learning and managing peer-to-peer feedback.

Learning to learn' is the ability to pursue and persist in learning, to organize one's own learning, including through effective management of time and information, both individually and in

groups. This competence includes awareness of one's learning process and needs, identifying available opportunities, and the ability to overcome obstacles in order to learn successfully.

This competence means gaining, processing and assimilating new knowledge and skills as well as seeking and making use of guidance. Learning to learn engages learners to build on prior learning and life experiences in order to use and apply knowledge and skills in a variety of contexts: at home, at work, in education and training. Motivation and confidence are crucial to an individual's competence.

In the case of parents, these skills are essential from a social, economic and labour point of view. In many cases, they can sometimes be under pressure due to multiple obligations that, in many occasions, they need to deal with alone. Management of new information, time, concentration and expression are essential skills for many jobs of many areas. In the same way, these skills, as well as the need to understand what skills one already has, their needs and their resources, are basic and necessary when engaging in new studies or trainings. When searching for work or further training it is also important to know how to recognize one's personal goals: desires, needs and requirements, depending on a person's life-style, economy, time and space.

The participant will understand how to identify his/her main aim, goals and the main point of a piece of text (extracting the main themes, its usefulness, conclusions, etc.); how to manage and organize new information for a clearer and more effective understanding; how to manage one's own time when studying or learning something new (through planification methods); how to assess and identify their own level of need and how to find adequate support or resources (through personal contacts, digital resources, etc.,); how to develop an adequate concentration level when attending new information or studying it and how to share the main points and ideas of a learnt content.

As described in the previous point, learning to learn is the ability to persist in learning and organize it through time and information management. This definition includes individual learning and group learning. To obtain achievements, goals and to enhance one's quality of life, a person needs to know how to learn new information and skills effectively for many reasons.

- **The world is always changing**. Technology and science are always evolving and, for this reason, we always have to keep learning to stay up to date. Even if we have good digital skills, we need to constantly learn how to use new devices, programs, platforms, etc. For example, nowadays, many schools use internet spaces (webpages, social media, blogs, etc.) to send exercises to students or to keep parents up to date with the activities that are being done in class. In this particular case, it is necessary to be able to acquire new digital skills. This is especially important to parents who want to keep up to date with what their children are doing in school, keep in contact with the teachers or even with other parents.

- **We are required to adapt to our context**. Another reason that makes it necessary to know how to learn is being able to adapt to new jobs. Many people change jobs many times during their lifetime, and different jobs, even in the same sector, require different knowledge and skills. For example, if someone becomes a waiter for the first time, there are many skills (communication, memory, social skills, organization, etc.) that one must learn effectively to be able to work properly.

- **We have to be aware how much we already know**. In relation to applying for a new job, it is also necessary to learn how to self-evaluate one's own competences. For example, maybe a person could have the required qualifications for working in a health centre, but lacks the experience. In this case, if a person is still interested in applying for a job, it is important that the person identifies possibilities how to acquire the necessary experience.

- **We may want to study a new career or training**. The same applies to learning something new: a training for developing new skills, an online course, etc. To be able to succeed when engaging in new learning fields, some learning skills are necessary: knowing how to recognize main ideas, how to focus one's attention, how to distribute one's own time to dedicate time to studying, etc.

- **We must share information and opinions**. When learning something new, like a new profession, feedback from peers and from people with experience is essential to be able to evaluate one's own learning progress. Sharing one's learning with peers, friends and family is also a very important point in the learning process that implies different skills: oral expression, active listening, comprehension, a non-judgmental attitude and giving feedback. When a group of people share their learning regarding a common experience, the content is enriched by the subjective experiences of each person.

- **We need to know our personal goals**. Lastly, one of the most important points in the process of learning is knowing how to recognize and define one's own goal. If a person does not have a goal, he/she does not have a clear reason that motivates him/her to do something. In this case, a person who starts a learning process but does not have a clear goal that he/she wants to achieve will not find the motivation; they will not see the "finish line" of the race. Learning how to set and specify one's goal(s) will clarify and define one's actions. It is a way to be more effective in any personal process, to simplify one's actions and tasks and to have a clearer perspective of the future. For this one has to learn how to answer questions like: What do I want? What do I need? What steps do I need to take to achieve this? What is the first step?

Learning can be defined as an internal change, the creation of new associations or the potential for creating new responses. In other words, learning is to change in the way we think, the way we understand new information or a new situation and the way we act in response. Take any simple task as an example: learning how to mend a broken lamp at home is to understand how the lamp works, understanding what is the reason why it does not work and acting in consequence (fixing it, asking for advice, contacting a professional electrician, etc.).

Many theories about learning have been developed since the topic has been studied. It would be difficult and would require a large amount of time to explain each existing learning theory in history. For this reason, in the following paragraphs, a short overview is given about some important theories of learning: behaviourism, cognitivist approach, sociocultural development and experiential learning. For the better understanding of the reader, each theory and type of learning will be explained with some simple practical examples with which many people will be able to relate to.

Behaviourism

While we are carrying out our day to day life we are constantly learning. Just by going out the door of our home, going to work, talking to our neighbours, doing shopping, taking our children to school or watching a film on TV we are absorbing new information. An important part of this kind of learning happens in an automatic and unconscious way: we learn new abilities and information by being exposed to different situations. For example, when waiting at the school entrance to pick up our children, we may learn that the children come out of class after the bell rings. If we observe the entrance of a school, on many occasions, we will notice that the people waiting at the entrance move closer to the door after the bell rings. This response to the sound of the bell is not always conscious

and many people will move automatically when they hear it. This is called classical conditioning, a theory that explains how the process of learning involves putting together two "stimuli". In the example, two "stimuli" are put together (children coming out of class + the sound of the bell) and thus related.

This kind of learning is the most basic and it can be found not only in human beings but also in animals. If you live with a cat or a dog, observe what kind of simple things it has learnt: have you ever seen a dog sit, stand or make a specific noise when they are shown food? If so, you have an example of classical conditioning.

This theory is explained in a famous experiment carried out by Ivan Pavlov with dogs, in which he used a bell. Pavlov would present the dogs with food (stimulus) and observe how the dogs responded by salivating (unconditioned response). He then started to ring a bell (a "neutral stimulus") when providing the food. At the end, after repeating this many times, Pavlov would ring the bell without presenting the food and observe that the dogs would salivate because they had associated the bell to the food. The bell had turned into a "conditioned stimulus".

In our normal life and our learning, we experience many similar processes. Through many experiences, one learns and adapts to their surrounding by responding in an automatic way. This is very important when normalizing time and work schedules or timetables, learning new skills, etc. This is how a human being learns new information through experience and is able to adapt to their environment. The main idea of this theory of learning that we must remember is that **learning new behaviours is a natural, automatic and constant skill that can be modified and conditioned.**

Within the theory of behaviourism, many new behaviours that are learnt happen because they have good or bad consequences. For example, a person that tries to hold a very hot object and gets burnt will probably not try to hold it with their bare hands again. In the same way, if a small child does something and his mother reacts in a positive way (smiling, laughing, with physical contact or saying "very good"), the child will probably repeat what they have done because of such positive results. This is called operant conditioning and it explains how learning occurs when a specific behaviour is reinforced or punished immediately after. In adults we can observe it in many situations as, for example, giving positive feedback when someone does something good at work. In other words, **the consequence of behaviour affects if it is repeated or normalized. It affects if this behaviour is actually learnt**.

Social Learning

Another way that we learn new information from a very early age is through watching others. Observation and imitation are two of the most important methods of learning for children, but they play an important role throughout our life. There is no better way to learn how to build a piece of furniture than watching carefully how another person takes each step: what parts go together, how to screw the nails, which way to hold the piece of furniture up while building it, etc. The same applies to other activities like cooking. This type of learning was explained by the theory of Social Learning of Bandura.

The most important point in this theory is that learning seems to be more effective when others are involved. Though it is possible to learn something entirely on one's own without the intervention of other people, an important part of our learning takes place through the observation of other people. This is the reason why, when studying a career, teachers and trainer will usually accept that theoretical training is not enough to learn a new skill and an important part of the training will be practical. In summary, **we learn new information and skills by observation and imitation, which demonstrates the importance of peer-to-peer and group learning.**

Cognitive development

Since we are children, we start learning our "mental model" of the world around us, a process that in this very moment has still not finished. This process of creating an inner model takes place, firstly, because when maturing our brain is constantly changing and evolving and, secondly, because of our interaction with our environment. Let's take as an example a child learning to talk: it has a lot to do with how old a child is (his/her memory, comprehension and other mental skills that depend on his age), but it also depends on the people surrounding him/her. What language do his parents use? How do they teach him/her? Do they talk at a high volume or at a low one? It's easy to see how important the environment and the people that live in it are for a child's learning.

This is the main idea of the theory of cognitive development of Jean Piaget. Though very centred on children, through this theory we can see that the same applies for adults. For example, when studying a text for an exam, would it be easier to concentrate and learn it in a library or in a crowded bar? In the case of a painter, would it be easier to paint in a relaxed and safe context or under stress and pressure? It is simple to see that **the context we are in is very important to our learning process.**

This theory can also give us some clues about the role of the people that surround us in our learning process. Do you think we will learn new information better with a group of peers listening to us and exchanging good information in an open and friendly manner or with a group of unknown people that ignore us or bombard us with destructive criticism?

Sociocultural theory

As mentioned above, learning and development are part of a continuous process that begins when we are born and continues throughout our life and is heavily influenced with our personal context (where we are, whom we are with, etc.). Further above it was mentioned how important observing and imitating other people is in order to learn new information and new skills. As an example, let's take a medical student doing an internship in a clinic. If all goes well, this student will learn really important skills and information related to his/her medical career through watching other professionals do their job. In this case, what is the difference between the medical student and the professionals that the student is learning from? Obviously, the professionals are more skilled in this area. It is possible that some of them have been working as doctors for many years!

The sociocultural theory explains that "social learning" (take the example of the medical student learning from professionals) must come before "cognitive development" (understanding new learning internally). In other words, **a person must watch and imitate higher skilled people in certain areas before actually learning something new**. For example, if you want to cook a dish that you have never made before, watching another person that has a lot of experience in cooking the dish would be a good first step for proper learning.

A psychologist named Lev Vygotsky once described a learning moments called Zone of Proximal Development. He used this term to refer to the moment in which a child can nearly do something, but needs a little bit more of help or support to do it correctly. For example, a child trying to pronounce a word in a proper way, but can't say it perfectly, is in the zone of proximal development of pronouncing that word. With some social influence (e.g. instructions and corrections from their parents, watching how his parents say the word and imitating them) the child may be able to pronounce the word and this will influence his/her cognitive development (the child will learn this and it will become a new word for them).

In the context of adults, this kind of learning works in a similar way. If an adult wants to learn new skills (cooking, mending, driving, writing, new languages, sewing, etc.) the best way of learning is to be in contact with a person who has more experience than them in this field. In this case **we can highlight once more the importance of peer-to-peer and group learning in the context of developing new skills and knowledge, especially if people have more knowledge or experience than others in some areas.**

Through this theory, we can understand how necessary social interaction is in the process of learning. **It is necessary to interact with others, evaluate others and receive their feedback and even exchange oral communications of the learning**. In many occasions, there are many things we could learn, but we lack basic support. For example, many people have the skills, the need and the interest to mend something that is broken at home, but they need minimal support (feedback, minimal instructions) to completely learn it.

Experiential learning

When exposed to a new situation or new information to learn, we will always ask ourselves a basic question: how important is this to me? As a first example, let's imagine an online course where the students are learning to speak German. Now, let's imagine two of the people who are taking the course: one of them is a professional tourist guide who loves working with foreign people and is planning to travel to Germany soon; the other is a man who has signed up for the course because a labour counsellor advised him to learn more languages for the CV. Who do you think will learn more German during this online course? Carl Rogers described what is known as experiential learning as a type of learning related to the needs and the desires of a person. **It is a kind of learning that is significant to the person, in which he/she is involved and interested in and that really means a lot to him/her on an emotional level**. This learning can take place when there is a good learning environment (e.g. a student gets on well with their tutor), there is a clear purpose for learning (e.g. a man watched a cooking program to be able to cook a specific dish for his children), there are resources (e.g. someone learning to use a computer program has a computer, space and time), emotional components (e.g. a woman that has started working in a shop is really enjoying her new job), and the possibility of exchanging feelings (e.g. a man tells his brother that he is really happy with how he has painted the living room).

All the elements above make the process of learning easier and meaningful for the person. All summed up, **we could say that the learning process is easier when learners can control the nature and direction of process, when it has relation to practical or personal problems and when the learner can evaluate their own progress through self-evaluation or the evaluation of others.**
These theories can give us some key points about developing new learning skills:

1. Learning new behaviours is a natural skill that can be modified and conditioned. In this way, we have control of our own learning.

2. The consequence of a behaviour affects if it is repeated or normalized. It affects if this behaviour is actually learnt. For this reason, it is important to be able to observe our results and share feedback with peers.

3. Learning happens due to biological changes, but it is related to our interaction with our environment. It is a result of our experience of what surrounds us. This is why group learning is so important in our learning process.

4. Social interaction is fundamental in our learning project. Thus, the important of sharing what we learn and learning from others from within a group. Through sharing and exchanging of information among peers, for example, through oral expression (e.g. watching someone explain content) our learning is enhanced and we acquire new skills related to the action observed and the content. Therefore, it is strongly recommended that if you have to acquire new skills, you look for peers who are in the same situation to help you to keep motivation.

5. Significant learning can happen when the topic is personally relevant and interesting to the learner. In other words, when there is a real motivation. Real, motivated and significant learning will occur when the person can relate a topic to their own needs and aims. Also, the existence of a positive climate, assessment and self-assessment are essential.

Lifelong Learning

As mentioned before, because of the continuous evolution and change of the world we need to be constantly updating our skills and our knowledge, especially our knowledge related to fields of work, education and digital skills. For us to properly adapt to our society, we must constantly work on improving and adjusting our competences to the needs of the times we are living. Thus, appears the need of Lifelong learning.

What is Lifelong Learning?
"Lifelong learning may be broadly defined as learning that is pursued throughout life: learning that is flexible, diverse and available at different times and in different places. Lifelong learning crosses sectors, promoting learning beyond traditional schooling and throughout adult life (i.e. post-compulsory education). This definition is based on Delors' (1996) four 'pillars' of education for the future:

- Learning to know - mastering learning tools rather than acquisition of structured knowledge.
- Learning to do – equipping people for the types of work needed now and, in the future, including innovation and adaptation of learning to future work environments.
- Learning to live together, and with others – peacefully resolving conflict, discovering other people and their cultures, fostering community capability, individual competence and capacity, economic resilience, and social inclusion.
- Learning to be – education contributing to a person's complete development: mind and body, intelligence, sensitivity, aesthetic appreciation and spirituality."
(Source: http://www.llcq.org/wp-content/uploads/2018/04/WHAT-IS-LIFELONG-LEARNING.pdf)

PRACTICAL EXERCISES

FIRST LEVEL (Low difficulty)

Brief CV building and sharing – Getting aware of one's own professional background

Material: Flipcharts, paper, pens, pencils, colours, etc.
Time: 20 minutes
Method: The facilitator asks each participant to write a small CV of themselves. They have to include points that will be part of a CV: personal data, studies and trainings they think are relevant

and work experience they believe could be important. As well, they must mention a few personal skills they have. At the end, they can mention a few things they like, some of their hobbies, etc.

The participants can choose to write or draw it on a flipchart, or use paper and pencils and read it out to the rest.

They have about 10 minutes to write what they would like to say about themselves, exchanging information and ideas from their peers.

Once the time is up, they are asked to present their CV to their peers. They can show a flipchart and present it to the whole group or they can just read what they have written. After every presentation, the participant shall receive feedback from other participants in the form of questions. The other participants can ask the person presenting its CV about work experience or about personal information.

The idea is that each participant shall present themselves to the group and share with them a short reflection on their personal training level, experience and skills, etc. The group can also give feedback on possible development resources if they know any and can point out things that they liked about the CV. The facilitator can formulate questions like "what did you find interesting?" "What surprised you?" to the group to motivate them to give feedback.

Aims: to become aware of one's own skills (and on the skills of others), learning needs and opportunities and of what resources are available, to develop basic oral expression skills, to develop group learning and managing peer-to-peer feedback.

Additional advice for the facilitator: Give the participants freedom to draw or write a CV in their own way without judgement showing appreciation for any kind of result. It is a good idea to only mention or write a suggested structure at the beginning, but give participants freedom to talk about what they think is important. Also, it is important to be aware of the feedback to keep it open, self-guided, but not disrespectful.

Building metaphors – Getting aware of own professional wishes and needs

Material: plastic building blocks
Time: 10m
Method: This activity is used as a short warm up to do before longer exercises. The facilitator gives all the participants some building blocks (plastic building blocks many times used by children to play) and asks them a question like "what would be your ideal work experience?" or "what is missing in your life right now?" The important element is that the question is related to the participants' hopes, needs and dreams.

Once the question is stated, the facilitator explains that they should not answer directly or talk about the meaning of what they are doing among each other. They have 5 minutes to build the answer to the question with the pieces.

After the time is up, the facilitator asks each participant to explain the meaning of their creation to the rest of the group. During the sharing other participants can provide feedback and ask questions on the construction. This should be a short round that takes about 5 minutes.

Aims: To become aware of one's own skills, learning needs and what opportunities and resources are available, to identify one's aim and the main aim of a specific learning, to develop basic oral expression and to develop group learning and managing peer-to-peer feedback

Additional advice for the facilitator: It is important to be aware of the expressions of each participants when they describe their construction (verbal and non-verbal). The facilitator can provide a short feedback to a participant as an example (e.g. "I see you like working with people") and also verbally reinforce the participation of others.

Do you have a goal? – Understanding one's dreams and goals

Material: Flipchart paper, pens, symbols (like small objects, small toys, coins, pens, cotton-wool, cards, stones, etc.), tape
Time: 40 minutes
Method: The facilitator explains to the participant how important knowing personal goals and goal setting is. He/she explains that in this exercise we are going to find out which our goals are and how to plan them.

The facilitator shows the participant a group of objects (symbols) and invites each participant to select 2 or 3 symbols that symbolize something of their life that they like and 2 or 3 symbols that symbolize something they don't like in relation to themselves. For the symbols, nearly any small object can be used, like a key, a stone, a coin, a ring, a piece of jewellery… Any small object can have a symbolical meaning to a person. A small stone could mean "something that is blocking me" to one person or "a beach to relax on" to another. Different symbols can mean different things for different people and it depends on them to decide the meaning. Below are some examples of possible symbols:

These symbols are placed on a flipchart paper (which can be put on the floor or on a table) with two columns: "l like" and "I don't like". It is important that the participants understand that the symbols must refer only to themselves and not to other people close to them (e.g. their father or their daughter).

After the symbols are selected, the participants can use 3 arrows drawn on three pieces of paper to point at what elements they would mostly like to change. For example, a participant may put an arrow aiming at something they like (e.g. "I like my relationship") but maybe they would like to make it even better; or they may put an arrow on something they don't like ("I'm not happy with my grades") because they would like to find a solution for the problem.

Once the arrows are in each symbol, each small group explains their work (elements they like/don't like and arrows). In this way, each group will orally state 3 clear personal goals.

After each participant has explained their symbols, and arrows that have been placed on the flipchart, the other participants are invited to give them feedback, giving their opinion, suggestion, maybe identifying with some of the participants goals or situations.

Optional step: The facilitator can choose to add a third part to this exercise. Once the participants have selected symbols to symbolize what they like/don't like, the facilitator can invite them to select 3 symbols: one for each arrow. The objects selected symbolize possible steps to start to attain their goals. For example, if a participant has put on their "I like" list an object that symbolizes their family, and have put an arrow next to the symbol because they "would like to have a closer relation to them", they can choose another symbol that could be a step or a solution to this (For example: "I could spend more time with my mother").

Aims: to identify personal aims and start working on them, to develop group learning and managing peer-to-peer feedback

Additional advice for the facilitator: The number or the type of symbols selected are not as important as the fact that the participant is getting active and thinking on this topic. It is important that the facilitator does not give suggestions and only asks questions that get the participants to think.

Organize a daily/weakly routine through symbols for problem solving

Material: Paper, pens, cards with the day of the week, symbols
Time: 20 minutes
Method: The participants are invited to organize their week, month or a timespan of their choosing. The facilitator must briefly explain the importance of time management in the learning process and how organizing one-self is helpful. Moreover, he/she must ask the participants to think about their daily needs, the activities they carry out by themselves or with their children, what activities are related to work and to leisure, etc. Lastly, the practitioner should ask what would be their ideal time schedule, keeping in mind their needs and their desires.

After the explanation, the participants work individually designing their ideal week (or another time frame) structure, exchanging experiences, advice and points of view. Each participant is given 7 cards (from Monday to Sunday) and in the middle of the room there is a group of small objects: symbols. One can use nearly anything as a symbol: a small toy, a key, a die, a stone, a feather, a coin, a ring… Any small object can have a symbolical meaning to a person. For example, a pen could be use of a symbol of "my studies/my work", or a small humanoid toy could symbolize "my family/my children/my friend". Different symbols can mean different things for different people and it depends on them to decide the meaning. The participants are invited to do one-week schedule per participant. The coloured cards are put on the table or on the floor and the symbols are put on top of the cards to symbolize activities and/or plans. An advantage of the method is that the participant may change the schedule and adapt it to the new solutions he/she found. Here are some examples of a week organized using symbols:

In the image, we can see an example of the activity: a group of cards with "symbols" on them. Each card represents a day of the week. The participant has marked each activity of the week with a symbol. In this case, as an example, the participant may have placed the symbol of a 50 euro note on Monday because "he has to work a lot on Monday to earn money". The two clothes pegs on the card for Friday could symbolize "household chores like doing laundry, cleaning…" On the Saturday card, we can see that there is a purple feather. This could symbolize that "Saturday is a relaxing and calm day".

After each participant has designed their ideal weakly time-table, the whole group should go from schedule to schedule, with the authors of each weakly schedule explaining what they have planned and getting feedback from the group.

Aims: to manage and learn new information in an effective way, to manage their own time in the process of learning, to develop basic oral expression skills, to develop group learning and managing peer-to-peer feedback.

Additional advice for the facilitator: The goal in this activity is not to create a perfect routine, but to work on organizing one's time, which is essential for learning. The facilitator should not be critical with how realistic or functional the result is, but centre his/her attention of what process the participants have followed to create this organization. When working with symbols, it is important that the facilitator or other participants do not touch or move the symbols of another person because they can become very personal.

SECOND LEVEL (Medium difficulty)

What is the main idea? Understand the text. Contrast perspectives. Create a general conclusion.

Material: paper, pencils, markers, flipchart, a piece of text
Time: 20 minutes

Method: The group is divided into small groups of about 5 people. The practitioner hands each group a small piece of text for them to read. Each text should be in some way related between each other and to the lives and interests of the participants. In this case, the texts could be two different ways of teaching, or two different online platforms to study or buy products. The content should be orientated towards subjects that interest or motivate the participants. The participants are explained that they have 10 minutes to read the text together, discuss it, mark the main ideas and create a short flipchart presentation. Some suggestions of the presentation are given: it can include a title, the main ideas and some personal opinions and/or experiences.

After 10 minutes, each group present their flipchart to the rest and explain what they have learnt in a text. During this presentation, the facilitator can ask some questions that can lead to a positive debate in relation to the ideas of each text in which the participants can exchange ideas, experience and impressions from a critical point of view.

Aims: To develop concentration skills and group learning, to manage and learn new information in an effective way, to learn to identify the main idea of a specific learning, to develop oral expression skills.

Additional advice for the facilitator: If possible, the text used should have relation to the interests of the participants. If prior activities have been carried out, maybe it is possible to use more adequate texts to the participants' interests. For example, if a participant shows interest in cinema in a prior activity (e.g. CV building) it is advised to offer a text related to cinema and film.

Building Hopes

Time: 20 minutes
Material: plastic building blocks, pen, paper
Method: The facilitator gives the participants building blocks. He/she explains to the participants that in this exercise we are going to talk about their hopes.

To begin, the facilitator asks the participants to think about what their biggest hope is at the moment, what they would like to achieve and would make them happy. They have 5 minutes to build their answer as a model using the plastic blocks. After the time is up, each participant is invited to present its model to the rest of the group and explain its meaning if they want to.

The group and the facilitator can ask questions about parts of the model, colours or whatever they are curious about, and the author of the model can answer. The participants are also encouraged to take note and write down anything they think is interesting and meaningful about what they here or feel doing the model. They are also invited to take pictures of the model to remember the idea or simply to have something to take home.

Aims: To become aware of one's own skills, learning needs and what opportunities and resources are available, to develop basic oral expression skills, to identify one's aim and the main aim of a specific learning, to develop group learning and managing peer-to-peer feedback

Additional advice for the facilitator: This activity is intended to get the participants to take conscious and express their "dreams". When explaining their model, the participants are the ones who must choose what they would like to say and what they would like to keep for themselves. Taking a picture at the end is an option so the person can remember potential aims and keep them in mind for future sessions.

Is it true? How to be critical when reading news (Exercise on searching for information and analysing news)

Material: internet access, computers, phones, paper, pencils, flipcharts

Time: 30 minutes

Method: The facilitator brings up recent news topics and articles. They could be about a health issue, a political statement, a new law, international news… anything that is recent and can in some way concern or interest the profile of the participants (age, status, etc. of the participants must be taken into account). Following this, the facilitator should ask the participants what articles or news articles interest them the most. He/she will invite each small group that has been formed to look for news articles on the subject using computers or their mobile phones, giving them about 5 minutes to decide if it is true or if it is false.

   During these five minutes, the facilitator can explain a short list of suggestions for positive debate (e.g. raise your hand to speak, let other people finish speaking, don't raise your voice, always talk about the topic and not the person speaking about it, etc.). Once each group has a piece of news on the subject they have previously selected, they must read the title of the article and the source to the rest of the participants. Each group should explain why they have selected this article and what do they think of it (they can make a list of reasons that make them believe it is true/false). The other small groups discuss if they agree or not with the article, if they think it is true or not, explaining their reasons.

   The facilitator should encourage positive debate asking things like "Does everybody agree?" "Is there anything to add to this news?". As well, it is important that the facilitator asks questions about the source ("have you heard of this page/newspaper?") or if the same news can be found on other sources. The aim is that the participants can think of reasons for and against the news they find. For each article, it is important that the whole group can express and define their opinion clearly at the same time that they respect others that may be different.

Aims: to manage and learn new information in an effective way, to develop critical skills, to develop group learning and manage peer-to-peer feedback, to develop basic oral expression skills.

Additional advice for the facilitator: It is very important that the facilitator remembers that the aim of this exercise is NOT to identify if news is false or not in a definite way. The aim is to manage and exchange information using critical thinking on news, independently of how true or false something can be.

Create a Social Media Page for your Passion

Material: Computers and internet access

Time: 40 minutes

Method: The facilitator explains to the whole group that they are going to work on creating a social media page based on their passions, dreams, etc. To begin, he/she asks the participants to talk to each other in pairs or groups about creating their own project based on their own passions and needs. Some questions can be suggested: "What would you like to change in your life or your society (at home, in school…)?" "What is the job of your dreams?" "What is an activity/hobby that you do in your free time that you think could be useful for other people?". The facilitator gives the participants 5 minutes to talk between themselves about what idea they would like to develop. This idea can be a brand, a service, a passion, a humorous idea.

Once each participant has a more concrete idea, the facilitator can create new groups with people with similar passions and ideas (e.g. maybe 2 participants practice yoga) so they can create a common social media page. The facilitator should explain that the task is to create a social media page (Facebook, Twitter, etc. with a logo, the main theme of the page, an idea of what will be posted, what it will be used for and who it will be aimed at. This could be a page that gives information about any topic (e.g. climate change, gender equality, music concerts in a region, suggestions on nutrition, good practices on education, etc.). It depends on their personal passions. It is up to them to create a social media page with all its details and its intention, but the facilitator can give some very general examples at the beginning.

For the creation, if participants do not have skills for the creation of social media pages, they can look at video-tutorials, online explanations or ask other participants of other groups how they are doing it. In other words, they can use whatever resources they have access to.

After creating their social media page, each group will show it to the whole group through a projector or a big screen explaining what it is about, what are the main aims of the page (e.g. to draw attention on a topic, to give suggestions, to make humour, to announce services or a product). The whole group can then give feedback and discuss what they think of it. Do they think it is useful, entertaining, a good idea…? Would they follow the page?

Aims: To identify one's aim and the main aim of a specific learning, to become aware of one's own skills, learning needs and what opportunities and resources are available, to develop basic oral expression skills, to develop group learning and managing peer-to-peer feedback.

Additional advice for the facilitator: One of the most important points to keep in mind is if the facilitator has enough technological resources to carry out this exercise. Are there computers? Is there a projector where each created page can be shown? Is the internet connection adequate? The facilitator must make sure that it is possible before the session.

It is possible for the facilitator to provide his/her e-mail address to the participants so they can send him/her a link to be able to project all the pages from the same device.

The participants can use any kind of social media platform they know how to use or they prefer. Again, the result is not as important as the process of gaining conscience of one's own skills and knowledge, as the activity is not made to improve digital skills.

Evaluation and monitoring tools

To evaluate and monitor your own progress in the field of learning to learn, the following three tools can help you assess your progress. The first questionnaire can be used to find out about your progress through after the training, while the second tool can be used to know your preferred learning style. The third tool is used to identify one's own needs in regards to skill development.

1. An Impact Assessment Questionnaire could be used with some points to be evaluated before and after the training. Please evaluate each sentence from 1 (Completely disagree) to 5 (Completely agree) before and after the training to find out how this training has been useful for you.

1.   I can find innovative and original solutions to difficult problems.
2.   I can make difficult decisions.
3.   I am able to define and set my goals in relation to my learning needs.
4.   I can organize my time in relation to my needs and my learning process.

5.   I feel involved with my group.
6.   I can read news and information from a critical point of view.
7.   I can request/extract information from a news article, a piece of text, a social group or community.
8.   I can solve a specific problem in a group through exchange of information and feedback.
9.   I can analyse problems and find solutions to them.
10.   I can use social media to share my skills, knowledge and learnings with other people.
11.   I know my possibilities and my capacities and I feel confident in them.
12.   I know how to learn new information and skills in a team.

2. Kolb's Learning Style Questionnaire

It is a useful tool to find out what kind of learner a person is based on Honey and Mumford's classification of learning styles: an activist, a reflector, a theorist or a pragmatist. You can access this questionnaire through the following link:

http://www.bunbury.wa.gov.au/pdf/environment/u472/Appendix%2019%20U472%20Community%20Facilitator%20Kolb%20Questionnaire%20Final.pdf

3. Skills for Learning Questionnaire from the College of Physiotherapists of Ontario

This questionnaire allows the self-assessment of a range of skills in order to identify the ones that need to be developed. In this wide range of skills, learning skills are included. You can access this questionnaire through the following link:
https://www.collegept.org/docs/default-source/quality-assurance/qmf_skills_learningquestionaire.pdf?sfvrsn

7. Social and civic competences

By the end of this chapter, each participant will be able to:
   a) understand what the social and civic competences are
   b) create a plan in developing these competences in working with his/her own kids
   c) Appreciate and understand the importance of these competences.

Civic competences enable people to act responsibly in society and to interact with other individuals according to values like transparency, openness, social responsibility, and human dignity. The word civic refers to the common good and to the ruling principles of the society and shows us the difference between acting for your own interest and acting for the interest of the community or disadvantaged groups. It is very important for people to understand that their entire life will be spent in different communities (classroom, teams, neighbours, different groups, etc.) and besides its own interests will have to take care of the groups interests too.

Social skills are characterized as the capacity to deal with social connections viably. At the end of the day, social capability alludes to coexisting admirably with others, having the option to frame and keep up connections, and reacting in adaptive ways in social settings. For parents it is very important to develop their social and civic competences for two reasons. First, living in different

groups and communities, they need these competences to interact and to act accordingly with the specific customs that every group have and to integrate in community and society. Second, they will be parent figure /role model for their children, and by developing social and civic competences, they will transmit further to their children the desirable ones and will greatly contribute to enhance civic competences and social skills to their children for better socio-professional integration.

At home, each parent can have an effect on civic-mindedness by consciously encouraging conduct and skills that allow kids to flourish as contributing members of their community. Civic abilities entail social-emotional development within an international or communal context. Schools are considered one of the high-quality places to introduce civic-mindedness. Parents can enhance the school revel in and take that pleasure one-step further by means of accomplishing activities at home to be able to translate into lifelong habits and responsibilities. Having this in mind, we need to emphasize that every parent will play a prime position in developing some competencies for their youngsters and they may also emerge as a role model in showing all of the civic and social behaviours which might be desired in these days society.

Social and civic competences encompass personal, interpersonal and intercultural knowledge, abilities and inclinations and cowl all styles of behaviours that equip anybody to take part in an effective and constructive way in social and operating life, and mainly in more and more various societies, and to solve conflicts if necessary.

Civic competence equips people to fully take part in civic life, primarily based on knowledge of social and political ideas and systems and a dedication to active and democratic participation. Civic competences of citizens are a need for the survival of democracy at the European, national and nearby levels. In this regard, the educational literature on both idea and empirical research (Almond (1963), Verba (1963, 1972), Dewey (1916), Putnam (2000)), has highlighted the truth that the democratic governance is based on the civic virtues and engagement of their citizens.

Social competence refers to the abilities that assist us to engage in high quality methods with others and manage our own emotions. These talents are varied and include amongst others our relationships capabilities, confidence, coping abilities, empathy, self-regulation and self-awareness. In other words, social competence refers to getting along nicely with others, being capable of form and preserve close relationships, and responding in adaptive methods in social settings, understanding other people's emotions and being able to place ourselves in other persons' 'shoes'. Given the complexity of social interactions, social competence is fabricated from a wide variety of cognitive abilities, emotional processes, behavioural abilities, social awareness, and personal and cultural values related to interpersonal relationships.

Also, the literature (Almond (1963), Verba (1963, 1972), Putnam (2000)) is naming all these abilities "the competencies of the future", talents so as to be more and more vital in XXI century lifestyles.

Participation in civil society and network life, wishes to be characterized by a way of mutual recognition and non-violence, and to be in accordance with human rights and democracy. This highlights a critical detail of active citizenship that it isn't always participation per se but participation based totally on a sure set of standards based totally on democratic values and human rights. Actions or sports that aren't primarily based on democratic values or do now not admire human rights can actually be harmful to the democratic institutions and to special social groups. The first-rate of overall performance of citizenship is additionally primarily based on the understanding and talents of those who may also be or won't be able to influence a decision. Taking all of this in consideration, we are able to see that it is essential that parents become models and raise their kids with all the precept of citizenship and to place all of the efforts in growing their social and civic competences so as for

them to have a better existence and to adapt faster to any situation. Also, it is essential to practice daily all of the principles of citizenship. By doing that, the quality of life will be improved: better relationships, higher self-esteem, higher know-how of the context around you and connection to reality. This is the simplest manner in which you can model the values system of yourself and of your kids, the values which can be characterized by mutual respect, non-violence, human rights and becoming a better person every day.

People turn out to be involved in society with the intention to have an impact on decision-making and in this way they make contributions to a specific "civic subculture". We may also outline civic tradition as all "attitudes in the direction of the society and its various parts, and attitudes in the direction of the role of the self in the gadget" (Verba, 1963). Active residents and their moves are embedded within a selected civic culture and thus they make contributions to a larger aim: the change inside civil society, private attitudes, as well as political and monetary systems.

Research reveals a link between civic participation and own family ties (Almond (1963), Verba (1963, 1972), Dewey (1916), Putnam (2000)), suggesting that there may be an intergenerational transmission of civic participation: those with a positive (self-reported) relationship with their family are more likely to participate meaningfully in activities to help other human beings or the environment.

Civic Competence education is split into three strands of civic competencies: civic expertise, abilities and dispositions:

• Civic-related expertise, which includes know-how, the structure and mechanics of country wide and nearby government, and knowing who the local political actors are and the way democratic establishments function.
• Cognitive and participative abilities (and associated behaviours), consisting of the capability to recognize and analyse facts about national and local issues, and competencies that assist a character to solve conflicts as part of an organization.
• Core civic inclinations (motivations for behaviour and values/attitudes), which can encompass help for justice and equality and an experience of personal responsibility. Participation-related tendencies consist of being aware of norms of participation, and expectations of actual political or social involvement. Nobody will connect knowledge and abilities to those civic dispositions without revel in or a reason to trust their participation is worthwhile.

People ought to have the ability "to acquire and to take from others," sharing a large range of common values and interests. Acquiring civic competences means developing inclusive structures – giving new colleagues and other interested parties the opportunity to collect information, to participate, and to talk about their personal concerns. Individuals have to "change their social behaviour" to develop the "fullness and freedom" with which a democratic group seeks interplay with other different groups. For example, this ability lets us to conform in distinctive workplaces, where there are distinctive conduct and norms.

Civic competences must consist of the elements of engagement and initiative. The appreciation of civic competences has improved at the European level. Citizens are playing a vital role in a democratic civic culture and expectations concerning their function for democratic transformation, contribution to social health or financial improvement increase.

Important components of the social skills in our daily life:

• Self-regulation. This refers to the extent to which human beings influence, modify, or manipulate their very own behaviour (including thoughts and emotions) in accordance to expectations or standards. For example, we are expected not to cry in public and in our day by day existence we manage ourselves now not to do so. Also, for parents, this may be exemplified with the aid of controlling their behaviour in the direction of their youngsters and no longer performing irrationally once they do not behave as required.

• Interpersonal know-how and talents consisting in all of the behaviours and procedures a person makes use of, in order to have interaction with others effectively. For this, everyone uses a method of interacting effectively at the market, in exclusive institutions, with friends, with colleagues, etc. For a parent, this would mean to conform his/her interactions in ordinary lifestyles as to represent a role model for his/her infant and show him/her a way to behave in extraordinary social situations.

• Positive self-identity. It is defined as the potential of a man or woman to see matters in a good manner, to have a feeling of purpose, to look at its private future, to be empowered. With this issue, every person may have the capacity to locate solutions for every day challenges. Parents may have the challenge of contributing in some degree to the improvement of shyness of their child. They will be within the function of valuing and helping their kids in having a better attitude in the direction of self.

• Cultural competence is the capacity to understand, talk with and effectively engage with humans throughout cultures. Cultural competence encompasses being aware of one's very own view of the sector and developing positive attitudes towards cultural differences. This allows us to live collectively with one-of-a-kind different nationalities, ethnicities, religions, and cultures inside the same community. Parents will display their children that being different can mean to be as treasured as others and to have internal qualities to show and to use in pursuing your goals in lifestyles.

• Adopting social values. Social values are a fixed of moral principles defined through society dynamics, institutions, traditions and cultural beliefs. These values are implicit guidelines that provide orientation to people and corporations to conduct themselves kindly inside a social system. Having this thing in mind, every person will know how to behave on the streets, in the general public transport, at a funeral and in other social contexts. Here as well, adults will model the behaviour of their kids, helping them recognize social conducts and following it in society, community, or school.

• Planning and decision-making. By planning, all people find alternatives through checking out and measuring effectiveness. They identify the pros and cons of every alternative. After that, everyone can use decision-making skills for choosing one course of action. Decision-making is the centre of planning. For example, with the aid of planning a family journey together with the youngsters, this can be an excellent exercise to make decisions and to plan all of the details of it: routes, meals, money, touristic attractions, time control and unplanned situations. It is difficult for adults to make selections for their kids. It is crucial then to feel confident enough and to believe in themselves that they will take appropriate decisions, and to encompass their youngsters within the decision-making process, allowing them to become responsible.

• Empathy is the capacity to recognize and share the emotions of another. This component helps people in interacting with peers in contexts when emotions are at an excessive level. We will know how to respond when a pal is sad or anxious. For parents, that is a central talent to develop. Using empathy, they may better understand the emotions and thoughts of their very own kids, they will be able to support and guide them without enforcing their very own perception on them.

Core aspects for civic competency development

Civic competences are vital and Active Citizenship Education can help an individual, group or institution in the efforts of citizens for actively shaping their society. Under this perspective, educational opportunities raise awareness about the individual abilities in addition to how they behave in social situations and on values. Especially trainings can:

• Work on individual competences and guide individuals to find out their values, beliefs, norms, visions and needs. For example, training will increase a capacity that is already there (distinctive norms learnt in family) rather than growing something new.

• Provide individuals and agencies a view in their connections, descriptions of their actions in specific contexts and the way their actions have an effect on wider society as social impact.

• Promote and express specific democratic ideas in education contexts, sports and leisure activities.

• Help develop a social and civic attitude as a condition of democratic schooling. For that, each player will need to make use of free speech, to control conflicts peacefully even in difficult circumstances, and to transform hostility into pacified disagreement.

• Encourage communication between distinct characters and personalities and expand new alliances amongst them.

• Prepare people on utilising digitalization as a social process by means of transferring all of the social interactions trough social media (example: all of the interactions for the duration of SARS-COV-19 pandemic outbreak in 2020).

The Role of Parents in growing the competences

What is your priority? What do you consider democracy, civic involvement, and social change? How is your child involved in decision-making processes regarding his life? How is your child getting to know about the importance of balloting? How is he or she worried in specific initiatives within the community (for example, supporting the older people with shopping)? These questions lead to the thought that adults are also crucial actors in citizenship education. As accountable and democratic residents, they practise education in a democratic manner and bring these practices to their homes. Furthermore, they equip youngsters with these skills by facilitating civic competences.

European Union nations agreed that 'civic competence', which encompasses the understanding, abilities, values and attitudes for being considered a citizen, is one of the 8 key competences required from education and training.

To help to develop these vital competences, parents need to understand the importance of social and civic competences and a way to deal with these in the sports with their kids. These schemes will assist each parent to understand for each competence what are the information, talents and attitudes.

Knowledge: information about the distinctive codes of conduct applicable in specific situations (for example, at work, inside the public transport, at the bank etc.; approximately physical and intellectual health, hygiene and nutrients at non-public and family level (ex. Washing hands during the SARS-COV-19 pandemic outbreak); exceptional groups, society and lifestyle (ex. understanding how the Swedish subculture differentiate from ours and why they may have greater less restrictive situations underneath the pandemic outbreak).

Skills: to speak efficiently in exceptional social situations (to transmit the facts you need to transmit); to be emphatic with other individuals (ex. to understand and offer support when a person is in need); keep a stability between the professional and private spheres of life (ex. how not to work till exhaustion); so as to see and recognize the distinct viewpoints due to diversity and make a contribution with one's own views.

Attitudes: recognizing the others (ex. appreciating older people); willingness to overcome stereotypes and prejudices (ex. how not to inflict labels on people from a minority); integrity (ex. such as being honest with other people).

The scope of **civic competences** is broader than that of social competences through the distinctive feature of their lifestyles at societal level. It may be defined as the set of competences that allow the individual to gain participation in civic life.

Knowledge: Knowledge of civil rights and the constitution of the host country, the scope of its government. Understanding the roles and obligations of institutions relevant to the policy-making. Knowledge of key figures in local and national governments; political parties and their policies. Understanding of concepts such as democracy, citizenship and the international declarations expressing them. Knowledge of the principle events, developments and dealers of trade in national, European and global history; the existing Situation of Europe and its neighbours.

Skills: Participation in community /neighbourhood activities as well as in decision-making at national and European levels; balloting in Elections. Ability to display team spirit by displaying a hobby or by helping to solve issues affecting the nearby or the wider community. Ability to interact effectively with public institutions. Ability to benefit from the possibilities offered with the aid of the EU (ex. Erasmus +). Necessary abilities within the language spoken inside the country.

Attitudes: Sense of belonging to one's locality, country, the EU and Europe in widespread. Willingness to participate in democratic decision-making at all levels. Disposition to volunteer and to participate in civic activities. Readiness to respect the values and privacy of others with a propensity to react against anti-social behaviour. Acceptance of the concept of human rights and equality as a basis of solidarity and obligations inside the modern-day democratic societies of Europe; popularity of equality between men and women. Appreciation and know-how of differences among fee systems of various non secular or ethnic groups. To think on the records that mass media is providing with a purpose to find the fake news.

Social competence is described as the potential to address social interactions efficaciously. In different words, social competence refers to getting along nicely with others, having the ability to form and keep close relationships, to evolve in one-of-a-kind contexts and to be emphatic. The domestic environment must serve as an infant's first civic laboratory. If kids are going to research civics efficiently, the teaching has to be bolstered at domestic level and at a younger age. The principal aim for parents wanting to raise little citizens is to display behaviours that teach youngsters that they belong, are wanted contributors of a society, and feature a shared obligation to create the arena that they need to stay in.

For attaining social and civic competencies, adults who want to develop their skills can obtain at some point in trainings and workshops, extraordinary gaining knowledge of contexts. Developing strong social and emotional abilities is actually about coaching youngsters the way to have meaningful relationships with others, how to develop an experience of empathy, and how to be able to adapt to challenging situations.

Here is a list of the most critical social competencies that kids want as a way to thrive in college and life:
• Be responsible for their behaviour

- Follow rules
- Get along with others
- Accept differences
- Have patience
- Stay calm when interacting with others
- Listen to others
- Take turns
- Ask for help

The high-quality manner to train appropriate behaviours is by setting an awesome example for kids. What we do is just as (or more!) important as what we say. For example, in case your first response to your child's misbehaviour is to lose your mood and shout, then your kid will learn how to shout and throw a tantrum when faced with a stressful situation. Instead, strive to stay calm and explain to your kid why a positive behaviour is desirable.

In a domestic setting, parents can impact civic-mindedness by deliberately empowering habits and abilities that allow kids to thrive as contributing individuals of their community. Much of instructing civic aptitudes to more youthful children includes social-emotional advancement inside a worldwide or communal setting. Schools serve as one of the leading places to present civic-mindedness through lessons, gatherings, and celebrations, but moreover grown-ups and parents can learn more around these competences. Here are a few basic tips and exercises for parents to utilize at home, for getting to be civic-included families:

1. Demonstrate civility online. Treat individuals with consideration, indeed beneath upsetting circumstances such as tense face-to-face interactions.
2. Further show regard for others and their values and concepts by effectively tuning in and considering the opinions of others.
3. Talk with your kids around social obligation and the impacts our activities have on others.
4. Make civics fun with exercises and learn together.
5. Encourage cooperation by preparing your kids up for sports, community bunches, or scouts activities.
6. Register to vote. Conversation is almost the act of voting. Take your kids with you to the polls.
7. Go to neighbourhood board or town lobby gatherings and let your kids know why you are doing it.
8. Take your kids to visit city institutions.
9. Take your kids with you when you volunteer in your community or top choice non-profit organisation.
10. Recycle. Clarify why this is compulsory, to your kids.
11. Find your neighbourhood, city, state, and nation on Google Maps and examine geographic topography with your child.
12. Write a letter and take a trip to the post office to mail the letter so they can see civic works in action.
13. Discuss the impact that media, publicizing, and political advertisements have on our day by day decisions.
14. Read chapter books on important figures.
15. Use kid-friendly news and talk about journalism.
16. Take time to discuss about daily routines and how we can change them.

17. Make a family journal of good deed that you have done together in order to help others.

For achieving social and civic competencies, adults need learning experiences and practical exercises that can be obtained during some trainings and workshops, in different learning contexts. Another strategy is to have a step-by-step approach and to follow the progress as a part of a personal development strategy, supervised by a professional.

PRACTICAL EXERCISES

FIRST LEVEL (Low difficulty)

1. Letter to self

Aim: reflection on the civic and social competencies you have

Duration: 20-30 minutes
Materials: paper, pens/pencils, general training materials

Write a letter for you or for the parents that you see in this class. In this you can provide an explanation for why it is important to expand social and civic components and a way to do it. Bring some examples and plan in detail what can be done within the subsequent 6 months.

2. Describe/draw the perfect citizen

Aim: to underline the most important characteristics of a citizen and what are the roles played by the social and civic competences

Duration: 15-20 minutes
Materials: paper, pens/pencils, general training materials

In your own view, try to describe the best how a perfect citizen looks like. You can describe/draw what he/she knows, what skills does he/she have and what attitudes suits him/her best.

3. Empowerment discourse

Aim: to transmit in an efficient manner the main ideas of what social and civic competences are.

Duration 15-20 minutes
Materials: paper, pens/pencils, general training materials

Write down a discourse for parents. You will need to convince them that they have to develop their own civic and social competences. For that, you will need to empower them and to provide basic information. You can try to use the following words: civic, social, citizen, model, democracy, voting, wellbeing, role models, duty, capacity, adapt, skills, knowledge, attitudes.

4. Mapping the community

Aim: to map the resources already existing in the community

**Duration: 20-30 minutes
Materials: internet, laptop/mobile phone**

Create a mapping on the internet of the existing resources available for parents in your community. The resources need to be focused on civic and social development. By the end of this exercise, you can have a full list of different opportunities in volunteering, education, social and civic projects, Community Based Organizations initiatives, etc. You can discuss in the group how parents can use these resources in their daily lives, together with their children.

**5. Self-identity
Aim: to discover individual qualities**

Duration: 30 minutes

Materials: paper, pens/pencils, general training materials.

Each participant will have the same task and could have 15 minutes to jot down all the information as following. They get in small groups of 3-4 persons and will find solutions to those items, for creating a shared one. At the final stage, each team will have one common solution to these items. The trainer will facilitate a discussion on: What turned into the easy part of the challenge? The difficult one? Why we felt this way? What are we able to study from this exercise? How can we enhance our self-esteem to see us closer to the reality? How the group work was and what did this carry for individuals?

Three words I can use to describe myself:

Three things I am proud of:

Autobiography - Write a short paragraph about yourself
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

6. The importance of friendship!

Aim: to discover individual qualities

Duration: 30 minutes

Materials: paper, pens/pencils, general training materials

Each participant will receive the task to complete the following:

Number from one to five in order of importance:
Qualities I would like to find in a friend:
1._____
2._____
3._____
4._____
5._____
Qualities I bring into a friendship relation:
1._____
2._____
3._____
4._____
5._____

After all participants fill in the sentences, a group discussion takes place about the importance of friendship, social relationships and how single parents can encourage and support their child's social interactions and friendships.

SECOND LEVEL (Medium difficulty)

1. Project Based Learning – Project Citizen (http://civiceducator.org/what-is-project-citizen-civics-education/).

Project based studying is a vital factor of true civics schooling for a number of reasons. First, projects are a good manner for contributors to surely exercise being accurate citizens. They can broaden policy solutions, study problems, and interview public officials.

An Overview of How Project Citizen Works:

The Citizen Project starts with an introduction to democracy and civics. Students learn the fundamental values of our democratic system over a few lectures, the distinction between public policy and private business, and a little bit about what the government should do to solve problems.

Aim: It teaches students about public policy. It does so by leading them through the process of researching a problem and developing a proposal for the government to address that problem.

Duration: 4-6 hours

Materials: paper, pens/pencils, general training materials, internet connexion, laptops or other devices, enough space for working groups

Step One: Identify the issue

The first phase of the project is to identify a problem. You may also be able to focus on problems at home, local or regional or European level.

Such examples of problems can be:

•	At local level: the refurbishment of a playground in the community or the lack of involvement of young people in volunteering actions

- At country level: the situation of young carers or the loneliness of the older population
- At European level: the unemployment of young people, the migration that EU countries are facing or the climate change crisis.

This is a group project, so you need to come up with a way for the entire group to consent on a single subject. At the end of the day, the students will break down the presentation into simple fragments and groups.

Step Two: Research and Define the Problem

Once the participants have decided on the subject, some work needs to be done. This would involve any conventional analysis and data gathering. But in your community, you should also do data collection-surveys, interviews, desk research, etc. Such work will help to identify the problem, and prove that it needs to be solved. The trainer/facilitator will help each group to find some data and to put it in a specific manner (agreed with the participants).

Step Three: Find possible solutions to the issue in public policy

After that, participants need to start working on potential solutions to the problem. They should be doing some research on it once they have narrowed things down to two or three solutions. Have you ever tried such ideas before? Is there proof of their effectiveness? What do people think of it? What are the advantages and the contras? When the approach has been proposed by a lawmaker, ask them to get their perspective.

Step Four: Choose a Solution and Make Its Case

When the group has analysed the possible solutions to the problem in detail, they need to choose one. We may not consider a perfect solution, but they need to decide on one to support and promote. It is also the public-policy obstacle – choosing an incomplete approach that enhances a difficult situation.

Step Five: Develop an Action Plan

The penultimate step is to decide how to campaign for the approach you have selected. This is where it becomes important to know the political and policy process. Students need to find out who the actors with the power to tackle the problem are and what levers will pull people to inspire them to act.

There could be a writing emails campaign, speeches at Education board meetings, activism on social media, and more. Yet it will explain in some depth how the stakeholders can be inspired to take action.

Step Six: Deliver the Presentation to Stakeholders

Project Citizen's final piece is to incorporate it into a document and move it on to a collective with the power to act. You may submit this to the Board of Education or the City Council for a local question. You may be putting a state-wide issue before your state legislators or a legislative committee. But you can also start with a small NGO from your area.

Participants develop knowledge and skills by working to explore and respond to an interesting or complex question, problem, or challenge over a longer period of time. Project -Based Learning develops life skills. Lifetime success requires more than just knowledge and skills. Participants learn how to take initiative, be accountable and build a good attitude with Project-Based Learning. We learn to create trust, to solve problems, to work in teams and to share ideas. Project-Based Learning also gives participants the opportunity to explore problems and challenges with real-world applications, increasing the potential for skills and concepts to be retained on long term.

2. Global Classroom (Source: https://en.wikipedia.org/wiki/Global_Classrooms)

Aim: to discover how decisions that influence billions of peoples are made
Duration: 1-3 hours
Materials: paper, pens/pencils, general training materials, internet connexion, laptops or other devices, enough space for working groups

Demonstrate United Nations is a true recreation of the UN Common Get together, UN Security Chamber, or other multilateral body, which presents understudies to the world of strategy, negotiation, and decision making. Students step into the shoes of ministers of nations that are individuals of the UN, from Mexico to Australia. The "delegates" talk about current issues on the organization's endless plan. They get ready draft resolutions, plot techniques, arrange with supporters and enemies, resolve clashes, and explore the UN's rules of method – all within the intrigue of settling issues that influence the world. Before playing out their parts in the exercise, students investigate the specific worldwide issue to be tended to. The issues are drawn from today's features. The UN delegates will learn how the worldwide community acts on its concerns around human rights, the environment, peace and security, nourishment and starvation, financial improvement, and globalization.

For example: in the training, the problem that needs to be solved is „*access to health and basic needs for children*" in poor countries. Each participant will represent a country and they will have to find, propose and vote different solutions to help the kids all around the world.

3. Social development (2.30 – 3 hours)

a. Social Problem

Process	Method	Time	Materials
Invite any four participants to explain the socio-economic issues that a parent /single parent should face. Write the issues on	Brainstorming and experience sharing	20 minutes	Board, marker

the board.			
Summarize	Discussion	10 minutes	Board, marker
Ask and try to find out from the participants the potential causes of these problems	Questions and answers	20 minutes	Flipchart papers, markers
Try to find with the group some explanations for these causes	Discussions	10 minutes	Flipchart papers, markers

b. Indicators of the social problem

Process	Method	Time	Materials
Discuss different solutions for the problems identified before (a)	Discussion	15 minutes	Flipchart, markers
Can we find some project ideas from our solutions? If yes, can we develop some project ideas?	Questions and answers	20 minutes	Flipchart, markers
Explain the basic concepts of a project, indicators, plan, activities, etc.	Presentation	20 minutes	Flipchart, markers Video projector
Ask participants to develop their ideas into future project plans	Group work	40 minutes	Flipchart, markers,
Presentation of the projects	Presentation	20 minutes	Flipchart, markers
Q&A Evaluation	Q&A Evaluation tools	20 minutes	TBD

Evaluation and monitoring tools

For monitoring end evaluating the development of the competencies can be used different tools as:
Assessment tools
Questionnaire
Interviews
Observation
Discussions

Games
Sociometrics
Dixit cards
Behavioural changes
For example, some questions that can help everyone to reflect:

Social and intercultural know-how

- How did I create new social relationships? What went right? What hadn't grown well?
- Have I taken the initiative, turned towards others and helped others?
- When was it that I interacted most effectively with others?
- How did I manage the conflicts? How did I solve those problems?
- How have I developed my ability to function inside a team?
- What other social skills did I develop during the course of this training?
- To what degree have I raised civic and social self-knowledge: a greater understanding of my own cultural values, expectations and assumptions and the impact of interacting with people I did not know?
- In what way have I developed social and civic competence, adaptability and better understanding of difference?

EXAMPLES OF SUCCESS STORIES OF SINGLE PARENTS

Bulgaria

Martina, 34 years: *"There is no magic bullet that will solve your problems. Look after your passion, enjoy life first, money will come through"*

Hi! My name is Martina. I chose safety and happiness for my son, since his birth I am a single mother. Prior to becoming a mother, I had no clue of how I will manage to continue with my job as a manager and taking care of my new-born child. I could rely only on my income and going on parental leave would significantly lower my financial situation. Luckily for me, due to Covid-19 I am remotely working and take care of my child. I am extremely grateful to my colleagues and management for supporting me since I became a single-mother.

As a single mother during the Covid-19 pandemic is quite overwhelming. I work as a manager assistant in an IT company and I am trying to manage to work from home and to take care of my 3 years old kid. It is quite challenging to perform my work from home, as it involves constant support to other colleagues. Being out of the office and the need of balancing work simultaneously with taking care of my kid is insurmountable. With the help of my family and support from my colleagues somehow I manage to combine both work and childcare.

Since my graduation from high school, I have been working as a secretary in different branches (legal, transport) and currently in the IT sector. However prior to finding my current job, all those years I passed terrible times with abusive bosses who accused me of their failures. Due to this, I had low esteem and no faith in my skills and abilities, however step-by-step I managed to find strength and leave my previous jobs. At the moment, I am fully aware of my capacity and I do not allow anyone to blame me for their own mistakes.

Suggested Strategies:

1. Learn a new language even if you think you're too old, you are never too old to learn
2. Use social media to meet new people or ideas you might like
3. Look for new alternatives when your main one fails, sometimes your dreams change and it is ok.

Croatia

Martina, 24 years: *"My child is my biggest inspiration in life. Apart from her, you need to believe in yourself and then anything is possible"*

Hi, my name is Martina. I have an 11 year old daughter and we live in Zagreb in a small apartment. I am working as a cleaner and in parallel attending school for legal officer. At the moment, I am preparing for exams because I want to pass them and finish school on time. My daughter is currently in the fourth grade of elementary school. We try to spend our free time in joint activities and until recently we attended kickboxing trainings together.
I am working as a cleaner, cleaning offices and buildings. I am also currently attending school for legal officer.

I had problems looking for a job and getting a job, but the PA Step by Step helped me a lot. They were support during difficult times and I knew I could always count on their help. When I found a job, I was financially independent and was able to provide accommodation for myself and my daughter. I am now able to adequately care for the future of myself and her.

Suggested Strategies:

1. Build yourself as a person and work on yourself.
2. Build interpersonal relationships and create a social network.
3. Seek support when you need it.

Romania

Violeta, 39 years: *"Positive thinking is the most important thing in life"*

Hi! My name is Violeta, I have been living with my son who is 8 years and 10 months old, and I am currently working for a sales company. My child goes to school, he has good results, especially in Maths, and he also participates in a Maths contest. I can say that I have a quiet life, I do well, I am an optimistic and thoughtful person, faithful, patient, and I have a very good relationship with my child.

I have been working for 6 years, I have a stable job, which presents me in a favourable light. I also went to college, which brings me a plus wherever I go. I have a child who is 8 years and 10 months old, and I raise him alone. I managed to do well in life and to have a balance. I did not do excesses in absolutely nothing, I follow a middle path.

It was hard for me, because of my work schedule of 12 hours a day, and I always turned to other people to help me with the child.

Thanks to my job, I managed to take care of the child. I was fair and serious in my job and I managed to keep it. No matter how hard it was, I always found a beautiful side in everything. Thanks to the job, I managed to support the child and myself.

I offered my child a lot of love and understanding, I conveyed my peace and that was enough. I was always mentally calm and gave him stability.

Suggested strategies:

1. Improve your professional side as much as you can and finish your studies!
2. Focus on your passions, and find a job that you like!
3. Find your inner balance!
4. Be financially independent, but also emotionally!

Spain

Zaida, 40-50 years: *"I have always had clear goals and, even if some of them are hard to reach and take patience, I always reach them"*

Hi! My name is Zaida. I live in the centre of Málaga with my two children who are 8 and 14 years old. I am divorced since a few years ago. At the moment I am working in shifts from Monday to Friday, which is challenging when combining it with looking after my kids and my social life. Apart from my job, I am currently studying to try to become a public servant and trying to practice some sport.

I am with my kids most of the time, though they spend alternate weekends and holidays with their father, though sometimes there are exceptions. My youngest goes to swimming classes one day a week during which his father takes care of him (picks him up, prepares dinner, etc). Also, some days that I have to stay at work or need to go somewhere after, my 14 year old daughter takes care of my son.

At the moment I am working in a local cultural club and I'm in charge of the library. Nonetheless, I am recently been assigned to preparing cultural activities and events for children. I am now contacting artists, hosting book presentations, doing photos, etc. I am also beginning to participate in external activities, like cultural visits to Alhambra of Granada or to the English Graveyard of Málaga.

When my children where very small I didn't have time to work, nor I could find work, and spent the whole day looking after them. When they started to go to kindergarten and to school, I began to study and to do odd jobs, mainly as a waitress. I never had a proper contract until a year and a half ago, when I was hired by a local cultural club.

To get to this stage, I had a lot of support from my parents and from the children's dad, who helped me take care of my children and search for jobs. I found my current job through a one of my contacts: a friend of mine lest the job because of personal issues and recommended me to her superior. This is how I found my first real job.

Suggested strategies:

1. If a formal relation exists, keep in contact with the father of the children.
2. To find a job or economical support, keep making new contacts related to the professional are you are interested in.
3. Subscribe in free courses and try to get some time to collaborate with NGOs and associations.
4. Meet as much people as possible. This is the most effective way to find work.

Lithuania

Rima, 40-50 years: *"There is something good in each situation, no matter how bad it could be – it helps you to become stronger."*

Hi! My name is Rima. I live in the Kaunas (Lithuania) with my two children who are 4 and 18 years old. I am divorced for a few years already. At the moment I am working full time from Monday to Friday, which is a little bit challenging when combining it with looking after my kids and my social life. But my older son is really great help for me as he spends quite much time with his little sister – takes her from the kindergarten, prepares small meals to her and plays together when I need to do my daily home activities. Also, my son helps me when my daughter becomes sick and needs to stay at home as his studies allow him to spend more time at home.

I spend my weekends and holidays with my little daughter as my husband is living abroad and has almost no possibility to spend time with her. I am happy to have some friends with children of similar age, so we could have some free time activities together – go to the children park, to the cinema etc.

At the moment I am working as a manager in the company providing cleaning services and I am responsible for communication with clients and organising the schedules of our employees – cleaners. I like my current job as it allows be to communicate with people and it requires a lot of organising, what I like doing a lot. I am very happy to have a company car which I could use for my own needs as well – it is really great help for me and I do not need to buy my own.

When I have returned from UK after my daughter was born (I was living for some time there), I had no job and she was too small for me to go to work. I was lucky to have my own place to live and was dependant on some social benefits and money provided to me by my ex-husband, which was not much. But with help of my parents and my elder son, I have survived that period and when my daughter got bigger and I could let her start going to the kindergarten, I started searching for a job. It was really long time until I have found a job as many employers did not want to hire a single mom with small child. After 1.5 year of job search I finally succeeded to find the one where I am working at the moment. I have found this job through one of my friends' and I am really happy to have it as now I have stabile financial income and can live a normal life.

Suggested strategies:

1. Keep in touch with your friends as they could help you in difficult situation.
2. Do not forget to spend much time with your children no matter how tired you could be.

3. When searching for a job, do not lose hope and do not stop trying even if you hear a negative answer many times.
4. Communicate and widen the circle of the friends and other contacts.

Resources

A resource for new entrepreneurs and willing to become one. https://www.entrepreneur.com

ACE project success stories. http://www.ace-erasmusplus.eu/success-stories/index.php?lang=en&from=learner

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