

# TRAINING COURSE

youngfemale  
entrepreneur  
program



FOR YOUTH WORKERS  
AND TRAINERS





# ABOUT THE PROJECT



# YOUNG FEMALE ENTREPRENEUR PROGRAM

was a strategic partnership project (KA2) funded by the Erasmus + Program of the European Commission.

The project aimed at developing an **entrepreneurial mind-set** among young women with a weak socioeconomic background, encouraging them to open their own businesses.

**Our mission was to empower women** by helping them develop new competences that can help them overcome some of the challenges they face when starting a business, such as: discouraging social /cultural attitudes, lower levels of entrepreneurship skills, smaller and less effective entrepreneurial networks and policy frameworks that discourage women's entrepreneurship.

We achieved that through a series of events and trainings addressed directly to women but also through the development of quality learning/teaching materials that can be used in entrepreneurial education, as we believe that education is a crucial factor that can help women at risk of exclusion to discover their potential, believe in themselves and finally become successful entrepreneurs and change makers in their communities and beyond.

# ABOUT TRAINING COURSE





This publication contains practical educational materials that can be used by **youth workers and trainers** who wish to conduct entrepreneurial empowerment programs addressed to young women who aspire to start a business. The content is based on principles of non-formal education and focused on supporting the learners in developing new competences on entrepreneurship, but also other topics such as sustainability, engagement, creativity, and leadership.

All the exercises included in this publication have been tested during pilot projects both internationally and locally – their final version is based on the feedback from the participants (both young women and youth workers/trainers).

The course is divided into thematical sessions and **includes step by step description of the exercises**, all the necessary handouts, additional readings, and other educational materials, as well as evaluation/assessment tools. That is why you, as a youth worker or trainer, can easily use it as a basis of your educational activities. You can either organize a full and comprehensive six days training course or just take some of the sessions and organize micro workshops based on that.

In the course we have included **sessions on variety of topics** that are aiming at developing different competences, such as communication skills, empathy, digital skills, competences related to community need assessment. Developing such a broad range of competences can help young women grow, both personally and professionally, explore and discover their potential and find out what kind of business they would like to open.

All the materials included in this publication are flexible and easy to adjust to your needs, meaning they can be used in different context and sectors (education, VET, business etc). Most importantly the training can be also adjusted to the needs of the young women you are going to train, so that you can offer them a quality training that will help the achieve their goals and become successful entrepreneurs. We hope this training will serve as an inspiration for your future educational activities!

1 DAY



# INTRODUCTION & GETTING TO KNOW EACH OTHER

# SESSION 1

## GETTING TO KNOW YOU & THE TRAINING

### AIM & OBJECTIVES

Introducing the concept of the training

Establishing connections between participants that will help them cooperate with each other in the next days of the training

### TIME

1h 30 min - 2 h

### MATERIALS NEEDED

- Laptop and projector
- Timer
- Name badges
- Pens and papers

### METHODOLOGY AND TECHNIQUES

This session has been designed to be an initial introduction to the training week, allowing participants to get a better grasp of what is to come, meet the trainers and ask questions about the training content. The second part of the session will allow participants to get to know each other while they take part in an exercise called Speed Networking/Speed Dating that allows them to have short conversations in pairs.

The concept of speed dating/networking has been used in both personal and business settings to allow people to meet quickly, introducing each other and break the ice.

### PREPARATION

- Create the power point presentation with training timeline, introduction to project team, key information



## INSTRUCTIONS & SCHEDULE OF THE SESSION

1. Use the power point to introduce the training content, schedule, and any other relevant information. Make sure to have
2. Ask participants to be seated and explain that they will have 5 minutes to introduce themselves, explain what their role is in the program and generally get to know the other person.
3. After 5 minutes, the groups should switch, this should continue until all participants will have met. At this point everyone should feel more comfortable as a group.
4. If you would like to add on to this session, go around the room asking the participants to share one thing they learnt about another attendee.

## DEBRIEFING

To close the session, allow time for the attendees to chat amongst themselves, feel free to join in. Once sufficient time has passed, thank everyone for taking part in the session and let them know what they should expect for the following sessions.

## EXPECTED OUTCOMES

### Knowledge

- More knowledgeable on the program and the training activities.
- Attendees knows everyone in attendance and the part they play.

### Skills

- Increased communication skills
- Better equipped to present, whether that is merely introducing themselves or taking part in activities

### Attitudes

- Better understanding and attitude to the differences in culture & language
- More confidence for moving forward into the other sessions

### Tips for Facilitators/ Trainers/ Mentors

- Observe the speed dating closely – if it looks like some of the participants are not very engaged in the conversation, approach them, and support them with some extra questions. Suggestions for the topics to discuss etc.
- The timeline given is a suggestion – feel free to add more time if you think this can help your participants build better connections with each other





## HANDOUT - Getting to know you

Below are suggested questions that attendees can use to get to know each other better:

- Where are you from?
- What languages do you speak?
- What partner do you work for?
- Have you been involved in training or projects like this before?
- What do you hope to get out of the week?
- What is your expertise?

# SESSION 2

## YES, THAT'S ME BINGO

### AIM & OBJECTIVES

The aim of this session is to continue the initial ice breaker exercise, allowing the participants to get to know each other, build a relationship and get comfortable asking questions.

### TIME

30 minutes to 1 hour (Depending when bingo is called)

### Materials Needed

- Pens
- Bingo sheets

### METHODOLOGY AND TECHNIQUES

The method chosen is accessible participants and fosters creating a safe space for bonding between them

The session gives participants a push to make conversations, actively encouraging them to ask questions and helps to facilitate a friendly, fun environment for participants to create a team.

### PREPARATION

- Create bingo sheets using the suggestion template available in Handouts.
- Add extra points to the sheets that are based on what you already know about your participants.
- Make sure you print off enough sheets for all participants and have pens/pencils for them to use.



## INSTRUCTIONS & SCHEDULE OF THE SESSION

1. Distribute the bingo sheets (one per participant)
2. The facilitator can either use the pre existing content or customise this to suit the attendees.
3. Allow participants to walk around the room freely, asking each other questions in order to complete the bingo sheet.
4. Please Instruct the attendees to call out "bingo" when they have completed the sheet. Also note, the game can continue until everyone shouts bingo.

## DEBRIEFING

Once the game is finished, have a short round of sharing that can include the following questions:

- What was the most surprising thing you learnt?
- What was the easiest fact to find out?

## Expected Outcomes

### Knowledge

- More informed about other attendees

### Skills

- Increased investigation skills eg asking questions, listening
- Increased confidence in communicating

### Attitudes

- Eagerness to cooperate with others as a team
- Openness to other participants

### Tips for Facilitators/ Trainers/ Mentors

- As facilitator, you can take part in this session. This will allow participants to get more comfortable around you.

### Handouts

- Yes, That's Me Bingo Template - Word Document

# Yes, That's Me

# Bingo

**youngfemale**  
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# HANDOUT - Yas, that's me BINGO

<b>SPEAKS MORE THAN 1 LANGUAGES</b>	<b>IS YOUNGER THAN YOU</b>	<b>HAS A DEGREE</b>	<b>RAN OWN BUSINESS</b>
<b>HAS CLIMBED A MOUNTAIN</b>	<b>CAN WHISTLE</b>	<b>FREE SPACE</b>	<b>HAS A PET</b>
<b>PREFERS COFFEE OVER TEA</b>	<b>IS A MORNING PERSON</b>	<b>LIVED IN ANOTHER COUNTRY TO WERE BORN</b>	<b>PLAYS A SPORT</b>
<b>IS LEFT HANDED</b>	<b>FREE SPACE</b>	<b>CAN PLAY A MUSICAL INSTRUMENT</b>	<b>WORKED WITH YOUNG PEOPLE</b>

**Name:** \_\_\_\_\_



# SESSION 3

## GET YOUR THINKING CAP ON

### AIM & OBJECTIVES

This session aims to get participants working as a team now that they have been introduced and started to get to know each other.

### TIME

1 hour for task and 30 minutes for presentations

### Materials Needed

- Pens and paper
- Flip chart or paper sheet at least A3 size

### METHODOLOGY AND TECHNIQUES

The method behind this session is to get the participants working on their individual skills and utilizing them to work as a team by getting them to design a new problem solving, team building exercise. This should be something new and not a copy of any existing exercises.

This session is not focusing on them getting to know each other but working together as cohesively as possible. Participants will practice competences which will help them long term in the training. They will be looking at problem solving, communicating and decision making as a group while ensuring cooperation from all in the group. The attendees will also be tapping into their creativity while being able to think quickly.

### PREPARATION

Ensure all equipment is readily available and that each team has enough space to conduct the exercise. It would be best for each team to have a separate table to work on.

You should also get familiar with the exercise and the skills the participants will be using. Your role in this session should be more active - It is advised that you as facilitator should not be an observer only but if a team is struggling, you should offer your assistance. For instance, if a group is struggling with too little or too many ideas, suggest they have a brainwriting session. This is an alternative to brainstorming where people voice their thoughts which isn't also the best way to encourage everyone to share. Brainstorming requires everyone to write down all their ideas on a piece of paper, once they have, then pass it to someone else in the group. This allows everyone's ideas to get across and have a better chance of them seeing the value in their ideas.

## INSTRUCTIONS & SCHEDULE OF THE SESSION

1. Welcome the participants and explain the goal of this session
2. Split participants into teams of 5 and allocate a separate workspace for each team.
3. Provide each group with pens, paper, flipchart or large A3 sheet of paper.
4. In their teams, they must now create a new problem-solving team building session that would be beneficial for the Young Female Entrepreneur Programme.
5. Allow teams one hour to come up with their session.
6. After the time is up, all teams should come together and explain their session. It is important they should include their thought process behind the creation of the session and the benefits.

## DEBRIEFING

Examples of questions that can be included in the debriefing:

- What was your group's approach to decision making?  
What process did you use?
- How did you come up with your idea?
- How did you keep focused as a group?
- How well did you communicate? What could be improved?
- How did you deal with the time limit?
- Was there a natural leader? How did you divide responsibilities?  
Did you use your existing competences to do that?

## Expected Outcomes

### Knowledge

- Co-operation in a team setting
- Working under pressure
- How to discuss plans in a group

### Skills

- Communication
- Critical thinking
- Decision making
- Problem solving

### Attitudes

- Readiness to take on the role of a leader

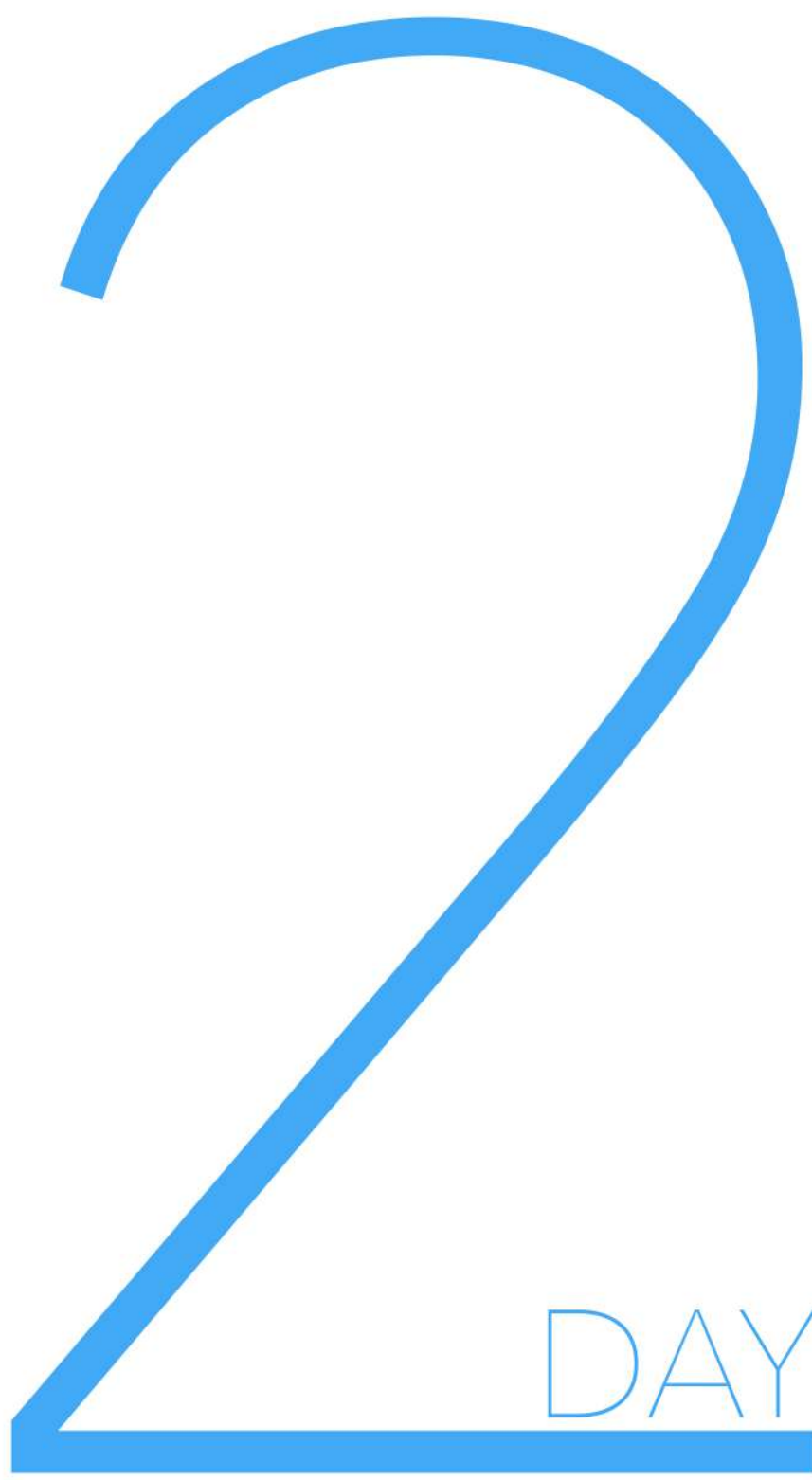
### Tips for Facilitators/ Trainers/ Mentors

- Take a more active role in supporting participants – remember not to be just a passive observer



# HANDOUT

Yes, That's Me Bingo Template - Word Document



# DEVELOPING INTERPERSONAL SKILLS

# SESSION 1

## SOCIAL INNOVATION GAME

### AIM & OBJECTIVES

The goal of the game is to experience how processes of social innovation might work out and the challenges/difficulties various stakeholders experience when they embark on the social innovation journey.

The game is developed in English based on the UK context. We highly encourage people to play the game in other countries too by slightly adapting the case description and the roles to the (government) context of that country.

### TIME

1h 30 min

### MATERIALS NEEDED

Handouts with the roles' description

### METHODOLOGY AND TECHNIQUES

Social innovation is an inspiring concept. Recently, it has been embraced as a new reform strategy, to face social challenges and budget. Social innovation can be defined as: "...the creation of long-lasting outcomes that aim to address societal needs by fundamentally changing the relationships, positions and rules between the involved stakeholders, through an open process of participation, exchange and collaboration with relevant stakeholders, including end-users; thereby crossing boundaries and jurisdictions." Perceived new elements are introduced- in the form of new knowledge and/or new management or process skills - which represent a discontinuity with the past. This process can contribute to improving the quality of public services as well as to enhancing the problem-solving capacity of governments to deal with societal challenges. The discontinuous character of innovations offers a challenge to policymakers and service managers (Osborne & Brown 2011). By its nature, innovation carries significant risks - such as the failure of the innovation, its non- adoption by the producers or users of a good or service, or its inability to be sustainable in the long term (Brown & Osborne 2012).



## INSTRUCTIONS & SCHEDULE OF THE SESSION

1. Let the participants read the case study.
2. Ask for uncertainties/questions stemming from the case description.  
Keep it short to keep the momentum
3. Hand out the different roles
  - Check in advance if participants have certain preferences to make sure participants fulfil roles that they can identify with. Give the participants time to envisage what attitude they will adopt. Let them also think about the attitude of the followers they represent in the meeting. The participants are allowed to write things down and so are the appointed observers of the process. Hand out the nameplates.
  - The chairman should use this time to carefully read the three intervention options outlined on the following pages.
4. Start the game as chairman
  - Introduce yourself as independent mediator
  - Begin the meeting with the following motivational speech that emphasize the shared interest of the process in reaching consensus about the welfare budget: "Today is not a usual day. Today is the day that we, as a group of people from New Rosetown with a shared interest in elderly care, will reach an agreement. Finding a solution is very important for you, and for me. At the end of the meeting I will have to defend what we have decided to the journalists who already stand outside this door, waiting for a reaction. We have 35 minutes only. This means that there is significant time pressure. But in 35 minutes, anything is possible: that's something we should not lose sight of."
  - Set out the following rules:
    - One person at the time is allowed to speak
    - If a person speaks for too long, the chair will cut them off
    - There is no right or wrong
    - Start the introduction round in which each actor has 30 seconds to introduce him- or herself and then give the first word to Alex White (the alderman who initiated the meeting)
5. End the game
  - Start the reflection round (how did it go?)
  - Ask the observers to share their thoughts – how do they explain the outcomes of the game?
  - Connect the experiences with the reflection part of the game
  - End the game with a last question round

## EXPECTED OUTCOMES

- Getting a sense of how the interplay between self-organizing communities of citizens and governments shapes the emergence of new public services, in particular welfare services (Boivard 2007; Needham 2008; Nederhand et al. 2014; Ostrom 1990)
- Experience a process of collaborative problem-solving in which different actors are involved with different interests, resources and risk governance approaches (Ansell & Gash 2008; Provan & Kenis 2008; Brown & Osborne 2013)
- Indicating the drivers and barriers of co-creation and self-organisation within innovation processes (De Vries et al. 2014; Voorberg et al. 2014)
- Gain insight into the complex nature of the implementation, adoption and diffusion of public sector (governance) innovations (Bazurli et al. 2014; Downe et al. 2004; Korteland & Bekkers 2008)

## VARIATIONS

### Intervention A 'Extra Money for Experimentation'

The Ministry of the Interior has announced that the minister is willing to facilitate experiments with different forms of citizen home care. In facilitating these experiments, they are supported by the large private company ISQ-TEC. In line with the social strategy of ISQ-TEC the CEO chose to sponsor innovative social enterprises with financial resources. The condition of the money is that the company wants to have a significant say in the development of the enterprise. One of the conditions ISQ-TEC set is that the local government should interfere as little as possible with regulations and bureaucratic monitoring procedures because that will hamper the development of the enterprise according to them.

Due to the intense lobbying efforts of Alex White, the local government of New Rosetown is selected as a possible partner of the Ministry with the citizen initiative of Stuart Johnson as its main case. This means that the citizen initiative will receive a substantial amount of money from the central government and ISQ-TEC. Within a month, 100,000 euros will be made available to the initiators of the community enterprise in order to facilitate experimentation with home care provided by citizens.

### Intervention B 'New Cabinet'

Due to major national criticism of the welfare cuts of the UK government, the Cabinet was forced to resign. Meanwhile, due to new elections, the new Cabinet is formed by the 'left-wing party' - the big winner of the elections. This, of course, will have major implications for the current national welfare policies. Indeed, their party manifesto states that welfare issues will be addressed radically differently: more money will be allocated towards institutionalized governmental care.

### Intervention C 'Certification mark for home care organisations'

Last year, a research report about the use of coercion in elderly home care was published. The media covered it extensively:

"Where tying down, locking up in bed with side rails, forced washing and nursing are disappearing in nursing homes, these practices are still common practice in the home situation of elderly people."

"In 75% of all cases, family members take the initiative to impose restrictions on the freedom of the elderly. But home care professionals also impose those sort of measures. There appears to be a direct link between the load of the caregiver and the amount of coercion used. At each step of additional load on a scale of one to nine, the risk of coercion rises by 13%."

The conclusions are interesting due to the accelerated deployment of policies that cogently stimulate elderly to live longer at home. In reaction to public uproar, the Ministry of Public Health introduced a new and improved (stricter) certification mark for home care organisations in order to ensure professional care standards.



## TIPS FOR FACILITATORS/ TRAINERS/ MENTORS

This game is suitable for all parties who are interested in getting a better understanding of the complex nature of public sector innovation and collaborative public management. This game is particularly interesting for policy officials, politicians and public professionals who are dealing with innovation processes, along with innovation researchers.

Form groups of three and brainstorm about how the processes of diffusion and adoption have taken place within the UK. Prepare to present your findings in the general discussion. Pay particular attention to the questions:

- What were important events explaining the popularity of the initiative?
- What were important influential factors in causing the diffusion of the initiative?
- What kind of allies or coalitions were needed to cause the diffusion?
- Which values prevail over others in these processes?
- Imagine you are a public official who dislikes such initiatives, what can you do to prevent this scenario to happen?

In this section, several themes that are relevant to processes of social innovation are discussed. These themes have emerged from relevant studies and can be used to guide the reflection process.

First, we will discuss various value conflicts and fields of tension.

Second, we will outline some guidelines to reflect upon the different interventions. Strategic decision-making has to do with making choices. The conflicts and tension fields the participants experience in the game cannot easily be resolved by making use of logic and persuasion on rational grounds.

The first value that is at stake in this game is equal access to health care for all patients. In the game, Melissa was especially concerned with this value. Equal access to health care for all persons could be at risk if the government listens to the citizens with the most social/political capital who best fit their own discourse. Stuart, a citizen with a lot of social and political capital, in his part sees himself as defender of the weak and poor elderly people. However, it could be that disadvantaged elderly people (the sick and/or grumpy ones) will not profit from the services of the community enterprise as volunteers cannot be forced to voluntarily take care of the difficult elderly. Therefore the argument goes that professional governmental organisations should safeguard the value of inclusiveness and equality of care receivers.

Second, reliability of the public service is something about which many participants worried in the game. Are citizens capable of providing reliable, high-quality care? Elderly care is something that governments should arrange because it is deemed to be very important by citizens. The question is now whether a professional organisation is necessary to guarantee the continuation of the public service or whether governments could also 'do business' with more unreliable citizen groups.

A third value that is at stake is accountability. The role of Jeanine is especially very focused upon this value. The argument she uses is that risks are much smaller when supervisory frameworks are well taken care of. Administrative checks could be introduced that the citizens have to comply with in order to create accountability. Hence, monitoring procedures, performance and benchmark systems should be introduced. The introduction of fiche 3 about the use of coercion in elderly home care could back up the call for accountability and regulations in order to safeguard the well-being of elderly people. At the same time, the introduction of these kinds of control checks could come at the expense of flexibility for the citizens groups who are involved.

Possible questions for reflection:

- Which tension fields can be distinguished?
- What kind of resources did you/the other participants have to overcome these tensions?
- Which risks can be identified? How did you cope with these risks?
- When you look at these three risk governance approaches described by Brown & Osborne (2013), which one did you feel most familiar with?
- The risk minimization approach: risk is considered as a negative condition to be avoided. It is a closed systems approach. It assumes that risk is something internal to an organisation and that it can be managed through internal processes. It is an expert process.
- The risk analysis approach: acknowledges risk and seeks to manage its consequences. Opens up the process to a potential negotiation of the benefits and consequences of identified risks. It is a political process.
- The risk negotiation approach: enables a plurality of voices to engage in debates about the governance of risk. Inclusive process to all stakeholders. Interactive process.







# HANDOUT: Social Innovation Game

## Case description

The local government of New Rosetown, like all local authorities in the UK, covers care costs for people needing social care services. New Rosetown's Elderly Care Centre with Nursing (NRCC) is the only privately-owned elderly care house with nursing that is located in the small town and houses 45 elderly people. Its inhabitants and their families are very happy with the quality of the care provided. In addition, a lot of social activities are organised, such as bingo evenings, computer courses and festivities during the weekends. The staff is competent and cheerful.

Recently, however, things have changed due to the introduction of new governmental regulations and the announced budget shrinks. These regulations are introduced to keep the welfare state affordable. Consequently, elderly people are bound to live independently for a longer time. For the NRCC this means that they are forced to close down at the end of the year due to an insufficient occupancy rate as many elderly people are not eligible for professional care anymore.

The announcement of the closing down of the care house has led to many rumours in the local community. On the evening news, the inhabitants of New Rosetown have also heard alarming voices that home care organisations face budget cuts up to 40%. This news makes them wonder whether home care organisations can still provide high-quality personal care and attention for their elderly relatives under these new circumstances.

Under the slogan: "We will not let our elderly people be the victim of weak governmental policies" a group of very motivated inhabitants of New Rosetown took the initiative to work out a plan to start up a community enterprise. The goal of the enterprise is to aid the elderly people of New Rosetown in living independently. In order to do that, they aim to partly take over the care that home care organisations are currently providing (such as housekeeping, personal care, applying prosthetics, administering medications, supporting meal preparation and bedding). Additionally, they wish to deliver these services more humanely by spending more time with the elderly than the regular home care professional. The social component of care and companionship is highly valued by the enterprise. The initiators ask the local authority to award them with a contract, with the corresponding financial compensation, to provide home care services, just like regular private home care organisations. The main difference with the private companies is that the services of the community enterprise will be conducted mainly by unpaid local volunteers. This means that the vast majority of the financial compensation will be used for the purchase of care equipment and to finance elementary care courses.

At the same time there is a strong lobby from health care professionals who are now working at the NRCC and home care organisations in New Rosetown. They argue that the local government should invest their limited welfare budget entirely in enhancing the contract price they offer for the now existing home care organisations in New Rosetown, since they fear that if the citizens take over home care facilities, they will lose their jobs: "Why pay unprofessional citizens to deliver elderly care while we, the specialists, with years of experience, will be left unemployed at home due to excessive budget cuts?"

Next month, the local authority of New Rosetown formally has to make a decision about the allocation of the welfare budget. In anticipation, inspired by the idea of social innovation, the councillor responsible for the welfare portfolio (Alex White) has organised a meeting in which relevant stakeholders can exchange ideas, gain insight into each other's positions, (ideally) form collaborative alliances and come up with a decision.



# HANDOUT: Social Innovation Game Role description



## ANNABEL HILL

Elderly woman living in New Rosetown

You are Annabel Hill. You have reached the age of 83 and you have been a widow since 2007. For years you have lived in your one-family house with a garden in New Rosetown. Your children, of whom you are very proud, are both happily married and often call you with stories about their children (your grandchildren). When they were in their twenties, they chose to leave New Rosetown for the big city to find a job. Because both children have demanding full-time jobs and are very busy with raising their kids, they only come over on weekends.

You still sleep upstairs and until recently you always enjoyed good health. However, for the last few months your health has been deteriorating. Walking is becoming increasingly difficult and last week you fell a couple of times. Fortunately, you only had a few bruises. More problematically however, you are exhibiting the first signs of dementia and you are becoming a bit forgetful.

Because of your age you find it difficult to maintain social contacts, so your social world is getting smaller and smaller. The few friends that you have live 20 minutes' walk away. You are on friendly terms with your neighbours and they help you out sometimes, but you don't want to ask too much because your neighbours are very busy and you do not want to be a burden.

A couple of months ago you were placed on the waiting list for the elderly care centre. Your current home is too big to maintain, and you are worried about your declining health. You would also like to have more contacts with other elderly people. Now that the centre is closed down you are not eligible for a residency in the NRCC. As home care facilities are also cut back, you are deeply worried about what your future will look like. That is why you chose to participate in this meeting.

What you really value is good quality care, but whether that is provided by a group of citizens or by professionals does not matter to you.



## ISABELLA MORGAN

Managing director of the New Rosetown Elderly Care Centre with nursing

You are Isabella Morgan, 44 years old, and you have worked for more than 20 years as a health care professional for the New Rosetown Elderly Care Centre with nursing (NRCC). You are very dedicated in offering the best care possible with the limited resources the care centre is getting from the local authority. In the time you have worked for the organisation, you were promoted several times and now you act as managing director. As a managing director it was your responsibility to communicate the bankruptcy of the organisation to the professionals, the staff and elderly people who live in the NRCC. The idea that inhabitants of New Rosetown with no knowledge of professional care will be taking over the care that the NRCC is now providing, while trained professionals who are currently working at the NRCC will be left unemployed, is ridiculous in your opinion. Good quality care can and should not be provided by citizens with no formal care degree. Moreover, citizens are unreliable partners. When they feel like it, they can just stop volunteering at all times. What we need is reliability in care provision, and only professional organisations can guarantee that.

Your strategy at this meeting is to convince the other parties that what elderly people really need is the care of professionals because you fear that you, yourself and all other professionals will otherwise become unemployed. Your professionals possess the required skills and competences. Also they are annually retrained to keep up with the newest health developments and innovations in their specific field of expertise: elderly people. Deep in your heart you still hope that the NRCC can be financially saved by the local or national government, but you realize that this option is very unlikely. Nevertheless, you can always try. The second best solution for yourself and your personnel would be that the local authority invests in the home care organisations of New Rosetown. You hope that because of the increasing workload of the home care organisations they will be in need of well-trained professionals, so that the majority of your staff will find jobs there.





## JAMES BAKER

Representative of care professionals working in home care in New Rosetown

You are James Baker, a 30-year-old health professional who is working in home care in New Rosetown. You recently graduated from college where you completed your studies in nursing. You, as the breadwinner of your family, are very motivated to build up a career in New Rosetown. You and your wife are expecting a baby.

Unfortunately, your position is at stake due to budget cuts. According to the principle: 'last in, first out', you would be one of the first persons to be declared redundant when your organisation receives less contract money from the local authority. You think that all those cuts are based on a big fallacy. The workload does not decrease. In fact, there are more elderly people than ever.

You share the conviction with Isabella Morgan that it is ridiculous that inhabitants of New Rosetown with no knowledge of professional care will be taking over elderly care, while trained professionals of the NRCC and home care in New Rosetown are left unemployed. Good quality care can and should not be provided by untrained citizens. Taking care of elderly people requires very specialized knowledge of dementia and Alzheimer for example.

You wonder why the citizen group wants to start up their own community enterprise while they could also sign up as volunteers at home care organisations instead. They are more than welcome there! If the money from the local authority is invested in the community enterprise, it will come at the expense of home care organisations and the NRCC in New Rosetown. Your main concern is to continue working as a paid professional. If that is possible within a new context where volunteers are providing an important part of the service, then it's okay with you, but you have reasonable doubt about whether that's going to be possible.





## STUART JOHNSON

New Rosetown resident who is one of the initiators of the community enterprise

You are Stuart Johnson, a 64 year old retired civil servant and a man with a mission. Your whole life you have tried to live according to what J.F. Kennedy once said: "One person can make a difference, and everyone should try."

This is exactly what you are doing right now: together with the other initiators you want to offer an alternative to the government-based care system which is often susceptible to budget cuts. As the result of current austerity policies, the welfare state is being stripped down and elderly people are becoming the victims. The closing down of elderly care centre NRCC and the cuts on the home care sector are yet more examples that underlines your opinion.

Together with a group of 4 other initiators, you have decided to commit yourself to helping this weak group. You do not want to become part of the problem - the big sluggish home care organisations in New Rosetown that have little time and attention for their clients - but part of the solution: an alternative! You and the other initiators want to maintain control and stay independent from the current home care organisations. Besides that, the home care organisations have no financial resources to educate their volunteers. When local governments do give more money to those organisations, you know for sure that the money will be mainly used to budget out existing financial shortages.

You want to start a small and healthy community enterprise which focusses on a specific target group: elderly people. All elderly people are welcome: the ones who are eligible to receive care and will thus be financially compensated for by the government, but also the ones who are not financially compensated for. Your business model allows for this flexibility because you do not have to pay expensive labour costs due to the use of volunteers.

What you hope is that the local government will not act in a predictable way and only grant contracts to the current care providers, but will actively consider the option of financing the community enterprise, because with the financial compensation you can do so much more than when the money is given to the current home care organisations. We can do it cheaper and better! It is therefore a win-win situation for the local authority and the elderly people in New Rosetown.

Fortunately you personally know the councillor, who secretly told you he is in favour of granting the community enterprise a contract. What could be difficult, however, is the attitude of the home care organisations, the civil servants and the GPs with whom you have to cooperate. They could really thwart the community enterprise, which is also dependent upon the goodwill of the other organisations. For instance, you are not very enthusiastic about ideas of introducing bureaucratic regulations and monitoring procedures as you want to keep your organisation as flexible as possible with a minimum of overhead costs.



# ALEX WHITE

## Councillor responsible for welfare

You are Alex White, the 41 year old councillor who is responsible for welfare in New Rosetown. You are happily married to your wife Catherine and enjoy spending time with your three young children and cat.

The provision of good quality welfare arrangements is one of your many responsibilities. The system is outdated and needs to be updated in order to be sustainable. The children of today also need to have the guarantee that when they grow old they can enjoy good quality welfare. You regret the closing down of the NRCC, but looking at the current political whim in national politics, you think it is best to strategically adapt the welfare provisions in your district. A lot of political pressure is exercised to turn to the civil society for answers to contemporary challenges.

You are in favour of the idea of the community enterprise for three reasons. First, it is the cheapest/most efficient solution with the best value for money. The enterprise works with volunteers. Second, you think that they will provide good quality care, thus more patient satisfaction. They are a local party, which is only focused on elderly people. Their local knowledge and familiarity with the New Rosetown elderly may be an advantage. Third, working with an innovative community enterprise would mean a lot of positive attention and status for the local authority of New Rosetown. The community enterprise in your district could become a robust best-practice example. You are convinced that this is the only way the level of care can be high within the current funding system. It fits perfectly with the Big Society idea: citizen participation is very important!

Last week, when you spoke to Stuart Johnson (one of the initiators of the community enterprise) you shared your secret wish with him that if it was up to you, you would support the citizen initiative. Without taking some risks, innovations can never occur. That is something that you learned from your work in the private sector. That is the reason you established this collaborative process that can enable negotiation to take place with a broad range of stakeholders, to reach a shared understanding of acceptable levels of risk. It should be an open negotiation process that is not limited to politics alone as the societal actors are the main carriers of the risks.

You just started working in the public sector (two years ago) and you have already gained a lot of respect. As a new player in the field of welfare, you do not personally know all the welfare actors involved, unlike your civil servants. This facilitates your personal decision to shake up existing power relations to facilitate innovation. Imagine the local authority of New Rosetown as a frontrunner in democratizing public welfare services...





# TEDDY GREENING

Civil servant manager working in the welfare department

You are Teddy Green, a local government manager of 46 who works in the welfare department. Your position enables you to link the citizens in New Rosetown to the right back office. It is your job to help citizens by smoothing the contacts with the system world of the local government.

As manager of the frontline workers, you have a lot of knowledge of what is going on within the local community. Generally speaking, most citizens are enthusiastic about the plan of the group of initiators who want to set up a community enterprise that offers more personalized care. You think that the close-knit local community of New Rosetown is well able to set up such a community enterprise. People care for each other and the idea that many citizens want to become actively engaged in local welfare provision delights you. Citizen participation is an important goal of the municipality and of the national government. A better, location-based service will be provided. That is why you will offer your help to Stuart Johnson in this meeting, as you know the councillor (Alex White) who is also in favour of the idea. As a real people's manager, you are hoping to create an atmosphere of openness that contributes to the creation of mutual bonds between opposing parties and group harmony. The group is all in this together, so you hope a satisfying solution will be reached.

Nonetheless, you have to move strategically in this meeting as you know some people are against the idea of supporting the community enterprise. Yesterday, when you walked past the coffee machine in the cafeteria, you accidentally over-heard a group of civil servants talking about the idea. They were, to say the least, not very positive. This could be difficult. They could really thwart the community enterprise by slowing down the process, which is dependent on the goodwill of other administrative departments too.



## JEANINE CLOVER

Civil servant working in the financial department

You are Jeanine Clover, a civil servant who works at the financial department. You are 57 years old and very experienced in your job. You have a large social and professional network in the local government of New Rosetown. It is your job to guard the financial position of the local government of New Rosetown.

Of course you have heard of the plan to establish the community enterprise. Citizens can be very unpredictable and demanding. They are fixated on satisfying their own interest and only do what is right for them at that particular moment. It is the local government who they expect to turn up when they need money. It is not smart to do business with a few individuals who act on personal whims. The organisation is facing a lot of budget cuts lately, so it is not the time to take big financial risks. You would rather do business with professional private parties. Why would you risk the reputation and legitimacy of the whole local government of New Rosetown? Besides this, it is also very irresponsible to experiment with people's health and well-being. You would rather not give the control away in order to keep things manageable. Imagine, if you only think about what the local media might say if you give away scarce tax money to some citizen group that has no experience with management at all, and it all turns out to be a big mistake...

If the meeting develops in the wrong way, in favour of the community enterprise, you will attempt to strengthen your position by introducing at least some administrative checks that the citizens will have to comply with in order to create accountability. The risks will be much smaller as the supervisory framework is well taken care of. It is necessary to develop procedures to monitor and assess the output and outcomes of the community enterprise by using performance and benchmark systems.





## MELISSA SIMONS

Inhabitant of New Rosetown and city council member

You are Melissa Simons, a 39 years old inhabitant and city council member for the New Rosetown Labour Party. You grew up in New Rosetown. One of your hobbies is walking around in parks in the area of the NRCC. It really is bizarre that this essential building block of the community is closing down.

As one of the representatives of the people of New Rosetown you wanted to join this meeting. You have been active in politics for almost 20 years now. Recently, the idea grew on you that the role of the city council is not that important any more. Councillors and civil servants communicate more with individual citizens than with elected city council members. Likewise, citizens seem to prefer to act on their own rather than contact a city council member. What is the role of the council when citizens are directly participating and negotiating with councillors and civil servants? The benefits and consequences of identified risks should be negotiated politically! This is something that is worrying you. Furthermore, values such as equality of all persons could be at risk when the government just listens to the citizens with the most social/political capital that best fit their discourse. You fear that disadvantaged elderly people (the sick and/or grumpy ones) will not profit from the services of the community enterprise as you cannot force volunteers to take care of difficult elderly people.

This is the main reason you agree with the health care professionals. Allowing care to be run by citizens will lead to complicated questions regarding accountability, quality of the care provided and possible unequal access to the services of the community enterprise.



## THERESA FALLON

Observer of the discussion process

You are Theresa Fallon, a neutral observer of the discussion process. You write down general points that you notice in the interplay between stakeholders. Pay particular attention to identifying drivers and barriers to the innovation process.



## VINCE SMITH

Observer of the discussion process

You are Vince Smith, a neutral observer of the discussion process. You write down general points that you notice in the interplay between stakeholders. Pay particular attention to identifying drivers and barriers to the innovation process.



## PETE MAY

Chairman

You are Pete May, a neutral chairman of the discussion process.

It is your job to avoid having the game result in a dead-lock and to keep the momentum going. In order to keep the process going and to introduce some dynamics, you have two options. First, you can hand-out one of the three interventions to all participants (see below)<sup>2</sup>. Make sure the participants have enough time to envisage what the intervention means for their position and strategy. Second, when there is a deadlock in the process, introduce a 5-minute break for informal consultations between the participants. Indicate that the participants have to stay within the room because outside the journalists are already waiting.

For a more detailed teaching guideline about the process, [read the practical \(teaching\) guidelines carefully.](#)



# SESSION 2

## EMPATHY WORKSHOP BACK TO BACK

### AIM & OBJECTIVES

Increasing communication skills

### TIME

1h 30 min

### MATERIALS NEEDED

A hat and the handouts of the roles

### METHODOLOGY AND TECHNIQUES

Emotional intelligence is a key component of conflict resolution as most of the time conflicts take place as a result of misunderstanding or perception differences. In this case, empathy would be used by the second participant when he has to rephrase the story of his partner and tries to take his point of view but also when he has to play the character himself. Active listening will be the other competency that will be developed. In non-violent communication, active listening is one of the first steps to improve the situation. To understand what the other is saying but also to make him understand that he is being heard.

### PREPARATION

Prepare 20 info sheets with characters as follows:

- Job/long term situation
- recent event having an influence
- feeling expressed (eg: Bus driver – recently divorced sadness).

### INSTRUCTIONS & SCHEDULE OF THE SESSION

Mix the info sheets in a hat and ask each participant comes to pick one. Divide the group into pairs - ask each pair to sit back-to-back to each other, the first participant starts describing his character, but he cannot use the "feeling word" and must describe it. They cannot have visual contact. After 2 minutes, the two participants switch, and the second participant do the same with his piece of paper.

## DEBRIEFING

Example of the questions that can be asked during the debriefing:

- Describe the activity in one word.
- Did you feel heard?
- Was it difficult for you to try to explain the story of your partner?

## EXPECTED OUTCOMES

Knowledge:

- How to use non-formal education (approaches and methods) to enhance transversal skills for young people's employability

Skills:

- Active listening
- Designing and implementing learning processes and developing educational activities through Non-formal Education

Attitudes:

- Increased self-confidence (feeling listened)
- Empathy

## TIPS FOR FACILITATORS/ TRAINERS/ MENTORS

It is known that economic crisis is not the only cause of youth unemployment phenomenon but among the reasons there is as well a lack of competencies on young people into the workforce, and skill mismatch between job-seekers and employers' needs. The idea of this project starts to grow from the needs encountered by project partners to increase abilities of youth workers in identifying needs of their target group in order to propose educational pathway to achieve specific goals, and also, to empower youth workers with competencies to help young people to gain employability skills to approach the labour market. This, lead us to work on empowering youth workers with new skills and competencies in designing and implementing learning processes and developing educational activities through non formal education methods to reinforce young people transversal skills.

# SESSION 3

## EMPATHY WORKSHOP EMPATHY ART

### AIM & OBJECTIVES

The activity helps participants develop their empathy and learn how to fight against discrimination, prejudice, and hate speech, especially in the intercultural context.

### TIME

45 - 60 minutes

### Materials Needed

- Paper
- Pens and colours
- Dramatic music

### METHODOLOGY AND TECHNIQUES

You can write or find a document or a real story about migrant people and read it. It is possible that the participants share a lot about themselves, and probably they will have some bad feelings. You will have a group discussion to uncover those feelings, to open themselves to others and to know others' positions.

### PREPARATION

Finding or writing up a real story of a migrant

## ASK PARTICIPANTS TO DO THE FOLLOWING:

1. Close your eyes.
2. Imagine your own situation like a migrant. Think about your situation (a war, violence, no money, no food) or simply you need to change your destiny and decide to move to another country. You are now in the middle of the sea.
3. Write and paint your sensations in this first moment.
4. Think now about the different ways you can get to the country.
5. Write and paint your feelings now.
6. Try to think now, that is not how you imagined. People are not nice to you, you feel rejected ...
7. Write again your feelings and create a mural with a global creation.
8. Have a debate/sharing circle about their feelings, impressions and create a painting with the drawings of other people.

## EXPECTED OUTCOMES

### Knowledge:

- What is migration and its types as well as what are the reasons why people decide to migrate
- Mechanisms behind stereotypes development

### Skills

- Active listening
- Communication skills
- Presentation skills
- Recognizing and fighting hate speech and discrimination

### Attitudes

- Empathy
- Openness to the others
- Readiness to engage in a meaningful dialogue with people having cultural background different from one's own



DAY 3

PROMOTION  
OF PARTICIPATION  
THROUGH  
NON-FORMAL  
EDUCATION  
& ICT TOOLS



# SESSION 1

## INTRODUCTION TO PARTICIPATION

### AIM & OBJECTIVES

- Understanding the concept of participation
- Having a structured reflection on one's experiences related to participation
- Creating an individual action plan for increasing one's participation

### TIME

2 hours

### MATERIALS NEEDED

- A3 papers (1 sheet per participant)
- Scissors
- Glue
- Old magazines and newspapers

### METHODOLOGY AND TECHNIQUES

This session combines reflection, theoretical input and collage making, which is a practical technique for visualizing participants' thoughts, emotions, and experiences.

### PREPARATION

1. Read more about the concept of participation, especially in the context of youth work.
2. Prepare the working room: make sure there is enough space and light for participants' creative working process.

### INSTRUCTIONS & SCHEDULE OF THE SESSION

1. Ask the participants to think of one or two situations from their past in which they participated in something they consider significant and instruct them to write down the details of it (see handout 1).
2. Divide them into pairs or groups of three and ask to share and discuss what they wrote.
3. Introduce the concept of collage and ask each participant to create one that visually represents how they interpret the sentence "I am the change" (for additional questions to ask participants, see handout 2)
4. Ask each participant to describe and explain their work to the rest of the group.



5. Give participants some time for the final reflection – ask them to write down ideas as for how they can get involved in order to create the change as visualized in their collages.
6. Divide them into pairs or groups of three and ask them to discuss the action plans they wrote.

## DEBRIEFING

The debriefing should provide participants with a space for sharing their feelings – creating a collage can be challenging and emotional for some, therefore it is important to check how they feel. Apart from this, the final part of the session should focus on asking them what they think of the very concept of participation and how they are planning to get more involved.

## EXPECTED OUTCOMES

### Knowledge

- The concept of participation and its levels

### Skills

- Critically assessing one's experiences
- Visualizing feelings, thoughts and emotions using the technique of collage
- Generating concrete ideas and plans for increasing one's participation and involvement

### Attitudes

- Being reflective and aware of one's emotions
- Being open and ready for taking action

## VARIATIONS

Depending on the level and age of the group, you can modify the main topic for the collage, replacing the sentence given here with something less abstract, for example asking participants to visually represent what they are good at/what they are passionate about and then lead the discussion in a way that will help them understand how they can use the competences they already have to become more engaged and participate more.

## TIPS FOR FACILITATORS/ TRAINERS/ MENTORS

While creating collages, make sure participants understand that there is no right or wrong here and it does not matter if their artistic skills are not so well developed. Some people are lacking self-confidence when it comes to being creative so ensure them that this exercise is not about art but about being reflective and expressing one's emotions and experiences in a visual form.

## HANDOUTS

1. Questions for reflection on participation
2. Questions for the collage making

# HANDOUT:

## HANDOUT 1: Questions for reflection on participation

- What was a situation in which you felt you participated in something important or significant?
- What motivated you to participate?
- What was your role?
- How did you feel while participating?
- What are the things you liked about it the most?
- What was the most challenging part of it?
- What have you learnt from this experience?

## Introduction to participation HANDOUT 2: Questions for the collage making

- What does "change" mean for you?
- What kind of change you would like to see happening in your closest environment? What about a larger scale change?
- Which of the competences you already have could help you achieve this change? What do you still need to learn to make it happen?
- What are some things that stop or prevent you?
- What are the small steps you could take to start?
- How do you feel thinking about this?



# SESSION 2

## PARTICIPATION ON LOCAL LEVEL - IDENTIFYING THE NEEDS

### AIM & OBJECTIVES

- Learning how to identify the needs of the community and respond to them by getting more involved
- Exploring how visual means of expression can be used for implementing a change on a local level

### TIME

2 hours

### MATERIALS NEEDED

- Camera or a smartphone (one per participant)
- Computer and projector

### METHODOLOGY AND TECHNIQUES

This session is based on participatory photography - a methodology that involves participants in a creative process of taking pictures which allow them to undergo a structured reflection on themselves and the communities they live in.

### PREPARATION

- Make sure to remind your participants in advance to bring their smartphone/camera
- Check if the projector is working as you will be showing participants photographs
- Read more about the concept and approaches of participatory photography

### INSTRUCTIONS & SCHEDULE OF THE SESSION

1. Introduce the topic of this session to the entire group, emphasizing that the goal is to identify and visually represent issues that are important for the community and taking pictures is just a mean to achieve it (this is crucial to underline as normally some participants have the fear of not being creative enough/not having enough experience in photography)
2. Give each participant a list of things they need to photograph individually (see handout 1)
3. Once they are finished, give them some additional time to write a short caption for each of the photographs
4. Show the pictures using the projector and ask participants to explain their work to the group



5. Divide participants into small group and ask them to discuss the issues they would like to change in the community and brainstorm on ways how to achieve it.
6. Ask the groups to present back.

## DEBRIEFING

During the debriefing focus on discussing differences and similarities in how different members of the community perceive the challenges and opportunities related to living there. How to find a common point of interest in order to achieve a change? What are the actions that could be undertaken to achieve results that are satisfactory to many different groups? Where to start? What are the simple steps one could take to be more actively involved in

## EXPECTED OUTCOMES

### Knowledge

- What is community need assessment

### Skills

- Using photographs to represent issues important to the community
- Designing action plans based on the needs of the community

### Attitudes

- Being open to discuss different perspectives when it comes to community needs
- Being reflective and open to expressing oneself using creative means such as photography

## VARIATIONS

Depending on the needs and competences of your target group, the questions that are included in the handout can be modified and the tasks can be simplified, for example participants can be asked to photograph their favorite/least favorite place and then it is your role as a facilitator to lead the discussion in a way that they discover what could be changed in the community and how to achieve it.

## TIPS FOR FACILITATORS/ TRAINERS/ MENTORS

If you are working in a deprived area or disadvantaged groups where not everyone has a smartphone, you can try to involve the community by asking inhabitants/local cultural centers/municipalities to donate or lend simple or disposable cameras for participants to take pictures.

## HANDOUTS

1. List of things to photograph

# HANDOUT:

HANDOUT 1: Participation on local level – identifying the needs:  
List of things to photograph

- Take a picture of something very unique/special in the place you live
- Take a picture of something (object, place) you like in the place you live
- Take a picture of something you (object, place) you dislike in the place you live
- Take a picture that symbolize a change you would like to see in the place you live





# SESSION 3

## STORYTELLING FOR A COMMUNITY CHANGE

### AIM & OBJECTIVES

- Learning how to use visual methods for advocacy and campaigning
- Creating films that promote participating and activism among youth

### TIME

4 hours

### MATERIALS NEEDED

- Smartphones or cameras to create visual content
- Laptops, tablets, or smartphones for the video editing
- Computer and projector

### METHODOLOGY AND TECHNIQUES

This session is based on participatory film making and storytelling. Your role as a facilitator is crucial you need not only to support participants in their reflection and generating ideas, but also provide them with technical guidance related to film making as this often proves to be a challenge for many participants. This does not mean that you need to be a professional film maker – as it was the case in the previous method, participatory film making is not about creating professional products but rather about going through a reflective and creative process. Nevertheless, it is advisable to learn basic features of the editing software your group will be using.

### PREPARATION

Choose an editing software or application you will suggest your participants to use. This should be something simple, accessible and license free. Before starting the session, make sure to watch some tutorials to understand the basics of the software so that you will be able to support your participants whenever they encounter a technical issue.

### INSTRUCTIONS & SCHEDULE OF THE SESSION

1. Divide participants into groups of 6 to 8 people.
2. The task of each group is to create a short film (3 to 5 minutes) called "We are the change" that promotes activism and participation on a local level. It is up to participants how they interpret the topic and what visual means they choose.
3. Give them some time to brainstorm on the idea and agree on task division (who is the director, who writes the script, who is filming, who is acting, who is editing etc).
4. Ask each group to give a short presentation of their idea and provide them with feedback and support in planning the next steps.

5. Instruct them to start working on their films (make sure you are supporting and giving feedback to each group during the process) .
6. Once the films are done, have a screening with a discussion focus on how to use the materials produced to encourage other young people to be more active.

## DEBRIEFING

During the debriefing focus on how the participants found the process, especially as for idea generating. Do they all have a similar understanding of participation and activism? How do they understand the term and what does it mean for them? In the second part of the debriefing discuss what is the role of social media in creating a social change and what are the ways in which they can be used.

## EXPECTED OUTCOMES

### Knowledge

- What is the role of social media in creating a change
- What is participation and activism

### Skills

- Creativity and thinking out of the box
- Filming and editing
- Creating tangible products (films) that can be used for advocacy

### Attitudes

- Being more open to using technologies in context different from their private lives
- Being ready to be more involved in the community

## TIPS FOR FACILITATORS/ TRAINERS/ MENTORS

Make sure to be very active in supporting participants throughout the whole process. Creative work and idea development can create some conflict among participants so as a facilitator you need to observe them closely and help them find solutions to their challenges.

## FURTHER READING

Read more about film making methods for community development:

- Lambert, J. (2018). *Digital Storytelling: Capturing Lives, Creating Community*. Routledge



4

DAY

# ASSESSMENT OF YFEP PRODUCTS

# GUIDEBOOK & TOOLKIT FOR YOUNG FEMALE ENTREPRENEURS



The digital Guidebook and toolkit for young female entrepreneurs contain a series of theoretical and practical tools, including digital materials, entrepreneurial skills development exercises and practical instructions. It is aimed at aspiring female entrepreneurs to plan, assess and run a business, individually or as a joint effort.

#### AIM & OBJECTIVES

- To evaluate the quality of the Guidebook's digital material, entrepreneurial skills development exercises and practical instructions for the development of a start-up business
- To assess that the Guide's content and tools are concretely effective in meeting the demands of learning and guidance of the target
- To provide feedback and suggestions on the improvement of the Guidebook and Toolkit

#### TIME

1 hours

#### MATERIALS NEEDED

- TOOLS: pen, piece of paper, flipchart, post-it notes / Forum
- METHODS: classroom discussion, small group discussion, analysis, brainstorming

#### METHODOLOGY AND TECHNIQUES

The YFEP Guidebook and Toolkit assessment was designed to evaluate and assess the quality and efficiency of its contents and material. The methodological approach used in relation to the assessment is evaluation. Evaluation refers to "the process of arriving at judgements about programmes, curricula or institutions, by judging the quality of content and programs offered to a group of students". High-quality evaluation constitutes a systematic process of determining the merit value or worth of an education programme, the effectiveness of its goals and the potential for improvement.

The facilitator's contribution to the evaluation process is essential. "Effective facilitation is about assisting individuals or groups with their interactions and discussions in order to achieve certain objectives". Through this method, people are encouraged to share ideas, resources and opinions and to be critical and constructive at the same time. Facilitators should explain the purpose of the assessment session carefully and allow participants time to respond at their own pace. They should also build cooperation and unity among the group, be open to suggestions, new ideas and criticism and show enthusiasm and energy for the material being covered in the session.



## PREPARATION

In order to ensure an effective and participatory session, the facilitator should apply a variety of appropriate methods. This training session should focus on providing feedback and comments on the quality of the Guidebook and Toolkit's content and the suitability for the adult trainers and educators attending the session. The session should be designed in a way to meet the demands of the material's objective while catering for the needs of the different types of trainers and educators. This type of activity is best conducted by engaging all participants in an active discussion.

The following ideas can help the facilitator improve the effectiveness of the session:

- The facilitator should present and explain the relevant information that shall be passed on to the participants.
- Organise and structure a presentation of the Guidebook and Toolkit in order to ensure a logical flow and good time management.
- Use visual supportive materials such as handouts, charts, posters etc.
- Train their rhetorical skills and speak loud and clearly.

## THE FACILITATOR CAN USE THE FOLLOWING METHODS TO CONDUCT THE ASSESSMENT SESSION:

### BRAINSTORMING

It is a widely used method that results in the accumulation of participants' ideas, views and suggestions in an open way. It can be used to encourage participants to share what comes to their minds in relation to the session's topic. The facilitator needs to emphasise to the participants that there are no right or wrong contributions for this method. At the initial brainstorming stage, all ideas are collected regardless of whether they add value to the discussion. In the second round of input from the participants, the most important ideas brought forward can be further discussed and expanded.

Most importantly, contributions to the discussion should not be criticised or censored at this stage. The facilitator must ensure that every participant is given a sufficient amount of time to express their thoughts. Their ideas should ideally be captured by writing them on a flipchart. Thus, the concepts discussed will be visually presented, improving the understanding of the evaluation outcomes.

## SMALL-GROUP DISCUSSION

The facilitator can ask the participants to form smaller groups for discussion. Dividing people into small groups gives each participant better chances and more time to contribute. Discussions in smaller groups are more energetic, focused and results-oriented. The facilitator must organise and structure group discussions by giving each group a topic related to the Guidebook and Toolkit and advising all participants to pick a chairperson, a timekeeper, and a secretary. The chairperson can coordinate the discussion. The timekeeper can ensure that each participant is given enough time to present their ideas. The secretary can take notes of the main ideas discussed. The facilitator will be responsible for the general coordination of the group discussions, ensuring that all participants participate equally in the discussions and that the main ideas are written on a flipchart.

## INSTRUCTIONS & SCHEDULE OF THE SESSION

For the effective conduct of the session, the facilitator can use a blended method that combines brainstorming and small group discussion.

### INSTRUCTIONS FOR THE FACILITATOR:

1. Divide the participants into small groups
2. Ask participants to spend 10-15 minutes sharing ideas and views on the YFEP Guidebook and Toolkit. The secretary should take notes. (brainstorming)
3. Ask participants to spend another 10-15 minutes discussing their opinions on the suitability of the YFEP products to improve the work of adult educators and trainers. The secretary should take notes.
4. Ask each group's secretary to post the flipchart paper on the board
5. Ask each group's chairperson to present the main ideas discussed briefly
6. Summarise the most important ideas, views and suggestions and write them on a separate flipchart paper
7. Initiate a discussion with all participants, with a focus on the new ideas and suggestions pointed out by all groups
8. Encourage participants to give feedback on the assessment session

## DEBRIEFING

After completing the session's discussion, the facilitator rounds up the session by summarising the main points and the views for the YFEP products improvement.

THE FACILITATOR CAN USE THE FOLLOWING QUESTIONS TO ROUND UP THE ACTIVITY:

### SESSION EVALUATION

Did the session help you identify the main strengths and weaknesses of the YFEP materials?

Did the design of the session (material and activities) encourage your participation in the discussions?

Did the session provide opportunities to have a deeper understanding of the value and use of the YFEP materials?

Did the session support self-reflection?

Did the session provide opportunities for participants to express their thoughts, exchange views with others and critically analyse the ideas discussed?

### YFEP Material Evaluation

Does the YFEP material support the learning objectives?

Would you use the YFEP tools in your training sessions and activities?

Do you think that the YFEP tools are useful for adult educators/trainers/facilitators?

Do you think the YFEP tools add value to the fields of female entrepreneurship and adult education?

Did you identify areas where you can apply the content and techniques of the YFEP material?

## EXPECTED OUTCOMES

### KNOWLEDGE

- Understand the use and purpose of the YFEP tools
- Understand how the theoretical and practical material of the YFEP tools is combined
- Understand how the techniques and methodologies developed in the Guidebook and Toolkit can be applied in the fields of adult and non-formal education
- Understand how the soft and hard entrepreneurial skills outlined in the YFEP Guidebook and Toolkit can be developed
- Identify the benefits of the YFEP tools for the end beneficiaries



## TIPS FOR FACILITATORS/ TRAINERS/ MENTORS

An effective facilitator should:

- Clarify the purpose of the session
- Use processes, methods and tools appropriately and responsibly
- Create an inviting atmosphere that encourages all participants to feel trusted and speak their honest opinion
- Honour contributions
- Listen and reflect back to ensure understanding
- Encourage participants to challenge the data
- Be open to criticism and questions
- Must be non-partisan and remain neutral, serving as the one who can resolve disagreements

## HANDOUTS

YFEP\_IO4 TRAINING COURSE\_HANDOUT FOR SESSION 1

## FURTHER READING

- Mathias Kamp. (2011). Facilitation Skills and Methods of Adult Education: A Guide for Civic Education at Grassroots Level. Konrad-Adenauer-Stiftung Available at: [https://www.kas.de/c/document\\_library/g-file?uuid=8159de20-2e04-f18b-002e-8cf996146504&groupId=252038](https://www.kas.de/c/document_library/g-file?uuid=8159de20-2e04-f18b-002e-8cf996146504&groupId=252038)



# PROTOCOL & NETWORK ACTIVITIES GUIDEBOOK



## AIM & OBJECTIVES

The Protocol and Network Activities Guidebook contains a set of operational procedures and standardised measures that constitute a network of YFEP contacts and supporters. This network will be in place after the end of the project, and it is aimed at youth workers, mentors, trainers and NGOs.

### The Protocol and Network Activities Guidebook's objectives:

- To establish a permanent YFEP network to follow up on the project's results.  
This network will be comprised of local branches in the partnering countries, and partners will function as YFEP representatives. The aim of having desks all around Europe is to provide support to youth educators, mentors and trainers.
- To offer operational instructions on the YFEP programme and its approach, the multi-mentor programme and its benefits.
- To provide local actors with practical instructions and activities they should perform to organise a trans-border support Network aimed at diffusing the entrepreneurial education among young women and promoting all the YFEP products to all relevant stakeholders.
- To provide guidance to the partners in their search for experienced mentors, youth workers, and supporters to be involved in the network activities.

## TIME

1.5 hours

## MATERIALS NEEDED

- TOOLS: pen, piece of paper, flipchart, post-it notes / Forum
- METHODS: classroom discussion, small group discussion, analysis, brainstorming

## METHODOLOGY AND TECHNIQUES

The Protocol and Network Activities Guidebook assessment was designed to evaluate and assess the quality and efficiency of its contents and material. The methodological approach used in relation to the assessment is evaluation. Evaluation refers to "the process of arriving at judgements about programmes, curricula or institutions, by judging the quality of content and programs offered to a group of students". High-quality evaluation constitutes a systematic process of determining the merit value or worth of an education programme, the effectiveness of its goals and the potential for improvement. The facilitator's contribution to the evaluation process is essential. "Effective facilitation is about assisting individuals or groups with their interactions and discussions in order to achieve certain objectives". Through this method, people are encouraged to share ideas, resources and opinions and to be critical and constructive at the same time. Facilitators should explain the purpose of the assessment session carefully and allow participants time to respond at their own pace. They should also build cooperation and unity among the group, be open to suggestions, new ideas and criticism and show enthusiasm and energy for the material being covered in the session.

## THE FACILITATOR CAN USE THE FOLLOWING METHODS TO CONDUCT THE ASSESSMENT SESSION:

### BRAINSTORMING

It is a widely used method that results in the accumulation of participants' ideas, views and suggestions in an open way. It can be used to encourage participants to share what comes to their minds in relation to the session's topic. The facilitator needs to emphasise that there are no right or wrong contributions to this method. At the initial brainstorming stage, all ideas are collected regardless of whether they add value to the discussion. In the second round of input from the participants, the most important ideas brought forward can be further discussed and expanded.

Most importantly, contributions to the discussion should not be criticised or censored at this stage. The facilitator must ensure that every participant is given a sufficient amount of time to express their thoughts. Their ideas should ideally be captured, by writing them on a flipchart. Thus, the concepts discussed will be visually presented, improving the understanding of the evaluation outcomes.

### SMALL-GROUP DISCUSSION

The facilitator can ask the participants to form smaller groups for discussion. Dividing people into small groups, gives each participant better chances and more time to contribute. Discussions in smaller groups are more energetic, focused and results-oriented. The facilitator must organise and structure group discussions by giving each group a topic related to the Guidebook and advising all participants to pick a chairperson, a timekeeper, and a secretary. The chairperson can coordinate the discussion. The timekeeper can ensure that each participant is given enough time to present their ideas. The secretary can take notes of the main ideas discussed. The facilitator will be responsible for the general coordination of the group discussions, ensuring that all participants participate equally in the discussions and that the main ideas are written on a flipchart.

### DEBATE

The small group discussions can then be opened for interaction with the other groups so that participants can give feedback or pose questions to one another. A debate gives participants the opportunity to participate in a constructive discussion and critically analyse the main points and suggestions regarding the Guidebook.

## PREPARATION

In order to ensure an effective and participatory session, the facilitator should apply a variety of appropriate methods. This training session should focus on providing feedback and comments on the quality of the Guidebook and Toolkit's content and the suitability of this material for the adult trainers and educators attending the session. The session should be designed in a way to meet the demands of the material's objective while catering for the needs of the different types of trainers and educators. This type of activity is best conducted by engaging all participants in an active discussion.



## THE FOLLOWING IDEAS CAN HELP THE FACILITATOR IMPROVE THE EFFECTIVENESS OF THE SESSION:

- Present and explain the relevant information that shall be passed on to the participants.
- Organise and structure a presentation of the Guidebook in order to ensure a logical flow and good time management.
- Use visual supportive materials such as handouts, charts, posters etc.
- Train their rhetorical skills and speak loud and clearly.
- Prepare a list of names for the small group discussion activity. Make sure that all groups have an even number of participants and that everyone is given an equal amount of time to participate in the discussion.
- Ensure that you have a balanced mix of participants in the groups, and it should be avoided that participants form groups based on existing relationships.

## INSTRUCTIONS & SCHEDULE OF THE SESSION

For the effective conduct of the session, the facilitator can use a blended method that combines brainstorming and small group discussion.

### INSTRUCTIONS FOR THE FACILITATOR:

1. Give a brief presentation of the Guidebook's content, objective and expected impact. Explain the session's agenda clearly and the details regarding the small group discussion activity.
2. Divide the participants into small groups
3. Ask participants to spend 10-15 minutes sharing ideas and views on the Protocol and Network Activities Guidebook. The secretary should take notes. (brainstorming)
4. Ask participants to spend another 10-15 minutes discussing their opinions on the suitability of the YFEP Guidebook to improve the work of adult educators and trainers. The secretary should take notes.
5. Ask each group's secretary to post the flipchart paper on the board
6. Ask each group's chairperson to present the main ideas discussed briefly
7. Summarise the most important ideas, views and suggestions and write them on a separate flipchart paper
8. Initiate a discussion (in the form of a debate) with all participants, with a focus on the new ideas and suggestions pointed out by all groups
9. Encourage participants to give feedback on the quality of the assessment session

## DEBRIEFING

After completing the session's discussion, the facilitator rounds up the session by summarising the main points and the views for the YFEP products improvement.



THE FACILITATOR CAN USE THE FOLLOWING QUESTIONS TO ROUND UP THE ACTIVITY:

#### SESSION EVALUATION

Did the session help you identify the main strengths and weaknesses of the YFEP materials?

Did the session's design (material and activities) encourage your participation in the discussions?

Did the session provide opportunities to understand the value and use of the YFEP materials?

Did the session support self-reflection?

Did the session provide opportunities for participants to express their thoughts, exchange views with others and critically analyse the ideas discussed?

#### YFEP MATERIAL EVALUATION

Does the YFEP material support the learning objectives?

Would you use the YFEP tools in your training sessions and activities?

Do you think that the YFEP tools are useful for adult educators/trainers/facilitators?

Do you think the YFEP tools add value to the fields of female entrepreneurship and adult education?

Did you identify areas where you can apply the content and techniques of the YFEP material?

#### EXPECTED OUTCOMES

##### KNOWLEDGE

- Understand the use and purpose of the YFEP Guidebook and its significance for the establishment of the partners' network
- Understand how the operational instructions and procedures of the Guidebook can be applied in different contexts to enhance the transnational cooperation of the partners
- Understand how the techniques and methodologies used in this session can be applied in the fields of adult and non-formal education
- Identify the benefits of the YFEP tools for the end beneficiaries

##### SKILLS

- Develop your communication skills (express your thoughts clearly and coherently, use arguments, negotiate)
- Develop critical and analytical thinking, self-reflection
- Develop the trait of being an active listener
- Learn how to be part of a constructive discussion
- Observe body language

##### ATTITUDES

- Adopt a reflective attitude (reflect feelings back to a person, show understanding)
- Be open to criticism and suggestions by other participants
- Be ready to share your knowledge and learn from others
- Display openness and genuine interest in the contributions from participants
- Be inclusive and avoid being judgmental. Do not openly display disagreement with other participants' opinions.

## TIPS FOR FACILITATORS/ TRAINERS/ MENTORS

### AN EFFECTIVE FACILITATOR SHOULD:

- Clarify the purpose of the session
- Use processes, methods and tools appropriately and responsibly
- Create an inviting atmosphere that encourages all participants to feel trusted and speak their honest opinion
- Clearly communicate the rules of participation and define rules for the session in collaboration with participants
- Be patient with shy or reserved people. The facilitator may ask them directly to give their input if he/she thinks their views will enrich the discussion.
- Honour contributions from all participants
- Listen and reflect back to ensure understanding
- Encourage participants to challenge the data
- Be open to criticism and questions
- Must be non-partisan and remain neutral, serving as the one who can resolve disagreements

### HANDOUTS

- YFEP\_IO4 TRAINING COURSE\_HANDOUT FOR SESSION 2

# MULTI-MENTORING TECHNIQUES & PROGRAM





## AIM & OBJECTIVES

The Multi-mentoring Techniques and Program constitutes a digital manual aimed at instructing participants to mentor, empower and support others in their development process. The target group of this manual is the YFEP Network members, including female professionals, trainers, youth workers, HR managers, employers and entrepreneurs, and the YFEP training course participants.

The YFEP manual will provide suggestions on the step-by-step business plan offered in the YFEP project, focusing on the stages that must be followed for setting up a business and the ways to perform these stages in order for the target group to become successful entrepreneurs.

The YFEP mentorship manual provides suggestions and tips on how to mentor or coach others, locally or via ICT tools, and enhance one's self-improvement.

The YFEP manual covers the following topics:

- Skills and Competences to mentor and coach others
- Digital contents, tips and instructions on how to be a good mentor
- Tips on how to work with less direct supervision, communicating with others, time management techniques, monitoring and reporting arrangements and risk management techniques for personal and data security
- Tools for self-assessment and tools for assessing others' performance

## TIME

2 hours

## MATERIALS NEEDED

- TOOLS: pen, piece of paper, flipchart, post-it notes / Forum
- METHODS: classroom discussion, small group discussion, analysis, brainstorming

## METHODOLOGY AND TECHNIQUES

The Multi-mentoring techniques and Program assessment were designed to evaluate and assess the quality and efficiency of its contents and material. The methodological approach used in relation to the assessment is evaluation. Evaluation refers to "the process of arriving at judgements about programmes, curricula or institutions, by judging the quality of content and programs offered to a group of students" . High-quality evaluation constitutes a systematic process of determining the merit value or worth of an education programme, the effectiveness of its goals and the potential for improvement.



The facilitator's contribution to the evaluation process is essential. "Effective facilitation is about assisting individuals or groups with their interactions and discussions in order to achieve certain objectives" . Through this method, people are encouraged to share ideas, resources and opinions and to be critical and constructive at the same time. Facilitators should explain the purpose of the assessment session carefully and allow participants time to respond at their own pace. They should also build cooperation and unity among the group, be open to suggestions, new ideas and criticism and show enthusiasm and energy for the material being covered in the session.

The facilitator can use the following methods to conduct the assessment session:

### BRAINSTORMING

It is a widely used method that results in the accumulation of participants' ideas, views and suggestions in an open way. It can be used to encourage participants to share what comes to their minds in relation to the session's topic. The facilitator needs to emphasise to the participants that there are no right or wrong contributions for this method. At the initial brainstorming stage, all ideas are collected regardless of whether they add value to the discussion. In the second round of input from the participants, the most important ideas brought forward can be further discussed and expanded.

Most importantly, contributions to the discussion should not be criticised or censored at this stage. The facilitator must ensure that every participant is given a sufficient amount of time to express their thoughts. Their ideas should ideally be captured by writing them on a flipchart. Thus, the concepts discussed will be visually presented, improving the understanding of the evaluation outcomes.

### SMALL-GROUP DISCUSSION

The facilitator can ask the participants to form smaller groups for discussion. Dividing people into small groups gives each participant better chances and more time to contribute. Discussions in smaller groups are more energetic, focused and results-oriented. The facilitator must organise and structure group discussions by giving each group a topic related to the manual and advising all participants to pick a chairperson, a timekeeper, and a secretary. The chairperson can coordinate the discussion. The timekeeper can ensure that each participant is given enough time to present their ideas. The secretary can take notes of the main ideas discussed. The facilitator will be responsible for the general coordination of the group discussions, ensuring that all participants participate equally in the discussions and that the main ideas are written on a flipchart.

### DEBATE

The small group discussions can then be opened for interaction with the other groups so that participants can give feedback or pose questions to one another. A debate provides all participants with the opportunity to participate in a constructive discussion and critically analyse the main points and suggestions regarding the YFEP manual.

## PREPARATION

In order to ensure an effective and participatory session, the facilitator should apply a variety of appropriate methods. This training session should focus on providing feedback and comments on the quality of the manual's content and the suitability of this material for the adult trainers and educators attending the session.

The session should be designed in a way to meet the demands of the material's objective while catering for the needs of the different types of trainers and educators.

This type of activity is best conducted by engaging all participants in an active discussion.

The following ideas can help the facilitator improve the effectiveness of the session:

- Present and explain the relevant information that shall be passed on to the participants.
- Organise and structure a presentation of the YFEP manual in order to ensure a logical flow and good time management.
- Use visual supportive materials such as handouts, charts, posters etc.
- Train their rhetorical skills and speak loud and clearly.
- Prepare a list of names for the small group discussion activity. Make sure that all groups have an even number of participants and that everyone is given an equal amount of time to participate in the discussion.
- Ensure that you have a balanced mix of participants in the groups, and it should be avoided that participants form groups based on existing relationships.

## INSTRUCTIONS & SCHEDULE OF THE SESSION

For the effective conduct of the session, the facilitator can use a blended method that combines brainstorming and small group discussion.

### INSTRUCTIONS FOR THE FACILITATOR:

1. Give a brief presentation of the YFEP manual's content, objective and expected impact. Explain the session's agenda clearly and the details regarding the small group discussion activity.
2. Divide the participants into small groups.
3. Ask participants to spend 10-15 minutes sharing ideas and views on the Multi-mentoring techniques manual. The secretary should take notes (brainstorming).
4. Ask participants to spend another 10-15 minutes discussing their opinions on the suitability of the YFEP manual to improve the work of adult educators and trainers. The secretary should take notes.
5. Ask each group's secretary to post the flipchart paper on the board.
6. Ask each group's chairperson to present the main ideas discussed briefly.
7. Summarise the most important ideas, views and suggestions and write them on a separate flipchart paper.
8. Initiate a discussion (in the form of a debate) with all participants, focusing on the new ideas and suggestions pointed out by all groups.
9. Encourage participants to give feedback on the quality of the assessment session.

## DEBRIEFING

After completing the session's discussion, the facilitator rounds up the session by summarising the main points and the views on the YFEP products improvement.

The facilitator can use the following questions to round up the activity:

### SESSION EVALUATION

Did the session help you identify the main strengths and weaknesses of the YFEP materials?

Did the session's design (material and activities) encourage your participation in the discussions?

Did the session provide opportunities to understand the value and use of the YFEP materials?

Did the session support self-reflection?

Did the session provide opportunities for participants to express their thoughts, exchange views with others and critically analyse the ideas discussed?

### YFEP MATERIAL EVALUATION

Does the YFEP material support the learning objectives?

Would you use the YFEP tools in your training sessions and activities?

Do you think that the YFEP tools are useful for adult educators/trainers/facilitators?

Do you think the YFEP tools add value to the fields of female entrepreneurship and adult education?

Did you identify areas where you can apply the content and techniques of the YFEP material?

## EXPECTED OUTCOMES

### KNOWLEDGE

- Understand the use and purpose of the YFEP manual and its significance for providing a set of rules that support the work of trainers and help them become efficient mentors
- Understand how the suggestions and tips of the YFEP manual can be applied in different contexts to enhance the competencies and support the work of trainers and youth workers (ICT and digital tools)
- Understand how the techniques and methodologies used in this session can be applied in the fields of adult and non-formal education
- Identify the benefits of the YFEP tools for the end beneficiaries (young female entrepreneurs)

### SKILLS

- Develop your communication skills (express your thoughts clearly and coherently, use arguments, negotiate)
- Develop critical and analytical thinking, self-reflection
- Develop the trait of being an active listener
- Learn how to be part of a constructive discussion
- Observe body language
- Develop your organisational/management skills



## ATTITUDES

- Adopt a reflective attitude (reflect feelings back to a person, show understanding)
- Be open to criticism and suggestions by other participants
- Be ready to share your knowledge and learn from others
- Display openness and genuine interest in the contributions from participants
- Be inclusive and avoid being judgmental. Do not openly display disagreement with other participants' opinions.

## TIPS FOR FACILITATORS/ TRAINERS/ MENTORS

An effective facilitator should:

- Clarify the purpose of the session
- Use processes, methods and tools appropriately and responsibly
- Create an inviting atmosphere that encourages all participants to feel trusted and speak their honest opinion
- Clearly communicate the rules of participation and define rules for the session in collaboration with participants
- Be patient with shy or reserved people. The facilitator may ask them directly to give their input if he/she thinks their views will enrich the discussion.
- Honour contributions from all participants
- Listen and reflect back to ensure understanding
- Encourage participants to challenge the data
- Be open to criticism and questions
- Must be non-partisan and remain neutral, serving as the one who can resolve disagreements.

## HANDOUTS

YFEP\_IO4 TRAINING COURSE\_HANDOUT FOR SESSION 3

## FURTHER READING

- Mathias Kamp. (2011). Facilitation Skills and Methods of Adult Education: A Guide for Civic Education at Grassroots Level. Konrad-Adenauer-Stiftung Available at: [https://www.kas.de/c/document\\_library/getfile?uuid=8159de20-2e04-f18b-002e-8cf996146504&groupId=252038](https://www.kas.de/c/document_library/getfile?uuid=8159de20-2e04-f18b-002e-8cf996146504&groupId=252038)



# HANDOUT:

- SESSION PLANING:  
SHEET FOR THE IO1 GUIDEBOOK AND TOOLKIT

Program Title	<b>Young Female Entrepreneurial Program YFEP</b>
Today's Session Title	
Total Time	
Objective	
Assessment Overview	



# HANDOUT:

- SESSION PLANING:  
SHEET FOR THE IO2 PROTOCOL  
AND NETWORK ACTIVITIES GUIDEBOOK

Program Title	<b>Young Female Entrepreneurial Program YFEP</b>
Today's Session Title	
Total Time	
Objective	
Assessment Overview	





# HANDOUT:

- SESSION PLANING:  
SHEET FOR  
THE IO3 MULTI-MENTORING TECHNIQUES  
AND PROGRAM

Program Title	<b>Young Female Entrepreneurial Program YFEP</b>
Today's Session Title	
Total Time	
Objective	
Assessment Overview	



5

DAY

# SKILLS DEVELOPMENT & ASSESSMENT TOOLS





# SESSION 1

## CREATIVE PROBLEM SOLVING (CPS)

### AIM & OBJECTIVES

- Identification of problems
- Development of participants critical thinking
- Introduction to Creative Problem Solving (CPS)

### TIME

2 hours

### MATERIALS NEEDED

Flipchart, markers, A4 papers, pens

### METHODOLOGY AND TECHNIQUES

The Creative Problem Solving (CPS) was developed in the 1940's along with the term brainstorming. Its main principles are:

- Divergent and convergent thinking must be balanced.
- Ask problems as questions.
- Defer or suspend judgment.
- Focus on "Yes, and," rather than "No, but."

The next method that will be used during this session is the 5 WHY's. By choosing a main topic like for example gender equality, the participants will have to find 5 reasons why gender equality is a topic that should be discussed.

The next method is the Mind Mapping. The participants are asked to expand the topics of the main problem in order to find a solution.

### PREPARATION (DURATION 30 MINUTES)

Present the main instructions of how to use Creative Problem Solving (CPS) within the flipchart.

## INSTRUCTIONS & SCHEDULE OF THE SESSION (DURATION 1,5 HOURS)

1. Divide participants into groups of 4-6 people each
2. Next on, give each group a specific topic and moment of crisis in a business.
3. First of all, the participants will be called to identify the problems in their scenario. Through brainstorming the members will try to find the main problem and then with the method of 5 why's will get to its core.
4. After the clarification of the problem the participants again through brainstorming will try to find a solution and use the Mind Mapping.
5. After the brainstorming, ask them to actually decide on one main solution of the problem and see if it meets their needs
6. The last step is to Implement that solution and decide which actions are needed. It has to be in a simple language that everyone understands. (Duration 1 hour)
7. In the end, each team is asked to present their work. (Duration 30 minutes)

## DEBRIEFING

### EXAMPLES OF THE QUESTIONS FOR THE DEBRIEFING?

- How did you feel during this process?
- What were your thoughts?
- Did you have any problems during the session?
- What did you get to understand?

## EXPECTED OUTCOMES

### KNOWLEDGE

- Creative Problem Solving tool
- Mind Mapping
- 5 WHY'S

### SKILLS

- communication
- critical thinking
- creative thinking
- problem solving

### ATTITUDES

- Every opinion has to be heard
- Thinking out of the box
- No judgment

### TIPS FOR FACILITATORS/ TRAINERS/ MENTORS

- Make sure that everyone is heard when they try to express their opinion and have in mind their feelings and ideas.
- Explain in simple terms so everyone can understand
- Be open to questions

## FURTHER READING

- <https://www.mindtools.com/pages/article/creative-problem-solving.htm>

This link has detailed instructions on how to use the Creative Problem Solving tool, it can help the trainer to explain it easier to the participants

- [https://www.mindtools.com/pages/article/newISS\\_01.htm](https://www.mindtools.com/pages/article/newISS_01.htm)

This link has detailed instructions on Mind Mapping.



# SESSION 2

## NON-VIOLENT COMMUNICATION (NVC)

### PART 1

#### AIM & OBJECTIVES

- Exploring the method of NVC
- Exploring how it can renew our way of communicating and interacting with Each other.
- Applying the method on practical situations.

#### TIME

1h 30 minutes

#### MATERIALS NEEDED

Flipchart to take notes about the method

#### METHODOLOGY AND TECHNIQUES

Nonviolent Communication, (NVC), is based on the principles of nonviolence-- the natural state of compassion when no violence is present in the heart. NVC begins by assuming that we are all compassionate by nature and that violent strategies—whether verbal or physical—are learned behaviors taught and supported by the prevailing culture.

- Observe and recap. The NVC process begins with neutral observation.
- Describe emotions, not positions. Talk feelings, not issues.
- Identify needs.
- Make a request.

#### PREPARATION (DURATION 30 MINUTES)

Start the session by introducing the NVC method developed by Marshal Rosenberg.

## INSTRUCTIONS & SCHEDULE OF THE SESSION (DURATION 1,5 HOURS)

### PART 1:

Theoretical introduction: What is Non Violent Communication (NVC)?

The basic model for Non-Violent Communication (NVC) is really quite straightforward and simple. It is a process that combines four components with two parts. While the four components are specific ideas and actions that fit into the form and the model of NVC, the two parts provide a solid foundation for NVC as well as for living non-violently. They are the basis for giving and receiving from the heart.

### THE 4 COMPONENTS OF NVC:

1. Observation: Observation without evaluation consists of noticing concrete things and actions around us. We learn to distinguish between judgment and what we sense in the present moment, and to simply observe what is there.
2. Feeling: When we notice things around us, we inevitably experience varying emotions and physical sensations in each particular moment. Here, distinguishing feelings from thoughts is an essential step to the NVC process.
3. Needs: All individuals have needs and values that sustain and enrich their lives. When those needs are met, we experience comfortable feelings, like happiness or peacefulness, and when they are not, we experience uncomfortable feelings, like frustration. Understanding that we, as well as those around us, have these needs is perhaps the most important step in learning to practice NVC and to live empathically.
4. Request: To make clear and present requests is crucial to NVC's transformative mission. When we learn to request concrete actions that can be carried out in the present moment, we begin to find ways to cooperatively and creatively ensure that everyone's needs are met.

## THE 2 PARTS

1. Empathy: Receiving from the heart creates a means to connect with others and share experiences in a truly life enriching way. Empathy goes beyond compassion, allowing us to put ourselves into another's shoes to sense the same feelings and understand the same needs; in essence, being open and available to what is alive in others. It also gives us the means to remain present to and aware of our own needs and the needs of others even in extreme situations that are often difficult to handle.
2. Honesty: Giving from the heart has its root in honesty. Honesty begins with truly understanding ourselves and our own needs, and being in tune with what is alive in us in the present moment. When we learn to give ourselves empathy, we can start to break down the barriers to communication that keep us from connecting with others.

From these four components and two parts, Marshall has created a model for life enriching communication that can be highly effective in solving conflict with our family members, with our friends, with our co-workers, and with ourselves. The basic outline of the model is the following:

When I see that (observation) \_\_\_\_\_?  
I feel (feeling) \_\_\_\_\_  
because my need for (needs) \_\_\_\_\_ is/is not met.  
Would you be willing to (request) \_\_\_\_\_?

Keep in mind that this is just a model, and that using this form and this language is not the most important aspect of NVC. In fact, as you practice more and learn more, you'll begin to notice that all four of these components can be present in the complete absence of the form.

### PART 2:

To ease the exercise, give to the participants the list of feelings and needs. Then invite them to recall an unsatisfying communication experience they had in the past. Once they have chosen the experience they want to work on, they will gather by pair and imagine how they could have reacted using the NVC method. They will introduce their counterpart to the situation, then talk to him/her as if he/she was the person they had a problem with, using the NVC method.

## DEBRIEFING

- How did you feel during this process?
- What were your thoughts?
- Did you have any problems during the session?
- What did you get to understand?

## EXPECTED OUTCOMES

### KNOWLEDGE

- Theory of nonviolent communication

### SKILLS

- communication
- critical thinking
- creative thinking
- problem solving

### ATTITUDES

- Openness to other opinion
- Thinking out of the box
- Creativity
- Being non-judgemental

## TIPS FOR FACILITATORS/ TRAINERS/ MENTORS

- Make sure that everyone is heard when they try to express their opinion and have in mind their feelings and ideas.
- Explain in simple terms so everyone can understand
- Be open to questions

## FURTHER READING

- [https://www.salto-youth.net/downloads/toolbox\\_tool\\_download-file-2066/DYNAMIX%20-%20SYNTHESIS%20\(EN\)%20\(final\).pdf](https://www.salto-youth.net/downloads/toolbox_tool_download-file-2066/DYNAMIX%20-%20SYNTHESIS%20(EN)%20(final).pdf)



# 5.3.

## NON-VIOLENT COMMUNICATION (NVC) PART 2

### AIM & OBJECTIVES

For the participants to learn the methodologies of NVC and be able to apply them in their workspace.

### TIME

3 hours

### MATERIALS NEEDED

Flipchart, A4 papers, pens

### METHODOLOGY AND TECHNIQUES

Nonviolent communication (abbreviated NVC, also called compassionate communication or collaborative communication) is an approach to communication based on principles of nonviolence. It is not a technique to end disagreements, but rather a method designed to increase empathy and improve the quality of life of those who utilize the method and the people around them.

Nonviolent Communication, (NVC), is based on the principles of nonviolence - the natural state of compassion when no violence is present in the heart. NVC begins by assuming that we are all compassionate by nature and that violent strategies—whether verbal or physical—are learned behaviors taught and supported by the prevailing culture.

NVC also assumes that we all share the same, basic human needs, and that all actions are a strategy to meet one or more of these needs. People who practice NVC have found greater authenticity in their communication, increased understanding, deepening connection and conflict resolution. The NVC community is active in over 65 countries around the globe.

### PREPARATION

Prepare the participants to engage in the role-play game through an introduction to the history of Non-Violent Communication, its principles, methodologies and techniques. The trainer will serve himself of a flipchart prepared in advance in order to carry out the facilitation in a clear and easy-to-follow way.

## INSTRUCTIONS & SCHEDULE OF THE SESSION

1. Divide participants into couples (when not possible, also groups of three people work)
2. Give to each group a topic/issue around which they can discuss.
3. Ask the participants to spend the first five minutes of the role-play in conversation, with one role-player acting in a way that embodies the opposite of empathy.
4. Ask the participants to switch roles.
5. Ask the participants to spend the next 10 minutes or so practicing NVC.

## DEBRIEFING

- How did it feel in each phase? On either side?
- What were your thoughts?
- What did you learn?

## EXPECTED OUTCOMES

### KNOWLEDGE

- Non-Violent Communication methodologies and background
- Non-Violent Communication role-play game

### SKILLS

- Communication
- Listening

### ATTITUDES

- Empathy
- No judgement

### TIPS FOR FACILITATORS/ TRAINERS/ MENTORS

- Leave space for discussion after the explanation, in order to make sure that everyone has understood clearly what NVC is about.

6

DAY

# EVALUATION & CLOSING



# SESSION 1

## FACILITATOR OBSERVATION FORM & OVERALL TRAINING QUALITY EVALUATION

### AIM & OBJECTIVES

This session is based on adult learning principles, and it is designed to provide an overall evaluation of the facilitator's capacities and the quality of the training sessions. Evaluation is a key component to ensuring the successful integration of adult learning principles into training courses. This session aims to evaluate if these principles are incorporated in the YFEP assessment methods.

### TIME

45 minutes

### MATERIALS NEEDED

- MAIN MATERIAL: Facilitator Observation Form and the Overall Training Quality Evaluation Form
- TOOLS: pens

### METHODOLOGY AND TECHNIQUES

This session is based on methodologies that are rooted in adult education. "Adult education requires learner-centred methods and a cooperative learning climate". An important element of adult education is that, unlike children, adults are autonomous and self-directed because they already have accumulated knowledge. Thus, the facilitator should try to build a relationship of mutual trust with them. An important element of trust-building is getting feedback from learners to identify the course's strengths and weaknesses and get suggestions for improving the course's content and quality.

The evaluation forms of this session are designed based on the adult participation principles of acknowledging adults' experience and skills.

According to adult education principles developed by Malcolm Knowles, adults learn best when:

- They understand why something is important to know or do.
- They have the freedom to learn in their own way.
- Learning is experiential.
- The time is right for them to learn.
- The process is positive and encouraging.

In this context of self-directed learning, participants are asked to give their feedback on the facilitator's capacity to deliver an effective training course and the quality of the training session.

## PREPARATION

Explain participants that they will be given two evaluation forms that will assess the quality and content of the training provided. Encourage them to provide their honest opinion since the data collected from these forms will be used for improving the quality and content of future training courses.

## INSTRUCTIONS & SCHEDULE OF THE SESSION

1. Before you give participants the evaluation forms, encourage them to provide their honest opinion
2. Hand out the evaluation forms
3. Encourage them to talk to each other and exchange views about the evaluation forms

## TRAINER OBSERVATION FORM

- A. How often did the trainer utilise the following methods/tools? 1 = never, 5 = always
- B. What actions could the trainer take to improve his/her use of effective education strategies?

	1	2	3	4	5	NA	Comments
	NEVER				ALWAYS		
Engaged audience quickly and consistently							
Encouraged participatory learning effectively							
The presentations were compatible with participants' level of understanding							
Utilised PowerPoint slide show(s) effectively							
Checked with participants on their grasp of the material							
Gave meaningful verbal praise/encouragement							
Responded to questions/comments appropriately							
Made eye contact with all participants							
Avoided adverse effects of anxiety							
Managed challenging learners/disagreements appropriately							
Employed humour as an effective tool							

## OVERALL TRAINING QUALITY EVALUATION

- A. To what degree did the training fulfill the following criteria? 1 = low, 5 = high  
 B. What actions could the trainer take to improve the overall quality of the training?

	1	2	3	4	5	NA	Comments
	LOW				HIGH		
Participants' needs have been assessed							
Learning objectives were clear and rational							
All learning objectives were covered							
Material was summarised at the end of each session							
Sessions started and ended on time							
Instructions were given in a clear and coherent way							
Presentation styles varied appropriately							
Activities/exercises were effective learning tools							
Handouts were relevant and of high quality							
Trainer showed respect to cultural and linguistic differences							
Participants understood basic concepts							
Participants were actively involved in learning							

## DEBRIEFING

After completing the evaluation forms, invite the participants to have a discussion to summarize the evaluation session and round up the course by allowing participants to reflect on the course's content.

### YOU CAN USE THE FOLLOWING QUESTIONS TO ROUND UP THE ACTIVITY:

- Do you think that these evaluation forms are beneficial for participants?
- Do you think that an evaluation form is the best tool to get valuable feedback from participants?
- Is there a better way to evaluate /assess a course?
- Which teaching technique or method will you retain and use in your own training courses?
- Which attitude that you previously had towards adult education training are you going to abandon?

## EXPECTED OUTCOMES

### KNOWLEDGE

- Have a deeper understanding of the course's overview
- Critically evaluate the quality of training and the facilitator's performance
- Reflect on other participants' views
- Reflect on what you have gained from the training course

### SKILLS

- Develop your communication skills  
(express your thoughts clearly and coherently, use arguments, negotiate)
- Develop critical and analytical thinking, self-reflection
- Develop the trait of being an active listener
- Learn how to be part of a constructive discussion
- Observe body language

### ATTITUDES

- Adopt a reflective attitude (reflect feelings back to a person, show understanding)
- Be open to criticism and suggestions by other participants
- Be ready to share your knowledge and learn from others
- Display openness and genuine interest in the contributions from participants
- Be inclusive and avoid being judgmental.

## TIPS FOR FACILITATORS/ TRAINERS/ MENTORS

### AS AN EFFECTIVE FACILITATOR YOU SHOULD:

- Clarify the purpose of the session
- Use processes, methods and tools appropriately and responsibly
- Create an inviting atmosphere that encourages all participants to feel trusted and speak their honest opinion
- Be patient with shy or reserved people. The facilitator may ask them directly to give their input if he/she thinks their views will enrich the discussion
- Honour contributions from all participants
- Listen and reflect back to ensure understanding
- Encourage participants to challenge the data



# SESSION 2

## THE BACKPACK EXERCISE

### AIM & OBJECTIVES

The backpack exercise aims to provide an overall evaluation of the YFEP training course. Its objectives are:

- To provide participants with room to reflect on what they have learned
- To share and sum up lessons learnt during the course
- To help participants reflect on how their attitudes have changed
- To help participants consider methods of organising effective evaluation sessions in training courses
- To experience a feeling of closure

Activity type: creative, reflection

### TIME

45-60 minutes

### MATERIALS NEEDED

- A3 sized sheet for each participant,
- Pens in different colours

### METHODOLOGY AND TECHNIQUES

This evaluation exercise is part of a course that uses participatory approaches as much as possible. It includes a variety of methodological approaches such as group discussion, demonstration, brainstorming, questions and answers, examples of good practice and practical sessions (hands-on practice). The session also uses approaches that are related to adult education and adult participation.

The core of the methodological approach used in this session is evaluation. High-quality evaluation constitutes a systematic process of determining the merit value or worth of an education programme, the effectiveness of its goals and the potential for improvement. Moreover, this session gives an opportunity to the facilitator organising the activity to reflect on his/her teaching approaches and get feedback from other trainers.

### PREPARATION

Explain the aim of the evaluation exercise and clarify that this is an opportunity for everyone to make their final remarks on the training course, including its content, structure and the general atmosphere of the sessions. It should be noted that the facilitator should encourage participants to talk to one another during the session, although it is designed as an individual activity, and to invite them to express positive and negative feelings about the course.

## INSTRUCTIONS & SCHEDULE OF THE SESSION

### INTRODUCTION

1. Ask participants to draw a picture of themselves carrying a big backpack filled with everything they have learned during the course.
2. Emphasise that participants should draw the backpack containing all the elements they would like to carry home with them and use in their professional life.

### DRAWING THE BACKPACK

3. Explain to participants that while drawing the backpack, they should consider everything they have already learned and wish to keep: people, ideas, new ways of perceiving the professional life of trainers, learning and teaching techniques and methods, tools and competencies, values and attitudes/positions.
4. Encourage participants to draw things they wish to leave behind: bad habits, non-creative ideas, bad teaching environment, inefficient teaching methods and techniques.
5. Provide each participant with an A3 sized sheet and different coloured pens.
6. Give them 20 minutes to draw the backpack and consider their choices.

### SUMMING UP & REFLECTION

7. When participants have finished drawing, ask them to make a short presentation of their backpack to the rest of the group.
8. Allow participants to ask questions and give feedback on the presentation.

### DEBRIEFING

After completing the presentations, the facilitator can summarise the main points raised by all participants and refer to the suggestions for improvement or change.

### THE FACILITATOR CAN USE THE FOLLOWING QUESTIONS TO ROUND UP THE ACTIVITY:

What is the one skill that you have mostly developed during the course?

What was the most useful tool of the YFEP products?

Which teaching technique or method will you retain and use in your own training courses?

Which attitude that you previously had towards adult education training are you going to abandon?

## EXPECTED OUTCOMES

### KNOWLEDGE

- Reflect on what you have learned
- Share your pre-existing knowledge with everybody
- Reflect on other participants' views
- Have a deeper understanding of the course's overview

### SKILLS

- Develop your communication skills (express your thoughts clearly and coherently, use arguments, negotiate)
- Develop critical and analytical thinking, self-reflection
- Develop the trait of being an active listener
- Learn how to be part of a constructive discussion
- Observe body language

### ATTITUDES

- Adopt a reflective attitude (reflect feelings back to a person, show understanding)
- Be open to criticism and suggestions by other participants
- Be ready to share your knowledge and learn from others
- Display openness and genuine interest in the contributions from participants
- Be inclusive and avoid being judgmental. Do not openly display disagreement with other participants' opinions.

### TIPS FOR FACILITATORS/ TRAINERS/ MENTORS

As an effective facilitator you should:

- Clarify the purpose of the session
- Use processes, methods and tools appropriately and responsibly
- Create an inviting atmosphere that encourages all participants to feel trusted and speak their honest opinion
- Clearly communicate the rules of participation and define rules for the session in collaboration with participants
- Be patient with shy or reserved people. The facilitator may ask them directly to give their input if he/she thinks their views will enrich the discussion
- Honour contributions from all participants
- Listen and reflect back to ensure understanding
- Encourage participants to challenge the data
- Be open to criticism and questions
- Must be non-partisan and remain neutral, serving as the one who can resolve disagreements.

The facilitator may incorporate adult participation principles into this session.

The facilitator may consider the following:

- Help them recall what they already know that relates to the course's content
- Build your plans for future training or events around their needs
- Suggest follow up ideas and next steps for after the session
- Ask for feedback on your work or ideas, provide input opportunities



# SESSION 3

## FEEDBACK CARDS EXERCISE

### AIM & OBJECTIVES

The Feedback Cards Exercise aims to provide an overall evaluation of the YFEP training course.

Its objectives are:

- To provide a mechanism for participants to give feedback regarding the training/learning experience
- To provide the participants room to reflect on what they have learned
- To share and sum up what has been learned during the course
- To help participants reflect on how their attitudes have changed
- To experience a feeling of closure

Activity type: creative, reflection

### TIME

30 minutes

### MATERIALS NEEDED

- Two colours of 3" x 5" index cards, enough for each participant to receive one card of each colour

### METHODOLOGY AND TECHNIQUES

This session is based on methodologies that are rooted in adult education. "Adult education requires learner-centred methods and a cooperative learning climate". An important element of adult education is that, unlike children, adults are autonomous and self-directed because they already have accumulated knowledge. Thus, the facilitator should try to build a relationship of mutual trust with them. An important element of trust-building is getting feedback from learners to identify the course's strengths and weaknesses and get suggestions for improving the training course's content and quality.

According to adult education principles developed by Malcolm Knowles, adults learn best when:

- They understand why something is important to know or do.
- They have the freedom to learn in their own way.
- Learning is experiential.
- The time is right for them to learn.
- The process is positive and encouraging.

In this context of self-directed learning, participants are asked to give their feedback regarding the learning experience.



## PREPARATION

Before passing around the stacks of cards, explain the purpose of this activity and clarify the benefits for each participant. Moreover, the facilitator should encourage participants to share their views with the person sitting next to them while completing the card.

## INSTRUCTIONS & SCHEDULE OF THE SESSION

1. Pass around two piles of 3" x 5" index cards. Each pile should be a different colour (best to use colours that are easily distinguishable from each other, e.g., blue and yellow).
2. Ask each participant to take one card of each colour.
3. Ask each participant to write, " One thing you liked or appreciated about this training (or this day of training) on the blue colour card".
4. Ask participants to write, " One thing you wished had been different about this training (or this day of training) on the yellow card".
5. When all participants have completed the cards, ask them to pass both cards to the front.
6. Thank participants for their input and assure participants that their feedback will be taken into consideration.
7. Invite participants to participate in a discussion and encourage them to share what they have written on the card with the rest of the group.

## DEBRIEFING

As part of the discussion, you may incorporate the following questions to round up the activity:

- What will you do differently in your practice/service setting as a result of this training?
- What is the one skill that you have mostly developed during the course?
- What was the most useful tool of the YFEP products?
- Which teaching/learning technique or method will you retain and use in your own training courses?
- Which attitude that you previously had towards adult education training are you going to abandon?
- What additional training - development education do you require?

## EXPECTED OUTCOMES

### KNOWLEDGE

- Reflect on what you have learned
- Share your pre-existing knowledge with everybody
- Reflect on other participants' views
- Have a deeper understanding of the course's overview

### SKILLS

- Develop your communication skills (express your thoughts clearly and coherently, use arguments, negotiate)
- Develop critical and analytical thinking, self-reflection
- Develop the trait of being an active listener
- Learn how to be part of a constructive discussion
- Observe body language

## ATTITUDES

- Adopt a reflective attitude (reflect feelings back to a person, show understanding)
- Be open to criticism and suggestions by other participants
- Be ready to share your knowledge and learn from others
- Display openness and genuine interest in the contributions from participants
- Be inclusive and avoid being judgmental. Do not openly display disagreement with other participants' opinions.

## TIPS FOR FACILITATORS/ TRAINERS/ MENTORS

As an effective facilitator should:

- Clarify the purpose of the session
- Use processes, methods and tools appropriately and responsibly
- Create an inviting atmosphere that encourages all participants to feel trusted and speak their honest opinion
- Clearly communicate the rules of participation and define rules for the session in collaboration with participants
- Be patient with shy or reserved people. The facilitator may ask them directly to give their input if he/she thinks their views will enrich the discussion
- Honour contributions from all participants
- Listen and reflect back to ensure understanding
- Encourage participants to challenge the data
- Be open to criticism and questions
- Must be non-partisan and remain neutral, serving as the one who can resolve disagreements.

# youngfemale entrepreneur program



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