Competence & Methodological Framework

Result 1: Ecopreneurship Training

T1.2

ECONEETS@WORK

REVISION HISTORY

Version	Date	Author	Description	Action	Pages
1.0	20/05/2023	LEARNING SEED	Creation	C	TBS
2.0		LEARNING SEED	Update	U	17

(*) Action: C = Creation, I = Insert, U = Update, R = Replace, D = Delete

REFERENCED DOCUMENTS

ID	Reference		Title
1	2022-1-CY02-KA210-YOU-000083292		EcoNEETs@Work Proposal
2			

APPLICABLE DOCUMENTS

ID	Reference		Title
1			
2			

Contents

1. Introduction

1.1 Scope of the project

EcoNEETs@work aims to enhance the employability of young NEETs in an evolving world that requires digital proficiency, sustainable practices, and inclusive work environments. Its specific objectives are as follows:

- Motivating disengaged young people to re-enter the labour market and keep up with its digital transformation.
- Assisting young NEETs from rural areas in developing ecopreneurial skills and cultivating a mindset focused on environmental sustainability.
- Providing a skills-retention service for sustainable development.
- Establishing a supportive community of NEETs, fostering peer connections and providing mutual encouragement and assistance.
- Facilitating the connection between young job seekers and potential employers, bridging the gap and creating opportunities for employment.

1.2 Purpose of the document

The current document aims to define the methodological approach for the training to be delivered. The Competence Framework is designed to provide a structured approach for assessing and developing digital, financial and ecopreneurial competencies among individuals who are currently not engaged in education, employment, or training. This framework aims to empower NEETs with the necessary skills to enhance their employability prospects and join the labor market.

In particular, the current training methodology comprises:

- The learning objectives of the course;
- The course design & structure;
- The work allocation;

- The definition of estimated seat time per course unit/module;
- The validation and evaluation process.'

1.3 Project target groups

EcoNEETs@work aims at supporting **young NEETs** -namely aged 18-24- and creating the tools that will help them increase their chances for inclusion in a harsh labour mark.

2 Training Methodology

2.1 Competencies

Lifelong learning has become imperative for individuals to continuously improve their skills and competencies across their lifetimes, fostering personal development, active engagement in society, and achievement in a constantly changing professional sphere. Competencies, as defined by the European reference framework, comprise a blend of knowledge, skills, and attitudes tailored to various circumstances.

In 2018, the European Commission introduced a framework outlining fundamental competences crucial for individual fulfillment, employability, social integration, sustainable living, harmonious societies, health maintenance, and participatory citizenship. These competences are cultivated from early childhood through adulthood, encompassing formal, non-formal, and informal learning settings like family, educational institutions, workplaces, and communities.

The key competencies of this training are the following:

1) Financial competence

2) Digital competence

3) Ecopreneurial competence

2.2 Training Methodology

The **training methodology** aims at:

The training methodology aims to build eco-entrepreneurial, digital, and financial skills of NEETs through a comprehensive and practical approach. This activity is expected to involve young job seekers and young NEETs (mainly aged 18-24) in an innovative approach to education, training and upskilling, with the scope to strengthen youth's employability, offer digital readiness, resilience and capacity in a quickly transforming digital world, and promote a greener mindset that can be introduced in entrepreneurial endeavors.

The methodology includes the following components:

- Information and data literacy training content: Articulating information needs, locating and retrieving data, information and digital content. Judging the relevance of the source and its content. Storing, managing and organising data, information and digital content.
- Practical Tools and Resources: interactive environmental activities as mini games/'todo' videos
- Assessment: skills retention quizzes.

2.3 Structure and work allocation

The **structure** and **work allocation** are defined as follows:

Module	Learning Objectives	Skills	Duration	Partner responsible
Building Ecopreneurial Skills	• Define what environmental awareness is and why is it important. • Recognize and be able to apply green and sustainable practices. • Discover what energy efficiency is. • Explain what sustainable business models are. • Compare different green financing options. • Examine entrepreneurial skills.	• Environmental Awareness • Sustainable business models • Entrepreneurial Skills • Strategies for energy efficiency • Green Financing Options	10 Hours	LEARNING SEED
How to develop digital Skills		• Using productivity software such as Microsoft tools.	20 Hours	DIGICULT

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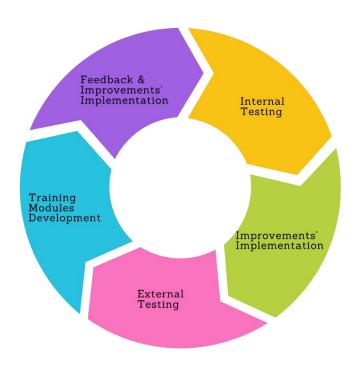|				
	• Understanding how productivity software can be used in eco-preneurship. • Navigate and using social media to your advantage. • Discovering and evaluating research to further your digital skills. • Understanding digital privacy and security and its importance.	• Social media skills. • Research skills • Digital privacy		
How to develop financial skills	• Understand basic financial concepts for business and personal financial management • Develop basic budgeting skills and organise one's own finances • Create one's own budget by setting specific SMART financial goals and by analysing data available in order to make sound financial decisions • Discover and evaluate resources in order to find solutions to financial challenges in life	• Budgeting skills • SMART GOAL setting skills • Financial planning skills • Basic financial management skills • Basic Research skills	20 Hours	KEY INNOVATIONS

3 Validation process

The validation process will not occur as a single task but rather as an iterative journey toward the final outcome. Initially, the Training Modules and accompanying tools will undergo testing by participants from partner organizations. Following the implementation of any necessary improvements, the modules and tools will then be evaluated by representatives of the target group.

This iterative approach ensures that the validation process is thorough and comprehensive, allowing for adjustments and enhancements along the way. By involving participants from partner organizations and target group representatives at different stages, the validation process becomes more inclusive and reflective of diverse perspectives.

4 Assessment Methodology

The assessment procedure incorporates a range of questions and activities designed to evaluate both knowledge and skills effectively. Through structured inquiries and hands-on tasks, participants engage in a multifaceted assessment process. Questions may delve into conceptual understanding, application, and critical analysis, providing insights into the depth of participants' knowledge. Activities are strategically crafted to assess practical skills, problem-solving abilities, and the application of theoretical concepts in real-world scenarios. By combining diverse assessment methods, the procedure aims to offer a comprehensive evaluation of participants' competencies, ensuring a thorough understanding of their strengths and areas for improvement.

5 Content delivery template

1. Introduction

Introduce the module, providing the necessary information for the context of the discussion. It may be useful to emphasise the importance or relevance of the module, demonstrating its importance in the wider context. Indicate any key concepts or terms that will be explored in greater depth later. Finally, seek to engage the reader's interest and curiosity, compelling them to continue reading, and serve as a convincing portal into the content, guiding readers through the document with clarity and purpose.

1.1 Learning Objectives
Align the objectives with the needs and expectations of the intended audience, ensuring they connect with their interests and concerns. By clearly defining the objectives, the document establishes a roadmap for achieving its intended purpose, guiding both the writer and the reader towards meaningful outcomes.

1.2 Skills to be acquired
Write down and explain the skills that learners will gain after completing the module, assessment questions and activities.

2. Title of your Module

Please provide your content here. Include definitions, explanations, practical examples and case studies/success stories. Consider 2 pages for 1 training hour, including images. Make sure that your images have a caption and their source and that there is no copyright issue. You can use websites for free downloadable images (such as www.pixabay.com).

The main content of the module shall contain **3 to 5 sub-topics**.

3. Assessment

Assessment Questions and activities

4. References

Please use <u>APA Style</u> to write down your references. For example:

Friis Dam, R., & Yu Siang, T. (2021, January 2). 5 Stages in the Design Thinking Process. Retrieved from Interaction Design Foundation: https://www.interaction-design.org/literature/article/5-stages-in-the-design-thinking-process

MyComputerCareer. (2021, October). MyComputerCareer - Training for a better life. Retrieved from The Rise of Hybrid Jobs and Hybrid Skills: https://www.mycomputercareer.edu/news/the-rise-of-hybrid-jobs-and-hybrid-skills/

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6 Validation Session - ANNEXES

Agenda template for training workshops (add as many lines you need) (ANNEX I)

TIME	ACTIVITY DESCRIPTION
(example: 10.00-11.00)	(Example: Introduction of Ecopreneurship)

Training plan template for training workshops (ANNEX II)

Organised by:	
Chaired by:	
Date:	
Location/Venue:	
Duration:	
Presenters:	
Participants:	

- Programme/Agenda

Time	Name of the Activity	Description of the Activity	Duration	Materials

7. Training Evaluation Questionnaire Template (ANNEX III)

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Training Evaluation Form

Name:

Address:

Organization:

e-mail:

Tel.:

How would you rate the quality of the training material? (place one mark)

☐ **Inadequate**

☐ **Less than Acceptable**

☐ **Acceptable**

☐ **Good**

☐ **Very Good**

How would you rate the quality of the training session itself? (place one mark)

☐ **Inadequate**

☐ **Less than Acceptable**

☐ **Acceptable**

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☐ **Good**

☐ **Very Good**

How would you rate the completeness of the information provided during the training session? (place one mark)

☐ **Did not cover my needs for information**

    Please state reason(s): …………………………………………………………………………

    ……

☐ **Covered several topics, but left many blank spots**

    Please state: ……………………………………………………………………………………

    ……

☐ **Covered several topics, but left a few blank spots**

    Please state: ……………………………………………………………………………………

    ……

☐ **All aspects were covered**

How would you rate the training level of difficulty? (place one mark)

☐ **Very easy**

☐ **Easy**

☐ **Just right**

☐ **Difficult**

☐ **Very difficult**

How would you rate the organisation of the training session? (Place one mark)

a) Time allocated to the presentation of various topics

☐ **Satisfactory** ☐ **Acceptable** ☐ **Not Satisfactory**

Which are the topics for which you consider the time allocated as not satisfactory?

....
....

b) Time allocated for discussion and feedback

☐ **Satisfactory** ☐ **Acceptable** ☐ **Not Satisfactory**

How would you rate the trainers? (place one mark)

☐ **Inadequate**

☐ **Less than Acceptable**

☐ **Acceptable**

☐ **Good**

☐ **Very Good**

Do you have any suggestions?

If you feel there are issues not covered during the training session or issues that we should try to improve on, we would feel obliged if you could help us by drawing our attention to them:

....

....

8. Certification of Attendance

CERTIFICATE
OF ATTEDANCE

Proudly presented to :

Is certified for attending the **ECONEETS@WORK** course

Date:

_____

Organization- Head Of
Event

_____

Trainer

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