

DIGITAL ENTREPRENEURSHIP FOR YOUTH

KA220-YOU - Cooperation Partnerships in Youth

WP3

**Curriculum for the DigEnYou Blended
Training for Practitioners in the fields
of guidance, social work and youth
work**



by
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Aim of the DigEnYou Project

The project DIGITAL ENTREPRENEURSHIP FOR YOUTH – DigEnYou - aims to upskill youth in the field of digital entrepreneurship by providing a training programme to develop and improve young people’s digital and entrepreneurial skills. The project addresses the following major needs in the field of youth on a global scale: 1) Digital skill upskilling, including digital literacy and readiness; 2) Enhancement of transversal skills for digital business development; and 3) Development of entrepreneurial skills.

PROJECT TARGET GROUPS

- Young people with limited digital skills and competencies, as well as those looking for opportunities for entrepreneurial learning and education.
- This curriculum addresses practitioners in the fields of guidance, social work and youth work, who would like to go through the DigEnYou training in order to be able to accompany their clients perfectly in this process.

To meet these needs the following OUTPUTS WILL BE CREATED:

- **Methodological Framework and Digital Market Skills Ecosystem:** In the foundation phase of the project, a desk research and study circle will be conducted to define a Methodological Framework and Digital Market Skills.
- **DigEnYou curriculum and model:** All partner countries will collaborate to develop curriculum outlines and DigEnYou course content.
- **DigEnYou methodology and piloting:** is based on testing a training model in terms of objectives, recruitment and learning process, content, schedule, and timing.
- **DigEnYou Learning Platform:** This project milestone aims to create an online platform that will include the above-mentioned results and assist practitioners in the fields of guidance, social work and youth work as well as young people directly in improving their skills.

PROJECT PARTNERS

- [MOZAIK INSAN KAYNAKLARI GELISTIRME DERNEGI](#) (Türkiye)
- [YAYGIN EGITIM VE GENCLIK CALISMALARI DERNEGI](#) (Türkiye)
- [ISKUR CARSAMBA HIZMET MERKEZI MUDURLUGU](#) (Türkiye)
- [HAFELEKAR UNTERNEHMENSBERATUNG SCHOBER GMBH](#) (Austria)
- [ACADEMY OF ENTREPRENEURSHIP](#) (Greece)

The DigEnYou Training for Practitioners

The target group for the first piloting of this course where the Career Guidance practitioners of the implementing partner organisations, who then trained their own colleagues and those of the transfer organisations in each country.

Later, in the national piloting phase, this training program addresses practitioners in the fields of guidance, social work and youth work, who would like to go through the DigEnYou training in order to be able to accompany their clients in a perfect way.

METHODOLOGY:

The DigEnYou Curriculum focuses on interactive, learner-centred approaches. It combines face-to-face education with online learning, creating an experiential learning environment. Multi-format learning materials, including presentations with videos, animations, and practical exercises, engage participants. Practical applications, real-world examples, and hands-on workshops enhance the transfer of learning. Gamification, flipped classrooms, and case studies make learning interactive and enjoyable.

Mentoring sessions, networking opportunities, and feedback loops support personal and professional growth. The curriculum addresses content gaps, emphasizing financial management, risk assessment, soft skills, and leadership development. It empowers young digital entrepreneurs to overcome obstacles, build self-confidence, and chase their innovative ideas in the digital business world.

The DigEnYou blended training course presents the following themes practitioners should know when working with the target group of “Young Digital Entrepreneurs”:

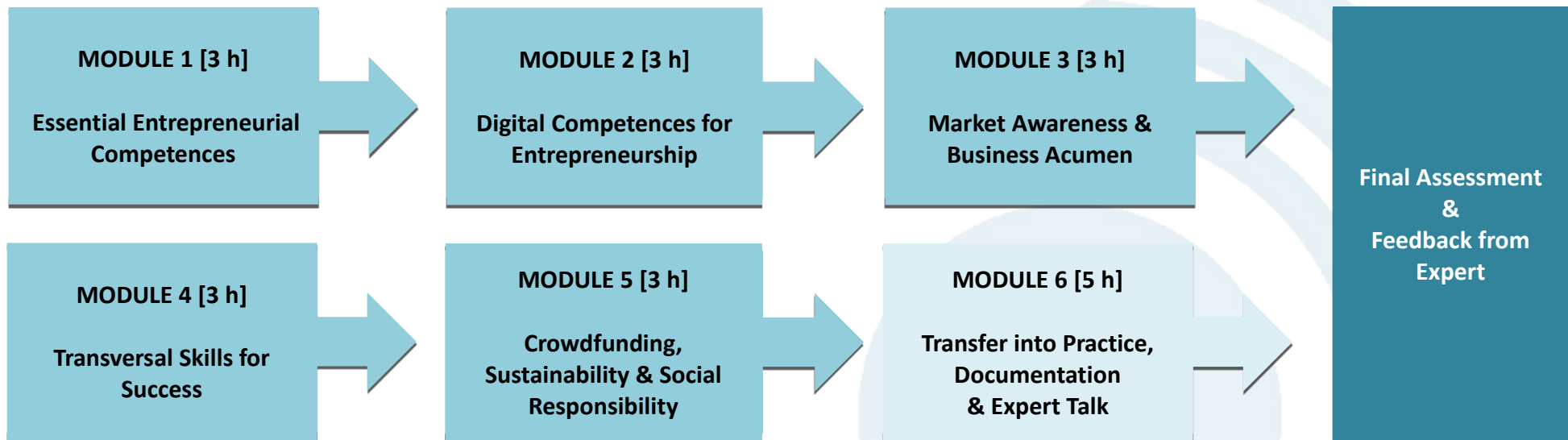
- Essential Entrepreneurial Competencies (M1)
- Digital Competences for Entrepreneurship (M2)
- Market Awareness & Business Acumen (M3)
- Transversal Skills for Success (M4)
- Crowdfunding, Sustainability & Social Responsibility (M5)

The training includes a separate module on how to successfully transfer the above-mentioned training contents into practice for all above mentioned practitioners (M6).

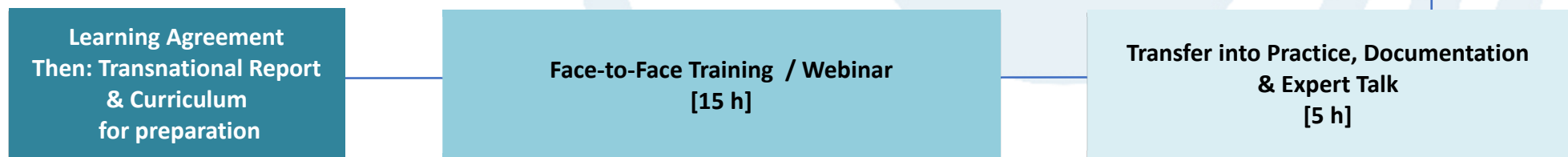
After completing all six modules of the DigEnYou training practitioners will be provided with an (internal) certificate of the respective partner organisations.

This curriculum has been tested during the pilot training for practitioners in February 2024 in Ankara (TR).

DigEnYou Blended Training Course



The DigEnYou training process at a glance: 20 LU in total (in 3 weeks)



The role of ECVET in the DigEnYou Training

The DigEnYou Training Methodology follows the guidelines proposed under the European Credit System for Vocational Credit System for Vocational Education and Training (ECVET) which identifies its key objectives as

1. Facilitate the transfer, recognition and accumulation of assessed learning outcomes.
2. Support flexible and individualised pathways in education and training.
3. Promote lifelong learning.

See: The European Credit System for Vocation Education and Training 2021

While ECVET was reconsidered by the VET Council in 2020 and the initiative has ceased, ECVET objectives and principles remain intertwined in European Vocational Educational Training implementation, and they are very relevant to the implementation of our training methodology.

As a result, the blended DigEnYou training curriculum follows the framework of Modules - structured in specific Themes - to be completed by trainees (guidance practitioners, social workers, etc.) through self-directed learning, face to face or online as indicated in the training process chart. This framework enabled partners to build complementing components of the curriculum, which are given in a semi-formal style with active interaction and tangible deliverables at the end via self-assessment and feedback.

In conclusion, the DigEnYou training represents a continuing professional development opportunity under lifelong learning principles for career guidance practitioners, including VET educators, teachers, mentors, counsellors and staff, that can implement the new knowledge and competencies acquired with their target groups based on a tailored approach to their beneficiaries needs.

ESCO – European Skills, Competences, Qualifications and Occupations

ESCO (European Skills, Competences, Qualifications and Occupations) is a multilingual classification system developed by the European Commission since 2010. It identifies and categorizes skills, competences, qualifications, and occupations relevant for the EU labour market and education and training. ESCO works like a dictionary, describing, identifying, and classifying professional occupations and skills relevant for the EU labour market and education and training area and systematically showing the relations between those occupations and skills¹.

ESCO can be used by different online platforms to offer services like matching job seekers to jobs on the basis of their skills, suggesting training to people who want to reskill or upskill, and more².

Career advisors can integrate ESCO³ into their work in the following ways:

1. **Guidance services:** Career advisors can use ESCO to provide guidance services to individuals seeking career advice. They can utilize ESCO to recommend suitable training and educational pathways based on the individual's skills set and career aspirations.
2. **Occupational profiles:** ESCO provides occupational profiles that show the relationships between occupations, skills, competences, and qualifications. Career advisors can use these profiles to help individuals understand the requirements and characteristics of different occupations, assisting them in making informed career decisions.
3. **Skills assessment:** Career advisors can use ESCO to assess the skills and competences of individuals. By comparing an individual's skills with the skills required for specific occupations, career advisors can provide tailored advice on career paths

¹ <https://ec.europa.eu/social/main.jsp?catId=1326&langId=en>

² <https://esco.ec.europa.eu/en/about-esco/what-esco>

³ *ibid.*

and opportunities for skills development.

4. Labor market analysis: ESCO offers insights into the labour market, including trends and demands for specific skills and occupations. Career advisors can leverage this information to provide up-to-date and relevant advice to job seekers, helping them align their career goals with market needs.

5. Curriculum development: ESCO can be used by career advisors involved in curriculum development for educational and training programs. By referring to ESCO's classification of skills and competences, career advisors can ensure that the curriculum aligns with the needs of the labour market, enhancing the employability of students.

In summary, career advisors can integrate ESCO into their work by utilizing its guidance services, occupational profiles, skills assessment capabilities, labour market analysis, and curriculum development resources. This integration enables career advisors to provide more accurate and tailored guidance to individuals seeking career advice.

The ESCO database is constantly updated and therefore very useful for the DigEnYou project and training as there are many descriptions of occupations in the fields of digitalisation and entrepreneurship. We invite practitioners to get to know the tool and to get inspired by the content provided.

Link to ESCO: https://esco.ec.europa.eu/en/classification/occupation_main

Try it out, go to the platform and search for example for "Digital Media Designer". There you get a detailed description including regulatory aspects and needed skills and competences. On the next page we provide some screenshots to give an example.

Unfortunately, the current version of ESCO is not yet available in Turkish. We therefore ask you to switch to English (or another language) and translate the search results using a suitable tool.

digital media designer

Download 

Professionals >
Science and engineering professionals > Architects, planners, surveyors and designers >
Graphic and multimedia designers > digital media designer >

Description

Code

2166.7

Description

Digital media designers create and edit graphics, animations, sound, text and video to assist in the creation of integrated multimedia products. They may perform activities related to the web, social networks, augmented reality and virtual reality but exclude the production of music using physical instruments and complex software sound synthesis tools. Digital media designers may program and build websites, mobile applications and other multimedia products.

Alternative Labels

digital media designer digital media designers digital media developer
digital media engineer digital multimedia designer interactive media designer
multimedia developer new media designer

Regulatory Aspect

To see if and how this occupation is regulated in EU Member States, EEA countries or Switzerland please consult the Regulated Professions Database of the Commission. Regulated Professions Database:
http://ec.europa.eu/growth/single-market/services/free-movement-professionals/qualifications-recognition_en

digital media designer

Skills & Competences

Essential Skills and Competences

convert into animated object create website wireframe de
integrate content into output media manage online content
provide multimedia content use markup languages

Essential Knowledge

authoring software copyright legislation graphics editor software
publishing strategy style sheet languages task algorithmisation
tools for software configuration management web programming

Optional Skills and Competences

analyse business requirements apply technical communication skills
build business relationships conduct content quality assurance
define technical requirements edit recorded sound give live presentation
perform online data analysis perform resource planning perform video editing

Peer Learning– A Collaborative Approach to Learning

Peer learning is a process of learning from and with others who share similar experiences, interests, or goals. It is a collaborative approach to learning that places the learner at the centre. Peer learning can take many forms, such as peer tutoring, peer mentoring, peer coaching, peer assessment, or peer feedback. Peer learning can be formal or informal, structured or unstructured, and can occur in various settings, such as schools, universities, workplaces, or communities⁴.

Why is Peer Learning Important?

Peer learning is important because it promotes knowledge exchange, capacity building, and innovation. Peer learning can help learners develop critical thinking, problem-solving, communication, and teamwork skills. Peer learning can also enhance learners' motivation, engagement, and well-being. Peer learning can be particularly beneficial for learners who face barriers to learning, such as language, cultural, or social barriers. Peer learning can also help learners develop a sense of belonging and community⁵.

Good practice examples of Peer Learning on European level:

- 1) The Mutual Learning Programme (MLP) of the European Commission provides forums for European government representatives to exchange information and experiences: <https://ec.europa.eu/social/main.jsp?catId=1070&langId=en>
- 2) The European Union's Creative Europe program funds onsite peer-learning visits in cities and regions to share good practices on high-quality architecture and built environment: <https://culture.ec.europa.eu/news/call-for-cities-and-regions-share-your-good-practices-on-high-quality-architecture-and-built-environment>
- 3) The European Commission Working Group on Schools organized a peer learning activity on blended learning policies: <https://www.european-agency.org/news/blended-learning-pla>
- 4) The EU/UNESCO Peer-to-Peer Learning platform provides access to all stakeholders involved in the implementation of the EU/UNESCO project, including national teams: <https://www.unesco.org/creativity/en/creativity/en/expert-facility/euunesco-peer-peer-learning>

⁴ See: <https://ec.europa.eu/social/main.jsp?catId=1070&langId=en>

⁵ See: <https://www.unesco.org/creativity/en/creativity/en/expert-facility/euunesco-peer-peer-learning>

5) The European Community Foundations Initiative (ECFI) promotes peer learning among community foundations in Europe:

<https://www.communityfoundations.eu/learning-opportunities/peer-learning.html>

PEER LEARNING IN THE DigEnYou PROJECT:

Peer learning is a vital aspect of DigEnYou training, and it operates on various levels:

- 1. Peer Learning in Training Program Development:** At the initial stage, all partners actively participate in creating training modules and collaborate by sharing their expertise and experiences. Regular exchanges and discussions help collect valuable feedback, allowing us to learn from each other's insights. This collaborative effort aids in refining and enhancing the training program.
- 2. Peer Learning During Training Sessions:** During the actual training sessions, we involve our intended audience, the practitioners and their clients - the young job seekers -, to gather essential feedback. We believe in learning from them by understanding their perspectives and experiences. The partnership collectively reviews and decides which feedback to incorporate, contributing to the continuous improvement of the training program.
- 3. Sharing Learning Outcomes and Feedback:** Following the training, we extend our peer learning approach by sharing the acquired knowledge and outcomes with national stakeholders in each country. Additionally, we organize Multiplier Events to share this information with a wider audience. The feedback collected from these interactions is thoroughly examined and integrated into refining and advancing the DigEnYou training for the benefit of all.

Selection process for DigEnYou trainers

A) Participants for the Train-the-Trainer Course (LTTA) – in February 2024

The participant selection process for the Train the Trainer course will be structured as follows:

All partner institutions involved in the project possess extensive experience in the domains of entrepreneurship and digitalisation, having conducted training in these areas. The Train the Trainer course primarily involves internal experts from partner organizations, and occasionally, experts from partner networks interested in the subsequent implementation of the DigEnYou Training. The selection of participants for the LTTA is the responsibility of the partner organizations, while ensuring adherence to the minimum requirements outlined below.

A) Selection of Trainers for the later Piloting phase (after LTTA)

Participants in the Train the Trainer course will be equipped to train additional internal staff as well as external individuals interested in implementing the training, such as those from external organisations aiming to integrate the training. DigEnYou Training is intended for experienced practitioners and is not a foundational education for newcomers. Therefore, the following minimum requirements must be met during participant selection:

- 1) Professional Experience:
Practitioners (from career counselling, social work and related fields), need to possess professional experience since the program is an advanced training. Experience in counselling is essential for effectively delivering the training content.
- 2) Motivation and Interest:
Practitioners must align with the training content and objectives to effectively convey this knowledge to the target audience.

These first two points will be addressed in the Learning Agreement and verified by the organisation offering the training.

Additionally, interested practitioners should demonstrate the following capabilities:

- 3) Adequate Time Commitment to Preparation:
Devote sufficient time to prepare for the training.

- 4) **Varied Delivery of Training Content:**
Present the training content in an engaging and diverse manner.
- 5) **Availability as a Point of Contact for Participants:**
Be accessible as a point of contact for your trainees.
- 6) **Organisational Skills:**
Planning, organization, coordination, implementation, and evaluation of the training program.
- 7) **QM-Skills:**
Ensuring the content-related and pedagogical quality of teaching in the individual subject areas.
- 8) **Management Skills:**
Selection of the institutions who will offer the training and careful selection of participants following the rules described in this chapter.
- 9) **Transversal Skills:**
In addition to the above mentioned qualifications, participants should bring with them the ability to think and act in an analytical, structured, and solution-oriented manner and should be able to motivate their trainees to actively participate in the DigEnYou training.

Quality Assurance of the DigEnYou training

Quality assurance (QA) is an essential instrument for ensuring the quality of the DigEnYou Training and will therefore take place on different levels:

1. **STRUCTURED METHODOLOGY:** A robust and clearly outlined methodology forms the backbone of the DigEnYou training, ensuring a high standard of quality (refer to the "Basic Structure of the Training Process" section). The training will undergo a pilot phase (see LTTA) and subsequent evaluation. Necessary adjustments identified through evaluations will be promptly integrated to enhance the training process.
2. **TAILORED TRAINING MATERIALS:** The training materials will be customisable to accommodate the unique requirements of each partner country. Although the content may vary to suit specific country contexts, the training

methodology and process will maintain uniformity across all participating countries.

3. **ONGOING MONITORING AND FEEDBACK:** Continuous monitoring and feedback mechanisms are established to assess the effectiveness of the training. Regular reviews during the training process via the Learning Diary will ensure that the quality of training is maintained and any areas for improvement are identified and promptly addressed.
4. **STAKEHOLDER INVOLVEMENT:** Involvement and engagement of all stakeholders, including trainers, trainees, and relevant partners, will be solicited and valued. Their insights and feedback will be considered in refining the training, ensuring that it remains aligned with the intended objectives and meets the diverse needs of the target audience. This will be done via the Expert Talks at the end of each training cycle.
5. **PEER REVIEWS AND COLLABORATIVE ASSESSMENT:** Conducting periodic peer reviews and collaborative assessments within the partner network will allow for a thorough evaluation of the training's effectiveness. Insights and recommendations from this collaborative approach will guide necessary improvements and adjustments to maintain a high-quality training experience.
6. **POST-TRAINING EVALUATION AND FOLLOW-UP:** Post-training evaluations will be conducted via the final Expert Talk to measure the impact and effectiveness of the training. This will aid in identifying the long-term benefits and areas for enhancement. Follow-up actions based on these evaluations will ensure sustained quality and relevance of the DigEnYou Training.

Basic structure of the Training Process

As outlined above the DigEnYou training is not a career guidance training, but a further training for experienced practitioners who want to learn more about the DigEnYou themes and tools, and the issues of digitalisation, entrepreneurship, transversal skills and new work opportunities for their target groups/clients.

In practise, this means that all applicants for the training programme must understand the DigEnYou approach as described in this document:

1. LEARNING AGREEMENT

The training process begins with the Learning Agreement, which clarifies prior qualifications and the learner's individual motivation. This Learning Agreement is signed between the learner and the issuing organisation. See template M6.A1

2. PREPARATION FOR THE TRAINING

As soon as the Learning Agreement is signed, the participant receives the "Transnational Report on the Youth Upskilling Pathway" and this Curriculum document to prepare for the training. The report contains main findings of Desk- and Field Research and will be sent out by the training provider in the respective language version.

3. FACE TO FACE TRAINING / WEBINAR

Modules 1 to 5 are preferably to be taught face to face, but there is also the possibility to organise webinars if needed. Module 6 is dedicated to the transfer into practice (see below).

Depending on the training providers' different offers, these can either take place in full training days or be split into more days (or even smaller parts for webinars). In total the face to face modules correspond to 14 hours.

4. TRANSFER INTO PRACTICE

The face to face sessions are followed by a practise transfer. Practitioners will incorporate the method into their own work environment and start working with their clients. They document one Case Study to gather feedback from one "real client". See template M6.A3. This practical part of the training corresponds to six hours and is described in Module 6.

5. DOCUMENTATION & REFLECTION

Documentation begins with the signing of the Learning Agreement (see template M6.A2) by both the participant and the training provider. Once this is signed, the participant will receive preparatory learning materials, including the Transnational Report, Curriculum, and the "Learning Diary". The "Learning Diary" is intended to be completed throughout the entire training period. It is where daily feedback on individual modules, training organization, feedback on learning materials, and more are recorded.

During the practical application phase, practitioners will engage with real clients and document at least one case study. Once the practical component is concluded, the entire documentation process is finalised. A comprehensive guideline, the "Guideline for Expert Talk", is provided to facilitate the last step.

6. FINAL ASSESSMENT & EXPERT TALK

During the training period, participants maintained their Learning Diary, documenting their individual learning journey. Additionally, each participant was tasked with crafting a Case Study, intended to solicit feedback from a client they interacted with. This documentation represents the fundamental prerequisite for participation in the conclusive phase.

The Final Expert Talk (see template M6.A4) serves as a comprehensive feedback session, evaluating adherence to the stipulated DigEnYou criteria. This forum is vital for gathering insights into the overall training process, discussing lessons learned, and reflecting on the entire training experience. Importantly, successful completion of the Final Expert Talk is a mandatory step towards achieving internal certification within the DigEnYou framework.

Description of the Training Modules

Here we describe the training modules and learning outcomes from the perspective of the target group of future digital entrepreneurs.

MODULE #: # Learning Units	Short Description
<p>M1: Essential Entrepreneurial Competences</p> <p>3 LU</p> <p>[3 hours]</p> <p>By Hafelekar, ISKUR and APEK</p>	<p>In the first module of the DigEnYou training curriculum we present fundamental entrepreneurial skills that you will need in order to succeed as future digital entrepreneur. We have created the following learning units for this purpose:</p> <p>There are three LUs with these Learning Outcomes:</p> <p>LU1 - Business Model Canvas aims to:</p> <ul style="list-style-type: none"> • Equip you with a simple method to learn how to structure your business idea and how to consider all relevant aspects, from the target audience to revenue streams, within a visual framework. • Moreover, the BMC allows you to test your assumptions, your innovative strategies, and shows you how to adapt flexibly to the changing demands of the market. <p>LU2 - Market Research & Analysis aims to:</p> <ul style="list-style-type: none"> • Convince you as future entrepreneurs of the importance to develop techniques for conducting market research as a solid basis for your business. • Demonstrate the importance of market analysis in order to regularly adapt and shape your business strategy. <p>LU3 - Ideation & Innovation aims to:</p> <ul style="list-style-type: none"> • Demonstrate how crucial it is for your business to understand and to apply ideation and innovation techniques. • Provide you with useful tips for applying innovation thinking and experimentation techniques. <p>Upon completion of Module 1 you will have acquired foundational entrepreneurial skills, including the ability to structure your business idea using the Business Model Canvas, conduct effective market research and analysis, and apply ideation and innovation techniques crucial for future success as a digital entrepreneur.</p>

<p>M2: Digital Competences for Entrepreneurship</p> <p>3 LU</p> <p>[3 hours]</p> <p>By MOZAIK</p>	<p>It's crucial for young entrepreneurs to be proficient in using technology and online platforms to reach customers, manage operations, and analyse data. The module units address digital challenges and adaptation to new technologies to equip young individuals with digital skills for entrepreneurship is essential for fostering innovation, economic growth, and empowering the next generation of business leaders. Not only are these competencies critical for individuals, but they are also essential for businesses that wish to maintain their competitiveness in the digital age.</p> <p>There are three LUs with these Learning Outcomes:</p> <p>LU1 - Digital Literacy</p> <ul style="list-style-type: none"> • To understand issues such as cyberbullying, and digital rights. • To develop critical thinking skills for analysing and interpreting digital media, including images, videos, and news sources, to identify bias and misinformation • To foster adaptability to new digital technologies and trends, as well as the ability to learn independently and stay updated with evolving digital tools and platforms. <p>LU2 - Technology for Digital Businesses</p> <ul style="list-style-type: none"> • To understand customer expectations in the digital age, which is crucial for businesses to build long-term relationships with their customers. • To teach strategies on effective communication channels for different stakeholders and cross-cultural communication. <p>LU3 - Creative Thinking & Idea Generation by using artificial intelligence (AI)</p> <ul style="list-style-type: none"> • To get information on creative thinking and idea generation. • To get to know AI tools for idea generation, problem-solving, idea validation, and decision-making in creative projects and initiatives.
<p>M3: Market Awareness & Business Acumen</p> <p>3 LU</p> <p>[3 hours]</p> <p>By ISKUR</p>	<p>Market awareness refers to the level of understanding and knowledge that individuals or companies have about the market in which they operate or intend to operate. It covers various aspects, including industry trends, competitor analysis, customer preferences, regulatory changes, and emerging opportunities or threats. Business acumen is the ability to understand and interpret business situations, make informed decisions and achieve</p>

	<p>positive outcomes and it encompasses a range of skills, knowledge and attributes that enable individuals to effectively navigate the complexities of the business world. There are three LUs with these Learning Outcomes:</p> <p>LU1 - GDPR Compliance & Data Privacy</p> <ul style="list-style-type: none"> • Understanding of the main principles, concepts and legal requirements of the GDPR, including its application. • Knowledge of the benefits for organisations and the rights of the individuals concerned, as well as the lawful processing of personal data. <p>LU2 - E-Commerce & Building a Webshop</p> <ul style="list-style-type: none"> • Understanding e-commerce concepts, trends and marketing models. • Information on how to set up an e-commerce webshop, including advantages and disadvantages as well as legal considerations. <p>LU3 - Social Media Marketing & Content Strategy</p> <ul style="list-style-type: none"> • To create and implement effective social media marketing strategies and content distribution tactics to establish a strong online presence. • Monitoring of the social media strategy via key performance indicators, analysis and derivation of optimisation processes.
<p>M4: Transversal Skills for Success</p> <p>3 LU</p> <p>[3 hours]</p> <p>By AKEP</p>	<p>The aim is to empower young adults who participate in the project with essential skills and mindsets crucial for thriving in the dynamic realm of digital entrepreneurship. By the end of this module, participants will be better equipped to embark on their digital entrepreneurial journey with confidence and a holistic set of skills that transcend industry boundaries.</p> <p>There are three LUs with these Learning Outcomes:</p> <p>LU1 - Online Communication, Leadership & Teamwork</p> <ul style="list-style-type: none"> • Develop interpersonal and leadership abilities. • Emphasise on effective communication, teamwork, adaptability, and problem-solving skills. <p>LU2 - Lifelong Learning & Trend Awareness</p> <ul style="list-style-type: none"> • Instil a proactive attitude towards learning and personal growth. • Foster resilience and adaptability in the ever-evolving digital landscape. <p>LU3 - Pitching & Digital Tools for Digital Entrepreneurs</p>

	<ul style="list-style-type: none"> • Equip participants with the necessary skills to present their digital business ideas persuasively. • Familiarize participants with a range of digital tools and platforms essential for digital entrepreneurs.
<p>M5: Crowdfunding, Sustainability, & Social Responsibility</p> <p>3 LU</p> <p>[3 hours]</p> <p>By YAYGIN</p>	<p>Being an entrepreneur is not an easy task. However, every promising entrepreneur started from somewhere, learned from their environment, mistakes and challenges they faced. They got the crucial skills to sustain their business. The Module 5's aim is to inform young learners in the EU on these crucial skills. Different ways of crowdfunding, how to use it effectively while dealing with financial challenges, how to manage it, where to start, maintaining relationships and creating a communicative network in the sector are some of the skills one should learn.</p> <p>There are three LUs with these Learning Outcomes:</p> <p>LU1 - Crowdfunding & Financial Management aims to:</p> <ul style="list-style-type: none"> • Find the best type of crowdfunding suited for your business/project. • Learn essential strategies for managing and controlling the funds that is needed for your work. <p>LU2 - Financial Management & Sustainability aims to:</p> <ul style="list-style-type: none"> • Get the gist of key aspects of financial management and strategies. • Find effective financial solutions and minimize risks and balance profit/loss ratio. <p>LU3 - Networking & Relationship Building aims to:</p> <ul style="list-style-type: none"> • Learn to create a mutual-benefiting environment to help your workforce. • Check different methods to find and advocate.
<p>M6: Transfer into practice, Documentation & Expert Talk</p> <p>[5 hours]</p> <p>By Hafelekar</p>	<p>Module 6 provides a blueprint for how practitioners should test the DigEnYou methodology during the train the trainer course (LTTA) with the first clients. In a next step practitioners should find the best way to implement the DigEnYou training in their own organisations. Essential aspects for effectively transferring the DigEnYou methodology into practice include ensuring that practitioners recognise the following:</p> <p>1. Relevance to Jobseekers: Understanding how the learning content is pertinent to jobseekers, enabling them to gather tailored and valuable insights about the Labour Market.</p>

2. **Customizable Information:** Equipping jobseekers with the ability to tailor the acquired knowledge to suit their specific needs, preferences, and aspirations in job applications and career pursuits.

3. **Becoming a "Digital Entrepreneur":** Enabling jobseekers to apply the acquired skills and knowledge towards the pursuit of becoming successful "Digital Entrepreneurs," fostering a culture of innovation and entrepreneurship.

4. **Addressing Limitations:** Equipping jobseekers with the skills to effectively navigate and overcome potential obstacles or limitations they may encounter in their journey towards digital entrepreneurship or job applications.

By focusing on these important factors, practitioners can successfully direct job seekers to use the training material for a smooth transition into the job market and for successful entrepreneurial endeavours online.