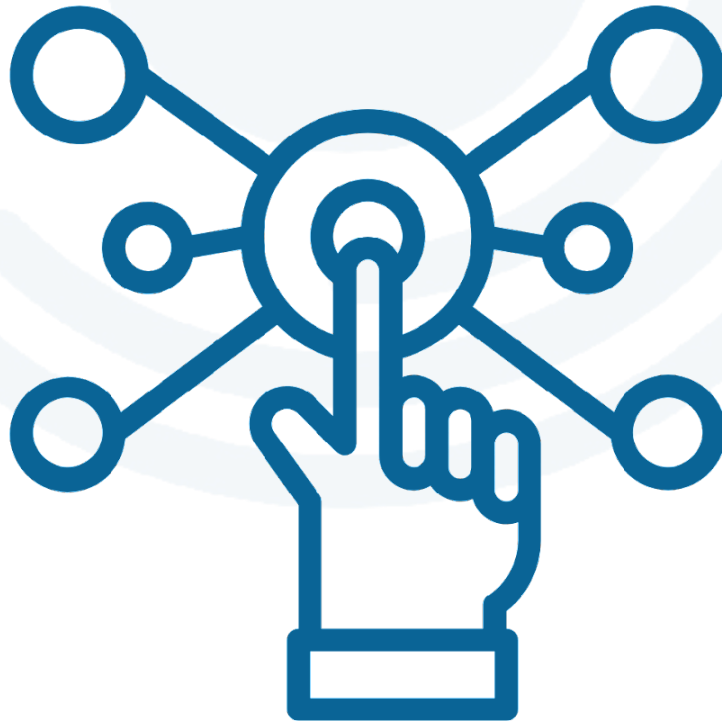


Guideline for WP4: DigEnYou Methodology and  
Piloting

# DIGITAL ENTREPRENEURSHIP FOR YOUTH

*KA220-YOU - Cooperation Partnerships in Youth*



## 1. General Description for the DigEnyou Project and background of the project

As we approach 2030, the development of digital skills has become critical to professional success. These skills include generic competencies such as conducting internet research, communicating online via email or instant messaging, using professional online platforms and understanding digital financial services. It is estimated that tens of millions of future jobs will require far more advanced digital skills. Entrepreneurial learning offers a realistic and achievable means of developing the transferable skills that society and the labour market expect of today's citizens. This requires the development of a context in which all young people have access to high quality education and training that helps them to acquire a wide range of skills and competences needed to adapt to a rapidly changing and highly interconnected world. Recognise the important role that entrepreneurship can play in addressing youth employment challenges. The aim of such education and training would be to provide a pathway for the active development of human capital, the practical promotion of social entrepreneurship and the creation of effective pathways to youth employment.<sup>1</sup>

**The DigEnyou project** is a European project aimed at facilitating access to e-learning courses for **young people with low digital skills and competences, enabling their inclusion and integration into society, facilitating their access to the professional environment and promoting innovative methods and tools for training, learning and assessment, as well as entrepreneurial learning.**

- The main objective of the DigEnyou project is to improve the **career opportunities of young people from diverse backgrounds by developing their entrepreneurial skills alongside their digital skills.**
- By treating these skills in an integrated, interdisciplinary way, the DigEnyou project innovates **the process of learning skills that are traditionally seen as separate in national curricula.**

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<https://pjp-eu.coe.int/documents/42128013/64941298/POY+The+entrepreneurial+mindset+as+a+key+factor+for+youth+employability+and+youth+entrepreneurship+and+the+role+of+Youth+Work+in+Europe.pdf/a1aeaeae-a299-9209-4870-7a53d9f6b6d5?t=1703059430752>

The project consortium consists of 5 partners from 3 countries, Türkiye, Austria, Greece, and the project has 4 work packages (WP) to achieve the project objectives.

Work Package 2 - Methodological Framework and Digital Market Skills Ecosystem

Work Package 3 - DigEnYou Curriculum and Model

Work package 4 - DigEnYou Methodology and Piloting

Work Package 5 - DigEnYou Learning Platform

## 2. General Information of the Guideline

This document contains the guidelines for carrying out the piloting with practitioners, trainers and coordinators representing project organisations.

The piloting guideline includes

o A general description of the pilot,
o Intended audience,
o keywords, language of instruction,
o Pilot Implementation,
o learning outcomes; description of generic and optional components of the pilot content,
o Teaching and learning methods,
o Objectives

It also provides for the creation of a programme and its parameters, including **timetable, design of pilot methodology; pilot configuration: format, recruitment and selection**

**methods, pilot duration, trial period and evaluation methods; pilot sessions, session plans, session content, materials and activities.**

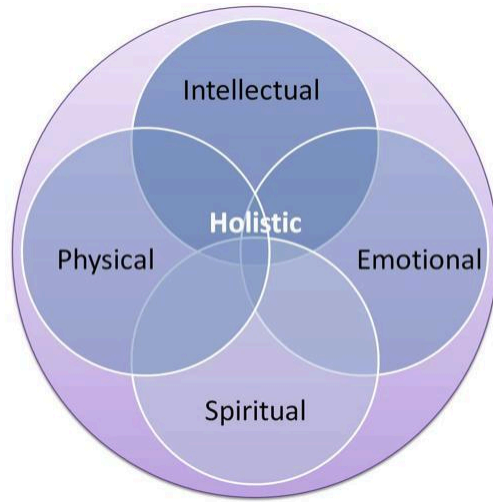
## **2.1. Keywords for the guideline**

- **Practitioners** Experts/professionals from careers guidance, social work, youth work and related fields, who are trained by the tutors and transfer their knowledge to clients/young people.
- **Tutors** Participants of the Train the Trainer Course (LTTA) in Turkey who are responsible for transferring the content to practitioners
- **Clients** the target group of practitioners who will be equipped with skills on digitalisation and entrepreneurship.

## **2.2. Objectives of the piloting**

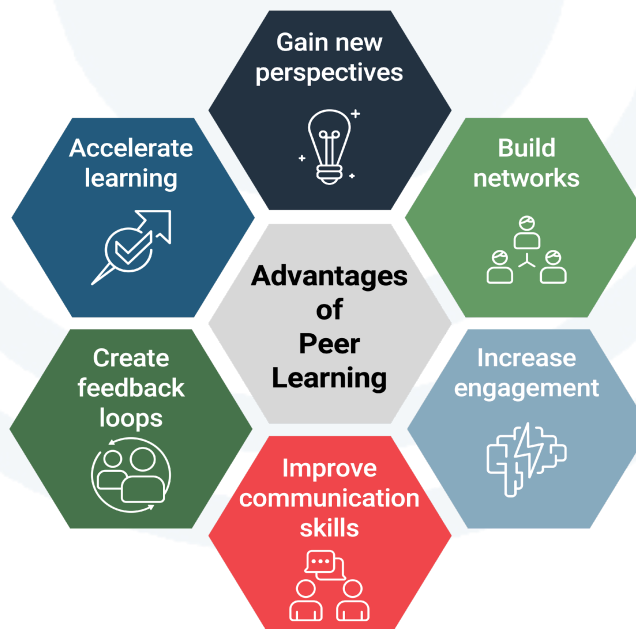
The aim of the pilot is to train additional internal staff as well as external people interested in delivering the training, for example from external organisations wishing to integrate the training. Another value of the training is its trans-national nature: it addresses EU challenges and provides EU-wide solutions that can only be addressed in a holistic vision.

A **holistic approach** means to provide support that looks at the whole person, not just their mental health needs. The support should also consider **their physical, emotional, social and spiritual wellbeing**.



### 2.3. The DigEnYou Piloting - Approach

**Peer learning** is discussed as an educational practice and as an interactional framework fostering learning in many forms of life and is a great way to boost employee engagement and collaboration while also encouraging learning and development.



Visual Resource: <https://instructionaldesign.com.au/peer-learning-shared-learning/>

#### 2.4. The DigEnYou Piloting- Target Group

**Target group:** Each project partner is responsible for selecting the participants and for providing all detailed information related to the course. Project partners should consider the following points when making their selection the practitioners:

- 15 experienced practitioners (from career counselling, social work, youth work and related fields) and the training is not a foundational education for newcomers. Therefore, the following minimum requirements must be met during participant selection.

<b>Professional Experience:</b>	Should possess professional experience since the program is an advanced training. Experience in counselling is essential for effectively delivering the training content.
<b>Motivation and Interest:</b>	Should align with the training content and objectives to effectively convey this knowledge to the target audience (youngsters with limited digital and entrepreneurship skills)
<b>Adequate time for training</b>	Practitioners should have time to attend the training.
<b>Availability as a contact person for participants:</b>	Should be available as a contact person for the youngsters.
<b>Organisational skills:</b>	Should have skills on Planning, organising, coordinating, delivering and evaluating the training programme.
<b>Quality management:</b>	Should ensure the quality of the content of the training in the different subject areas.
<b>Transversal Skills:</b>	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.

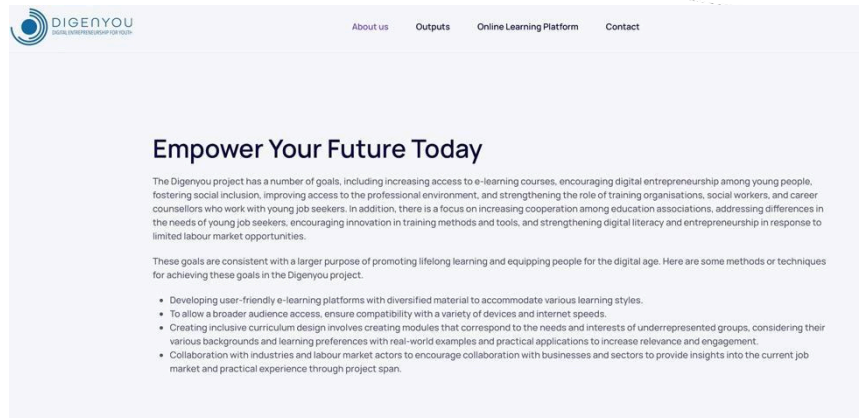
## 2.5. DigEnYou Methodology and piloting- The milestones

- **First layout of the of the piloting implementation and methodology** by the lead partner, Mozaik
- **Developing the DigEnYou methodology** by the lead partner, Mozaik
- **Each pilot training will include 15 practitioners**, by tutors from the project partner countries.
- **15 practitioners/ each practitioner will work with at least 2 youngsters** in the project partner countries.
- **Piloting duration 3 weeks in total with 20 hours.**
- **National report of the Experimentation/Piloting by the project partner countries.**

The piloting shall be implemented in the partners language:



The curriculum will also be available in English and all partner languages on the project website. The materials will therefore be made available through the website: [www.digenyou.eu](http://www.digenyou.eu).



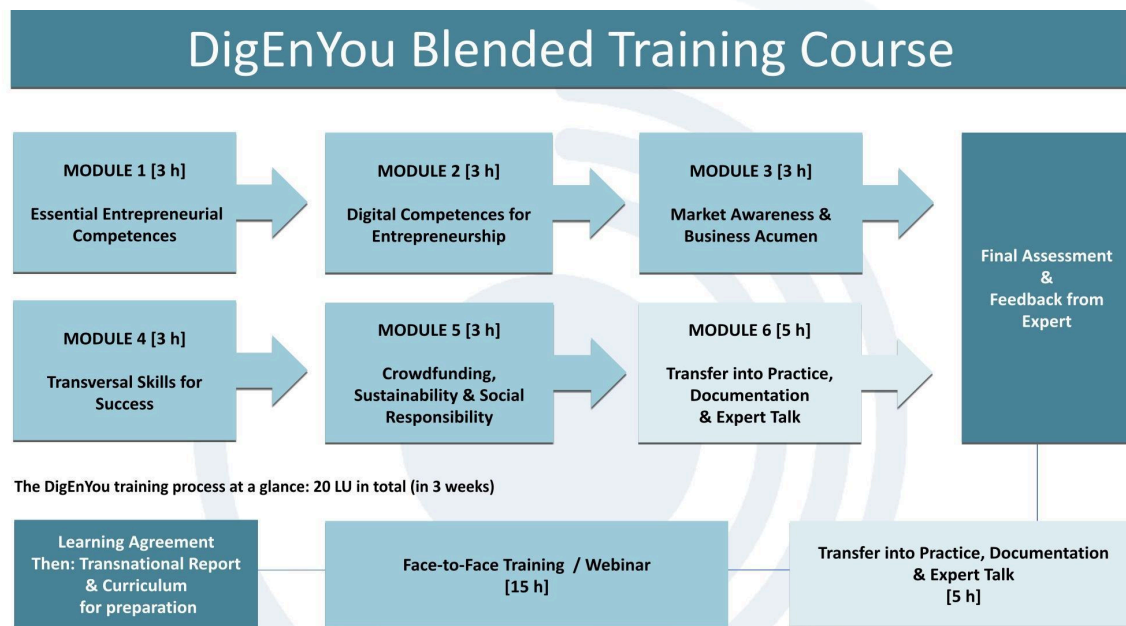
## 2.6. Learning outcomes; description of generic and optional components of the pilot content,

Training Modules:

MODULE 1	Essential Entrepreneurial Competences	3 hours
MODULE 2	Digital Competences for Entrepreneurship	3 hours
MODULE 3	Market Awareness & Business Acumen	3 hours
MODULE 4	Transversal Skills for Success	3 hours
MODULE 5	Crowdfunding, Sustainability, & Social Responsibility	3 hours
MODULE 6	Transfer into Practice, Documentation & Expert Talk	5 hours



Practitioners will be trained on the modules identified above to enable them to transfer their training experience to young people, ensuring that young people are informed and supported to access further employment opportunities through entrepreneurial and digital skills.



### 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.

### 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.

### 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.

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 15 hours.

### **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”. This practical part of the training corresponds to 5 hours and is described in Module 6.

### **DOCUMENTATION & REFLECTION**

Documentation begins with the signing of the Learning Agreement 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.

### **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.



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