



SEMALE
SELF EMPOWERMENT METHODOLOGY FOR
ADULT LEARNING AND EMPLOYABILITY
KA2 ERASMUS+ ADULT EDUCATION



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Handbook

SEMALE Self Empowerment Methodologies for Adult Learning and Employability

Project n. 2017-1-IT02-KA2014-036876



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1. Tools for empowering self-efficacy

CONEQT – DENMARK (1)

EXTRACT FROM
LIVE2WORK
N. 2016-1-PT01-KA204-0022780
INTELLECTUAL OUTPUT 4

INCREASING THE CHANCES FOR SUCCESSFUL INTEGRATION OF PEOPLE IN SITUATIONS OF PROFESSIONAL VULNERABILITY



General goals

THE PROJECT LIVE2WORK

1

Train end users in the approach to the construction of life projects among **unemployed young adults, migrants and refugees, between the ages of 18 and 30**

2

Create/adapt/reinvent tools to support this training, to work with its target group

3

Promote the use of these tools by supporting the identification, acquisition and transfer of competences, developed in formal and non-formal processes of lifelong learning

Ultimate goal

Improving the possibilities of social integration of socially vulnerable groups



Project Summary: 6 intellectual outputs

1

Develop a manual for the construction of life projects for young adults in situations of social vulnerability, including migrants and refugees

2

Creation of a toolbox, composed of materials, activities and exercises, made available online, for use in intervention sessions with the target audience

3

Course guide, consists of general guidelines for a course, in order to prepare end users for the use of outputs 1 and 2 (manual and toolbox) in 3 countries with the purpose of ensuring their quality

4

Piloting / in-service training courses, aimed at conducting a pilot study on the manual, toolbox, and course guide, in order to adapt the contents to the needs of end users and target groups

5

Stimulate the use of the materials of this project through online audio-visual learning scenarios

6

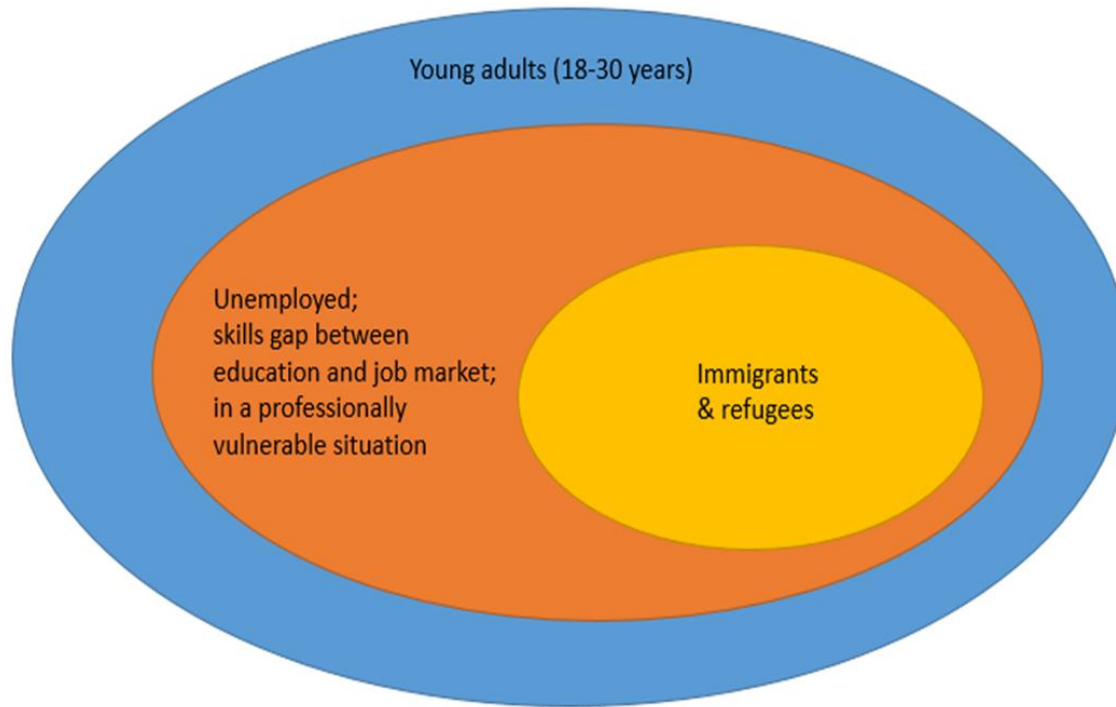
Moodle courses and learning platform on website, with a set of interactive materials for online learning, that are easy and intuitive to use



Identification of target group and end users

THEORETICAL APPROACHES

Target group



End users

(e.g., psychologists, social workers, educators)

Preferentially with a background in human, social or educational areas

In the context of their interventions in the construction of life projects

Properly prepared for this purpose

Interacting with adjacent and involving environments



THEORETICAL APPROACHES

Dimensions / Modules	Sub-dimensions	Activities
Self-knowledge What characteristics do I have? How did I get to where I am? What was my pathway? Who do I want to be? What do I need to change? What skills do I need to develop?	Clarification of self-concept and development of self-esteem: <ul style="list-style-type: none"> • Personality • Character strengths • Values and Interests 	Values by image cards and self-assessment Character Strength Cards -Solitaire Strengths by Storytelling Character Strengths Strengths by Storytelling Values in Action Strengths Spotting Interview
World knowledge What opportunities do I have? What obstacles do I anticipate? Which resources do I have to overcome those obstacles? Who is part of my social network? Who supports me?	World exploration (academic, professional) to find realistic professional opportunities Identification and promotion of networks, to find role models to enhance self-efficacy and trust in oneself	Self-Assessment for exploration of interest Exploration of occupations Mapping network relations Identifying role models
Transversal skills What is my learning style? How do I communicate? Am I tolerant to difference? What adaptability skills do I have?	Motivation, persistence, perseverance, resilience and self-efficacy Communication and tolerance to difference	Learning positive emotions Learning the power of thoughts Challenging thoughts, core beliefs, and building optimism Perceptions
Decision-making How do I make sure I get to where I want to get? Making the next best action visible	Goal setting and time-management	Time Management Goal setting Anchoring learnings, decisions, and goals – wrap up My project sum up



How to work with the toolbox activities

The toolbox provides a range of activities, each activity being accompanied by:

A technical sheet for the facilitator

A hand-out for participants

A supporting hand-out

Ready to use material

Finalise and anchor the activities by applying: Goal setting and action plan

Finalise a dimension using: My project sum up



The “Individual Contract” and “Group Contract”

Pre-activity

Give the participants an introduction to, and to enable reflection on, expectations and goals

Commitment to starting a new life process

Group contact



Self-knowledge



Self-knowledge



SELF KNOWLEDGE

Corresponds to the personal system of the individual.

This dimension consists of activities aimed at supporting the participants in collecting, analysing, interpreting and using personal information.

This dimension will help the participant get a clear understanding of him or herself and create a stronger sense of identity.

This includes **values, character strengths** and **skills**.



Values



SELF KNOWLEDGE

Values are the beliefs that define what is most important to people

Personal life values influence behavior, choices, emotions, habits, lifestyle and social experiences

Values are the motivators of people providing purpose and meaning

Focusing on core values enable the participants to set personal goals based on what is important for oneself



Theory of Basic Personal Values

- **Power:** social status and prestige, control or dominance over people and resources.
- **Achievement:** personal success through demonstrating competence according to social standards.
- **Hedonism:** pleasure or sensuous gratification for oneself.
- **Benevolence:** preserving and enhancing the welfare of those with whom one is in frequent personal contact (the 'in-group').
- **Stimulation:** excitement, novelty, and challenge in life.
- **Self-direction:** independent thoughts and action choosing, creating, exploring. Derives from the organismic need for control and mastery, and interactional requirements of autonomy and independence.
- **Universalism:** understanding, appreciation, tolerance, and protection for the welfare of all people and for nature.
- **Tradition:** respect, commitment, and acceptance of the customs and ideas that one's culture or religion provides.
- **Conformity:** restraint of actions, inclinations, and impulses likely to upset or harm others and violate social expectations or norms.
- **Security:** safety, harmony, and stability of society, of relationships, and of self. Security values are derived from basic individual and group requirements.

Schwartz, S. H. (1992, 2006),



Values



SELF KNOWLEDGE

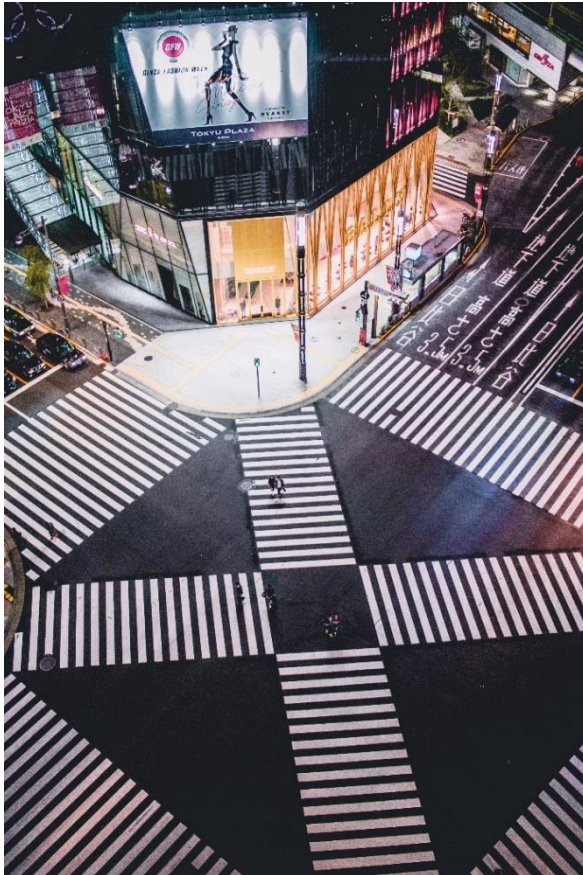
Values exploration & clarification – Values by image cards

1) Select two value image cards that represent positive experience from your past (a good event, good stories or achievement). E.g.: Family, sport, friends, and relations to other people, activities, things, and places of value to you.

Discussion: Share with the person next to you: What are your key reflections on your chosen values?



Values



SELF KNOWLEDGE

Values exploration & clarification – Values by image cards

2: Select 2 new value image cards that represent your present values

Discussion: Share with the person next to you: What are your key reflections on your chosen values?

What are the links between your values from the past and your values from the present?



Values



SELF KNOWLEDGE

Values exploration & clarification – Values by image cards

3: Select 1 new value image card that represents your goal for the future.

Discussion: Share with the person next to you: In what way will the value that you have identified influence your future?



Character strengths **Storytelling**

SELF KNOWLEDGE

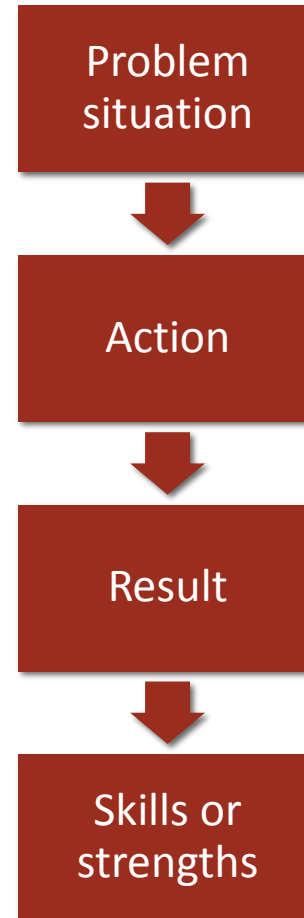
Strengths by storytelling

MODEL (Personal competencies/Master experiences/success stories)

Analysis of the Technical sheet

Analysis of the Hand-out

Questions regarding these materials





Success stories **Mastery experiences**

SELF KNOWLEDGE

”

One's belief in one's abilities to perform or succeed at a certain level of performance or desired outcome that influences situations affecting one's life.

People's self-efficacy can be trained through the influences of four different sources:

- 1) Mastery experiences (success stories)
- 2) Vicarious Experiences (Role models, similar to you)
- 3) Verbal Persuasion (Positive examples)
- 4) Physiological feedback (Emotional arousal)



Character strengths

SELF KNOWLEDGE

Help the individual identify what drives and hinders him or her in exploiting his or her potential.

Strengths

Are context related

Are more effective when combined and developed in a dynamic synergy with the reality in which one interacts

Have an increased effect when used in new ways over a period of time





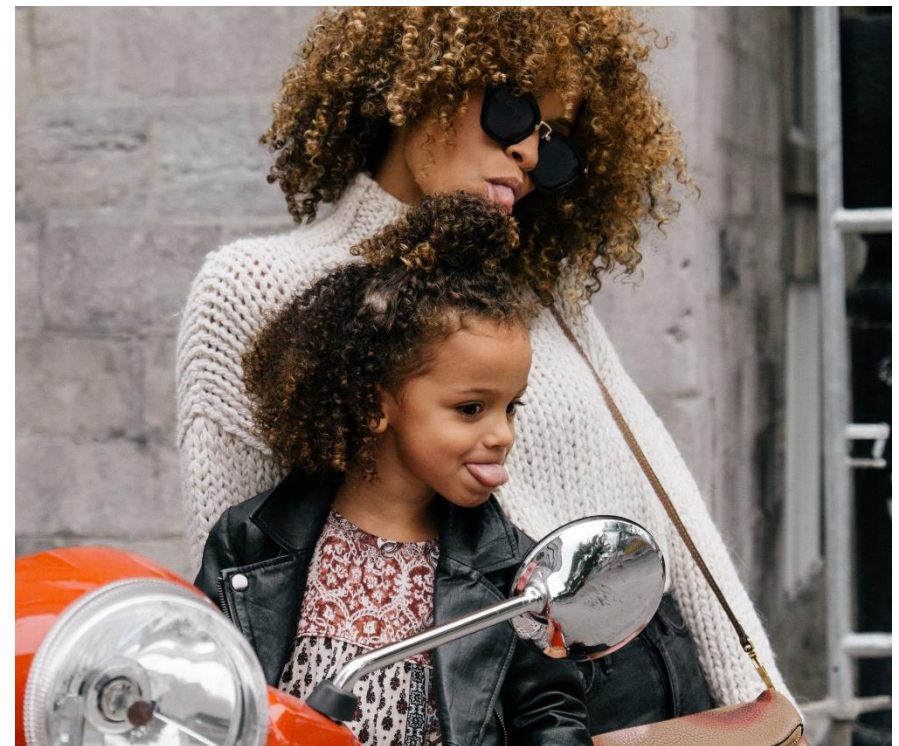
Identifying role models

WORLD KNOWLEDGE

People seek competent role models with competences that they themselves would like to acquire or strive to reach.

Role models can increase belief in one's own performance and action by observing others who succeed.

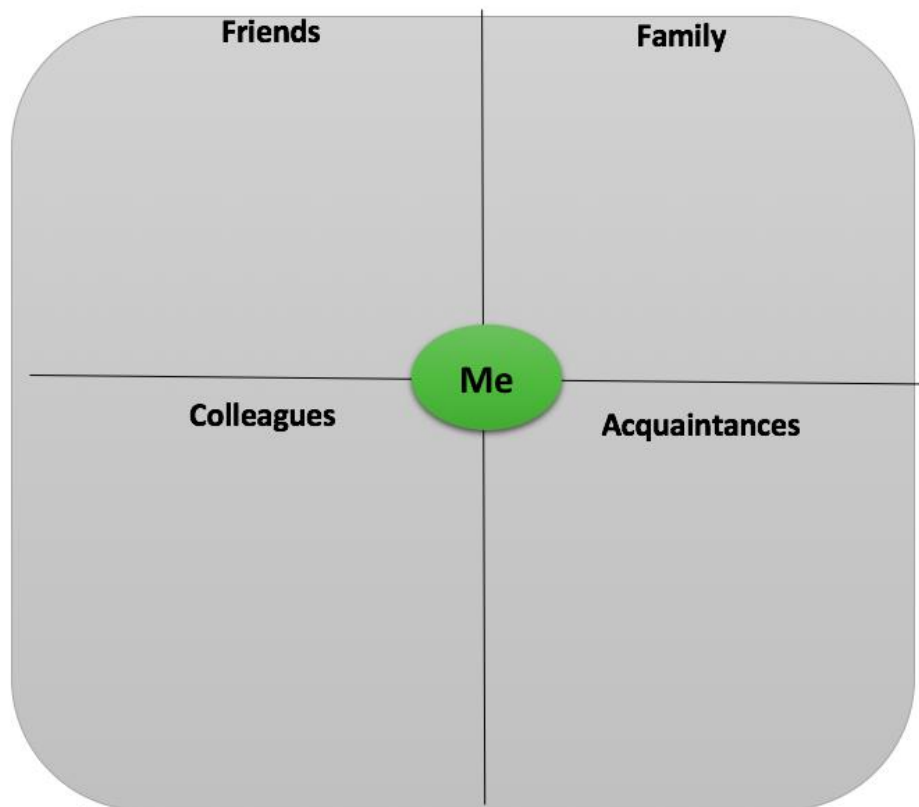
Knowledge or information about a skill or behaviour can be acquired by seeing them in the performance of others.





Self-assessment

SELF KNOWLEDGE



Fill in the diagram:

Who do you know?

They can have a positive or negative influence on you.

They can be close to you or further away from you, but you can get in touch with them, if you need to.

Answer the questions.

Discuss your answers with the people sitting near you.



Mapping social network

People and the environment are always related.

Bronfenbrenner (the system theory references manual) created the ecological systems theory, which considers the human development as embedded in a larger social context.

One way to work with the environment is through mapping the social network and identifying role models in the network.





Transversal Skills



Learning Positive Emotions

Positive emotions expand cognition and behavior tendencies and broaden the potential behavioral options.

The expanded cognitive flexibility evident during positive emotional states results in resource building that becomes useful over time.

“Upward spirals of positivity counter downward spirals of negativity”



Learning Positive Emotions

SKILLS

As humans, we tend to remember
negative events more than positive
events

“Bad is stronger than good”





Learning Positive Emotions

SKILLS

10% of our joy in life (happiness) depends on external circumstances, while 50% is genetic which means that **we have the “ability” to influence the remaining 40%**

The positivity ratio by Frederickson indicates a Tipping Point that for every negative emotion you need to experience 3-11 positive emotions to experience well-being.



Learning Positive Emotions **3 good things**

SKILLS

3 good things every day

Focus on the positive things during the day
writing them down in a notebook

Think of 3 good things from today or
yesterday.

Share these with the person sitting next to
you





Cognitive Principles

SKILLS

Emotions and behaviours are influenced by our perceptions of events.

If we change the way we think, we will be able to change the way we act.





Cognitive Principles

SKILLS

Finding a balance between thoughts, feelings, body sensations, and behaviour.

Learn to regulate thoughts and feelings - and thereby the implications of these – in a positive direction.



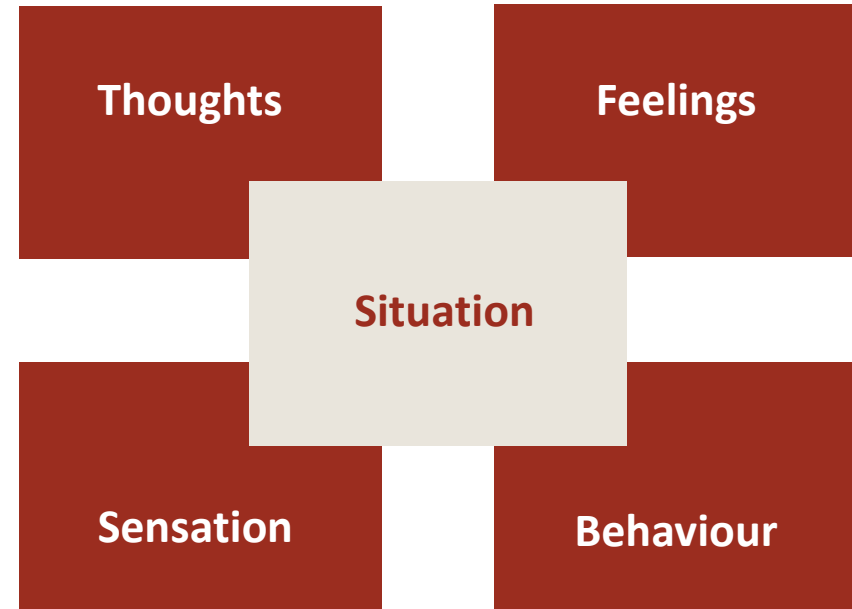


Learning the power of thoughts

The Cognitive Diamond and SMARTER goals

SKILLS

If we change the way we think, the way we feel will change as well, and we will be able to change the way we act. (Beck, 2011)



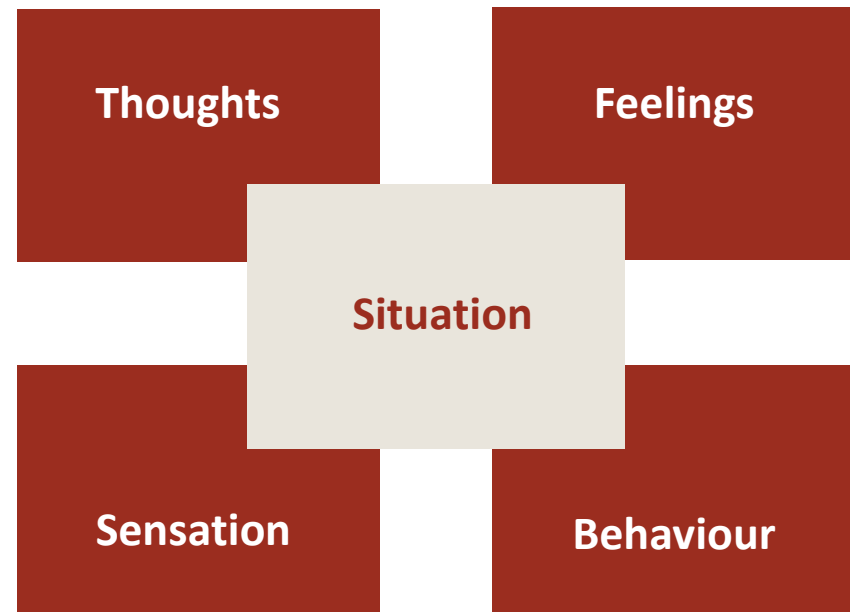


Learning the power of thoughts

The Cognitive Diamond and SMARTER goals

SKILLS

After The Diamond exercise, we must challenge thoughts and beliefs.





Now ask yourself some of the following questions:

SKILLS

Do I have evidence of my thoughts? (Validity)

Is there evidence contrary to my thoughts?

If I ask a friend or others who know me, what would they say or think about this situation?
(create distance)

If I look at the situation positively, how is it different?

Will this matter one year from now? How about 5 years from now? (How terrible is it)

What do you think about the situation after having answered these questions?

How does it feel to think in a different way?

How does this energise you?



The SMARTER model

SKILLS

The SMARTER-model can be used
to make the goal

Specific

Measurable

Attractive

Realistic

Time focused

Ecological

Do the activity!

Discussion





Goal setting and management

SKILLS

Effective goal systems are organized hierarchically, the closest milestones regulate the motivation and the actions that are necessary to reach the overall goals.

It is particularly important for humans with little belief in their own self-efficacy to set achievable goals that can give them a sense of movement in the right direction.

In order for goals to have an effect, it is important that the individual feels obligated by the goals.

Enterprising action will become manageable and possible if people “always” deal with the ‘next best action’ through small steps of full control.



Action plan **Anchoring goals**

SKILLS

Once the goals have been set, it is a good idea to work on an action plan to anchor them.

Do the activity!

Discussion

1.a Tools for empowering self-efficacy

Strength spotting interview-handout

The aim of this activity is to have a dialogue about strengths by interviewing each other and enhancing awareness of the strength of others.

Groups of 3 persons.

Person 1 is the interviewer

Person 2 is the Interviewee

Person 3 listens to the dialogue, spots strengths and resources noticed in the dialogue. This person takes note of strengths from the dialogue or use a deck of strengths cards instead of writing.

Use the **strengths handout** and write the strengths, that you hear in the interview. You are welcome to write any resources, competences or successes that you think you are hearing, and apply this in your feedback.

GUIDING QUESTIONS

What sort of everyday things do you enjoy doing?

What makes a really good day for you?

Tell me about the best day that you can remember having?

What would you describe as your most significant accomplishment?

When you are at your best, what are you doing?

What do you think are the most energising things that you do?

Tell me about a situation when you felt that you were truly “being yourself”?

Do you have a vision for the future? What is it about?

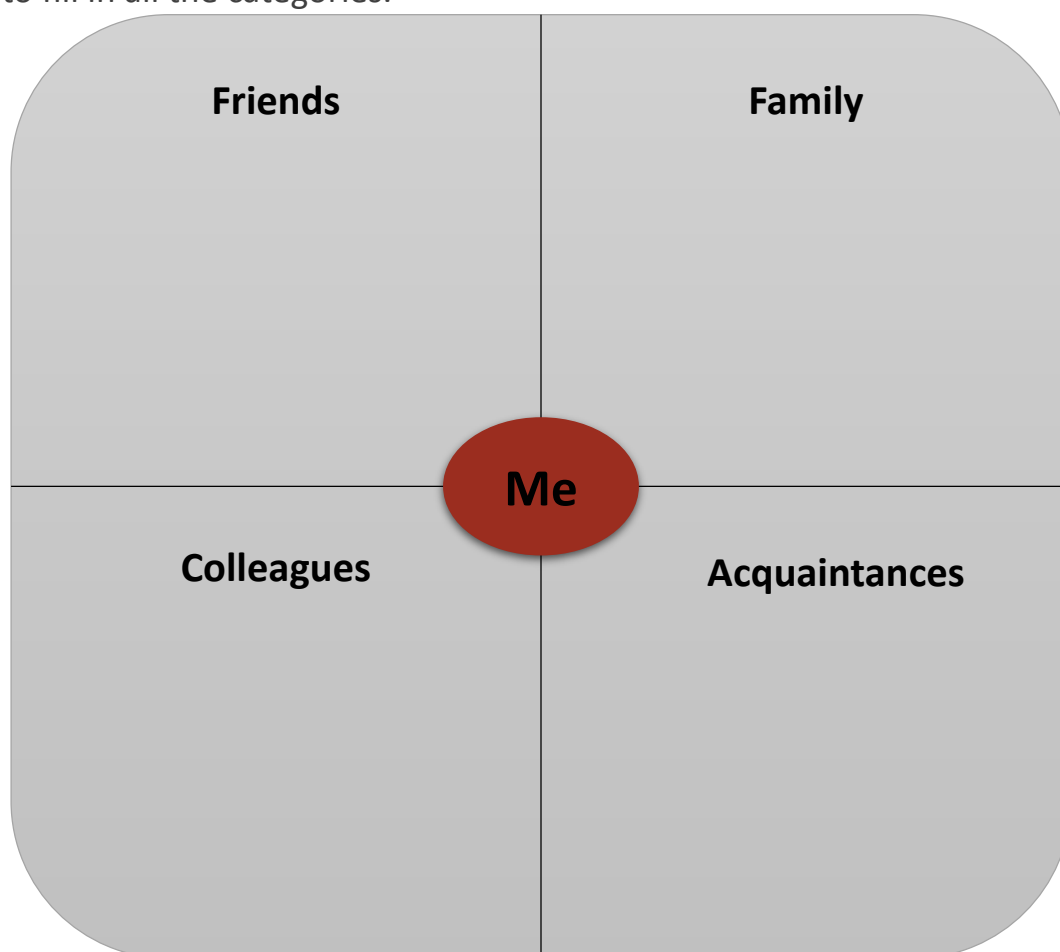
What are you most looking forward to in the future?

Thinking about the week, what will you be doing, when you are at your best?

Handout mapping Network Relations

Think about the people that you know you can get inspiration from by going through your list of contacts (on your phone, your social media platform etc.). Identify the people that you would say are the most important to you. Once you have done this, classify them according to which group you believe they belong: friends, family, colleagues, or acquaintances (e.g.: social worker, teacher, the local coffee shop person) write their names in the diagram, according to their category. The relation can be both negative and positive, that you will deal with later, but the relation has to be an important relation in your life. Place the name of the person in the perceived distance form yourself (Me).

Try to fill in all the categories.



Handout step 2 in mapping network relations

The diagram illustrates your present social network, and below listed questions will give you some insights as to what you might like to change in relation to who you want to get closer to and who you can ask for help or support.

After filling in the diagram, ask yourself:

Looking at the diagram “mapping your social network” what is your immediate impression of your social network?

What is your impression about the balance (the number of people) in the 4 different squares? *Too many people? Too few? Think about the quality of the relations? Can they support you in your life-changing project?*

Are you satisfied with the number of relations represented?

Are there some people that you would like that become closer to you? If so, what will you do to get these people closer in your life?

Are there some people that you would like to distance yourself from? If so, what will you do to create that distance?

Which actions will you need to take now in order to meet your get closer to some relations that can support you in your project or future goals? Go to the “Goal setting activity” to get the questions that will help you apply your actions and to follow up on this exercise.

Handout: Guiding questions to identify role models

Have another look at your map of networks relations (mapping the network relations) and pinpoint to whom the following questions relate. When you go through the questions you may discover new persons that can help you be more positive and support you in reaching your goals.

Filling out this questionnaire, you might discover some new people who can support you in your goals or act as role models in your life.

Who helps you relax?

Who makes you laugh?

With whom do you share interests and preferences?

With whom do you share values in life?

Who can help you be more aware of the good things in life?

Who can you rely on when you have decided to change something in your life?

Who can help you deal with conflicts or overcome a challenge or obstacle?

Who can help you stick to daily tasks and routines (e.g., taking care of the children, do the shopping, clean the house)?

To whom can you talk openly about your concerns and worries?

With whom can you explore and discuss your career and life options?

Who can help you meet or support you in fulfilling your career and life goals?

Who can support you to be more aware of positive events and good things in your life?

Who can support you when you want something new in your life? Supporting you in reaching your goals

Who celebrate their successes and achievements?

Who live according to their values?

Who resolves conflicts in a good way?

Who can support you to find and explore your strengths?

Relate this exercise to one of your goals

To explore different education opportunities and occupations get in touch with a person that has a job that you would like to have, a skill that you want to train, or a strength that you want to explore.

Handout: A

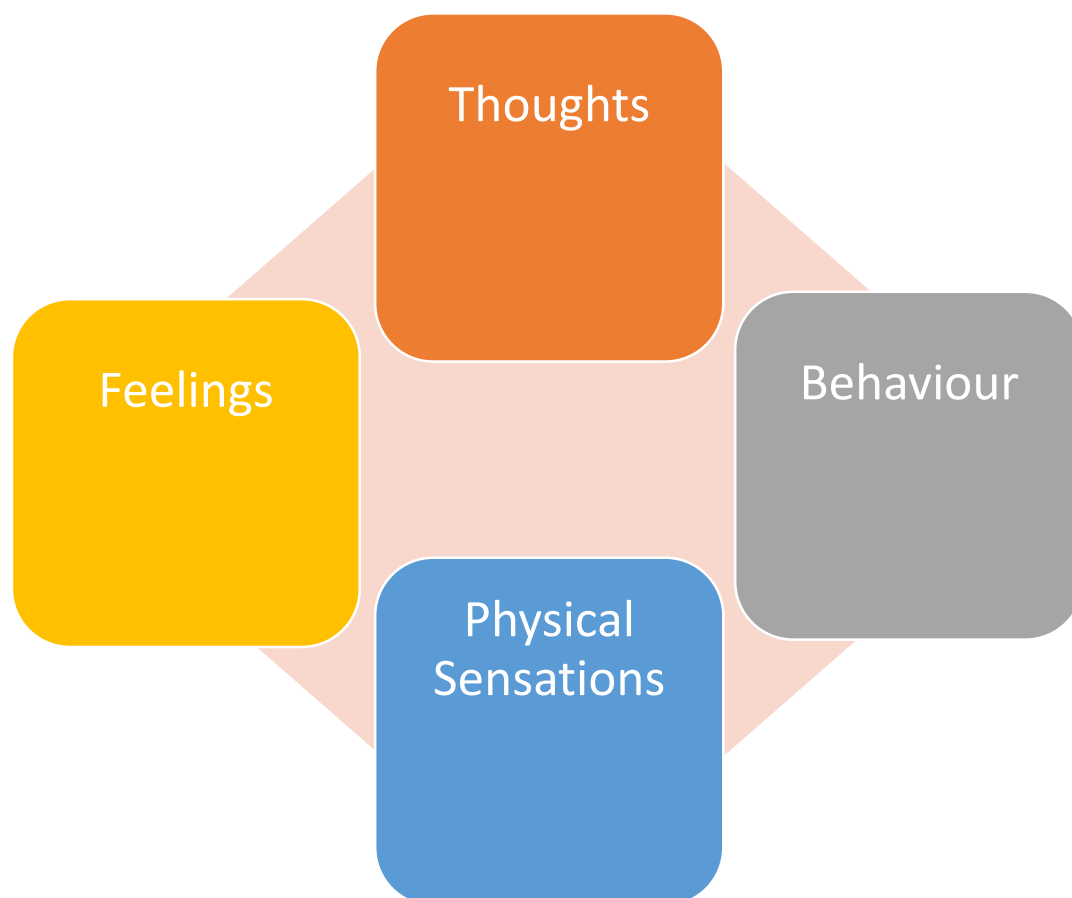
An Illustration using “The Diamond”

Link between thought and behaviour: “Inappropriate thinking”

This activity helps you to identify and illustrate the interaction between thoughts and the actions, as well as to analyse the feelings and emotions that affect your behaviour.

Write or draw about your thoughts, feelings, sensations and behaviour caused by facing a negative event/situation.

Situation _____



Handout: B

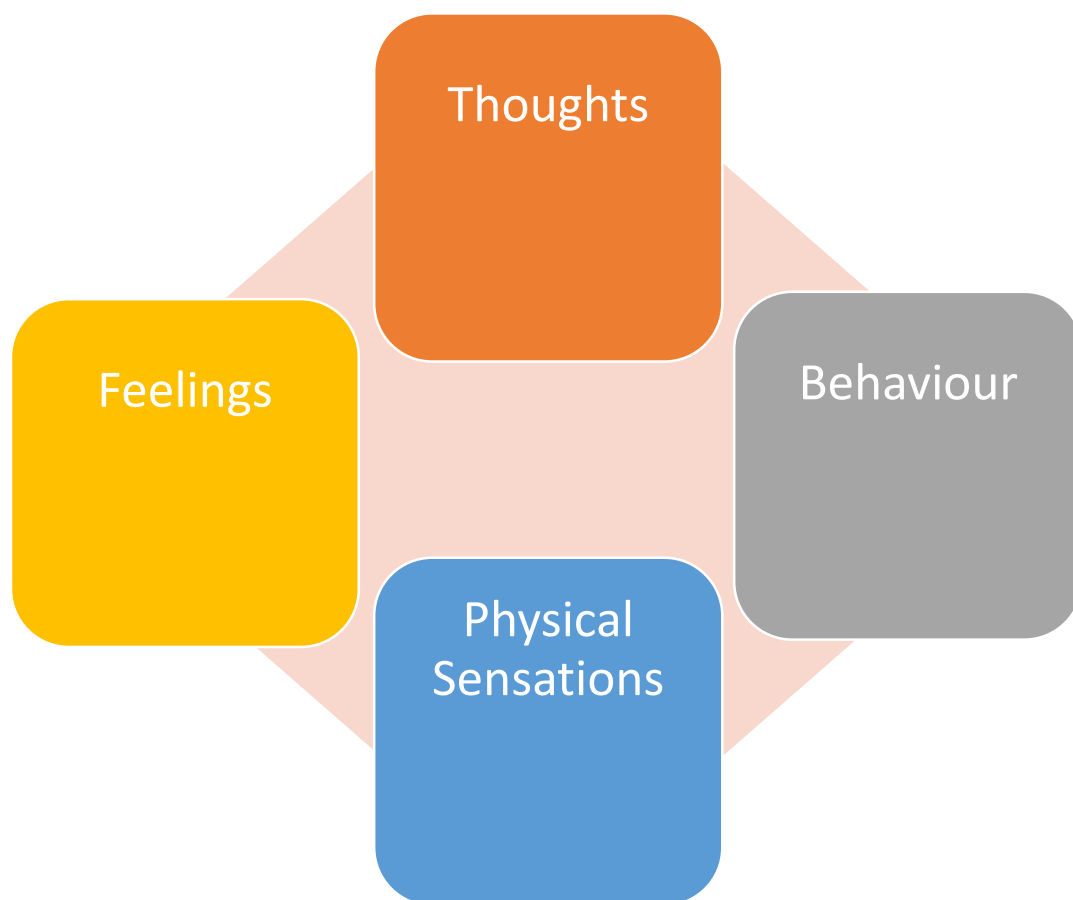
Illustration using “The Diamond”

Link between thought and behaviour: “appropriate thinking”

This activity helps you to identify and illustrate the interaction between thoughts and the actions, as well as to analyse the feelings and emotions that affect your behaviour.

Fill in the diamond, write or draw your thoughts, feelings, sensations and behaviour caused by facing a positive event/situation.

Situation: _____



Handout: smarte goals - Example

The aim of this exercise is to make your goals SMART

Read this step-by-step model and following the guiding questions in the example below:

MY GOAL	To become a chef in a fancy restaurant
Specific	<p><i>What do you want to accomplish and WHY? (the why behind your goal)</i></p> <p>E.g.: "I want to become a chef in a fancy restaurant. It has always been my dream since I was a child"</p>
Measurable	<p><i>How do you know when you have reached your goal? What has changed?</i></p> <p>E.g.: "I will feel happier and satisfied" "I am being hired as a Chef in a restaurant I really appreciate. I have new responsibilities and a higher salary"</p>
Achievable and Attractive	<p><i>What is your motivation to reach that goal? What value will it bring to you or others?</i></p> <p>E.g.: "To become professionally fulfilled; to become able to pay my rent and might buy my own apartment"</p>
Relevant and Realistic	<p><i>Is it a relevant goal? and is it realistic to reach the goal? What barriers will you meet? How will you challenge eventual barriers?</i></p> <p>E.g.: "I already have some training in a cuisine and I really love to cook. I'm also thinking about enrolling myself in more courses to further develop my cooking skills". "I may not have the money available to do those courses" But I have learned that I can get attend a course"</p>
Time	<p><i>How much time do you need to spend to reach the goal? Deadline?</i></p> <p>E.g.: "I would like to be a chef in 2 years, that's the time the course will take and that includes the practical training". "I will work in a fancy restaurant within 3 year's time"</p>
Effect	<ul style="list-style-type: none"> • <i>What will be the value, gains and effect of you reaching that specific goal? Positive Feelings: such as joy and happiness</i> <p>E.g.: "To truly enjoy my work; to accomplish my childhood dream" I will be happy in my life, and it will give a sense of fulfilment. I will be proud of myself and so will my family.</p>

Supporting Information: For motivation

To increase your motivation when pursuing your goal, you can ask yourself the following questions:

Reaching this goal provide leverage to achieve your other goals?

How does staying committed to this goal increase our self-esteem?

Who will you become a role model for, once you achieve this goal?

What new opportunities will open for you as a result of achieving this goal?

What will I have learned as a result of achieving this goal?

Sometimes the power of negative thoughts and beliefs can hold you back from getting closer to or reaching your goal.

To help you stay on the track ask yourself the following questions:

What rules or beliefs do I have created in my life that could limit my ability to get started with my goal?

Do I have any negative thoughts hindering me pursuing this dream? Are there any reoccurring stories, narrative that I play over and over again in my head that disempower me?

What unnecessary assumptions do I make about achieving and committing to this goal?

What kind of cultural habits or rules hold me back?

Do I value something that contradicts what I want to move toward?

Do I have any experience with past failures with important goals? How do these meanings limit me and become barriers to achieve my goal?

Overcoming limiting beliefs requires that find and create new, empowering beliefs. This is not easy to do, but it can be done!

What could be the positive way of thinking about these barriers?

Think of a person (role model) who has already achieved the goal that your desire. What attitudes, ways of thinking, and mind-sets has the person in order to be the successful person they are?

From the strengths activity and the PARS model activity and the positive journal activity you can find inspiration.

What other significant achievements or success stories have you achieved before?

How did you stick to them?

How can you apply these same motivational and disciplinary actions to your habit?

Handout: my smarte goals – fill in

The aim of this exercise is to make your goals smart, to becoming aware why you want aim at that specific goal and the effect of the goal. This exercise will motivate you along the process bringing your goal into action and reaching for that goal.

Fill in the table below, following the guiding questions. Use the example from the handout to get inspiration and guide you.

Specific - What do you want to accomplish and WHY?

Measurable - How do you know when you have reached your goal? What has changed?

Achievable and Attractive – Why would you like to reach this goal? What value will it bring to you?

Relevant and Realistic - Is it a relevant goal will you be able to reach the goal? What barriers will you meet? What will you do to overcome those barriers?

Time - How much time do you need to spend to reach the goal? Do you have a deadline?

Effect – Once you have reached this goal, how will your life be better/different? What will be the value and effect of reaching this specific goal?

Handout: goal setting – anchoring the goal

First fill in your action plan and then present it to the group in your own words.

Goal: _____

Identify the 3 most important activities (max 3) that will get you closer to your goal

1.

2.

3.

Why do you want to do it?

1.

2.

3.

How will you do it? What exactly are you going to do – And when? (Date and Time)

1.

2.

3.

Which of your personal strengths do you want to apply in relation to these activities?

1.

2.

3.

Which types of obstacles could hinder you from achieving your goals?

1.

2.

3.

Who will support you? Look at the mapping network relations' activity and fill in the names of the people who will and how they can support you in achieving your goals.

1.

2.

3.

What mind-set or attitudes will support you in the process (What can you tell your self?)

1.

2.

3.

Which value will you gain from acting on your goals?

1.

2.

3.

2. Storytelling as a means for motivation and empowerment

WISAMAR BILDUNGSGESELLSCHAFT
GEMEINNUETZIGE GMBH - GERMANY

NAVIGATING WITH SINBAD



*a journey to promote key competences in early childhood
education through storytelling*



Guidelines for organizing storytelling
practice sessions, (informal) face-to-
face learning groups and/or collegial
exchange

Content

- Introduction
- Preparing a learning group and practice sessions
- General Tips
- The Practice Session
- Give us feedback
- Certified Course + Workshops
- Appendix
 - Icebreaker exercises
 - Worksheet

Introduction

Dear colleague,

You might want to organize informal storytelling practice sessions with colleagues, either in your own Kindergarten or school or with a group of interested peers in your (teacher) environment. The SINBAD team has developed an e-course which you can either follow yourself first and/or share with your colleagues and then go to practice together.

The guidelines you are reading here are first steps to help you on your way. As SINBAD aims to offer a new teaching methodology to enhance competence acquisition and development, some pedagogical and didactical aspects might be new to you and your colleagues. These guidelines give you an idea and our e-course is a friendly guide through all of it.

Worksheet

We have prepared a worksheet (see appendix) that you might want to try out when you have followed the suggestions of these guidelines.

Good luck and have fun!

The SINBAD Team

Preparing a learning group and practice sessions

a. Welcoming and preparing workshop participants

Whatever group you belong to or want to organize, we advise you to choose participants with a similar background ((pre-) school teachers, volunteers etc.) to be able to tailor your session to their background and potential needs to some extent.

Send them a welcome mail where you introduce yourself with an appetizer fragment of the story you might want to tell when you welcome the group. Give it a personal touch (“This is a story that has stuck with me since my youth...”).

Invite them to bring / prepare a favorite story to the session, preferably learned by heart. Let them know that their story will be a part in the session. Preferably, the number of participants should not exceed 15, to be able to give appropriate attention and enough chance for everyone to be heard during and after the activities / exercises we propose in these guidelines and in the e-course.

Preparing a learning group and practice sessions

b. Preparing the session environment

Use a large room – preferably in a neutral environment, so maybe better not the school or office. It is better to find ‘a third place’ where people are at ease. There should be enough space to create a circle of chairs and work in small groups without being distracted by the others.

A ‘conference’ or classroom set-up will create the wrong mood. The first will have people checking their smartphones, the second gives people a chance to hide behind others... A circle provides continuous (eye) contact with others.

The room should also have at least one empty wall to be able to attach drawings / post-its to it. It will also make the room more colorful and inspiring.

Prepare enough material to work with: (color) pens, paper, post-its, tape etc. Make sure that there is enough to drink and provide small snacks / sweets to make your participants feel welcome.

Preparing a learning group and practice sessions

c. The length of the session and activities

Given the information you want to convey and the activities/exercises, we advise you to spend half a day (4 hours), but preferably 6 hours for a session. As alternative, you can also think about a sequence of sessions, e.g. 2 hours a week.

Be also aware that you take regular (tea / coffee) breaks to give the participants a chance to let information or an exercise sink in and maybe get some fresh air.

Preparing a learning group and practice sessions

d. Preparing yourself for the workshop

If you want to tell stories yourself (either to warm up your colleagues or to use as examples), try them out at home first or in front of a small group. Ask for feedback, maybe you will have to replace one or two activities / stories for your purpose. Look at the examples we provide in the e-course and the Education Pack.

Your welcome story should contain at least one or more (EU) competences. We offer an extensive choice of stories at the webpage as well.

General tips

After longer breaks (e.g. lunch) start with an energizer or another icebreaker to get the (storytelling) fun and flow and attention back. You will find some links at the end of these guidelines.

When your participants prepare / craft stories and tell them, invite the group to applaud for each and everyone.

If you plan more sessions, ask your colleagues to do some homework and practice parts practice parts of the e-course (e.g. presenting the story / crafting a story)

The practice session

a. Starting the session

Start the session by letting all present write their individual expectations of the session on post its in one or two sentences. Let everyone tell it to the group in one or two sentences and then paste it to the wall. It will help you all to evaluate by the end of the day and will also be helpful in preparing and adjusting other sessions.

Portrait Circle, an 'icebreaker'

This is an opener that creates trust and will bring them in a story mood. Invite all to form an inside circle (facing outwards) and an outer circle (facing inwards). Be sure that everyone has a partner in front. Hand out A4 papers and a color pencil.

1st round: Let the draw a 10 second portrait of each other and ask each other's name. Write down the name and write down a question connected to stories (don't ask, just write down!)

2nd round: all move to the next person in the circle, the same ritual.

3rd round: all move to the next person in the circle, the same ritual.

After this each person should have 3 drawings of him/herself. Each chooses either a drawing or a question (and sometimes it will be both on one page). Only **one** paper remains in hand when you all sit down in the circle.

Then everyone says his/her name and tells why he/she has chosen the portrait / the question. It will reveal a little bit more about the person than just stating 'what' they are.

This is one icebreaker. You might know some (and other energizers) yourself. If not, look in the appendix, there you will find links to more.

The practice session

b. Your story

Tell the story you have prepared and ask the group which competences they can perceive. Maybe write them on a flip over or whiteboard.

c. The EU key competences

Introduce the EU key competences. Here they are in short:

1. Communication in the mother tongue
2. Communication in foreign languages
3. Mathematical competence and basic competences in science and technology
4. Digital competence
5. Learning to learn
6. Social and civic competences
7. Sense of initiative and entrepreneurship
8. Cultural awareness and expression

You might have a conversation with your group of what has been perceived as a competence and what the EU proposes as key competences.

Keep in mind that the basic idea behind competence-based education is to help children to develop and construct their own knowledge, and to be able to apply this knowledge successfully in different situations / contexts.

You can find an extensive description of the key competences in the Pedagogical Framework.

Discuss together: How are these key competences related to stories?

The practice session

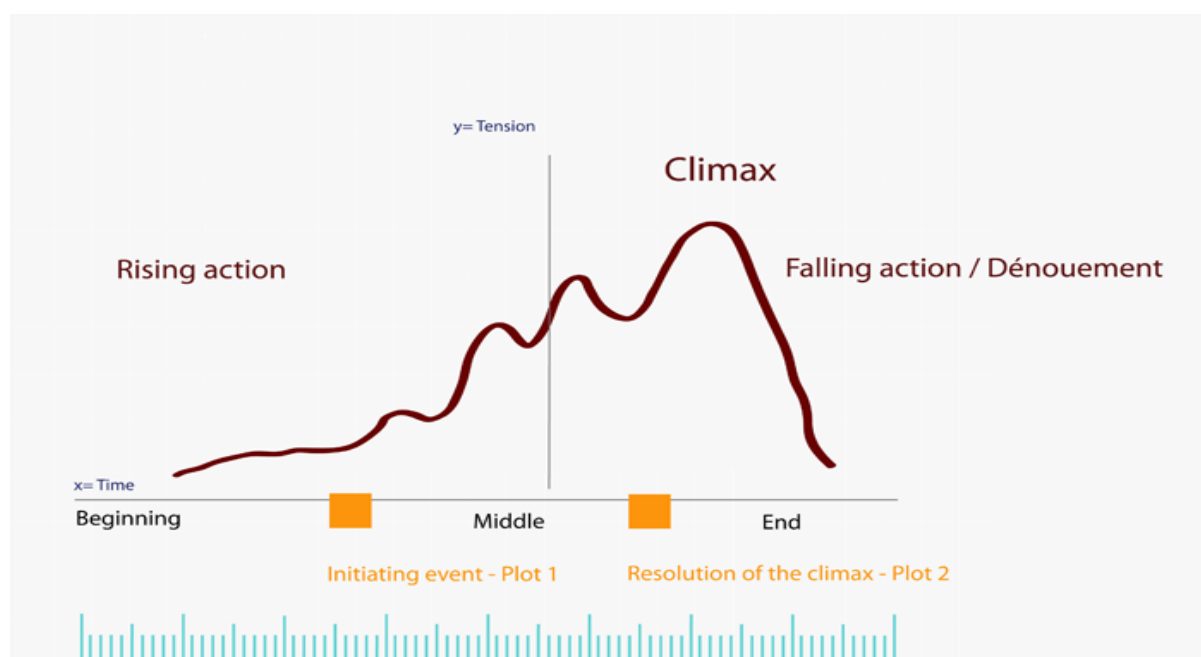
d. Their stories

Let all tell which story they have brought to the session and why. Reasons could be: favorite (childhood) story, a certain theme one finds interesting, a current event (news, neighborhood), a competence they would like to promote, general interest in what children like...). Paste the story titles and motivation to the wall.

e. What is a story (story structure)?

Stories have clear structures. The best known is the folk story structure, which is a universal structure and is been used all over the world for thousands of years.

Either take your own story or the story of Little Red Riding Hood as an example to explain the 5 steps within the (traditional) story structure. You might point out that the stories your colleagues brought, follow the same lines.



The practice session

f. Remembering a story: How to work with story skeletons

Reading a story is not the same as telling a story. When you read a story your eyes will be on the pages, you will read the text as it is. When you tell a story you are always connected with your audience and you are able to improvise with your text.

Look at the videos we have developed to look at the differences (click the button 'Presenting a story').

To remember a story you want to tell can be done using story skeletons. In our Education Pack and e-learning course we offer two possibilities:

3-part Skeleton

Beginning – Problem – Solution

5-part Skeleton

Beginning – Problem – Climax – Outcome – Resolution

Try to find these 'markers' in your story. Then try to make drawings of these situations on A4 paper (see photo). They don't have to be art, but they will help you to describe these moments more vividly.



The practice session

g. Telling a story using a story skeleton

When your group is ready with drawing their skeletons and some quick rehearsal, you can invite them to tell their story using their story skeletons. In the workshops we have given so far this works very well (see photos). You might even think of making videos of each other and watch them back. Have a look what could be improved...



The practice session

h. The four pillars of storytelling

When you prepare a story you should be aware of the four pillars of storytelling. If you want to be able to tell your story well in your own words, these are the four necessary aspects that make (telling) a story enjoyable for you and your audience, as proposed by Irish storyteller Claire Murphy:

Love your story

Believe your story

Know your story

Make it your own – Find your own voice

Use different perspectives to tell the story, different voices and use your body language. You find many exercises in the Presentation tool kit (click on Presenting the Story – Presentation tool kit – Exercises).

Don't forget to point out: Everyone presents a story differently, only by practicing one can find the own way. So use the chance to practice as much as possible in pairs or small groups, by the end of the session you can also invite the participants to tell the story in front of the whole group.

The practice session

i. Involving children: Learning styles and inviting stimuli

Always consider that children have different learning styles: they can be more inclined to either visual stimuli or auditory stimuli; they can be kinesthetic (tactile, mobile). Be sure that all their senses are addressed.

Involving children actively can be done in different ways: by images, sounds, sound effects, music, or props like dolls (dolls can be 'mediators', the teacher can also tell through a doll...).

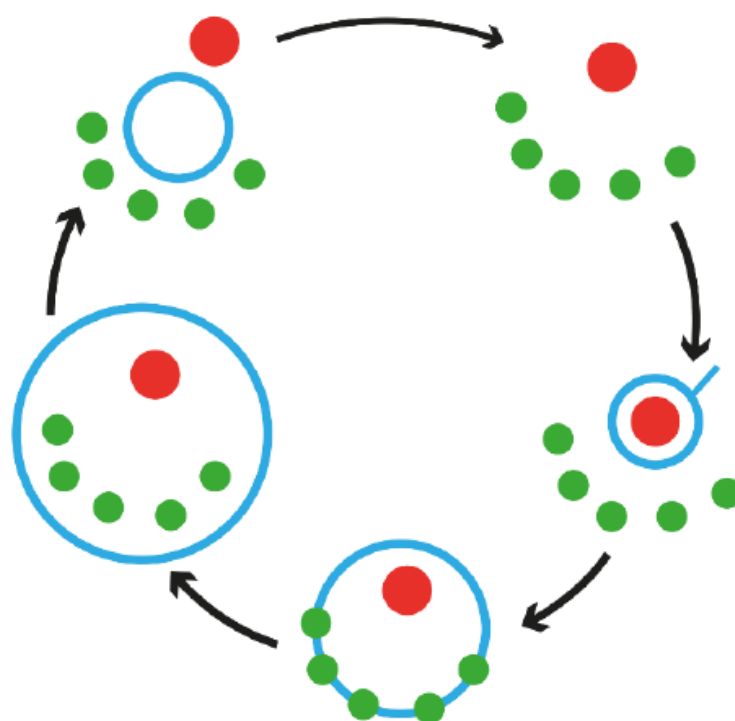
One can also invite the children to provide sound effects at certain agreed points in the story.

Have a look at what else you can do in our videos of the e-course (the button 'Involving children' – Sinbad story – Example Activities).

The practice session

j. How to 'work' with children with a story

Another storyteller (Katrice Hoirsley) sums it up nicely (see also illustration). There is the story, the teller and the audience. When the teller starts he/she becomes the story. When he/she succeeds to involve the audience, teller and audience are within the story. And when the story has ended, it is between the teller and the audience and can be examined, analyzed and questioned by all.



The practice session

Think of questions you could ask the stories you have told each other. Which of them could you ask the children? We have suggestions in the worksheet.

You could also think of possible tasks to give to children to work on (and 'play' with) competences while working on a story. Which kinds of tasks are fit to develop which competence? You will find quite some examples connected to stories from our story collection.

What could you do to make the children also competent storytellers: re-tell a story, re-enact the story as a group, make a video, a visual story... Have a look at the videos (Acquiring Storytelling Competences – Exercises and further) or consult the Education Pack.



The practice session

k. Establish your own Storytelling Project

You have been busy together for a few hours and you might have found colleagues who would like to go on with developing storytelling skills. Make appointments for other sessions. Maybe you will decide to put up a project in your own school or take it (again, with colleagues) to a regional level.

Appendix

Icebreaker exercises

<http://bit.ly/28Z07qo>

<http://bit.ly/28YR7jO>

<http://bit.ly/28XKCxy> (pdf)

Worksheet

Your Story

Choice criteria could be:

Your favorite story, a competence you want to promote, a current event (in the media, in your neighborhood, at your school), a theme you want to draw attention to, a topic your children are interested in...

Story Structure and Story Skeletons

Describe shortly the elements in the five most important parts of a story:
Setting - Crisis/Rising Action - Climax – Falling Action – Resolution

What are the elements in a 3-part story skeleton and in a 5-part skeleton?

How can you actively involve children during storytelling?

Which learning styles do you know and which activities/props would ideally correspond with these styles? Think of images, music, sound, props... and what else?

After the story is told – What kind of questions can be asked?

Think of questions related to e.g. understanding, meaning, values, moral, but also to individual experiences (or similar stories) of the children.

Which competence-related tasks can you think of?

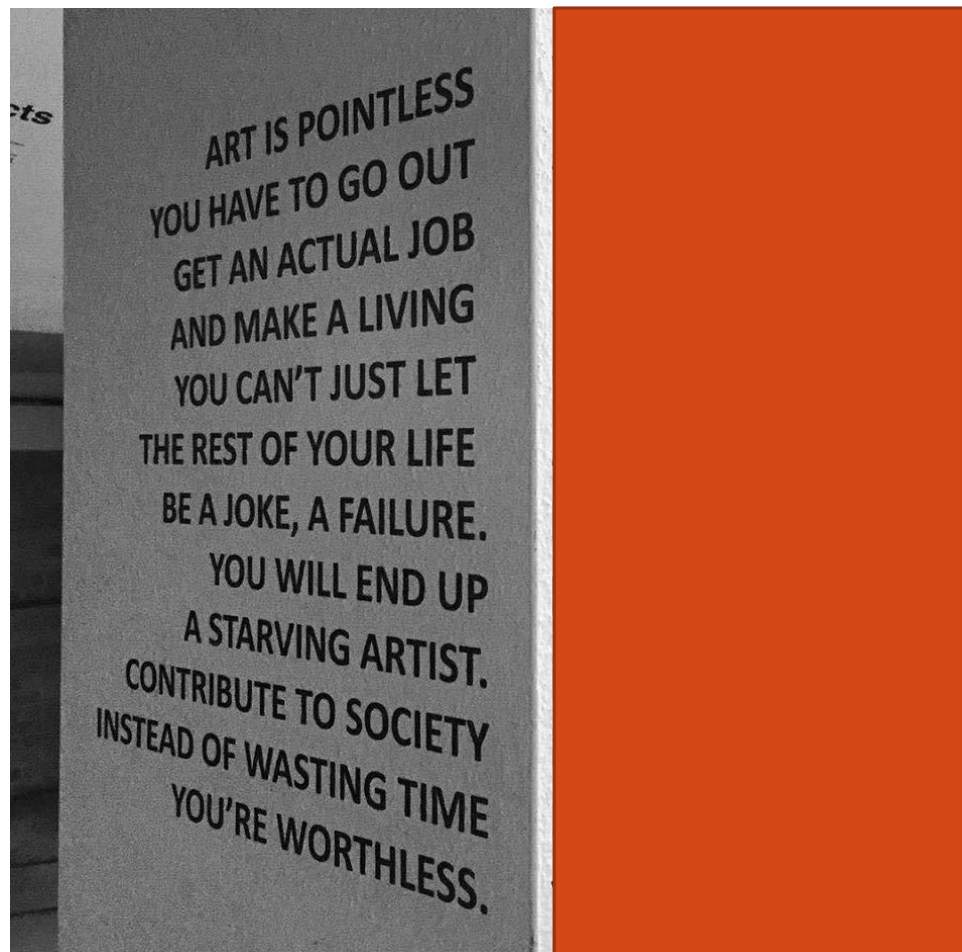
Direct and indirect references: A competence can be derived directly from a story; Stories can be used as an occasion to have a conversation about a competence. Both can be used to design tasks.

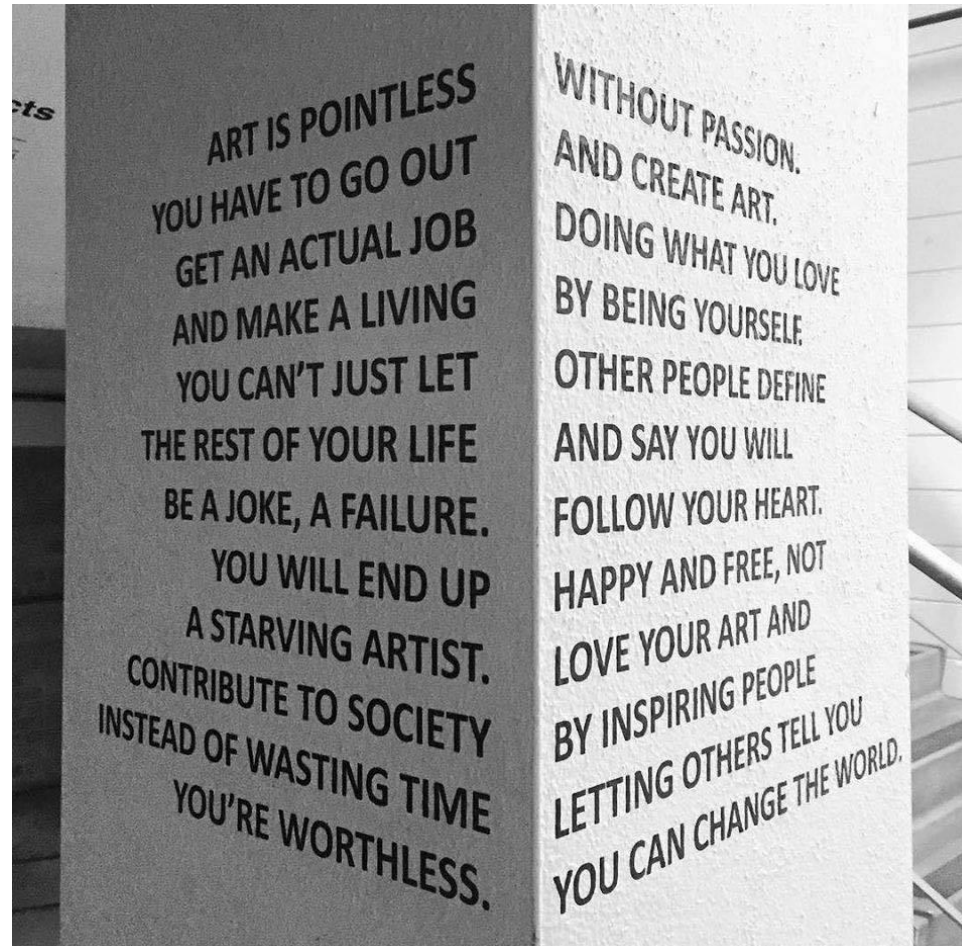
3. How can we trigger individuals for further development Workshop on Motivation

TIRANTES - NETHERLANDS

Innovation session

Creative And Associative Thinking













Sheriff John was arriving
On Friday in the city
He stayed for 3 nights
And left on
Sunday morning.

Explain

Creative and associative thinking

Is a combination of thought attitudes, thought skills, thought techniques and thought processes that increase the change of breaking patterns and making new connections

Creative basic skills are:

- creative observation (I can associate milk with...)
- postponement of judgment (listening, accepting, exploring, judge)
- flexible association (dissociation and resociation)
- divergence (Ideas dump, flower association,, superheroes, etc)
- development of imagination (the skill of using images instead of verbs/ picture thinking)

Idea killers

- Yes but
- Already exists
- We don't have time for this
- Can't be done
- Let's be realistic
- No budget
- It is not logical
- I am not creative
- Not my responsibility
- This is a too big change
- Management won't agree
- We can do without, etc

Innovation Session

- Participants
- Conditions
- Process

Participants

- Professional
- Generalists
- Wild geese

Necessary conditions

- Respect one another
- There are no crazy ideas
- Inspire each other
- Stimulate each other
- What we say or discuss here, stays here (safe environment)

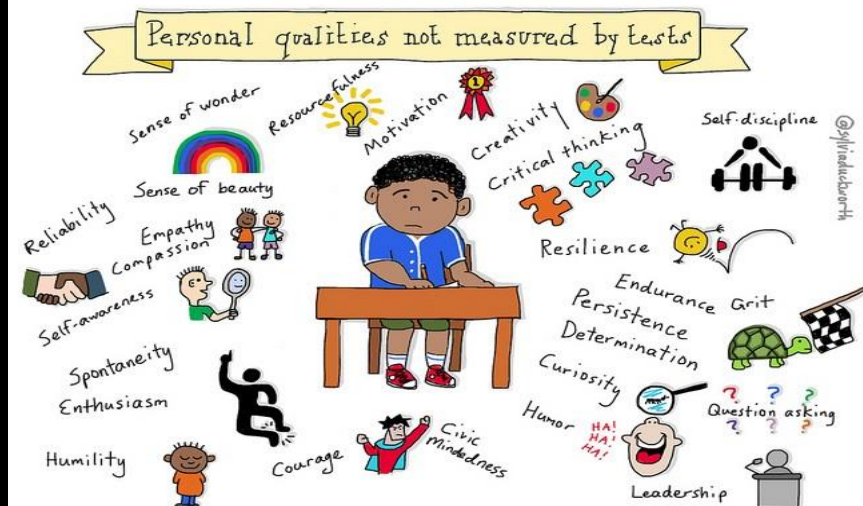
Start-up phase of the Innovation Session

Problem analysis and definition

**What is the most important
word or concept in the described
problem**

2 possible problems

1. How can we stimulate/incite individuals for further development?
2. The Future of Work and 21 century skills: How to prepare young adults within Education?



Diverging phase

Starting point is the chosen word in the
problem description

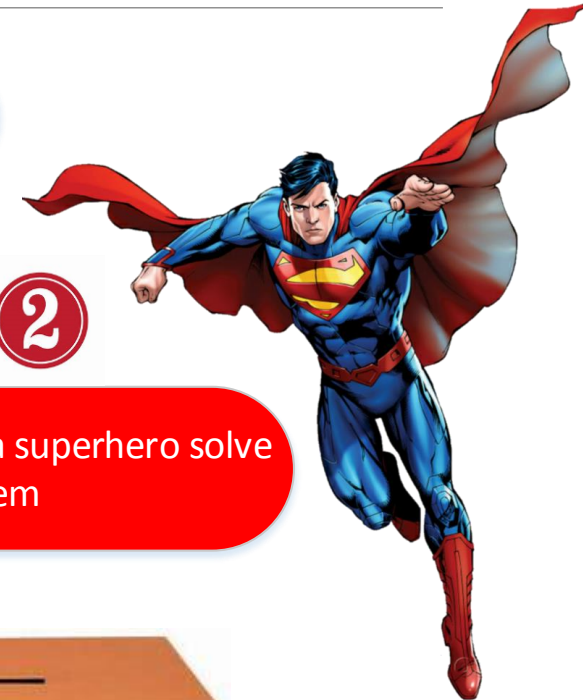


3

Super companies: what would
supercompanies do to tackle the problem

2

Superhero: how would a superhero solve
the problem



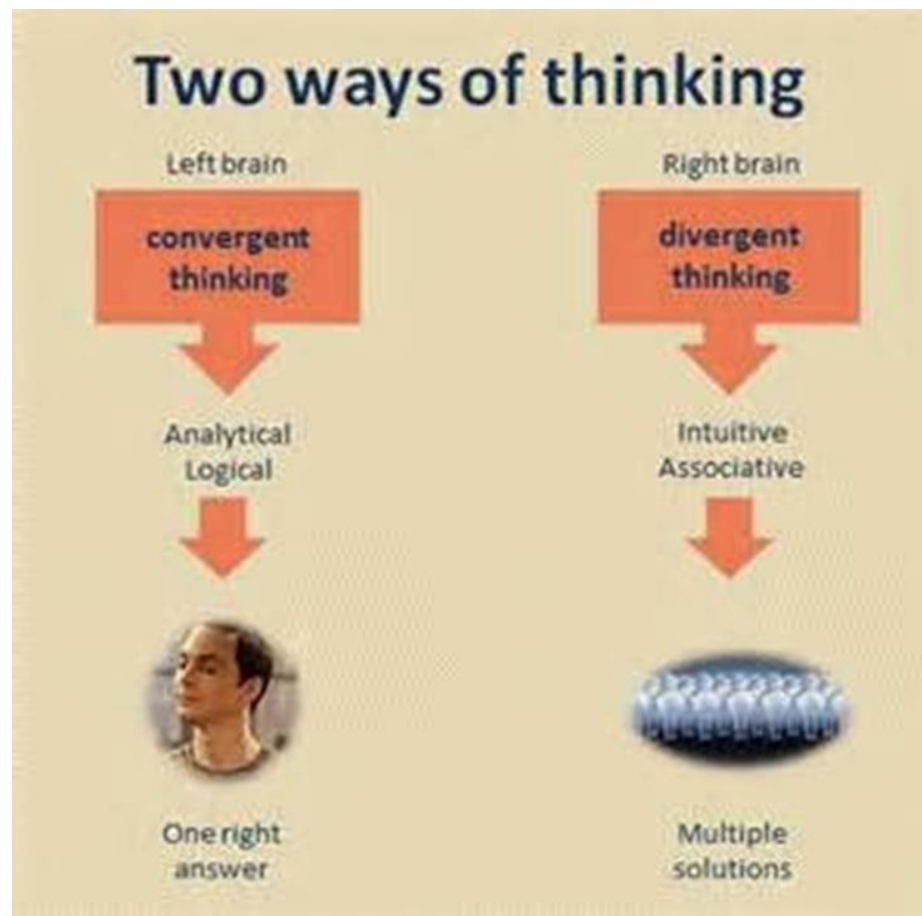
4

the flower method.



1

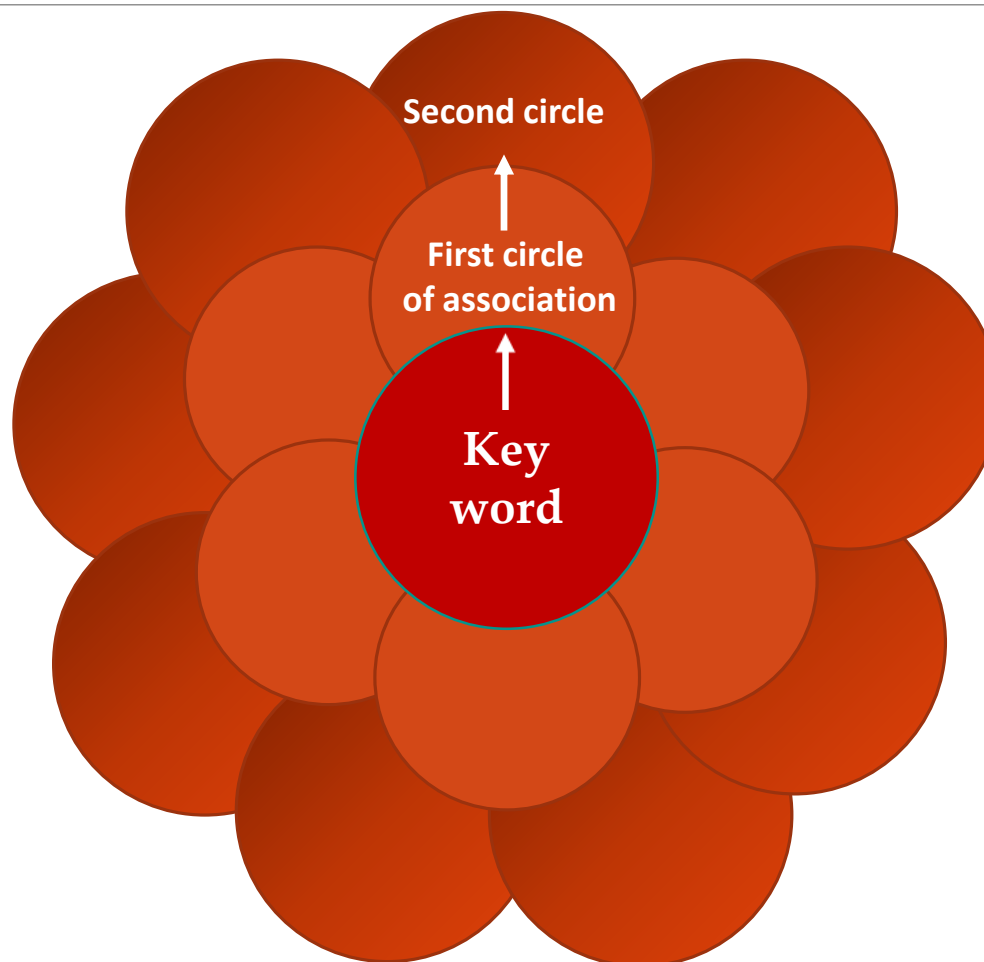
Associative thinking



Associative thinking



Associative thinking



Converging phase

Choose one of the associative words that apparently has no connection with the problem

How can the associative word resolve the problem (individual session) gather all ideas and put them somewhere where everyone can see them. Everyone marks the ideas that they like the most

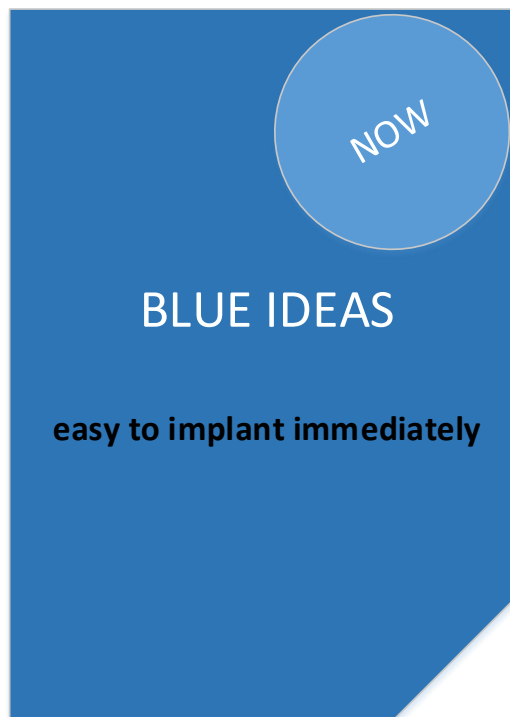
COCD BOX: discuss with each other where the different ideas should be placed in the COCD Box and choose 1, 2 or 3 ideas in the blue box and think of concrete actions to realise them(divide the group in 2 or 3 small groups)



HOW

YELLOW IDEAS

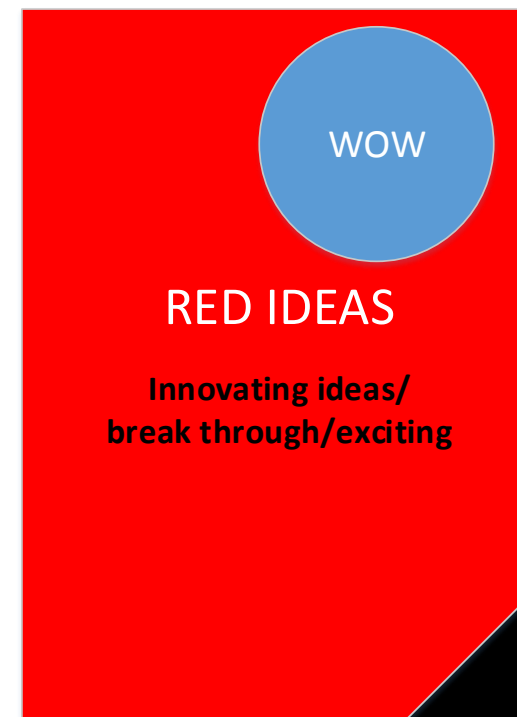
Ideas for the futur/challenges



NOW

BLUE IDEAS

easy to implant immediately



WOW

RED IDEAS

**Innovating ideas/
break through/exciting**

Describing the ideas

WHY

WHAT

WHO

WHERE

HOW

HOW MUCH/ MANY

PLUSES +

MINUS -

4. Assessment of the attitudes skills talents with DReCT system of Exagogica

POLARIS S.R.L.S. - ITALY

Work orientation in Polaris

- Last August 2017 Polaris obtained recognition from the Abruzzo Region as Agency of Continuous and Higher education and as **Center for Work Orientation**.
- Each year Polaris provides services of work orientation of about **200** students/job seekers/young people, foreign (within Erasmus+ programme) and Italian.
- Their principal need is to understand their attitudes/skills/talents.

Different method and approaches

Work orientation with the support of psychologist/coach life/sociologist

- The aim is to know the in “analogical way” the attitudes and skills of adult and young learners

Orianta Express developed in collaboration with OLTRE Ltd, it is a digital tool for work and study orientation

- Orianta teenager → to choose the topic of the studies
- Orianta young → after the diploma (secondary school) to choose the superior studies and/or the job
- Orianta job seeker → to know the attitudes/competences and the to choose the job

Different method and approaches

DReCT of Exagogica Ltd

- **DReCT (and PACE) assessment systems** analyze human resources potential in relation to a well-defined context: **the working environment.**
- Therefore, they allow to evaluate the basic skills of people, identify the talents, set **recruitment strategies aimed at a specific professional field or start**, through a detailed analysis of the results, **specific development programs.**
- It (Direct) was developed for workers, but it is strategic also for unemployed people

Who is Exagogica?

- Exagogica solutions are designed and developed to manage all the key success factors of the organizations: people, plants and processes. We have engineered cutting-edge systems from a technical and methodological point of view to ensure in-depth analysis, performance measurements and continuous improvement, both in large multinational companies and in small businesses.
- Brief history of Exagogica

What is DReCT?

- DReCT is a test born from a twenty-year research experience made by Mr Alessandro Obino (founder of Exagogica) and Prof. Claudio Palumbo (Politecnico di Torino)
- It is a tool easy to use, fast and accurate. Characterized by high predictive capability, it has been engineered to be efficiently used both within large organizations and in smaller ones. It is an immediate way to evaluate the **"soft" skills** of people and **a basic tool to assess their capability to have a role in a specific operational area** within an organization.
- **Soft skills are so called because they are required, in varying degrees, in any relational or productive activity.** Several aspects are analyzed such as: the person's capability to make decisions, react to stressful elements, receive and provide information, engage himself/herself with enthusiasm in achieving his/her own goals.

What is DReCT?

Discover the hidden talents of everyone

- **Identify the strengths** and **define the strategy** to enhance them as much as possible.
- **Discover the gaps** and plan the necessary actions to cover them.
- **Use the powerful online tools** to analyze groups and perform selections and consultations.

What is DReCT?

Test DReCT vs Psychometric tests Psychometric tests: old and easily falsifiable models

- **The models date back to 90 years ago**, at the dawning of human personality studies when the scientific analysis capability was different and, above all, people were different.
- They are **extremely easy to fake** because the questions should be answered by a choice among pre-formulated statements where different levels can be distinguished (I slightly agree, I very much agree, etc.).
- They are **much more difficult to be accepted** by the people tested because they give a judgment on the person.

What is DReCT?

DReCT: a reliable and complete Assessment

- It is a test **born from a twenty years research experience**, engineered to be effectively used in small and large organizations.
- It is **an immediate way to evaluate the “basic skills” of people**: their capability to make decisions, react to stressful events, receive and provide information, commit themselves with enthusiasm to achieving goals.
- It is **a software tool** that allows you to analyze the test data and compare them with the self-assessment of people and the evaluation performed by the assessor so as to have complete, reliable and really useful information.
- DReCT is **a complete system and integrated with the other solutions provided by Exagogica** to manage and develop human capital.

Why choose DReCT?

- Because it is a **combination of 4 precise and accurate tests**, used for decades to evaluate 4 competence areas:
 - *Decision,*
 - *Stress resistance,*
 - *Communication,*
 - *Enthusiasm.*
- Because, thanks to its meta-model, **adds to the information provided by these tests many other information resulting from the comparison of the related results.**
- Because it evaluates the **soft skills of the person** also on the basis of the comparison with the historical series of the population that already preformed it and, in particular, with the clusters characterized by similar socio-demographic features.
- Because it is a **living and continuously improving system**, thanks to the **continuous feedback provided by the users** and their managers.

Drive, Skills and features

- DReCT system performs the evaluation of people on **16 basic competences** (Skills), organized in **4 areas** (Drives): **Decision, Stress resistance, Communication, Enthusiasm** towards change and it provides an overview of strength, weakness, risks and professional opportunities of the person examined.
- At the end of the test, the system presents **three different detailed reports**: a complete Report in the **Standard version**, a more in-depth report **accompanied by methodological notes** and a **Summary Report**.
- **Scope of application**: Soft Skills.
Number of questions: 192 (yes/no/I don't know).
- **Test duration**: 35-40 minutes.
Individual Report: Standard Report (12 pages); Standard report including methodological notes (33 pages); Summary Report.
- **Analysis system**: DReCT Team.

Distribution of the test

A simple and immediate system

- DReCT personal test is provided online through the web portal: **www.exagogica.com**.
- The test can be performed in a single session, or subdivided into its 4 sections.
- Once the test has been completed, the user can provide a feedback, highlighting the major deviations from his/her self-perception.
- This self-assessment will be an element of the overall assessment in the DReCT Team system.

Detailed report

Detailed reports to start a personal development path.

- At the end of the test, the system presents **three different individual reports**:
 - *the complete report downloadable both in the **standard version** (12 pages) and*
 - ***with the addition of the methodological notes** (in this case the complete document consists of 33 pages) and a **Summary report**.*
 - *Moreover, you can also download the partial reports related to each Drive.*
- All reports are available and accessible on Exagogica website until the end of the twelfth month from the activation date of the test.

Team Manager Profile

- The **Team Manager can manage the tests and the subsequent calibration** of his team members through numerous tools and functionalities.
 1. **Assessment activities and competence mappings**
- The assessor, through the DReCT Manager profile, can insert his own evaluation and have a **complete and in-depth analysis of the person examined**, also thanks to the self-assessment results.
 2. **Assessment Processes**
- The system provide **comparison tools**, particularly useful for identifying those who have specific characteristics and who stand out if compared with the other members of the same group.
 3. **Organisational climate analysis**
- The **analysis tools** of the system are useful for **highlighting general trends within teams** and preparing improvement actions.
 4. **Training requirements analysis**
- The Skill Level Diffusion tool allows **to analyze the development level of skills and attitudes** in the whole group examined.

5. How to start a business and make a business plan

EU-RO-IN ASSOCIATION - ROMANIA

The use of active-participative methods in adult education for teaching how to initiate a business



To study and not think is a
waste. To think and not study is
dangerous.

~ Confucius

AZ QUOTES

The modernization of education takes into account all its components, including the strategies / methods used. In this regard, we can distinguish the tendency of transformation of the learner into the active subject of his own becoming. This tendency involves the use of participative (or interactive) strategies.

Active-participative strategies consist of methods, techniques and procedures that suppose the active involvement of the learner in the learning process.



Traditional / interactive strategies

Traditional

- Centered on the teacher
- Unidirectional communication
- Knowledge transfer
- Evaluation = Reproduction
- The passivity of the one who is formed / educated
- Teacher's authority



Interactive

- Centered on the learner and the activity
- Multidirectional communication
- Emphasis on the development of thought
- Formative evaluation
- Encourages participation, initiative and creativity
- Trainer / trainee partnership

Traditional / interactive strategies

The use of active-participative strategies presupposes the creation of an appropriate framework to activate the trainee: creative imagination, critical thinking, intelligence, attitude, aspiration level, intrinsic motivation, positive characteristics, etc. In this sense, critical thinking - with its methods - supports the development of this activity.

Critically thinking means continuously evaluating the plausibility and relevance of the available data, of the information derived from observation or experiment by reasoning, of deduced or proposed correlations and of the observed consequences.



Think critically means:

- possess valuable and useful knowledge and have beliefs based on them
- form independent opinions and accept that they are subject to evaluation
- present ideas to constructive skepticism to substantiation
- build arguments to give consistency to opinions
- show flexibility, tolerance, respect for other people's ideas; accept or reject them only on the basis of arguments
- participate actively in the development of solutions; collaborate
- learn to think efficiently



Description of Innovative Training Methodology used in developing the Topic “HOW TO INITIATE A BUSINESS “

- The Module “How to initiate a business“ has a double purpose: to introduce the training content of the module and to summarize the content of the whole training and further practical applications of it. That is why we have chosen the following combination of **training methods: presentation, debate, focus group, team working, the stellar explosion method, brainstorming and the World Café method.**

Objectives of the Module:

- Improve the skills of the target group, related to **How to initiate a business;**
- Improve learners’ knowledge (unemployed people) on **Self Empowerment Methodology for Adult Learning and Employability;**

Description of Innovative Training Methodology used in developing the Topic “HOW TO INITIATE A BUSINESS “

Training Materials: PPT presentation, flipchart paper, colored markers

Detailed description of the methodology:

Goal: to introduce the new training content of the module

Content: the modalities and economic risks related to the creation of a business and the steps taken towards it; European legislation governing the main aspects of business development; good practices in reducing economical risks.

Participants: 16 - 25 people – that can be: unemployed people, representatives of the local authorities or representatives of non-governmental organizations.

Carrying out the learning activity:

We will suggest to the learners (who are unemployed) that a possible solution to solve their job-related situation is to think and create their own business.

In this regard, we will teach learners how to start a business and make a business plan and then we will present an example of a business plan in Power Point (e.g. the business plan on initiating / building of the kindergarden "The Children's World").



BUSINESS PLAN PRESCHOOL UNIT

PRIVATE KINDERGARTEN „CHILDREN’S WORLD”



Short presentation

This Business Plan refers to the establishment of a particular pre-school education unit, which will operate in Iasi, starting from the need to reduce the current gap between the number of preschool children and the total capacity of state and private kindergartens in our city.

The targeted segment of the market is represented by young middle-high income families from a social environment that calls for, appreciates and favors a high level of education and care and for which the formation of children is a continuous process.

The kindergarten CHILDREN'S WORLD will start teaching activity in October 2018 by the provision of education services, in the first year, at the level of the small group, for 30 children aged between 3 years and 4 years, organized in 2 groups of 15 children.

Starting with the school year 2018-2019, the kindergarten activity will be expanded: the children enrolled in the first year will enter the middle group and two new small groups of preschoolers will be introduced, adding another 30 children. Continuing in the same rhythm the didactic activity, in the school year 2019-2020 the kindergarten will reach school children in all the three age groups stipulated in the Education Law.

In order to reduce the level of initial investment as well as the urgency of starting the project in terms of lack of seats in the existing educational establishments, the kindergarten will operate in a rented space during the first two years. Later, we are considering the possibility of building a proper building that meets all the functional and qualitative requirements for a number of about 90-100 preschool children.

Objectives

For the financing of this project, it is necessary to contract a loan covered by a real estate guarantee.

General objectives are pursuing:

- reaching 90-100 children within 3 years;
- providing a level of education and care in line with customer requirements;
- the beginning of the project aimed at building and putting into operation of a building suitable for the activity of the kindergarten CHILDREN'S WORLD .

Mission

Our strategy is based on the following key points:

- high quality services;
- teachers with rich experience and appropriate training;
- *Educational Programs and a variety of recreation;*
- *nutritional and food program the appropriate age, using to a large extent specialized services catering;*
- marketing policies to promote the image of *the Kindergarten CHILDREN'S WORLD* , attracting and retaining clients, differentiating from similar educational establishments;
- profitability: rigorous cost control and efficient revenue and expenditure budget management.



Description of the investment

1. Establishment and financing of society

The initial financing of the operation of the company is made by contracting a bank credit requested for a period of at least three years, of which the first year represents the grace period. The credit required to start this project is € 35.200, covered by real estate collateral.

It consists of two components:

- the initial investment of € 27.000;
- working capital to cover salary, catering and related services expenses (€ 8.200).

Description of the investment

2. Location

Kindergarten CHILDREN'S WORLD will operate in IAȘI, within a newly-leased property for a period of two years, in an easily accessible area in terms of means of transport. For the proper development of the activity it is necessary to have a living space of about 200-250m², 6-7 rooms and utilities (kitchen, bathrooms), as well as an appropriately arranged outdoor play area. In this sense, we have found a suitable space in the Valea Lupului developed area and which does not dispose of any unit of preschool education.



Description of the investment

3. Team and company management

The operation of the kindergarten CHILDREN'S WORLD will be ensured by the following team:

- The **administrator** of the company will be responsible for the use and repayment of the credit, as well as the coordination of all activities of the company
- **Teachers**: 3 educators, one of whom will coordinate the educational activity
- **Language Teachers**: 2-3 groups will be organized according to the requirements for studying a foreign language at the choice of parents (English, German, Italian, French);
- **Supervisor / carer**: 2 people.

The company will contract the services of a specialized companies accounting for the preparation of the financial statements monthly and annual accounts.

Presentation of services

1. Educational objectives

The content of pre-school education is organized by fields of activity (language education, science education, education for society, aesthetic education, psycho-education) preparatory to curricular areas and by categories of activity (corresponding to the educational objectives).

Within the field of *science education*, *mathematical activity* has as fundamental objectives the constitution and development of basic intellectual operations, the referral, the formation and solving of problems, the formation of mathematical reasoning, as well as the use of mathematical knowledge in real life situations.

Very interesting and absolutely necessary is the education for society that integrates elements of *moral-civic culture* (preparing for civic education in school and generally living) and practical and domestic education (which prepares the child for family life, for domestic activity, developing it, at the same time, psycho-motric).

Presentation of services

3. Conducting teaching

Schematically, the daily schedule is conducted following the following structure:

Nr. crt.	Time slot	Activities carried out
1.	8:00-8:30	Games and activities chosen, role games, creative games
2.	8:30-9:00	Breakfast
3.	9:00-12:00	Development of proposed educational activities
4.	12:00-13:00	Lunch
5.	13:00-14:30	Rest
6.	14:30-18:30/19:30	Optional activities

Presentation of services

3. Conducting teaching

The planning of educational activities by groups and Monday is shown in the following table:

Monday	Small group	Middle group
8:00- 8:30	Games and activities chosen	Games and activities chosen
8:30- 9:00	Breakfast	Breakfast
9:00-10:00	Physical Education	Knowledge of the environment
10:00-11:00	Knowledge of the environment	Fun math
11:00-12:00	Art education	Musical education
14:30-18:30	Optional activities*	Optional activities*

Presentation of services

3. Conducting teaching

- During the optional hours the activities can be varied, namely: the resumption of some notions presented during the educational activities of the day, video cartoons can be viewed, mini-trips to the zoo, the botanical garden, watching theater, circus, etc. (the program is extended with the consent of the parents and with additional funds obtained from parents or through various sponsorships).
- During language classes, children will be taught with musical language and will learn the usual expressions, communicate, dialogue and memorize lyrics, sing songs.

Market Analysis

1. Statistical information

- In the school year 2018-2019 we will face a particularly serious situation regarding the number of available places in pre-school education units in IAȘI, which is much lower than that of pre-school children.
- Another advantage is the fact that around Iași they have built up real residential areas and have no education facilities in the area.
- From the analysis of the statistical data presented above it is clear that the level of demand for places in pre-school education in Iași is covered to a very low degree by the existing state and private infrastructure, which provides the premises of a profitable business with short-term investment amortization due to massive demand, low supply and continued price growth. Kindergarten CHILDREN'S WORLD aims to contribute to covering this demand on the market.

Market Analysis

2. Marketing Policy

The target segment is represented by young families, where both parents earn high incomes, who seek, appreciate and favor a high level of education and care and for whom the formation of their children is a continuous process.

The trend of the market on this niche is the continuous increase in the number of private kindergartens.

Market Analysis

2. Marketing Policy

The marketing strategy of the Kindergarten CHILDREN'S WORLD is based on a series of well-defined lines:

- providing quality education services, professionally trained educators;
- creating an academic environment where little children can learn basic social and scientific knowledge in which they can benefit from varied, standard and optional educational and recreational programs;
- ensuring a nutritional and nutritional program appropriate to the age of children, using to a large extent specialized catering services;
- forming groups of up to 15 children so that they receive the utmost attention and individual care;
- situation in a residential area where the target board is predominant, in a location easily accessible from the point of view of the means of transport;
- obtaining accreditation from the MECT in the shortest possible time according to the legislation in force.

Market Analysis

2. Marketing Policy

The initial ***promotional policy*** is based on the promotion of CHILDREN'S WORLD Kindergarten through a website, image promotion campaigns through flyers that will be shared in Iasi, in institutions frequented by the target segment, in the Valea Lupului area, where we will have headquarters and campaigns direct mail.

Following a market analysis on the private kindergarten sector operating in IAȘI, considered as potential areas for the Kindergarten CHILDREN’S WORLD, the following important competitors were present on the market:

NR. CRT.	Kindergarten name	Montly rates (normal/prolonged program)	Nr. groups/ Children	Facilities
1	PENILLA KINDERGARTEN	270 / 310	3 groups / 18	Optional languages (English, French, German) Catering
2	LORELAY KINDERGARTEN	330 / 400	5 groups / 12	Languages (English) Own kitchen
3	ANGEL KIDS	265 / 300	3 groups / 15	Optional languages (English, French, German) Catering
4	THE HOUSE OF LITTLE BEES	260 / 310	4 groups / 20	Languages (English, german) Catering
5	THE KINDERGARTEN BRIGHTLY	225 / 410	4 groups / 15	Languages (English, italian) Own kitchen
6	THE KINDERGARTEN LITTLEFINGER	210 / 320	3 groups / 12	Languages (English, german) Catering
7	THE KINDERGARTEN FIRST STEPS	250 / 400	4 groups / 12	Languages (English, french) Own kitchen
8	LITTLE PRINCE KINDERGARTEN	250 / 380	4 groups / 15	Optional Languages (English, french, spanish, italian) Own kitchen and catering

Note that a number of kindergartens mentioned in the above table work in two or three room block apartments, a space too small for the needs of such an institution.

Financial information

Expenditure incurred with the establishment of the company:
600 €

b. Administrative costs:	26.400 €
• Renting the property (2 months advance x 2.000 €)	4.000 €
• Reconditioning / fitting work	3.000 €
• Promotion through the press, flyers and the web page	3.000 €
• Ads for staff selection on www.eJobs.ro	150 €

Financial information

- The purchase of equipment and materials for carrying out the activity:

- furniture (desks, tables, chairs, beds)	7.000 €
- toys	1.000 €
- Sanitary hygiene products	200 €
- stationery products	100 €
- bed linen	1.000 €
- HP, multifunctional computer	1.500 €
- televisions	1.000 €
- CDs/DVDs audio and video	200 €
- washing machine and tumble dryer	1.000 €
- dishwasher	500 €
- vacuum cleaner	200 €
- refrigerator	300 €
- materials and cleaners	100 €
- sheet metal (3 pieces)	150 €
- outdoor play area	2.000 €

Financial information

VI.2. Montly costs:

a. Salary and social security contributions:

✓ administrator	1.000 €
✓ teacher (3 educators x 600 €)	1.800 €
✓ foreign language teacher (2 teachers x 300 €)	600 €
✓ caretaker (2 caregivers x 300 €)	600 €
Total wage costs	4.000 €

b. Average Administrative Expenses:

✓ catering services (monthly cost)	3.000 €
✓ rent	2.000 €
✓ electricity	200 €
✓ gas	300 €
✓ phone	100 €
✓ internet, cable TV	50 €
✓ supplies	150 €
✓ sanitary hygiene products	100 €
✓ fun activities fund	200 €
✓ various expenses	100 €
Total administrative expenses	6.200 €

Financial information

The main source of support for the kindergarten CHILDREN'S WORLD will be the income obtained from the fees charged for the schooling of pre-school children, as follows:

Nr. crt.	Tax type	Explanation	Value (€/children)
1.	registration fee	✓ is charged once, at the beginning of each school year	200
2.	School tax	✓ is charged per month and is the basis for the financing of the activity	325
3.	Language study fee	✓ is charged monthly and represents the salary payment of foreign language teachers. It is anticipated that at least 15 children will attend a foreign language course.	50

Financial information

The situation of the monthly income and expenditure relating to the months of November to March

INCOME*		COSTS*	
School tax:	325 € x 30 = 9.750 €	Wage costs:	4.000€
Language study fee:	50 € x 15 = 750€	Administrative costs:	
		- catering	3.000 €
		- rent	2.000 €
		- electricity	200€
		- gas	300€
		- phone	100 €
		- internet, cable	50 €
		- supplies	150 €
		- sanitary hygiene products	100 €
		- fun activities fund	200€
		- various expenses	100 €
Total income:	10.500€	Total expenses:	10.200 €

*** These records will be extrapolated to each month.**

Beginning with November, the kindergarten WORLD CHILDREN will be supported by its own income. November to March are considered as winter months, with utilities spending higher than in the rest of the year.

Financial information

- In August, as no revenue is collected, there are expenses for which it is necessary to allocate some of the profits earned during the school year. Considering net profit in October (€ 16.170), it can easily be seen that it can also be supported financially in August (required: € 6.210), resulting in a net profit for October of € 9.960.
- In the first year of school activity 2018-2019, spending is very close to the level of revenue, which results in a minimum profit. Please note that only the financial results obtained from the kindergarten activity, not the loan contracted from the bank, have been taken into account in the calculations below. Also, the evolution of these results is presented in years of school activity (September - August). Beginning with the 2018-2019 school year, work will begin on September 1 and will be expanded by bringing together two new small groups of 15 children each, both in 2018-2019 and in the school year 2019-2020. Thus, in the third year of education, the kindergarten CHILDREN'S WORLD will reach children in all three age groups (small group, middle group, large group).

Brainstorming method

- It is one of the most popular ways to generate new ideas, simulation method
- Involves the free expression of ideas, especially unexpected, non-conformist, the association of ideas from areas that have nothing in common and the cancellation of judgment of other people's ideas; the basic rules aim at stimulating as many ideas as possible, taking over and fructifying through adjustments and free associations of ideas issued by others, suspending any kind of criticism, free expression of imagination
- The members of the group will come up with various business ideas that the group leader will write on paper. The ideas will be analyzed by the group members and then the best choice will be voted
- Then we will explain the stellar explosion method and ask the groups to act using this method to build their own business plan.



The „STELLAR EXPLOSION“

Description of the “STELLAR EXPLOSION” method and its application in training:

- the participants seated in a circle which includes 5 stars propose the problem that needs to be solved by applying the BRAINSTORMING method
- then on the big star is write the central idea
- on 4 stars you will be asked a question about the problem to be solved – WHAT and WHY, WHO, WHERE AND HOW, WITH WHAT RESULT

Exercise: Suggest an economic bussines that will be initiated



Each question expresses a task, namely:

* WHAT AND WHY?

- What economic activity have we decided to achieve? What is the essence of the business? What are the reasons / opportunities that enable us to do this business (economic activity)? What will generate money and profit? What are the "strong points" that make you think you will be successful? (e.g. technological knowledge, management and marketing knowledge, training and experience in the field (as an employee for some companies in the field), location of the project, assets, relationships, work capacity, flexibility). In this section you will do the SWOT analysis of your business - strengths, weaknesses, opportunities, threats.

* **WHO?** - Who will be your customers and what is their location (county, region, country and distance from the location of the project)

* **WHERE AND HOW?** – refers to the necessary conditions / costs for the business: employees, costs, materials and equipment needed, as well as activities necessary for the implementation of the project (estimate the costs for ensuring the space of production / sales by purchase / rent, for the necessary technical projects; the purchase of machinery, equipment, furnishings; obtaining approvals, agreements, authorizations necessary for the implementation of the project, recruitment / selection / hiring of additional necessary staff, etc.)

Make a total of all costs with: wages, raw materials, utilities, rents, interest, etc.

* **WITH WHAT RESULT** - what profit is obtained from the economic activity and if the activity is sustainable based on the difference between the incomes and the expenses: the detailed and argued calculations are presented.

Applying the method:

- After the four participants extract a question from the leader of the group, it is given a time of 20-25 minutes to solve the task. The solving of the task involves:
 - identification of the economic activity / business
 - motivating its choice in terms of sustainability/conditions/opportunity/strong points/ finding potential customers and the market
 - Calculation of costs in euros
 - Calculation of profit
- When the time is up, the participants return to the circle around the big star and tell the leader how they solved the given questions / tasks; then the leader draws a business diagram on a piece of paper, fixes it on the flip chart and explains it to the others
- The participants of the other groups formulate questions, observations, completions, conclusions, etc. using the "World Café" method.

The „WORLD CAFE’ ” METHOD

Presentation of the method

“World Café” is a good method for generation of ideas, gathering information from the group and discussion or summing up the training content at the end of a training.

The World Café will have a minimum of 3-4 tables, respectively 3-4 groups of trainees (minimum 4 people each group) and 4 tasks. Every table is assigned a task. For example, if the method is used to summarize training content at the end of a training day, each group or table has the task to summarize everything important that they have learned, know about or think of, concerning the assigned topic (task) - what methods they know, when is one or the other appropriate to use and so on. The trainees are divided into groups of minimum 3 people. Each group has a table in the World Café. The group chooses one host of the table – this is the person that never changes place but stays at the table and summarizes all the ideas. The group works together on the topic for a session of 10-15 minutes. Then all the people except the host from table 1 move to table 2, from table 2 to table 3 and so on and they work again for a session of 10-15 minutes on the next topic. The cycle finishes when everyone except the host has been at every table.



Then the groups have 10-20 minutes to summarize all the information that has been gathered at their table. Finally one representative of each table /usually the host/ presents the results to all the trainees.

Teaching goals / Suggestions for use:

- method for generating ideas
- method for bringing a larger number of people into a dialogue
- to share experience
- summing up the training content at the end of the training session
- method which helps to share knowledge, stimulate innovative thinking, explore possibilities.

Classroom and materials: the size of the classroom depends on the size of the group. There must be tables – the same number as the number of groups with chairs around them, like in a café. The people will move from table to table, so space for rotation will be needed. You can put at each table a flipchart, paper and markers, which the group will use to present the results of their work.

Duration of the lesson:

To divide the groups and **explain the method and the tasks** - about 10 minutes;
15 minutes for each **round** – a total of 15 min., multiplied by the number of tables; for the groups to **summarize** their work – 10 to 20 minutes; 10 minutes for each group for presentation and discussion

Goal: to summarize the training content of the course, to provoke generation of ideas, to provoke thoughts about practical application of the training content, to provoke discussion and exchange of ideas between the participants.

How it will be applied: The participants are divided into 4 groups of 4-5 people. Each group is assigned to a table. The leader of each group will sit at a table and the members of the other groups will come along and present their observations and conclusions, especially on what they consider the risks and "weaknesses" of the business represented / proposed by the group of the leader who sits at the respective table. The leaders will note the comments of those who visit their table and they will make a list that will eventually be presented. Each table has to work upon one of the following materials:

- Paper
- Crayons
- Markers
- Cardboard or white paper

All the people will work on each table for 5-6 minutes. Each host will present their work on his / her table to all the participants for 5-10 minutes. In the end the participants will be invited to vote on the most successful business and the winning team will receive applause and a small prize.

6. Viaje a la Empleabilidad- an integrate employment programme

IDEA MUNICIPALITY OF ALZIRA - SPAIN

Viatge a l'empleabilitat

The **"Viatge a l'Empleabilitat"** is a project that arises from one of the main concerns of the municipal government, unemployment.

Alzira has a population of 44,300 people, whom 3,500 (39% men, 61% women) are registered as unemployed. The main profile correspond to people who have first-level training level of secondary education without a graduate degree or equivalent (58.67%), followed by people who have the same level but with a graduate degree or equivalent (17.86%). Later, there are those of medium grade education (6.11%) and those of higher degree (5.99%) of specific professional training, plastic arts and design and sports. The level of university degree and master's degree percentage they represent are minority (1.31% and 0.71%, respectively).

That is why the main objective of the **"Viatge a l'Empleabilitat"** program is to give the opportunity to the unemployed of Alzira so that they can receive training and make use of the necessary tools to be able to get a job.

On the other hand, we also have the **"Viatge juvenil a l'Empleabilitat"** program aimed at young people between 16 and 30 years old enrolled in the Youth Guarantee System.



Viatge a l'empleabilitat

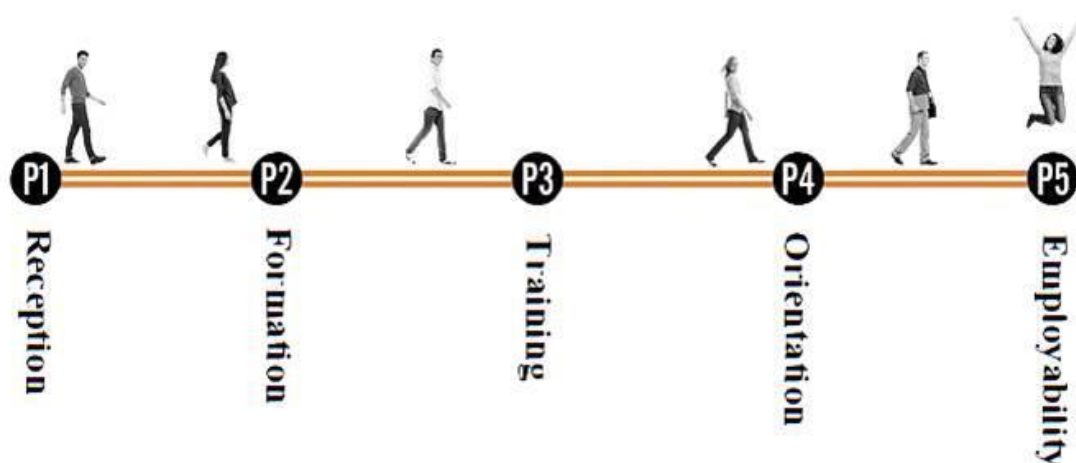
The main objective is the labour insertion for the youth group through training and professional qualification to increase the opportunities of integration on the labour market. The cost of execution of the project is valued at 249,779.64€, of which 91.89% will be subsidized from the total eligible expenditure.

To make it, we will improve the employability of 45 young people over 16 years of age and under 30 by equipping them with a training through which they will obtain a certificate of professionalism, and improve their skills in languages (English) and new technologies. These 45 young people through three itineraries that will lead to obtaining a certificate of professionalism, in three training specialties (Bar & Restaurant, Electromechanics and Foreign Trade).



Viatge a l'empleabilitat

The program is divided into 5 steps:



First. Reception: Voluntarily, participation may be requested by people in a job search situation, demonstrating a firm commitment to travel the itinerary that will be marked by a professional (guide-mentor), with the aim of improving their professional profile. To do this they must sign a commitment document with such proof of the level involvement in the trip.

Second. Formation: Participants will receive both face-to-face and on-line training, according to the needs detected by the mentor. The objective will always be the improvement of their professional profile which will lead to a better positioning to successfully reach the job search.

Third. Training: At this stop, participants will be offered the opportunity to do internships in a company or at the City Council related to what they learned during the training received at the previous stop.

Fourth. Orientation: At this point of the journey, the person must go to the job search proactively, with periodic tasks to be carried out always focused on results. The objective is to promote the active and efficient search for employment as the main tool for labor insertion.

Fifth. Employability: At the end of the trip, the participant will be able to find a job for others or their own, thanks to the improvement of their professional profile along the route, through training and training. Here specific resources will be made available to facilitate your arrival at your final destination. All the actions and services offered in this point are aimed at effective employment.

Taller d'ocupació t'estime



We also have a program called **“Taller d'ocupació t'estime”**. Is a mixed program that combines actions of training-employment directed to unemployed of 25 or more years. Activities related to new employments of general and social interest, promoted by public entities or non-profit-making private roads facilitating their subsequent integration into the labor market, both in employment for others and through the creation of business or social economy projects.

The objective is that unemployed workers of 25 or more years participate in the performance of works or services of public utility or social interest, with an effective work and at the same time acquire a certificate of professionalism, which increases their professional qualification and favors their labor insertion.



Taller d'ocupació t'estime

Has a duration of 12 months, which is divided equally between theory and practice. The time established for both is shared between the **“specialized learning of the workshop”** (specialties of socio-health care for dependents at home, management of telecare calls and auxiliary activities in forest exploitation and forest reforestation and silvicultural treatments), **“compensatory”** and **“complementary”**.

The “compensatory” part takes knowledge and practice about safety and health, prevention of occupational hazards, information technology, skills (empathy, teamwork), etc.

While in the “complementary” work mathematics, languages, etc. in order to improve their current level and encourage them to take official exams that certify their new level in these subjects.

We are proud to say that there were 30 people who benefited from this program in 2017 in the specialties of socio-health care for dependents at home, management of telecare calls and auxiliary activities in forest exploitation and forest reforestation and silvicultural treatments. The cost of execution of the project is valued at 612.712,44€ of which 583.588,80 will be subsidized.



Entrenamiento online

At the end, but not least, **IDEA is currently working on its own online learning platform** based on free software Moodle.



The screenshot shows the IDEA website interface. At the top, there is a navigation menu with links: Home, IDEA, European Projects, Our Mobilities, Past Projects, Contact Us, and Blog. Below the menu is a large banner with the IDEA logo and the text 'OFICINA PROYECTOS Y FONDOS EUROPEOS'. A secondary banner below that says '2016 EUROPEAN PROJECTS' and '12 PROGRAMMES 41 MOBILITIES 490 ATTENTIONS'. The main content area features a grid of project cards, each with a photo and a brief description of a project, such as 'WORLD WITHOUT HATE', 'EVOCE?', 'EVS YOUTH TRAINING MADEIRA III', 'EVS YOUTH TRAINING MADEIRA IV', 'EVS YOUTH TRAINING SLOVENIA', 'LET'S LOOK TO THE FUTURE WITH VOLUNTARISM', 'EUROPEAN YOUTH IN ALZIRA', 'EVS IDEA VOLUNTEERING LIFE CHANGING', and 'BONDOPESSE'.

An innovative project with a great impact on the development of citizenship whose objectives are:

- Offer and manage online courses for citizens, adapting the training offered to the learning demand.
- Support online courses related to new technologies by offering free and quality information.
- Improve the employability of citizens who lack the tools to face the online world.

Entrenamiento online

While we are working on this new online learning platform, we keep supporting **“Aula Mentor Alzira”**. Is a platform where people can find a rich training offer in continuous update, online mentor assistance, schedule and course deadline achievement flexibility, final exam in the classroom, receiving at the end a Ministry of Education certificate. Each of the courses offered in the "mentor classroom" is different, therefore, from one course to another they change the content, the methodology, the duration, the recipients and the recommended requirements to do it. However, we invite you to take a look at the various courses we offer on the web: <http://www.aulamentoralzira.es/>.

In 2016 **“Aula Mentor Alzira”** had 140 students in a total of 32 courses with more than 150 offered. In addition to offer the chance to take part of these courses at home, IDEA makes available to the students the access to the platform from IDEA’s Multimedia Classroom two hours per day.

To know more and get more information about any of our projects visit our website: <http://www.idea-alzira.com/>



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