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Training Manual

Strengthening employability skills through
peer to peer learning for young people in
Armenia, Moldova and Ukraine



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Abbreviations

EaP	Eastern Partnership
EU	European Union
NGO	Non-governmental organisation

Country codes

AM	Armenia
MD	Moldova
UA	Ukraine

Introduction

This training manual is a result of the EU-funded project *EmploYOU!th*, run in the period June-November 2021 and implemented by Centre of European Expertise - Europuls, Armenian NGO Youth Initiative Centre, Moldovan Millenium Development Institute, and Kreativ - Vinnytsia Regional Center for Information from Ukraine. The manual briefly outlines the youth unemployment situation in Armenia, Moldova, and Ukraine and provides a series of practical country-based recommendations for young people in search for a job opportunity. In addition, based on the Training of Trainers concept, this work provides a series of materials on how to conduct events/training/workshops for young people (15-26 y.o.) in all three countries of from the Eastern Partnership (EaP) region. However all materials can be by extension used and applied by youth workers and NGOs in the other three countries from the EaP region (Azerbaijan, Georgia, and Belarus).

The *EmploYOU!th* project aimed to educate and give the necessary tools to at least 225 young people aged 15 – 26 y.o. from rural and urban areas outside the capitals of Armenia, Moldova and Ukraine. As a result of project implementation, over 600 young people benefited from the multiplier seminars organised by 43 trained peer educators within the framework of the project. The final target, marginalized and vulnerable youth became familiar with to find jobs on the local labour markets, and to support youth entrepreneurship skills with a particular focus on social entrepreneurship.

While this manual serves as a pragmatic tool, it also briefly assessed the current state, tendencies and policy environment of youth unemployment in Armenia, Moldova, and Ukraine. Overall, the authors aimed to provide a comparative regional perspective on how youth unemployment can be tackled through innovative educational practices. At the same time, the manual can be used by teachers, NGOs, young leaders, trainers in all Eastern Partnership countries including the other three countries not analyzed in this study (Azerbaijan, Belarus and Georgia).

The information and views set out in this document are those of the authors and do not necessarily reflect the official opinion of the European Union. Neither the European Union institutions and bodies, nor any person acting on their behalf may be held responsible for the use which may be made of the information contained therein.

1. Youth Unemployment in Armenia, Moldova, and Ukraine

1.1. Youth unemployment in Armenia

The youth unemployment rate in Armenia was 33.51% for 2021, according to the World Bank data.¹ According to recent studies by the International Labour Organization, the pandemic situation has severely affected especially women and young people.²

Despite the improvements of the labour market in recent years, the Armenian economy and the labour market was hardly hit by the global pandemic of the Covid-19. In addition, the latest conflict developments over Nagorno-Karabakh region impacted the socio-economic situation for Armenians.

According to the European Training Foundation's findings in the 2019 "Youth Transition To Work in Armenia" publication, the duration of job search is often very long, adversely affecting young people's opportunities to actively use their skills.³ In 2014 more than half of unemployed young people had been looking for work for longer than 12 months. In 2016 the youth unemployment rate exceeded the unemployment rate for the population aged 15–75 by 55% while the youth employment rate was 33% lower than the rate for the population aged 15–75.⁴ However, one of the major problems followed in this field, is not only the shortage of jobs but the discrepancy between the requirements of the labour market and the competences of young people.⁵

1.2. Promoting and boosting youth employability skills in Armenia

Taking into account the current situation in Armenia, developing the employability skills and competences of young people through non-formal education training courses and peer to peer education in small community levels has been chosen as one of the possible ways to overcome the gap between the labour market and the young people.

Within the framework of the project "Developing employability skills throughout peer to peer learning for young people in Armenia, Moldova and Ukraine - EMPLO(YOU!)TH", 15 young people from five regions of Armenia - Shirak, Lori, Tavush, Armavir and Gegharkunik, were enrolled in a range of capacity building training courses to boost their employability skills, as well as prepare them as peer educators to transfer the acquired knowledge and skills to their community youth. All 15 selected youth participated in three main training courses under the following themes:

1. Training course on Employability and Transversal competences for Labour Market;
2. Training course on Labour rights, Health and Safety at Work;

¹ <https://data.worldbank.org/indicator/SL.UEM.1524.ZS?locations=AM>

² https://www.ilo.org/wcmsp5/groups/public/---europe/---ro-geneva/---sro-moscow/documents/publication/wcms_762029.pdf

³ https://www.etf.europa.eu/sites/default/files/2019-07/youth_transition_armenia.pdf

⁴ Idem

⁵ See more at: <http://businesswoman.am>

3. Training course on Peer Education.

In between the training courses, the participants implemented community research to find out the main platforms where young people can find jobs, interviewed some local employers to find out their requirements from job seekers and after all conducted needs assessments among young people to identify their learning needs in improving their employability skills.

As a result of the conducted surveys, 55 young people increased their essential learning needs. The majority of young people have mentioned communication and public speaking, time management, leadership, teamwork, conflict management and awareness of their labour rights and responsibilities as part of their needs. For some of them it is supposed to be a challenge becoming employed because they are not aware how to work in a team. Although they graduated from different universities and colleges, they do not meet the requirements of the labor market. To help young people improve their competences, we have some practical recommendations for peer educators prepared in this manual.

2. Youth unemployment in Republic of Moldova

In Moldova, in 2019, only 28 % of young women and men were in employment, nearly half the adult employment rate.⁶ Youth unemployment was the highest in the 15-24 age group, almost 10%.⁷ This is despite what the World Bank has termed “solid economic performance” since beginning reforms at the end of the 1990s.

Unemployment among youth has recorded an overall decline since 2015. This is in part attributable to methodological and demographic factors. This trend is likely to be reversed as the economic effects of the COVID-19 pandemic will be disproportionately felt by young adults.⁸

However, Moldova’s youth unemployment rate is not indicative of the ‘real’ situation in the labour market. Many young women and men see little chance of finding decent employment matching their career aspirations, and as a result stop actively looking for a job in Moldova.⁹ Steadily increasing unemployment rates among youth with tertiary education shows that access to well-paid jobs and high skill employment is especially low. As a result, many youth leave the labour force prematurely – either going back to study, caring for family or looking for a job abroad.

Currently, 27.4 % of youth aged 15-29 (2019) are not in employment, nor in education or training – meaning that every third young person in Moldova is in the category of ‘NEET’.¹⁰ Attracting young people into the labour market remains a challenge. Overall, labour force participation rates in Moldova are the lowest among Eastern European countries for both men and women. The NEET rate is a particularly important indicator as it shows the gap between current and potential youth labour market entrants, compared to those considered currently available for work.

The share of NEETs among young people has decreased in the past five years – from 36.3% of the total number of young people in 2015 – but remains high compared to the Europe-wide average of approximately 15%.¹¹ While more than half of inactive young people are studying or involved in professional training, approximately three quarters of NEETs are inactive non-students and only one quarter are unemployed non-students, hence looking for work.

⁶ Decent Work Country Profile Republic of Moldova (ILO, 2020 unpublished)

<https://data.worldbank.org/indicator/NY.GDP.MKTP.KD.ZG?locations=MD>

⁷ Labour market transitions of young women and men in the Republic of Moldova (ILO, 2016) 9 Youth Well-being Policy Review of Moldova (OECD, 2018)

⁸ Labour market transitions of young women and men in the Republic of Moldova (ILO, 2016) 9 Youth Well-being Policy Review of Moldova (OECD, 2018)

⁹ Moldova Policy Notes (World Bank, 2019) Guide on Measuring Decent Jobs for Youth (ILO, 2018) 14 Decent Work Country Profile Republic of Moldova (ILO, 2020 unpublished) ‘

¹⁰ Youth Employment A Systems Analysis for Moldova’s Decent Work Country Programme 2021-2024, June 2021

¹¹ NBS: <https://statistica.gov.md/newsview.php?l=ro&idc=168&id=6601>

2.1. Promoting and boosting youth employability skills in Republic of Moldova

The project "Developing employability skills throughout peer to peer learning for young people in Armenia, Moldova and Ukraine - EMPLO(YOU!)TH", come to support the development of the skills of young people in our country to be better prepared for the labor market and also to develop their skills as a peer educator to contribute to the development of the skills of their peers to have greater competitiveness at employment. 15 young people from four regions of Moldova - Falesti, Chisinau, Soldanesti, Ungheni participated in a series of non-formal training activities focused on job search in local labor markets and become peer educators who spreaded all they learn to peers from their communities. All 15 selected youth participated in three main training courses under the following themes:

1. Training course on "Career guidance and employment"
2. Training course on "Employee rights, health and safety at work"
3. Training course on "Peer to Peer Education. Who is the Peer to Peer Educator and what is their role?"

Following the second training course, the participants returned to their regions and realized the learning needs analysis of young people regarding employment and what they want to learn on this subject. Based on the results obtained, at the third training each participant developed a series of activities that they carried out with young people in their community. In total, more than 50 young people from four communities develop their knowledge regarding employment and the steps they have to take to get a job. Main topics of the activities carried out were CV writing, Motivation letter, career planning, job interview, rights of youth employers, etc. It is important to mention that participants of the follow-up activities organized by the peer-to-peer educators developed their skills on finding learning opportunities and opportunities to develop necessary competencies related to their dream job.

3. Youth unemployment in Ukraine

According to the State Institute of Family and Youth Policy data 10.26 million young people aged 14-34 live in Ukraine.¹² The unemployment rate of youth (labor force ages 15-24) in Ukraine as of 2019 was 15.28% according to The World Bank data. Share of Ukrainian youth not in education, employment or training (NEET) is 16.5% of the youth population. In 2020-2021, the growth of unemployment occurred among citizens of all ages. The highest unemployment rate (19.7%) was observed among young people under the age of 25.¹³

From March to April 2021 the U.S. Agency for International Development (USAID) conducted a labor-market assessment in Ukraine for youth employment through the National Identity through Youth (UNITY) program.¹⁴ The study showed that many young people in Ukraine face difficulties in finding their first job. According to the main findings, youth are not having adequate financial literacy skills, digital literacy, employment related soft and technical skills. At the same time, they have no access to information about promising professions, or do not have the necessary skills to be competitive on the local labor market.

Due to migration, there is a shortage of skilled young labor, COVID-19 leads to an economic downturn, and discriminatory practices continue to cause problems in the labor market.¹⁵ While official statistics demonstrate that informal youth employment stands at around 10%, an International Labour Organization (ILO) survey from 2013 showed that 57% of young Ukrainian workers are informally employed. Ukrainian youth aged 15–24 show a lower level of employment (33.7%) compared to their EU peers (41.7 %).¹⁶ The low rate of economic activity in the youngest cohort is mainly due to their high level of engagement in education (84.1%), postponing their entry into the labor market.

According to the assessment of the Ministry of Youth and Sports of Ukraine "Youth of Ukraine - 2019" - 38.4% of young people have a higher education, while 34.5% of respondents would like to change their profession, and 38.5% of young people want to become an entrepreneur, but they are hindered by different circumstances

3.1. Promoting and boosting youth employability skills in Ukraine (Vinnytsia region)

Within the framework of the project "Developing employability skills throughout peer to peer learning for young people in Armenia, Moldova and Ukraine - EMPLO(YOU!)TH" 16 young people from 3 regions of Ukraine – Vinnytsia, Khmelnytsky and Rivne took part in the activities aimed at raising their competitiveness on the labour market and facilitating their job search process.

Kreativ - Vinnytsia Regional Informational Centre as partner organization in Ukraine has carried out a set of three training courses on developing capacity of young people as peer-to-peer educators in the fields of entrepreneurship and employability:

1. Youth Employment: necessary competencies for competitiveness on labor market
2. The employment rights for young people. Safety and protection at work
3. Youth employment education on the principle of peer to peer learning

Participants interviewed peers about the youth labor market challenges, analyzed key documents aimed at promoting youth employment. They have determined what competencies a young person

¹² <https://dismp.gov.ua>

¹³ <https://data.worldbank.org/indicator/SL.UEM.1524.ZS>

¹⁴ <https://www.irex.org/sites/default/files/UNITY%20LMA%20Infographic.pdf>

¹⁵ <https://www.mriemotadiemorazom.org/research>

¹⁶ https://www.irex.org/sites/default/files/UNITY%20LMA%20Report%20Final%20June%202021%20Final_0.pdf

should possess in order to be competitive on labor market, as well as how to develop such competencies. They learned about the implementation of youth employment policy in the region and at national level, about the rights of young people in employment, the basic services of the public employment service and modern approaches to obtaining them and analyzed online job search tools.

The training courses also covered the following topics: digital and media literacy for youth employment, EntreComp - Entrepreneurial Competence Framework, protection of startup rights, CV writing, job interview, conflict resolution, prevention of workplace harassment, non-formal education for the development of skills for employment and peer-to-peer learning.

The participants developed and carried out workshops on improving their employability skills, discovered best practices of youth social enterprises in Vinnytsia and visited the unique social restaurant *Kotsyubynsky 220*, which employs young people with disabilities. On the local radio station and TV channel *Suspilne Vinnytsia* they shared the experience and knowledge gained through the Employouth project.

The local partners were involved in the project implementation phase: Vinnytsia Regional Youth Center "Kvadrat", the Department of Social and Youth Policy of Vinnytsia Regional State Administration and the Department of Economy and Investment of Vinnytsia City Council.

The 13 trained young peer educators managed to implement follow-up seminars, workshops and educational activities for youth representatives on local level.

4. Practical suggestions for young people in search for job opportunities

4.1. Recommendations for young people in Armenia

One of the ways for searching for appropriate jobs is using job boards or platforms. They are used as a solid surface on a wall where vacancies were advertised for all to see. Nowadays job boards have moved to a virtual format that can be accessed by all. Now In Armenia job search engines or any of a vast number of career-related websites, specialized job search sites are used for posting job openings, such as:

- [Staff.am](#),
- [HR.am](#),
- www.careercenter.am/en/jobs
- Regional government websites for state jobs (e.g. schools)

Awareness of their own labour rights is an integral part of the employer's competencies. It is advised for young people and every person seeking for job to get acquainted with the Labour Legislation of the Republic of Armenia following this link at www.arlis.am:
<https://www.arlis.am/documentview.aspx?docid=66489>

The Legislation regulates the collective and individual labor relations, defines the grounds for the establishment, change and termination of those relations, the rights and responsibilities of the parties, the responsibility, as well as the conditions for ensuring the safety and health of the employees¹⁷.

Some tips for young people:

- Legal working age in Armenia is 16,
- 14-16 years old youngsters can work based on a written consent from their parent or the legal guardian in cases when job does not hinder their education process,
- Working hours allowed for employees between 14-16 years old is up to 24 hours per week,
- Working hours allowed for employees between 16-18 years old is up to 36 hours per week,
- Normal working hours may not exceed 40 hours per week.

- **Self-presentation at job interviews**¹⁸

Learning objective: In the result of the session, participants will a) make an idea how to present themselves at job interviews and b) will get acquainted with the main questions that are asked at job interviews.

¹⁷ <https://www.arlis.am/documentview.aspx?docid=66489>

¹⁸ Session outline by Esmarida Poghosyan

4.2. Recommendations for young people in Republic of Moldova

If a young person plans to look for work, there are two job search methods, we can divide them into two categories:

- a. Traditional job search methods
- b. Current methods of looking for a job.

In turn, these methods can be divided into several forms as follows:

1.1 The National Employment Agency and its territorial structures - are public agencies accredited by the Government which, through their activity try to ensure the connection between labor supply and demand. The consulting services offered by these agencies are free of charge, they work in the interest of the community.

1.2 Career Fair - The career fair is an active measure of employment, through which the meeting, on neutral ground, of the demand with the job offer, is realized. Thus, the direct contact between the economic agents and the persons is made looking for a job. A career fair will include vacancies in various fields of activity, available in the country and extensive information about employers participating in the fair. Events of this type are usually addressed to all young people who are undecided about their career, they want to know more details about what involves work in a certain field or who want to be up to date with the labor market, career advancement opportunities.

1.3 The easiest solution to shorten the job search process are websites where companies publish the jobs they have. Most Moldovan employers use these sites to find employees. Online recruitment platforms (websites) with a large list of jobs:

- civic.md - is an informative site for people interested in the associative sector in the Republic of Moldova and where young people can find vacancies in this sector.
- <https://www.angajat.md/> - Official job portal of the Republic of Moldova, administered by the National Agency for Employment
- delucru.md - offers you the opportunity to make a free CV and publish it to be easily found by employers, but also to apply independently to job offers.
- Jobs.diez.md - it brings you closer to employers and provides all the necessary support in the hiring process
- Piatamuncii.md - is a web-site through which you can search for work in Chisinau. Here you can find anything by presenting your CV.

4.3. Recommendations for young people in Ukraine

Before thinking of getting employed it is always recommended to get acquainted with key documents on youth employment policy at the national and regional level. The most important documents are the following:

- State Youth Policy in Ukraine¹⁹
- State Target Social Program Youth of Ukraine 2021-2025²⁰

¹⁹ https://mms.gov.ua/storage/app/sites/16/Mizhnarodna_dijalnist/Programa_molod_ukrainy/minmolod-final-adds09-compressed.pdf

²⁰ <https://zakon.rada.gov.ua/laws/show/579-2021-%D0%BF#Text>

- National Action Plan on Youth Employment – 2025²¹
- Law of Ukraine on the basic principles of youth policy²²
- Decree of the President of Ukraine on the National Youth Strategy until 2030²³
- Regional Target Social Program “Youth of Vinnytsia Region for 2021 – 2025”²⁴

The authors recommend paying attention to the new "Pact for Youth 2025"²⁵, an all-Ukrainian initiative that unites the efforts of companies, the state and education for the sake of youth employment. The purpose of the pact is to create a community of employers who promote youth employment (creation of internship programs, cooperation with education, etc.), as well as the development of young people's skills to build successful careers. It is the only public-private youth employment initiative in Ukraine that has brought together 146 employers in 5 years, who have jointly created more than 45,000 workplaces for young people.

Electronic services of the State Employment Service:

- State Employment Center <https://www.dcz.gov.ua/>
- Vocational guidance and career development platform <http://profi.dcz.gov.ua/>

List of popular career-related websites, which are specialized at job search:

- Careerhub.in.ua – is an expert career development platform that helps a young person to decide on a career choice and plan a future career, get a quality education for professional self-realization, develop professional and soft skills, prepare for future work.
- Work.ua is the largest site in Ukraine on the subject, with an average of more than 80,000 vacancies available here.
- Rabota.ua is the second most popular site, many vacancies, a separate opportunity to find your first job.
- Jobs.ua is an all-Ukrainian portal for job search and recruitment.
- Pro-robotu.ua is the leading publication on employment in the capital. More than 8,000 vacancies per week.
- Novarobota.ua - database on employment in the regions. Operational and detailed information about vacancies. Articles, advice and consultations on employment.
- Worknew.info - you can find a job, leave a resume, post a vacancy and find staff.

Tips for job seeker:

According to the Labor Code of Ukraine, minors (the persons below 18 years old) are equated in rights in legal relations with adults. At the same time, in the field of labor protection, working hours, vacations and some other working conditions, minors enjoy the benefits established by the legislation of Ukraine. Age from which minors are allowed to be employed in Ukraine:

- from 16 years;
- from the age of 15 is allowed (with the consent of one of the parents or a person replacing parents);
- from 14 years (students to perform light work in their free time with the consent of one of the parents or a person replacing parents).

Working hours for minors are reduced:

- for employees 16-18 years old is up to 36 hours per week;

²¹ <https://mms.gov.ua/npas/proekt-natsionalnogo-planu-diy-shchodo-zaynyatosti-molodi-2025>

²² <https://zakon.rada.gov.ua/laws/show/1414-20#Text>

²³ <https://zakon.rada.gov.ua/laws/show/94/2021#Text>

²⁴ <https://cutt.ly/NTi5nJx>

²⁵ <https://careerhub.in.ua/wp-content/uploads/2020/09/Buklet-Paktu-2025.pdf>

- for young people 15-16 years old is up to 24 hours per week;
- for students 14-15 years old who work during the holidays is up to 24 hours a week;
- for students who work during the school year in their free time, working hours are no more than half of the maximum working hours provided for persons of the appropriate age.

Remuneration of employees under the age of 18 with a reduced duration of daily work is paid in the same amount as employees of the relevant categories with a full duration of daily work.

Jobs that prohibit the use of minors:

- hard work;
- work with hazardous working conditions;
- underground works;
- work involving lifting and moving things, the weight of which exceeds the established limits for minors;
- night work;
- overtime work;
- work on weekends.

CONCLUSIONS

Instead of conclusions, youth is increasingly taking center stage in policy debates as a driver of the development in EaP countries. However, the issue of youth unemployment is still not one of the most important and widely discussed topics. High rates of youth migration, especially from rural to urban areas, or from EaP countries to abroad is causing the brain drain phenomenon, widely spread across the region.

Young people are the driving force that can push the development of economies in EaP countries into a new level, drive the innovation and even make systemic changes. They can not only fight their own unemployment through entrepreneurial measures, but also counteract unemployment in EaP countries in general, by providing employability for a large sector of vulnerable groups, and not only for young people and women, but also for those, who bear most the burden of economic and social transition.

At the same time, educational systems should be adapted and the educational curricula have to be adjusted in accordance with standards and demands of the local job markets. For this, governments in Armenia, Moldova, and Ukraine should prioritize introducing active labour market measures, including youth employment partnerships. This is an important component since the European Union aims to prioritize similar dimensions in the next years to come. This aspect has been addressed in the EU's EaP policy, by setting up the next targets for 2025. One of the main targets is to support 70 000 individual mobility opportunities for students and staff, researchers, young people and youth workers in all six EaP countries.²⁶ At the same time, the EU's assistance and cooperation with EaP partner countries has to strengthen the support for youth employment, employability, entrepreneurship and enhance development of skills for the green and digital transitions.

Supporting the development of youth entrepreneurship will also contribute not only to the national and local socio-economic development in a sustainable way, but will also reinforce demand for democratic change. Though the level of prioritisation of the development of youth entrepreneurship may differ in EaP countries, the recent developments in various EaP countries have made a push in the development of entrepreneurship ecosystem.

Nevertheless, there are various programmes on entrepreneurship education (recently also some measures on social entrepreneurship education appear in EaP countries), but supporting the development of practical entrepreneurial competences, as well as entrepreneurial mindset of young people remains an issue.

Social entrepreneurship is also a subject of discussion in EaP countries. Nevertheless, there is no general approach in none of the EaP countries, as well as the governments are lacking a strategic approach and structured support mechanisms for the development of these field, especially in the context of using social entrepreneurship as a tool for dealing with youth unemployment and numerous challenges in rural areas.

²⁶ JOINT STAFF WORKING DOCUMENT Recovery, resilience and reform: post 2020 Eastern Partnership priorities, 2021, https://eeas.europa.eu/sites/default/files/swd_2021_186_f1_joint_staff_working_paper_en_v2_p1_1356457_0.pdf

Though the number of female entrepreneurs is increasing in EaP countries, there are still serious obstacles remaining for the development of these field. Besides that, young people from rural areas have a number of challenges in accessing the support programmes possibly available for them.

There are numerous programmes with state and international funding available in EaP countries, though there is a huge need for more visibility and special measures to imcrease the awareness among young people, especially from rural areas. This was one of the main finding during the implementation phase of the Employouth project in all three countries (AM, MD and UA).

That is why further joint actions between public authorities, NGOs and development partners, including European Union should continue working on strengthening the societal resilience by investing in creation of qualitative and well paid jobs, and in changing the educational systems that can form the necessary competences for young people to be competitive and productive on local job markets. This would ultimately reduce the labour emigration and contribute to the local development of economies and societies.

ANNEXES

Practical materials to be used by young peer trainers in Eastern Partnership region

Annex I. Armenia



- Two main approaches:

Things that matter Education Experience Skills	Things that matter Values Compliance with the mission of the organisation Upcoming goals
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- How to prepare for an interview?

Keep in mind the solid answers to the following questions:

- Why do you want to work for that company/organisation?
- What is known about that company/organisation, what is its main mission?
- Main achievements and further interests,

- Review the required experiences again, and prepare solid answers,
- All answers must be reliable and substantiated (preferably with examples),
- Highlighted advantages and aspects that need to be improved.

Other factors you need to pay attention to:

- Your outfit
- Your speech and gestures
- Punctuality. Don't be late for the interview!
- What shouldn't you do?
- Do not talk about personal problems, failures, or financial difficulties,
- Avoid political-religious topics,
- Do not discuss your previous employer,
- Do not use slang in conversation,
- Do not take the lead in the discussion.

Tip: At the end, you should also prepare relevant questions for the employer. It will show that you are interested in the organisation, and you want to work with them.

After you have discussed these aspects with your participants, divide them into two groups one of which will be the interviewing jury and the others, the interviews.

- Pick a real life job announcement,
- Give both sides to prepare the questions as interviewers and interviews,
- Change roles after the interviews are done,
- Debriefing: question the participants about how they felt in each role and give them time to reflect how they used some of the above mentioned techniques and tips.
- **Teamwork²⁷**
Learning objective: Understand the importance of teamwork as an essential employability competence.
- Opener to the topic, 10 min
Chair game: making chairs stand on their tip and moving around the chairs in the circle in a synchronised way.
 - Give time for making a decision as a team;
 - Practice round and "real" rounds with trainer supervision.
 - Discuss what happened and why this game.
- Simulation game, 30 min
Doctors in the hospital will be able to do kidney transplantation to 5 of the proposed 10 patients (provide a handout of different invented personages with their individual stories).

²⁷ Session outline by trainer Anna Yeghoyan

- First, choose individually, then as a group. Depending on the number of participants, create small groups of 3 to 5 “doctors”.
- Debriefing of the activity - emotional steaming, learning outcomes (focus on process, not on content of the activity), application of the activity to real-life situations.

*Handout: Kidney transplantation

1. 68-year-old businessman. He promised to provide \$ 50 million for the reconstruction of the hospital, but only if he underwent the first kidney transplant operation. He is an HIV carrier.
2. 36-year-old well-known athlete. He is considered the best athlete in the country in the last decades. His wife has passed away, he has three daughters, aged six, seven and eight. He has no other family members. Formerly he was an atheist, he is now a Muslim.
3. Protestant clergy. She is a 36-year-old woman, a well-known community leader. She has four children and a blacksmith husband. She has been married for 18 years, smokes two packs of cigarettes a day.
4. Retired professor of literature. She is 56 years old. She has lectured at local and international universities for many years. She is an author of many books. Her husband passed away a year ago. She has three adult children. In recent years she has been working on a book that can have a major impact on the development of public education.
5. 17-year-old girl who is in high school. She has a single mother and a younger sister. She is the chairman of the school student council. Knowing she could die without a kidney transplant, she has had many casual intimate relations. She may also have chronic heart disease.
6. 44-year-old doctor, not married. She was born in the Diaspora. Finding no personal happiness, she returned to her homeland, performing free surgeries in hospitals to help people.
7. 26-year-old student of Law. He is a talented young man specializing in International Law. He speaks three foreign languages. His parents have died, and his three younger sisters are in his care. He has been helping orphanages as a volunteer in recent years. He is not sure about his sexual orientation.
8. 25-year-old woman with a bad reputational past. She has not been involved in her previous business for four years. She got married two years ago. She would like to have children. Her husband is a computer analyst and an heir to a rich entrepreneur. She has been very active in volunteer organizations for the last three years. She has been attending a medical college for the last 8 months to study nursing. Her parents and sisters are dead.
9. 10-year-old boy who is the only son in the family. The parents are refugees. The father works at school and the mother is unemployed. Parents can no longer have children. He is in the fifth grade. The family does not have the means to treat their son unless the surgery is carried out by the state.
10. 38-year-old divorced man. While the children live with their mother, he regularly provides financial support to his two teenage sons. He owns a small construction company, which is the only source of income for needy families of the company's ten employees. He has been a member of the Council of Elders for six years and contributed to the improvement of the community. One of his eyes is blind, and it's possible that his second one may go blind.

	Your Individual Decision	Your Team Decision

- Input, 15 min
PPT on teamwork - main principles, roles and importance.
Ask questions, bring examples while doing the input.

*Material for the PPT

- **Leadership²⁸**
Learning objective: Understand the importance of leadership as an essential employability competence.

- Opener of the topic, 10 min
 - A round of one phrase per participant on “What is leadership for me”
 - Show peer educator’s definition on flip chart or a PPT

*LEADERSHIP is the ability to influence people's motivation and / or abilities, a way of mobilizing and inspiring, so that a group of people can achieve their goals.

- Who is the leader, 40 min
 - Draw the ideal leader in small groups
 - Share and explain the drawings, and then discuss what we can do to encourage, boost leadership, talk about obstacles
 - Show the participants the modern-day leaders traits and skills (Forbes list, 2019) through projecting a PPT

*Modern-day leader’s traits and skills according to the Forbes

- Independence
- Strategic approaches
- Effective communication
- Accountability and responsibility
- Ability to set clear goals and focus on them
- Vision of the future
- Complex situation management
- Creative and innovative
- Team building and encouraging teamwork
- Establishing long term relationships
- Constantly learning

- Leader vs manager, 30 min
 - Individual work on the differences of leader and manager: write down 3 differences and then share in the group with examples and explanations

²⁸ Session outline by trainer Anna Yeghoyan

- Show the PPT slider of the actual differences between leader and manager, discuss different opinions in examples

*Differences between leader and manager

	MANAGER	LEADER
Function	Manages the work	Leads people
Has	Subordinates	Followers
Approach	Plans the details	Chooses the direction
Decision	Makes	Guides
Power comes from	Position	Personal qualities
Leads with	Mind	Heart
Planning	Short-term	Long-term
Truth	Formulates	Searches for
Conflicts	Escapes	Helps to resolve
Follows	The existing path	A new path
Likes	Action	Aspiration

- **Time management²⁹**

Learning objective: - Understand the importance of time management as an essential employability competence. - Get to know some tools and theories to help better manage one's time.

- Individual work, 20 min
- Give time to participants to set a goal and write a list of things to achieve the goal.
- Reflect on the individual lists, whether there is any difference between a to-do list with and without aim and why setting an aim is an important starting point.

²⁹ Session outline by trainer Anna Yeghoyan

- Discuss: what makes a list into a plan, write down such criteria as timeline/deadlines, responsibility/support people, resources and talk about the importance of grouping and prioritising tasks.
- Review your task lists, 15 min
Input on 4D model³⁰ (Do, Delegate, Delay, Delete)
Ask the participants to look into their lists and apply 4D model to it. Talk about the importance of revisiting one's lists in a certain period of time (and thus applying the 4D model on the former lists).

4D model

Delete is about revising your task list and dropping the ones which are not essential. It might be very difficult to decide whether or not that task is unnecessary, so you need to look at hidden inefficiencies. If you are spending 15 minutes every morning scanning through your email inbox and deleting the unnecessary newsletter, maybe you just need to unsubscribe from the ones which you don't want to spend time on.

Delay is scheduling the task for a later period of time. If you are concentrated on a certain task and somebody approaches you with another task, it's important to schedule a meeting for that task or tell when you can do it rather than interrupting your flow. One of the techniques is making a to-do list by chronological order and dealing first with the task with the closest deadline.

Delegate is about trusting your task to someone else. You need to understand which tasks can be completed by someone else if you are overwhelmed and give it away. Make sure the person whom you delegate the tasks knows what to do, otherwise you may end up spending more time on supervision.

Do your tasks as you have planned. Start with the most urgent task in your list but make sure you have the time and resources to work on it. If you are not ready yet, delay, delete or delegate it.

- **Getting to know each other and ice-breaker games for small and big groups.**

Name adjective game:

Material needed: ball

Participants stand in a circle. The first volunteer will say their name and one adjective, to describe themselves with the same initial letter as their name (e.g. Active Anna). Then the person next to them will say the previous person's name and adjective and then their own. After everyone has introduced themselves, we bring in a ball. This time participants will throw the ball randomly by shouting the person's name they are throwing the ball to. But in this part, there will be no more adjectives, only names. The game will continue until everybody has had the ball at least one time.

Speed dating:

³⁰ <https://toggl.com/blog/4-ds>

Ask participants to mix in the room and meet each other for 3-4 minutes to talk about some questions given below. After time is out, the facilitator stops the conversation and asks to change the partners.

- Describe the place where you live.
- What are you excited, passionate or proud about in your professional/educational pathway?
- What is something that people often assume or think about you, but it is not actually true?
- Share a childhood memory you have.
- What is your favourite book or movie or artist?
- Describe what you currently do in life.
- What is your motivation to be involved in the youth work / NGO world?
- Where did you see the call for participants and why did you decide to apply to this project?

Be unique:

Everyone stands in a circle. Every participant has to say something unique about themselves. For example: "I speak 3 foreign languages". If another participant also speaks 3 foreign languages, the participant who shared the 'not-so-unique' aspect must sit down. The goal is to stand as long as possible and to share special things about yourself that no one else typifies.

Annex 2. Ukraine TRAINING MATERIALS

Training session: THE SKILLS OF A YOUNG PERSON OF THE XXI CENTURY

Duration, min: 45

Learning objective: Participants indicate the skills that a young person must possess to be competitive in the labor market.

Session description:

Introduction. Tell the group about the statistic on youth employment in Ukraine (3.1. Youth in Ukraine).

Ask the participants what skills a young person should have to be competitive in the labour market? Discussion.

Practical task: Split the group into smaller groups (five or six participants). Share with the group the set of the skills of a young person.

In their groups, participants discuss the list of skills and identify those related to personal, educational, social skills, and literacy skills.

Present the work in the hall group and make a discussion about all presentations.

Debriefing.

Required materials and resources: Flipchart paper, A4 paper, pens, colored marker pens, glue, set of cards with competencies, PPT

Theoretical material:

The skills of a young person of the XXI century

Personal skills	<ul style="list-style-type: none"> ● Initiative ● Time management ● Flexibility
Educational skills	<ul style="list-style-type: none"> ● Critical thinking ● Creativity ● Self-learning and development
Social skills	<ul style="list-style-type: none"> ● Teamwork ● Communication ● Emotional Intelligence
Literacy skills	<ul style="list-style-type: none"> ● Digital literacy ● Media literacy

References:

Get acquainted with the materials of the research of the State Institute of Family and Youth Policy "Skills of the XXI century through the eyes of youth and employers" <https://pon.org.ua/novyny/9044-navychky-khkhi-stolittia-ochyma-molodi-ta-robotodavciv-rezultaty-onlain-opytuvannia.html>)

Training session: HARD SKILLS AND SOFT SKILLS

Duration, min: 45

Learning objective: to understand the content of soft and hard skills, to identify the difference between them.

Session description:

Introduction

Ask participants what the ‘Hard Skills and Soft Skills’ mean to them, PPT

Practical task: Split the participants into 2 groups. Identify which groups will focus on Hard Skills and which groups will focus on Soft Skills.

In their groups, participants discuss what they understand by Hard Skills or Soft Skills. They write a list of skills on the paper.

Explain the process: each group step by step presents one example of their skills from the list. The winner will be the group with more examples of the skills.

Ask the participants what skills are more important 'Hard Skills' or 'Soft Skills'?

Debriefing

Required materials and resources:

Flipchart paper, A4 paper, pens, colored marker pens, PPT

Theoretical material:

Hard skills are teachable abilities or skill sets that are easy to quantify. Typically, you'll learn hard skills in the classroom, through books or other training materials, or on the job. The examples are the ability to type quickly, knowledge of foreign languages, knowledge of programming languages, mathematical calculations. That is, any skill can be assessed objectively.

To obtain the necessary knowledge, you should study, and the confirmation is a certificate or diploma.

The hard skills are characterized by:

- list of knowledge, skills that can be objectively assessed and verified.
- availability of documents on education.
- certificates on the levels of complexity of certain knowledge.

Soft skills are situational skills, knowledge, character traits that can be applied in any work. They help not so much to be a high-class specialist, but to build a career and build your own reputation.

There are no universities, instructions, courses to get soft skills. They are formed during life, under the influence of education and life experience. For example, someone has mastered himself since childhood, and someone is forced by circumstances to eventually learn to control their own emotions.

These skills are needed in any field, but their development requires more time and patience.

The most common and most in-demand flexible competencies are:

- ability to work in a team;
- critical thinking;
- leadership;
- creativity;
- ability to adhere to deadlines;
- responsibility and discipline.
- communication skills

- situational awareness
- adaptability / flexibility

HR professionals agree that social, or soft, competencies are the benefits of the future.

The results of common research by the Carnegie Mellon Foundation and the Stanford Research Institute indicate that the success of managers in 'Fortune 500' companies depends 75% on soft skills, while hard skills occupy only 25%.

References: Get acquainted with the materials матеріали освітнього хабу <https://eduhub.in.ua/news/shcho-take-hard-skills-i-soft-skills-yak-nas-ocinyuye-robotodavec>

Training session: SWOT ANALYSIS FOR JOB SEARCH

Duration, min: 45

Learning objective: learn how to apply SWOT analysis for job search

Session description:

Introduction. Presentation of the basic principles of SWOT analysis.

Practical task: Each participant carries out an individual SWOT analysis of a particular job position.

Presentation of the results and debriefing

Required materials and resources: Flipchart paper, colored marker pens, PPT

Theoretical material:

SWOT analysis is widely used in economics to study the state of firms, organizations, and other entities. But with its help, you can effectively use the introspection of the human personality, its qualities, and its characteristics, which is useful in the process of finding a job. SWOT analysis is an approach to planning based on the identification of internal and external factors of the object. It is an effective tool for planning personal development. The abbreviation SWOT consists of four words: **Strengths, Weaknesses, Opportunities, Threats**

- After conducting the analysis, you can determine:
 - Your the strengths that will help you achieve your goal. These can be any qualities, knowledge or skills that give you an advantage.
 - Weaknesses and vulnerabilities. A person cannot be an expert in everything. Therefore, to implement the plan, you may have to turn to outside resources or individuals.
 - External circumstances. They can often be changed, but this does not mean that they cannot be used.
 - External threats. If it is impossible to avoid them, then you need to at least prepare

Considering the above points, you can make an optimal plan of tasks.

Strengths	Weaknesses
Opportunities	Threats

Begin by identifying your **Strengths**. These are the traits or skills that set you apart from others.

Ask yourself these questions:

- What advantages do you have that other don't have (for example, skills, certifications, education, or connections)?
- What do you do better than anyone else?
- What personal resources can you access?
- What do other people (and your boss, in particular) see as your strengths?
- Which of your achievements are you most proud of?
- What values do you believe in that other fail to exhibit?
- Are you part of a network that no one else is involved in? If so, what connections do you have with influential people?

The next step is **Weaknesses**. This part examines the areas in which you need to improve and the things that will set you back in your career. These are some questions to consider:

- What tasks do you usually avoid because you don't feel confident doing them?
- What will the people around you see as your weaknesses?
- Are you completely confident in your education and skills training? If not, where are your weakest?
- What are your negative work habits (for example, are you often late, are you disorganized, do you have a short temper, or are you poor at handling stress)?
- Do you have personality traits that hold you back in your field? For instance, if you must conduct meetings on a regular basis, a fear of public speaking would be a major weakness.

For the **Opportunities** section, look at the external factors you can take advantage of to pursue a promotion, find a new job, or determine a career direction. These are some questions to ask yourself:

- What new technology can help you? Or can you get help from others or from people via the internet?
- Is your industry growing? If so, how can you take advantage of the current market?
- Do you have a network of strategic contacts to help you, or offer good advice?
- What trends (management or otherwise) do you see in your company, and how can you take advantage of them?
- Are any of your competitors failing to do something important? If so, can you take advantage of their mistakes?
- Is there a need in your company or industry that no one is filling?

- Do your customers or vendors complain about something in your company? If so, could you create an opportunity by offering a solution?

Finally, look at any **Threats** to your career growth. This part accounts for the external factors that could hurt your chances to attain your goals. Consider these questions:

- What obstacles do you currently face at work?
- Are any of your colleagues competing with you for projects or roles?
- Is your job (or the demand for the things you do) changing?
- Does changing technology threaten your position?
- Could any of your weaknesses lead to threats?

Early acceptance of their weaknesses and external threats will help to think about preventive actions, to prepare for a meeting with them.

References:

<https://blog.agrokebety.com/swot-analiz-osobystosti>

<https://www.futurelearn.com/info/courses/social-innovation-global-solutions-for-a-sustainable-future/0/steps/97217>

Training session: SMART SETTING GOALS

Duration, min: 45

Learning objective: to learn how to effectively set a goal to achieve results

Session description:

Introduction with “SMART” goal-setting method

Practical task: ask participants to individually write a goal by “SMART” method on a sticky note.

Ask the group to think and write on the same sticky note answers to the question: “Why is it important for me to reach my goal?”, and visualize the emotions they will feel when they have already reached the goal.

Invite participants to create an action plan/to-do list for the SMART goal they wrote.

For each point ask to write the answer to the following questions: HOW? (method how they will do it - reading, talking to other people, etc.), WHAT FOR? (desired result), WHEN? (specific deadline).

For making the task easier, can provide specific deadlines, like “today”, “by the end of this week” etc.

Debriefing

Required materials and resources: Flipchart paper, colored marker pens, PPT

Theoretical material:

The SMART methodology can be used for small or big goals and in your professional, personal or academic life. The acronym 'SMART' stands for Specific, Measurable, Attainable, Relevant, and Timely.

Specific

Think about exactly what you want to achieve when setting your goals. For your career aspirations, be specific about the types of job and career you would like and do some research on what is required. Think about the 'who, what, when, why and how' of your goals and that will help you to make them more specific

Measurable

Break your goal down into measurable elements and track them at each stage. Think about the result you want to achieve on your test or the amount of work experience you would like to gain at each stage of your varsity career. This will help to better define your goal and it will also make you think about why you are aiming to achieve that specific thing.

Attainable

It may sound obvious but it's crucial that you set goals that you can realistically achieve. If maths isn't your strong point, then don't aim to get 90%. Set a goal that is achievable according to your time, energy, commitment and ability. That's not to say you shouldn't push yourself to improve your maths marks but make sure it's not an impossible achievement.

Relevant

This relates to the 'why' of your goal. A goal may be specific, measurable and attainable but if it's not relevant to you and your interests then you shouldn't be pursuing it. Ask yourself the purpose behind the goal and what you hope it will bring in order to gauge how relevant it is. This also allows you to prioritise your goals – some will be less relevant than others but doesn't mean you should ditch them.

Timely

This relates to our post from last week about time management. One very important aspect of goal setting is to develop a realistic timeline that you can stick to. You can include specific milestones along the way that will help keep you on track and have a certain timeframe in which you want to fully achieve your goal. If you want to improve your academic results, set yourself a specific target and a time you'd like to achieve that target. Then set incremental milestones along the way so you can make steady improvements on the way to reaching your goal.

Training session: ENTREPRENEURIAL COMPETENCE

Duration, min: 90

Learning objective: to understand what is Entrepreneurial Competence, to introduce EntreComp: Entrepreneurial Competence Framework

Session description:

Introduction.

Brainstorming and discussion: What do you mean by "Entrepreneurial Competence"?

Practical task: Each group receives a set of separate cards with competencies and descriptors from 3 areas of Entrepreneurial Competence according to the EntreComp conceptual model (competencies are mixed with each other). Participants need to combine 15 competencies with descriptors to the appropriate area.

Participants take turns presenting their work.

Present the document "EntreComp: The Entrepreneurship Competence Framework" and discuss it.

Debriefing

Required materials and resources:

Set of cards with competencies (EntreComp conceptual model), Flipchart paper, A4 paper, colored marker pens, glue, PPT

Theoretical material:

What is Entrepreneurial Competence?

Entrepreneurial competencies are defined as the underlying characteristics such as traits, motives, specific knowledge, social roles, skills and self-images that lead to the birth of a new venture, its survival and growth (Bird, 1995).

Proven ability to use knowledge, skills and personal, social and/or methodological abilities in work or study situations and in professional and personal development.

- A sum of knowledge, skills, and attitudes necessary to develop, to organize and to manage a business venture along with any of its risks.

The European Entrepreneurship Competence Framework (EntreComp)

The EntreComp framework proposes a shared definition of entrepreneurship as a competence, with the aim to raise consensus among all stakeholders and to establish a bridge between the worlds of education and work. Developed through a mixed-methods approach, the EntreComp framework is set to become a reference de facto for any initiative aiming to foster entrepreneurial capacity of European citizens. It consists of 3 interrelated and interconnected competence areas: 'Ideas and opportunities', 'Resources' and 'Into action'. Each of the areas is made up of 5 competences, which, together, constitute the building blocks of entrepreneurship as a competence. The framework can be used for the definition of parameters to assess learners' and citizens' entrepreneurial competences.

EntreComp Conceptual Model

Areas	Competences	Hints	Descriptors
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1. Ideas and opportunities	1.1 Spotting opportunities	Use your imagination and abilities to identify opportunities for creating value	<ul style="list-style-type: none"> · Identify and seize opportunities to create value by exploring the social, cultural and economic landscape · Identify needs and challenges that need to be met · Establish new connections and bring together scattered elements of the landscape to create opportunities to create value
	1.2 Creativity	Develop creative and purposeful ideas	<ul style="list-style-type: none"> · Develop several ideas and opportunities to create value, including better solutions to existing and new challenges · Explore and experiment with innovative approaches · Combine knowledge and resources to achieve valuable effects
	1.3. Vision	Work towards your vision of the future	<ul style="list-style-type: none"> · Imagine the future · Develop a vision to turn ideas into action · Visualise future scenarios to help guide effort and action
	1.4 Valuing ideas	Make the most of ideas and opportunities	<ul style="list-style-type: none"> · Judge what value is in social, cultural and economic terms · Recognise the potential an idea has for creating value and identify suitable ways of making the most out of it
	1.5 Ethical and sustainable thinking	Assess the consequences and impact of ideas, opportunities and actions	<ul style="list-style-type: none"> · Assess the consequences of ideas that bring value and the effect of entrepreneurial action on the target community, the market, society and the environment · Reflect on how sustainable long-term social, cultural and economic goals are, and the course of action chosen · Act responsibly

2. Resources	2.1 Self-awareness and self-efficacy	Believe in yourself and keep developing	<ul style="list-style-type: none"> · Reflect on your needs, aspirations and wants in the short, medium and long term · Identify and assess your individual and group strengths and weaknesses · Believe in your ability to influence the course of events, despite uncertainty, setbacks and temporary failures
	2.2 Motivation and perseverance	Stay focused and don't give up	<ul style="list-style-type: none"> · Be determined to turn ideas into action and satisfy your need to achieve · Be prepared to be patient and keep trying to achieve your long-term individual or group aims · Be resilient under pressure, adversity, and temporary failure
	2.3 Mobilizing resources	Gather and manage the resources you need	<ul style="list-style-type: none"> · Get and manage the material, non-material and digital resources needed to turn ideas into action · Make the most of limited resources · Get and manage the competences needed at any stage, including technical, legal, tax and digital competences
	2.4 Financial and economic literacy	Develop financial and economic know how	<ul style="list-style-type: none"> · Estimate the cost of turning an idea into a value-creating activity · Plan, put in place and evaluate financial decisions over time · Manage financing to make sure my value-creating activity can last over the long term
	2.5. Mobilizing others	Inspire, enthuse and get others on board	<ul style="list-style-type: none"> · Inspire and enthuse relevant stakeholders · Get the support needed to achieve valuable outcomes · Demonstrate effective communication, persuasion, negotiation and leadership
3. Into action	3.1 Taking the initiative	Go for it	<ul style="list-style-type: none"> · Initiate processes that create value · Take up challenges · Act and work independently to achieve goals, stick to intentions and carry out planned tasks

	3.2 Planning and management	Prioritize, organize and follow-up	<ul style="list-style-type: none"> · Set long-, medium- and short-term goals · Define priorities and action plans · Adapt to unforeseen changes
	3.3 Coping with uncertainty, ambiguity and risk	Make decisions dealing with uncertainty, ambiguity and risk	<ul style="list-style-type: none"> · Make decisions when the result of that decision is uncertain, when the information available is partial or ambiguous, or when there is a risk of unintended outcomes · Within the value-creating process, include structured ways of testing ideas and prototypes from the early stages, to reduce risks of failing · Handle fast-moving situations promptly and flexibly
	3.4 Working with others	Team up, collaborate and network	<ul style="list-style-type: none"> · Work together and cooperate with others to develop ideas and turn them into action · Network · Solve conflicts and face up to competition positively when necessary
	3.5. Learning through experience	Learn by doing	<ul style="list-style-type: none"> · Use any initiative for value creation as a learning opportunity · Learn with others, including peers and mentors · Reflect and learn from both success and failure (your own and other people's)

References:

<https://www.igi-global.com/dictionary/fostering-early-entrepreneurial-competencies/52230>

The European Entrepreneurship Competence Framework (EntreComp)

<https://publications.jrc.ec.europa.eu/repository/handle/JRC101581>

Training session: DEVELOPMENT OF YOUTH ENTREPRENEURSHIP. SOCIAL ENTREPRENEURSHIP

Duration, min: 90

Learning objective: to understand the principles of youth entrepreneurship and social entrepreneurship, to learn the best practices of youth social entrepreneurship.

Session description:

Introduction. Discussion - What is youth entrepreneurship? What is Social Entrepreneurship?

- Movie «What is Social Entrepreneurship?» <https://www.youtube.com/watch?v=KoPhFnbM6hc>
- Movie «What is Social School Entrepreneurship?» <https://www.youtube.com/watch?v=Mz7Fmgkx3p4>
- An example of a social school enterprise <https://vitatv.com.ua/oblast/uchni-zi-stadnytsi-vidkryly-pershe-sotsialne>
- Debriefing

Required materials and resources: PPT

Theoretical material:

Entrepreneurship is an outcome of a lot of factors including values, beliefs, attitudes, innate spirit, inborn leadership, and influence of environment, family, skills and many more.

Entrepreneurship is the process of designing, launching and running a new business.

Youth entrepreneurship is the practical application of enterprising qualities, such as initiative, innovation, creativity, and risk-taking into the work environment, using the appropriate skills necessary for success in that environment and culture (Francis Chigunta from the University of Oxford)

Youth entrepreneurship is the practical application of enterprising qualities, such as initiative, innovation, creativity, and risk-taking into the work environment, using the appropriate skills necessary for Youth entrepreneurship has an impact on social as well as cultural and economic progress of the society.

Social entrepreneurship is an effective tool for solving social problems, because the main purpose of this activity is not to make a profit, but to achieve a certain social result. (Concept of social entrepreneurship development in Ukraine)

A social enterprise is an enterprise whose purpose is to solve social problems. The profits of a social enterprise are directed both to the development of the enterprise itself and to public affairs or to the solution of acute social problems.

What are the characteristics of social business?

If entrepreneurs evaluate their success, focusing on sales, profits or revenue, then for a social entrepreneur the main criterion for success is the "social effect". Profit is taken into account, but not as a goal, but as a means to achieve social goals, the mission of a social entrepreneur. Characteristics: innovation, self-sufficiency and financial stability, scalability and replicability.

Useful links:

The concept of social entrepreneurship development in Ukraine <https://www.osce.org/uk/project-coordinator-in-ukraine/417257>

Green Paper on Social Entrepreneurship in Ukraine https://socialbusiness.in.ua/knowledge_base/zelena-knyha-sotsial-noho-pidpriemnytstva-v-ukraini/

Development of social entrepreneurship in Ukraine. White book https://socialbusiness.in.ua/knowledge_base/rozvytok-sotsial-noho-pidpriemnytstva-v-ukraini-bila-knyha/

Social Entrepreneur's Guide - SimpleSe. It's simple about social entrepreneurship!

https://socialbusiness.in.ua/knowledge_base/posibnyk-sotsialnoho-pidpriemtsia-simplese-pro-sotsialne-pidpriemnytstvo-prosto/

Prometheus Social Entrepreneurship Course https://courses.prometheus.org.ua/courses/course-v1:WNISEF+SE101+2017_T2/about

VUM-online Course "Social Entrepreneurship: Design Thinking and Uncertainty"
<https://vumonline.ua/course/social-entrepreneurship/>

ED-ERA Social Entrepreneurship Course <https://courses.ed-era.com/courses/course-v1:EdEra-PLEDDG+SE+2018/about>

References:

<https://www.managementstudyguide.com/youth-ent>

