

Open Curriculum

LLP TOI Project "Competent To Do - The transfer of competencies for tutors to achieve business (vocational) and social competencies of female prisoners and ex-offenders"

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1. Introduction to Open Curriculum

Good education is the base and possibility for a society to develop continuously. Project partners decided to cooperate, develop, and exchange experiences and innovative approaches in teaching on adult education level. Education may maximise our potential to find better, more satisfying jobs, earn more and, perhaps, become more successful in our chosen career.

The European Union has set **eight key competencies for lifelong learning**, so that people can successfully respond to development challenges of the knowledge society and global markets. Educational policy is adopted the same core competencies. These are:

- **communication in their mother tongue** - refers to the ability to properly and creative oral and written expression and interpretation of concepts, thoughts, feelings, attitudes and facts and to interact linguistically in a variety of social and cultural situation: education, work, leisure and everyday life; also includes developing awareness of the impact of language on others and use appropriate language in a positive and socially responsible manner.
- **communication in foreign languages** - refers to the capacity for understanding, oral and written expression and interpretation of concepts, thoughts, feelings, attitudes and facts in a foreign language in a variety of cultural and social situations. A significant component these competencies develop skills intercultural understanding.
- **mathematical competence and basic competencies in natural sciences and technology** - the mathematical competence refers to the capabilities of students to develop and application of mathematical thinking to solve problems in a variety of everyday situation;
- **digital competence** - refers to the capacity for the confident and critical use information and communication technology for work, in personal and social life as well as in communication. Its key elements of basic ICT skills and abilities: use of computers to retrieve, assess, store, create, presentation and exchange of information and developing collaborative networks via the Internet.
- **learning to learn** - includes capabilities for learning and persistence in learning, organize their own learning, including through effective management of time and information as to the independent learning, and learning in a group.
- **social and civic competencies** - including the ability to interpersonal and intercultural cooperation.
- **initiative and entrepreneurial spirit** - refers to an individual's ability to turn ideas into action and includes creativity, innovation and a willingness to take risks and ability to plan and manage projects in order to achieve objectives. It is the basis for conduct everyday, professional and social life of the individual.

- **cultural awareness and expression** - refers to the awareness of the importance of creative expression ideas, experiences and emotions in a range of art and media, including music, dance and other.

Open Curriculum is a welcoming innovation in the educational programs, which enables flexibility depending on economic and political current situation, regardless to social space and time in agreement with the social partners and employers to offer targeted group an expert knowledge in different modules. This enables wider and more in-depth professional competencies or acquires additional vocational qualifications in order to achieve additional objectives of general education (functional literacy). Professional modules and modules for meeting the social skills of the pilot implementation in the female prison Ig and Lithuania will be chosen according to the social situation (when the project will be implemented) in each country. Therefore open curriculum also allows its use (sustainable aspects of the project) for a longer period after the project is finished, since each module can be integrated to a new modified / adapted specific targeted group and social space.

In 2013, European Commission stated that „*entrepreneurial programmes should offer students the tools to not only to acquire or develop business knowledge and essential skills and attitudes but also to encourage creativity, initiative, tenacity, teamwork, understanding risk, sense of responsibility, problem solving, communication, networking and leadership. This is the entrepreneurial mind-set which helps entrepreneurs transform ideas into action and also increases employability significantly.*” and this is something we try to cherish at University College Nikola Subic Zrinski. Nowadays, theoretical knowledge is left far behind practical and these days „learning by doing” is something that it is acceptable on all education levels - from kindergarten to adult education. At our institution, we are trying to encourage our students to be independent and to use theoretical knowledge in practical way - to run their own SME. We think that it is not the role of the teacher to teach how to run a business but to provide students with the general set of the competencies enabling them to act as an entrepreneur. In that regard, the overall goal of entrepreneurship education is to give students the knowledge, skills and attitudes to act in an entrepreneurial way.

Knowledge

Knowledge refers to having a broad understanding and knowledge of entrepreneurship including the role entrepreneurs and entrepreneurship plays in modern economies and societies.

- Economic and financial literacy including knowledge of concepts and processes that can be applied to entrepreneurship.
- Knowledge of business organisation and processes is specific knowledge of the environment in which entrepreneurship is often applied.

- Knowledge of career opportunities and the world of work are learning outcomes that are not exclusively related to entrepreneurship, but usually form part of students' general preparation for their future career choices. However, a sound knowledge of the nature of work and different types of work involve an understanding of what it is to be an entrepreneur. This knowledge also allows students to define and prepare their place in the world of work with a well developed awareness of opportunities and constraints.

Skills

Entrepreneurial skills concern skills needed to turn ideas into action. The level of skills is assessed based on the following characteristics: creativity, analysing, motivating, networking and adaptability.

- Communication, presentation and planning skills as well as team work are transversal skills essential to entrepreneurs.
- Practical exploration of entrepreneurial opportunities includes the various stages of the business set up process, including designing and implementing a business plan.

Attitude

An entrepreneurial attitude covers aspects that help individuals to take action including taking responsibility for their own learning, careers and life. The attitude of the students learning entrepreneurship can be assessed based on the following personal characteristics: sense of initiative, risk propensity, self-efficacy, need for achievement and structural behaviour. Structural behaviour refers to the ability to work in a structured manner as well as the ability to persevere whenever faced with setbacks and obstacles.

- Self-awareness and self-confidence are the entrepreneurial attitudes which constitute the basis for all other aspects of entrepreneurship. They entail discovering and trusting in one's own abilities which then allow individuals to turn their creative ideas into action. In many countries, these attitudes might be pursued as general education goals.
- Taking the initiative and risk taking, critical thinking, creativity and problem solving are also fundamental, but they are also specific attributes of an 'enterprising self'.

With this open curriculum, we would like to encourage our target group on two main things we teach and cherish - lifelong learning and self-employment. In these two things we see the positive future for women ex-prisoners and ex-offenders, nevertheless the country they live in. All over Europe, entrepreneurs learn from everything and everybody, namely from customers, suppliers, competitors, employees, partners, and other entrepreneurs. Thus, entrepreneurial learning copes with the way to learn how to recognize and act on opportunities and the way to initiate, organize and manage ventures, whether the opportunity lies in Slovenia, Lithuania or in Croatia. It is a lifelong learning process based in the accumulation of knowledge and experience, which continuously improve entrepreneurial skills.

To be able to teach entrepreneurship effectively and building the entrepreneurial competencies among students, the teachers have to be themselves entrepreneurial because entrepreneurial competencies require active methods of engaging students to release their creativity and innovation. Entrepreneurial competency and skills can be acquired or built only through hands-on, real life learning experiences. Therefore, to help teachers in effective course delivering there is need to develop learning outcomes related to entrepreneurship and related assessment methods and quality assurance procedures for all levels of education. By supporting, promoting and applying the approaches and methods of active learning, practical experiences and learning by doing are supported, students get the opportunity to discuss, reflect and evaluate their learning process - as to methods and knowledge: How do they learn what they learn? Reflection should focus on the learning process as well as on solutions found. In that regard teachers should collect student feedback systematically since learner's enthusiasm is an important driver for the implementation of entrepreneurship education.

Methods of active teaching are:

- **Dialog and discussion:** Dialog as a method has an orientation and motivational character. It allows introducing students into the program to create a plan of work and to motivate for the upcoming activity considering the importance of its execution, or objective to be achieved, i.e., a fact that must be learned.
- **Research:** Research method involves self-search for the facts, finding relevant links and relationships between the given data, data restructuring, redefinition and independently coming to the new (unexpected) results. The student interacts with the computer as a means for the manifestation of its own research (creative) potential.
- **Learning through problem solving:** problem-based learning provides a high level of creativity of students. This is the highest range and forms of learning. The student and the computer alternately to one another set of problem tasks, again looking for solutions and continuously solve a variety of problem situations. Learning is extremely interesting, so this knowledge is sustained in practice an easy to apply, especially in new problem situations.
- **Simulation games:** Business simulation games as a form of experiential learning are focused on improving business decision making skills by using students natural capacity for technology. Business simulations provide a space in which learning is an outcome of tasks stimulated and executed by the content of the simulation, while the knowledge is developed through the content of the simulation, and skills are developed as a result of playing the simulation game.
- **Content analysis:** Content analysis involves the systematic counting, evaluation, interpretation, and analysis of the material forms of communication between individuals or groups.

- **Case study:** Case study is analytical, coherent, creative, applied thinking that we have awareness of the problem. Method of case studies aims to: The development of alternative solutions, Understanding the ambiguity of practical problems, Ability / willingness to evaluation as well as for autonomous decision-making, Finding gaps in knowledge in relation to others, Deepening knowledge and Improving social skills.

On the other hand, social competencies in this open curriculum is something that we were getting familiar along the way. We know that self-employment depends mostly on self-motivation, which is a key life skill and something that everybody interested in personal development should think carefully about.

There are several classifications of key competencies that are needed in the 21st century. In the European Union they have defined the main competencies for lifelong learning, which would enable people to adapt to the quick changes and an increasingly more connected world (Recommendations of the European parliament and of the Council on Key Competencies for Lifelong Learning, 2006).

They have defined eight key competencies needed for individuals for their personal growth, an active citizenship, social inclusion and employment, which should be acquired through the period of education. These are: communication in mother tongue, communication in a foreign tongue, mathematical competencies, basic competencies on the 5 fields of natural sciences and technology, competencies of ICT usage, learning about learning, social and civil competencies, initiative and business attitude and a cultural awareness and expression. They have stressed the importance of education, which has a double role in the European Union – economic and social. Its role would be of providing the citizens with key competencies for the adaptation to the social changes.

It also has the function of social connection, as it should enable equality and success in the acquisition of these competencies to all groups of people, especially to those with special needs (marginal and vulnerable target groups a part of which are also people serving their prison sentence and people after their served sentence), all who have been unemployed for long and those who show a low level of literacy. Competence is an ability of an individual to activate, use and connect the acquired knowledge in complex, varied and unpredictable situations.

Taking in consideration the afore mentioned groups of competencies we would like to mention, in reference to the first competence (motivation), that we have already written a lot on this in the document about the motivational approaches. Here we would like to stress that motivation is classified under personal competencies.

Motivation pushes us to achieve our goals, feel more fulfilled and improve overall quality of life. People who are self-motivated tend to be more organised, with good time management



skills and have more self-esteem and confidence. Understanding and developing your self-motivation can help you to take control of many other aspects of your life.

Self-esteem and **self-confidence** are crucial for our target group, just like motivation. Confidence is not something that can be learned like a set of rules; confidence is a state of mind. Positive thinking, practice, training, knowledge and talking to other people are all useful ways to help improve or boost your confidence levels. Confidence comes from feelings of well-being, acceptance of your body and mind (self-esteem) and belief in your own ability, skills and experience.

Social and interpersonal skills are mostly related to communication and presentation skills and this is the area that needs to be specially emphasized in the curriculum. Effective verbal or spoken communication is dependant on a number of factors and cannot be fully isolated from other important interpersonal skills such as non-verbal communication, listening skills and clarification. Most of the failures in everyday life, whaeter it is work-related or home-related is due to lack of communication skills. This is something that we strongly suggest to work with or target group and also final beneficiaries.

Teamwork and **work in groups** is necessary for these women to feel integrated into society once again. Often it is long and slow processes and not every woman reaches the same level with it and that is why we encourage work in groups or teams. The distinction is that a team is working together for a common cause, which is something that has strong and direct influence to each person's social competencies.

Personal competencies:

- curiosity,
- motivation,
- creativity,
- scepticism,
- honesty,
- enthusiasm,
- self-respect,
- reliability,
- responsibility,
- initiative,
- perseverance.

As can be clear form the above-mentioned, self-respect is also a personal competence:

- building/construction of self-confidence and self-respect
- lack of self-confidence

With the lack of self-confidence, attention should be paid to the following bullet points:

- modest self-confidence
- social isolation and long-lasting loneliness
- stereotypes and its influence on the public opinion
- fear that the demand for better services would bring new exclusions
- distrust in the rule of law

From the table it can be seen that a low self-confidence can have an effect on four aspects of life: **our thinking, our feelings, our behaviour** and **our body**.

Effects / influences of low self-confidence
<p>Thinking:</p> <ul style="list-style-type: none"> • "I cannot." • "It is too difficult for me." • "I do not know how." • "Maybe I am not able to achieve this." • "I am not good enough; someone else will do this better." • "I cannot decide what to do."
<p>Feelings:</p> <ul style="list-style-type: none"> • Fear • Anxiety • Expected anxiety • Worries, especially concerning the coming problems • Frustrations and anger towards oneself • Fear of the unknown and the new situations • Resentments which look simple for others, but are not for him/her • Dejection / desperation and the feeling of demoralisation
<p>Behaviour:</p> <ul style="list-style-type: none"> • More passive than active – keeps a low profile • It is difficult for the person to give suggestions or stand up for him/herself • Avoids activities, is slow, does not have the courage to take the initiative • Avoids taking up anything new or introducing changes into his/her life • Searches for advise and help even if knowing the answers • Hesitates and needs repeated encouragement • Keeps in the back (never sits in the first rows, but rather in the last ones – keeps unnoticed) • Needs affirmation/approval
<p>Body signs of low self-confidence:</p> <ul style="list-style-type: none"> • Crouched posture, which shows withdrawal • Does not look at other people in the eye

- "Clumsy" or restless
- The feeling of tension and nervousness
- Slowness, inactivity, laziness and sleepiness (inertia and lethargy)

COGNITIVE DOMAIN

Level and Meaning: Use these verbs in written objectives to describe the associated cognitive level:

Knowledge: The remembering of previously learned material (recall of facts).

- define, distinguish, identify, inquire, label, list, match, memorize, name, read, recall, recognize, relate, repeat, record, select

Comprehension: The ability to grasp the meaning of the knowledge being learned.

- associate, describe, differentiate, discuss, explain, extend, generalize, give examples, illustrate, infer, interpret, locate, rearrange, reorder, restate, rewrite, summarize, transform, translate

Application: The ability to use learning materials in a new way.

- apply, calculate, choose, classify, demonstrate, develop, generalize, illustrate, operate, organize, practise, restructure, sketch, solve, transfer, use

Analysis: The ability to break material down into its parts so that its organizational structure may be understood.

- analyze, categorize, classify, compare, contrast, deduce, describe, detect, diagram, discriminate, differentiate, distinguish, experiment, group, inspect, point out, put into lists, question, sub-divide, test

Synthesis: The ability to combine previous experiences with new material to form a whole new structure.

- combine, compile, create, design, generate, integrate, modify, plan, produce, propose, solve

Evaluation: The ability to judge the value of material for a given purpose.

- appraise, assess, choose, compare, conclude, consider, criticize, evaluate, judge, measure, rate, score, select, support, validate, value.

2. Module A related to the topic "Business Competencies"

The development of knowledge-based society and the globalization process, in particular the strengthening of global markets and competition on a global scale, creating new needs at the level of social life and the life of the individual in all areas: culture, the scientific and technological development, the economy, social cohesion, the position and role of the individual as citizen and his personal development.

Living and working in the modern society of rapid changes and tough competition requiring new knowledge, skills, abilities, values and attitudes, etc. New personal competencies emphasize the development of innovation, creativity, problem solving, critical thinking, entrepreneurship, computer literacy, social and other skills. They can not be accomplished in a traditional upbringing and education sector which acts as a means of transmitting knowledge. The shift in curriculum's policy and planning with the transfer of knowledge to competence development means a shift in approach and programming education (http://www.azoo.hr/images/stories/dokumenti/Nacionalni_okvirni_kurikulum.pdf, saved 17/02/2014).

Education moduls for beginner entrepreneurs that we could use for Module A "General entrepreneurial competencies" in five parts:

- **Theme A1 - Introducing Entrepreneurial Environment**

Introducing participants - potential entrepreneurs with activities related to start a business. To enable individuals to independently prepare a business plan of their own companies.

Total duration: 32 hours

Topic A1.1. What is Entrepreneurship / Enterprise / Entrepreneurial Environment?

Content:

Entrepreneurship is the process of starting a business or other organization. The entrepreneur develops a business model, acquires the human and other required resources, and is fully responsible for its success or failure. Entrepreneurship operates within an entrepreneurship ecosystem or entrepreneurial environment.



Learning Outcomes:

- to be able to define general terms of entrepreneurship, enterprise, entrepreneur, entrepreneurial environment
- to distinguish the difference between entrepreneurship and economy / business
- to recognize the importance of entrepreneurship in country's economy

Suggested duration: 8 hours

Topic A1.2. Opportunities for Self-employment and Start-ups - Introduction

Content:

Self-employment is the act of generating one's income directly from customers, clients or other organizations as opposed to being an employee of a business (or person). Self-employed people generally find their own work rather than being provided with work by an employer, earning income from a trade or business that they operate.

A start-up is a young company that is just beginning to develop. Start-ups are usually small and initially financed and operated by a handful of founders or one individual.

Learning Outcomes:

- to describe a start-up as a form of self-employment
- to understand opportunities self-employment offers and to give examples for self-employment
- to recognize the benefits of self-employment
- to select and validate choices he/she has and to create the idea of own start-up
- to plan the business and modify it in accordance with opportunities person has
- to be able to choose the core of your own business in accordance with opportunities
- to develop business idea based on the guidelines and frames given by trainers

Suggested duration: 8 hours

Topic A1.3. Opportunities for Self-employment and Start-ups - Analysis

Content:

Early stage in the life cycle of an enterprise where the entrepreneur moves from the idea stage to securing financing, laying down the basis structure of the business, and initiating operations or trading.



Learning Outcomes:

- to describe a life cycle of an enterprise
- to recognize the advantages and disadvantages of self-employment
- to plan stages and develop idea through the phases of the business
- to distinguish initiating operations within the enterprise
- to be able to analyze situation on the market and to detect opportunities

Suggested duration: 8 hours

Topic A1.4. Opportunities for Self-employment and Start-ups - Funding

Content:

Start-up investing is the action of making an investment in an early stage company (the start-up company). Funding is the act of providing financial resources, usually in the form of money to finance a need, program, and project, usually by an organisation or government. Generally, this word is used when a firm uses its internal reserves to satisfy its necessity for cash, while the term 'financing' is used when the firms acquires capital from external sources.

Investment is time, energy, or matter spent in the hope of future benefits actualized within a specified date or time frame. Investment has different meanings in economics and finance. In economics, investment is the accumulation of newly produced physical entities, such as factories, machinery, houses, and goods inventories. In finance, investment is putting money into an asset with the expectation of capital appreciation, dividends, and/or interest earnings.

The accounting equation is the mathematical structure of the balance sheet. It relates assets, liabilities and owner's equity:

Assets = Liabilities + Capital (where Capital for a corporation equals Owner's Equity)

Liabilities = Assets - Capital

Capital = Assets - Liabilities

In financial accounting, an asset is also an economic resource. Anything tangible or intangible that is capable of being owned or controlled to produce value and that is held to have positive economic value is considered an asset. Simply stated, assets represent value of ownership that can be converted into cash.

Learning Outcomes:

- to describe terms funding, investment, asset and finances
- to describe general terms in accounting: assets, liabilities, capital
- to distinguish terms capital appreciation, dividends and interest earnings
- to reconize opportunities for funding own company
- to calculate the approx.. amount of money necessary for start of the company



- to be able choose optimal ways of funding
- to develop financial plan and to be able to modify it in accordance with financial accounting

Suggested duration: 8 hours

- **Theme A2 - Defining the direction of Development of Entrepreneurs**

The purpose of the modul is to educate entrepreneurs with the aim of efficiently achieving goals in business and in the area of critical success factors in the business, strategic and operational planning, marketing strategy. 8 hours per each topic.

Total duration: 24 hours

Topic A2.1. Development of your own company - Vision, Values and Mission

Content:

Vision is an aspirational description of what an organization would like to achieve or accomplish in the mid-term or long-term future. It is intended to serves as a clear guide for choosing current and future courses of action.

Mission is a written declaration of an organization's core purpose and focus that normally remains unchanged over time.

A mission is different from a vision in that the former is the cause and the latter is the effect; a mission is something to be accomplished whereas a vision is something to be pursued for that accomplishment.

Values of the company and company's purpose are general objectives of a firm, as listed in its articles of incorporation or memorandum of association.

Learning outcomes:

- to describe vision, mission, values and company's purpose
- to distinguish difference between vision and mission
- to create vision of own company
- to create mission of own company
- to determine values of the company and company's purpose





- to plan the future activities of the company in accordance with defined mission, vision and values
- to be able to modify vision or mission of the company, if ever necessary
- to recognize importance of defined path for the company

Suggested duration: 8 hours

Topic A2.2. Development of your own company - SWOT analysis and Market Research

Content:

SWOT analysis represents situation analysis in which internal strengths and weaknesses of an organization, and external opportunities and threats faced by it are closely examined to chart a strategy. SWOT stands for strengths, weaknesses, opportunities, and threats.

Market research can be conducted through PEST analysis, which is type of situation analysis in which political-legal (government stability, spending, taxation), economic (inflation, interest rates, unemployment), socio-cultural (demographics, education, income distribution), and technological (knowledge generation, conversion of discoveries into products) factors are examined to chart an organization's long-term plans.

Learning outcomes:

- to define SWOT analysis
- to recognize SWOT analysis as one of the most important tools in determining internal strengths and weaknesses, but also external opportunities and threats
- to define market research
- to define PEST analysis and to recognize it as one of the most important tools in market research
- to distinguish political-legal, economic, socio-cultural and technological factors on the market
- to be able to give examples for each group of factors and compare them
- to be able to point out importance for each factor for own company

Suggested duration: 8 hours

Topic A2.3. Development of your own company - Your Resources and Opportunities

Content:

Your resources can be defined and described through internal analysis - a review of a company's strengths and weaknesses that focuses on those factors within its domain. A





detailed internal analysis will typically give a business a good sense of its basic competencies and the desirable improvements that it can make to help meet the requirements of potential customers within its intended market. When you define your resources, you will know your opportunities.

Learning outcomes:

- to be able to define own resources
- to be able to conduct internal analysis of the company
- to be able to modify and make improvements, if necessary
- to recognize opportunities in accordance with the resources company has
- to point out the company's strengths and use them in future activities

Suggested duration: 8 hours

• **Theme A3 - Computer Basics for Entrepreneurs**

Participants will learn to use the computer, Windows operating system, Word basics and basics of the Internet use. 4 hours per topic.

Total duration: 20 hours

Topic A3.1. Windows and MS Office - Introduction

Content:

Microsoft Windows is operating system designed and produced by Microsoft Corporation. Similar to other operating systems, Windows makes a computer system user-friendly by providing a graphical display and organizing information so that it can be easily accessed. The operating system utilizes icons and tools that simplify the complex operations performed by computers.

Microsoft Office is a suite of products developed by Microsoft Corporation that includes Microsoft Word, Excel, Access, Publisher, PowerPoint, and Outlook. Each program serves a different purpose and is compatible with other programs included in the package. The suite of programs is compatible with both the Windows and Macintosh operating system. Microsoft Office is the most common form of software used in the world.

Learning outcomes:

- to handle working with files and folders





- to use data search engine
- to present the basic definitions in information technologies
- to describe personal computer components
- to identify operation systems and user programmes
- to describe basic personal computer functions
- to demonstrate management of windows

Suggested duration: 4 hours

Topic A3.2. MS Word

Content:

MS Word is the most popular word-processing program – and justifiably so. It's easy to use and allows you to create all different types of documents.

Learning outcomes:

- to understand a Word processor
- to create, edit and format documents
- to work with tables, import and export data between files
- to proof a document
- to save, protect and print documents

Suggested duration: 4 hours

Topic A3.3. MS Excel - Part 1

Content:

MS Excel is software developed and manufactured by Microsoft Corporation that allows users to organize, format, and calculate data with formulas using a spreadsheet system broken up by rows and columns.

Learning outcomes:

- to organize, format, and calculate data with formulas using a spreadsheet system broken up by rows and columns
- to understand a spreadsheet
- to create, edit and format worksheet
- to work with charts
- to perform basic calculations
- to print spreadsheet





Suggested duration: 4 hours

Topic A3.4. MS Excel - Part 2

Content:

Advanced use of MS Excel can be very different. Excel uses formulas to perform mathematical calculations ranging from the simple to the very complex. The program can also be used for graphing data.

Learning outcomes:

- to organize, format, and calculate data with formulas using a spreadsheet system broken up by rows and columns
- to create, edit and format worksheet
- to work with charts and diagrams
- to perform advanced calculations

Suggested duration: 4 hours

Topic A3.5. MS PowerPoint

Content:

MS PowerPoint is Microsoft Office product that provides users with an interface to design multimedia slides to be displayed on a projection system or personal computer. The software incorporates images, sounds, videos, text, and charts to create an interactive presentation.

Learning outcomes:

- to create effective presentations
- to apply designs to enhance the looks of the presentation
- to print a Presentation

Suggested duration: 4 hours

• Theme A4 - Marketing Basics

Marketing is the process by which companies create value for customers and build strong customer relationships in order to capture value from customers in return.





The modul is designed for start-up entrepreneurs. The purpose of the training is to educate future entrepreneurs to create satisfied customers and successful business. Learning to meet the needs of customers at a profit that will satisfy them.

Total duration: 15 hours

Topic A4.1. Market Research

Content:

Market research: identification of a specific market and measurement of its size and other characteristics. Product research: identification of a need or want and the characteristic of the good or service that will satisfy it. Consumer research: identification of the preferences, motivations, and buying behavior of the targeted customer.

Information for marketing research is collected from direct observation of the consumers (such as in retail stores), mail surveys, telephone or face-to-face interviews, and from published sources (such as demographic data).

Niche marketing is based on concentrating all marketing efforts on a small but specific and well defined segment of the population. Niches do not 'exist' but are 'created' by identifying needs, wants, and requirements that are being addressed poorly or not at all by other firms, and developing and delivering goods or services to satisfy them.

Learning outcomes:

- to define terms market, competition, research, consumers and consumers' needs / wants, niche marketing
- to differentiate consumers' needs and consumers' wants
- to differentiate market research, product research and consumer research
- to identify the market own company will work on
- to measure market's size and number of competitors
- to point out products that satisfy needs or wants in the same or in the similar way like own product / service
- to recognize market niches and if possible use them for own company / products / services

Suggested duration: 3 hours



Topic A4.2. Consumers' Behaviour

Content:

Consumers' behaviour is the process by which individuals search for, select, purchase, use, and dispose of goods and services, in satisfaction of their needs and wants.

Consumers' decision making is process by which (1) consumers identify their needs, (2) collect information, (3) evaluate alternatives, and (4) make the purchase decision. These actions are determined by psychological and economical factors and are influenced by environmental factors such as cultural, group, and social values.

Learning outcomes:

- to define term consumer's behaviour and decision making
- to recognize psychological, economical and environmental factors, that influence decision making
- to be able to evaluate which factors have stronger impact and which factors have less impact on consumers' behaviour when it comes to specific product / service
- to be able to give examples for cultural, group, and social values

Suggested duration: 3 hours

Topic A4.3. Marketing Mix - Introduction

Content:

Marketing mix is a planned mix of the controllable elements of a product's marketing plan commonly termed as 4Ps: product, price, place, and promotion. It is actually management process through which goods and services move from concept to the customer. It includes the coordination of four elements called the 4 P's:

- (1) identification, selection and development of a product,
- (2) determination of its price,
- (3) selection of a distribution channel to reach the customer's place, and
- (4) development and implementation of a promotional strategy.

These four elements are adjusted until the right combination is found that serves the needs of the product's customers, while generating optimum income.

Learning outcomes:

- to define marketing mix and 4 P's
- to distinguish products from services
- to define term promotion and promotional strategy
- to be able to identify, select and develop a product or a service



- to be able to determinate product's price
- to be able to select a distribution channel to reach the customers
- to be able to develop and implement a promotional strategy

Suggested duration: 3 hours

Topic A4.4. Defining Your Own Marketing Mix

Content:

In marketing the idea is to create a good or service that most closely meets the requirements of a particular market and yields enough profit to justify its continued existence.

Learning outcomes:

- to be able to identify, select and evaluate a particular market for own product or service
- to be able to identify, select and develop a product or a service in accordance with own resources and own company (core business)
- to be able to determinate product's price in accordance with own resources and own company (core business)
- to be able to select a distribution channel to reach the customers in accordance with own resources and own company (core business)
- to be able to develop and implement a promotional strategy in accordance with own resources and own company (core business)

Suggested duration: 3 hours

Topic A4.5. Promotion and Sales

Content:

Promotion is the advancement of a product, idea, or point of view through publicity and/or advertising.

Sales promotion is stimulation of sales achieved through contests, demonstrations, discounts, exhibitions or trade shows, games, giveaways, point-of-sale displays and merchandising, special offers, and similar activities.

Promotion mix is a specific combination of promotional methods used for one product or a family of products. Elements of a promotion mix may include print or broadcast advertising, direct marketing, personal selling, point of sale displays, and/or merchandising.



Learning outcomes:

- to define general terms such as promotion, sales, sales promotion, marketing, marketing mix, promotion mix
- to define and distinguish different activities in marketing, such as advertising, public relations, direct marketing, sales promotion
- to distinguish marketing mix from promotion mix
- to be able to compare different stimulations of sales
- to rate and then choose the optimal stimulation of sales for own product / service / company
- to evaluate if the sales is successful or not and modify future actions in sales and /or promotion, if necessary

Suggested duration: 3 hours

• **Theme A5 - Writing a Business Plan**

Participants will learn the basics of business planning and development of business plan. 4 hours per topic.

Total duration: 20 hours

Topic A5.1. Executive summary and mission statement

Content:

Executive summary is brief but comprehensive synopsis of a business plan or an investment proposal, which highlights its key points and is generally adapted for the external audience.

Business Plan represents set of documents prepared by a firm's management to summarize its operational and financial objectives for the near future (usually one to three years) and to show how they will be achieved. It serves as a blueprint to guide the firm's policies and strategies, and is continually modified as conditions change and new opportunities and/or threats emerge. When prepared for external audience (lenders, prospective investors) it details the past, present, and forecasted performance of the firm.

Mission is a written declaration of an organization's core purpose and focus that normally remains unchanged over time.

Learning outcomes:

- to define business plan and its parts



- to combine parts of the business plan in optimal way in accordance with business idea
- to define executive summary with vision, mission and company's core purpose

Suggested duration: 4 hours

Topic A5.2. Business environment analysis and SWOT analysis

Content:

SWOT analysis represents situation analysis in which internal strengths and weaknesses of an organization, and external opportunities and threats faced by it are closely examined to chart a strategy. SWOT stands for strengths, weaknesses, opportunities, and threats.

Learning outcomes:

- to define SWOT analysis for your own company
- to determinate internal strengths and weaknesses, external opportunities and threats
- to define business environment and its influence on the companies on the market
- to create analysis for business environment for your own company through political-legal, economic, socio-cultural and technological factors on the market
- to be able to give examples for each group of factors that influence your company / product / service

Suggested duration: 4 hours

Topic A5.3. Industry background, Competitor analysis and Market analysis

Content:

Market research can be conducted through PEST analysis, which is type of situation analysis in which political-legal (government stability, spending, taxation), economic (inflation, interest rates, unemployment), socio-cultural (demographics, education, income distribution), and technological (knowledge generation, conversion of discoveries into products) factors are examined to chart an organization's long-term plans.

Learning outcomes:

- to define terms such as competitor analysis and market analysis
- to be able to evaluate industry background
- to define PEST analysis and to use it for your own company / product / service
- to define and distinguish political-legal, economic, socio-cultural and technological factors on the market, with emphasis on the ones important for your own company
- to be able to point out importance for each factor for own company /product / service





- to be able to determine long-term plan for own company

Suggested duration: 4 hours

Topic A5.4. Marketing plan, Operations strategy, Financial planning

Content:

Marketing plan is product specific, market specific, or company-wide plan that describes activities involved in achieving specific marketing objectives within a set timeframe. A market plan begins with the identification of specific customer needs and how the firm intends to fulfill them while generating an acceptable level of return. It generally includes analysis of the current market situation (opportunities and trends) and detailed action programs, budgets, sales forecasts, strategies and projected financial statements.

Operations strategy is a plan specifying how an organization will allocate resources in order to support infrastructure and production. An operations strategy is typically driven by the overall business strategy of the organization, and is designed to maximize the effectiveness of production and support elements while minimizing costs.

Financial planning is long-term profit planning aimed at generating greater return on assets, growth in market share and at solving foreseeable problems.

Learning outcomes:

- to define terms such as marketing plan, operations plan and strategy, financial plan
- to define terms such as detailed action programs, budgets, sales forecasts, strategies and projected financial statements
- to distinguish parts of marketing plan and to be able to develop one for your own company
- to distinguish parts of operations plan and to be able to develop one for your own company
- to distinguish parts of financial plan and to be able to develop one for your own company
- to be able to operate in accordance with marketing plan, operations plan and financial plan
- to evaluate different opportunities and trends
- to be able to solve problems that occur in implementation of business plans

Suggested duration: 4 hours

Topic A5.5. Management summary

Content:

The organization and coordination of the activities of a business in order to achieve defined objectives. Management consists of the interlocking functions of creating corporate policy and





organizing, planning, controlling and directing company's resources in order to achieve the objectives.

Learning outcomes:

- to define management and describe management activities, such as organizing, planning, controlling
- to define objectives for your own company and to create them in a way that they can be measurable and clear
- to evaluate and measure defined objectives, planned activities and achieved goals
- to organize and coordinate different activities of a business in order to achieve defined objectives
- to be able to modify each future activity in order to manage the business the way it was planned

Suggested duration: 4 hours



3. Module B related to the topic "Social Competencies"

Education moduls that we could use for Module B "Social Competencies" in five parts:

- **Theme B1 - Motivation**

Motivation is basis and a psychological feature that makes peopke to act towards a desired goal and elicits, controls, and sustains certain goal-directed behaviors. It can be considered a driving force; a psychological one that compels or reinforces an action toward a desired goal.

Total duration: 8 hours

Topic B1.1. Self-motivation

Content:

Self-motivation is a key life skill and something that everybody interested in personal development should think carefully about. Motivation pushes us to achieve our goals, feel more fulfilled and improve overall quality of life.

People who are self-motivated tend to be more organised, with good time management skills and have more self-esteem and confidence.

There is a strong correlation between self-motivation, personal goals and achievement. In order to get properly motivated it helps to spend some time thinking about your personal goals and what you want to achieve in your life.

Learning outcomes:

- to define terms such as motivation, self-motivation, personal goals and achievement
- to distinguish terms motivation and self-motivation
- to be able to recognize things that motivate you as a person

Suggested duration: 2 hours

Topic B1.2. Setting personal goals

Content:

Personal development is a lifelong process. It's a way for people to assess their skills and qualities, consider their aims in life and set goals in order to realise and maximise their potential.

Learning outcomes:

- to be able to define goals for your own personal development
- to be able to define and describe your expectations

Suggested duration: 2 hours

Topic B1.3. Motivational techniques and how to develop (life long) motivation in every day life

Content:

There are two main types of motivation: intrinsic and extrinsic:

- Intrinsic = love. In other words, "I do this because I want to"
- Extrinsic = money. In other words, "I do this because I have to".

In both work and life, you will come across people who are motivated by both factors and most often by a mixture of the two. People's motivations will also change at different times, and for different tasks. In order to lead effectively, you need to be aware of the balance between intrinsic and extrinsic motivations for each of those you lead and, particularly, what are the things that they love, that they would almost be prepared to do without being paid. You can then use different rewards for different people, perhaps providing some with more challenging work as a reward for achieving goals, and others with additional time off. It motivates people to have their efforts appreciated. That doesn't just mean 'paid for'; it means noted and commented upon. It doesn't have to be a special award or valuable prize, just a simple, low key 'thank you', delivered in person.

Learning outcomes:

- to learn that people's motivations change at different times
- to be aware of the balance between intrinsic and extrinsic motivations
- to know how and when to say 'thank you'
- to become aware that different rewards for different people
- to show that the effort is appreciated no matter the occasion

Suggested duration: 4 hours

- **Theme B2 - Self-confidence and self-esteem**

The socio-psychological concept of self-confidence relates to self-assuredness in one's personal judgment, ability, power, etc. Self-esteem is a term used in psychology to reflect person's overall emotional evaluation of his or her own worth. It is a judgment of oneself as well as an attitude toward the self. Self-esteem encompasses beliefs (for example, "I am competent," "I am worthy") and emotions such as triumph, despair, pride and shame.

Total duration: 12 hours

Topic B2.1. Self-confidence and defending one's opinion

Content:

Self-confidence comes from feelings of well-being, acceptance of your body and mind (self-esteem) and belief in your own ability, skills and experience. Self-esteem is about how we value ourselves, our perceptions and beliefs in who we are and what we are capable of. Our self-esteem can be misaligned with other people's perception of who we are.

Self-esteem varies from situation to situation, from day to day and hour to hour. Some people feel relaxed and positive with friends and colleagues, but uneasy and shy with strangers. Others may feel totally in command of themselves at work but struggle socially (or vice versa).

Everybody is different. Some people are naturally positive and optimistic, maintaining equilibrium when faced with constant difficulties, while others are less so. Some people are good at appearing to be positive and optimistic on the outside while they struggle with low self-esteem and feelings of self-doubt on the inside.

Confidence and self-esteem are not the same thing, although they are often linked. Confidence is the term we use to describe how we feel about our ability to perform roles, functions and tasks. Self-esteem is how we feel about ourselves, the way we look, the way we think - whether or not we feel worthy or valued. People with low self-esteem often also suffer from generally low confidence, but people with good self-esteem can also have low confidence. It is also perfectly possible for people with low self-esteem to be very confident in some areas.

Learning outcomes:

The state of lack of self-confidence has a surprisingly penetrating effect – it sneaks up to hidden corners and has an effect on the things that you want to do when you least expect it.

TO BECOME MORE SELF-CONFIDENT:

Ideas for thinking:

- What is self-confidence?
- How does it come to be/where does self-confidence come from?
- Can you picture someone who is completely self-confident?
- Can you tell whether an individual has self-confidence or does not have it?
- How do you feel when you speak with someone who is completely self-confident?
- Does a self-confident person always feel self-confident?

Self-confidence is not only about one thing; it is linked to the following factors:

- **flexibility;**
- **relative independence;**
- **self-criticism:** the ability to accept criticism and take it in consideration to improve the work and the personality of an individual;
- **reconizing credit to others:** knowing how to acknowledge and praise others for their work;
- **„leaving behind the usual path“:** knowing how to choose between different options and evaluate them according to positive results for an individual's life and work.

Suggested duration: 2 hours

Topic B2.2 Criticism and critical thinking

Content:

Critical thinking might be described as the ability to engage in reflective and independent thinking. Someone with critical thinking skills can:

- Understand the logical connections between ideas.
- Identify, construct and evaluate arguments.
- Detect inconsistencies and common mistakes in reasoning.
- Solve problems systematically.
- Identify the relevance and importance of ideas.
- Reflect on the justification of one's own beliefs and values.

Regardless of the time involved, critical thinking is thinking about things in certain ways so as to arrive at the best possible outcomes in the current circumstances the thinker is aware of. In more everyday language it is a way of thinking about whatever is presently occupying your mind so that you come to the best available conclusion.

B2.2.1. Types of humiliation

B2.2.2 How to react to criticism

B2.2.3 How to criticise constructively

B2.2.4 Compliments

Learning outcomes:

- to deal with criticism positively
- to accept criticism when constructive
- to use criticism in a positive way to improve
- to recognize the importance of dealing with criticism in positive way, because a negative way that can lower your self-esteem and cause stress, anger or even aggression
- to compliment family, friends, colleagues with the right words in the right occasion

Suggested duration: 4 hours

Topic B2.3. Conflicts' solution / Problem solving

Content:

Everybody can benefit from having good problem solving skills as we all encounter problems on a daily basis; some of these problems are obviously more severe or complex than others. The approach referred to is generally designed for problem solving in an organisation or group context, but can also be easily adapted to work at an individual level.

Effective problem solving usually involves working through a number of steps or stages, such as those outlined below:

- Problem Identification involves: detecting and recognising that there is a problem; identifying the nature of the problem; defining the problem.
- Structuring the Problem involves: a period of observation, careful inspection, fact-finding and developing a clear picture of the problem.
- Looking for Possible Solutions: During this stage you will generate a range of possible courses of action, but with little attempt to evaluate them at this stage.
- Making a Decision involves careful analysis of the different possible courses of action and then selecting the best solution for implementation.
- Implementation involves accepting and carrying out the chosen course of action.
- Monitoring/Seeking Feedback stage is about reviewing the outcomes of problem solving over a period of time, including seeking feedback as to the success of the outcomes of the chosen solution.

Learning outcomes:

- to identify problems - identifying the nature of the problem and defining the problem itself

- to detect and recognize that there is a problem; Structuring the Problem involves: a period of observation, careful inspection, fact-finding and developing a clear picture of the problem.
- to look for and create possible solutions, then to evaluate them and choose the best one
- to be able to make a decision involving careful analysis of the different possible courses of action and then selecting the best solution for implementation
- to accepting and carry out the chosen course of action
- to monitor and seek for feedback
- to review the outcomes of problem solving over a period of time

Suggested duration: 4 hours

Topic B2.4. Negotiation

Content:

Negotiation is a method by which people settle differences. It is a process by which compromise or agreement is reached while avoiding argument and dispute. In any disagreement, individuals understandably aim to achieve the best possible outcome for their position (or perhaps an organisation they represent).

The process of negotiation includes the following stages:

1. Preparation
2. Discussion
3. Clarification of goals
4. Negotiate towards a Win-Win outcome
5. Agreement
6. Implementation of a course of action

Learning outcomes:

- to be able to prepare arguments for the discussion
- to be able to discuss on a specific topics
- to be able to clarify arguments
- to define and describe arguments
- to agree to the common goals and objectives
- to conduct a certain action in accordance with negotiations

Suggested duration: 2 hours

• Theme B3 - Social and interpersonal skills

Social skill is any skill facilitating interaction and communication with others. Social rules and relations are created, communicated, and changed in verbal and nonverbal ways. The process of learning such skills is called socialization.

Interpersonal skills are sometimes also referred to as people skills or communication skills. Interpersonal skills are the skills a person uses to communicate and interact with others. They include persuasion, active listening, delegation, and leadership.

Social competencies are linked to:

- the understanding of the functional literacy and who is functionally literate;
- the understanding of the meaning of discovering and recognizing problems in education/training;
- the importance of the understanding the learning/educational unsuccessfulness for an effective solution of problems and to improve through knowledge;
- the understanding of the fact that learning problems can affect the level of education and literacy of an individual;
- the understanding of the consequences of the learning/educational unsuccessfulness for the individual's psycho-social development and mental health;
- the understanding of the importance of the role of development of social skills for a social inclusion of adults with learning problems;
- the understanding of the behavioural roles in different situations and communicational styles;
- the understanding of the importance of how to introduce oneself, how to impart information, how to provide feedback;
- the understanding of the importance of lifelong learning (learning is not only about memorizing and the renewal of the subject matter, but has also a deeper dimension);
- the understanding of different learning strategies;
- the knowledge of the goals of a good communication (the skills of effective communication, the importance of non-verbal communication, verbal communication and its laws);
- the knowledge of how to keep the speech power in unpleasant situations (avoiding conflict situations, generalizations and other) and how to clarify an unpleasant situation.

Total duration: 12 hours



Topic B3.1. Introduction

Content:

Interpersonal communication is the process by which people exchange information, feelings, and meaning through verbal and non-verbal messages: it is face-to-face communication.

Interpersonal communication is not just about what is actually said - the language used - but how it is said and the non-verbal messages sent through tone of voice, facial expressions, gestures and body language.

Learning outcomes:

- to recognize emotions in self and others
- to regulate and manage strong emotions (positive and negative)

Suggested duration: 1 hours

Topic B3.2. Communication

Content:

Communication is simply the act of transferring information from one place to another. Although this is a simple definition, when we think about how we may communicate the subject becomes a lot more complex. There are various categories of communication and more than one may occur at any time.

The different categories of communication are:

- Spoken or Verbal Communication: face-to-face, telephone, radio or television and other media.
- Non-Verbal Communication: body language, gestures, how we dress or act - even our scent.
- Written Communication: letters, e-mails, books, magazines, the Internet or via other media.
- Visualizations: graphs, charts, maps, logos and other visualizations can communicate messages.

Learning outcomes:

- to cooperate, negotiate and manage conflict nonviolently
- to communicate and work effectively in groups
- to be able to point out certain subjects or topics for discussions
- to seek for help and to give help when necessary
- to show ethical and social responsibility





- to develop communicational skills (listening, non-verbal communication, team problem solving, argumentation, communication)

Suggested duration: 3 hours

Topic B3.3. Listening

Content:

Listening is the ability to accurately receive and interpret messages in the communication process. Listening is key to all effective communication, without the ability to listen effectively messages are easily misunderstood – communication breaks down and the sender of the message can easily become frustrated or irritated.

B3.3.1. Effective listening

B3.3.2. Active listening skills

Active listening is a skill that can be acquired and developed with practice. However, active listening can be difficult to master and will, therefore, take time and patience to develop.

'Active listening' means, as its name suggests, actively listening. That is fully concentrating on what is being said rather than just passively 'hearing' the message of the speaker.

Learning outcomes:

- to be able to listen and communicate accurately and clearly
- to take others' perspectives and to sense their emotions

Suggested duration: 3 hours

Topic B3.4. Questions and feedback

Content:

Questioning is the key to gaining more information and without it interpersonal communications can fail. Questioning is fundamental to successful communication - we all ask and are asked questions when engaged in conversation.

However good you think your listening skills are, the only person who can tell you if you have understood correctly or not is the speaker. Therefore, as an extension of good listening skills, you need to develop the ability to reflect words and feelings and to clarify that you have



understood them correctly. It is often important that you and the speaker agree that what you understand is a true representation of what was meant to be said.

Learning outcomes:

- to ask questions without hesitation
- to answer questions when being asked without hesitation
- to approach others and build positive relationships
- to resist negative peer pressure

Suggested duration: 3 hours

Topic B3.5. Non-verbal communication and body language

Content:

Interpersonal communication not only involves the explicit meaning of words, the information or message conveyed, but also refers to implicit messages, whether intentional or not, which are expressed through non-verbal behaviours. Non-verbal communications include facial expressions, the tone and pitch of the voice, gestures displayed through body language (kinesics) and the physical distance between the communicators (proxemics). These non-verbal signals can give clues and additional information and meaning over and above spoken (verbal) communication. The types of interpersonal communication that are not expressed verbally are called non-verbal communications. These include:

- Body Movements (Kinesics)
- Posture
- Eye Contact
- Para-language
- Closeness or Personal Space (Proxemics)
- Facial Expressions
- Physiological Changes

Learning outcomes:

- to describe non-verbal communication in general terms
- to recognize the importance of non-verbal communication
- to be able to read facial expressions, the tone and pitch of the voice, gestures displayed through body language and the physical distance between the communicators and recognize the meanings of non-spoken words
- to use the tone and pitch of the voice in the certain way in the certain situation

Suggested duration: 2 hours



• Theme B4 - Teamwork

Teamwork is "work done by several associates with each doing a part but all subordinating personal prominence to the efficiency of the whole".

The process of working collaboratively with a group of people in order to achieve a goal. Teamwork is often a crucial part of a business, as it is often necessary for colleagues to work well together, trying their best in any circumstance. Teamwork means that people will try to cooperate, using their individual skills and providing constructive feedback, despite any personal conflict between individuals.

Total duration: 8 hours

Topic B4.1. Effective team and team roles

Content:

Effectiveness is the degree to which objectives are achieved and the extent to which targeted problems are solved. In contrast to efficiency, effectiveness is determined without reference to costs and, whereas efficiency means "doing the thing right," effectiveness means "doing the right thing."

Learning outcomes:

- to be able to establish and maintain healthy and rewarding relationships with diverse individuals and groups
- to communicate and work effectively in groups
- to seek for help and to give help when necessary

Suggested duration: 4 hours

Topic B4.2. Decision-making

Content:

Decision making is the thought process of selecting a logical choice from the available options.

When trying to make a good decision, a person must weight the positives and negatives of each option, and consider all the alternatives. For effective decision making, a person must be able to forecast the outcome of each option as well, and based on all these items, determine which option is the best for that particular situation.





The method described here follows seven stages:

1. Listing all possible solutions/options.
2. Setting a time scale and deciding who is responsible for the decision.
3. Information gathering.
4. Weighing up the risks involved.
5. Deciding on values, or in other words what is important.
6. Weighing up the pros and cons of each course of action.
7. Making the decision.

Learning outcomes:

- to be able to make constructive and respectful choices about personal behavior and social interactions based on consideration of ethical standards, safety concerns, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others

Suggested duration: 2 hours

Topic B4.3. Negotiations

Content:

Misunderstanding is a common cause of negotiations breaking down. Such breakdowns may occur due to differences of viewpoint, background or cultures as well as many other factors.

In negotiation especially it is possible not to 'hear' what others intend to say due to lack of assertiveness on the part of the other person or ineffective listening. It is essential to have a clear understanding of what the other side is seeking to achieve. This is not always what they initially state as their aims.

Looking at interests often allows for an understanding of the real goals. Similarly, it is worthwhile clearly stating what your own goals are so that both parties can work together to seek mutual benefit.

Learning outcomes:

- to recognize strengths and areas of need
- to respect others and self and appreciating differences
- to identify problems correctly

Suggested duration: 2 hours



• Theme B5 - Lifelong Learning

Lifelong learning is the "ongoing, voluntary, and self-motivated" pursuit of knowledge for either personal or professional reasons. Therefore, it not only enhances social inclusion, active citizenship and personal development, but also competitiveness and employability.

Total duration: 8 hours

Topic B5.1. Informal learning

Content:

Informal learning is type of learning where individual acquired knowledge through personal experience, outside of the formal learning environments such as schools and training courses.

Informal learning is, by default, any learning that is not formal learning or non-formal learning. Informal learning is organized differently than formal and non-formal learning because it has no set objective in terms of learning outcomes and is never intentional from the learner's standpoint. Often it is referred to as learning by experience or just as experience.

For all learners this includes heuristic language building, socialization, inculturation, and play. Informal learning is a persistent and pervasive ongoing phenomena of learning via participation or learning via knowledge creation, in contrast with the traditional view of teacher-centered learning via knowledge acquisition.

Informal education is a general term for education outside of a standard school setting. It can refer to various forms of alternative education, such as:

- Unschooling or homeschooling
- Autodidacticism (Self-teaching)
- Youth work

Informal educators work in many different kinds of settings with individuals and groups who choose to engage with them. The mass media (including television, video games, magazines, etc.), museums, libraries, zoos, after-school groups and other community-based organizations and cultural institutions offer forms of informal education.

An additional benefit of developing materials for informal educational settings is that they may be useful to parents at home with their kids, or to adult learners who are looking to expand their knowledge, either for their own enrichment or to increase their career options.



Learning outcomes:

- to recognize the importance of work in a person's life
- to recognize the importance of lifelong learning
- to recognize interesting ways of learning, which suit you as the individual

Suggested duration: 2 hours

Topic B5.2. Personal development

Content:

Inclusion of the following skills is crucial:

- **Interpersonal knowledge and trust**, which includes the disclosure of oneself, self-consciousness and the acceptance of oneself. Trust represents the first condition for two people to get to know each other. The disclosure of oneself, on the other hand, includes information on how participants experience the aspects of their relationship, how well we are aware of our reactions or ourselves and how well we can communicate that to others.
- **Mutual acceptance and approval**, which includes a reciprocal approval, support and acceptance.
- **Constructive solution of conflicts related to the relationship**, which includes strategies for the solution of interpersonal conflicts. Conflicts are inevitable in a relationship between two people and they offer the opportunity for further growth.
- **Adaptability and action in relationships**.

Learning outcomes:

When it comes to personal development of the individual, following social competencies should be included and emphasized:

- to recognize diversity and react to it
- to be able to analyse problematic situations
- to be able to acquire new information
- to be able to critically and self-critically analyze
- to be able to converse, to negotiate and to discuss
- to develop communicational skills (listening, non-verbal communication, team problem solving, argumentation, communication)
- to be able to recognize our own feelings
- to be able to master our own feelings
- to be able to search for help for ourselves

Suggested duration: 6 hours



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