

Enhancing the social inclusion of low income single parents

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Intellectual Output 1:
Training programme for practitioners who support single parents, in the teaching of literacy, numeracy, entrepreneurial and digital skills



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Introduction

PARENTBANK – ‘Enhancing the social inclusion of low income single parents’ is an Erasmus + Strategic Partnerships in Adult Education project, financed by the European Commission through A.N.P.C.D.E.F.P. It has a duration of 2 years (2019-2021) – Project Number: 2019-1-RO01-KA204-063798.

This new European initiative aims at facilitating the labour market integration of low-income single-parents, by promoting their access to childcare and other services that they may be unable to afford.

The initiative is based on the fact that single - parents are more likely to live at risk of poverty and social exclusion, with women being the most affected, as they make up almost 85% of all single-parent families in the EU. Specifically, younger mothers and women with young children are the least-employed parent group, while the lower the mother’s level of education, the more likely to be poor.

Drastic measures are needed to help single-parents address successfully their needs and daily challenges. ParentBank will design two training programmes: one improving single - parents’ skills and another one improving professionals’ ability to foster single parents’ employability, socio-educational and personal development. It will also design an online time bank to facilitate the exchange of services that they cannot afford (i.e childcare), enabling them to search for jobs and training seminars, which will enhance their standard of living.

ParentBank is implemented in Greece, Romania, Lithuania, Spain, Bulgaria and Croatia by the following organizations:

- ▶ Asociatia Habilitas CRFP (coordinator),
- ▶ KMOP – Greece,
- ▶ SIF – Lithuania,
- ▶ Asociacion Caminos – Spain,
- ▶ Parents’ Association Step by Step – Croatia,



- ▶ Know and Can Association - Bulgaria.

The Intellectual Output 1 is a training curriculum for practitioners who support low skilled/low qualified (single) parents that will aim at extending/enhancing the practitioners competences in the teaching of numeracy, entrepreneurial and digital skills (including through the use of digital technologies), so that they are able to provide tailored training and support to single parents in developing these skills and key competences, in order to foster their employability and socio-educational and personal development (which will also enhance their social inclusion).

1. Project Based Learning

The learning objectives of this module are to:

- Understand the method of project based learning
- Create a PBL activity
- Appreciate and understand the principles of PBL.

Thomas Markham (2011) describes Project-Based Learning (PBL) in this way: "PBL integrates knowing and doing. Participants learn knowledge and elements of the core curriculum, but also apply what they know to solve authentic problems and produce results that matter. PBL participants take advantage of digital tools to produce high quality, collaborative products. PBL refocuses education on the student, not the curriculum—a shift mandated by the global world, which rewards intangible assets such as drive, passion, creativity, empathy, and resiliency. These cannot be taught out of a textbook, but must be activated through experience."

Project Based Learning (PBL) is a training approach in which learners learn by actively participating in projects of real-world and personal interest. PBL or Project-Based Learning is a learning model in which the people involved develop their solution to a real-world problem. Attendees develop the skills by practicing for a long time to consider and answer to complex situations, questions and problems.



1. PBL gives participants the ability to use the technology

This approach encourages students to make almost regular use of technology and applications. They are familiar with a wide range of tech tools, and appreciate them. Tools and technologies can be a good complement to project-based learning, as it arises. Teachers and participants will find the right resources, knowledge, produce things and interact more successfully with those tools and technologies. They too can meet populations, experts and collaborators.

2. PBL favours lifelong learning

Due to the presence of technology, its use allows the students, instructors and facilitators to reach much beyond the classroom. PBL also shows learners the first step in taking charge in their experience as a lifelong learner.

3. PBL brings participants closer to the original world

Education based on projects helps learners to resolve problems and fix aspects that are relevant to them, their families as well as the world. Participants communicate and interact with adults and organizations, through PBL. They are dealing with real jobs and workplaces so they create professional goals. In some initiatives, even families and other collaborators will participate.

4. PBL contributes itself to accurate and formative evaluation

Formative evaluation enables us to regularly monitor the progress and advancement of a student. Authentic research focuses on deep learning, and poses detailed questions.

5. PBL helps members to become more involved and regularly learn

The idea that students perform certain tasks that must be the key to addressing the problem makes them more involved. A real project activates their minds and hearts. It is a learning relevance for the real world.



6. PBL builds education, career and life skills

Lifetime success requires more than just knowledge and skills. Participants learn to take action, be accountable and develop a successful attitude with PBL. We learn to create trust, to resolve issues, to work as a team and to share ideas.

7. PBL foments innovation and creativity

You have to be imaginative and innovative when addressing a problem. PBL also asks to solve problems of the world class, so it is important to think outside the box. Since there are no clear rules, graphic design, drawing, and designing within Project-Based Learning are very necessary elements.

Project Based Learning is an educational approach wherein the participants gain skills and experience by working over a longer length of time to identify and respond to a real, challenging, and complicated issue, concern, or challenge.

High-quality Project-Based Learning goals are to:

- Teach knowledge and skills in academic content, and gain a deeper understanding.
- Build success skills like critical thinking, problem solving, collaboration, communication and creativity in the 21st century.
- This is accomplished by directing participants to define a real-world (local to global) issue through analysis, creating the solution using evidence to support the assertion, and presenting the solution through a digital approach based on a collection of resources from the 21st century.





PBL is the continuous process of simultaneous learning of various subjects.

Project-Based Learning promotes long term, interdisciplinary, and student-centred learning practices. Unlike the typical teaching process led by teachers, learners also have to plan their own research and control their own time inside a project-based class. Project-Based assignment varies from conventional inquiry by emphasizing the collaborative or individual construction of artefacts for participants to embody what is being learned.

Project-Based Learning often provides students the chance to explore issues and problems with real-world applications, increasing the potential for skills and concepts to be retained over the long term.

Students demonstrate what they know when going around the class, engaging with their classes, communicating with each other, and assessing each other and themselves. They do not just take exams, or end up making a result to show off their learning.

The central concept of Project-Based Learning is to catch participants' interest in real-world problems and stimulate deep thought as participants gain and incorporate new skills in a problem-solving



setting. The instructor plays the facilitator role, collaborating with participants to formulate relevant questions, structuring practical assignments, guiding the development of information and social skills, and constantly assessing what participants have gained from the experience. Typical ventures pose an issue to be solved (What is the best way to minimize carbon pollution?) or a phenomenon to be investigated (What is causing rain?). PBL replaces other conventional teaching models such as lessons, workbook-driven tasks and review as preferred form of delivery for main curriculum subjects. This is an educational structure that encourages teachers to promote and analyse a deeper understanding rather than standing up and presenting accurate facts.

Problems in the dynamic of the group

PBL is a fantastic framework that encourages members to practice teamwork. Well completed, group work directs team members to help each other understand the material and discuss challenges that create profound awareness of key concepts. Problems come about when much of the research is performed by other participants. It occurs sometimes when one or more participants fail to do the job. Many times it occurs when one or two members don't want anyone involved, fearing that the actions of peers they view as having inferior abilities will affect their ranking.

Solution: Make all graded assignments individual tasks — do not give the group work any grades. Taking grading out of the equation helps participants to concentrate on the research without worrying that the actions of peers will impact their scores, and it encourages more participants to take part. Teams work together to collect data and complete tasks with a view to building mutual understanding. Attendees draw on the results of the participatory successfully completing individual evaluations. Each student must eventually demonstrate what they understand and therefore do not know.

Students low participation

Lack of buy-in from students may occur when a project operates as a conventional unit. The styles and uses of the assigned items are important clues. Items described in class or uploaded on a school



campus are a fine idea, yet PBL units can be even more important to participants when working to develop responses and items for a person, group, or organization that appreciates the final project.

Solution: Put the audience face up. Really make students work public. Invite somebody to tell members how important their quest for alternatives or ideas for that person or group will be. Planning to meet face to face or digitally has the powerful impact of a greater objective being given to the work of the participants. For this reason, you can bring in experts or people impacted by a problem that students are discussing, or set up video calls. Guide attendees to make themselves hard working in the field of study, in order to authentically connect their strategies.

If necessary, invite these experts to listen to participants' progress reports and give input — in person or through video meetings — and then have participants close the project with a speech or report made accessible to the external audience.

Students do not use very often active learning

Most students felt like passive participants in their education — and several educational interactions lead them to that — so trainers who would like to set up successful PBL environments must first direct learners in their training to take the initiative.

Solution: Individuals own their learning as they make decisions about what they know, and how they know. Giving options is a starting point and not the limit. The Teacher designs the choices. When participants make their own options within the framework of PBL, they may have more buy-in to articulate themselves honestly.



Project Based Training Benefits

All too often, mainstream learning never moves beyond the strictly academic realm. The experience of projects binds the students to the actual life. PBL trains learners to take on and tackle real-world challenges, reflecting what the experts do every day.

Instead of short-term memorization strategies, Project-Based Learning provides an opportunity for participants to engage deeply with the target content, bringing about a focus on long-term retention. PBL also improves student attitudes toward education, thanks to its ability to keep participants engaged. The PBL structure lends itself to building intrinsic motivation because it centres student learning on an essential central question or problem and a meaningful outcome. The PBL framework lends itself to creating intrinsic motivation as it focuses student learning around an underlying core problem or question, and a concrete outcome.

To conclude, Project-Based Learning focuses on teaching by involving study participants. In this structure, participants offer solutions to non-trivial challenges by raising and developing questions, discussing ideas, making assumptions, developing plans and/or experiments, collecting and analysing data, making judgements, transmitting their ideas and findings to others, asking new questions, and creating objects (for example, a model, a text, a video recording, or a computer simulation).

Practical Exercises

Project Based Learning

Aim: Participants to create the TimeBank for Single Parents as a social business

Duration: 4 up to 6 hours

Materials: general training materials, large space (or more small rooms), mobile phones or laptops and internet connection,



Introduction: The idea of our project is to create a TimeBank for single parents as a form of a social business. This TimeBank comes with different challenges and we hope that together, in this training, will mitigate them coming up with different innovative ideas.

Step 1 – Identify the Problem

The problem would be the lack of time of single parents and their need of support. Also, you can talk about different challenges that can rise during the implementation of the model. You can think about national, regional, local and personal problems/challenges that single parents face nowadays.

Step 2 – Research and Define the problem.

If the topic has been accepted by the members, they may have to do some work. This would involve any conventional analysis and data gathering. But in your community, you should also do data collection-surveys, interviews, etc. Such work will help to identify the issue, and prove that it needs to be addressed.

Examples of questions that need to be answered: What would be the real needs of single parents? How could these be solved? How many single parents are in your country/city? How many professionals are working with them? How many professionalized services are for this category?

Step 3 – How to Design a TimeBank for Single Parents and make it function

Action Plan to be developed by participants

Each team will have to research and to find different models of TimeBanks. From that model each team needs to pick a model and to adapt it for a TimeBank for single parents. In this phase a focus will be on mitigating the risks and getting parents together.

Step 4 – How to transform the TimeBank into a Social Business – action plan.

For transforming this idea into a business plan there are needed some other solutions on how it will look like? What is the business plan? What are the necessary steps? Who will do the management?



Step 5 – Deliver the Presentation

By the end of the training each team will present their TimeBank model, will advocate as it is the best idea from all, they will have to answer the questions and will show their action plan.

Evaluation and monitoring tools

Follow these steps to evaluate a PBL and to allow for effective self-assessment:

- Make observations, as a collective and individually.
- Partake in thoughts and perceptions.
- Address what did perform well.
- Chat about what needs to change.
- Exchange ideas giving rise to new inquiries and new projects.

Online tools as: Mindmeister, Glogster, Myhistro, Pixton, Reeldirector, Animoto, VoiceThread, FotoBabble, Audioboo, Capzels, Dipity, Popplet

2. Communication Competence in the Mother Tongue

In this section the practitioners will get a set of skills and methods to foster with vulnerable single parents in the area of communication in their own mother tongue. Communication in their own language is the first step in developing any kind of relationship and/or business so this competence is the one that should be developed first.

Communication in the mother tongue is the ability to express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing), and to interact linguistically in an appropriate and creative way in a full range of societal and cultural contexts; in education and training, work, home and leisure. Individuals should have the skills to communicate both orally and in writing in a variety of communicative situations and to monitor and adapt their own communication to the requirements of the situation. This competence also includes the abilities to



distinguish and use different types of texts, to search for, collect and process information, to use aids, and to formulate and express one's oral and written arguments in a convincing way appropriate to the context. A positive attitude towards communication in the mother tongue involves a disposition to critical and constructive dialogue, an appreciation of aesthetic qualities and a willingness to strive for them, and an interest in interaction with others. This implies an awareness of the impact of language on others and a need to understand and use language in a positive and socially responsible manner. (<http://keyconet.eun.org>)

The learning objective of this chapter is to:

- Give practitioners who work with vulnerable single parents' guidelines and tips on how to work with TG on their better communication skills
- Provide practitioners knowledge, skills, attitudes, and values of key competencies (focus on communication in mother tongue) and how to work together and influence each other

Being able to communicate well is important. There will be different people to communicate with. This includes family, friends, neighbours, colleagues, etc. The exchange of information or passing of information, ideas or thoughts from one person to another or from one end to the other is communication. The purpose of communication is to understand the information. Whatever one wants to say to someone should be clearly understood, otherwise the very purpose of the communication would be defeated.

In an organization, communication facilitates the flow of information and understanding between different people and departments through different media using all the channels and networks. This flow of information is vital for managerial effectiveness and decision making in general. Communication thus helps understand people better, removing misunderstanding and creating clarity of thoughts and expression. It also educates people. Communication may be written or oral, formal, informal, and upward, downward, horizontal, diagonal, interpersonal, intrapersonal, interdepartmental, intra-organizational. Communication brings people together, closer to each other. We live in an information-driven society, where communication determines how fast we learn. Cooperation and collaboration underpin how we work together, and done brilliantly, can determine our competitive advantage. At the human level, our social resources play a massive part in our happiness and well-being in the social situations and workplace.

In this part we will focus on communication exercise, tips and tricks for development of skills for practitioners to use with single parents. Typically, communication is seen as a 'soft' skill—because it is not



easily quantifiable. They can be one-on-one or team exercises, but the goal is the same: they help us develop our interpersonal skills and improve our capacity to relate. Positive psychology stresses out importance of communication as “Communication is a whole lot more than just talking—although, that is a fundamental part of relationship-building and knowledge-transfer. To really grasp how big of an impact it has, we can touch on some of the theory. Surprisingly, taking a step back to look at some theory can sometimes be just as helpful, if not more so, than ‘getting on with it.’” (<https://positivepsychology.com>)

Tips for Creating a Supportive Learning Environment

First, we need to create an optimal learning environment if we want to maximize our improvement; in this sense: (1) Communication skills need to be modelled and practiced, not simply taught – a nod to experiential learning, which is frequently emphasized in emotional intelligence learning (SEL) (Haertel et al., 2005; Kolb, 2014); (2) They are best learned and practiced in safe, supportive environments, which studies show are central to learning behaviour (Edmonson et al., 2004); (3) Constructive performance feedback is helpful, but “only once all positive comments have been exhausted” (Maguire & Pitcheathly, 2002: 699). Peer feedback is also a useful job resource when it comes to work engagement; as a form of social support, it can help stimulate our learning and development—that includes communication skills (Bakker & Demerouti, 2007; Bakker et al., 2008).

Tips for Enhancing Communication Skills

We can also look at the business literature for some more support of what we identified earlier as key communication skills. Breaking these down into tips, here are 4 fairly broad ways we can enhance our communication skills to increase our effectiveness and well-being (<https://positivepsychology.com>).

Work on your emotional perception

Perception of emotions is a key component of Mayer and Salovey’s emotional intelligence framework and covers the ability to read others’ non-verbal cues as well as their potential moods (Salovey & Mayer, 1990). At the individual level, we can make conscious use of this EQ skill to gauge how others are feeling. Is your colleague overwhelmed, perhaps? Is it now the best possible time to ask them for help on a task? Or, have you noticed someone in the corner of the room who has been very eager to contribute to the meeting?



Practice self-awareness

Our non-verbal behaviour and the way we speak are critical. Different studies vary on exactly how much of our intended message (and credibility) is non-verbal, but it's undoubtedly important (DePaulo & Friedman, 1998; Knapp et al., 2013). When the words we speak convey one message and our body another, we risk confusion and potentially, we jeopardize our intended impact.

Give others a chance to engage

Communication is a two-way street, at the very least. And as more than one collective intelligence researcher has pointed out, teams are more than the sum of their parts (Woolley et al., 2010). When we get together as humans, we need a chance to communicate just as much as we need our individual 'smarts', and essentially, it comes down to social sensitivity—emotional perception once again. We can look at Leary's Rose for more insights on how and why, but this time, the tip is to understand when to communicate or step back (Leary, 2004).

Practice listening

Talking is essentially a form of content delivery, and it is not really communication unless we listen. Active listening involves engaging with our co-workers and bringing empathy to the table to enhance the quality of our dialogue. Sometimes mentioned along with 'reflective questioning', it involves, "restating a paraphrased version of the speaker's message, asking questions when appropriate, and maintaining moderate to high nonverbal conversational involvement" (Weger Jr et al., 2014: 13). It helps us create more clarity, take in information more effectively, and develop our workplace relationships through empathetic engagement (Nikolova et al., 2013).

Practical exercises

1. What you hear?

This game is easy to play but not so easy to "win." It requires participants' full attention and active listening. Gather your group of participants together and hand out a piece of paper and a pen or pencil to each player. Tell them you will give them verbal instructions on drawing an object, one step at a time. For example, you might give them instructions like: Draw a circle within the square, such that it fits exactly in the middle of the square. Intersect 2 lines through the circle, dividing the circle into 4 equal parts. The



exercise can become progressively more difficult with every instruction, and unless the group has listened to the instructions carefully, there can be no hopes of completing the exercise successfully. (<https://plentifun.com/>)

2. Origami

Give one sheet of standard-sized paper (8.5 x 11 inches) to each participant.

Tell your participants that you will be giving them step-by-step instructions on how to fold their piece of paper into an origami shape. Inform your participants that they must keep their eyes and mouths closed as they follow instructions; they are not allowed to look at the paper or ask any clarifying questions. Give the group your instructions on how to fold the paper into the origami shape of your choice. Once the instructions have all been given, have everyone open their eyes and compare their shape with the intended shape.

3. Make an interview

The aim of this exercise is twofold. On the one hand, they will learn how to structure the sentences of the business world (with prior research of examples on the Internet), on the other hand, to prepare for a real job interview situation and how to respond as successfully as possible.

Group should be divided to multiple pairs. One person in the team should be “playing” the role of the employer and other one is the candidate. The employer should prepare 10 questions to ask the candidate and the candidate should prepare 5 questions as well. The leader of the exercise will be listening and after the practice interview comment on the good parts and parts that they should do more work on. Depending on time for exercise, rolls can be switched.

4. Telephone Exercise

This classic exercise from Becky Norman (2018) at Sift’s Training Zone illustrates why listening is such an important skill, and why we shouldn’t ignore any opportunities to improve it. Split your group into two even lines. At opposite ends of each line, whisper a phrase or short sentence to the person on the end and tell them to pass it on using only whispers, one person at a time. They can only repeat the phrase or sentence once. While participants are busy passing the message along to the next person in line, play music or engage them in conversation to create some white noise. This will make it a bit more difficult, but it will mimic real-life conditions, where distractions abound. When the messages have made it to the end of each line, have the last person to receive the message in each line report out on what they heard. Next, have the first person to receive the message in each line report the original message and compare it to the final message received.



Evaluation and monitoring tools

The following survey was designed to assess your communication competence. Consider your everyday conversations at school, work, and home when completing the survey. There are no right or wrong answers to the statements. Circle your answer by using the rating scale provided. After evaluating each of the survey statements, complete the scoring guide.

- | | | | | | |
|--|---|---|------|-----------|--------|
| 1. During conversations I often use eye contact | 1 | 2 | 3 | 4 | 5 |
| 2. I often initiate new topics during conversations | 1 | 2 | 3 | 4 | 5 |
| 3. During conversations I do not feel the need to interrupt the person speaking | | | | | |
| 4. I try to regulate the speed of my speech based on the audience | | | 1... | 2...3.... | 4....5 |
| 5. While speaking I rarely fidget or play with things (e.g., pencil, rings, hair, etc.) | | | | | |
| 6. While speaking I avoid pauses, silences, uses of "uh," and so on | | | | | |
| 7. While speaking I try to exude vocal confidence (not too tense or nervous sounding) | | | | | |
| 8. During conversations I ask follow-up questions | | | | | |
| 9. I try to encourage the people I am speaking with to join in the topic of conversation | | | | | |
| 10. I try to include the use of humor or stories in my conversations | | | | | |



11. During conversations I try to not talk too much about myself

3. Mathematical competence and basic competence in science and technology

12. I try to control the volume at which I speak
(neither too loud nor too soft)

Scoring:

Total score

Comparative Norms:

Total score of 12–24= Low communication competence;

Total score of 25–47= Medium communication competence;

Total score of 48–60 = High communication competence.

Interpreting the Result:

If your score is in the low range, this may indicate you have considerable room for improvement in your communication competence. Since the ability to communicate well is fundamental in many business contexts, it would be wise for you to seek to improve in this area. If your score is in the high range, this may indicate that you are a fairly effective communicator. Nonetheless, there is every reason to continue to hone your skills.

The learning objective of this chapter is to provide guidelines to practitioners who support disadvantaged single parents and to further extend their competences in the teaching of numeracy, science and technology. The aim is to provide tailored training in developing these key competences that will contribute to improved access to labour market and self-development of parents.

By the end of this chapter, each participant will be able to:



- a. develop and apply mathematical thinking in order to solve and deal with a range of problems in everyday situations
- b. acquire basic competence in science and learn to use the body of knowledge and methodology employed to explain the natural world, in order to identify questions and to draw evidence-based conclusions
- c. apply technology effectively: technology as a tool to research, organize, and communicate information.

The main focus of this chapter will be on providing tools and new ideas for practitioners who support single parents on what they should know and do to ensure the safety and wellbeing of themselves and of their children. It is of high importance for children to have knowledge about their safety, what to do in case of an emergency as well as to spend their time wisely and also helping their parents. Also, this section will address the importance and application of mathematics, science and technology and will make readers aware that these competences play a fundamental role in society, from a simple purchase of a product and effectively manage of monthly budget to complex situations of everyday life.

Mathematical competence is the ability to develop and apply mathematical thinking in order to solve a range of problems in everyday situations. This competence is based on the ability to perform basic calculations with an emphasis on process and activity, as well as knowledge. Mathematical competence involves, to different degrees, the ability and willingness to use mathematical modes of thought (logical and spatial thinking) and presentation (formulas, models, constructs, graphs, charts). Studies have shown that the importance of mathematical skills is strongly linked with employability in adulthood and improved socio-economic prosperity (Bregant, 2016).

In other words, we recommend to practitioners to focus on promoting teaching knowledge to their beneficiaries on child safety at home and in everyday situations. Creating a safe environment and teaching parents about what is safe and what is not and how to protect them could avoid common home injuries for children like falls, burns and scalds, poisoning, home fires, water and electricity safety and many more at practitioners' discretion. It is also important for children to know how to react in case of emergencies and how to look for help, what the emergency numbers are and when to call.

Practitioners should also consider a geographical location where parents live e.g urban/rural areas, farms/other isolated areas such as remote, peripheral regions with less serviced areas (limited public transport, poor facilities), etc. For example, the living environment around animals and hazardous farming equipment can cause dangerous injuries. Therefore, farm accidents can be minimized and prevented



through training parents about potential dangers and making sure equipment is well maintained and has adequate safety features. As depending on the area of living, practitioners should take into account different needs and obstacles that parents might face and develop special training programmes tailored to their needs.

It is highly relevant for any parent to be able to balance their budget. One of the most important life skills to develop is to understand that costs should be less or equal to the money they have. Also, it is very important for all parents to be able to distribute their budget through a month in order to spend it properly.

For everyday living, all technologies around us follow the rules of physics. For example, actions as walking, driving a car, using a phone describe the motion, forces and energy of physics. While reading and hearing physics is at work as well. Therefore, knowing laws of motion, gravitation, thermodynamics, and theories of relativity, electrostatic laws help to understand the foundation of all sciences. All these are related to tasks we experience in everyday life, so, we can say that physics studies how the universe works, how Earth moves around the sun, how lightning strikes, how our refrigerator or microwave works and many more. As the competency of science plays a key role in the progress of humankind, it is important to support physics education because it improves our quality of life by providing basic understanding necessary for developing techniques for medical applications such as magnetic resonance imaging, laser surgery, ultrasonic imaging, etc. The study of physics extends and enhances understanding of other disciplines such as chemical, biological, environmental science, astrophysics and cosmology which are of substantial importance.

The largest numbers of accidental house fires start in the kitchen due to misusing electrical cooking appliances. Dangerous appliances should be out of reach from small children until they are old enough to operate them properly and understand electrical safety at home. All parents need to teach children how to use properly and safe kitchen household (stove, microwave, washing machine, kettle, iron, knives, etc.). The mixture of water, hot surfaces, flexible cables and electricity can be very dangerous, therefore parents have to pay special attention and teach kids to follow certain rules to stay safe at home. Technologies are not only at home – very often kids have to go and return by public transport or walking. Schedule boards of the public transport, information tables inside are very useful if used properly. Traffic lights, road safety and rules are just a part of the technological environment that should be taught to kids.



Parents also need to keep children safe from household cleaners and chemicals as can cause serious injury or even death if swallowed. Children enjoy exploring and attempt to open doors and all sorts of closed objects. Especially, brightly coloured cleaning products call out curiosity to kids. In order to be reduced the risk of tampering children with dangerous laundry detergent and other cleaning products, parents should always close doors to utility rooms and put a doorknob guard on the door. Some useful advice: Store laundry and cleaning products on high shelves that children can't reach them; Cleaning products should not be put in food or drink containers because anyone can mistake them as drinkable; their labels should not be removed as labels contain important safety information.

Similarly, parents should receive guidelines on how to keep medicine away from children and out of reach. It is very important for all parents to really know what "out of reach and sight" really means. Children act very quickly and even medicine that is forgotten just for a moment can be dangerous. The safest place to store medicine is in a high cabinet or closet, that is locked at all times. Children should know what medicine is and parents should never refer to medicine as candy.

Some hot spices can also be dangerous for kids. In particular, spicy mix such as chilli powder or black pepper could cause poisoning, heart attack or death. Therefore, it is considered useful for parents to be informed about the usage of spices.

Mathematical Competence: arithmetic, decimals, fractions, percentages, converting

Practitioners should endeavour to help disadvantaged single parents to develop a solid basis in the four fundamental arithmetic operations: adding, subtracting, multiplying and dividing. The skills to perform basic calculations such as addition or subtraction of numbers less than 20, is necessary for the functions in daily life, especially involving the transfer of money. For example, if three friends decide to share pizza costing 15€ total and want to split the bill amongst them, the simple division determines that each person owes 5€. Basic arithmetic is also very essential for managing with the TimeBank. Therefore, parents need to be able to perform basic math calculations.

Similarly, the understanding of decimals is much needed for using money. Parents should be able to add and subtract simple decimals numbers without a calculator, like $15.65 - 3.45$, to be certain that proper change has been received for a purchase. The importance of fundamental knowledge of fractions is crucial for cooking. If it is needed to be doubled a recipe, then adding or multiplying two fractions have to be



performed. Implications of fractions outside cooking are also needed for reducing fractions to lowest terms and recognizing equivalent fractions.

Parents should have an understanding of percentages, knowing that “percent” means “out of one hundred” and being able to estimate percentages in multiples of 10. Another essential skill is to calculate the percent discount, if an item is priced 50€ is marked with 30% off, then the item costs 35€.

Another math skill that is of importance is converting between fractions, decimals and percentages. The understanding of these fundamental math skills would ease beneficiaries to complete their day-to-day tasks. It is also recommended for practitioners to focus on the mathematical problem-solving skills, so that parents can develop budget analytical thinking and try finding the most efficient distribution of income in relation to their costs.

Statistics: mean, median

As we have already shown, the world around us is more and more filled with figures. If this does not affect us directly, many of them can be simply ignored, and for those who in one way or another affect us, we accept expert opinions that 99% of cases are based on statistical analysis. Thus, understanding the basic principles of statistics can help parents to know more about natural and social sciences, government and business areas. In practical terms, practitioners should stress the implications of basic statistical terms as a useful tool for parents to better plan and predict their budget such as an average bill for electricity during summer/winter seasons, average costs for food consumption.

The mean is the most commonly used measure of finding the average. Finding the mean is simple: adding all of the numbers in a data set and dividing by the number of data entries: e.g $15+20+25 / 3 = 20$. The median is the middle number in a data set. However, the data must be in numerical order (from the least to the greatest or from the greatest to the least) before finding this average. If the row of numbers is an even number and the middle number lies between two numbers, find the mean of those two numbers (add them together and divide by 2). Example: the median of 10, 3, 5 is 5 because when the numbers are put in order (3, 5, 10), the number of 5 is in the middle.

Basic probability

One of the easiest way to explain the complex concept of probability is to give examples of throwing coins, dice or pulling card from a deck.



If we roll a single, standard die, what is the probability of rolling a 2? Imagine throwing a standard dice - a 6-sided cube on each of which numbers are from 1 to 6 and each one can fall on the roll. Only one of the sides has 2. The probability of rolling a 2 can be estimated by a fraction. Since rolling a 2 is the favourable outcome, and there's only one 2, the numerator of the probability is 1. There are six possible outcomes, so the denominator is 6. The probability of rolling a 2 is $1/6=16,7\%$.

All these guidelines and recommendations should be tailored to the beneficiaries' needs and knowledge, as well as practitioners should include any other math skills that consider as crucial for the development of this competence and adjust it to their method of teaching.

Basic competence in science

One of the fundamental ideas about the universe is that the laws of physics are universal and are still behaving as we expect. Therefore, it is really important for all of us to have a basic understanding of how things work around us. For instance, theories about Newton's law of motion, Einstein's theory of relativity, the laws of thermodynamics and basic electrical theory are the main discoveries that drive our everyday activities and being familiar with them is an important precondition for learning the principles behind these theories.

Evolution and natural selection

The evolution through natural selection accounts for the tremendous diversity of life on Earth is the discovery that species change over time, give rise to new species and share a common ancestor. This mechanism is natural selection because resources are limited in nature, organisms with the heritable traits that favour survival and reproduction will tend to leave more offspring than their peers, resulting the traits to increase in frequency over generations.

Technology

Nowadays, technology has revolutionized our world, influencing almost all walks of our daily lives. Although there is at least one good reason for almost every technological product, the negative effects on society are inevitable. Thus, it is crucial to learn how to use technology as an efficient and beneficial tool and minimizing as much as possible its negative impacts.

Computers, laptops and smartphones are considered the most influential devices as are the primary source of information. Their ability to access the Internet, create content, store files, etc. have shaped



how we do everyday tasks. In particular, for single parents that need to organize their time accordingly to their working and children's needs, technology can simplify and coordinate activities extremely effectively and offer a wide array of tools that can prevent forgetting important information. For example, an online calendar can help the coordination of parents' schedules and can be accessed by a variety of devices. Smartphones can also help parents to update their children's school programs and activities, remain about important exam dates and even use it for grocery lists. Also, many schools have started to use electronic platforms for lessons, homework and class websites to keep parents updated about grades, attendance of children to classes. Online school has become a reality for the pupils and students of nowadays. For practitioners, it is also recommended to focus on the ability of how to use online banking and pay their bills online. In this way, parents will not only save time but this knowledge will also be much needed for the maintenance of a potential social business such as a TimeBank later on. Similarly, telemedicine is another reality of the present times. This is also another way for parents of saving time and a trip to the waiting room full of contagious germs. Using the Internet as a research tool makes it easier for parents to help children with homework / online lessons, or locate answers to difficult questions by Google searching or seeking educational websites. Navigational apps such as Google maps give driving/walking directions which could make finding a new destination/shop or transport information quicker and makes our life easier.

Similarly, due to the development of technology, we can use alternative sources of energy such as solar panels, diesel/wind generators, thermal pumps which are one of the best ways to save money on electricity bills for parents while reducing the impact on the environment. Energy-saving lamps, movement sensors, Wi-Fi smart power plugs not only influence on electricity bills and help saving money but also smart plugs can be determined when to turn on/off. Technology also plays a significant role in home safety. For example, a video doorbell might be a good investment for parents to monitor children's safety while home alone. In the same way, home security indoor/outdoor yard cameras allow parents to view the real-time video via their smartphones.

Practical Exercises

Practical exercises should be based on a non-formal learning principle, giving freedom to practitioners to choose time, group selections, etc. Before starting the exercises, we recommend that you get to know the participants to the training course. It might be good to gradually increase the complexity of the tasks and observe the progress for each of them. The following exercises are basic, can be complicated or simplified according to the understanding of the learners.

Tasks:



Perform the following math calculations. Make sure that you follow necessary math rules.

- $12 - (-3) + 2 = ?$
- $5 - 3 + 2 + 3 + 2 + 6 = ?$
- $2.5 \times 2 + 3 - (-1) = ?$
- $(2 - 3 + 2 + 1) \times 2 = ?$
- $2 - 3 + 2 + 1 \times 2 = ?$

You can also use popular tasks with different symbols using collection, subtraction, multiplication and division.

- It is Black Friday – check if the offer corresponds to reality. The discount percentage is 20%. The old price was 525 – what should be the new one?
- Your municipal tax is 388, if you pay until the end of March the whole amount you will get 10% discount – calculate the discount?
- Sudoku is one of the most popular puzzle games of all time. The goal of Sudoku is to fill a 9×9 grid with numbers so that each row, column and 3×3 section contain all of the digits between 1 and 9. As a logic puzzle, Sudoku is also an excellent brain game. The game improves concentration and focus on problem-solving skills. It can be played online versions (suitable for homework), as well as paper versions are available for several levels. It is recommended for practitioners to explain the rules, and give some examples of how game is played.

Read the following word problem. Write and solve the math problem.

- Rob, Mike and Jane were picking apples. Rob picked 6 apples, Mike picked 4 apples and Jane picked 2 apples. How many more apples did Rob pick than Jane? How many apples did the children pick all together?
- If you have a cake cut to 12 or 16 pieces? What part of the cake will be 2 pieces?
- If you have a rolling non-standard die six sides but has the following numbers on its six sides: 1, 1, 3, 3, 5, 5. What is the probability of rolling a 3?
- Let's have a two standard dice; six sides with numbers from 1 to 6. What is the probability that the sum of the roll will be greater than 9?
- What is the probability of drawing a 10 of clubs randomly from a standard deck of 52 cards?
- What is the probability of picking either a red or a black card from a standard deck of 52 cards?



- What is the probability of drawing a card from a deck and it being red and a face card (King, Queen and Jack)?
- Roulette wheel is one of the most famous symbols of gambling. It includes 37 numbers starting from 0 (green coloured (another story about the green colour) to 36 (half red, half black). A spin starts:
 1. What is the probability the ball to fall in odd number?
 2. What is the probability the ball to fall in ZERO?
 3. What is the probability the ball to fall in a pocket from 0 to 10?
- The importance of science in everyday life: through the presentation of an image provided by practitioners, parents should internalize the importance of science in the development of society. The objective is to identify in life situations the importance and application of science and technology.
- Practical exercise in pairs: basic science facts. Practitioners should ask parents to analyse or argue about a concept with evidence to back up their view. This method allows them to explain a concept or idea and share thoughts with a partner.
- One minute problem is a way of to check if trainees have understanding of a certain lesson. Practitioners should provide statements relevant to the current topic. This technique develops attention and practitioners can evaluate the understanding of certain concepts/theories.
- Homogeneity or heterogeneity of chemical mixtures: depending on the components that are mixed, different types of mixes can be obtained. Parents will learn how to determine the type of mixture, comparison abilities and analytical skills.
- How much should you pay per month for electricity consumed by a 100W (incandescent) electric lamp? Assume that the lamp lights an average of 5 hours per day and the cost of electricity is 0,13538 cents per 1 kWh. Note: Keep in mind that the month is 30 days.
- Here it is an example of an electricity bill for Bulgaria. In order to be applicable for your country, please adjust it according to specific price costs and any other costs that are applied. Assume that an electricity bill is 71.43 EUR for a house of 80 m² per month during winter season including the following prices:
 - Daily power consumption - 555 kWh; energy price – 0,13538 cents
 - Night power consumption – 125 kWh; energy price – 0,05676 cents
 - Energy transfer – 17.47 EUR (might be not applicable for your country)



If alternative sources of energy are used in order to reduce electricity bills, there are several technologies that can optimize the cost of energy such as listed below. Depending on the area of living (mountain area/seaside) estimate the investment and how it will pay off during one winter season:

- Diesel electric generator – which costs 250 EUR; 2kW; 15l. diesel
 - Solar panel – which costs 2000 EUR; 2kW
 - Wind generator – 200 EUR; 4kW
 - Thermal pumps – 500 EUR; 2,6kW
-
- Using the basic concepts of statistics and considering your electricity bills for the past year, calculate the average amount of money that you would pay during one winter season and how much on average do you pay more during winters? This exercise is very helpful for the distribution of the family budgets in accordance with specific season.

 - Using technological tools: computers, laptops, smartphones and other devices. This practical exercise should be adjusted based on the most used applications in a specific country.
 - Add your daily schedules on Google calendar;
 - Prepare a grocery list for a week on your smartphone;
 - Using navigation apps (e.g Google maps): from your current location (point A) to your job/home address (point B) choose the most efficient way of transportation.
 - Using an online banking system, try to pay your monthly bills.
 - Book your medical appointment online.

4. Digital Competence

Evaluation and monitoring tools

One of the methods that can be used to evaluate the development of mathematical competence and basic competence in science and technology is to measure if the objectives have been achieved. One assessment model that could be applied is pre and post-tests. While taking a pre-test before the training,



learners are not expected to know the answers but could be beneficial to assess where they have difficulties as well as what they will learn during the training. When taking the same test at the end of the training, learners are expected to answer more questions correctly based on the increased knowledge and understanding of competence.

Participation of the learners in discussions and their engagement during the training sessions could be also a way to monitor how well they have understood the explained materials. It might be the case that participants might be very active and show a high level of understanding during the sessions but it case of a written or group activity to be more passive or another way around.

In other words, only a single method/tool should not be used to evaluate and monitor the level of understanding of this competence. In order to properly monitor the development of skills, multiple methods should be employed to achieve the most efficient and effective way of learning.

This chapter is written for adult trainers of disadvantaged single parents, who want to know more about digital skills and how to foster them in their trainees. It is both a reference and a practical chapter. It will provide the necessary equipment for the trainers to start producing their own activities and in the meantime, it will provide them with a model project in order to see in practice how PBL works. But before, a small introduction about key concepts of digital skills will follow. From the second half of 20th century, when technology started establishing in everyday life, a number of new possibilities emerged, such as storing and retrieving large amounts of information without taking up much space, accessing social networks and using computer networks without any limitation of time and space (Gutierrez Martin & Tyner, 2012).

By the end of this chapter, each participant will be able to:

- a. Understand the importance of fostering digital skills.
- b. Teach trainers how to follow the key concepts of Project Base Learning in order to design their own PBL Activity to enhance digital skills.
- c. Design an activity in order to develop their digital skills.



Since digital skills are a prerequisite for a successful life, it needs to be ensured that everyone has the opportunity to cultivate them. The establishment of digital technology has resulted in the creation of many new needs for parents who need to cultivate their skills not only for their smooth transition in a new society, but also for protecting their children (D.Zhang & Livingstone, 2019). According to a survey conducted in 2019 in the UK, there has been a correlation between education of the parents and their digital skills. First of all, parents of higher education have a higher level of digital skills. As it seems, parents from advantaged educational backgrounds feel that they can access, assess and handle information better. Also, they have many forms of online support for their children, and enforce enabling mediation, like proposing safer ways to use the internet, discussing online activities, and using applications for parental control (D.Zhang & Livingstone, 2019). On the other hand, parents who think of themselves as less skilled seem to implement more restrictive mediation, such as banning access from certain websites. What is more important though, is that children whose parents follow the enabling mediation tend to trust more their parents and talk to them when a problem arises (LSE Department of Media and Communications, 2017).

High levels of digital skills have become important not only for professional success but also for personal growth and success in the society. The knowledge of how to use digital devices in correspondence with the social context is defined as digital literacy. Digital literacy is associated with new skills that have to be learnt in order for the citizens to be able to access, analyze, organize, produce and disseminate information using at the same time the available technologies (Couto, Lucas, Brites, & Pereira, 2018). It includes other types of literacies as well, such as media literacy (the ability to access and evaluate media messages) or information literacy (the ability to access and evaluate information) (Rodriguez-de-Dios, van Oosten, & Igartua, 2018).

First of all, by knowing how to use digital technologies and having access to internet, people can have access to a wider range of job opportunities, thus bigger chances of being hired (Helsper, van Deursen, & Enyon, 2015). Nowadays, in order to locate a job, people need to have access to various websites and to know how to use them (van Deursen & van Dijk, 2014). Furthermore, communication can be enhanced through the use of social media platforms, something that can expand social networks (Yu, Lin, & Liao, 2017). Social networks lean on common interests and activities which build strong ties in the group. Strong ties in their turn, offer emotional and instrumental support. It has been shown that the stronger ties a group has, the more increased is the inclusion rate of a group (Helsper, van Deursen, & Enyon, 2015). Also, when people know how to handle technological mediums, they can have access to a variety of services which can help them compare and choose what best fits them. For example they could



compare in order to find the lowest prices on products, or the better qualities on goods (Yu, Lin, & Liao, 2017). In a research conducted by van Deursen & van Dijk (2014) people managed to benefit financially by comparing websites and exchanging or selling their old products.

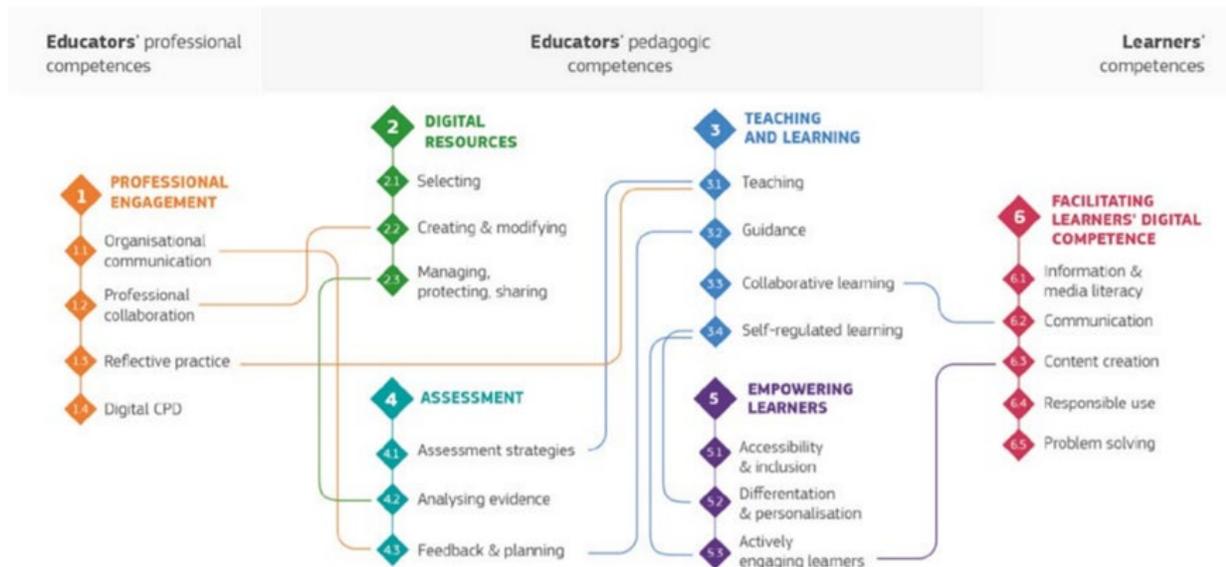
In order to foster digital competencies various training methods and good practices have been proposed. Some of them include open discussion in class, in important matters like digital safety, where all people divided in group can express their opinions. Others propose peer review exercises, where trainees work on an assignment independently and after they submit it, without knowing the correct answer, they form groups and they re-submit the results, in order to discuss both versions later. Another proposition is poster sessions, where students are given reading assignments, which they later present in posters. Last but not least lab exercises are proposed as a good way of fostering digital skills: teachers/trainers prepare a software setup and later students are expected to make small modifications on them (Redecker & Punie, 2017).

Furthermore, a technique that has been proposed to help building digital skills is digital storytelling. Digital storytelling can motivate students to learn by creating personal stories, it provides the possibility to solve problems and at the same time it enhances their digital skills and develops their digital literacy. It is a method widely adopted internationally. It combines a few minutes narration with digital components such as text, graphics, sound or video. Its main points include a point of view, a dramatic question, an emotional content, and voice, soundtrack, economy and pacing. Evaluation of research regarding digital storytelling show that all digital competences, digital usage and digital transformation were subjected to positive changes (Chan, Churchill, & Chiu, 2017).

Another tool called DigCompEdu that aims at the enhancement of digital skills of educators has been developed (Redecker & Punie, 2017). This tool provides a companion in order to support the enhancement of specific digital skills. The Table below describes 22 competencies for teaching along with six competence areas. In the first area the professional environment is included: for example the use of digital technologies for communication, collaboration and development. In the second area the necessary competences are described, in order for them to efficiently use the digital resources for learning. The third area is about the handling of digital technologies for teaching and learning while the fourth area is about the uses of digital strategies for the assessment. Area five focuses on the prospective strategies for promoting learners' active engagement, while area six describes the pedagogic competencies required in order to facilitate learners' digital competence.



Table 1. DigCompEdu Competencies



Practical exercises

When designing activities, we need to follow certain steps in order to successfully propose a teaching material. First of all, we need to know our target group and our goal. In this case the goal is to enhance the learners' digital skills, in order to improve their social inclusion. Another step is to decide what exactly we need to succeed with this activity. According to the Digital Competence Framework for Citizens (DigiComp) (Adinde, et al., 2019), there are 21 digital competencies in the areas of information and data literacy, communication and collaboration, digital content creation, safety, problem solving. The goal of the activity is to introduce the trainees to all four areas exercising each time a different competency. The competencies that are aimed to be introduced through these activities are:

- **Information and Data Literacy:** Browsing, searching and filtering data, information and digital content. Evaluate data, information and digital content.



- **Communication and Collaboration:** Interact through digital technologies. Sharing through digital technologies. Collaborate through digital technologies.
- **Digital Content Creation:** Develop digital content. Integrating and re-elaborating digital content.
- **Problem Solving:** Identifying needs and technological responses. Creatively use digital technologies.

The next step is to be prepared for the implementation of the activity. The materials that will be needed are computers, access to internet and a bigger screen in order for the presentations to happen later. After we explain to trainees what exactly is needed from them and we make sure that there are no questions, trainees will need to be divided in groups.

The proposed project will take about 60 minutes. Beforehand, trainers would have created in a LinkedIn Platform job offers and each group would have to choose one job to apply. They would have to work together in order to create a LinkedIn profile, to write a resume fitting to the job description and to apply. Afterwards, they would have to find a way to go to the place where the job interview would be conducted, using Google Maps.

More specifically, in order to successfully implement the project they will need to:

1. Create an email account (approximately 5 minutes): As a group, they would need to discuss which account they believe is more professional (e.g. Gmail account, Yahoo account etc.) and to create an email account, which will enhance their chances of presenting themselves as professionals (e.g. lastname.firstname@gmail.com).

Aims: Browsing, searching and filtering data, information and digital content. Evaluate data, information and digital content.

2. Create a LinkedIn Profile (approximately 7 minutes):

Then, they will need to access the website, create a new LinkedIn profile using their new email account. Through searching of the proposed job offers, the group will need to discuss and decide in which job they think they can create a better profile in order to be hired. After they make a decision, they will transform their profile and they will apply for the job, through the platform.



Aims: Interact through digital technologies. Sharing through digital technologies. Collaborate through digital technologies. Develop digital content. Integrating and re-elaborating digital content.

3. Use Google Maps in their mobiles in order to reach quickly on their destination (approx. 8 min):

Later, they would need to search all of the available ways in order to reach the address of the company to conduct an interview. They would use Google Maps, and they will be given a specific time for the interview, in order for them to have a chance not only see a proposed ride, but see the traffic in that specific time, see alternative rides, rides either with tolls or without, or even choose transportation.

Aims: Identifying needs and technological responses. Creatively use digital technologies.

4. Afterwards, they will present their results in live time showing their choices in the computer (approximately 15 minutes), explaining to other groups why they chose this specific email account and job, how they built their resume and which criteria made them choose this specific route.

Aims: Enhancing presentation skills using digital means. Enhancing Debating skills.

After the presentation, an evaluation must follow in order to verify how effective the activity was and exactly which skills the trainees either exercised or acquired. Also, in the evaluation we could ask for the opinion of the trainees, their feelings or even their proposals.

Evaluation and monitoring tools

Assessment strategies can be divided in two categories: self-reported and test based. In self-reported assessments participants are being asked to rate their level of knowledge, confidence and experience and they focus in the perceptions of the participants of specific skills (Coward, Schorr, & Huseinovic, 2018). Self-reported assessment methods may include questions about if and how participants felt trust by using technology equipment, if they felt confidence in learning through computers, if they saw real life opportunities in these skills (e.g. employability opportunities), and if they were happy to have been members to this activity. Test based assessments, on the other hand, are usually performed through online platforms by asking participants questions to measure their correct answers. In order to choose the right approach, one must have in mind the skills that are being taught, the target group, how the assessment will be handed out and how often it is administered. (Coward, Schorr, & Huseinovic, 2018).



Also, if someone wants to ask for feedback in a non-critically way, there could be space for participants to propose future steps.

As regarding the specific activity a questionnaire based on the Digital Skills Accelerator assessment test will be given to the participants in order to measure their competences. If we want to measure their acquirement level as well, we could give it before the activity and afterwards. Their answers will be given in a one to five scale from strongly disagree to strongly agree.

1. I can identify my information needs, find data, information and content through a simple search in digital environments, find how to access these data, information and content and navigate between them.
2. I can select a variety of digital technologies to interact, and select a variety of appropriate digital communication means for a given context.
3. I can recognise simple appropriate digital technologies to share data, information and digital content.
4. I can select well-defined and routine appropriate digital technologies to share data, information and digital content.
5. I can explain how to act as an intermediary for sharing information and content through well-defined and routine digital technologies.
6. I can identify and select simple digital services in order to participate in society.
7. I can recognise and use simple appropriate digital technologies to empower myself and to participate in society as a citizen.
8. I can select simple digital technologies to interact, and identify appropriate simple communication means for a given context.
9. I can recognise simple appropriate digital technologies to share data, information and digital content.
10. I can identify ways to create and edit simple content in simple formats and choose how I express myself through the creation of simple digital means.
11. I can select ways to modify, refine, improve and integrate simple items of new content and information to create new and original ones.



12. I can identify simple technical problems when operating devices and using digital environments, and identify simple solutions to solve them.
13. I can identify needs, and recognize simple digital tools and possible technological responses to solve those needs.
14. I can choose simple ways to adjust and customize digital environments to personal needs.
15. I can recognize where my own digital competence needs to be improved or updated.
16. I can identify where to seek opportunities for self-developments.

5. Sense of initiative and entrepreneurship competence

The learning objective of this chapter is to provide the guidelines for practitioners who support low skilled/low qualified single parents with the aim to extend/enhance the practitioners competences in the teaching of entrepreneurial skills, so that they are able to provide tailored training and support to their beneficiaries in developing these skills and key competences, in order to foster their employability and socio-educational and personal development (which also enhance their social inclusion).

By the end of this chapter, each participant will be able to:

- a. Understand the main definition of entrepreneurship.
- b. Recognise the knowledge, skills and attitudes belonging to the Entrepreneurship competence.
- c. Understand the importance of motivating disadvantaged parents to improve these skills.
- d. Provide an improved training and support to parents in developing entrepreneurial skills.
- e. Organise the assessment of the skills acquired by the trainees during the trainings on entrepreneurial skills.

Entrepreneurship competence refers to the capacity to act upon opportunities and ideas, and to transform them into values for others. It is founded upon creativity, critical thinking and problem solving, taking initiative and perseverance and the ability to work collaboratively in order to plan and manage projects that are of cultural, social or financial value.



The entrepreneurial skills and mind-set are important for everyone, regardless of the career path that they will follow. Entrepreneurial mind-set is a way of thinking that enables people to overcome challenges, be decisive, and accept responsibility for the outcomes. Fostering entrepreneurship has become a policy priority in Europe and the European Union and the Member States are taking measures to incorporate entrepreneurship into different policy fields. Policy-makers in the educational sector use entrepreneurship education as a means of educating existing and future generations of entrepreneurs in the hopes of creating jobs and economic growth. In many European countries, the incorporation of entrepreneurship as a competence in school and vocational training curricula is on the rise (Eurydice, 2012).

The single parent is the one who is responsible for the financial situation of their family in order to ensure its decent standard of living. At the same time, they have to take care of their children, giving them enough attention, especially when they are sick. Thus, it becomes a main problem for single parents and can prevent them from being an effective employee. Becoming self-employed could be the best solution for single parents as it usually does not require big initial finances, they could establish home-based business related with their lifestyle and at the same time they could earn money and take care of their children. Also single parents could manage their business even not leaving their home as nowadays the modern digital technologies allow you to reach people all over the world staying in one place.

Entrepreneurship competence requires knowing that there are different contexts and opportunities for turning ideas into action in personal, social and professional activities, and an understanding of how these arise. Individuals should know and understand approaches to planning and management of projects, which include both processes and resources. They should have an understanding of economics and the social and economic opportunities and challenges facing an employer, organisation or society. They should also be aware of ethical principles and challenges of sustainable development and have self-awareness of their own strengths and weaknesses.

Entrepreneurial skills are founded on creativity which includes imagination, strategic thinking and problem-solving, and critical and constructive reflection within evolving creative processes and innovation. They include the ability to work both as an individual and collaboratively in teams, to mobilize resources (people and things) and to sustain activity. This includes the ability to make financial decisions relating to cost and value. The ability to effectively communicate and negotiate with others, and to cope with uncertainty, ambiguity and risk as part of making informed decisions is essential.

An entrepreneurial attitude is characterised by a sense of initiative and agency, pro-activity, being forward-looking, courage and perseverance in achieving objectives. It includes a desire to motivate others



and value their ideas, empathy and taking care of people and the world, and accepting responsibility taking ethical approaches throughout the process. (COUNCIL RECOMMENDATION of 22 May 2018 on key competences for lifelong learning).

Without properly established entrepreneurial skills, starting a business is very difficult. An entrepreneur can have great ideas and be full of passion, but it is not enough to guarantee the success of a business. An entrepreneur needs to have set of characteristics and skills for successful business.

Here are several important entrepreneurial characteristics.

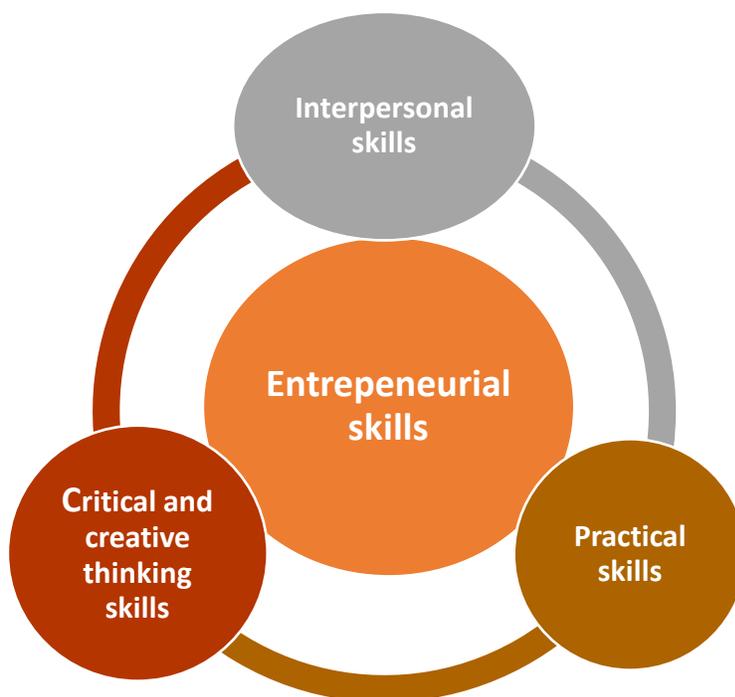
1. **Patience** – Entrepreneurship is not a one-day job. Success may not be achieved quickly. It is important for entrepreneur to be patient in running the business.
2. **Positivity** – When a person starts a business, he/she may face lots of difficulties and failure. An entrepreneur has to think positively even when he/she takes a big risk. There may be losses at times but even then, an entrepreneur should stay positive and continue to work hard toward their goal.
3. **Hardworking** – Every new business goes through failures and therefore, an entrepreneur needs to work hard till it becomes successful. It is necessary for an entrepreneur to work hard till it becomes successful.
4. **Self - Confidence** – Another key characteristic of successful entrepreneur is self-confidence. An entrepreneur needs to be very confident and take decisions about their business. Every entrepreneur encounters problems, and he/she has to believe himself/herself can overcome them.

Having right characteristics can carry an entrepreneur only so far. An entrepreneur needs the skills that will help him/her succeed.

The entrepreneurial skills help an entrepreneur to:

- improve self-awareness
- set and achieve realistic goals
- ensure business achievement
- become more assertive
- develop the innate entrepreneurial ability.





Entrepreneurial Skills

Interpersonal skills

An entrepreneur all the time interacts with people such as customers, investors and more. The ability to build great and positive relations is the key to the success of the entrepreneur's business venture. The types of interpersonal skills an entrepreneur needs include:

- **Communication skills** – An entrepreneur should be able to introduce, explain, sell and market their product and services. It is important to interact effectively with other people. Entrepreneurs need to be able to express themselves clearly both verbally and in writing. He/she also should have a strong reading and listening skills to understand written and verbal business communication.
- **Leadership skills** – One of the most important skills an entrepreneur must have is the ability to develop a vision for the company and to pursue that vision.
- **Ethics** – An entrepreneur has to be able to deal with people on respect, fairness and truthfulness.



Critical and Creative Thinking skills

An entrepreneur needs to come up with fresh ideas, and make good decisions about opportunities.

Creative thinking – to be creative in business is to be innovative, those two skills go hand in hand with each other. An entrepreneur should be able to see a problem from different perspectives and come up with original and creative solutions. They should also be able to recognize an opportunity in a problem and find an innovative solution.

A few ways in which creativity and innovation are expressed are:

- the ability to consider new ideas and to take a wider view;
- seeking and taking initiative in solving problems in a unique way;
- successful correlation between time and money and other critical resources;
- seeking ways to do thing differently;
- exploiting opportunities;
- being distinguishable from competitors;
- the ability to see, recognize, and develop opportunities.

Practical skills

An entrepreneur also needs the practical skills to produce product and services effectively, and run a company.

- **Goal setting skills** – An ability to set goals is one of the key skills for entrepreneur. An entrepreneur should be able to set effective goals that can turn his/her company vision into progress.
- **Planning skills** – An entrepreneur must be able to develop plans to meet goals in a variety of areas, including finance, marketing, production and sales.
- **Basic management skills** – An entrepreneur must be able to manage every component of a business. In order to handle the pressures of their busy lifestyle, entrepreneur must have the ability to manage time well and take care of personal business efficiently.

There are four key components of the time management.

- **Priorities** – priorities determine what is most important and should be determined in terms of major responsibilities. Spending time on high-priority tasks save time on trivial concerns.
- **Objectives** – it is important to set the weekly objectives to use the time effectively.
- **Plans** - develop operational plans to meet your objectives.
- **Schedules** - schedule each month, week and workday.



Team building skills – one day a successful home-based business could grow up into a bigger one which would need additional employees. Then the need of having team building skills would rise up for an entrepreneur. A team of skilled people could help them achieve business success, so entrepreneurs must be able to effectively develop and manage the team.

Suggestions for building entrepreneurial skills:

1. Entrepreneur near me – visit entrepreneurs with the successful business, and take an interview. After interview list their qualities and skills that have helped them business. If you don't have chance to do interview, you can search for successful entrepreneur you like and list his/her entrepreneurial qualities and skills.
2. Self-assessment test – you can improve your skills by self-assessment tests. Link for self-tests: https://www.mindtools.com/pages/article/newTMM_36.htm
3. Become a volunteer – volunteering will help you to use your skills. You will be able to gain valuable skills, help achieve a common goal.
4. Learn a new language – if you want to introduce your business globally, there is a need for knowing other languages.
5. Plan an event – by event planning you will build such skills as planning, organizing, managing, finding suppliers, negotiating rates and terms, keeping everything on pace.
6. Practice – one of the main ways to develop your skills is to practice repeatedly.
7. Participate in non-formal courses organised in your country – usually there are some non-formal courses free of charge, organised under different EU projects in each country.

Practical exercises

- **Home-based business, suitable for single parents.**
 - Materials – pens, pencils, paper, computers, internet access.
 - Time: 60 minutes
 - Task:
 - Step 1.** In small groups brainstorm the ideas of home-based business single parents could establish. Use all the resources you have – mobile phones, computers etc. Choose one of the ideas to work with further.
 - Step 2.** Start the enterprise on the chosen business idea.
 - Step 2.1. Business Mission. Make a list of the KEY WORDS that can be used to describe this business. Using some or all of the key words that have been identified, write a mission statement for the



business. The statement should clearly describe the purpose of business and explain what its key features are.

Step 2.2. Market research. Make market research of chosen business idea in a clear and concise way, by establishing what you already know, what you need to find out and what factual evidence you need to support your research findings.

Research should consist of:

- Customer analysis
- Competitor profiles
- Suppliers' analysis

Customer Analysis

Short description of your customer

Your Customer's Needs	
Who is your customer? Are they male or female? How old are they likely to be? What is their occupation?	
What do they do? If you are selling to individuals – it is worth knowing their interests and occupation. If you are selling to businesses – it helps to have an understanding of what their business is trying to achieve.	
Why do they buy? It helps to understand why your customer buys a product then you can match their needs to your service.	
When do they buy? Knowing the best time to approach your customer, will increase your chances of a sale.	
How do they buy? Face-to-face, website etc.	
How much money do they have? Knowing how much your customer has to spend means you	



can match what you're selling, to how much they can afford.	
What makes them feel good about buying? Good customer service? Quick service?	
What do they expect of you? Meeting or exceeding expectations, will ensure repeat business.	

Competitor Profiles.

Make a research on possible competitors for the chosen business. Use every resource you have - mobile phones, computers etc. Write shortly about 2-3 competitors and then provide a brief summary in general about competitors.

Competitor 1	
Name and address email & website:	
Products / services offered:	
Prices charged:	
How do they promote themselves?	
Benefits of the location:	
General strengths/weaknesses, atmosphere, customer care, quality, etc.:	
Summary of competitors' analysis	

Suppliers' analysis.

Make a research on possible suppliers for the chosen business. You need to provide names or addresses of your suppliers, and the reasons why you have chosen them. Write shortly about 2-3 suppliers.

Name & address of supplier [Include email and or website address if available]	Why have you chosen them? [What Features & Benefits do they offer your business?]



Step 3. Develop innovative product. Choose an innovative product which could be developed by your business. Then research information in internet on innovative product; create visualizations of innovative product, if needed; make a short financial plan – how much money would cost to make your product and how could you collect this money; research methodical information on innovative product and deliver insights where this innovative product could be used in the real life situations.

Step 4. Present the results to whole group and the facilitators.

Evaluation and monitoring tools

In order to evaluate the development of the entrepreneurial skills pre and post assessment tests could be used. After taking the pre-test, the learners could discuss the questions they had difficulties in answering, during the training sessions. Some assessment test developed with other projects could be used, ex.:

- https://self-e.lpf.lt/assessment_youth.html?lang=en
- Part of the test <http://job-yes.eu/node/55>

Also a gamification tool, an online game, developed with Erasmus+ project “Gamify your teaching” could be used for learning and assessing entrepreneurial skills. <http://play.gamify-project.eu>

The monitoring procedure could be also carried out in the form of discussions during the initial, middle-term and final training sessions. During these monitoring discussions the needs of trainees could be discussed (within the initial training session), the ongoing learning process, challenges, problems and advantages brainstormed (in the middle of the trainings) and during the final session the participants should reflect on their training process, to prepare the conclusions of the training process and should evaluate such points as: where they were when they started, what were the subjects they succeeded in, what they got from the process, were there any problems during training process, what they would change in the process, where they stand now – what are the next steps for them?

6. Learning to learn competence

By the end of this chapter, each participant will be able to:

- a. Manage and learn new information in an effective way.
- b. Manage their own time in the process of learning.



- c. Become aware of one's own skills, learning needs and what opportunities and resources are available.
- d. Develop effective concentration skills.
- e. Develop basic oral expression skills.
- f. Identify one's aim and the main aim of a specific learning
- g. Develop group learning and managing peer-to-peer feedback

Learning to learn' is the ability to pursue and persist in learning, to organize one's own learning, including through effective management of time and information, both individually and in groups. This competence includes awareness of one's learning process and needs, identifying available opportunities, and the ability to overcome obstacles in order to learn successfully. This competence means gaining, processing and assimilating new knowledge and skills as well as seeking and making use of guidance. Learning to learn engages learners to build on prior learning and life experiences in order to use and apply knowledge and skills in a variety of contexts: at home, at work, in education and training. Motivation and confidence are crucial to an individual's competence.

In this chapter, the learner will undergo a series of exercises centred on the development of competencies and skills related to the process of learning. The learner will understand how to identify his/her main aim and the main point of a piece of text (extracting the main themes, its usefulness, conclusions, etc.); how to manage and organize new information for a clearer and more effective understanding; how to manage one's own time when studying or learning something new (through planning methods); how to assess and identify their own level of need and how to find adequate support or resources (through personal contacts, digital resources, etc.); how to develop an adequate concentration level when attending new information or studying it (through focused attention techniques); and how to share the main points and ideas of a learnt experience or piece of information in a clear and understandable way (public speech abilities).

The importance of learning how to learn is that, whatever the information learnt or the field where a person has knowledge or abilities, our society and our world is always evolving. It is necessary to always be capable of integrating new information when facing a new task. Even if a learner possesses a high level of information on different topics (literacy, digital competencies, etc.), the required level of knowledge is continuously changing as a result of the ever-changing nature of society, science, education and many



other areas. For an optimal performance, any person needs to “know how to learn”, to be ready to integrate brand new information or to update the information on a topic that he/she already has.

As an example, one can start to use a brand new mobile phone that functions in a completely different way than previous phones. How can one start to use it? Where can one go to find support? How can one remember the steps taken to do basic tasks with the phone, like saving a contact, sending a message or, nowadays, accessing the internet? In this case, one needs to have basic self-assessment skills to know how to access instructions (online pages, help-number, video guides).

If someone decides to engage in studying, he/she will be in need of some basic skills to learn new information: how to recognize and remember the main ideas of a text, how to focus one’s attention for extended periods of time, etc. The person needs to “learn how to learn” in order to perform these basic tasks. In addition, it is necessary to learn how to distribute one’s time when studying: how much time a day is needed? How to programme this time?

The case is similar when beginning a new job. In many occasions, a person will need to overcome many new challenges. An effective way of learning new information through research, concentration and summarizing could be useful when beginning to do brand new tasks. Furthermore, when starting to do new tasks, in many occasions, a person will need to know what their own training needs are: what knowledge do they have and what do they need? If they don’t have all the capacities required, how and when can they acquire them? When acquiring new information (how to use a new machine, how to use a timetable, how to organize chores at home in steps) in many occasions one needs to share this information with family or with peers for group-organization. For this purpose, it is necessary to learn how to explain how to divide a task in steps or an idea in smaller parts, how to communicate effectively or how to integrate useful feedback into the known information. Learning can be defined as an internal change, the creation of new associations or the potential for creating new responses.

In behaviourism, the theory of classical conditioning explains that the process of learning involves pairing “stimulus” with a conditioned response. This theory is explained in a famous experiment carried out by Ivan Pavlov with dogs, in which he used a bell. Pavlov would present the dogs with food (stimulus) and observe how the dogs responded by salivating (unconditioned response). He then started to ring a bell (a “neutral stimulus”) when providing the food. At the end, after repeating this many times, Pavlov would ring the bell without presenting the food and observe that the dogs would salivate because they had associated the bell to the food. The bell had turned into a “conditioned stimulus”. In our normal life and



our learning, we experience many similar processes. There are colours, symbols, objects and other “neutral” stimulus we can be exposed to that automatically trigger an automatic response in us.

There are many occasions when this kind of “automatic” learning happens. For example, through this learning, many people could associate the colour red or the sound of sirens, to danger and act automatically when exposed to them (directing their attention towards the “stimulus”, getting tense and ready for action, etc.). Through many conditioned experiences, one learns and adapts to their surrounding by responding in an automatic way. This is very important when normalizing time and work schedules or timetables or learning new skills. This is how a human being learns new information through experience and is able to adapt to the environment.

Apart from Pavlov’s experiment, behaviourism evolved and many new discoveries appeared in time. For example, the theory of Operative Conditioning explained how learning occurs when a specific behaviour is reinforced or punished immediately after. In other words, the consequence of behaviour affects if it is repeated or normalized. It affects if this behaviour is actually learnt.

The theory of Social Learning of Bandura underlined the importance of observation and imitation in learning. Through experimentation, Bandura discovered and explained that an important part of learning takes part through observation of other people and imitation of their actions, especially in children. This does not mean that we imitate everything we see around us. It means that we can learn through observation and imitation of others, and reproduce these behaviours when they are most necessary.

The theory of cognitive development of Jean Piaget explains that a mental model of the world is constructed through a process that occurs due to biological maturation and interaction with the environment. In other words: intelligence is not a fixed trait, but a process. Piaget explained how child development could be divided into different cognitive stages. He stated that children create their own understanding of the world throughout the different development stages.

In other words, how well we can learn a task does not depend only on our skills or intelligence, but on our environment. Could we learn the content of an important text when surrounded by noise? Would it be easier with a better environment and, maybe, receiving feedback from our peers or professionals?

Lev Vygotsky, whom understood development and learning as a continuous process, developed what came to be known as the Sociocultural Theory. This theory explains how cognitive development is advanced through social interaction with other people, especially people who are more skilled in a certain



area. This theory defends that social learning, as above described, is a step that must come before cognitive development and that knowledge is created actively through this process. In the case of learning in children, Vygotsky created the concept of Zone of Proximal Development: a zone of development for a particular task that children can almost perform, but can only reach with a bit of help. For example, a child trying to pronounce a word in a proper way is in the zone of proximal development of pronouncing that word. With some social influence (e.g. instructions and corrections from their parents) the child may be able to pronounce the word and this will influence his/her cognitive development.

Experiential learning was described by Carl Rogers as the learning that addresses the needs and the desires of the person who learns. He described experiential learning as significant and cognitive learning (before explained) as meaningless. Experiential learning is described as the key personal development and growth and relies on qualities like involvement and initiative. Such learning happens when certain elements are present for the learner: a positive learning climate, clear purposes, resources, emotional components or the possibility of exchanging feelings. The learning process is facilitated when learners can control the nature and direction of process, when it has relation to practical or personal problems and when the learner can assess his/her own progress through self-evaluation.

These theories can give us some key points about developing new learning skills:

1. Learning new behaviours is a natural skill that can be modified and conditioned
2. Learning happens due to biological changes, but it is related to our interaction with our environment. It is a result of our experience of what surrounds us.
3. Social interaction is fundamental in our learning project. Thus, the important of sharing what we learn and learning from others from within a group. Through sharing and exchanging of information among peers, for example, through oral expression (e.g. watching someone explain content) our learning is enhanced and we acquire new skills related to the action observed and the content.
4. Significant learning can happen when the topic is personally relevant and interesting to the learner. In other words, when there is a real motivation. Real, motivated and significant learning will occur when the person can relate a topic to their own needs and aims. Also, the existence of a positive climate, peer-to-peer information exchange, assessment and self-assessment are essential.



As mentioned before, because of the continuous evolution and change of our environment, there is a constant need of re-skilling and up-skilling, specially related to work. For us to properly adapt to our society, we must constantly work on improving and adjusting our competences to the needs of the times we are living. Thus, the need of Lifelong learning. What do we mean by Lifelong Learning?

“Lifelong learning may be broadly defined as learning that is pursued throughout life: learning that is flexible, diverse and available at different times and in different places. Lifelong learning crosses sectors, promoting learning beyond traditional schooling and throughout adult life (i.e. post-compulsory education). This definition is based on Delors’ (1996) four ‘pillars’ of education for the future:

- Learning to know - mastering learning tools rather than acquisition of structured knowledge.
- Learning to do – equipping people for the types of work needed now and in the future including innovation and adaptation of learning to future work environments.
- Learning to live together, and with others – peacefully resolving conflict, discovering other people and their cultures, fostering community capability, individual competence and capacity, economic resilience, and social inclusion.
- Learning to be – education contributing to a person’s complete development: mind and body, intelligence, sensitivity, aesthetic appreciation and spirituality.”

<http://www.llcq.org/wp-content/uploads/2018/04/WHAT-IS-LIFELONG-LEARNING.pdf>

Among the 8 key competencies for lifelong learning of the EU we find “learning to learn”, referred to as “related to learning, the ability to pursue and organise one’s own learning, either individually or in groups, in accordance with one’s own needs, and awareness of methods and opportunities”.

Practical exercises

- **Distribute your time**
 - **Materials:** Pens, pencils, colours, computers, internet access, cards with times or the days of the week
 - **Time:** 50 minutes



- **Task:** Each small group gets a similar aim (For example, one has to organize chores + enjoyable activities during a day). Each group has to enumerate things that are needed to do during their week, keeping in mind what they would like to do. It should not be work-focused. Each group must decide on the chores and enjoyable activities they have in common (they will probably eat at the same time. They may do some kind of work at the same time too...) and distribute them in a sensible way throughout the days and the week. After a set time is up (20 minutes), each group presents their table to the whole group and explains how they would like to organize their week. They receive feedback and debate what could be better (advice, ideas, etc.). After each group has expressed how they would like to distribute their time during the week, the practitioner can invite them to spend the next week following their plan and to find out if it suits them.
 - **Aim:** The participants can learn through planning ahead, brainstorming and exchange of good practices in small groups in relation to time management. The aim is to train organization skills and task management and to be able to link them to their own life.
-
- **Start your own business/brand**
 - **Materials:** paper, pens, computer, flipchart, computer programs (e.g.: Microsoft Power Point) if anybody wants.
 - **Time:** 60 minutes
 - **Task:** Each small group has some minutes to decide to start their own project. This can be a business, a brand, an NGO, a workshop. It can be anything they want, based on their abilities, what they would enjoy doing, what they think is profitable, etc. The important thing is that they can agree on what to do in the small groups. They can be invited to design a logo. It is important for them to decide on something they would really like to do, apart from how useful or profitable they think it could be. The facilitator can ask some questions: what do you think could be helpful or useful for other people? What do you know how to do? What do you enjoy doing? Each group presents their flipchart or computer image and explains their project to the big group: their name, what services they offer, what role each person has. They can ask the main group if they are interested in their services or they think it is useful. This can give way to a positive debate and a



feedback. At the end, the facilitator should ask the members of the group if they would be willing to give this idea a try and really start it in the near future (motivation to kick-start time bank).

- **Aims:** To identify one's own goals, to become conscious of one's own skills and training needs, to develop oral expression and to share skills and knowledge between peers.

- **What is the main idea?**
 - **Material:** paper, pencils, markers, flipchart, a piece of text
 - **Time:** 30 minutes
 - **Task:** Each small group gets a piece of text. Each group can read the text together before beginning. Each group has the task of analysing the text: which is the main idea, what are other ideas, why is the text written (purpose) and is it relevant or useful to the reader in any way. They can take note, use markers. They can use the flipchart to underline the main ideas. They are given a set amount of time to carefully read the text and to discuss the ideas between the members of the small group.
 - After each round of explaining the text to the whole group, the explaining group listens to the feedback from the other groups (Maybe there are other opinions or other ideas. Maybe there are other uses.)
 - At the end, each idea from each small group is put together to form a bigger general topic. The whole group can observe if there is a connection between these ideas.
 - At the end the question can be asked: What have you just learned? Is this new? Is this information useful?
 - **Aims:** To develop concentration skills and group learning, to learn to identify the main idea of a specific learning, to develop oral expression skills.

- **Is it true? (Research and debate about true/fake news)**
 - **Materials:** A piece of news, internet access, computers, phones, paper, pencils, flipcharts.
 - **Time:** 40 minutes
 - **Task:** Each group has to investigate about a specific news article. The articles are different, but the feature that they have in common is that they are recent news. In this case, it can be true or false, and each group has to get to a conclusion. Each group must search for reasons against and reasons



for the truthfulness of a piece of news. Furthermore, each group will develop, on the basis of what they have discovered, effective methods to research and detect if a news article is true or false.

- After 15 minutes of research, each group explains to the rest 1) their findings (evidence towards vs evidence against) and 2) their final conclusion. In their explanation they should explain how they got to this conclusion: What did they think at the beginning? What evidence did they find for their conclusion? Is there any evidence against this?
 - After each group have stated their final conclusion and stated their reasons for and against, there will be a positive debate between the large group. There may be a final answer. If not, each group can have their own opinion respecting the others.
 - **Aims:** to manage and process new learning, to develop critical skills, to manage peer-to-peer feedback
- **Create an official Social Media page**
 - **Material:** Computers, internet access.
 - **Time:** 30 minutes
 - **Task:** Each small group must come up with an idea and a name for it. This idea can be a brand, a service, a passion, a humorous idea. The task is to create a social media page (Facebook, Twitter etc.) with a logo, the main theme of the page, what will be posted, what will it be used for and who is it aimed at. This could be a page that gives information about any topic (e.g. climate change, gender equality, music concerts in a region, suggestions on nutrition, good practices on education, etc.). It depends on their personal passions. It is up to them to create a social media page with all its details and its intention, but the facilitator can give some very general examples at the beginning. After creating it, each group will show their social media page to the whole group through a projector or a big screen explaining what it's about, what are the main aims of the page (e.g. to draw attention on a topic, to give suggestions, to make humour, to announce services or a product). The whole group can then give feedback and discuss what they think of it. Do they think it is useful, entertaining, a good idea...? Would they follow the page?
 - **Aims:** To be aware of one's own skills, to develop basic oral expression skills, to identify one's aim and/or passion, to develop group learning and to manage peer-to-peer feedback.



Evaluating and monitoring tools

An Impact Assessment Questionnaire could be used with some points to be evaluated before and after the training. The points could be:

1. I can find innovative and original solutions to difficult problems
2. I can make difficult decisions
3. I like to take over responsibilities
4. I am able to define and set my goals
5. I feel that I am part of my community
6. I feel involved with my community or my group
7. There are people close to me that I can trust
8. I can request/extract information from an association, organization, club, social group or community.
9. I can solve a specific problem in a group
10. I enjoy analysing problems and finding solutions
11. I enjoy discovering new things in common
12. I know my possibilities and my capacities and I feel confident in them
13. I know how to work well in a team

Kolb's Learning Style Questionnaire is a useful tool to find out what kind of learner a person is based on Honey and Mumford's classification of learning styles: an activist, a reflector, a theorist or a pragmatist. Below one can find three links, the second of which includes a definition of each learning style. The third link provides a wider definition of Honey and Mumford's learning style classification

<http://www.bunbury.wa.gov.au/pdf/environment/u472/Appendix%2019%20U472%20Community%20Facilitator%20Kolb%20Questionnaire%20Final.pdf>

<http://www.ycarhe.eu/uploads/Document/learning-styles-kolb-questionnaire.pdf>

<https://www2.le.ac.uk/departments/doctoralcollege/training/eresources/teaching/theories/honey-mumford>



Skills for Learning Questionnaire from the College of Physiotherapists of Ontario. This questionnaire allows the self-assessment of a range of skills in order to identify the ones that need to be developed. In this wide range of skills, learning skills are included. [https://www.collegept.org/docs/default-](https://www.collegept.org/docs/default-source/quality-assurance/qmf_skills_learningquestionnaire.pdf?sfvrsn=)

7. Social and civic competences

[source/quality-assurance/qmf_skills_learningquestionnaire.pdf?sfvrsn=](https://www.collegept.org/docs/default-source/quality-assurance/qmf_skills_learningquestionnaire.pdf?sfvrsn=)

The learning objectives of this module are to:

- a. Understand what the social and civic competences are;
- b. Create a plan in developing these competences in single parents;
- c. Appreciate and understand the importance of these competences.

Civic competences enable people to act responsibly in society and to interact with other individuals according to values like transparency, openness, social responsibility, and human dignity. In contrast to other (transversal) competences, they refer to democratic values which are not self-explanatory. For example, involvement can be understood in a different way - some groups of people neglect democratic principles. In contrast, the word civic refers to the common good and to the ruling principles of the society and shows us the difference between acting for your own interest and acting for the interest of the community or disadvantaged groups. Social skill is characterized as the capacity to deal with social connections viably. At the end of the day, social capability alludes to coexisting admirably with others, having the option to frame and keep up connections, and reacting in adaptive ways in social settings.

Parents can impact civic mindedness at home by intentionally promising propensities and abilities that allow children to prosper as contributing individuals from their locale. A lot of instructing aptitudes to more youthful youngsters include social-passionate advancement inside a worldwide or shared setting. Schools fill in as probably the best spot to present city mindedness through exercises, gatherings, and festivities. Parents can fortify the school understanding and make that energy one step further by taking part in exercises at home that will convert into deep rooted propensities and obligations.



Social and civic skills incorporate individual, relational and intercultural competences and spread all types of practices that prepare people to take an interest in a successful and valuable manner in social and working life, and especially in progressively various social orders, and to tackle clashes if important. It is connected to individual and social prosperity. A comprehension of sets of principles and customs in the various conditions where people work is basic. Civic skills prepares people to completely take part in the social life, in view of information on social and political ideas and structures and a promise to dynamic and vote-based interest. Social capability alludes to the abilities that help us to collaborate in positive manners with others and deal with our own feelings. These aptitudes fluctuate and incorporate among others our connections abilities, certainty, adapting aptitudes, sympathy, self-guideline and mindfulness. As it were, social skill alludes to coexisting admirably with others, having the option to shape and keep up good connections, and reacting in open routes in social settings, understanding others' feelings and emotions and having the option to place yourself in other people's 'shoes'. Given the unpredictability of social collaborations, social skills are the result of a wide scope of subjective capacities, enthusiastic procedures, conduct abilities, social mindfulness, and individual and social qualities identified with relational connections.

All these skills are very important in our daily life and are responsible for healthy relationships with self and the others, being productive in our actions, responsible as citizens, with a sense of purpose and fulfilment. Also, the literature is naming all of these skills “the skills of the future”, skills that will be more and more necessary in a digital life.

The term *Active Citizenship* has been characterized as follows: “*Participation in civil society, community and/or political life, characterized by mutual respect and non-violence and in accordance with human rights and democracy.*” (Hoskins, 2006 as referred to by Murray, p. 24). This definition features a significant component of dynamic citizenship, dependent on a specific arrangement of standards dependent on majority rule esteems and human rights. Activities or exercises that are not founded on fair qualities nor do not regard human rights can be hurtful to various social gatherings. The nature of execution of dynamic citizenship is likewise founded on the information and abilities of the person who might have the option to impact a choice.



In this perspective, active citizens and their actions are embedded within a specific civic culture and thus they contribute to a bigger aim: the change within civil society, private attitudes, as well as political and economic systems.

THE INDIVIDUAL'S ABILITY TO SHARE AND TO RECEIVE

In his historic reflections on “Democracy and Education,” John Dewey (1997) cited two qualitative criteria for a citizen's “democratic” education. Firstly, he states that people must have the ability “to receive and to take from others,” sharing a huge number of common values and interests. Acquiring civic competences means creating inclusive communication and structures – giving new colleagues and other interested parties the opportunity to gather information, to participate, and to discuss their own concerns. Secondly, Dewey pointed out that individuals have to “change their social habits” to develop the “fullness and freedom” with which a democratic group seeks interaction with other groups. For example this ability allows us to adapt in different workplaces, where there are different habits and norms.

RESPECTING AND PRACTICING HUMAN DIGNITY

One basic assumption of humanism is that all people and creatures have a special value and that we should harbour fundamental respect towards all living things. Therefore, we see each individual's rights and opportunities for social participation as the focus of our moral system. We consider individuals to be seeking self-realization, to be in touch with the purposes and beliefs behind their behaviours and their intrinsic motivation is activated when they feel these behaviours and beliefs to be in harmony. For example, through education, we arrive to respect other people's rights and private life.

MAKING A DIFFERENCE: THE CRUCIAL ROLE OF INITIATIVE FOR CHANGE

The model itself puts emphasis on practical application of experience and knowledge; a civic competence model should include the aspect of engagement and initiative. However, the EU competence model mentions this aspect, as well the OECD, but in most models the ability of being able to start change, to show initiative and to implement visions actively in the social life are even more closely put to



entrepreneurship or leadership. Active aspects need to be included if you choose to set up education around civic competences.

The Role of Facilitators and Teachers

What is your priority? What do you think about democracy, civil involvement, and social change? These questions lead to the conclusion that facilitators and teachers are also important actors in citizenship education. As responsible and democratic citizens, they practise education in a democratic way and bring those practices in their organizations and educational institutions, thus contributing to a more democratic corporate culture. Furthermore, they equip learners with these skills by facilitating civic competences. The way to do it can be, to centre your educational format which can be a school lesson, an activity or a program on the aspects of civic competences which are crucial in your context - and which your students identified as crucial conditions for their becoming involved and feeling equipped to act. *“European Union countries agreed that ‘civic competence’, which encompasses the knowledge, skills, values and attitudes needed to be considered as an active citizen, is one of the eight key competences required from education and training for ‘personal fulfilment, active citizenship, social cohesion and employability in a knowledge society’”* (EC, 2018).

To assist each person to create social competence, teachers/facilitators and experts have to see differences between each individual, know how to survey social competence, and utilize procedures which help the improvement of civic and social aptitudes.

FRAMEWORK FOR CIVIC AND SOCIAL COMPETENCES IN A KNOWLEDGE-BASED SOCIETY				
Civic competences	Definition:	Knowledge	Skills	Attitudes
	<i>The scope of civic competences is broader than that of interpersonal competences</i>	<i>Information of gracious rights and the structure of the nation, the scope of its government. Understanding the parts and duties of</i>	<i>Support in community /neighbourhood exercises as well as in decision-making at national and</i>	<i>Sense of having a place in one's region, nation, the EU and Europe in common and (one's portion of) the world. Willingness to take an interest in Democratic</i>



	<p><i>by ideals of their presence at societal level. They can be depicted as the set of competences that permit the individual to accomplish interest in civic life.</i></p>	<p><i>education significant to policy-making. Knowledge of key figures in nearby and national governments; political parties and their policies. Understanding of concepts such as majority rule government, citizenship and the worldwide affirmations communicating them. Knowledge of the main occasions, patterns and specialists of alter in national, European and world history; the present Situation of Europe and its neighbours.</i></p>	<p><i>European levels; voting in Elections. Ability to show solidarity in and making a difference to unravel issues influencing the nearby or the more extensive community. Ability to interface successfully with teaching within the open domain. Ability to benefit from the openings given by the EU. Necessary abilities within the dialect talked within the country.</i></p>	<p><i>decision-making at all levels. Disposition to volunteer and to take an interest in civic activities, social diversity and social cohesion. Readiness to regard the values and security of others with a penchant to respond against anti-social conduct. Acceptance of the concept of human rights and uniformity as a premise of solidarity and obligation within the advanced equitable social orders of Europe; acknowledgment of balance between men and women. Appreciation and understanding of contrasts between esteem frameworks of diverse devout or ethnic groups. Critical gathering of data from mass media.</i></p>
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FRAMEWORK FOR CIVIC AND SOCIAL COMPETENCES IN A KNOWLEDGE-BASED SOCIETY

	Definition:	Knowledge	Skills	Attitudes
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<p>Interpersonal, intercultural and social competences</p>	<p>Interpersonal competences cover all shapes of conduct that one must have to be able to take part in an effective, valuable way and unravel struggle in social life, in interaction with other people (or bunches) in individual, family and open settings.</p>	<p>Understanding of codes of conduct and conduct acknowledged in several societies. Awareness of concepts of person, gather, society and culture and the historical evolution of these concepts. Knowledge of how to preserve great wellbeing, cleanliness and nourishment for oneself and one's family. Understanding of the intercultural measurement in European and other societies.</p>	<p>Capacity to communicate helpfully in several social circumstances. Ability to make certainty and sympathy in other individuals. Ability to precise one's disappointment in a helpful way (control of animosity and savagery or self-destructive behaviour). Ability to preserve a degree of partition between the proficient and individual circles of life, and to stand up to the exchange of proficient strife into individual domains. Awareness and understanding of national social personality in interaction with the social character of Europe and the rest of the world; capacity to understand the</p>	<p>Willingness to overcome generalizations and prejudices. Disposition to compromise. Integrity. Assertiveness.</p>
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			diverse perspectives caused by differing qualities and contribute with one's views.	
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Learning and preparing for active citizenship was characterized as, 'Learning openings (formal, non-formal and casual) that happen at any arrange of the life cycle that encourage or energize dynamic citizenship' (Hoskins, 2006). A list of the information, aptitudes, states of mind and values for dynamic citizenship were characterized (Hoskins 2008) and utilized inside the European Commission progress report (2008).

A hypothetical demonstration of the method of learning dynamic citizenship was developed. This hypothesis shows the perfect connections, taking under consideration the foundation factors between learning inputs, civic competence and dynamic citizenship. The hypothesis is that, through learning encounters such as formal instruction, civic competence (civic information, aptitudes, demeanours and values) is created, and this empowers individuals to be active citizens.

Social competence is characterized as the capacity to handle social intelligence viably. In other words, social competence alludes to getting along well with others, being able to create and keep up near connections, and reacting in versatile ways in social settings, being earnest. Given the complexity of social intuitiveness, social competence is the item of a wide run of cognitive capacities, passionate forms, behavioural abilities, social mindfulness, and individual and social values related to interpersonal connections. To advance the understanding of this concept, social competence is based on formative characteristics (i.e., desires of social competence change by age of individual), the particular social circumstance (i.e., individuals may be socially competent in one circumstance but not in another, or a child may show up more competent when associated with a socially talented accomplice than with a bashful individual), and social characteristics (i.e., particular acts of social competence are bound by social desires).

In a domestic background, parents can impact civic-mindedness by deliberately empowering habits and abilities that permit kids to thrive as contributing individuals of their community. Much of instructing civic aptitudes to more youthful children includes social-emotional advancement inside a worldwide or communal setting. Schools serve as one of the leading places to present civic-mindedness through lessons, gatherings, and celebrations, but moreover grown-ups and parents can learn more around these



competences. Here are a few basic tips and exercises for parents to utilize at home, for getting to be civic included families:

1. Demonstrate civility online. Treat individuals with regard, beneath upsetting circumstances such as tense face-to-face interactions.
2. Further show regard for others and their values and concepts by effectively tuning in and considering the opinions of others.
3. Talk with your kids around social obligation and the impacts our activities have on others.
4. Make civics fun with exercises and learn together.
5. Encourage cooperation by marking your kids up for sports, community bunches, or scouts.
6. Register to vote. Conversation is almost the act of voting. Take your kids with you to the polls.
7. Go to neighbourhood board or town lobby gatherings and let your kids know why you're doing it.
8. Take your kids to visit city institutions.
9. Take your kids with you after you volunteer in your community or top choice non-profit organisation.
10. Recycle. Clarify why this is often imperative to your kids.
11. Find your neighbourhood, city, state, and nation on Google Maps and examine geographic topography.
12. Write a letter and take a trip to the post office to mail the letter so they can see civic works in action.
13. Discuss the impact that media, publicizing, and political advertisements have on our day by day decisions.
14. Read chapter books on important figures.



15. Use kid-friendly news and talk about journalism.

For achieving social and civic competencies, adults need learning experiences and practical exercises that can be obtained during some trainings and workshops, in different learning contexts. Another strategy is to have a step-by-step approach and to follow the progress as a part of a personal development strategy, supervised by a professional.

PRACTICAL EXERCISES

There are six demonstrated practices in civic learning:

- Classroom instruction in government, history, law, vote based system and economics
- Discussion of current occasions and questionable issues
- Service learning tied to educational modules and instruction
- Extracurricular exercises connected to school, community and neighbourhood government;
- Student interest in school administration, and
- Simulations of majority rule processes.
- Project based learning is a fundamental component of great civics instruction for a number of reasons. To begin with, ventures are an incredible way for understudies to become great citizens. They can create arrangements, inquire about issues, and meet open officials.

1. Global Classroom

Aim: to introduce the participants in Global problems and how difficult is to find a solution that fits all the contexts.

Duration: 2-3 hours

Materials: general training materials, chairs, enough space, mobile phones or laptops and internet connexion

Demonstrate United Nations is a true recreation of the UN Common Get together, UN Security Chamber, or other multilateral body, which presents understudies to the world of strategy, negotiation, and decision making. (https://en.wikipedia.org/wiki/Global_Classrooms)

Students step into the shoes of ministers of nations that are individuals of the UN, from Mexico to Australia. The “delegates” talk about current issues on the organization’s endless plan. They get ready



draft resolutions, plot techniques, arrange with supporters and enemies, resolve clashes, and explore the UN's rules of method – all within the intrigue of settling issues that influence the world. Before playing out their parts in the exercise, students investigate the specific worldwide issue to be tended to. The issues are drawn from today's features. Show UN delegates how the worldwide community acts on its concerns around human rights, the environment, peace and security, nourishment and starvation, financial improvement, and globalization.

2. Planners

Aim: to introduce the participants in different templates that can be used in different contexts

Duration: 1-2 hours

Materials: general training materials, mobile phones or laptops and internet connexion
(<https://www.communityplanningtoolkit.org/sites/default/files/Engagement.pdf>)

The Planner is a collection of documents that direct participants through the processes of choosing an issue, taking public action, and preparing a project report.

Plan: The participants write a plan to persuade you that a long-term project is worthy of the problem / issue they want to focus on.

Thinking it Through: Participants evaluate causes / effects and propose your approval for their first civic action.

Civic Action: Participants reflect on their last civic action, track their acquired knowledge, skills and attitudes and suggest their next civic action. **Report:** The participants address the civic activities they have taken and the impact they have had on their chosen issue / problem, focus on their own learning. For example, a group of citizens from the same neighbourhood can use the planner method to solve a common problem from their area. A group has chosen the problem regarding air pollution. After this stage, all groups must analyse the causes of the air pollution from their area and to find some solutions (such as planting trees). They must pick a solution and do that civic action. In the end we will have the entire group involved in planting trees in their common space they share.



3. Project Based Learning – Project Citizen

(<http://civiceducator.org/what-is-project-citizen-civics-education/>)

Aim: It teaches students about public policy. It does so by leading them through the process of researching a problem and developing a proposal for the government to address that problem.

Duration: 2-3 hours

Materials: general training materials, mobile phones or laptops and internet connexion,

An Overview of How Project Citizen Works

The Citizen Project starts with an introduction to democracy and civics. Students learn the fundamental values of our democratic system over a few lectures, the distinction between public policy and private business, and a little bit about what the government should do to solve problems.

Step One: Identify the issue

The next phase of the project is to identify a problem. You may also be able to focus on problems at home, local or regional or European level.

Such examples of problems can be:

- At local level: the refurbishment of a playground in the community or the lack of involvement of young people in volunteering actions
- At country level: the situation of young carers or the loneliness of the older population
- At European level: the unemployment of young people, the migration that EU countries are facing or the climate change crisis.

This is a group project, so you need to come up with a way for the entire group to consent on a single subject. At the end of the day, the students will break down the presentation into simple fragments and groups, so your optimal group is around 16 to 20.

Step Two: Research and Define the Problem

Once the students have decided on the subject, some work needs to be done. This would involve any conventional analysis and data gathering. But in your community, you should also do data collection-surveys, interviews, desk research, etc. Such work will help to identify the problem, and prove that it needs to be solved.

Stage three: Find possible solutions to the issue in public policy



Students will then begin work on possible solutions to the problem.

They should be doing some research on them once they have narrowed things down to two or three solutions. Have you ever tried such ideas before? Is there proof of their effectiveness? What do people think of them? What are the advantages and the contras? When the approach has been proposed by a lawmaker, ask them to get their perspective.

Phase 4: Choose a Solution and Make the Case

When the group has analysed the possible solutions to the problem in detail, they need to choose one. We may not consider a perfect solution, but they need to decide on one to help and promote. It is also the public-policy obstacle – choosing an incomplete approach that enhances a difficult situation.

Step Five: A Plan of Action

The penultimate step is to decide how to campaign for the approach you have selected. This is where it becomes important to know the political and policy process. Students need to find out who the actors with the power to tackle the problem are and what levers will pull people to inspire them to act.

There could be a campaign on writing emails, speeches at Education board meetings, activism on social media, and more. Yet it will explain in some depth how the stakeholders can be inspired to take action.

Phase Six: Deliver Stakeholder Presentation

Project Citizen's final piece is to incorporate it into a document and move it on to a collective with the power to act. You may submit this to the Board of Education or the City Council for a local question. You may be putting a state-wide issue before your state legislators or a legislative committee. But you can start also with a small NGO from your area.

Participants develop knowledge and skills by working to explore and respond to an interesting or complex question, problem, or challenge over a longer period of time. PBL develops life skills. Lifetime success requires more than just knowledge and skills. Participants learn how to take initiative, be accountable and build a good attitude with PBL. We learn to create trust, to solve problems, to work in teams and to share ideas. Project-based learning also gives participants the opportunity to explore problems and challenges with real-world applications, increasing the potential for skills and concepts to be retained over the long term.



Evaluation and monitoring tools

For monitoring and evaluating the development of the competencies you can use different tools as:

- Assessment tools
- Questionnaire
- Interviews
- Observation
- Discussions
- Games
- Sociometrics
- Dixit cards
- Behavioural changes

For example, some questions that can help everyone to reflect are:

- How did I create new social relationships? What went right? What hadn't grown well?
- Have I taken the initiative, turned towards others and helped others?
- When was it that I interacted most effectively with others?
- How have I developed my ability to function inside a team?
- What other social skills did I develop during the course of this training/programme?



THE SINGLE PARENTS' CENTER – BUDAPEST, HUNGARY

In Hungary a parent is absent in 300,000 families. As a result, 500,000 children are being brought up by only a mother or a father. It is them whom the Single Parents' Centre helps. The Single Parents' Centre opened in May 2018 for Hungary's largest minority, single-parent families.

Since then:

- 7600 families have enjoyed services, assistance and a community
- 800 professionals have participated in the Centre's professional events
- 80 volunteers help the Centre's work
- it has organised workshops and professional training for 50 NGOs
- events have been organised for 150 children and parents living over the borders of Hungary
- the Centre has organised and provided holidays and camping for 3100 parents and children

Single-parent families are helped with free *services, events, support and donations* in a 400-square-metre communal and support space in the Single Parents' Centre.

The Centre is a crisis centre, helping and supporting space, play centre, café and venue for events.

For more information, you can visit the Center's website:

www.singleparents.hu



Resources

- Basic mathematics concepts, lessons, tests <https://www.basic-mathematics.com/>
- Maths unlimited, online tests and worksheets <https://eu.edugain.com/>
- Mean, median and mode review <https://www.khanacademy.org/math/statistics-probability/summarizing-quantitative-data/mean-median-basics/a/mean-median-and-mode-review>
- Range <https://www.mathgoodies.com/lessons/vol8/range>
- Probability <https://www.mathsisfun.com/data/probability.html>
- Basics of statistical analysis <https://whatis.techtarget.com/definition/statistical-analysis>
- The different uses of statistics in everyday life <https://www.learnpick.in/blog/different-uses-of-statistics-in-daily-life>
- A short video on statistics <https://www.youtube.com/watch?v=055JhRCO8fA>
- Physics and Chemistry concepts <https://study.com/academy/lesson/teaching-physics-chemistry-concepts-in-early-childhood.html>
- What is physics? <https://www.khanacademy.org/science/physics/one-dimensional-motion/introduction-to-physics-tutorial/a/what-is-physics>
- Introduction to the major laws of physics <https://www.thoughtco.com/major-laws-of-physics-2699071>
- Examples of physics in everyday life <https://studiousguy.com/10-examples-of-physics-in-everyday-life/>
- The laws of thermodynamics <https://www.khanacademy.org/science/biology/energy-and-enzymes/the-laws-of-thermodynamics/a/the-laws-of-thermodynamics>
- The fundamental laws of electricity <https://testguy.net/content/272-Basic-Electrical-Theory-The-Fundamental-Laws-of-Electricity>
- Darwin, evolution, natural selection <https://www.khanacademy.org/science/biology/her/evolution-and-natural-selection/a/darwin-evolution-natural-selection>
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- Materials on entrepreneurship and lifestyle entrepreneurship <http://www.ace-erasmusplus.eu>
- Entrepreneurial skills description https://www.mindtools.com/pages/article/newCDV_76.htm
- Most Important Skills Entrepreneurs Need <https://www.forbes.com/sites/quora/2017/09/11/what-are-the-most-important-skills-entrepreneurs-need/#7fb465bb106c>



- Writing a business plan <https://articles.bplans.com/how-to-write-a-business-plan-updated-for-2020/>
- Market research methods <https://www.brandwatch.com/blog/market-research-methods/>
- <https://www.youthpass.eu/es/youthpass/documentation/action-2/key-competence-learning-to-learn/>
- <http://keyconet.eun.org/learning-to-learn>
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- https://my.pblworks.org/resource/document/project_work_report_team
- https://my.pblworks.org/resource/document/project_presentation_audience_feedback_form
- <https://www.edutopia.org/project-based-learning>
- <https://www.teachthought.com/project-based-learning/a-better-list-of-ideas-for-project-based-learning/>
- <https://www.innovationunit.org/wp-content/uploads/2017/04/Work-That-Matters-Teachers-Guide-to-Project-based-Learning.pdf>
- <https://www.edutopia.org/project-based-learning-guide-implementation>
- <https://inservice.ascd.org/project-based-learning-creates-exemplary-citizens/>
- <https://www.socialstudies.org/c3>





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