CATCH IT!
Non-formal academy of activities

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Index

1
Abstract

2
Introduction

3
Methods of non-formal learning

4
Case studies of non-formal learning

5
How to implement non-formal learning

6
Assessment in non-formal learning settings

7
Conclusion

Tool cards

Abstract

The use of technology in young people's life is increasing; media seem to be a new educator, and innovation means rapid changes in the labour market - the jobs are not so stable, as before. Technological, social and cultural changes have a great impact on young people. These changes also influence the education - Its role has to change. But the formal education and educational institutions are stable. That is not the case with youth work and non-formal education, they are much more flexible. Youth work and non-formal learning can take place in many settings (youth clubs, schools, cafes, streets, parks) and does not necessary require professional facilities. Non-formal learning can be done by different providers (such as NGOs or municipal institutions) and use different methods. Non-formal learning can be a voluntary activity, where young people cooperate in a group - those are important motivation factors. Non-formal learning activities are structured learning situations which are designed, but not necessary for the purpose of learning (Kiilakoski, 2015). Non-formal learning can be: independent from formal learning, an alternative to formal learning (concentrating more on social skills, focusing on learner-centred activities) or complementary to formal learning (different outcomes, learned-centred and practice-based methods) (Siurala, 2012). The last two relations have an impact on formal education and non-formal learning institutions and are the focus areas in this publication. Regarding formal education institutions, the methods and pedagogical practices used are changing (e.g. work-based learning, social media). For non-formal learning institutions, this means formalisation and the need for assessment of learning outcomes.

Acquiring skills and competences through non-formal learning and its assessment can help young people to find suitable employment. Non-formal learning empowers young people to discover new pathways to employment and motivates young people to become actors of change - they take matters into their hands (Novosadova, 2015). A report mapping which skills the labour market finds most attractive, shows us the top four competencies: flexibility, understanding the business, the ability to create relationships and self-management (Ballisager, 2015). Through non-formal learning activities, such as our Non-formal academy of activities, young people acquire knowledge and develop skills, competences and attitudes that are demanded by the labour market. Interviews with

employers confirm that soft-skills are seen as "a key element for successful job performance" and such skills as: team working, decision making and leadership skills, as well as personal drive, a sense of initiative taking and proactivity, confidence autonomy and entrepreneurship are among those most commonly mentioned (Souto-Otero, 2013).

In our method of Non-formal academy of activities we focused on: enhancing the quality and relevance of the learning offer in youth work by developing new and innovative approaches and supporting the dissemination of best practices; fostering the provision and the assessment of entrepreneurship, languages and digital skills; fostering the assessment of transversal skills and promoting the take-up of practical entrepreneurial experiences in youth work; enhancing ICT uptake in youth work and non-formal learning. The method is dedicated to developing basic and transversal skills, such as entrepreneurship, digital skills and multilingualism, but also creativity, group work skills, time management skills, and in the field of youth education - using innovative and learner-centred pedagogical approaches and appropriate assessment and certification methods based on learning outcomes.

The method of Non-formal academy of activities was tested and implemented within the "Catch it! Non-formal academy of activities" project. The project aimed at enhancing the quality and relevance of the non-formal learning offer in youth work of 3 project partnership organisations (Association Education by the Internet, Poland; Business Academy Aarhus, Denmark, and University of Aveiro, Portugal) by developing new and innovative approaches and supporting the dissemination of best practices.

Taking the above statements into consideration, there is a considerable need to assess skills, competences and attitudes developed through non-formal learning, as well as to present them and the carried out non-formal learning activities when preparing a CV, job application and during a job interview. Our method of non-formal learning, created within the project, is possible to be used and implemented at different NGOs, youth organisations, school, universities, companies, etc.

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2 Introduction

Ring for growth!

2.1

Why is non-formal learning an interesting issue?

As an introduction to the project, it was described how young people in Europe are having hard time entering the labor market. In relation to that, it is necessary to ask how can it be such a challenge for these young people? Are they missing some key competences that are neglected by educational institutions? In a report mapping which skills the labor market finds most attractive, the following top four competencies are shown (Ballisager, 2015):

- Flexibility (64%).
- Understanding the business (50%).
- Ability to create relationships (42%).
- Self-management (40%).

This list confirms that students need more than specific knowledge about their discipline. Generally, students are expected to master skills directly to the specific discipline, e.g. mathematics skills, science skills or technical skills. Of course, these skills are needed as well, but maybe there is an unequally distributed attention to these hard skills.

Especially the global labor market we are facing demands more competences with regard to soft skills. And maybe our educational institutions neglect this fact (Padhi, 2014). But, what are the reasons for the educational institutions' strong attention on hard skills? Maybe, the educational institutions have a strong tradition for focusing on formal education and the hard skills? Or maybe the European educational culture more often supports the skills that originate from a specific discipline to a higher extend? Or maybe, it is simply just the fact that these hard skills are measured and assessed more easily than the soft skills (Padhi, 2014)? In an educational culture where everybody is being measured on his or her knowledge, skills and competencies, it can be challenging to accentuate the soft skills and the non-formal learning activities in advantage to the formal education and hard skills. However, no matter the reason why, it seems that the educational institutions neglect the soft skills - it is a fact that these competencies are at least just as important and useful as the hard skills to get in contact with the labor market. And that is exactly the reason why non-formal learning is an interesting issue, because through non-formal learning activities young people can obtain various soft skills and competencies.

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2.2

General information about the project

Project "Catch it! Non-formal academy of activities" is targeted at young people between 18-30 years old from Denmark, Poland and Portugal.

The project "Catch it! Non-formal academy of activities" is aimed at enhancing the quality and relevance of the non-formal learning offer in youth work of 3 project partnership organizations (Association Education by the Internet, Poland; Business Academy Aarhus, Denmark; University of Aveiro, Portugal) by developing new and innovative approaches and supporting the dissemination of best practices.

Additional aims of the project: enhancing key competences of 24 young people from Denmark, Portugal and Poland regarding entrepreneurship, languages and digital skills, creativity, group work skills, time management skills, by participation in testing and implementation of the method of non-formal academy of activities; professional development of 9 youth workers; simplification of access to open educational resources (OER) in the youth field for 150 participants by disseminating intellectual outputs events.

High unemployment among young people is the main reason why we decided to focus on young people and non-formal learning in our project. Unemployment, according to the statistics of July 2014, when the project proposal was made, in the 28 European Union countries affected 5 million young people under 25 years old. Around 7,5 million of young people were considered as NEETs (not employed, not in education and not in training). According to the European Commission and Eurostat, at the end of 2013 youth unemployment among young people up to 25 years old amounted to 27,4% in Poland, 12,9% in Denmark and 36,3% in Portugal (Eurostat). Currently, the rate of youth unemployment is 18,8% in the EU 28, with the

rate of 20,8% in Poland, 10,8% in Denmark and 32,0% in Portugal (Employment and Social Developments in Europe, Annual Review 2016). Despite this positive development, important challenges remain. Still, young people are somehow disadvantaged in the labour market, even the youth unemployment rate continues to decline and there is an increase in the employment rate of young people and the proportion of young people in education.

The reasons of still such a high unemployment are complex and largely related directly to the circumstances of education system and cultural environment which young people grow up in. It is said that good education is the key for professional career. In reality, highly-qualified young people are struggling to find permanent employment. The education system is not flexible and it does not reflect the needs of the labour market. Thus, the project partners noticed an importance of enhancing the quality and relevance of the non-formal learning offer in youth work in the areas of: entrepreneurship, languages and digital skills, creativity, group work skills, time management skills.
To achieve the above project aims, the partners implemented the following activities:

- three project management meetings - transnational project meetings (one in each country),
- three study visits - short-term joint staff training events (one in each country),
- development of a method of Non-formal academy of activities - intellectual output and the development of OER (in four languages),
- testing and implementation of the method of Non-formal academy of activities - blended mobility (one in each country),
- a training course on the developed method of Non-formal academy of activities - short-term joint staff training events (in Poland),
- three conferences "Catch it!" - multiplier events (one in each country).

As the project focused on enhancing the quality and relevance of the non-formal learning offer in youth work of three project partnership organizations and supporting the dissemination of best practices, study visits in Poland, Denmark, Portugal took place at the very beginning of "Catch it! Non-formal academy of activities" project. After each study visits, the experts at our institutions could include the ideas from the presented best practices in creation of the project Intellectual output. In this publication, you will find out more about the impact of the above activities on the project results.

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2.3

Information about the project partners

BUSINESS ACADEMY AARHUS
UNIVERSITY OF APPLIED SCIENCES

Business Academy Aarhus, Denmark:

Business Academy Aarhus (BAAA) develops and offers practice-orientated higher education programs. With more than 4,300 full-time students, 3,400 part-time students and about 400 employees, the BAAA is one of the largest business academies in Denmark. Business Academy Aarhus is a university of applied science. This means that we are an institution of higher education. The degree programs we offer focus on applied degrees, especially in technology, IT and business. We provide both undergraduate programs and can grant academic degrees. In addition to this, we also offer continuing education and part-time programs at bachelor's level and short term courses for people who need to strengthen their qualifications.

Our programs combine theory with practice, and we prioritize tuitions in small teams, group work, project work, cooperation with trade and industry, realistic cases and compulsory internships. We have about 900 international students, and every year more than 300 of our students go abroad for part of their programs. Developing and completing programs must create value for students and companies alike. With this in mind, we make a dedicated effort to apply our qualifications in relation to specific innovation and development projects in a joint effort with partnership companies. Business Academy Aarhus was founded on January 1st, 2009, and created as a merger between three different education institutions.

We offer programs within these different areas:

· Biotechnical, Food & Process Technology.
· Environment & Agriculture.
· Finance.
· Innovation & Entrepreneurship.
· IT & Technology.
· Sales, Service and Marketing.
· Web, Media & Communication.

Business Academy Aarhus is a formal institution, and we have a strong focus on formal learning which is the reason why we were very interested to get involved in the project "Catch it! Non-formal academy of activities". As part of the project, we got inspired by the other project partners on different ways to work with non-formal learning. Because of participating in this project, the BAAA has increased its focus on non-formal learning in education and how its students are prepared in the best possible way to enter the labor market.

Read more about Business Academy Aarhus at
www.baaa.dk

Association Education by the Internet, Poland (AEI):

Association Education by the Internet is an apolitical, independent, non-profit organization. The Association's team consists of young, forward-looking people, full of optimism and constantly undertaking new challenges. The scope of Association's activities is primarily educational and training programs targeted at young people, youth workers, teachers, NGOs, companies, institutions and entrepreneurs. The Association's team carefully observes the education system and is looking for new methods that will not only complement it, but also improve it.

One of the goals and areas of expertise of AEI is supporting and promoting non-formal and informal learning and distance education (e-learning). The AEI devotes a special place in all activities to young people. For several years, the AEI has been successfully implementing projects for young people. The Association's support is targeted not only at young people, but also people working with them - youth workers. We also work with training, advice and support for non-governmental/non-profit organizations and organizations working with/for young people and also youth organizations. The Association also runs a Local Relay of the Eurodesk (European network) which provides information on the European Union, partners searching for projects, funding and also events, courses or opportunities for young people and those who work with them.

Many of our projects are examples of best practices recognized by the Polish National Agency for the Erasmus+ Programme or European Commission. One of our projects was also nominated to the European Youth Award.

With our over 13 years of experience in youth work and as a provider of non-formal learning activities, the AEI found it natural to initiate a project aimed at enhancing the quality and relevance of the non-formal learning offer in youth work, by developing new and innovative approaches and supporting the dissemination of best practices. Having the experience both from national and international projects, we wanted to cooperate with experienced partners, also from abroad. Both the Business Academy Aarhus and the University of Aveiro are very experienced in Problem and Project Based Learning as well as using real cases and internships in their formal education programs and also in non-formal learning activities proposed for their students and the general public. We found it very interesting to focus on the non-formal learning offer in youth work in the areas of: entrepreneurship, languages and digital skills, creativity, group work skills, time management skills and how these skills and competences can be developed by young people and youth workers with the use of Problem and Project Based Learning and real cases and internships outside the formal education system.

Read more about Association Education by the Internet at **www.epi.org.pl**

universidade de aveiro
theoria poiesis praxis

University of Aveiro, Portugal:

University of Aveiro (UA) is a young university, founded in 1973, with over 15000 full-time students (graduate and postgraduate). The University has a strong research profile and unique model of governance (16 Departments, 4 Polytechnic Schools and training centres), as well as acts as a regional network for education and training and promotes strong links with the surrounding community. The BMD structure is fully implemented and learning outcomes are introduced. Recognition of prior learning is also implemented for those who do not have the formal entrance requirements. The University is a member of the European Consortium of Innovative Universities and was one of the first institutions to be granted with the ECTS label in 2004. This distinction was then renewed in 2009 and 2014, and the Diploma Supplement Label was also awarded in those years.

The University of Aveiro offers a set of initiatives to promote entrepreneurship among students and beyond the traditional "in-class" training. A good example is the "Technological Entrepreneurship" program which is open to the community once a year and has the purpose of involving students, researchers, etc. in groups trying to "push" university technologies from laboratories to the market. An important aspect of the University activity is related to the relationship and cooperation with the city and the region of Aveiro and its stakeholders for promoting local development by means of applied projects. We are currently cooperating with local actors in several regional development projects, including two European URBACT programs: EUniverCitites - a project that brings together the University, the municipal authorities and local companies in developing activities to strengthen the links between academia and practice, city life and engagement; JobTown - brings together the University and local stakeholders for finding ways to promote the creation of youth employment. Moreover, the University is engaged with the Region (the city of Aveiro and 10 other municipalities) in the implementation of a local network of competencies and structures for entrepreneurship (e.g. incubators, services, entrepreneurial culture, etc.).

With this regard, the University has, since its creation, devoted important efforts to strengthen its 3rd mission, i.e. the outreach and engagement with local economic actors by effectively establishing itself as a partner for regional development. To this end, the University has established structures to facilitate and stimulate the interactions among its students, researchers and professors with the local economy, including research laboratories, business incubation services and facilities, a science park, a technology transfer office, etc., as well as an agenda of programmes and initiatives to promote entrepreneurship qualifications across its community. The engagement in the project "Catch it! Non-formal academy of activities" is aligned with this strategy which creates opportunities to engage the academic community in activities aimed at increasing the entrepreneurial competencies and fostering employability and economic initiative,

leveraging the body of knowledge, as well as the aforementioned University structures and services.

Read more about the University of Aveiro at
www.ua.pt

2.4

Terms and definitions

To clarify the difference between various learning methods, a definition of formal, informal, and non-formal learning will be described.

Formal learning
Formal learning usually takes place in education and training institutions and leads often to diplomas and qualifications. Formal learning is structured according to educational arrangements such as curricula, qualifications and teaching learning requirements (UNESCO, 2012). Formal learning is always organized and has specific learning objectives to aim at (OECD).

Informal learning
Informal learning occurs typically in daily life, in a family, at a workplace, in communities and through interest and activities (UNESCO, 2012). Informal learning is never organized, and that is why, there are no learning objectives connected to informal learning (OECD).

Non-formal learning

Non-formal learning is a kind of learning that has been acquired in addition to or an alternatively to formal learning. In some cases, it is also structured according to educational and training arrangements, but often in a more flexible way. It usually takes place in community-based settings, the workplace and through the activities of civil society organizations (UNESCO, 2012). Non-formal learning is rather organized and can have learning objectives tailored to the needs of students individually (OECD). Methods used in non-formal education are typically in the form of workshops, performing assigned tasks and practical exercises. The relationship between the teacher and the student must also have a lesser formal attitude and focus on cooperation.

The intellectual output will use the terms soft and hard skills. Therefore, this part also includes a short description of these two terms.

Soft skills

Soft skills are quite intangible skills, and are typically learned by personal development training (Klaus, 2008). They are usually hard to observe, quantify and measure, and that is why, it can be challenging to work with these kind of skills. Soft skills are for example: how people relate to each other by communicating, listening, engaging in dialogue, giving feedback, cooperating as a team member, solving problems, contributing in meetings and resolving conflict (Padhi, 2014).

Hard skills

Hard skills are technical or administrative procedures related to an organizations core business. Hard skills are easy to observe, quantify and measure and are usually the skills the students gain during their professional training. For example, they can be mathematics skills, science skills and technical skills. Hard skills are in other words skills that are directly related to a specific discipline (Padhi, 2014).

Soft skills:
Non-job specific skills which are usually intangible, hard to measure, and closely connected to attitudes.

Hard skills:
Technical and job-specific skills that are usually easily observed, measured, trained, and closely connected with knowledge.

(EU Commission, 2011)

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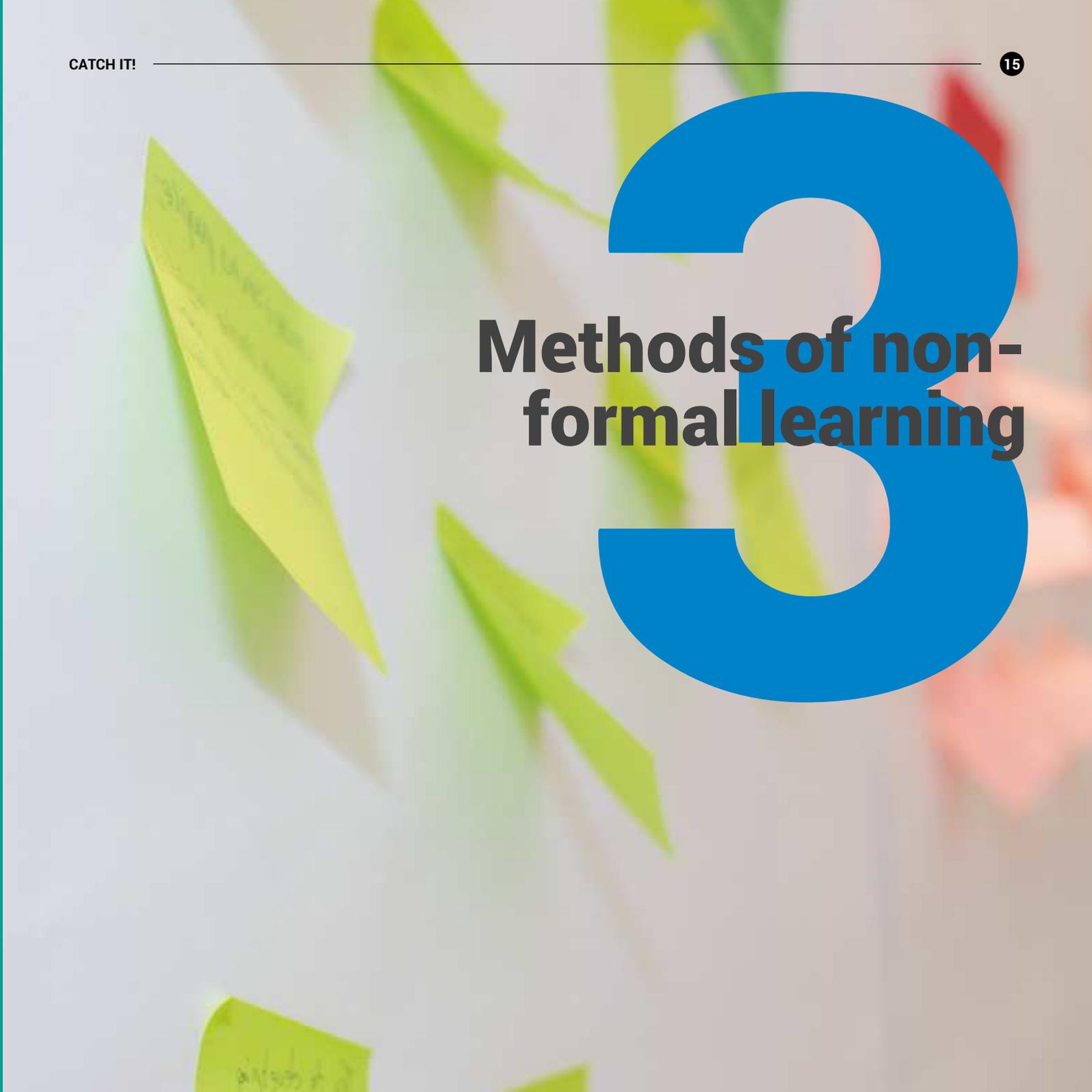
Methods of non-formal learning

3.1

When can non-formal learning be used?

European Union's definition of non-formal learning broadly says that this type of education is learning outside the formal school/vocational training/university system, taking place through planned activities (e.g. with goals and timelines) involving some forms of learning support (Youthpass). Non-formal education is the way to get new competences, especially soft skills and competences. We can say that formal education gives you knowledge, while non-formal education shows how to use this knowledge according to adage: **"Tell me and I forget, show me and I will remember, let me take part and I understand".**

Non-formal learning gives young people a possibility to gain unlimited number of new competences and skills. In non-formal learning, there is no fixed catalogue or list of activities that everyone can participate in order to get new skills. Every knowledge can be passed with the use of non-formal education. As it is not a part of a curriculum of formal education, young people can choose what they would like to learn about on their own. Non-formal learning is mostly about experience and emotions. Only things that arouse emotions are saved forever. Non-formal learning is the best way to gain new soft skills competences, e.g. participant can learn how to work in a group or with a group.

Non-governmental organizations (NGOs) give many possibilities for young people to be a part of non-formal learning environment through activities or projects they implement. Young people can take part in short term or long term training courses, participate in mobility projects or become a volunteer in the organization. NGOs give also possibilities to be a member of project team, even if a person does not have any work experience or is an upper-secondary school student, etc.

Here are some examples of non-formal learning activities:

- you can be a part of local project team and be responsible for: promotion of events or even the whole project, recruitment of participants, leading meetings, making reports, graphic design, etc. You gain competences relevant to your work and

soft skills, like working as a team member, responsibility, public speaking, etc.,

- you can be a participant of mobility project thanks to which you get new experience in the project theme and become much more open, responsible, and you will also do networking.

Non-formal learning is not obligatory - it is your choice. It is your extra learning on skills you need to improve or competences you want to gain. You can choose the topic of your learning according to your interest.

How to combine non-formal and formal learning? There are many ways to use non-formal learning in formal settings:

- methods / tools: it is up to a trainer/professor. A person conducting classes can decide which methods he/she uses in order to pass knowledge. Even in formal education, a standard lecture can be replaced/accompanied by a game, project work, group work, etc. This method, apart from the knowledge that comes from the subject curriculum, will give the learner new soft skills (like: group work, project management, leading the group, etc.),
- projects at school / universities: different institutions offer participation in projects that gives the students the possibility to develop themselves in different fields. A project involving real cases can be used as an extra activity or be a method of assessment as the base for giving a mark.

Non-formal learning is also very important in the process of forming and managing a team as well as following and stimulating group dynamics. Non-formal learning gives tools to use during working with groups. Different exercises (not connected directly with the topic of course/curriculum) can be used to make a group - to link different personal profiles (see also 3.2.1) in one group to achieve the maximum group efficiency. Tools like ice-breaking or team building games can be used to manage the group creativity, to have a good start before the real work/case study. Non-formal learning gives the opportunity to the teachers/trainers to get to know students/participants and it is also the chance for participants to get to know each other. Participants can show their competences, their interests and ways of being. That is very important to have a very good group work. Games that are used in non-formal learning arise emotions, participants experience the feeling of being together, and thanks to this, they can feel like a group and become a group. There is nothing more precious for a trainer or a teacher to give a case or a task to a group and not just a number of individuals.

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3.2
Group dynamics

Teams of individuals working together to achieve a common goal are, nowadays, a central part of daily life in modern organisations (Dimas, Lourenço & Rebelo, 2016). Hence, over the last four decades, the use of teams as a way of structuring activities has grown enormously. This partly derives from the fact that teamwork seems to be superior in many situations, namely when the tasks and the problems are complex. Teams provide **diversity in knowledge**, **attitudes**, **skills** and **experience** resulting in rapid, flexible and innovative solutions to problems and challenges. This is the result of what has been called the **wisdom of crowds**, i.e. an increased ability of teams for achieving various types of performance made possible by the interaction of team members (Salas, Rosen, Burke & Goodwin, 2013). Besides, working in groups is more motivating, supporting and satisfying than working alone. Teams are, in this way, a superior way of both formal and non-formal learning.

A team can be defined as a social system consisting of a set of individuals who regularly interact, in an interdependent way, to reach a common goal. As a social system, the group is founded on the relationship of interdependence among its elements and with the environment. Because any system is finalised, the group is also based on the existence of a common target that is perceived, valued and integrated by its members, and which is able to mobilise members' behaviour in that direction (the existence of a common target is not enough: mobilisation for action is essential).

As in the living world, teams born, grow, mature, and in some cases die, when the reasons that motivated its creation no longer exist (as is the case of temporary groups) or when members no longer feel like a group (Lourenço & Dimas, 2011). In accordance with Tuckman's (1965) group-development model, teams proceed through five distinct stages of development. The first stage, i.e. the **forming** stage, is characterised by a great deal of uncertainty about the group's purpose, structure and leadership. In this moment, team members' concerns are about safety and inclusion issues and are not yet oriented towards goal achievement. This stage is complete when members have begun to think of themselves as part of a group. The second stage (**storming**) is marked by conflict and disagreement among team members concerning group goals and leadership. The differences in values, ideas and personality become clearer, which leads to some degree of tension among group members and among group members and the leader. In order to move towards the next stage, group members must accept each other's differences and start directing their energy towards goal definition and task performance. In the third stage (**norming**), there is the perception of the group as a more cohesive unit sharing common objectives. The members are now willing to cooperate and communicate more openly and in a task-oriented way about goals and accomplishments. This norming stage is complete when the group structure solidifies and the group has assimilated a common set of expectations of what defines correct member behaviour. The fourth stage is **performing**. The structure at this point is fully functional and accepted. As trust, cooperation and commitment within the group increase, group members' engagement in task realisation and attainment of common results become more evident. For permanent work groups, performing is the last stage in development. However, for temporary teams, such as committees, project teams, task forces, and similar groups that have a limited task to perform, the **adjourning** stage is for ending activities and preparing to disband.

The group leader should diagnose the level of development of the team and adapt his/her strategies in order to guide the team to achieve a high level of maturity and effectiveness. Thus, there is no best strategy of leadership: the best strategy is the one that better fits with the level of the team maturity (Hersey & Blanchard, 1996).

As follows, some strategies are highlighted that the team leader should apply in each of the development stages.

Forming

At this stage, the leader should:

- explain the team purposes,
- establish team goals,
- define rules and procedures,
- distribute tasks and roles,
- stimulate individual participation.

Storming

At this stage, the leader should:

- promote different perspectives,
- keep the group focused on team goals,
- help team members in managing conflicts,
- promote the respect between team members.

Norming

At this stage, the leader should:

- show confidence in the team's ability to face, challenges,
- stimulate team members to participate in team decisions,
- support team members' initiatives,
- challenge the group to conduct the analysis and resolution of disagreements.

Performing

At this stage, the leader should:

- give to the team the possibility of choosing, its own way of doing things,
- reinforce the team's ability to cooperate,
- involve the team in challenging projects,
- delegate, delegate, delegate.

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3.2.1

Personal profiles

A personal profile indicates a person's strong and weak sides. This is a useful knowledge when forming groups and for the individual when cooperating with others. The personal profile tool is not a test system, but a tool for helping the individual to focus on his or her strengths.

When forming a group, the ideal situation is that positive synergy occurs. If the positive synergy occurs, the joint output from the group is at a higher quality than if the group members have to work as individual. You can say the synergy leads to the formula $2 + 2 = 5$!

When different people with different profiles meet, new ideas and new energy often occur. It is very important to focus on professional skills as well as personal skills when forming groups.
A number of methods and tools can be used to identify the group members' personal profiles.

3.2.1.1

Garuda

The following example is from the company Garuda (http://garuda.dk/garuda-as-english):

- Integration (focus on socializing, networking, HR).
- Development (idea person, loves change).
- Baser (analytical, attention to detail).
- Results (action, impatient).

Baser profiles
If the group has a majority of people with a "Baser" profile, the group will risk, focus on details and rules too much. There will not be much development and dynamics of such the group.

Results profiles
If the group has a majority of people with "Results" profile, there is certainly much action, but there is no guarantee that this is the right action. The group is moving, but not necessarily in the right direction.

Developments profiles
If the group has a majority of "Development" profiles, it is a very creative group and there will be many new ideas. These ideas continue to be only ideas if the group is not able to realize them.

Integration Profile	Development Profile
Consensus seeking	Long term perspective
Common values	Strategic concept
Social flexible	Purpose meaning
Understanding	Creative methods
Social costs	Strategic goals
Considerate	New strategies
Empathetic	Opportunities
Integrating	Higher goals
Joint effort	Driving force
Solidarity	Long term
Tolerance	Concepts
Adapting	Innovative
Mediator	Changes
Patient	Intuitive
Uniting	
Helpful	

Baser Profile	Results Profile
Control	Direct
Rules	On time
Details	Energetic
Orderly	Efficiency
Routines	Daily result
Planning	Time efficient
Repetition	Quick results
Discipline	Daily outlines
Guidelines	Short term goals
Systematic	Result oriented
Punctuality	Creating results
Procedures	Ongoing results
Fixed frames	Direct results
Self-controlled	Specific results
Detail oriented	
Outlined frames	

Figure: Key words linked to the personal profile. (Garuda)

Integration profiles

If the group has a majority of "Integration" profiles, the group will strongly focus on social and personal relationships. There will certainly be good atmosphere in the group, but there will not be much action and fulfillment.

The effective group should preferably be composed in such a way that the four roles are fairly and equally represented in the group. This creates inner dynamics and the group work is better. There may be conflicts among people with different profiles. Most often, the conflicts between the outer points, such as a "Bases" and a "Developer" or between an "Integrator" and a "Result" profile. Group members must be aware of this conflict risk. There are some internal differences among group members that strengthen the group. See section 3.5.9 about "Conflict management" in this publication.

3.2.1.2

Adizes

According to Adizes, a good team consists of the following four roles:

- P - producer,
- A - administrator,
- E - entrepreneur,
- I - integrator.

P ROLE (PRODUCER) REQUIRES THE FOLLOWINGQUALITIES:

- Energy and vigour.
- Need for achievement.
- Productivity.
- Knowledge of and interest in the concrete work and production processes.
- Commitment to the products made or services provided by the department.

People with strong P qualities are often impatient. They want things to go fast, consider meetings a waste of time, and prefer to carry out a task themselves instead of spending time on instructing others.

A ROLE (ADMINISTRATOR) REQUIRES:

- Rational and analytic thinking.
- Ability to understand and create systems.
- Sense of order.
- Ability to work methodically.

The administrator (A) understands that an organisation is more than the sum of individual actions. The A realizes that routines must be established, that work must be systematised, that framework and rules must be described. Other people may call the A, a bureaucrat in a negative sense, but actually, his or her contribution to management is just as important as that of others. If an organisation is over-administered, it will die. On the other hand, organisations have broken down because their administration did not work.

To sum up, the P is a man of efficiency, and the A is a man of order. Both roles are important.

E ROLE (ENTREPRENEUR) REQUIRE

- Cativity.
- Ability to see and formulate opportunities, to see an outline of the future.
- Holistic thinking.
- Ability to re-use and transfer ideas.
- Willingness to take risks.
- Persistence.
- Self-starting ability.
- Ability to stick to his or her own ideas, make plans and implement them.

Entrepreneurs (E) ask if the organisation is performing the right tasks. Do they meet the needs of the future? Is the work carried out in the right way? The E suggests new fields of activity. Whereas the P starts carrying out the given tasks by means of the given methods, and the A begins to systematize the present working method within the given framework, the E questions both tasks and methods, and suggests alternatives.

ROLE (INTEGRATOR) REQUIRES
THE FOLLOWING QUALITIES:

• Ability to see possibilities of cooperation.
• Ability to identify and handle conflicts.
• Sense of politics.
• Ability to involve the right people in the right tasks at the right time.

The I has the following set of views: the organisation consists of people and must be sensitive to the needs of these people. Therefore, it is important for the management to be able to integrate people. People must be brought together and should be allowed to express their feelings and ideas. The organisation needs someone who can make it easier to reach agreements or at least compromises. The integrator is the manager who deals with people. He or she listens in order to understand.

While the P and E are interested in the output of the organisation, its products and results in the short and long term respectively, the A and I are concerned about the system that produces these results. The A takes an interest in the formal system, whereas the I deals with the social system. The P and A are interested in here and now, the given things, the programmable decisions, the day-to-day running, the E and I are concerned about the longer perspective. They are not bound by existing formalities or old practices.

A good team should consist of group members covering the four different profiles. The individual group member should know his or her strong and weak sides to be able to form a team where the different profiles support each other.

A free small introduction to the Adizes test at this site: www.promeeteus.com/Msi/IntroductionAdizes
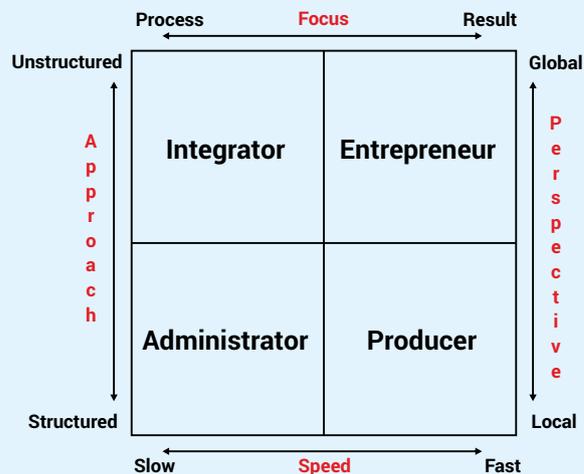
Figure 2
source www.adizes.com

References:
Garuda company (www.garuda.dk/garuda-as-english)
Adizes Institute
(www.adizes.com/management_styles)

3.3
Working methods

This chapter looks at the significant role of different working methods and tools used in our method of Non-formal academy of activities that generally can also be used in other non-formal learning activities.

This chapter sets out to explain the different working methods and tools used in the method of non-formal academy of activities and the attached tool cards set out to the provide ready-to-use methods and tools.

Both the information in this chapter and the attached tool cards are based on the testing and implementation of our method of Non-formal academy of activities within this project and are based on experts' experience and lessons from the best practices presented during the study visits in the countries participating in this project and from European level best practices. Please read more about them in chapter 4, as they are presented as dissemination of best practices.

3.3.1

Milestones in the process

Milestones

Whether it is a project, a course or a simple daily activity, defining milestones helps to achieve goals and serves as supplements to the success criteria and the end result. Milestones are significant events which divides the project/activity into manageable parts.

So, why is it important to define milestones?
Milestones are used to divide the project into smaller parts which help to determine if it is on schedule. At the same time, milestones can be used for communicating with the team and stakeholders. Therefore, they serve as a status overview and identify the next steps (Stubben, Olesen, Breum & Liengård, 2014).

Broadly speaking, milestones:

- Provide more explicit and transparent expectations for performance.
- Support better learning and self-directed assessment.
- Facilitate better feedback.
- Help to avoid costly mistiming errors.

Milestones are sub-objectives or stages into which a program or project is divided for monitoring and measurement of work performance.

(Business Dictionary)

Milestones can also be used effectively as primary checkpoints to see how well the project/activity is going and whether if it is on schedule and on budget.

How to use milestones?
Milestones should be selected throughout the entire project life cycle. The following questions are helpful when defining milestones:

- When does the project start?
- When is the project's deadline?
- When do key milestones occur?
- How is each milestone measured?

Since milestones are very much like goals, they should follow the SMART routine, i.e. they should be Specific, Measureable, Attainable, Relevant and Timely.

Specific

Every milestone should be specific in scope. In other words, when we look at a milestone we should know exactly what is required to be done. Milestones must have clearly definable actions for the parties involved.

Measureable

Effective milestones should be grounded in a foundation that allows you to measure them. One way to do this is by using to-do lists that can be measureable by checking if the actions are complete or incomplete.

Attainable

If a milestone is too big or too ambitious to actually get it done, then it is not attainable. Milestones should be realistic and achievable. When defining a milestone, think about how to accomplish it and whether you have the tools/skills needed.

Relevant

Milestones should be relevant to the project and relevance refers to focusing on something that makes sense to the project.

Timely

There should be starting time, due date and expected timeframe associated with each of the milestones. Define deadlines and keep the timeline realistic. When implementing the project/activity there are, usually, different people involved, with different roles, goals and responsibilities, called stakeholders.

Stakeholders are people who are actively involved in working on the project or have something to either gain or lose as a result of it. They are important because they may have resources, such as specific knowledge that can help carry the project forward.

Stakeholders can be internal or external. Internal stakeholders are people whose interest in the project comes through a direct relationship. External stakeholders are those people who do not directly act with the project, but in some way are affected by its actions and outcomes.

The following questions can be helpful when defining stakeholders (Stubben, Olesen, Breum & Liengård, 2014):

- Who is interested or affected by the project?
- What is their role in the project?
- What knowledge or information is lacking inside the project team?
- What external assistance is needed to achieve the desired outcome?

In addition to stakeholders, the success of the project will also depend on the group work. When planned and managed well, group work plays a key role in the success of the project.

To achieve that, it is crucial to identify the proper individuals with the specific profile and skills, who together, will perform all the tasks and accomplish the proposed goals. The group should be typically heterogeneous and multitasking in order to meet the challenges that will arise during the project.

Considering the group dimension, it is also very

Stakeholders are individuals who either care about or have a vested interest in your project.

(Watt, 2014)

important to define rules, so that each team member knows exactly its obligations, responsibilities and tasks.

All of this work must be evaluated and it is important to mention that when assessing the project, both the product and the processes involved in generating the product are evaluated.

Assessing the processes stimulates the group to pay attention to the way they work together (its approach to tasks, methods for resolving issues and improving efficiency).

When assessing group work, there are several criteria that could be considered, either for assessing the process or the product. Criteria for assessing process might include topics like:

- Adoption of group roles and responsibilities.
- Demonstration of creative problem solving.
- Responsiveness to feedback from group members.

- Evidence of conflict management and resolution .
- Appropriate organisation and time management.
- Evidence of equal contribution.

The assessment criteria for the products of group work will also depend on the learning outcomes and the nature of the group task, such as written report, oral presentation, poster presentation, exhibition, portfolio, design, and performance.

- What is the purpose and how success is accomplished (process vs. product).
- Create groups (based on personal profiles/or define rules in the case of participants from their own group); define rules to handle disagreements and working conditions.
- Group work and how work is facilitated.
- Assessment.

References:
Stubben, S., Olesen, T., Breum, N., Liengård, S. (2014). PROJECT CANVAS - Simplifying project communication.
Watt, A. (2014). Project Management. Accessed on 28.11.2016,
https://opentextbc.ca/projectmanagement/
The University of New South Wales. Assessing by Group Work. Accessed on 27.01.2017,
https://teaching.unsw.edu.au/assessing-group-work#

3.3.2

Ice breaking tools and Team building activities

Non-formal learning is mostly about how we do the things, not what we exactly do. We can call non-formal learning "comfortable". Non-formal learning is a series of activities you need to make to prepare excellent conditions for the group work. In non-formal learning, learning is not necessarily a sole or main activity. As non-formal learning takes place in a diverse range of environments, both temporarily and as activities or courses, it is always planned. Ice breaking tools and Team building activities are an important issue with non-formal learning (please see the attached Ice breaking and Team building tool cards in the back of the book).

Ice breaking games are used at the beginning of meeting when participants do not know each other and did not work together before. By knowing each other, they can share their personal interests, motivation for taking part in a non-formal learning activity. Ice breakers help in establishing the safe environment. For teachers or trainers, ice breakers let them to know the students or participants, also they let them learn the participants or students' names. Ice breakers can also help to "wake up the group", especially if the activity is run during morning and the group members are not morning people.

There can be different types of ice breakers, e.g.: just for fun (they generate laughter or/and lead to breaking the ice among participants/students), an introduction to the topic of training or meeting (they have a clear purpose to open the topic).

Team building activities let the participating people, to feel and act as a group. Communication in a group, working better together and having trust in each other, seem to be the most important reasons why teachers or trainers decide to build a team during their class or course. Those are the same motivation factors for building a team at a work environment, as everyone wants the friendly and comfortable work environment with happy people. A good collaborative group is a great space to generate creative ideas. After completing a team building activity, participants better understand their motivation to be a part of group and they better understand each other's strengths and weaknesses. Team building activities also help to develop problem-solving skills, team members can determine when they face a problem and what they can do about it.

Humorous games let people feel comfortable, get to know other participants and feel free to participate in case studies, exercises, lectures, etc. These tools and activities are very useful in the first stage of group dynamics - the forming stage (see also 3.2).

3.3.3

Problem Based Learning as a setting for non-formal learning

As a starting point, it should be stated that in the present section the eventual differences between Problem and Project Based Learning (PBL), which one may easily find in relevant literature, have not been given special importance, since the core learning environment and learning processes do not differ in essence.

The pedagogic model of PBL constitutes a radical inversion of the classical teacher-centred approach in which problems eventually serve the purpose of demonstrating and/or practicing knowledge that has been (supposedly) acquired during lectures and tutorial classes. In PBL environments, learning is triggered by real-life problems which are usually complex, multidisciplinary and open-ended in the sense that there may be more than one possible solution, or several different paths leading to a suitable solution. The learning process unfolds while learners attempt to solve those problems in a self-directed effort, usually working in small groups, and scaffolded by supervisors whose role is to guide without solving and question every decision of the learners by asking probing questions that guarantee the soundness of the learning process.

This setting creates a learning environment which naturally fosters the development of personal and professional competences: learners work in small groups, plan their own tasks, autonomously search for information, develop critical thinking (just to mention a few examples), in a context which is close to the requirements of the challenges of the real life working place. This is, in essence, the learner-centred process in which the learner's responsibility plays a crucial role (Boud & Feletti, 1991; Savin-Baden, 2000) In PBL, compared to traditional teaching models, the role of the learner thus becomes that of an actor rather than that of a mere listener, whereas the role of the teacher becomes that of a guide rather than that of the "master" (Cowan, 1998).

Perhaps, contrary to what may be expected, this new role of the teacher is much more demanding than the traditional one. The emphasis in PBL on helping the learners to define their individual learning processes through e.g. posing exploratory questions without providing answers, requires from the teacher a greater flexibility and availability than is customary in traditional teaching.

Figure I shows the conceptual model described earlier, with the Problem/Project in the centre as the driving force of learning process, having an interactive process of self-directed learning, dimension of application and facilitation process as the satellites for the overall process, in a multi dimension interconnected way.
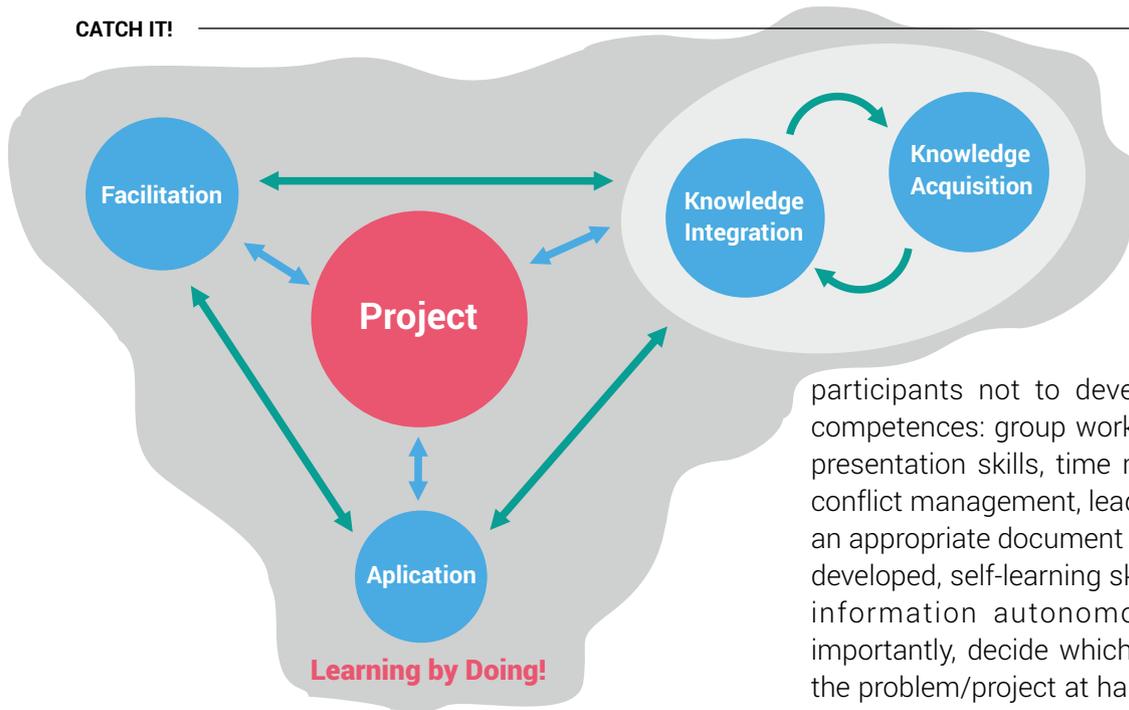
Figure I - Problem/Project Based Learning Conceptual Model

The grey, somewhat undefined shadow depicts the area in which non-formal learning actually takes place: in the learner-to-learner, learner-to-teacher, learner-to-real world interactions that, in fact, add up to the development of all the transversal competences that the market place and employers seem to be desperately looking for. Undoubtedly, all this learning takes place in non-formal ways, even if the framework of Figure I guarantees the necessary structure for the development of those transversal, professional and personal competencies.

Within the context of the project "Catch it! Non-formal academy of activities", proposing activities using the PBL principles is perfectly aligned with the project's goals, given the wealth of non-formal learning that, as stated earlier in this section, the learners cannot escape from experiencing in such contexts. Furthermore, it becomes almost impossible for the participants not to develop transversal skills and competences: group work and communication skills, presentation skills, time management competences, conflict management, leadership skills, ability to write an appropriate document describing the project being developed, self-learning skills, the ability to search for information autonomously and, almost more importantly, decide which information is relevant for the problem/project at hand, are just examples of the extremely important competences that PBL learning settings naturally require from the learners, and therefore, provide ample opportunities for their development.

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Boud, D. and Feletti, G. (eds), 1991. The Challenge of Problem-Based Learning. Kogan Page, London.
Cowan, J., 1987. Education for Capability in Engineering Education. Thesis for the degree of DEng, Heriot-Watt University, Edinburgh.
Cowan, J., 1998. On Becoming an Innovative University Teacher. Open University Press, Milton Keynes.
Fallows, S. and Steven, C., 2000. Integrating Key Skills in Higher Education: Employability, Transferable Skills and Learning for Life. London: Kogan Page.
Savin-Baden, M., 2000. Problem-Based Learning in Higher Education: Untold Stories. SRHE & Open University Press, Buckingham.

3.3.4

Facilitating the group process

To encourage participants to develop and be aware of their soft skills and reflect on their own learning outcome, it is important to facilitate the group process. Facilitation aims to make the learners aware of what is going on within the group. For example, group dynamics, distribution of roles and decision making. The group should then be able to utilize their full potential in working together and, at the same time, each individual participant should gain the opportunity to increase his or her learning outcome and growth. This should make the participants able to tell which soft skills they already have and which one is needed in order to gain what is intentional (NTNU, 2017).

How to facilitate?

Usually the facilitator is not part of the group. This means that the facilitator without any interruptions can observe the team or teams from the outside. In short terms, the facilitator goes through three different steps: observe, assess and intervene. The facilitation can be intuitive or based on different tools (please see the attached facilitation tool cards in the back of the book) (NTNU, 2017).

Observe

When observing, the facilitator just simply watches the group while they are working together and considers whether something unsuitable is going on. During the observation, the facilitator can pay attention on different aspect, for example:

- Participation - is everyone participating in the discussion? Is one person doing all the taking?
- Well-being - How open is the group? Is anything preventing openness?
- Conflicts - Are there any conflicts or tensions in the group?
- Process - is the process managed or unstructured?
- Decision making - Are decisions taken by one, several members or the whole group?
- Distribution of roles - Which roles are in the group? Are these dynamic or fixed?

The key words are to watch and listen (NTNU, 2017).

Assess

If the facilitator observes something unsuitable for the group process, the next step is to assess whether there should be an intervention or not. As the facilitator, it is easy to get emotionally involved in the group, therefore it can be necessary to consider how the facilitator respond emotionally to observations, and find a balance between familiarizing and making oneself distant from the group. It is important for the facilitator to assess when and how often it is suitable for the group to intervene. The facilitator must decide when the group seems open to input, and then make the intervention if decided to do so (NTNU, 2017).

Intervene

When the facilitator has observed the group and wants to make the group aware of the observations, the facilitator must consider a suitable way to intervene. Before intervention into the group, it is very important to decide what exactly to say to the group members. It is extremely important that the facilitator intervenes with open questions and without any prejudices or involvement, and underlines the fact what has been actually seen and heard, and not what has been thought and felt. The facilitator may for example ask: "I have heard more of you say that you have not done the things you agreed on last time you met. What do you think about that?" Or "I have heard that some of you are talking a lot oftener than others. What is the reason that some talk less a lot?"

As a last notice, it is important to realize that even though the facilitator experiences a successful intervention, it is not necessary that it actually leads to any different behavior. But then just remember that even though nothing really changed, it is possible that the group later on in the process will realize the unsuitable behavior or pattern (NTNU, 2017).

References:

NTNU (2017): Eksperter i team - Håndbok for landsbyledere og læringsassistenter, Norwegian University of Science and Technology, Trondheim, 8. edition, 1. issue

3.4

Cooperation with external partners

When planning non-formal learning activities, it is a good idea to cooperate with external partners and when involving external partners, the setting usually has a different content and seems less formal than the usual educational setup.
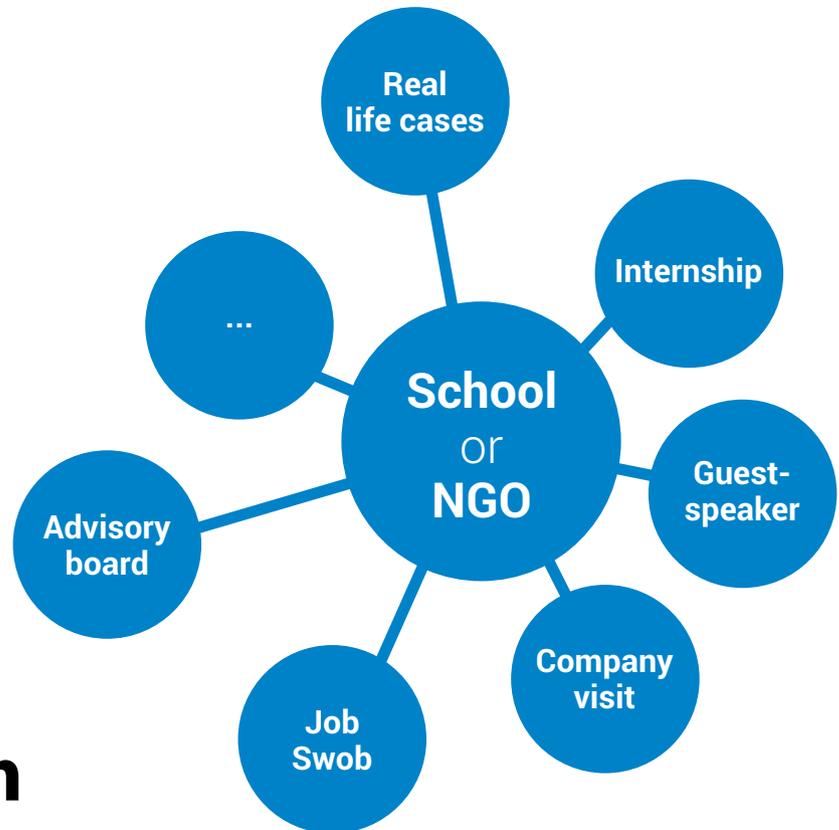
Examples of different types of cooperation among external partners and an educational institution or civil society organization could be:

- Real life cases. A company presents a real challenge it is facing and wants input on how to solve it. See 3.4.2.
- Internship. A young person is working in a company as part of his or her education or as an individual initiative in frames of a civil society organization's program to gain experience and to practice the learned theory.

- Guest speaker. A company is invited to give a speech and to take a dialog with some young people as part of learning.
- Visiting the company. The young people are visiting the company to see and feel the production and culture of the company.
- Job swop. A person from the educational institution or civil society organization changes a position with a person from the company for a short or longer time.
- Advisory board. Get some external partners from industry to advise your company on tactical/strategic issues.

When you as a facilitator or teacher at an educational intuition or NGO wants to train and practice young people's soft skills and competences, you often need to get input from external partners. The educational institutions are training the students to get the needed competences so they can work and be valued employees. Research from 2015 made in Denmark indicates which competences companies are looking for when hiring new staff (Ballisager, 2015):

- **Flexibility (64%).**
- **Understanding the business (50%).**
- **Ability to create relationships (42%).**
- **Self-management (40%).**
- **Work effectively (39%).**
- **Ability to simplify the complex (26%).**
- **Handling of new technology (21%).**

The best way to be aware of needs and what is happening in a specific industry is through close cooperation with external partners: business, governmental institutions, NGOs, etc.

If you have a lot of external contacts and students, young people or other stakeholders, it is essential to institutionalize the work process. This will help to follow up and maintain the cooperation and will be great help for newcomers in the organization.

The internship combines teaching with an independent final examination project.

The practical part of the program aims to create coherence between theory and practice to support young people in applying knowledge and skills when solving concrete tasks.

Before commencement of the internship, a person must prepare and submit a description of objectives (learning outcomes) for the internship.

What to do, when to do it and who is responsible for the process? All the activities are filled into an annual cycle schedule.

What	When	Who	Notes
Screening the industry for potential partners	April - May	Mrs. XX & Mr. XX	Remember to look at last year's contracts!
Visiting potential partners	May - June	Mr. XX	Bring an example of a contract.
Students are applying for the internship	Deadline 15th of August	The students	Have to have a signed contract.
Internship	September - October	The student	Minimum 7 weeks full time
Visiting the company	September - October	Our staff	At least one visit meeting with the student and the contact person in the company.

Figure 1: Example of an annual cycle made in a spreadsheet:

Internship prepares young people for the future

A large number of companies work with young people, offer them internships and project assignments. For a student, teaming up with a company is a valuable opportunity to link academic theory with solid hands-on experience.

When having the student as an intern, the company gets:

- An opportunity to have somebody to carry out tasks that the company cannot otherwise find time to do, such as development activities, calculations, campaigns, or design jobs.
- New ideas, new angles, new know-how, new perspectives, new insights.
- A good basis for recruitment - an opportunity to test a potential future employee in real life.
- Additional resources to deal with everyday tasks.

These are examples of internship tasks and final exam projects from the Marketing Management program at Business Academy Aarhus:

- Competitor and market analysis - at national and international level.
- Implementation of sale campaigns and telemarketing jobs.
- Development of marketing material.
- Planning of trade fairs and events.
- Marketing plans - for example covering new products or new markets.
- Customer satisfaction analysis.
- Development of a new sales concept.
- Analysis of organizational structures and company culture.
- ABC analysis.

- Logistics analysis and proposals for improvements of logistics.
- Supply chain analysis.
- Participating in everyday routines.

The value for the student/trainee

The value for the student/trainee is to get an insight and knowledge on how to behave at a real life company/organization. The educational institution is good at teaching formal subjects and competences the student has to have to fulfill a specific job position. What the student learns during an internship is more informal competences like norms, behavior, company culture, do's and don'ts, etc.

The internship is also a great way for a young person to show his or her competencies - sometimes those students who are academically weak may find a job because of his or her social or action-oriented competences. The best way to make a professional network is by being a part of the business. The experience from Denmark is that a great part of students at the internship are able to find real job positions.

The value for the educational institution/NGO

By a close cooperation with companies and other external partners, the educational intuitions get unique opportunities to keep up with what challenges and opportunities the companies are dealing with in daily work. The cooperation can also be a great inspiration when developing and formulating cases and assignment to be used at education. It is usually learning full experience for school staff to become part of entrepreneurial life in an agile daily life business.

The value for the company/external partner

By having Interns, the companies will have to answer a lot of questions. Sometimes the questions will force the companies to reflect in procedures, politics etc. The interns will come with new ideas and the latest theories, and will be eager to show his and her qualifications. By having interns, the companies or organizations get some extra resources that can be used to test new approaches, new markets, and new way of doing things. Some companies are also actively using the internship programs in their recruitment policies. It is a unique opportunity to get to know the intern during the internship, and the intern will already know the company and its products/services as well as the company culture when starting at a real-paid position.

The purpose of final examination project is that the student completes an independent, interdisciplinary and practice-based assignment that demonstrates the knowledge, skills and competencies that originate from the overall learning objectives of the program.

As a main rule, the project takes its starting point in an actual problem in a company.

References:

Ballisager: https://ballisager.com/wp content/uploads/2015/09/Rekrutteringsanalysen-2015_web.pdf

3.4.1
Internships

In formal education, the contact of students with industrial and business practice is attributed to a key role for the later integration of graduates in the labour market. Young professionals are expected to develop not only formal competencies, but also to acquire the ability to apply knowledge from diverse domains (e.g. basic sciences, engineering, management...) to business practice. Moreover, they have to learn how to manage the implementation of devised solutions with the organisation co-workers and other members who often have very diverse profiles.

Internships provide students the opportunity to use and implement methods, techniques and tools learned during the formal years of study. By exposing students to business settings that require a multidisciplinary approach, internships contribute for the development of their ability to combine knowledge from different sources and to engage in autonomous learning habits. Moreover, the integration in an organisation and, in working teams as well, which fosters the development of soft skills of social nature often cannot be extensively addressed in the curriculum of university degrees.

Internships practice at the University of Aveiro:
Aiming to facilitate the transition to the labour market of its graduates, the University of Aveiro promotes opportunities among students and young graduates to enrol themselves into professional experience during their academic path. Students can enrol in different types of internships, namely:

• Curricular Internships: in-company training period developed as part of a discipline integrated in a course or programme. This type of internship has associated an evaluation and grading process that results in a score to classify the performance of the internee and those results in a score that can be translated into credits in the student programme.

• Extracurricular Internships: in-company training period that is managed independently for the specific programme or course that the student is enrolled in at the University. The evaluation of the performance and competencies acquired by the internee can be documented and stated in the form of a Diploma Supplement to be provided to the

student in addition to its course or programme title.

• Professional Internships: in-company training period that takes place after the completion of a course or programme at the University, and that complements the formal learning and training path.

The University has dedicated offices and distributed teams (including the articulated interaction among administrative and academic staff and the university careers office) that are responsible for continuous interaction with local economic actors, identification and validation of internship opportunities that obey to quality standards concerning the nature of the work to be developed. Each year this close cooperation with companies located in the region of Aveiro enables the identification of a substantial number of internship opportunities in companies and organisations with very different profiles (e.g. small, medium and big companies, public and private entities, etc.) that can match the demand from students from very diverse scientific areas of training (e.g. business, engineering, social sciences, etc.). Nevertheless, students are also free to find an internship opportunity independently, by applying to a company of their preference, and then subject the approval of the internship project to the academic validation. More recently, the University has also been fostering students to find placements abroad, using European support programmes to fund their experience.

All the internships promoted by the University of Aveiro require the establishment of a formal agreement, in the form of an institutional protocol that is signed among the student, the host (company) organisation and the sending institution (University of Aveiro).

The internships are an important offer for students and young graduates due to experience out of the classroom and learning-by-doing experience in the labour context.

The relationships with pairs on firms are very important to acquire competences needed for their future professional life, addressing, for example: qualification elements related to teamwork, decision making and personal management.

The step-by-step description of the internship process is as follows:

1. Companies offer internship opportunities according to their needs.
2. Interns apply for those places according to their area of studies and according to their aim of learning. The screening, selection and effective placement of a participant occurs after an interaction, e.g. interview of the intern by the proponent company.
3. The intern is always supervised by the company and the university/institution organising the internship.
4. The assessment is continuous based on the observation and comments from the company's supervisor.
5. At the end, the assessment is based on a report of activities and learning achievements supervised by both supervisors and publicly presented.

The internships can take place in very diverse functional and technical areas depending on the career and academic qualifications of each learner (e.g. logistics, quality management, strategy, marketing, etc.). Nevertheless, whether a young person is from an engineering or humanities and social sciences background, the internships are designed to have a project approach, i.e. you can challenge the companies to propose internship offers with a clear purpose, where the intern will be responsible for a task, a project or a clearly identified problem, challenge or initiative within the company, for which it will be possible to draw an ex-ante and an ex-post outcome, following the intern's contribution and work. This approach is intended to promote the offer of internship opportunities that are focused and well delimited in order to encourage the interns to link academic learning to practice in an intensive manner. Variations to this approach also occur, for example, in the case of short term, or summer internships, where the purpose is to just provide interns with the first contact to enterprise practice, and the length of the internship would not allow for a completion of project on its own.

3.4.2

Real cases

Learning can be described in many ways. Learning in this context is based on understanding of learning as both an individual as well as social activity in which young people (or other learners) take part in dialogues with each other, lecturers and representatives from companies. This helps the young people discover new meaningful connections, think about this knowledge critically and links the acquired knowledge to future practice.

When you teach young people, they should acquire skills so they can possibly be a part of and contribute to the business community and/or society in general. The graduates must be able to create value for the company, organization or NGO and be able to understand and work with people from different professional and cultural backgrounds. To fulfill this purpose working with real cases is essential. The interaction with business, organizations, NGOs, etc., creates motivation and resolves in an engagement that is hard to achieve when working with theoretical and fictive cases and problems.

For the organizations and persons working with designing learning processes, the starting point is the young person and an approach, which is based on:

- Practice-orientation and relevance.
- Continuous involvement of companies (e.g., internship, real life challenges during classes and other activities).
- Experience-based learning (see also 3.3.3).
- Reflections about the process and own learning points.
- A good knowledge base from both the relevant theory and practice.
- Active participants.
- Participants cooperate and are co-responsible for learning via active participation and contribution with their own experience.
- Continuous evaluation and feedback as a natural part of our learning processes.

Real cases can be developed in many different ways, but here are some general points that are important to go through when you start the work with real cases:

- Consider the composition of group of young people you are working with and define the purpose of using a real case.
- If the work with the real case is in teams: define the team size and the criteria for dividing the participants into several teams (e.g., gender, cultural background, professional background).
- Clearly define the pedagogical purpose of working with the case.
- Clearly define the time and resources available for the process, including estimated time consumption for external partner(s), internal staff and participants.
- Keep the cases simple! Too many problems and issues for the participants to solve in the same case make the process complex and make it difficult to give feedback and do follow up. The case should include background information and have a main issue that includes a challenge and/or problem for the participants to work with (see examples in this publication).
- Make sure it is possible for the participants to use a variety of different skills and competences (soft and hard skills) when working with the challenge and/or problem in the case. For example, they must have knowledge about economy while participating in teamwork.
- Consider intellectual property rights. Who owns the rights to ideas and solutions that come up?
- Make a written description of the purpose and process of working with the real case (including important deadlines) that can be handed out to the participants.
- It is important to facilitate the process of participants when working with the cases, and leave it to the participants to find possible solutions and

answers to the case (see also 3.3.4). Define who facilitates the process and how the facilitation takes place.

- Make a list of potential providers of real cases. If you are often working with real cases, consider that you not are using the same companies, organizations or NGOs repeatedly. This could lead to fatigue among them.

When the points above have been considered, the process of contacting potential providers of real cases can be as follows:

- Identify the most relevant companies, organizations or NGOs and contact persons in these companies, organizations or NGOs (see also 3.5.1).
- Make the first contact by phone or email depending on the working culture and previous relations with the contact person. If the first contact is by e-mail, make a follow up by phone.
- Case can emerge in different ways. Maybe the company already has a problem/case it would like to have different perspectives on, or maybe the problem/case has to fit into a specific theme, so the case must be defined in a corporation between the company and the person responsible for the

learning process. It is also a possibility that the person responsible for the learning process defines the case just on behalf on his or her knowledge about the company. The optimal process is that the case is developed as a corporation between the company and person responsible for the learning process.

- Discuss the specific issue and challenge and/or problem included in the case with the contact person and make sure you agree on the formulation of the case.
- The case should be presented to the participants orally by a representative from the company or organization that provides the case. Make arrangements for the presentation and reserve time for dialogue and Q&A sessions after the presentation and, if possible, during the process of working with the case.
- A representative from the company, organization or NGO providing the case should be present when the solutions, ideas and inputs from the participants are presented in the end of the process and take part in the feedback that is provided. Agree on the specific time for the presentations and feedback, and arrange how the company representative can get physical evidence of the solutions (reports, presentations, USB, etc.).
- Evaluate the process with the company and register contact details of the company for future cooperation.

References:
Adapted from "Educational platform at Business Academy Aarhus", www.baaa.dk

3.4.2.1
Real cases - Hedeagergaard

ABOUT HEDEAGERGAARD

At the age of 23, the now 62-year-old farmer Chriss Hedeager took over his family's ancestral farm in Ølgod, Western Jutland in Denmark. He is the twelfth generation on the 50-hectare farm which has further 25 hectares of leased land. The farm has been run as organic since 1997, and since 2011 as a biodynamic farm.

The farm has cows, pigs and chickens, dogs and cats, as well as a large variety of plants in the form of herbs in grassland, hedges, mixed woodlands and meadows.

Hedeagergaard previously participated in the 'Cows Day' (an annual Danish event where organic farms let their cows go out into fields after indoor winter life), and considers the farm as a destination for people in general, for families, nursery schools, schools, nursing homes, tourists, etc. Furthermore, for innovative purposes, Chriss provides milk from two cows to new product development ideas.

The farm is Demeter certified, and milk is delivered to the dairy "Naturmælk" that has a number of biodynamic products. The farm's animals produce milk and meat that are then transformed into cheese, salami and sausage by a Demeter-certified butcher. These products can be purchased at the farm and in several organic and health food stores, as well as at food markets around the country.

How can Hedeagergaard evolve to become an even more sustainable and organic company?

For example, new ideas for how to make use of the 3 hectares of land and how to use the milk produced by the two 'test cows'.

Hedeagergaard is a company that takes social responsibility. At the moment, it offers opportunities to young students and farmers with a dream of biodynamic farming and entrepreneurial spirit, and currently the farm is hosting one young organic farming student, as well as one young agricultural worker/student from Croatia.

Chriss is 100% sustainable and honest. He is self-sufficient in everything he does and his passion is organic farming. His motto is: "nature is generous and provides you with a large range of gifts if you take good care of it".

Challenge

Hedeagergaard has over 3 hectares of land with two small lakes, where previously there were Christmas trees, then cows and now pigs. This area will be made available for a good idea for development of sustainable and organic farming.

References:

http://lokalt-og biodynamisk.dk/salgssteder/ Hedeagergård%C3%A5rd%20-%20%C3%98lgod.html

3.4.2.2

Real cases - I Scream Ice Cream

ABOUT I SCREAM ICE CREAM

Danish marketing expert, Sean Fitzegerald Coard, is on his way to invade the Danish ice cream market - forcefully challenging noteworthy players like Unilever and Premier. The invasion and go-to-market strategy covers the whole Scandinavia and includes several remarkable concepts. An orchestrated effort. The key target group is the children and youth market. Sean owns license rights to a number of comic characters. Another area of opportunity is the market for ice cream drinks (non-alcohol) that replicate the taste of Pina Colada, Mojito and so forth. I Scream Ice Cream wants to have its market launch by the Spring 2016. The supply-chain is almost in place as is the sales and marketing organization. The total assortment will consist of three product lines: normal ice cream on-the-go based on comic characters, organic ice cream bar/on sticks and ice cream drinks.

Challenge

Prepare an explicit and strong business case including a "trick" to conquer the ice cream drinks market - not yet even a niche market. It is a new market niche. The market includes nightclubs, bars, cafes, hotels, restaurants, etc. The ice cream drinks can be enjoyed as they are or by pouring/mixing them into a certain drink.

The challenge is how to secure enthusiasm and create hype for the product in the target group and create sufficient awareness and attraction. Create the concept and logic that are altogether outstanding and compelling. Not just a matter of marketing and positioning - think along the whole value chain and think out-of-the-box.

References

www.iscreamicecream.dk

3.4.2.3

Real cases - We Do Wood

ABOUT WE DO WOOD

We Do Wood is a Danish furniture and design company. The two furniture makers and designers Henrik Thygesen and Sebastian Jørgensen originally established the company in 2006 as a small cabinet joinery.

In 2008, the first children's furniture line was designed and launched at the Formland Furniture Fair in Herning. During the Summer 2011, We Do Wood received venture capital from CAT Science Park, a privately held and government backed venture company. Shortly after, a new company setup was established and the local cabinet joinery business was abandoned in order to pursue a new strategy to become a multimillion DKK furniture and design company with a global reach. We Do Wood has chosen to design furniture in the material Moso bamboo, because it is one of the most sustainable natural resources the world has. And it is the only woody plant that can keep up with the rate of human consumption and deforestation.

We Do Wood is based on the vision that eminent design and strict sustainability principles should go hand in hand.

- We believe that production aesthetics should never stand in the way of application aesthetics.
- We believe that functionality is the key, and that the product must be able to fit smoothly into people's everyday lives.
- We believe in furniture that is created with respect for the environment all the way through.

How can We Do Wood grow in a sustainable manner, taking into consideration that it is a young company with limited financial resources?

For example, through new products, new materials, new cooperative relations, improvement of the efficiency of supply chain, etc.

With this combination of functional design and respect for the surrounding environment, it is our ambition to position We Do Wood as front running and responsible company that sets high standards in the furniture and design industry.

Our 12-month plan is to strengthen our European dealer network in all European focus markets. We intend to pay special attention to succeeding in major European cities, such as Amsterdam, Brussels, Paris, Berlin, London. This emphasis on European capitals will be backed-up with participation in selected tradeshows, which is highly dependent on local market penetration and available resources. While focusing our commercial efforts on Europe during the coming 12 months, we wish to identify new business partners in the North America and selected markets in the region of Asia and Pacific.

Challenge

We Do Wood has a large growth target in the global market. This growth must be carried out in a sustainable manner that meets the company's DNA.

References

www.wedowood.dk

3.4.2.4

Real cases - Vocational Training Centre in Kielce

ABOUT VOCATIONAL TRAINING CENTRE IN KIELCE

Currently (2016) in Kielce (Poland), a Vocational Training Centre called CK Technik is being developed and is to be created at the end of 2018, in the northern and industrial part of the city.

It will be a modern and key center for building competences and vocational qualifications for young people and adults. Its operation will be based on close cooperation with companies from the IT sector and metal industry, which constitute the intelligent specializations of the Swietokrzyskie region.

The main task of the Vocational Training Center CK Technik will be conducting practical classes for schools providing vocational education.

The greatest advantage of the center will include modern, fully equipped classrooms and workshops for practical training, with machinery and equipment used in companies dealing with production, providing the actual workplace conditions.

The concept of the CK Technik operation will also be very innovative, as regards to our region. The CK

Technik strongly counts on the cooperation with entrepreneurs as regards the creation of education process. Therefore, the entrepreneurs will be involved in the education process as masters and instructors, teaching their profession. The Centre will provide an effective dual training model, so learning will take place both in the CK Technik as well as directly at the workplace in a company.

In addition, the workshop base will allow students to learn the profession, as well as conducting qualification courses for many professions, enabling the training of specialists in many areas in one place.
Teaching methods are to be aimed at solving specific problems reported by entrepreneur or occurring in market and economic reality.

Challenge
Design an information and promotional campaign to promote vocational education and Vocational Training Centre CK Technik. The campaign should be addressed to young people aged 16-18 years old.

The challenge is also about changing the negative image of vocational education among young people in Poland and making them aware that vocational education meets the needs of the labor market. The campaign should also inform about the changes taking place in vocational schools and that Vocational Training Centre CK Technik offers "high tech" learning environment and a dual training model of education.

References
www.ckp.kielce.pl

3.4.2.5

Real cases - DUHLA

ABOUT DUHLA

The DUHLA brand was created from the need to design beautiful clothes dedicated to women who desire to look original and modern, and at the same time, maintain their charm look and natural beauty. The brand is simply a respond to the intensive lifestyle of today working women who, no matter what time of the day is, want to look unique and stylish. It is addressed to women for whom the image is not only a pleasure, but "a working tool" as well. Features such as high quality, comfort and original authorial design, distinguish the DUHLA brand the most, which can be defined as classical style in a new shape.

Functionality and aesthetics are the keywords for the designer and creator of the brand Agnieszka Baranska, who said: "If I had to define in one sentence what I want for women, I would say "to make their life easier and more enjoyable. I think that partly I managed it - carefully looking at myself, I design clothes that favor the female silhouette and thanks to high-waisted dresses or skirts, emphasized by extras such as pockets or belts, every woman can freely compose her outfit with different accessories depending on time of the day and tasks that she is performing".

DUHLA brand philosophy is connected with the slogan: "No season, No reason" which means that today women need no reason to look professional and modern. Moreover, no season or circumstances can limit women's desires and passions.

Challenge
DUHLA as a young brand wants to grow on the market more intensively. This grow must be carried out in relations with DUHLA brand philosophy and social trends such as the idea of fast fashion or total overproduction of clothes or accessories on the global market.

How can DUHLA grow on such a competitive market, taking into consideration that it is a young, one designer company, with limited financial resources on? Your ideas should not only be limited to marketing and sales indications, but this should be the whole concept how the designer and creator of the brand can develop the DUHLA.

References
www.duhla.com
www.decobloog.com/duhla-moda-na-kazdy-sezon-765.html

3.4.2.6

Real cases - from University of Aveiro

Acknowledging the importance of non-formal training of competencies, the University of Aveiro fosters an academic environment that stimulates the engagement of students, researchers and professors in activities that promote active learning in order to complement the curricula experience. This is done in multiple ways. Firstly, by actively supporting student associations and closely working with students in their engagement in the development of non-curricular activities, such as: employment fairs, open science days, cultural events, among others. The student associations work together with the university services in joint organisation of events and programmes which, in turn, offer students opportunities for learning by doing. Beyond such institutional support, there are other specific investment and structures created by the University and its professors to create moments for informal learning. A good example of an activity created by professors is the CEO Meetings events promoted by the professors of Economics. CEO Meetings are an agenda of open talks with invited CEOs from local/regional companies who are invited to come to the University and talk informally during a session with students about their career path, their

life decisions, e.g. the creation of their first company, in order to approach students to real entrepreneurs, what drives them and the challenges they face. Similar events are promoted by the business incubator (IEUA) in the form of IEUA sharing. This time, the invited guests are either entrepreneurs or remarkable investors from Portugal or abroad that are hosted by the incubator in a similar format of informal talks. In this case, however, the audience is mixed, i.e. it involves entrepreneurs and students, and therefore offers additional ground for sharing experiences. As an example of structures created to stimulate informal learning, it is important to mention Fábrica Centro de Ciência Viva, an interactive science museum created by the University that hosts both permanent and temporary exhibitions and activities (to a great extent developed by professors and researchers of the University) which aim to engage people in learning science in a creative and interactive way (e.g. games, competitions, etc.). More recently, in 2017, the University is investing in the opening of a Design Factory that will be engaging students, researchers and professors in interactive processes of value creation for companies and communities.

3.5
Tool cards

Please see the attached tool cards in the back of the book:

3.5.1 Cooperation with external partners
3.5.2 Team building
3.5.3 Ice breaking
3.5.4 Group contracts
3.5.5 Facilitating group work
3.5.6 Idea development
3.5.7 Assessment
3.5.8 ICT
3.5.9 Conflict management
3.5.10 Entrepreneurship

CATCH IT!
Non-formal academy of activities

4
Case studies of non-formal learning

4.1

Experts in teams

Business Academy Aarhus (BAAA) has an annual innovation event called "Experts in Teams" (EIT). The BAAA has borrowed this method from its partners, i.e. the Norwegian University of Science and Technology (NTNU) in Trondheim. Unique for the BAAA's versions of EIT is the strong and close cooperation with companies and the fact that the BAAA finishes the process with a spectacular competition between the most innovative ideas.

The EIT can be described as non-formal learning because of the work methods used during the process. Basically, the students are introduced to a real case challenge, and how they are going to solve this challenge, is completely hand over to the students, only supported by process facilitators.

Experts in teams at BAAA

More specific "Experts in Teams" is a three-day innovation process where about 400 students from different study programs will participate to improve and strengthen their interdisciplinary teamwork skills by solving real challenges for companies involved. All students will be part of a village which consists of about 30-35 students divided into groups with 5 or 6 students. The students will get support from a facilitator called VFO (Village Facilitator Officers) who will help students draw on their personal skills, practical experiences and theoretical competencies. Each village has facilitators/VFOs Village Executive officers affiliated to them. These are also students studying the elective subject "The skilled facilitator" at the BAAA. Lecturers/VEOs will support the village facilitators during the days with facilitation and academic knowledge. The process is facilitated by different exercises and tools for creating, e.g., a competence overview, idea generation, feedback and evaluation culture, facilitation and managing group dynamics.

Cooperation with companies

The teams are supposed to develop their own solutions to a given company's challenge, and they are mutually responsible for the planning and progression in process. Approximately 10-12 private and public companies/organizations have formulated topical challenges for the innovation days. The company that is associated with its village will present all project

groups with a specific challenge. The companies represent different industries in the Danish business sector. All the challenges are given from a certain overall theme. The common theme in 2016 was "Sustainability - the triple bottom line". The concept focuses on sustainability in relation to the environment, social responsibility and profit. The task of the team is to rethink the company's products and/or business models through the creation of value within one of the component of the triple bottom line. Students will work with the challenge in their group, and they will find that members of the group have different prerequisites for working with the challenge.

The EIT represents interdisciplinary project work in which both the team process and the project output is a focal point. The assignment should challenge each student within their respective area of expertise, and each student is responsible for the know-how from his or her own area of expertise contributing to the mutual problem-solving process. In this way, the students are trained in interdisciplinary communication and operate in an interdisciplinary environment. The learning experience of each individual student is based on the cooperation in each team. The aim for the students is firstly to learn how to use and develop their own subject-skills in the interdisciplinary environment. Secondly, during the process they should be aware of the attitude from themselves and other people. Lastly, they should learn how to be responsible for work planning and progression.

An overall view of the typical EIT program:

Day 1: **Idea generation and cooperation**	Welcoming and presentation of this year's theme. Students are split into the respective villages where companies will present their challenges. Students will work with team building and creative processes.
Day 2: **Concept - development**	Students meet in their village and continue working with the creative process. The focus is on the practical expression of ideas and development of the concept.
Day 3: **Presentation and evaluation**	Students meet in their village. The focus is on finalising the development of the ideas and preparation of presentation for the company and judges. The day ends with an innovation gala and announcement of the winners.

Learning objectives

The purpose and learning objectives of "Experts in Teams" is to achieve the following objectives:

Knowledge

- Students must obtain knowledge about their own behavioural patterns and attitudes that could affect cooperation about the case companies' current challenges.
- Students train their ability to work in an experimental learning environment.
- Students must obtain knowledge about the basics from project working and project skills.

Skills

- Students must be able to view their own cooperation in a meta-perspective in order to understand how the group plans, makes decisions and solves tasks.
- Students should understand and reflect over how the group manages disagreements and deals with professional and personal differences.
- Students should be able to develop and present innovative solutions to specific company challenges within the development of new business opportunities and growth.
- Students should obtain more independent work skills.
- Students builds a network which is vital in working life and student life.
- Students increase their presentation and interaction skills.

Competencies

- Students must obtain specific training in developing a new perspective of their knowledge by communicating and applying it.
- Training in cooperating with people from other academic disciplines in order to take advantage of interdisciplinary competencies in connection with development projects.

Beside the learning objects for the students participating in "Experts in Teams", it will also increase student facilitators and teacher facilitators' coaching and counseling skills. And it will generate a number of new ideas, concepts and solutions to develop the 10-12 participating private companies' products, services or processes.

Learn more on:
www.baaa.dk/eit and www.ntnu.no/eit

4.2

Cases of non-formal learning at the University of Aveiro

Three distinct typologies of non-formal learning are nowadays implemented in the programmes of the University of Aveiro:

- project-based learning throughout a programme,
- internships throughout a programme,
- internship to finalise a programme.

The first typology, project-based learning, is implemented in three-year graduation programmes fully organised around one semester long curricular meta-units called Thematic Modules. Each Thematic Module is dedicated to a theme to be addressed in the programme and are composed of a Project and a set of Associated Courses. The Associated Courses cover fundamental subjects related to the module's theme, always in articulation with the project and using active learning strategies. Students work in groups of up to five students and facilitated by at least one teacher.

The Project goal is having students solve real-life challenges presented to them as projects. The learning processes are, therefore, autonomous, assuming

different paths from student to student and from any pre-established organisation determined by the teachers involved in the process, which in this context act as facilitators. The overall environment creates a natural context for the development of transversal personal and professional competences (e.g. leadership, group work, time management, project planning, dealing with conflicts, making presentations, writing technical reports) in a manner that can be facilitated by the staff involved in the process. As students progress in their programme, they become more autonomous towards defining how the work is organised.

The second typology, internships throughout a programme, is implemented in a three-year graduation programme named Retail Management. In each year, students have an internship at a company to be exposed to a real working environment and work in concrete retail management challenges. Each internship has a distinct objective and duration.
The internship of the first year as a workload of 6 European Credit Transfer and Accumulation System (ECTS) and is focused towards the acquisition of skills related to good work habits. It pretends to develop competencies such as:

- Identifying and acting according to professional standards.
- Developing their professional activity properly in multicultural environments.
- Managing time efficiently.
- Demonstrating appropriate attitudes and behaviours in the workplace.

- Developing individual responsibility.
- Recognising the organisational culture of the institution.

The internship of the second year as a workload of 10 ECTS and is focused towards the acquisition of skills related to work production and interaction with co-workers. It pretends to develop competencies such as:

- Working in groups, actively contributing to good work organisation and planning.
- Integrating different themes to address the various aspects of professional practice.
- Collecting and processing the necessary information to support arguments of critical relevance to professional practice.
- Identifying the relevant theoretical concepts and evaluating them under practical data, illustrating its particular relevance to the profession.
- Presenting and debating results orally and in writing, demonstrating good communication skills and a technical language domain.

The internship of the third year as a workload of 12 ECTS pretends to improve further the skills acquired in the internship of the second year.

The third typology, internship to finalise a programme, is a more common approach and involves having students developing work after they complete most of their programme. It is implemented in three-year graduations as well as in two-year study programmes. The goal is to have students acquiring the skills necessary in a real work environment.

4.3

Trade fairs the future of the region

Association Education by the Internet (AEI) in 2013-2015 implemented a project "Trade fairs the future of the region". The project was developed by the AEI in cooperation with partners: the Complex of Upper Secondary Schools No 1 in Jedrzejow (Poland) and VIA University College: VIA Design, TEKO Design + Business, Denmark.

The "Trade fairs the future of the region" project was co-financed by the European Union under the European Social Fund and funded under the Human Capital Operational Programme, IX Development of education and competencies in the regions, 9.2. Improvement of attractiveness and quality of vocational education.

The main objective of the cooperation in the project, with a transnational component, between the AEI and VIA University College: VIA Design, TEKO Design + Business was to increase and improve the attractiveness and quality of vocational education in

the Complex of Upper Secondary Schools No 1 in Jedrzejow (Poland).

The objective was achieved by: organizing and conducting additional vocational courses for 100 upper-secondary students - vocational education; deepening cooperation between business and adopting a new method of non-formal learning - the method of „Value Chain". What is more, additional assumptions such as: increasing the attractiveness of students from the Complex of Upper Secondary Schools No 1 in Jedrzejow (Poland), on the labour market and their acquisition of skills of creative

thinking, entrepreneurship and organization were carried out.

The above main objectives were achieved through the organization of: non-formal learning activities (workshops, project work, study visits, coaching) and formal education (extra classes, vocational courses and internships). The mean to achieving the above objectives was the introduction of the method of „Value Chain" as a modern way of organizing the educational process, implemented both in non-formal learning and formal education.

The method of „Value Chain", used at the VIA University College: VIA Design, TEKO Design + Business, Denmark, is based on the belief that each project/job/enterprise consists of connected cells. It is a process based on project work, allowing young people to gain knowledge of all departments working together. This allows young people to acquire interdisciplinary skills. Ensuring full cooperation and understanding of all cells, it is the key to achieving this objective accomplished through joint meetings of all cooperating groups and communicating with each other at every stage of given tasks. The aim of the cooperation within the project "Trade fairs the future of the region" was to implement the above process at the Complex of Upper Secondary Schools No 1 in Jedrzejow (Poland) and to test it in practice.

Participants of the project formed five groups. Each group participated in a different vocational course: multimedia graphics, planning and organizing of events, design of exhibition space, maintenance and installation of fair stands or professional hostess/host. The vocational courses were voluntary learning, as the whole participation in the project was not obligatory for the students. Apart of the formal education - vocational courses, participants took part in non-formal learning activities: project work, workshops, study visits, coaching. The common goals of all five groups for the project work were to: prepare an exhibition stand of the school and its service during an Education Fair and to organize a school fair for schools in the area. These groups together prepared both events - as a project, basing on the practical skills acquired during the vocational courses. However, only the joint work of all these groups led to a common goal - the organization of the event as participants from each group acquired vocational skills and competences needed for only a part of the project (the trade fair industry). To ensure contacts of the groups, the participants met regularly with a coach. Meetings provided an insight into the progress of all groups, developed common solutions possible to be carried out by the groups. This task allowed participants to get to know the method of „Value Chain" and informed them about the rules of working in a group and project work. The mechanisms of working using the method of „Value Chain" were not only needed to prepare the participants for professional work, but also to establish contacts with local entrepreneurs. Participants of the project took also part in internships in companies from the exhibition industry. This collaboration enabled to obtain information on how to prepare students for future employment, according to the requirements of the employers.

Apart from the formal education, a series of non-formal learning activities were organized: study visits in Denmark (both for the students - participants of the project and teachers from the Complex of Upper Secondary Schools No 1 in Jedrzejow (Poland), workshops (creativity training, English language and communication, workshops on the method of „Value Chain"), project work (preparing an exhibition stand of the school and its service during an Education Fair and organizing a school fair for schools in the area), group work (solving real cases from the areas of vocational course: multimedia graphics, planning and organizing of events, design of exhibition space, maintenance and installation of fair stands or professional hostess/host) and coaching sessions (for the participants: to give insight into the progress of all groups; develop common solutions possible to be carried out by the groups; allow participants to get to know the method of „Value Chain"; informed participants about the rules of working in a group and project work).

The project "Trade fairs the future of the region" is an example of non-formal learning in the vocational education and training. The participation in the project was intentional from the learner's perspective. The project differed from formal vocational education in terms of the general institutional framework, as it took place outside of the state-regulated vocational education and training system. But still, this non-formal learning within the project required structures such as: learning sites, curricula, instructors and trainers. The non-formal learning activities were characterized by a more flexible design than the vocational courses and much more targeted at specific skills and competences. They also proved to be much more effective than the stand alone formal vocational education and training. Evaluation of this project shown that such non-formal activities can increase the student's chances for employment and also results in the matriculation exams and vocational exams.

5

How to implement non-formal learning

This chapter showcases the method of Non-formal academy of activities implementations in the three countries participating in the project.

Our non-formal learning method focuses on enhancing key competences of young people regarding entrepreneurship, languages and digital skills, creativity, group work skills, time management skills. The variety of skills and competences that the method is addressing, as well as calls for a complex approach. In the current education conditions, there is no stable state to guide or set principles for how young people should acquire necessary skills and competences (Tomi Kiilakoski, 2015). It can be said that "education is continually in search of meaning" (Furedi, 2009). Thus, our method of non-formal learning is also searching, but on the other hand, it was developed to be a guide regarding a non-formal method of developing key competences and soft skills by young people and youth workers. Our intention in creation of the method of Non-formal academy of activities was not only to enhance the quality and relevance of the non-formal learning offer in youth work of our project partnership organizations, but also to create a method that will be possible to use and implement in different NGOs, youth organizations, school, universities, companies, etc.

References:

Tomi Kiilakoski (2015): Youth work and non-formal learning in Europe's educa on landscape, European Commission, pp. 26,
http://ec.europa.eu/assets/eac/youth/library/reports/youth-work-nonformal-learning_en.pdf
Frank Furedi (2009): Wasted: Why Education Isn't Educating, pp. 68

5.1

Elective subject 'Get closer to the Danish labor market'

As a method of Non-formal academy of activities, the Business Academy Aarhus (BAAA) has developed an elective course for international students. The elective course will be based on non-formal activities which are inspired by study visits in Poland and Portugal, as well as by the test period taking place before the September of 2016, according to the project plan for "Catch it! Non-formal academy of activities". The methods have been tested as part of the blended mobility activities and the feedback and comments from the participants from Poland, Portugal and Denmark, and then they have been used as input in the development process.

Perspectives on an elective course
The course will be based on individual goals and ambitions of the young people participating in it.

The purpose of the elective course for international students is to prepare the young people for the Danish labor market, e.g. for making internship agreements and jobs. The BAAA experiences a particular need for international students and the developed method will put focus on their especial challenges. However, the method can be adapted to other situation and groups of young people.

Through non-formal activities, young people will need to identify which skills and personal competencies are required to get in contact with the labor market. They will develop, through non-formal learning, the necessary skills and competencies and they will experience the significance of cultural differences in the job seeking process and in the working culture.

The course will contain learning activities linked to the following areas:

• Danish labor market.
• Internship and job seeking process.
• Soft skills and cultural differences.
• Personal leadership.
• Professional networking.
• Volunteering.

Learning objectives

Knowledge - the participant will gain knowledge about:

Concept of non-formal learning.
Danish labor market (structure, conditions, culture, networking, volunteering).
Professional job seeking processes.
Methods for self-assessment.
Personal leadership.
Soft skills (group work, time management, project planning, entrepreneurial activities).

Skills - the participant will get skills to:

Get in contact with the labor market.
Identify and define personal competencies.
Plan and structure goals for a non-formal learning process.
Create professional networks.
Plan and structure a job seeking process.
Make a relevant CV and application.
Work professional in a group.

Competences - the participant will learn to:

Assess and choose skills and competences compared to those in demand in labor market.
Develop a new perspective on personal skills and competencies by communicating it.
Assess and reflect on personal goals for learning and self-development in a non-formal context.
Take steps that bring him or her closer to achieve professional and personal ambitions.
Enter into and navigate in different cultures.

The course includes four focus areas, a series of workshops, four assignments, participants' presentations, a final assignment and an oral interview of 20 minutes. The elective course is based on the principle of non-formal learning, meaning that the overall learning objectives are given, but the participant must identify its own individual focus areas, specific goals and working processes within the overall goal of the course.

Focus areas

The individual: Identification of theoretical competencies, practical experiences and personal skills the participant already have. The participant also have to deal with personal impact, personal leadership skills and mapping their personal and professional network during the course. Reflection is used to identify personal focus areas and learning points.

Potential internship/job: Identification of business areas, industries and jobs relevant for the participant and his or her future internship or employee. The participant must identify the key actors and find out what characterizes the companies with regard to norms and corporate culture. Furthermore, it is important to identify the specific requirements and recruitment processes in the companies identified.

The Danish labor market: What are the general characteristics of the Danish labor markets and what are the implications for an international student seeking internships and jobs? Based on general inputs about the structure, conditions and work culture the participant must identify ways to get closer to the labor market.

Tools: The participant works with the tools that support the process of seeking internships and jobs. Linked to this the participant's works with creating a CV, applications, enhancing his or her network, teamwork and how to get relevant experiences from e.g. volunteering.

Suggestions for literature
Covey, Stephen R (2000): The 7 habits of highly effective people. Running Press
Burnett, Bill & Evans, Dave (2016): Designing your life - Build a life that works for you. Penguin Random House.

Participant's presentations
In groups, the participants are asked to present their key learning points and reflections from the main literature (Covey; Seven habits of highly effective people) during the workshops.

Assignments

Assignment 1: The participant present relevant opportunities that they want to pursue. The presentation should include an overview of an industry or business area, why it is relevant and interesting and which specific companies or organizations the participant show interest in and include their requirements and recruitment procedures.

Assignment 2: The participants identify and present themselves. They should deal with their personal and professional characteristics, match their profile with the outcome of assignment 1 and establish their personal focus areas and goals for the process ahead.

Assignment 3: The participants create and present a visual 'Odyssey' plan for their activities related to getting closer to the Danish labor market.

Assignment 4: The participants establish the 'toolbox' that they need to support their process and plan.

Evaluation

As a final evaluation of the course, each participant hands in an application for a relevant job, a CV and a one-page description of reflections on achieving his or her own goals. The learning objectives are tested with an interview. Based on the materials handed in and a personal interview of 20 minutes, a final feedback will be given individually.

A course could be planned like the example below: ▶

All the material for the elective subject is free to be used and can be adapted to run non-formal activities in formal education. But, please note that this course is developed for international students trying to enter the Danish labor market. So be sure to plan and complete the course in order to fit into your own surroundings and challenges. Young people in other countries may, for example, struggle with other issues to enter the labor market.

Workshop	Focus areas:	Topics:
Workshop 1	The individual Potential internship - job	Introduction to the subject, the process and the participants Team building Non-formal learning How to identify potential internships - jobs Start of assignment 1 Reflections
Workshop 2	The individual Potential internship - job	Reporting of results from assignment 1 Presentation and discussion of '7 habits' chapter 1 The competence triangle Personal network Personal leadership Start of assignment 2 Reflections
Workshop 3	The individual	Reporting of results from assignment 1 Presentation and discussion of '7 habits' chapter 2+3 Work out a draft for assignment 3 Feedback from the group Reflections
Workshop 4	The individual The Danish labor market	Status on assignment 3 Structure, conditions and working culture Presentation and discussion of '7 habits' chapter 4+5 Reflections
Workshop 5	Tools	CV and job application workshop Presentation and discussion of '7 habits' chapter 6 Start assignment 4 Reflections
Workshop 6	The individual Potential traineeship - job	'On-your own' Finish assignment 4 Start final assignment
Workshop 7	The individual Potential traineeship - job	Reporting of results from assignment 4 and activities from the last week Status on assignment 3 + final assignment Presentation and discussion of '7 habits' Reflections
Assessmet	Assessment	20 min personal interview

5.2

Internationalisation of young professionals

Focus

The University of Aveiro adopted the pilot approach of the Non-formal academy of activities to conduct a set of activities intended at improving the qualification of young people for internationalisation and employability. Activities were conducted under the scope of the curricula of the Seminar of Economic Theory and Practice in the Master's Program in Economics, during the second semester of the academic year 20015/2016, and were open to participation of young people from any other scientific areas in the Campus, on a voluntary base. The Non-formal academy of activities was focused on the development of competences that are relevant for the internationalisation of young professionals, i.e. implementation of significant learning contexts for development of several skills that qualify young individuals to integrate international entrepreneurial and professional contexts. This proposal was thought as timely and relevant given the current generalised internationalised profile of economies, markets and societies, and consequently the international context of the employment opportunities that are offered to young graduates.

Framework for competence development

The University of Aveiro project team developed a stepwise learning methodology, involving a set of successive learning contexts aimed at engaging young people in exercises requiring the development of competences considered to be relevant for working in international production settings. Notably, this methodology aimed to expose the young people to a multicultural working context by means of engaging them in conducting the co-work with international counterparts both in face-to-face settings and through technology mediated communications. Specifically, the stepwise learning methodology aimed at exposing the participants to four types of working contexts.

Communication Context

		Face-to-face	Technology mediated
Cultural context	*International*	**Face to face international team work**	**Technology mediated international team work**
	National	**Face-to-face national team work**	**Technology mediated national team work**

At stage 1 of the methodology, participants engaged in group work within national teams in classroom context. The purpose was to involve participants in active and non-formal learning exercises in order to enable the acquisition of competences related to communication and team work.

At stage 2, participants were exposed to a working context where they had to conduct work interaction with other national participants, holding international counterparts both in face-to-face settings and through technology mediated communications (e.g. conducting a skype call or videoconference, e-mail, etc.). The purpose was to subject them to the use of tools that are common in supporting work in international and geographically disperse work settings.

At stage 3, participants were exposed to work and interaction with participants in other international teams - including one team from Polish participants and one team of Danish participants, working from their home countries - by means of technology mediated communication. The purpose of this stage was to add to the competences in communication, and team-work developed in former phases, other competences related to the work in multicultural contexts, that are common in internationalised workplaces and economies.

Finally, **at stage 4**, a selected number of participants got together in face-to-face work with the participants in each country and concluded the academy by engaging in on site co-work, building on the previous phases.
The methodology was implemented in parallel in the various partner countries (Portugal, Poland and Denmark) so that in phases 3 and 4 the participants could engage in the international interactions and learning contexts.

The methodology was able to accommodate two different types of projects or cases to be developed by groups of participants, following the four proposed context steps. In the Portuguese case, the two projects were: Project 1 - Identifying key challenges, competences and attitudes for the internationalisation of young professionals; and Project 2 - Identifying key challenges, competences and attitudes for the international set-up or expansion of an enterprise/business.

After selecting one of the topics, each group of participants engaged in activities to pursuit the collection and discussion of information to address the topic chosen. This led to the production of reports for each topic that were shared across the groups. Moreover, this work was supported by a set of successive classroom sessions, at each stage, where specialists were invited to provide participants with training on tools that could facilitate the work (e.g. team work, conduction of interviews with internationally experienced professionals, use of ICT tools to support communication of geographically dispersed teams, etc.) in order to develop the competences needed for each stage of the Non-formal academy of activities. The performance of participants during phases 1 to 3 was assessed by the enrolled specialists and professors and was used as the criteria to rank participants groups and select a group of participants that would travel to the partner countries, and conduct the final phase of the project (i.e. sharing and discussing the results) in loco with international counterparts.

The materials provided as an Open Education Resources and may be adapted according to your aims of learning and competences to be acquired.

5.3

ReThink Internship

As a method of Non-formal academy of activities, the Association Education by the Internet (AEI) has developed a non-formal internship scheme - "ReThink Internship", which includes: a social mini-project, case studies, scenarios and an internship in a company - outside the formal education system, accompanied by coaching and mentoring.

The developed non-formal internship scheme is based on non-formal activities and lessons learned by the Experts of the Association Education by the Internet from the study visits in Denmark and Portugal, especially from such areas as: entrepreneurship, languages and digital skills, creativity, group work skills and time management skills. The method is connected with the society dimension - a social mini-project solving a problem facing the participant's community and an entrepreneurship dimension - an internship in a company.

The non-formal learning approach has been tested during the national testing phase of the "Catch it! Non-formal academy of activities" project and also as a part of the blended mobility in Poland, with participants from Denmark, Portugal and Poland. Feedback and comments after the national testing phase and blended mobility in Poland, have been collected from representatives of the three countries and incorporated in the final project's intellectual output.

The method of Non-formal academy of activities - a non-formal internship scheme "ReThink Internship" is possible to be used by all non-governmental organizations, youth organizations, schools, universities, companies, etc. to complement their non-formal learning offer, to pursue internships for young people outside the formal education system.

The objective for the non-formal internship scheme "ReThink Internship" is to provide young people with opportunities to develop their entrepreneurship, languages and digital skills, creativity, group work skills and time management skills. This approach focuses on outcomes and self-assessment of participants. It targets young people between 18-30 years old. The method has a practical approach, both during the "company environment inside the organization" running the internship scheme (the social mini-project, case studies, scenarios) and during the internship in a company - outside the formal education system.

Participants receive coaching during the entire scheme (they start and end the scheme with a coaching session and during the entire participation in the scheme; coaching is available upon request) and

mentoring (by a mentor from the company providing the internship or a mentor relevant for the participant specific learning goals).

The method of Non-formal academy of activities - a non-formal internship scheme "ReThink Internship" is structured in the following phases:

Opening

Opening - the scheme starts with a hands-on application (but not a form) from a potential participant, stating the skills and personal competencies that he or she already has and those that he or she would like to focus on - to develop. This application could be: a smartphone movie, a skills portfolio, etc. The application is connected with an opening coaching session, meaning that the participant should identify his or her own specific learning goals, individual focus areas, define his or her own learning outcomes and working processes within the scheme, with the support from a coach. Later, during the entire participation in the scheme, coaching is available upon participant's request. The role of coaching in our scheme is to ask questions, but do not give answers as they should be given by the participant. A Coaching guide was developed by SALTO - YOUTH and is available for free to download: https://www.salto-youth.net/downloads/toolbox_ tool_download-file-385/coaching_guide_www.pdf

Social mini-project

Social mini-project - this stage will allow young people to put their ideas into practice with a view to tackling challenges and problems identified within their communities. Participants form groups (see also 3.2.1) and each group focuses on a problem that they would like to solve. It is their own responsibility to identify problems that they could focus on and to choose the one problem that they will work on, within the group. Collaborative decision-making is important at this phase, as the decisions will no longer be attributable to any single participant who is a member of the project group and decisions made together by the group tend to be more effective. As the projects are mini-projects they should be possible to implement in a relatively short time. A social mini-project can be made in cooperation with different civil society organizations. The reason to do a social mini-project by the participants, at the beginning of the scheme, is the possibility to confront their motivation, skills and competences, with the hands-on experience from day one when doing a project. A successful project's implementation is highly motivating and gives a great drive and the right mindset for next phases.

Acquisition

Acquisition - participants take part in non-formal learning activities organized by the organization running the internship scheme. Those activities include case studies, scenarios, group work, etc. and focus on collaborative learning, so all participants are engaged in learning, which capitalize other's resources and skills (by asking others for information, evaluating each other's ideas, etc.). Group work allows also many beneficial outcomes - both for the group, the task itself, as well as for each individual. (Chiu, 2000) When working in a group, participant facilitate the group's progress by performing tasks aligned with their personal profiles (see also 3.2.1). At the acquisition - development of skills and competences and raising awareness of participant's skills and competences, takes place in a "company environment inside the organization" running the internship scheme. This is a great starting point for an internship in a company, but during this phase the participants do not go into the

company, but they get a company environment inside their project group. This phase is a great example of changing how the knowledge is delivered, how participants develop skills and competences - from pushing to pulling learning. In this approach it is up to the participants to select the case that they work in the group, so their "curriculum" is not selected by an outside source. When starting this phase it is important to begin with team building (see also 3.3.2 and 3.5.2) and breaking the ice (see also 3.3.2 and 3.5.3). The group process at this phase is facilitated (see also 3.3.4 and 3.5.5) and the role of the staff running the non-formal internship scheme should be simply letting go - realising the power to make decisions to individual participants and groups. Further the staff running the non-formal learning activities, needs to be aware of group dynamics (see also 3.2) and Problem Based Learning as a setting for non-formal learning (see also 3.3.3). The groups should set their own tool-box, e.g. a group contract (see also 3.5.4), idea development (see also 3.5.6), ICT tools for collaborative work (see also 3.5.8). For this phase it is necessary to prepare and deliver real cases (see also 3.4.2) and for this the organization (which is offering a non-formal internship scheme) should cooperate with external partners (see also 3.4 and 3.5.1). The learning outcomes should be assessed, as assessment in our non-formal leaning method is a key aspect of the learning process - the participants should see their own doing and reflect on doing and the skills and competences they have developed (see also 6. and 3.5.7). In this phase we focus more on the learning process, the technical side of the project (e.g. the made research, did they ask the costumers/clients - if they got out from the comfort zone), skills and competences, not the idea behind the solution for the case. The knowledge and tools needed in this phase can be delivered to participants, by the staff running the non-formal learning activities, as described in this publication or by other learning activities, as this is a non-formal learning offer. The important issue is that the knowledge and tools need to be an offer of "learning just-in-time".

Internship in a company

Internship in a company - outside the formal education system, is the culmination of the scheme and should be a real skills and competences accelerator for the individual participants. This phase takes the participants out from the secure "company environment" inside their project group, to the uncertain environment and to operate in an uncertain environment is the biggest competence. During the internship in a company, participants need to be self-directed, because the staff inside the company will not in all cases be able to answer all questions. The participants before they start the internship in a company need to know why they are getting involved in this particular company's business and what they should investigate (before, during and after the internship) and link those findings to their skills and personal competencies that they already have and those that they would like to focus on - to develop and also their identified own specific learning goals, individual focus areas, defined own learning outcomes and working processes, within the scheme (from phase 1). Participants are the "project managers" of their own internship, but still coaching should be available for them and during this stage a participant is also linked with a mentor. The role of the mentor is to: model behaviour of the mentee; develop mutual trust; to understand what the mentee is seeking from their mentoring relationship; maintain confidentiality; focus on mentee development; to "open doors", promote/refer the mentee to other parties, expand the mentee's network; inspire the mentee;

listen and advise, provide support, not necessary solve mentee's problems. The mentor is chosen by the participant, but such issues as: a mentor from the company providing the internship or a mentor relevant for the participant specific learning goals, should be considered. There are many benefits of mentoring in the scheme for the mentee: increasing motivation; increasing self-confidence; getting a clear sense of personal development; developing skills while observing others; getting new knowledge; a new perspective on the mentee focus goals, focus areas, etc. There are many materials that the mentor can use to prepare for this role - both books and materials on the Internet. Those materials should be studied by the mentor before they get engage and an information meeting for the mentors should be organized by the organization running the non-formal internship scheme. Some example materials on the Internet: http://bit.ly/2ke0qVT, http://bit.ly/2kdp08F, http://bit.ly/2jpdlzN, http://bit.ly/2kErYUL

As the company is involved in both providing the internships and mentors, it is important that the staff running the non-formal internship scheme works closely with the companies (see also 3.4 and 3.5.1) and that the company knows that they can gain something, if the intern will be there and their employees will act as mentors. So the organization running the non-formal internship scheme needs to ensure that both the participants and companies understand their commitments when undertaking an internship/ offering an internship/involving their employees as mentors. For this a formal agreement is need to be reached by the three parties: participant, company and the organization running the non-formal internship scheme. This formal agreement should include the learning objectives of participant. When choosing the internship company, the coach will support the participant to choose an offer bringing him or her

personal benefits, which will lead to business benefits for the company, following a successful competition of the internship. The organization running the non-formal internship scheme needs to ensure the quality of the internship, for this they can check companies' eligibility, e.g.: company must have been trading for more than 6 months or be an innovative start-up, company must operate in the city/region of participant residence/organization operations, company's employes act as mentors within the scheme, etc. So it is up to the organization running the non-formal internship scheme to create an ecosystem of partner providers, but the participant should be able to propose new companies also - companies that they recognized as of interest to them. Still those companies should live-up to the standards of the scheme.

Review

Review - the closing of the internship scheme for an individual participant and for the company providing the internship is important. The method does not leave participants and companies alone. The organization running the non-formal internship scheme with its staff and coach and also the mentor should remain available both to the participants and companies. This phase concentrates on reviewing the whole method implementation. Again in this phase, the learning outcomes should be assessed, taking into consideration that assessment in our non-formal leaning method is the key aspect of the learning process. The participants should see their own doing during the internship and reflect on doing and the skills and competences they have developed during the internship (see also 6. and 3.5.7). The coach and mentor role is very important in this process. A participant's personal interview with a staff from organization running the non-formal internship

scheme is conducted to reflect about the above. Also the company, their employees and mentor should reflect on what they gain, from the presence of the intern in the company and the relationship with him or her. For this purpose a meeting with a staff from the organization running the non-formal internship, company representatives and mentor, is organized.

All the material for the Non-formal internship scheme - "ReThink Internship" is free to be used and can be adapted to run non-formal activities in all non-governmental organizations, youth organizations, schools, universities, companies, etc. to complement the non-formal learning offer and pursue internships for young people outside the formal education system.

But, please be sure to plan and complete the scheme to fit into your own organization, company surroundings and challenges. Young people in other countries may for example struggle with other issues to enter the labour market, than lack of skills and competences from areas of: entrepreneurship, languages and digital skills, creativity, group work skills and time management skills.

References:
Chiu Ming Ming (2000): Group problem solving processes: Social interactions and individual actions for the Theory of Social Behavior, http://gse.buffalo.edu/fas/chiu/pdf/Group_Problem_Solving_Processes.pdf

Non-formal internship scheme - "ReThink Internship":

Scheme phase:	Opening	Social mini-project	Acquisition	Internship in a company	Revie
Working methods:	• hands-on application • coaching session.	• social project, • coaching sessions.	• team building, • case studies, • scenarios, • group work, • Problem Based Learning, • facilitation, • assessment, • coaching sessions.	• internship, • mentoring, • coaching sessions.	• assessment, • validation, • coaching session.
Focus areas:	• motivation, • skills, • competences, • learning goals, • individual focus areas, • learning outcomes, • working processes.	• hands-on experience, • project management, • motivation, • skills, • competences, • entrepreneurship.	• hands-on experience, • project management, • motivation, • kills, • competences, • tools, • knowledge.	• hands-on experience, • motivation, • skills, • competences, • tools, • knowledge, • entrepreneurship.	• motivation, • skills, • competences, • tools, • knowledge, • learning goals, • individual focus areas, • learning outcomes, • working processes.

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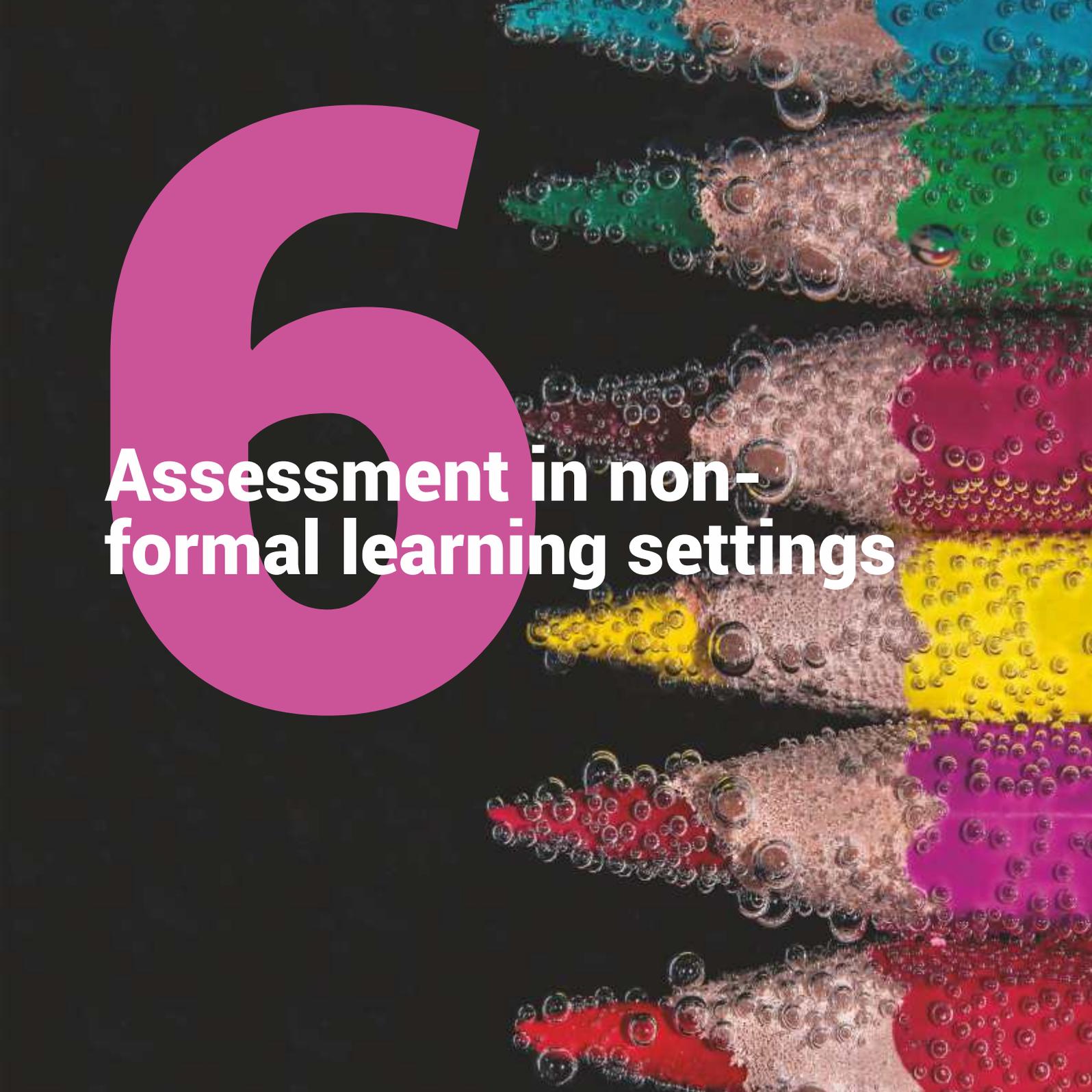
Assessment in non-formal learning settings

As in every learning environment, assessment is a key aspect of the learning process, even when considering non-formal learning settings and/or the development of transversal competencies. As discussed in other parts of this publication, non-formal settings need adequate frameworks and structure and the assessment is one of the pillars of that structure. Quoting David Boud (Boud, 1995, pg. 35), when considering assessment:

Therefore, it is essential, as in any other setting, to build the whole structure on the concept of constructive alignment. This concept refers to a very influential idea in higher education conveyed by John Biggs (Biggs, 1999) whose fundamental premise is that learning activities and assessment tasks should be aligned with the intended Learning Outcomes (LOs) for any particular setting. The whole idea translates into overall consistency in the learning process. Learners are expected to construct their own learning (and thus the term 'constructive') and facilitators are responsible for the creation of an appropriate learning environment, one that is supportive of learners in attaining the intended outcomes. Such an environment can only be achieved if the intended LOs are made clear for the learners. By this recognition learners can better share the responsibility for the learning process.

"[…] the effects of bad practice are far more potent than they are for any aspect of teaching. Students can, with difficulty, escape from the effects of poor teaching, they cannot (by definition if they want to graduate) escape the effects of poor assessment. Assessment acts as a mechanism to control students that is far more pervasive and insidious than most staff would be prepared to acknowledge. It appears to conceal the deficiencies of teaching as much as it does to promote learning."

Assessment is the final vertex of constructive alignment. One reason that supports this idea is that young people tend to structure their autonomous learning activities around the usually proposed assessment tasks which leads to the idea that we have to make sure that assessment does address the intend learning outcomes. Another reason is that assessment always leads to learning (Boud, 1995) and should therefore be considered as a learning activity in itself.

This whole construct fits perfectly with the conceptual framework for non-formal learning described in this report.

When considering non-formal learning, because of the nature of the settings and of the learning that is taking place, especially in relation to transversal competences, one cannot expect that the more conventional assessment tools (written tests and examinations) alone will, in any way, establish the principles of constructive alignment, as discussed in the previous paragraph. Although they may be used in very particular cases to guarantee the ability to master some content-specific skills, the assessment has to be as multidimensional as the learning process that takes place in such non-formal settings. As a result, one should consider using a combination of assessment tools, in multi strategy approach, that will take into consideration the multitude of dimensions of the process.

Depending on the learning activities being proposed to the participant, there is a wealth of assessment instruments described in the literature, ranging from Student Portfolios, Student Learning Journals, to Oral Presentations and Observation of the students' behaviour and performance when facing selected (and constructively aligned) tasks.

One extremely important aspect that sometimes is somewhat overlooked is that, as much as the intended Learning Outcomes, the assessment criteria should be clearly and openly discussed with the participant, so that they can develop a clear view of what is expected from them and of the levels of achievement for each Learning Outcome. In some cases, the criteria may even be negotiated with the participants, thus allowing them to develop a sense of ownership and engaged involvement in the overall learning process.

Finally, when discussing assessment in non-formal learning environments, one cannot avoid considering the need to include self and peer assessment activities in the overall process. In these environments, there is a wealth of information that can be obtained through this type of assessment activities, which is only perceived by the young person and their peers in their non-formal interactions. Also, if the assessment criteria are clearly stated and understood by the participants, as discussed in the previous paragraph, it is not unusual that young people are even more demanding in their assessments than the facilitators, which is a clear sign of the assumption of their own responsibility in the learning process. Furthermore, self and peer assessment also provide opportunities for reflection on the learning process, which is pointed out by some authors (Cowan, 1998) as another extremely powerful tool in the engagement of learners in the overall process.

As a final remark, and running the risk of falling into a much quotes common place expression, "Assessment drives the Learning", so one should never disregard this important vertex of the Constructive Alignment triangle.

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Conclusion

7

This publication has presented the findings from development, testing and implementation of the method of Non-formal academy of activities within the "Catch it! Non-formal academy of activities" project.

There are different definitions of non-formal learning. A definition by the European Youth Forum says that non-formal learning is "an organised educational process which takes place alongside mainstream systems of education and training and does not typically lead to certification. Individuals participate on a voluntary basis and as a result, the individual takes an active role in the learning process" (European Youth Forum, 2003). The Council of Europe has its own definition of non-formal learning, as a "planned programme of personal and social education designed to improve a range of skills and competencies, outside but supplementary to the formal educational curriculum. Participation is voluntary and the programmes are carried out by trained leaders in the voluntary and/or state sectors, and should be systematically monitored and evaluated, the experience might also be certificated. It is generally related to the employability and lifelong learning requirements of the individual person" (Council of Europe, 1999).

Non-formal learning can take place outside the formal education system (e.g. a workshop at a cultural municipal institution), but it can also be experience acquired by carrying out tasks in a voluntary organisation (e.g. a board member of a human rights NGO). Non-formal learning can take place in many settings: within companies, NGOs, youth organisations, youth clubs, professional association, municipal institutions, citizens' groups or voluntary organisations.

Despite the different definitions, settings, actors, relations, methods, non-formal learning is relevant for all stakeholders: NGOs, education sector (school and universities), government bodies and institutions, municipal authorities and institutions, companies. Why is that? For NGOs offering non-formal learning activities, the future will bring formalisation and the need for assessment of learning outcomes. The education sector will need to adapt the methods used and change pedagogical practices to be less formal - seeing formal and non-formal learning as separate elements will not be a case in the future. They will relate to each other. Government bodies and institutions, municipal authorities and institutions need to follow those changes in their policy and support development, assessment, validation and recognition of non-formal learning as it will influence the formal education as well. Companies look at non-formal learning as a development tool for their employees. For all above listed stakeholders, the important issue is that through non-formal learning activities young people acquire knowledge and develop skills, competences and attitudes that are demanded by the labour market. Interviews with employers confirm that soft-skills are seen as "a key element for successful job performance" (Souto-Otero, 2013).

A range of findings and general guidelines can be formulated on the basis of the project activities. They are presented in this chapter.

References:

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7.1

Findings and general guidelines

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Business Academy Aarhus

- An increased focus on soft skills - and understanding of the importance of soft skills, to ensure success in the student's first job.
- When we get feedback from our internship-organizations, they mention 'cooperation' and 'ability to get things done' as important skills for their interns. And these skills are much better supported through non-formal learning than through formal learning. This underlines the fact that the labor market is actually asking more for soft skills than hard skills.
- We have been forced to think the non-formal learning into a formal setting. And awareness of the challenges that this clash may give.
- Especially the formal structures often challenge the non-formal concept.
- Before the non-formal learning can have the most successful circumstances, the formal frames must be clear.
- Non-formal learning activities are especially effective when used in a multicultural context.

- The students are more motivated when they decide themselves which tools and principles they will use while solving the case.
- Using non-formal learning makes it possible to involve young people with different background, knowledge.
- We are more aware that we need to tell the learners that now they are part of a non-formal learning process. Then they will have better understanding for the non-defined methods.
- It is also important for a teacher to accept that not everything is planned when teaching non-formal learning, and he/she can have an overall control of the process.
- The process in non-formal learning is just as important as the product.
- It is challenging to asses non-formal learning in a formal context where grades are required.
- For obtaining the best results, it is important to follow up on the participants' individual outcome during the process.
- Always be clear about the purpose and plan the process in relation to the people participating in the program.

Stowarzyszenie
Edukacja przez Internet

Association Education by the Internet

- There is a big need to assess skills, competences and attitudes, developed via non-formal learning.
- Employers take into consideration skills as well as carried-out non-formal learning activities when reviving CVs, job applications and during interviews with candidates.
- Employers take into consideration skills as well as carried-out non-formal learning activities especially if applicants have a relevant experience from those activities, in relation to the position they are applying for.
- Young people should present the skills and competences developed by participation in non-formal learning activities in their CVs and job applications, not only if they are asked about it during an interview.
- As involvement in youth organization is usually voluntary, it can show employers the motivation of a candidate to get engaged with something.
- When university students or vocational upper-secondary students pick an internship company, they are not always free to choose the one they would like (usually it has to be an internship connected with their field of study, specialization); offering a non-formal internship scheme gives opportunities to get engaged with any topic they find interesting.

- Participants get more engaged when they know that a solution for a real case is open - not set by a teacher/professor.
- Being engaged in non-formal activities helps young people to: function more independently; work in a group with people they would not make friends when socializing; develop contacts - do networking.
- Participation in a non-formal internship scheme helps young people to be more aware of employment opportunities.
- Non-formal learning can be used by companies to develop soft skills of their employees, such as: communication skills, planning skills and team work skills.
- Young people are aware that they develop their skills and competences through their involvement in non-formal learning activities and that it can help them to find a job in the future.
- NGOs offering non-formal learning activities should cooperate with companies to be better recognized as a provider of learning opportunities for young people, which give valuable skills and competences for young people; this will lead to a better recognition of skills and competences of future employees (especially during an assessment for a job opening).

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The participation in the project allowed for important learning and sharing experiences at two main levels. Firstly, the sharing of experiences and practices from different project partners significantly allowed for the expansion of understanding and characterising the potential of non-formal learning opportunities and its relevance for qualifications of young professionals. The project gathered different countries, but importantly, partners with different organisational profiles and therefore different target segments of young professionals. For an academic partner, like the University of Aveiro, that is usually focused on university students' qualifications and learning, this type of blending is of utmost importance because it widens the scope of analysis, action and impact. Also, because the university students will be involved in very diverse teams in their future jobs and ventures, it is important to foster contacts and understanding among professionals with formal academic education with others who followed different qualification alternatives. Secondly, the project promoted a discussion on a specific dimension of qualifications that are on the agenda of discussions about the future of jobs and qualifications: the competences required to interact and work in internationalised contexts. This is a demanding future where young professionals will have to make use of intercultural intelligence in order to effectively work in international teams, but will also have to be familiarised with technological competences which enable them to conduct effective work, often, in geographically disperse project teams to which this scenario, while developing the method of Non-formal academy of activities, was addressed. It led to an agenda of activities that included face-to-face as well as technology mediated interactions among the young people involved, and therefore, promoted intensive (experiential) learning. There was also a pilot scenario for educators and others involved in qualification of young professionals to observe emerging qualification needs that must be addressed in the near future.

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3.5.1 Cooperation with external partners

Name:
Cooperation with external partners.

Aim:
Arrange a company visit for students or other young people as part of an educational program or non-formal learning offer.

Requirements:
A company that is willing to share its knowledge and experiences with a group of students or other young people and opens up its facilities for the visit. Finance for transportation (either from an institution/sponsor or participants' own money).

Time:
1.5 - 2 hours + preparation.

Number of people:
20 - 40 (depending on the company facilities).

About:
To get students or other young people in direct contact with business as part of their education and make them able to create a link between theory and practice.

Steps:
1 | Identify an area or industry that is facing interesting challenges and that is linked to issues and areas the students worked with in the educational program or are of interest to participants of the non-formal learning activity.
2 | Identify relevant companies either from:
   • one's own network or
   • database or
   • newspapers, Internet etc.
3 | Identify the relevant contact person at a management level.
4 | Make first contact by phone, present the idea and purpose, discuss practical arrangements and draft of the agenda for the visit, including people to meet with and the content of their presentations (if the called company is not interested, repeat step 2-4).
5 | Confirm everything by email, including details about the participants, meeting time and location.
6 | Arrange transportation for the participants (either public transport or rented bus).
7 | Announce the visit including purpose, content and practical details to the group of participants.
8 | Make participants sign up for the visit. If finance is not provided by your institution, collect a fee from the participants to cover transportation costs.
9 | Call the company again to get final confirmation about the details of the agenda from the company.
10 | Meet with the participants at the announced time and place.
11 | Travel to the company.
12 | Carry out the visit according to the agreed agenda.
13 | Send an email to the contact persons at the company to thank them for the time they spent.

3.5.2 Team building

Name:
Flying eggs.

Aim:
Make the team cooperate about a specific case, to strengthen its members' skills to work together.

Requirements:
Raw eggs (one for each group + extras in case of accidents), 1 meter of tape (each group), 7 pieces of paper (each group), 5 rubber bands (each group), 2 meter of string (each group) and 2 balloons (each group).

Time:
About 30 minutes.

Number of people:
6 - 50 (enough for at least two groups).

About:
The task is to move an egg from a certain height (around 5 meters) down to the ground without breaking the egg (for example out of a window). The egg can be protected and/or assisted during this dangerous journey only by the materials handed out. The egg may not be boiled, fried or changed in other ways. It has to be the raw egg.

Steps:
1 | Divide the students into small teams (about 3-4 students in each group).
2 | Explain the task to the student and tell them that the task is to protect the egg from breaking from a high drop, only with help from the materials handed out.
3 | Consider to separate the groups, to prevent them for copying each other ideas.
4 | Give the students 10 minutes to make a plan on how to solve the challenge. In this period, no one is allowed to touch the materials or the eggs.
5 | After 10 minutes, the materials and the raw eggs are handed out.
6 | Give the students 15 minutes to prepare the flight of the egg.
7 | After 15 minutes, the eggs are thrown out from the window (or from what height you decided to have in your challenge).
8 | The groups that have eggs landing on the ground without breaking have solved the challenge.

Flying eggs - debriefing.
Area for reflection and link to the participant's daily life.
- Limited resources.
- Time pressure.
- Idea development (is the 1st idea the best?).
- Different solutions (wrong decisions can be fatal!).
- Test market?
- Cooperation? (instead of competition).

3.5.2 Team building

Name:
Skiers.

Aim:
To get people working and talking together, sharing a common goal, experiencing group work.

Requirements:
The necessary materials for each group:

- 8 sheets of paper (format A0 - a flipchart),
- markers/crayons,
- 3 meters of a cord,
- scissors,
- wide tape.

Time:
30 minutes+.

Number of people:
6+, you can play with any number of people, but 6 people in each group.

Steps:
1 | The group should consist of 6 people. You must prepare the right amount of sets of required materials.
2 | Inform the participant about their goal and rules:
- The task of every group is to prepare two skis on which 5 people move together. Skis cannot be attached to the shoe or foot "permanently".
- 5 people from each group moving on skis, 1 person is technical support.
- Time for groups to prepare skis: 20 minutes.
- Participants can decorate their skis.
3 | Keep the track of time, while the groups work.
4 | Determine the starting line and finish line (route of approx. 15-20 meters).
5 | The teams should race on the track, at the same time.
6 | Prize: the winning group can receive a gift - e.g. chocolate, you can prepare sashes or simply reward the winners with a big round of applause from other groups.
7 | The game gives insight for the teacher/trainer about: group work competences of students/participants, potential leaders of groups. The game also starts a process of making a team out of the individual participants.

3.5.2 Team building

Name:
The birth of a team.

Requirements:
5 envelopes, each one with a set of 10 cards with numbers from 0 to 9.

Learning goal:
To contribute to raise knowledge and skills about team building.

Time:
About 160 minutes.

Number of people:
From 10 to 20.

Learning objectives:
By the end of this session participants will:

- Understand the difference between a set of people and the group.
- Understand the different dimensions concerning team effectiveness.
- Identify different strategies to improve team functioning.
- Be able to apply workgroup techniques.

Methodology:

- Lecture (e.g. illustrations, multimedia tools).
- Discussions (e.g. case studies).
- Gamification.

Content:

1 | What is a group?
2 | What is team effectiveness?
3 | Strategies to improve team functioning.
4 | Group work techniques.

Structure:

1 | Welcome and introduction (20 minutes)
- Welcome all participants in the session
- Ice breaker "Catch the ball!": each participant presents itself (name, country, academic background) and completes the sentence: "What I most like in life is...".
- Shortly presentation about the subject and topics of the session.

2 | What is a group? (30 minutes)
- Start with the group dynamic "Common Purpose Game": 5 participants; each participant will receive a set of 10 cards with numbers from 0 to 9; the trainer says one number (between 0 and 45) aloud; participants will raise the cards and the sum of cards must be equal to the number the trainer said aloud; in the first part of the exercise, participants cannot speak to each other; in the second part, they will have time to define a strategy to win the game; the game ends when participants hit 5 numbers. The purpose of this exercise is to experience the birth of a group with the presence of the three necessary conditions: common aim, interdependence and interaction.
- Comment the results and discuss the conditions to team formation.

3 | What is team effectiveness (20 minutes)
- Describe two scenarios, each one representing different teams: one effective in terms of the task and the other one effective in terms of the relationships. Ask participants to compare the teams in terms of effectiveness.
- Present the dimensions of team effectiveness.

4 | Strategies to improve team functioning (30 minutes)
- Select some of the most important strategies that lead to team effectiveness and discuss them with participants. For instance:
- Setting clear goals/purposes
- Spending time together
- Accepting differences, avoiding conflicts!
- Having a leader
- Having the right number of people with the right skills.

5 | Workgroup techniques (30 minutes)
- Present three techniques that can improve team meetings and decision making: brainstorming, nominal group technique and mind mapping (can be used both in groups and individually)
- Ask participants to select one of the techniques and apply it in groups of five members.
- Afterwards, each group should present the results of the work and discuss pros and cons of the technique implemented.

Created by: Isabel Dimas, University of Aveiro

3.5.3 Ice Breaking

Name:
Two truths and one lie.

Aim:
To get people to talk and learn something about the other team members.

Requirements:
Some paper for personal notes, but it is extremely easy to play and there is no need to have any equipment or supplies, only your imagination.

Time:
15 minutes+.

Number of people:
You can play with any number of people.

Steps:

1 | All team members individually write three statements about themselves on a piece of paper. Two of them must be true and one – false.
Example:
• I have met the president.
• I'm. colorblind.
• I've been arrested but never put in jail.

2 | One team member begins to read out aloud his or her statement and the team discusses and guesses what is true and what is false.

3 | The author of the statements reveals what is true.

4 | Next person.

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Non-formal academy of activities

3.5.3 Ice Breaking

Name:
Draw what you hear!

Aim:
Develop the abilities of effective listening and communicating.

Requirements:
Paper and pens, objects/drawings.

Time:
30 minutes.

Number of people:
20.

Steps:

1 | The trainer shall organise the participants in pairs and ask the resulting couples to sit back to back. The trainer then distributes one piece of paper and a pen to one of the persons in each pair.

2 | After the pairs and materials are arranged for everyone, the trainer hands out some objects (e.g. trainers can bring LEGO, or other geometric figures with them or they might choose other daily products or objects more aligned with the specific characteristics of the target group of participants; in some instances trainers can also hand out pictures or abstract drawings to the other person in the pair an object. The participant receiving the object must then describe it to the other person in the pair. Give them two minutes to describe and draw without asking or answering any questions. Then, you provide another minute for the drawer to ask questions.

3 | When the time is up, bring the participants together (e.g. in a circle, or in an audience format and ask each pair to step to the front and present its work) and ask them to compare the drawing to the original. Discuss why there were differences (there always are!). Discuss where the root for differences lays... did it concern describing or listening? Was it because they could not ask questions to clarify what was being described; was it because they were time pressured? What about the noise in the room?

The trainer can adjust the exercise, to insert other customer circumstances that might affect the result, such as queuing two people or more with objects to draw for each person in charge of the drawing, etc.

References:
Adapted from: http://blog.trainerswarehouse.com/communication-and-listening-exercises/

3.5.3 Ice Breaking

Name:
Adorable Aga.

Aim:
To get to know participants, to share experience and personal interest.

Requirements:
The necessary materials for each participant:

- a sheet of paper (format A5 or A4, no demands on colour),
- markers/crayons/pens.

Time:
15 minutes+ (depends on a number of participants).

Number of people:
2+, you can play with any number of people.

Steps:
1| You must prepare the right amount of sets of required materials.
2| You need to prepare a comfortable place for participants - they can sit in a circle, they can sit in rows or in different places in one room. The only rule is that they need to see and hear each other.
3| Inform participants about the task, goal and rules:
- The goal for each participant is to present himself/herself.
- The task for each participant is to write his/her name vertical with capital letters. To each letter participants need to write their characteristic, e.g. for the name AGA: A - Adorable, G - Gorges, A - Ambitious.
- Time for each participant to prepare presentation: max. 5 minutes.
4| Keep track of time, while participants work.
5| End the ice breaker with a round of applause.
6| The game gives insight for the teacher/trainer about: group dynamism, creativity, the way participants think of themselves.

3.5.4 Group contract

Name:
Cooperation agreement.

Aim:
To balance expectations and define success criteria and principles for cooperation.

Requirements:
A piece of paper and a pen or a computer.

Time:
30-60 minutes.

Number of participants:
Min. 1 group.

Steps:
A cooperation agreement is a kind of non-formal contract with ground rules for the group. The purpose of the cooperation agreement is to balance expectations and define criteria for success and principles for the cooperation. An example of this is how the team will manage conflicts and make decisions. The agreement should be used if the team ends up in a conflict situation. Hence, the collaboration agreement may also become a reflection tool for the team. The collaboration agreement must be maximally one-page long.
You can use some of the following questions to help formulating the cooperation agreement.

Example:

Cooperation agreement between: [names of participants]

Date:

- *Describe the following in brief sentences:*
- *How can each one of us contribute to the work?*
- *What does good cooperation entail for our group?*
- *Group members personal profile - strong and weak sides.*
- *How will we contribute to the work with a challenge/project?*
- *What are our common goals?*
- *How do we handle stressful situations?*
- *When do we meet [indicate time]?*
- *What do we do about members of the team who do not arrive at the time agreed?*
- *How do we handle disagreement [conflicts] in the team?*
- *How are we going to use our facilitator/instructor?*

References:
NTNU (2017): Eksperter i team - Håndbok for landsbyledere og læringsassistenter, Norwegian University of Science and Technology, Trondheim, 8. edition, 1. issue

3.5.5 Facilitating group work

Name:
Facilitating using a sociogram.

Aim:
Clarify communication patterns within the group and make sure that the communications patterns become visible for all group members.

Requirements:
A piece of paper and a pen.

Time:
30-60 minutes.

Number of people:
Minimum one group and one facilitator.

Steps:
1 | Choose what aspect you would like to focus on (see examples in the fact-box).
2 | Draw the team members placed around the table on a blank piece of paper and write their names on it.
3 | When the team starts to discuss you draw lines between the persons who communicate. If calls from one person's addresses the whole team, draw a line to the center of the paper. It can be helpful to use different colours to increase the intervention.
4 | Continue to draw lines for about 10 minutes. Then, the communication patterns should be clear.
5 | Show the sociogram to the team. Make a short introduction to the purpose of showing them the sociogram (e.g. "I have been drawing a sociogram during the last 10 minutes to clarify the communication patterns within the group. It can tell you something about how much the individual group members talks.") and ask open questions.

Different aspects to observe:

· Participating - who talks with who?
· The length of the time limit.
· Question and answer patterns.
· Nonverbal messages (fx. eye contact).

Examples for open questions:
· What do you think about the patterns the sociogram shows?
· What do you think about the communication patterns?
· Does it say anything about the communication within the group?
· Does it say anything about the cooperation within the group?

References
NTNU (2017): Eksperter i team - Håndbok for landsbyledere og læringsassistenter, Norwegian University of Science and Technology, Trondheim, 8. edition, 1. issue.

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3.5.6 Idea development

Name:
The Ball.

Aim:
Forced idea generation - physical active.

Requirements:
A soft ball or something similar.

Time:
10 - 30 minutes.

Number of people:
More than 4.

Steps:
1 | Forming groups of e.g. 6 persons, standing in a circle.
2 | The focus area is written on a black board/piece of paper, e.g. What to do on Friday afternoon?
3 | The ball is thrown to a random person in the circle.
4 | The one who catches the ball, has to come up with an idea and maybe a solution connected to the focus area. Keep it short!
5 | A person outside the circle writes key words down from the suggestions/ideas.
6 | Throw the ball to a new person and continue the idea development.

"Speed - new ideas - forced creativity - physical active - fun"

- All ideas are good ideas.
- Quantity above quality.
- No idea killers.
- Create a positive, free atmosphere.
- Play along.

CATCH IT !

3.5.6 Idea development

Name:
Word chain.

Aim:
To get new ideas with a twist.

Requirements:
Black/white board or flip over; pen and Post Its for each participant.

Time:
30 - 60 minutes.

Number of people:
6 to 50.

Steps:

1 | The instructor writes a random word on the blackboard. E.g. "Apple".

2 | The participant says a word based on associations from the previous word - continue until you have 15 - 20 words.
e.g. Apple - Tree - Dessert - Grandmother - Holiday - Sun - Beach - Sand - water - Rain - Umbrella - …..

3 | Write the problem you want to solve on the black board.
E.g. "How can we attract more volunteers to our organization?"

4 | Each participant is writing down ideas based on the combination of the problem and the word. One idea per post-it.
e.g. How can we attract more volunteers to our organization? VS. "Apple".
e.g. How can we attract more volunteers to our organization? VS. "Tree".

5 | When the participants have developed ideas based on all the words from the word chain, put all the post-its on the wall and organize the post-it in relevant groups.

- All ideas are good ideas.
- Quantity above quality.
- No idea killers.
- Create a positive, free atmosphere.
- Play along.

3.5.7 Assessment

Name:
Assessment ladder.

Aim:
Assessment of non-formal learning outcomes from real cases and project work. Participants of non-formal learning activities sometimes do not realise that their experiences during the non-formal learning process can develop a whole range of important skills and competences, that schools, universities and employers are looking for.

Requirements:
A poster (minimum A2 format) with the tree and ladder, like in the attached example. The attached assessment ladder is a simple and useful tool that helps individuals, groups and organisations to understand, assess and measure competences and skills based on their activities and achievements from the non-formal learning process.

Time:
Ongoing and some extra time for group and individual reflection.

Number of people:
Minimum one group.

Steps:
The assessment ladder is a template of a tree and ladder, which contains levels of achievements, leading to a final solution in the case/project.
The template is divided into 3 parts: the left side of the ladder, the middle part of the ladder and the right side of the ladder.
What participants have to do individually or in the group(s):

1 | Before doing the work regarding the case/working on a project, the group decided on stages of work. Before the work on those stages begins, in the middle on 8-10 stages of the ladder, the group member put words formed as phrases, steps, things to do, so stages lead to solution of a case/project (it is important to decide on the stages in a group).

2 | Also before the work on those stages begins, on the left side of the ladder the group member put information which kind of skills and competences are needed to accomplish each stage (to do individually, every person has to write them on post-its and stick them or just write them on the left side of the ladder). The skills and competences include both the skills and competences they identified as they possess, and also the skills and competences which are needed, but individually they do not possess them.

3 | After the work, when the case is solved or the project is implemented, group members on the right side of the ladder put information which kind of new skills and competences they have gained (completely new skills and competences) or/and developed on a higher level (to do individually, every person has to write them on post-its and stick them or just write them on the right side of the ladder).

Hints:
› Before the work, please prepare a poster (minimum A2 format) with the tree and ladder, like in the attached example and inform the individuals, group(s) what is the difference between "competences" and "skills".
› Please inform the participants, that skills and competences which have been achieved during the non-formal learning should be included in their CV to be used during the application process and interview.
› When applying for a job opening, there will be probably many other people applying for the same job, so you need to use some selling points on the CV, like skills and competences you gained during non-formal learning. An interview provides the opportunity to elaborate in details on the skills and competences included in a CV.

Badges (achievements)	Competences	Examples	Examples (real situations)
	Entrepreneurship skills	• ability to reach consensus • ability to handle conflict situations • effective questioning • managerial and organisational skills • management techniques • risk-taking behaviour • strategic planning	• After a long discussion with the employer I have established a range of internship. • I had the opportunity to act as a negotiator during the acute conflict over the project activities. • Asking questions during the internship helped me a lot to learn. • Thanks to be an manager of the project group I developed more organizational and managerial skills. • Coordination of the project was a hard experience at the beginning without the knowledge of management techniques at the beginning. • Implementation of the project in the summer was a big risk because of the limited number of participants, luckily it all worked out. • Thanks to good strategic planning for the next months, our organization has received new funding.
	Language and digital skills	• competence in professional communication • competence in verbal expression • effective questioning • new business English words • new technical English words • operate computer and peripheral devices • work safely with computer appliances • an ability to learn new software applications • setup computer print options • an e-mail skills and competences • office software knowledge	• Creating invitations for policy-makers developed our communication skills. • Active participation as the spokesman role during the school debate was very developing. • Thanks to asking the right questions, we managed to develop valuable recommendations. • I participate on a business trip to Russia during the internship and developed my English skills. • The need to know the technical documentation allowed me to learn technical words. • I have never used the photocopier before participating in the project. • Before starting the internship I had training how to use the computing devices on a safe way. • Preparation of the posters in the project allowed me to learn graphic design applications. • Poster printing require knowledge of the printer settings. • I learned how to send emails to a group of people from the database. • I have never use an Excel before

	Creativity skills	• operative planning • creative thinking • improvisatory ability • inspiration	• I prepared the action plan for the group of project volunteers. • Designing printing materials demanded from me a lot of creativity. • Working with the Group during the conference was an opportunity for me to do Improvisation. • Participation in internship inspired me to found my own company.
	Group work skills	• ability to motivate • team formation • team leadership • participate actively in discussions presentation techniques • establishing contacts • interviewing	• My involvement has motivated the group to more intensive work. • During the internship we had to divide for 4 persons on the teams. • The project evaluation showed that I was a good leader of the group. • Participation in the meeting with politicians demanded from us a large involvement in the discussion. • During the conference, I had to present the results of group work. • Through participation in the project I met a lot of new faces with whom I contact to this day. • During internship participated in the interviewing of potential employees.
	Time management skills	• ability to meet deadlines • prioritising • scheduling skills	• The schedule of the project was very tight. • The internship taught me how to work with the things most priority to start with. • Scheduling the project was very demanding.

You can use Credly (www.credly.com) to earn and showcase participants achievements and badges. You can prepare your own badges or claim them in Credly for credits indicated above: Master of time management (claim code: 7ED-9A80-886), Master of group work (claim code: 48A-19E6-EDD), Master of entrepreneurship (claim code: EBC-6A25-299), Master of language and digital (claim code: FB8-8A51-CC5), Master of creativity (claim code: 19E-72D0-3F2).

Credly is giving participants an opportunity to share received badges on Facebook, Twitter or LinkedIn accounts and many other services, places.

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Assessment ladder
- assess your skills and competences

What you have to do?

1 In the middle of the ladder, on 8-10 stage, please put words formed as phrases, steps, things to do, so the stages lead to solution.

2 On the left side of the ladder, please put the information which kind of skills and competences are needed to accomplish each stage (to do individually).

3 On the right side of the ladder, please put the information which kind of new skills and competences you have gained or/and developed on a higher stage.

SOLUTION

things to do

skills and competences needed

skills and competences you gained/developed

Example:

Creativity Working in a group Leadership

To prepare a promotional poster

Working in group, leadership
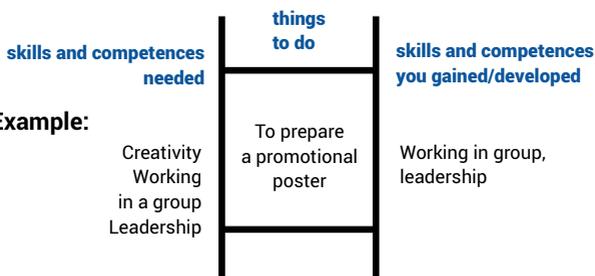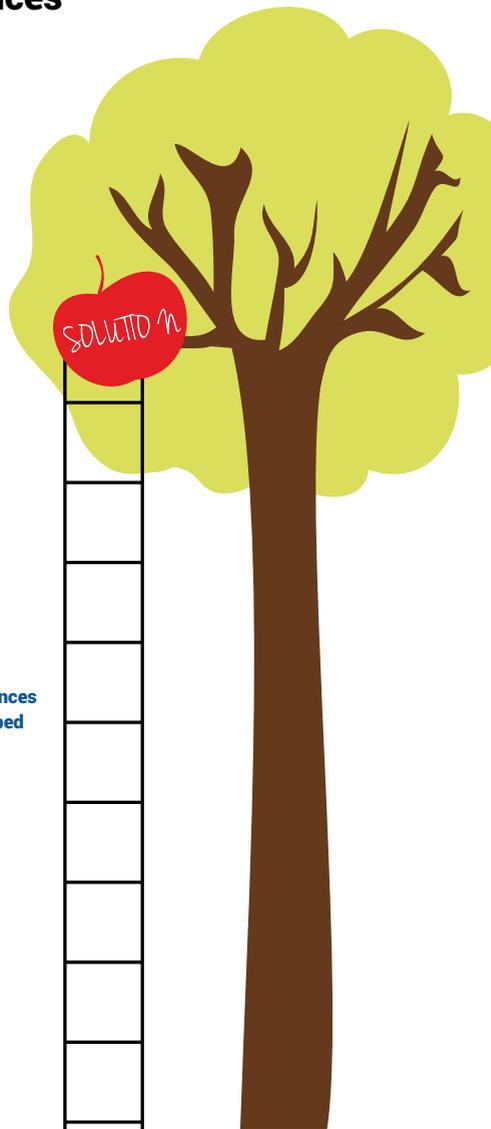
Please remember to put the skills and competences you have achieved during the non-formal activity in your CV and do not hesitate to use them during the job interview!

CATCH IT!

3.5.8 ICT

Name:
ICT tools for work in a web environment.

Requirements:
A computer with internet connection for every team of 3 participants.

Learning goal:
To improve the effectiveness of using ICT tools for working in a web environment.

Time:
About 100 minutes.

Number of people:
30.

Learning objectives:
by the end of this session participants will:

- Know distinct ICT tools for collaborative work.
- Understand the key techniques of using some tools.
- Improve their skills when using ICT tools.

Methodology:
- Lecture (e.g., illustrations, multimedia tools).
- Discussions (e.g., case studies).
- Role playing.

Content:
1 | Welcome and introduction.
2 | Collaborative work.
3 | Web placement and web visibility.
4 | Role playing.

Structure:
1 | Welcome and introduction (15 minutes).
- Welcome all participants in the session. Make them feel more comfortable by asking each one to present itself: name, current occupation, and email address to be used in this session
- Short presentation about the subject and topics of the session
- Form groups of 3 and spread each across the space.

2 | Collaborative work (30 minutes)
- Exchange emails for communication among group members and briefly present Trello and Asana, or other platform for collaborative work
- Make sure that most of participants have a good understanding of how they work: each group creates a dummy task and every group member makes a change to it.

3 | Web placement and web visibility (20 minutes)
- Present short term strategies to increase web visibility:
  › Write product/service descriptions with appropriate terms by using Google Trends or similar to assess term popularity, make sure that the terms are popular at the target areas, and observe seasonality
  › Explain how to build advertising campaigns using Google AdWords, Facebook Ads, or similar. Explain that the cost of the campaign should be carefully observed.
- Present long term strategies:
  › Exchange links with other sites avoiding loops
  › Assess popularity at sites like http://www.alexa.com
  › Create fresh content periodically and prefer fixed URLs over URLs with variables (data after question mark in URL)
  › Boost awareness in social media.

4 | Role playing (30 minutes)
- Present a scenario where participants need to rely on the tools. A good example is selecting a product that they want to sell abroad. For instance, when this activity was presented to Portuguese participants, the task was to sell a product of their choice in two target markets: Denmark and Poland. This was selected because no participant understands Danish or Polish. They would need to rely on Google Translator and Google Images to assess the quality of translation, and Google Trends for the popularity of the term itself.
- Have groups using a collaborative platform to build an answer to the following questions:
  › Which native words would you buy to advertise your product?
  › In which month(s) would you run the advertisement campaign?
  › Which products related to yours should you also consider in the future?
  › Who are your main competitors?

Tools tutorials, external resources:
- Asana: https://asana.com/guide
- Facebook Ads: https://www.facebook.com/pg/marketing/videos/
- Google AdWords: https://support.google.com/adwords
- Google Trends: https://support.google.com/trends
- Trello: https://trello.com/b/I7TjiplA/trello-tutorial

Created by: Mário Rodrigues, University of Aveiro

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3.5.9 Conflict management

Name:
Develop Positive Communication.

Requirements:
Statements.

Learning goal:
To create awareness about the importance of adopting positive communication job/business contexts (e.g. customer service contact contexts).

Time:
45 minutes.

Number of people:
20.

Learning objectives:
by the end of this session participants will:

- Understand the importance of adopting positive communication attitude when interacting in working / business contexts.
- Develop a mind-set to employ positive communication / interaction.

Methodology:
- Situation/Scenario analysis.
- Role play.
- Discussions.

Content:
1 | What is positive communication?
2 | Why is positive communication important?
3 | How to formulate positive answers to customers/co-workers interactions?

Structure:
1 | The trainer prepares a set of statements that will be handed to participants corresponding to answers from employees when addressing some customer reaction, or particular request or complaint. Depending on the focus of the training, the statements can also correspond to answers from interactions among employees instead of customers (10 minutes).

Examples of statements:

1 | That is not possible.
2 | Do you think that this is the only thing I have to do around here?
3 | This did not happen only to you. There are many customers in the same situation.
4 | That is not my problem.
5 | You should wait like everybody else does.
6 | I told you already: we are closed now.
7 | That is how it is.
8 | It is the first door at your left.
9 | Did not you read the sign?
10 | What did you want that for?
11 | We are very busy right now!
12 | It is impossible that someone here has given you that information.

2 | Participants are asked to read carefully each of the statements, and then to reformulate each of them in order to turn them into a more positive sentence. Participants shall be encouraged to address the rewriting of the statements as quickly as possible, and increase the speed of rewriting as they progress till the end of the list, to stimulate the ability to draw quick reactions with a positive approach (15 minutes).
3 | The trainer then conducts a discussion and debrief moment, going through each of the statements (preferably supported by some visual presentation, e.g. pictures or videos that correspond to an illustration of the situations described in the statements), and inviting participants to share the alternative "positive" answers which they built (20 minutes).

Created by: Isabel Dimas, University of Aveiro.

Reference:
Bacal, R. (2010). Perfect phrases for customer service. McGraw Hill Professional.

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Non-formal academy of activities

3.5.10 Entrepreneurship

Requirements:
Business Model Canvas printouts.

Learning goal:
To develop competencies for expressing a project idea in a business plan framework.

Time:
About 100 minutes.

Number of people:
24.

Learning objectives:
by the end of this session participants will:

- Distinguish a business idea from a structured business project.
- Understand the key elements of a business plan.
- Develop their skills for translating an idea into a structured business plan.

Methodology:
Using a game developed by the University of Aveiro (DigQuest), students are challenged to formulate questions about different topics presented in the session competing with each other. DigQuest was developed to stimulate the participation of students, boosting them to "dig up" questions in the most varied situations and issues.

Content:
1 | Entrepreneur.
2 | Business Idea.
3 | Business model.
4 | Business plan.

Structure:

1 | Entrepreneur (20 minutes).
Although no one has found the perfect entrepreneurial profile, there are many characteristics that show up repeatedly. In this topic the main characteristics and competences of an entrepreneur (professional and personal) are discussed, including creativity, resilience, critical thinking, self-motivation, risk taking and curiosity.
This topic also discusses if, and how, entrepreneurship could be taught.

2 | Business Idea (20 minutes)
Not always a good idea results in a good business. A business opportunity involves evaluating market responsiveness, assessing whether the product or service will meet an effective customer's need and whether they are willing to pay for that product/service.
In this subject, the discussion addresses some topics that should be considered in the evaluation of the potential of a business idea, such as market, added value of product/service, investment, among others.

3 | Business model (30 minutes).
The Business Model is how the company will create a value, deliver it to customers and generate revenue in the process. One of the methodologies for defining the Business Model is the Business Model Canvas, a tool directed to projects "ready to execute".
In this topic, the Business Model Canvas is presented and discussed along its nine blocks that represent the key areas of a given company.

4 | Business Plan (30 minutes).
A Business Plan is a document used for planning out specific details about the business. It is a very important tool that provides entrepreneurs about the business in details and allows them to review all the facts that are needed to make strong and successful business decisions.
In this subject, some Business Plans models are presented and the topics that they should include, such as executive summary, market analysis, company and management, economic and financial plan, etc.

About DigQuest:
DigQuest is a game that uses a deck of cards which stimulate creativity and curiosity by asking questions about any theme. This is a simple, but tried-and-tested tool to encourage users to ask questions.
The deck consists of 56 cards: 52 with incomplete generic questions and 4 joker cards. The challenge is to formulate the largest number of questions which are associated with different difficulty levels. The joker can be used to encourage reflection on the cognitive level of the question.

Created by: José Paulo Rainho and Eva Andrade, UATEC, University of Aveiro.

References:
http://blogs.ua.pt/digquest/
https://strategyzer.com/canvas/business-model-canvas
https://strategyzer.com/app?split=apptrial
https://www.youtube.com/watch?v=QoAOzMTLP5s.