



# **COOLSKILLS – cultural heritage as a fountain of modern youth skills**



**Erasmus+**

**COOLSKILLS – cultural heritage  
as a fountain of  
modern youth skills**

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## INTRODUCTION

In a rapidly changing world, it is more important than ever for young people to develop a wide range of key competences to succeed in their personal and professional lives. These competences include entrepreneurial skills, innovative thinking, critical thinking, creativity, communication, collaboration, digital literacy and cultural awareness and expression. While traditional education systems often focus on academic subjects and technical skills, cultural and heritage education can play a vital role in supporting the development of these modern key competences.

Cultural and heritage education offers a unique opportunity for young people to learn about their own cultural identity and the diverse cultural heritage of others. It can also help them to develop a deeper understanding and appreciation of the world around them, which is essential for building cultural competence and fostering social cohesion. By exploring different cultural perspectives and traditions, young people can broaden their horizons and develop critical thinking and creativity, which are important competences for adapting to changing circumstances and solving complex problems.

In COOLSKILLS- cultural heritage as a fountain of modern youth skills project ( Erasmus + KA 2 Strategic Partnership) 4 project partners (Fundacja Rozwoju Demokracji Lokalnej im. Jerzego Regulskiego Małopolski Instytut Samorządu Terytorialnego i Administracji w Krakowie, EDUcentrum, z.ú, Vidzemes Planosanas Regions, Powiatowa i Miejska Biblioteka Publiczna im. Marii Fihel w Miechowie) tried to explore how cultural and heritage education can support the development of modern key competences in young people. We exchange good practices in youth culture education, provide comparisons and conclusions during the project timeline and we prepared on-line youth education set. The content of the COOLSKILLS set contain:

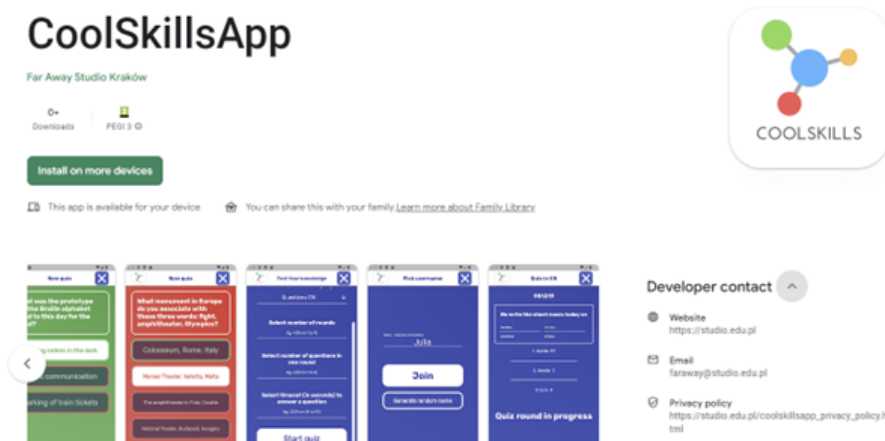
a) Tool to assess the youth soft skills which contain

- The method of measurement 3 key competences taking into account the cafeteria together with the point values determined for each "item" within the cafeteria.
- Evaluation questions for key competences and skills.
- Description of the properties for each "item" determined for each of the evaluation questions under key competences and skills.

b) Curricula of educational youth events support develop 3 key competences: cultural awareness and expression competence, sense of innovation, initiative and entrepreneurship, social and civic competences.

c) Open QuizApp- an educational competitive game on a gamification model in the field of culture, arts and heritage, to be downloaded on the website and / or smartphone, the aim of which is to consolidate the acquired knowledge and soft skills of young people after the virtual webinars/seminars.

The open QuizApp is available on-line in the Play Store by “CoolSkillsApp”, or “coolskillsapp”, or similar (important - don’t use space, “cool skills app” will not be found).



The COOLSKILLS educational set has been developed in such a way as to enable youth educators to carry out a diagnosis of 3 key competences through the use of a competence measurement tool. The tool can be used in group work, individually and even independently by young people.

Then, the set includes proposals for 3 curricula in the field of 3 key competences that can be used to carry out virtual, stationary or hybrid classes using the COOLSKILLS application available in the Play Store.

By doing so, we hope to inspire and empower youth educators to realize interactive educational events combining knowledge from various fields and due to empower young people to become active and engaged citizens who are equipped to meet the challenges of the 21st century.

# Youth competence assessment tool

## ASSUMPTIONS OF MEASUREMENT COMPETENCE

### MEASUREMENT METHOD

The tool measures 3 key competences. Each competence is measured by 3 “items”, for which a scale should be used, where each answer corresponds to the number of points given in parentheses.

Never (1)

Very rarely (2)

Rarely (3)

Often (4)

Very often (5)

Always (6)

Please indicate how often or to what extent these situations apply to you.

Never

Very rarely

Rarely

Often

Very often

Always



## COMPETENCE 1 – ENTREPRENEURSHIP AND INNOVATION



1. *I am ready to take risks to implement a project that can bring me success*

Answers:

**N**ever - activity and entrepreneurship are not your strengths. You are rather a person who values stable and risk-free activities. You don't like to take responsibility and prefer to be part of a team rather than its leader. If you are impressed by leaders and you are inspired by entrepreneurial people, you can develop these features by, for example, taking on new tasks at school or at work, by learning from more experienced people. Open up and you will be able to implement your own projects alone in the future.

**V**ery rarely - you would like to, but activity and entrepreneurship are not your strong points. You are rather a person who values stable and risk-free activities. You don't like to take responsibility and prefer to be part of a team rather than its leader. If you are impressed by leaders and you are inspired by enterprising people, you can develop these features, for example, by taking on new tasks at school or at work, by learning from more experienced people. Open up and you will be able to implement your own projects in the future on your own.

**R**arely - if you really care about something, you make risky attempts. But you're more of a person who hides behind the backs of others. Don't be afraid, remember that you don't have to be a „business shark“ right away, it's important that you have the courage to think about your own projects, develop them and try to implement them, both at school and at work.

**O**ften - you are an active and entrepreneurial person, you have ideas and are looking for ways to implement them. Sometimes you have concerns about whether you are able to complete the project and whether the risk is too great. Memorable, every project is burdened with risk. Analyze them and see if it is worth implementing the project. Even if you back out because the risk was too great, it's not a failure. If you can't do risk analysis, then look for trainings, courses on this topic. There are many. It is also worth reaching for professional literature.

**V**ery often - you are an active and enterprising person, you have ideas and are looking for ways to implement them, you are not afraid to take risks, you draw conclusions from failures. These are important entrepreneurial qualities. Remembering that the risk can and should be analyzed so as not to lose too much. Pay attention especially to intangible losses: family, friendship, good relationships, etc. It is not worth losing them for the risk. Material losses in your case will not necessarily be severe. You will make up for them quickly, but not lost friendships or family ties. Be smart/wise.

**A**lways - you are a very enterprising person, active and open to new ideas. You are not afraid to take risks, but you can also carefully analyze risks and know when risk is stupidity not worth success. This is a very important feature! Way to go. You can inspire others.



## 2. I see opportunities to improve something or solve a problem in an innovative way

### Answers:

**N**ever - you are not a person who looks for solutions and innovations, you prefer to copy safe, proven schemes, you are afraid of novelties. You prefer others to take responsibility for solving problems. If you want to change this trait, try to inspire from wise people who have undertaken to realize their dreams on their own. You can start testing innovative solutions first on a small scale, e.g. in relation to your own everyday life. You can definitely improve and change something in your life, at school, work or at home.

**V**ery rarely - when you are forced, you take action to solve a problem, but you are not a person who looks for solutions and innovation, you prefer to copy safe, proven schemes, you are afraid of novelties. You prefer others to take responsibility for solving problems. If you want to change this trait, try to inspire from wise people who have undertaken to realize their dreams on their own. You can start testing innovative solutions first on a small scale, e.g. in relation to your own everyday life. You can definitely improve and change something in your life, at school, work, or at home.

**R**arely - you realize that independent problem solving and the ability to look for solutions are important, but you are not a person who can do it, you prefer to copy safe, proven schemes. Searching for and actively solving problems is a very valuable quality and you can develop it. It is important to have a positive attitude towards the problem and think about what you can learn from a specific problem situation, what experience you can gain. Remember that you can always ask for support from other people around you, there are certainly those who are more experienced and can help you.

**O**ften - you can see opportunities, look for solutions to problems and improvements. You are not afraid of news. You are aware that there are various possibilities for solving problems or making improvements, but sometimes you lack the competence to do it. Remember, competences can be acquired and developed, often competences can be developed during the implementation of a task. You need to know your shortcomings and be able to answer the question of how to fill them. Do not be afraid to talk to specialists, advisors in a given field, if you do not know how to complete your competences, go to a career advisor.

**V**ery often - you are an enterprising, active person who likes and appreciates novelties. You are looking for optimal solutions, you notice opportunities, you know how to use them. You can continue to develop creative thinking, do not be afraid to take up exercises in this area, they will be interested in innovation and funding for innovation. It is a good investment in the future.

**A**lways - you are an innovator, you are looking for innovative solutions that are more effective than before, you know how to face problems, you appreciate the lessons learned from difficult, problematic situations. Bravo, develop your innovative projects or ventures.





### 3. I interact easily with other people and can build relationships

#### Answers:

**N**ever - you are a secretive person, you do not feel confident around unfamiliar. You trust familiar person. You are careful in making contacts. Caution is a valuable quality, but you can also open up more to professional or school contacts. Working with people is valuable. If you have difficulties with this, look for and go to training, a course on how to cooperate with others and build relationships.

**V**ery rarely - only when you have to, you make contacts with others, but you are a secretive person, you don't feel comfortable around unfamiliar. You trust those closest to you. You are careful in making contacts. Caution is a valuable quality, but you can also open up more to professional or school contacts. Working with people is valuable. If you have difficulties with this, look for and go to training, a course on how to cooperate with others and build relationships.

**R**arely - you appreciate cooperation with others and you know that you can build positive social, school and professional relationships, but you have barriers that limit you in making contacts and building relationships. You can recognize barriers and try to overcome them in an active way. Look for and go to training, a course on how to cooperate with others and build relationships. You can also refer to professional literature.

**O**ften - you easily make contacts and build relationships. You like working with people and it makes your work and study easier. Bravo. You can develop these qualities to be able to build more professional relationships. Be interested in the art of building relationships and your image. You can learn many valuable things and improve your personal predispositions.

**V**ery often - you easily make contacts and build relationships. You like working with people and you are aware of how to build a team to achieve goals, you know who to work with and how. Be interested in the art of building relationships and image. You can learn many valuable things and improve your personal predispositions.

**A**lways - you are open to others, you know how to make contacts and build lasting relationships. You can also set boundaries, but you can also respect others. These are very important features. Deepen them.



## COMPETENCE 2 – SOCIAL AND CIVIC COMPETENCES



1. *I like to get involved socially in activities that I consider important*

Answers:

**N**ever - you are not a person who likes to act socially and voluntarily. You don't understand people who do this. You are not interested in social and public matters, such as participation in elections, or at public meetings. You think others should take care of such activities. Remember, that social activity can bring you many benefits, you can make new contacts, acquaintances and friendships. The time you can devote to others is an extraordinary gift that other people will surely appreciate.

**V**ery rarely - if necessary, you participate in some activity, but usually you are not a person who likes to act socially and voluntarily. You don't understand people who do this. You are not interested in social and public matters, such as participation in elections or public meetings. Remember that social activity can bring you many benefits, you can make new contacts, acquaintances and friendships. The time you can devote to others is an extraordinary gift that other people will surely appreciate.

**R**arely - you appreciate such activity, but there are barriers that make it possible for you and you are rather a person who works less. You can certainly find a way to be more socially active in your environment: local NGO, sports club, district, interest club, choir, local library or student council. There are many forms of social activity and thanks to it you can develop your competences such as: the ability to make contacts, build relationships, develop self-confidence, cooperate with others. You can draw a lot of energy and joy from social activities.

**O**ften - you are an active person, you like social activities, you get joy from it and appreciate the benefits. These are very important features. You can continue to grow in this activity to pursue more advanced projects with a greater social impact. You may be interested in the topic of setting up and management of non-governmental organizations, strategic and project thinking, raising funds for social activities. Many more interesting activities and projects ahead of you.

**Very often** - you are an activist, you know how important social activity is for the common good, but you can also appreciate the personal benefits of social activity, such as the development of social competences. Continue to develop and actively participate in projects and programs that professionalize social activities, such as: training and courses in managing social projects, non-governmental organizations, strategic thinking, social innovation, project building and fundraising.

**Always** - you are a social leader, a person who has a vision of social change and inspires others, you are a good example for others in the field of social activity. You may be interested in leadership workshops so that you can consciously use your personal strengths to achieve positive social goals and social good.



## 2. I understand my civil rights and civic obligations

### Answers:

**N**ever - you are not aware of civic rights and duties, therefore you are not a socially and publicly active person. Others decide for you and therefore you have no influence on the reality that surrounds you. You often disagree with what surrounds you, but you do nothing about it. You can start working. You can take small steps, take part in social consultations, have your say at meetings at school, work or in public institutions. Every, even the smallest step in social activities is important because it teaches us what rights we have and what we can demand as citizens. We also get to know our duties and learn responsibility.

**V**ery rarely - you have low awareness of civic rights and obligations, that's why you are not a socially and publicly active person. Others decide for you and therefore you have no influence on the reality that surrounds you. You often disagree with what surrounds you, but you do nothing about it. You can take small steps, take part in public consultations, speak at meetings at school, work, or in public institutions. Every, even the smallest step in social activity is important, because it teaches us what rights we have and what we can demand as citizens. We also get to know our duties and learn responsibility.

**R**arely - you are aware of your civil rights and obligations, but you rarely use them. Others make decisions and have an impact on the reality in which you live. You often disagree with what surrounds you, but you do nothing about it. You can take small steps, take part in social consultations, speak at meetings at school, work or in public institutions. Each, even the smallest step in social activity is important because it teaches us what rights we have and what we can demand as citizens. We also get to know our duties and learn responsibility.

**O**ften - you are a person aware of civil rights and obligations. You actively participate in social and public life. You are not afraid to have your own opinion. You know that you have to be an active citizen to have a social impact. You can constantly develop in this field, actively acquire information and knowledge about social and public matters, learn and read, be open to a wide range of topics. Collaborate with others and test your knowledge.

**V**ery often - you are a person aware of civic rights and duties. You actively acquire information and knowledge needed for social and public activities and exercising your civil rights. It develops and remember that you should constantly deepen your knowledge, gain new knowledge and keep checking it.

**A**lways - you are a citizen aware of your rights and civic duties. You are aware of the risks arising from non-compliance with and non-use of civic rights and duties. You are a good example for others. You can motivate people.



### 3. I participate in social consultations

#### Answers:

- N**ever - you are not a socially active person and you do not appreciate the fact that participation in social consultations increases the quality of the law-making process and public decisions. It is worth taking an interest in participating in consultations so that you do not feel that others decide for you.
- V**ery rarely - only when you are forced by the situation, you take part in social consultations, but generally you are not interested in them. Participation in social consultations improves the quality of the law-making process and public decisions. It's worth taking part in consultations, so as not to feel that others decide for us.
- R**arely - there are barriers that prevent you from actively participating in public consultations. Remember that you can now often take part in online consultations without leaving your home. Your voice is important, so it's important to be more active.
- O**ften - you are a person for whom social and public skills are not indifferent, you actively participate in consultations and you are aware of their value. Actively raise your knowledge on consulted topics, speak responsibly. Remember social goals, not particular interests.
- V**ery often - you are a person who is not indifferent to social and public skills, you actively participate in consultations and you are aware of their value. You can develop your social competences and actively represent people and communities in various forms of social representation, such as social and public dialogue bodies, public benefit councils, etc.
- A**lways - you are a social leader, fully aware of the consultation and law-making process. Your voice is important and you know that social involvement is a difficult but necessary process. You are setting an example for others.



## COMPETENCE 3 – CULTURAL AWARENESS AND EXPRESSION



1. *I participate in cultural life, I am aware of its impact on my development*

Answers:

**N**ever - You don't go to a theatre/museum for a vernissage, even if it's a free event. Going to the cinema is enough for you, You don't think that participating in cultural life can have any influence on you; You don't waste time and money to find out what you like and what you don't; if you decide to participate more in cultural life, you can choose free events at the beginning or search online culture news; this way, if you don't like it, you can switch off and find something else you like more; if something interests you, try to see it live - it will be a good start to get acquainted with cultural life.

**V**ery rarely - you have low awareness of the impact and importance of cultural life on your development; you participate in cultural life no more than twice a year; you're a bit of a waste of time and money to go to the theatre or museum - you do not see the benefits of this type of activity; if you decide to go somewhere, you must be sure that you will like it; if you want to get more involved in participating in cultural life, search for such events in your local community, try to attend at least one event a month, for various types of events, so that you can determine which activities are better for you and give you more pleasure; over time, it will give you more and more pleasure and give you more confidence in choosing events.

**R**arely -You participate in cultural life, but only a few times a year; You usually rely on the culture recommendations of others; You know that participation in cultural life is important, but you think that your frequency of visiting cultural places is sufficient - You do not feel that art has a strong influence on your development; if you want to get more involved in cultural life, look for free events related to various fields of art and try to participate in them to know what you like and what you don't; write down your observations - they may be useful to you in the future.

**O**ften - you participate in cultural life, but not more often than once a month; you know that this is an important aspect of personal development, but you don't have time for greater commitment; sometimes you regret your decision to choose a cultural activity; you try not to recommend places to others unless you are 100% convinced that it is worth it and most of the reviews you have read are favourable; tries not to rely on the opinion of others; Art doesn't always have to please everyone - it usually doesn't.

**Very often** - you are aware that cultural life is a large part of your life; you can't imagine a week without going to the theatre/cinema/museum or to a vernissage; you feel good in these places, you have friends with whom you can talk about what you have seen recently; you are happy to share your opinion on the latest work; friends often ask you to recommend a good movie/performance/exhibition because they know you know it; You are happy to share your recommendations.

**Always** - you are a person who is up to date with all cultural events, not only in the region, but also in the country; you have to choose the events you go to because you know you don't have enough time to attend them all; you speak freely about culture, you are sure of your opinion, you participate in portals dealing with culture; Have you ever written a review of a play/film/exhibition you attended?



## 2. I can recognize and name elements of cultural heritage in my region and country

### Answers:

**N**ever- you don't know what cultural heritage is and what it consists of; if someone mentions elements of local heritage, you can confirm or deny that they are in your area; even if you wanted to be interested in this topic, you do not know where to look for information; an important aspect in getting to know and discovering cultural heritage is the willingness to do so; without it you will not be able to get to know and appreciate it; start with small steps - maybe there is a guided walk in the footsteps of heritage in your area; is a good start to get to know the subject of heritage.

**V**ery rarely - you know there is such a thing as cultural heritage, but what you know is limited to local heritage; you know only its most important elements to be able to show them to guests or explain to tourists where they are located; you do not pay much attention to cultural heritage, you are unable to name elements of national heritage; if you want to explore the topic of cultural heritage, start locally - check what heritage treasures are close to you and try to see them - write down which ones you like and which ones you don't like and why; thanks to this, it will be easier for you to assess what part of cultural heritage is in your area of interest.

**R**arely - you are aware of the existence and importance of cultural heritage, but mainly local heritage; you know that there is also national heritage, but you are unable to name its elements; when enumerating them, you are able to indicate which of the listed ones belong to cultural heritage; you are not interested in heritage sites, you do not spend much time on this issue; if you want to get more involved in this area, try to get to know the elements of national heritage - maybe you can go somewhere to see them live; thanks to this, your motivation to visit more will increase.

**O**ften - cultural heritage and knowledge about it is something normal for you, something that each of us should have, what we should know; you are better acquainted with local than national cultural heritage, but you know its most important elements and you know where they are; it happens that you travel if one of the heritage monuments seems particularly interesting to you; to increase your knowledge in this area, you can follow the pages dedicated to national cultural heritage.

**V**ery often - you are aware of the treasures of cultural heritage, you can identify and indicate them not only locally but also in the country; you have a lot of knowledge in this subject, learning new things gives you a lot of joy; you know almost all elements of cultural heritage.

**A**lways - cultural heritage is your passion, You can talk about it for hours; You know all its elements not only in terms of local but also national heritage; You are happy to share your passion with others; You often travel to be able to commune with works of cultural heritage. You regularly follow information about cultural heritage. Bravo!





### 3. I can express myself through art, I use and know various media

#### Answers:

**N**ever - your only memory of creating art is art lessons in primary school; after this period you have never dealt with art that you create yourself; you are not aware of how many kinds of art there are with which you can communicate with the world; start your adventure with getting to know the artistic media, move on to getting to know the works of other people, and finally try to create something on your own; it may turn out to be easier than you think; if not, remember that not everyone has to be an artist, and there can be as many means of artistic expression as there are people.

**V**ery rarely - when you think about expressing yourself through art, you are reminded of all the drawings you create on the margin of your notebook, in your notes during a boring lecture or during a long conversation on the phone; you don't really know where to start - you are afraid to try; you doubt it that you will find something for yourself so you don't want to try; if you decide to try then you can start by looking at the works of others; go, for example, to a vernissage and try to find out what the artist wanted to express through his/her works; maybe it will inspire you to look for your own means of expression.

**R**arely - you try different arts, but you don't have your chosen medium yet; you get discouraged quickly and think that you have no talent for anything, so you give up; you don't feel that art helps you express yourself; everything you started has been finished; maybe it's worth getting to know all the media and trying the one that is more interesting; if none of them suit you, then you are on your way to creating a new medium yourself.

**O**ften - you are aware of the importance of expressing yourself through art; thanks to this, you release your creativity and feel like an artist; you like to devote your time to creating, but you don't do it as often as you would like; you are aware that you could do it more often - there are still so many media you haven't tried; if art is very important to you, try to find/set aside time for it; you will see that it will bring results.

**V**ery often - you are a person who uses means of artistic expression very often; if you can't say or express something, you reach for art; you enjoy it very much - you have your favourite way of doing art, although you occasionally use others; you share your work with your loved ones.

**A**lways - expressing yourself through art is like breathing for you - you can't live without it; you cannot imagine your life without the ability to create; you have already tried many means of artistic expression, you have your favourites; you even had a vernissage and sold some of your works.

<b>WORKSHOP TITLE</b>	7 culinary wonders
<b>GOAL OF THE WORKSHOP</b>	<p>Using creative and design thinking, develop young people's skills to understand cultural diversity in the world, compare and recognize different interpretations of people's lives and events, to explain differences in the context of history and current processes, to strengthen civic identity through culture, art and cultural heritage education.</p> <p>Secondary objective - to train presentation, discussion and team-work skills, to encourage meeting, communication and cooperation of the peers and to introduce cultural and natural heritage</p>
<b>KEY COMPETENCES IMPACT</b>	<p>As a result of the training, the social and civic competence of young people will be strengthened.</p> <p>Social and civic competence contributes to young people's awareness that social identity is fluid and that the understanding of culture, history and cultural heritage is linked to the awareness of each person's national, regional or local identity.</p> <p>Being aware of and getting to know the diversity of cultures and globalization processes, understanding the differences and conflicts of different cultures, respect arises in intercultural communication.</p> <p>While developing social and civic competence, compare and recognize different interpretations of people's lives and events, explain differences in the context of history and current processes.</p> <p>Argues why past and present events, processes and phenomena are perceived with the help of schemas, archetypes, stereotypes and myths, to explain why individuals and society have a desire to identify with past events, and demonstrates the ways of thinking and acting of different groups in society.</p>
<b>TARGET GROUP</b>	Youth aged 15-24 years
<b>TIME OF THE WORKSHOP</b>	90 minutes
<b>RESOURCES, MATERIALS</b>	<p>Technical equipment - internet connection, computer, microphone, headphones, other resources, so that participants can hear, see and express their opinion effectively.</p> <p>Access to Padlet, Miro, or another online note-taking resource</p>
<b>TYPE OF THE WORKSHOP</b>	On-line

**SCENARIO OF  
THE WORK-  
SHOP (step  
by step)**

**10 minutes**

**Introduction**

Introduction of the training leader – main information, wishes from these trainings, experience.

Introduction to the training program, purpose, rules, time schedule.

**10 minutes**

**Ice-breaking**

Ice-breaking activity– testing current knowledge about culture or cultural heritage using COOLSKILLS APP or Mentimeter or other platform for asking questions about cultural elements of local, regional or national scale, special objects of cultural heritage.

An interesting or fun fact should be included in the quiz.

**30 minutes**

**Theoretical part**

Lecture/presentation on the following topics:

- cultural diversity in the world;
- cultural heritage – tangible, intangible, various protections;
- to expand the vision that heritage is also natural heritage, culinary heritage;
- interpretation of historical events and critical thinking;
- national cultural heritage „treasures“, including the various national culinary heritage in Europe and the world;
- 7 wonders of the world.

**5 minutes**

**Giving an individual task**

Individual task – „7 culinary wonders – dishes that are our heritage“.

Explaining the rules of work performance, answering unclear questions, setting a time limit.

Explain that the purpose of the task is to choose dishes that are traditional, prepared in families, different from other nations.

**15 min**

**Performance of individual work**

On Padlet, Miro or another platform, youth should define 1 culinary heritage dish. If it is suitable, they can be asked to add a sentence with justification or other explanatory information.

<p><b>SCENARIO OF THE WORKSHOP (step by step)</b></p>	<p><b>15 min</b></p> <p><b>Summary of results</b></p> <p>The training leader collects proposals for the list „7 culinary wonders – dishes that are our heritage” – collects similar proposals, asks questions about the choices, asks if everyone agrees with such a choice. Invites participants to express their opinions or arguments.</p> <p>Leads the discussion by asking whether parents and grandparents of young people would also choose these dishes – integrating the aspect of generation-diversity.</p> <p><b>5 min</b></p> <p><b>Reflection</b></p> <p>Summary of the course of training, connection between the theoretical part and practical work, connection between information on cultural diversity and the selected 7 wonders.</p> <p>Final interactive activity using Mentimeter or other resource to assess learning outcomes (max 3 questions).</p>
<p><b>TIPS</b></p>	<p>Involve the audience in training, ask questions, be facilitators – maintainers of the training environment and cooperation!</p> <p>Maintain empathy and an open environment so that young people are willing to share their opinions and experiences.</p> <p>Observe what is happening and make adjustments to the original plan if necessary.</p> <p>When reflecting, involve opinion leaders and assign homework – discuss this topic with family or friends!</p> <p>If young people of school age participate in the seminar, connect the topic with the learning content!</p> <p>The main thing is to remember to use an interactive and interdisciplinary approach, to observe what is happening and to flexibly make changes in the training program if the group is ready for it!</p>
<p><b>LINKS, REFERENCES</b></p>	<ul style="list-style-type: none"> <li>• <a href="https://comparisons.financesonline.com/padlet-vs-miro">https://comparisons.financesonline.com/padlet-vs-miro</a></li> <li>• <a href="https://actforyouth.net/youth_development/professionals/competencies.cfm">https://actforyouth.net/youth_development/professionals/competencies.cfm</a></li> <li>• <a href="https://www.salto-youth.net/rc/training-and-cooperation/tc-rc-nanetworktcs/youthworkers-competence-model/">https://www.salto-youth.net/rc/training-and-cooperation/tc-rc-nanetworktcs/youthworkers-competence-model/</a></li> <li>• <a href="https://whc.unesco.org/en/youth-forum/">https://whc.unesco.org/en/youth-forum/</a></li> <li>• <a href="https://www.digitalmeetsculture.net/article/consultation-on-youth-for-the-future-of-cultural-heritage-in-europe-by-europa-nostra-and-its-youth-partners/">https://www.digitalmeetsculture.net/article/consultation-on-youth-for-the-future-of-cultural-heritage-in-europe-by-europa-nostra-and-its-youth-partners/</a></li> <li>• <a href="https://www.igi-global.com/dictionary/social-and-civic-competence/82050">https://www.igi-global.com/dictionary/social-and-civic-competence/82050</a></li> <li>• <a href="https://www.nature.com/articles/s41599-020-0530-4">https://www.nature.com/articles/s41599-020-0530-4</a></li> <li>• <a href="https://link.springer.com/article/10.1007/s11205-014-0746-z">https://link.springer.com/article/10.1007/s11205-014-0746-z</a></li> <li>• <a href="https://www.culinaryheritage.net/">https://www.culinaryheritage.net/</a></li> </ul>
<p><b>SCALE OF DIFFICULTY</b></p>	<p>Easy to Medium</p>

<b>WORKSHOP TITLE</b>	COOLHeritage
<b>GOAL OF THE WORKSHOP</b>	The goal of the workshop is to understanding of one's own identity and cultural heritage within a world of cultural diversity and develop digital competences as well
<b>KEY COMPETENCES IMPACT</b>	<p>Competence in cultural awareness and expression involves having an understanding of and respect for how ideas and meaning are creatively expressed and communicated in different cultures and through a range of arts and other cultural forms. It involves being engaged in understanding, developing and expressing one's own ideas and sense of place or role in society in a variety of ways and contexts. Competence in cultural awareness and expression connects various unique abilities and attitudes like:</p> <ul style="list-style-type: none"> <li>• ability to express emotions and create experiences due to culture and heritage involvement</li> <li>• ability to identify and realise opportunities for personal, social or commercial value through the arts and other cultural forms</li> <li>• ability to engage in creative processes, forms, events</li> <li>• ability to inspiring from indigenous culture</li> <li>• ability to intercultural communication, making decisions in cooperation while respecting local cultures</li> <li>• ability to learn on cultural resources, use the achievements of culture and heritage to create new ideas, innovations, and develop their own creativity</li> <li>• respect for culture diversity, local culture and patterns</li> <li>• ethical and responsible approach to intellectual and cultural ownership</li> <li>• curiosity about the world,</li> <li>• openness to imagine new possibilities</li> <li>• willingness to participate in cultural experiences</li> </ul>
<b>TARGET GROUP</b>	Youth aged 15-24 years
<b>TIME OF THE WORKSHOP</b>	90 minutes
<b>RESOURCES, MATERIALS</b>	Technical equipment – internet connection, computer, microphone, headphones, other resources, so that participants can hear, see and express their opinion effectively.
<b>TYPE OF THE WORKSHOP</b>	On-line or in presence

## SCENARIO OF THE WORKSHOP (step by step)

### 5 minutes

#### Introduction

Introduction of the training leader – main information, wishes from these trainings, experience.

Introduction to the training program, purpose, rules, time schedule.

### 10 minutes

#### Ice-breaking

Ice-breaking activity– testing current knowledge about culture or cultural heritage using COOLSKILLS APP – 2 games

### 15 minutes

#### Theoretical part

Lecture/presentation on the following topics:

- cultural heritage – tangible, intangible
- examples of tangible, intangible heritage
- dissemination of cultural heritage worldwide

### 20 min

Working group – in groups, workshop participants are to develop questions and answers to the quiz on the tangible and intangible heritage of their city, town, region – 15 questions for the quiz

### 15 min

Presentation of group works in the forum and discussion which questions are valid and which should not be included in the list – argumentation, drawing conclusions, cultural awareness

### 15 min

Joint development of applications on your own cultural heritage using programs under free kahoot licenses

### 10 min

Presentation of your own application and summary

Involve the audience in training, ask questions, be facilitators – maintainers of the training environment and cooperation!

Maintain empathy and an open environment so that young people are willing to share their opinions and experiences.

Observe what is happening and make adjustments to the original plan if necessary.

When reflecting, involve opinion leaders and assign homework – discuss this topic with family or friends!

If young people of school age participate in the seminar, connect the topic with the learning content!

The main thing is to remember to use an interactive and interdisciplinary approach, to observe what is happening and to flexibly make changes in the training program if the group is ready for it!

## TIPS

LINKS, REFERENCES	<a href="https://kahoot.it/">https://kahoot.it/</a>
SCALE OF DIFFICULTY	Easy to Medium

**WORKSHOP TITLE**

The development of the initiative and entrepreneurship competences

**GOAL OF THE WORKSHOP**

- To develop creative and innovative potential of participants.
- To develop the sense of entrepreneurship and initiative.
- To help participants acquire basic methods of strategic planning in business.
- To develop communicative and managerial skills.
- To develop ICT skills.
- To practice presentation skills.
- To connect the knowledge of cultural heritage with the creative engagement and soft skills listed above.

**KEY COMPETENCES IMPACT**

Sense of initiative and entrepreneurship, one of the key competences for the future, can be broadly defined as the capacity to turn ideas into action, ideas that generate value for someone other than oneself.

The Entrepreneurship Competence Framework (EntreComp) has been used as a reference for creating a lesson plan on developing entrepreneurship competences of the youth. EntreComp, developed by the Joint Research Centre (JRC) of the European Commission, defines initiative and entrepreneurship as a transversal competence, which applies to all spheres of life: from nurturing personal development, to actively participating in society, to (re)entering the job market as an employee or as a self-employed person, and also to starting up ventures (cultural, social or commercial). The EntreComp Framework is made up of 3 competence areas: 'Ideas and opportunities', 'Resources' and 'Into action'. Each area includes 5 competences, which, together, are the building blocks of entrepreneurship as a competence. In other words, entrepreneurship is acting upon opportunities and ideas and transform them into value for others.



Areas and competences of the EntreComp conceptual model. Source: EntreComp

**TARGET GROUP**

EntreComp also includes the progression model that underpins the development of different levels of proficiency in entrepreneurship competence. It starts from value creation achieved through external support, up to transformative value creation. Innovation is considered the highest form of the expert level. It means developing new knowledge through research and innovation capabilities to achieve excellence and transform the ways things are done.



<b>TIME OF THE WORKSHOP</b>	Youth (15–24) but can be adapted to other target groups											
	2 x 45 min + 15 min evaluation											
<b>RESOURCES, MATERIALS</b>	Coolskills app on Android devices, SWOT analysis table to complete + table explaining each element (Attachement 1 and 2), Model Business Canva template + version with guidance questions (Attachement 3 and 4), mind map (Attachement 5)											
<b>TYPE OF THE WORKSHOP</b>	On-line/Face-to-face											
<b>SCENARIO OF THE WORKSHOP (step by step)</b>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 25%; text-align: center;">Form</th> <th style="width: 50%; text-align: center;">Procedure/Instructions for the trainer</th> <th style="width: 25%; text-align: center;">Notes</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;">                     Lead-in/ Coolskills app (Class) <b>15'</b> </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>Engage and motivate participants by suggesting playing a game and checking their level of knowledge of European cultural heritage.</li> <li>Instruct participants to install the Coolskills app on their Android devices.</li> <li>Explain the principle of the game. Your participants will probably be familiar with similar quiz apps (e.g. Kahoot)</li> <li>Enjoy the game.</li> </ul> </td> <td style="vertical-align: top;">                     Coolskills app can only be installed on Android. For Apple users, you can have spare Android devices prepared or play in groups.                 </td> </tr> <tr> <td style="vertical-align: top;">                     Team-work/ discussion/ SWOT analysis (Groups) <b>20'</b> </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> <li>Divide participants into groups of 4 – 6.</li> <li>Elicit a debate on the topic of SWOT analysis.                             <ul style="list-style-type: none"> <li>What is it? Why is it useful?</li> </ul> </li> <li>Ask participants to imagine the situation their group is an organization/association and they want to get their Coolskills app to the public. The first thing they should do is to evaluate their product – by using SWOT analysis.</li> <li>Participants work in groups and trainer monitors and assists if needed.</li> </ul> </td> <td style="vertical-align: top;">                     Attachements 1 and 2 to distribute among participants.                       You can find more info here.                       More advanced participants can differentiate between an NGO and a company who's aim is primarily to gain profit.                 </td> </tr> </tbody> </table>			Form	Procedure/Instructions for the trainer	Notes	Lead-in/ Coolskills app (Class) <b>15'</b>	<ul style="list-style-type: none"> <li>Engage and motivate participants by suggesting playing a game and checking their level of knowledge of European cultural heritage.</li> <li>Instruct participants to install the Coolskills app on their Android devices.</li> <li>Explain the principle of the game. Your participants will probably be familiar with similar quiz apps (e.g. Kahoot)</li> <li>Enjoy the game.</li> </ul>	Coolskills app can only be installed on Android. For Apple users, you can have spare Android devices prepared or play in groups.	Team-work/ discussion/ SWOT analysis (Groups) <b>20'</b>	<ul style="list-style-type: none"> <li>Divide participants into groups of 4 – 6.</li> <li>Elicit a debate on the topic of SWOT analysis.                             <ul style="list-style-type: none"> <li>What is it? Why is it useful?</li> </ul> </li> <li>Ask participants to imagine the situation their group is an organization/association and they want to get their Coolskills app to the public. The first thing they should do is to evaluate their product – by using SWOT analysis.</li> <li>Participants work in groups and trainer monitors and assists if needed.</li> </ul>	Attachements 1 and 2 to distribute among participants.  You can find more info here.  More advanced participants can differentiate between an NGO and a company who's aim is primarily to gain profit.
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SCENARIO OF THE WORKSHOP (step by step)	Form	Procedure/Instructions for the trainer	Notes
	Presentation (Class) 7'	<ul style="list-style-type: none"> <li>• Speakers of each group present their SWOT analysis to the rest of the class.</li> <li>• Elicit discussion.</li> </ul>	
	Summary and evaluation (Class) 3'	<ul style="list-style-type: none"> <li>• Summarize the main points of the lesson.</li> </ul>	
	<b>BREAK</b>		
	Form	Procedure/Instructions for the trainer	Notes
Lead-in (Class/groups) 5'	<ul style="list-style-type: none"> <li>• Draw attention to SWOT analysis from the last lesson.</li> <li>• Students get back to their groups and refresh their memory of the analysis.</li> </ul>		
Team-work/ Model Business Canva (Groups) 20'	<ul style="list-style-type: none"> <li>• Invite groups to play a role of an organization trying to get the product – Coolskills app – to the public – mainly the young people.</li> <li>• Introduce Model Business Canva, a strategic management template, that will help participants develop their creative business ideas.</li> <li>• Distribute the templates and invite groups to brainstorm the ideas they might use for each section.</li> <li>• Participants create a simple business plan, reflecting the specifics of the target group.</li> <li>• To add a competitive element, you can tell the groups that they are striving for the financial contribution of an investor (you) and they should attract his/her attention.</li> </ul>	<p>More advanced participants can work with different target groups of clients and adapt the methods to their specifics.</p> <p>Attachement 3 and 4 to distribute among participants. Advanced participants can work without the guiding questions, but it is recommended to use them as the participants can check if they considered all aspects.</p>	

SCENARIO OF THE WORKSHOP (step by step)	Form	Procedure/Instructions for the trainer	Notes
	Team-work/ Implementatin plan (Groups) 10'	<ul style="list-style-type: none"> <li>If you are not short of time, you can include a task on creating an Implementation plan using mind maps.</li> <li>Motivate participants with a challenge: „Tomorrow is the first day of the implementation of your business plan. What do you do?“</li> <li>Encourage participants to think how they would procede to implement their business model and mark the ideas down using a mind map, either our template of their own outline.</li> </ul>	<p>Before the activity, check if the participants understand the concept of mind maps and what they are useful for.</p> <p>You can use the Attachement 5 for this activity or more advanced participants can create their own mind map.</p> <p>It is recommended to draw by hand for bigger brain stimulation but there are various mind map generators online that you can use (such as <a href="https://www.mindmup.com">https://www.mindmup.com</a>). Their advantage is that you can also upload pictures from the internet.</p>
	Presentation (Class) 10'	<ul style="list-style-type: none"> <li>Speakers of the groups/organizations present their business ideas and implementation plan to the class.</li> <li>Participants should be aware (esp. if they are trying to impress an investor) that also presenter’s behavior and presentation skills are important.</li> <li>The business plan must be clear and interesting, they should manage to engage the audience.</li> </ul>	<p>Screen each group’s Business Model Canva so you support the presentations with the visual element.</p> <p>An additional task for an extra lesson – participants create Powerpoint presentation based on their Model. However, the creation of computer presentations is a subject in itself and not necessarily related to the ability to present successfully.</p> <p>Participants should understand that the key to a good presentation is to have well thought out content, divided into logical units and in a form that highlights the most important points of the material presented.</p>

	Form	Procedure/Instructions for the trainer	Notes
<p><b>SCENARIO OF THE WORKSHOP</b> (step by step)</p>	<p>Evaluation (Class) <b>15'</b></p>	<ul style="list-style-type: none"> <li>• In the evaluation part, participants discuss individual presentations and can vote for the best business plan and organization.</li> <li>• Elicit a discussion about the significance of each step of the creative process they underwent in the last two lessons.                             <ul style="list-style-type: none"> <li>◦ What was easy and what was difficult? Did they enjoy the role they had in their team? Why is it important to make a business plan? What role does creativity and innovation play in the process?</li> </ul> </li> </ul>	
<p><b>TIPS</b></p>	<p>The seminar supports independent work of students. The role of a teacher/trainer is to monitor and assist if needed.</p> <p>The seminar is based on team-work with the distribution of different roles within the team. Communication platforms usually allow break out rooms - private space designed to facilitate group interaction. Zoom, Google meets and Teams support them. You can split your group into smaller teams and let them work separately. Group work is important and this can be an online substitution.</p> <p>The seminar can be led in a mother tongue but also in English to practice communication in a foreign language.</p>		
<p><b>LINKS, REFERENCES</b></p>	<ul style="list-style-type: none"> <li>• EntreComp: The Entrepreneurship Competence framework: <a href="https://publications.jrc.ec.europa.eu/repository/handle/JRC101581">https://publications.jrc.ec.europa.eu/repository/handle/JRC101581</a></li> <li>• How to do a SWOT Analysis: <a href="https://www.wordstream.com/blog/ws/2017/12/20/swot-analysis">https://www.wordstream.com/blog/ws/2017/12/20/swot-analysis</a></li> <li>• Mind map generator: <a href="https://www.mindmup.com">https://www.mindmup.com</a></li> </ul>		
<p><b>SCALE OF DIFFICULTY</b></p>	<p>Medium to Difficult</p>		


# SWOT ANALYSIS



## ATTACHMENT 2

<b>S</b> <b>STRENGTHS</b>	<b>W</b> <b>WEAKNESSES</b>	<b>O</b> <b>OPPORTUNITIES</b>	<b>T</b> <b>THREATS</b>
<ul style="list-style-type: none"><li>• Things your company does well</li><li>• Qualities that separate you from your competitors</li><li>• Internal resources such as skilled, knowledgeable staff</li><li>• Tangible assets such as intellectual property, capital, proprietary technologies etc.</li></ul>	<ul style="list-style-type: none"><li>• Things your company lacks</li><li>• Things your competitors do better than you</li><li>• Resource limitations</li><li>• Unclear unique selling proposition</li></ul>	<ul style="list-style-type: none"><li>• Underserved markets for specific products</li><li>• Few competitors in your area</li><li>• Emerging need for your products or services</li><li>• Press/media coverage of your company</li></ul>	<ul style="list-style-type: none"><li>• Emerging competitors</li><li>• Changing regulatory environment</li><li>• Negative press/media coverage</li><li>• Changing customer attitudes toward your company</li></ul> <p data-bbox="1139 1487 1420 1523"> WordStream</p>

# Business Model Canvas




**KEY PARTNERS**

- Will anyone be helping or assisting me?
- Who will support me?



**KEY ACTIVITIES**

- What main activities will I perform?
- How much time will it take?



**VALUE PROPOSITIONS**

- Why is our business better than others?
- What can we offer to customers?
- Why would customers be interested in our business?
- How specifically can we help people?




**CUSTOMER RELATIONSHIPS**

- How will I treat customers?
- How will I prevent losing customers?



**CUSTOMER SEGMENTS**

- Who are our customers?
- How are they different from customers of other companies?
- How can we help our customers?
- How many customers can we expect?
- Will we treat all customers in the same way?




**KEY RESOURCES**

- What can I do?
- What skills/knowledge do I have?
- Where can I do business?




**CHANNELS**

- How will people get to our offer?
- How will I communicate with customers?
- How do I find out customers are happy?



**COST STRUCTURE**

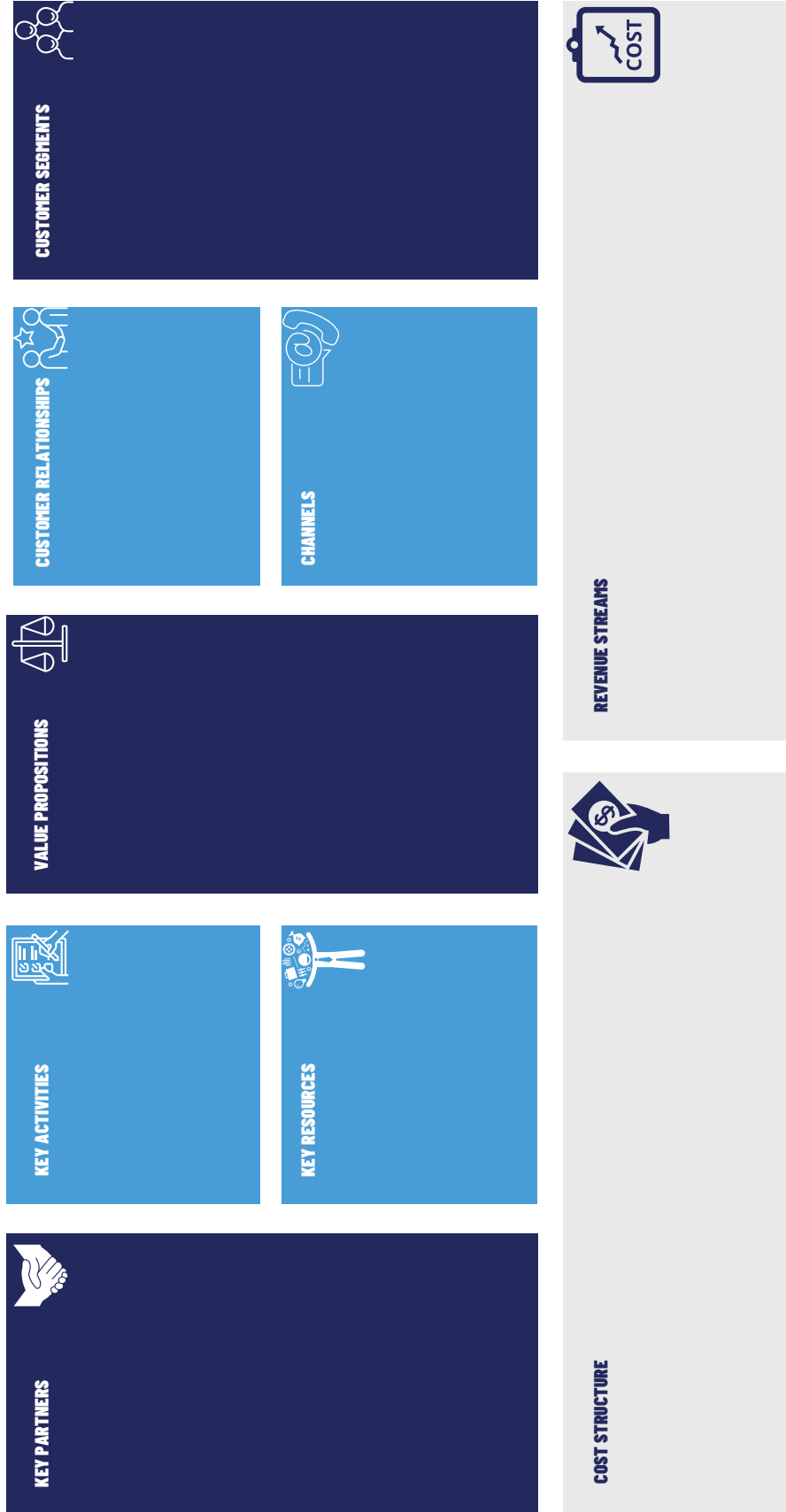
- How will I earn money?



**REVENUE STREAMS**

- What will I pay for?
- Will I have enough finances for the business?
- Will the business cost me something? (hobbies, health, free time)

# Business Model Canvas





ATTACHMENT 5: IMPLEMENTATION PLAN – MIND MAP

