



You  **COME**

ToT Methodology

Skopje 2022

3



Methodology for Youth Workers



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1. YouCOME: Introduction

This Methodology is developed in the framework of realization of the Erasmus+ CBY “mYOUth Digital Marketing Leaders for SDGs [YouCOME].

YouCOME project aims to generate and disseminate knowledge regarding sustainability and social responsibility. The target group - youth will be provided with non-profit Digital marketing ‘8Ps’ mix and Social media tools focused on increasing the pressure on public authorities and the business sector to implement Sustainable Developments Goals through using the most effective promotion tool - Smartphones.

YouCOME project is based on the achieved outcomes and experience, gained from the YouMUST project, selected as a "Success story" and “Good Practice”.

YouCOME project offers opportunities to participants to enhance their digital skills in line with the new European Green Deal, respecting EU's Europe Growth Strategy and contributes to the implementation of the EU Youth Strategy.

Especially, to increase the civil society pressure on the public authorities and business sector for strengthening their roles in the implementation of policies for SDGs and ultimately to mainstream into their national plans, strategies, and budgets.

This Methodology intends to disseminate the good practices, knowledge, and entrepreneurs' know-how to involve participants to be more aware of the importance of everyone's contribution to saving the Earth implementing SDGs.

In this context, the project gathers 6 organizations from 6 countries: Albania, Italy, Lebanon, Montenegro, North Macedonia; and Poland.

Coordinator of the project is Association for research, education, and development “Marketing Gate” – Skopje, North Macedonia.



2. YouCOME: Objectives of Methodology

YouCOME project will be implemented by 6 countries partners. One of the main expected outcomes is the “YouCOME: Methodology for Youth Workers” which will be translated from English to partners languages.

It will be an important tool to:

- spread and arise knowledge on SDGs – Environmental, Economic and Social well-being for today and tomorrow;
- discuss the concept of the European Green Deal and explore its common understanding among youth work practitioners from across Western Balkans, South Mediterranean and Programme countries from Europe;
- examine the importance of EU policies and incorporate three mutually reinforcing priorities of Europe 2020: Smart, Sustainable, and Inclusive growth. They are not exhaustive: a wide range of actions at national, EU, and international levels will be necessary to underpin them;
- improve Digital and entrepreneurial skills;
- exchange ICT know-how about the key elements, tools, and methods of the best transcontinental Digital marketing 8Ps instruments as a prerequisite to integrate the contribution of three existing marketing sub-disciplines: Green; Social and Critical marketing paradigm in which sustainable development is a key goal;
- expand ICT learning gains, creating and allowing opportunities for participants to develop their creativity, problem-solving abilities, informational reasoning skills, communication skills;
- use the Social media & Smartphones daily is the unique ability to access a large number of potential stakeholders;
- empower/engage/provide more opportunity on employability of young people;
- exchange creative tools and methods indispensability in implementing community actions focused particularly on: youth active participation, empowerment, and activism;

- include young people with fewer opportunities.

This methodology will contribute to efficient training of the youth workers, who would like to expand their knowledge and use it in their CV. Through the training, they will be introduced to a fundamental state-of-the-art knowledge base, through a combination of formal and non-formal activities. Thus, a perfect combination of teaching methodology, where the youth is at the center of training sessions. Using an effective methodology in training the youth means to enable facilitation during the training, satisfactory participation, and enjoyable learning, which contribute to sustainable knowledge and skills gain of the trainees. The training methodology is based on short theoretical lectures (PowerPoint presentation) on the topics which are selected based on the project objectives, brainstorming, group work and role plays.

The topics of the training will be on:

- **17 Sustainable Development Goals (SDGs)**, also known as the Global 3Goals, are designed to bring the world to several life-changing 'zeros', including zero poverty, hunger, unemployment, environmental protection etc. To achieve this, the European Commission presented the European Green Deal - becoming the world's first climate-neutral continent by 2050. This most ambitious package of measures should be implemented only if people enable from all continents will be actively included. The 2030 Agenda includes 17 SDGs intended to apply universally to all countries. It is a commitment to eradicate poverty and achieve a sustainable world by 2030 and beyond, with human well-being and a healthy planet at its core.
- **The European Green Deal** is a major flagship initiative and puts forward the EU's new growth strategy whose implementation will contribute directly to achieving at least 12 of the 17 SDGs. It sets out the Commission's ambition to build a modern, resource-efficient, clean, circular, and competitive economy that tackles climate and environmental challenges, as well as to secure a fair and inclusive transition for all and thus addressing many challenges in the 2030 Agenda. It has been expressly designed and presented, as part of the Commission's strategy to implement the SDGs.
- **Digital Marketing skills.** How to use the benefits from digitalization, primarily from Smartphones, and using Social media as a tool in the implementation of the Digital 8P& marketing policies and strategies;
- **Digital marketing tools and tactics** – an umbrella term for the marketing of products or services using digital technologies, mainly on the

Internet, but also including mobile phones, display advertising, and any other digital medium.

- **Social media marketing** addresses a range of stakeholders (mostly free of charge), including current and potential stakeholders: youth; public authorities; universities; business community and the public;
- **Empowerment/engagement/employability** of young people by exchange creative tools and methods indispensability in implementing community actions focused particularly on: youth active participation, empowerment, and activism.





3. YouCOME: Training concept

YouCOME ToT Methodology is a mosaic of eight modules focused on the practical non-formal teaching activities.

The minimum TOT duration is four days (a half day for each module).

Depending on the goals of a given training, the duration of a certain module can be extended, above all, with practical creative activities.

The focus on the participant (maximum 30 per training) is a fundamental and basic element before starting to plan the contents to ensure active participation.

When training trainers/teachers, not only are their own profiles of high importance, but also those of their participants.

The type of participants of this course will necessarily change some of the final objectives, but above all, it will change the didactic and content approach of the theme a lot.

For example, if participants' profiles are university participants or professionals with a B1/B2 (or higher) proficiency in the target language, the didactic content of "YouCOME: Methodology for Youth Workers" will have a rather high scope, with the possibility of also investigating more technical and complicated aspects of the SDGs, Marketing & Social media, including the use of professional and high-level annexed materials.

The lower the participants' skill level, the more necessary it will be to rethink the teaching method and the way it transmits the contents.

Competence focus

Competence can be described as the combination of training, skills, experience and knowledge that a person has and their ability to apply them to perform a task safely. Other factors, such as attitude and physical ability, can also affect someone's competence.

The existing competences of the participants should be integrated into the course as much as possible. They should be addressed by the methodological approach and used constructively for knowledge transfer. Individual skills should be supported.

The participants' skills decisively determine the didactic approach in the training classroom, the choice of contents (or at least the choice of the contents to which we want to give greater importance) and the use of materials.

It is therefore essential that the teacher knows in advance which type of participant they will work with (at least in broad terms: teaching "YouCOME: Methodology of Youth Workers" in a secondary high school will be different from teaching it to a class of Public authorities representatives) so as to start lessons with the right approach in the first lesson.

However, many discoveries only happen in the classroom after the course has begun. It is, therefore, necessary to be flexible with the circumstances, but fortunately, the teaching materials of this curriculum are meant to be.

Activity Focus

The focus of training of trainers should be the transfer of solutions to different questions and exercises with respect to the specific context and activities in the classroom.

Non-formal education working methods and tools will be used throughout the training creating a productive and inspiring environment and giving the opportunity to the participants to have to experience what non-formal mLearning is.

The goals and contents, as well as the planned methodology, should therefore not be presented to the participants at the start of the course. Rather, they should evolve from a common discussion between trainer and participants - the learning steps will be reflected and intensified by exercises.

The participants will be engaged in the design and delivering small non-formal activities such as team-building games, simulations, role-playing, storytelling, problem solving and cooperative challenges, interactive workshops, brainstorming sessions, outdoor activities.

Experience- and practice-oriented methodologies will be used to give the opportunity to work on complex tasks independently and actively.

By planning and mock-teaching lessons, the participants will reflect both their own working style and the specific elements of the YouCOME module.

4. YouCOME: Target Group

The social situation and cultural background of the participants strongly influences their learning process. Therefore, the interpersonal relationships between the trainer and the participants should be of great importance. It is important to start the course with a team building element and to choose methodologies which support collaboration, consultation, exchange, and interaction between the participants.

In the training of the youth workers certain criteria will be applied:

1. **Age.** The main target will be participants aged 18 to 30 years. However, age will not be considered as the main factor. The project will be open to anyone over 18 years who will meet the criteria needed for successful project realization.
2. **Profile of the Participants.** Together with the experienced youth workers, in YouCOME project implementation will be included the 'newcomers' in this topic who are willing to learn and are strongly motivated to create their new projects; have a basic marketing knowledge and experience; and are familiar with digital technology.
3. **Selection procedure.** The selection will be carried on the principle of equal opportunities, without limitations of belonging to political, ethnic, religious, sexual, or other orientation.

Differentiation of the group

While all the training participants will be teachers in the context of SDGs /Marketing / Social media education, there might be differences in focus, knowledge, expertise, and competences.

It is important to identify these differences and to adapt your working style and methodological-didactical approaches to the different participants and technical focus area and institution.

Supporting and intensifying knowledge transfer

The course will work with the YouCOME modules prepared by the project partners. The examples and exercises used during the training will refer as much as possible to the training goal. In this way, we can obtain a

workplace-related training. The trainer works according to the didactical concept and all participants can reach their cognitive training goals: "Awareness – Knowledge – Understanding – Application – Mastery".

A large room is required for the course, so that small groups can work together without disturbing each other. Alternatively, the course needs a second room so that some of the groups can work there. The main room needs to be equipped with a whiteboard and a computer connected to a projector or large TV for PowerPoint presentations. We will also need free wall space or pin walls for work with moderation cards and posters.

Internet connection is obligatory.

Other materials will be produced by the participants, so stationary such as laptops, smartphones, large flipchart paper, moderation cards, marker pens, etc. will be needed.

Teachers' competencies after ToT

After the training of trainers course, the successful "YouCOME: Methodology of Youth Workers" the future teachers should:

- have (or mature before the training) solid multi & interdisciplinary competences;
- have (or mature before the course) good frontal and interactive teaching competences;
- have skills in teaching youth & adults;
- have (or mature before the course) specific competences on the EU, able to embrace the whole content system of "YouMAKE: ToT Methodology" without granting weaknesses, shortcomings, doubts that could favor inaccuracies or didactic incompetence, and
- have psychological and character abilities that allow him to manage a heterogeneous class without problems, knowing how to constantly motivate participants on the foreseen topics, even functionally to the proposal of role-playing games, recreational activities or practical computer work.

Certification & Evaluation

Participants will receive a participation certificate.

5. Didactic Approaches which will be used

Didactics is a theory of teaching, and in a wider sense, a theory and practical application of teaching and learning.

In demarcation from "mathetics" (the science of learning), didactics refers only to the science of teaching.

This theory might be contrasted with open learning, also known as experiential learning, in which people can learn by themselves, in an unstructured manner (or in an unusually structured manner, as in experiential education, on topics of interest. It can also be contrasted with autodidactic learning, in which one instructs oneself, often from existing books or curricula.

The theory of didactic learning methods focuses on the baseline knowledge participants possess and seeks to improve upon and convey this information. It also refers to the foundation or starting point in a lesson plan, where the overall goal is knowledge. A teacher or educator functions in this role as an authoritative figure, but also as both a guide and a resource for participants.

With the advent of globalization at the beginning of the 20th century, however, the arguments for such relative philosophical aspects in the methods of teaching started to diminish somewhat. It is therefore possible to categorize didactics and pedagogy as a general analytic theory on three levels:

1. a theoretical or research level (denoting a field of study)
2. a practical level (summaries of curricular activities)
3. a discursive level (implying a frame of reference for professional dialogs)

Didactic Approaches which will be used in the trainings

- **Ice breakers.** The class will start with ice breakers/energizers with ideas provided by the trainer or the target group themselves to establish a warm training environment.

▪ **Brainstorming.** Brainstorming is one of the techniques used to ensure the generation of existing and novel ideas on a certain topic. This technique is thought to spark participation of the whole group. In brainstorming, all ideas are valid, accepted, and recorded. It also helps participants consider all possibilities [<https://yowomo.co.uk/trainer-ecke>].

Use these steps for successful brainstorming activities:

- Start with a question to invite comments.
- Allow youth to say anything that comes to mind.
- Allow participants to share as many ideas as possible.
- Allow repetition.
- Encourage participation.
- Encourage building on others' ideas.

▪ **Theoretical part:** Lectures will be prepared by the trainers in Power Point Presentation. Lecturers/Trainers will provide videos to make the teaching and learning more enjoyable;

▪ **Small Group Activity.** Encouraging participants to work on group activities brings a lot of positive attitude, cooperation and together they analyze, reflect, integrate, and generalize information. Small group activities may also allow for observing and practicing skills in a nonjudgmental, emotionally supportive environment

Use these steps for successful small group activities:

- Explain the purpose of the activity.
- Set definite limits.
- Give clear instructions and examples.
- Assign youth to groups.
- Assign roles within groups.
- Check in with youth for understanding.
- Encourage equitable participation.
- Remind youth of remaining time.
- Allow time to process activity.

▪ **6.4. Practical Part—Active learning.** Establishing an active teaching and learning environment is essential for the integration of practice and theory during the trainings. Some characteristics of active learning are:

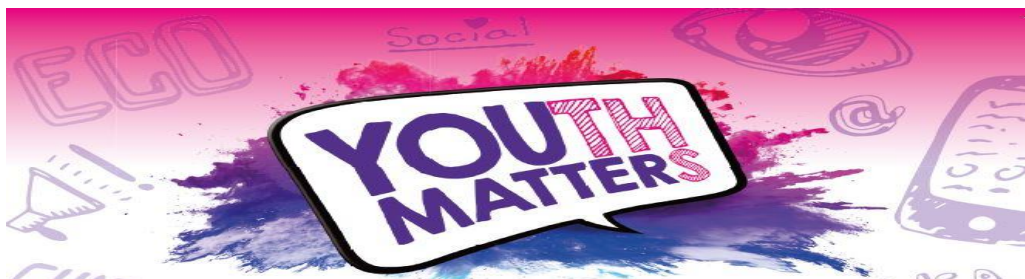
- Participants are involved in more than listening;

- Less emphasis is placed on transmitting information and more on development of participants' skills;
- Participants are involved in higher order thinking (analysis, synthesis, evaluation);
- Participants are engaged in activities
- Greater emphasis is placed on participants' exploration of their attitudes and values.

These components involve activities that allow participants to clarify, question, consolidate, and appropriate new knowledge (Meyers & Jones, 1993)

▪ **Role Playing.** One of the interactive didactic approaches towards to active learning is the assignment of role plays activities. Role playing is used to give young people an opportunity to practice skills. Role plays may be scripted or unscripted, depending on the program. Use these steps for successful role play:

- Explain purpose of role-play.
- Explain feedback process.
- Set and follow norms.
- Start with low-risk situations.
- Choose volunteers for the role-play.
- Set the scene.
- Assign observers and explain their task.
- End the situation.
- Allow observers ample time to complete observation form.
- Allow time for discussion.
- Give positive feedback.





6. Participant knowledge assessment

Knowledge is often defined as a belief that is true and justified. This definition has led to its measurement by methods that rely solely on the correctness of answers. A correct or incorrect answer is interpreted to mean simply that a person knows or does not know something. Such methods of measurement have serious deficiencies that can be alleviated by expanding the definition of knowledge to include the test-taker's certainty.

What is pre-training assessment?

Pre-assessment provides a way for teachers to gather key information about what participants know and can do prior to instruction, as well as what participant interests and learning styles are. Pre-assessments can be paper and pencil tasks or performance based. They provide evidence to help teachers effectively match instruction with the needs of participants. This includes decisions about content, pacing, materials, grouping, and specific learning activities.

What is post-training assessment?

Post-training evaluation is a critical part of any training program. Not only does it give you an idea of what the learners thought of the course, but more importantly, it tells you what's working and what's not. Furthermore, it gives you a valuable insight of the training program from the learner's perspective.

To assess the participants' knowledge there must be assigned training tasks which will be during the classes, or an ongoing basis.

But as the trainings aimed for and pursuant to the YouCOME project will focus on non-formal learning, it is better to organize at the end of the training a test with multiple choice questions or a quiz. Regardless of the context, the test or the quiz must rely on a set of well-thought-out questions to observe the participants' knowledge enhancement.

In addition to checking and assessing the knowledge of the participants, tests serve as feedback for the trainer, who can draw conclusions about the structure of their training and if necessary, adjust. Also, assessing the participants provides a reporting purpose to the project objectives itself.

Pre-Training Assessment Form

It will serve as an instrument to measure the status of the trainees and their knowledge as well as what they expect to learn. It will also serve to see the opportunities to improve the training objectives in the future endeavors.

PRE- TRAINING ASSESSMENT FORM

DATE:

ORGANIZATION:

Trainee's name and surname:

TRAINING ON: _____

Where did you hear about this training?	
Why do you want to attend this training?	
How will you benefit from the training professionally?	
What do you hope to learn and what skills will you improve?	
Which from the training topics do you think you will benefit the most?	
What is the level of your knowledge/skill/ability on a scale of 1 to 10 prior to this training?	

Post Training Assessment form

This form will help to measure the benefits deriving from the development of the training for the youth workers.

POST- TRAINING ASSESSMENT FORM

DATE:

ORGANIZATION:

Trainee's name and surname:

TRAINING ON: _____

Which part of the training method did you find valuable?	
Is there any part of the training which you think it needs betterment?	
Were you involved in any practical activity? If so, was it useful?	
Did you enjoy the audio-visual materials? Do you think they are efficient?	
How beneficial were the training materials provided?	
How relevant was the training to your CV ?	
In your opinion was sufficient material covered?	
In what ways have you increased your knowledge of the subject?	
How would you scale your ability on the topics covered, on a scale of 1 to 10, after attending this?	

Assessment of the Trainer

This form will be anonymous, and it will serve for the improvement of the training and the trainers.

TRAINER ASSESSMENT FORM

Date:

Organization:

Was the trainer clear in stating the aim, objectives, expected results of the training?	
Was the trainer clear in the explanation regarding the topic taught?	
Did the trainer establish interaction between trainer-trainees during the training?	
Did the trainer display adequate knowledge on the topic treated and discussed?	
The overall organization of the training by the trainer was it organized and the activities scheduled and structured properly?	
Did the trainer attract your attention and was it hard to attain it?	
Is there any further comment you would like to add, regarding the training or what can be improved?	

7. Module 1: SDGs – Environmental, Economic and Social well – being for today and tomorrow

Lecture overview

This module will aim to bring an introduction to national and international policies of the 2030 UN Agenda and its 17 Sustainable Development Goals (SDGs). Each participating country is committed in the achievement of the SDG and has drafted action plans for each SDG, policies, agendas etc in order to reach estimated results as set out in the UN Agenda. Though the efforts of every government are extensive, still the awareness and the knowledge of people on the SDG is basically not to a satisfying level. The participation of the community, vulnerable groups, etc is low and too many people are excluded from the development process.

This lecture will discuss sustainable development goal, focusing on the main features of the 2030 Agenda. What are the reason to comply with the SDG UN Agenda? What to expect? What is the added value of the SDG goal-setting?

The module will provide for the national institutional agreements and arrangements in order to successfully achieve the SDGs with a focus on North Macedonia, Italy, Albania, Poland, Monte Negro, And Lebanon –the SDG facts report (each country has prepared a SDG facts research report which will be an important tool for the theoretical course development) will be used – the course will draw attention to how and to what level the UN 2030 agenda is operationalized at central and local levels. The course will also make use of the best practices, and present the significant challenges that the country has including the needs deriving from the process of the UN 2030 Agenda implementation.

Learning outcomes

Participants during this lecture on Environmental, Economic, and Social well being for today and tomorrow will:

1. Acquire knowledge on the SDG
2. Be introduced to the theoretical and empirical approaches

3. Know why, what and why it is important the achievement of SDG by any partner country
4. Know more about the national interventions aimed at achieving SDG
5. Learn how politics plays a crucial role in SDG achievements
6. Understand various policies aimed at achieving SDG
7. Bring ideas on how the youth can influence on the SDG achievements

Material to be used

A) Mandatory materials

SDGs, Main Contributions and Challenges

Author: [United Nations Institute for Training and Research](#); January 2019, 196

- Language: English
- ISBN (PDF): 9789210476768

DOI: <https://doi.org/10.18356/55c2bdbe-en>

B) Additional materials:

<https://www.youtube.com/watch?v=e2S9wf5oVT4>

<https://www.youtube.com/watch?v=zx04KI8y4dE>

<https://www.youtube.com/watch?v=qfOgdj4Okdw>

C) Links:

1. <https://sdgs.un.org/2030agenda>
2. <https://www.un.org/development/desa/dspd/2030agenda-sdgs.html>
3. <https://www.un.org/development/desa/youth/world-programme-of-action-for-youth/employment10.html>
4. <https://www.un.org/sustainabledevelopment/>
5. <https://www.sciencedirect.com/science/article/pii/S2590332220304152>

D. Extracurricular Activities

1. Non formal Activities
2. Ice Breakers
3. Brainstorming
4. Roleplay
5. Project presentations

8. Module 02: European Green Deal

Lecture Overview

The module on the European Green Deal will aim to explore its common understanding among youth work practitioners from across Western Balkans, South Mediterranean and Programme countries from Europe.)

It will strive to give answers to many questions that arise like:

What is implied by European Green Deal? The participants will understand that the European Green Deal is A Vision to Combat Climate Change; it's the European Commission's vision to reach net zero emissions of greenhouse gases by 2050, decouple economic growth from resource use, and leave no person or place behind.

(<https://carnegieendowment.org/>)

What is the green agenda? This is a question that is commonly asked and the participants will find the answer , which will be in a part of this module. Briefly the Green agenda is a participatory method for developing and implementing local sustainable development strategies and plans with active involvement of different sectors in the local community where the process is conducted.

(<https://www.switchtogreen.eu/the-eu-green-deal-promoting-a-green-notable-circular-economy/>)

What is the green agenda for the Western Balkans? Participants will get an insight on the green agenda for the WB which is a comprehensive strategic roadmap against the climate crisis. It points the way to new energy and mobility solutions, sustainable economies, environmentally friendly agriculture and the preservation of biodiversity [<https://www.umweltbundesamt.at/en/news220208en>]

A special focus will be on the policy areas which needs to be tackled in order to achieve the objectives of the Green Deal Agenda. So, the

question is, which are the policy areas of the EU Green Deal?

Within the set goals, the growth strategy is constructed under 7 policy areas: i) clean energy, ii) sustainable industry, iii) building and renovating, iv) from farm to fork, v) eliminating pollution, vi) sustainable mobility and vii) biodiversity .

<https://www.escarus.com/what-is-european-green-deal><https://>

Another important question relates to sustainability that is thought to be reached. How does the EU Green agenda contribute to sustainability? The EU strives to ensure trade policy helps promote sustainable development through: EU trade agreements; special incentives for developing countries, and, trade and development policy. https://policy.trade.ec.europa.eu/development-and-sustainability/sustainable-development_en

What are the main points of the Green Deal? This question will be treated as well as part of the participants interest. It will enhance the participants knowledge on the Green Deal aims.

Early efforts. In 2006, a Green New Deal was created by the Green New Deal Task Force as a plan for one hundred percent clean, renewable energy by 2030 utilizing a carbon tax, a jobs guarantee, free college, single-payer healthcare, and a focus on using public programs [<https://www.researchgate.net/publication/>]

Learning outcomes

Participants during this lecture on The European Green Deal will:

1. Acquire knowledge on the EGD
2. Be introduced to the theoretical issues as well as specific one of their country
3. Know why, what and why it is important the achievement of EGD Agenda by any partner country
4. Know more about the national interventions aimed at achieving EGD
5. Learn what are the priority areas to achieve EGD
6. Understand various policies aimed at accomplishing the EGD Agenda
7. Participants will know what the Youth Can do to complete the aim of the EGD Agenda

Material to be used

A) Obligatory literature:

BOOK: European Green Deal; Delivering on our Targets

Published: 2021-07-26

Corporate author(s): [Directorate-General for Communication](#) ([European Commission](#))

<https://op.europa.eu/en/publication-detail/-/publication/762414e8-ee81-11eb-a71c-01aa75ed71a1>

B. Additional materials

<https://www.youtube.com/watch?v=mfjiOX3TtC8>

<https://www.youtube.com/watch?v=zf74KGVOhm4>

What Is The EU Green Deal 2021 | Sustainability Across The Global Economy

<https://www.youtube.com/watch?v=7lyRkJIX2N0>

C. Links

Masterclass <https://www.youtube.com/watch?v=wkpLv8wbJZk>

D. Extracurricular Activities

1. Non formal Activities
2. Ice Breakers
3. Brainstorming
4. Roleplay
5. Project presentations



9. Module 03: Priorities of Europe 2020

Lecture overview

In this module the participants will understand the Europe 2020 three main priorities and eight targets, which would definitely help countries in becoming stronger and equip Europe with a smart, sustainable and inclusive economy. The achievement of these priorities will serve to ensure and provide high levels of employment, productivity and social cohesion. Europe 2020 sets out a vision of Europe's social market economy for the 21st century:

1. **Smart growth:** developing an economy based on knowledge and innovation. Targets:
 - Increasing combined public and private investment in R&D to 3 % of GDP
 - Reducing school drop-out rates to less than 10 %
 - Increasing the share of the population aged 30–34 having completed tertiary education to at least 40 % •
2. **Sustainable growth:** promoting a more resource efficient, greener and more competitive economy. Targets:
 1. Reducing greenhouse gas emissions by at least 20 % compared to 1990 levels
 2. Increasing the share of renewable energy in final energy consumption to 20 %
 3. Moving towards a 20% increase in energy efficiency
3. **Inclusive growth:** fostering a high-employment economy delivering social and territorial cohesion. Targets:
 - Increasing the employment rate of the population aged 20–64 to at least 75 %
 - Lifting at least 20 million people out of the risk of poverty and social exclusion

By providing theoretical and practical exercises on the three priorities, participants will understand the benefits deriving from their implementation.

At the same time, during the lecture the participant will get an insight into the activities being carried out by their national governmental infrastructures and the actual status of their achievements. Also a very good exercise would be the provisions of ideas on how the youth could help or be involved in the accomplishments of the eight targets. There will be provided road maps on each priority. The trainers will include various materials to intertwine formal and non formal teaching and learning.

Learning outcomes

Participants during this lecture on The importance of EU policies and the three priorities of Europe 2020: Smart, Sustainable, and Inclusive growth. will:

1. Acquire knowledge on the three priorities of Europe 2020;
2. Be introduced to the theoretical issues as well as specific one of their country ;
3. Know what and why it is important the achievement of Europe 202 strategy by any partner country ;
4. Know more about the national interventions aimed at achieving the three priorities ;
5. Learn what are the priorities and the eight targets ;
6. Participants will know what will be done for the Youth, how youth can be involved in achieving the three priorities and the eight targets;

Material to be used

A) Obligatory literature:

BOOK: Smarter, greener, more inclusive ? Indicators to support the Europe 2020 strategy — 2016 edition

Product Code: KS-EZ-16-001

ISBN: 978-92-79-59147-1

ISSN: 2363-2208

Digital Object Identifier (DOI): 10.2785/101636

B. Additional materials

<https://www.youtube.com/watch?v=ZQZPoAVR8WQ>

https://www.youtube.com/watch?v=84ekuw_a7n0

C. Links

<https://www.intereconomics.eu/contents/year/2010/number/3/article/europe-2020-a-promising-strategy.html>

https://www.researchgate.net/figure/Three-priorities-of-the-strategy-EUROPE-2020_fig1_268602980

D. Extracurricular Activities

1. Non formal Activities
2. Ice Breakers
3. Brainstorming
4. Role-play
5. Project presentations





10. Module 04: Digital Marketing

Lecture Overview

Digital Marketing is one of the most important and beneficial module for the youth. In the world we are living in, one cannot imagine life without technology. As it is called, the digital world. Everywhere is talked about; Digital marketing, Social media marketing and many other terminologies such as SEO, SEM, Display Advertising, Sponsored Tweets, Mobile, e-Buzz, Web Analytics, Sentiment Analysis, Web and Marketing 3.0 and many, many others. Between books, websites, blogs, newsletters, mailing lists, webinars, there is an "information overload" on these terms, so much so that you often feel disoriented.

What is Digital Marketing and why is it so important?

The definition of Digital Marketing is the set of marketing activities that use Internet channels to develop their commercial network, analyze market trends, predict progress and create offers for the customer profile they aim to reach. <https://www.webfx.com/digital-marketing/glossary/what-is-digital-marketing/>

Marketing in itself is the management of profitable relationships with customers. The dual purpose of marketing is to attract new customers by promising them superior value and to retain and increase existing customers by giving them satisfaction.

Whereas the Digital marketing is the marketing of products or services using digital technologies, primarily on the Internet, but also including mobile phones, display advertising and any other digital medium.

In this module there will be taught many aspects of digital marketing like: what is digital marketing? How did it begin? What does it require? Who can use Digital Marketing? And how one can make money with Digital Marketing? Participants will enhance their capacities and know more through the formal and non formal teaching and learning. It's important to know that digital marketing can be used by anyone and it is very productive if you know how to take advantage of it. Digital Marketing is accessible to

all and it has proved very beneficial to those who are willing to work in this area.

During the module, the income channels will be identified as the most integral part of the digital marketing skills. Choosing the right marketing channel for the participant will be a project that will be worked by the participants individually.

Activities and practice exercises will be conducted in the computer lab classes or the students will need to bring their own lap tops.

All participant will be encouraged to be adapted to the new evolving technologies and make use of them for their own profits, regardless of the experience they have in digital marketing. One can immediately start doing online marketing provided he has adequate information in the filed.

Learning outcomes

Participants during this lecture on Digital Marketing will: What is digital marketing? How did it begin? What does it require? Who can use Digital Marketing? And how one can make money with Digital Marketing?

1. Acquire knowledge on what is digital marketing and how did it begin;
2. Be introduced to the theoretical issues as well as specific Digital Marketing best practice cases of their country ;
3. Know what and why it is important to find the right Digital Marketing Channels;
4. The participants will be able to identify what does the Digital Marketing require ;
5. They will be able to create a model of they own digital marketing campaign as a practice exercise, either in a group or individually;
6. They will be taught how to identify the income channels and how to choose the right channel for themselves;

Material to be used

A) Obligatory literature:

BOOK: DIGITAL MARKETING FOR BEGINNERS 2022 By Cristopher Clarke & Adam Preace

<https://www.amazon.com/DIGITAL-MARKETING-BEGINNERS-2020-Generating-ebook/dp/B07WPL4B76?asin=B07WPL4B76&revisionId=ff51e5fc&format=1&depth=1>

B. Additional materials

<https://www.youtube.com/watch?v=ZVuHLPI69mM>

<https://www.webfx.com/digital-marketing/glossary/what-is-digital-marketing/>

<https://www.youtube.com/watch?v=bG-AL2Hd6Cc>

<https://www.youtube.com/watch?v=4ajmfzj9G1g>

C. Links

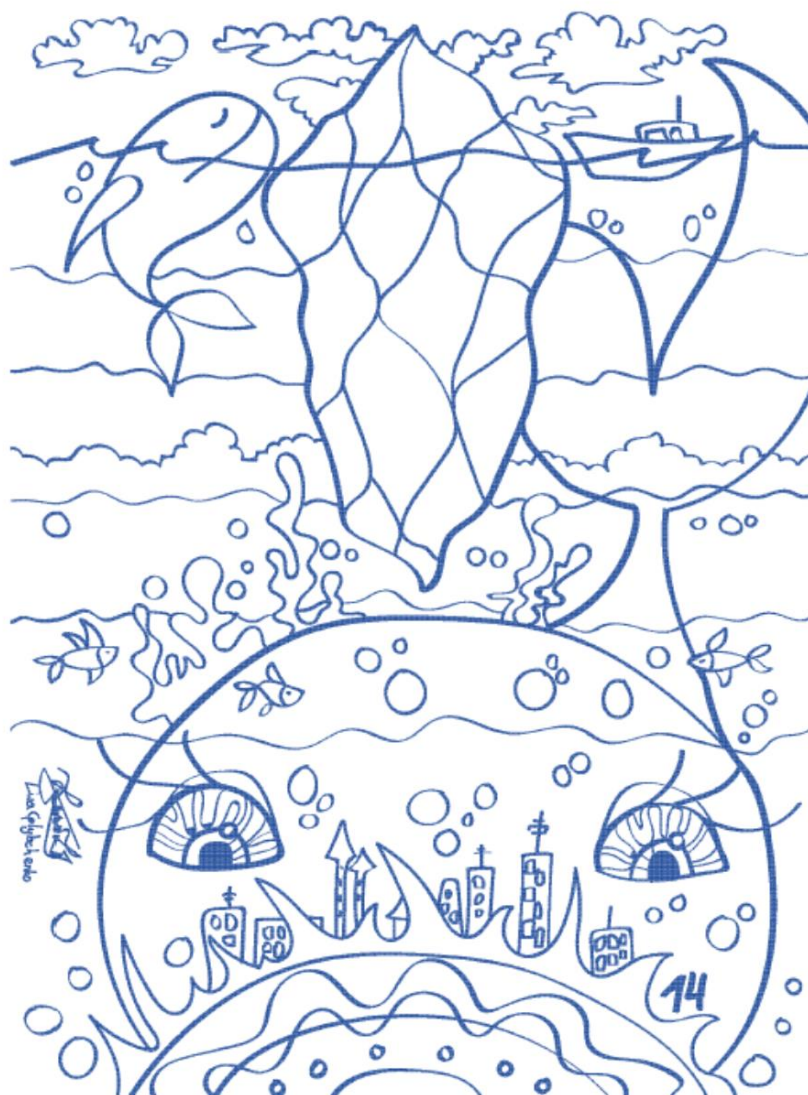
<https://www.youtube.com/watch?v=aC-DwwgqG6A>

<https://www.webfx.com/digital-marketing/glossary/what-is-digital-marketing/>

D. Extracurricular Activities

1. Non formal Activities
2. Ice Breakers
3. Brainstorming
4. Roleplay
5. Project presentations





11. Module 05: ICT know-how of digital marketing

Lecture Overview

Being literate in ICT means that you are able to use technology, communication tools to find, access, evaluate, select, manage, create information. It is a source of knowledge and it serves as a medium to interact and exchange information. Good knowledge in ICT means an advantage to those who want to be part of the Digital Marketing field. After all, digital marketers are concerned with attracting new customers on the Internet, so the more fluent you are in the computer skills, the better. People with some skills in ICT and digital marketing are so much needed in the market today. SEO, social media, Google analytics and email marketing will all be the building blocks of your skill.

They are indispensable for the promotion and progress of the many sectors inside and outside the tech industry, such as in real estate, entertainment, healthcare, food etc.

The overwhelming majority of the enterprises across EU are using ICT software, hardware and tools to carry out their business activities in order to optimize their benefits. Eurostat. May 2019. "Digital Economy and Society Statistics - enterprises", Retrieved from: shorturl.at/cgtu6. Therefore it is really important to enhance the skills in ICT.

Channels & Tools

What tools and channels will you use for the promotion of your business? Communication channels and tools ensure to improve your business visibility and build long-term relationship with your target audience. A website, social media accounts and email are the more appropriate tools. The participants will know how to make use of such tool to their job advantage.

A marketing Plan is what the participants must learn about. In this lecture they will learn how to devise a marketing plan, with all the elements included. They will know that a marketing plan serves guidelines and useful information for the communication and exploitation activities that are to be implemented during a certain period in order to achieve specific results. Though marketing plan will be identified all the relevant channels,

audience, information and content to be produced and disseminated to the target audience.

Participants will get an insight of the types of Digital Marketing

- Search Engine Optimization (SEO) ...
- Pay-per-Click (PPC) ...
- Social Media Marketing. ...
- Content Marketing. ...
- Email Marketing. ...
- Mobile Marketing. ...
- Marketing Analytics. ...
- Affiliate Marketing.

Thus, this module will give the participants the opportunity to develop their skills and learning gains, creating and allowing opportunities to develop their creativity, problem-solving abilities, informational reasoning skills, communication skills.

Learning outcomes

Participants during this lecture on ICT know how elements, tools and methods of digital marketing will:

1. Acquire knowledge on some important ICT skills needed in Digital Marketing;
2. Know the Importance of search engine marketing to get the visibility and customers on the internet, the benefits of online advertising compared to other forms of advertising, advertising on Google, Bing, Yahoo and other search engines, networks and websites;
3. Know which the best tools are to use to use in Digital Marketing in order to have positive feedback;
4. They will be taught how to Various aspects of targeted ad campaign, targeted placement, targeting the audience, demographics, creating dynamic ads with data feeds, Google sponsored promotion, understanding the audience list and having the right targeted approach.
5. Participant will know how to draft a Marketing Plan, which is the most important tool of the Digital Marketing field.
6. Participant will practice through exercises, activities, projects the various type of Digital Marketing and they will decide which of them suits and meets the national market demands.

7. Participants will develop their creativity, enhance their ICT abilities, informational reasoning skills, communication skills etc.

Material to be used

A) Obligatory literature:

BOOK:

https://emproverproject.eu/wp-content/uploads/2021/12/TP_Module3.pdf

<https://www.scribd.com/document/487722493/Digital-Marketing-Essentials-You-Always-Wanted-to-Know>

<http://searchengineland.com/070208-095009.php>

<https://www.nytimes.com/2006/03/14/business/media/14adco.html?ex=1299992400&en=6fcd30b948dd1312&ei=5088>

<https://www.nytimes.com/2006/03/14/business/media/14adco.html?ex=1299992400&en=6fcd30b948dd1312&ei=088>

<http://searchengineland.com/ppc-seo-match-made-marketing-heaven-259693>

<http://www.informaworld.com/index/929886653.pdf>

B. Additional materials

<https://www.youtube.com/watch?v=zMvVhQE2DKA>

<https://www.youtube.com/watch?v=E0fs8cUJYHM>

https://www.youtube.com/watch?v=e__BkwaRr_U

https://www.youtube.com/watch?v=WXi2STME_Q

C. Links

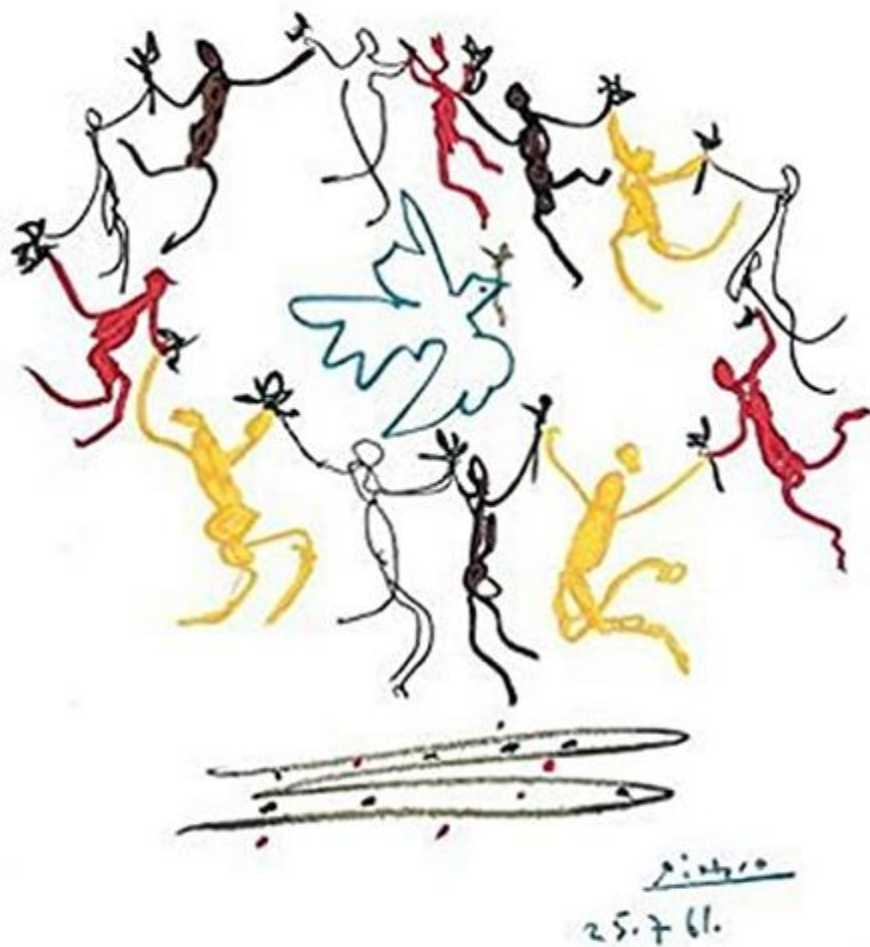
<https://www.youtube.com/watch?v=iOKs1jB27xw>

<https://www.youtube.com/watch?v=qooect5h4IE>

<https://www.youtube.com/watch?v=MkL8BD88FqM>

D. Extracurricular Activities

1. Non formal Activities
2. Ice Breakers
3. Brainstorming
4. Roleplay
5. Project presentations



12. Module 06: Digital marketing 8Ps instruments

Lecture Overview

Digital marketing 8Ps instruments are seen as a prerequisite to integrate the contribution of three existing marketing sub-disciplines: Green; Social and Critical marketing paradigm in which sustainable development is a key goal.

In this module the participants will know what are the 8Ps, which are seen as instruments which help in the development of the digital marketing strategies. The 8 Ps of marketing is product, price, place, promotion, people, positioning, processes, and performance. The goal is to get them working together for your marketing mix.

If you can you'll have a much better chance to attract and convert your potential customers. [<https://www.8bitcontent.com/8-ps-of-marketing>].

Participants will know how the 8 P's of digital marketing came as a result of improving the 4 P's of marketing. In digital marketing, products (or services) are no longer things which a customer can hold in their hands. As a result, it's far more challenging to pursue a customer based on benefits they may not be able to experience. And the traditional 4 P's evolved to reflect this change and finally are transformed into 8Ps.

This module will provide definitions of each of the 8Ps and there will be questions to be developed as teaching and learning activities which will help the participants know more about the 8Ps instruments in Digital Marketing.

The following question will be discussed with the trainers. They are on the <https://www.go2marketcoach.com/blog/8-ps-of-marketing>

1. Product (or service): What you're selling

How might our product or service promote itself? What unique aspects of our product/service are remarkable or worthy of a sound bite? Are there viral or network effects that our product provides?

2. Price: The value exchange

What does our price say about our product/service in terms of value or

accessibility? What is our customer used to paying for this product/service? What kind of discounting tactics would be in-line with our brand and product category? Is there a way to innovate with our pricing?

3.Promotion: How products are pushed or placed into the market

Where do our customers live? (e.g. social media channels, blogs, information sources, events). What kinds of promotion does our market expect? Is there a way to innovate with how we promote our product or service?

4. Place: Where a product is bought, sold or experienced

Where is our product most likely going to be seen in use? Where do our customers shop? How widely or selectively are we distributing our product? If a digital product, how can we optimize our online shopping experience?

5. Positioning: How a product or service is presented, discussed and singled out in the marketplace

How do we want our customers to talk about our product to their friends and colleagues? What are the benefits of the product that rise to the top? What hidden features or benefits could be exciting new opportunities to bring to the fore? What's unique or remarkable or weird or strange or fun or ...? (and is that an opportunity?)

6. People: The individuals who are critical to the launch or campaign

Which people are central to this product that might provide an interesting story for the market? Who might be a possible spokesperson or influencer for our product/service? What stories would help serve up the emotional benefits of our product or service?

7. Partnerships: Other audiences and companies that want to help you market your product

Which brands, companies, or key people would be a beneficial partnership for our product launch? What shared goals or objectives might we have? What potential pitfalls do we want to avoid?

8. Packaging: How products or services appear in the market

What's our customer's first touch or experience with our paid product? What is the packaging expectation for our customers? Is there a way to stand out with our packaging look or feel? Are there time-limited or special packaging initiatives we could try to gain mindshare?

Learning outcomes

Participants during this lecture on Digital marketing 8Ps instruments will:

1. Acquire knowledge on the 8 Ps instruments used in Digital marketing
2. Be introduced to the theoretical and empirical approaches
3. Know why it is important to know these instruments
4. Understand the benefits of application of the 8Ps instruments in the digital marketing
5. participants will be provided with materials and videos to evidence the success of the application of the 8Ps instruments
6. Participants will be able to apply the 8Ps in their own project, using their knowledge and skills acquired during the class.

Material to be used

A) Obligatory literature:

<https://www.8bitcontent.com/8-ps-of-marketing>

<https://www.go2marketcoach.com/blog/8-ps-of-marketing>

B) Additional materials:

<https://www.youtube.com/watch?v=fY66u8Nnx-U>

<https://www.youtube.com/watch?v=oMZMrnNWY-A>

<https://www.youtube.com/watch?v=dV1LbZg0if4>

C) Links:

<https://www.opengrowth.com/resources/try-the-new-ps-of-marketing-an-extended-updated-version>

<https://www.slideshare.net/nadeemsdr/8-ps-of-marketing-mix>

<https://slidemodel.com/templates/8ps-of-marketing-powerpoint-template/>

<https://heidicohen.com/four-ps-of-marketing-mix/>

D. Extracurricular Activities

1. Non formal Activities
2. Ice Breakers
3. Brainstorming
4. Roleplay
5. Project presentations



13. Module 07: Using Social media in Digital Marketing

Lecture Overview

In this module, participants will have the opportunity not only to learn more about social media effect on the digital marketing, its impact on the incomes of a business, but also see it in practice what it means to use technological devices to help in the revenues of the people and businesses.

Social media platforms nowadays are numerous and they play an essential part in our daily life. However the businesses are taking advantage from the use of the social media to promote their products and services .

Nowadays, it is called Mobile Social Media Marketing, a trend growing day by day because it has been considered a technique of marketing via social media on mobile devices. It is researched that nearly 71% users access social media on mobile devices.

(https://www.tutorialspoint.com/mobile_marketing/mobile_social_media_marketing.htm)

Mobile devices are over taking desktops/laptops as they come handy to users; thus, making them a one of the most preferred channel for advertising. Advertisers find mobile devices more convincing ground than web and consider it as the perfect medium for marketing. The participants will make use of the Mobile Marketing—Quick Guide (https://www.tutorialspoint.com/mobile_marketing/mobile_marketing_quick_guide.htm)

and learn about the Mobile Marketing Strategies, Mobile Marketing Policies, Mobile Marketing SMS campaign, Benefits of Mobile Social Media Marketing etc..

This module will lay the foundation of social media marketing. Students will learn what social media marketing entails, including the history and the different social media channels that exist. They'll learn how to select a social media channel that fits their needs, set goals and success , and determine who their target audience is. By the end of this course, students will be able to:

- Understand the landscape of traditional, digital, and social media

marketing

- Understand how to become certified as a Digital Marketing Associate
- Understand the major social media platforms, how they function, and what role they play in marketing
- Create SMART goals and identify KPIs
- Define their target audience and their customer journey
- Choose the right social media platforms and learn how to create social media policies.
- Learn about Mobile Marketing Strategies, Mobile Marketing Policies, Mobile Marketing SMS campaign, Benefits of Mobile Social Media Marketing

Whatever level of knowledge students start with, this course will help them build a solid foundation for social media marketing and gain applicable skills that will allow them to make their social media marketing efforts more successful and noticeable. Students don't need marketing experience, but they should have basic internet navigation skills and be eager to participate and connect in social media. Students must have a Facebook account and an Instagram account and use Smart Mobile Phones.

13.2 Learning outcomes

Participants during this lecture on Social Media and Smart Phones in Digital Marketing will:

1. Acquire knowledge on social media use in digital marketing and how did it begin;
2. Be introduced to the theoretical issues and approaches on the use of social media for digital marketing;
3. Learn about Mobile Marketing Strategies, Mobile Marketing Policies, Mobile Marketing SMS campaign, Benefits of Mobile Social Media Marketing;
4. The participants will be able to identify what does the Mobile Social Media focuses on;
5. They will be able to create a model of they own Mobile Social Media campaign as a practice exercise, either in a group or individually;

Material to be used

A) Obligatory literature:

<https://www.amazon.com/Social-Media-Marketing-Digital-book-ebook/dp/B07S8S1PQQ?asin=B07S8S1PQQ&revisionId=f63308e1&format=1&depth=1>

https://www.tutorialspoint.com/mobile_marketing/mobile_marketing_quick_guide.htm

B. Additional materials

<https://www.youtube.com/watch?v=I2pwcAVonKI>

<https://www.youtube.com/watch?v=ew6AGwe0t-o>

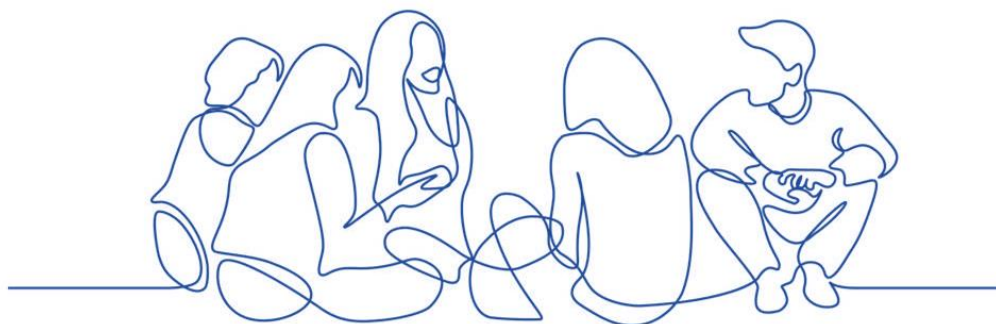
<https://www.youtube.com/watch?v=nj2mMotOPTU>

C. Links

https://www.tutorialspoint.com/mobile_marketing/mobile_marketing_useful_resources.htm

D. Extracurricular Activities

1. Non formal Activities
2. Ice Breakers
3. Brainstorming
4. Roleplay
5. Project presentations





Partnership!

14. Module 08: Youth Active Workers

Lecture Overview

In this module the participants will learn about the youth rights, youth rights to participate in decision making, how can their voice be heard, what can they do to better their living, how can they be promoted and empowered, how can they be involved in various activities etc.

Youth participation actively involves young people in decision-making processes on issues that affect them. Young people make invaluable contributions to communities and are empowered themselves when they participate.

Through active participation, young people are empowered to play a vital role in their own development as well as in that of their communities, helping them to learn vital life-skills, develop knowledge on human rights and citizenship and to promote positive civic action.

(<https://www.un.org/esa/socdev/documents/youth/fact-sheets/youth-participation.pdf>)

In the module the trainers will provide information on the situation of the youth participation, empowerment and activism in their country. The trainers will provide information on how every participant can be involved and various ways of engagement. Also, the trainer will provide a list of organizations dealing with the youth and have in their mission the promotion and the empowerment of the youth. The youth will be provided with some practical life skills, and how to write e cv, how to conduct an interview, how to apply for a job etc.

Learning outcomes

Participants during this lecture on Tools and methods on: youth active participation, empowerment, and activism will:

1. Acquire knowledge on the rights of the youth to participate in local government decision making ;
2. Be introduced to the theoretical issues and approaches on the youth

participation;

3. Participants get insight into forms and methods of youth participation
4. They gain knowledge about some soft life skills which will help them in finding a job, like: how to write a cv, how to face an interview, how to apply for a job etc
5. They will be able to participate in local government decision as by law
6. They will learn how to promote themselves or their skill via the social media links

Material to be used

A) Obligatory literature:

[https://www.salto-youth.net/downloads/4-17-](https://www.salto-youth.net/downloads/4-17-4089/20200929_ParticipationStrategy_Online_Final_02.pdf)

[4089/20200929_ParticipationStrategy_Online_Final_02.pdf](https://www.salto-youth.net/downloads/4-17-4089/20200929_ParticipationStrategy_Online_Final_02.pdf)

[https://www.salto-youth.net/downloads/toolbox_tool_download-file-](https://www.salto-youth.net/downloads/toolbox_tool_download-file-1714/Time%20to%20engage%20-%20Booklet.pdf)

[1714/Time%20to%20engage%20-%20Booklet.pdf](https://www.salto-youth.net/downloads/toolbox_tool_download-file-1714/Time%20to%20engage%20-%20Booklet.pdf)

B. Additional materials

<https://www.youtube.com/watch?v=TwawvjCDciA>

<https://www.youtube.com/watch?v=ew6AGwe0t-o>

<https://www.youtube.com/watch?v=nj2mMotOPtU>

C. Links

<https://inno4impact.eu/unit-3-2/>

<https://ndcpartnership.org/news/roadmap-meaningful-youth-engagement-ndcs>

D. Extracurricular Activities

1. Non formal Activities
2. Ice Breakers
3. Brainstorming
4. Roleplay
5. Project presentations

15. Notes for trainers

This methodology, based on four-day workshops, is intended to introduce to participants the basic questions related to project topics: SDGs; European Green Deal; Digital Marketing, and Social Media.

Time of realization: Four working days. Half working day, i.e. 4 working hours, per one module , including lunch and two coffee breaks.

It is advised to organize the workshops with the characteristics of the participants involved in mind (e.g., participant group composition, the purpose of participating, their experiences in relevant areas).

Before beginning the workshop, the facilitator should be familiar with the guidebooks and course materials, as well as the workshop activities, time allotment, and discussion questions that participants will engage in.

In the new era of learning, technology plays a fundamental role in the processes of teaching children, adolescents, and youth. There are tools that facilitate communication between trainers, including youth workers, and students, among other things.

Hundreds of digital education tools have been created with the purpose of giving autonomy to youth workers improving the administration of academic processes, encouraging collaboration, and facilitating communication between trainers and learners. There is certainly no shortage of tech-based tools to use in the classroom:

- Edmodo is a global education network that helps connect all learners with the people and resources needed to reach their full potential [<https://new.edmodo.com>].
- Projeqt is a multi-dimensional digital storytelling tool that has lots of exciting potential for the K-12 classroom [<http://projeqt.com>].
- Scratch is a high-level block-based visual programming language and website as an educational tool for programming. Users on the site, called Scratchers, can create projects on the website using a block-like interface [<https://scratch.mit.edu/>].

- Socrative allows trainers to create simple quizzes that students can take quickly on laptops – or, more often, via classroom tablet computers or their own smartphones [<https://www.socrative.com>].

In the implementation of this module, we recommend using digital tools (Kahoot [www.create.kahoot.it], Mentimeter [www.mentimeter.com], and other online quizzes [www.quizzes.com/]) which provide a way to implement text, images, audio, and video for a greater experience. Some popular digital classroom tools include Chromebooks, tablets, and Airtame devices.

For a workshop to have strong communication and participation, the trainer needs to produce a collaborative learning experience with the participants. The trainer must be clear when explaining and detailing what he or she wishes to convey, work responsibly, and adhere closely to the schedule.

The trainer should be mindful of the workshop's flow and respond appropriately when necessary. If the workshop proceeds in an unplanned direction or if participants are not actively involved (e.g., growing fatigue, embarrassment, lack of interest), be sure to identify the cause and respond accordingly promoting active participation.

When proceeding with the workshop, activities or explanations may take longer than planned thus leading to delays in scheduling. In those circumstances, it may be difficult to set aside time for participants to reflect on and share what they have learned or experienced during the session. However, it is necessary to have participants share their thoughts and experiences to help them gain new insights and deeper understanding. Therefore, when facing time constraints, make the sharing time short but effective.

At the end of the workshop, materials such as presentation materials and reports are to be shared with participants. This will help participants to remember what they have learned and to proceed with their follow-up activities. Sharing advice and their difficulties help promote communal practice in their fields.

16. Summary

Now is the time for transforming humanity's planetary impact from predominantly degenerative to regenerative! It is our generations, those alive today, who face the task of regenerating the healthy, life-supporting functions of marine and terrestrial ecosystems everywhere. In doing so we will create the basis for thriving local communities and vibrant circular bio-economies.

This YouCOME methodology is an opportunity to become an active participant in your community's future, whether you work in the private or public sector or for a civil society organisation, as a citizen, youth worker, teacher, social entrepreneur, concerned parent, pensioner, recent school leaver or university graduate.

This methodology intends to promote and disseminate the good practices, knowledge and know-how involving participants to be more aware of the importance of everyone's contribution to saving the Earth implementing SDGs using Social Media.

YouABLE ToT Methodology is a mosaic of eight modules.

Accordingly, each session consists of lectures, discussions, activities, as well as reflection and constant dialogue with facilitators and among participants.

The minimum TOT duration is four days (a half day for each module). Depending on the goals of a given training, the duration of a certain module can be extended, above all, with practical creative activities.

After the training of trainer's course, teachers should have (or mature before the training) solid multi & interdisciplinary competences.

Competences in this document are to be understood as an overall system of values, attitudes and beliefs as well as skills and knowledge, which can be put into practice to manage diverse complex situations and tasks successfully.

The set of competences is to be seen as a flexible framework to be adjusted to various training situations, strategies and contexts for further discussions and implementation measures"

- Understand and facilitate individual and group learning processes [Choosing, adapting or creating appropriate methods & Creating an inspiring and safe learning environment];
- Learning to learn [Assessing one's own learning achievements and competences & Identifying learning objectives and pursue them pro-actively];
- Design educational programmes [Developing an educational approach based on the principles and values of non-formal learning];
- Cooperate successfully in teams is about and includes [Contributing actively to the tasks of a team; Readiness to take on responsibility & Encouraging and involving other team members];
- Communicate meaningfully with others is about and includes: [Ability to listen actively; &Ability to express clearly thoughts, feelings and emotions];
- Intercultural competence is about and includes [Reflecting acceptance of ambiguity and change & Willingness and ability to look at identity, culture and related aspects and dimensions from different perspectives].

The set of competences is not to be seen as a closed process but rather as a dynamic and living document, which will keep on evolving, partly through an online wiki and partly through future consultation processes.

Self-confidence, motivation and well-being are important pre-requisites for a person to be able to act out his/her developed competences.

17. Erasmus Programme

YouCOME project is implemented thanks to financial support from Erasmus+ programme. Erasmus+ is the EU's programme to support education, training, youth and sport in Europe.

The 2021-2027 programme places a strong focus on social inclusion, the green and digital transitions, and promoting young people's participation in democratic life. It supports priorities and activities set out in the European Education Area, Digital Education Action Plan and the European Skills Agenda. The programme also

- supports the European Pillar of Social Rights
- implements the EU Youth Strategy 2019-2027
- develops the European dimension in sport



Erasmus+ offers mobility and cooperation opportunities in: higher education; vocational education and training; school education (including early childhood education and care); adult education; youth, and sport.

Detailed information on these opportunities, including eligibility criteria, is available in the Erasmus+ Programme Guide.

The outcomes of Erasmus+ are available in reports and compendia of statistics, as well as through the Erasmus+ Projects Platform. This includes most of the initiatives funded by the programme and a selection of good practices and

success stories.

More about Erasmus+ programme and opportunities it provides:

<https://erasmus-plus.ec.europa.eu/about-erasmus/what-is-erasmus>



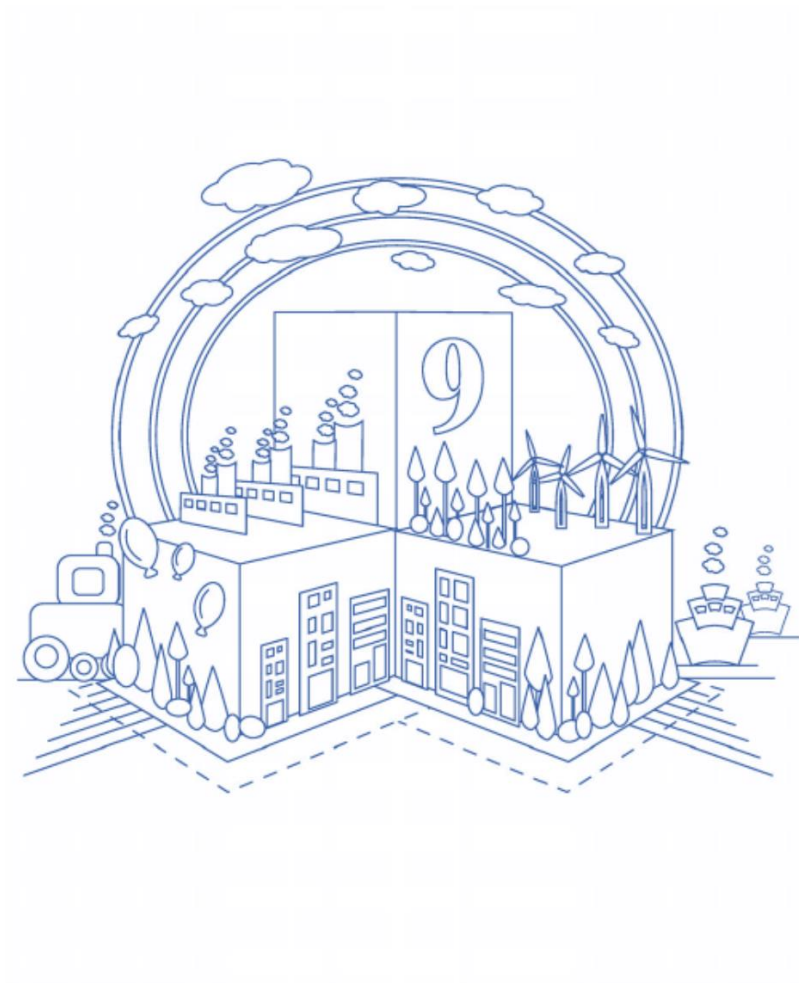
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3. <https://files.eric.ed.gov/fulltext/EJ899313.pdf>
4. <https://yowomo.co.uk/trainer-ecke/>
5. <https://www.sciencedirect.com/science/article/pii/S2590332220304152>
6. <https://www.un-ilibrary.org/content/books/9789210476768/read>
7. <https://www.youtube.com/watch?v=e2S9wf5oVT4>
8. <https://www.youtube.com/watch?v=zx04KI8y4dE>
9. <https://www.youtube.com/watch?v=qfOgdj4Okdw>
10. <https://sdgs.un.org/2030agenda>
11. <https://www.un.org/development/desa/dspd/2030agenda-sdgs.html>
12. <https://www.un.org/development/desa/youth/world-programme-of-action-for-youth/employment10.html>
13. <https://www.un.org/sustainabledevelopment/>
14. <https://www.sciencedirect.com/science/article/pii/S2590332220304152>
15. <https://www.copernicus.eu/en/news/news/observer-5-days-until-copernicus-and-eu-green-deal-workshop>
16. <https://carnegieendowment.org/>
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19. About the YouCOME project

The main aim of Erasmus+ CBY project “mYOUTH Digital Marketing Leaders for Sustainable Development [YouCOME]” is to generate and disseminate knowledge regarding sustainability and social responsibility, providing youth with non-profit Digital Marketing mix and Social Media tools for the implementation of Sustainable Development Goals.

Project partner are:

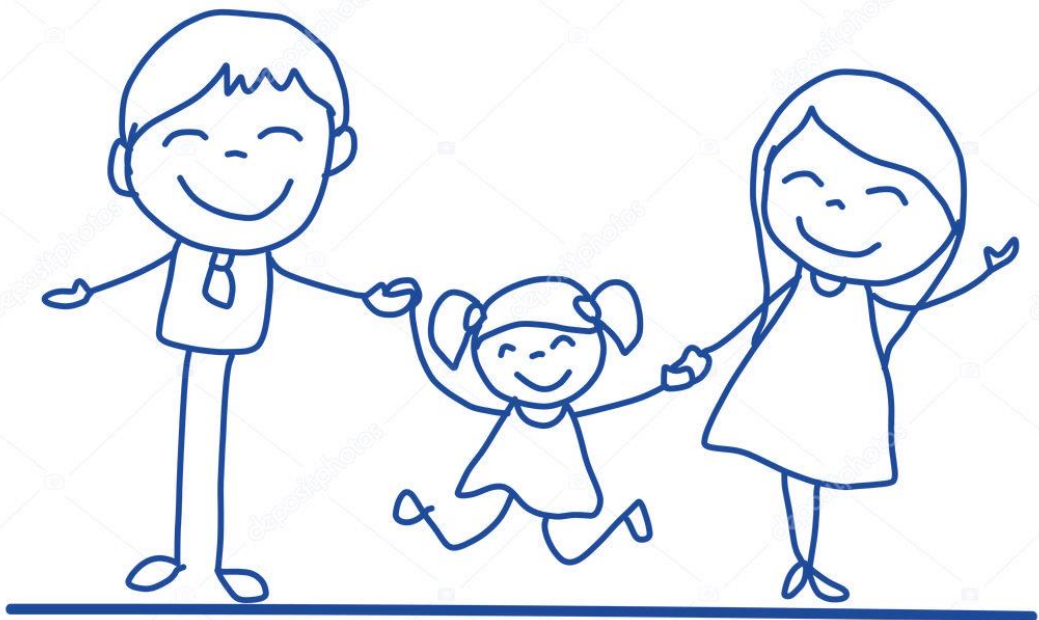
- MARKETING GATE - Skopje, North Macedonia
- Instituti WISDOM – Tirana, Albanija
- Associazione InCo – Trento, Italy
- Lebanese Development Network – Jab El Dib, Lebanon
- CEP – Herceg Novi, Montenegro
- Institute for New Technologies – Lodz, Poland

The coordinator of the project Marketing Gate.



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