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## **PEPPY: Promote Education Participation, Projects for Youth**

In today's rapidly changing world of learning and work, **young people need to acquire and develop the skills and competencies** of the twenty-first century through all forms of learning (formal, informal and non-formal) in order to meet the many challenges of life. However, much of this learning remains unrecognized, especially by those who are excluded from formal learning opportunities. These learning outcomes need to be made visible, assessed and accredited, as recognized in a number of important policy reports, frameworks and guidelines of the European Commission, UNESCO, OECD, ILO, etc., and as a result of the need to ensure that learning outcomes are not only visible, but also assessed and accredited. The PEPPY project is the result of a reflection process involving different actors and operators in economics, training and education around a common issue. At the territorial level, we ask at how training and mentoring programmes for young people can be improved to enable them to acquire sustainable adaptation skills and to engage them in a process that continuously constructs, reinforces and develops their skills to meet the permanent challenge of employment.

Identical questions and observations on the subjects of lifelong skills building, experimentation and the formalization of educational approaches, which link and feed the reflections of different European structures, most of whom have been partners for more than ten years, are aimed at ordinary inclusion and are based on an integrated approach to the pedagogical question.

In order to support the possibilities of permanent progressive autonomy and to valorize the potential of resources and skills for all young people, the actors of the PEPPY project have decided to initiate a project approach combining research-action and direct support for the implementation of territorial initiatives for local youth.

PEPPY is thus a two-pronged approach: working on the desire for creative freedom of young people in project mode to encourage and support their entrepreneurial skills and reveal their potential for skills acquisition and autonomy, also initiate a territorial, collaborative and proactive educational and pedagogical dynamic in order to reinforce the evolution of teaching and training professions on the subjects and positions of tutoring to strengthen each young person's autonomy skills.

This pedagogical challenge involves the opening of a European digital platform for networking and resources for support in setting up projects by young people, which will combine the dynamics of collaborative workshops and idea incubators and on which young people will be supported and supervised in their efforts by multidisciplinary teams of educational professionals and actors in everyday life and local development. The PEPPY project will be aimed at young people aged between 18 and 25, most of whom have left the system, NEET, young people without diplomas, trainees in vocational training, enrolled in Pôle Emploi or in a higher or vocational training course to prevent them from dropping out, so that they can reveal their skills and enjoy spontaneous freedom of engagement, do something meaningful in society, accompany change and be recognized for their own identity and values. In view of the desired impact on pedagogical practices and dynamics, PEPPY will also address a second target group comprising pedagogical and accompanying adult actors working with young people, pedagogical staff, teachers, professors or trainers, and any other educational actor potentially able to accompany a young person both in his socialisation and in the determination of his project.

## Goals

PEPPY's main goal is to facilitate the valorization and emersion of young people's soft skills as a support for the hard skills gained in their educational paths.

The main idea is to create a path in which young people will learn how to use their **soft skills** as a resource in the job market.

At the same time they will **put into practice the technical knowledge** they gained during their previous educational paths while **learning how to work as a team** on a project. PEPPY's method aims to create a more complete and complex job figure for the participant while **empowering them** about their unique skills and the power of the team-work.

## Methodology

In order to reach, our goal we will use two main methodologies: the **Project Based Learning**, the **Learning-by-Doing** approach and **Capacity Building** method.

## **Project Based Learning**

Project Based Learning is a project-based, student-centered teaching and learning model in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge.

Projects are complex tasks, based on challenging questions or problems, that collaboratively involve students for quite long periods of time in designing, problem solving, decision making or research activities. Through projects, students acquire autonomy and responsibility, develop skills and apply knowledge, learning in a meaningful way. Projects culminate in the

creation of authentic products (Kakalejčík, Paľovà, 2019; Boss, 2019; Paľová, Vejačka & Kakalejčík, 2020).

### Learning-by-Doing

Learning by Doing is the process whereby people **make sense of their experiences by being actively engaged** in it. It is an approach that can be applied to a wide variety of learning situations. The aim of this pedagogical approach is to overcome the frontal learning approach and try to make it more horizontal: learners are engaged in the learning process by **being active in the learning experience**. The core of this method is the idea that the learning process is more effective when it's put in practice. This allows every learner to **create its own learning patterns** inside the experience, overcoming the idea that the only way to learn in the classical one, based on the academic study and the frontal learning experience (Pergert, 2009; Roberts, 2012; Pereira, Fillol & Moura, 2019).

## Capacity Building

Capacity Building is that process through which learners are accompanied in the **improvement of their professional profile thanks to the emersion of their soft skills**. Capacity building approach puts the individual talents and the center of the professional profile. The idea is to make the learner aware of which are its transversal skills and how these skills can make the difference in their daily job. But Capacity Building is not just an individual process: **to be aware of which are the different skills within the working group** is one of the aims of this method. Not only the **workflow**, but also the **system of relations** within the group will be improved by using this approach, which will lead the learners **to be more aware of themselves and the people they are working with.** To recognize and communicate our own skills and the skills of the people we are working with is the base to create a functional and effective work environment, where not only the work flows better but also where people **feel valorized and stimulated** (Murray et al. 2009; Biesta, Allan & Edwards, 2011; Eze, Nwali & Anthony, 2012).

## **Context of the experimentation**

## Specific Target

We decided to focus on two specific targets inside **PEPPY's wider target-frame**, which is young people 18-25 years old, out of the system, without diplomas, vocational training trainees, students.

- Former students from job-oriented/VET institutes (1)
- This target includes students which just finished a job-oriented/VET career and need to be followed up. This target is struggling in the job market, has lost motivation in job-searching, want to understand how to put in practice the hard skills they learned in their educational path in an actual job and need to understand which soft skills are useful for their professional figure.

A list of potential participants from this specific target will be asked to the **institutions/schools** themselves, which will become part of the stakeholder's net.

Young people out of the system which need to valorize ideas and skills (2) This target includes young people who are out of the system since some time (finished school since some years, not working, not implied in any other professional education studies) and had been reach from other services (territorial entities, associations). This target is struggling in creating a project, can't find their own place in the job market, need to understand how to better focus their needs, soft skills and to put in practice the steps in order to realize their own ideas.

The list of potential participants from this specific target will be provided by **schools**, **educational centres**, **territorial entities or associations** part of the stakeholder's net.

## Structure

During the experimentation we will test **two different project work's lines** in order to understand which of the two different approaches works better for our target and for the PEPPY's method **outlined in the Methodological Guide (IO2)**- which will put in practice both the learning-by-doing approach and the capacity building method.

#### Work line A

The participants taking part to work line A will be working on **projects proposed by companies** engaged in the stakeholder net.

This project's work line will be mainly focused on the integration between soft skills and hard skills.

#### Work line B

The participants taking part to work line B will be accompanied in the **development of their own project idea**. The focus of this project's work line will be on **entrepreneurship** and how participants' skills can be useful in **defining and starting a personal project**. This work line will be experimented with our second target.

As said, both work lines will be structured on the IO2 Methodological Guide. Starting from the guide, PEPPY's **trainers and the tutors will co-design** the educational paths.

The Work Lines will be created also on the basis of **participant's specific skills** and on the basis of the **project works** proposed by the stakeholders/the **ideas** of the participants. Both the paths will take place in **physical spaces** and on the **digital platform** (IO1).

## The process: engaging, experimenting and communicate

The process will be divided in three parts:



## Hackathon

In order to engage the young people more, we will introduce a hackathon, which aim is to accompany the participants on the emersion of the ideas they are going to work on during the Project Work phase.

This first part of the process is useful for engaging more the participants by involving them in the ideation phase as both as create a more solid offline group before they will start interact online through the platform.

After a first session in which they will focus on the emersion of their soft skills and recognition of the different talents of the group [Methodological Guide IO1], we'll create teams and launch them a challenge. This challenge will be provided by a company or can be related to their own projects depending on the target.

They will use some service design's tools and through a design thinking process they will be structuring an idea to present to the companies and tutors.

The winning idea will be the starting point for the Project Work..

## **Project Work**

During Project Work the participants will be working on realizing the idea.

They will be accompanied by the tutors [following IO1 Methodological Guide] and will be working on PEPPY's platform [IO2].

At the end of this path they will present their work to the companies and tutors.

## **Multiplier Events**

Multiplier events will be an occasion to share the results of the educational path and a moment to enrich and enlarge the discussion around PEPPY's theme. Not only a moment to share result, but also a space for young people to assist to interesting speech or activities.

# Methodological note prior to the implementation of a PEPPY project

The methodology presented in the next part "The steps of a PEPPY project" was designed as a modular toolbox for project support engineering. Its adaptability allows to personalize the support for very different profiles of young people (NEET, dropout prevention, young people of foreign origin) not only during different project groups but also by associating them within the same project group.

The methodology is based on a complementarity of the whole guides and tool (See also O2 - O3 - O4 Guides).

The tools proposed by the methodology deployed in the O4 Guides (CH-Q Model) allow the young person to take a step back and to project him/herself into the future while questioning the coherence of their life project and their professional project.

#### An essential prerequisite for the project coordinator is to become familiar with and appropriate all the PEPPY methodological tools and guides.

The stake for the project coordinators is to "design", before the process begins, a course adapted to the actors (young people, sponsors) and to their constraints and those of the environment (material resources, places,).

Digital technology is approached as a means, a facilitator for young people's initiative, but not as an end in itself.

Also, a special attention must be given to the prior work which has to be done with the sponsors in order to ensure that they understand what PEPPY is all about and that the outcome of a project is not fully guaranteed. This preparatory reflection must be conducted with them to prevent and avoid generating frustration and help them to ensure the continuity of the project.

Throughout a PEPPY project, a balance must be found in terms of support for the implementation of the challenge/project itself and the work that the young people have to do on themselves.

## Supporting young people in project mode

The Project Coordinator and the stakeholders involved in the support

#### Project Coordinator

He/she supports the project team by using the PEPPY methodology and support tools throughout the project. He can also be the interlocutor of the other stakeholders of the support (presented below), others Projects Coordinators PEPPY and the members of the PEPPY consortium.

#### Type of Coordinator :

- Trainer / Teacher / Coach
- Professional in the support of projects and young people
- Professional working in the sponsor's company

PEPPY Coordinator need to enhance their training and learning process utilizing specific interpersonal and pedagogical skills to better engage with young people. Pedagogy needs adapt to variations of youngsters' needs based on target audience characteristics.

Preferably, PEPPY Project Coordinators have:

- Demonstrable (competence) level or qualification at least EQF level 5<sup>1</sup>.
- Relevant experience of working as a facilitator, trainer or educator in non-formal educational activities.
- Pedagogically and didactically skilled through formal or (demonstrable) informal learning.
- Competence in the utilization of online activities, digital tools and web resources.
- Work experience in working with the target group in a youth organisation, sponsorship network, pool of trainers, community etc. at local, national and/or international level.
- Management skills aimed at stimulating the target group to personal entrepreneurship through the PEPPY training

#### Interaction time with young people during :

- Different times in the life of the project team
- Continuously in relation to the group's support needs
  - To motivate
  - o As a reminder of milestones and deadlines
  - To assist in decision-making
  - To provide solutions in the event of a blockage
  - To regulate relations within the project team
  - o To value

<sup>&</sup>lt;sup>1</sup> <u>https://europa.eu/europass/en/description-eight-eqf-levels</u>

## The main principles of Coordinator support: a posture and a role of facilitator

Ongoing commitment and investment in the support process is an essential condition for the success. The support is based on the following main principles:

- o Listen and observe
- o Show empathy
- o Motivate young people individually and collectively
- Promote autonomy and responsibility of the young people towards the other members of the project team (rights, duties and commitments)
- Encourage autonomy and responsibility of the team towards their interlocutors (sponsors, tutors, external specialist...)
- Encourage the young people to identify the individual/collective problems encountered and concrete ways of solving them
- Encourage the young people to act and not to act in the place of the young people
- Express questions, astonishment, suggestions
- Maintain the link with the team, promote the link within the team and with the other actors of the support
- o Leading young people to set up a « natural » reporting
- The objective of the accompanying sequence dominates and must dictate the proposed modalities

## The main principles of Coordinator support: elements of observation

The following observation elements (non-exhaustive list) are indicators that allow the Project Coordinator to gauge the evolution of the team and the individuals within the project team:

- The given task is intuitive and easily understood/done
- The young person/team has doubts (what kind of doubts)
- The young person/team has problems (what kind of problems)
  - How he/she solved them (support by a group member, solicitation of the Project Tutor, of an external specialist, searching and finding the solution alone,...)
- The young person/team "seems" comfortable with the tools provided
  - If he/she has difficulties in using the tools (which ones in particular, why, how he/she copes)
- The young person/team can complete the different tasks in the time allocated
  - If not, which task, for what reason, how much time does he/she need,...?
- $\circ$   $\;$  The level of interaction within the collaborative space
- The level of use of the collaborative space, digital working environment, PEPPY website or other digital tool

The Project Coordinator also relies on the Weekly Weather Report which is completed by the project team (See Step 2: "In Project Team Mode" - 2.1 Hackathon Debriefing).

## The main principles of Coordinator support: the essentials of support time

The Project Coordinator is guided by a twofold logic during the support time provided, whether face-to-face or at a distance:

• Create the conditions to enable the group to make concrete progress in all the stages of their project in order to complete it

• Ensure that the collection of a "memory" of the work carried out is organised and carried out **continuously** in order to **allow collective and individual reflexivity**.

In concrete terms, in order to give the group clarity, **the Project Coordinator takes particular care to ensure that there are transitional periods**, and thus to encourage fluidity between each support sequence. During the latter, he systematically organises (Cf. methodological sheets):

- At the start, a time for "anchoring" to look back at the previous sequences and a reminder of the objectives of the day's sequence
- During the sequence, it leads the project groups to a traceability (formalisation of the reflections and work, named and dated recording of the productions)
- At the end of the sequence, a time to look back at what has just taken place and (re)give the group the methods and objectives of the tutoring sequence to come

In addition to the Project Coordinator, the young people will have to interact with other actors, stakeholders in the support, to varying degrees.

## The Sponsor

Le commanditaire passe une commande projet spécifique en relation avec ses besoins et confie sa réalisation à un ou des équipes projet.

#### Type of Sponsor :

• Company, Association, Territorial collectivity ...

#### Interaction time with young people during :

- Hackathon
- Constitution and validation of the project team
- Drawing up the project roadmap
- Interim reporting
- At the end / delivery of the project

### The External Specialist

The external specialist is called in to support a project team and to shed light on a specific task. The skills inherent in this task are not sufficient within the project team.

#### Type of external specialist :

- Trainer / Teacher
- Professional
- Peer (young people outside the project team)

#### Interaction time with young people :

- Prior to the launch of the project and following the evaluation of the young people's skills
- During the project if a specific need is identified

### The « Empowerment » Trainer-Assessor

The empowerment trainer and assessor aims to encourage each young person to reflect on and consider perspectives for further learning and career planning/(re)orientation.

To perform this function, the empowerment trainer and assessor must have completed the following training « Model for self-management of competences »

#### Type of trainer/assessor "empowerment" :

- Possibly the project coordinator
- Trainer / Teacher / Coach
- Professional in project support, young people

#### Time of interaction with young people during :

• Different times in the life of the project team

## Digital tools for young people and support

## The PEPPY Website

The PEPPY Website <a href="https://peppy-project.eu/">https://peppy-project.eu/</a> provides "general public" access:

- To the various methodological guides and in particular to this guide https://peppy-project.eu/en/ressources-2/
  - Projects proposed by different sponsors and submitted to the young people <u>https://peppy-project.eu/en/projects/</u>

Each actor of the PEPPY project has **his own account**, which allows the project tutor and the young people to design, modify, consult certain contents (Persona - Blazon).

## The Digital Working Environment

**Created and configured specifically for each project team**, it contains resources and tools for the successful completion of PEPPY projects. https://moniut.iutbayonne.univ-pau.fr/logon/LogonPoint/index.html

## The collaborative platform

Each PEPPY project team also has its own collaborative workspace. It allows them to collaborate, co-construct, store documents, plan and communicate. It is not exclusively dedicated to remote work but is **a complement for hybrid and face-to-face work methods.** 

Each Project Coordinator can adopt the collaborative workspace of his or her choice. Nevertheless, **this collaborative workspace must include the following functionalities in order to meet the needs of project groups:** 

Required functionalities	Allowing :	Exemple of Resources
	Centralise work and	
	collaborate remotely with	Teams, Google Drive / Box /
Shared folders	different stakeholders	Dropbox /
	Exchanging messages and	
E-mail	content in asynchronous mode	Teams, Gmail / Yahoo,
	Discuss in writing in	Teams, WhatsApp / Signal /
« Chat »	synchronous mode	Telegram,
	Conducting working sessions,	
	exchanging with stakeholders	Teams, Google Meet / Zoom /
Videoconference	remotely in synchronous mode	etc.
	Conducting remote « ideation »	Teams (Whiteboard), Miro /
Ideation tools	sessions	Mindmeister
	Plan and organise the work	
	and the project.	
	Enable the Project Coordinator	
Planification tools	to monitor the group	Teams (Planner), Trello…

And to discover other solutions to the resources mentioned : <a href="https://alternativeto.net/">https://alternativeto.net/</a>



#### Hardware recommendations:

If all these digital tools are accessible via the web browser of a smartphone, their access and use on a tablet or fixed/laptop computer is highly recommended

The steps of a PEPPY project

## PHASES OF A PEPPY PROJECT

**HACKATHON | Launching the dynamics** 

2 – « In Project Team Mode »

3 – Project development – First Step

4 - Project development – Second Step

**5** – Project Realization, Implementation, Delivery

STEPS	ACTIVITIES SUPPORTED BY THE PROJECT COORDINATOR
STEPS	ACTIVITIES SUPPORTED BY THE PROJECT COORDINATOR <u>HACKATHON STEP #1</u> H.1.0 Presentation of PEPPY (general dynamics, team of tutors, Hackathon) H.1.1 Exercises extract from the CH-Q Model "O4 Guides and tools" (H.1.1.1 Workshop on talents & soft skills + H.1.1.2 Entrepreneurial skills) H.1.2 Presentation of projects / challenges H.1.3 Choice of projects / challenges and creation of the teams H.1.4 Realisation of a PERSONA - "PEPPY identity card" Brainstorming « Out of ideas» (Optional) HACKATHON STEP #2
HACKATHON   Launching the dynamics	H.2.1 In the skin of the final user (User Persona) <u>HACKATHON STEP #3</u> H.3.1 Q&A session with the Sponsor H.3.2 Brainstorming
	<ul> <li><u>HACKATHON STEP #4</u></li> <li>H.4.1 We select the elements of the brainstorming we want to work on</li> <li>H.4.2 Definition of the functioning of our idea</li> <li><u>HACKATHON STEP #5</u></li> <li>H.5.1 Creation of a presentation</li> <li>H.5.2 Pitching and feedback session</li> </ul>

STEPS	ACTIVITIES SUPPORTED BY THE PROJECT COORDINATOR
2 – « In Project Team Mode »	<ul> <li>2.1 Hackathon Debriefing</li> <li>2.2 Digital tools for the life of the project</li> <li>2.3 Blazon «working as a team»</li> <li>2.4 Operational charter of our team «our rules and principles for teamwork»</li> </ul>
3 – Project development – First Step	<ul> <li>3.1 The « Starter Time » - In the heart of the challenge</li> <li>3.2 The « Starter Time » - Progress report session</li> <li>3.3 The « Starter Time » - Validation sequence (Starter Time and final order with the client)</li> </ul>
4 - Project development – Second Step	4.1 Project follow-up time
5 – Project Realization, Implementation, Delivery	5.1 Supporting the restitution for the « Valorization of the PEPPY experience group » 5.2 Realization of a PERSONA - "End of project"

#### HACKATHON | Launching the dynamics

#### **HACKATHON - STEP 1**

#### H.1.0 Presentation of PEPPY (general dynamics, team of tutors, Hackathon)

## Goal(s) :

- Introduce the young people to the proposed dynamics, the support team and the Hackathon phase

Tools / Resources / Documents	Modality	Duration
<ul><li>Collaborative workspace</li><li>Smartphone/Laptop</li></ul>	Presential Remote	20 to 30 mn

#### Methodology

To be defined (giving a safe framework for young people and favouring interactivity with young people)



#### HACKATHON | Launching the dynamics

#### **HACKATHON - STEP 1**

#### H.1.1.1 Individual and group work on talents & soft skills

#### Goal(s) :

- To empower the participants and make them aware of how soft skills can play a central role in the creation of a professional figure

- To make the participants aware of the diversity of skills of the group
- To strength the group and to create relations between the participants
- To provide PEPPY actors with decision-making tools to set up project groups

Тс	ools / Resources / Documents	Modality	Duration
•	PEPPY Website Collaborative workspace Smartphone/Laptop	Presential Remote	2 to 3 hours

#### Methodology

#### Extract from CH-Q Model (see O4 guides and tools)

- Begin the sequence by specifying that this individual and group work to be followed will make it possible to provide other elements to encourage the constitution of complementary project teams.
- 2. Specify that this individual work is confidential. It will lead to a second group phase during which the young people will be asked to discuss their thoughts and production.
- 3. Remind them that the Project Coordinator can be called upon for any point requiring clarification or for any question
- 4. O4 Tools
- Exercise A (photos)
- Exercise B (Strong and developmental points)

#### **Remote variant :**

Via video conference. Each young person can mobilise the Project Coordinator via the "conversation" mode (chat or audio/video call).

#### A. Photo exercise

Goal	The purpose of this exercise is to look back on your life. What roles
	have you performed in your life? Which factors (events, people, work
	etc.) have affected you?

In the preparation of the 1<sup>st</sup> training session, you are asked to gather **two photos** which give information about important situations, persons, periods or experiences in your life (in a positive way) and with which you explain who you are and what you stand for.

The exercise starts with an individual part, then a collective part summarising the importance of your photos and finally an interview in pairs.

#### 1. Individual part (at home)

1. Different factors (for example events, persons, work) can have been of influence when these photos were taken. Please answer the questions below that can help you map these factors. You can use the tables at the next pages to write down the answers.

#### **1.a** Describe the situation on the photo.

- Where is it?
- Who are on it?
- What is happening?
- How old were you?
- Etc.
- 1.b Describe the important developments or changes in your life at the time the photo was taken.
  - Who was important to me at the time the photo was taken? Mother, father, trainer, colleague, friend, etc.
  - What was so good about the time when the photo was taken? How did it feel?
  - What were you doing at the time? School, training, jobs?
  - What did you do in my spare time?
  - Can you say that you learned something from the people who were important to you or as a result of thing you experienced? If so, what?

## 1.c How did you feel at the time the photo was taken? How do you feel now when you look at the photo?

#### 2. Collective part (during the 1<sup>st</sup> training session)

Show the pictures to the group and explain what they mean to you, what they show about who you are.

Photo 1

1.a Describe the situation in the photo.

1.b Describe the important developments or changes in your life at the time the photo was taken.

1.c How did you feel at the time the photo was taken? How do you feel now when you look at the picture?

Photo 2

1.a Describe the situation in the photo.

1.b Describe the important developments or changes in your life at the time the photo was taken.

1.c How did you feel at the time the photo was taken? How do you feel now when you look at the picture?

## 3. Make pairs. Take turns in interviewing each other about the photos. You can use the questions below for your interview.

- Why did you choose this photo?
- What does this photo tell about yourself?
- Who were important to you at the time the photo was taken?
- What did you do when the photo was taken?
- What memories come to you if you look at the photo?
- What feelings do you have when you look at the photo?
- Were there important developments in your life when the photo was taken?
- Were there important changes in your life when the photo was taken?
- What does this photo demonstrate about where you are now in your life?
- What personal qualities do the memories that belong to this photo show you?

# 4. Write down your own conclusions, insights with regards to this exercise (What do you want to remember from this exercise? What personal qualities did this exercise show me?)

Insights, qualities, other things you want to remember with regards to this exercise

#### B. Strengths and development points

Goal:	Raising awareness of own strengths and development points.
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#### 1. Me about myself

Everyone has strengths and areas of development. The more aware you are of these, the better you can use them. Recognising the development points gives you tools to work on them in a targeted way.

Complete the chart below for yourself.

Give two examples of strengths and two examples of development points. Also indicate which examples or situations demonstrate this.

Strengths	Examples/situations
Development points	Examples/situations
Date	

#### 2. Others about me

Ask some key 'actors' to fill in the 'strengths and development points' chart for you. Ask a family member, a friend or partner and a colleague.

Also discuss with these people what they have filled in and reflect on this information. Do you recognise what they say about you?

You can use the accompanying forms for this assignment, see following pages.

**2a. Image of me by a colleague: ....** (name colleague, and relationship to you)

Give at least two examples of strengths and two examples of development points:

Strengths	Examples/situations
Development points	Examples/situations
Moins tétu	
Date	

**2b. From family member:** .... (name of family member and relationship to you)

Give two examples of strengths and two examples of development points. Also indicate which examples or situations demonstrate this.

Examples/situations
Examples/situations

**2c. From a friend or partner:** .... (name of friend/partner and relationship to you)

Give two examples of strengths and two examples of development points. Also indicate which examples or situations demonstrate this.

Strengths	Examples/situations
Development points	Examples/situations
Date	

#### HACKATHON | Launching the dynamics

#### **HACKATHON - STEP 1**

#### H.1.1.2 Workshop on Entrepreneurial skills

#### Goal(s) :

- Provide PEPPY actors with decision-making tools to set up project groups
- Identify entrepreneurial competencies
- Compare with own competencies with the identified ones
- Add to portfolio / persona
- Provide PEPPY actors with decision-making tools to set up project groups

Tools / Resources / Documents		Modality	Duration
•	PEPPY Website Collaborative workspace Smartphone/Laptop	Presential Remote	2h

#### Methodology

#### Extract from CH-Q Model (see O4 guides and tools)

- 1. Begin the sequence by specifying that this individual and group work to be followed will make it possible to provide other elements to encourage the constitution of complementary project teams.
- 2. Specify that this individual work is confidential. It will lead to a second group phase during which the young people will be asked to discuss their thoughts and production.
- 3. Remind them that the tutors can be called upon for any point requiring clarification or for any question

#### 4. O4 Tools

My Entrepreneurship, a self-test :

- Part 1: Self-assessment Behavioural Competences Entrepreneurship
- Part 2: Self-assessment Task Competences Entrepreneurship
- 5. Group phase : Lead young people to exchange about their self-tests (What kind of level of entrepreneurship in behavioural and task competences / What kind of experiences...)

#### **Remote variant :**

Via video conference. Each young person can mobilise the Project Coordinator via the "conversation" mode (chat or audio/video call).

#### My Entrepreneurship, a self-test

Everyone is more or less 'entrepreneurial'. This self-test is intended to give people insight into their own 'entrepreneurship'. Am I a completely independent operating type of entrepreneur? Am I enterprising but do I prefer to do that under the guidance of a team leader or chef? Or is my entrepreneurship somewhere in between: independent and more or less supervised? In short, many forms of entrepreneurship are possible. The most important question is which type of entrepreneurship suits me best?

The competence 'entrepreneurship' includes different levels of functioning and roles, ranging from assistant and craftsman to manager and (independent) entrepreneur. Entrepreneurship' is a competence that is not limited to the entrepreneur himself but extends to every employee within an organisation.

The competence 'entrepreneurship' is in fact a '*container competence*' and consists of several sub-competences. Depending on the position and role that someone occupies in an organisation (or as a self-employed entrepreneur), these sub-competencies usually are specifically and personally coloured.

The competence 'entrepreneurship' can be described as "the extent to which someone actively responds to opportunities and threats, influences others to do so and dares to take risks".<sup>2</sup> The extent to which this competence is present is partly determined by the job level at which someone is active or can be deployed. The job level is also dependent on the context in which entrepreneurship manifests itself: as a self-employed person without personnel, as a business leader, manager or director in an organisation, as a independent operating staff member, etc.

#### Instruction

- 1. This self-test consists of two parts: a test about your behaviour as an 'enterprising person' and a test about the way you fill in tasks as an 'enterprising person'.
- 2. Please read carefully how the self-test is worked out.
- 3. Complete the self-test according to the instructions in the model by ticking:
  - a. To what extent the requested competence applies to you: you have the competence, you master the competence ('can') or you are what the competence indicates ('are'),
  - b. Whether you had a recent (less than one year ago) or a longer ago (more than one year old) concrete experience with the mentioned competence.

You can analyse the results yourself or discuss them with your coach, colleague, partner, etc.: what does this self-test say about my entrepreneurship? What can I do with the results? Can I focus on specific career opportunities? Are there certain development opportunities by following a course or formulating a learning task? Do I run straight to the Chamber of Commerce to start my business?

<sup>&</sup>lt;sup>2</sup> Duvekot R. C. (2008). Portfolio Gestuurd ondernemerschap. Van competentie naar portfolio ondernemerschap [Portfolio-driven entrepreneurship. From competence to portfolio entrepreneurship]. Empowerment centre EVC, Arnhem.

Part 1:		I have, can or am				Experience	
Sel	f-assessment Behavioural					is:	
Cor	npetences Entrepreneurship	N/A	never	sometime s	often	< 1j.	> 1 j
1	I am service-minded						
2	I can handle pressure and setbacks						
3	I am flexible and adapt quickly to changing circumstances						
4	I have persuasiveness						
5	I am inquisitive						
6	I am creative						
7	I am efficient						
8	I am ambitious						
9	I have perseverance						
10	l am brave						
11	I am empathetic/I have a good sense of situations and people						
12	I can be critical of myself						
13	I am assertive						
14	I have a sense of responsibility						
15	I am disciplined						
16	I can reflect on my own actions						
17	I have communication skills						
18	I am methodical and result-oriented						
19	I am environment-oriented						
20	l can cooperate						
21	I am decisive						

Part 2: Self-assessment Task Competences		I have, can or am …				Experience is:	
Ent	trepreneurship	N/A	never	sometime s	often	< 1j.	> 1 j
1	I have financial knowledge and understanding						
2	I can think and work market-oriented						
3	I can think and work in a Sponsor- oriented way						
4	l can plan						
5	I can think and work strategically						
6	l interact (join people in activities)						
7	I have good communication skills (oral)						
8	I have good communication skills (written)						
9	l am entrepreneurial						
10	I am tenacious about my strategy, goals and vision						
11	I engage in self-reflection and can adjust my goals and approach						
12	I think and work innovatively						
13	I can convince or influence other people						
14	I can negotiate						
15	I have organisational skills						

#### HACKATHON | Launching the dynamics

#### **HACKATHON - STEP1**

#### H.1.2 Presentation of projects / challenges

#### Goal(s) :

- To introduce young people to projects/challenges proposed to them by clients
- To Allow a young person or a group of young people to present their project/challenge
- To provide PEPPY actors with decision-making tools to set up project groups

Tools / Resources / Documents	Modality	Duration
<ul><li>PEPPY Website</li><li>Collaborative workspace</li><li>Smartphone/Laptop</li></ul>	Presential Remote	45 mn

#### Methodology

1. Present the projects one after the other on the basis of the sheet : <u>https://peppy-project.eu/en/projects/</u>

Parlez nous de votre projet		* champs obligatoires		
Pourquoi proposer un projet à PEPPY ?		Titre du projet *		
Qu'est ce que ça me coûte ?	•	Résumé du projet *		
A qui sera confié le projet ?	•			
Quelles sont les étapes après la soumission du projet ?	•			h
Combien de temps cela va me prendre ?	0	Votre nom *	Votre prénom *	
Est-ce que les résultats sont confidentiels ?	0	Adresse e-mail *		
		Numéro de téléphone *		
		Organisme		
		Adresse postale		
		Code postal +		
		Ville*		
		Pays*		
				PROPOSER LE PROJET

- 2. Ask each participant to ask a question, to express a reaction on his/her part (in particular the degree of feasibility that he/she senses on the spot).
- 3. Channel feedback such as "This is a lousy project" by asking them to reformulate it without judgement, and possibly to ask a clarifying question.
- Ask each young person to complete an online form individually. Example below to be reproduced with the tool of your choice for your own experimentation : <u>https://forms.office.com/r/6EHQgxm58u</u>. This form will allow young people to rank the projects in order of preference and for each project to:
  - a. Say what attracts and challenges him/her in this project
  - b. State a talent, a quality that the young person thinks he/she could mobilise if he/she participated
  - c. Ask a question, express a fear
  - d. Say what he/she thinks he/she could learn if he/she participated
- 5. Conclude the sequence by explaining that this information will be given back to them individually and will be useful for forming project groups.

#### HACKATHON | Launching the dynamics

#### **HACKATHON - STEP 1**

H.1.3 Choice of projects / challenges and creation of the teams

#### Goal(s):

- Define and set up project groups

Tools / Resources / Documents	Modality	Duration	
<ul><li>PEPPY Website</li><li>Collaborative workspace</li><li>Smartphone/Laptop</li></ul>	Presential Remote	20 à 30 mn	

#### Methodology

- 1. Form groups on the basis of the project/challenge presentations made and taking into account:
  - a. The desires of the young people
  - b. Complementary talents and soft skills This work of forming groups is carried out by the PEPPY actors (project
  - coordinators + ...) without the presence of young people (physical or virtual)
- 2. Communicate the constitution of the project groups to the young people

#### HACKATHON | Lancement de la dynamique | Launching the dynamics

#### HACKATHON - STEP 1

#### H.1.4 Realisation of a PERSONA - "PEPPY identity card"

#### **Objectif(s)**:

- To introduce themselves to PEPPY actors and other participants

Tools / Resources / Documents	Modality	Duration
<ul> <li>« Persona » File</li> <li>PEPPY website</li> <li>A3 sheets + Pencils</li> <li>Smartphone/Laptop</li> </ul>	Presential Remote	1 hour

#### Methodology

 From each young person's account, accessible from <u>https://peppy-project.eu/</u>
 Create a persona



- -
- 3. Ask each young person to reflect individually and define themselves on the following items (15-20 minutes):
- First name Last name or Pseudo
- A photo/image or a symbol (possibility to take a photo of a drawing)
- His/her cult phrase
- His/her age, city
- 3 of his/her qualities
- His/her passion, hobbies « I'm rather... » (Shy/At ease with others \_ Follower/Leader \_Connected/Disconnected
- His/her sliders of Creativity, Resourcefulness, Optimism
- His/her objectives regarding her participation in PEPPY
- His/her desires for a PEPPY project
- His/her personal project
- 4. Ask each young person to present their PERSONA PEPPY to the other participants
- 5. Encourage young people to ask each other questions
- 6. Valuing what they say

#### Remote variant:

Via the collaborative workspace video conference. To give momentum, each young person passes a virtual talking stick.

#### Exemple of a Persona:

Michel Petit	Ma personalité		Motivations
	Je suis plutôt	A L'AISE AVEC LES AUTRES	Objectifs Rencontrer d'autres jeunes et échanger
		LEADER	Envies Jaimerais travaiter sur des projets autour de l'environnement
			Mon projet personnel faire le tour du monde d'ici 2 ans
	Mon curseur de		
	Débrouillardise	_	
	Optimisme	_	
Ma phrase culte : Que du	Mes passions, mes	loisirs	
vrac pas de sac			
ÂGE : 24 LOCALISATION : Bayonne			
MES QUALITES : Travailleur, Volontaire			

#### HACKATHON | Launching the dynamics

#### HACKATHON - STEP 2

#### H.2.1 In the shoes of the final user (User Persona)

#### Goal(s) :

- To design an idea that is relevant for the people that will use it
- To outline the importance of the person and his/her needs in the creation of a product/service

-To put empathy at work

Tools / Resources / Documents	Modality	Duration
<ul> <li>PEPPY Website</li> <li>Collaborative workspace</li> <li>Smartphone/Laptop</li> <li>End User Profile Tool</li> </ul>	Presential Remote	2 hours

#### Methodology

Using the **« End User Profile » tool**, get the group to identify the typical profile(s) of people likely to use/benefit from the product or service to be created.

The advantages of this kind of approach:

- Giving a face and a life to the target users to better identify their expectations, needs and feelings.
- Design a product/service that is aligned with the real objectives of the user.
- Enable the whole team to share a common understanding of the product/service users and their characteristics.
- Facilitate communication and decision making within the team to put personal opinions or prejudices aside.

To better inform the **« End User Profile »** tool and to facilitate the group's projection towards the needs of the target users, you can use the method **AA | IWL | IOT** 

On post-its (1 idea per post-it), each young person puts her/himself in the shoes of the users and writes:

- As A…
- I Would Like...
- In Order To…

Example for visitors of a website presenting a sporting event:

As An Internet user I Would Like to be able to contact the organisers In Order To ask a specific question

> As A future participant I Would Like to download the registration form In Order To register my team


#### HACKATHON | Lancement de la dynamique | Launching the dynamics

#### **HACKATHON - STEP 3**

#### H.3.1 Q&A session with the Sponsor H.3.2 Brainstorming

#### Goal(s) :

- To understand how to ask the right questions to validate our ideas and dispel doubts
- To learn creative techniques to share ideas

Tools / Resources / Documents	Modality	Duration
<ul> <li>PEPPY Website</li> <li>Collaborative workspace</li> <li>Smartphone/Laptop</li> <li>Q&amp;A notes board</li> <li>Brainstorming Board</li> </ul>	Presential Remote	2-3 hours

#### Methodology

- 1. Ask questions to the client in order to dispel doubts about the challenge and the final user. In this session the participants will better define the brief for the project by asking question following the scheme of the "project sheet" (rif. Project sheet PEPPY platform).
- Brainstorming session. The participants are guided by the facilitator thorugh a brainstorming process. There are several techniques that can be used, one of the most effective and easy to perform is the Mind Map, one of the most creative is the Crazy Eights (<u>https://klaxoon.com/communaute/crazy-8-lideation-creative-etchronometree</u>) : the facilitators should choose the method they prefer on the basis of the participants they are working with.

#### HACKATHON | Launching the dynamics

#### HACKATHON - STEP 4

# H.4.1 We select the elements of the brainstorming we want to work on H.4.2 Definition of the functioning of our idea

#### Goal(s):

- To learn how to prioritize ideas
- To learn how to take collective decisions
- To understand how to design the different steps of our idea

Tools / Resources / Documents	Modality	Duration
<ul> <li>PEPPY Website</li> <li>Collaborative workspace</li> <li>Smartphone/Laptop</li> <li>Idea Canvas</li> <li>Storyboard</li> </ul>	Presential Remote	3-4 hours

#### Methodology

- After asking the Sponsor and starting from the ideas collected during the brainstorming, the group decide the changes, the new ideas they want to develop further.
- Use the lean canvas to better define the details of the idea (name, log line, strenght/weakness points, etc.)
- Use the storyboard to define the functioning of the idea (touchpoints, mode of operation)

Lean Can	vas V1 Projec	ct Team :			Version of: DD/MM/YYY
<b>Goals</b> What are the 3 main goals of your project?	Added value What is the added value of your project? Its plus? Its specificity?	<b>Overview</b> What are the deproject?	tails of your	<b>Partnership</b> Do you have or plan to have partners?	<b>The target people</b> Who are your target audiences?
<b>Existing similar</b> <b>actions</b> Can your project compete with other initiatives? Are there any "inspirational" initiatives?	<b>Performance</b> indicators What are the key indicators for evaluating your project?			<b>Communication</b> Through which channels/means of communication do you reach your targets?	
<b>Costs</b> What are the costs of setting up	or running your project?		Sources of Where does the	f income e money come from?	

	STORY BOARD			
	aw what is going oi e scene	n in	Draw what is going on in the scene	N.B: the exercise is repeated for each scene of the functioning of the idea
•	Where are we?		• Where are we?	
ER	People on the scen	e	People on the scene	
De	scribe the scene by	words	Describe the scene by words	
*	Touchpoint (physic	al and digital)	Touchpoint (physical and dig	gital)

#### HACKATHON | Launching the dynamics

#### **HACKATHON - STEP 5**

#### H.5.1 Creation of a presentation H.5.2 Pitching and feedback Session

#### Goal(s) :

- To learn how to present our idea in an effective way
- To understand the importance of communicate well our idea
- To learn to recognize the points of strength of our idea
- To learn how to speak in public and answer to Sponsor's questions

Tools / Resources / Documents	Modality	Duration
<ul> <li>PEPPY Website</li> <li>Collaborative workspace</li> <li>Smartphone/Laptop</li> <li>Presentation Template</li> <li>Effective Pitch Essentials</li> </ul>	Presential Remote	2h + 30 mn (pitch)

#### Methodology

#### Give the following instruction:

« Now that you have a clearer idea of the collective project you are going to carry out, you must make a clear and organised presentation of the fruits of your reflection to the Project Coordinators, the Sponsors and the other project groups. This presentation pitch will last between 3 and 5 minutes maximum. This will be followed by a time for discussion with the audience.

For this, you will use the presentation/communication medium(s) of your choice. This is an opportunity for your group to close this Hackathon phase before going to work more specifically on your project »

1 preparation sequence of 2 hours and a 30-minute presentation pitch (pitch + audience feedback)

#### Preparation of the Pitch (2 hours)

- 1. Based on the instructions, ask the group to highlight the key words
- 2. From the key words, ask the group to draw on :
  - a. The « order sheet » for their project (issued by the sponsor)
  - b. Their various reflections (their respective and collective assets)
  - c. Their productions (« End user profile », « Lean Canvas », « StoryBoard »)

These elements will provide input for the presentation.

3. Encourage the groups to structure their Pitch around the following 4 points:

#### The introduction / the hook

Hold the attention of your audience from the start. The aim is to arouse their interest.

The definition of the project and possibly the name you have devised Explain the project simply and concisely. Do not hesitate to use diagrams, drawings or comparisons to clarify your point.

#### The value proposition

Present the need that the project meets, and possibly its advantages over existing solutions.

#### The conclusion

Find a way to ensure that the name of the project and the main information shared during the presentation will be remembered. Remember that the last impression is crucial. It's like in the cinema: if the film is great but the ending is sloppy, you're left with a feeling of disappointment.

The pitch is like the trailer for a film or the back cover of a book: it gives the main points but does not tell the whole story in detail!

The pitch should answer the "5Ws" in a few minutes: Who, What, Where, When, Why?

Ideally !	Not to be done !
<ul> <li>Dividing up the time and rhythm of the presentation</li> <li>Managing stress</li> <li>Be clear and concise</li> <li>Show enthusiasm and a positive attitude</li> <li>Be punchy and relevant</li> <li>Get to the point</li> <li>Practise several times</li> </ul>	<ul> <li>Use technical jargon</li> <li>Talking only about yourself</li> <li>Giving unnecessary information</li> <li>Use a monotone</li> <li>Reading written material</li> <li>Lacking illustrations</li> <li>Cloaking the presentation in unreadable tables and figures</li> </ul>

Pitch + audience feedback (30 minutes)

After the pitch, Project Coordinators, Sponsors, other project groups ask questions to clarify any points that need clarifying.

Each member of the audience sends back to the group a positive point and a suggestion to improve this presentation time.

#### Closing of the Hackathon

Organise a time to conclude the Hackathon by valuing the investment and the work done by all the participants. Remind the participants of future deadlines.

#### 2 – « In Project Team Mode »

# 2.1 Hackathon Debriefing Goal(s) : - Ensure a transition phase between the Hackathon and the start of the project teams - Capitalize on the work already done - Present the role of the Coordinator Project Tools / Resources / Documents Modality PEPPY Website - Collaborative workspace - Smartphone/Laptop

#### Methodology

- 1. Organise a round table discussion to collectively collect the feelings and feedback from the Hackathon. Ask the young people to formalise the main points (leave them the choice of medium but make them aware that any note-taking, any report must be easily found and exploited afterwards)
  - a. The phases of the Hackathon
  - b. The project / challenge of the group
  - c. The constitution of the group (resumption of the completed forms)
  - d. Giving feedback as a Project Tutor
- Introduce the role of the Project Tutor and the next phases of work. (Break the ice from your own Persona stored in collaborative workspace for PEPPY group\Project Tutor)
- 3. **Present the Weekly Weather Report to the team** (See next page). Ask them to fill it in collectively and send it to you each week. Each weather report should be stored in the "Weekly Weather Report" folder.

NB: Have their production recorded in the "#2 Hackathon debriefing" folder.

#### Remote variant :

Via video conference. To give momentum, each young person passes a virtual talking stick.



# Weekly weather report

#### Name of team:

Country:

#### Weather date:

General feeling of the team	*	*		- Trafe
The atmosphere within our team				
Possible comments:				
The project is moving forward				
Possible comments:				
We are comfortable with the tools and resources			$\boxtimes$	
Possible comments:				
Our motivation				
Possible comments:				
We believe we can complete the project on time				
Possible comments:				

Other possible comments:

#### 2 - « In Project Team Mode »

#### 2.2. Digital tools for the life of the project

#### Goal(s) :

- Present the different digital tools at the service of the project and the team

Tools / Resources / Documents	Modality	Duration
<ul> <li>PEPPY Website</li> <li>Collaborative workspace</li> <li>ENT IUT</li> <li>Smartphone/Laptop</li> </ul>	Presential Remote	1 hour

#### Methodology

#### PRÉSENTER LES DIFFÉRENTS OUTILS À DISPOSITION



#### Hardware recommendations:

If all these digital tools are accessible via the web browser of a smartphone, their access and use on a tablet or fixed/laptop computer is highly recommended

#### 1. Le PEPPY Website

The PEPPY Website <u>https://peppy-project.eu/</u> provides "general public" access:

- To the various methodological guides and in particular to this guide <a href="https://peppy-project.eu/en/ressources-2/">https://peppy-project.eu/en/ressources-2/</a>
- Projects proposed by different Sponsors and submitted to the young people <u>https://peppy-project.eu/en/projects/</u>

Each actor of the PEPPY project has **his own account**, which allows the project tutor and the young people to design, modify, consult certain contents (Persona - Blazon).

#### 2. The Digital Working Environment

Created and **configured specifically for each project team**, it contains resources and tools for the successful completion of PEPPY projects.

https://moniut.iutbayonne.univ-pau.fr/logon/LogonPoint/index.html

#### 3. The collaborative workspace

Each PEPPY project team has its own collaborative workspace.

It allows them to collaborate, co-construct, store documents, plan and communicate. It is not exclusively dedicated to remote work but is **a complement for hybrid and face-to-face work modalities**.

Present the different functionalities (possibility of using the tutorials stored in the « WORK SPACE TUTORIAL » folder) :

- Share folders
- Mails
- Chat
- Videoconference
- Ideation tool
- Planification tool

# Present the tree structure of their workspace and have them store previously created files in the appropriate folders.

O1 Methodological guide > WORK SPACE FOR PEPPY GROUP

	Nom $\vee$	Modifié $\lor$	Modifié par $\checkmark$
	#1 HACKATHON	16 janvier	Laurent Pourtau
	#2 Hackathon debriefing	16 janvier	Laurent Pourtau
	#3 Project Development – First Step	16 janvier	Laurent Pourtau
	#4 Project Development – Second Step	16 janvier	Laurent Pourtau
	#5 Project Realization, Implementation, Deli	16 janvier	Laurent Pourtau
	OUR TEAM	16 janvier	Laurent Pourtau
-	PROJECT COORDINATOR	21 janvier	Laurent Pourtau
	WEEKLY WEATHER REPORT	31 janvier	Laurent Pourtau
	WORK SPACE TUTORIALS	21 janvier	Laurent Pourtau

Remote variant:

Via video conference.

#### 2 – « In Project Team Mode »

#### 2.3 Blazon «working as a team» Goal(s): - Getting to know each other - Forging a group identity - Identify strengths and weaknesses as a team Tools / Resources / Documents Modality Duration **PEPPY** Website • Presential 1 hour Collaborative workspace Remote Smartphone/Laptop • • Blazon file Methodology 🕂 Créer 🖉 Modifier la page 🕕 Activer le Visual Builder Peppy Project 1. From the account of each young person in the group, accessible from https://peppy-project.eu/

- 2. Have each young person create a coat of arms
- 3. Following all that was experienced during the Hackathon, ask each young person to reflect individually and define themselves on the following items (15 to 20 minutes)
- Our team name and our slogan
- For us, a tem means...
- 3 strenghts et 3 weaknesses
- Our symbol (possibilité de prendre une photo d'un dessin)
- 4. In groups, ask each young person to present their Coat of Arms to the other participants
- 5. Have the group create a coat of arms from the individual coats of arms (possibility of synthesising, merging, adding the elements)
- 6. Save the blazon in the collaborative workspace

#### **Remote variant:**

Via video conference. To give momentum, each young person passes a virtual talking stick.

Example of a Blazon :



#### 2 – « In Project Team Mode »

#### 2.4. Operational charter of our team «our rules and principles for teamwork»

#### Goal(s) :

- Define collectively the rules of life and functioning within the project team
- Forge a group identity
- Identify strengths and weaknesses as a team

Tools / Resources / Documents	Modality	Duration
<ul><li>PEPPY Website</li><li>Collaborative workspace</li><li>Smartphone/Laptop</li></ul>	Presential Remote	1 hour

#### Methodology

- 1. Make young people aware that a group or team can only function and evolve serenely, and overcome potential difficulties, if it has rules that are accepted by all and clearly displayed.
- 2. Following on from everything that has been experienced (and in particular during the Hackathon), taking into account the face-to-face and possibly distance working methods, ask each member of the team to reflect individually and to formulate concrete proposals in writing on the following items (15 to 20 minutes):
  - a. Our relationship values
  - b. Our decision making process
  - c. Our communication methods
  - d. Our organisation and working rhythm
- 3. In groups, ask each young person to present their proposals and accompany the construction of a charter « OUR RULES AND PRINCIPLES FOR TEAMWORK »
- 4. Save the charter in the collaborative workspace (« Our Team\Our Rules » Folder)

#### Remote variant:

Via video conference. To give momentum, each young person passes a virtual talking stick.

3 – Project development – First Step

#### 3.1. The « Starter Time » - In the heart of the challenge

#### Goal(s) :

- Take ownership of and understand the order
- Define the skills, competences, resources and tools needed to carry out the project
- Define the roles and their distribution within the team
- Define the work phases to reach the finished project
- Propose possible adjustments

То	ols / Resources / Documents	Modality	Duration
• • •	PEPPY Website Collaborative workspace ENT IUT Smartphone/Laptop	Presential Remote	2 hours

#### Methodology

Based on the work done so far (in particular the exchanges with the client during the Hackathon, the development of the LEAN CANVAS to identify the different dimensions of the project), lead the team to identify and define the roles, activities and resources required.

Beyond the specific roles inherent in the project being worked on, make young people aware of the following functions :

- Project Manager
- Communication manager
- Technician
- Expert
- Accountant
- ...

Use the documents « THE TEAM » and « OUR RESOURCES » to help young people identify :

- The roles needed to carry out the project, to be distributed within the team (Document « THE TEAM »)
- The activities to be carried out to complete the project (Document « THE TEAM »)
- All the resources that the team can mobilise (Document « OUR RESOURCES »)
- Concerning the human resources external to the team that can be mobilised, their respective roles and activities

- The « TEAM » document is dedicated to help young people to describe the main activities that each member of the Team will have to do/manage according to its role. To achieve these activities (in the field or thanks to a computer / collaborative or individual), young

people will probably need some resources put at their disposal : raw material, equipment, computer and piece of software, methodological guides, books, tutoring activities, ... These elements could be put to the fore as young people describe the activities that they will have to do, these elements will be deeper detailed thanks to the « THE RESOURCES » form.

- « OUR RESOURCES » document is dedicated to help young people to give details about the resources put at their disposal for their PEPPY project. The term "Resource" should be understood as any means (equipment, raw material, piece of software, books and guides, experts of the domain, human tutors, ...) provided by the Sponsor or by our PEPPY consortium that will be provided to the young people in order to help them do an activity or another of their project.

Following this resource identification phase, the Digital Working Environment will be configured by the IUT

#### **Remote Variant :**

Via video conference. To give momentum, each young person passes a virtual talking stick.

Тне теам			
Expected skills to optional):	to join the project team and qualific	cation of these skills (mandatory,	
Roles within	Role 1:		
the youth Team	Role 2:		
	Role 3:		
	Role 4:		
Main activities and tasks of	Activity 1:	In the field □ or Online □ Collaborative □ or Individual □	
the youth team		Markers/outcomes	
		Deserves	
		Resources:	
	Activity 2:	In the field    or Online	
	Activity 2:	Collaborative 🗆 or Individual 🗆	
		Markers/outcomes:	
		Resources:	
	Activity 3:	In the field □ or Online □ Collaborative □ or Individual □	
		Markers/outcomes:	
		Resources:	
	Activity 4:	In the field □ or Online □ Collaborative □ or Individual □	

		Markers/outcomes:
	Activity 5:	In the field □ or Online □ Collaborative □ or Individual □
		Markers/outcomes:
		Resources:
Digital tools from	n the catalogue provided for carryi	ng out the activities:

	OUR RESOURCES				
Documents & gu	Documents & guides provided to the youth team in charge of the project:				
Digital tools provided to the youth team to produce some deliverables of the project:					
Equipment, raw material, made available to the youth team to produce some deliverables of the project:					
Roles of the people in charge of	Role 1:				
facilitating the implementation of the project	Role 2:				
	Role 3:				
	Role 4:				
	Role 5:				
Main activities and tasks of	Activities of role 1:	In the field: □ or Online: □ Collaborative □ or Individual □			
each role		Markers/outcomes:			
		Resources:			
	Activities of role 2:	In the field:			
		Markers/outcomes:			

		Resources:	
	Activities of role 3:	In the field:  or Online:	
		Collaborative  or Individual	
		Markers/outcomes	
		Resources:	
	Activities of role4:	In the field: □ or Online: □ Collaborative □ or Individual □	
		Markers/outcomes:	
		Markers/outcomes.	
		Resources:	
	Activities of role 5:	In the field: □ or Online: □ Collaborative □ or Individual □	
		Markers/outcomes:	
		Resources:	
Digital tools from the catalogue provided for carrying out the activities:			

#### 3 – Project development – First Step

#### 3.2 The « Starter Time » - Progress report session

#### Goal(s):

- Encourage the group to question itself
- Deepen and appreciate the need for additional resources (internal or external)
- Take ownership of and fully understand the order
- Propose possible adjustments

Tools / Resources / Documents	Modality	Duration
<ul> <li>PEPPY Website</li> <li>Collaborative workspace</li> <li>ENT IUT</li> <li>Smartphone/Laptop</li> </ul>	Presential Remote	2 hours

#### Methodology

**Progress review with the Project Coordinator** to get the group to question themselves, to go into more detail and to assess the need for additional resources (internal or external)

1 - Using the documents already drawn up, ask the group to present the roles within the team and the main activities / phases of the project.

Ask the group about :

- Points that need to be clarified, specified
- Aspects of the project that are hidden/absent
- Inconsistencies noted

Valuing the group on the work done, on its strengths, on the good ideas put forward

2 - Encourage the group to develop the project in the form of phases planned over time with a tool such as Microsoft TEAMS Project Planificaton or Trello (<u>https://trello.com</u>):

- Show the team the features of labels, tasks, deadlines, resource allocation, file attachments).
- Suggest to the team that they create a legend using the labels (and colours) for better readability

3 - To support task planning, get the team to qualify the project actors with the "RASCI" method:

**R** - "Responsible" (the person who carries out the task):

The person who is going to carry out a task: he/she is responsible for it.

Mission: To carry out the task that has been assigned to him/her.

Particularity: There can be several responsible persons for the same task, each one does a part of the task.

A - Accountable (the person who approves the task)
Person who will approve the task: he/she is the authority.
Mission: To ensure the correct execution of the task by the responsible person(s) and to approve the activity carried out.
Particularity: One authority per task.

#### **S** - for Support (the one who helps)

Person who can intervene in support of the execution of the tasks. Mission: To provide additional assistance to the person in charge, by providing him/her with the physical and material resources necessary for the successful completion of the task.

There may be several people in the Support role who will participate in the performance of the task alongside the Leader.

Special feature: Unlike the C (Consulted), the S (Support) remains actively involved throughout the duration of the task/project.

#### **C** - Consulted

Person who is going to be consulted for the execution of a task.

Mission: To contribute punctually with advice and opinions so that the task is carried out as efficiently as possible.

Particularity: There may be several people consulted. They are often experts.

#### I - Informed

Person who is informed when the task is completed.

Mission: To be kept up to date on progress, often at the end of the task or deliverable.

Special feature: Not actively involved in the completion of the task.

	Young #1 Project Manager	J #2	J #3	External Spécialist	Sponsor	Clients potentiels
Analyse the needs	R	R	R	С	C / A	С
Design a prototype	R	R	S	С	Α	
Communicate to the general public	R	R			I	I

E.a:

4 - Remind the team that they will soon be meeting with the sponsor to present and validate the organisation and work plans for the project.

To do this, they should use the medium of their choice.

**Remote Variant:** Via video conference. To give momentum, each young person passes a virtual talking stick.

#### 3 – Project development – First Step

3.3 The « Starter Time » - Validation sequence (Starter Time and final order with the client)

#### Goal(s):

- Present the team's organisation and working methods and have them validated by the client
- Take ownership of and fully understand the order
- Propose possible adjustments

Tools / Resources / Documents	Modality	Duration
<ul> <li>PEPPY Website</li> <li>Collaborative workspace</li> <li>ENT IUT</li> <li>Smartphone/Laptop</li> </ul>	Presential Remote	1 hour

#### Methodology

#### Validation session with the Project Coordinator and the Sponsor

The team meets with the sponsor to present and validate the organisation and work plans of the project. The team uses the medium of its choice to do this.

If new ideas / proposals emerge in relation to the original order, the team must ensure that they are validated by the sponsor so that they can be integrated into the project.

#### **Remote Variant :**

Via video conference.

#### 4 – Project development – Second Step

#### 4.1 Project follow-up time

#### Goal(s) :

- Monitoring and supporting the team in the project development phase

Tools / Resources / Documents	Modality	Duration
<ul> <li>PEPPY Website</li> <li>Collaborative workspace</li> <li>ENT IUT</li> <li>Smartphone/Laptop</li> </ul>	Presential Remote	Sequences of 2 hours

#### Methodology

#### Support sessions by the Project Coordinator

Based on the division of the project into phases, individual and collective tasks, chosen work tools (project platform, tools for communicating within the team, for collective production, specific tools for carrying out the project, monitoring and learning strategies, reporting tools for the sponsor, for the Project Coordinator, etc.), the project coordinator will provide support to the project team:



Remote Variant : Via video conference.

#### 5 – Project Realization, Implementation, Delivery

#### 5.1. Supporting the restitution for the « Valorization of the PEPPY experience group »

#### Goal(s) :

- Prepare the presentation of the team, its project and its PEPPY experience to PEPPY actors and other participants

- Valuing not only the team but also the individual
- Valuing not only the result but also the process

Goal(s) / Resources / Documents	Modality	Duration
<ul> <li>Collaborative workspace</li> <li>ENT IUT</li> <li>PEPPY website</li> <li>A3 sheets + Pencils</li> <li>Smartphone/Laptop</li> </ul>	Presential Remote	3 times 2 hours (+ 1 hour of oral training)

#### Give the following instruction:

"You must present your project and your PEPPY experience in a concrete and organised way, both collectively and individually. This presentation will last a total of 45 minutes (presentation + exchange with the jury).

For this, you will use the presentation/communication medium(s) of your choice.

The jury will be composed of representatives of the PEPPY partners, your Coordinator, your Tutor and the Sponsor. This presentation may also be distributed to other project teams. This is an opportunity for you to showcase your achievements and talents".

#### Methodology

2 sequences of 2 hours

- 1. Based on the instructions, ask the group to highlight the key words
- Using the key words, organise a brainstorming session to identify the items, points and themes that will structure the presentation. Use the following items in case of blockage or if important aspects are missing:

#### Regarding the project:

- The Hackathon
- The main stages of the project
- The evolution of the project
- Group life
- Relationships with third parties (tutor, client, subject expert, peers...)
- The resources / tools used to carry out the project
- The deliverables produced

For these different elements, ask about the following points:

- Obstacles, difficulties encountered
- The successes
- A disappointment / a regret / a feeling of incompleteness
- A discovery / something unsuspected that happened

#### On a more personal level:

By drawing in particular on their experience of the PEPPY project and the reflection work of the CH-Q Model workshops (See O4 Guides and tools)

- Skills and desires at the beginning of the project
- Skills and desires during the project
- Skills and desires at the end of the project

Ask about the following points:

- Obstacles and difficulties encountered
- Success stories
- A disappointment / a regret / a feeling of incompleteness
- A discovery / something unsuspected that happened
- What others have said about me
- What I learned to do
- What I learned about myself
- 3. Sharing of individual reflections
- 4. The main ideas to be communicated and the construction of the presentation plan
- 5. Choice of presentation medium
- 6. Distribution of roles in the design and presentation
- 7. Training for oral presentation and feedback from the project tutor (1 hour)
- 8. Adjustments to be made in order to finalise the presentation (2 hours)

#### Remote variant:

Via videoconference and the tools of the collaborative workspace.

#### 5 – Project Realization, Implementation, Delivery

#### 5.2. Realization of a PERSONA - "End of project"

#### Goal(s) :

- To Measure and to express one's own evolution following the PEPPY project

Tools / Resources / Documents	Modality	Duration
<ul> <li>« Persona » File</li> <li>PEPPY website</li> <li>A3 sheets + Pencils</li> <li>Smartphone/Laptop</li> </ul>	Presential Remote	1 hour

#### Methodology

- From each young person's account, accessible from <u>https://peppy-project.eu/</u>
- 2. Create a persona



- 3. Following the PEPPY experience and the preparation time with the jury, ask each young person to reflect individually and define themselves on the following items (15 to 20 minutes)
- First name Last name or Pseudo
- A photo/image or a symbol (possibility to take a photo of a drawing)
- His/her cult phrase
- His/her age, city
- 3 of his/her qualities
- His/her passion, hobbies « *I'm rather…* » (Shy/At ease with others \_ Follower/Leader \_Connected/Disconnected
- His/her sliders of Creativity, Resourcefulness, Optimism
- The definition of its PEPPY experience
- His/her skills (new or reinforced, enhanced)
- His/her personal project
- 4. Ask each young person to present their PERSONA PEPPY to the other participants and in particular the changes and differences compared to the PERSONA produced during the Hackathon
- 5. Encourage young people to ask each other questions

6. Valuing what they say

#### Remote variant:

Via the collaborative workspace video conference. To give momentum, each young person passes a virtual talking stick.

#### Exemple of a Persona :

Michel Petit	Ma personalité Je suis plutôt		My PEPPY experience
	TIMIDE	A L'AISE AVEC LES AUTRES	My skills (new and/or enhanced)
	CONNECTÉ		Mon projet personnel
	Mon curseur de		
	Debrouillardise Opfimisme	_	
Ma phrase culte : Que du	Mes passions, me	s loisirs	
vrac pas de sac	Chasse, peche		
ÂGE : 24 LOCALISATION : Bayonne MES QUALITES : Travailleur, Volontaire			
MES COALTES : Indivalileur, volonidire			

## To conclude and encourage youth empowerment

For youth empowerment, the PEPPY-certification programme offers a valuation of one's ability and aspiration to self-manage one's career and life, whereas it also paves the way for starting a career within the PEPPY-consortium as a trainer, guider and assessor.

The PEPPY Certification Programme is based on two levels of profiling PRM:

1. **The certification for trainers, guiders and assessors of the PEPPY-model**: focus is on training, guiding, assessing and certifying trainees.

The certification for trainers offers the following programme:

- <u>Level 1</u> is 'practice what you teach'. The trainer has followed the level 1 training to master this PEPPY-training for designated target groups.
- <u>Level 2</u> is getting grip on the contextualised version of the level 1 training that the trainer will set-up in her/his own context (regional, national). The trainer on level 2 is guided by another (already certified) PEPPY-trainer.
- <u>Level 3</u> is awarded once the trainer has successfully tested and evaluated her/his own training-concept with two (2) groups of trainees. On this level the trainer is considered to be an autonomous trainer of the PEPPY-model, adding value to the PEPPY-trainers community.
- <u>Level 4</u> is the certificate for acting as an autonomous assessor and guider for level 1 trainees (individually) and for peer-assessing level 1 groups, and level 2 and level 3 applications by PEPPY-trainers.
- 2. **The certification of the trainees of PEPPY-trainers**: focus is on creating social and economic perspectives for one's life in their personal context.

The certification for trainees offers the following programme:

- <u>Level 1</u> is awarding a formal PEPPY-certificate for being able (1) to articulate and demonstrate one's strengths and developmental characteristics and (2) to design a personal action plan for creating new or further perspective for one's life.
- A trainee might also opt for the perspective of becoming a fully certified PEPPY-trainer. In this case, the level 1 certificate provides access to a level 2 or 3 follow-up in the certification programme for trainers of the PEPPY-model.

## PEPPY Level 1 'Basic portfolio-training'

**Studyload.** The training gave insight and provided the basic for a career orientation of the trainee's own competences by using the tools of the PRM-training. The time of the training was around 65 hours, consisting of 20-25 contact hours (guidance, lessons; theoretical-methodical instruction and practical assignments which were commented and discussed) and 30-40 hours other hours (preparation, self-study, extra groupwork).

This study load is equivalent with PEPPY Credit Points on level 6 (acting semi-autonomous in a semi-complex setting).<sup>3</sup> The number of credits depends on the study load given in the country of the training.

Competences. The trainee demonstrates the capacity to:

- handling her/his learning experiences, competences and qualifications consciously, responsible and durable.
- Taking career steps (planning) and accomplish career steps congruent with het/his true potential and set targets.

Learning outcomes level 1. The trainee proves to be able to:

- register, value, proof and document their competences and qualifications,
- estimate her/his achievements in all learning environments,
- formulate their personal strengths and (core) competences within a specific situation,
- draw conclusions about designing her/his career, based on learning experiences,
- recognise perspective of her/his career and formulate plans for further personal and professional development,
- to manage her/his competences durable by using portfolio-methods.

#### Content

Steps of the process within the management of competences:

- career steps (life course / development of values), how to deal with changes in one's life, strengths and weakness analysis.
- analyses of activities in learning, work, hobbies and voluntary work.
- personal profile, external profiles of competences and requirements
- reflection on learning processes, recommendations for professional development.

Transfer (handover) into practice:

- bases for applications, recognition of acquired competences, documentation of (learning) evidence.
- career perspective goals and drafting of a personal action plan.

<sup>&</sup>lt;sup>3</sup> The levels correspond to the level descriptors of the European Qualification Framework and are focused specifically on the level of (semi-)autonomous acting in simple, semi-complex and complex situations. See Source – the EQF referencing the PEPPY levels.

The PEPPY Credit Points System can be based on any national or international Credit Transfer System that helps students and universities define and understand the workload that comes with lectures and study programmes. For instance, in the European system one credit point equals 26 hours of study (contact hours and study).

## PEPPY Level 2 'Guided trainer'

**Study load.** The training gives insight and provides the basic for a career orientation of the trainee's own competences by using the tools of the PRM-training under the PEPPY-model. The time of the training is at least 65 hours, consisting of 20 contact hours (guidance, lessons, intervision, theoretical-methodical instructions and practical assignments) and 45 hours for preparation, self-study, subgroup work, community-engagement and after-training work on the BDP.

The study load is equivalent with PEPPY Credit Points on level 6 (acting autonomous in complex settings).

Competences. The trainer demonstrates the capacity to:

- utilise the PEPPY-training model for level 1 in the field of training and/or consultancy in the context of her/his designated target groups.
- use and evaluate existing learning processes in a target group-oriented way.
- link the learning process of her/his trainees in specific professional branches/domains to current developments in education, training and human resources.

#### Learning outcomes level 2.

The trainer:

- is familiar with the quality criteria of the PEPPY-model and can apply them to her/his training and/or consultancy programmes.
- Understands the PRM-system and uses content and methods in an integral approach for her/his designated target group(s).
- Is able to further pursue the use of the PEPPY-model in her/his own field of work.
- Is able to integrate relevant developments in education, training and human resources management into the use of the PEPPY training programmes.

#### Content

The trainer is able to use the content and methods of the PEPPY-model, taking into account the portfolio tools, training material and assessment and guiding methods:

- as a basis for the identification and development of competences in different function areas (education, work, voluntary work, hobby, private life) of her/his trainees.
- in the meaning (functioning) of the personal resources management for the trainees from specific target groups.
- In coherence with her/his social, educational and labour market context.
- In the presentation of the training and/or advising concept for his own target group according to the standards of the PEPPY-model and in the measures for reflection on the learning process, conclusions, evaluation.
- For testing and evaluating a personal business development plan for building a solid ground for PEPPY-training services.

### PEPPY Level 3 'Autonomous trainer'

**Study load.** The self-managed training to become a certified PEPPY-trainer on level 3 consists of 2 training sessions on level 1 for target groups in the own context. This practice has in its alternation of reflection, discussion, development and testing of application practices, presentations and exchange of experiences, provided the basis for the use of the PRM-concept in the PEPPY-model in the own practice or context. The trainer tested the PEPPY-model in a self-chosen and created setting with two groups of trainees.

Obtaining the level of 'autonomous trainer' takes at least 260 hours, divided into  $2 \times 25$  hours for designing the own, tailored training-programme,  $2 \times 15$  hours for reaching out to two groups of trainees,  $2 \times 25$  contact hours with the training groups, 30 hours for supervision and 100 hours for personal deepening the application in the own practice and self-study, and writing the final evaluation for certification.

This study load is equivalent with PEPPY Credit Points on level 6 (acting autonomous in complex settings).

**Competences**. The trainer works in a field of expertise, training and/or advice in which she/he is able to integrate and deploy the PEPPY-model by:

- autonomously developing learning processes in her own practice, converting and evaluating these processes for relevant target groups and integrating the model in existing programs/curricula within her/his context.
- linking learning processes in relevant (professional) sectors/domains with current developments in learning, working life and society.

#### Learning outcomes level 3.

The trainer:

- is familiar with the quality criteria of the PEPPY-model and can apply them in her/his training and/or advice activities.
- Understands and practices the PRM-system as a system to be integrated in the main learning and working systems in the own context.
- Uses the content and methods of the PEPPY-model as a unity.
- Can develop, implement and evaluate target group-directed concepts and draw conclusions on the individual results in the training and/or advice activities.
- Is able to recognise and continuously pursue employability in her/his own work area.
- Is skilled in integrating relevant developments in training, working life and society into the application of the PEPPY-model for setting up and organising training and advisory sessions.

#### Content

The trainer is able to apply and add value to the content and methods of the PEPPY-model:

- as a basis for the training, assessment and development of competences in various functional areas (education, work, volunteer work, hobbies, private).
- in the meaning (impact) of the personal resources management of her/his trainees from specific target groups.
- In coherence with the social, educational and labour market context.
- In the development and presentation of the training and/or advisory concept for specific target groups according to the standards of the PEPPY-model and in the measures for transposing reflection on the learning process, conclusions and evaluation.

#### PEPPY Level 4 'Assessor and guider'

**Study load.** The programme to become a certified PEPPY-assessor and guider on level 4 alternated between reflection, discussions, the development and testing of application practices, presentations and exchange of experiences to provide a basis for the use of personal resources management in one's own practice.

The study time was 130 hours, divided into engaging in assessment and guidance sessions with individuals and groups of her/his designated target group affiliation (50 hours), 50 hours for theoretical and methodological insight and 30 hours of individual reflection on practices of assessment and guidance.

This study load is equivalent with PEPPY Credit Points on level 6 (acting autonomous in complex settings). Level 7 (master) might also be applied in some cases.

#### Competences

The assessor/guider is able to adequately guide and assess the competences build-up and presentation of the participant, using a number of frequently used competency-based assessment forms such as the portfolio, the criterion focused interview and practice or practice simulations. The assessor/guider is able to assess behaviour based on the PEPPY-standards, to assess evidence based on the criteria for evidence and to assess a participant's personal profile and answers based on the PEPPY-model. The assessor/guider can adequately observe the participant (if an observation is part of
one of the instruments) and link an assessment to this observation, in relation to the <i>PEPPY-standards</i> .
By applying specific questioning and interviewing techniques in an assessment situation, the assessor/guider is able to bring the competences/qualities of the participant to the surface and compare them with the PEPPY-standards. The assessor/guider asks questions to explore the value of the experience (knowledge and skills).
The assessor/guider is able to give feedback, feedforward and feedup to the participant
in a constructive, motivating way and to indicate the result of the assessment, appropriate to the level of the participant. The assessor can clearly explain and substantiate the decisions taken on the basis of the assessment which indicate on which points the trainee is competent.
The assessor/guider is able to draw up a clear, detailed and structured assessment report. In her/his report the assessor/guider describes the competences of the trainee(s) and not the personal characteristics.
The assessor/guider is professionally competent and must have sufficient experience and qualifications in the appropriate discipline (professional activity). The assessor/guider can prove that he is sufficiently professionally competent and is willing to keep up to date with further developments in the sector. The technical level of the assessor must be at least as high as that of the participant. The assessor/guider is familiar with the assessment procedure and objectives, the assessment instruments and methodology. The assessor/guider is familiar with national, branch or company standards (professional profiles, qualification profiles) and has knowledge of the labour market and the vocational education programmes for the purpose of the assessment.

# PEPPY certificate level 1 PEPPY Management of Competences



Date of birth: [---]

Has accomplished:

PEPPY self-management of competences

Subject: positioning and career designing at level 1

PEPPY trainer(s)
[name of trainer(s)]

Assessor(s)
[name of trainer(s)]

[Name of certifying PEPPY-partner] [country, place, date LOGO PEPPY-partner]

Signature

Signature

[name of 1 <sup>st</sup> signature]	name of 2 <sup>nd</sup> signature
[function]	[function]



This certificate confirms the competence description, the learning outcomes and the content of the training meet the quality-indicators for certification of the PEPPY consortium Certificate number: **PEPPY** [countrycode-year-level-number]

## **PEPPY self-management of competences level 1**

#### Subject: personal career-management and entrepreneurship

#### Training

The training gives insight and provides the basic for a career orientation of one's personal competences by using the methods and tools of PEPPY. The time of the training was at least 60 hours, consisting of:

- 15-25 contact hours, with theoretical-methodical instruction, intervision and practical assignments which were commented and discussed.
- 35-45 hours intensification and self-study.

#### **Competences**

The participant is capable of:

- handling the personal competences and learning history consciously, responsible and durable,
- taking career steps, and planning and accomplishing career steps congruent with the personal possibilities and set targets.

#### Learning outcomes

The participant is able to:

- register, value, proof and document the personal competences and learning history,
- · estimate the personal achievement in all learning environments,
- formulate the personal strengths and (core) competences within specific contexts,
- evaluate and draw conclusions about designing the personal career, based on one's learning experiences,
- recognise social and economic perspectives for the personal career and formulate plans for further personal and professional development, including a special focus on the personal motivation for entrepreneurship,
- manage the personal competences durable by using portfolio-methods.

#### Content

- Steps of the process within the management of competences:
  - career steps (course of life / development of values), how to handle changes in your life, strength & weakness analyses,
  - analyses of activities in learning, work, hobbies and voluntary work,
  - personal profile, external profiles of competences and -demands,
  - reflection of processes of learning, recommendations for professional development and entrepreneurship.
- Transfer (handover) of competences into practice:
  - bases for job applications, recognition of acquired competences, documentation of (learning) proof of personal value,
  - career perspectives aiming at and drawing up a personal action plan.

# PEPPY certificate level 2 PEPPY Management of Competences



Date of birth: [---]

Has accomplished:

PEPPY GUIDED TRAINER

Subject: designing, implementing and evaluating the PEPPY level 1 training at trainer-level 2

**PEPPY trainer(s)** [name of trainer(s)]

Assessor(s)

[Name of certifying PEPPY-partner] [country, place, date LOGO PEPPY-partner]

Signature

Signature

[name of 1 <sup>st</sup> signature]	name of 2 <sup>nd</sup> signature
[function]	[function]



This certificate confirms the competence description, the learning outcomes and the content of the training meet the quality-indicators for certification of the PEPPY consortium Certificate number: **PEPPY** [countrycode-year-level-

**PEPPY level 2 GUIDED TRAINER** 

#### Training

The training gives insight and provides the basic for a career orientation of the trainee's own competences by using the tools of the PRM-training under the PEPPY-model. The time of the training is at least 65 hours, consisting of 20 contact hours (guidance, lessons, intervision, theoretical-methodical instructions and practical assignments) and 45 hours for preparation, self-study, subgroup work, community-engagement and after-training work.

#### Competences

The trainer demonstrates the capacity to:

- utilise the PEPPY-training model for level 1 in the field of training and/or consultancy in the context of her/his designated target groups.
- use and evaluate existing learning processes in a target group-oriented way.
- link the learning process of her/his trainees in specific professional branches/domains to current developments in education, training and human resources.

#### Learning outcomes

The trainer:

- is familiar with the quality criteria of the PEPPY-model and can apply them to her/his training and/or consultancy programmes.
- Understands the PRM-system and uses content and methods in an integral approach for her/his designated target group(s).
- Is able to further pursue the use of the PEPPY-model in her/his own field of work.
- Is able to integrate relevant developments in education, training and human resources management into the use of the PEPPY training programmes.

#### Content

The trainer is able to use the content and methods of the PEPPY-model, taking into account the portfolio tools, training material and assessment and guiding methods:

- as a basis for the identification and development of competences in different function areas (education, work, voluntary work, hobby, private life) of her/his trainees.
- in the meaning (functioning) of the personal resources management for the trainees from specific target groups.
- In coherence with her/his social, educational and labour market context.
- In the presentation of the training and/or advising concept for his own target group according to the standards of the PEPPY-model and in the measures for reflection on the learning process, conclusions, evaluation.
- For testing and evaluating a personal business development plan for building a solid ground for PEPPY-training services.

# **PEPPY certificate level 3**

# **PEPPY Management of Competences**



Date of birth: [---]

Has accomplished:

## PEPPY AUTONOMOUS TRAINER

Subject: designing, implementing and evaluating the PEPPY level 1 training at trainer-level 3

**PEPPY trainer(s)** 

Assessor(s)
[name of trainer(s)]

 Name of certifying PEPPY-partner

 [country, place, date
 LOGO PEPPY-partner

Signature

Signature

[name of 1 <sup>st</sup> signature]	name of 2 <sup>nd</sup> signature



This certificate confirms the competence description, the learning outcomes and the content of the training meet the quality-indicators for certification of the PEPPY consortium Certificate number: **PEPPY** [countrycode-year-levelpumber]

## **PEPPY level 3 AUTONOMOUS TRAINER**

\_Training

The self-managed training to become a certified PEPPY-trainer on level 3 consists of 2 training sessions on level 1 for target groups in the own context. This practice has in its alternation of reflection, discussion, development and testing of application practices, presentations and exchange of experiences, provided the basis for the use of the PRM-concept in the PEPPY-model in the own practice or context. The trainer tested the PEPPY-model in a self-chosen and created setting with two groups of trainees.

The training took at least 260 hours, divided into  $2 \times 25$  hours for designing the own, tailored training-programme,  $2 \times 15$  hours for reaching out to two groups of trainees,  $2 \times 25$  contact hours with the training groups, 30 hours for supervision and 100 hours for personal deepening the application in the own practice and self-study, and writing the final evaluation for certification.

#### Competences

The trainer works in a field of expertise, training and/or advice in which she/he is able to integrate and deploy the PEPPY-model by:

- Autonomously developing learning processes in her own practice, converting and evaluating these processes for relevant target groups and integrating the model in existing programs/curricula within her/his context.
- Linking learning processes in relevant (professional) sectors/domains with current developments in learning, working life and society.

#### Learning outcomes

The trainer:

- Is familiar with the quality criteria of the PEPPY-model and can apply them in her/his training and/or advice activities.
- Understands and practices the PRM-system as a system to be integrated in the main learning and working systems in the own context.
- Uses the content and methods of the PEPPY-model as a unity.
- Can develop, implement and evaluate target group-directed concepts and draw conclusions on the individual results in the training and/or advice activities.
- Is able to recognise and continuously pursue employability in her/his own work area.
- Is skilled in integrating relevant developments in training, working life and society into the application of the PEPPY-model for setting up and organising training and advisory sessions.

#### Content

The trainer is able to apply and add value to the PEPPY-model:

- As a basis for the training, assessment and development of competences in various functional areas (education, work, volunteer work, hobbies, private).
- *In the meaning (impact) of the personal resources management of her/his trainees from specific target groups.*
- In coherence with the social, educational and labour market context.
- In the development and presentation of the training and/or advisory concept for specific target groups according to the standards of the PEPPY-model and in the measures for transposing reflection on the learning process, conclusions and evaluation.

# PEPPY certificate level 4 PEPPY Management of Competences



Date of birth: [---]

Has accomplished:

# PEPPY ASSESSOR & GUIDER

*Level 4: providing guidance and assessment for PEPPY candidates at levels 1, 2 & 3* 

**PEPPY trainer(s)**[name of trainer(s)]

Assessor(s)
[name of trainer(s)]

[Name of certifying PEPPY-partner] [country, place, date LOGO PEPPY-partner]

Signature

Signature

[name of 1 <sup>st</sup> signature]	name of 2 <sup>nd</sup> signature



This certificate confirms the competence description, the learning outcomes and the content of the training meet the quality-indicators for certification of the PEPPY consortium Certificate number: **PEPPY** [countrycode-year-level-

## **PEPPY level 4 ASSESSOR and GUIDER**

#### \_Training

The training to become a certified PEPPY-assessor and guider on level 4 alternated between reflection, discussions, the development and testing of application practices, presentations and exchange of experiences to provide a basis for the use of personal resources management in one's own practice.

The study time was 130 hours, divided into engaging in assessment and guidance sessions with individuals and groups of her/his designated target group affiliation (50 hours), 50 hours for theoretical and methodological insight and 30 hours of individual reflection on practices of assessment and guidance.

#### \_Competences

Assess	The assessor/guider is able to adequately guide and assess the competences build-up and presentation of the participant, using a number of frequently used competency-based assessment forms such as the portfolio, the criterion focused interview and practice or practice simulations. The assessor/guider is able to assess behaviour based on the PEPPY-standards, to assess evidence based on the criteria for evidence and to assess a participant's personal profile.
Observe	The assessor/guider can adequately observe the participant (if an observation is part of one of the instruments) and link an assessment to this observation, in relation to the PEPPY-standards.
Interview	By applying specific questioning and interviewing techniques in an assessment situation, the assessor/guider is able to bring the competences/qualities of the participant to the surface and compare them with the PEPPY-standards. The assessor/guider asks questions to explore the value of the experience (knowledge and skills).
Give	The assessor/guider is able to give feedback, feedforward and
feedback, feedforward	feedup to the participant in a constructive, motivating way and to
and feedup	indicate the result of the assessment, appropriate to the level of the participant. The assessor/guider can clearly explain and substantiate the decisions taken on the basis of the assessment which indicate on which points the trainee is competent.
Write and report	The assessor/guider is able to draw up a clear, detailed and structured assessment report. In her/his report the assessor/guider describes the competences of the trainee(s) and not the personal characteristics.
<i>Professional</i> <i>competent</i>	The assessor/guider is professionally competent and must have sufficient experience and qualifications in the appropriate discipline (professional activity). The assessor/guider can prove that he is sufficiently professionally competent and is willing to keep up to date with further developments in the sector. The technical level of the assessor/guider must be at least as high as that of the participant. The assessor/guider is familiar with the assessment procedure and objectives, the assessment instruments and methodology. The assessor/guider is familiar with national, branch or company standards (professional profiles, qualification profiles) and has knowledge of the labour market and the vocational education programmes for the purpose of the assessment.

Beyond that, and in addition to the tools proposed by the CH-Q model (see "Workbook for the training IO4" and "Training-manual for assessors, guiders and trainers IO4" documents), we suggest, at the end of the PEPPY project, that young people create their own Youthpass certificate - <u>http://youthpass.eu</u>

Youthpass is a process of reflection that helps to define and describe learning outcomes in a youth project, leading to a certificate that documents these learning outcomes. It's also a confirmation of participation by the organisers of a specific activity

Youthpass is not a formal accreditation of competences

With Youthpass young people :

- Can describe what they have done and learned in a project
- Learn to find appropriate words to describe their competences
- Become better aware of the competences they have
- Become better aware about the different contexts and ways how people learn
- Can show and explain their competences better to others, for example in a job interview, at school or for further projects
- Can make further plans about what they would still like to learn and how
- Will have an official confirmation about their participation in a project
- Can show it off to their friends and family!

To create is/her Youthpass: https://www.youthpass.eu/en/login/

<b>Youth</b> pass	ABOUT YOUTHPASS \	PUBLICATIONS ~	RECOGNITION $\sim$	HELP & INSTRUCTIONS $\sim$	CREATE CERTIFICATES
YOUTHPASS	LOGIN				
Login data	E-mail address				
	Password	LOGIN			

#### Youthpass example:



The ID of this certificate is 3310-LV8E-FWIM-SX69. If you want to verify the ID, please go to the web site of Youthpess: http://www.youthpess.eu/qualitycontrol/ Youthpass is a Europe-wide validation system for non-formal learning within the Ensanus+: Youth in Action Programme. For further information, please have a look at http://www.youthpass.eu.



# C Erasmus+



Sharing information via digital tools Confident, critical and responsible engagement with, digital technologies

#### MATHEMATICAL COMPETENCE AND COMPETENCE IN SCIENCE, TECHNOLOGY AND ENGINEERING

Solving problems Logical and critical thinking

INDIVIDUAL LEARNING OUTCOMES

#### LITERACY COMPETENCE

Search, collect and process information Formulate and express opinions in a convincing and appropriate way



Bidart, France, 07/09/2022

#### FOR FURTHER REFERENCES, PLEASE CONTACT:

Emmanuel Arrechea Project Manager ANTIC Pays Basque earrechea@antic-paysbasque.com 05 32 09 11 94

Further information and original documents on the Key Competences for Lifelong Learning: http://europa.eu/legislation\_summaries/education\_training\_youth/lifelong\_learning/c11090\_en.htm

Further information about the Erasmus+: Youth in Action Programme and Youthpass: http://ec.europa.eu/programmes/erasmus-plus and www.youthpass.eu

participated in the project PEPPY : Promote education, participation and projects for young people.

This part of the certificate is a self-assessment of learning and competence acquisition completed by the participant during the project. It is based on the Key Competences for Lifelong Learning defined by the European Union, and the specific competences tackled in the course of the project.

#### MULTILINGUAL COMPETENCE

Using different language(s) in different situations by listening, speaking, writing and reading Expressing your ideas, opinions, feelings, need and facts in foreign language(s) Understanding others Being open for other cultures, habits and realities To be able to reflect on oneself

#### PERSONAL, SOCIAL AND LEARNING TO LEARN COMPETENCE

To be able to reflect on oneself To respect diversity of others and their needs Attitude of collaboration, assertiveness and integrity To be able to organize, manage and monitor own learning

#### CITIZENSHIP COMPETENCE

To be able to deal with people coming from different social cultural backgrounds To be aware of different working contexts

#### ENTREPRENEURSHIP COMPETENCE

To turn ideas into actions

#### CULTURAL AWARENESS AND EXPRESSION COMPETENCE

To be aware of own cultural context and the cultural context of others

#### DIGITAL COMPETENCE

Information and data literacy Producing, storing, analysing information using different devices

# **Theoretical references**

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