

The background is white with various colorful geometric shapes and patterns. In the top right, there is a large yellow circle with a pink triangle pointing down and a light blue wavy line above it. A cluster of blue dots is scattered to the right of the yellow circle. In the bottom right, there is a large pink circle with a light blue wavy line above it and a cluster of blue dots below it. In the bottom left, there is a yellow triangle pointing down and a pink wavy line below it. The main text is in a dark green, bold, sans-serif font, centered on the page. A horizontal line is positioned below the main text.

DIGITAL APPROACHES TO IMPROVING KEY COMPETENCES

A COLLECTION OF TOOLS AND ACTIVITIES

This booklet is a product of the Erasmus Plus Training Course "Digital Approaches to Improving Key Competences" implemented by Associació Programes Educatius Open Europe in August 2021 in Coma Ruga, Spain, in partnership with Volonterski Centar Bitola from North Macedonia, Spolek ActiTmel.cz from the Czech Republic, New East from Latvia, European Development Foundation from Bulgaria, Istituto dei Sordi di Torino from Italy, Fundacja MODE from Poland and Sorgun Genclik Dernegi from Turkey. It provides a collection of tools and activities aimed at improving the key competences of young people using digital means, as well as materials created by the participants in the Training Course.

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ABOUT THE PROJECT

The Training Course "Digital Approaches to Improving Key Competences" aimed at developing the eight key competences for lifelong learning of young people using digital tools. In particular, the project was designed to

- equip youth workers with methods and practical knowledge for developing the key competences of young people by using digital tools;
- support the exchange of good practices in the field of improving young people's competences using digital means through sharing positive experiences from different European countries;
- to provide grounds for developing new digital approaches to improving key competences of young people through cooperation of youth workers;
- enhance the capacities of youth organizations through providing them with new innovative youth work methods for supporting the development of basic skills of the young people in their local communities.

WHAT ARE "KEY COMPETENCES"

Competences are defined by the European Commission as a combination of knowledge, skills and attitudes appropriate to the context.

In 2006, the European Parliament adopted a Recommendation on Key Competences for Lifelong Learning, in which it defined the competences that European citizens need for personal development, employment, social inclusion and active citizenship, which was revised and replaced by a new updated Framework of Key Competences for Lifelong Learning by the Council of the European Union in 2018, in which the Council calls for support and increasing the level of development of the competences that are considered essential in today's world, particularly among young people.

The Framework sets out eight key competences:

- 1) Literacy competence;
- 2) Multilingual competence;
- 3) Personal, social and learning to learn competence;
- 4) Entrepreneurship competence;
- 5) Cultural awareness and expression competence;
- 6) Citizenship competence;
- 7) Mathematical competence and competence in science, technology and engineering;
- 8) Digital competence.

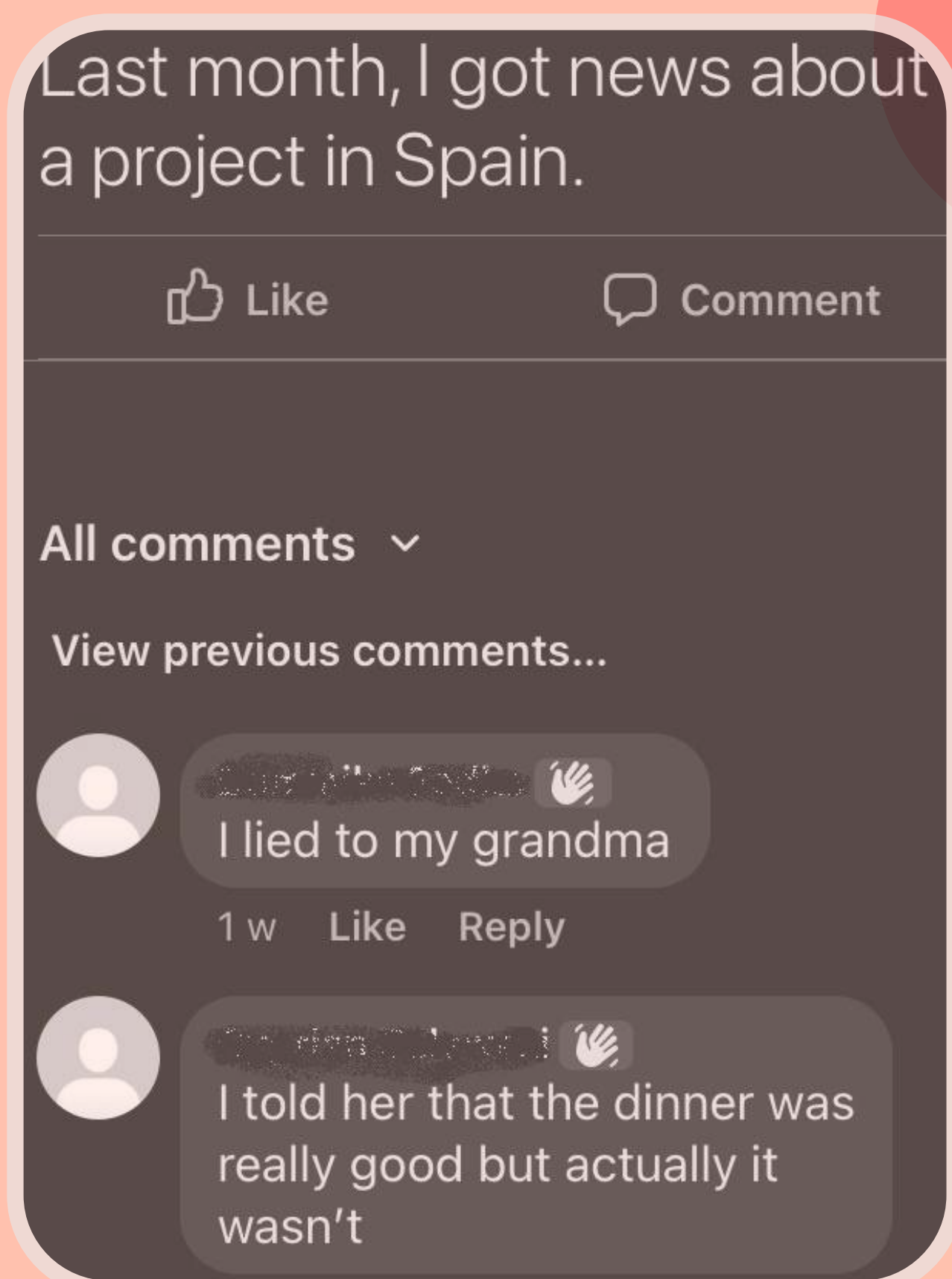
LITERACY COMPETENCE

is the ability to identify, understand, express, create and interpret concepts, feelings, facts and opinions in both oral and written form, using visual, sound/audio and digital materials.

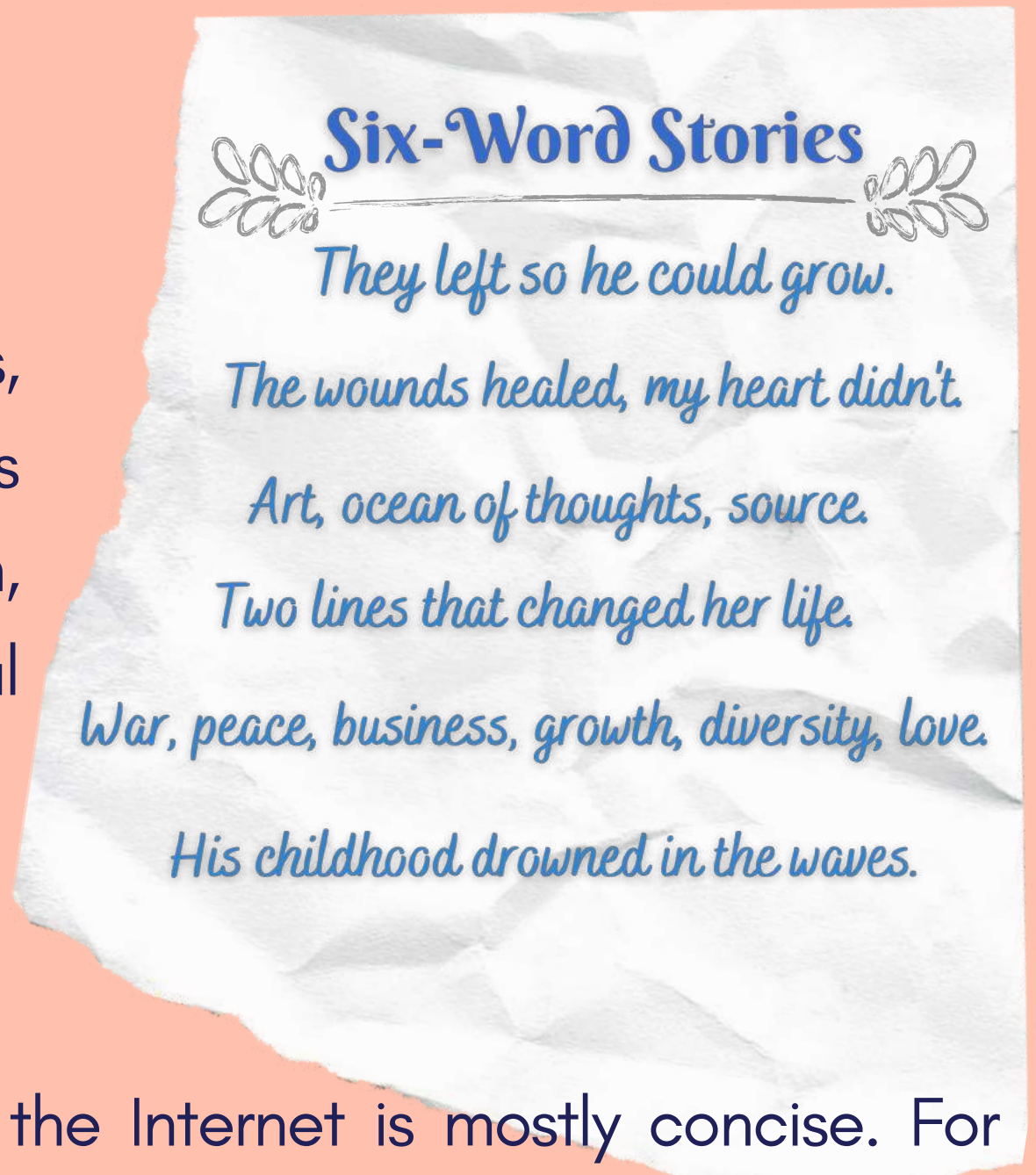
How to improve the literacy competence:

- *Six-Word Stories*. The language used on the Internet is mostly concise. For example, a tweet can have a maximum of 280 characters. That might sound like a major limitation, but in this age of social media where short posts, status updates or captions are dominant forms of expression, even those 280 characters are often more than needed.

An interesting warm-up activity aimed at improving the ability to express thoughts in a concise, but effective manner is to practise writing six-word stories -- a form of entire stories told in six words only, introduced, as legend has it, by Ernest Hemingway.



- *Virtual Group Storytelling*. You can meet your friends online and jointly write a story. One person writes the first sentence of the story (it can be as simple as writing it as a Facebook status or message in any group chat application), and the others, in a set order, continue the story by adding one sentence below the previous one until the story is complete. Unexpected plot twists are always fun and more than welcome!



● *The Story Starter*. When writing, particularly in creative writing, people sometimes feel as if their mind has been blocked: they cannot start putting words on paper, they need something to trigger their imagination and to let the writing flow. There are lots of online apps precisely for this purpose -- to come in hand and stimulate the writer's imagination. One of them is *The Story Starter*, a free generator of writing prompts, available at <http://thestorystarter.com>.

● *Fake News Web Detector*. Speaking about the Internet and about literacy, it seems suitable to connect them and to mention web literacy and the ability to judge the credibility of the sources of information, something which becomes more and more relevant in these times when fake news overwhelm the world. You can test your fake news detection skills in a quiz provided by *The Guardian* available at <https://www.theguardian.com/newswise/2021/feb/04/fake-or-real-headlines-quiz-newswise-2021>. If your score is not good, you might want to take a look at these notes with tips on recognizing fake news.

Check sources - is the information shared by reliable, well-known sources, or by anonymous pages?

Check design familiarity of the site/source, writing style/spelling, other stories on site, advertising - does it look like a professional site?

Check the author of the information: background, experience, google around a bit if necessary.

Watch out for clickbaits - content whose main purpose is to attract attention and encourage visitors to click on a link to a particular web page. Headlines like: "You will never believe this -----"

MULTILINGUAL COMPETENCE

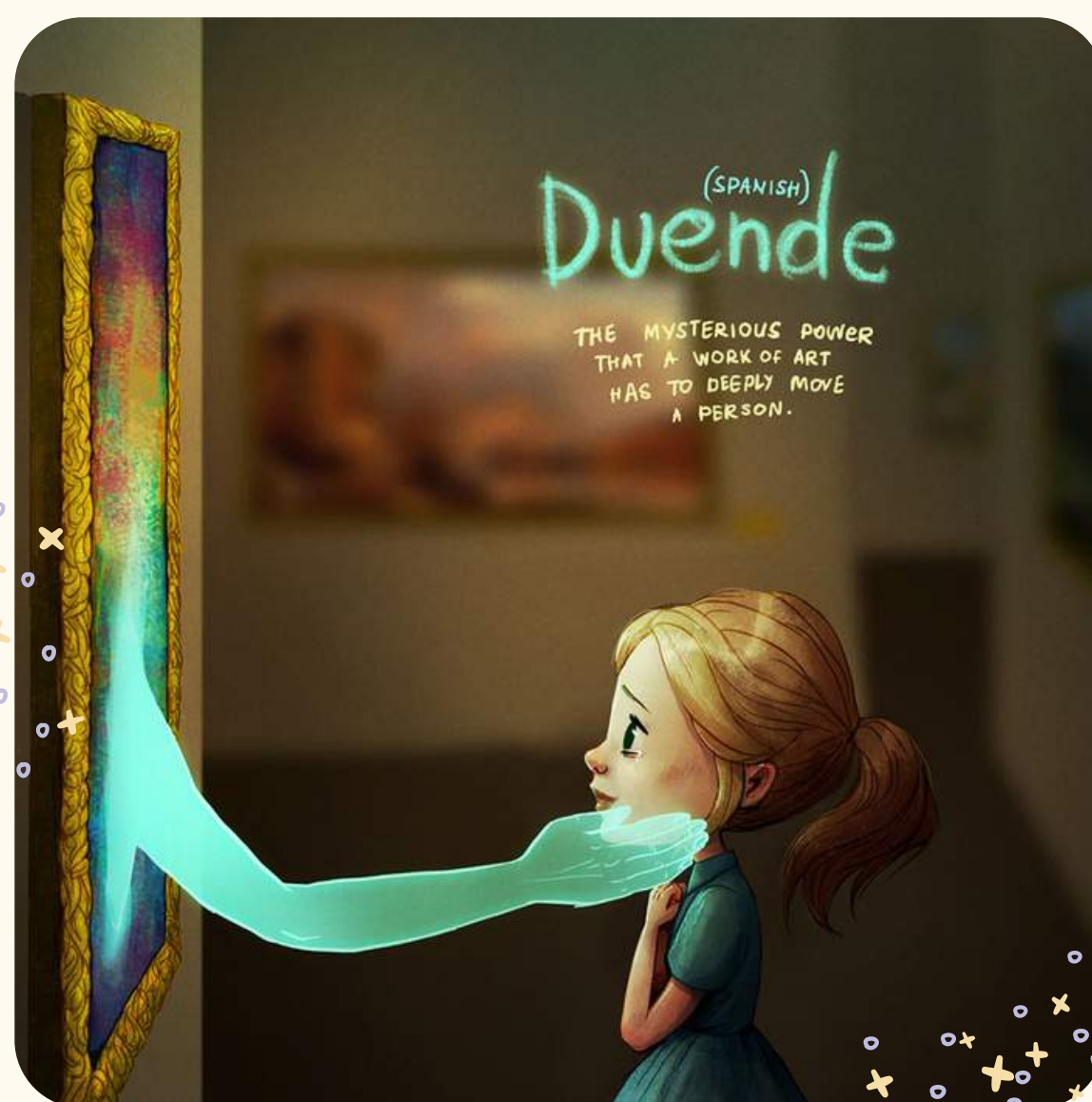
is the ability to use different languages for communication and to understand and express thoughts, feelings and facts orally or in writing. Lots of different languages mean lots of different cultures, so appreciation of cultural diversity and curiosity for intercultural communication are attitudes connected to this competence.

How to improve the multilingual competence:

● *World's Most Beautiful Untranslatable Words.* Different cultures have different beliefs and concepts of perceiving and understanding life and the world. As a result, different cultures and their languages sometimes have words denoting things, feelings or moments that are not named in other languages, which makes them difficult or impossible to translate in a simple way.

These are often words that are loaded with emotions, and learning about their meaning is not only a way of improving your multilingual competence and expanding your vocabulary of a certain language, but they are also a beautiful way of learning how to notice and appreciate unique and special moments that otherwise we don't usually recognize or pay attention to.

Being untranslatable, finding definitions of the exact meaning of these words requires checking various online dictionaries, googling and searching for explanations accompanied by images.





DICTIONARY OF BEAUTIFUL
UNTRANSLATABLE WORDS



SAUDADE *noun* (Portuguese)

- a feeling of nostalgia, melancholy or longing to be again near a person, place or thing that is distant or gone

KALSARIKÄNNIT *noun* (Finnish)

- getting drunk at home in your underwear with no intention of going out

WALDEINSAMKEIT *noun* (German)

- a feeling of being completely alone in the woods

IKTSUARPOK *noun* (Inuit)

- the frustrating, impatient feeling of anticipation you have when you're waiting for someone or something

MÅNGATA *noun* (Swedish)

- the glimmering, road-like reflection that the moon creates on the water

Jijīviṣā *noun* (Sanskrit)

- life instinct, the will to live

UTEPILS *noun* (Norwegian)

- sitting outside and enjoying a beer on a sunny day

SOBREMESA *noun* (Spanish)

- relaxing at the table right after a meal, talking with the people you shared the meal with over a drink, savouring and digesting both food and friendship

MERIGGIARE *verb* (Italian)

- to rest at midday in a shady spot under a tree

ABBIOCCO *noun* (Italian)

- the drowsiness you feel after a large meal

MERAKI *verb* (Greek)

- to do something with soul, creativity or love; to put something of yourself into your work

MAMIHLAPINATAPEI *noun*

(Yaghan)

- a look shared by two people, each wishing that the other would initiate something that they both desire but, neither wants to begin

KOMOREBI *noun* (Japanese)

- sunlight that filters through the leaves of trees

FLANEUR *noun* (French)


- a person who walks slowly around the city wanting to get into contact with its spirit and feel the atmosphere of the place. An observer who wanders the city with no particular purpose; the goal itself is the pleasure of being there and feeling the rhythm of the city

HYGGELIG *noun* (Dannish)

- a feeling of peace, warmth and content in a cozy atmosphere, either alone or with friends

PERSONAL, SOCIAL AND LEARNING TO LEARN COMPETENCE

is the ability to learn, to manage one's own learning and to reflect on yourself. Social competences include working with others in a constructive way and managing conflicts in a supportive way. Personal competences include the ability to cope with uncertainty, to show empathy, and to support physical and emotional well-being.



"In a very real sense, we have two minds, one that thinks and one that feels."
-D. Goleman

How to improve the personal, social and learning to learn competence:

- *Online Emotional Intelligence Test.* The personal, social and learning to learn competence is particularly important in the case of people working in the field of youth work or education, as not only do these persons need to have the necessary knowledge, skills and competence to support the personal development of other people, but they also need to continuously work on refining their own self-awareness, self-control, motivation, empathy and social skills so that they can be more successful in their work and in life in general.

In order to assess your emotional intelligence (your ability to understand and manage your own emotions, and those of the people around you), it is convenient to search for and complete one (or more) of the numerous emotional intelligence tests that can be found online, such as the one available at <https://icebreakerideas.com/emotional-intelligence-test/>.

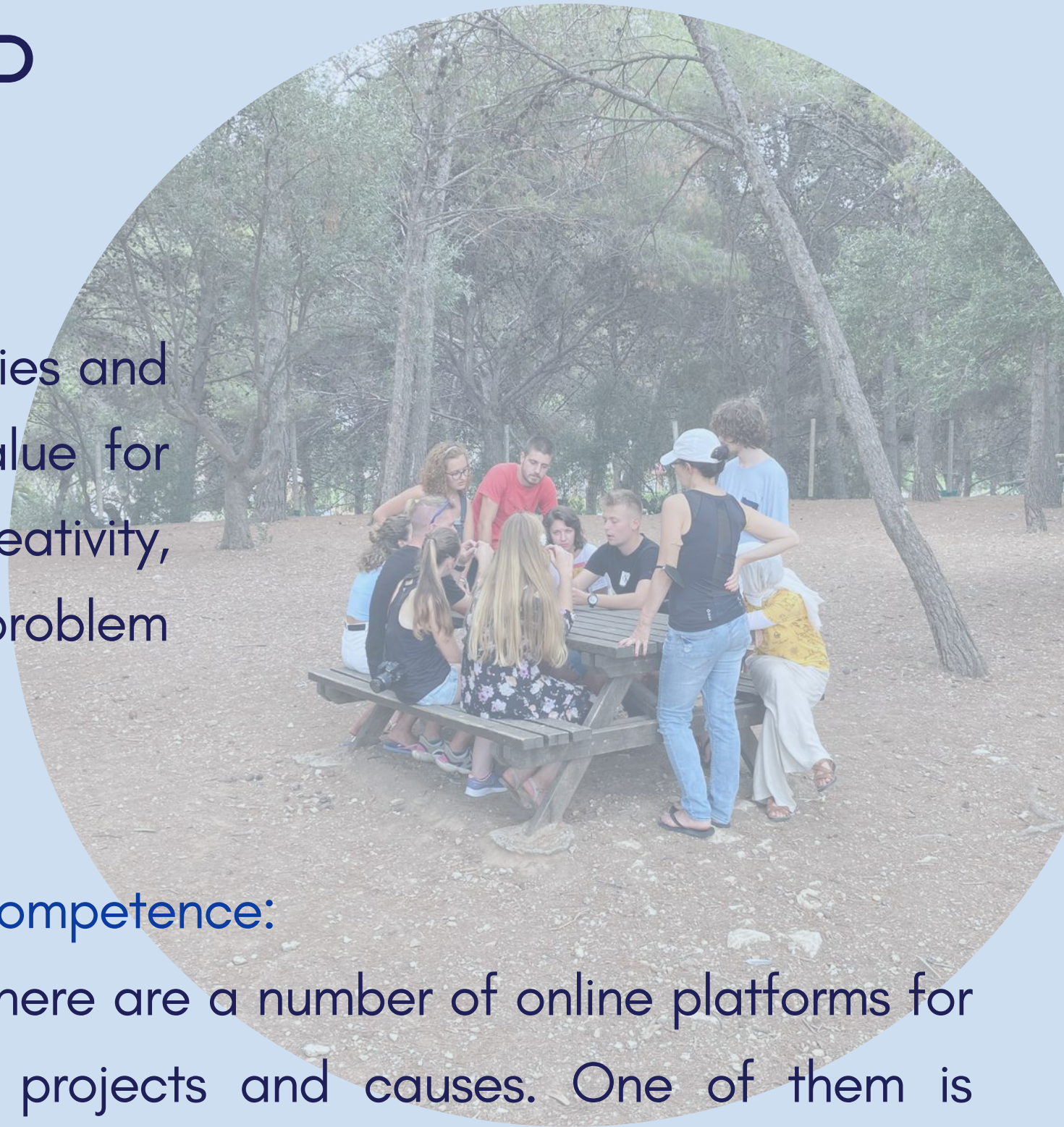
When choosing an online emotional intelligence test that you would like to suggest to or use for your work with young people, it is important to look for a test which is suitable for the specific young people you work with in terms of its content, complexity and vocabulary.

- *Feelu App.* An interesting tool for helping children learn how to better understand their feelings from an early age is the application *Feelu*, available for review at https://www.youtube.com/watch?v=acUmBGRiavs&ab_channel=KidsAppsGoneFree,

and for download at <https://apps.apple.com/us/app/feelu-learn-kids-feelings/id1462795455>.

ENTREPRENEURSHIP COMPETENCE

is the capacity to act upon opportunities and to turn ideas into action that has value for others. It includes taking initiative, creativity, innovation, critical thinking and problem solving

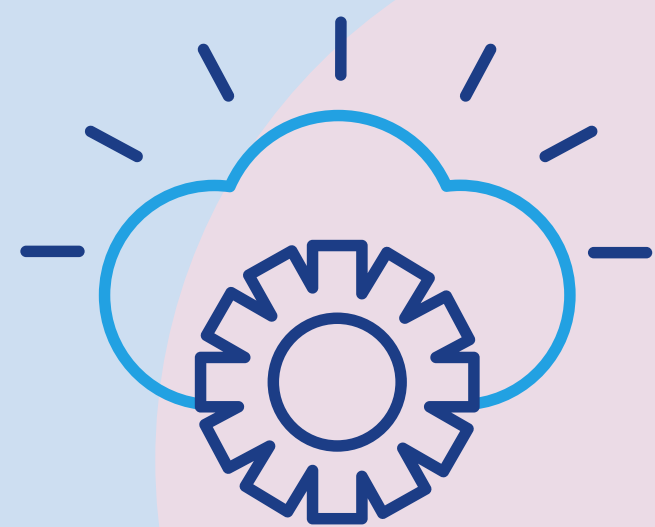


How to improve the entrepreneurship competence:

● *Online Crowdfunding Platforms.* There are a number of online platforms for raising money for different sorts of projects and causes. One of them is *Indiegogo* (<https://www.indiegogo.com/>).

Indiegogo is a crowdfunding website founded in 2008 in the US aimed at supporting for-profit campaigns, campaigns benefitting nonprofit organizations or nonprofit beneficiaries, campaigns for products, anything within “Community Projects” that is not a personal cause, as well as educational campaigns in the tech and innovation category.

How does it work?



- **First, you need an idea for a project or a cause for which you need to raise money;**
- **Check if your campaign is allowed on Indiegogo;**
- **Brainstorm the basics:**
 - **Who is your target audience?**
 - **What resources and time do you currently have to run this campaign?**
 - **Who can you invite to be part of your campaign team?**
 - **Fundraising aside, what objective are you hoping to achieve?**

- **Create your campaign page:**
 - **Produce your written pitch and pitch video (brief video through which you will try to attract donations);**
 - **Draft your pitch with images;**
 - **Determine your campaign length and money goal;**
 - **Outline what benefits the donators will receive;**
 - **Plan your campaign page updates.**
- **Set up your payment processes and type of payment**
- **Establish a social media presence and promote your campaign**



CULTURAL AWARENESS AND EXPRESSION COMPETENCE

is the understanding of how ideas are creatively expressed in different cultures, through different arts. It involves developing and expressing own ideas. It requires the knowledge of local, European and global cultures.



How to improve the cultural awareness and expression competence:

● *Survival Guide for Visitors.* Europe is one marvellous multitude of cultures. Being such a complex unity of cultural diversity, and knowing its turbulent past and present, it no surprise that the European "jokelore" is so rich in funny stereotypes and jests that European nations and cultures have for each other.



In addition to the stereotypes they have for other countries and cultures, Europeans also have stereotypes and "rules" of typical behaviour for their own countries too. In order to better "survive" when entering and exploring another culture, it is useful to know some tips on what one should and should not do in the foreign environment.

Gazpacho is a Spanish cold soup made of

SURVIVAL GUIDE FOR VISITORS

Survive in Spain

- Don't ask when the Sagrada Familia will be finished, we don't even know it
- Be always late, because if not you will have to wait for spanish people
- Don't expect to see flamenco or bullfight everywhere
- Don't be in a hurry to eat, because later you will spend a lot of time doing sobremesa
- You have to be prepared to eat and drink very well. Don't leave Spain without trying GAZPACHO
- Don't be sad because Messi left FC Barcelona, we still have a lot of fantastic things

HOW TO SURVIVE IN ITALY?

1. NEVER mention pineapple on pizza;
2. Learn how to eat ice-cream very fast;
3. Drink white coffee only in the morning;
4. Check falsi amici before;
5. Don't go to the bar during a football match;
6. Don't care about red lights;
7. Eat as much as possible;
8. And most important: relax (non ti preoccupare).

Survival Guide for TURKEY

1. In Turkey, there is vehicle priority instead of pedestrian priority. So be careful.
2. Do not rely on taxis because you can tour the city even for short distances.
3. Don't believe people who describe address. They also don't know what's where. google maps is the most reliable alternative.
4. Don't say to someone do you have more than one wife? Because it is very rear situation
5. Sorry, there is no harem in Turkey. don't dream in vain :)
6. If you have a plan to see camels, you can visit a desert. We see the camel only in the zoo in Turkey.
7. Do not forget 10 Turkish lira is equal to 1 Euro and you are rich in Turkey anyway. So enjoy your travel.
8. You will hear azan 5 times a day. Don't be surprised. it is just a reminder for worship
9. There are different greetings in Turkey. If you are coming especially during religious holidays, be prepared for the sights you will see with different body language.
10. Don't pay until you get the ice cream. Maraş ice cream shops are not very fond of giving ice cream.

IN BULGARIA:

1. Be careful with taxis
2. If you have a car, be careful were you park and watch yourself while you are on the road because we are racers like in F1
3. Don't talk about politics
4. Be aware of pocket thieves
5. Don't talk about MAFIA

TRUST NO ONE

WHAT (NOT) TO DO? CZECHIA

- DRINK BEER
- EAT TRADITIONAL FOOD
- VISIT PRAGUE
- GOOGLE

- DO NOT TIP 20%.
- DO NOT ASK A TAXI DRIVER HOW MUCH.
- DO NOT EXPECT FREE WATER AT A RESTAURANT.
- DO NOT RIDE PUBLIC TRANSPORT WITHOUT A TICKET.
- DO NOT ORDER OFF MENU OR SEND FOOD BACK.
- DO NOT TALK LOUD SIMPLY BECAUSE YOU DON'T SPEAK CZECH.
- DO NOT EXCHANGE CURRENCY WITHOUT LOOKING UP THE OFFICIAL RATE.
- DO NOT BUY SOUVENIRS FROM THE CHARLES BRIDGE
- DO NOT ASK "HOW MUCH IS THIS".

SURVIVAL GUIDE FOR MACEDONIA

1. Make sure you take a map
2. Take both a swimming suit and hiking boots
3. Spend your whole day drinking coffee
4. Taxi drivers might scam you
5. Don't refuse food from grandparents
6. DON'T BE SHOCKED WHEN PEOPLE YOU,VE JUST MET KISS YOU ON THE CHEEK 3X
7. BE READY TO DRINK THE MOMENT YOU WAKE UP

MADE WITH LOVE BY CYPRIAN & DOMI

POLISH SURVIVING GUIDER!

1. DON'T EAT DUMPLINGS WITH KETCHUP
2. DON'T SAY NO FOR ALCOHOL
3. DON'T COMPARE POLISH PEOPLE TO RUSSIANS
4. NEVER OFFENED SOCKS WITH SANDALS (FOLLOW DRESSCODE)
5. DON'T TALK TO OLDER PEOPLE IN ENGLISH
6. DON'T TAKE TOO MUCH MONEY. EVEN IF YOU ARE POOR ON YOUR COUNTRY YOU WILL BE RICH IN OUR
7. LET US KNOW THAT YOU ARE IN COMMUNIST AND BELOVED PLACE

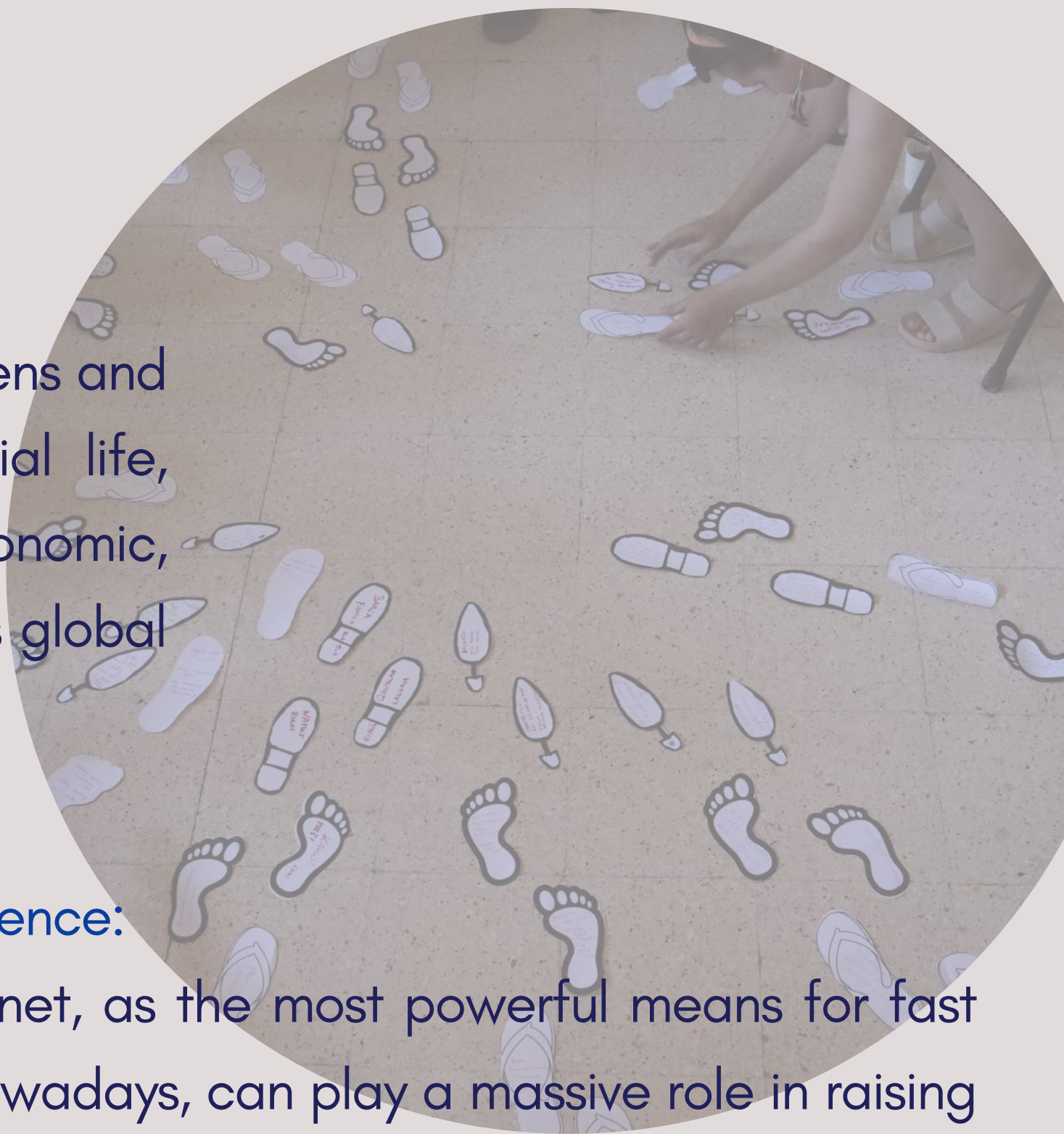
CITIZENSHIP COMPETENCE

is the ability to act as responsible citizens and to fully participate in civic and social life, based on understanding of social, economic, legal and political concepts as well as global developments and sustainability.

How to improve the citizenship competence:

● **Online Petition Platforms.** The Internet, as the most powerful means for fast and wide distribution of information nowadays, can play a massive role in raising awareness for issues and initiating changes in societies, be it at local, national or global level. There are a number of online websites that provide people from all over the world with a possibility to easily launch online petitions about a certain cause about which they would like the public to react.

Two of the most popular online petition platforms are *Change.org* (available at <https://www.change.org/>) and *Avaaz* (<https://secure.avaaz.org/page/en/>).



CHANGE.ORG - the largest and fastest growing petitions platform in the world with over 100 million members and 500 new petitions received per day. A for-profit 'benefit corporation', a company that has positive impact on society, workers, the community and the environment in addition to profit as its legally defined goals. Funded through advertising and contributions from people, as well as money paid to the platform to promote certain campaigns.

- **Decision making (Who selects petitions?):** All petitions are accepted, any individual or organisation (except hate speech groups) may launch a petition. For a fee, users get additional services and visibility.
- **Business model (How is it financed?):** For-profit corporation. Revenues come from **paid petitions**, advertising and crowdfunding of petitions.
- **Data management (Who has access to supporters' personal data?):** Petition supporters automatically become members. Change.org then **sells** access to their data to outside groups.
- **Legal scope (What legal rules govern the petitions it hosts?):** **Informal** petitions that target all levels of government and business decision-makers. They aren't part of any legal process, so they need not respect any formal rules.
- **Scope of action (Does it combine online and offline activism?):** Online only.

Strengths:

- Change.org offers **high-quality professional petitions** services to practically **anyone**, anywhere in the world;
- Its website is **easy to use**. Petitions may be signed with one click and only require name, email, postal code and country.

Weaknesses:

- Its acceptance of almost any petition has allowed corporations to use fake citizen groups to launch misleading petitions;
- Although it claims to be neutral, it does in fact promote some petitions over others, either related to fees or marketing goals;
- Its protection of personal data is perhaps the weakest of any online platform. Signatures and personal information have been found by search engines, even when the signer asked to hide their signature. It also sells access to its member database to almost any group that can pay its fees;
- Weak concept of membership: Anyone who signs a petition automatically becomes a member. As it is so easy to support a petition, there is a real risk of signature fraud – either fake names or using people's names without their permission.

AVAAZ - the second largest online petition platform in the world. Founded in 2007 in the United States and is headquartered in New York. Its database includes over 40 million members in 194 countries worldwide. Started with donations from charitable organisations, it now boasts a staff of 50 and an annual budget of five million US dollars.

- **Decision making (Who selects petitions?):** Petitions that are promoted are **selected** by a core management team following internal criteria, like compatibility with their philosophical mission.
- **Business model (How is it financed?):** Self-financed via fundraising to provide services free of charge. **Non-profit**, member-funded and does not accept funding from governments or corporations. It relies on the generosity of individual members.
- **Data management (Who has access to supporters' personal data?):** Owns their personal data and uses them to develop and promote future petitions and offline activities.
- **Legal scope (What legal rules govern the petitions it hosts?):** **Informal** petitions that typically target government decision-makers available in **18 languages**. They aren't part of any legal process, so they need not respect any formal rules.
- **Scope of action (Does it combine online and offline activism?):** Combines online and **offline** activities.

Strengths:

- A true global campaigning community. It can mobilise citizens from one region to engage in issues on the other side of the world;
- It supports petitions with public relations, demonstrations and other activities that increase their impact on decision-makers;
- Very user-friendly website way that requires few personal data.

Weaknesses:

- Anyone who signs any petition is automatically added to the Avaaz database of members, whether or not they agree to join or agree with their overall mission;
- There is no verification of identity, so some members may in fact be fake email addresses;
- It lacks transparency. Its budget and decision-making criteria are not made public. It is also impossible to see a list of all petitions or search its website for a particular topic.

MATHEMATICAL COMPETENCE AND COMPETENCE IN SCIENCE, TECHNOLOGY AND ENGINEERING (STEM)

is the ability to use mathematical thinking to solve problems in everyday situations. Competence in science refers to the ability to use knowledge; to identify questions and to base opinions on evidence. It includes the ability to use logical and critical thinking, to handle technological tools and to communicate conclusions and reasoning behind them.

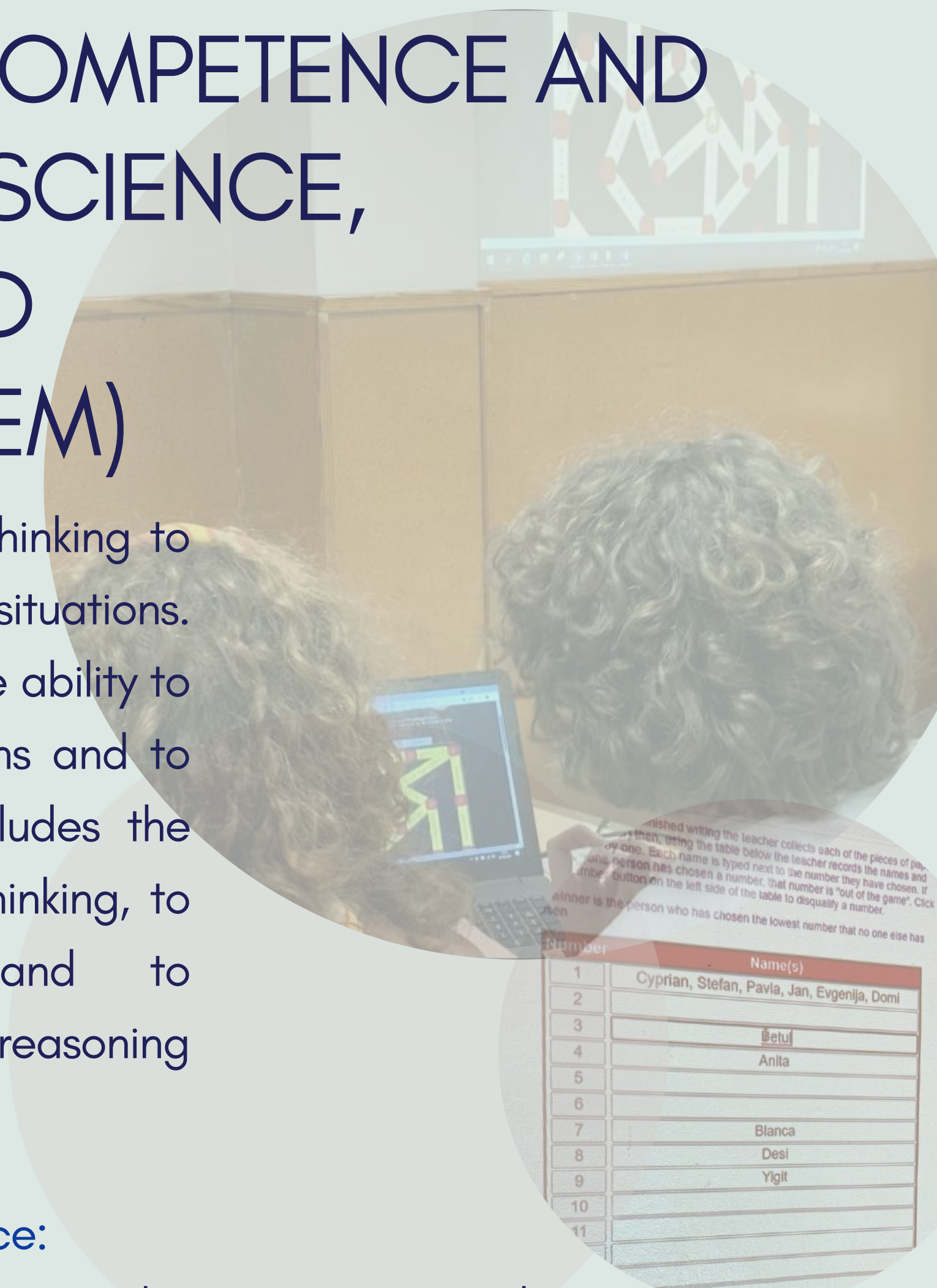
How to improve the STEM competence:

- *The Smallest Number.* Mathematical competence and competence in science, technology, engineering (STEM), sounds big, complicated and serious, doesn't it? But, in fact, improving this competence can also be fun. For example, try playing "the smallest number" game: in a group, each person is given a small piece of paper on which they write down their name and a number (a whole number, not zero) and keep it secret. The activity can be done also online using any group communication application. When everyone has finished writing, one person collects each of the pieces of paper and, using the table available at https://www.transum.org/Software/Fun_Maths/Smallest_Number.asp, she/he records the names and numbers one by one. Each name is typed next to the number they have chosen. If more than one person has chosen a number, that number is out of the game.

The winner is the person who has chosen the lowest number that no one else has chosen

- *DiceGebra.* Another interesting and useful online mathematical game on the even more useful website *Transum* is *DiceGebra*, available at <https://www.transum.org/Maths/Game/DiceGebra/>.

- *Alquerque.* Try that one too, again on *Transum*, available at <http://www.onlinesologames.com/alquerque>.



DIGITAL COMPETENCE

refers to the responsible use of digital technologies and digital content creation. It includes the ability to use information through a range of digital technologies, curiosity and open-minded attitude.

How to improve the digital competence:

- *Designing Quotes using Canva.*

Canva (available at <https://www.canva.com/>) is a very useful and user-friendly website for creating social media graphics, presentations, posters, documents and other visual content, like these quote designs created by the participants in this project.



A soldier without a shield is either thirsty for his life or trust his sword too much



● *Taking and editing photos and videos.* "Digital" doesn't necessarily mean "online" and doesn't always have to be related to the use of the Internet; it can also refer to the use of software, electronic devices, cameras and other sorts of equipment. During the project "Digital Approaches to Improving Key Competences" in Coma Ruga, the participants also worked on shooting interviews and taking photos and short videos of each other. This is how photos of happiness in Coma Ruga look like:



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