



Competence Gap-bridging Training CURRICULUM



Teens2
Queens



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1. Training programme overview and set-up

1.1 Background and objectives

The *Teens2Queens Competence Gap-bridging Training*¹ was developed in response to a clear gap identified at the professional integration education and support of young women with personal or family migration experience: many essential grassroots competences are still insufficiently addressed, despite their decisive role in successful social inclusion. Therefore, the project designs, pilots, and evaluates a hybrid training course aimed specifically at young women with migration experience.

The programme focuses on 15 key skills related to the *Lifelong Learning (LLL) Key Competences*²: N°5. Personal, social and learning to learn competence; N°6. Citizenship competence; and N°7. Entrepreneurship competence.³ These competences are fundamental for becoming self-confident, self-determined, and equal members of society, supporting not only social participation but also the preservation of personal freedoms within family and community contexts, as well as improving access to the labour market. Since young women with personal or family migration experience often face multiple and intersecting disadvantages, the programme responds with particularly intensive, targeted training.

However, teaching these key competencies together with the associated knowledge and skills, and linking them with other competencies and skills, is not merely a pedagogical-academic exercise. Rather, it aims at a very concrete application: after completing the Teens2Queens program, learners should be able to independently (though supported by mentors and trainers) conceptualise, plan, and implement their own micro-projects.⁴ In these projects, young women are expected to develop initiatives, events, workshops etc. that draw attention, from different levels and perspectives, to challenges as well as examples of good practice regarding the successful integration of young women with migration experience into European society and labour markets, and that allow them to present their own topics to a broad audience. The best of these projects will be awarded and presented to European policymakers in Brussels in February 2027.

The Teens2Queens training programme is guided by high pedagogical standards, free and open access, innovative use of digital media, and close alignment with current EU policies on inclusion and lifelong learning. A multi-method approach, a strong e-learning component, multilingual delivery, and the validation of learning outcomes through a micro-credential ensure both accessibility and quality. Given the programme's complexity and its dependence on national contexts, comprehensive evaluations and pre-tests are integrated to refine the training and ensure that the final published versions are well adapted, effective, and sustainable.

1.2 Target groups

The Teens2Queens training programme addresses four interrelated target groups at different systemic levels and creates concrete, competence-based benefits for each of them.

The primary target group are young women with personal or family migration experience aged 15 to 20, including refugees and later-generation migrants who have lived in Europe long enough to acquire basic local language skills and have recently completed compulsory education. This life phase is critical, as they must make far-reaching decisions about education, work, and personal autonomy. Teens2Queens strengthens their personal, social, civic, and entrepreneurial competences, enabling them to build self-confidence, develop realistic life goals, and actively shape their own futures. Skills such as learning to learn, communication, critical thinking, understanding EU values, and structuring creative ideas into concrete projects increase their ability to participate in society, protect their personal freedoms, and improve their chances in education and the labour market—especially for those from disadvantaged social environments and culturally distant backgrounds.

¹ For the entire EU project Teens2Queens with all its objectives, results and products, see www.teens2queens.eu.

² Council Recommendation of 22 May 2018 on key competences for lifelong learning (2018/C 189/01)

³ Entrepreneurship is understood not as a push toward immediate economic activity, but as a set of transferable skills enabling participants to structure creative ideas, develop project plans, and implement them through strategic thinking and professional financing

⁴ Within the EU project in which this course was developed, a budget of €2,000 per project was allocated. Of course, such projects could also be designed and implemented with less money – but also with more!

The second target group includes trainers and social workers who work directly with young women with migration experience. Through targeted upskilling and awareness-raising, they gain practical competences to address gender-specific challenges, empower learners, and apply learner-centred, culturally sensitive teaching and counselling methods. This enhances the quality and sustainability of daily educational practice.

The third target group consists of the management of institutions and organisations providing education and counselling for migrants. Teens2Queens equips them with innovative pedagogical concepts, digital tools, and quality frameworks that improve the relevance, efficiency, and impact of their services. By integrating e-learning formats and micro-credential-based accreditation, organisations can better reach young women with personal or family migration experience, modernise their offers, and demonstrate learning outcomes in a transparent and comparable way.

Finally, experts and political decision-makers benefit from evidence-based insights, evaluation results, and a holistic competence framework. These enable more informed, efficient, and gender-sensitive integration policies, contributing to inclusive societies and better use of public resources.

1.3 Qualification and language levels

The training programme is positioned at EQF⁵ Level 3 to 4 (lower or upper secondary education). This level appropriately reflects both the target group and the nature of the learning outcomes. The programme is designed for young women with migration experience who have completed compulsory education and are in a transition phase toward further education, training, or employment. It does not constitute a vocational education and training (VET) course, as it does not aim to provide occupation-specific qualifications or direct professional certification.

At EQF Level 4, learners are expected to acquire factual and theoretical knowledge in broad contexts, apply a range of cognitive and practical skills, and exercise self-management with some responsibility. These descriptors align well with the programme's focus on personal development, learning to learn, social interaction, EU citizenship, and basic entrepreneurial competences. Participants develop the ability to reflect on their own learning, set personal goals, communicate effectively, and structure ideas into simple project plans. While these competences are not job-specific, they are increasingly recognised as having strong labour market relevance, particularly in terms of employability, adaptability, and lifelong learning.

At the same time, the programme's primary intention is broader: to support successful integration, personal autonomy, and active participation in society. The EQF Level 4 classification acknowledges the complexity and responsibility involved in these competences, while clearly distinguishing the training from formal VET pathways.

Participants are expected to have language proficiency at CEFR⁶ level B1 or higher in the language of instruction. As the programme includes interactive workshops, group discussions, reflective learning activities, and project-based collaboration, learners need sufficient language skills to actively participate, communicate effectively, and successfully complete all components of the training.

1.4 Duration and delivery mode

The training course is built around 15 relevant skills, with five skills assigned to each of the 3 selected key competences. Each skill is delivered through a 5-hour training unit which makes 75 hours training in total. Every unit follows a blended learning approach that combines

- 2h face-to-face (F2F) sessions,
- 1h guided self-learning activities and
- 2h social or practical activities in which learners actively practise and apply the acquired competences in a real or simulated context.

This multimodal design ensures both theoretical understanding and practical skill development, while allowing flexibility for different learning needs and contexts.

⁵ <https://europass.europa.eu/en/description-eight-egf-levels>

⁶ <https://europass.europa.eu/en/common-european-framework-reference-language-skills>

Large parts of the training programme are available on our e-learning platform at <https://e-learning.teens2queens.eu/>, providing continuous access at any time. Access is free of charge; however, a short registration is required. The registration process is straightforward and can be completed easily by following the clear instructions provided. The e-learning formats facilitate learners' access to the training materials and enable them to assess their own progress through interactive quizzes. Although the platform offers a range of typical e-learning features, the course should be delivered primarily in a face-to-face format wherever possible, as it is based on a highly communicative, interactive, and socially oriented learning approach.

The pedagogical and didactic concept of the course is clearly structured, well balanced, and carefully designed. However, the trainers do have the flexibility to freely select, combine, and adapt individual units and learning content to their own frameworks and objectives.

1.5 Trainer qualification and requirements

To prepare, offer, and implement this training programme, trainers should have a combination of pedagogical, social, intercultural, and digital competences, rather than a single formal qualification. As the programme is positioned at EQF Level 3 to 4 and is largely competence-based and non-vocational, trainer qualifications should reflect both educational professionalism and practical experience with the target group. They can be based on a higher secondary or tertiary qualification in education, social work, psychology, pedagogy, migration studies, gender studies, youth work, or a related field. Equally important is documented practical experience working with young migrants, refugees, or disadvantaged youth, particularly young women. Familiarity with gender-specific challenges, empowerment approaches, learner-centred and competence-oriented pedagogy, including coaching, mentoring, and reflective learning methods. As the programme focuses on personal development, learning to learn, civic engagement, and entrepreneurship, trainers should be able to facilitate self-reflection, goal setting, group interaction, and basic project-based learning rather than traditional frontal teaching. Intercultural communication skills are required, along with sensitivity to cultural diversity and power dynamics.

Basic IT skills are sufficient to deliver this programme effectively, although more advanced digital teaching experience is an advantage. Trainers should be able to use the e-learning platform, communicate digitally, and support self-paced learning. While large parts of the training materials are available online, the programme is designed to be delivered primarily in face-to-face settings due to its highly communicative, interactive, and socially oriented approach. The e-learning platform therefore serves mainly as a complementary resource, providing flexible access to materials and self-assessment through quizzes.

Before piloting the training programme in the second half of 2026, trainers from all partner countries took part in a four-day train-the-trainer workshop in Cluj-Napoca, Romania. The workshop familiarised them with the training materials, tools, and e-learning platform. Based on this experience, it is strongly recommended that all trainers attend a similar workshop before delivering the programme for the first time, as participants found the shared learning, exchange of ideas, and practical preparation highly valuable.

1.6 Assessment strategy

Finally, learners who successfully complete all training units and associated activities receive a micro-credential diploma certifying the positive completion of the entire course. A *micro-credential* is a rather new certification concept within the EU.⁷ It is mainly applied to certify specific learning outcomes achieved through a small volume of learning, typically shorter and less formal than traditional qualifications such as degrees or full qualifications. It records what a learner *knows and can do* after completing a course or some modules, with transparent assessment and standards, and is owned and portable by the learner for use across different contexts. Basically, micro-credentials could be highly relevant in the EU education landscape as they enable faster, lower-cost upskilling and reskilling through flexible, modular learning that can be stacked toward larger qualifications and support the recognition of formally, informally or work-based acquired skills for improved career mobility.

⁷ In the European Union context, the 2022 Council Recommendation on a European approach to micro-credentials provides a common definition and framework to foster quality, transparency, comparability, recognition and portability across Member States, education sectors and borders. This EU approach aims to support lifelong learning and employability by enabling flexible, personalised learning pathways. (Council Recommendation of 16 June 2022 on a European approach to micro-credentials for lifelong learning and employability; C 243, pp. 10–25).

However, the European situation is heterogeneous! Awareness, acceptance and actual implementation vary widely across countries. Some Member States and regions have well-developed micro-credential ecosystems integrated with national qualifications frameworks and VET systems, while others are still experimenting or lack clear regulations and recognition mechanisms. This uneven development reflects differences in education systems, quality assurance practices and assessment traditions.⁸

In the project partner countries (AT, FR, IT, RO, SE), acceptance and application possibilities vary also greatly; nevertheless, all graduates of the Teens2Queens training will receive a micro-credential. Especially for young women with migrant experiences, who often have shorter or very short formal learning biographies, it is important to obtain as many certifications as possible. Even if these are not officially recognised, they still document the knowledge, competences and skills acquired and developed during the course. This can help accelerate integration processes and, for example, support job search efforts.

1.7 Copyright and ownership

The curriculum and all training materials and formats developed by the Teens2Queens project group are protected by the *CC BY-SA (Attribution–ShareAlike)*⁹ license. It allows a training programme to be published, reused, and further developed with a high level of openness. Anyone may copy, distribute, adapt, remix, and build upon the training materials, in any medium and also for commercial purposes. The main duty of the person using the materials is to give appropriate credit to the original author, clearly indicating the source and the license, and to mention if changes were made.

If the materials are modified or adapted (for example, translated, updated, or integrated into a new training programme), the new version must be shared under the same CC BY-SA license. This ensures that future users receive the same freedom. For the original author, the license guarantees recognition and keeps the material open, while allowing wide dissemination and reuse. The author cannot restrict commercial use or impose more restrictive terms later. For the user, the license grants broad rights but requires attribution and the obligation to keep derivative works equally open.

⁸ Cedefop (2023): *Micro-credentials for labour market education and training: Challenges and opportunities*. Luxembourg: Publications Office of the European Union.

⁹ <https://creativecommons.org/cc-licenses/>

2. Overview of the modules

The curriculum is organised into three modules, each focusing on one of the three selected competences. Within every module, five complementary skills were identified and developed, resulting in a total of 15 training units. Modules, even units, can be delivered independently; however, the greatest learning impact is achieved when the training programme is implemented in the recommended sequence, allowing learners to gradually build confidence, knowledge, and practical competences.

Following the overview of the three modules (chapter 2.1-2.3), each of the 15 units is presented in a one-page trainer's guide (chapter 3-5). These unit descriptions provide trainers with all essential information needed to prepare and deliver the respective learning unit consistently and effectively, such as:

- a brief overview of the purpose and learning focus of the unit;
- recommended teaching methods and learning approaches;
- an overview of the required training materials and resources;
- detailed step-by-step guidance for implementation;
- references to the accompanying e-learning resources.

Regarding their set-up, each of the 15 training units follows the same pedagogical structure. Every unit combines face-to-face learning, guided self-learning, and social learning activities in the following way, ensuring that knowledge is acquired, reflected upon, and transferred into real-life situations:

1. *Face-to-face learning* (approximately 2 hours) forms the core of every unit. These sessions introduce the topic, provide theoretical input where necessary, and place particular emphasis on the different learning methods.
2. *Self-learning* (approximately 1 hour) complements the classroom sessions. Learners deepen and consolidate the topics independently completing practical exercises, conducting small research tasks, watching videos, or assessing their progress through interactive quizzes.
3. *Social learning activities* (approximately 2 hours) encourage learners to apply their newly acquired knowledge and skills in everyday life. Depending on the unit, participants are invited to observe situations in their communities, interview people, carry out small practical assignments, work on personal or group projects, or engage with local organisations and stakeholders.

As said above, although large parts of the learning materials are also available through the e-learning platform, the programme is intentionally designed to be delivered primarily in face-to-face, interactive and analogue settings.

Additional information about the programme is available on the project website:

<https://teens2queens.eu/t2q-competences-gap-bridging-programme/>

The accompanying e-learning platform can be accessed at:

<https://e-learning.teens2queens.eu/>

Should any questions arise during preparation or implementation, or if further information or support is required, trainers are warmly invited to contact any of the project partners or the project team directly at contact@teens2queens.eu.

2.1 Module 1: Competence 5: Personal, social learning to learn

Competence	Skills	This skill includes the ability to ...
Competence 5: Personal, social, learning to learn	Skill 1: Self-reflection	- Identify their goals. - Recognise their competence gaps. - Give value to their own skills and motivate themselves. - Set concrete goals on the development of skills. - Critically reflect on their own competence development needs. - Name their own emotions and needs.
	Students know how to reflect on their own competence development needs and various ways to develop competences.	
	Skill 2: Strategic communication	- Follow codes of conduct and communication rules. - Adapt their communication style to different environments. - Use verbal and non-verbal communication effectively. - Effectively express viewpoints and opinions. - Effectively use different modes of language use (e.g. spoken, written, visual, multimodal). - Reflect on their own communication behaviour and know how to improve it.
	Students know how to communicate constructively in different environments and successfully implement rules of communication for social participation.	
	Skill 3: Interpersonal skills	- Listen actively and communicate effectively. - Provide constructive feedback. - Apply norms of respectful dialogue in group discussions. - Resolve conflicts through constructive and cooperative communication. - Manage emotions and behaviour in social interactions. - Empathise with others and show tolerance.
	Students know how to work collaboratively in a constructive way.	
	Skill 4: Self-directed learning	- Apply their preferred learning strategies. - Organise their own learning process and time management. - Identify and choose adequate learning resources (digital and physical). - Monitor progress and reflect on outcomes. - Seek support when appropriate.
	Students know how to manage their own learning and career.	
	Skill 5: Resilience	- Apply coping strategies to deal with pressure, setbacks, and change. - Demonstrate perseverance and resilience when facing difficulties. - Seek support when needed. - Manage stress in different situations. - Find solutions to problems under pressure. - Regulate emotions and maintain self-control in stressful contexts.
	Students know how to remain resilient and manage stressful situations.	

2.2 Module 2: Competence 6: Citizenship

Competence	Skills	This skill includes the ability to ...
Competence 6: Citizenship	Skill 1: Political knowledge and participation Students know about selected concepts of democracy, justice, equality, and European common values.	- Analyse and reflect on selected concepts and principles of democracy, justice, and equality. - Participate effectively in civic and democratic life. - Engage constructively in community activities. - Express views on social and political issues. - Apply principles of justice, equality, and democratic values to real-life situations. - Understand the role of shared European values.
	Skill 2: Civic awareness Students know about citizenship and civil rights, including selected aspects of the Charter of Fundamental Rights of the European Union.	- Identify selected aspects of key citizenship and civil rights. - Explain selected aspects of citizenship and civil rights in an understandable way. - Apply principles of fundamental rights to concrete real-life situations. - Recognise violations of selected civil and human rights. - Know where to find the right support and help. - Express different viewpoints through respectful discussion on the validity of human rights.
	Skill 3: Critical thinking and media literacy Students know about current sociopolitical developments and show critical thinking skills.	- Analyse current and relevant sociopolitical developments. - Explain current and relevant sociopolitical developments to others. - Find, interpret, and verify different sources. - Access and effectively use both traditional and new forms of media. - Critically reflect on various forms of information. - Participate in informed discussion.
	Skill 4: Civic navigation Students are aware of public services in their local environment and can access them.	- Identify key public services available in the local environment. - Explain the purpose and functions of different public services. - Find information on how to access specific public services. - Evaluate which public service is appropriate for a specific need. - Use appropriate communication channels to contact public services. - Share the information with friends and family.
	Skill 5: Cultural diversity awareness Students know about European integration as well as Diversity and cultural identities in Europe, and the world.	- Understand the process, purposes, and values of European integration. - Recognise the roles of EU institutions and shared European values. - Understand concepts of culture. - Reflect on their own cultural perspectives. - Communicate respectfully and participate constructively in intercultural and civic dialogue. - Engage in dialogue on sensitive social, cultural, and political issues.

2.3 Module 3: Competence 7: Entrepreneurship

Competence	Skills	This skill includes the ability to ...
Competence 7: Entrepreneurship	Skill 1: Entrepreneurial mindset Students identify needs and know about opportunities for turning ideas into valuable and sustainable actions for others.	- Identify needs, challenges, and opportunities in social or economic contexts. - Generate ideas that create value for others. - Translate ideas into concrete actions or projects. - Use their imagination within creative processes and innovations. - Think strategically and solve problems. - Adapt ideas in response to feedback, constraints, or changing conditions.
	Skill 2: Project planning Students know about planning and managing projects.	- Define goals and expected outcomes. - Plan timelines and prioritise activities. - Monitor progress and adjust plans if needed. - Identify and mobilise resources (human, financial, material) - Understand basic budgeting and cost awareness. - Work both as an individual and collaboratively in teams on a set project.
	Skill 3: Social and ethical responsibility Students understand that they are expected to demonstrate social and ethical responsibility in both private and business-related projects.	- Reflect on social and ethical responsibilities - Consider ethical principles in project planning - Consider inclusive principles in project planning - Consider ecological principles in project planning - Understand the importance of promoting social and ethical responsibilities in fundraising - Define and control social and ethical indicators in project work
	Skill 4: Financial literacy Students know about finances and understand financial decisions.	- Understand basic principles of budgeting and funding - Identify different cost categories and resources needed for a project - Evaluate financial decisions in the tension between optimal outcomes and available resources - Understand how to obtain good value for money and assess the value of in-kind costs. - Set up a comprehensive project budget - Budget control and financial reporting
	Skill 5: Project implementation Students know how to implement and coordinate projects.	- Identify their own strengths and those of others. - Coordinate and support group efforts. - Communicate effectively and negotiate with others. - Use new forms of media for implementing and distributing projects. - Engage in dialogue with stakeholders. - Take initiative, be proactive and forward-looking.

3. Module 1: Competence 5 - Personal, social and learning to learn

Skill 1.1: Self-reflection

a) Unit in a nutshell

In this unit, learners reflect on their personal competence development needs and explore different ways to strengthen their skills. They learn to define SMART goals, recognise and value their existing skills, competences and knowledge, and identify resources that can support their development. Learners also reflect on and name their emotions, helping them stay motivated and continue their personal competence development journey.

b) Methods and tools applied

☒ presentation	☒ read/comprehend	☒ discussion	☒ group work	☐ role play	☐ project work
☐ video	☒ e-learning	☐ other:		☐ other:	

c) Resources and materials

Presentation:	T2Q_M1_Comp5_Skill1.1_b_presentation
Other	T2Q_M1_Comp5_Skill1.1_c_Worksheet Video: 7 Signs You're Ignoring Your Emotional Needs
E-Learning:	T2Q_M1_Comp5_Skill1.1_d

d) Implementation of the training (5h)

In-person learning (2h)	Objective: Starting from a SMART aim, learners will distinguish knowledge, skills, and competences, and identify major resources that will help them to reach their SMART aim. Then learners will work on emotion recognition to better answer their needs. Step 1 - Welcome & SMART aim Introduction of what is a SMART aim. Then, the trainer asks each learner to choose a SMART aim and share it with another learner. Volunteers can share 1 or 2 examples with the trainer and the group. Step 2 - Skills, competences and knowledge Learners try to identify Mira's skills, competences, and knowledge individually. Step 3 - Resources In small groups (3 persons each), learners fill in the slide about Sophie's resources. Step 4 - Label feelings The trainer asks learners to name the core emotions they know. They present theoretical input on emotions using Plutchik's <i>Wheel of emotions</i>. A short activity is done with the group during which they are asked to associate one of the feelings with a core emotion. Step 5: Summary and guidance for next steps The trainer guides the learners to use the self-learning material and the social activity.
Self-learning (1h)	Objectives: Through this self-learning path, learners will do the following activity on their own: The learners watch the video: 7 Signs You're Ignoring Your Emotional Needs Label the emotions using the <i>Plutchik's Wheel</i> and match them with needs: Worksheet Associate emotions and needs. Take the e-learning quiz on self-reflection
Social activity (2h)	Objectives: During this social activity, learners will start with a personal SMART aim and conduct a self-reflection on their skills, knowledge, and attitudes to first confront their results with their environment. They will consider feedback and continue on their own, identifying available resources and alternatives.

Skill 1.2: Strategic communication

a) Unit in a nutshell

This training unit on strategic communication provides young women with a solid theoretical and practical foundation for understanding and improving communication processes. Young women learn to develop constructive and strategic communication skills that enable them to participate actively in social, educational, and community life. The training unit introduces key concepts of communication, communication styles, verbal and non-verbal communication, multilingualism, and codes of conduct.

b) Methods and tools applied

☒ presentation	☐ read/comprehend	☒ discussion	☒ group work	☐ role play	☐ project work
☐ video	☒ e-learning	☒ other: journaling/creative work	☐ other:		

c) Resources and materials

Presentation:	T2Q_M1_Comp5_Skill1.2_b_presentation
Other	T2Q_M1_Comp5_Skill1.2_c_Worksheet Video: How to avoid miscommunication
E-Learning:	T2Q_M1_Comp5_Skill1.2_d

d) Implementation of the training (5h)

In-person learning (2h)	Objectives: Understanding basic concepts, effectively using communication styles, following codes of conduct, building self-awareness through language and reflecting on communication behaviour. Step 1 - Welcome and Safe Space (15 min) <i>Method:</i> Introduction round using an icebreaker question: "How do I like to communicate?" Step 2 - Strategic communication and basic concepts of communication (45 min) <i>Method:</i> The trainer uses the presentation material to introduce basic concepts. During the activity <i>Communication Styles – Matching Task</i> students practise matching situations to communication styles. Discuss afterwards: Why is it important to adapt how we speak? Step 3 - Codes of conduct in communication (45 min) The trainer presents theoretical input on codes of conduct in communication using the presentation. <i>Method:</i> To practise codes of conduct the trainer initiates group discussions. Beforehand, agree on 3 central codes of conduct. The students imitate a talk-show discussing a topic of their choice. Step 4 - Reflection Circle and Summary (15 min) Together, reflect on what you have learnt in this unit so far.
Self-learning (1h)	Objectives: Reflecting on communication behaviour and raising awareness on how to improve it. Materials needed in addition to standard teaching materials: - Magazines with photographs (if possible) - Scissors and glue Step 1 - Creative reflection – Vision board (40 min) <i>Method:</i> The students create a vision board visualizing the topic "My personal communication goal". Step 2 - Quiz on strategic communication (20 min) <i>Method:</i> Students individually complete a quiz (via e-learning).
Social activity (2h)	Objectives: Applying codes of conduct; effectively using strategic communication Step 1 - Conducting interviews – Language Biography <i>Method:</i> Language Biography is a participatory interview activity that enables students to explore individual language experiences and multilingual practices. Students interview a person of their choice about their language background and experiences with languages in different social contexts. The worksheet <i>Language Biography</i> provides guiding questions on the interview.

Skill 1.3: Interpersonal skills

a) Unit in a nutshell

This unit aims to strengthen participants' interpersonal skills so they can interact constructively in diverse social and learning environments. The training supports young migrant women in building respectful communication habits, understanding emotions in social situations, and collaborating effectively in teams.

b) Methods and tools applied

☒ presentation	☐ read/comprehend	☐ discussion	☒ group work	☒ role play	☐ project work
☒ video	☒ e-learning	☐ other:		☐ other:	

c) Resources and materials

Presentation:	T2Q_M1_Comp5_Skill1.3_b_presentation
Other:	T2Q_M1_Comp5_Skill1.3_c_Worksheet_Giving-Constructive-Feedback Video: How do you teach empathy Video: Build a tower, build a team
E-Learning:	T2Q_M1_Comp5_Skill1.3_d

d) Implementation of the training (5h)

In-person learning (2h)	Objectives: Effectively listening and providing feedback; understanding basic concepts. Step 1 - Introduction to interpersonal skills (30 min) The trainer uses the presentation material to introduce core concepts and explain the unit goals. Step 2 - Constructive communication and feedback (45 min) With a role-play exercise (worksheet <i>Giving Constructive Feedback</i>) students practise giving feedback. Step 3 - Managing emotions and resolving conflict (30 min) Present theoretical input on understanding emotions, strategies to manage frustration, etc. Step 4 - Reflection and wrap-up (15 min) Guide the students in reflecting on what they have learned so far.
Self-learning (1h)	Objectives: Empathising with others; managing emotions and behaviour in social interactions. Step 1 - Video on empathy and emotions (40 min) Students watch a short video on empathy (YouTube video: How do you teach empathy). Then, reflect: What is the main idea of the video? Which idea did you find most interesting or surprising? Step 2 - Quiz on interpersonal skills in everyday situations (20 min) Students individually complete a quiz (via e-learning).
Social activity (2h)	Materials needed in addition to standard teaching materials: - Uncooked spaghetti (20 strands of uncooked spaghetti per team) - Strings (1 metre per team) - Marshmallows (1 marshmallow per team) - Duct tape (1 metre per team) Step 1 - The Marshmallow Challenge (60 min) Small groups work together to complete the cooperative task <i>The Marshmallow Challenge</i>. <i>Instruction:</i> Build teams. Each team receives 20 strands of uncooked spaghetti, 1 metre of string, 1 metre of duct tape, and 1 marshmallow. Explain the task: "Build the tallest possible free-standing tower with a marshmallow at the top. Use only spaghetti, string and tape. The entire marshmallow must be on the tower, and spaghetti may be broken and adjusted. You have 30 minutes to complete the task." Step 2 - Final reflection and video input (60 min) Reflect on the results of the challenge, discuss together: How did you build your tower? What helped the group work well together? What went wrong? How did you cope with it? Lastly, watch the YouTube video Build a tower, build a team

Skill 1.4: Self-directed learning

a) Unit in a nutshell

This unit supports students in taking ownership of their learning and career development. They will build skills in self-directed learning, including goal setting, time management, resource selection, progress monitoring, effective learning strategies, and help-seeking. Through reflection, peer feedback, and assessment, students will evaluate the impact of their choices. A range of physical and digital resources, combined with collaborative learning activities, caters to diverse learning needs and preferences.

b) Methods and tools applied

☒ presentation	☒ read/comprehend	☒ discussion	☒ group work	☐ role play	☒ project work
☒ video	☒ e-learning	☐ other:		☐ other:	

c) Resources and materials

Presentation:	T2Q_M1_Comp5_Skill1.4_b_presentation
Other:	Learning Style Quiz Video: 3 tips to study effectively
E-Learning:	T2Q_M1_Comp5_Skill1.4_d

d) Implementation of the training (5h)

In-person Learning (2h)	Objectives: Organise their own learning process and time management; Monitor progress and reflect on outcomes; Seek support when appropriate. Step 1 - Introduction to the topic and benefits of learning as a teenager/young adult (20 min) The trainer introduces the unit and highlights the value of self-learning to support engagement, organisation, and reflection. Step 2 - 8 factors in the learning process (20 min) Students examine eight key drivers of learning and discuss how various life circumstances can affect their ability to learn. Step 3 - Strategies to overcome difficulties – Chunking (30 min) Students discover “chunking” as a memory strategy and that learning is linked to already acquired knowledge. This activity allows them to reflect on their learning strategies. Step 4 - Organising my learning journey: Tools (time management, setting goals, etc.) (20 min) Students begin by contributing to a collaborative word cloud on the importance of planning. Then, the trainer introduces tools that can help learners manage their learning. Step 5 - Asking for help is key (20 min) Finally, show students how to accept help, recognise its importance in any learning process, and know when, from whom and how to seek support. Step 6 - Explanation of self-learning and social activity tasks (10 min) The trainer presents and clarifies the self-learning and social activity tasks.
Self-learning (1h)	Objectives: Apply their preferred learning strategies; Identify and choose adequate learning resources, digital and physical; Organise their own learning process. Step 1 - Accommodating personal needs and preferences (45 min) Students take the quiz Learning Style Quiz to discover their learning profile and identify their preferences regarding the type of resources that suit them best. Step 2 - E-learning platform quiz (15 min) Students complete the “Self-directed learning” quiz on the e-learning platform. Optional step: How to study effectively They can watch a video on tips to study effectively (YouTube video: 3 tips to study effectively).
Social activity (2h)	Objectives: Apply their preferred learning strategies. Identify and choose adequate learning resources, digital and physical. Step 1: Gather Information (30 min) In groups of 3 students interview classmates, family members, or friends about self-directed learning and select the most relevant information. Step 2: Produce (60 min) Each group creates a resource summarising what they learned from class and interviews. Group members share responsibilities and work together to complete the task. Step 3: Share and Give Feedback (30 min) Students provide peer feedback to encourage reflection, engagement, and a sense of achievement.

Skill 1.5: Resilience

a) Unit in a nutshell

This training unit introduces resilience as a core life skill for young women navigating complex personal, social, and professional environments. Resilience is not about being tough or emotionless — it is the ability to adapt, recover, and grow in the face of adversity, pressure, and change. For young migrant women, resilience is particularly vital: transitions between countries, cultures, educational systems, and family expectations place unique demands on mental and emotional wellbeing.

b) Methods and tools applied

☒ presentation	☒ read/comprehend	☒ discussion	☒ group work	☒ role play	☐ project work
☒ video	☒ e-learning	☒ other: Journaling / Creative reflection	☐ other:		

c) Resources and materials

Presentation:	T2Q M1 Comp5 Skill1.5 b presentation T2Q M1 Comp5 Skill1.5 c Worksheet Resilience Interview
Other:	Video: Brené Brown: The Power of Vulnerability Video: Greater Good Science Center (UC Berkeley) – The Science of Resilience WHO – Fact Sheet: Mental Health: Strengthening Our Response
E-Learning:	T2Q M1 Comp5 Skill1.5 d

d) Implementation of the training (5h)

In-person
learning
(2h)

Step 1 - Welcome and Safe Space (15 min)

Step 2 - What is Resilience? (30 min)

Activity: participants write on sticky notes — one colour for 'situations that cause me stress', another for 'things that have helped me cope' — and stick them on the board for a brief group discussion.

Step 3 - Coping Strategies (45 min)

Method: pair work using scenario cards. Each pair receives a scenario describing a challenge faced by a young migrant woman and discusses: What would you feel? What is one helpful coping strategy? Pairs share with the group.

Step 4 - Reflection Circle and Summary (30 min)

Self-learning
(1h)

Step 1 - Quiz on Resilience (20 min)

Learners individually complete the online quiz (via the e-learning platform). The quiz tests understanding of resilience concepts, coping strategies, and emotion regulation covered in the in-person session.

Step 2 - My Resilience Map – Creative Reflection (40 min)

Learners create a personal Resilience Map on a sheet of paper. Using drawings, words, symbols, or cut-outs from magazines (if available), they visualise: (1) a challenge they have overcome; (2) the strengths and people that helped them; (3) one coping strategy they want to strengthen. The map can be kept private or shared voluntarily. Optional: learners who wish to may also watch Brené Brown's TED Talk 'The Power of Vulnerability' (link in resources) and note one idea that resonates with them.

Social activity
(2h)

Step 1 - Preparation – Community Resilience Interview (20 min, in class)

Step 2 - Conducting the Interview (60 min, independent)

Step 3 - Sharing and Reflection in Group (40 min, in class)

4. Module 2: Competence 6 – Citizenship

Skill 2.1: Political knowledge and participation

a) Unit in a nutshell

This training unit aims to strengthen participants' political knowledge so they can actively participate in civic and democratic life and also engage constructively in community activities. The training supports young migrant women so they can raise their voice on social and political issues. The unit connects learning with real-world civic engagement.

b) Methods and tools applied

☒ presentation	☐ read/comprehend	☒ discussion	☒ group work	☐ role play	☐ project work
☒ video	☒ e-learning	☐ other:		☐ other:	

c) Resources and materials

Presentation:	T2Q_M2_Comp5_Skill2.1_b_presentation
Other:	T2Q_M2_Comp5_Skill2.1_c_Worksheet
	Video: Democracy – A short introduction
E-Learning:	T2Q_M2_Comp5_Skill2.1_d

d) Implementation of the training (5h)

In-person learning (2h)	Objectives: Understanding basic concepts, understanding the role of shared European values. Step 1 - Warm-up activity “My Voice Matters” (15 min) Start with a brief warm-up activity asking participants: “Where do you feel your voice is heard?” Step 2 - Core Concepts (60 min) The trainer uses the presentation material to introduce the core concepts of democracy, justice, and equality. Conduct a group activity “Our Community Centre – Our Rules” (see presentation for instructions). Step 3 - European Values (40 min) The trainer introduces the core concept of European values. Watch the video from the European Parliament together (Link above and in PPT presentation); Step 4 - Reflection circle and Summary (15 min) Together, reflect on one thing you have learned in this unit and one action you would like to take.
Self-learning (1h)	Objectives: Enhancing political knowledge, encouraging active participation in democracy. Step 1 - Video input and reflection (20 min) After watching a short video: Democracy – A short introduction, the participants reflect on its content by answering the corresponding questions. Step 2 - Participation in my area (20 min) The participants individually conduct online research to explore the different possibilities for political participation in their area. Worksheet <i>Participation in My Area</i> provides guiding questions. Step 3 - Quiz on political knowledge and participation (20 min via e-learning)
Social activity (2h)	Step 1 - Social activity – Community & Civic Engagement (90 min) The activity aims to connect learning with real-world civic engagement. The trainer organises one of the following activities: - <i>Youth Dialogue Circle:</i> Invite a local politician or community representative to the class. At a round table participants co-create questions and discuss topics like inclusion, education, etc. - <i>Visit your local Town Hall or a Court:</i> Organise a guided tour of your local town hall or a court. Make sure that participants have enough time to explore and ask questions. - <i>Visit a local NGO or Women’s Organisation:</i> Focus on organisations supporting migrants, women’s rights, or youth. Make sure to have enough time to explore and ask questions. Step 2 - Reflection (30 min) After the chosen activity, reflect together (in the group) and individually: What did you learn? What surprised you? What skills did I improve through this activity?

Skill 2.2: Civic awareness

a) Unit in a nutshell

This unit introduces EU citizenship and key civil and fundamental rights to young migrant women, focusing on how these apply in everyday life. Participants learn to identify their rights, access support services, and understand institutions. By the end, they can explain key rights in real-life contexts and feel more confident in navigating and advocating for themselves.

b) Methods and tools applied

☒ presentation	☐ read/comprehend	☒ discussion	☒ group work	☐ role play	☐ project work
☐ video	☒ e-learning	☐ other:		☐ other:	

c) Resources and materials

Presentation:	T2Q_M2_Comp5_Skill2.2_b_presentation
Other:	T2Q_M2_Comp5_Skill2.3_c_Worksheet_right_or_not Video: The EU Charter of Fundamental Rights Video: The World Café
E-Learning:	T2Q_M2_Comp5_Skill2.2_d

d) Implementation of the training (5h)

In-person learning (2h)	Objective: Participants explore with the trainer the basic concepts of what it means to be an EU citizen. Step 1 - Welcome & Icebreaker (15 min) Short statements about rights are read aloud. Participants stand up if they relate to them. Step 2 - Frontal lesson PPT-based (45 min) The trainer presents this unit using the slides provided and explores core topics. Step 3 - Video-based activity (30 min) The trainer presents to the class the video “What are your rights in the EU?” (sections c, Resources and materials). After the video, participants write down one new thing they have learned. Step 4 - Activity: Right or Not (30 min) The trainer divides the class into groups and assigns each group a section of the worksheet “Right or not?”. The group writes short answers to the questions provided in the worksheet.
Self-learning (1h)	Objective: Help participants independently explore rights and connect them to personal experience. Step 1 - My rights, my experience (30 min) Participants reflect on a fundamental right and connect it to a real experience, identifying whether it was respected or violated. They then consider possible actions, who could help, and how to discuss the situation respectfully. Step 2 - Self-assessment quiz (30 min) Participants complete the quiz (sections c, Resources and materials, e-learning).
Social activity (2h)	Objective: Participants co-create ideas and solutions in a dynamic and engaging way. Step 1 - Introduction & briefing (20 min) The trainer sets up 4–5 stations, each dedicated to one chosen right. Each station has a large sheet of paper and markers. Step 2 - Rights Café: Build the Change (45 min) Participants work in small groups rotating across stations. At each station they identify a key word/objective linked to a right and progressively add strategies to improve it, building on previous groups’ input. Step 3 - Review and connect ideas (30 min) At the end of the rotations, each group reviews how the initial word or objective has developed. Step 4 - Conclusion (25 min) Each group presents its final station outcome to the others. After each presentation, the trainer highlights common themes and useful strategies that emerged across the stations.

Skill 2.3: Critical thinking and media literacy

a) Unit in a nutshell

This unit develops young women's media literacy, critical thinking, and information verification skills. Learners explore how information is created, distinguish between misinformation, disinformation, and reliable news, and understand media influence. They analyse texts, images, etc. to identify bias and misleading content, while learning practical verification strategies.

b) Methods and tools applied

☒ presentation	☒ read/comprehend	☒ discussion	☒ group work	☐ role play	☒ project work
☒ video	☒ e-learning	☐ other:		☐ other:	

c) Resources and materials

Presentation:	T2Q_M2_Comp5_Skill2.3_b_presentation
Other:	T2Q_M2_Comp6_Skill2.3_c_Worksheet_Group-Investigation-Fact-Checking-Video
	Video: Check Yourself with Lateral Reading
E-Learning:	T2Q_M2_Comp5_Skill2.3_d

d) Implementation of the training (5h)

In-person learning (2h)	Objectives: Access and effectively use both traditional and new forms of media; analyse and explain current and relevant socio-political developments; find, interpret, and verify different sources; critically reflect on various forms of information. Step 1 - Introduction to key concepts (media & information) (30 min) Method: PPT presentation. Learners discuss where they get information, compare traditional and social media, and explore key terms such as media literacy, information, opinion, and fake news. Step 2 - Stay critical (30 min) Learners discuss why critical thinking matters, analyse an example, and identify common types of manipulation. Step 3 - Analysing media and information (60 min) Learners explore bias, compare factual, biased, and fake messages presented by the trainer and practise checking credibility and learn to question sources, authors, dates, evidence, language, etc.
Self-learning (1h)	Objectives: Access and effectively use both traditional and new forms of media; critically reflect on various forms of information (new forms of media); find, interpret, and verify different sources. Step 1 - Lateral Reading (25 min) Method: PPT presentation. Learners watch a short video, take notes, and learn about the lateral reading method (checking other sources to verify information). Step 2 - Verifying information & understanding a current issue (25 min) Learners analyse a social media post or video, identify key elements, and verify information. Step 3 - Quiz (10 min) Learners reflect on what they have learned by completing a short assessment quiz via e-learning.
Social activity (2h)	Objectives: Participate in informed discussion; analyse and explain current and relevant socio-political developments; find, interpret, and verify different sources. Material: Phone, internet, TikTok/CapCut/Canva, Worksheet Group Investigation & Fact-Checking Video Step 1 - Interview (20 min) Method: PPT presentation and Worksheet Group Investigation & Fact-Checking Video In groups, learners interview 1 person (friend or family member) about recent news or a fact they have heard on a general topic (see Worksheet). Step 2 - Group investigation and fact-checking video preparation (40 min) Learners fact-check the given information using a minimum of 2 sources, identify disinformation risks, and create a short video presenting their findings, distinguishing facts from opinions, etc. (see Worksheet). Step 3 - Video shooting and quick edits (30 min) Each group shoots and edits a maximum two-minute video presenting the information, findings and sources. Step 4 - Feedback and conclusion (30 min) Groups share their videos. The trainer highlights good practices such as checking several sources, identifying bias and avoiding misinformation.

Skill 2.4: Civic navigation

a) Unit in a nutshell

This unit aims to empower young migrant women by enhancing their knowledge of the public services available in their local environment. Participants will gain the skills to identify and understand the purpose of these services, navigate through available resources, and effectively communicate with relevant authorities.

b) Methods and tools applied

☒ presentation	☐ read/comprehend	☒ discussion	☒ group work	☐ role play	☐ project work
☐ video	☐ e-learning	☐ other:		☐ other:	

c) Resources and materials

Presentation:	T2Q_M2_Comp5_Skill2.4_b_presentation
Other:	Link: European Foundation for the Improvement of Living and Working Conditions
E-Learning:	T2Q_M2_Comp5_Skill2.4_c

d) Implementation of the training (5h)

In-person learning (2h)	Objective: To provide essential information about public services, their functions, and how to navigate them. Step 1 - Welcome & Icebreaker – Public services bingo (15 min) Participants use bingo cards with public services, mingle to find shared experiences, and discuss them when someone gets bingo. Step 2 - Frontal lesson PPT-based (45 min) The trainer shows the PowerPoint presentation associated with the module (see section C, resources and materials) and covers key points of civic navigation. Step 3 - Guided Reading (30 min) Participants open the Eurofound webpage on <i>public services</i> (section c, resources and materials) and read selected short passages, focusing on why access and quality matter. Step 4 – Group reading (30 min) In small groups, participants select one article of the section “Highlights of public services” in the Eurofound webpage. Groups share brief summaries of what they have read with the whole class.
Self-learning (1h)	Objective: To help girls reflect on what they know about public services and plan how they can use this information in their daily lives. Step 1 - Self-assessment quiz (30 min) Participants complete a quiz (sections c, Resources and materials, e-learning). Step 2 - “What Do I Need to Know?” (30 min) After completing the quiz, participants reflect on their results, focusing on correct and difficult answers. They receive related e-learning material and write down their reflections on guiding questions.
Social activity (2h)	Objective: The aim of this activity is for participants to identify and map the public services available in their city. Step 1 – Introduction (15 min) The trainer divides the class into groups, for each group should be available a map of the city and at least one electronic device with internet connection. Step 2 - Your Own Public Service Map (60 min) In small groups, participants identify at least 5 local public services, mark them on a map, and note key details such as contacts, access, and available services. Step 3 – Conclusion (45 min) The trainer invites each group to present their identified services, which are then added to a shared map (digital or printed) to create a collective overview of local public services.

Skill 2.5: Cultural diversity awareness

a) Unit in a nutshell

This unit introduces cultural awareness in the context of European integration, helping participants understand their own identities and cultural diversity. It explores EU history, values, institutions, and inclusion, while fostering self-awareness and respectful intercultural communication for constructive civic dialogue.

b) Methods and tools applied

☒ presentation	☒ read/comprehend	☐ discussion	☒ group work	☐ role play	☐ project work
☒ video	☒ e-learning	☒ other: self-reflection		☐ other:	

c) Resources and materials

Presentation:	T2Q_M2_Comp5_Skill2.5_b_presentation
Other:	T2Q_M2_Comp6_Skill2.5_c_Worksheet_Exploring_EU_Values_and_Identity Video: Why does the EU exist? Video: What are the EU values?
E-Learning:	T2Q_M2_Comp5_Skill2.5_d

d) Implementation of the training (5h)

In-person learning (2h)	Objectives: to provide participants with a foundational understanding of EU integration, cultural identity, and shared values. Step 1 – Welcome and Icebreaker (15 min) The trainer facilitates a short icebreaker where each participant shares a name and a word linked to “cultural diversity”. Step 2 – Frontal Lesson with PowerPoint (45 min) The trainer delivers a presentation supported by PPT slides (section c, resources and materials). Step 3 – Guided Reflection & Collective Mapping (45 min) The trainer provides the video <i>What are the EU values?</i>. Participants watch the video and complete the worksheet <i>Exploring EU Values and Identity</i>. They then share their reflections, which the trainer collects and visually maps on a board, highlighting values, influences and similarities. Step 5 – Conclusion (15 min) The trainer summarizes the main points of the session.
Self-learning (1h)	Objectives: to reflect on personal cultural perspectives and increase awareness of how these influence attitudes and interactions in intercultural contexts. Step 1 – Exploring Cultural Identity (30 min) Participants reflect on their cultural identity supported by the provided questions (section c, resources and materials, ppt presentation). They share their reflections with the whole class. Step 2 – Self-assessment quiz (30 min) Participants complete a quiz (sections c, Resources and materials, e-learning).
Social activity (2h)	Objective: enabling participants to explore cultural diversity in their own environment. Step 1 - Introduction & briefing (20 min) Participants are divided into small groups and receive clear instructions on what to observe and how to interact respectfully with others during the exploration. Step 2 - Cultural diversity detectives (60 min) Participants observe their surroundings to identify signs of cultural diversity (e.g., languages, food, interactions), taking notes or photos and, where appropriate, engaging in brief respectful conversations. Step 3 - Group reflection and conclusion (40 min) After returning, participants reflect in their groups on what they observed. Then each group presents their main insights to the rest of the class.

5. Module 3: Competence 7 – Entrepreneurship

Skill 3.1: Entrepreneurial mindset

a) Unit in a nutshell

This training unit introduces entrepreneurial mindset as a transferable life skill — not as a push towards business creation, but as a way of thinking that helps young women identify needs, generate ideas, and turn creative thinking into concrete actions. For young migrant women, an entrepreneurial mindset can be especially empowering: it builds confidence, supports proactive problem-solving, and strengthens the ability to navigate change and create value in everyday social and community contexts.

b) Methods and tools applied

☒ presentation	☒ read/comprehend	☒ discussion	☒ group work	☐ role play	☒ project work
☒ video	☒ e-learning	☒ other: mind mapping / idea pitching	☐ other:		

c) Resources and materials

Presentation:	T2Q_M3_Comp5_Skill3.1_b_presentation
Other:	Link: EntreComp: The Entrepreneurship Competence Framework (European Commission, 2016) Video: Real-world examples of young social entrepreneurs Video: How Great Leaders Inspire Action
E-Learning:	T2Q_M3_Comp5_Skill3.1_c

d) Implementation of the training (5h)

In-person learning (2h)	Step 1 - Welcome and Check-in (15 min) Step 2 - What is an Entrepreneurial Mindset? (30 min) Activity: 'Needs Radar' — participants individually write 3 needs or gaps they have noticed in their school, community, or neighbourhood on sticky notes. Sticky notes are grouped on the board and briefly discussed as a class: Which needs come up most often? Which ones feel most urgent? Step 3 - From Ideas to Action — the 'How Might We' Method (45 min) Step 4 - Reflection Circle and Summary (30 min) HMW questions, and ideas. It bridges the in-person session to the self-learning phase and can be completed on a personal or shared device.
Self-learning (1h)	Step 1 - Self -Assessment Quiz (20 min) Participants complete the quiz (Resources and materials, e-learning). Step 2 - My Idea Sketch (40 min) (1) The need or problem they noticed; (2) Their idea for addressing it; (3) Who would benefit; (4) One first small step to move it forward.
Social activity (2h)	Step 1 - Preparation – Community Needs Observation Walk (20 min, in class) 'What needs are not being met here?' Participants review the observation guide questions: What do you notice? What feels missing? Who seems to be struggling? What could be done differently? Step 2 - Observation Walk (60 min, independent) Step 3 - Sharing and Idea Generation in Group (40 min, in class) This can be done in class immediately after Step 3, or independently within 24 hours of the social activity.

Skill 3.2: Project planning

a) Unit in a nutshell

This unit is the starting point of a three-part learning package (the other two are Comp5-Skill3 and Comp5-Skill4) designed to introduce learners to the basics of project management, including key criteria, processes, and tools for planning and implementing projects. These units are central to the overall success of Teens2Queens, as some learners are expected to plan and carry out their own mini-projects after completing the programme. This first unit aims to generally reduce learners' fear of project management, highlight its key elements, introduce a holistic and structured view on project processes and build on the informal skills and knowledge they already have.

b) Methods and tools applied

☒ presentation	☐ read/comprehend	☒ discussion	☒ group work	☐ role play	☐ project work
☒ video	☒ e-learning	☒ other: criteria matrix	☐ other:		

c) Resources and materials

Presentation:	T2Q_M3_Comp5_Skill3.2_b_presentation
Other	T2Q_M2_Comp6_Skill2.5_c_Worksheet Video: Project Roles and Responsibilities: The Team
E-Learning:	T2Q_M3_Comp5_Skill3.2_d

d) Implementation of the training (5h)

In-person learning (2h)	Step 1 - What is a project? In a group discussion, participants explore what a "project" actually is. The trainer should prepare well for this question and allow sufficient time, as it is more complex than it seems. Learners should come up with a wide range of examples (e.g. building a house, planning a vacation, organising a birthday party, going shopping etc.). The goal is to broaden their understanding to include both formal and informal types of projects. Step 2 - General criteria of a project The trainer presents several examples of "projects," and learners can add more. On slide 5, learners work in groups to identify and formulate shared criteria for both large, formal projects and small, <i>informal</i> ones. These should then be compared with the criteria and definition of "project" shown on slide 5. Step 3 – Linking general criteria with individual projects Form pairs or small groups and give each the worksheet and a different project from slide 4. Groups identify the relevant criteria and frameworks, estimating or researching missing information. They then present, discuss, and revise their results. The aim is for students to realise that projects follow similar processes, that they already have basic project management skills, and that project management can be learned, fostering motivation and empowerment. Step 4 – Discussion Watch the video and discuss the factors that contribute to failure and success in project management.
	Step 1 – Introduction Learners should now learn from real-life examples of EU projects, as <i>Teens2Queens</i> itself is one of them. Guide them to the project website, where several EU initiatives focused on the empowerment and inclusion of women with a migration background are presented. Step 2 – Identification of relevant management criteria in real-life projects Each learner chooses one project and researches it using the website description, the project's official page, and its social media channels. With this information they should complete the worksheet with key elements and criteria as good as possible. Finally, groups present their project to the class and discuss its purpose, potential impact, and relevance.
	Step 1 – Introduction Learners use the worksheet to develop their own project ideas, enabling them to transfer theoretical project management concepts to their personal life situations. Before starting, the trainer and learners jointly review the instructions to ensure everything is clear. Step 2 – Drafting project ideas Using the worksheet, learners explore their social environment to identify project ideas based on their interests and feasibility (time and budget). Trainers support the process as needed. Ideas are presented in the next session and may be further developed.
Self-learning (1h)	
Social activity (2h)	

Skill 3.3: Social and ethical responsibility

a) Unit in a nutshell

This unit introduces social and ethical responsibility as a foundational lens for all project work. Understanding the ethical and social dimensions of their actions is not an abstract requirement for young women creating change — it is what makes their ideas truly valuable and sustainable.

b) Methods and tools applied

☒ presentation	☐ read/comprehend	☒ discussion	☒ group work	☐ role play	☒ project work
☐ video	☒ e-learning	☒ other: case study analysis	☐ other:		

c) Resources and materials

Presentation:	T2Q_M3_Comp5_Skill3.3_b_presentation
	Video: What is a Social Entrepreneur?
Other:	Video: UN Global Compact – The Ten
	Link: United Nations – Sustainable Development Goals (SDGs)
E-Learning:	T2Q_M3_Comp5_Skill3.3_c

d) Implementation of the training (5h)

In-person
learning
(2h)

Step 1 - Welcome and Check-in (15 min)

Trainer opens with a provocation: 'Think of a project that tried to help people. Was it fair? Who did it include? Who did it leave out?' Brief pair share, then open to the group.

Step 2 - The Four Dimensions of Responsibility (35 min)

(1) Social (2) Ethical (3) Inclusive (4) Ecological

Step 3 - Self-assessment quiz (40 min)

Participants complete the quiz (Resources and materials, e-learning).

Step 4 - Reflection circle (30 min)

Self-learning
(1h)

Step 1 - Quiz on Social and Ethical Responsibility (20 min)

Step 2 - My Responsibility Audit (40 min)

Learners choose a project idea — their Idea Sketch from Unit 3.1 or any imagined initiative — and audit it on paper against four dimensions: (1) Who benefits and who might be left out? (Social & Inclusive); (2) Is the project honest and transparent? (Ethical); (3) What is the environmental impact? (Ecological); (4) If it raised funds, how would that be communicated responsibly?

Social activity
(2h)

Step 1 - Preparation – Community Initiative Responsibility Review (20 min, in class)

Is it socially responsible? Is it inclusive? Is it ecologically aware? Is it transparent in how it communicates and raises funds? Each participant identifies their chosen initiative before leaving class.

Step 2 - Responsibility Review (60 min, independent)

Participants conduct their review independently — by observing the initiative's communications (social media, flyers, website), speaking informally with someone involved, or drawing on existing knowledge. They take brief notes for each of the four dimensions.

Step 3 - Sharing, Evaluation, and Recommendations (40 min, in class)

Can be done in class after Step 3 or independently within 24 hours.

Skill 3.4: Financial literacy

a) Unit in a nutshell

This unit introduces learners to the core foundations of financial management within a project context. It aims to reduce the complexity surrounding financial matters, defining key terminology and emphasizing that proper budgeting is a structured, practical tool available to everyone. Learners will explore the direct link between daily project activities and financial frameworks, understanding how to forecast resource costs, calculate income, and continuously manage budgets to avoid deficits. Ultimately, this unit empowers participants to build realistic financial plans for their own ventures, such as launching a social media or influencer brand.

b) Methods and tools applied

☒ presentation	☒ read/comprehend	☒ discussion	☒ group work	☐ role play	☐ project work
☒ video	☒ e-learning	☒ other: budget terminology	☒ other: financial planning form		

c) Resources and materials

Presentation:	T2Q_M3_Comp5_Skill3.4_b_presentation
Other:	T2Q_M3_Comp7_Skill3.2_c_worksheet Video: What is a budget? Crash course
E-Learning:	T2Q_M3_Comp5_Skill3.4_d

d) Implementation of the training (5h)

In-person learning (2h)	Step 1 - Warming up (10 min) Method: Learners select one of their favourite songs in which money plays a crucial role. They then discuss how money is portrayed in the song and compare the different perspectives presented in the songs chosen by the class. Finally, they explain whether they like this approach to the topic of money and why. Step 2 - Money's relevance in all areas of life (10 min) Discuss in a group the areas of life where money is needed. Which of these areas are connected to your personal life? Are there any important areas that are missing? What is your own attitude towards money? Step 3 - Budget Terminology & Definitions (40 min) In a first step, learners try to explain or research all (or a selection) of the financial terms (e.g., budget, liquidity, deficit, break-even point) on their own. Together with their trainer, they then discuss the definitions and agree on a common definition for each term, which is subsequently entered into the table on Slide 6. Step 4 - Structure of a Financial Plan (60 min) The trainer presents and introduces the financial planning form. Learners are guided on how to break a project down into activities, assign responsibilities, monitor actual costs against initial estimates, incorporate in-kind contributions and sponsorships, and carry out continuous cost control. As a practical exercise, the trainer and learners complete the worksheet together. To do so, they select one or more project examples from Module 3, Skill 2 (Project Planning) and calculate the estimated costs for each project.
	Step 1 - Video Analysis & Reflection (60 min) Learners independently watch the designated video regarding clever financial planning. They identify and document key takeaways for both their personal financial habits and their future project setups.
	Step 1 - Practical Exercise Introduction (10 min) Trainer introduces the team challenge and guides learners on utilising the spreadsheet-based financial planning form. Step 2 - Drafting a Project Financial Plan (110 min) Working in teams, learners imagine launching a six-month social media influencer brand focused on a topic or area of their choice. They develop a content strategy, organise the brand structure, estimate costs, and forecast potential income streams. The teams then present their financial plans to the group and discuss which business model appears the most realistic and financially viable.

Skill 3.5: Project implementation

a) Unit in a nutshell

This unit introduces learners to the practical implementation of projects through structured work planning. They explore why work plans are essential, analyse an authentic EU project work plan, and learn how tasks, responsibilities, timelines and resources are organised. By creating their own work plans and developing a real micro-project, learners apply project management tools in practice and prepare for the implementation of their own community micro-project.

b) Methods and tools applied

☒ presentation	☒ read/comprehend	☒ discussion	☒ group work	☐ role play	☐ project work
☒ video	☒ e-learning	☒ other: workplan templates	☐ other:		

c) Resources and materials

Presentation:	T2Q_M1_Comp5_Skill3.5_b_presentation
Other	Video: Poor Project Management – the Wasa ship disaster
E-Learning:	T2Q_M3_Comp5_Skill3.5_c

d) Implementation of the training (5h)

In-person learning (2h)	Step 1 – Why do we need work plans? (15 min) The trainer introduces the quotation <i>"If you fail to plan, you plan to fail."</i> Learners discuss its meaning and explore situations in everyday life where careful planning contributes to success. Learners should also consider that planning - or, more precisely, having a clear structure - underpins success not only in human endeavours but also throughout nature, from the smallest scale (genetic structures) to the largest (the universe itself). Learners should also think of other examples. Step 2 – Understanding work plans (25 min) Using the authentic Teens2Queens work plan, learners identify the key elements of a work plan, including activities, responsibilities, timelines, progress indicators and deliverables. The trainer explains how work plans support coordination, monitoring and communication in projects. Step 3 – Developing an own work plan (80 min) Working in teams, learners plan a six-month birthday party using the provided <i>Work Plan Board and Timeline</i>. They define activities, assign responsibilities, estimate resources and budget, and present their work plans for discussion and comparison. Although these plans are hypothetical, they should be developed as realistically as possible. Learners are encouraged to use the tools introduced in Units 2 and 4 of Module 3 to support this exercise.
	Step 1 – Learning from failure (60 min) Learners watch the video about the Swedish warship <i>Vasa</i> and answer the reflection questions. If possible, they should afterwards discuss how poor planning, changing requirements and missing risk management can cause projects to fail and how good project management can prevent similar problems.
	Step 1 – Designing a real micro-project (100 min) Working in teams and supported by their tutor, learners develop a first draft of a real micro-project promoting EU citizenship and European values from their own perspective. Using the project planning worksheet, they define objectives, activities, timeline, resources, responsibilities and external partners. Step 2 – Presentation and project selection (20 min) Method: Each team presents its project to the group. Together, learners discuss the proposals and select the project to be implemented. This activity marks the starting point for the planning and implementation of real projects that will be developed and carried out independently by the learners, with guidance and support from their mentors. The chosen project will receive a budget of up to €2,000, be implemented in real over 3–4 months, and two or three team members will have the opportunity to present the results to the international Teens2Queens partnership as well as a selected group of EU policy makers in Brussels (February 2027).
Self-learning (1h)	
Social activity (2h)	

Competence Gap-bridging Training CURRICULUM


**Teens2
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