



Co-funded by the  
Erasmus+ Programme  
of the European Union

# CO(YOUTH) WORKING COMPETENCES

A competence model for coworking  
space – youth workers



Comune di Cinisello Balsamo



Amsterdam

**HUB385**



APPJUVITUDE  
ASSOCIAÇÃO PORTUGUESA DE  
PROFISSIONAIS DE JUVENTUDE

# INFORMATION

Output Type

Methodologies / guidelines  
Methodological framework  
for implementation

Goal

There is a need for the youngest  
to increase their skills  
and ambitions.  
It is a toolbox for youth workers  
and coworkers to work  
together in order to reach these  
youngest and their needs.

CO(YOUTH) WORKING

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# INTRODUCTION

This competence model has been created by members of all partner organisations during the Erasmus+ KA2 project CoYouthWorking, as a tool to define the competences needed by youth workers willing to use coworking spaces / services in their youth work or as a tool / approach to promote opportunities for their local youth.

It has been modeled after the Competence Model for Youth Workers, as defined by SALTO Training & Cooperation resource center following the European Training Strategy. For this reason, this reference model is often defined the ETS competence model.

The ETS model itself is not a static model, and it is currently undergoing several updates, for instance to add the digital dimension to the different youth workers competences. This update, started with the European conference Exploring the digital dimension of youth workers' competences held in Wien in February 2019, has been delayed by the Covid pandemic and it is still ongoing.

For this reason, in our competence model we tried to add our own digital dimension of youth workers' competences, applied to the creation and management of a coworking space aimed at youth and local promotion. Other major differences with the ETS competence model are that some competences or competence areas have been joined together or shortened, in order to focus more on the specific details needed for using coworking spaces in youth work. For this reason, we recommend to anyway refer to the ETS competence model for a wider and deeper definition of all competences needed in the different aspects of youth work.

# DESIGNING & FACILITATING INDIVIDUAL AND GROUP LEARNING IN AN ENRICHING ENVIRONMENT

Attitudes	Knowledge	Skills	Behaviours
<ul style="list-style-type: none"> <li>• Being open to using different ways and methods to encourage creativity, problem solving and ‘out-of-the-box’ thinking</li> <li>• Being open and accepting that failure is a part of learning</li> <li>• Stay up-to-date with existing methods and related sources</li> <li>• Being careful not use methods which implicitly reinforce stereotypes and discrimination mechanisms</li> <li>• Readiness to improvise and accept ambiguity</li> <li>• Being open towards learning/ unexpected learning (for oneself and others)</li> <li>• Readiness to upskill</li> <li>• Readiness to be challenged and take risks</li> <li>• Readiness to trust young people’s capacity to direct their own learning</li> <li>• Willingness to address ethical issues as a source of learning about and from others.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of group processes, mechanisms and principles (including power relations)</li> <li>• Knowledge of the principles of methodologies used in the field of youth</li> <li>• To have a culture of cooperation, participatory projectsn social and solidarity economy and social responsibility</li> <li>• Knowledge about emotions and emotional mechanisms</li> <li>• Knowledge about crisis mechanisms and management</li> <li>• Knowledge of learning styles, knowing methods to identify them and to work with them</li> <li>• Knowledge on how to look for information about methods and methodology and how to share the resources adequately</li> </ul>	<ul style="list-style-type: none"> <li>• Skill of empathising in a way that others can learn from one’s experience</li> <li>• Skill of choosing appropriate methods and assessing young people’s learning needs and objectives</li> <li>• Skill of identifying dimensions and stages in group processes</li> <li>• Skill of working with a social inclusion approach</li> <li>• Skills of analysing a specific context and designing a programme taking into account the endogenous need (diagnostic skills)</li> <li>• Skill of identifying, organising and referring to appropriate resources to support one’s own learning</li> <li>• Skill of addressing crisis situations</li> </ul>	<ul style="list-style-type: none"> <li>• Addresses factors supporting and blocking creativity</li> <li>• Encourage creativity, problem solving, ‘out-ofthe- box’ thinking</li> <li>• Fosters democratic and active participation</li> <li>• Aims at reaching educational aims by using specific ways and methods that encourage creativity, problem solving, ‘out-ofthe-box’ thinking, in different environmental aspects</li> <li>• Uses appropriate tools and methods to support the group in deconstructing and reconstructing reality (wrestling with stereotypes, prejudices, assumptions, etc.)</li> <li>• Motivates and empowers young people</li> <li>• Supports young people in dealing with crisis situations in a fair and constructive manner</li> <li>• Generates trust and maintains confidentiality</li> <li>• Acknowledges the experiences of others</li> <li>• Encourages and actively supports collective actions</li> <li>• Is honest, respectful and transparent</li> <li>• Has the courage to improvise and experiment and recognises the importance of this</li> <li>• Raises young people’s awareness of the power of change</li> <li>• Motivate and empower young people</li> </ul>

## HOW TO PUT THE COMPETENCE INTO PRACTICE?

- Organize educational workshops for youngsters to develop practical knowledge
- Organize educational workshops for youngsters to develop sense of initiative
- Promotion of the active participation of young people
- Exercise your empathy skills by using specific tools
- Ownership: enabling it from the beginning

## CO(YOUTH) WORKING

# ORGANIZING AND MANAGING RESOURCES

Attitudes	Knowledge	Skills	Behaviours
<ul style="list-style-type: none"><li>• Awareness of one’s own competences and resources</li><li>• Readiness for continued learning, e.g. on financial management</li><li>• Sincere interest in the young people’s wellbeing</li><li>• Not a 9-5 attitude: being flexible and at disposal, knowing when you are more productive (ie. ”morning” or “evening person”)</li><li>• Trustworthy</li><li>• Willingness to take on tasks that perhaps are not normally a part of one’s role</li><li>• Readiness to be challenged with regard to leadership styles</li><li>• Readiness to share and to be open about one’s own intentions</li><li>• Readiness to work on becoming an ‘inspirational leader’</li></ul>	<ul style="list-style-type: none"><li>• Knowledge of the target groups and their surrounding community (e.g. friends, family, colleagues, etc.)</li><li>• Knowledge of human resources management and inspirational leadership</li><li>• Where relevant, knowledge of financial management (with a focus on projects/programmes)</li><li>• Business and economic development: to identify the economic levers and ensure the development of the resources of the place</li><li>• Builds and maintains a good relationship with individuals and the entire group of young people, taking their environment into account</li><li>• Where relevant, knowledge of fundraising</li><li>• Where relevant, knowledge of relevant policy and legislation on specific topics (e.g. health)</li></ul>	<ul style="list-style-type: none"><li>• Ability to work with diverse groups in a nonformal learning context</li><li>• Skill of adjusting programme elements to resources management</li><li>• Knowing how to empower young people to organise and manage resources</li><li>• Knowing how to empower young people to organise and manage resources</li><li>• Knowing how to apply human resources management tools to non-formal learning settings and to specific target groups</li><li>• Ability of using an inspirational leadership approach</li><li>• Ability to manage/deal with frustrations, conflicts and risks</li><li>• Strength in knowing how to foster collaboration among the members of the group, while taking their [individual] surrounding environment into account</li></ul>	<ul style="list-style-type: none"><li>• Demonstrates selfmanagement skills;</li><li>• Builds and maintains a good relationship with individuals and the entire group of young people taking their environment into account;</li><li>• Manages financial resources and Recruit and manages volunteer and paid staff</li><li>• Fundraises and manages financial resources</li><li>• Develops programmes or activities based on a needs and opportunities analysis, including socialising activities</li><li>• Provides support for young people to take risks</li><li>• Recruits and manages volunteer and paid staff</li><li>• Encourages and supports young people in managing resources – if possible, in an environmentally-friendly way</li><li>• Pays particular attention to the young people’s wellbeing</li><li>• Acknowledges and celebrates young people’s efforts</li></ul>

## HOW TO PUT THE COMPETENCE INTO PRACTICE?

- Bring members together over food
- Be “a guide” for the users
- Interactive mapping
- Host an European Volunteer

CO(YOUTH) WORKING

# COLLABORATING SUCCESSFULLY IN TEAMS

Attitudes	Knowledge	Skills	Behaviours
<ul style="list-style-type: none"><li>• Being open to different sources of learning and especially the digital ones</li><li>• Being open to and ready for new challenges</li><li>• Being aware of one's own competences</li><li>• Willingness to take on tasks that are not normally a part of one's role but that will ensure safety for the team and the group</li><li>• Readiness to reflect upon and rethink one's own role</li><li>• Readiness for continued learning</li><li>• Being aware of how much others can teach you and of the principles of 'to get and to give'</li><li>• Readiness to support colleagues' learning needs</li><li>• Readiness to ask for support and to admit personal limitations in the context of the activity/group</li><li>• Being aware that one is a role model, both as an individual and as a team</li></ul>	<ul style="list-style-type: none"><li>• Knowledge how to deal with emotions</li><li>• Knowledge about feedback techniques (how to give feedback, how to receive it, etc.)</li><li>• Knowledge about coaching methods</li><li>• Knowledge about team work mechanisms in different contexts and of the possible outcomes of different approaches</li><li>• Knowledge about conflict prevention and transformation</li><li>• Knowledge regarding individual vs. collective interests and focuses</li><li>• Knowledge about one's personal limitations and how to overcome them</li></ul>	<ul style="list-style-type: none"><li>• Ability to match team members' competences to the objectives of the activity and to the young peoples' profiles</li><li>• Ability to deal with emotions</li><li>• Ability to work with various approaches, e.g. co-vision, supervision, collegial feedback, and cooperation</li><li>• Ability to deal well with crisis/conflicts in the team</li><li>• Mastering methods and techniques that support a clear and fair division of roles and responsibilities</li><li>• Ability to contextualise and conceptualise team work practices with the principles of non-formal learning</li><li>• Ability to foster collaboration among the team members</li><li>• Ability to develop a continued learning plan for oneself</li></ul>	<ul style="list-style-type: none"><li>• Promotes communication and collaboration amongst the team members to nurture qualities and deal with resistance</li><li>• Requests and offers support where needed</li><li>• Applies feedback techniques</li><li>• Demonstrates empathy</li><li>• Identifies diversity, strengths and weaknesses in the team</li><li>• Ensures that knowledge, skills, styles and preferences in the team are shared and communicated;</li><li>• Deepens knowledge of particular topics/issues;</li><li>• Coaches colleagues – where possible and requested – based on the approach of non-formal learning;</li><li>• Helps build team spirit and trust</li><li>• Acts authentically</li><li>• Allocates adequate resources and time to team building</li><li>• Steers collective and individual emotions in a positive direction</li><li>• Receives and expresses criticism in an open, respectful and constructive way</li><li>• Deals with frustration in a constructive manner</li></ul>

## HOW TO PUT THE COMPETENCE INTO PRACTICE?

- Use the co-development methodology

# COMMUNICATING MEANINGFULLY WITHIN AN INTERCULTURAL SETTING

Attitudes	Knowledge	Skills	Behaviours
<ul style="list-style-type: none"><li>• Willingness to learn about the backgrounds/contexts/realities of the young people</li><li>• Knowing the “tone of voice” to use in different situation</li><li>• Openness to expressions of feelings and emotions (one’s own and others’)</li><li>• Readiness to challenge oneself and others</li><li>• Readiness to take a step back and reflect (e.g. on one’s own perceptions, understanding, feelings)</li><li>• Being aware of the unique yet complex approach to one’s identity and how to deal with it when working in a group</li><li>• Sensitivity and openness to diversity</li></ul>	<ul style="list-style-type: none"><li>• Knowledge of the different dimensions and elements of active listening and nonverbal communication;</li><li>• Knowing various methods and approaches in working with different groups of people</li><li>• Being up-to-date on current concepts and theories with regard to diversity</li><li>• Knowing about the different dimensions of identity</li><li>• Knowledge</li></ul>	<ul style="list-style-type: none"><li>• Ability to actively listen and show empathy;</li><li>• Being able to encourage sharing and mutual support within the group;</li><li>• Ability to speak in another language than one’s mother tongue, where needed;</li><li>• Using new media for communication</li><li>• Ability to demonstrate empathy in a way that others can learn from it</li></ul>	<ul style="list-style-type: none"><li>• Listens carefully to others, without judgement, interruption and, if possible, in an unbiased manner</li><li>• Is attentive to body language</li><li>• Creates a safe environment where feelings and emotions can be freely and respectfully expressed</li><li>• Keeping your community updated with everything happening off-line and online</li><li>• Demonstrates understanding of what sparks emotions and how to deal with this accordingly</li><li>• Identifies feelings and emotions and understands their impact on others</li><li>• Addresses others’ unexpressed concerns, feelings, or interests</li><li>• Matches knowledge, theories and experiences to the reality and the identities in the group (explicitly or implicitly)</li><li>• Be transparent about his/her personal emotional state and shares thoughts in a simple manner</li></ul>

## HOW TO PUT THE COMPETENCE INTO PRACTICE?

- Organize community events (for staff and users – youngsters) to encourage networking and the “homey” feeling in the space
- Co-build the group
- Share your news and announcement – also in a digital way

CO(YOUTH) WORKING

# NETWORKING AND ADVOCATING

Attitudes	Knowledge	Skills	Behaviours
<ul style="list-style-type: none"><li>• Willingness to collaborate with other actors and stakeholders</li><li>• Appreciation of the added value of new partnership and collaboration opportunities</li><li>• Being careful regarding young people's safety and well-being (and of all people who are involved)</li><li>• Readiness to allow being confronted with other views and work approaches</li></ul>	<ul style="list-style-type: none"><li>• Knowledge about media and promotion mechanisms with regard to youth work, including digital tools for networking and collaboration</li><li>• Knowledge about youth policy and youth work in one's own context (community, region, etc.)</li><li>• Knowing the youth ecosystem</li><li>• Knowledge of the socioeconomic background of the young people</li><li>• Knowledge about youth rights</li><li>• Knowledge about mobility-related regulations regarding young people</li><li>• Knowledge of advocacy approaches and methods in a youth work context</li><li>• Knowledge of advocacy approaches and methods in a youth work context</li></ul>	<ul style="list-style-type: none"><li>• Being able to identify relevant partners in different environments (especially in an international setting)</li><li>• Ability to network with a variety of external systems and actors</li><li>• Ability to plan networking events online and keep the community engaged</li><li>• Ability to transfer/communicate and share the learning potential</li><li>• Being able to identify and name the European/international dimension in one's work</li><li>• Ability to identify underlying power relations and mechanisms and to assess the consequences</li><li>• Ability to transfer/communicate and share the learning potential of international mobility experiences</li><li>• Ability to use media in an appropriate manner, being aware of their possible influence</li><li>• Ability to research and access relevant information</li></ul>	<ul style="list-style-type: none"><li>• Takes a proactive role in networking with other actors and organisations/structures in line with the interest of the young people</li><li>• Addresses power relations in a way that primarily focuses on the interest of the young people</li><li>• Organize and facilitate networking events (also online)</li><li>• Supports partnerships with other actors</li><li>• Takes a pro-active role in working on the political dimension of networking, making steps towards concrete actions</li><li>• Promotes and explains the [learning] potential of international mobility experiences</li><li>• Transfers/shares knowledge of youth and social rights and related formal regulations with potential partners and the young people</li><li>• Deals with and uses media in a careful manner, ensuring the safety and rights of young people</li><li>• Where relevant, overcomes resistance to new partnerships through assessing the potential of that given partnership</li></ul>

## HOW TO PUT THE COMPETENCE INTO PRACTICE?

- Attract the potential members
- Have a clear pattern of events
- Work in synergy with the Municipality
- Activate participatory processes

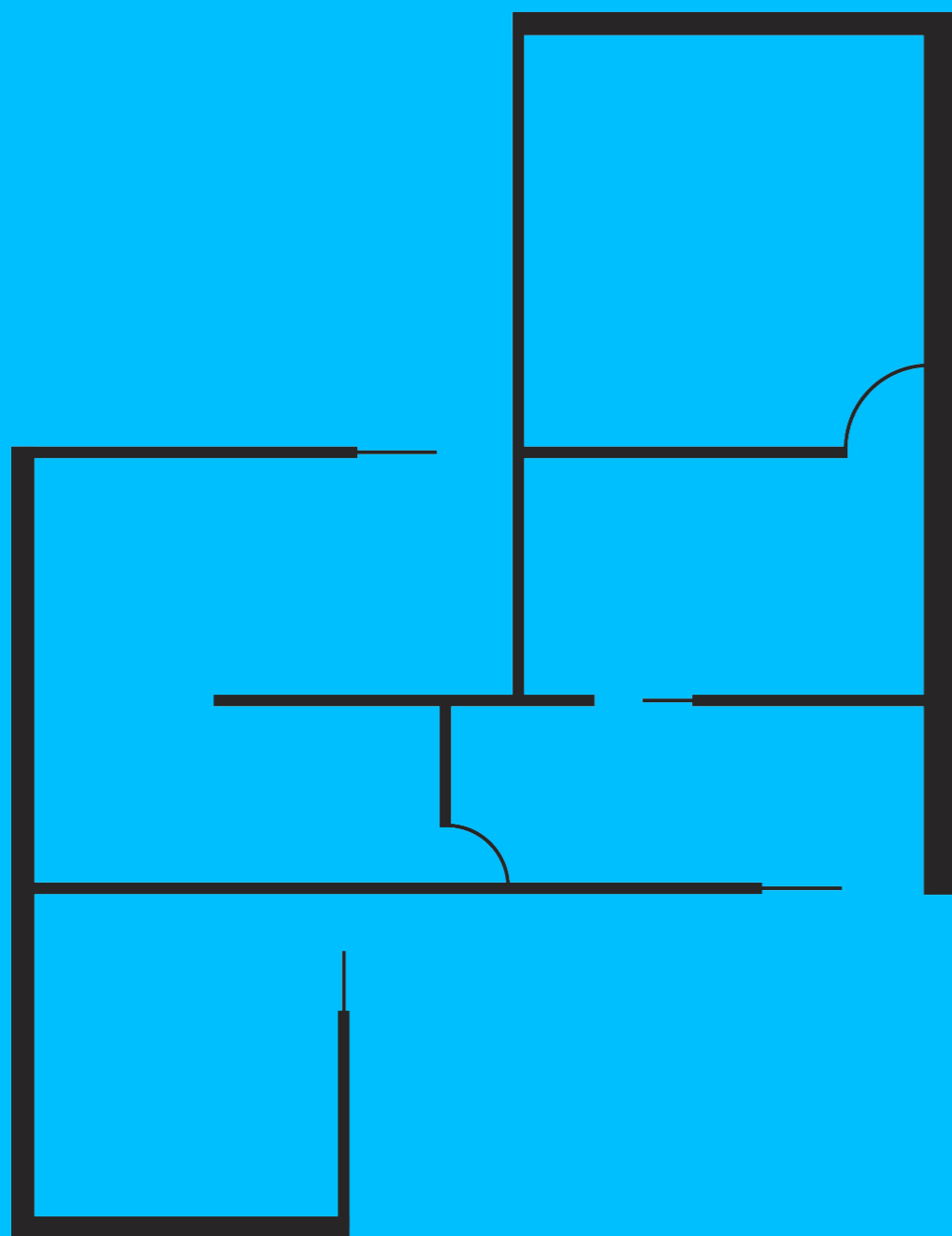
## CO(YOUTH) WORKING

# DEVELOPING VALUABLE PRACTICES TO ASSESS AND IMPLEMENT CHANGE

Attitudes	Knowledge	Skills	Behaviours
<ul style="list-style-type: none"> <li>• Readiness to present and share the outcomes of a programme/project with a wider audience both online and offline</li> <li>• Openness to different evaluation and [self-]assessment approaches in non-formal learning environments</li> <li>• Readiness to be challenged and challenge other with regard to transformation</li> <li>• Interest in processes of change</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge of what can generate change and of how to adjust the dissemination and use of results accordingly</li> <li>• Knowledge of different methods to collect data</li> <li>• Knowledge of evaluation processes, assessment mechanisms and tools</li> </ul> <p><b>ADVANCED</b></p> <ul style="list-style-type: none"> <li>• Knowledge about current [youth] research which can support the evaluative process</li> <li>• Knowledge of the different phases of impact assessment;</li> <li>• Knowledge about quality assurance and what it includes</li> <li>• Knowledge about where and how to secure adequate data/material for evaluation</li> <li>• Knowledge about how to apply the different/chosen evaluation approaches to a non-formal learning context</li> <li>• Knowledge of ICT related techniques with regard to assessment and evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Being able to identify the most appropriate evaluative approach with regard to the needs of the young people and to the objectives of the activity</li> <li>• Skills to write reports and to present them to diverse audiences in both online and offline way</li> <li>• Skill of ensuring that the impact assessment of the young people's needs suit the objectives identified</li> <li>• Ability to work with both quantitative and qualitative information/data</li> <li>• Ability to interpret information/data according to the context of the activity</li> <li>• Ability to plan an experience's follow-up while taking into account the outcomes of the programme/project</li> </ul>	<ul style="list-style-type: none"> <li>• Defines appropriate ways to collect relevant information/data</li> <li>• Supports young people in challenging their views and capacity to envision next steps</li> <li>• Where relevant, uses ICT to support the assessment and evaluation process, or the data analysis</li> <li>• Deals explicitly with the notion of change and transformation</li> <li>• Plans and applies a range of participative methods of assessment and evaluation</li> <li>• Develops adequate assessment approaches</li> <li>• Demonstrates skills in report writing and presentations geared towards a variety of audiences</li> <li>• Verifies that the outcomes of an evaluation properly match the methods used for the evaluation design and impact assessment</li> <li>• Uses findings to influence practice</li> <li>• Interprets information/data according to the profile and contexts of young people</li> <li>• Encourages creativity when dealing with the follow-up of a given experience</li> </ul>

## HOW TO PUT THE COMPETENCE INTO PRACTICE?

- Support the self-assessment by using the Entrecamp Competence Framework
- Open conversation about ideas and potential
- Ask the right question



CO(YOUTH) WORKING

## HOW TO PUT COMPETENCES INTO PRACTICE : tips and examples that worked!

Designing &  
Facilitating individual  
and group learning  
in an enriching  
environment

Exemples of practices

## Organize educational workshops for youngsters to develop practical knowledge

# HUB385

Hub385 uses to organize free workshops (with the emphasis on digital skills) for kids and youngsters like:

- Code week – week-long event organized once a year, with workshops that teach the participants about the basics of coding and programming,;
- Brave New World – festival of new technology with free meetups, classes, exhibitions etc. that teach the participants about what new technology can offer and how can we use it.

Code Week: <https://hub385.com/code-week>

Brave New World: <https://hub385.com/brave-new-world>

**CO(YOUTH) WORKING**



**Exemples of practices**

## Organize educational workshops for youngsters to develop sense of initiative

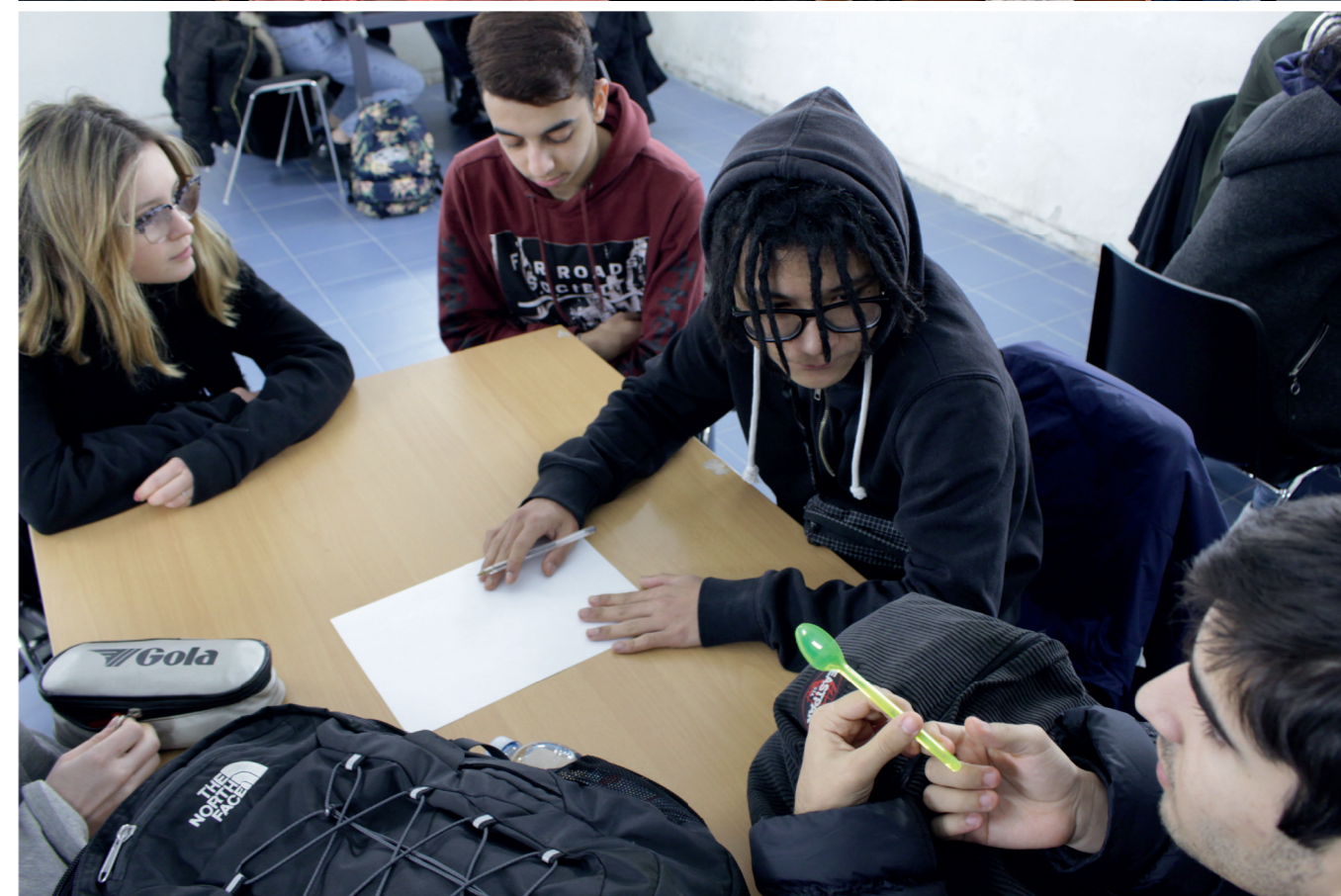


Comune di Cinisello Balsamo

Each year Cofò coworking, in collaboration with the Municipality of Cinisello Balsamo and the local High Schools, host the project “Youth Inclusive Entrepreneurship Lab”, which gives the opportunity to young students (16-18 y.o.) to learn more about the key elements of the launching of a startup, through a simulation: by using non-formal activities, the facilitators guide the groups in the idea generation process, in setting the business plan as well as in the preparation of an elevator pitch. The participants have also the opportunity to meet some young entrepreneurs getting feedback from them, and to visit companies particularly attentive to the well-being of their employees. The activity aims at developing the sense of initiative and entrepreneurship skill, one of the 8 key competences for Lifelong Learning recognized within the European framework: the choice of involving high-school students in the project highlights the importance of spreading the “entrepreneurial culture” among the youngest to support the development of the local social and human capital.

<https://www.comune.cinisello-balsamo.mi.it/spip.php?rubrique3418>

**CO(YOUTH) WORKING**



**Exemples of practices**

## Promotion of the active participation of young people



Promote campaigns, workshops, clarification sessions, seminars, training, social networks and online platforms; promote the role of volunteering at local and international levels to foster active and participatory citizenship, by identifying and creating a local network for the promotion of youth volunteering; support the coordination and pedagogical dynamization of the coworking space activity plan with a view to socio-educational work with young people in the municipality.

**CO(YOUTH) WORKING**



**Exemples of practices**

Exercise your empathy skills by using specific tools



When designing your membership experience (group process), put yourself in your member’s shoes and think about what they are feeling, what are they worried about, what do they care about, what are they looking for. You can use different tools, like the empathy map or the buyer’s persona. This is a great exercise to do with your marketing/communications colleagues.



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Ownership: enabling it from the beginning



To enable members to feel shared ownership for the space. The hosting culture and space co-design process<sup>1</sup> will determine to what degree members are invited to make the space, and to use it independently from the hosts’ constant assistance. Members should feel part of a collective so that they can host themselves and also transmit the impact hub mindset and way of working to visitors and new members. enable those who want to offer their help.

Exemples of practices

# HOW TO PUT COMPETENCES INTO PRACTICE : tips and examples that worked!

## Organizing and managing resources

CO(YOUTH) WORKING

Bring members together over food



Amsterdam

Collaboration starts with trust, and trust needs to be built. start simply by bringing members together over food. make sure it is visible to all members so that even those who are not participating (yet) know what is going on. the observed potential to be part of something bigger can already instill a sense of belonging in your members.



Exemples of practices

## Host an European Volunteer



adamastor



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Coordination and management of volunteers from the European Solidarity Corps who will support the implementation of the coworking space activities.

The European Solidarity Corps funding is provided in the form of grants to organisations through call for proposals, to host volunteers and/or interns for projects which can last from 2 weeks to 12 months.

[www.europa.eu/youth/solidarity\\_en](http://www.europa.eu/youth/solidarity_en)



**CO(YOUTH) WORKING**

## Be “a guide” for the users



**Amsterdam**

When a member approaches a host with a specific need or question for their project, hosts do not necessarily have to provide the answers directly, but guide them through the channels and connections that they require, enabling them, fostering –instead of doing things for them.

## Interactive mapping



**Amsterdam**

Invite your current members in for a session where you do an interactive mapping. Map your current community in terms of skills and expertise and use this to create a member wall –with pictures of all your members.

**Exemples of practices**

# HOW TO PUT COMPETENCES INTO PRACTICE : tips and examples that worked!

## Collaborating successfully in teams

CO(YOUTH) WORKING

Use the co-development methodology



Co-actions uses to promote a collective intelligence approach using co-development methodology, which is a method to promote mutual aid between peers, within a group. The main principle is based on the desire to learn from others. It is a really flexible method, usually organized in groups of 4 to 6 people.

The professional co-development group is a training approach for people who believe they can learn from each other to improve and consolidate their approach. Individual and group reflection is encouraged through a structured consultation exercise (according to Claude Champagne and Adrien Payette the founders of the methodology).

Concretely, Co-Actions organises different groups of co-developpement once a month and they really see the benefits of the methodology on the young entrepreneurs of the coworking spaces.



Exemples of practices

# HOW TO PUT COMPETENCES INTO PRACTICE : tips and examples that worked!

## Communicating meaningfully within an intercultural setting

CO(YOUTH) WORKING

Organize community events (for staff and users – youngsters) to encourage networking and the “homey” feeling in the space

## HUB385

HUB385 uses to promote community breakfast, ping pong tournament, pub quizzes, work fares.



Exemples of practices

## Co-build the group



It takes time to build relationships, achieve common understanding and shared purpose, so don't rush into activities without taking the time to co-build the ground together.



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## Share your news and announcement – also in a digital way



- Ask a small group of members to help post and share content to get interaction started;
- Attend to on and offline integration. Every time there is a fun event in your space, take a picture and share it online. vice versa: bring active conversation streams online into your space by asking members to host an event/meetup;
- Use #hashtags to make it easier to find topic specific conversations.



**Exemples of practices**

# HOW TO PUT COMPETENCES INTO PRACTICE : tips and examples that worked!

## Networking and advocating

CO(YOUTH) WORKING

## Attract the potential members



When starting to build a community, attracting a strong founding core of members is essential. The first step is to map the potential community. Then invite those potential members to your place through offering them different engagement opportunities and value, right from the beginning.



Exemples of practices

## Have a clear pattern of events



In order for you to invite members to a relevant event, you have to make sure you have a clear pattern of events that is visible in an online calendar and in the space. and of course, you need to have a good selection of events that are aligned with your values or experience that you want to offer, for example: access to knowledge, enable, inspire, action, etc.



CO(YOUTH) WORKING

## Work in synergy with the Municipality



- Creation and promotion of an activity program for coworking space, in synergy with Municipality and partners, such as the Municipal Youth Council and associations and other local authorities;
- Promote, together with the Municipality Youth Division, various communication and information tools for young people (databases, newsletters, etc.).



Exemples of practices

## Activate participatory processes



Comune di Cinisello Balsamo

Co-design the hub with the citizens, in order to have an open view, to amplify its impact on the territory and reduce the risk of “self-referentiality” of the initiatives promoted within it. Within the HubOut project promoted by the Municipality of Cinisello Balsamo in collaboration with Cofò Coworking, some preliminary activities have been organized to involve young citizens and local stakeholders in the definition of the programme of a new space for the co-work:

- focus groups which have involved youngsters (under 35 y.o.) interested in developing their own business project and young representatives of local organizations with a under-35 board. It was asked them which kind of activities, events, training courses and tools can not miss a space aimed at supporting young entrepreneurs;
- online survey addressed to all the citizens and people who works in the city to validated the focus groups' results.

**CO(YOUTH) WORKING**



**Exemples of practices**

# HOW TO PUT COMPETENCES INTO PRACTICE : tips and examples that worked!

## Developing evaluative practices to assess and implement change

CO(YOUTH) WORKING

## Support the self-assessment by using the Entrecomp Competence Framework

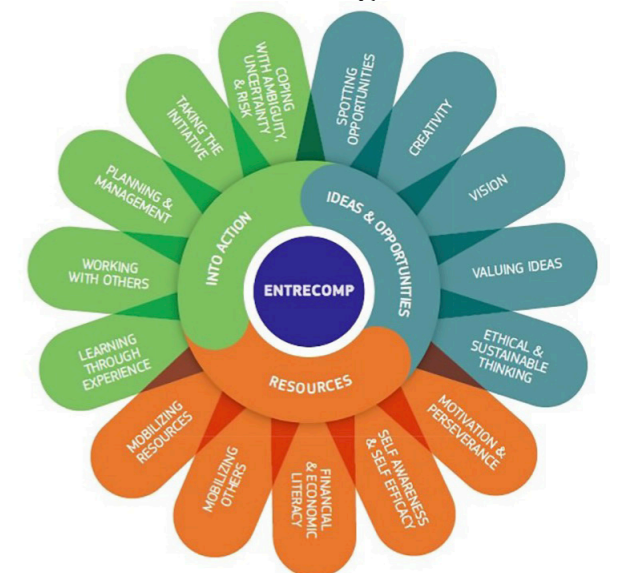


Comune di Cinisello Balsamo

As early as in 2016 the EU Commission developed “EntreComp: The Entrepreneurship Competence Framework” to put forward a shared definition of entrepreneurship as a competence, to bring consensus among stakeholders and establish a bridge between the worlds of education and work. The model is based on the following competence areas:

- Ethical and sustainable thinking: Assess the consequences & impact of ideas, opportunities and actions
- Self-awareness and self-efficacy: believe in yourself and keep developing
- Mobilizing others: Inspire, enthuse and get others on board
- Taking the initiative: Go for it
- Coping with uncertainty, ambiguity & risk: Make decisions dealing with uncertainty, ambiguity and risk

Through the HubOut project, the Municipality of Cinisello Balsamo in collaboration with Cofò coworking and Basilicata Creativa network is proposing the Entrecomp competences as a framework to support the young participants in monitoring and assessment of their progress before, during and after the training path.



Exemples of practices

## Open conversation about ideas and potential



Hosts need to be open, listen and engage with their members in meaningful conversations about their ideas and the progress of their initiatives. Without clear knowledge about what members do, how they want to grow and where they see themselves heading, it is impossible to help them.

**CO(YOUTH) WORKING**

## Ask the right question



When members come to you with an idea, ask them: what can i do to help you? This creates a huge shift. You want to enable them. The number one reason why people don't do it is because we get in the way.

**Exemples of practices**

