

Summary

Shaping key competences during international youth cooperation projects

The aim of this study was to present the phenomenon of improving key competences of young people during the preparation and implementation of international cooperation projects carried out within the educational programme of the European Union Erasmus+ Youth. The work consists of eight chapters.

In the first chapter, the author presented the European Union's approach to the young inhabitants of the continent. First, she discussed the specific situation of contemporary youth against the background of the challenges of the modern world. She then showed how EU youth cooperation has evolved and what instruments the European institutions have used to implement youth policy over the years. The author presented the EU educational programme Erasmus+ Youth and discussed two forms of international cooperation undertaken by young people between 2014 and 2020 - youth exchanges and transnational youth initiatives. She then presented the results of social research relating to the outcomes and outflows of the projects implemented at the time.

The second chapter deals with the educational dimension of international youth cooperation in the context of lifelong learning in the light of pedagogical research. The author discussed the essence of the project and its use in education and presented theories, models, and tools that relate to learning through the implementation of international activities by young people.

In the third chapter, the author extensively discussed one of the key competences - entrepreneurship. She presented theories on entrepreneurship education and selected programmes and methods for learning through entrepreneurial activities. She indicated the place of entrepreneurial competence in the educational objectives of the European Union and presented the European Entrepreneurship Competence Framework (EntreComp). The author provided examples of the practical use of this framework in supporting learning processes and improving the entrepreneurial skills of European citizens.

In the fourth chapter, the author presented the methodological assumptions of her own research. In it, she described the subject and purpose of the research, the research problems,

methods, techniques and tools, the organisation of the research and the selection and characteristics of the research sample.

The fifth chapter contains an analysis of the results of the author's research. The author presented the entrepreneurial competences of the participants of the selected projects together with the activities they undertook and the identified methods and forms of learning in the light of the analysed documents, observations and interviews with young people as well as interviews with coordinators/leaders/trainers supporting young people in the implementation of international cooperation projects.

The sixth chapter is a discussion of the results, and in chapter seven the author presents the research conclusions. The last chapter contains pedagogical recommendations. The author proposes actions that will help to introduce entrepreneurship education into any international youth cooperation project, regardless of its theme and objectives, in order to better exploit the educational potential of an international youth project and support the development of entrepreneurial competences necessary for living in an ever-changing environment and taking advantage of the opportunities that the modern world offers.

The dissertation ends with a conclusion, a bibliography which includes a list of sources used in the creation of this dissertation, a list of tables and figures, and appendices consisting of: a document analysis guide, an observation guide, an interview form with project participants, an interview form with the coordinator/leader/coach of a transnational youth initiative or international youth exchange project.