



## HANDBOOK FOR TRAIN-THE-TRAINER



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## INTRODUCTION

Welcome to Project BEST's "Train the Trainer" Handbook. This handbook addresses as target group both **members of business support organizations** (consultants/ trainers/ teachers) as well as **NGOs in the field of social and economic integration** (social workers/trainers/ guides) who want to support their customers/ clients- especially migrants and/or Third-Country Nationals (TCNs)- in acquiring the basic tools for social business modelling and get a basic structure on how entrepreneurship and founding a company is realized step-by-step with examples from all of the 4 partner countries (Austria, Italy, Slovenia, Croatia). On the following pages you will be familiarized with the aims, contents and recommendations for further best practices that arose during the collaborative work among seven different partners from Europe. Our primary objective is to foster "adult education for social change"- in our case- the entrepreneurial skills of TCNs, a vulnerable group that often needs to overcome additional obstacles in order to develop their professional career and skills.

The present handbook intends to answer to the need of developing specific measures and creating the adequate structures to give access to information and support to TCNs in order to become self-employed and/or start their company. The contribution of migrant entrepreneurial activities in Europe has been increasing over the last decade. Their contribution is significant to the economic growth and to the creation of employment, often by rejuvenating neglected crafts and trades. Migrant entrepreneurs become in the long term crucial for the integration of other migrants into labour market and they create an important bridge to the global market.

Nevertheless, migrant entrepreneurs face additional challenges when starting their enterprises, such as lack of resources and lack of access to information, limited knowledge of the language or complicated administrative procedures. There is also a lack of trust towards the public authorities.

Project BEST is aiming to build bridges through concrete cooperation activities between different key actors in the integration of TCN in the labour market. It is crucial for the sustainability of the developed materials and courses, that they will serve especially those institutions and organizations that can provide the needed support and guidance to the potential entrepreneurs on a long-term.

### ***Be the change you want to see in the world...***

*"We but mirror the world. All the tendencies present in the outer world are to be found in the world of our body. If we could change ourselves, the tendencies in the world would also change. As a man changes his own nature, so does the attitude of the world change towards him. This is the divine mystery supreme. A wonderful thing it is and the source of our happiness. We need not wait to see what others do." – Mahatma Gandhi*



The present Handbook is a guide that includes the main information of the project, as well as the steps to be followed in order to create your own BEST training on the basis of our pedagogical framework and the curriculum. It also describes the process of implementing the pilot activities and the main results and lessons learned through a reflective, collaborative work.

More specifically:

- **Unit 1** aims to briefly introduce the facilitator to the definitions of Adult Education for Social Change, Migration and Entrepreneurship issues. As the target group of the project is Third-Country nationals wishing to enhance their skills, it is important to outline the epistemological and theoretical foundations of adult learning, as well as the wider formal European policies that support adult learning strategies, migration support actions and entrepreneurial activities.
- **Unit 2** explores the Methodologies of Participatory Learning in/for Multi-cultural Contexts. It is a collection of practical tips and tools used during the implementation of the project, as well as lessons learned from the (online) facilitation.
- **Unit 3** is an outline of the project BEST courses: a short introduction to the content of each module and related non-formal exercises.
- **Unit 4** deals with the provision of reflexive feedback, debriefing and evaluation methods.
- **Unit 5** provides a cartography of best practices for similar endeavours in the field of entrepreneurial education.
- **Unit 6** is a brief description of the project BEST's journey through the cooperation with the various stakeholders.



## BEST project

BEST project is a joint endeavour of 7 partners from Austria, Slovenia, Croatia and Italy that have the common motivation to improve the effective integration of Third country nationals into the labour market through cooperation between public and private institutions. The BEST project was developed when working on projects that have as main focus economic and social integration of migrants where the need of offering specific strategies to TCN who would like to become self-employed and/or open their own business emerged.

### Best's main aims

- Facilitate the management of migrant integration (e.g. by matching their skills with those needed) and designing a tailored training program with blended learning;
- Deliver better and customised services which match the specific needs of TCN;
- Define and implement more efficient integration strategies at local level for a sustainable inclusion of migrants and a fact-based public perception of migration;
- Involve the different key actors on integration of TCN into labour market in formal and informal level to enable their participation;
- Build capacities and transfer the outcomes on European level by giving access to outputs and materials in several European languages on an open source- online basis.

### Overview of the Project BEST partners

The partnership is composed of 7 partners from the Alpine-Adriatic Region (AT, SI, HR, IT). The focus on the Alpine-Adriatic Region offers many opportunities to the partnership, since we share borders but also challenges and migration is one of the issues that all the partner countries are facing. By including partners from both public and private sector in each country, we ensure the effective implementation and dissemination of the project at local and regional level.

- Gain&Sustain: Europe (GSE) – Coordinator: Association working on the field of social inclusion, youth and integration of migrants. Their members have taken part in different projects on the integration of migrants and entrepreneurship.
- FH Joanneum (FHJ) - Partner 2: University of Applied Science of Graz which has long term experience in project management which has successfully implemented projects in (social) entrepreneurship and cooperated with GSE
- Centre for Peace Studies (CMS) – Partner 3: NGO with long-term experience in implementing projects regarding the integration of migrants.
- Pokreni ideju-udruga za promicanje socijalnih inovacija (Pokreni ideju) - Partner 4: It is known as Impact Hub Zagreb, a combination of co-working, innovation lab, business incubator/accelerator, and community centre within the Impact Hub Network (over 16000 members all over the world).
- Znanstvenoraziskovalni center Slovenske akademije znanosti in umetnosti (ZRC SAZU) – Partner 5: this research institute was a Lead Partner in the project DRIM, which had as focus the economic integration of migrants.
- Organization for International KOoperation and Solidarity Onlus (OKIOS) – Partner 6: this NGO has been working on the field of migration and integration of migrants since 2005.



- Friuli Innovazione (FINN) – Partner 7: it is an organization with extensive experience in training, entrepreneurship, transfer of know-how; and development of strategies. Their strong external partnerships and expertise offer the project a perfect opportunity to benefit of the outcomes in the long term.

### **Overview of Project BEST's results**

The project has been designed considering the sustainability of project results in the long term, being one of the challenges that many projects at European level face. The activities of WP6 (see Unit 6) are specifically created to foster the dissemination of the results and enhance the engagement and cooperation with external stakeholders. WP3 and WP4 produced the pedagogical framework and the BEST modules and online learning platform (Moodle). This has been done with a transnational approach that allows working at local, regional, national and transnational level. The main objective of the train-the-trainer courses and our valorization efforts emphasize the creation of partnerships (through cooperation agreements) between the consortium of the project and external stakeholders in order to ensure the continuity of the courses that will train TCN to become self-employed or entrepreneurs.

Moreover, the outputs of the WP3 (pedagogical framework & curriculum) will be uploaded on the online platform (Moodle) from where the information will be available everywhere. The Handbook will be offered in 7 different languages (DE, E, HR, IT, SI, ES, F) in order to increase the visibility of the project and offer the possibility to external partners to replicate the project in other parts of Europe or the world.

The digital platform where the information on the courses can be found will continue to operate until 2025, guaranteeing its availability in the long term.

# Unit 1. Theoretical and Policy Context

## 1.1 Adult learning for Social Change

### 1.1.1. Epistemological Approaches to Learning

Approaches to adult learning are engulfed in an archipelago of research that has been widely developed during the last decades. Although some theories have been contested, this section aims to outline the basis epistemologies that embrace current theories and respective methodologies that embrace adult learning. For this reason, the present Handbook goes beyond the distinctive overview of the typologies of learning (formal, non-formal and informal learning). According to the Council of Europe, “non-formal education refers to planned, structured programmes and processes of personal and social education (...) designed to improve a range of skills and competences, outside the formal educational curriculum” (Council of Europe, 2019). In this sense, non-formal education is the focus of Project BEST unlike formal learning or informal learning.

#### Behaviourism

*Thorndike 1911; Pavlov 1927; Skinner 1951*

Behaviourism is interested in behaviour, measurable sizes and external activities. Learning is understood as the acceptance and acquisition of an individual's completed knowledge skills and behavioural models, establishing and remembering associations. Remembering in learning is based on single predetermined facts. The assessments of the activities are mostly quantitative, and during which the goal is to ascertain the learner's skills in activity situations that are predetermined by the teacher.

The problematic aspect of this approach is that precisely predetermined knowledge and skills do not enhance the connections between thinking and knowledge, thus offering a fragmented and passive view of reality. The learner is not seen as active and independent individual, but as a mechanism which carries out activities.



**Figure 1** Epistemological Paradigms of Learning



## **Cognitive approach and Activity-based theory of Learning**

*Bruner 1979; (Commission, 2020) Piaget 1929*

The cognitive approach to learning emphasizes the development of people's thinking, awareness and the process of delving into an activity. Based on this approach learning is a perceived activity, chosen by the learner, and therefore deliberate. The learner is seen as an active participant, as guiding his/her activity, and constructing their knowledge, as someone who notices and uses meanings. Learning is an agreeable and conscious activity which can help to solve problems and achieve higher quality and better level of coping with activities.

Therefore, it occurs in an environment that promotes active and open thinking, communication, and interaction, which is created by the teacher. The aim of learning is self-management and a deep reflection on the activities and cognitive processes themselves.

## **Socio-constructive approach**

*Bandura & Walters 1977; Vygotski 1962; Jarvis 1982*

The socio-cultural approach emphasizes the interaction of the socio-cultural environment, social situations and communication on learning. Constructivists emphasized the importance of social situations and cooperative experiences in the development of meanings and construction of knowledge. Communication and interaction is the cornerstone of social learning and the respective learning cultures through the observation, imitation, indication. Learning is seen as the observation of the behaviour of others, rituals, social behaviours, gender roles and social roles; knowledge is constructed in the course of experience and is perceived as a result of wisdom and knowledge as the learner constructs the meaning of reality and finds his own meanings of the world.

## **Humanistic approach to learning**

*Knowles 1981; Rogers 1980; Mezirow 1991*

Humanistic psychology emphasizes that individuals' development occurs throughout their lives and its prerequisites is primarily the person's own resources. Humanist approach is based on a vision of a creative person that aspires to personal development and growth, learning to learn and being open do experiences and changes is seen as socially beneficial. Cognition develops in communications and interactions between people and humane activities. Knowledge is personal based on experience which is developed and intensified through interactions.



## 1.1.2. Theories on Learning

### Social Learning

Social learning is a social-constructivist theory inspired by Peter Jarvis (1982). Learning is a process of personal development in the course of which new experiences are acquired through social interactions, and knowledge is constructed.

- Learning is a comprehensive socially and culturally constructed process that covers an individual's development, attitudes and values, feelings, and behavioural choices.
- The individual's own experiences form the basis, context and stimulus that influence and ignite learning.
- Learning from experience is fragmentary, unstructured, subjective.
- Learning is affected by relationships, socio-cultural context, modes of interactions and the ability to interpret and analyse experience.

Individual abilities and self-regulation affect the extent and thoroughness of learning, and what the learners themselves notice while learning: what is noticed, how extensively experience is noticed, its content, how it is interpreted, processed and analysed.

### Transformative Learning

The most important aspect of the transformative learning theory, developed by Jack Mezirow (1991), is that learning happens when meanings change. Meanings are placed in a constellation of knowledge, values, beliefs, prejudices, attitudes, feelings. These modes of meanings constitute an interpretive framework that is not perceived by the individual in a conscious manner. During the transformative learning process, the learner becomes aware and interprets the content of the learning; this could be construed as either changing the restrictive interpretive frameworks, which are used in their learning or adjusting the meanings of the learning experience according to their own perceptions. The precondition of transformative learning is the elucidated understanding of oneself as learner.

In this understanding, learning is a transformative process that follows the stages below:

- Understanding schemes of meaning
- Production of new meanings in new contexts
- Change of perspective – transformation

### Reflexive Learning

Reflection is a crucial element in the learning process, according to Jennifer Moon (1999, 2004).

In this sense, reflection is an enlightening moment of an in-depth observation which stems from the acquisition of learning within the learning strategies and experiences of oneself. These modalities of information are categorized and identified through making sense of what is available. Availability of information in this sense is a strategy that guides the learner to create synopsis among new meanings and information. This analysis, synthesis, and explanation of the information is a framework of interpretation that leads to the reflection of the learning process – this end is merely a cognitive one, as it engages different functions, such as affective, cognitive, moral and social ones.



## Rethinking Adult Education as a framework of social change

The most crucial element of the theories on learning is the social nature of it, which is comprised of myriads of interactions and communication modalities among people. In this sense, adult learning is merely a technique to learn; it is an emancipatory framework of social change which is based on dialogue. Dialogue stems from the Greek *dialogos*, the preposition *dia* (through/apart) and *logos* (reason/speech), which means “conversation, discussion”. The meaning of the word *dialogos* embraces a schema of people engaging in a conversation; although they are distinctive participants and thinkers, they are also individuals brought together in a joint linguistic action (Rule, 2007).

Although for a discussion there is no absolute need of verbalisations what is important to state when reflecting upon the ontology of dialogue is that it has a life of its own (Buber, 2004 [1947]). Dialogue’s life happens in a universe of signs and gestures (Buber, 2004 [1947]), where language is dialogic (Bakhtin, 1984); it requires participants that genuinely take the responsibility to respond to one another (Buber, 2004 [1947]; Habermas, 1971 [1968]) in an open-ended dialogue, a field of interrogation, response and agreement, where there is an active interplay of wordly meanings jointly determined by the interlocutors (Bakhtin, 1984). In Habermas’ thought dialogue is an ideal, a characteristic of an emancipated society (Habermas, 1971 [1968]). Dialogue is thus defined as reciprocal, accountable joint linguistic actions and is given positive connotations.

For Freire (2005 [1970]) dialogue is merely an educational technique, but a technique to transform the world, a powerful political project that could liberate the oppressed from political and social oppression. Dialogue is thus important in that it can transform the scope of education to a field of posing questions/problems and connects with a fluid teacher/student relationship in which teacher is the student and vice versa.

In his line of thought, Vella suggests we think of both teaching and learning as dialogical processes, a dialogic interplay between teacher and the learner. This process is fundamental context in order to build upon a learner-centered, safe, empowering and participatory learning which requires the assessment of the learners’ needs, and the facilitation of contextual design. Nonetheless, following the Freirian perspective a fluid teacher/student relationship, ensuring the above context is not only a matter on the hands of the teacher but adult learners are engaged to (re)imagining themselves as active learners (Vella, 2002).

Both the dialogical definition of teaching and learning that Vella provides and dialogue as emancipation and transformation that Freire proposes could be nested in the wider social responsibility of education to change society.



### 1.1.3. Policies for Adult Learning in Europe

A Resolution adopted by the Council on a renewed European Agenda for Adult Learning (2015-2020) highlights the need to significantly increase adult participation in formal, non-formal and informal learning. The resolution engulfs a perspective of how adult learning should be enhanced in policy and practice in European countries by 2020:

- Governance is seen as a major field that gives solid coordination among policy and practice
- Numeracy, literacy and digital skills are top priority for the policy on adult learning that is ensured by engagement and motivation strategies on national and European levels
- Flexibility in terms of educational programmes and instructional modes in a key term that intersects the agenda on adult learning
- Evaluation and monitoring of the policy mechanisms that ensure the implementation of the agenda is also a important aim in the resolution adopted in the past five years.

These recommendations, adopted by the Member States, aim to support adults in attaining a minimum level of literacy, numeracy and digital skills or a specific upper-secondary level qualification. These recommendations also ensure that the skills acquired are developed along with each member state's national laws and guidelines for post-secondary adult learning and education. In this manner, member states are required to identify vulnerable groups who could benefit from such trainings, including migrant and refugee populations (European Commission, 2020).

The European Commission has also created a working group on adult learning consisting of national experts, representatives of European social organisations and civil society members. The group's work is founded on mutual interaction and exchange of policy practices and recommendations in the field of adult learning to identify best practices and policies for the development of the agenda (European Commission, 2020).

Lastly, the Electronic Platform for Adult Learning in Europe (EPALE) provides a multilingual online space to exchange and promote best practices in adult education among adult educators across Europe (EPALE, 2020).

### 1.1.4. Glossary of important Terms (Adult Education for Social Change)<sup>1</sup>

**Adult education** – “all forms of non-vocational adult education, whether of a formal, non-formal or informal nature”

**Blended learning** – “study type that involves learning in a combination of modes. Often used more specifically to refer to courses which use a combination of traditional face-to-face teaching workshops or seminars, and distance learning techniques on-line (such as internet, television, conference calls).“

**Informal learning** – “learning resulting from daily activities related to work, family or leisure which is not organised or structured in terms of objectives, time or learning support; it may be unintentional from the learner's perspective.“

**Non-formal learning** – „learning which takes place through planned activities (in terms of learning objectives and learning time) where some form of learning support is present, but which is not part of the formal education and training system.“

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<sup>1</sup> European Commission Erasmus+ Programme Guide for Education, Youth and Sport



## 2) Migration

### A. Migration as a Social Challenge

Migration is a constant feature of human history that has profound influence on European society, economy and culture. A well-managed system of migration can contribute to growth, innovation and social cohesion. In Europe, one of the most important challenges to tackle is managing migration in the long term and fully in line with European values and international law.

### B. Migration Policy

The EU new Migration and Asylum Pact, besides other measures, will support the development and implementation of effective integration policies. A new European framework is needed to address Member States' policies, the interdependence between its actions and decisions, and the opportunities that arise. The EU has to give the right answer even if challenges arise under normal circumstances, under pressure and in crisis situations. The actions should ensure that the way how people come into the EU are safe, clear, and provide them with fair conditions, and on the basis of which Europeans can also have a legitimate expectation that migration management will be effective and in a humane way, in full accordance with our values.

### C. Glossary of terms (Migration)<sup>2</sup>

Non-EU national – „Any person not having the nationality of an EU Member State“

Asylum-seeker – „a third-country national or stateless person who has made an application for protection under the Geneva Refugee Convention and Protocol in respect of which a final decision has not yet been taken.“

Third-country national – „any person who is not a citizen of the European Union within the meaning of Art. 20(1) of TFEU and who is not a person enjoying the European Union right to free movement, as defined in Art. 2(5) of the Regulation (EU) 2016/399 (Schengen Borders Code).“

Migrant – „a person who either: (i) establishes their usual residence in the territory of an EU/EFTA Member State for a period that is, or is expected to be, of at least 12 months, having previously been usually resident in another EU/EFTA Member State or a third country; or (ii) having previously been usually resident in the territory of the EU/EFTA Member State, ceases to have their usual residence in the EU/EFTA Member State for a period that is, or is expected to be, of at least 12 months.“

Highly qualified migrant – „a third-country national who seeks employment in an EU Member State and has the required adequate and specific competence, as proven by higher professional qualifications.“

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<sup>2</sup> European Migration Network Glossary [https://ec.europa.eu/home-affairs/what-we-do/networks/european\\_migration\\_network/glossary\\_en](https://ec.europa.eu/home-affairs/what-we-do/networks/european_migration_network/glossary_en)



### 3) Social Entrepreneurship

#### A. Entrepreneurship for Social Change

Social enterprises and entrepreneurs execute their entrepreneurial activity to reach social goals. Their business model includes the creation of a positive social or environmental impact and not only profit-making. Social entrepreneurs operate in many fields, thus cover many areas of intervention: social and economic integration of disadvantaged and marginalised people, healthcare, active ageing, education and childcare, fair trade, circular and green economy, culture, tourism, etc.

#### B. Social Entrepreneurship policy in Europe<sup>3</sup>

Social entrepreneurship covers several policy areas of the EU, including growth, youth, education, research and innovation. It most of the time attracts young people and provides them the opportunity to create new and innovative responses to the current socio-economic challenges they face. EU supports the creation of an entrepreneurial culture and to include social entrepreneurship in many areas, including formal education and training curricula, as well as in informal and non-formal learning opportunities. Many European or national initiatives provide framework for the establishment of business incubators, including those that supports social entrepreneurs. EU institutions recognizes the importance of the social economy in reducing youth unemployment. It also encourages employment centers to provide effective information for people intending to start their social businesses as well as training programs targeted on and specifically tailored to entrepreneurs in the social sector, with particular reference to disadvantaged groups with lower employment rates.

#### C. Glossary of terms (Social Entrepreneurship)

**Social and solidarity-based economy enterprises<sup>3</sup>** – “enterprises whose purpose is to achieve their social goal, which may be to create jobs for vulnerable groups, provide services for their members, or more generally create a positive social and environmental impact, and which reinvest their profits primarily in order to achieve those objectives; points out that social and solidarity-based economy enterprises are characterized by their commitment to upholding the following values:

- the primacy of individual and social goals over the interests of capital;
- democratic governance by members;
- the conjunction of the interests of members and users with the general interest;
- the safeguarding and application of the principles of solidarity and responsibility;
- the reinvestment of surplus funds in long-term development objectives, or in the provision of services of interest to members or of services of general interest;
- voluntary and open membership;
- autonomous management independent of the public authorities;”

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<sup>3</sup> European Parliament resolution of 10 September 2015 on Social Entrepreneurship and Social Innovation in combating unemployment (2014/2236(INI))



**Social innovation**<sup>4</sup> – “new ideas that meet social needs, create social relationships and form new collaborations. These innovations can be products, services or models addressing unmet needs more effectively. The European Commission's objective is to encourage market uptake of innovative solutions and stimulate employment.”

## Unit 2. Teaching and Learning for Social Change: Lessons learned

### 2.1 Recruiting the participants

All partners used the social channels to recruit participants. They mostly shared the information on Facebook, Twitter, LinkedIn and Instagram. Other popular recruiting options were promoting at business brunches, contacting organizations and contacting participants directly in the form of e-mails and newsletters. These methods were used by most of the partners.

Other successful ways of disseminating of the information were personal visits to NGOs, the presentation of the courses at events and the use of national and personal networks. It is important to reach out to collaborators within already existing networks that work with people/ migrants for many years and have built trust, as well as know them personally. There are partners who have produced flyers with general information for the participants to read, other partners' campaign has been successful in local / regional newspapers and through online radio broadcasts.

#### **Specific criteria for the recruitment**

Most of the partners did not have specific criteria for recruiting participants. General requirements were the motivation to participate and the sufficient knowledge of the English language to be able to follow the course. What also had to be taken into account during the BEST project was, that the participants had to be migrants meaning third-country nationals to fulfil the eligibility criteria of the program and furthermore they should have a computer or a mobile phone with stable internet connection.

#### **The most challenging situations in recruiting:**

The majority of the partners did not mention difficult recruiting situations. One partner counted towards attracting enough participants and another considered attracting highly motivated people to be a challenge.

Because it is not easy to find participants in all cases, it is advisable to post as many ads as possible and try to attract many more people than needed to reach the indicators since the dropout rate can be quite high. Especially in times of COVID-19 pandemic the shift from blended or face-to-face to fully online learning activities has not been easy, because not all participants had the necessary equipment or digital skills to work from their homes. Nevertheless the partners of BEST were able to find solutions to the vast majority of cases and also learned a lot concerning online facilitation techniques to keep the participants active and involved during the online sessions. For further details and inspiration we dedicated a special section in Unit 3 and Unit 5 to online learning tips.

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<sup>4</sup> [https://ec.europa.eu/growth/industry/policy/innovation/social\\_en](https://ec.europa.eu/growth/industry/policy/innovation/social_en)



## 2.2 Action learning

In general, it can be stated that the methods that our partners used during the training sessions were mostly similar, even the same.

Due to the Covid-19 outbreak, all of our mates should switch the training to an online environment instead of face-to-face courses. This included the use of online tools, collaborative and interactive online workshops. The OIKOS association has designed e.g. an online business game that was very popular. Before the unusual situation that arose, all partners held face-to-face training sessions and used the group work methodologies. This changed at the time of the pandemic; accordingly, the number of such working methods was reduced in the case of the FH Joanneum.

In addition, all partners have endeavoured to create a learning environment that accommodates all learning styles. It was also important for us to hold individual, participant-oriented training courses. Since individuality was important for all mates, they also did individual sessions, mentoring, mentoring, individual interviews and workshops. On this subject, our Slovenian partner mentioned that each participant in the first course worked individually and presented their own project ideas. But the partner from Italy has increased the number of hours of mentoring and coaching activities and reduced individual online work during the pandemic.

All partners considered the frequent and personal interaction as extremely relevant. To do this, they used peer review methods to get feedback from the participants. In addition, the Croatian partner noted that feedback is very important as it is considered part of learning; both formal and less formal methods, such as one-to-one conversations and peer-to-peer feedback. To strengthen interaction, our Slovenian partner has prepared a kind of introductory game for the participants. For the OIKOS association, however, Covid-19 led to a reduction in the interaction between the participants and trainers / mentors.

As a further method, three partners have also organized external guest lectures. The FH Joanneum has invited three guest lecturers to work with the participants to develop solutions for social and ecological problems and to discuss their business concepts. The partner from Italy also invited external speakers to give a lecture. To this goal, the OIKOS association has also invited a young Italian entrepreneur who is starting his start-up to talk about the practical aspects and burdens to overcome in the Italian system.

In addition, our partner from Croatia worked with videos and presentations and, as part of the third course, organized a four-day, intensive boot camp offline, at which various forms could be tested. This event was very successful and the feedback from the participants was great.



## 2.3 Social problem-solving

In this topic the sharing of case studies and practical experience is crucial. The guest lecture was a successful method for our partner from the FH Joanneum. Inviting external speakers created a better balance between theoretical knowledge-transfer and practical implementation. This applies to the training of our Italian partner, who also invited a guest to tell their courageous story. The goal-oriented coaching and mentoring sessions (both individual and group mentoring) worked flawlessly for both partners.

Our partner from Slovenia said that direct communication during the training helped a lot. With the beginning of the pandemic, the training courses were transferred to online platforms (e.g. Zoom). The participants could join live or watch the recordings later, do their homework and send them to the trainers. This worked in the sense that it made it easier to see who was following the course. In addition, the participants received specific advice and practical skills. Peer review methods worked best to get feedback from participants.

Our Croatian partner used a lot of energizers and funny openings and closings that made it easier to work with the participants. The group work and practical exercises, more visual presentations, lots of videos and the interactive online tools also worked well. The four-day boot camp within the third course, in which more people took part, was very successful. The success of this event was demonstrated by the great feedback.

## 2.4 Coaching

It was clear to our partners that coaching and mentoring activities are very important.

At our partner from the FH Joanneum, the participants required that the main focus of the training should be more on practical information in the sense of tailor-made coaching and mentoring.

Due to the relevance of these activities, these were increased for the Italian partner and the individual online work of the participants was reduced, so that the structure of the training could be adapted to their needs.

At the OIKOS association, the trainers were able to understand the business ideas of the participants and then carry out more effective mentoring / coaching as part of a mentoring session.

Coaching is essential to help the participants understand (social) impact of their business idea from a different perspective. Apart from the Coaching in technical areas of setting up a business, it also looks at their values and how they influence the change they want to make in their life and in other people's lives through their endeavour. As an advice for performing the coaching we recommend to take into 5 “commandments” to make your coaching sessions as resourceful as possible for your clients, especially when working in the social business context by Servane Mouazan, founder and director of Ogunte<sup>5</sup>:

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<sup>5</sup> See <https://www.ogunte.com/blog/profile/servane-mouazan-2/>



**1. Understanding the drivers:** Social entrepreneurs need to understand their different roles and priorities as sellers/traders and as activists. They need to keep the vision alive, while separating themselves from the organisation they have set up – let the baby grow...

Coaching can help them have better conversations with new investors, with the general public, with stakeholders, who might not directly understand the social issue. They are often so passionate that it's hard for them to listen to, and understand, the perspective of the other. The coaching dialogue is meant to increase understanding between a) the coach and the social entrepreneur and b) the social entrepreneur and its stakeholders.

**2. Harnessing the power of networks:** Exploring networks in which the coachees are involved, whether they are actor, leader, or just observer, gives light on the strategic mind-set. Can we expand, refocus, shrink the number of networks? Most successful social entrepreneurs see networking not only about giving and receiving but equally about passing on and working towards a common vision. So the coach will not only support the individual, but together the social entrepreneur and the coach explore the social issue they are embracing, in a specific networking environment. It's about seeing a social issue as a malleable virtual person that has a history, many perspectives, and a bunch of gremlins, but that is also open to change.

**3. Collaboration and open source thinking:** You'd like to think that social entrepreneurs are involved in finding solutions to pressing issues by working together but many obstacles to that are: competition, branding issues, unhealthy management practices, scarce funding, intellectual property, to name just a few. Unfortunately, a lot of people are still reluctant to collaborate by fear of losing their USP.

Even if social entrepreneurs have multiple drivers and responsibilities, they are always hungry for systems that make them think differently. To boost this, active brainstorming with peers and outsiders gives great solutions. It's about creating platforms where entrepreneurs connect, co-mentor each other and get access to new challengers, in order to grow learning and trust.

**4. Growing stimulation and leadership:** Social entrepreneurs get excited when they are close to other great social leaders and innovators and stimulating ideas. So coaching focuses on their ability to excite others and connect with a group of champions that needs a leader and a stimulator. A coach can encourage the maverick – or outsider – in them, to find their own voice, and come up with an idea they will formulate with their own words.

**5. Advocating a strength-based approach:** Successful social entrepreneurs seem to find answers in what works, in previous and new solutions, rather than in problems! Doom and gloom just contributes to cluttering their thinking. Coaching social entrepreneurs works well with a strength-based and a solution-focused approach. They get the satisfaction of being intellectually challenged, and the excitement of moving forward, in a positive way. Being part of the solution also boosts their sense of belonging, and rewards their desire to be useful and wanted. The coach's role is to support them into getting a positive reputation based on evidence and good practice, and to make them aware of all these processes so that they can repeat them.



## **2.5 Delivering information: lecturing, demonstrating and blended learning (including tools to participants' engagement in teaching and the enhancement of learning)**

The biggest challenge for all partners was clearly to maintain the motivation and interest of the participants as well as the interaction. Achieving this goal was even more difficult after the Covid-19 outbreak. From the beginning of the pandemic, it was particularly challenging to keep the participants in training and to prevent them from dropping out because the courses had to be held online. This created greater difficulties.

The method of individual mentoring was particularly helpful for the OIKOS association in overcoming the challenge.

In the trainings of our Croatian partner a lot of energizers and funny openings and closings were used in all modules. A lot of group work and practical exercises were used to motivate the participants. The advice from Croatia is to make the trainings short and easy. Shorter sessions are better than long ones and you have to make sure that everyone is involved. According to them, it is also important to be creative and to adapt the session or the content to the groups. What is still very important and helpful to maintain motivation is good planning ahead and the use of warm-up exercises and relief techniques as well as interactive, practical workshops and case studies.

## **2.6 Teaching adults online**

The most important and biggest change in general was that the training was carried out in a format that was completely online due to the Covid-19. All partners have adapted their materials to the online settings.

This situation created various difficulties. One of these was that the online training reduced the natural informal interaction between the participants and with the trainer / mentor. Another challenge was to find or keep participants in the course and prevent them from dropping out. The problem in Croatia was to get a participant to use the online platform. It was also often problematic that the participants did not know how to use the software of Moodle. This had e.g. at the OIKOS association effects on the use of the Moodle platform. Another problem was that there was a kind of inequality between the participants (due to a lack of equipment and / or bad network).

After the start of the pandemic, our Croatian partner endeavoured to make the workshops exactly as interactive and collaborative as the offline workshops. The focus was the same: the practical learning process.

It was important to have a plan a, b and c in case, when something went wrong. They had to be more flexible with the content, not everything that was planned was achieved and not every exercise was carried out.

What counts in such a form of teaching is the challenge/danger that the participants have bad internet connection, inadequate equipment or little/no knowledge of the online tools. Creativity, good planning and the adaptation of the content to the new environment are very important.

Most of the partners were able to overcome the challenges with the use of online tools for collaboration, several online groupworks and with additional help and guidance. At our partner from Croatia, many photos and videos were successful to keep the participants interested. This was the case at the OIKOS association with an online business game.



Interactive online tools such as whiteboards, pools etc. were used to maintain the interaction. Many partners used Zoom, so the participants could join live or view the recordings later. All materials were summarized and/or send to the participants after each training session and uploaded to Moodle.

Our partner from Croatia also told about the quiz. On the online platform, they have changed and adapted the quiz questions so that they would be easier to understand for people who have less knowledge of English. (Some participants used Google translator to help). They also had the opportunity to go to the office and take the quizzes there.

## **2.7 Re-thinking social entrepreneurship across cultures, methodological and theoretical challenges**

According to our partners, it was a very valuable experience meeting people from all over the world. They managed to show the participants that they have what it takes to become social entrepreneurs and encouraged them to move forward.

The participants were mostly motivated, they wanted to learn as much as possible, understand the real context and all real challenges. In addition, communication was mostly smooth and direct.

Almost all partners noticed that they did not observe any cultural viewpoints. In Croatia, care was taken when selecting the examples and videos to cover different transcultural aspects.

The most important challenges for the OIKOS association arose due to the young age of the participants in the second course (all under 18 years of age) and their difficulty in identifying themselves in a company with “social impact”. This has partly prevented the fluidity of the training and required additional work for the teachers to motivate them for the goals of the training. Challenging elements besides the age were the low level of education and separation of certain participants within the group. This was the reason why our partner, OIKOS, adapted the courses partly because of a different target group and partly because of the need to make them less academic. The association did not observe any cultural viewpoints either, apart from the difficulty related to the issue of "social impact". They think this problem arose from the young age of the participants and the limited amount of time they spent outside their country.

Our partners also told about language problems. In most cases such barriers were noticeable (as in Italy and Croatia), but since the English language level of the participants at the partner of the FH Joanneum was excellent and their level of education was very high, the training in Austria could be successful also in this sense.

## Unit 3.

### Entrepreneurship courses – Modelling of Social Business

The content of the social entrepreneurship courses consists of: presentation of pedagogical framework and the 5 modules + tips and suggestions using non-formal learning activities, exercises, links and further useful resource.

#### 3.1 Pedagogical Framework

<b>Course Title:</b>	Basics of Social Entrepreneurship Business Modelling
<b>Units:</b>	5 Modules
<b>Type of Course:</b>	Blended Learning
<b>Online Resource:</b>	<a href="https://vc-training.fh-joanneum.at/neu/login/index.php">https://vc-training.fh-joanneum.at/neu/login/index.php</a> (you will get access data from FH Joanneum at <a href="mailto:christina.mossboeck@fh-joanneum.at">christina.mossboeck@fh-joanneum.at</a> or <a href="mailto:virtueller-campus@fh-joanneum.at">virtueller-campus@fh-joanneum.at</a> ), Moodle manual available as annex.
<b>ECTS Credits:</b>	4

<b>Course Overview</b>	The course "Basics of Social Entrepreneurship Business Modelling" aims to provide participants with tools and techniques on how to start a (social) business. The controlled learning environment enables participants to discover their entrepreneurial mind-sets and deal with individual challenges that might arise in bringing a business idea to life.
<b>Course Objectives</b>	<p>The overall learning objective of this course is to provide participants with a deeper insight into social entrepreneurship business modelling. Participants shall learn to independently create approaches to solve complex problems, based on sound market research and analysis. A further objective is to foster creative skills by developing a business idea from scratch &amp; receiving continuous feedback from peers and trainers. The final learning objective is addressed by the online platform tool format which asks the students to orientate, engage and exchange themselves in interactive online learning scenarios.</p> <p>Learning outcomes in terms of knowledge:</p> <ol style="list-style-type: none"> <li>1. Applied knowledge on social business modelling through use of design thinking &amp; social canvas tools</li> <li>2. Applied knowledge on understanding of customer &amp; beneficiary segments, pains &amp; gains</li> </ol>

	<p>3. Provision of a sustainable business model</p> <p>Learning outcomes in terms of skills and competences:</p> <ol style="list-style-type: none"> <li>1. Ability to work in teams</li> <li>2. Leadership skills (project hierarchy, competitive role-play)</li> <li>3. Idea creation, innovation and problem-solving (developing new strategies and models)</li> <li>4. Critical thinking (assessment of resources and markets, validating strategies)</li> <li>5. Self- and time management (self-organization)</li> <li>6. Ability to identify customer &amp; beneficiary needs and to react accordingly</li> <li>7. Ability to see the big picture (understanding of correlations between market success factors)</li> <li>8. Presentation skills (preparation of convincing pitches for different target audiences)</li> </ol>
<p><b>Course Topics:</b></p>	<p>The course will be divided into 5 main topics that constitute the social business development process. After each topic block (not exhaustive), participants will further develop their business ideas &amp; receive feedback from trainers &amp; peers:</p> <p>(1) Business Idea Creation &amp; Substantiation</p> <ul style="list-style-type: none"> <li>- What is the social challenge to address?</li> <li>- Who are the Customers, who are the Beneficiaries?</li> <li>- Which resources are needed?</li> <li>- What are the core activities of the business?</li> <li>- What is the desired future state of society / what are the outputs?</li> </ul> <p>(2) Product / Service Development</p> <ul style="list-style-type: none"> <li>- What product / service is the business offering?</li> <li>- What are the Customer Segments?</li> <li>- How will it affect Beneficiaries?</li> <li>- What is the macro-economic environment?</li> </ul>

	<ul style="list-style-type: none"> <li>- How to deal with logistics, marketing &amp; communications etc.?</li> <li>(3) Financials               <ul style="list-style-type: none"> <li>- What is the cost structure?</li> <li>- How does the business generate revenue?</li> <li>- Profitability</li> <li>- What is the value proposition the business is offering?</li> <li>- How can Business Angels &amp; Impact Investors be attracted? What are they looking for?</li> </ul> </li> <li>(4) Social Change               <ul style="list-style-type: none"> <li>- Verification</li> <li>- Scaling</li> <li>- Partners &amp; Relationships needed</li> </ul> </li> <li>(5) Impact               <ul style="list-style-type: none"> <li>- Measurement</li> <li>- Reporting (national context)</li> </ul> </li> </ul>
<p><b>Methods of Instruction:</b></p>	<p>This course is based on a combination of instructor-coaching lecture, individual and group work / presentations as well as online elements. To foster creativity, it also aims to provide participants with alternative learning environments and tools.</p>
<p><b>Required Resources</b></p>	<p>No prior knowledge necessary. The course is meant to be an applied educational course that will use participants' skills, knowledge and interest in establishing a (social) business.</p> <p>The participants will work individually and jointly on their business ideas by applying their own problem-solving approach and project management design.</p> <p>A basic selection of articles, slides and other material will be provided by the trainer. Further development depends on the individual effort of each participant.</p>
<p><b>Recommended Literature</b></p>	<p>Blank, Steve (2013): The Four Steps to the Epiphany: Successful strategies for products that win. K&amp;S Ranch</p>



	<p>Johnson, G., Whittington, R., Scholes, K., Angwin, D., Regnér, P. (2017). Exploring Strategy: Text &amp; Cases (11th Edition), Exploring Strategy: Text &amp; Cases (11th Edition) Paperback. Chapter 2, 3, 7,8,9.</p> <p>Lewrick, M., Link, P., Leifer, L. (2018): The Design Thinking Playbook. John Wiley &amp; Sons, Inc.</p> <p>MacMillan, I., Thompson J. (2013): The Social Entrepreneur´s Playbook. (Expanded Edition.) Wharton Digital Press.</p> <p>Osterwalder, A., Pigneur, Y. (2010): Business Model Generation. (Strategyzer), John Wiley &amp; Sons, Inc.</p> <p>Osterwalder, A., Pigneur, Y., Bernada, G., Smith, A., Papadakos, T. (2014): Value Proposition Design: How to Create Products and Services Customers Want (Strategyzer), John Wiley &amp; Sons, Inc.</p>
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<b>Course Schedule</b>	Depending on respective trainer and context/ preferences of participants
<b>Course Location</b>	Depending on respective trainer and circumstances (online or face to face/blended learning)

<b>Assessment of Performance</b>	<p>Grading for this course is based on a combination of the following elements:</p> <p>20% Discussion &amp; Oral Participation</p> <p>40% Project presentations &amp; assignments</p> <p>40% Pitch Deck (final product)</p> <p>In each area 60% constitutes the passing grade.</p>
<b>Minimum Requirements for receiving the certificate</b>	<p>Each completed module has to receive the grade “sufficient” to be considered successful.</p> <p>At least 61% attendance in F-2-F classes.</p>
<b>Grading Key</b>	Excellent 100 – 93 %



	Good 92 – 85 % Satisfactory 84 – 71 % Sufficient 70 – 61 % Failed 60 – 0 %
<b>Attendance</b>	Regular attendance of face to face/online sessions is mandatory (at least 61%)

### 3.2. Example for practical implementation concept of the course on “Basics of the Social Entrepreneurship” using non-formal, interactive teaching methods

**Module 1:** Development & specification of business ideas

**Module 2:** Product/service development

**Module 3:** Finances

**Module 4:** Social change & networks

**Module 5:** Social impact

#### Module 1: Development and specification of business ideas

- What is the social challenge that needs to be overcome?
- What do I have to do to solve the challenge?

**Introduction (Duration: 30 minutes):**

- Method: Associative drawing (to activate the participants): What is an entrepreneur? What is a Social-Entrepreneur?

5 participants present their drawing (1 min per participant)

Didactics: each participant draws on a piece of paper according to feeling.

Brief overview on what does social entrepreneurship mean:



Source: IESE Business School

Part 1: Group work (10 people per group – group rooms: Zoom or your own virtual platform) (Duration: approx. 2.5 hours)

- **Method:** World-Café

The basic idea of the "World-Café" is to bring learners or participants of a seminar into conversation with one another and thus enable them to intensively discuss and reflect on problems or issues in small groups. The nature of the questions is just as dependent on the significance for the learners / participants as on their interests. The conversations should resemble the everyday conversations in a street café. At the end, a final round is held in the plenary, in which the learners / participants present their results. "The method ensures that the seminar participants can meet, get to know and exchange ideas quickly and without fear of contact." The participants should discuss the following questions:

**Question 1:** What is the social challenge that needs to be overcome?

**Question 2:** What changes, problems and opportunities do you see for our society in the next 3 years?

**Question 3:** What social goals have there been in the past, which have been achieved and which have not?

- **Didactics:** 20-30 minutes lecture on goal setting and exercise as well as division into groups. Each group (10 participants per group) occupy a virtual room. The speakers change the zoom session every 30 minutes and discuss the respective question with the participants. After the third and last round, the participants have 30 minutes to prepare a small presentation (presentation tool as desired) and then to discuss it in the plenum. The respective presentations should be uploaded to Moodle Learning platform for each group.



## Part 2: Social challenges (Duration: approx. 1 hour)

- **Method:** Wishful thinking is a divergent thinking tool and is used to think generally about wishes, goals and challenges that are relevant now or for the future. Both desirable and undesirable results can be considered.
  1. Make a **list of wishes**, goals, problems and challenges and start each statement with „I wish...”, „It would be great if...”, or „Wouldn't it be nice, if...”.
  2. In order **to get the flow of thoughts** going and to define further goals, the following key questions can be helpful in relation to a social challenge.
    - What social challenges have you recognized lately that you would wish to work on?
    - What challenges have you been thinking about lately?
    - What would our society be able to control/achieve better?
    - Who have you been thinking about a lot lately?
    - Why did this group of people/beneficiaries come to your mind?
    - What are some of the goals you would like to achieve?
    - Fly over/check your life. What opportunities do you see that you could take advantage of?
    - Imagine if you had the power to grant yourself any wish in view of a social event. What do these wishes look like and in what do they result?
  3. Newspaper article from the future: The procedure describes an imaginary **article from the future** in a well-known newspaper when the goal has already been achieved or the problem has been solved.
- **Didactics:** In advance, a 10-20 minute lecture on the exercise including a set of slides. Individual work – either in writing on a slip of paper or on your own PC. Submit the document on Moodle

## Part 3: Task for Module 1 – each participant evaluates 5 ideas from other participants (allocation is made by the speaker)

### Multilevel evaluation process:

#### Level 1:

- Technical feasibility
- Economically reasonable
- Feasible

#### Level 2:

- Evaluation according to method/areas (e.g. development, procurement, manufacturing/production, sales)
- Scale with points
- Points-procedure

#### Matrix

#### Level 3:

- Profitability analysis
- A meaningful decision should be made at the end of the evaluation phase



Matrix - evaluation 1 difficult - 10 easy

<b>Feasibility</b>	Idea 1	Idea 2	Idea 3	Idea 4	Idea 5
Economically					
Socially					
Resources					
Average					
1...difficult 10...easy					
<b>Chances of success</b>	Idea 1	Idea 2	Idea 3	Idea 4	Idea 5
Market attractiveness					
Sales potential					
econ. sustainable					
Average					
1...difficult 10...easy					

## Module 2: Product/service development

- Which product/service do you offer?
- What is your target market like?

### Introduction (Duration: approx. 30 minutes):

- **Method:** associative drawing (to activate the participants)

What is your favorite product?

How do you currently buy your favorite product?

5 participants present their drawing (1 min per participant)

- **Didactics:** each participant draws on a piece of paper according to feeling.

### Part 1: What does your target market/target customer look like? (Duration: approx. 30 minutes)

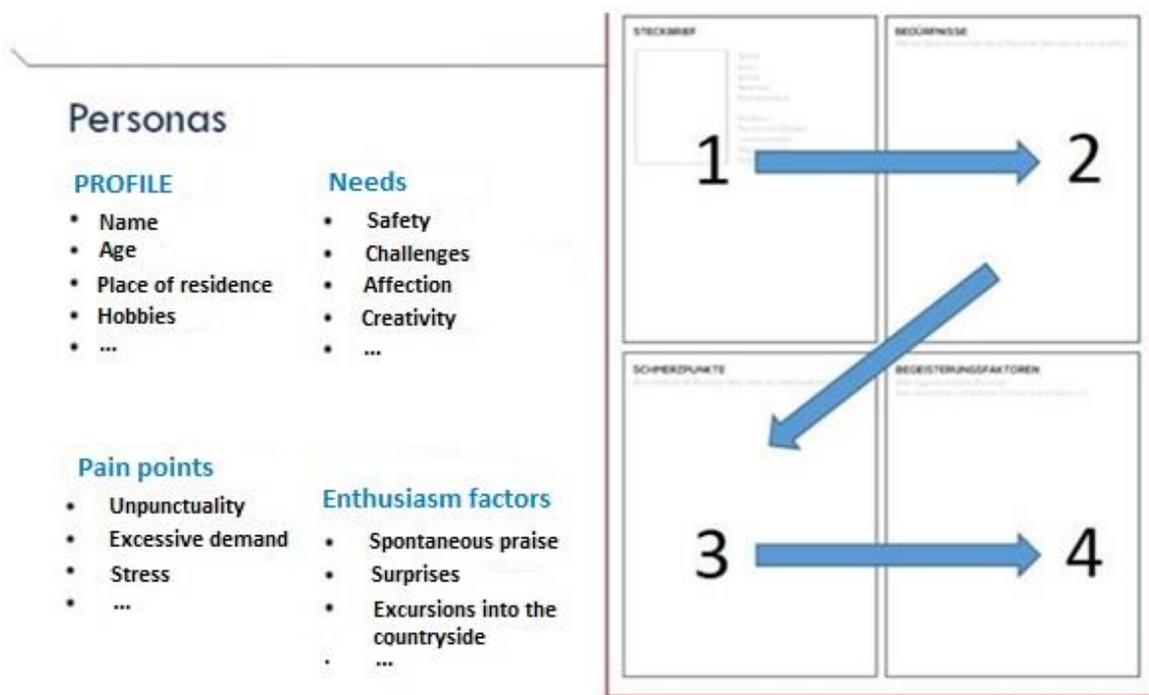
- **Method:** Lean Canvas
  - o Problem-Solution, Value → here the social aspect can/should be considered very well and reference is made again and again to what has been learned in Module 1
  - o Customer Segment is to be prepared.

<b>PROBLEM</b> <i>List your top 1-3 problems.</i>	<b>SOLUTION</b> <i>Outline a possible solution to each problem.</i>	<b>UNIQUE VALUE PROPOSITION</b> <i>Single, clear, compelling message that states why you are different and worth paying attention.</i>	<b>UNFAIR ADVANTAGE</b> <i>Something that cannot easily be bought or copied.</i>	<b>CUSTOMER SEGMENTS</b> <i>List your target customers and users.</i>
<b>EXISTING ALTERNATIVES</b> <i>List how these problems are solved today.</i>	<b>KEY METRICS</b> <i>List the key numbers that tell you how your business is doing.</i>	<b>HIGH-LEVEL CONCEPT</b> <i>List your X for Y analogy e.g. YouTube = Flickr for videos.</i>	<b>CHANNELS</b> <i>List your path to customers (inbound or outbound).</i>	<b>EARLY ADOPTERS</b> <i>List the characteristics of your ideal customers.</i>
<b>COST STRUCTURE</b> <i>List your fixed and variable costs.</i>		<b>REVENUE STREAMS</b> <i>List your sources of revenue.</i>		

- **Didactics:** Advance approx. 20 minutes lecture on the topic including a set of slides. Participants get the Lean canvas template provided for filling in and fill them out individually based on your idea developed in module 1. Speakers are available to answer questions. Afterwards, the respective elaborations are discussed among the participants in groups of three. 3-5 participants present their completed document in the plenary. Submit the completed document in Moodle.

Part 2: What does your target market/target customer look like? (Duration: approx. 30 min.)

- Method: Create personas
  - Personas
  - Human-Computer-Interaction model
  - Prototype for a group (deputy)
  - Sociodemographic data
  - Needs, pain points, motivators...
  - Archetypes
  - analytical psychology: Patterns of imagination, behaviour and action



- Didactics: In advance, a 20-30 minute lecture and explanation of the topic and the exercise. On the basis of their idea, participants provide a profile in relation to their persona. (Participants will receive a template for this).

Part 3: What does your target market/target customer look like? Which product/service do you offer)  
 (Duration: approx. 30 minutes)

- Method: Value Proposition Design

**CUSTOMER PROFILE**

1. Customer jobs

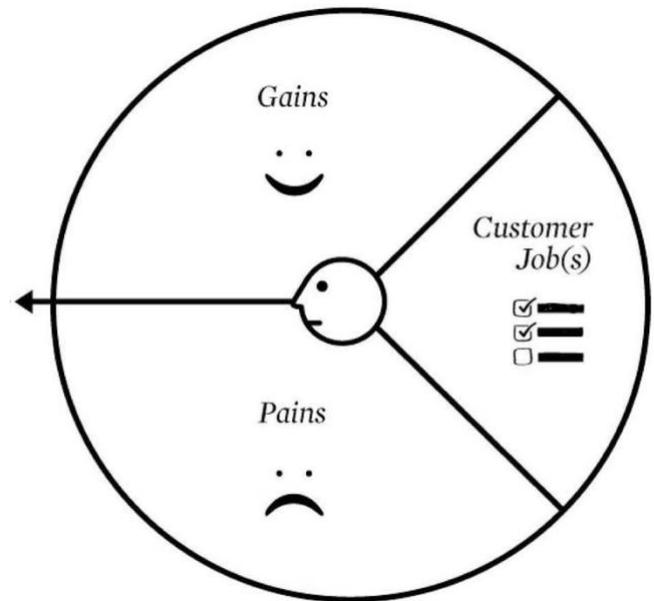
Describe what customers are trying to get done in their work and in their lives, as expressed in their own words.

2. Gains

Describe the outcomes customers want to achieve or concrete benefits they are seeking for.

3. Pain

Describe bad outcomes, risks and obstacles related to customer jobs.



**VALUE MAP**

1. Product/Service

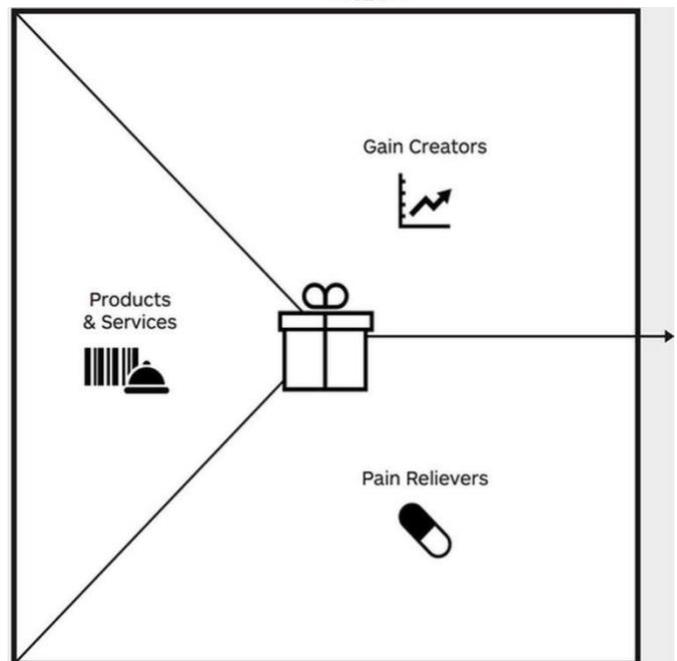
A List of all the features and possibilities of the product

2. Gain Creators

Describe how your product and service create customer gains

3. Pain Relievers

... describe how your product and service alleviate customer pains

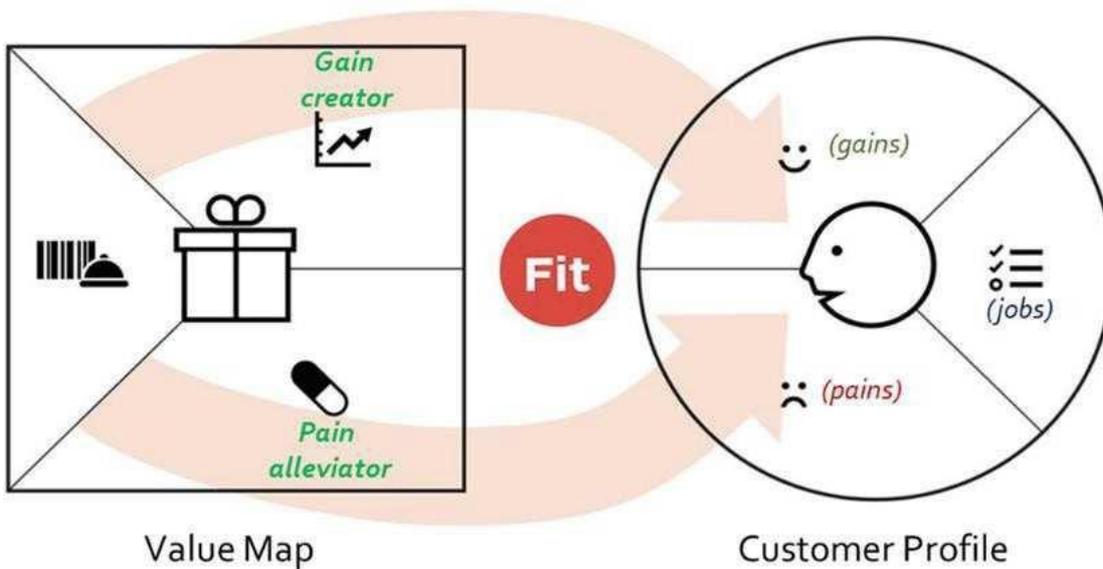


- Didactics: In Advance, a 20-30 minute lecture on the topic including a set of slides. Participants receive both the customer profile and the value map to fill out and they fill them individually based on the idea they developed in module 1. Speakers are available to answer questions. Submit the completed document in Moodle.

Part 4: What does your target market/target customer look like? Which product/service do you offer?

(Duration: approx. 30 minutes)

- Method: Matching Value Map & Customer Profile



- Didactics: 10-20 minute explanation of the exercise beforehand. On the basis of both tools, participants develop a product idea or a possible service and sketch it out in writing or with pictures/flip charts.

Part 5: Task for Module 2 – Which product/service do you offer?

- Method: Prototyping

The last 30-40 minutes of the online session of module 2 are used to give the participants an insight into the prototyping and to give theoretical input using a set of slides – using the example of “Show me your wallet”. Similar to the step from module 1 "Formulating solutions" in Creative Problem Solving, the aim is to let the idea become concrete. Therefore, the design thinking makes intensive use of the possibility of creating many simple prototypes of ideas in order to make the ideas that were developed in module 2 tangible for a user and to further develop these gradually into functioning solutions. The idea should be made visible, tangible or somehow otherwise tangible using very simple means. For example, with paper, modelling clay, laying or simple drawings. The aim is to show which ideas work as intended and which ones have to be modified so that they can be implemented. Participants receive individual suggested dates to present their prototypes. Other participants can take part in the respective presentations. The duration of the presentation is max. 15 minutes + 15 minutes of feedback.

### Module 3: Finances

- What does the cost structure look like?
- How does the company generate income?

#### Introduction (Duration: approx. 30 minutes):

- Method: associative drawing (to activate the participants): What does money mean to me?  
What can I do with money?

5 participants present their drawings (1 minute per participant)

#### Part 1: What does my cost structure look like? How does the company generate income?

- Method: Lean Canvas
  - o Cost Structure → What costs do I have in the first 6 months/1 year/3 years (fixed and variable costs/including cash burn rate)
  - o Channels-Revenue Streams – Which sales should be generated through which channels?



- Didactics: In advance, about 20-30 minutes of explanation on the 3 points in the Lean Canvas Model. Participants should independently develop the areas “Cost Structures” as well as “Channels” and “Revenue Streams” on the basis of Module 2. Speakers are available to answer questions. Afterwards, the respective elaborations are discussed among the participants in groups of three. 3-5 participants present their completed document in the plenary. Submit the completed document in Moodle.

**Module 4: Social change and networks**

- Which partners and relations do I need for my business?
- How can I scale and expand my business?

**Introduction (Duration: approx. 30 minutes):**

- Method: associative drawing (to activate the participants): What is a business model? What is an ecologically sustainable business model?  
5 participants present their drawing (1 min. per participant)
- Didactics: each participant draws on a piece of paper according to feeling.

**Part 1: Which partners and relations do I need for my business? (Duration approx. 3.5 hours)**

- Method: Social Business Model

**Focus „Entrepreneurship“:**

- Innovative solutions

**Focus „Social“:**

- Social value
- Social benefit
- Sustainable solution to social problems



- Didactics: In advance, approximately 20-30 minutes of explanation on the social business model. Each of the 9 areas is treated and worked out separately. 3-5 participants present their results in brief words in the plenary.

## Part 2: Task – How can I scale and expand my business?

- Method: St. Galler Business Model Navigator



## STARTUP

1. Ideating
2. Concepting
3. Starting
4. Validating
5. Stabilizing

## SCALEUP

6. Scaling
7. Establishing
8. Expanding
9. Maturing
10. Exiting



@jurgenappelo

With the help of a PowerPoint, the participants create a pitch presentation about the relevant content from the St. Gallen Business Model Navigator. The presentations take place in Zoom. The presentations can also be viewed by other participants in order to receive peer feedback on the one hand and to learn from other models on the other.

The aim of this task:

Which business models (patterns) can be identified for my project based on the previous modules? Which of these patterns are suitable for scaling my business model?

Presentation (duration max. 30 minutes) – Feedback on the pitch and the business model including discussion approx. 1 hour – renewed feedback loop 1.5 hours.

## Module 5: Social impact

- How can I have an impact?
- How can I measure my social impact?

### Introduction (Duration: approx. 30 minutes)

- Method: associative drawing (to activate the participants): What is my world like right now?  
What will my world look like tomorrow?  
5 participants present their drawing (1 min. per participant)
- Didactics: each participant draws on a piece of paper according to feeling.

### Part 1: How can I make an impact? (Duration approx. 2 hours)

- Method: Sustainable Development Goals (SDGs)  
The so-called SDGs comprise **17 goals and 169 sub-goals for global sustainable development**, which were developed by a UN working group with the involvement of thousands of stakeholders. They were adopted by the **UN General Assembly** as part of the World Summit for **Sustainable Development** on September 25, 2015 in New York and came into force on January 1, 2016 and a term of 15 years (until 2030). All 193 member states of the UN have committed to these 17 goals and, in contrast to the MDGs (2000-2015), apply to all states and include **economic** and above all **ecological goals** in addition to **development policy** and also focus on the **private sector**.

## Changing the world: 2030 Agenda for Sustainable Development

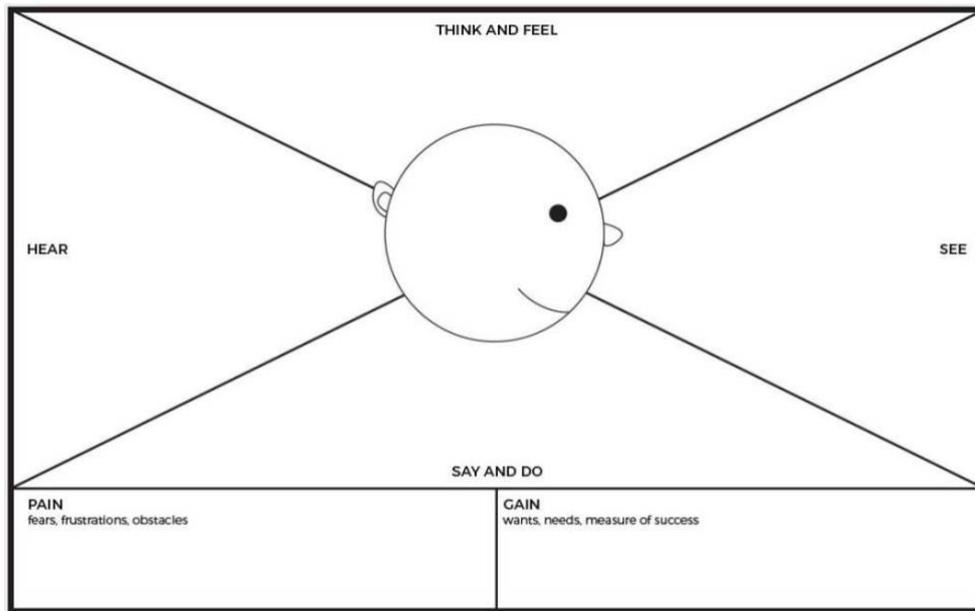
*“Article 67, on which all 193 UN member states have agreed: Private sector activity, investment and innovation are important engines of productivity, inclusive economic growth and job creation. We recognize the diversity of the private sector, from small businesses to cooperatives to multinationals. We call on all companies to use their creativity and innovative strength to solve the challenges in the field of sustainable development.”*



- Didactics: Advance explanation of the SDGs of approx. 20-30 minutes. The participants work on the appropriate SDGs based on their idea or business model and add them to their project and describe the social and ecological advantage of it

Part 2: How can I measure my social impact? (Duration approx. 1.5 hours)

- Method: Empathy map



- What does the person see?
- What does the person say and do?
- What does the person hear?
- What does the person think and feel?
- What goals does the person have or what motivates the person (gains)?
- What problems and obstacles does the person have (pains)?
- Didactics: Advance approx. 20 minutes lecture on the topic including a set of slides. The participants are provided with the empathy map given above to fill out and they fill it individually based on the idea they developed in Module 1. Speakers are available to answer questions 3-5 participant present their completed document in the plenary. Submit the completed document in Moodle.

<b>Example for timing of the course per participant</b>					
	Online Session Zoom Presence (in hours)	Task independent. / no presence (in hours)	Individual Coaching (in hours)	Total time	ECTS
Module 1	5	6,5	0,5	12,5	0,5
Module 2	5	19,5	0,5	25	1
Module 3	5	19	1	25	1
Module 4	5	16	3	25	1
Module 5	5	4,5	3	12,5	0,5



## 3.3 How to implement the BEST courses online: recommendations on how to work via Zoom

### 10 tips for facilitating Zoom meetings:

During the coronavirus outbreak, many organisations have had to adjust to new rules around social distancing by replacing in-person activities with online sessions, particularly using the online meeting service **Zoom**. But working with people online presents a new set of challenges from traditional in-person meetings and engaging with people remotely has proven to be one of the main challenges that many trainers have faced during the coronavirus crisis.

We have put together these 10 tips for how to get the most out of Zoom when organising online activities and meetings for your participants.

#### 1. Check your Zoom settings

Before your meeting, take some time to familiarise yourself with Zoom and get the settings right for your group. There are lots of settings you can customise, but there are a few in particular that we think are really important for creating a safe and welcoming space for people:

**Turn on the waiting room function:** This means that when participants click on the link to join the call, they will not enter the meeting room until they have been let in by a host – in the meantime they will see a screen letting them know they are in the right place and that a host will let them in soon. You can even customise this with your organisation's name and logo.

#### 2. Create a safe space

Creating a safe space is as important for a Zoom call as it is for an in-person meeting. Leave a few minutes at the beginning of the call for the people to get familiar with the Zoom interface. You can use this time to encourage participants to update their in-call name to what they prefer to be called, and to add their preferred gender pronouns.

Once you're ready to get started, opening with an ice breaker (*see tip no. 7 for some ideas*) and a group agreement on how to participate can set the tone for the session. Make this as collaborative a process as possible. This will help participants feel a sense of shared ownership of the group and more confident when contributing to discussions and activities. Using the Zoom whiteboard and other online participation tools (*see tip no. 10 for more details*) will help you to engage with the participants when working on your group agreement.

When developing your group agreement, try to identify all the different ways the group can communicate with each other, acknowledging that some people won't want to use video or might like to use the reactions and chat function instead of speaking. At the bottom of the Participants panel, there are various buttons to allow



participants to let you know whether they agree with what is being said, as well as a hand-raise button that participants can use to let you know they want to speak.

### **3. Be clear about roles**

As with any event, organisers should have a clear plan for who is going to be doing what during a Zoom meeting. It's a good idea for facilitators to join the call a few minutes before the meeting is scheduled to begin. As well as making sure that the meeting can start on time, this will give you an opportunity to set up fellow team members as co-hosts. Once designated as a co-host, team members will be able to let in any late arrivals to the session and communicate with individuals privately using the chat function, as well as supporting participants with any technical issues while colleagues are busy leading discussions.

At the beginning of the meeting, make sure participants are aware of the different roles of any staff team and volunteers on the call. Highlight who they need to speak to if there is a safeguarding or wellbeing concern, or if they have any technical difficulties.

### **4. Give the people time to participate**

People often need more time to respond via Zoom than they would if you are meeting in person. It is important to pause and give space for people to share their ideas. This might feel uncomfortable at times, but the silences are important to give space for people to respond. Remember that slow internet connections can lead to a few seconds lag between someone speaking and the rest of the group hearing them. Give participants time to repeat themselves if their answers get lost due to poor connection or background noise.

### **5. Give clear instructions**

Make sure that you give clear instructions when introducing a new piece of technology such as the whiteboard. Ask how familiar participants are with the technology so that you can give the right amount of guidance. Allow time for participants to practice using the tool and remember to include instructions in the pre session communications if you are introducing a tool for the first time.

### **6. Get feedback**

As with any activity, getting feedback from the people in your online group is important to let you know what you are getting right and help you make improvements. Make sure you have an online feedback form prepared before the call and try to leave time towards the end for participants to complete the form during the call. This will increase the response rate compared with sending a link after the call is finished.

### **7. Keep up energy levels**

Levels of energy and participation will differ with each call. Try to have a few ice breaker activities prepared so that you can build rapport and increase participation. Here are a few ideas for energising ice breaker activities that work well over Zoom:



- **Icebreaker questions:** Some that we have found to work well are: When the pandemic is over, what will your first trip be? Who/what is your favourite superhero/supervillain? If you had a superpower what would it be?
- **Pictionary using the Zoom Whiteboard:** The host can privately message someone in the group with something/someone to draw. The rest of the group has to guess what it is.

## 8. Get the timing right

Give time and space for each piece of content in your meeting schedule. It is generally better to cover fewer topics in depth than to cover lots of information badly. Include touch points throughout the sessions for participants to share ideas and add comments.

## 9. Leave time for breaks

Zoom calls can be tiring. For longer sessions (anything longer than 1 hour), make sure you factor in breaks. One thing we have found to work well is to incorporate this with a task away from the screen, such as writing down thoughts on a subject that you're discussing. Giving participants 10-15 minutes to complete the task will also give them an opportunity to grab a drink or take a toilet break. If you are going to ask young people to do off-screen tasks like writing or drawing, remember to let them know before the call so they know to have the necessary materials ready.

## 10. Make the most of online participation tools

Zoom has a few tools on offer to help you create a participatory space, including the [whiteboard](#) and [polling](#) features. But to keep things interesting for your participants, you could also consider using participation tools in conjunction with Zoom. [Mural](#), a digital workspace for visual collaboration, and [Vevox](#), a live polling and Q&A app, can both be used for free and in conjunction with Zoom to make sessions more engaging.



## Unit 4. Feedback, debriefing and evaluation techniques

### 4.1. Techniques of evaluation

- Reflexion, debriefing and evaluation are essential parts of any kind of training or workshop. It allows assessing all the aspects and features of the activity and it helps formulating or proposing improvements for the next time the same activity needs to be implemented. Reflecting on the own learning outcome the participants have the opportunity to realize what they have learned during the training, workshop or activity and apply this to their living/working circumstances. In the annexes you can find a template of evaluation questionnaire. When asking the participants to answer the questionnaire, it is important to help them remember that there are not right or wrong answers, because the learning process and the outcomes differ from person to person. The evaluation will help to assess the outcomes, results and impact from the activity.

One of the most used methods of evaluation is asking for feedback from participants. It helps to understand the weaknesses and strengths of the activities. There are several methods that can be used to ask for feedback:

- Visual methods: These methods help the participants to give their feedback in a more dynamic way. It is important to offer the participants the possibility to express their opinion in an oral way to make the evaluation more complete. In this case, it is important that one of the facilitators take notes of the comments or statements done orally. The facilitators can choose different methods to organize the feedback:
  - Pizza: facilitators draw a big circle (the pizza). Pizza is divided into “slices” and each slice has a topic (e.g. locations, materials, time, development etc.). Participants need to draw a dot according to their opinion. If the dot is further on the inside the opinion is better than on the outside.
  - Good weather, bad weather: Facilitators tell the participants to draw how they felt during the training with clouds, rain, sun, rainbow....
  - Emoticons: facilitators draw different emoticons (happiness, sadness, so-so, anger) on flip-chart and put them on the floor. Participants are asked to go to the flip-chart that best represents their feelings.
- Oral feedback: It is possible to combine visual methods of evaluation with oral methods. It is important to combine this kind of feedback with the written type, considering that there is no time to ask each participant, and they might not want to share their opinion in front of the group. This kind of feedback is dynamic but it might exclude parts of the participants who do not want to or cannot share their opinion in front of the group. One of the facilitators should take notes of the comments or statements from the participants.



- **Written feedback:** A very effective way of obtaining feedback from the participants is to ask them to fulfil a short questionnaire. This can be easily combined with the zoom sessions as there is the option to create a poll with individual questions to be asked and it can be anonymous as well or even to share a link for a google questionnaire as part of the last 10 minutes of the session. The results and satisfaction rate are then already digitally available and this saves time for the trainer. The questionnaire should always offer some space on self-reflection of the participant, but also space for them to develop their argumentation regarding the training. The questionnaires should be anonymous. The advantage of the written feedback is that it is possible to revise it afterwards in order to draw conclusions and produce a report. The anonymity offers the participants to be honest about the different questions.

Debriefings can help you accelerate projects, innovate new approaches to problems, and hit difficult objectives. More than a casual conversation about what did and didn't work, a debriefing digs into why things happened. It should review four key questions (Source: adapted from "Debriefing: A Simple Tool to Help Your Team Tackle Tough Problems," by Doug Sundheim):

1. **What were we trying to accomplish?** Start by restating the objectives you were trying to hit in each module.
2. **Where did we hit (or miss) our objectives?** Review your results, and ensure the group is aligned.
3. **What caused our results?** This should go deeper than obvious, first-level answers.
4. **What should we start, stop, or continue doing?** Given the root causes uncovered, what should we do next, now that we know what we know?



## Unit 5. Best practices for futures endeavours

In this section we will give you a short summary of further resources and best practice material developed by EU-funded projects in the field of entrepreneurial education, third country nationals' integration and digital methods to give room for inspiration.

### 5.1. Entrepreneurial education

#### **IMPACT test - tool for individuals and for educators to measure entrepreneurial competences**

<https://www.salto-youth.net/tools/toolbox/tool/impact-test-tool-for-individuals-and-for-educators-to-measure-entrepreneurial-competences.2700/>

The focus is on young people's entrepreneurial skills and how to improve them. This tool helps educators develop, measure and prove these competencies and compare results between different groups.

The IMPACT test can cover three competencies from the action areas Initiative, Motivation and Spotting Opportunities, which are measured separately; so there is the possibility of creating a final report for each competence. The tool offers two test modes, individual and group mode.

The tool can be used by different users such as secondary school students, VET students, university students and young people from rural and urban areas. It is also translated into several languages (Spanish, Catalan, English, Portuguese and Polish).

#### **Not-for-profit organisations and youth entrepreneurship: how to support young people with fewer opportunities**

<https://www.salto-youth.net/tools/toolbox/tool/not-for-profit-organisations-and-youth-entrepreneurship-how-to-support-young-people-with-fewer-opportunities.2417/>

The manual shows the role of non-for-profit organizations in promoting entrepreneurship among young people with fewer opportunities. It is about promoting and implementing entrepreneurship programs for these young people.

The first part deals with young people in need of protection in the EU and YEP partner countries and with young entrepreneurship and their interaction. The second part provides an overview of the most important methodological principles that are helpful for non-profit organizations in providing support. These include, for example, non-formal education, skills development, social tutoring, etc.

#### **Sustainable Entrepreneurship - A Collection of Non-formal Education Methods**

<https://www.salto-youth.net/tools/toolbox/tool/sustainable-entrepreneurship-a-collection-of-non-formal-education-methods.2392/>



This tool is a brief summary of methodologies for teaching sustainable entrepreneurship. Its target audience is made up of young people.

The first part includes an introduction to sustainable entrepreneurship. The second part covers non-formal education methods to promote creativity, entrepreneurship and sustainable entrepreneurship. The third chapter shows examples of sustainable businesses and the last one contains a list of resources.

### **Best Practices Booklet on Entrepreneurship in Rural Areas**

<https://www.salto-youth.net/tools/toolbox/tool/best-practices-booklet-on-entrepreneurship-in-rural-areas.2335/>

This tool provides guidelines for youth workers and leaders on non-formal methods of education on unemployment, entrepreneurship and entrepreneurship education in rural areas.

The booklet is the result of collaboration between youth workers and leaders from various organizations such as La Sabina de El Bonillo (Spain), Gmina Dabrowa (Poland), Asociacija Apkabink Europe (Lithuania) etc. It contains best practices for non formal educational activities such as identifying and analyzing the needs of rural communities and analyzing components such as risk taking, responsibility, competition, etc., the interactive explanation of what entrepreneurship is and the creation of business- marketing plans.

### **Training kit on entrepreneurship and mobile applications**

<https://www.salto-youth.net/tools/toolbox/tool/training-kit-on-entrepreneurship-and-mobile-applications.2141/>

The tool includes 14 training activities developed and tested as part of Project WAPPY! on entrepreneurship and mobile applications. It is also available in French, Italian and Polish at [www.wappy-project.eu](http://www.wappy-project.eu).

The training kit gives young people key elements to understand what entrepreneurship is and what mobile applications are. Also, using this tool, they can learn how to think about a mobile application and to start to develop it.

### **Handbook for Associations to Support Women Entrepreneurship in Rural Areas**

<https://www.salto-youth.net/tools/toolbox/tool/handbook-for-associations-to-support-women-entrepreneurship-in-rural-areas.2252/>

This handbook was created with the aim of supporting female entrepreneurship and providing better guidance to associations and institutions in the field of women entrepreneurship. This includes increasing the number of female entrepreneurs in rural areas, gender equality, developing and strengthening the capacities and cooperation of institutions active in the above field. The contribution to the development of the rural area and the strengthening of the key skills of people who work in the field of youth work are still relevant.



## 5.2. Integration of third-country nationals

### **DRIM - Danube Region Information Platform for Economic Integration of Migrants**

<http://at.danubecompass.org/>

In the framework of the DRIM project an online tool, the DANUBE COMPASS has been developed. This includes a conceptual framework for information sharing. It promoted and mainstreamed the information sharing as a necessary step for migrants' access to employment. The innovative platform responds to the challenges of national information infrastructures and support public institutions to build capacities for enabling the economic integration of third country nationals in the eight countries of the Danube Region. The platform provides detailed information on 5 languages in the relation to work, health, arrival and stay, education, everyday living and learning local languages issues. Each topic collects useful information arranged by subtopics and provide step-by-step guides as well.

### **PandPas - Pre and Post – Arrival Schemes to facilitate inclusion ad prevent xenophobia and radicalization**

<http://www.pandpasproject.eu/>

A tool that provides pre-departure and post-arrival support for the inclusion of migrants, that require international protection. It builds on the active participation of migrants in the social context within the hosting territories. European good practices on hospitality early inclusion are available. Local action plans co-created with refugees and of all social and institutional actors are based on research results executed with the participation of refugees and active asylum-seekers. A video-documentary helps understanding the situation of migrants and a Forum at European level for stakeholders in local communities is available.

### **SiforREF - Integrating Refugees in Society and the Labour Market Through Social Innovation**

<https://www.interreg-central.eu/Content.Node/SiforREF.html>

A method has been developed to evaluate social innovation practices and policies with regard to integration of refugees in Europe. The toolbox support policy-makers, practitioners, non-profit organisations to better design and implement measures for the social and economic integration of migrants. An open guideline co-created by the different actors becomes a diverse pool for all actors. Local agreements with key stakeholders across different sectors and transnational Memorandum of Understanding help the coordinated action of refugees' integration.



## Urban Diversity SI-AT

<http://www.si-at.eu/de2/urban-diversity/> (in German)

Connecting entrepreneurs with a migration background (EwM) and their families contribute to the promotion of diversity and creativity. Both are seen as the key factors of economic growth. In many countries, openness to immigration is a basis for innovation and creation of social and economic value. EU and US-wide research show that entrepreneurs with a migration background that are more company-oriented, more inventive and more willing to take risks than domestic entrepreneurs. In many cities there are support and promotion programs, but at the same time obstacles arise that hinder EwMs in their creativity and in their integration into society at work and in everyday life. These obstacles can be found at different levels and are relatively difficult to recognize or remove. The development of the potential and the creativity of EwM and their families has many advantages. This should be done through networking between the cities and through cooperation in order to remove social hurdles through good practice that already exist in this area. The networking model, developed in Graz and Ljubljana is also suitable for the inclusion of refugees in society, since integration through work and self-employment is an effective means for their success.

### 5.3. Digital methods

During the BEST project as we all had to adapt from blended learning concept to “remote digital live training” we needed to improve our online facilitation skills and our partner from Impact Hub Zagreb prepared a really good online train-the-trainer on this topic. Below we share the results and further resources with you and the BEST-online facilitation webinar PPT as an Annex. Energizers, Openings and Closing are a big part of any training. While openings and closings are usually directly connected to the workshop topic, energizers don’t necessarily have to be connected to the topic of your workshop. They will create the right energy in the room, stimulate peer to peer support and focus the participants on the workshop. In the online environment they are a crucial thing to fight screen fatigue. There are so many blogs, tips, and articles about how to do a good webinar and you can spend hours and hours researching and reading about the best platforms and tools to use but the main thing is to start and learn by doing. The platform that works for someone else might not work for you so find the right thing and the right combination that you feel comfortable with. The best way to learn how to use online platforms is to actually use them. So try them out, have a session with a friend, colleague or a family member play with them, draw a collaborative portrait, make a playlist or movie list, combine tools, and have fun.

Not everything needs to be digital! You can still use energizers that include movement and you can still use objects and pen and paper for activities, just make sure participants prepare them prior to the workshop and that the guidelines for working together are set.

Make it simple and easy, shorter sessions are better than long ones and make sure all participants are involved. Remember, it’s not so different from Face to Face, just be creative, adjust the session and content to the group and the new environment, and plan well. Here are some examples of energizers, openings and closings you can use in an online or offline environment.



## **Energizers**

Getting to know each other

No1: Participants work in pairs. Ask them to get to know each other by finding 2 similar things they have in common. After the work in pairs, participants will present their pair to the whole group. This energizer is easy to do in an online environment by using breakout rooms.

No2: Each participant writes their name across a piece of paper in large letters. They need to create a crossword puzzle using adding the words vertically to their name. The words should have a topic for example they can showcase their passions, values, talents and interests. Participants present their puzzles.

## **Idea Generation**

Offline: Use flip chart paper

Online: Use white board tool

Ask the group to call out nouns or adjectives. Write adjectives on one paper and nouns on the other. Aim for 10 - 12 words on each paper

Break the group into four-five smaller groups. Have everyone in the group introduce themselves and ask each group to select a leader. As a team they must decide on one noun and one adjective that stands out/ or is interesting to them

On your signal, group leaders need to run to the papers and circle with a marker their chosen noun and adjective (you can use different colour markers for each group). In an online setting ask the group to choose their colour and on your sign to circle the words as fast as possible. This is a race to get their favourite noun and adjective. If you don't make it and someone takes your word, you need to choose any other

Each team has five minutes to think about a business based on their two words. They must:

1. Give it a name
2. Identify what problem they are solving
3. Identify their solution to the problem
4. Explain how their idea is going to work

Teams present their ideas in a one minute presentation.

## **Tree of expectations**

Used to understand what participants want to achieve in this course; consider what they are bringing to support this, and hear about the interests and experience of other participants.



You can easily do this exercise before the start of the course by using google form template to gather the answers and present them during the first workshop.

You need:

A drawing of the tree of expectations on a large piece of paper for demo purposes (four sheets of flipchart connected with sticky tape in a square shape).

Sticky notes for the group to have at least ten each.

Write the explanations for the roots, trunk, leaves and fruit on a flipchart sheet (use Padlet tool, Whiteboard tool or Powerpoint presentation in an online setting):

Roots: Skills, attitudes, connections we are bringing.

Trunk: Guidelines for working together.

Leaves: What we want to achieve by the end of this event/course/training.

Fruit: Long-term outcomes that we want.

Explanation/Steps

1. Invite participants to share their expectations for the course, along with some of the skills they can contribute.
2. Ask them to post these onto a large drawing of a tree.

### **Ask participants**

Where is tree's strength (in the roots)? How can we nourish the roots?

What can you contribute to support tree growth?

What interests and experience of other participants inspire you?

Source: Active Citizens Facilitators' Toolkit. Globally Connected, Locally Engaged. British Council 2017: [https://www.britishcouncil.org/sites/default/files/active\\_citizens\\_global\\_toolkit\\_2017-18.pdf](https://www.britishcouncil.org/sites/default/files/active_citizens_global_toolkit_2017-18.pdf).

Using dancing, movement and music can also be a good way to energize the group.

### **Music**

Trainer asks the participants to repeat the rhythm that he/she produces by clapping. Try to make it a bit complicated and do it several times until it is perfect. (Online and Offline)

Ask participants to create a group playlist by picking up the song that showcases their current mood. Participants need to find the song on YouTube and put the link in the chat. (Online)



## **Dance/ Movement**

Ask the participants to form a sculpture (give them a photo of what they need to create or an assignment for example form a turtle) by using their bodies and things they find in the room (around them). You can do this in an online and offline setting. To do this online you will need to make sure everyone has their camera on. If the group is too big, divide the group in smaller groups and give individual assignments.

You can energize with the group with the simple true/false exercise.

This can also work as a review session for the workshop. Trainer reads the statement and participants have to say/ show if it is a true statement or not.

Instead true/false they need to create a movement (for example get up and down from the chair, put their hand up in the air and stretch etc.) or a dance move.

You can find more examples and ideas for energizers here:

## **Energizers**

Session Labs: <https://www.sessionlab.com/blog/online-energizers/>

Mural Blog: [www.mural.co/blog/online-warm-ups-energizers](http://www.mural.co/blog/online-warm-ups-energizers)

Hyper Island: [www.hyperisland.com/business-solutions/remote-working-toolbox/remote-energizers](http://www.hyperisland.com/business-solutions/remote-working-toolbox/remote-energizers)

## **Openings and Closings**

### Opening and Closing Questions

Trainer poses a question that every participant needs to answer. They can answer verbally, visually or do it in chat in an online setting. Questions can have any topic from “what was the best thing that happened today?” to “what will you take home from today's workshop?”.

They can be used both as opening and closing.

## **A - Z of Social Entrepreneurship**

Trainer writes letters from A-Z on the flipchart/whiteboard/online whiteboard. Participants have the assignment to write everything they know (opening) or learned (closing) about social entrepreneurship. The need to find at least one word that connects to the topic beginning with letter A, B, C, D...

This opening and closing is usable in multiple workshops. A-Z for letters can be exchanged for letter in the term you are using (S to P in social entrepreneurship)



### **Brainstorming sessions**

Trainer writes the word/ term in the middle of the flipchart/whiteboard/online whiteboard. Participants have the assignment to say/ write the first thing it comes to their mind about the term in the middle. For example this is a great way to start to discuss skills of every entrepreneur/ social entrepreneur.

### **Pools and quizzes**

Using online pools and quizzes is a great way to test the group knowledge at the end of the workshop or get the feedback from the participants.

Trainers can pre prepare a list of multiple choice or true and false questions and create an online pool.

### **Online pools resources**

[www.quiz-maker.com](http://www.quiz-maker.com)

[www.typeform.com/quizzes](http://www.typeform.com/quizzes)

### **Check-in & Check-Out Questions resources**

<http://checkin.daresay.io/>

<https://conversationstartersworld.com/>

<https://randomwordgenerator.com/question.php>

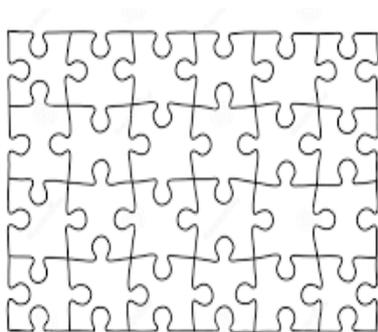
### **Puzzles and jigsaws**

Puzzles and jigsaws can be used as opening, closings or energizers.

Trainers can create the crossword puzzles themselves or they can use the puzzle generators online. In an offline setting participants can solve printed crossword puzzles as a group or trainer can divide the participants in a smaller group and create a small competition.

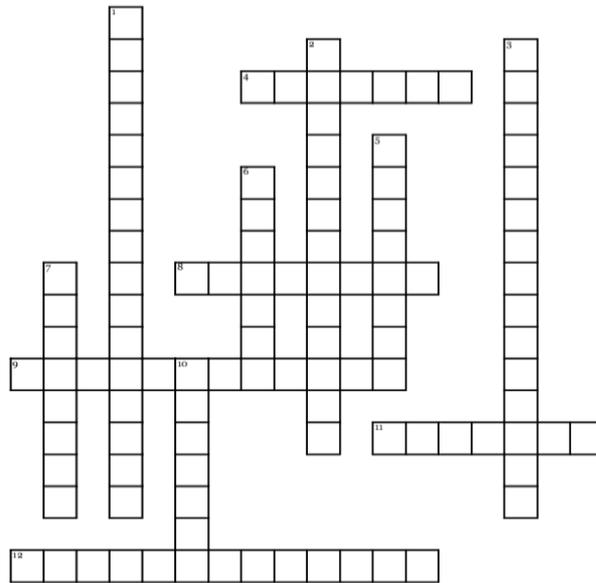
In an online setting, doing it collaboratively on an online whiteboard works the best.

Jigsaws are great as a visual input and motivation when discussing social issues. Doing it online using mobile phones or computers is the best way to go for both online and offline settings. They can easily be created by uploading a chosen photo that can be turned into an online puzzle with the shareable link.





# Entrepreneur Crossword Puzzle



**Across**

- 4. Customers desire for a product or service.
- 8. Someone who provides money or resources for a business, with the expectation or financial return or other gain.
- 9. Someone who organizes, manages and takes on the risk of starting a new business.
- 11. Placing a number value/worth on a product.
- 12. Money that is made/lost in a business after all costs and expenses are paid.

**Down**

- 1. The act of being an entrepreneur and creating a business.
- 2. in the US, a business containing fewer than 500 employees.
- 3. The goals, purpose, and work a business hopes to accomplish.
- 5. One who purchases a product or service.
- 6. Work done for pay that benefits someone else.
- 7. The size, sum, or amount of countable or measurable products, expressed as a numerical value.
- 10. Something produced or manufactured to be sold; a good.

## Entrepreneurship

I N O I S S I M Y C O M P E T I T I O N A Q Q J  
 T X Q H J J F A F G T I F O R P F H W A R T M O  
 O Y T I L I B I S N O P S E R L A I C O S J Y E  
 K Z P D F L I A B I L I T Y G I J O N H S B G V  
 D N A L P S S E N I S U B D L J M Z B M G J A A  
 N C R F X M Q V J H H J E E A M X A U M N L M L  
 O D T J J D P W Q I Z M R J E Y L N P B P R Y U  
 V J N V G W O H U K O D A R L A V U Z G O T V A  
 E D E D I O W Q S G O Z C S N L X J T F A U I T  
 R T R G E K F S R A X I K C N F C E O E W P I I  
 H F V S U L G A R Q A M E I D X G R W Y Y E G O  
 E Z V Q G T P W W L S S S Y Q Z P G S U O J H N  
 A T P B A H U I Z S H E B R A N D I N G C C M I  
 D R X R I S Y L J E T M P C O R P O R A T I O N  
 S A Y C C L W J E P K N A U G M G Z Q I Y B N C  
 P D X B E D E T S G W L G N N L Z Q P B Z I O B  
 O E D R A O B V E J L H H O O Y B M Z E N G E U  
 U M V X L E C K E S N O I G E V I B H U C I K D  
 C A M P L W H T Y N J S O U K H Q Y H N O D J B  
 D R Y Y C Y D I O Y I U E N T R E P R E N E U R  
 U K D Q Z K M G L V X U C T C E C K A V U A K R  
 D S O L E P R O P R I E T O R G R B D E D O X B  
 M A R K E T U S M R X Z L P Z F O L X R C T E U  
 U N P A T E N T E W A Z C Q R P P L G B S S S C

Balance Sheet	Big Idea	Board	Branding
Business Plan	CEO	Commercial	Competition
Corporation	Demographic	Employees	Entrepreneur
Evaluation	Liability	LLC	Logo
Market	Mission	Overhead	Partner
Patent	Pitch	Pro Forma	Profit
Revenue	Social Responsibility	Sole Proprietor	SWOT
Trademark	Vision		



## **Puzzles, anagram and jigsaw resources**

<https://www.jigsawplanet.com/>

<http://puzzlemaker.discoveryeducation.com/>

<https://anagrammaker.com/>

## **Closing**

Fact, Question, Aha moment

Trainers write words Fact/Question/Aha moment on the top of the flip chart paper. Flip chart papers are put on the walls in the room.

Participants are divided into 3 groups. Groups have the assignment to go from one flip chart paper to the other and write one fact they learned, one aha moment they had during the workshop and one question left unanswered. Trainer at the end reads answers and reflects on them.

In an online setting, white board is divided in 3 sections. Each section has a different title: Fact/Question/Aha moment. Participants are asked to write one fact they learned, one aha moment they had during the workshop and one question left unanswered. Trainer at the end reads answers and reflects on them.

## **Start, Stop, Continue**

Trainer writes words Start/Stop/Continue on the top of the flip chart paper. Flip chart papers are put on the walls in the room.

Participants are divided into 3 groups. Groups have the assignment to go from one flip chart paper to the other and write one thing they will start doing as the result of the workshop, one thing they will stop doing and one thing they will continue doing. Trainer at the end reads answers and reflects on them.

In an online setting, white board is divided in 3 sections. Each section has a different title: Start/Stop/Continue. Participants are asked to write one fact they will start doing as the result of the workshop, one thing they will stop doing and one thing they will continue doing. Trainer at the end reads answers and reflects on them.

## **Key Learning Point**

Participants are asked to write and share the key learning point from the workshop. In the online setting Participants can use chat to write the key learning point, online whiteboard or padlet tool.



## Hyperlinks:

Remote Energizers:

[Session Labs](#), [Mural Blog](#), [Hyper Island](#)

Opening & Closing

[Check-in & Check-Out Questions](#), [one more link](#), [one more link](#)

[Puzzles](#)

Platforms

[Zoom](#), [Skype](#), [Webex](#), [Adobe Connect](#), [Google Hangouts](#)

Zoom - Digital Lessons

[Breakout Rooms](#), [Poll](#), [Whiteboard](#)

Whiteboards

[AWW](#), [Jamboard](#), [Miro](#), [Mural](#)

Polls & Quizzes

[Kahoot](#), [Poll Maker](#)

Collaborative templates and BMC tool - [Canvanizer](#) (Version 1.0 is free)

A useful guide for online facilitation <https://communitiesforimpact.org/how-can-i-become-a-better-virtual-facilitator/>

## Unit 6. Engagement of stakeholders

### 6.1. Type of stakeholders

- **Policy makers** (local, regional and national authorities dealing with economy, integration issues and social affairs, employment centres) have wide network and close connection of organisations, institutions closely working with TCNs. Even though they play only an indirect role in the outreach, their successful involvement could help mobilize direct stakeholders.
- **Universities and Research institutes** can disseminate activities about the training courses among TCN attending international courses. Departments specified on migration policies, social work, sociology, etc. could also reach out important partners.
- **NGO and civil society organization** (non-profit organization/entities, voluntary associations, alliance of social cooperatives): they are non-profit, citizen-based groups that function independently of government promoting social and labour inclusion of TCN and migrants. NGOs and civil society organizations work in close contact with TCN and migrants taking care of their human rights and conditions, manage conflicts and disputes, and implement public information campaign to raise awareness of various migrant issues through mass media. This mean that this group



represent an important and powerful stakeholder which should be actively engaged in the project activities from the beginning.

- **Expat organizations** can provide also direct outreach to TCNs and become important channel.
- **Vocational training centres** who provide training opportunities to TCNs are good partners for collaboration.
- **Social enterprises** (start-ups, business incubator, founder associations) represent a supportive business and training environment for TCN aspiring entrepreneurs. Social businesses and enterprises, whose main focus is on the integration of vulnerable people, could have also close contact with TCNs.
- **TCN entrepreneurs operating on the territory;** TCN entrepreneurs become in the in the long term crucial for the integration of other migrants into labour market and they create an important bridge to the global market.

## 6.2. Principles for successful engagement of stakeholders

- **Engage with stakeholder early and often:** Engaging stakeholders early and often helps to build trust and relations from the beginning. Early and regular consultation is needed to ensure that requirements for their involvement are agreed, the activities for example are negotiated together. Stakeholders can also change their mind during the project lifecycle and even forget what they initially agreed. Therefore, regular contact with stakeholders are essential.
- **Make it easy for stakeholders to understand:** it is important to tailor the communication to suit the needs of different types of stakeholders, create clear messages using languages that is easily understandable by all stakeholder. For details check also the Communication plan (2.c Communication Strategy, page 6).
- **Tailor engagement to the context:** Different stakeholders will require different level of engagement; what is important is the quality and legitimacy of stakeholder engagement.
- **Take a long-term approach to the engagement:** Cultivating a long-term relationship with stakeholders can improve their involvement in the activities as well ensure the project's sustainability.
- **Remain thoughtful and sincere:** listening is important. Stakeholders will be more willing and motivating to participate if they feel they are being heard. Furthermore, partners should investigate to discover how their key stakeholders feel about the project and work out how best to engage them.

### How to put the above-mentioned principles into practice?

1. Partners should consider and plan time necessary to contact, inform, update and meet (in some cases) their stakeholders;
2. Create and regularly update the stakeholders' contact list with new contacts and information;
3. Create a questionnaire that should be filled out by a stakeholder after each meeting;
4. Fill out and regularly update the Engagement Matrix provided by the methodology;



5. Tailor the communication messages to the needs of different type of stakeholder, focus on positive aspects of migrant entrepreneurship and adapt the use of terms to each political context (third country nationals, migrants, asylum seekers);
6. Distribute newsletters, provided by the partner responsible for the communication, to the interested stakeholder;
7. Consider skills and competences to manage the stakeholder's engagement having regard to the available budget.

**Further useful resources:**

- *CERlecon project: Concepts for stakeholder engagement*
- *EFSA Stakeholder engagement approach*
- [https://www.mindtools.com/pages/article/newPPM\\_07.htm](https://www.mindtools.com/pages/article/newPPM_07.htm)
- <https://www.eventbrite.com.au/blog/roundtable-discussion-ds00/>
- <https://www.projectengineer.net/3-types-of-stakeholder-matrix/>
- *Guide for roundtables: How to plan, organize, perform and document roundtables*



# Annexes

## 1. Recommended readings

- Bakhtin, M. (1984). *Problems of Dostoevsky's Poetics*. Minneapolis, MN: University of Minnesota Press.
- Bandura, A., & Walters, R. H. (1977). *Social learning theory* (Vol. 1). Englewood Cliffs, NJ: Prentice-hall.
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- Buber, M. (2004 [1947]). *Between Man and Man*. London: Taylor & Francis e-Library.
- European Commission (2020): Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions on a New Pact on Migration and Asylum <https://ec.europa.eu/transparency/regdoc/rep/1/2020/EN/COM-2020-609-F1-EN-MAIN-PART-1.PDF>
- European Parliament: Briefing - EU support for social entrepreneurs (2017) [https://www.europarl.europa.eu/RegData/etudes/BRIE/2017/599346/EPRS\\_BRI\(2017\)599346\\_EN.pdf](https://www.europarl.europa.eu/RegData/etudes/BRIE/2017/599346/EPRS_BRI(2017)599346_EN.pdf)
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- Rule, P. (2007). Dialogic spaces: adult education projects and social engagement. *International Journal of Lifelong Education*, pp. 319-334. doi:10.1080/026037042000233476
- Skinner, B. F. (1951). How to teach animals. *Scientific American*, 185(6), 26-29.
- Thorndike, E. L. (1911). *Individuality*. Houghton, Mifflin.
- Vella, J. (2002). *Learning to Listen, Learning to Teach The Power of Dialogue in Educating Adults*. San Francisco: Jossey Bass.
- Vygotsky, L. S. (1962). *Thought and language* (E. Hanfmann and G. Vakar, eds. and trans.). Cambridge, MA: MIT Press



## 2. Recommended resources

- Commission, E. (2020, August 25). EU policy in the field of adult learning. Brussels, Belgium. Retrieved from [https://ec.europa.eu/education/policies/eu-policy-in-the-field-of-adult-learning\\_en](https://ec.europa.eu/education/policies/eu-policy-in-the-field-of-adult-learning_en)
- EPALE. (2020, August 15). Electronic Platform for Adult Learning in Europe. Brussels, Belgium. Retrieved from <https://epale.ec.europa.eu/en>

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