01 UP-SKILLING EUROPE TOOLKITS

SOCIAL ENTREPRENEURSHIP EDUCATION

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TOOLKIT 1: SOCIAL ENTREPRENEURSHIP EDUCATION

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Preamble

In 2012, 124,5 million people (24,8% of the population) in the EU were at risk of poverty or social exclusion, compared with 24,3% in 2011 and 23,7% in 2008 (Eurostat news release 184/2013 - 5.12.2013). In this context, the Up-skilling Europe project was created to improve the employability of adults at risk of social exclusion across Europe through a process of developing and updating skills.

To achieve this, six organisations from six European countries joined forces to develop educational materials tailored to the specific needs of adults at risk of social exclusion.

The project was executed by a cross-sectoral partnership led by the Alcalá de Guadaíra City Council - a Spanish public authority jointly with:

Adult education providers: Interactive English Language School (United Kingdom) and SIKXGNL (Greece) - two organisations specialised in language teaching, and Media Partners (Romania) - a private company specialised in social entrepreneurship.

Social sector organisations: Stowarzyszenie WIOSNA and Cantiere Giovani - two NGOs from Poland and Italy.

The educational materials developed by partners are 5 toolkits to provide adults at risk of social exclusion with a set of basic and transversal skills to improve their employability:

1. Toolkit for Social Entrepreneurship education.

2. Toolkit for ICT training.

3. Toolkit for English teaching.

4. Toolkit for Lifelong learning.

5. Toolkit for Learning mobility.

This project, co-funded by the European Union within the framework of the Erasmus + programme, is a stepping stone towards a fully inclusive European society where every European citizen has access to high quality education and employment.

General Summary

CHAPTER 01

Introduction to Social Entrepreneurship

Introduction

Figures for people at risk of poverty or social exclusion in Europe remain high despite the EU 2020 headline indicator of "lifting at least 20 million people out of the risk of poverty or social exclusion by 2020" (Eurostat, 2014). Yet, in 2012, more than 120 million people in the EU28 were at risk of poverty or social exclusion, accounting for 24.8% of the total EU28 population (European Commission, 2014). The indicator for people at risk of poverty or social exclusion is defined as those in at least one of the following three conditions (European Commission – Europe 2020 Targets):

> 1) at risk of poverty, meaning below the poverty threshold;
> 2) in a situation of severe material deprivation;
> 3) living in a household with very low work intensity.

Considerable variation exists between Member States. The countries with the highest rates were Bulgaria (49.3 %), Romania (41.7%), Latvia (36.6%), Greece (34.6%), Lithuania (32.5 %), Hungary and Croatia (both around 32.0 %), while the lowest rates were registered for the Netherlands (15.0 %), Czech Republic (15.4%) and Finland (17.2 %) (Eurostat, 2014).

In order to fight poverty and social exclusion and support the EU2020 objective of inclusive growth, those at risk need to be effectively supported so that they can fully participate in the economy and society. As such, countries must fight unemployment and improve employability.

One must also bear in mind the fact that people at risk of social exclusion generally fit one of the following groups: low skilled adults, early school leavers, adults and seniors (+50) suffering from long term unemployment and people with physical disabilities. These are all categories with particular needs and wants and the various interventions should be customized in order to fit their particular needs.

One of the solutions identified by the European Union for fighting social exclusion is the support of social enterprises and social entrepreneurship. During recent decades, socially oriented businesses have gained considerable importance in European policy debates as they are acknowledged to have a high potential for contributing "not only to the creation of jobs, but also to addressing wider social and economic needs, and to promoting more cohesive and inclusive societies" (European Commission/OECD, 2013). In 2001, social enterprises accounted for 10% of the total number of businesses in Europe, totalling 2 million entities. These enterprises also employed a number of 11 million people, meaning 6% of the total number of employed persons in Europe (Buzducea, 2013).They are also generally regarded as contributing to the development of the communities they are part of through job creation and facilitating the inclusion of people at risk (Buzducea, 2013).

In spite of these encouraging figures, social economy is a relatively new concept which only emerged a few decades ago within social communities and groups. The social economy first developed as a mutual aid mechanism between groups with similar activities and/or needs (cooperatives and mutual) or other organisations with similar social aspirations such as NGOs. The social economy further continued to develop as the social efforts of the European states started to be confronted with a series of challenges such as: economic crises, the ageing of the European population etc. (FAV, 2011). In this context, the social economy becomes more and more relevant as an innovative solution for tackling the various social problems. (FAV, 2011). In the paragraphs to come, we will discuss what social entrepreneurship is, and its principles, as well as presenting 5 social enterprise success stories.

A definition of social entrepreneurship

Social entrepreneurship, the main driver of the social economy is a much debated concept for which scientists in various fields such as management, economy, and financials etc. struggle to offer a comprehensive definition. Due to the novelty of the concept as well as the particularities of the social economy which place it in between social and commercial activities, identifying a common definition can sometimes be a challenge. What we will try to do, is to first explain the concept and its particularities to lead us to a definition of social entrepreneurship and social enterprises.

Short et.al. (2009) argue that social entrepreneurship is characterised by the expansion of "the value creation logic" to the social field thus leaving scholars to develop definitions of this concept in a number of different domains such as not-for-profits, for-profits, the public domain or a combination of the three (Short et.al., 2009). Because of this, definitions of social entrepreneurship may vary in range from broad to narrow (Austin et.al., 2006). As such, broad definitions consider that "social entrepreneurship may refer to innovative activity with a social objective in either the for-profit sector, such as in social-purpose commercial ventures (or in corporate social entrepreneurship or in the non-profit sector, or across sectors, such as hybrid structural forms which mix for-profit and non-profit approaches" (Austin et.al., 2006). However, in the case of the more narrow ones, "social entrepreneurship typically refers to the phenomenon of applying business expertise and market-based skills in the non-profit sector such as when non-profit organizations develop innovative approaches to earn income" (Austin et. al., 2006). The difference between these approaches is the while the broader definitions admit that social entrepreneurship can also take place within commercial, for profit organisations which choose to create value in a social context, the more narrow definitions limit the concept to the not-for-profit sector.

Table 1 presents a list of definitions for social entrepreneurship as currently existing in the literature.

Table 1: Definitions of Social Entrepreneurship (Cukier et.al., 2011)

Austin, J., Stephenson, H., & Wei-Skillern, J., 2006	Social entrepreneurship is an innovative, social value-creating activity that can occur within or across the non-profit, businesses or government sectors.
Johnson, 2000	Social entrepreneurship is emerging as an innovative approach for dealing with complex social needs. With its emphasis on problem solving and social innovation, socially entrepreneurial activities blur the traditional boundaries between the public, private and non-profit sector and emphasize hybrid model of for-profit and non-profit activities.
Nichols, A., 2007	Social entrepreneurship entails innovations designed to explicitly improve societal well-being, housed within entrepreneurial organizations which initiate, guide or contribute to change in society.
Mair, J. & Marti, I., 2006	Social entrepreneurship: Innovative models of providing products and services that cater to basic needs (rights) that remain unsatisfied by political or economic institutions.

Source: Adaptated from Cukier et.al., 2011

Many scholars, however, such as Short et.al. (2009) and Austin et.al. (2006) recommend embracing a broader definition of the concept such as the one proposed by Mair and Marti (2006: 37) (in Austin et.al., 2006), who note: 'First, we view social entrepreneurship as a process of creating value by combining resources in new ways. Second, these resource combinations are intended primarily to explore and exploit opportunities to create social value by stimulating social change or meeting social needs. And third, when viewed as a process, social entrepreneurship involves the offering of services and products but can also refer to the creation of new organizations. Importantly, social entrepreneurship, as viewed in this article, can occur equally well in a new organization or in an established organization, where it may be labelled 'social intrapreneurship.' (Short et.al., 2009)

It can be easily noted from the ideas presented above that, in fact, and common across the various definitions is the fact that what drives social entrepreneurship is the desire to create social value, rather than shareholder wealth (Zadek & Thake, 1997 in Austin et.al., 2006). This activity will also generally be accompanied by innovation seen as "the creation of something new, rather than simply the replication of existing enterprises or practices" (Austin et.al., 2006).

Building on the literature in the field, the European Union defines social entrepreneurship d as the setting up of social enterprises that "seek to serve the community's interest (social, societal, environmental objectives) rather than profit maximisation". As they often employ society's most fragile members (socially excluded persons), these enterprises contribute to social cohesion, employment and the reduction of inequalities. (EC – Social entrepreneurship; EC – Social Enterpises)

Because of this variation in the definitions of social entrepreneurship which appear not only among scholars, but also between the different EU Member States, the European Commission suggests describing social enterprises based on shared characteristics such as (European Economic and Social Committee):

- primarily social objectives as opposed to profit objectives, producing social benefits that serve the general public or its members;
- being primarily not-for-profit, with surpluses principally being reinvested and not being distributed to private shareholders or owners;
- having a variety of legal forms and models: e.g. cooperatives, mutuals, voluntary associations, foundations, profit or non-profit companies; often combining different legal forms and sometimes changing form according to their needs;
- being economic operators that produce goods and services (often of general interest), often with a strong element of social innovation;
- operating as independent entities, with a strong element of participation and co-decision (staff, users, members), governance and democracy (either representative or open);
- often stemming from or being associated with a civil society organisation.

Also, the European Research Network EMES (FAV, 2011) has identified a number of 4 economic criteria and 5 social criteria that an enterprise should fulfil in order to be considered a social venture. These elements are presented in Table 2 below:

Table2: Economic and social criteria for Social Enterprises

Economic criteria	Social criteria
They continually produce goods or offer services. Contrary to traditional non-for-profit organisations, social enterprises are involved in the production of goods and/or services which ensures their existence and sustainability.	An explicit goal for the social benefit of the community. Social enterprises are meant to serve a group or a community from a social perspective and to promote the social approach.
A high degree of autonomy. Social enterprises are created and governed as private initiatives. They are not subject to public authority control although they may benefit from various incentives offered by these authorities.	An initiative launched by a group of individuals. Social enterprises are the result of collective processes which involve people belonging to a community, a group with well-defined needs and goals.
They accept a considerable level of economic risk. Those setting up these enterprises accept the risks engendered by the setting up of a venture in the marketplace and their further success will depend on the knowledge, experience and talent of their founders to ensure the necessary resources.	The decision-making power in the social enterprise is not connected to the amount of the capital invested. This means that the voting or decision-making method on the social enterprise`s activity are not connected to the number of shares the members hold in the capital of the venture.
They offer a certain level of employment which can then be supplemented by voluntary work. However, these enterprises will not rely solely on voluntary work as might happen for traditional non-for-profit organisations.	A participatory management style which involves both the product suppliers and the product beneficiaries.
	Limited or no profit distribution. Profit is generally reinvested in development or other social activities and is rarely distributed among shareholders.

Source: FAV, 2011

From what we have stated above, we can also note some of the main principles of social entrepreneurship. According to European Commission/OECD 2013 and European Commission 2013, these principles include, but are not limited to:

- Solving a social problem using business models
- Promoting social good
- Social solidarity and justice
- The primacy of people over capital
- Equal opportunities
- Supporting sustainable development
- Serving the public
- Emphasising ethics

In this context we must also note the fact that social entrepreneurship is a relatively new field which is continually developing. As such, both its definition and principles are constantly being developed or added to.

Real life success stories of Social Entrepreneurship

a. Juratri, a French social enterprise – This example was adapted from European Commission/ OECD, 2013

Founded in 1993 as a Limited Liability Company in Lons-le-Saunier (Jura's main city of 20 000 inhabitants), Juratri became a co-operative (SCOP, société cooperative et participative) in December 2006. Since its establishment, the focus has been on developing a process of social and professional integration for people excluded from the labour market, through an economic project related to waste sorting (household and industrial waste and waste electrical and electronic equipment).

Juratri's turnover was EUR 6 158 913 in 2011, a 15 % increase from 2010 and 190 % from 2006. The co-operative employs 135 people and has created 53 of these jobs in the past five years. 63 individuals are in an 'integration process', working under a fixed-term contract of integration and are provided with close supervision and mentoring. Such contracts are meant to facilitate the integration of unemployed people who confront difficulties entering the labour market. In 2011, Juratri aimed to support those with no formal qualifications, unstable housing situations, young people and those in receipt of social allowances.

The success of Juratri in creating jobs and supporting work integration activities is rooted not only in its expertise and engagement in a buoyant sector (i.e. waste electrical and electronic equipment), but also in the wider public policy measures which support elements of its activities.

In France, integration through economic activity is enshrined in the Labour Code and the 1998 law on combating exclusion provides a framework for social economy organisations.

The 1998 law requires an agreement between enterprises involved in social economy activities and the State, which, among other things, indicates the number of integration positions likely to be supported by the public agency DIRECCTE (regional directorate for enterprises, competition, consumption, labour and employment). For each integration position, the enterprise receives up to EUR 9 681 per year from the State. Employees benefitting from such programmes must be registered at the employment office. They are then hired under a fixed-term contract of integration, which can be renewed twice for a period not exceeding 24 months. In 2012, 62 positions were funded.

Juratri receives some support from the Region for training employees engaged in the integration process (EUR 3 000 per 'integration position').

In 2012, Juratri invested over EUR 2 million to position itself as a leader in the field of recycling, with a highly innovative and performing infrastructure. Juratri financed this investment with its own funds (65 %) and subsidies (35 %) coming from the General Council, the Regional Council, ADEME (the French Environment and Energy Management Agency) and the European Regional Development Fund (ERDF), which were not specific to social economy organisations.

For more information see http://juratri.fr.

Snow White (www.ajutaticopiii.ro)

This social business is part of the Help Children Romania Foundation (FundatiaAjutatiCopiii) and was established with the aim of supporting children and young people with various social and special needs at risk of social exclusion. The main objective of the social enterprise is the professional inclusion of young people at risk of exclusion and people with light forms of disabilities in Cluj-Napoca.

The social unit is located in Gherla (approx. 30 km from Cluj-Napoca) and offers the following services: cleaning, tailoring, dry cleaning, green areas maintenance.

The activity was first founded in 1994 and since 2006, the Snow White social business is registered as a Protected Unit under Law 448/2006. Its main objective is that of creating employment opportunities for people with disabilities and/or encountering social challenges/at risk of social exclusion as well as increasing the opportunities of the target group to have an active social and professional life. A secondary goal is that through the income generated the dry cleaning could partially support the social projects of the foundation.

Over the years, the activities of the protected unit have diversified in nature by considering the needs of its clients as well as the needs, abilities and resources of the social business own employees. This social unit currently offers 4 main service categories:

- cleaning;

- dry cleaning;

- tailoring;

- green areas maintenance.

Dry cleaning activities – this is the oldest line of business currently employing 3 persons with various degrees of disabilities. The services offered include: washing, drying and ironing.

Cleaning activities – are ensured through a mobile team composed of persons with light forms of disabilities and or socially disadvantaged.

Green areas maintenance – this activity is performed through a mobile team composed of persons with light forms of disabilities and or socially disadvantaged.

Tailoring – this is an occasional activity, depending on the market demand.

For you (www.pentruvoi.ro)

For you social enterprise was established in 2007 in Timisoara (western Romania) by the For you foundation as is registered as a protected unit under Law 448/2006. It currently employs 45 persons with mental disabilities. The unit offers greetings cards, crafted decorations and jewellery (earrings, brooches, bracelets and necklaces). In order to maintain the employment opportunities, the protected unit establishes cooperation agreements with successful enterprises in Timisoara and other Romanian cities for the placement of its products.

Canvas Bag (www.atelieruldepanza.ro)

Atelierul de panza (Canvas Bag) is a social enterprise registered as a protected unit under Law 448/2006. The social unit was established in 2009 by the ViitorPlus Association in Bucharest. It produces canvas products made from untreated, unbleached and undyed cotton. In 2013, the social unit has a turnover of 13.150 euro, employing 6 persons, out of which 3 people with disabilities who had the opportunity of working from home. The social unit produces approx.. 17.000 canvas bags/year. Its client portfolio includes: Carrefour Romania, Catena, Garanti Bank, Astra Museum, British Council Romania.

For other real life success stories of social entrepreneurship, please visit:

http://www.socialeconomyeurope.eu/
http://www.institute4se.com/success-stories/

Conclusion

To conclude, the table below provides the key shared characteristics of social enterprises, as well as the main principles guiding enterprises operating in this field. Please note that none of the lists below is exhaustive and that they are continually being developed.

Social enterprises shared characteristics (European Economic and Social Committee)	Social entrepreneurship principles (European Commission/OECD 2013, European Commission 2013)
- primarily social objectives as opposed to profit objectives, producing social benefits that serve the general public or its members; - being primarily not-for-profit, with surpluses principally being reinvested and not being distributed to private shareholders or owners; - having a variety of legal forms and models: e.g. cooperatives, mutuals, voluntary associations, foundations, profit or non-profit companies; often combining different legal forms and sometimes changing form according to their needs; - being economic operators that produce goods and services (often of general interest), often with a strong element of social innovation; - operating as independent entities, with a strong element of participation and co-decision (staff, users, members), governance and democracy (either representative or open); - often stemming from or being associated with a civil society organisation.	- Solving a social problem using business models - Promoting social good - Social solidarity and justice - The primacy of people over capital - Equal opportunities - Supporting sustainable development - Serving the public - Emphasising ethics

Introduction to Chapter 4 of the Social Entrepreneurship Toolkit

The social entrepreneurship toolkit developed aims to provide an innovative approach to social entrepreneurship training and is customized for people at risk of social exclusion.

a. Toolkit structure

The toolkit was designed for 72 hours of training, distributed in three main units:

<u>Unit 1 (18 hours): Entrepreneurship skills</u>

This unit is dedicated to developing entrepreneurship skills among participants. It includes exercises and activities for developing the following skills: team work, creativity, sales and negotiation, customer service and public speaking. We have used a blended learning approach combining presentations, exercises, case-studies and various games and role-plays to make learning practical and fun. The activities proposed in this unit build on the previous experience of the participants as well as creating the context for participants to think about and reflect on their own achievements, skills and strengths. We consider this especially important as generally people at risk of social exclusion tend to be demotivated and consider themselves to be worth less when compared to other groups. We have therefore especially included activities such as Life Highlights Game which create the context for participants to identify and appreciate their achievements. Other activities, such as Music Mania are aimed at helping participants relax and consider issues from different perspectives in order to prove that there is not just one way one can take, but actually many more approaches. At the same time, activities such as The Great Egg Drop and Oreo Cookie Demonstration are aimed at having participants work in teams while developing creative solutions and their entrepreneurship skills. In order to give participants a sense of purpose when attending the training included in the three units, this first unit also includes an initial assessment in which participants fill in a questionnaire by which they do a self-assessment of their entrepreneurship skills. All the activities we propose will then build on this initial self-assessment so that in the end, participants will be able to look at where they started from and what they achieved, thus giving them motivation.

<u>Unit 2 (36 hours): Value proposition</u>

The second unit provides participants with the structure of the value proposition (mission, objectives, situation and SWOT analysis, competition analysis, product strategy, price strategy, distribution strategy and promotion strategy, personnel recruitment and motivation, operating budget and implementation plan, risk analysis). Participants will not only acquire knowledge, but also the relevant skills for creating such a value proposition themselves. Participants are offered guidance and support for writing their own value proposition starting from problems and opportunities for social entrepreneurship they identify in their community. As such, value propositions are closely linked to participants' particular worries, while also offering solutions for their community's problems. We believe such an approach makes participants aware that solutions for their problems exist and prove to them that they have an impact on their own development and the development of the community. The main methods used in designing this unit include presentation, exercises, real life

examples as well as games and group-work. The examples used in this unit build on other social units, thus showing participants that such an approach can be successful.

This second unit is also customized for people at risk of social exclusion. As such, activities also touch on the problems and concerns the participants may be facing such as: lack of trust in others – this is touched by the ice-breaker *Trust walk,* the fact that they may not engage in recreational activities – this is touched by the *Dancing on paper* activity which gives them the opportunity to pair up and dance, as well as activities aimed at developing their perceptions and understanding of what others might be feeling by using activities such as *What am I feeling?.* Another set of activities such as *Company slogan and tagline* is aimed at raising participants' awareness as to the companies operating on the market as a first step towards them also becoming more aware of the business environment in which their units will be operating.

Last but not least, during this second unit, participants also have the opportunity to practice the skills developed in the first part of the training as they apply the knowledge gained by working in teams and presenting in front of their colleagues.

Unit 3 (18 hours): Social entrepreneurship

This unit emphasises the importance of innovative solutions for the problems participants or their communities are facing. Participants have the opportunity of writing their own value proposition. In this endeavour they benefit from the support of the trainer who has as guidance a completely written value proposition.

b. Value proposition structure

The structure of the value proposition participants will work on comprises the main elements which should be considered when starting a venture. These are:

1. Identification details – company name, public/private ownership/company/NGO etc.
2. Summary - a brief presentation of the main ideas included in the value proposition
3. Content
4. History – if applicable – a short presentation of what has been achieved so far, challenges faced etc.
5. Market information
    a. Product
    b. Clients and client analysis
    c. Competition analysis
    d. Price
    e. Distribution
    f. Promotion
6. Human Resources
7. Operational plan
8. Financial analysis
9. Risk analysis

All the elements of the value proposition are illustrated in Unit 2 using the example of a social unit producing canvas bags. In order to facilitate learning, the method used implies presenting the element of the value proposition which is then discussed together with the participants, illustrated using the example of the Canvas Bag social unit, and then put into practice by participants who, in teams, draft the relevant section of the value proposition for a venture of their choice.

c. Virtual content

For this Social Entrepreneurship Toolkit, the following virtual education activities can be conducted:

1. Participants can take the self-evaluation and final evaluation tests online. They can also complete the final feedback form online. These are available here:

    a. Self-evaluation test: https://drive.google.com/open?id=1oHu8JENIrZYDIUNy6rky-45s0jZrIxz4HQvxs5l1bOc

    b. Unit 2 evaluation test: https://drive.google.com/open?id=1CRWHvCE1U0-8GNojub5SwlZtnZYYHRPcXWZPeAqpOgo

    b. Feedback form: https://drive.google.com/open?id=1HOa7MZvo3Ns8g-7c_wdWnPqj0CVOLFVGjr2oUxMmvCQ

2. Value propositions created in Unit 3 can be uploaded to the project platform/blog etc. should you deem appropriate

3. Participants can use the internet for their research. If internet connection is available, encourage them to use it for:

- Researching competitors
- Researching prices charged by competitors
- Researching various promotional strategies and costs associated
- Local taxes and their value
- Identifying interesting images and templates to use in their presentations
- Tips for designing and delivering a presentation and sales pitch

d. Competencies (knowledge, skills and abilities) acquired

At the end of the 72 hours of training, participants will have acquired the following knowledge, skills and abilities:

a. Knowledge

Entrepreneurship skills

At the end of the training, participants will be able to:

- Explain the difference between a group and a team;
- Describe the various team roles;
- Describe the four phases of team formation;
- List at least 3 ways for steering creativity;
- Name at least 3 tips for preparing for a presentation;
- Explain what customer service is;

Entrepreneurs and Entrepreneurship

At the end of the training, participants will be able to:

- Explain the difference between business and social enterprises;
- Explain the difference between entrepreneurship and social entrepreneurship;
- Define the term entrepreneur;
- List the main qualities of an entrepreneur;
- Explain why entrepreneurs act differently;

Value proposition

At the end of the training, participants will be able to:

- List the component elements of a value proposition;
- Explain the meaning of each component element of a value proposition;

<u>b. Skills and abilities</u>

Entrepreneurship skills

At the end of the training, participants will be able to:

- Effectively work in teams;
- Effectively adapt to personalities and work-styles of the other team members;
- Create the setting for creativity;
- Prepare a presentation;
- Deliver a presentation;
- Offer customer service;

Entrepreneurs and Entrepreneurship

At the end of the training, participants will be able to:

- Identify changes in the environment which could create opportunities;
- Manage change;

Value proposition

At the end of the training, participants will be able to:

- Write a value proposition;
- Perform a market analysis;
- Perform a competition analysis;
- Set the price for the product/service;
- Design a promotional strategy for the product/price;
- Calculate the estimated revenue, costs and profit;
- Perform a CVs analysis and interview;
- Create the Gantt chart for implementing the value proposition;
- Analyse and counteract risks.

e. Theory vs. practice

The toolkit was designed to offer both the knowledge and the required skills participants need to put their value propositions into practice. At the same time, in developing Chapter 4 of the toolkit we also considered the learning principles of adults and the fact that they have the need to immediately put learning into practice. As such, the split between theory, practice and the various introductory/assessment elements for each unit are presented in the graphs below.

Graph 1: Unit 1 theory vs. practice ratio
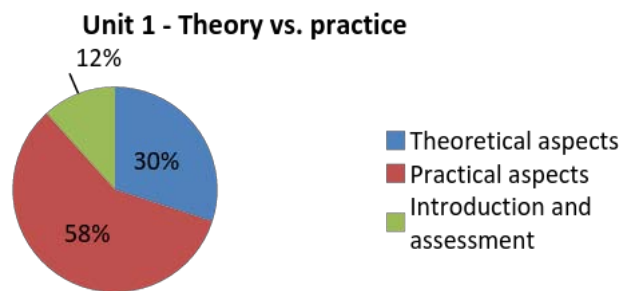
Unit 1, aimed at developing entrepreneurship skills among participants has a strong practical aspect in which participants apply all the knowledge and develop the relevant teamwork, public speaking, sales and negotiation, customer service and creativity skills. As such, the practical aspects amount to 58% of the Unit content. The initial introduction and self-assessment of participants' entrepreneurial skills included in this unit also amount to 12% of the content.

With regard to Unit 2, this is more technical as shown in graph 2 below.

Graph 2: Unit 2 theory vs. practice ratio
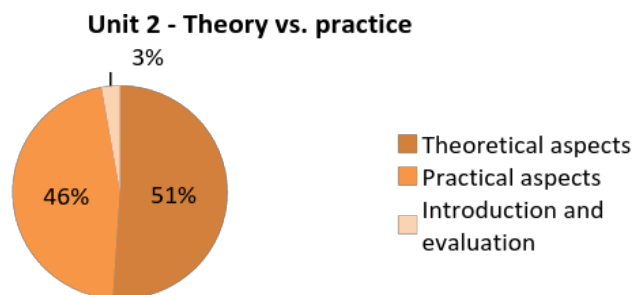
Unit 2 is dedicated to introducing the structure of the value proposition. Because of its nature, this unit is a little bit more technical which is why the theoretical part covers 51% of the unit content. However, theory is not presented in a lecture type manner, but rather through discussions facilitated by the trainer.

Unit 3, as shown in the graph below, is very much focused on the practical aspects (66%) as participants now have the opportunity to put everything they have learned into practice. This unit is dedicated to participants drafting their own value propositions under the close guidance of the trainer.

Graph 3: Unit 3 theory vs. practice ratio
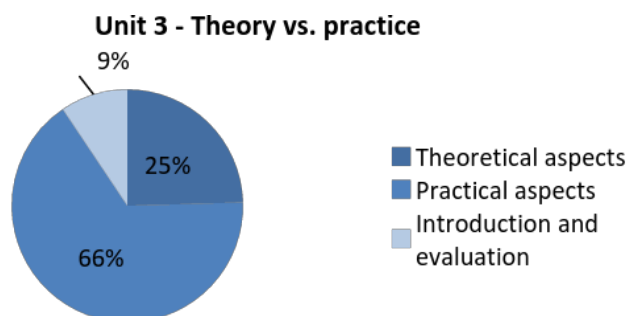
As can be easily noted from the charts above, all the three units have a very strong practical component which varies in amount according to the specifics and objectives of each of the units.

f. Use of activities and exercises

The methods used in the toolkit will take into consideration the main characteristics of people at risk of social exclusion: the fact that they may have poor living conditions, an unhealthy lifestyle, are unable to attend various cultural, recreational activities and events, find it difficult to relate to and trust those around them. It is the goal of the toolkit to present a holistic approach so that it will not only focus on developing entrepreneurship and social entrepreneurship skills, but also help participants surpass some of the barriers they are facing.

Examples of such activities include:

a. to address the fact that the target group may not attend recreational activities and may have an unhealthy lifestyle: team working is taught by involving participants in team activities which are fun, engaging, and require movement (e.g. The great egg drop, Dancing on paper)

b. to address the fact that participants may find it difficult to interact with other people or to express themselves: we will develop activity sets based on improvisation games, theatre plays etc. (e.g. The press conference acting game, What am I feeling, Trust walk, Continuous story)

c. to address the fact that participants may find it difficult to imagine a better situation, or imagine solutions because they are very aware of their status and the limitations they and their families are facing: we will propose activity sets based on games based on using one's imagination as well as relaxation activities based on using one's ability to imagine different situations and surroundings (e.g. Life highlights game, Music mania)

All of the activities included in the 3 units have been chosen considering the following:

a. the training content and the needs that they address – activities have been chosen in order to add value to the training content and help participants develop their competencies using a blended learning approach (i.e. we have used activities carried out in teams or individually, activities also implying the use of internet, power point, activities requiring participants to do physical exercise etc.)

b. the nature of the target group (children, adults, disabilities etc.) – the activities selected can be easily done with various categories of groups, irrespective of their age. Most of the activities are also suitable for people with disabilities. However, in this situation, the trainer should appreciate the suitability of certain activities based on the specific situation.

c. the size of the group – all activities are suitable for groups between 10 and 25 people.

d. the setting where the training will take place (indoor/outdoor etc.) – the activities we proposed combine indoor and outdoor activities. Yes, most activities can be carried out in both environments.

A sample of the activities considered together with the rationale for their inclusion as per the above is presented below:

1. "Life highlights game" enables participants to reflect back on their lives, while the second part will allow participants to get a feel for each other's passions, loves, and personalities. The game allows participants to know each other deeper, at a more intimate level.

2. "Picture pieces game" (builds on participants' need to understand they are not isolated) - Participants are faced with the problem of not knowing why or how their own work affects the larger picture. This problem solving activity will teach participants how to work in a team as well a demonstrating divisionalized 'departmental' working, which is the understanding that each person working on their own part contributes to an overall group result.

3. Music Mania (builds on participants' needs for recreational activities) - Music has a calming effect on our emotions that can help us generate ideas. Research has shown that certain types of music can affect moods and productivity. Our brain centers associated with emotional responses are also linked to our ability to function

creatively. Music has the potential to stimulate these brain centers and help us think of creative ideas. Both music and creativity involve similar processes and features such as intuition, abstract symbols, and holistic interpretations of data. Musical composition is a creative activity as well. Given this relationship between music and creativity, it makes sense that music can help stimulate new ideas. Developing creativity and letting your mind free is a very important skill as it allows us to adapt and develop. Participants learn to keep in mind that one should be open to new ideas, so don`t judge and dismiss them, but rather let new ideas flourish!

4. *Watch you back (outdoor activity) - The activity takes place outdoor and is aimed at helping participants build patience and co-ordination with each other.*

5. *My friend`s fictional life (builds on participants' need to let their imagination flow) - A fun creative game encouraging thinking on the spot and developing spontaneous ideas in front of an audience.*

6. *If you had a magic wand, what would you change? (builds on participants' need to imagine a different reality and pursue it) - This is an ice breaker that opens minds, considers possibilities, and energizes the group.*

7. *Trust walk (builds on participants' needs to develop trust) - This is an activity that helps practice trusting each other. A leader steers their partner around obstacles using verbal or nonverbal instructions.*

The main idea and novelty of Chapter 4 is thus this holistic approach that enables participants to develop beyond specific social entrepreneurship knowledge by also developing on a personal level. This interdisciplinary and trans disciplinary approach thus offers participants support to surpass their limits and their condition by experiencing interactions using a hands-on approach in an environment that is familiar to them.

g. Trainer's guide

In order to best facilitate the learning activities included in the toolkit, a Trainer's Dos and Don'ts guide has also been included as per below.

Trainer DOs and DON'Ts

Dos	DON'Ts
Be on time for your training course	Arrive late
Check the room and make sure you have everything you need	Give out materials you will not use/refer to during the training
Have all handouts and auxiliary materials organised	Start delivering the training over noise and confusion
Greet participants as they arrive	Jump straight into the topic, without proper introduction
State the aim and objectives of the training course	Gaze at the ceiling or at the floor
Maintain eye contact with the participants	Ignore participants' reactions to the content and delivery of your session
Watch for signs that participants are interested, bored, tired, lost etc.	Only use closed questions

Look calm and confident	Stand still in one place only
Use open questions to trigger participation and discussions	Cover the flipchart when writing on it
Encourage participants to express their opinions	Read the text on the visual aids
Move around the room	Introduce major ideas towards the end
Always face participants	
When using handouts allow participants time to browse and read the handout	
At the end of the session, do a brief summary of what was discussed	
Stress the main points and conclusions	

Adapted from: http://www.unodc.org/pdf/india/publications/guide_for_Trainers/12_appendix3-checklistofdosdontswhenlecturing.pdf

h. Selection of participants

The materials proposed for the three units of the training session make the toolkit suitable for any category of participants. Therefore, there are no special recommendations to follow when selecting the target group. However, should you wish to obtain a homogenous group with an interest in the topic, you may apply the questionnaire below. The questionnaire is aimed at identifying the degree of interest potential participants show in the topic, as well as their interest and motivation in starting their own venture. We recommend participants be selected if they answered "Yes" to at least 4 of the questions proposed, while also considering their motivation for taking part in the training course.

Short pre-course questionnaire

Please answer the questions below by circling the desired answer.

Short pre-course questionnaire
1. Would you like to have an extra source of income for you and/or your family?   Yes   No   I don't know
2. Would you like to be your own boss?   Yes   No   I don't know
3. Would you like to know how to help those in your community?   Yes   No   I don't know
4. Have you identified a problem in your community you would like to address?   Yes   No   I don't know
5. If your answer to question no. 4 was "Yes", please mention the problem you identified below:
6. Would you like to know what the steps are for creating a value proposition?   Yes   No   I don't know
7. Would you like to learn how to develop a product/service?   Yes   No   I don't know
8. Would you like to know how to promote a product/service?   Yes   No   I don't know
9. Would you like to know how to calculate the revenue, costs and profit of a value proposition?   Yes   No   I don't know
10. Would you like to join the social entrepreneurship course?   Yes   No   I don't know
11. If your answer to question no. 10 was "Yes", please mention the reason why you would like to join the social entrepreneurship course below:

Recommended readings

In order to get a better view on social entrepreneurship and the efforts undertaken so far, we also recommend consulting the following materials:

Official documents

European Commission official documents on Social Entrepreneurship:
http://ec.europa.eu/internal_market/social_business/index_en.htm

European Commission – Social Enterprises:

http://ec.europa.eu/enterprise/policies/sme/promoting-entrepreneurship/social-economy/social-enterprises/index_en.htm

European Commission – Social Entrepreneurship Funds:

http://ec.europa.eu/finance/investment/social_investment_funds/index_en.htm

Books

Nicholls, A. (ed.), Social Entrepreneurship: New Models of Sustainable Social Change, Oxford: Oxford University Press, 2006.

Mair, J., Robinson, J., Hockerts, K. (eds.), Social Entrepreneurship, Basingstoke: Palgrave Macmillan, 2006.

Steyaert, C., Hjorth, D. (eds.), Entrepreneurship As Social Change: A Third Movements in Entrepreneurship Book, Cheltenham: Edward Elgar Publishing House, 2006.

Journal articles

Alvord, S.H., Brown, L.D., Letts, C.W., Social Entrepreneurship and Social Transformation: An Exploratory Study, *The Hauser Center for Nonprofit Organizations and The Kennedy School of Government, Harvard University*, Working Paper 15.

Austin, J. et.al. (2006), Social and Commercial Entrepreneurship: Same, Different, or Both? *Entrepreneurship theory and practice* 30(1): 1-22.

Cukier, W. et.al.(2011), Social Entrepreneurship: A Content Analysis, *Journal of Strategic Innovation and Sustainability*, 7(1): 90-119.

Martin, R.L., Osberg, S. (2007), Social Entrepreneurship: The Case for Definition, *Stanford Social Innovation Review*, Spring edition.

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Short, J.C., Moss, T.W., Lumpkin, G.T. (2009), Research in Social Entrepreneurship: Past Contributions and Future Opportunities, *Strategic Entrepreneurship Journal*, 3: 161-194.

Weerawardea, J., Mort, G.S. (2006), Investigating social entrepreneurship: A multidimensional model, *Journal of World Business*, 41: 21-35.

Wronka, M. (2013), Analyzing the success of social enterprises – critical success factors perspective, Active Citizenship by Knowledge Management and Innovation – Management, Knowledge and Learning International Conference, June 2013, Zadar, Croatia, *Conference Proceedings*, pp. 593-605.

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Buzducea, D. (coord.) (2013), Economiasociala a grupurilorvulnerabile, ed. Polirom, Iasi.

Cukier, W. et.al.(2011), Social Entrepreneurship: A Content Analysis, *Journal of Strategic Innovation and Sustainability*, 7(1): 90-119.

Short, J.C. et.al. (2009), Research in Social Entrepreneurship: Past Contributions and Future Opportunities, *Strategic Entrepreneurship Journal*, 3: 161-194.

Reports

Fundatia Alaturi de Voi Romania (FAV), 2011, Politici, practice si tendinte in economia sociala in Romania si Uniunea Europeana in ansamblu, Report published as part of the Alliance for the development of social economy project, co-financed by the European Union through the Sectoral Operational Programme for Human Resources Development 2007-2013.

Official documents and websites

Reports and studies

European Commission/OECD (2013), Policy Brief on Social Entrepreneurship,
http://www.oecd.org/cfe/leed/Social%20entrepreneurship%20policy%20brief%20EN_FINAL.pdf, accessed 15 March 2015

European Commission, Europe 2020 targets: Poverty and social exclusion active inclusion strategies, available at: http://ec.europa.eu/europe2020/pdf/themes/33_poverty_and_social_inclusion.pdf, accessed 15 November 2014

European Commission, 2014, Share of young adults having completed tertiary education up to 37%, available at: http://ec.europa.eu/eurostat/documents/744770/4445425/3-11042014-AP-EN.pdf/afc6a35d-34b5-460a-9202-5a8988aa5f4f, accessed 15 November 2014

European Commission, 2013, Social Economy and Social Entrepreneurship, Social Europe guide, Volume 4, Directorate General for Employment, Social Affairs and Inclusion, available at:
http://ec.europa.eu/social/BlobServlet?docId=10010&langId=en, accessed 15 March 2015

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European Commission official documents on Social Entrepreneurship:
http://ec.europa.eu/internal_market/social_business/index_en.htm , accessed 15 November 2014

European Commission – Social Enterprises:

http://ec.europa.eu/enterprise/policies/sme/promoting-entrepreneurship/social-economy/social-enterprises/index_en.htm, accessed 15 November 2014

Eurostat, 2014 – People at risk of poverty or social exclusion:

http://epp.eurostat.ec.europa.eu/statistics_explained/index.php/People_at_risk_of_poverty_or_social_exclusion, accessed 15 November 2014

European Economic and Social Committee – Social entrepreneurship and social enterprise, available at: http://www.eesc.europa.eu/?i=portal.en.int-opinions.19122 , accessed 15 March 2015

Chapter 02
Introduction to Active Learning

ACTIVE LEARNING

What I hear, I forget

What I see, I remember

What I do, I understand
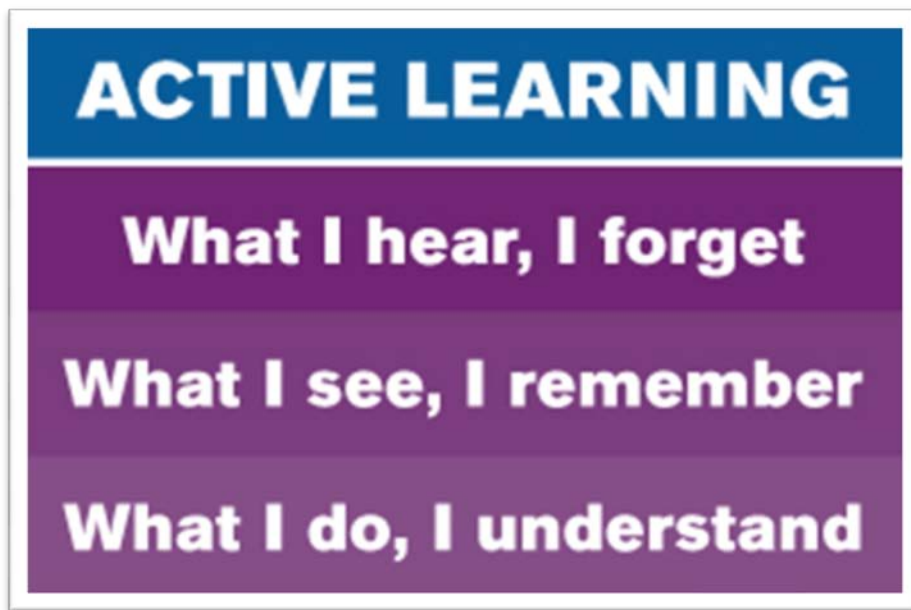
Definition

 'Active learning' as a movement or philosophy is broadly synonymous with 'experiential learning'; a set of pedagogical practices based largely on the constructivist theory of learning expounded by Jean Piaget. It engages the learner in two aspects – "doing things, and thinking about the things they are doing" (Bonwell and Eison, 1991). As can be seen in the diagram below, experiential learning views the learning process as being not linear in nature but cyclical; the learner attempts to do something new, reflects on their attempt, learns something from this reflection, applies what they have learnt, and does this thing again. In children and animals it is largely an unconscious process (and an un-self-conscious process); in adults it is very much a conscious and self-conscious one. The experiential learning cycle is shown in the diagram below.

David Kolb's Experiential Learning Cycle
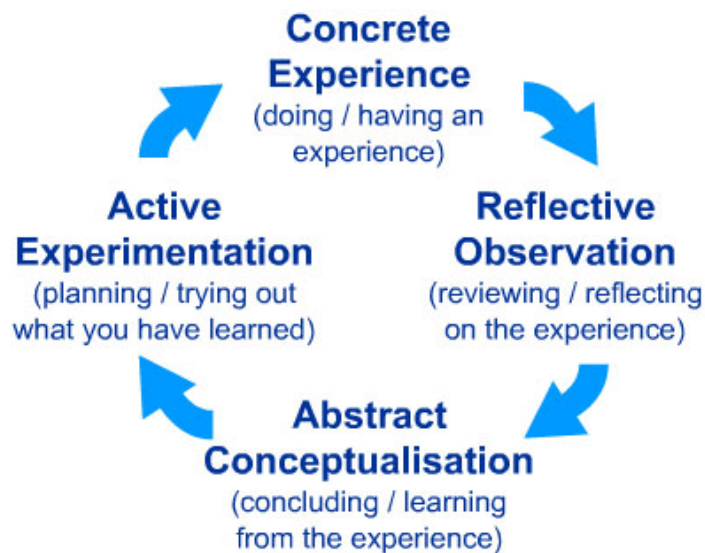
However, and importantly, 'active learning' as a practice is as old as learning itself. Before learning was institutionalised, our ancestors learned their skills and their knowledge of the world in an active way; through trial and error. This is how our species learned to adapt to and survive in the many different environments that it colonised throughout its history. As such, 'active learning' is hard-wired into humans, and should not be considered as a trendy alternative to 'traditional' book and lecture based education.

What we learn

Consider the things listed below that we might learn, and divide them into three groups: 'knowledge', 'skills', and 'both'.

Mathematics, speaking French, playing a musical instrument, walking, the best place to eat tapas in Alcala, dancing Flamenco, Spanish grammar, the history of Spain, how hot a swimming pool is, driving a car, cooking paella.

(A possible answer is given at the end of the chapter.)

- Acquiring knowledge does not require acquiring a skill but acquiring a skill requires acquiring knowledge about that skill.

- For example, studies of feral children show that children will not learn to walk on two legs unless they see others doing so.

- Skills and knowledge are acquired in different ways, and should be taught accordingly.

- Knowledge is acquired through research.

- Skills are acquired through practice.

Think back to the four items of knowledge we saw in the earlier slide; what would be the best way to research each one?

(Some possible answers are given at the end of the chapter.)

Think back to the items listed under 'both' in the earlier slide; what would be the best way to learn each of these?

(A possible answer is given at the end of the chapter.)

So, we can see that knowledge is only acquired through research, but research does not only mean reading about a subject in a book; learners can research by asking, looking, listening, smelling, and touching their environment in order to get the required information.

In addition, skills can only be acquired alongside knowledge about those skills, even those skills that we consider to be the most basic ones. A child will only walk on two feet if it learns about walking through seeing other people do it.

The competence spectrum

http://primetimebusiness.co.uk/wp-content/uploads/2013/04/The-Competence-Spectrum.jpg
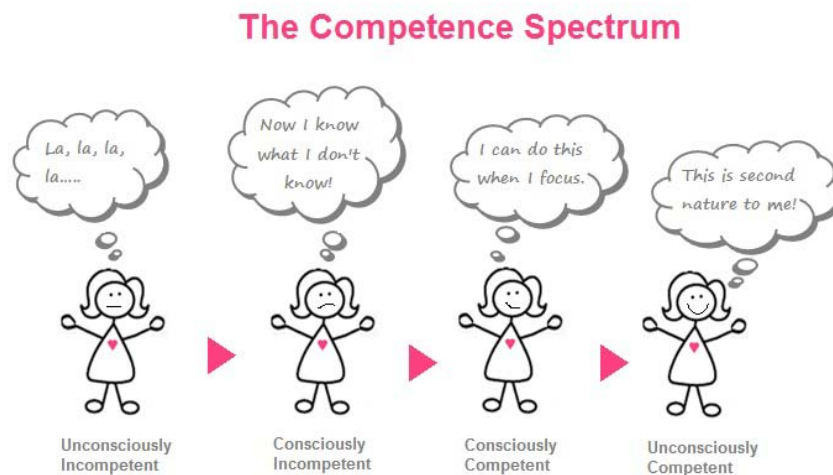
Standard thought on the stages of learning a skill is shown in the diagram above, using the example of learning to play a musical instrument; it would go something like this:

Unconsciously Incompetent	I have never tried to play the guitar, but I assume it can't be that difficult.
Consciously Incompetent	I have tried to play the guitar, and I know that I'm not very good at it.
Consciously Competent	I can play the guitar if I concentrate.
Unconsciously Competent	I can play the guitar without thinking about it.

However, in terms of the learner, the last two stages could be transposed as follows:

Unconsciously Incompetent	I have never tried to play the guitar, but I assume it can't be that difficult.
Consciously Incompetent	I have tried to play the guitar, and I know that I'm not very good at it.
Unconsciously Competent	I can play the guitar quite well, but I think that I'm not very good at it.
Consciously Competent	I can play the guitar well, and I am aware of this.

When we look at the Learning Spectrum from this perspective, one of the challenges for a learner is knowing when he or she has passed from incompetent to competent, as the second and third stages are the same in the eyes of the learner. This underlines the importance of accurate but positive feedback.

The principles of Active Learning

It is important that children and young people are aware of, and understand, the value of the skills that they are developing. Adults, practitioners and learners should reflect together on their progress in the range of skills that they consider to be important in their learning, lives and work.

The assessment process should help children and young people to understand why skills are important, reflect on how they are developing their skills, identify the next steps in their skills development and understand how the skills they have acquired can be used across the curriculum and in their lives in and outside the classroom or establishment (Education Scotland).

The above is from the Scottish national curriculum, and shows the importance now given to this style of teaching/learning in some Western countries. The reason that Active Learning has become so popular is the claims that have been made for the remarkable retention rates among learners who participate in this learning method; see below:

The Learning Pyramid*

Average Retention Rates

5%	Lecture
10%	Reading
20%	Audio-Visual
30%	Demonstration
50%	Group Discussion
75%	Practice
90%	Teaching Others

Passive Teaching Methods

Participatory Teaching Methods
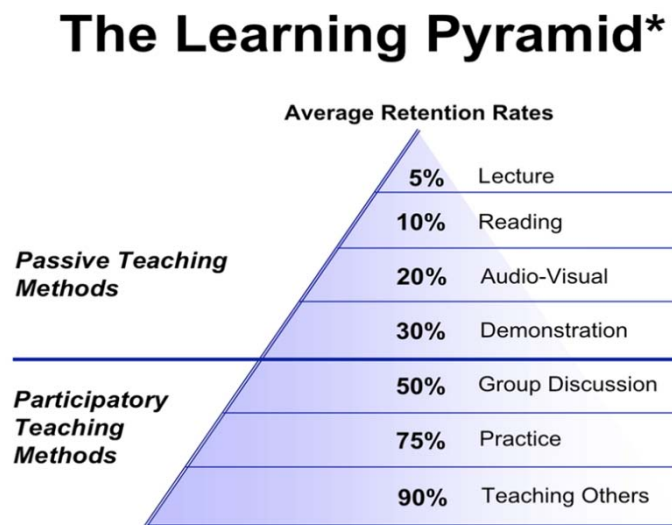
*Adapted from National Training Laboratories. Bethel, Maine

Active learning and the teacher

If there is a learning cycle, then I would suggest that there is also a teaching cycle to support the learners in their active learning.
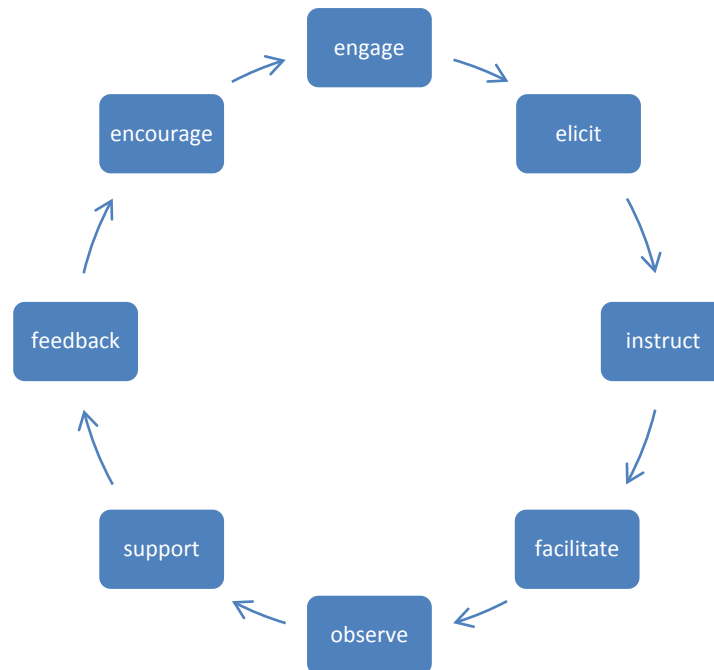
As you can see from the diagram, there are a number of phases in the teaching process and corresponding roles for the teacher. Starting at 12 o'clock, the teacher should:

- engage the learners with the topic to be learned,

- elicit any previous knowledge the learners have,

- instruct the learners on the procedure of the activity they will engage in,

- facilitate the learners participation in the activity,

- observe the learners while they participate in the activity,

- support the learners while they perform the activity,

- give feedback on the learners' performance, and guide self-reflection by the learners on their performance,

- encourage the learners in their performance.

Let's see how this would work in practice in a lesson on basic numeracy:

1. *The teacher introduces the concept of numbers and asks the learners to think about (alone) and discuss (in small groups) contexts in which numbers are important in their lives,*

2. *The teacher conducts a realistic and engaging activity that tests the levels of numeracy of the learners (e.g. matching pictures of groups of items and numbers)*

3. *The teacher instructs the learners on the procedure of an activity that will allow the learners to produce and practice numbers in a slightly more advanced way than that tested (e.g. a shopping role-play with learners playing the roles of shop assistants and customers)*

4. *The teacher ensures that all learners can participate fully in the activity, paying special attention to any special needs of any of the learners,*

5. *The teacher observes the learners while they participate in the activity,*

6. *The teacher gives extra support to any learners that are struggling to complete the activity,*

7. *The teacher congratulates the learners on their completion of the activity and gives feedback on their performance*

8. *The teacher gives the learners encouragement to continue with their progress.*

The following table was taken from the Northern Ireland Curriculum for Key Stages 1 &2, and show the changes required in the roles of teachers in order to move from a traditional classroom environment to an Active Learning environment in the classroom.

From – To grid showing shift in the role of the teacher in creating an active classroom environment.

From	To
Teacher-centred classroom.	Learner-centred classroom.
Product-centred learning.	Process-centred learning.
Teacher as a 'transmitter of knowledge'.	Teacher as an organiser of knowledge.
Subject-specific focus.	Holistic learning focus.

From teacher-centred to learner-centred classroom

In a traditional classroom, the focus of the classroom is the teacher. In an Active Learning classroom, the learners are encouraged to teach to and learn from each other, with the teacher somewhere in the background observing. Remember that the more the teacher does, the less the learners can do. The teacher will need to speak and do less and listen and observe more**.**

Da un apprendimento incentrato sul prodotto, a uno incentrato sul procedimento

In a traditional learning environment, the teacher will give the learners a 'model' and the learners will imitate it. In an Active Learning environment, the learners will 'brainstorm' ideas, and then use them to create one or more draft pieces of work collaboratively before creating a final piece. The teacher will need to worry less about the merits of the final product and more about how it was created.

From teacher as a 'transmitter of knowledge' to teacher as an organiser of knowledge

In a traditional classroom, the teacher has knowledge which he gives to learners piece by piece, sometimes referred to as the 'jug and cup' teaching process. In an Active Learning classroom, the learners are encouraged

to discover their own knowledge with the guidance of the teacher. The teacher will need to dictate less and suggest more.

<u>From subject-specific focus to holistic learning focus</u>

Traditionally, the focus is on thelearning of a particular subject, for example, Mathematics, in and of itself. In Active Learning, the focus will be broader; looking at how the skills acquired (both subject-specific skills and learning skills) can be transferred outside of the learning environment.The teacher needs to accept that his/her subject is only important if it can be used in the real world**.**

Active Learning and the learner

The following table was taken from the Northern Ireland Curriculum for Key Stages 1 &2, and shows the changes required in the roles of learners in order to move from a traditional classroom environment to an Active Learning environment in the classroom.

From – To grid showing shift in the role played by pupils in an active classroom environment

From	To
Being passive recipients of knowledge	Active and participatory learners
Focus on answering questions	Asking questions
Competing with one another	Collaborating in their learning
Wanting to have their own say	Actively listening to opinions of others

I would add another shift required in the learners in an active learning environment:

Motivated to succeed	Motivated to learn

From being passive recipients of knowledge to active and participatory learners

Traditionally, learners are taught the knowledge and skills that their teachers, or others, believe are necessary. In Active Learning, learners are encouraged to think about what is important for them personally to learn, or to think of reasons why something that is in the curriculum could be relevant to them.

e.g.

traditional teaching	active learning
The teacher lectures the learners on the causes and effects of the Second World War.	The learners conduct research about the people and places in their families and neighbourhood that were affected by the Second World War. They can then consider how the war affected them indirectly, and how different their lives would be if there had been no war.

<u>From focus on answering questions to asking questions</u>

In a typical learning environment, the teacher asks a question, a learner answers it, and the teacher tells him/her if whether or not the answer is correct. In an Active Learning environment, knowing the 'what' is only part of the process, the learner also needs to ask the 'why' and 'how'?

traditional teaching	active learning
The teacher asks 'What caused World War One?'	The teacher asks 'Why do you think a Serb killing an Austrian in Yugoslavia led to a war between Germany and Belgium?'

<u>From competing with one another to collaborating in their learning</u>

In traditional education, learners strive to be 'top of the class', and their classmates are seen as competition to be beaten. In Active Learning, the learners work together in the creative process, developing skills that will be required of them in most working environments for which education is supposed to prepare them.

traditional teaching	active learning
The learners are each instructed to write an essay on a theme alone, they are handed in and the teacher awards them marks based on grammar and spelling.	The learners are asked to collaborate to write, illustrate, and perform a piece on a theme. The learners work according to their skill sets and learning styles. There is no formal marking of the piece, but the learners are encouraged to give feedback on the process and its outcomes.

<u>From wanting to have their own say to actively listening to opinions of others</u>

It is often the case in traditional learning that there is one correct answer, which can lead to learners becoming dogmatic and unwilling to listen to the beliefs of others. In Active Learning, all opinions should be considered and discussed with an open mind.

traditional teaching	active learning
The teacher tells the learners that a tomato is a fruit.	The teacher gives the learners some fruits and vegetables and asks them to divide them into 'fruits' and 'vegetables' and list all of the attributes that make them belong to each particular group. He or she then asks them to place the tomato into one group or the other depending on the attributes that it shares with the other members of the group.

<u>From motivated to succeed to motivated to learn</u>

Generally there are two types of motivation to learn: extrinsic motivation, and intrinsic motivation. Extrinsic motivation usually comes from a body (government, school, company, etc.) or person (parent, teacher, employer, etc.) who will reward success and punish failure, and intrinsic motivation comes from the learner him/herself. Those who are extrinsically motivated tend to focus on exams and tests at means to prove their success to the body or person in question, and those who are intrinsically motivated are more interested in

how they feel about the learning process and the skills and knowledge that they have acquired. Traditional education focuses on supplying extrinsic motivation while active learning encourages intrinsic motivation.

traditional teaching	active learning
The learners take a national examination, which they pass or fail; and if they pass, receive a certificate.	The learners reflect on their learning and write a statement regarding what they believe they have achieved, how they intend to use their learning, and how they hope to proceed.

The Practice of Active Learning

The tables above show the different role changes expected from teachers and learners in Active Learning. Now we should look at how we can implement these changes.

From teacher-centred to learner-centred classroom

The easiest way to make this change is to physically change the environment of the classroom; instead of placing the learners so that they all face the teacher and the whiteboard, seat them around tables so that they face each other. Plan learning activities so that the teacher is only required to explain the procedure, and the learners then work together to complete the activities.

Focusing on the learners' learning styles

When we make a decision to focus on the learners, then we need to consider what can help, and motivate, the learners to learn. There a number of learning styles that have been identified, and activities should be designed to incorporate elements that appeal to more than one learning style.

- Visual: using photos, drawings, videos, colours, etc.

- Physical: using objects, the physical space of the learning environment, movement, etc.

- Aural: using sound, music, repeating aloud, etc.

- Verbal: using words, both spoken and written

- Logical: using systems and rules, looking at the 'why' behind the 'what'

- Social: encouraging the learners to cooperate and collaborate in groups

- Solitary: allowing time for individual thought and reflection

From product-centred to process-centred learning

Rather than just focusing the outcome, we should encourage the learners to look at the entire process. We should not just be looking at a correct, or incorrect, answer, but at how a group can arrive at a solution together. For example, you could ask your group 'How much would it cost to paint this room white?' The learners would need to (possibly with some prompting) firstly discuss how to calculate this, then set about measuring the room to find the wall area (not forgetting to deduct the doors and windows), finding out the cost per litre of white paint (or possibly more than one variety), and the coverage (square metres per litre) of the paint(s).

From teacher as a 'transmitter of knowledge' to teacher as an organiser of knowledge

Rather than giving explanations, the teacher could ask the learners for their suggestions as to why something is true, encouraging them to work out the answers collaboratively. Remember that it is unlikely that the learners have absolutely no knowledge of the subject or topic that they are studying, and it is important to start each activity by allowing the learners to discover for themselves their level of knowledge, and to share this with their peers. Before teaching a group the English names of some sports, for example, you could ask the learners to share with each other the names they already know. It's quite likely that at least some of them will know from satellite television.

From subject-specific focus to holistic learning focus

Activities should be designed that give learners skills and knowledge that are instantly and transparently transferable to other subjects and situations outside of the learning environment. Nothing in active learning should be purely theoretical, there must be a practical application, and that application must be clear to the learners. For example, most people learn Pythagoras' Theorem in high school but have no practical use for it; on the other hand most builders, even those who never completed their formal education, know how to make a right angle by using a ratio of 3, 4, and 5, which is an example of Pythagoras' Theorem in use.
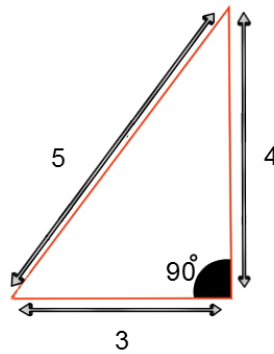
Conclusion

Active learning, if you think about it, makes a lot of sense; it seems to have a lot of advantages over traditional teaching, especially when you are dealing with people who didn't have, or enjoy, or thrive in, formal education. Looking at a well-produced active learning class from the outside you can see a lot of activity, hear a lot of speaking, and feel an active and collaborative energy. And the teacher will be wandering around the classroom, smiling, and exchanging a few words here and there with a learner or two. It looks like everybody is having fun, and real learning is taking place.

This toolkit is designed to enable anybody with the relevant skills and knowledge in their subject, but no formal training in pedagogy, to use these techniques to promote learning in their target group in an enjoyable and cooperative environment. But there is one essential element for successful learning that is not in this toolkit, and that is motivation; only motivated learners will learn. This toolkit will supply the 'what' and the 'how', but you and your learners will have to supply the 'why'.

Answers

Things that we might learn:

Knowledge	Both
The best place to eat tapas in Alcala The history of Spain How hot a swimming pool is Spanish grammar	Mathematics Speaking French Playing a musical instrument Walking Dancing Flamenco Driving a car Cooking paella

How to acquire knowledge:

- The best place to eat tapas in Alcala: Ask someone who lives here
- The history of Spain: Read a book
- How hot a swimming pool is: Put your toe in it
- Spanish grammar: Read a book

How to acquire competences that need knowledge and skills:
E.g. walking:

1. watch others do it
2. try to copy them
3. fail
4. receive feedback (from self or others)
5. reflect on feedback
6. make changes and try again
7. repeat steps 3 to 6 until
8. succeed

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CHAPTER 03
Working with adults at risk of social exclusion

Introduction

The main target group addressed by the project Up-skilling Europe are adults at risk of social exclusion when such risk is due to their low skills and unemployment situation which create a disadvantage compared to other members of society.

Social exclusion is a much broader concept than just income poverty, in so far as there may be many other factors that leave groups of society isolated. These include such wide ranging factors as unemployment, access to education, childcare and healthcare facilities, living conditions, as well as social participation. Therefore, the terms: "adults from disadvantaged social groups" and "those at risk of social exclusion" represent a very large group of people. It may include (in this project): people with little or no education, immigrants, people with disabilities, the unemployed especially those suffering long term (adults, young adults, disabled people). These are all aspects which must be closely taken into consideration when working with such a target group to ensure a successful outcome.
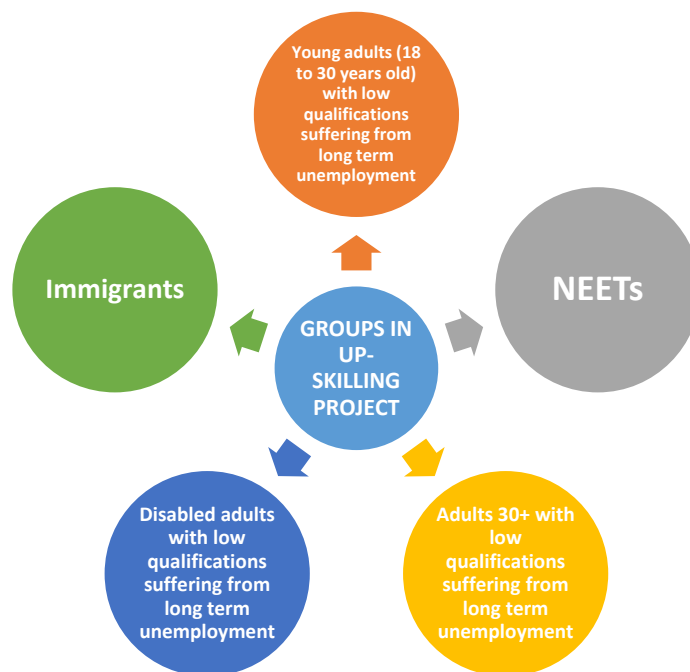
This chapter is devoted to the following issues:

1. Social exclusion - definition and context.

2. Unemployment - Eurostat figures.

3. Description and analysis of the target groups in the project.

4. The rules and tips of recruitment and selection of project participants.

Social exclusion

The whole of Europe is witnessing the symptoms of growing social exclusion such as increasing long-term unemployment, male joblessness and the feminization of an increasingly casualised workforce, widening gaps in income levels, increasing disparities in educational and skill levels, deteriorating health and life expectancies for the poorest members of society. In many cities, these changes are especially visible in the spatial concentration of immigrant and ethnic minority communities and in large areas with deteriorating environmental conditions.

In 1993, Eurostat estimated that one-fifth of all children and one-sixth of all individuals in the European Union lived in poverty, that is, 58 million people (CEC 1993). This figure conceals important disparities across the Union: the whole of Greece, Portugal, Ireland, two-thirds of Spain, Italy's Mezzogiorno and most of former East Germany had incomes less than 75% of the EU average, accounting for 55 per cent of all those in poverty (CEC 1991; Atkinson 1991). Moreover, poverty affected specific groups disproportionately: young people, women, ethnic minority and immigrant groups, and the elderly.

From the Commission's perspective, the changing structure of poverty presents a substantial risk for the future of the European project:

The Community cannot be satisfied with a 'two-speed society' emerging, as it causes poverty, exclusion and frustration. The single frontier – free market and monetary union constitute growth factors for Europe as a whole, but they are also risk factors for the weakest regions and social groups and must be accompanied by more dynamic policies in the field of economic and social exclusion. (CEC 1992).

Although promoting economic and social cohesion was one of three key objectives in the 1991 Maastricht Treaty on European Union, the subsequent Action Programme to Combat Social Exclusion and to Promote Social Solidarity (CEC 1993) more directly reflects the Commission's view that the potential for social fracture threatens progress toward ever-closer union.

Recognizing that broader structural mechanisms have been set in motion by the process of European unification, the Programme focuses on those groups who have been socially excluded from education, employment, housing, health and other social services and gives special emphasis to issues of gender, culture, ethnicity and race within a multidimensional perspective.

An important implication of this description of the problem of social exclusion is that it manifests itself differently in different cities. National contexts differ. Welfare regimes in each country reflect different principles of social organization and normative bases. Different cities are differentially placed within the European economic and social space, some experiencing growth and others in long-term decline. Urban socio-spatial structures vary. In some, social exclusion and spatial segregation are virtually synonymous. Others exhibit a more fine-grained pattern of differentiation. In some places, ethnicity and race forms fundamental dividing lines in socio-spatial structures. Finally, specific patterns of local governance and welfare state provisioning affect local patterns of social exclusion.

Considerable terminological diversity characterizes almost any discussion of social exclusion. On the positive side, words in common use include (social) insertion, integration, inclusion, solidarity and cohesion. On the negative side, a wide variety of terms are used: (social) exclusion, isolation, marginalization, segregation, fracture and socially exposed. Occasionally, the words poverty and multiple deprivation turn up, usually

denoting the indicators by which those people and groups suffering from social exclusion may be identified but, more importantly, connoting a key distinguishing idea, that social exclusion (by any name) is a social process within a whole society rather than a way of categorising individuals and groups within that society. This terminological diversity generally reflects the powerful dynamism of discussions of social exclusion.

These 'linguistic' problems are generally rooted in different national political, intellectual and research traditions. What stands out is the strength of consensus that important new social phenomena are emerging across all of the European Community's member states, and that these phenomena are in some way linked with the formation of the European Union.

In considering terminology, it is important to distinguish between those uses of words which are primarily designed to identify and label an empirical phenomenon, and those uses which are designed to refer to a set of ideas about social phenomena and process. In the latter usage, Hadjimichalis and Sadler (1995a) present a set of papers which argue that marginalisation is a wider social process which includes social exclusion as one part of it. The reason for this term of argument is twofold: one is to distinguish marginality from the economists' use of the term (meaning incremental) and the second is to indicate an interest in socio-spatial phenomena. A second important approach to ideas about the phenomenon of exclusion is found in the collection of articles by Mingione (1993) which discuss 'the new urban poverty and the underclass'. Again, the aim of this collection is twofold: one is to that there are new social phenomena emerging which require theorizing, and the second is to examine the usefulness of Wilson's work on the American underclass in this context. In order to understand fully the roots of terminological diversity, it is also useful to review how the term 'social exclusion' entered the European agenda.

How the idea of social exclusion entered European dialogue

The single European Act in 1987 and the Maastricht Treaty in 1991 considerably quickened the pace of movement towards ever-closer union. Prior to the mid-1980s, European actions aimed at equity issues were relatively shallow and broad in nature, aimed either at specific countries or at particular declining sectors of industry (coal, steel, agriculture). By the mid-1980s, complex negotiations over widening and deepening the Community led to a sharpened focus on marginal social groups within each of the member states. In addition, Eurostat had by this time begun to grapple with the complex technical issues of defining and measuring poverty throughout the Community.

Not only was there growing and incontrovertible evidence that, despite modernization and the growth of competitiveness of the European economy, there were some groups who were unlikely to be in a position to benefit from these changes, but this evidence also gained political salience in the negotiations prior to the Maastricht Treaty, which was intended to be a fundamental next step towards ever-closer union.

It was in this institutional context that Jacques Delors introduced the concept of social exclusion in a set of negotiations with the social partners. The term social exclusion derives from its use in French social policy, and specifically from the political programme of the French Socialist governments of the 1980s.

When Delors introduced the term into the European Community negotiations, it took on a very different spin. First, the positive aim of combating social exclusion shifted from one of achieving insertion to one of promoting social and economic cohesion. Economic cohesion has been an aim of the Community since the early Treaties, and social cohesion entered the agenda with the Maastricht negotiations.

Effectively, there has been an important shift in perspective at the European level from a view which sees the problem of cohesion as one of relationships among the member states to one which sees the population of the Union as a whole and among whom social exclusion must be addressed wherever it occurs. At the same time,

the Union's use of the concept of social exclusion implies a clear acknowledgement that there are negative effects, disadvantaging particular groups built into the dynamics of achieving ever-close union.

Thus, the Action Programme to Combat Social Exclusion and to Promote Social Solidarity is in explicit recognition of the Union's political responsibility for addressing these problems. Nevertheless, because social exclusion was seen as linked to decaying inner city areas, the implementation of the action programme was clearly located as subject to the principles of subsidiarity and proportionality and, thus, devolved to the member states, and it is this devolution which has led to terminological diversity as the idea becomes rooted in different national contexts.

Unemployment, Eurostat figures

Eurostat estimates that 21.944 million men and women in the European Union were unemployed in December 2015. The EU-28 unemployment rate was 9.0 % in December 2015. Among the Member States, the lowest unemployment rates in December 2015 were recorded in the Czech Republic and Germany (both 4.5 %), as well as in Malta and the United Kingdom (both 5.1 %, October data for the UK). The highest rates have been observed in Greece (24.5 % in October 2015) and Spain (20.8 %). In December 2015, 4.454 million young persons (under 25) were unemployed in the EU-28, of whom 3.057 million were in the euro area, the youth unemployment rate was 19.7 % in the EU-28 and 22.0 % in the euro area. In December 2015, the lowest rates were observed in Germany (7.0 %), Denmark (10.3 %) and the Czech Republic (10.9 %), and the highest in Greece (48.6 % in October 2015), Spain (46.0 %), Croatia (44.1 % in the fourth quarter 2015) and Italy (37.9 %).

Change in the number of unemployed persons (compared to previous month, in thousands), seasonally adjusted, January 2006 - December 2015
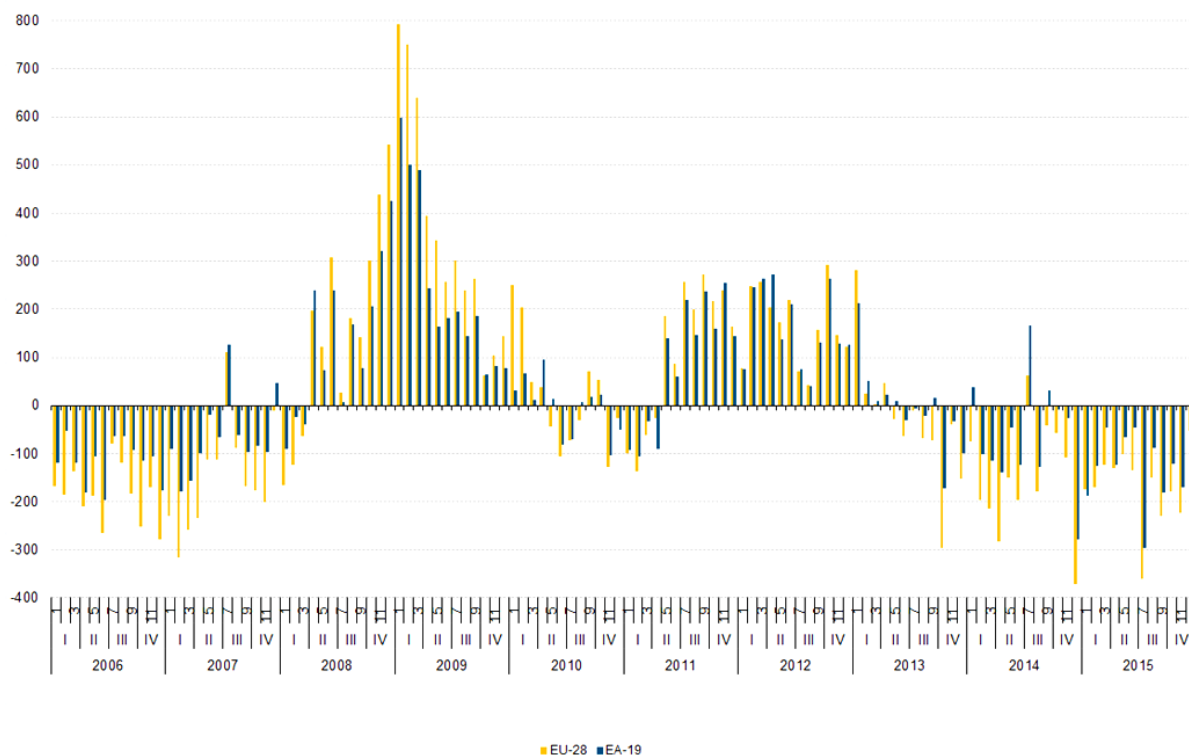
**Unemployed persons, in millions, seasonally adjusted, EU-28 and EA-19,
January 2000 - December 2015 (%)**

EA-19   EU-28
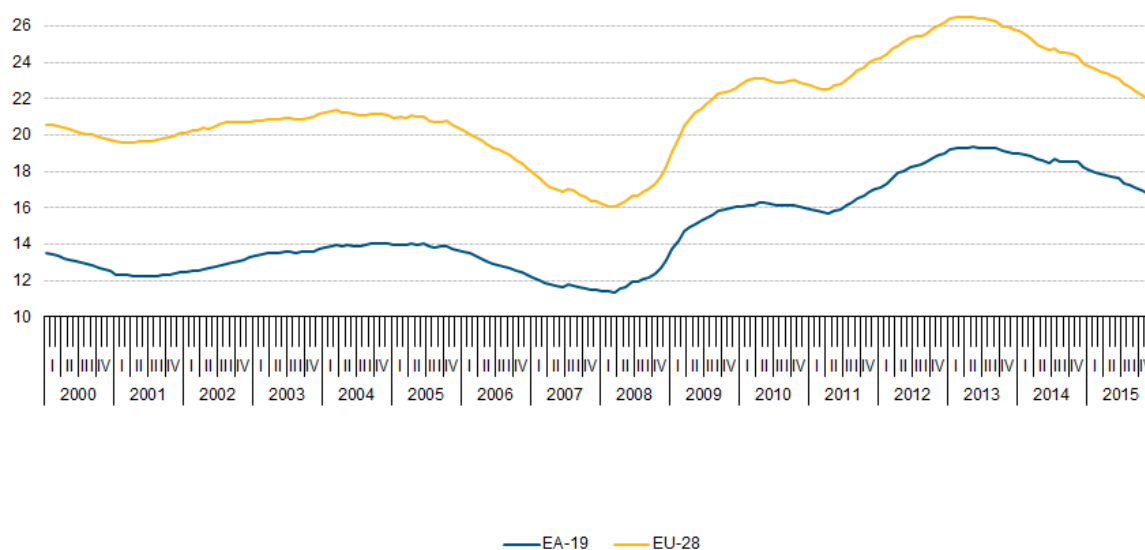
Unemployment trends

At the beginning of 2000, more than 20 million persons were unemployed in the EU-28, corresponding to 9.2 % of the total labour force. The unemployment trend at that moment was downwards. In the second quarter of 2001 the number of unemployment persons had dropped to 19.6 million and the unemployment rate to 8.7 %. A long period of increasing unemployment followed. At the end of 2004 the number of jobseekers available for work reached 21.1 million, while the unemployment rate was 9.2 %.

At the beginning of 2005 a period of steadily declining unemployment started, lasting until the first quarter 2008. At that time, EU-28 unemployment hit a low of 16.1 million persons (equivalent to a rate of 6.8 %) before rising sharply in the wake of the economic crisis. Between the second quarter of 2008 and mid-2010 the unemployment level went up by more than 6.6 million, taking the rate up to 9.7 %, at that time the highest value recorded since the start of the series in 2000. The decline of unemployment in the following three quarters was a deceptive sign of an end of the crisis and a steady improvement in labour market conditions in the EU-28. In fact, since the second quarter 2011 and until the first quarter of 2013 unemployment steadily and markedly increased taking it to the record level of 26.4 million, corresponding to a record rate of 10.9 %. Since then the rate has started to decrease, reaching 9.9 % at the end of 2014. The unemployment rate in the Euro area (EA-18) followed roughly the same trend as in the EU-28. However, between 2000 and the beginning of 2004 the unemployment rate in the Euro area was below that recorded in the EU-28. This pattern was subsequently reversed as, between 2005 and the beginning of 2008, unemployment declined more rapidly in the Member States which do not yet have the Euro. As in the EU-28, during the economic crisis unemployment increased at a considerable pace, with the exception of the period between mid-2010 and mid-2011 where it temporarily declined. The unemployment level peaked at 19.2 million in the second quarter of 2013, before going down in the second part of 2013 and in the course of 2014.

Youth unemployment trends

Youth unemployment rates are generally much higher, even double or more, than unemployment rates for all ages. As with the rate for the total population, the youth unemployment rate in the EU-28 sharply declined between 2005 and 2007, reaching its minimum value (15.2 %) in the first quarter 2008. The economic crisis, however, hit the young severely. From the second quarter of 2008, the youth unemployment rate followed an upward trend peaking in 23.8 % in the first quarter 2013, before receding to 21.4 % at the end of 2014. The EU-28 youth unemployment rate was systematically higher than in the Euro area between 2000 and mid-2007. From then until the third quarter of 2010 these two rates were very close. Afterwards the indicator moved more sharply in the EA-18 than in the EU-28, first downwards until mid-2011, then upwards until the end of 2012. In the middle of 2012 the Euro area youth unemployment rate overtook the EU-28 rate, and the gap increased until the end of the year. The gap became even larger in the second part of 2013 and during 2014, when the rate for the Euro area went down less than the rate for the EU-28.

High youth unemployment rates do reflect the difficulties faced by young people in finding jobs. However, this does not necessarily mean that the group of unemployed persons aged between 15 and 24 is large, as many young people are studying full-time and are therefore neither working nor looking for a job (so they are not part of the labour force which is used as the denominator for calculating the unemployment rate). For this reason, youth unemployment ratios are also calculated according to a somewhat different concept: the unemployment ratio calculates the share of unemployed for the whole population. Data show that youth unemployment ratios in the EU are much lower than youth unemployment rates; they have however also risen since 2008 due to the effects of the crisis on the labour market.

Youth unemployment rates, EU-28 and EA-19, seasonally adjusted, January 2000 - December 2015 (%)
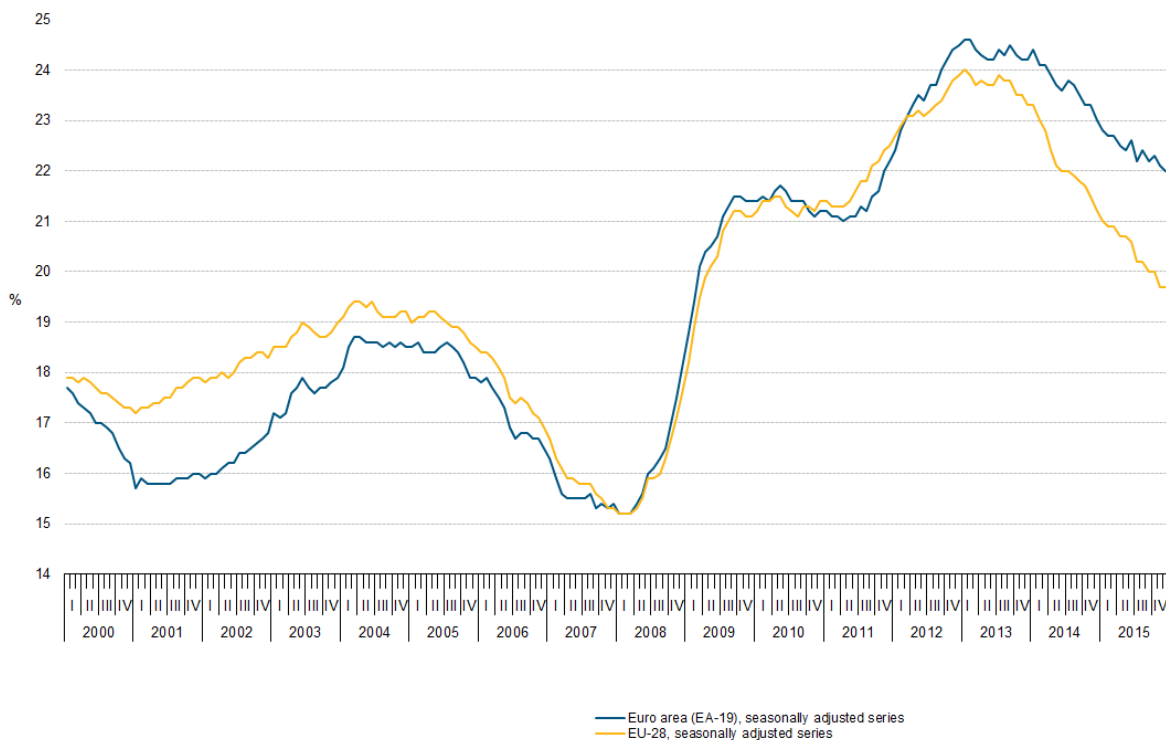
Youth unemployment figures, 2012-2014Q4 (%)

	Youth unemployment rate				Youth unemployment ratio		
	2012	2013	2014	2014Q4*	2012	2013	2014
EU-28	23.3	23.7	22.2	21.4	9.8	9.9	9.1
Euro area	23.5	24.4	23.8	23.2	9.6	9.8	9.4
Belgium	19.8	23.7	23.2	22.4	6.2	7.3	7.0
Bulgaria	28.1	28.4	23.8	23.0	8.5	8.4	6.5
Czech Republic	19.5	18.9	15.9	14.5	6.1	6.0	5.1
Denmark	14.1	13.0	12.6	11.2	9.1	8.1	7.8
Germany	8.0	7.8	7.7	7.4	4.1	4.0	3.9
Estonia	20.9	18.7	15.0	14.4	8.5	7.4	5.9
Ireland	30.4	26.8	23.9	21.9	12.3	10.6	8.9
Greece	55.3	58.3	52.4	51.1	16.1	16.5	14.7
Spain	52.9	55.5	53.2	51.7	20.6	21.0	19.0
France	24.4	24.8	24.1	24.6	8.9	8.9	8.5
Croatia	42.1	50.0	45.5	46.3	12.7	14.9	15.3
Italy	35.3	40.0	42.7	42.0	10.1	10.9	11.6
Cyprus	27.7	38.9	35.9	33.9	10.8	14.9	14.5
Latvia	28.5	23.2	19.6	18.2	11.5	9.1	7.9
Lithuania	26.7	21.9	19.3	18.5	7.8	6.9	6.6
Luxembourg	18.0	16.9	21.2	23.5	5.0	4.0	6.0
Hungary	28.2	26.6	20.4	18.9	7.2	7.3	6.0
Malta	14.1	13.0	11.8	11.1	7.2	6.9	6.2
Netherlands	11.7	13.2	12.7	11.9	6.6	7.7	7.1
Austria	9.4	9.7	10.3	10.2	5.6	5.7	6.0
Poland	26.5	27.3	23.9	22.0	8.9	9.1	8.1
Portugal	38.0	38.1	34.7	33.3	14.1	13.3	11.9
Romania	22.6	23.7	24.0	23.6	6.9	7.1	7.1
Slovenia	20.6	21.6	20.2	19.1	7.1	7.3	6.8
Slovakia	34.0	33.7	29.7	26.9	10.4	10.4	9.2
Finland	19.0	19.9	20.5	21.1	9.8	10.3	10.7
Sweden	23.7	23.6	22.9	22.4	12.4	12.8	12.7
United Kingdom	21.2	20.7	16.9	16.1	12.4	12.1	9.8
Iceland	13.6	10.7	10.0	9.7	10.2	8.3	7.5
Norway	8.6	9.1	7.9	7.8	4.8	5.2	4.3
Switzerland	:	:	:		5.7	5.8	5.8
Turkey	15.8	17.1	18.0	19.2	5.9	6.6	7.3
United States	16.2	15.5	13.4	12.6	:	:	:
Japan	8.1	6.8	6.3		:	:	:

: data not available

* The quarterly youth unemployment rate is seasonally adjusted.

Male and female unemployment trends

Historically, women have been more affected by unemployment than men. In 2000, the unemployment rate for women in the EU-28 was around 10 %, while the rate for men was below 8 %. By the end of 2002, this gender gap had narrowed to around 1.5 percentage points and between 2002 and mid-2007 this gap remained more or less constant. Since the first quarter of 2008, when they were at their lowest levels of 6.3 % and 7.4 % respectively, the male and female unemployment rates in the EU-28 converged, and by the second quarter of 2009 the male unemployment rate was higher. The decline of the men's rate during 2010 and the first half of 2011 and the corresponding stability in the women's rate over the same period brought the male rate below the female one once again. Since then the two rates rose at the same pace until mid-2013, when they reached their highest value, both at 10.9 %. In the second half of 2013 as well as during the course of 2014 both the male and the female rates declined, reaching respectively 9.8 % and 10.1 % at the end of 2014.

**Unemployment rates by gender, EU, seasonally adjusted,
January 2000 - December 2015 (%)**
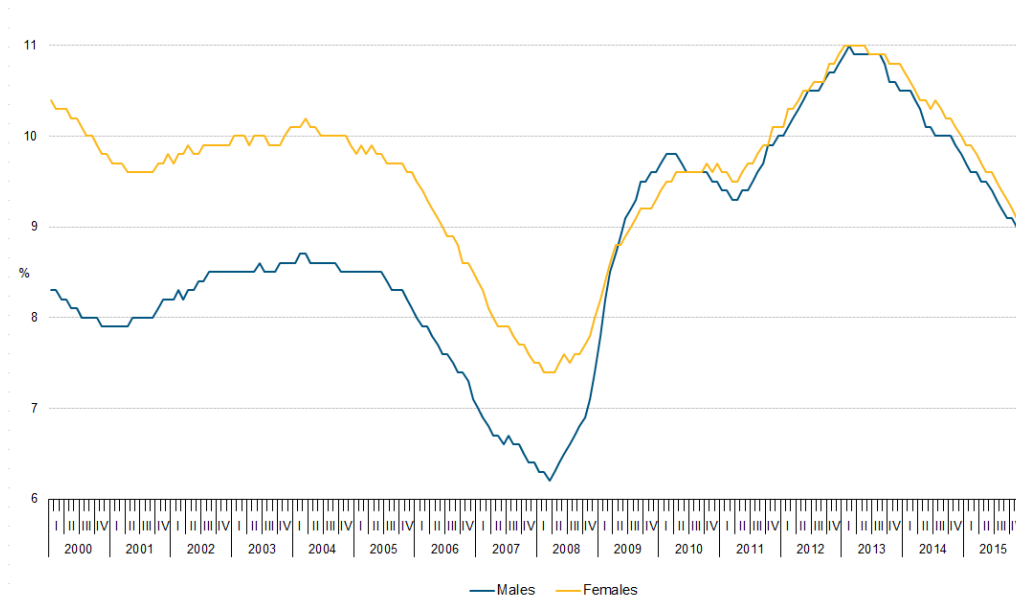
A detailed look at 2014

The overall unemployment rate in the EU-28 reached 10.2 % in 2014, a decrease of 0.7 percentage points compared with 2013. This follows an increase of 0.4 percentage points between 2012 and 2013. In the United States the unemployment rate fell for the fourth year in a row, from 7.4 % in 2013 to 6.2 % in 2014.

The unemployment rate rose in 6 Member States between 2013 and 2014, dropped in 19 and remained stable in France, Croatia and Luxembourg. The increases in the annual average unemployment rates between 2013 and 2014 were recorded in Italy (+0.6 ppt), Finland (+0.5 ppt), Cyprus and Austria (both +0.2 ppt) as well as in Belgium and the Netherlands (both +0.1 ppt). The highest decreases were reported in Hungary (-2.5 ppt), Portugal (-2.3 ppt), Ireland (-1.8 ppt), Spain and Bulgaria (both -1.6 ppt) and the United Kingdom (-1.5 ppt). With 26.5 %, Greece was the country with the highest overall unemployment rate in 2014. The dispersion of unemployment across the EU-28 remained at approximately the same level as in 2013. Long-term unemployment is one of the main concerns of policymakers. Apart from its financial and social effects on personal life, long-term unemployment negatively affects social cohesion and, ultimately, may hinder economic growth. In total, 5.1 % of the labour force in the EU-28 in 2014 had been unemployed for more than one year; more than half of these, 3.1 % of the labour force, had been unemployed for more than two years. Compared to 2013, a decrease is observed in long term unemployment (from 5.2 %) while a sizeable increase (from 2.9 %) is registered among those being unemployed for two or more years.

For the first time since the calculation of EU-28 unemployment statistics started (in 2000), the unemployment rate for women was lower than that for men in 2009, and remained so in 2010. In 2011, this effect reversed again, with female unemployment rates at 9.7 % against 9.6 % for males. The gap remained unchanged until 2013, when the two rates for the EU-28 peaked at 10.8 % for men and 10.9 % for women. In the Euro area the rate has always been higher for women than for men. In 2014 the rates stood at 11.5 % for men and at 11.8 % for women. Male unemployment rates were higher than the corresponding rates for women during 2014 in 15 out of 28 Member States. The gap between male and female unemployment rates varied from -6.5 percentage

points in Greece to +3.5 percentage points in Ireland. The youth unemployment rate in the EU-28 was more than double the overall unemployment rate in 2014. At 22.2 %, more than one out of every five young persons in the labour force was not employed, but looking and available for a job. In the Euro area, the youth unemployment rate was even higher at 23.8 %. The unemployment rate among young persons was higher than the rate for those aged between 25 and 74 in all Member States. In Spain (53.2 %), Greece (52.4 %), Croatia (45.5 %), Italy (42.7 %), Cyprus (35.9 %) and Portugal (34.7 %) youth unemployment rates were particularly high. Germany (7.7 %) was the only Member State with a youth unemployment rate below 10 %.
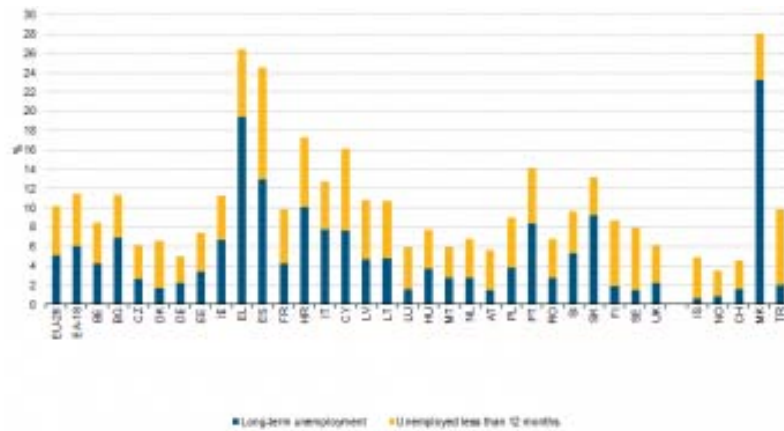
Unemployment rate 2003-2014 (%)

	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
EU-28	9.2	9.3	9.0	8.2	7.2	7.0	9.0	9.6	9.7	10.5	10.9	10.2
Euro area	8.9	9.1	9.0	8.4	7.5	7.6	9.5	10.0	10.1	11.3	12.0	11.6
Belgium	8.2	8.4	8.5	8.3	7.5	7.0	7.9	8.3	7.2	7.6	8.4	8.5
Bulgaria	13.7	12.1	10.1	9.0	6.9	5.6	6.8	10.3	11.3	12.3	13.0	11.4
Czech Republic	7.8	8.3	7.9	7.1	5.3	4.4	6.7	7.3	6.7	7.0	7.0	6.1
Denmark	5.4	5.5	4.8	3.9	3.8	3.4	6.0	7.5	7.6	7.5	7.0	6.6
Germany	9.7	10.4	11.2	10.1	8.5	7.4	7.6	7.0	5.8	5.4	5.2	5.0
Estonia	10.3	10.1	8.0	5.9	4.6	5.5	13.5	16.7	12.3	10.0	8.6	7.4
Ireland	4.6	4.5	4.4	4.5	4.7	6.4	12.0	13.9	14.7	14.7	13.1	11.3
Greece	9.7	10.6	10.0	9.0	8.4	7.8	9.6	12.7	17.9	24.5	27.5	26.5
Spain	11.5	11.0	9.2	8.5	8.2	11.3	17.9	19.9	21.4	24.8	26.1	24.5
France	8.6	8.9	8.9	8.8	8.0	7.4	9.1	9.3	9.2	9.8	10.3	10.3
Croatia	14.2	13.9	13.0	11.6	9.9	8.6	9.2	11.7	13.7	16.0	17.3	17.3
Italy	8.4	8.0	7.7	6.8	6.1	6.7	7.7	8.4	8.4	10.7	12.1	12.7
Cyprus	4.1	4.6	5.3	4.6	3.9	3.7	5.4	6.3	7.9	11.9	15.9	16.1
Latvia	11.6	11.7	10.0	7.0	6.1	7.7	17.5	19.5	16.2	15.0	11.9	10.8
Lithuania	12.4	10.9	8.3	5.8	4.3	5.8	13.8	17.8	15.4	13.4	11.8	10.7
Luxembourg	3.8	5.0	4.6	4.6	4.2	4.9	5.1	4.6	4.8	5.1	5.9	5.9
Hungary	5.8	6.1	7.2	7.5	7.4	7.8	10.0	11.2	11.0	11.0	10.2	7.7
Malta	7.7	7.2	6.9	6.8	6.5	6.0	6.9	6.9	6.4	6.3	6.4	5.9
Netherlands	4.8	5.7	5.9	5.0	4.2	3.7	4.4	5.0	5.0	5.8	7.3	7.4
Austria	4.8	5.5	5.6	5.3	4.9	4.1	5.3	4.8	4.6	4.9	5.4	5.6
Poland	19.8	19.1	17.9	13.9	9.6	7.1	8.1	9.7	9.7	10.1	10.3	9.0
Portugal	7.4	7.8	8.8	8.9	9.1	8.8	10.7	12.0	12.9	15.8	16.4	14.1
Romania	7.7	8.0	7.1	7.2	6.4	5.6	6.5	7.0	7.2	6.8	7.1	6.8
Slovenia	6.7	6.3	6.5	6.0	4.9	4.4	5.9	7.3	8.2	8.9	10.1	9.7
Slovakia	17.7	18.4	16.4	13.5	11.2	9.6	12.1	14.5	13.7	14.0	14.2	13.2
Finland	9.0	8.8	8.4	7.7	6.9	6.4	8.2	8.4	7.8	7.7	8.2	8.7
Sweden	6.6	7.4	7.7	7.1	6.1	6.2	8.3	8.6	7.8	8.0	8.0	7.9
United Kingdom	5.0	4.7	4.8	5.4	5.3	5.6	7.6	7.8	8.1	7.9	7.6	6.1
Iceland	3.3	3.1	2.6	2.9	2.3	3.0	7.2	7.6	7.1	6.0	5.4	5.0
Norway	4.2	4.3	4.5	3.4	2.5	2.5	3.2	3.6	3.3	3.2	3.5	3.5
Turkey			9.5	9.0	9.1	10.0	13.0	11.1	9.1	8.4	9.0	9.9
United States	6.0	5.5	5.1	4.6	4.6	5.8	9.3	9.6	8.9	8.1	7.4	6.2
Japan	5.3	4.7	4.4	4.1	3.8	4.0	5.1	5.0	4.6	4.3	4.0	3.6

: Data not available

Unemployment rates, 2014, ranked on the average of male and female (%)
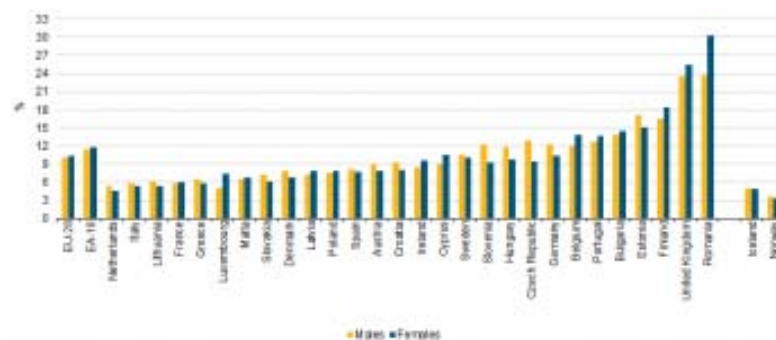
Unemployment rates by duration, 2014 (%)

Long-term unemployment   Unemployed less than 12 months

Unemployment rates by age and gender, 2007-2014 (%)

	Male		Female		< 25 years	25-74 years
	2007	2014	2007	2014	2014	2014
EU-28	6.6	10.1	7.9	10.3	22.2	9.0
Euro area	6.7	11.5	8.6	11.8	23.8	10.4
Belgium	6.7	9.0	8.5	7.9	23.2	7.3
Bulgaria	6.5	12.3	7.4	10.4	23.8	10.7
Czech Republic	4.2	5.1	6.7	7.4	15.9	5.4
Denmark	3.4	6.4	4.2	6.8	12.6	5.5
Germany	8.4	5.3	8.7	4.6	7.7	4.7
Estonia	5.4	7.9	3.8	6.8	15.0	6.7
Ireland	5.0	12.9	4.3	9.4	23.9	10.0
Greece	5.3	23.7	12.9	30.2	52.4	24.8
Spain	6.4	23.6	10.7	25.4	53.2	22.3
France	7.8	10.5	8.5	10.1	24.1	8.8
Croatia	8.8	16.5	11.4	18.3	45.5	14.6
Italy	4.9	11.9	7.8	13.8	42.7	10.6
Cyprus	3.4	17.1	4.6	15.1	35.9	14.0
Latvia	6.5	11.8	5.6	9.8	19.6	10.0
Lithuania	4.2	12.2	4.3	9.2	19.3	9.9
Luxembourg	3.4	5.9	5.1	6.0	21.2	5.0
Hungary	7.1	7.6	7.7	7.9	20.4	6.7
Malta	5.8	6.2	7.9	5.4	11.8	4.8
Netherlands	3.3	7.2	5.2	7.8	12.7	6.5
Austria	4.5	5.9	5.3	5.4	10.3	4.9
Poland	9.0	8.5	10.3	9.6	23.9	7.7
Portugal	8.7	13.8	9.6	14.5	34.7	12.5
Romania	7.2	7.3	5.2	6.1	24.0	5.5
Slovenia	4.0	9.0	5.9	10.6	20.2	8.9
Slovakia	10.0	12.8	12.8	13.6	29.7	11.8
Finland	6.5	9.3	7.2	8.0	20.5	7.0
Sweden	5.9	8.2	6.5	7.7	22.9	5.7
United Kingdom	5.5	6.4	5.0	5.8	16.9	4.4
Iceland	2.3	5.1	2.3	4.9	10.0	3.9
Norway	2.6	3.7	2.5	3.3	7.9	2.8
Turkey	:	:	:	:	18.0	8.3
United States	4.7	6.3	4.5	6.1	13.4	5.0
Japan	3.9	3.8	3.7	3.4	6.3	3.3

Unemployment rates, EU-28, 2005-2014 (%)

	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Male	8.4	7.6	6.6	6.6	9.0	9.7	9.6	10.4	10.8	10.1
Female	9.8	9.0	7.9	7.5	8.9	9.6	9.8	10.5	10.9	10.3
Less than 25 years	19.0	17.7	15.9	15.9	20.3	21.4	21.7	23.3	23.7	22.2
Between 25 and 74 years	7.7	7.0	6.1	5.9	7.6	8.3	8.3	9.1	9.5	9.0
Long-term unemployment rate	4.1	3.7	3.1	2.6	3.0	3.9	4.2	4.7	5.2	5.1
Male	3.8	3.5	2.9	2.4	2.9	3.9	4.2	4.7	5.2	5.1
Female	4.5	4.1	3.4	2.8	3.1	3.8	4.1	4.7	5.1	5.1
Very long-term unemployment rate	2.4	2.2	1.9	1.5	1.6	1.8	2.2	2.6	2.9	3.1

Unemployment rates (among persons aged 25-64 years) by level of educational attainment, 2014 (%)
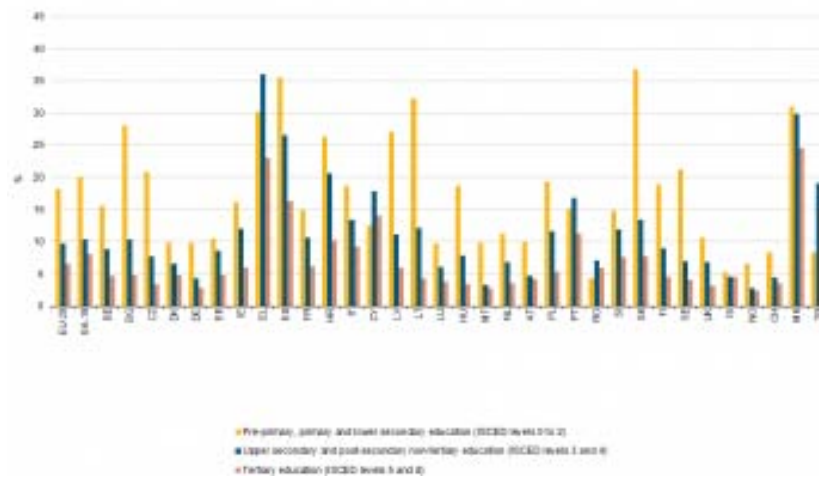
Educational qualifications are still the best insurance against unemployment, which clearly increases the lower the level of education attained. The average unemployment rate in the EU-28 for those aged between 25 and 64 having attained at most a lower secondary education was 18.2 %, much higher than the rate of unemployment for those that had obtained a tertiary education qualification (6.6 %).

Description and analysis of the target groups in the project

All activities must be adapted to be customized to the needs of the target group when working with adults at risk of social exclusion. Most activities may not fit completely the profile of participants. Before the activity is carried out, the specific needs of the target group must be analysed.

In Up-skilling Project we have 5 groups of adults suffering or at risk of social exclusion. During the research we noticed that some of the problems are the same in each group, for example: lack of trust in others and lack of self-esteem, lack of language skills. Below we analyse the needs of all groups:

Immigrants

There is no significant difference between the situations of immigrants in particular countries. They perceive similar barriers. The scope and level of perceived barriers depends on previous experiences in domestic and international labour markets. Immigrants express huge training needs. They are convinced that proper training will help them upgrade their employment level by changing their position on the labour market.Training needs of immigrants are similar in all countries. The most important training areas identified are: vocational training (on the job training), personal abilities, presentation, communication, job searching, labour market systems and regulations, evolutions in labour market, national support structures, legal regulations of labour market, starting business (funds for immigrants to start business).

There is a group which definitely wants to take training regardless of the subject. They are the first segment to whom training can be targeted. The basic characteristic of the group is as follows: they are less satisfied with their current job than average and more often believe that their job does not correspond to their level of education. They more often than average meet difficulties on labour market. They have less knowledge than average about where to find information about training. What seems to be the case in this group is the need for well targeted information. The message should stress that completion of the training increases the possibility of possessing better, more satisfying jobs which are more appropriate to one's education.There is also a group who do not have jobs. Surprisingly, among this group no stronger perception of barriers on labour market can be observed. What is more, among this group no stronger willingness for training can be observed. On the other hand, they do not want training less than average. What seems to be the case in this group is action aimed at realizing the importance of training. The message should stress the possibility of getting a good job after completing the training.

These training needs are similar to those expressed by other young people entering the labour market. However, they are seen differently. They should be planned to overcome barriers; lack of social, economic and legal knowledge in terms of living in foreign country. Summarizing the willingness to participate in training, it should be stated that immigrants generally want to participate in different training. They have their preferences, but the idea itself about training is rather important to them.

General conclusion about this segment: Unemployment does not seem to be a strong enough motivator for taking training. In other words, not having a job is not a sufficient argument to undertake training. Some other aspects have to be taken into consideration. This is, however, an important segment for training. Interestingly,

the training needs of immigrants and perceived barriers seem to be similar, and do not depend on their nationality and host country, which indicates the possibility to address similar training programs for immigrants in all countries involved. What is common for each module is the fact that potentially interested respondents have less knowledge of where to find information and take training. Therefore, effective channels for reaching the immigrants should be determined. Our research also demonstrates that there is a considerable portion of immigrants who may be interested in entrepreneurship/starting-own-business training.

Adults (over 30 years old) with low qualifications suffering from long term unemployment

Based on data from the completed project "50+ mature, need, competent, in which the WIOSNA Association acted as Lead Partner, emerge the following problems characterized by a person from this group: 50+ people long-term unemployed characterized by, inter alia: unhappiness and loneliness, loss of security, indecision and lack of patience in difficult situations, a sense of losing individuality and values (often hand in hand with depression) and the conflict between the expected and the real vision of self lead to negative self-esteem. On the other hand, those who remain long-term unemployed have a high opinion of their own qualifications, and experience difficulties in objective self-assessment; this dominates their behaviour, which is reactive over proactive, they are characterized by a low level of motivation and activity in search of employment, risk aversion and fear of change in their life situation. Persons 50+, as it would appear from the experience of trainers and advisers are often wary in their attitude towards any kind of support. Finally, another problem is the existing stereotypes, also autostereotypes functioning within the group. The following statements by the representatives of this group are typical: "I am not good for this work – they have got a high requires", "It's not for me," "I am too old – here is a lot of younger people, who can do it"; Based on the experience gained on the other project we have diagnosed the following barriers:

- **Educational** - low skills associated with the level of education (education is dominated by basic or lower); experience and qualifications (although long) are usually outdated or inadequate for the needs of the labour market

- **Economics** - the difficulty in finding a job (over a longer period of time) is distributed generally to financial difficulties

- **Psychological -** People 50 + have low motivation to take up the activity, low self-esteem or lack of proactive attitude

- **Health** - Persons 50 + relatively more often than younger people are receiving medical care; Moreover, there are limitations in various types of work (e.g. Work in the construction industry) connected with health

- **Social -** In addition to the abovementioned problems related to functioning in society stereotypes person 50+ as a fully-fledged employee, there is the problem of low social competence (soft skills) essential in the workplace or, finally, the low mobility of this group.

Needs and expectations of 50+

Through our research and experience you can indicate some needs and expectations of the people. The first is to gain experience and improve the professional competence through the trainee or training. It will be hard to reactivate persons 50+ without it. Another is the need for complementary actions aimed at improving qualifications and social skills (group meetings in inspirational form of workshops), which allow our participants to gain confidence and motivate to action. Help in directing career (career counselling) is also one of the

indicated needs of people who want to return to the labour market. And the last one is redirecting at work and in action, individual treatment of each participant (individual counselling, job placement and other elements tailored to the needs of each participant). Through these activities, and assistance in finding jobs tailored to the abilities of the participants a large proportion of people over 50 will have a chance to return to the labour market and avoid social exclusion.

NEETs* and Young adults (18 to 30 years old) with low qualifications suffering from long term unemployment

*Not in Education, Employment or Training' is particularly applicable as a social under-class lacking drive, motivation or ambition. In part this is due to poverty and lack of opportunity. The term NEET is used to describe young people who are not engaged in any form of employment, education or training. The term has come into the policy debate in recent years due to the disproportionate impact of the recession on young people (under 30 years old). The unemployment rate for those under thirty is nearly double the average rate. In 2011, some 14 million young people under the age of 30 years were not in employment, education or training across the EU as a whole. However, rates vary widely from around 5.5% of 15-24 year olds in the Netherlands to 22.7% in Italy.

Due to the fact that the needs of people referred to as NEET and young adults are very similar, we decided to combine the two groups and present their situation. Among this category of people there are two groups in a special situation on the labour market (long-term unemployed and people with disabilities):

Vocational school graduates who do not continue their education

In this case unemployment and inactivity affects a large percentage of graduates. Most of the time NEETs are people who were trained in basic vocational and post-secondary school, i.e. schools after which young people often choose to work. Among those who wanted only work after high school NEET's participation was the highest, which clearly indicates that youths who too narrowly orient their plans in the event of failure often go to the NEET category. Among the graduates of vocational schools, NEETs are much more often: women, people at vocational schools and post-secondary schools, persons who have completed their education in tourist and catering services, agro-processing, people from rural areas, people who have not passed the end of school exam, living in medium-sized cities and villages and people whose father had primary education.

Among those people that can be classified as inactive a common cause of not taking efforts to find work were issues not directly related with the situation on the labour market, but also with child care, attending to the house or pregnancy.

Graduates, economically inactive and continuing education / training

This group includes 1/3 of all graduates. According to data the unemployment rate in December 2014 in Poland was up 22.6%, which was nearly 3 times higher than the total unemployment rate in Poland (8.0%) and in the EU (21.4%). Graduates looking for a job do not have a significant advantage over those with secondary education. The percentage of job seekers and the structure of the employed due to the form of employment are very similar in both groups. Also, mode of study and type of schools do not have a strong influence on the probability of employment. A specific category of unemployed with higher education are people 27 y.o. Their specific situation include inter alia: numerous mental tensions, an attitude of resignation and social alienation,

inability to plan/poor time management, the feeling of being useless, the phenomenon of learned helplessness, poor concentration of attention and orientation in reality, and the deterioration of mental health (welfare).

<u>Needs, expectations and obstacles</u>

The internally diverse population of young adults and NEETs have a number of specific needs, expectations and barriers.

Expectations are: the development of language skills, work experience, improving professional skills - a valuable internship with clear targets and principles of cooperation, with the ability to face challenges, learn, develop and implement ideas ("Not making coffee!"), Implementation and monitoring (mentor/guardian placement on site), feedback on the placement, redirecting the work and internship, equal treatment with other workers, help in adapting, friendly atmosphere, tolerance; changing environment, intercultural integration, new growth opportunities.

Obstacles and barriers: lack of work experience (practice, internships), lack of jobs in the profession, not enough jobs, you often have to take a job below expectations just to have an income, employers expect a lot of experience/specialist courses immediately after graduation, low wages, incompetent job search, the lack of fluent foreign language, a lack of faith in their own abilities.

Little or no work experience and competencies tailored to the needs of the labour market are universal weakness of young people. In this group there are a number of problems specific to groups covered by the assistance in this project. With respect to the above-mentioned groups, there is a high demand/expectation for social programs and professional integration of the young adult and NEET with particular emphasis on activities such as:

- organization of training courses for further education, which would be tailored to the requirements of a particular employer (apprenticeship training in the workplace)
- meetings with a professional counsellor who will treat each person individually, and show interest in her progress in job search
- activating training - help with the paperwork required for employment, psychological training
- organization of training courses to enable interested parties to familiarize themselves with the process of the interview and contact with the employer
- organization of internships and apprenticeships, national and international enabling change of working environment, gain the necessary experience.

Disabled people with low qualifications suffering from long term unemployment

Based on the analysis of barriers, problems of persons with disabilities, research, in-depth interviews with a group of ultimate beneficiaries of previous projects in our Association and the evaluation reports and expertise of the projects, people from the target group indicated as key needs and expectations:

- Psychological support (reducing anxiety), to help raise self-esteem, eliminating the feeling of marginality and exclusion in social relations

- Help in finding themselves in the labour market, training to develop an action plan - help in preparing application documents to the job interview, job search

- Work experience in an internship and improving competence/professional qualifications (specialized training, workshops with support of key competences)

- Training in computer skills (low competence in this area)

- Practical information on legal issues for people with disabilities.

On the basis of the above-mentioned analysis of the needs/expectations, the best solution for this target group would be the following:

- Support for stimulating motivation, independence and activity of the participants (including individual consultation with the volunteer – specialist workshops on motivation and self-consciousness)
- Vocational counselling, psychological support and training of key competences, specialized training (new skills / competencies)
- Group meetings, a space for the exchange of concerns, as well as to inspire to action and seeking solutions, creation of new ideas.

An important aspect when it comes to motivation and self-esteem of people with disabilities is also a factor related with the other person. Often people with disabilities are not accepted by the rest of society. This is one of the reasons that leads persons with disabilities to low motivation and low evaluation of their work, skills, and competences. Especially in this group, it is important to show them how to recognize personal achievements, how to live in a society, where to find help and how to react in difficult situations. Important for this group of customers is also paying attention to the education of the public, who are not directly involved in relationships with people with disabilities, but their opinion has an impact on the self-perception of people with disabilities.

The rules and tips of recruitment and selection of project participants

The main purpose of the activities undertaken within the framework of recruitment and selection is to obtain participants in the project with appropriate potential, understood as a result of such elements as:

a) predisposition to develop key competences:

- Communication in foreign languages
- Mathematical competence and basic competences in science and technology competence
- Learning to learn
- Social and civic competences
- Sense of initiative and entrepreneurship
- Cultural awareness and expression

b) High motivation to participate in the project, break down barriers, and develop professionally,

c) The values on which candidate bases his life (priorities in life)

The tools used in the process of obtaining the participant

a) an initial questionnaire for the formal criteria

- name and surname
- age
- gender
- education
- confirm unemployed status
- brief description of why a person is at risk of social exclusion
- contact details

b) Curriculum Vitae of participant (a brief account of a person's education, qualifications, and previous experience, typically sent with a job application)

c) interview questionnaire consisting of 12 questions (Appendix 1)

The course of the meeting recruitment

An interview is recommended with elements of "methods competence" (behavioral) consisting of a structured interview focused on real-life situations. During the meeting, the candidate shall be asked questions aimed at checking whether the candidate was in the past in situations and demonstrated competencies and qualities required from the project participants.

The conversation is carried out with the help of an interview questionnaire (Appendix 1), taking into account the information contained in the candidate's CV, however, should be of a true encounter with another human being, in which both parties will have the chance to learn enough to be able to jointly decide whether the actions planned in the project are able to really respond to the needs and situation of a particular participant.

The interviewers should refer to the actual situation. In this way we can gain valuable information about the attitude of the candidate in the daily work of the initiative, motivation and commitment. Descriptions of specific situations will also show its attitude towards difficulties. Remember that the questionnaire is a tool and should not dominate the meeting. Please read tools and CV of the candidate before the meeting and note the additional questions that we would like to ask him and issues to deepen.

Tips for running an interview:

- Express your sincere desire to know a candidate
- Keep a friendly atmosphere during the interview
- Refer to materials /application form, CV, other
- Listen actively and follow the candidate

The method of asking questions:

a) ask the candidate questions about the situations of his past life, ask for specific examples of situations in which the candidate showed a certain competence; correct questions begin with: What did you ...? What happened ...?, and incorrect questions usually begin with the phrase: What is your opinion ...?, do you think ...?

b) ask mainly open questions that lead candidate to speak.

In response, the candidate may present facts and information, describe the situations, express feelings.

c) avoid suggesting answers to questions or expressing assumptions about the existing situation, because this encourages the candidate to give short answers "yes" or "no" (e.g. For sure ... you prefer, right?).

d) Be patient in silence, and when silence lasts too long, stop it naturally, say that you can return to the question later, ask if you need more time to consider whether he wants to go further, if the question is clear).

e) Keep control (including time) over the course of the interview. If a candidate deviates from the topic, with questions you can steer it to an interesting question.

f) The structure of interview should be 'funnel - from general to specific ": at the beginning asking open questions, and only at the end - closed questions, particularly regarding the specifics of the application.

g) At the end of the interview: ask for questions about the project - briefly and concretely answered, thank for the meeting, inform about further stages of the recruitment process.

Criteria for selecting participants for a learning mobility

Unlike other workshop activities, in a learning mobility participants live a full immersion in a different geographical and cultural context and with different people they might not have known before. Also, there will be no opportunity for participants to return to their 'personal space' or 'comfort zone' until the end of the activities. Participants therefore, before joining the project, must be made aware of the difficulties they will meet, and the organization must be able to assess whether the participant is ready and prepared to deal with such an experience.

The organization, before accepting the accession of a candidate should:

1. conduct an individual interview to understand the adaptability of each participant

2. organize a group meeting with all the candidates aimed at checking the interactional capacities/difficulties within the group.

The individual interview is to explain the type of activities, the location they will take place at, the modalities, rules of coexistence, organizational rules. More specifically:

- Explain in detail the type of activities that will take place, the accommodation and the other venues, the general conditions of the country/place of destination.

- Check the willingness of participants to adapt to living with a group of people who may have different needs, and understand and foresee what difficulties they might have.

- Agree on the willingness to accept any change that could arise along the way and to adapt to different and unpredictable contingencies

- Agree on the need to have a proactive and not recriminating approach in case of any change

- Know that the organization is not responsible for improper behaviour towards them and their inappropriate behaviour towards others.

- Know that the organization may decide, at any time, with justified reasons, to remove from the group any person who does not respect the rules of coexistence and cooperation for the success of the project

- Declare if there is any kind of impediment or physical, mental or psychological obstacle that may impede the activities (in order to see which changes must be applied in order to guarantee everyone's full participation)

- Be available to sign a contract that clarifies the points listed above

In the group meeting participants are encouraged to listen, to build relationships and cooperation within the group. The goal is to assess whether there are people with evident difficulties in interacting with others and in carrying out their tasks. Examples of group tasks may be:

- Organize a trip/visit together
- Prepare and have a lunch together, if a kitchen is available
- Play board games together
- Play one or more games of relations and cooperation which can be found easily on the internet and social networks:
  http://www.youthwork-practice.com/games/cooperation-games.html
  http://www.peacefirst.org/digitalactivitycenter/resources/search
  http://www.refreshleadership.com/index.php/2012/08/quick-games-engage-employees-work/

Sources

"Training Needs of Young Immigrants within European Countries", Written by prof. Piotr Niedzielski, dr Leszek Gracz, Katarzyna Łobacz, The University of Szczecin, Poland

"Immigrants' Needs and Public Service", written by Sandeep Kumar Agrawal, Mohammad Qadeer and Arvin Prasad

Eurostat 2014 – statistics

Report_Recommendations on how to improve education for adults suffering or at risk of social exclusions

Online sources:

http://www.eurofound.europa.eu/young-people-and-neets-1

https://books.google.pl/books?hl=pl&lr=&id=rkWqg-DT6uQC&oi=fnd&pg=PP2&dq=immigrants+in+europe+risk+in+social+exclusion&ots=Gcv4omdzh7&sig=toP_hDxtoKt2yh-JE4pwZ6XGkwo&redir_esc=y#v=onepage&q=immigrants%20in%20europe%20risk%20in%20social%20exclusion&f=false

http://www.eurofound.europa.eu/emcc/labourmarket/youthinfographic

http://www.euro.centre.org/data/1201610451_25081.pdf

http://ec.europa.eu/eurostat/statistics-explained/index.php/Unemployment_statistics

Appendix 1
Questions for an interview questionnaire recruitment

1. **Answer the question: Who am I?**
   Objective: The question introduces participant in the conversation, which also shows a diagram which candidate is guided by the self-assessment (eg. I am disabled)

2. **How did you find out about the project?**
   Objective: The question discovers the sources from which participants acquired information about the project

3. **Discuss your strengths/weaknesses** (if this question is problematic, you can ask the participant about what he likes to do, in what types of activities he feels the best, you can refer to the 7 key competences)
   Objective: This question helps to know better participant in terms of the level of key competences

4. **What is the biggest challenge that you have faced in life so far?**
   Objective: The question to help better understand the individuality of the participant's ability and motivation to cross barriers

5. **Question of the relevant barriers** (health, mental, psychosocial, educational, others depending on the individual situation of the participant. In the assessment of barriers to the importance of having the same observation and conclusions of the entire course of an interview)
   Objective: The diagnosis of barriers and the needs of the participant

6. **What steps has the participant taken to change their situation?** (e.g. I am looking for work, or took part in other projects, courses)
   Objective: The question diagnoses the level of involvement of the participant and the desire to change their situation and the level of agency.

7. **What would have to happen for the situation to improve/change?**
   a) How important is it for you to work (return to work) on a scale of 1-10?
   b) How confident are you that if you seek work you will succeed? On a scale of 0-10?
   c) How do you evaluate your commitment and willingness to work? On a scale of 0-10?
   Objective: Question No 7 helps diagnose how the participant has a sense of what is need to change their situation, the level of self-confidence and faith in their own abilities. Additional questions a-c diagnose the psychological attitude of the participant, the level of self-confidence, willingness to take up employment.

8. **Presentation of the main activities and objectives of the project. Expectations for the project.**
   Purpose: to provide basic information about the project, the diagnosis of expectations in relation to the project.

9. **What can you bring to the project? How do you see the project?**
   Obiettivo: La domanda aiuta a determinare il ruolo dei partecipanti e la loro visione del progetto.

CHAPTER 04

Methods of active learning, tools and material

Workshops
Duration: 72 hrs

UNIT 1: ENTREPRENEURSHIP SKILLS

Duration: 18hrs

Competences delivered by this unit:

At the end of this unit, participants will be able to adapt to each other and work together as a team, design and deliver a business presentation with only minor supervision, offer customer service in normal business interactions.

For more information about the European Qualifications Framework:
https://ec.europa.eu/ploteus/content/descriptors-page

SESSION 1

6 hrs 11min

Progetto di Lezione	*Duration*	*Auxiliary materials*
//Facilitator note: The following set of materials will be used throughout the sessions in this unit: name tags; flipchart and flipchart paper; markers; laptop; projector; speakers. Other specific materials for the games and interactive activities are listed under the auxiliary materials column. /		
1. Introduction		
A. Greetings and presentations	*60 min.*	
1. **Greet the group and introduce yourself.**		
2. **Explain the purpose of the project**:		*Flipchart – display the first page which reads: Welcome to the Social Entrepreneurship course.*
-to develop entrepreneurship skills;		
-to help participants identify opportunities to engage in new income generating activities;		
-to reduce the risk of social exclusion and help increase living standards;		*Slide 1 and 2: Title slide and the 3 units of the course*
3. **Say a few words about the structure of the training and its aims**: 3 units covering entrepreneurship skills, value proposition,		

drafting and social entrepreneurship;

Objectives:

At the end of this training, participants will be able to:

-correctly identify market opportunities;
-draft a value proposition;
-implement a value proposition.

4. Group presentation activity:

Instructions for the participants:

-please fold the piece of paper given to you in 4;

-on the top right corner write your name, age, and

occupation;

-on the top left corner write a hobby of yours;

-on the bottom right corner write your favourite food;

-on the bottom left corner write what you expect from this course.

Allow 5 minutes for everybody to complete the task.

Ask participants to present themselves using what they have written on the folded A4 piece of paper.

5. Course rules

Tell participants: In order to maximize the learning, I would like us to agree on a few rules. Show slide 4.

Explain the rules and seek the agreement of the group.

Slide 3

A4 paper – distribute 1 page/participant.

Demonstrate folding the piece of paper in 4.

Fill in your own A4 folded piece of paper.
Discuss participants' expectations, if needed.

Slide 4

BREAK   *10 min.*   *BREAK*

B. Ice-breaking activities

30 min..

Game – Life Highlights
(Source: http://www.huddle.com/blog/team-building-activities/)

Instructions for the participants:

-ask participants to close their eyes for one minute and consider the best moments of their lives so far (these moments can include: moments they`ve had alone or shared with family and friends, professional successes, personal revelations, exciting life adventures etc.);

-after one minute inform participants that their search for

NO auxiliary materials are needed for this activity.

highlights is about to be narrowed;

-keeping their eyes closed, ask each person to decide what 30 seconds of their life they would want to relive if they only had 30 seconds left in their life;

-after 2-3 minutes ask participants to open their eyes and then ask each and every one of them what their 30 seconds entailed and why they chose it.

Rationale:

The first part of the activity enables participants to reflect back on their lives, while the second part will allow participants to get a feel for each other's passions, loves, and personalities.

The game allows participants to know each other deeper, at a more intimate level.

C. Initial assessment

30 min.   *Evaluation form*

1. Introduce the questionnaire and its purpose

2. Distribute the questionnaire to the participants

3. Explain the filling in procedure to the participants. Emphasize the fact that there are no wrong or correct answers.

4. Allow 5 minutes for the completion of the questionnaire.

5. Discuss the questionnaire.

 The test can also be taken online via Google Forms: https://drive.google.com/open?id=1oHu8JENIrZYDIUN y6rky-45s0jZrIxz4HQvxs5I1bOc

BREAK   **10 min.**   **BREAK**

2. Entrepreneurship skills

20 min.

A. General view on entrepreneurship skills

Question: In your opinion, what is an entrepreneur?

[Definition:

Entrepreneur = a person who sets up a business or businesses, taking on financial risks in the hope of profit.

Entrepreneurship = is the process of starting a business or

Hidden flipchart paper prepared in advance with the 2 definitions.
Write participants answers on the flipchart.
Summarize participants' answers by "revealing" the flipchart paper containing the 2

other organization. The entrepreneur develops a business model, acquires the human and other required resources, and is fully responsible for its success or failure.]

Note: Participants may oppose the idea of the entrepreneur at first due to regarding them as the boss they might dislike. Try to emphasize the benefits of entrepreneurship: being one's own boss, creating jobs, helping other people have an income, solving a problem in the community.

Question: What skills do you think you need to be a successful entrepreneur?

Answers: creativity, adaptability, teamwork, time management, good organiser, fighter, risk taker etc. …)

Comment on the connection between what an entrepreneur is and the skills they require and ways these skills could be acquired. Tell participants they will acquire such skills during this course.

Tell participants what are the skills covered in this unit: Team-work, Creativity, Negotiation and Sales and Public Speaking.

B. Entrepreneurship skills – Teamwork 1

56 min.

Overview

Tell participants: We will start by discussing one of the most important skills of an entrepreneur, teamworking.

Discussion: Have you worked in a team before? In what context? How did it feel like? Did you like it? Why? Why not?

Discussion: In your opinion, to what extent do you think working in teams allows us to get better results than working individually?

Presentation:

Question: In your opinion, what does teamwork mean?

Answer: working collaboratively with a group of people in order to achieve a goal.

Domanda: What is then the difference between a group and a team?

Answer: Team members share a common goal, while group members are simply brought together by common interests etc.

Game - Picture Pieces Game

definitions.

Write participants' answers on the flipchart.

Slide 5: Show the diagram illustrating the connection between what an entrepreneur is and the skills required.

Slide 6: Show the skills that will be tackled during this unit.

Slide 7: Show a suggestive image for teamwork.

Write participants' answers about occasions when they worked in teams on the flipchart.

Write down the participants' answers on the flipchart.

Summarize by writing down the definition of teamwork.

Slide 8: Team vs. Group

(Source: http://www.huddle.com/blog/team-building-activities/)

Preparation:

-choose a well known picture or cartoon that is full of detail;

-cut the picture into as many equal squares as the number of participants in the activity;

Instructions for the participants:

-give each participant a piece of the „puzzle";

-pass out pencils, markers, paper and rulers to the participants;

-instruct participants to create an exact copy of their piece of the puzzle which is 5 times bigger than the original size;

-allow 10-15 minutes for the completion of the enlarged puzzle pieces.

-when all the participants have completed their enlargements, ask them to assemble their pieces into a giant copy of the original picture on the table.

-discuss the result with the participants: How did they feel about the task? To what extent did they consider it easy/difficult? How did they approach the task? What did they think about when they first got it? Would they have used a different approach if they had known the end goal? How would they have proceeded?

Rationale: Participants are posed with the problem of not knowing why or how their own work affects the larger picture. This problem solving activity will teach participants how to work in a team and it demonstrates divisionalized 'departmental' working, which is the understanding that each person working on their own part contributes to an overall group result.

"Puzzle" pieces, pencils, markers, paper and rulers

BREAK   *10 min.*   *BREAK*

B. Entrepreneurship skills – Teamwork 2

145 min

Presentation:

- Team roles – HO1
- Tips for maximizing teamwork results – HO2
- Team formation – HO3

HO1
HO2
HO3

Game – The Great Egg Drop (Source: http://www.huddle.com/blog/team-building-activities/)

Game overview: The goal of the game is for participants to build an egg package that could prevent the egg from breaking while being dropped from 2.5 meters. The egg will be dropped inside the package.

Preparation:

-gather a variety of tools and materials (paper, cloth, wood, scissors, straws, masking papertowels, paperclips, rubberbands and any other materials you want to give for creating the egg package, egg);

-split the participants in teams of 4-5 people

Instructions for the participants:

-each team has to build an egg package that could sustain an egg falling from approx. 2.5 meters;

TASK: To package a raw egg so that it will survive a 2.5 meter fall. !!! The egg will be dropped while inside the package which is to protect it from breaking.

- allow 30-45 minutes for building the egg package;

- after the egg packages have been built, each team has to deliver a 30 seconds advert for their package, highlighting why it is unique and how it works;

- allow 15 minutes for adverts presentation;

- after all teams have presented their packages, each team drops the egg to check if the package they built is strong enough to protect the egg.

- allow 15 minutes for the Great egg drop and 10 minutes for cleanup;

- allow 30 minutes for debrief

Debriefing questions: How did it feel like? Which were the challenges you faced? How did you divide work between yourselves?

Rationale: Aside from teaching the groups to work together and communicate, it also brings them together with the common goal of both winning the egg drop and successfully creating an egg package.

Summary:
Teamworking and transition to creativity. They will be discussed in session 2.

A variety of tools and materials to be given to the participants.

Write the task on the flipchart.

Slide 9 – Lesson summary

SESSION 2

5 hrs
45 min.

Progetto di Lezione	*Duration*	*Auxiliary materials*

C. Entrepreneurship skills – Creativity

77 min.

Review:
Question: What did we talk about last time? What is the difference between a group and a team? Why is it important for an entrepreneur to have teamwork skills?

Ice-breaking game: Bonding Belt
(Source: http://www.qualitylogoproducts.com/blog/3-fun-team-building-exercises-employees/)

Game overview: The goal of the game is to get from point A to point B, as a team, while "stuck" together, as quickly as possible. Teams, although could be made up of up to 60 people, should be kept to 10-12 people.

Preparation:

-a large, clear space to allow teams to move between two points;

-some rope, a band and anything else that would keep everyone together;

 -a timer;

-clearly label the start and finish lines;

-split the participants in 2 teams of 10-12 people;

-band each team together with tape or rope to ensure they are united in movements.

Instructions for the participants:

- *your task is to move from point A (show point A) to point B (show point B) as a team, while being banded together;*

- *you now have 5 minutes to discuss among yourselves a strategy you would like to follow;*

- allow 5 minutes for the discussion of strategies;

- at the end of the 5 minutes instruct participants to start their race towards the end point and keep track of their end times.

-once all the teams have reached the end line, give them their finishing times;

- once all teams are aware of their finishing times, give them an opportunity to strategize their next attempt in

Large clear space, rope or band, a timer

order to beat their previous score;

- repeat this process up to 3 more times encouraging teams to achieve their best times.

Debrief: How did you feel about the game? What challenges did you face? How did you feel about the strategies you selected? To what extend were all the voices in your team heard? What aspects did you consider when planning your strategy?

Rationale: At the end of the game, discussions will reveal planning abilities, learning with experience while also allowing for the sharing of knowledge acquired. The game also helps participants get used to working together as teams/partners and helps them become comfortable working together.

Transition to creativity skills: As we have seen in the previous activity, an important part of succeeding in the task is the way we approach it. For this, it is often required that we come up with new ideas, and this is especially so for entrepreneurs. The next skill we are going to discuss about is creativity.

Overview:

Tell participants: Entrepreneurs and each and everyone of us alike are faced in our daily lives with many challenges and problems which might occur. The difference between successful people and the rest is the way we face these challenges and how we overcome the problems we are confronted with. One such way to do this is creativity.

Question: Could you give me an example of creative people? They may be famous or just ordinary people around you.

Follow-up question: Why do you consider them to be creative?

Presentation: Ways of steering creativity

Tell participants: Creativity requires us to be in a certain mood to allow our thinking process to travel in adventurous ways so as to discover new and unique opportunities. For this we could use: music, a relaxed environment, going out in the nature, stepping away from our usual surroundings, doing something different than waiting for an idea (eg. go to a soccer game). Distribute HO4 and discuss the tips with the participants.

Question: In your experience, when do ideas come to your mind? Give me examples of situations you had to solve

Slide 10: Suggestive image for creativity.

Examples of creative people (http://www.fastcompany.com /section/most-creative-people-2014)

HO 4 – Tips for developing your creativity

and how you tackled them.

Game – Music Mania

(Source: Arthur B. VanGundy, 101 Activities for Teaching Creativity and Problem Solving, Pfeiffer)

Background: Music has a calming effect on our emotions that can help us generate ideas. Research has shown that certain types of music can affect moods and productivity. Our brain centers associated with emotional responses are also linked to our ability to function creatively. Music has the potential to stimulate these brain centers and help us think of creative ideas. Both music and creativity involve similar processes and features such as intuition, abstract symbols, and holistic interpretations of data. Musical composition is a creative activity as well. Given this relationship between music and creativity, it makes sense that music can help stimulate new ideas.

Objectives:

-to help participants generate as many creative ideas as possible

-to help participants learn how to use the activities to generate ideas;

Preparation:

-split participants into groups of 4 to 7 people;

-prepare for each group: markers, and masking tape for posting flip-chart sheets;

-prepare for each person one pad of 4x6 Post-it Notes;

-have as many flipcharts or places in the room for participants to stick their papers, as number of teams;

-a variety of music ranging from jazz, pop, soft rock and classical;

-audio equipment to play the music;

Instructions:

-ask each group to write down a problem/challenge on a flipchart;

-tell the participants that they are going to use music to help induce a relaxed mental state;

-select music that helps induce a state of relaxation and turn it on;

-tell the participants to get comfortable and think pleasant thoughts and let their minds drift. Allow least 5 minutes

Prepare the following materials: markers and masking tape; 4x6 Post-it Notes pads – as many as the number of people involved in the activity.
Select a variety of music ranging from jazz, pop, soft rock and classical.

Audio equipment to play the music.

for this activity.

-after at least 5 minutes, ask the group members individually to start writing ideas in the Post-it Notes, one idea/note. Tell them to avoid judging each idea and to list as many as they can for another 5 minutes;

-call time and ask group members to read their ideas, in turn, and then post them on a sheet of flipchart paper for all to see. Thus, person one would read their idea and place it on the sheet of paper, person two would read their idea and post it, and so forth until all ideas have been read and posted.

-ask the participants to listen to another 5 minutes of music and then repeat Steps 5 and 6

Debrief*: What was most helpful about this exercise?; What was most challenging?; What did you learn?; What ideas were generated and which ones were most interesting?*

Summary: Developing creativity and letting your mind free is a very important skill as it allows us to adapt and develop. As we have seen so far, there are various strategies you could use to steer your inner creativity. Most importantly, keep in mind that one should be open to new ideas, so don`t judge and dismiss them, but rather let new ideas fluorish!

Slide 11: Summary creativity – what it is and how to steer it.

BREAK   **10 min.**   **BREAK**

D. Entrepreneurship skills – Public Speaking 1

60 min.

Overview:
Tell participants: Consider this: You have a very good business idea and you need to gather support in order to put it into practice. This means you need to convince 2 people to come and work with you and two other people to invest money in your idea.

Question: What do you do to achieve this?

(Answer: you present your idea to other people and try to convince them to join you)

Tell participants: Indeed, this is what you generally do.

Question: How many of you in this room would feel comfortable in making such a presentation in front of people you don`t really know or barely know? Please raise your hands.

Write participants' answers on the flipchart

Write participants' answers on the flipchart

Listen to the participants' answers and write down a few conclusions on the flipchart about what went good/wrong.

Tell participants: Not many of you feel comfortable doing this and indeed, the biggest fear people have is that of speaking in public. The number of people declaring this as their major fear is larger than those afraid of spiders, or snakes, or flying an airplane.

Question: Why do you think people are afraid of public speaking?

(Answers: making a fool of yourself, shy person, everybody looks at you, it is intimidating etc.)

Discussion: Ask participants: Could you give me examples of situations when you had to deliver a presentation in front of an audience? How was it? What went good? What went wrong?

<u>Presentation:</u> Public speaking skills – fighting the fear of speaking in front of an audience

Tell participants: I can see from your answers that many of you are afraid of what might go wrong while doing a presentation. I have prepared for you a set of tips aimed at helping you overcome this.

Distribute HO5 and discuss it with the participants.

Tell participants: We will focus now on making you more comfortable when having to speak in front of an audience. We will not focus on the content of what you are saying, but rather on building your confidence with regard to the ideas we have just discussed. For this, we will also build on your creativity.

Game – Roll call responses
(Source: Fun with Speaking, Cindy Osterlund, Oregon State University Extension Service)

Game overview: exercise meant at building self-confidence with regard to making a presentation. Allows for imagination to play a role in giving the anwers.

Instructions:

-call each participant on the roll. As each name is called on the roll, have the members respond to the same pre-selected question.

Examples (choose one):

If I had all the money in the world, I would...

If I could be any animal for one day, I would be a……. because…….

If I could change one thing in the world, it would be…….

HO5

No materials are needed for this actvity

10 min.

-then call the roll again and now ask participants to briefly address the same pre-selected topic.

Examples (choose one):

Tell about a holiday tradition at your house.

Tell about a happy moment in your life.

Tell about a dream that you have and want to accomplish someday.

Rationale: The game allows participants to build confidence by allowing them to prepare a simple answer and to respond on a roll call basis. The questions and topics they have to respond to also require them using their creativity ad reflecting on what they already achieved in life.

Tell participants: Very good! You are all....encourage participants with regard to their public speaking abilities. Now, let`s try something else.

Game – Silent speakers
(Fun with Speaking,Cindy Osterlund, Oregon State University Extension Service)

Game overview: exercise meant at building self-confidence with regard to maintaining eye contact and having a peasant demenour.

No materials needed for this game

Instructions for the participants:

-ask each member to come to the lectern, or to the front of the room, make eye contact with the entire group, smile and walk back to their chair.

Debrief: How did it feel like? What was more difficult? Smiling or making eye contact?

Rationale: the game puts participants in front of an audience with a simple task which allows them to gain confidence that they can maintain eye contact and smile when in front of an audience.

Tell participants: Very good! You are all....encourage participants with regard to their public speaking abilities. Now, let`s have a short break and we will then move on to something more fun.

BREAK   *10 min.*   *BREAK*

D. Entrepreneurship skills – Public Speaking 1 (continued)

93 min.

Tell participants: Now that we have had some time to practice our skills and a break to relax, I would like to move on to something a little bit more magic...

Game – Magic Bag

40 min.

(Source: Fun with Speaking, Cindy Osterlund, Oregon State University Extension Service)

Materials: Collection of common everyday items in a bag or pillowcase. Items might include a flashlight, band-aid, scissors, bubble gum, scotch tape, a toy, and apple, paper clip, candy, tooth brush, etc. You will need more items than members of your group

Game overview: Activity aimed at preparing participants for extemporaneous speaking and building self confidence.

Preparation:

-arrange the group in a circle,

-ask for volunteers to start;

Instructions for the participants:

-ask the first volunteer to reach in the "bag" and select an object (no peeking allowed!);

-then ask the volunteer to tell everything that they can about the chosen object, using up to one minute only;

-continue the game with the other volunteers;

-then ask the remaining participants to also give it a try;

To prevent repeat speeches, each participant holds his chosen item until the activity is complete.

***Debriefing**: Were some items more difficult to speak about? Why? Could you have talked longer than one minute about some of the items? Would you have been able to speak longer about the item if you had two minutes to write some notes?*

Tell participants: Very well done everyone! I really love the way....praise the group.

To end today`s session, I would like to challenge you in using both your creativity and public speaking skills by creating a group story. I promise your efforts will be rewarded at the end (have some candies/cookies prepared as rewards).

Game – Continuous story

40 min.

No materials are needed

(Source: http://publicspeakingpower.com/fun-public-speaking-activities/)

Game overview: Participants create a story together with

the goal of making it make sense.

Instructions for participants:

-tell participants they are going to make a story together. Each of them is to talk for anywhere from 20 seconds to a minute. The first person will start telling a story, and the others will have to build on what has been said so that the story makes sense. Obviously each person doesn't know what the person before them is going to say and so they have to continue the story.

Rationale: This game helps people engage in listening and learn to be creative enough to make the story continue and make sense.

Debrief: *How did you feel? What were the challenges that you faced? What did you like about this exercise?*

Awards ceremony: Hand out rewards to the participants for the efforts made so far.

Presentation skills summary and transition to the next session.

Sweets, medals etc.

Slide 12: Public speaking 1 summary

BREAK   **10 min.**   **BREAK**

D. Entrepreneurship skills – Public Speaking 2

85 min.

Ice-breaking game: Watch your back
(Source: http://www.buzzle.com/articles/team-building-activities-for-adults.html)

No extra materials are needed

Game overview: the activity takes place outdoor and is aimed at helping participants build patience and co-ordination with each other.

Instructions:

-make as many pairs of participants as you can;

-ask them stand back to back, as they lock themselves by their elbows, holding hands at the stomach;

.

-make a start and a finish line;

-instruct them that, in the same position, the team must reach the finish line in minimum time.

Discussion:

Tell participants: Now, please think about situations when you had to deliver a presentation.

Question: When preparing you presentation, what did you

think about?

(Answers: the audience, the topic of the presentation; why I was delivering it etc.)

<u>**Presentation**</u>: **Public speaking skills**

Preparation: Purpose/Audience/Message

Body language

The Golden Rules of Presenting

Game – My friend`s fictional life
(Source: http://publicspeakingpower.com/fun-public-speaking-activities/)

Game overview: A fun creative game encouraging thinking on the spot and developing spontaneous ideas in front of an audience.

Intructions for the participants:

-ask participants to, in turn, get up in front of people, take one of their friends and introduce them. However, instead of introducing them in the normal way they should make up a fictional life for them. So you say, for example: Hi this is Jane Smith, and she actually moonlights as a jazz pianist for the underground mafia. And you talk about her life, whatever it may be;

-ask the other participants to observe eye contact, body language;

-debrief after each presentation;

Debrief: *How was it? How did you feel? Did the speaker follow the guidelines for public speaking?*

Transition to the next session: Tell participants: We will stop here for this session , but will continue with public speaking, negotiation, sales and customer service during our next session. Have a great day*!*

30 min.

No extra materials are needed

HO6 – Presentation skills synthesis

HO7 Golden rules of presenting

SESSION 3	*6 hrs* *5 min.*	
Lesson draft	*Duration*	*Auxiliary materials*

D. Entrepreneurship skills – Public Speaking 2 (continued)

60 min.

Game – Endings

(Source: http://publicspeakingpower.com/fun-public-speaking-activities/)

30 min.

A list of endings – 5 more than the number of participants

Game overview: Public speaking is often closely connected to story telling. This game allows participants to be imaginative and deliver a speech by basically just telling a story in front of their peers.

Instructions for the participants:

-each one of you will receive an ending and your task will be to tell us a story that matches with that ending. You can have a funny or sad or adventurous story. It does not matter.

Debrief: How did you feel? Was it difficult? What strategies did you use? Did you apply what we learned about eye contact and body language*?*

Game – Oreo cookie eating demonstration (in teams of 2) (Source: Fun with Speaking,Cindy Osterlund, Oregon State University Extension Service).

30 min.

Oreo cookies

Game overview: This activity develops participants skills of presenting steps in sequence so that they will be able to makecorrect, clear and logical presentations.

Preparation:

-divide the group into teams of two;

-give each team several Oreo cookies;

Instructions for the participants:

-ask each team to create a sequence of steps to demonstrate a good way to eat an Oreo cookie;

-the method must have at least 3 steps;

-allow time to prepare and practice (10 min at least) before asking teams to demonstrate their method to the group.

Optional: Have teams include an introduction to the presentation.

Example: Ladies and Gentlemen! There is only one true way to eat an Oreo cookie. Today my partner Joe Brown and I, Jack Smith, will demonstrate the way to get full satisfaction from eating an Oreo cookie. First you twist the Oreo cookie apart. Second you lick off the filling on one side of the Oreo and place it on your head. Third you eat the second half of the Oregon cookie all in one bite. Finally you take the cookie off of your head and eat it using teeny tiny bites. That's how you eat an Oreo cookie.

Debrief: How was it? How did you feel? What challenges did you face? Emphasize the importance of making clear presentations, with a logical flow.

BREAK   *10 min.*   *BREAK*

E. Entrepreneurship skills – Negotiation and sales

70 min.

Ice-breaking game: Two truths and a lie
(Source: http://www.huddle.com/blog/team-building-activities/)

30 min.

Small pieces of paper

Game overview: The game is aimed at encouraging better communication between the members of a group.

Instructions for participants:

-ask each participant to secretly write down two truths about themselves and one lie, on a small piece of paper;

-after everyone has completed this task, allow 10 minutes for open conversation – much like a cocktail party - where everyone quizzes each other on their three questions;

-the idea is to convince others that your lie is actually a truth, while on the other hand, you try to guess other people's truths/lies by asking them questions. Instruct participants not to reveal their truths truths or lie to anyone;

-after the 10 minutes, gather participants in a circle and ask them to one by one repeat each one of the three statements and have the group vote on which one they think is the lie;

-you can play this game competitively and award points for each lie you guess or for stumping other players on your own lie;

Tell participants: When engaging in entrepreneurship, one will need two things: to identify financing sources by convincing other people/banks that their idea is valuable

and will survive on the market and to attract clients to purchase their products and services so that income is generated. Valuable skills in achieving these are sales and negtiation skills. We will discuss the basics of these in the minutes to come.

Presentation: Elevator pitch

What it is – Tell participants: a presentation made with the purpose of convincing someone of your idea. Called elevator pitch because you should be able to convince the other person in the amount of time needed by an elevator to get to the 11th floor. Otherwise, Today such presentations are called pitches, are alloted a short period of time and should be convincing. This is one of the most basic sales presentations*.*

Tell participants: Aristotle used to say about public speaking that a good speech will have ethos, pathos and logos: emotion, argument and research. This applies to sales techniques as well as sales actually means presenting your idea/product/service with the goal of convincing someone to invest in your idea or buy your products/services.

Game – Sell the following in 1 minute (in teams of 4/5)

30 min.

No materials are needed for this activity

Game overview: participants are presented with an imaginary product (eg. a deodorant that lasts 7 days, keeping you fresh and neat, thus reducing the need for the daily shower) and are asked to create a pitch for this product to be delivered in 1 minute.

Instructions for the participants:

-split participants in groups of 4/5;

-allow 15 minutes for participants to create the pitch;

-ask each group to designate a speaker;

-ask the designated speaker in each group to present the pitch in front of the group;

-discuss each pitch following the criteria of a good pitch

Distribute HO8 – The Slides you need for a good pitch.

HO8

BREAK

10 min.

BREAK

E. Entrepreneurship skills – Negotiation and sales (continued)

60 min.

Presentation: Negotiation

Tell participants: When negotiating, there are generally two parties involved, each wanting to obtain the most: the seller - the best price (highest), the buyer – the best price for them (lowest possible). Each party will therefore engage in the negotiatin with this interest. What you want to do is try and obtain a price as close as possible to what you want. A good strategy is the win-win approach in which both parties gain something.

Game - 2 dollar game

55 min.

(Adapted from: http://ocw.mit.edu/courses/sloan-school-of-management/15-667-negotiation-and-conflict-management-spring-2001/lecture-notes/about_game.pdf)

HO: 2 dollar game participant secret instructions

Instructions for the participants:

-split participants into pairs of 2;

-give each participant in one pair the secret instructions for the scenario the pair will play by;

-make sure the instructions are not seen by anyone else than the participant they are meant for;

-allow each pair 15 minutes to negotiate;

Debrief: Discuss with the participants the situations and challenges they faced as well as their approaches and whether the final result was a win-win situation or not (See the scenarios for more debriefing tips). Where the results were not win-win, ask them: What might happen if the result was not win-win and they will meet again in negotiations*?*

(Answer: Negotiation might be more difficult, resentment may appear and reluctance to do business with that person again, a more competitive stance could be taken etc.).

Slide 13 – Public speaking summary

Summary and transition to customer service.

BREAK   **10 min.**   *BREAK*

F. Entrepreneurship skills – Customer Service

50 min.

Overview: When starting a business, one of the most important assets is the customer. Therefore, we need to pay attention to their needs and treat them in a polite manner.

Presentation: Customer service skills – treating the customer, change, acting professionally, rules.

Slides 14-15 – Customer service skills

Game: When you were a customer

30 min.

(Source: 50 Activities for Achieving Excellent Customer Service, D.S. Doane, R.D. Sloat)

Game overview: This activity puts us in the shoes of the customer by reminding us of our feelings when we are treated poorly and when we are treated professionally.

Objectives:

-identify moments when, as a customer, you were not treated as you felt you should have been;

-identify moments when you as a customer were treated as you felt you should be;

-recognize the impact of professional treatment on your customers

Instructions for participants:

-place participants into teams of four to six individuals;

-select a team leader for each team;

-half of the teams are to deal with the following statement and generate a list of ideas and feelings related to the situation:

Situation #1: When you have been a customer yourself, how did you feel and act when you were not treated the way you believe you should have been treated?

- the other half of the teams should each tackle the following:

Situation #2: When you were a customer yourself, how did you feel and act when you were treated as well as or better than you felt you needed to be treated?

-each team should take approximately 5 minutes to share ideas and develop a list of feelings;

-when the time is up, start with the more negative comments first—the teams that were not treated as they felt they should have been. Have them share their

answers;

-now, have the teams share the positive comments they came up with when they were treated the way they felt they should have been and respond;

Acknowledge and show appreciation for each team as they finish sharing.

Point out: We want our customers to reflect the positive feelings and not the negatives.

Notes, Insights, and Variations

-ask if anyone has time to share an anecdote of when they were a customer themselves and were not treated very well. You will find that, unfortunately, many people do have such stories. Ask if he or she would please share the story with the group. When he or she is finished, ask the participant, "How did that make you feel?"*?*

Debrief: Remember, satisfied customers tend to tell zero to five people about the good service they received.Dissatisfied customers tend to share the negative service they received with five to ten others.

Summary: CS = pay attention to your customer

Slide 16 - Summary

BREAK　　　　　　　　*10 min.*　　　　　　　　*BREAK*

G. Evaluation of Unit 1

85 min.

Game: The Press Conference Acting Game

60 min.

Game overview: The game is aimed at groups between 12 and 24 persons and gives participants the opportunity to practice their skills in creativity, public speaking and teamwork by impersonating different characters.

Preparation:
Sit participants in a circle and inform them of the fact that they are now going to practice all the skills developed during the session through a final game. Tell participants they will be acting out a press conference and that each of them will be able to freely choose the character they want to play in this game. The roles are:

-Mayor – 1 person
-Counsellors – 2 persons
-News people – 3 persons
-Voters – the remaining number of participants

The mayor will hold a press conference on a certain topic

with the help of his counsellors. They will be questioned by the news people and the voters. At the end of the press conference, voters will decide whether the mayor`s proposition passes or fails.

Instructions for the participants:

Ask participants for volunteers for the roles above. After selecting participants instruct them of the topic of the press conference:

Half way through his mandate, the mayor has to convince the voters to increase taxes as the budget has been consumed and there are no money left for the investments planned: the building of a school and a new access road to the community. (The facilitator can adapt the scenario as you deem fit to better relate to the group).

The mayor and his consellors, the news people and voters will have 15 minutes to prepare.

The mayor will deliver a 3 minutes speech and then answer questions from the audience. Each participant has to ask at least one question.

At the end, voters will have their say by voting on the mayor's proposal.

Debrief:

Ask the group what were the challenges they faced; what they enjoyed or not; Discuss the mayor's speech relating it to the knowledge acquired in the public speaking part of the training; discuss teamwork in preparing for the exercise etc..

Little man

Flipchart and post-its

On the flipchart, draw a man, then hand out post-its to the participants. Ask participants to think of their experience in this module and the information acquired. Then ask them, to place post-its with the information they want to remember/consider worthy of being remembered next to the head and arms of the man and the information they do not consider useful next to its feet.

Closing and thanks.

Unit 2: Value proposition

Duration: 36 hrs
Competences delivered by this unit:
At the end of this unit, participants will be able to identify market opportunities and write a complete value proposition with supervision from a professional.

For more information about the European Qualifications Framework:
https://ec.europa.eu/ploteus/content/descriptors-page

SESSION 1

6 hrs

Lesson draft	Duration	Auxiliary materials

1. Introduction

15 min.

a. Greetings and welcoming of the participants to the value proposition part of the training.

b. Explain how the session is structured and what is expected of the participants:

- 36 hrs alloted to understanding what a value proposition is and how to plan it;

- We will be covering aspects such as the structure of the value proposition, what should each chapter contain and how we can evaluate whether or not this will be a successful offer on the market;

- For everything that we discuss during this unit we will use the practical example of a social unit in the field of producing canvas bags.

c. Unit objectives:

At the end of this unit, participants will be able to:

- Describe the elements to be included in a value proposition;

- Explain the differences between revenue and profit;

Slide 1 and 2 – Title slide and Unit objectives

- Draft a value proposition;

d. What we will be covering during this first session:

- Introduction to a value proposition,

- Entrepreneurs and their roles in creating a value proposition;

2. Ice-breaking activities

30 min.

Game - If you had a magic wand, what would you change?
(Source:
http://adulted.about.com/od/icebreakers/qt/magicwand.htm)

30 min.

Rationale: This is an ice breaker that opens minds, considers possibilities, and energizes the group.

Preparation: Arrange participants in a circle

Instructions: Give each participant the magic wand and ask them to think about one thing that they would change in their community if they had the power to do this. Tell them that their special powers are limitless and they could think about anything they do not like. Write down their answers. (These will be refered to later in this Unit).

Debrief: Use the magic ideas generated to ask participants for ideas about how to make their wishes come true. Also ask them to name three things they would need for the solutions they are proposing.

Materials needed:
A magic wand (Must have)
Flipchart and markers for recording the results (Optional)

List the answers on the flipchart by the magic wishes they correspond to

3. The difference between a commercial business and a social entreprise

80 min.

a. The difference between business and social enterprises

30 min.

Question: What is a business?

(Answer: A commercial enterprise offering products and/or services to the market (clients) with the aim of obtaining profit that is then distributed among the business owners).

Question: How are people starting their own business called?

(Answer: Entrepreneurs)

Question: Could you give me examples of commercial businesses?

Question: In your opinion, how would you define a social

Write participants' answers on the flipchart

enterprise?

(Answer: An enterprise offering products and/or services to the market (client) with the aim of solving a social need in the community (unemployment, environmental issues etc.) and not necessarily that of making profit).

Emphasize the fact that social enterprises use the same principles as commercial enterprises when designing the products/services they will be offering. It is just that their final aim is not profit, but tackling a problem in the community. People starting a social enterprise are called social entrepreneurs.

Question: Could you give me an example of a social enterprise?

(Answer: Unit producing canvas bags, wooden toys, various kinds of jewelry etc. and employing people with dissabilities, or who had been unemployed, using environmentally friendly materials only etc.)

b. The Canvas Bag

Introduce the example of the Canvas Bag social enterprise and discuss it in general terms (What they do, where it is located, why it is a social enterprise, results achieved).

Discussion: Ask participants: Why is this a social enterprise? What are the social problems that the unit is solving? Why do you think they are successful on the market*?*

Note! For more examples of social units to present and discuss with the participants, please refer to Chapter 1 of this toolkit.

Write participants' answers on the flipchart

Slides 3 and 4: Canvas Bag social venture example

BREAK | **10 min.** | **BREAK**

4. Value, business and ideas

115 min.

Question: Has anyone ever started a business? Or something on their own? How was it? What went good? What went wrong?

Discussion: Discuss with the participants about the businesses they started or wanted to, the opportunities and challenges they encountered.

Question: Why do you think people start thier own business?

Answers: to be their own boss, to make more money, to do something that they liked, because they identified an

Write participants' answers on the flipchart

opportunity, to solve a social problem.

Question: In your opinion, what do we need in order to start our own business?

(Answer: An idea, a plan, money)

Emphasize the fact that the first thing we need is an IDEA.

Presentation:

Tell participants: In order to get the idea, entrepreneurs must look for the solution to a problem, because each problem is an opportunity to do something that somebody needs, so they will be willing to pay money for it.

Question: In your opinion, how or where can we find the idea?

(Answers: - a problem you have been confronted with yourself and did not find a solution for it; - a problem your clients had at a previous job you held; - observing what others do and trying to do that same thing better or differently; - various changes in the natural, technological, social etc. macro-environment.)

Tell participants: Changes in the environment could be:

- laws (eg. it is now mandatory to have winter/summer tyres)

- consumer preferences (eg. consumers today are more inclined to buy various gadgets; more active elderly people)

- technological changes (inventions etc.)

- demographic changes (eg. population ageing)

Exercise:

Instructions: Divide participants in teams of 3 according to where they are sitting. Ask participants to identify at least one business idea resulting from a change in the macro-environment. Allow 10 minutes, then discuss their ideas.

Exercise:

Instructions: Keep participants divided in the same teams of 3 and now ask them to add a social dimension to their initial business idea. Suggest they could think about ways of employing people with dissabilities, special needs, protecting the environment etc. Allow 15 minutes, then discuss their answers.

Question: In your opinion, to what extent are ideas also opportunities?

(Answer: Not always. Sometimes an idea may not also

Slide 5: Successful and unsuccessful ideas

HO1

Distribute HO2 – Questions for creative thinking

Distribute HO2 – Questions for creative thinking

Write participants ideas on the flipchart

attract customers).

Example:

Successful ideas and Unsuccsessful ideas. Present Slide 5 and offer details about each of the businesses.

Discussion: Ask participants: What is the difference between these ideas? Why do you think some were successful, while others were not?

Discussion: Distribute HO1 and discuss the questions which can help us identify whether our idea is also an opportunity.

Discuss each of the questions for one successful and one unsuccessful idea of the ones in Slide 5, by asking participants to answer the questions for each idea. Emphasize the fact that for an idea to be an opportunity we need to offer VALUE to our clients.

Tell participants:

Now, in order to be able to identify problems and generate ideas, one should also develop their creative thinking. As you remember, we have discussed this and done some exercises during the first Unit of our program. Let`s try another exercise now, this time focusing on generating business ideas.

Exercise:

Instructions: Split participants into teams of three, this time, by asking them to count 1-2-3, so the first participant will say 1, the second 2, the third, 3 and then the fourth will start again from 1 and so on. Ask all participants with number 1 to gather in one area of the room, all those with number 2 in another area and the same for those with number 3.

Distribute HO2 to each team and allow participants 10 minutes to complete the task.

Debrief: Discuss the business ideas they generated.

Write participants ideas on the flipchart

BREAK   **10 min.**   *BREAK*

5. Ice-breaking activities

Game – Zoom
(Source: http://www.greatgroupgames.com/zoom-in-game)

Game summary: The aim of the game if for participants

15 min.

Materials needed:
- Powerpoint Slides downloaded;
- Laptop;
- Projector and Screen,

split in teams of 5 to guess the zoomed in object. The first team to guess receives the points alloted. The team with the most points wins the game.

Instructions:

1. Split everyone into teams of 5. Give each team a piece of paper and pen. The object of the game is to identify as many objects from the Powerpoint as possible as a group.

2. The first "zoomed" slide is worth 5 points, the second "zoomed out" slide is 4 points, the third "zoomed out" slide is 3 points, and the fourth "zoomed out" slide is worth only 1 point. Each team tries to identify the object as soon as possible, to get the maximum amount of points.

3. As soon as the group thinks they know what the object is, they have to raise their hand and write their answer down on the piece of paper. *You'll need to ask and take note on which slide they wrote down their answers.

4. Go through each slide, giving each team 1 minute to look at, discuss each slide, and an opportunity to write their answer down. Once their answer has been written, they cannot change their answer.

5. Once the object is revealed, the team that has the correct answer will receive the amount of points for the slide that they stopped at. For example, if a team correctly identifies the object by the second "zoomed out" slide, the team is awarded 4 points. If the team answers incorrectly, they do not gain any points for that round.

6. The team with the most points wins the game.

Debrief: How was it? Did you find it difficult? Easy? What made it difficult for you to guess*?*

Tell participants: While having many details is great, we should also not forget the whole picture.

6. Entrepreneurs

Tell participants:

While we have discussed a little bit about what a business and a social business are, let us now lok a little bit closer (zooming in) at what entrepreneurs are.

Question: In your opinion, what are the qualities of an entrepreneur?

(Answers: courageous, creative, hard-working, able to take risks etc.)

cables;
-Timer/Watch;
- Paper and pen;
- List of items;
- Something to record teams' points

85 min.

HO3

Distribute HO3 – Qualities of an entrepreneur

Discuss HO3 with the participants. Do they agree with the other qualities noted there? Why? Why not?

Game – Fear in a hat
(Source: http://www.icebreakers.ws/team-building/fear-in-a-hat.html)

Debrief: We will come to this idea of the fears people have later on today, as many people have doubts whether or not to start something on their own because of fear of failure.

Tell participants:

Many people are afraid of starting their own business, yet only 1 in 7 businesses will fail. Let us look at the following Handout (HO5) about risks and opportunities.

Allow participants 3 min to read through the handout.

Comment on the handout content by emphasizing the fact that change can be good and we should seize opportunities. If we make a careful analysis of our idea (which we will learn how to during our next meeting) chances are, our business will be one of the 6 successful ones.

Tell participants: And because change can be good, we will now play a game aimed at helping you identify things you would like to change in your lives.

Game - Where the wind blows
(Source: adapted from http://www.greatgroupgames.com/where-the-wind-blows)

Game overview: The aim of the game is to help participants identify a habit they could change in their lives. The scope of the game is for each participant to avoid being the last one standing.

Preparation: Arrange chairs in a circle, ask participants to take a sit and one participant to stand in the middle of the circle.

Intructions for the participants:

1. The person in the middle needs to say a sentence of something, a habit, they would like to change. For example, "I want to quit smoking", "I want to start exercising", "I want to eat healthieri", "I'd like to be less angry/upset etc".

2. If the person's statement applies to someone sitting in

HO4

HO5

the circle, that person has to move from his or her seat and sit in a different chair.

3. The person in the middle will need to try to sit down. One person will remain standing. The standing person starts a new round by saying a different statement.

Note: People cannot move to seats on their immediate left or right. For example, they can sit two seats away, but they cannot move to the left or right of their current chairs.

Debrief: Tell participants: Change starts with you. Try putting into practice what you want to change by our next meeting.

Slide 7

Ask each of the participants to agree on something they would like to change in their lives and make an agreement that they will work on this starting now. Inform participants that this aspect can relate to anything in their lives. Tell participants you will be discussing their progress over the next meetings.

7. Summary of Session 1

Summary of session 1: Tell participants: Today we have seen what a commercial and a social enterprise are, as well as the qualities of an entrepreneur and what we need to start a business.

8. Transition to the next session

Tell participants: Next time, we will see exactly what a value proposition is and start understanding its content. See you next time! Make a valuable change in your life until then!

SESSION 2

6 hrs

Lesson Draft	*Duration*	*Auxiliary materials*

1. Introduction

72 min.

a. Greet the participants

b. Start the new session by telling participants that during this meeting you will start discussing more in depth what a value proposition is, what it comprises and you will develop together the necessary skills to write one from scratch.

c. Tell participants:

However, before starting discussing a new topic, let us see how you managed to implement the changes we decided upon during our previous meeting.

Discussion: Ask participants about the changes they wanted to make, the progress made and their opinion on the challenges and opportunities encountered.

d. Game – Electricity
(Source:
http://www.greatgroupgames.com/electricity.htm)

Overview: The aim of the game is for teams to try to be the first to grab a given object each time the coin comes up as heads.

Instructions for the participants:

1. Arrange everyone into two equally numbered teams. Have both teams line up in parallel lines. At the end of the line, place the object about five feet away (in equal distance from both ends of the line). You'll be at the head of the line.

2. Explain the rules: Everyone in line will need to hold hands and close their eyes. Only the first person of both lines can open their eyes. Flip the coin in the air, catch it, and reveal the quarter to the first person of both teams.

3. If the quarter comes up as "heads", the first person squeezes the next person's hand. The second person squeezes the next person's hand, and so forth. At the end of the line, the last person runs to grab the object. The team that grabs the object first wins a point for the round. If the quarter comes up as "tails", then no one squeezes anyone's hand. If there's an "accidental" hand squeeze and the quarter comes up as "tails", the team that grabbed the object loses a point for the round.

4. For the second round, the first person goes to the back of the line and the game continues. The first team that reaches 10 points wins the game.

e. Review:

Ask participants:

What did we discuss last time about?

What do we need in order to start a business?

How/where can we get the ideas?

What is an entrepreneur?

30 min.

*Materials needed:
a coin quarter etc.); an object for teams to grab (ball, stuffed animal, water bottle etc.)*

What qualities should an entrepreneur have?

What is a social enterprise*?*

2. Value proposition – general structure

48 min.

Question: In your opinion, what is a business plan/value proposition?

(Answer: a formal statement of business goals, reasons they are attainable and ways to achieve them)

Question: In your opinion, why do we make a business plan/value proposition? Why is it important for us?

(Answer: To evaluate our business, to organise our ideas, to apply for a bank credit or other sources of financing, to pitch our idea to a potential investor)

Presentation:

Introduce participants to the structure of the value proposition/business plan. Distribute HO6.

HO6

Allow participants 5 minutes to read through the value proposition structure.

Discussion: Discuss the value proposition structure with the participants. Briefly give a few details about the contents of each section. Where relevant ask participants what they think the section should include and for examples.

0. Cover page

1. Identification details – company name, public/private ownership/company/NGO etc

2. Summary - a brief presentation of the main ideas to include in the value proposition

3. Content

4. History – if applicable – a short presentation of what has been achieved so far, challenges faced etc.

5. Market information

    a. Product
    b. Clients and client analysis
    c. Competition analysis
    d. Price
    e. Distribution
    f. Promotion
    6. Human Resources
    7. Operational plan
    8. Financial analysis

9. Risks

30 min.

Game – Trust walk

(Source: http://www.icebreakers.ws/team-building/trust-walk-teambuilding-activity.html)

Overview: This is an activity that helps practice trusting each other. A leader steers their partner around obstacles using verbal or nonverbal instructions.

Instructions for the participants:

1.Ask participants to arrange themselves into pairs.

2. For each pair, instruct one of the participants to be the guide (navigator) and the other to be blindfolded.

3. Once the blinfolded partner is ready, showly spin the person around a few times so that they are unsure which direction they are headed.

4. Guide participants to the area with obstacles.

5. From this point on, participants are not allowed to touch their partner at all, but rely solely on verbal cues (eg. In approximately five steps ahead, there will be a tree branch. Go ahead and step over it slowly).

6.Instruct participants that the guide is the solely responsible for their partner's safety. Their task is to try their best at steering their partner away from obstacles.

7. Give participants the start and observe them reaching the finish line.

Debrief:

Questions:

What was it like to be the "guide", being fully responsible for the safety of your partner?

What do you think was the purpose of this teambuilding activity?

Did you have any difficulty trusting your partner while blindfolded? Why or why not?

How do you think this relates to our topic*?*

Valuable lessons can be learned about teambuilding and unity (eg. The guide will learn about the challenge and responsibility of caring for another individual's well-being, while the blindfolded partner learns to trust and rely on

Materials needed: Preferably an outdoor setting with some obstacles (not very dangerous ones, though); Blindfolds and any props that could be set up as minor obstacles

Materials needed: none

another person). You can also link this to the fact that when starting a business/value proposition, you will also be in the position of building relations and trusting people as well as having people relying on you. At the same time, we need the business plan/value proposition so that we do not pursue our quest blindfolded.

3. Value proposition – detailing the contents:

110 min.

Write the elements that this section should include on the flipchart

Game: Energizer
 (Source: http://www.ccam.uchc.edu/holmes/improv/improv/exercises. htm)

Participants stand in a circle. Each person makes eye contact with another person across the circle. The two walk across the circle and exchange positions, while maintaining eye contact. Many pairs can exchange at the same time, and the group should try to make sure that everyone in the circle is included in the exchange. Begin by trying this in silence and then exchange positive wishes in the middle of the circle.

Tell participants: Let us now go into a little bit more depth with concern to the value proposition structure. In order to make everything more clear, I will use the example of the Canvas bag social enterprise I presented to you last session. Kindly note that the data presented may not all be true as we do not hold actual figures.

Unit identification details

Presentation:
This section includes data about our unit (be it a commercial business, a social unit, an NGO, an association etc.). Data will include: The unit`s name and contact details (address; telephone; e-mail etc.); The name of the associates/people in charge of running the unit; The structure of its capital: publicly or privately owned; Bank and bank account; Type of activity offered by the unit (what will the unit actually do: offer products/services? In which area of the economy – the generic code of the activity will be given here as per the national legislation).

Discussion:

Question: In your opinion, how do we decide on the name of our business? What should we take into consideration?

(Answer: the name should be connected to the activity we offer; be easily remembered; be easily pronounced; be unique)

Question: Could you give me examples of such names?

Write participants' answers on the flipchart

Discuss the examples offered by the participants and emphasise the positive and negative characteristics of the names.

Exercise: Choosing the right name for your business

Give participants HO7.

HO7

Allow 5 minutes for them to complete the exercise.

Discuss their answers emphasising the ideas discussed previously.

Tips for naming your own business

Distribute HO8 and allow 5 minutes for participants to read through it. Ask if there are any questions and tackle those.

HO8

Summary

Presentation:

Tell participants: This section is generally drafted after all the other sections have been completed. It contains a short overview of the main points of your value proposition. It always comes at the beginning of the value proposition. This is a very important part of the value proposition.

Write participants' answers on the flipchart

Question: Why do you think the summary is such an important part?

(Answer: Many investors/banks do not read through the entire plan, they just read the summary to see if it has potential and then browse the sections that most interest them.)

Tell participants: We will come back to this part at the end and discuss a full example then.

Unit history

Presentation:

Tell participants: In those situations where your unit is not newly created, this section contains a short presentation of the unit's evolution, accomplishments and opportunities. It may also detail some of the challenges faced over time and the manner they were surpassed.

Write the content on the flipchart

Example:

Use Slides 3 and 4 to illustrate the drafting of a unit history for the Canvas Bag.

Question: What could we write in the business history section if our business were totally new?

(Answer: details about the relevant experience of the entrepreneur starting the business, rationale, strenghts etc.)

Market information

Presentation:

Tell participants: This section will contain information about the market in which your unit will operate.

Question: What do you understand by market?

(Answer: Where demand meets the offer. The place where sellers try to offer their goods and services to people who need them and are willing to offer something else in return)

Question: What elements do you think should we discuss about in this section?

(Answer: Products/services offered; Clients; Competitors; Price; Distribution; Promotion)

BREAK | *10 min.* | *BREAK*

Game: Energizer – Dancing on paper (Source: http://www.icaso.org/vaccines_toolkit/subpages/ files/English/energiser_guide_eng.pdf)

15 min.

Equal sheets of newspaper

Facilitators prepare equal sized sheets of newspaper. Participants split into pairs. Each pair is given either a piece of newspaper or cloth. They dance while the facilitator plays music or claps. When the music or clapping stops, each pair must stand on their sheet of newspaper or cloth. The next time the music or clapping stops, the pair has to fold their paper or cloth in half before standing on it. After several rounds, the paper or cloth becomes very small by being folded again and again. It is increasingly difficult for two people to stand on. Pairs that have any part of their body on the floor are "out" of the game. The game continues until there is a winning pair.

Products/Services

Question: In your opinion, what is the difference between goods and services?

65 min.

Write participants' answers on the flipchart

(Goods are products that are tangible, while services are intangible. They both solve a need/problem/answer a wish

we have)

Question: Could you give me examples of goods you can buy?

(Answer: milk, cars, clothes, telephones, washing machine etc.)

Question: What about services?

(Answer: Going to the hairdresser; Going to the cinema; Going to an adventure park)

Discussion: The importance of being specific

Question: What is the product offered by the Canvas bag unit?

(Answer: Bags)

Show Slide 8 – Illustrate all the different kinds of bags there are on the market (plastic bag, shopping bag, leather bag, small, large bags, canvas pag, painted canvas bag, bags made out of recycled materials, bags in various forms etc.)

Slide 8

Emphasize the fact than when describing the products we are offering, we should be as specific as possible and define our product/service in the greatest of details.

Question: Why do you think it is important to describe our product/service in detail?

(Answer: So that it is clear both for us and for those reading the business plan what our value proposition is. Otherwise, people, just as you did, will imagine what is easier for them. Also, we need to be certain of the product/service we are offering so that we can then proceed with further analysis.)

Exercise: _Describe your product_

Ask participants to stand up then tell them that for the first part of this exercise, they will not be allowed to speak to each other. Now intruct them to arrange themselves chronologically considering their birthday (only the day and the month, irrespective of the year). Tell them they have 3 minutes to do this.

Allow 3 minutes for participants to arrange themselves in a row without speaking to each other.

Once they have arranged them in a row, check to see if they are standing in the correct place and note any people born in the same date. (In any group larger than 15 people, the probability is very high that some will be born on the same day).

Now split participants into teams of 3 according to their

birthdays. Tell participants they have to discuss among themselves and decide on a product/service they would like to offer, then try to describe that product/service being as specific as possible. They have 15 minutes to do this. (! Make a note of the members of these teams as they will work in these teams for a few exercises along this unit).

Allow 15 minutes for participants to come up with a product idea and decsribe it.

Discussion*: Ask each team to present their product and discuss the ideas and whether the description is specific enough.*

SESSION 3

6 hrs

Lesson Draft	*Duration*	*Auxiliary Material*
1. Introduction	**65 min.**	

a. Greet the participants and ask they how they are.

b. Start the new session by telling participants that during this meeting you will start discussing more in depth about market analysis.

c. Tell participants:

However, before starting discussing a new topic, let us see how you managed to implement the changes we decided upon during our previous meetings*.*

Discussion: Ask participants about the changes they wanted to make, the progress made and their opinion on the challenges and opportunities encountered. For those participants facing challenges, discuss with the group and suggest an action plan with some concrete activities they could do to make the change easier. Also, introduce the idea of rewarding progress and tell participants that starting this session, they are kinldy asked to track down their efforts in a change diary (HO9) and all those bringing the diary filled in next time will get a nice surprise.

HO9 – Distribute HO 9 and explain its contents

Write any key aspects worth emphasising on the flipchart

d. Review

Question: What did we discuss about during our previous session?

No materials needed

What are the main characteristics of a unit/business name?

Why is it important to be as specific as possible when describing the products/services offerred?

Why do we place the summary of the value proposition at the beginning of it and not at the end?

Emphasize any aspects that might be unclear and offer more details/examples if required.

Ice-breaking game: Who is the leader?
 (Source: http://www.icaso.org/vaccines_toolkit/subpages/files/English/energiser_guide_eng.pdf)

Participants sit in a circle. One person volunteers to leave the room. After they leave, the rest of the group chooses a 'leader'. The leader must perform a series of actions, such as clapping, tapping a foot, etc. that are copied by the whole group. The volunteer comes back into the room, stands in the middle and tries to guess who is leading the actions. The group protects the leader by not looking at him/her. The leader must change the actions at regular intervals, without getting caught. When the volunteer spots the leader, they join the circle, and the person who was the leader leaves the room to allow the group to choose a new leader.

2. Clients and client analysis 1

Tell participants: Let us now discuss those persons purchasing our products or services and how can we decide who they are and reach out to them in order to achieve the maximum of results.

Presentation:

Tell participants: Clients are those persons whom we want to buy our products or services. Yet, it is often that not everybody out there is interested/would want to buy our products. For example,men would definitely not be interested in purchasing a lipstick as women would not generally be interested in purchasing after shave.

Question: Why do you think this is?

(Answer: Because people buy products and services to satisfy their needs or wishes so we need to make sure we advertise/present our products/services to those clients who would be interested in them. Exactly as in the game we have played a few minutes ago, clients are the leaders of our business. If we don`t have clients, we will not have a business.)

45 min.

.
Flipchart: write the definition of segmentation

Flipchart: write participants' answers on the flipchart

Flipchart: Write the definition of the target segment

Question: What happens if we present our products/services to people who are not interested in them? (eg. We advertise an aftershave with its manly uses to ladies)

(Answer: They will not react to the advertisement, they will not remember the product, it will be a waste of money)

Tell participants: In order to make sure that we offer our products/services to those people interested in them, we try to split the entire population into smaller groups so that we can then choose the particular group to whom we are going to make our offer. This process is called SEGMENTATION.

Question: In your opinion, what would be some criteria we could use to divide the general population into smaller groups?

(Answers: age, gender, geographical area, level of income, business or individual)

Tell participants: The smaller group we select to be our clients is called the TARGET SEGMENT.

BREAK	*10 min.*	*BREAK*

3. Clients and client analysis 2

120 min.

Presentation:

30 min.

Explain each of the criteria and offer relevant examples based on products familiar to the participants. (eg. Identify different age categories, income levels, geographical areas etc. Then choose a product and ask them who the clients would be: males or females; what age range, rural/urban areas etc.)

Exercise:

30 min.

Split participants in the same teams as for the previous exercise and now ask them to do the segmentation for the products they proposed as part of the previous exercise. Hand each team markers and a flipchart paper on which to write their answers to the task.

Tell participants they have 15 minutes to:

- Identify the criteria
- Choose the target segment
- Give reasons for choosing the target segment

Allow 15 minutes for participants to complete the task.

Ask each team to present the result of their work and discuss the criteria and target segment chosen with the entire group.

Presentation: Client analysis

Tell participants: Once we have selected the criteria based on which we can segment the market, identified some market segments and thought about which segment you would like to target, we should also decide on whether or not the target segment is viable.

Question: What do you think a viable target segment means?

(Answer: the segment is large enough, attractive enough and within our reach)

Tell participants: We also need to gather more details with regards to our clients.

Question: In your opinion, what are information do you think it would be useful to know about our clients, apart from the segmentation criteria?

(Answer: client characteristics – what they like, dislike, where they shop, how much, how often; how many they are; how I can reach them; what influences their buying decision – adverts, friends, trends, family, price etc.; other info)

Discuss each of the elements we are interested in about our clients and offer specific examples based on products and services familiar to your participants.

Exercise: Client analysis – HO 10

Split participants into the same groups as before. Tell them we are now going to practice the client analysis based on the products they wanted to sell in the previous exercise. For the target market segment they identified in the previous exercise, tell them they are now to go in more depth and describe client characteristics as per HO10. Distribute HO10 and tell participants they have 15 minutes to complete the task. You will then have a 10 minutes discussion based on their answers.

Allow 15 minutes for participants to complete the task.

Discuss each team's answers as a group.

HO10

BREAK   *10 min.*   *BREAK*

Game – What am I felling?

(Source: http://www.icaso.org/vaccines_toolkit/
subpages/files/English/energiser_guide_eng.pdf)

Participants sit in a circle. Each person takes a turn acting out an emotion. Other participants try to guess what feeling the person is acting out. The person who guesses correctly acts out the next emotion.

15 min.

4. Competition

Tell paricipants: When starting a venture, we should also consider our competitors.

Question: In your opinion, who are the competitors?

(Follow-up question (if required) – if I sell canvas bags in city X and you sell canvas bags only in city Y, are we competitors or not?)

(Follow-up question (if required) – if I sell canvas bags and you sell plastic shopping bags, are we competitors?)

(Answer: Enterprises offering the same products/services to the same clients.)

Summ up participants' answers and give the complete definition of competitors – direct and indirect.

(Direct competitors = they offer the same products/services to the same customers; Indirect competitors= they offer products or services that can replace yours (eg. sweetner vs. sugar))

Question: In your opinion, why is it important that we know who our competitors are?

(Answer: Because they address the same clients as we do; We should know what they offer so that we know what to offer ourselves in order to attract clients; If we know what they offer, we could also come up with ideas to make our offer better than theirs; Bacause basically we fight over the same clients.)

Note! When participants offer their answers or you fill in with other ideas, also offer relevant examples related to products/services participants are familiar with.

Question: If we consider all the reasons above, what kind of information do you think we should gather on our competitors?

(Answer: details about the products and services they are

105 min.

Flipchart: Write participants' answers

Flipchart: Write the definition for direct and indirect competitors.

Flipchart: Write participants' answers

Flipchart: Write participants' answers

Slide 9 and 10

offering; the prices they have; the promotional strategies they use; number of employees; annual revenue and profit; wether or not they are expanding etc.)

Note! When participants offer their answers or you fill in with other ideas, also offer relevant examples related to products/services participants are familiar with.

Question: Where could we get such information from?

(Answer: by direct observation; from the internet, newpapers, magazines; form their clients, suppliers or other business partners; from their employees; from different official bodies - eg. The Chamber of Commerce etc.)

Example: The Canvas Bag

Show Slide 4 (comprises clients and competitors analysis) and discuss the competitors' analysis for the Canvas Bags. Identify, together with the participants, ideas for developing their products/services based on what their competitors are doing. Also, identify as a group ideas for developing their business based on comparing what their clients' wishes and needs are and how these are currently being met by the enterprise and its competitors.

HO11

Exercise: Split participants into the same teams as before and ask them to do a competitors' analysis (HO11). Instruct them that they have 15 minutes for this and you will then discuss it together as a group.

Summary and transition to session 4.

SESSION 4

6 hrs

Lesson Draft	*Duration*	*Auxiliary Material*

1. Introduction

65 min.

a. Greet the participants and ask they how they are.

b. Start the new session by telling participants that during this meeting you will start discussing more in depth about price, distribution and promotion.

c. Tell participants:

However, before starting discussing a new topic, let us see how you managed to implement the changes we decided

upon during our previous meetings.

Discussion: Ask participants about the changes they wanted to make and discuss their changes diaries. For those participants facing challenges, discuss with the group and suggest an action plan with some concrete activities they could do to make the change easier. Reward participants for their progress and/or efforts.

d. Review

Question: What did we discuss about during our previous session*?*

What are products?

When is a company our competitor?

Please, give mean example of a target market segment.

Could you give me some examples of segmentation criteria?

In your opinion, why is it important that we perform a competitor analysis?

Emphasize any aspects that might be unclear and offer more details/examples if required.

2. Price

Tell participants: We have discussed so far about what products we offer, whom we offer them to and how to analyse our competitors. Yet, the question is, where do we make money from? What do you think?

(Answer: by asking for a price for our products/services)

Question: In your opinion, what do we understand by price?

(Answer: the exchange value of a product/service – monetary or not)

Discussion: Setting the price

Question: In your opinion, what are the elements we should consider, when setting the price?

(Answer: costs (fixed and variable costs; total cost), competition, demand/offer)

Discuss the impact of each of these elements with the group.

Use the Example of the Canvas Bag.

Flipchart: Write any aspect that needs clarifying on the flipchart with the relevant extra details required

50 min.

BREAK   **10 min.**   **BREAK**

Game – Set the price for your product

60 min.

Overview:

The aim of the game is for participants to practice creating a product , setting its price and presenting it in order to attract customers.

Instructions:

Distribute each participant an A4 piece of paper. Using only this white sheet of paper, ask participants to create a product. They are not allowed to use any other materials (pens, pencils, scissors etc.). They are only allowed to use the A4 sheet of paper. They can, however, do what they want to it – break it in half, fold it etc. Tehy have 10 mintes to create their products.

Allow 10 minutes for participants to create the paper products.

After the 10 minutes have elapsed, asked participants to think about a price they would charge if they were to sell this product made out of paper (not the product's equivalent if it were made out of wood etc.). Eg. They will sell a paper boat, a paper fan etc. Participants have 5 minutes to consider the price to charge. Half time in, re-emphasize the fact that they are deciding on a price to charge for their product made out of paper. Pass by each of the participants and write down the price they will charge for their product.

Allow 5 minutes for participants to decide on a price to charge.

Flipchart: Write the prices on the flipchart

Tell participants they are now asked to prepare a pitch for convincing the audience to buy their product. They will have 1 minute at their disposal each. They are NOT to disclose the selling price of the product in their presentation. After they pitch their product, the other participants will say the prices they would offer. After each presentation, ask the group for the amount of money they would offer in exchange of that product, then diclose the price charged by the seller. At the end of all the presentations, discuss why differences emerged between the price considered by the seller and the amount offered by the participants.

Distribute HO12 at the end of the presentation

Allow 1 minute/participant for the pitch and 1 minute to collect the figures the other participants are willing to offer in exchange of the product. Write the initial price asked for by the seller and those offered by the other participants on

the flipchart.

Allow 15 minutes at the end, to discuss the differences that emerged.

3. Distribution

Presentation:

Tell participants: In order for us to be able to claim a price for our products/services, we should also make sure that they reach our clients. This is where distribution channnles come in. Distribution, therefore, comprises all the means and links required for a certain product/service to get from the point where it is produced to the clients.

Present the different types of distribution channels and various distribution uses to the participants based on HO12.

At the end of the presentation, distribute HO12 and allow participants 5 minutes to read thorugh it. Ask them if there are any questions and discuss if needed.

Game – Human Knot
(Source: http://www.greatgroupgames.com/the-human-knot)

Overview: As a team, untangle yourselves to form a full circle again.

Instructions:

1. Arrange everyone to be in a large circle. Ask them to close their eyes. When you say "go", everyone needs to move towards the inside of the circle and join hands with another person across the circle.

2. The object of the game is to work together to untangle everyone to become a large circle again. Everyone's hands must be joined with the other person at all times. This may require some outside help/consulting and coordination, as well as a bit of climbing, etc. This game requires people to be close to each other.

*Note of caution: This game requires people to be in close proximity with each other - be sure that everyone is okay with being close to one another.

Variation: If the group is unable to fully untangle themselves after 10 or 15 minutes, let one person unlink and rejoin their hand with someone else's (the other two people need to join hands). The group can strategize and decide who they'd like to unlink/rejoin.

4. Promotion 1

110 min.

30 min.

Game – Company slogan and tagline
(Source: http://www.greatgroupgames.com/company-slogan-tagline-game)

Materials needed: - Projector; Laptop; Cables; Pen/ Paper for each team

Overview: The main aim of the game is for participants to guess the most company taglines/logos.

Preparation:
Game PowerPoint slides

Instructions:

1. Set the laptop to project on a screen. Separate everyone into two teams and provide each team with paper and pens. Open the PowerPoint and let the teams know that their goal is to write down the name of the company associated with each tagline. Each correct answer is worth one point.

2. There are 25 company slogans & taglines in the PowerPoint. Go through each slide one by one (the answer will appear as you go through each slide).

3. The team with the most points wins the game.

Tell participants: Just as you have done it for the companies for which we played the game, we want our clients to recognize our name, our brand, our logo etc.

Question: Why do you think this is?

(Answer: So that they know we are on the market; so that they know who we are, what we sell, where they can find us etc.)

Question: What promotional strategies do you know?

(Answer: advertisements, posters, flyers, promotional campaign, product testing, 30% free etc.)

Tell participants: Very good answers, we will go into more details with all of these promotional strategies a little bit later. But first, let us discuss a little bit about how we create a promotional strategy.

HO13

Presentation:

Tell participants: When designing a promotional strategy we should first consider the resources available. As such, there are two main ways on deciding on the budget we would like to allot to our promotional campaigns:

HO14

1. We could allot a fixed amount to be spent monthly/quarterly/yearly- depending on our plan

(e.g. We decide we are going to spend 500 euro on promotion/month)

2. We allot a certain percent from our yearly turnover

(e.g. We decide we will spend 1% of our total annual turnover on promotion)

Once we agreed on a budget, let us now discuss how we plan a promotional campaign.

Present the steps in HO13 and provide an example for each of them using a product/service very familiar to the participants or the example of the Canvas Bag. Tell participants what the product/service is. then fFirst let them provide you with ideas and then comment and make any necessary additions.

At the end of the discussion, distribute HO13 to the participants for future reference.

Exercise: Find the most suitable promotional strategy

Split participants into teams of 3 (this time use different teams than the ones they had worked in previously).

Tell participants they will have 15 minutes at their disposal to create a promotional plan for a business you will suggest. At the end of the 15 minutes, each team will have 3 minutes to present their promotional plan which will then be discussed with the group. In completing this task, they should refer to HO14 distributed before. Using HO14 give each team a business idea to work on.

Summary and transition to session 5.

SESSION 5

6 hrs

Lesson Draft	*Duration*	*Auxiliary Material*
1. Introduction a. Greet the participants and ask they how they are. b. Start the new session by telling participants that during this meeting you will start discussing more in depth about	***120 min.***	

human resources and the operational plan.

c. Tell participants:

However, before starting discussing a new topic, let us see how you managed to implement the changes we decided upon during our previous meetings.

Discussion: Ask participants about the changes they wanted to make and discuss their changes diaries. For those participants facing challenges, discuss with the group and suggest an action plan with some concrete activities they could do to make the change easier. Reward participants for their progress and/or efforts.

20 min.

d. Review

Question: What did we discuss about during our previous session*?*

What are the elements we should take into consideration when setting the price for a product?

What is the difference between fixed and variable costs?

What does the direct distribution mean?

What are the main elements we should consider when creating a promotional plan?

HO15

Emphasize any aspects that might be unclear and offer more details/examples if required.

60 min.

b. Exercise:

Tell participants: As part of the review section of our meeting today, we will do a practical exercise synthesising all the learning we have done so far with regard to Product, Price, Distribution and Promotion (the 4Ps of the business plan). For this, I would like you to group yourselves in the same teams as for the client analysis (tell participants the componence of each of the teams). I will give each team a Handout (HO15) which I would like you to fill in with information based on the products you chose initially for client and competitor analysis. With this exercise, you – as future entrepreneurs, will be able to get a broader view on the products you are offering to the market and how you will be doing this. You will have 30 minutes for this exercise. At th end of it, each team will present their results and we will discuss them as a group.

Allow 30 minutes for participants to complete the exercise and then 30 minutes for discussions.

BREAK   *10 min.*   *BREAK*

Game - Energizer - Mime a lie (Source: http://www.icaso.org/vaccines_toolkit/subpages/files/English/energiser_guide_eng.pdf).	*15 min.*

No materials needed

Everyone stands in a circle. The facilitator starts by miming an action. When the person on their right says their name and asks "What are you doing?", they reply that they are doing something completely different; for example, the facilitator mimes swimming and says "I am washing my hair." The person to the facilitator's right then has to mime what the facilitator said that they were doing (washing their hair), while saying that they are doing something completely different. Go around the circle in this way until everyone has had a turn.

2. Human Resources

85 min.

Tell participants: In order to succeed in our business venture, we sometimes also need to rely on other people. This will also happen in the fortunate case when our business is growing to such extent that we will no longer be able to manage it alone. Another situation could be when we ourselves do not have the necessary skills to do it ourselves.

Question: What would you do in this situation? When you do not possess all the necessary skills to perform the tasks?

(Answer: you learn how to/acquire the relevant skills or you hire somebody who already has these skills)

Presentation:

Tell participants: Human resources management refers to identifying the support you would need in running your venture.

Discussion: Let`s see, if we were a business producing canvas bags.

Question: What human resources would we need?

(Answer: eg. manager; people actually making the bags; painter to paint them; accountant etc.)

Discussion based on the following questions:

How many people would you need? (eg. How many people producing/painting the bags?)

How do you know how many people making and painting canvas bags would you need?

Where would you find these people? How?

Could it also be you, the person who makes and paints the bags? Why? Why not?

Emphasize the fact that we should always consider the needs of the business, the forecasted number of sales while also focusing on keeping everything realistic.

Slide: 11

Discussion:

Question: What skills and/or experience do you think the following people should have (manager; people actually making the bags; painter to paint them; accountant)? Where could we find them?

Presentation: Conducting an interview

Question: Why do we conduct interviews?

(Answer: To select the right person for the job)

Tell participants:

When preparing for an interview, we should consider the following 4 stages of an interview: Preparation (everything that we do to be ready for the interview: read the CVs of the candidates, prepare the questions; inform candidates of the time and place of the interview); Contact (meeting and greeting the candidate); Interview (asking the questions we have prepared); Close (let the candidate know what are the next steps).

Ask participants to give examples for each part from their previous interview experiences, or describe the situations when they lacked one of these parts and describe the impact it had on them.

Discussion: Interview questions

Question: What questions would you ask someone applying for a qualified worker position?

(Answer: Task specific questions to see whether they have got the skills, as well as background check to see whether they are serious, committed, punctual, hard-working etc.)

Question: What questions would you ask someone applying for a manager position?

(Answers: Questions regarding their abilities to manage teams and projects, to achieve results, to be

entrepreneurial etc.)

Also, emphasize the idea of asking questions aimed at identifying past behavior in concrete situations.

Distribute HO16 – Interview questions DOs and DON'Ts and discuss it with the participants.

HO16

BREAK   *10 min.*   *BREAK*

Exercise: Doing an interview   *45 min.*

Summary: An easy way of getting participants accustomed with thinking about what they would want from a position and a few questions they could ask.

Preparation:

Split participants into groups based on their favorite color and then (if too many for one color), based on their favorite fruit. Split them into teams of three. One person will be the interviewer, one the interviewee and the third one the observer. As a team, ask them to choose three positions for which they would like to hire and ask each of them to choose the position they would like to be candidate and interviewer for. Then ask each of them to think about 5 questions they would ask when being the interviewer and create a background for themselves when they are the interviewee. Allow 20 minutes for this.

Ask each team to play the role of the interviewer, interviewee and observer for each team member. Each interview should last around 5 minutes and 5 minutes for comments and discussions.

At the end, allow 10 minutes for group discussions.

3. Operational Plan   *75 min.*

Presentation: *25 min.*

Tell participants: One of the most important reasons why we make a business plan is to help us plan our business. For this, I will now introduce you to a very useful instrument called the Gantt chart. This instrument allows you to organize all the activities generated by the creation of a business in a chronological and logical order while at the same time allowing you to consider the necessary resources (time, people and money) needed for each activity.

Introduce the **Gantt chart template** to the participants, by

Flipchart: Draw the Gantt

clearly drawing it on the flipchart. Explain all of the columns (No./Activity/Duration/Costs/Responsible and TOTAL).

chart

Emphasize the fact that activities should be presented in a chronological order and the fact that one must also consider the relationship between the activities. (eg. You cannot paint the walls, before you have built them).

Exercise: Together with the participants prepare the Gantt chart for organizing one of the following events (choose one according to the particularities of the participants): birthday party, fair, graduation ceremony, city/village celebrations etc.

Exercise: Split participants into teams of 2 this time and ask each team to prepare a Gantt chart for a start-up producing ecological soap. Instruct them that they have not yet registered the business venture, nor does it have a name etc. They also do not yet have the space, which they will rent out.

Allow 15 minutes for participants to complete this task.

At the end of the 15 minutes, ask each team to present their ideas in front of the group and discuss the correctness of the Gantt chart as a group.

Summary and transition to session 6.

SESSION 6

6 hrs

Lesson Draft	*Duration*	*Auxiliary Material*

1. Introduction

70 min.

a. Greet the participants and ask they how they are.

b. Start the new session by telling participants that during this meeting you will start discussing more in depth about financials.

c. Tell participants:

30 min.

However, before starting discussing a new topic, let us see how you managed to implement the changes we decided

upon during our previous meetings.

Discussion: Ask participants about the changes they wanted to make and discuss their changes diaries. For those participants facing challenges, discuss with the group and suggest an action plan with some concrete activities they could do to make the change easier. Reward participants for their progress and/or efforts.

d. Review

Question: What did we discuss about during our previous session?

Emphasize any aspects that might be unclear and offer more details/examples if required.

2. Financial analysis 1

45 min.

Presentation: Cost types

30 min.

Present the various categories of costs: fixed and variable costs.

Flipchart: write the definition for each type of costs

Fixed costs – costs that remain constant irrespective of the quantity produced (eg. rent, light, heat etc.)

Variable costs- costs that vary with the quantity that is being produced (eg. materials, packaging etc.)

Flipchart: write participants' answers on the flipchart and then the type of cost next to them, in different colours

Explain costs using the example of the Canvas Bag.

Exercise: Ask participants to identify the costs incurred by a company producing apple juice from the apples in the village where it operates. For each litre of apple juice, they use ½ kg. of apples. They then sell the apple juice in the neaby city located 15 km from the village where it is produced. They have 3 workers, 1 manager and 1 marketing responsible.

List all costs identified by participants, then decide which costs are fixed and which are variable.

BREAK   *10 min.*   *BREAK*

Game – Picture guess
(Source: http://www.greatgroupgames.com/picture-guess)

20 min

Overview: To guess the secret word through your teammate's drawing.

Preparation:
Prepare the list; White board and pen or paper and pen (If you are using paper and pen, you'll need to distribute pieces of paper/pens to all the teams).

Instructions:

1. Separate everyone into teams of 4. Have one volunteer from each team come up to be the first round of drawers. The drawers are not allowed to talk or motion during the game, or draw symbols, numbers, or letters.

2. Show the volunteers only the first word. Have the volunteers walk back to their teams. When you say "Go", the volunteers can start drawing the object on the whiteboard/piece of paper. The first team that raises their hand and guesses the object correctly wins one point for their team.

3. Ask for another volunteer from each team to come up to draw. The volunteers will evenly rotate in the same order, until the words are done. The first team to reach 10 points wins the game.

3. Financial analysis 2

Example: Canvas bags – estimated yearly sales: 5.000 bags; Selling price - 3 euros/bag

Presentation: Income/Revenue

Question:What do you understand by income?

(Answer: The amount of money we gain by selling the products/services we offer)

Tell participants: We calculate profit by following these steps:

- we estimate the quantity we are to sell in the timeframe we want to calculate for (3 months; 6 months; 1 year etc.)

- we calculate the estimated income;

- we calculate the costs associated;

- we substract total costs from the total income

Exercise: Split participants into teams of 3 (the same teams they did the product and client analysis in) as ask each team to do the profit calculation for their product. They will calculate the estimated profit/1 year.

Presentation: Budget

Tell participants: The budget for the business plan refers to

80 min.

Write the definition of income on the flipchart

Write the example on the flipchart

Write the definition of profit on the flipchart

Write the steps on the flipchart

Write the example on the flipchart

25 min.

Write the costs categories on the flipchart

5 min.

20 min.

all the expenses incurred during the business plan implementation period (usually one year). Expenses can be divided in 2 main categorie:

*-**The initial investment** which refers to those expenses you make in order to be able to actually start producing/offering your services (eg. you need to get an office space; decorate it; buy the technology you will use – eg. sewing machines if you'll make canvas bags etc.)*

*-**Operating costs** – those costs which you will incur on a monthly basis and which relate to the day to day activity of your business (eg. salaries, utilities, taxes, materials bought etc.)*

Budgeting is very important as it gives you an idea as to what expenses to expect as well as helping you keep your expenses within certain limits.

Example: Use the Canvas Bag to give examples of each type of risk.

20 min.

4. Risks

Presentation

10 min.

Introduce the notion of risk and the three main categories:

-high (may impede the implementation of the plan);
-medium (good evaluation contingency plans are required);
-low (should be considered and contingency plans developed).

Example: Use the Canvas Bag to give examples of each type of risk.

BREAK   *10 min.*   *BREAK*

Game: Paper tower game (Source: http://www.mdlpl.ro/_documente/phare2003/dezv_afaceri/training/supervision_ro.pdf)

60 min.

Overview: The aim of the game is for teams to be able to build a 1.50 m tall paper tower having at their disposal the following materials: A4 paper sheets; a stapler and staples. Each paper sheet costs 1 euro, each staple 50 cents and the stapler 10 euros. The total budget is 400 euros. The tower will have to self-sustain for 2 minutes.

A4 paper, staplers (as many as teams) and staples

Instructions:

Split teams into teams of three. Take out as many

HO17

observers as teams. Give the teams the instructions above and the observers HO17. Tell teams they will have 30 minutes to build the tower. Allot each observer to one of the teams and instruct them to observ and record behaviours on the observation sheet.

Allow 30 minutes for teams to build the towers.

At the end of the 30 minutes, check the towers and then debrief the game as a group based on the observation sheet.

Emphasise the fact that they have used team roles, communication, budgeting, planning, negotiation and setiing objectives skills as true entrepreneurs do.

Congratulate everyone for their efforts.

5. Summary:

20 min.

Do a summary of the learning in this Unit, by discussing the following questions:

- *What is a business plan?*

- *Why do we make one?*

- *What are competitors? Why is it important to know who they are?*

- *How do we describe our products/services?*

- *What are the factors influencing price setting?*

- *Give me some examples of promotional techniques.*

- *What are the main characteristics of an entrepreneur?*

- *Give me examples of fixed and variable costs.*

- *What is the difference between the initial investment costs and operating costs?*

6. Evaluation test:

30 min.   *Test*

Distribute participants the evaluation test and allow 30 minutes for its completion.

* The test can also be taken online via Google Forms: https://drive.google.com/open?id=1CRWHvCE1U0-8GNojub5SwlZtnZYYHRPcXWZPeAqpOgo

7. Summary:

5 min.

Congratulate all participants for their hard work and the changes they have made in their lives during this Unit.

Unit 3: Social Entrepreneurship

Duration: 18 hrs

Competences delivered by this unit

At the end of this unit, participants will demonstrate the ability to perform a market analysis in their community, identify social entrepreneurship opportunities, design and present a value proposition with only minor supervision.

For more information about the European Qualifications Framework:
https://ec.europa.eu/ploteus/content/descriptors-page

SESSION 1

6 hrs

Lesson Draft	*Duration*	*Auxiliary Material*
1. Introduction a. Greetings and welcoming of the participants to the practical part of the social entrepreneurship skills development training. b. Explain how the session is structured and what is expected of the participants: - 18 hrs alloted to identifying and proposing a social entrepreneurship solution to a problem their communities are facing – complete instructions will be given to you later on; - The exercise will take place over a period of 3 days (6 hours/day); - Participants will work in teams; - The solutions they propose will take the form of a value proposition and will be presented in front of the entire group. Feedback will be given at the end of the presentations c. Unit objectives: At the end of this session, participants will be able to: - Correctly identify a need in their community;	**10 min.**	*Slide 1 and 2 – Title slide and Unit objectives*

- Correctly prepare a value proposition;

- Deliver an oral presentation of their value proposition of front of an audience;

- Receive and give feedback to peers

d. What we will be covering during this session:

- Formation of the teams;

- Presentation of the task;

- Introduction to needs analysis;

2. Ice-breaking activities

45 min.

Game - Getting from point A to point B Game without talking to each other.

30 min.

Selotape or chalk; a space large enough; something to blindfold a person and tie 2 others together

http://www.ventureteambuilding.co.uk/minefield-team/

Overview: The purpose of the game is for the team to reach to accomplish a task together without being able to communicate verbally to one another.

Preparation:

Using selo tape or chalk etc. draw a 10x10 board with each space large enough for a person standing to fit in comfortably.

Then decide on a route that participants can take from one side (A) to another (B). All the other places on the board are considered to be mined areas. Draw yourself a map of the route to go.

Eg.

Side A									
		X	X						
			X						
X	X								
X	X	X	X	X					
				X					
			X						
			X	X	X				
					X				
					X	X	X		
							X		
Side B									

Ask for 3 volunteers. Blindfold one of the volunteers and tie the other two together using a rope. Tell participants that they, as a team, will have to go from side A to side B through this mined field. There is only one good way to go. They will have 5 minutes to agree on a strategy, after

which they will no longer be allowed to speak to one another. Everyone has to go from side A to side B. Everytime someone steps on a bomb, everyone on the board will have to get out and start again.

Debrief the game:

How did it feel like?

Was it difficult for them to communicate without speaking to each other?

What was most challenging?

How did the 3 volunteers feel? How did the team take care of them?

15 min.

Game - Team formation game

Instructions:

Assemble a set of quotations on entrepreneurship. Choose 1/4 quotes as you have participants. Type up the quotes, dividing them in 4: choose a fairly obvious place for breaking the quotations in 4. Print them, cut them apart, fold them up, and have participants each choose one out of a basket. Then, ask them to find the person with the other half of their quote.

Debrief:

To aid in this process, you could post a list of complete quotes on a flip chart. You can have some/each of the couples read their quotes aloud to the class. You might ask participants to speak to how "their" quotes relate to what they want to get out of your class today.

3. Introducing the task

40 min.

Present the task to the participants:

- in teams of 4, you are kindly asked to create a value proposition aimed at solving one problem in your community.

- the problem you identify can be of any nature (social – eg. high unemployment among young people or elderly people; ecological – much waste being generated, especially plastic bottles and plastic bags; economical etc.)

- you can use any materials you want, any approaches you want, be as creative as possible;

- restrictions: you have a 10.000 euro budget for

Flipchart: clearly write the tasks as you present and discuss them. This flipchart sheet will then remain visible to participants during all the sessions.

investment;

- your business should generate at least 2 jobs you should be able to pay from your earnings;

- it should be possible to implement your idea within 6 months;

- your proposal should also have an ecological aspect (make sure you protect the environment);

- the value proposition should be developed using the structure discussed in Unit 2;

- your value proposition will be pitched in front of your colleagues. Each team will have 10 minutes for this and 15 minutes for feedback.

- you will be given 9 hours to develop your ideas;

- you can consult with me any time during these 9 hours;

//Value propositions created during this session can be uploaded to the project platform/blog etc. should you deem appropriate.//

Present examples of such approaches:

2 Social entrepreneurship success stories.

Questions and answers.

Slides 3 and 4-5

BREAK   **10 min.**   **BREAK**

4. Needs analysis

75 min.

Question: In your opinion, what is a needs analysis?

(Identifying a need in the community, a problem, something that need/can be changed)

Flipchart: Write participants' answers

Question: If you were to identify a problem in your community, how would you do it?

(Observe things, talk to people, look at my own needs etc.)

Emphasize the fact that: they cannot base the decision solely on their own needs, they need to check that that particular issue affects more people. Also, emphasize the fact, that what works for one of us individually might not work for everybody.

Slide 6 - The five steps of a needs analysis

Presentation: *Introduce the five steps of a needs analysis.*

5 steps of a needs analysis:

Step One: Identify the problem.

Slide 7 – Needs analysis instruments

Step Two: Market analysis: gather evidence as to the problem – how serious is it, how many people it affects, what else does it affect, how does this problem affect people, the community etc. Who else is tackling this problem and how.

Needs analysis intruments:

- Direct observation

- Focus groups

- Reports, analysis from other bodies

Show the Focus Group film and discuss its elements. Emphasise the way the focus group is conducted, the types of questions that are being asked, how the discussion is guided.

Film – Interview/Focus group

Step Three: Make a list of what causes the problem you identified and how others are tackling it if the case.

Step Four: Decide on the goal you want to achieve.

Step Five: Perform a SWOT analysis.

<u>**Presentation: SWOT analysis**</u>

HO1 – SWOT analysis for the Canvas Bag

S = strenghts (I can rely on this);

W = weeknesses (I have to improve on these);

O = opportunities (what happens in the environment around me that I can take advantage of;

T = threats (What happens in the environment around me that I should be careful about)

BREAK	*10 min.*	*BREAK*

5. Needs analysis and situation analysis for their projects

Identify a need in your community you could solve with 10.000 euro. Follow the five steps of the needs analysis.

120 min.

Participants work in teams. The facilitator answers their questions and offers guidance

6. Complete the Community Learning Journal in their communities

Gather first hand information about the problem they want to tackle to confirm their initial assumptions.

60 min.

Participants perform this before the second session

SESSION 2

6 hrs

Lesson Draft	Duration	Auxiliary Material

1. Competitor analysis and the 4Ps review

60 min.

Refer to Unit 2 and emphasise the most important elements (eg. Product – what it is; describing it in detail; making sure it answers a need or a desire of the target segment/ Price – what it is; the elements to conisder when setting the price / Distribution – direct and through intermediaries / Promotion – discuss the main promotional strategies**).**

Flipchart: Write any aspects that require clarification

2. Working on their value propositions

120 min.

// Participants can use the internet for their research. If internet connection is available, encourage them to use it. (eg. research their competitors, the prices charged, promotional strategies others used, prices associated to different promotional strategies etc.)//

Offer participants guidance as to how to look for information and where to find it.

Ask open questions in a coaching manner to help them identify their competitors as the various competitors traits. Ask participants to give you examples for each trait identified in the competitors.

Ask probing questions to help them describe their products and services as well as the target clients in more depth.

When offering participants feedback always make sure you encourage them and present any necessary changes that should be made in a positive and encouraging manner.

3. Financials review

60 min.

Refer to Unit 2 and emphasise the most important elements (eg. Cost types – fixed and variable costs/ Local taxes – eg. income tax; Calculating the estimated income, costs and profit; Preparing the yearly budget).

Flipchart: Write any aspects that require clarification

4. Working on their financials

120 min.

//Participants can use the internet for their research. If internet connection is available, encourage them to use it

(eg. local taxes – percentages, values, calculation method etc.)//

Offer participants guidance as to how to look for information and where to find it.

Help participants correctly identify fixed and variable costs. Ask them questions to check knowledge and understanding as well as correct application of these concepts. Help participants take into consideration the various taxes when working on their financials.

Check and support participants in their calculations of estimated income, costs and profits.

Make sure participants include in the yearly budget utilities costs as well as phone and e-mail, transportation and production and promotional costs.

When offering participants feedback always make sure you encourage them and present any necessary changes that should be made in a positive and encouraging manner.

SESSION 3

6 hrs

Lesson Draft	*Duration*	*Auxiliary Material*
1. Presentation skills review	**60 min.**	
Refer to Unit 1 and emphasise the most important aspects. (eg. Preparing the presentation – know your scope; audience and message; Delivering skills – eye contact; no fidgeting; fighting the presentation fears tips; Sales pitch).		*Flipchart: Write any aspects that require clarification*
2. Working on their presentations and presentation feedback from the facilitator	**120 min.**	
//Participants can use the internet for their research. If internet connection is available, encourage them to use it (eg. researching nice and interesting images to use, ideas for their presentations, tips on creating a sales pitch etc.)//		
Help participants prepare their presentations by discussing with them the main ideas to be included and the structure of the presentation. Make sure participants know what the aim, audience and message of their presentations are.		

When offering participants feedback always make sure you encourage them and present any necessary changes that should be made in a positive and encouraging manner.

3. Delivering presentations and feedback

120 min.

Laptop, projector, speakers, flipchart, post-its and markers

I partecipanti eseguono la loro presentazione.

Durante il feedback, offri consigli in maniera positiva e costruttiva. Assicurati che gli sforzi dei partecipanti vengano riconosciuti e che ogni bisogno di sviluppo sia identificato come un'opportunità.

4. Evaluation of the activity

20 min.

Evaluation form

Distribute the evaluation form and allow 20 minutes for participants to fill it in.

*The evaluation form can also be filled in online at this link:

https://drive.google.com/open?id=1HOa7MZvo3Ns8g-7c_wdWnPqj0CVOLFVGjr2oUxMmvCQ

5. Awards

40 min.

Graduation certificates and small presents if possible

Call participants and offer graduation certificates. Congratulate everyone for their efforts and encourage them to put their ideas into practice. Allow participants to share their feedback on this training if they wish to.

CHAPTER 05

Assessment and Recognition of Skills and Competences.
SKILLPASS

Introduction

Skill Pass is the certification of a learning process for adults. In particular, an innovative tool for the recognition and validation of learning outcomes acquired by adults at risk of social exclusion.

In line with the strategy of the European Commission to encourage the recognition of non-formal education, Skill Pass refers to the instrument of the Youth Pass, the program of "Life Long Learning" and in particular the 8 European KEY COMPETENCES.

These 8 competences, promoted by the European Union, arise from the demand to identify and combine knowledges, skills and attitudes in order to better adapt to the constant changes in the society.

Having acquired these skills, participants will be able to analyze and communicate in an effective way when they have to face and to interpret problems in different fields. At the same time, KEY COMPETENCES are those which everybody needs for personal development, active citizenship, social inclusion and employment.

In addition, as the participants are adults at risk of social exclusion, the Skill Pass tries to consider specific difficulties that may arise, such as learning disabilities, relational and motivation issues etc. Regarding the above, the Skill Pass has identified a series of exercises that, contextually to the certification of the skills acquired with the exercises of the Toolkit, can help to recognize and implement relational and co-operational skills, as well as resourcefulness.

The idea is to provide a tool which accompanies participants step by step in recognising the different possible progress of educational development.

Attending a training course in group, it activates different processes and dynamics which foster not only cognitive learning, but also emotional, relational, and cooperative learning. Especially for people with fewer opportunities, or at risk of social exclusion, it is important to bring out and enhance all possible progress related both to cognitive and cross-cutting learning.

The method is based on cooperative learning in which each participant is encouraged to take responsibility for his or her own learning, and to work collaboratively in group activities. Cooperative learning determines a higher level of reasoning, a more frequent development of new ideas and solutions and a greater transfer of what is learned in relation to the context. The Skill Pass aims at going beyond the certification of knowledge, it tries to bring out and enhance the skills related to: how to do, how to listen, how to be together, how to cooperate and be able to propose and take initiatives.

The structure is based on a set of tools that can be used before, during and after the activities described in each toolkit. The first 4 tools are essential to fill the Skill Pass in its entirety. The other 8 tools are optional and the trainer can chose those which fit best with the specific needs of the group. In this way, it is possible to follow the process of learning, consider the individual difficulties, and share the results achieved.

The tools to successfully fill a Skill Pass are:

- INITIAL SELF-ASSESMENT

- FINAL SELF-ASSESSMENT

- SELF-EVALUATION OF 8 KEY COMPETENCES

- GROUP FEEDBACK

However, as the Toolkits refer to people with fewer opportunities or at risk of social exclusion, a list of further tools is suggested to support the management and learning process within the group. These tools will be chosen by the trainer, from time to time, in order to better adapt to the needs arising from the group.

Even if optional, they can be used by trainers to monitor and support participants in learning, promoting their inclusion and integration, in preventing and managing conflicts and in stimulating participation and collaboration. The goal is to have a set of support tools to help participants in the acquisition of the skills related to the activities:

- INDIVIDUAL DEVELOPMENT PLAN

- SMART LEARNING AIMS

- RATING SCALE FOR THE BASIC SKILL AREAS

- BRIDGE DRAW

- IN-BASKET TEST

- ROLE PLAYNG

- GROUP EXERCISE

- FEEDBACK INTERVIEW

8 Key Competences and the 3 Basic Skills Areas

As mentioned above, the 8 key competences combine knowledge, skills and attitudes to better adapt to the constant changes in modern societies. However, not all people at risk of social exclusion always have effective access to opportunities for improvement of the 8 key competences.

This difficulty concerns in particular those people who live in contexts and in conditions of social disadvantage, in other words the personal, relational, situational malaise (due to the context, the environment, the times of life) and social malaise (linked to the difficulty cooperating to perform tasks aimed at the community) that may affect a person.

To allow those people at risk of social exclusion to participate and to benefit from opportunities that can implement their competences, they must be accompanied in paths of recognition and relational growth. They must be empowered to cooperate with the others and must be supported in initiatives that actively involve them.

In order to simplify the 8 KEY COMPETENCES, and to make the assessment path more effective and feasible, especially in the case of adults at risk of social exclusion, we proposed also a further classification of 8 competencies divided in 3 BASIC SKILLS AREAS: relational, cooperative and resourcefulness. According to the most reliable theories of pedagogy of learning, we believe that all learning mechanisms must be relational and it must develop into an informal and non-formal dimension. They must emphasize all participants/learners and the interaction among each member of the group and between the group and the trainer

We can't isolate the individual, his cognitive abilities and his performance, from the relational context in which he is engaged, and therefore the most important skill is definitely to interact with themselves, with the other "different from himself/herself", and with the community/region where they live and with those whom they interact. So the fundamental steps are: 1. to get make first contact with others, to develop a relationship based on group cooperation in order to achieve common goals; 2. To interact with each other; 3. to evolve from the vision of the group to that of community, from research of the advantage of few to a collective advantage, gaining the awareness of being able to influence at the collective level, becoming promoters of projects and actions of citizenship, in other words, becoming empowered and empowering

For these reasons, we trust it is crucial to make people, who are in social exclusion conditions, who are normally disempowered, empowered. They need to acquire those basic and transversal skills (here grouped in 3 basic skills areas) that facilitate this access. These 3 areas are: Relation, Cooperation and Resourcefulness.

Below are the descriptions of the 8 KEY COMPETENCES and the 3 basic skills, with the connection to subsequent tools that will be used to fill the SKILLPASS.

8 KEY COMPETENCES

This description of the skills will be helpful to the trainer to better explain the 8 key skills to the participants and be able to compile the following tools such as: SELF-ASSESSMENT, SELF-EVALUATION OF 8 KEY COMPETENCES and SKILLPASS.

This framework defines KEY COMPETENCES and describes the essential knowledge, skills and attitudes related to each of these:

Communication in the mother tongue, which is the ability to express and interpret concepts, thoughts, feelings, facts and opinions in both oral and written form (listening, speaking, reading and writing) and to interact linguistically in an appropriate and creative way in a full range of societal and cultural contexts;

Communication in foreign languages, which involves, in addition to the main skill dimensions of communication in the mother tongue, mediation and intercultural understanding. The level of proficiency depends on several factors and the capacity for listening, speaking, reading and writing;

Mathematical competence and basic competences in science and technology. Mathematical competence is the ability to develop and apply mathematical thinking in order to solve a range of problems in everyday situations, the emphasis being placed on process, activity and knowledge. Basic competences in science and technology refer to the mastery, use and application of knowledge and methodologies that explain the natural world. These involve an understanding of the changes caused by human activity and the responsibility of each individual as a citizen;

Digital competence involves the confident and critical use of information society technology (IST) and thus basic skills in information and communication technology (ICT);

Learning to learn is related to learning, the ability to pursue and organize one's own learning, either individually or in groups, in accordance with one's own needs, and awareness of methods and opportunities;

Social and civic competences. Social competence refers to personal, interpersonal and intercultural competence and all forms of behavior that equips individuals to participate in an effective and constructive way in social and working life. It is linked to personal and social well-being. An understanding of codes of conduct and customs in the different environments in which individuals operate is essential. Civic competence, and particularly knowledge of social and political concepts and structures (democracy, justice, equality, citizenship and civil rights), equips individuals to engage in active and democratic participation;

Sense of initiative and entrepreneurship is the ability to turn ideas into action. It involves creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. The individual is aware of the context of his/her work and is able to seize opportunities that arise. It is the foundation for acquiring more specific skills and knowledge needed by those establishing or contributing to social or commercial activity. This should include awareness of ethical values and promote good governance;

Cultural awareness and expression, which involves appreciation of the importance of the creative expression of ideas, experiences and emotions in a range of media (music, performing arts, literature and the visual arts).

These KEY COMPETENCES are all interdependent, and the emphasis in each case is on critical thinking, creativity, initiative, problem solving, risk assessment, decision taking and constructive management of feelings.

"Key competences in the shape of knowledge, skills and attitudes appropriate to each context are fundamental for each individual in a knowledge-based society. They provide added value for the labor market, social cohesion and active citizenship by offering flexibility and adaptability, satisfaction and motivation. Because they should be acquired by everyone, this recommendation proposes a reference tool for European Union (EU) countries to ensure that these key competences are fully integrated into their strategies and infrastructures, particularly in the context of lifelong learning."

(Source: http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=URISERV:c11090)

THE 3 BASIC SKILLS AREAS

This description will help the trainer to explain the 3 Basic Skills, to fill out the tool Feedback Group and the SKILLPASS.

Starting from these three areas, it is possible to measure and evaluate the progress of adults at risk of social exclusion in terms of access to opportunities and development of the 8 KEY COMPETENCES. This is because the three basic skills areas are directly related and they support the 8 KEY COMPETENCES. In the diagram below we identify the predominant connection to the 8 key competences.

Relation
Self-recognition in relation to the other (communicative competence in relational approaches for social inclusion), namely: ability to communicate (also through social networks), interact, socialise and entertain; ability to express and interpret one's own culture; willingness to adapt to the rules of civil coexistence, to cultural diversity and different contexts. The relational skills area is mostly related to the following key competences: communication in mother tongue, communication in foreign languages, social and civic competences, cultural awareness and expression.

Cooperation
Recognition of oneself in relation to the group (cooperation competence in group situations); to enhance the level of participation in group life, the following skills should be considered: the capacity to recognize others, other cultures and traditions and to work in groups; decide together and respect times, roles, rules and chosen tasks; mediation skills and conflict management; willingness to listen and to change; ability for critical and constructive dialogue. The cooperation skills area is mostly related to the following key competences: communication in mother tongue, communication in foreign languages, mathematical competence and basic competences in science and technology. But also digital competence, social and civic competences, sense of initiative and entrepreneurship.

Resourcefulness
Self-recognition in relation to the community at large (use of one's own socio-political power, namely to undertake initiatives for social change in the community, playing an active role in the life of community); focusing on the enhancement of the level of active citizenship, the aim is to certify: the sense of initiative and proactivity; organizational skills in group activities, also using ICT (Information and Communication Technology); level of involvement and autonomy in the activities that will be carried out; inventiveness, determination and perseverance in carrying out defined tasks; level of interest and active engagement in public life; solidarity and interest in the community; recognition of strengths and limits; acquisition of technical-scientific skills. It is a form of empowerment, in particular of the individual psychological level. The resourcefulness skills area is mostly related to the following key competences: mathematical competence and basic competences in science and technology, digital competence, learning to learn, social and civic competences, sense of initiative and entrepreneurship.

Explanation and instruction to implement the exercise

In order to assess and to best describe the competencies acquired within the SKILLPASS, we must start from optimal conditions. The best conditions are:

- Complete at least 70 hours of activity

- To involve at least 10 people for each activity

- Try to use three different methods within the planned activity;

    - theoretical activity (give information)

    - practical activity with the preparation of some product (to share and to cooperate)

    - activity of direct involvement with local community through a final event (to participate and get involved)

Nevertheless, it is possible to use SKILLPASS also to certify the outcomes of shorter activities, involving fewer participants.

In fact , as the toolkit is divided into several units for certification of competences, is it possible to focus on some of the 3 basic skills and 8 key competencies to fill the SKILLPASS.

The trainer will have available, in addition to the tools needed to compile for the SKILLPASS, a set of optional tools. These optional tools may be chosen by the trainer from time to time to better respond to specific needs as they emerge.

The tools needed to fill the SKILLPASS are:

- The INITIAL SELF-ASSESMENT, to be filled at the beginning of each Unit, introduces participants to the skills they are going to acquire. It is useful for the trainer as well to gauge what kind of knowledge and interest the participants have in the topic.

- The FINAL SELFASSESSMENT, at the end of each unit, evaluates which skills have been acquired and to what degree. This tool allows the assessment of the learning outcomes for the participant in relation to each competence that can be acquired through the activities carried out.

- The SELFEVALUATION OF 8 KEY COMPETENCES, at the end of the activities of the toolkit, compares the skills acquired by participants with the 8 key competences of the European Union. This tool allows assessment of which of the 8 competences have been acquired, and to deepen and evaluate which kind of knowledge, skill and competence have been acquired.,

- The GROUP FEEDBACK, to perform at the end of the activities of the toolkit, allows participants to evaluate the experience of living in a group, to reflect on the process of cooperative learning and on its usefulness. The goal of this tool is to bring out relational, co-operational and resourcefulness skills.

The following optional tools will be used by the trainer according to different needs and requirements related to specific situations. The needs may be related to several factors such as:

to monitor and support the participants in facilitating learning, promote inclusion and integration, prevent and/or manage conflicts and to stimulate the participation and collaboration of the individual and the group. Therefore, here below are listed the optional exercises with an explanation of the utility of each of them:

- INDIVIDUAL DEVELOPMENT PLAN, useful for participants with low level of education and with major learning difficulties. It has to be completed before starting the activities, to recognize the participants' gaps and increase their motivation.

- SMART LEARNING AIMS, useful if there are participants in the group with little motivation or low self-esteem. It has to be completed before starting the activities, to stimulate participants' active participation.

- RATING SCALE FOR BASIC SKILL AREAS, useful for individuals or groups of participants with low self-esteem, less education and/or people living in difficult situations. It has to be completed at the beginning and at the end of each activity, in order to focus on the capabilities and developments of each participant in the field of relational, co-operational and resourcefulness learning

- BRIDGE DRAW, useful to bring out individual hardship or latent conflicts and to promote cooperation. It can be used several times during the activities .The trainer can monitor the level of involvement of the participants.

- IN-BASKET TESTS, It should be used when the group need to increase cooperative and troubleshooting capabilities for the achievement of the objectives. It has to be completed during the activities.

- ROLE PLAYNG, It should be used when the group needs to be more involved in ongoing activities. During the activities, role playing helps to stimulate creative processes

- GROUP EXERCISE, useful when there is mistrust leading to low levels of collaboration inside the group. Is has to be used during the activities to encourage participants to cooperate and support each other.

- FEEDBACK INTERVIEW: useful to monitor the level of involvement of the group. It has to be completed at the end of activities and facilitates better interaction and sharing of the results achieved, and the trainer as well gets information on the degree of effectiveness and appreciation of his work.

A) Exercise at the beginning of the activity

INITIAL SELF-ASSESSMENT

The initial self-assessment is the only essential tool to fill the SKILLPASS. You could use one of the following optional tools before the beginning of the activity, according to the shape of the group of participants. In the beginning of each Unit you need to copy the specific competences table of the toolkit activities in the columns on the left. On the right, with yes or no, choose which of the competences you know or at least feel to know and what you are interested to learn. Below you can add, if it suits you, other similar competences which you did not already find written in the grid.

SELF-ASSESSMENT FOR LEARNERS **At the beginning of each unit**				
Name and surname			Country	

Competences	Can I? / Am I able to?		Am I interesting in being able to do this?	
	YES	NO	YES	NO
Are you interested in acquiring any additional competences to those listed above?				

INDIVIDUAL DEVELOPMENT PLAN

Before starting any activities, a very useful tool is writing an individual Development Plan. This instrument aims to develop awareness about personal learning gaps, limits and expectations, motivation and interests and identify achievable short and long-terms goals of learning. It provides more sense of ownership and initiative because participants reflect about what they have to learn, how they are going to learn and why it needs to learn to achieve their objectives. A schedule of some questions that investigate motivations and goals, strengths and development opportunities, future perspective.

INDIVIDUAL DEVELOPMENT PLAN	
Name and surname	Date
Name activity	

LEARNING GOALS/MOTIVATIONS
What are my learning goals?
How do I think these goals can best be met in this activity?

TALENTS OR STRENGTHS TO USE MORE (Give at least 3-5 answers) What are my talents and strengths?	DEVELOPMENT OPPORTUNITIES (Give at least 1-2 answers) What knowledge or skills do I need to enhance?

FUTURE PERSPECTIVE How could this activity help me for my future goals?

SMART LEARNING AIMS (General instruments)

Another schedule, which develops from and enhances the first exercise, learning goals and motivations, makes people to reflect about the effective achievement of goals. The trainer invites participants to ask themselves question and to write down their aims. They have to be SMART (SPECIFIC: Are your aims specific enough to know when they have been achieved? MEASURABLE: Can you measure your success in achieving your aims? ACHIEVABLE: Is it possible to achieve your aims in the time that you have? REAL: Are your aims based on abilities that you need for your life? TIMED: Do you have a time-scale for achieving your aims?).

SMART LEARNING AIMS	
Name and surname	Date

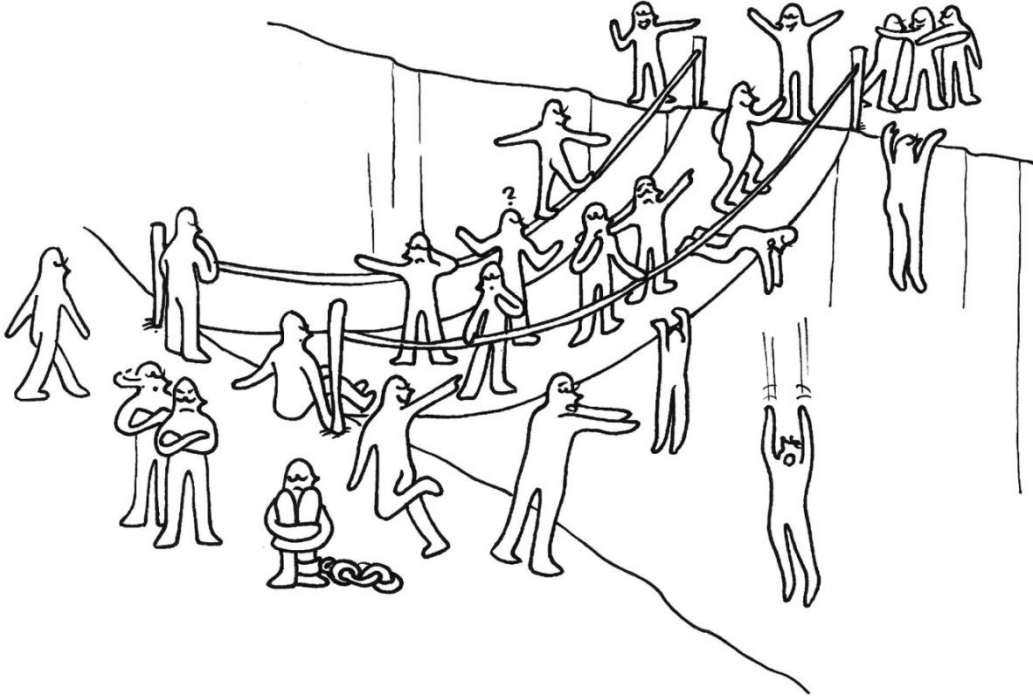| What *I want to be able to …*	When do you hope to achieve them? Do you have a time-schedule?	How could you measure the success?	Do you have the abilities to achieve them?	How do you need these abilities in general for your life?

BRIDGE DRAW

Each participant will identify in the picture the figure that represents him at this time, in relation to the activity, and write down here the reason of that choice.

This exercise is useful to do at the beginning of the activities and also at the end. So that participants can graphically summarize the changes related to their experience. For this reason it is useful to print a picture for each participant, to note their name and to store their completed pictures in order to reuse them at the end of the activities.

After each participant has identified the character that represents his or her emotional state, the trainer places the participants in a circle, asks participants to share their choice, noting on a large print of the picture the figure chosen, and inviting everyone to read and report their reasons for that choice. This game will allow you to open a discussion and the sharing among participants of their fears, their difficulties and needs towards the experience to do.

After this activity, the participant will mark the same picture again: where are you, now? How do you feel about this experience? Identify in the picture the figure that represents you now and write down here the reason why.

BRIDGE DRAW

Name

TABLES FOR THE ASSESSMENT SCALE

At the beginning of the activities, it is advisable to ask participants to complete a questionnaire, based on an evaluation scale (semantic differential) of attitude.

Attitude is a component of competences, it is defined as a state of mental readiness, and it is organized through experience that exercises a direct or a dynamic influence on the response of the individual against any object or situation to which it relates. It is a lifelong guidance to respond favorably or unfavorably to various incentives, including a heightened emotional dimension.

This questionnaire will help us to understand and recognize participants' strength and weakness points and the gaps to be filled. The main aim is to investigate how to develop and value the competences; there are no value judgments of participants.

This skills measurement is extremely useful both for participants and the trainer/organization:

Participants:

- to take stock of personal skills, weakness points and clarify personal objectives

- to build on and to empower personal abilities to react to and face positively the change that the new experience brings

Trainer/Organization:

- to better know the participants, the available potential and transferrable skills

- to ease the convergence between participants' needs and organization perspective, optimizing the use of resources.

N.B. The following forms should be filled by participants, supported by trainers when needed.

Through the evaluation tables below, and a final group reflection, we encourage and ease the self-assessment of the attitude (which is an essential component of competence).

The questionnaire with the differential scale is proposed to participants before and after the activities, to make them able to assess their attitude within the 3 BASIC SKILLS AREAS, and how it changed all along the learning experience and the skills acquired.

There are two tables, the first is linked to relational skills and cooperation, the second table is for analyzing the level of resourcefulness of the participant.

TABLE 1

Based on competences of relation i.e. an attitude of openness towards others, cooperation as a means of achieving common goals and personal growth, open attitude to conflict mediation.

Thinking about how did you behave until now in your relations with other people, where would you place your attitude on the scale between the two mentioned extremes?

In the top row there are the scores (1 to 6). So, all your "√" have a score.

		1	2	3	4	5	6	
A)	Shy	_	_	_	_	_	_	Expansive
B)	Competitive	_	_	_	_	_	_	Cooperative
C)	Reserved	_	_	_	_	_	_	Sociable
D)	Mistrustful	_	_	_	_	_	_	Trustful
E)	Aggressive	_	_	_	_	_	_	Peaceful
F)	Provocative	_	_	_	_	_	_	Conciliator
G)	Destructive	_	_	_	_	_	_	Constructive
H)	Self-controlled	_	_	_	_	_	_	Spontaneous

Relational skills Area

Add the scores of rows A) + C) + D) + H)

From 4 to 12 points: you can work on improving your attitude in communication

13 to 15 points: You have an attitude not open nor closed in communication.

16 to 24 points: You have an open attitude to communication.

Cooperative Skills Area

Add the scores of rows B) + E) + F) + G)

From 4 to 12 points: You have a competitive attitude.

13 to 15 points: You have an attitude somewhere between competitive and cooperative.

16 to 24 points: You have a cooperative attitude in relation to others.

TABLE 2

Based on competences of resourcefulness: being aware of their ability to act, bringing a change in a problematic situation and ability to take initiatives on their own, feeling responsible for their own territory/ community. It is a form of empowerment, in particular of the individual psychological level.

Thinking about how you behaved until now in relations with your community/territory, where would you place your attitude on the scale between the two mentioned extremes?

		1	2	3	4	5	6	
I)	Irresolute	_	_	_	_	_	_	Perseverant
L)	Cautious	_	_	_	_	_	_	Enterprising
M)	Indecisive	_	_	_	_	_	_	Decisive
N)	Indifferent	_	_	_	_	_	_	Involved
O)	Uninformed	_	_	_	_	_	_	Informed
P)	Uninterested	_	_	_	_	_	_	Curious
Q)	Static	_	_	_	_	_	_	Dynamic

Resource fullness Skills Area

Now, add the scores:

From 6 to 18 points: You are not actively involved in your community, and for you it is easier to perform the tasks you are given

From 19 to 27 points: You have an attitude somewhere between absence and presence of resourcefulness: on one hand you prefer to perform given tasks, on the other hand you are prone to acting independently to improve the territory and the community.

From 28 to 42 points: You have a good level of resourcefulness, or you are aware that you can bring an important contribution in your community.

B) Exercise during the activity

Here are some listed tasks useful to control the group, the degree of involvement of each participant, with the aim to emerge conflicts and to encourage participants to be more involved in the activity.

With these tasks it is important to try to analyze the involvement and participation in the activities; assess and analyze the cooperation and negotiation in the group dynamics.

In parallel with the activities held, and with competences linked to cooperation, different tools maybe used:

- IN-BASKET TEST
- ROLE PLAYING
- GROUP EXERCISES (TEAM BUILDING)

IN-BASKET TEST

An in-basket test or an in-basket exercise is a test often used by companies and governments in hiring and promoting employees. During the test, participants receive a number of inputs (e.g.documents and memos, email, calls etc.). They then have a limited period of time to set priorities, organize their working schedule accordingly and respond to mail and phone calls.

In this case, participants have a complex situation that requires an immediate solution using information provided in a text. It allows participants to evaluate basic organizational skills, sensitivity to problems, abilities and models to solve them. It investigates the area of problem solving, modalities and interest in taking decisions.

Example of IN-BASKET TEST

The participants are divided into two groups (A and B).

Groups A and B have to decide their ten main group rules (for example: don't interrupt others, don't smoke in the room, et cetera).

They have 20 minutes. When 20 minutes are finished, group A meets group B. They have to share their group rules, and to decide together the first five main rules.

ROLE PLAY

Role play is a simulation of real situations with given roles. It is linked with "spontaneity theatre" and psychodrama, and lays on the idea that dramatization allows behaviors and attitudes that normally stay hidden to emerge, by encouraging participants to address a problem in a creative way, reacting spontaneously and based on impulse.

Role play is a learning technique, useful not only to the actors who perform a role defined by a preconditioned set, but also for the "observers", those who do not act directly but observe the relational dynamics, verbal and non-verbal communication and then, at the end of the interaction, share their observations.

This technique is both a mode of evaluation and monitoring, and a mode of participation, which offers the opportunity to experiment with new attitudes, to emphasize different points of view and to receive a feedback on their behavior. The characteristics of this method provide multiple incentives in learning through imitation and action, through the observation of the others behavior and the comments received on its own, through the analysis of the entire process.

Example of ROLE PLAY

The participants are divided into two groups (A and B).

A member of each group plays a foreign customer. Other group members play the staff of a shop. They have to serve the customer speaking in English. (Time: 10').

GROUP EXERCISES

Group exercise (or team building), is a tool that allows you to put in place processes of decision making at minimal risk, it aims at creating relationships, to increase collaboration, to increase the level of confidence in teammates, to motivate the team and to create cohesion and integration.

Team building activities also facilitate communication, stimulate creativity, bring out leadership qualities, and elicit the division of tasks and to working to meet targets, to develop the ability to listen, to evaluate the potential and talents of individuals.

The setting corresponds to a preparation in which the risk is minimized. The goal is that through "play" the subjects are tested in a simulated situation, and the learned abilities are transferable into reality. This evaluation approach is used to explore the interpersonal characteristics of the subjects, their participation in the discussion and the quality of interventions.

Example of TEAM BUILDING

Participants are divided into two groups (A and B).

A member of each group is blindfolded; another member of his/her group directs his/her movements in the space with obstacles.

In the following guidelines, there are several links marked where you can find examples of other exercises In Basket tests, Role playing and Team Building.

c) Exercise at the end of the activity

At the end of the achieved activities and before starting the tools that support the compilation of SKILLPASS, it is recommended to share an index test with closed answers as the following feedback interview to enable immediate review of the experience just made.

FEEDBACK INTERVIEW

The FEEDBACK INTERVIEW is a tool that also allows the trainer and the organization to have elements to monitor and assess the degree of satisfaction of the participants, and think about the changes you can make to ensure greater efficiency in the development of future activities.

FEEDBACK INTERVIEW				
Satisfaction of your expectations				
;(	:(	:|	:)	:D

Degree of involvement				
;(	:(	:|	:)	:D

Opinion about the work of the trainer(s)				
;(	:(	:|	:)	:D

Degree of interest in the treated subject				
;(	:(	:|	:)	:D

How is the feeling of the participant during the activity				
;(	:(	:|	:)	:D

Rating of the place where the activity is held				
;(	:(	:|	:)	:D

An overall opinion about the activity				
;(	:(	:|	:)	:D

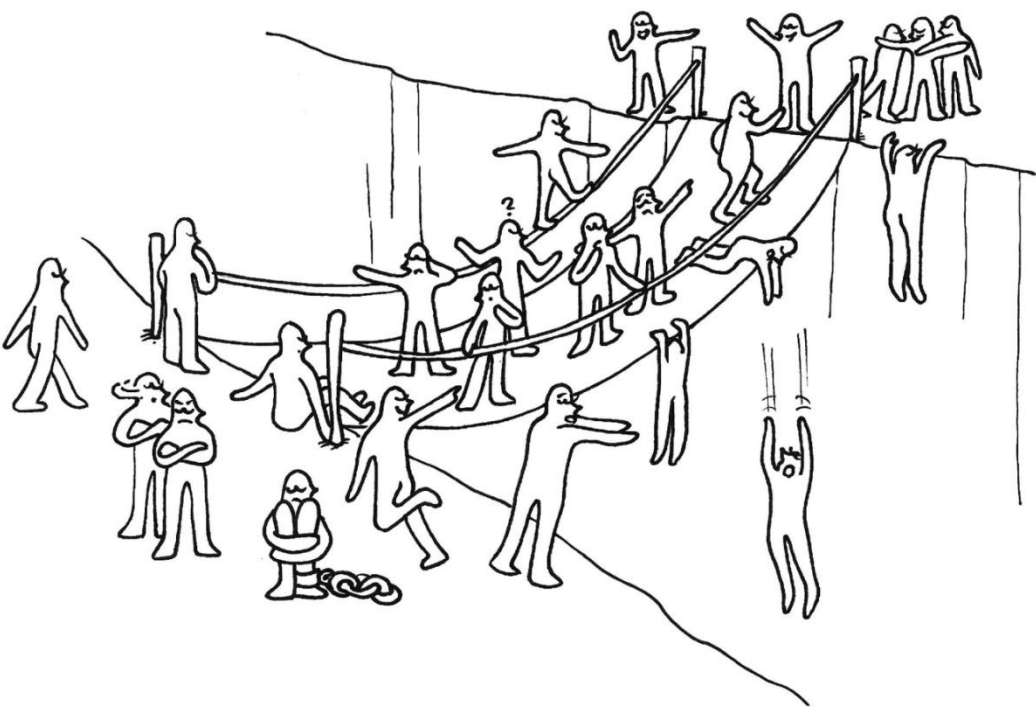| Would you improve something?	
YES	NO
If yes, what?	

BRIDGE DRAW

Each participant will identify in the picture the figure that represents him at this time, in relation to the activity, and write down here the reason of that choice.

This exercise is useful to do at the beginning of the activities and also at the end. So that participants can graphically summarize the changes related to their experience. For this reason it is useful to print a picture for each participant, to note their name and to store their completed pictures in order to reuse them at the end of the activities.

After each participant has identified the character that represents his or her emotional state, the trainer places the participants in a circle, asks participants to share their choice, noting on a large print of the picture the figure chosen, and inviting everyone to read and report their reasons for that choice. This game will allow you to open a discussion and the sharing among participants of their fears, their difficulties and needs towards the experience to do.

After this activity, the participant will mark the same picture again: where are you, now? How do you feel about this experience? Identify in the picture the figure that represents you now and write down here the reason why.

BRIDGE DRAW

Name

RATING SCALE FOR THE BASIC SKILL AREAS

Use the same tables from the beginning, reminding participants that this time they should refer to the activities carried out.

TABLE 1

Thinking about how you behaved during the activities in relations with other people, where would you place your attitude on the scale between the two mentioned extremes?

In the top row there are the scores (1 to 6). So, all your "√" have a score.

		1	2	3	4	5	6	
A)	Shy	_	_	_	_	_	_	Expansive
B)	Competitive	_	_	_	_	_	_	Cooperative
C)	Reserved	_	_	_	_	_	_	Sociable
D)	Mistrustful	_	_	_	_	_	_	Trustful
E)	Aggressive	_	_	_	_	_	_	Peaceful
F)	Provocative	_	_	_	_	_	_	Conciliator
G)	Destructive	_	_	_	_	_	_	Constructive
H)	Self-controlled	_	_	_	_	_	_	Spontaneous

<u>Relational skills Area</u>

Add the scores of rows A) + C) + D) + H)

From 4 to 12 points: you can work on improving your attitude in communication

13 to 15 points: You have an attitude nor opened nor closed in communication.

16 to 24 points: You have an open attitude to communication.

<u>Cooperative Skills Area</u>

Add the scores of rows B) + E) + F) + G)

From 4 to 12 points: You have a competitive attitude.

13 to 15 points: You have an attitude somewhere between competitive and cooperative.

16 to 24 points: You have a cooperative attitude in relation to others.

TABLE 2

Based on competence of resourcefulness: being aware of their ability to act, bring about change in a problematic situation and ability to take initiatives on their own, taking responsibility for their own territory/community. It is a form of empowerment, in particular at the individual psychological level.

Thinking about how you behaved during the activities in relations with your community/territory, where would you place your attitude on the scale between the two mentioned extremes?

		1	2	3	4	5	6	
I)	Irresolute	_	_	_	_	_	_	Perseverant
L)	Cautious	_	_	_	_	_	_	Enterprising
M)	Indecisive	_	_	_	_	_	_	Decisive
N)	Indifferent	_	_	_	_	_	_	Involved
O)	Uninformed	_	_	_	_	_	_	Informed
P)	Uninterested	_	_	_	_	_	_	Curious
Q)	Static	_	_	_	_	_	_	Dynamic

Resourcefulness skills area

Now, add the scores:

From 6 to 18 points: You prefer to perform the tasks you are given

From 19 to 27 points: You have an attitude somewhere between absence and presence of resourcefulness: on one hand you prefer to perform tasks, in the other hand you are prone to act independently to improve the territory and the community.

From 28 to 42 points: You have a good level of resourcefulness, or you are aware that you can bring an important contribution in your community.

AFTER SELF-ASSESSMENT

In this tool you copy, in the column on the left the skills that are at the beginning of each unit of the Toolkit. On the right, with an X, the participant marks from 1 to 5 the level of skill that he/she feels that he or she has acquired in each specific competence indicated. If appropriate, the participant can add other skills.

SELF-ASSESSMENT FOR LEARNERS after each unit					
Name and surname			Country		

How would you rate the level of competences acquired throughout this unit?

Competences	1	2	3	4	5
	poor	fair	good	very good	excellent

Are you interested in acquiring any additional competences to those listed above?					

Exercises to conduct after the activity to fulfill the SKILLPASS

Before completing the SKILLPASS together, at the end of the activities and after a few days to allow time for reflection, the participants are invited to an evaluation meeting, during which they will fill out again the assessment scale based on the training experience.

With the guidance of the trainer, they will be supported in the contrast between the assessment scale completed initially and the one just completed, understanding the differences and recognizing the progress made.

For the next two instruments, THE SELF-EVALUATION and the GROUP FEEDBACK, we must refer to paragraph 2 of this document, in which the 8 KEY COMPETENCES and 3 BASIC SKILL AREAS are explained. Regarding the feedback the trainer must ensure that the participants are aware of these competences so that they can use all of the content they consider appropriate for completing the SELF-EVALUATION and the GROUP FEEDBACK.

SELF-EVALUATION of 8 key competences

> ### SELF-EVALUATION OF 8 KEY COMPETENCES

Describe your learning outcomes in terms of 8 KEY COMPETENCES, but also including other unexpected learning that might have happened.

During the self-assessment, you may wish to use these unfinished sentences:

I feel more comfortable now…	*I am able to…*
I found out…	*I no know how…*
I learned…	*I developed…*
I feel confident...	*I have clear view now…*
I made progress…	*I want to explore further...*

Communication in mother tongue

Communication in foreign languages

Mathematical competence and basic competence in science and technology

Digital competence

Learning to learn

Social and civic competences

Sense of initiative and entrepreneurship

Cultural awareness and expression

GROUP FEEDBACK for the 3 basic skill areas

Right after we propose an activity to get a feedback from the group about everyone's attitude: attitude is indeed an essential part of the skills. Each participant has a form with two questions:

GROUP FEEDBACK FOR THE 3 BASIC SKILL AREAS
What have you learned in the interaction with new people?
Can you mention a situation to illustrate the answer above?

The answers are briefly shared in small groups of 4-5.

Then the trainer writes on three posters the definitions of the 3 BASIC SKILLS AREAS and explains them in detail. It is important that every mentioned competence is related to a situation/episode where they have learnt it:

- First poster: RELATION

- Second poster: COOPERATION

- Third poster: RESOURCEFULNESS

Participants, with the guidance of the facilitator, discuss in plenary these 3 BASIC SKILLS AREAS and their importance for the development of the 8 KEY COMPETENCES. After this reflection, back in groups of 4-5, participants collaborate to categorize what they have learned within one of the 3 BASIC SKILLS AREAS. They write down what they answered to the question "what I have learnt in the interaction with new people" on a post-it and stick them on the relevant poster. In this phase on post it notes and sticking them on bill boards. All together they will have a final moment that allows reflection on the categorization, which then facilitates the completion of the SKILLPASS.

SKILLPASS form

Before completing the SKILLPASS, complete the exercises INITIAL and FINAL SELF-ASSESSMENT and after the activities the SELF-EVALUATION of 8 KEY COMPETENCES and the GROUP FEEDBACK for the 3 BASIC SKILL AREAS.

From these exercises will emerge the necessary content to certify the competences acquired by the participant due to the realized activities.

HOW TO COMPLETE IT

Ideally, complete it using a PC and maintain the margin of two pages so that you can print front and back and therefore have a single sheet as a certificate.

Also, it is important to insert the content that certifies the real competences acquired, sharing with the participants the meaning and usefulness of including certain content. This is to ensure that, if they need to show the certificate for any future opportunities, the participants are able to verify their acquired competences and give credibility to the instrument.

In the first part complete the personal data, place the X corresponding to the Toolkit of the activities carried out, and insert the X with the relevant skills, basic skills and key competences. It is important that the skills marked with an X are then explained in the following areas. In the first panel, Learning Activity Description, describe briefly all activities related to the Toolkit, time and duration. In the second frame, relative to the Basic Skill Area, put the contents revealed in the exercise of GROUP FEEDBACK. In the third box, relative to the developed competences in relation to the 8 key competences, you can expect to include the content emerging from the exercise of SELF-EVALUATION realized. At the end, the SKILLPASS is signed by the participant, the trainer and the responsible organization.

SKILLPASS

The SKILLPASS is a certification of a learning process for adults, an innovative tool for the recognition and validation of results of learning by adults, in line with the strategy of the European Commission and the European 8.

Name and surname	Born on
Participated in	
From/to	In

TOOLKIT		BASIC SKILL AREAS	
	Social Entrepreneurship Education		Relational
	ICT Training		Cooperational
	English		Resourcefulness
	Lifelong learning		
	Learning Mobility		

8 KEY COMPETENCES

	Communication in the mother tongue
	Communication in foreign languages
	Mathematical competence and basic competences in science and technology
	Digital competence
	Learning to learn
	Social and civic competences
	Sense of initiative and entrepreneurship
	Cultural awareness and expression.

LEARNING ACTIVITY DESCRIPTION

Describe the activities carried out and learn from those marked in the BEGINNING SELF-ASSESSMENT

BASIC SKILL AREAS

Indicate the competences acquired by the exercise marked in the Group Feedback

DESCRIPTION OF THE DEVELOPED COMPETENCES IN RELATION TO THE 8 KEY COMPETENCES

Indicate the description of the developed competences as referred to in the SELF-EVALUATION corresponding to the 8 Key Competences

Date	Participant	Facilitator	Organization

Guidelines for trainers

EXERCISES REQUIRED TO FULFILL THE SKILLPASS

2 hrs

Phases	Duration	Auxiliary material
INITIAL SELF-ASSESSMENT This exercise will be done at the beginning of each Unit. Each Unit contains specific competences that have to be entered in this tool. The tool is filled out directly by the participant with the possible help of the trainer. Collect the completed forms and store them. Compare these forms, at the end of the Unit, with those completed for the FINAL SELF-ASSESSMENT.	*15 min*	*Use the attached file for this exercise. (see annex 1)* *Before fulfilling the tool, insert the competences that are at the beginning of each Unit corresponding.*
FINAL SELF-ASSESSMENT This exercise will be done after each Unit. Each Unit contains specific competences that have to be entered in this tool. The tool is filled out directly by the participant, with the possible help of the trainer. Compare the completed forms with the BEGINNING SELF-ASSESSMENT forms. Use the results to complete SELF-EVALUATION and the GROUP FEEDBACK.	*45 min*	*Use the attached file for this exercise. (see annex 2)* *Before completing the card, insert the skills that are at the beginning of each Unit corresponding.*
SELF-EVALUATION This exercise will be fulfilled at the end of the activities of the toolkit. Preferably a few days after the end of the activities. In the second paragraph of this chapter there is the description of the 8 KEY COMPETENCES, show this information to the participants and compare it with the results emerging from the AFTERASSESSMENT. Each participant will try to connect the skills acquired with the 8 Key Competences and transcribe within the SELF-EVALUATION. In describing the competences he/she may refer to the questions suggested in the initial section of this tool. The tool is filled out directly by the participant, with the possible help of the trainer.	*30 min*	*Use the attached file for this exercise. (see annex 3)* *Along with this tool, deliver to the participants information about the 8 KEY COMPETENCES that can be found in the second paragraph of this chapter, or attached. (see annex 4).*

GROUP FEEDBACK	30 min	*Use the attached file for this exercise. (see annex 5)*
This exercise will be done in groups and at the end of the toolkit activities. Preferably a few days after the end of the activities.		
Fill out the form of the feedback group, with two answers: one to the question "What have you learned in the interaction with new people?" And the other as a consequence "Tell us about an episode in which you have learned what you have said?" In this way, participants identify a learning situation and the situation that produced it.		*Along with this tool deliver to the participants information about the 3 BASIC SKILL AREAS that are found in the second paragraph of this chapter, or attached.* *(see annex 6)* *Necessary material: three posters, three markers.*
In the second paragraph of this chapter there is the description of the 3 basic skill areas, show this information to participants and compare them with results of the AFTERASSESSMENT .		
It is advisable to bring together the participants in groups of 4-5.		
Each group will fill out 3 of this tool: one dealing with relational skills, one for those of cooperation and one for resourcefulness.		
The different groups compare the emerged results and try to trace the profile of the 3 basic skills to be included within the SKILLPASS.		
The tool is filled out directly by the participant, with the facilitation of the trainer.		

OPTIONAL EXERCISES

Phases	*Duration*	*Auxiliary material*
BEFORE BEGINNING ACTIVITIES	1 hr 20 min	
Individual Development Plan The tool is filled out directly by the participant, with the possible help of the trainer. This instrument aims to develop awareness of personal learning gaps, limits and expectations, motivation and interests and individuate achievable short and long-terms goals of learning.	30 min	*Use the model attached (see annex 7)*
Smart Learning Aims Another schedule, that is a deepening of the first exercise, learning goals and motivations, makes people to reflect about the effective achievement of goals. The trainer	20 min	*Use the model attached (see annex 8)*

invites participants to do question to themselves and after to write down their aims. They have to be SMART (SPECIFIC: Are your aims specific enough to know when they have been achieved? MEASURABLE: Can you measure your success in achieving your aims? ACHIEVABLE: Is it possible to achieve your aims in the time that you have? REAL: Are your aims based on abilities that you need for your life? TIMED: Do you have a time-scale for achieving your aims?)		
Bridge Draw This exercise is useful to do at the beginning of the activities and also at the end. After each participant has identified the character that represents himself the trainer places the participants in a circle, asks participants to share their choice, noting on a large print of the picture the little man chosen, and inviting everyone to read and report their reasons for that choice. That game will allow you to open a discussion and sharing among participants about their fears, their difficulties and needs towards the experience to do. After that activity, the participant will fill again the same picture: where are you, now? How do you feel about this experience? Identify in the picture the figure that represents you now and write down here the reason why.	*10 min*	*use the model attached. (see annex 9)*
Rating Scale for the 3 Basic Skill Areas The tool is filled out directly by the participant, with the possible help of the trainer. Following the result grid, a group presentation is organized starting from individual results to highlight strong points and those in need of improvement for each participant. Hold on to the forms because they will be reused at the end of the activities and compared with the results from the beginning.	*20 min*	*Use the model Attached (see annex 11 - 12) This tool is specific for the 3 basic skills.*

AFTER THE STUDY ACTIVITY AND BEFORE THE PRACTICAL ACTIVITY

1 hr 30 min

Phases	*Duration*	*Auxiliary material*
It is advised to carry out two of the three following activities and proposals. Try to connect them, if possible, to the specific activities of the Tool Kit. **In-Basket Test** In basket test simulates a working situation similar, more or less, to the practical activity suggested. Participants are asked to evaluate a given situation and to explain, written or oral, which behavior he/she would assume in order to solve the problems arising from the simulation. Time for this activity is usually short (30 minutes). Object of the evaluation are the skills of selecting useful information	*30 min*	*Two scenarios - use the example of the exercise described above - use the links: http://www.google.it/url?sa=t HYPERLINK "http://www.google.it/url?sa=t &rct=j&q=&esrc=s&frm=1&sour ce=web&cd=7&ved=0CFIQFjAG &url=http%3A%2F%2Fwww.hr. ubc.*

from a huge amount of given ones, the decisional ability (choice of set up, planning…), skill in managing the stress and logical ability to motivate the decision taken (and how much reasonable the decision itself is).		*http://nature.berkeley.edu/ucce50/ag-labor/7labor/b001.htm* *http://www.ms-project2007.com/tutorials/inbasket3.html#top*
Role Playing Role playing is a training tool that simulates a real situation, with given roles, aimed at making participants know, through practical experience, the relations present in an activity characterized by an important communication process. Participants become in this way aware of their behaviors and feelings, are involved in their subjective dimension and the ways they move into relations and communication. The characteristics of this method give to participants many inputs to learn by acting and imitating, by the observation of others' behavior and comments received on their own and through a reflection on the whole process.	*30 min*	*Two scenarios* *- use the example of the exercise inserted in this chapter* *- use the links:* *https://serc.carleton.edu/introgeo/roleplaying/howto.html* *http://www.darkshire.net/jhkim/rpg/whatis/* *https://www.youtube.com/watch?v=Ie0K1GsDM08* *http://www.businessballs.com/teambuildinggames.htm*
Team Building Activities These activities teach the components of the group to better know themselves, their "team mates" and to understand the deep meaning of being a team. Besides the recreational dimension, each exercise develops a specific phase of the process of building a team (knowledge of others, exiting the comfort zone, trust in the team mates…). Participants will start considering the group as an organic entity oriented to the results to achieve, in which the lymph is composed by alchemy of different competencies, communication, reciprocal trust and attitude to cooperation.	*30 min*	*Two scenarios* *- use the example of the exercise inserted in this chapter* *- use the links:* *https://www.huddle.com/blog/team-building-activities/* *http://tweakyourbiz.com/management/2013/10/06/15-fun-team-building-exercises-cooperative-excellence/* *http://vorkspace.com/blog/index.php/13-top-team-building-activities/*
AFTER PRACTICAL ACTIVITY	*1 hr* *20 min*	
Phases	*Duration*	*Auxiliary material*
Feedback interview It has a double aim: to reflect on the experience lived and to give/receive feedback/input on the activity carried out. Participants contribute to improve the process and the methodologies applied, while trainers have the chance of discovering the difficulties had by participants through the	*20'*	*Two hypotheses: Two scenarios* *- use the feedback interview attached* *(See annex 13)* *- use the links to have more info and examples of feedback*

path and evaluate strength and weakness points of the activity.		*interview:* *http://www.cal.org/caelanetwork/profdev/states/iowa/training-evaluation.pdf* *http://www.go2itech.org/HTML/TT06/toolkit/evaluation/forms.html*
Bridge Draw This exercise is useful to do at the beginning of the activities and also at the end. After that each participant has identified the character that represents himself, the trainer places the participants in a circle, asks participants to share their choice, noting on a large print of the picture the little man chosen, and inviting everyone to read and report their reasons for that choice. That game will allow you to open a discussion and share with participants their fears, their difficulties and needs towards the experience to do. After that activity, the participant will fill again the same picture: where are you, now? How do you feel about this experience? Identify in the picture the figure that represents you now and write down here the reason why.	*20 min*	*Use the model Attached (see annex 9)*
Rating Scale for the 3 Basic Skill Areas Redo the same forms already used at the beginning of the activities. This time the participants refer to the experience during the training activities. Using the data obtained and comparing the two filled out forms a reflection is started on their improvements or found difficulties.	*40 min*	*Use the model questionnaire Attached (see annex 11-12) This tool is specific for the 3 basic skills.*

COMPLETING THE SKILLPASS

Phases	*Duration*	*Auxiliary material*
The final SKILLPASS certificate The Skill Pass certificate will be filled out by the participants along with the trainer who has followed the activities. The areas to be filled are: -In the header of the SKILLPASS insert: name, surname and date of birth, type of activity toolkit made, duration and location of the activity. -Table, toolkit, basic skills area and 8 KEY COMPETENCES, indicate on which tool kit you worked, the basic skill areas that were increased and connecting the European KEY COMPETENCES. - Table of the learning activity description, describe the type	*40 min*	*Fill the model of SKILLPASS attached (see annex 14)* *Ideally fulfill it using the PC and try to print your file compiled front/back, in order to have a final certificate consisting of a single sheet.*

of activities carried out, the general objectives and the duration in hours

- Table of the Basic Skill Areas, describe the contents that emerged from the exercise of GROUP FEEDBACK done

-Table of the description of the developed competences, describe what you wrote in the SELF-EVALUATION exercise.

-final data, enter: date of the SKILLPASS compilation, participant's signature, trainer's signature, the signature of the responsible from the organization that organized the activity and the stamp.

01 UP-SKILLING EUROPE
TOOLKIT

SOCIAL ENTREPRENEURSHIP EDUCATION

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