Young Kreativ
Social
Enterprises

Erasmus+

IO2. Curriculum - Skills for Young Social Entrepreneurs
Detailed programme and training materials for Youth Workers

Young Kreativ Social Enterprises through the mobilisation of Digital skills and Inter-cultural dialogue

KA2 Strategic partnership project - 2020-1-UK01-KA227-YOU-094485

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Introduction

The Young Kreativ Social Enterprise programme's second output: Intellectual Output 2 Curriculum – Detailed programme and training materials for Youth Workers, is a pedagogical composition designed for Youth Workers and wider educationalists working with youth with low school performance, early drop-outs from school and NEETs, as well as young people interested in creative social entrepreneurship.

The curriculum incorporates two key parts:
- A practitioner guide
- A detailed modular learning programme

Practitioner guide: sets out the approach for youth workers which allows them to apply the core approach model and adapt it to their context and learning and learners' needs. It consists of practical tools, needs diagnostics methods, techniques and resources, set out in detailed guidelines, frameworks and assessment guidance for the implementation of this curriculum and the evaluation of learning outcomes.

Modular learning programme: established with a set of 5 modular subjects, the learning programme is standardised through learning objectives, learning outcomes and pedagogical content, as well as a step-by-step approach to the implementation of the learning methodology, incorporating exercises, case studies and structured against key competencies.

The 5 innovative training modules are:
- Starting a Business
- Market Analysis
- Organisational Structure
- Service and Product Line in the digital era
- Your Social Creative Business plan

The curriculum offers a comprehensive knowledge and information programme for youth workers about skills and competencies required today to guide Millennials and Generation Z.

In addition, the YKSE partners created a Competency Framework to support the development of IO2, which is included in this document for reference.

Project Overview

Intellectual Output 2 Curriculum – Detailed programme and training materials for Youth Workers was produced within the frame of the Erasmus+ Young Kreativ Social Enterprises through the mobilisation of digital skills and intercultural dialogue, and is a strategic partnership project which aims to boost and encourage creative social entrepreneurial learning of young people through upskilling and empowering youth workers, educators and mentors as primary vehicles of the professional development of youth.

YKSE Project is formed of a multi-agent partnership, composed of 4 organisations from the UK, Hungary, Italy and the Republic of North Macedonia with complementary skills and prior knowledge or experiences in the project field.

The partners are:
- *Asfar CIC, United Kingdom*
- *Anthropolis, Hungary*
- *Materahub, Italy*
- *Center for Knowledge Management , North Macedonia*

The main objectives of the YKSE Project are:
- to create a set of digital tools to boost and encourage the Creative Social Entrepreneurial learning of the young cohorts, by empowering and upskilling youth workers, educators and mentors as primary vehicles of the professional development of young people.
- to avoid the increase in NEET rates, supporting youth mentors with an online/blended methodology and itinerary which assures the entrepreneurial skills acquisition of students at risk of drop-out and NEETs, in order to increase their engagement to education and their employability in the new dynamic and digital labour market.
- to facilitate the labour market integration of young people out of employment and education (NEETS) or at risk of dropout, thanks to the development of a training for youth workers who will mentor the young cohorts in accessing the right information and training to start up a Social Creative Enterprise using digital solutions to create products or services.

SECTION I.

INTELLECTUAL OUTPUT 2 OVERVIEW

Section I.

Intellectual Output 2 Overview

The Young Kreativ Social Enterprise programme Intellectual Output 2 Curriculum – Detailed programme and training materials for Youth Workers is designed as a creative sector entrepreneurial learning tool to aid youth workers, educationalists and other development professionals supporting young people, especially those who have disengaged from education with an interest in the Creative industries from an enterprise perspective.

Youth Workers with the help of the Curriculum Programme will learn how to work with young people more effectively, having a positive impact on their choices, behaviour and self-esteem. One of the innovations of this output is that it will integrate the emotional part, the approaches and knowledge of Emotional Intelligence developed in IO1 methodology, to maintain a positive attitude. For instance, by taking a winning perspective of an unsuccessful situation, transforming it into a learning experience. Even though the Curriculum is devoted to youth workers through the acquisition of new knowledge and new skills, the programme itself focuses on:

- *low-performing youth, early school leavers, and NEET youth as the end target group;*
- *practical entrepreneurial situations, using non-formal and informal educational methods;*

- *helping to enable and empower youth;*
- *linking to the community and social context;*
- *modern use of new technologies (digital tools);*
- *flexibility to adapt content to different youth groups and to blended peer coaching;*
- *the SPIRIT (Skills, Personality, Intelligence, Reflection, Interest, Tenacity) of youth.*

The Curriculum Programme for youth workers is innovative as it includes the following elements:
1. *Action-based model: close to real-life concerns, experimental and oriented to learning by doing;*
2. *Linked to digital tools; and*
3. *Focused on vision, prioritisation, and reflection.*

The Curriculum has a huge transferability potential for developing skills in every sector (adult education, school education, higher education, workplace learning etc.).

Each module delivers specific learning outcomes designed to enhance knowledge, skills and attitudes. The different modules and learning materials can be used together or separately. They can also be adapted by different educationalists who are working with youth for different settings.

SECTION II.

COMPETENCY FRAMEWORK

Context and definition of Social Entrepreneurship youth services in Europe

United Kingdom

The Social Entrepreneurship in the UK is a growing sector, built upon the UK's 45 year history of social entrepreneurship on the shoulders of the UK's civic society heritage. However, on the youth services front and professionals who support youth, it remains behind the UK's employability programmes found in traditional youth services and welfare to work programmes.

Social Entrepreneurship has a stronger culture within UK Higher Education, with many youth-led social enterprise and social entrepreneurship activities with links to UK universities.

Enterprise and Entrepreneurship is growing within traditional youth services though, with several governmental and third-party led programmes existing.

On the skills and competency front, these include:
- Knowledge and awareness in the basics of enterprises vs social enterprises

- *Enterprise skills*
- *Social objectives development & planning*
- *Knowledge on legal structures of social enterprises in the UK*
- *Social objectives vs Business models*
- *Social Enterprise planning*
- *Fundraising*
- *Financial Management competencies*
- *Competitor Analysis skills*
- *Monitoring – the Most Significant Change (MSC) Approach*
- *6 types of Social Enterprise models*

A youth service professional requires a basic understanding of enterprise, social entrepreneurship and business planning to support a young person to design and set up their own social enterprise.

However, some of these skills are similar to traditional youth services, such as communication, information, advice and guidance skills, action planning etc.

Current youth services that focus on social enterprise and enterprise in the UK include:
The Social Enterprise Academy's Social Enterprise in Education programme – this programme also offers

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CPD training for school teachers
- Young Enterprise's Enterprise Education
- John Cracknell Youth Enterprise Bank
- Young Enterprise Scotland

There are many other programmes, although most with little activity since before the Covid-19 pandemic, and very few focused on social entrepreneurship.

In relation to youth worker qualifications and training programmes on youth social entrepreneurship and social enterprise, the few identified during the research for this output indicated that they were part of Erasmus+ or other EU programmes and pre-dominantly advised on Salto-Youth, indicating an EU link. As these programmes will shortly be unavailable, they have not been included in this document.
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Hungary

In Hungary, any kind of organisation can be a social enterprise, provided that it has a social aim and revenues from sales are proven.

While the core activities of social enterprises are usually education, health, welfare reform, human rights, workers' rights, environment, economic development and agriculture, according to the international literature, there are other sectors in the spotlight in Hungary. Poverty, the exclusion of disadvantaged groups from the labour market, ageing population, youth unemployment and too early exit from the labour market, discrimination against vulnerable groups and homelessness are the most important areas of focus for local initiatives.

In Hungary, there is no legal definition of social entrepreneurship and its non-profit or for-profit form. It is absent among business organisations and in legal documents, but the most powerful international NGO in Hungary in the field of promotion and start-ups of social enterprises "NESsT" defines social entrepreneurship as "a business that is created to address or solve a critical social problem in a financially sustainable (and potentially profitable) way" (NESsT, 2015). Furthermore, the international research project SEFORIS aims "to better understand the role of social enterprises" in the European Union and particularly in Hungary explains social entrepreneurship as a "force for more inclusive and innovative societies".

This situation and the newness of the social entrepreneurship sector in Hungary inevitably result in youth services in this sector being under-developed.

Competency Framework

Skills/competences

In the "How to start a social enterprise" manuals the Hungarian authors underline the following skills required to start a social enterprise:

- leader/management skills for business and management
- organisation and financial skills
- special professional skills for the given business field

North Macedonia

In North Macedonia, there is no specific distinction of which organisation can be regarded/registered as a social enterprise. Social enterprises either operate under the Law on Trade enterprises, or the Law for Associations and Foundations, mainly reflecting how the term is understood by various stakeholders in the society.. Yet, many of the organisations in the area of youth services have recently initiated activities for raising awareness among young people on the benefits on the role in development of the society.

When it comes to competencies, the focus is on developing the traditional entrepreneurial competencies as described in European Entrepreneurship Competence Framework (EntreComp), strengthened with the DigiComp (Digital Competences Framework),

placed in the context of how social entrepreneurship is understood in the country.

Italy

In Italy, the competency standards defined by the European Entrepreneurship Competence Framework (EntreComp), which can be found as an annex, are essential especially in youth services delivery.

EntreComp is a set of transversal skills and competencies, that are similarly important for youth workers, who would like to be qualified in social entrepreneurship youth services.

Figure 1: EntreComp[1]

[1]Entrecomp project, June 2022, https://entre-comp.eu/

Section II.

Competency Framework

The detailed description of the competency framework can be found in Annex 1.

Occupational Profile

Occupational Profile	
Name of the occupational profile	Youth Worker – working with young social entrepreneurs
EQF Level	Level 3 and above
Training and Business area	Education and knowledge/expertise in: • Employment Support & Careers Guidance • Enterprise support • Youth Work • *Social Enterprise knowledge*
Sector/Area of employment in the labour market	Education Welfare to Work, including Enterprise development Youth Work Social Enterprise/Enterprise

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Occupational Profile	
Main activities and responsibilities	Socio-Economic development education (Welfare to Work sector) Skills development training Enterprise support & training Information, Advice & Guidance Community Support services Youth Support
Occupation or position held	Youth Workers Employment Support adviser Enterprise Support adviser Information, Advice & Guidance officer Careers Adviser Trainer Welfare to Work adviser Community Support Worker
Types of employment (employee; employer; freelance; etc.)	Employee Freelancer

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Occupational Profile	
Employment opportunities	Municipalities/Local Councils Youth centres Training organisations & centres Community organisations Universities Social Enterprises Private business working in the education/community sectors
Educational and training path	**UK** Level 2/3 certificate in Youth Work Practice Level 3 Diploma in Youth Work Practice BA(Hons) Youth Work Level 6 Graduate Diploma in Youth Work Level 7 PG Diploma in Youth Work MA in Youth Work (MA) **Italy** No formal professional educational route exists for a Youth Worker (Youth Partnership – Partnership between the European Commission and the Council of Europe in the field of Youth – Country sheet in Youth Work in Italy)

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Occupational Profile	
Educational and training path	**Hungary** No formal professional educational route exists for a Youth Worker or definition of youth work (Working with young people: The value of youth work in the EU: Country Report – Hungary) **North Macedonia** The profession/sector of youth worker is still not recognised in North Macedonia. It is recognised as an occupation. It is expected to enter the national qualification framework shortly. (YouthWiki – Republic of North Macedonia – Youth Workers)

Competency Framework

Standards for the Youth Worker practitioners: competency framework

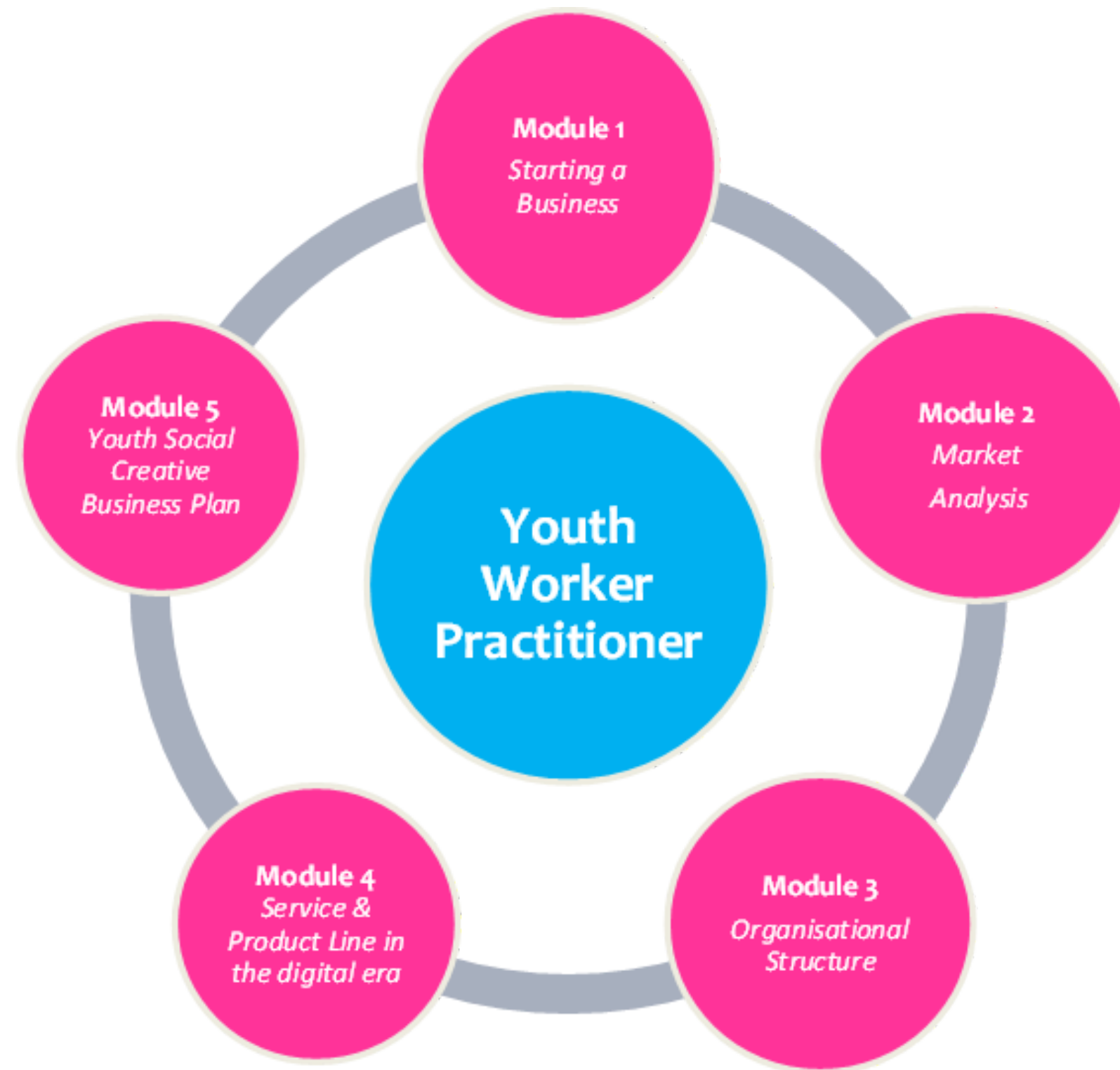| Methods	Module Title
Method 1	Starting a Business: Disney Creativity Strategy
Method 2	Market Analysis
Method 3	Organisational Structure
Method 4	Service & Product Line in the digital era
Method 5	Your Social Creative Business plan

Figure 2 - The Youth Worker Practitioner Modules – Skills Development

Youth Worker Practitioner

Module 1
Starting a Business

Module 2
Market Analysis

Module 3
Organisational Structure

Module 4
Service & Product Line in the digital era

Module 5
Youth Social Creative Business Plan

Competency Framework

Module Descriptions

Module 1	
Module title	**Starting a Business**
Module description	The Starting a Business module will focus on utilising the Disney Creativity Strategy which focuses on 3 elements: • Dreamer - Let your imagination flow freely and think up the most fantastical idea you can come up with. There are no boundaries in this role. It is like daydreaming and is not supposed to be based on reality. • Realist - Take the fantastical idea you had while in the Dreamer role and try to ground it in reality. Take components of the idea that seem ridiculous and think of ways to turn it into something that can actually work and is practical. Now give this more realistic idea time frames and milestones to map progress. • Critic - Look for all of the things that are wrong with the Realist's idea. The Critic pokes holes in the idea, looks at ways to improve it and asks what could potentially go wrong.
Objective	The Disney Creativity Strategy aims to model the thinking strategies of successful people such as Walt. In this exercise you need to take on three roles.

Activity

In order to prepare the team for Disney's Creative Strategy; four parts of the room are set for each thinking method. The first part is for dreaming and imagination, the second part is for realists and/or planning, the third part is for critics and the fourth part is for getting the mind outside the thinking flow.

The idea of setting a thinking place for each stage in the method is to prepare the team mind to switch thinking modes from one to another. The place can be a room, open space office or an outdoor garden.

Usually, any creative idea starts with a dream full of passion and enthusiasm. In ordinary meetings, this dreaming style is halted by reality and does not have the space to go further on. Discussed in details. In this Disney Creative Strategy, the first stage allows the team to share their dream without restrictions or criticism. This helps to build a pool of creative ideas. Some of these ideas are viable and others are not. Determining the viability of creative concepts comes later as a result of the second and third thinking styles.

The dreamer is asked questions that help describing ideas and thoughts such as the following:
- What do we want?
- What is the solution?
- How do we imagine the solution?
- What are the benefits of applying this solution?

Now, subsequently, follows the realist style. The team switches the place and mode to think in a more logical planning style. Based on the first stage, the attendees pretend that the dream is possible and start putting plans to achieve it.

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Activity	The plans aim to turn the imaginary ideas into a manageable action plan. During this stage all the thoughts should be constructive and target turning the idea into a real plan. This stage includes questions such as the following: • How can we apply this idea in reality? • What is the action plan to apply the idea? • What is the timeline to apply this idea? • How to evaluate the idea? After having an action plan to turn the idea into reality, the critic thinking mode tends to discover the barriers of applying the idea and how to overcome it. In this session, the team provides a constructive critique for the idea in order to find the weak points and solve it in the final solution. In this stage, the team asks questions as following: • What could be wrong with the idea? • What is missing? • Why cannot we apply it? • What are the weaknesses in the plan?
Knowledge No limit	• Imagination: The Disney Creativity Strategy emphasizes the importance of imagination in the creative process. Young people can learn how to use their imagination to generate ideas and think outside the box. • Goal setting: The Disney Creativity Strategy encourages setting clear goals for creative projects. Young people can learn how to define their goals and focus their creativity towards achieving those goals.

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- Planning: The Disney Creativity Strategy involves a structured planning process that helps to organize and prioritize ideas. Young people can learn how to plan effectively and break down complex problems into manageable steps.
- Collaboration: The Disney Creativity Strategy promotes collaboration and teamwork. Young people can learn how to work effectively with others and leverage different perspectives and skills to generate creative solutions.
- Positive attitude: The Disney Creativity Strategy emphasizes a positive, can-do attitude. Young people can learn how to maintain a positive mindset even in the face of challenges and setbacks.
- Risk-taking: The Disney Creativity Strategy encourages taking calculated risks and trying new approaches. Young people can learn how to overcome their fear of failure and take bold creative leaps.
- Attention to detail: The Disney Creativity Strategy emphasizes the importance of paying attention to details in the creative process. Young people can learn how to be meticulous and thoughtful in their work.
- Iteration: The Disney Creativity Strategy involves a process of continuous iteration and refinement. Young people can learn how to incorporate feedback and improve their ideas over time.
- Communication: The Disney Creativity Strategy emphasizes the importance of clear and effective communication. Young people can learn how to articulate their ideas and collaborate with others to achieve shared goals.
- Empathy: The Disney Creativity Strategy encourages empathy and understanding of others' perspectives. Young people can learn how to put themselves in others' shoes and create solutions that are inclusive and considerate of different viewpoints.

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Skills **From 4 to7**	• Visualise the goal • Business idea • Analyse the reality • Teamwork strategy • Risk analyses
Attitudes **From 3 to 6**	• Critical thinking • Being ready for risk • Ready to work in a different environment • Innovative approach

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	Module 2
Module title	**Market Analysis**
Module description	This module explores specifics of market analysis: how to approach the market, as well as how to research market needs for entrepreneurs. In more detail, this module tackles following topics: • Developing an awareness of the macro environment in order to see the dynamic in the creative and culture sector easily, identifying drivers of change which can help them in developing valuable products and services. • Understanding community needs (observing and documenting trends in the behaviour of different communities and their current consumption of creative and cultural products and services). • Identifying different sub-groups within the community. • Documenting their needs through observation. • Identifying a sub-group or community to focus on in further development of the Minimum Valuable Product.
Objective	Main Objective of this module is for (social) Entrepreneurs to understand importance of market analysis, as well as dive deep in tools for the market analysis and possibilities of failure.

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Activity

The activity foresees the use of the traditional PESTEL tool for scanning the macro context of the creative and culture sector in a predefined geographical context. It ca be the local community of the trainees, the region, or the nation. PESTEL is an acronym for Political, Economic, Socio-cultural, Technological, Environmental, and Legal environment.

It is a brainstorming activity which focuses the trainees on answering the following questions:

- **Political factors** include trends in government policies and mechanisms, particularly focusing on the use of grants and public money for supporting products and services in the culture and creative sectors;
- **Economic factors** include current and projected economic growth; inflation and interest rates; job growth and unemployment; disposable income of communities. Higher inflation and lower employment rates particularly hit the disposable income for services in the creative and culture sectors;
- **Social factors** include demographics (age, gender, race, family size); consumer attitudes, opinions, and buying patterns; population growth rate and employment patterns; socio-cultural changes; ethnic and religious trends; living standards. Identify the ones which are a force of change in the culture and creative sectors, i.e. generational change in how culture is consumed.
- **Technological factors** affect the provision of services and goods in the creative and culture sectors. How they affect them, how they affect the distribution of these services and the communication with the communities and target markets.
- **Environmental factors** are important due to the increasing scarcity of raw materials; pollution targets; doing business as an ethical and sustainable company; carbon footprint targets.
- **Legal factors** intellectual property protection, equal opportunities; advertising standard

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Knowledge No limit	• What is the market • What is customer segmentation • Research tools
Skills From 4 to 7	• Designing research questions • Empathising and connecting with target audience • Communication with possible clients
Attitudes From 3 to 6	• Empathy • Openness • Readiness for Failure

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Module 3	
Module title	**Organisational Structure**
Module description	This module explores different visions of how organisations can be structured, with special focus on modern approaches. Nowadays, especially after the pandemic, it is impossible to go back to the former working standards and structures, as people demand more than offices, and organisational structures become much more human-centred. Especially when it comes to social innovations and social enterprises, it is highly important to understand that hierarchical visions are no longer relevant, and we need to find new ways of managing people and transforming personal care to collective one.
Objective	The main objectives of this curriculum are to: • understand different types of organisational structure, • understand communication tools for structured organisational work, • define what types of working culture fits an organisation's social enterprise.
Activity	Activities used in this module will support you to understand: • How to define organisational structures, • How to observe and plan teamwork strategies, • How to communicate effectively in teams, • How to monitor organisational design and make it more human centred.

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Knowledge No limit		• Organisational structures • Agile vs waterfall structures • Teamwork strategies
Skills From 4 to7		• Communication • Intercultural communication • Teamwork • Personal development • Stress Management • Listening • Risk management
Attitudes From 3 to 6		• Acceptance of different personalities • Being flexible towards the change • Being ready for risk taking • Innovation driven • Ready to work in uncertainty, ambiguity and complexity

Module 4	
Module title	**Service & Product Line in the digital era**
Module description	This module is focused on developing a commercial version of the participants' vision, transferred into a product or service. Module is also focusing on the following topics: • How does the digital era transform these product/service lines of social entrepreneurs enabling them to sustainable business and higher social impact? • Understanding the opportunities and challenges new technologies bring to tackling critical social challenges (knowledge) • Knowing how to use analytical frameworks for analysing the potential of technology for creating social impact (skill) • Developing excitement and acceptance of new technologies (attitude) • Knowing how technology can be used in developing product/service offer (skill) • Developing excitement and acceptance of new technologies (attitude).
Objective	The main objective of this module is that social entrepreneurs create clear understanding on what are the effects of digital era on building the product and service, and how new possibilities can be used for fitting the market needs.

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Activity	Activities used in the module create open minded approach, so participants can be ready for taking the risk on using most innovative technologies, for creating their product and service. Activities can include introduction to the innovations, as well as meeting stakeholders, who are already in the process of incorporating digital tools in building their product and service.
Knowledge No limit	• Building innovative product and service • Impacts of new technologies • Impact of emerging technologies on business model
Skills From 4 to7	• Creativity • Idea generation • Business vision development
Attitudes From 3 to 6	• Openness • Risk taking • Assertiveness

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Module 5	
Module title	**Your Social Creative Business plan**
Module description	This module focuses on some key characteristics and core competences of Social, Cultural and Creative entrepreneurs to provide learners with effective tools and methods enabling them to develop entrepreneurial ideas within Social Creative careers. For this reason, it is crucial to introduce some crucial characteristics of Social Creative Enterprises to facilitate greater knowledge of the creative and cultural industries entrepreneurship within social fields. As you can see, there are many similarities between Social entrepreneurs.

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Module description

ANATOMY of the SOCIAL ENTREPRENEUR

IESE Business School, University of Navara

ECONOMIC INTELLIGENCE
They always see things in a different way

SOCIALLY MOTIVATED
People and their fundamental needs are at the center of the stage

COURAGE
They can make very difficult decisions, overcoming apparently insurmountable problems

QUICK & ALTERNATIVE THINKING
They have the capability to quickly foresee new business opportunities and to create new ways of doing things

Figure 3: Anatomy of the Social Entrepreneur[2]

[2]Antonino Vaccaro, IESE Business School, University of Navara, https://blog.iese.edu/ethics/2016/03/17/anatomy-of-a-social-entrepreneur/

Section II.

Competency Framework

Module description

And Creative and Cultural entrepreneurs

Section II.

Competency Framework

Module description

The common framework of competences for any entrepreneurs regardless the economic sectors they operate within was set by the EU <u>EntreComp Framework</u>, published in 2016, and which lists 15 key competences in 3 main areas, defining Entrepreneurship as "the capacity to act upon opportunities and ideas, and transform them into value for others. The value that is created can be financial, cultural or social."

Figure 4: EntreComp Framwork[3]

[3] Entre-comp project, June 2022, <u>https://entre-comp.eu/</u>
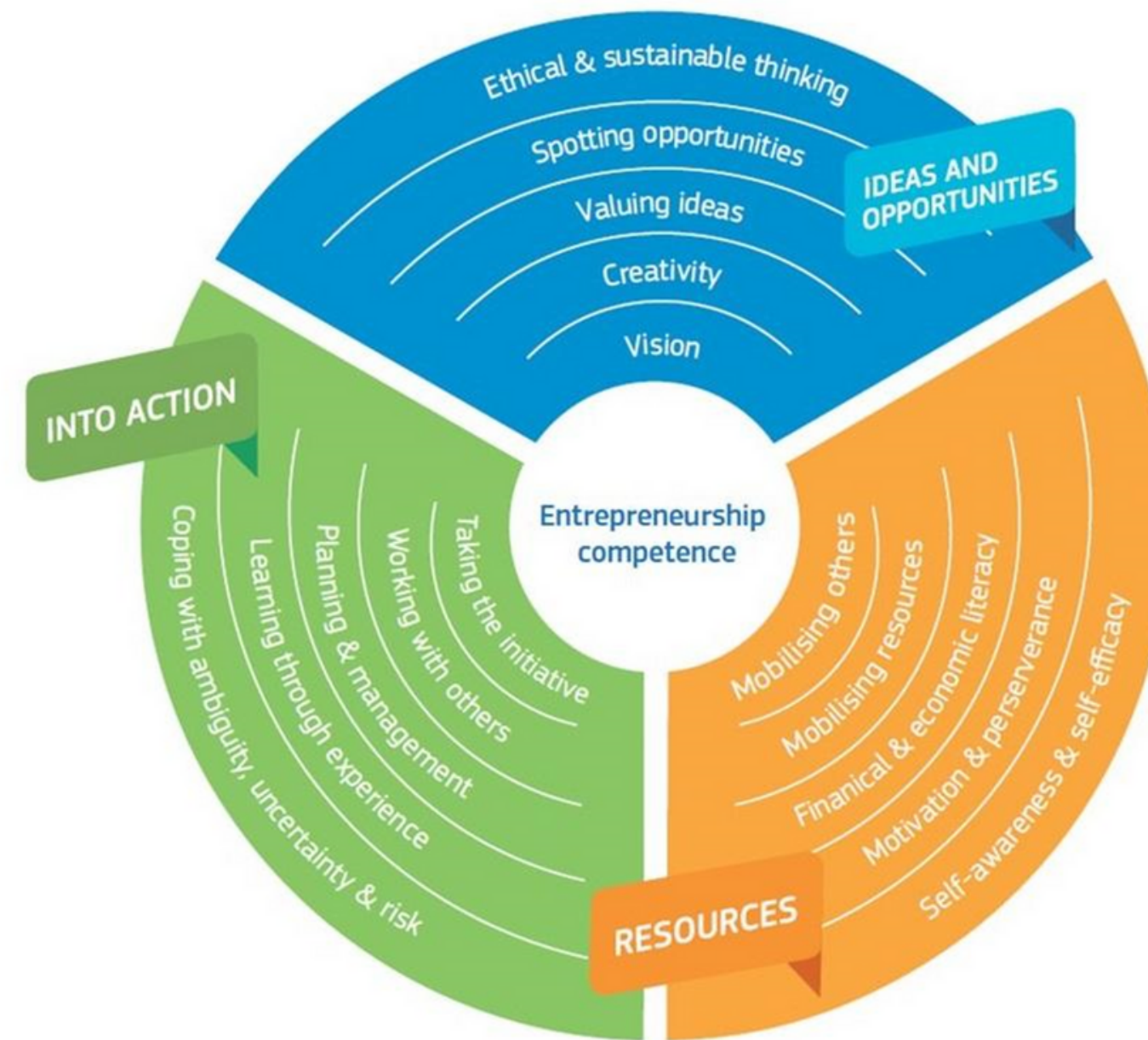
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Module description	In this module, learners will be supported in the exploration, generation, and planning of social creative business ideas by acquiring knowledge, methods, strategies and practical tools related to three of the core entrepreneurial competences needed by young Social Creative Entrepreneurs: • ethical and sustainable thinking, which the EntreComp defines as the capacity to assess the con-sequences and impact of ideas, opportunities and actions, • vision, which the EntreComp defines as the capacity to work towards your vision of the future, • planning and management, which the EntreComp defines as the capacity to prioritise, organise and follow-up.
Objective	*The key objective of this module is to provide learners with:* • *an insight into the SEs and CCIs entrepreneurship in order to be able to fully understand the profile of a Social Creative Entrepreneur,* • *a brief overview of some core entrepreneurial characteristics and skills enabling them to build an effective innovative mindset and to envision their potential career as a Social Creative Entrepreneur,* • *some key tools to reflect upon and develop the ethical and sustainable thinking, vision and planning and management entrepreneurial competences* • *key steps, strategies and tools to build a social creative business idea / project and implement a Social Creative Business plan*

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Activity

The activities proposed in this module aim at boosting a practical use of the key competences presented through collaborative learning processes, including brief theoretical introductions, to provide a clear overview of the activities' topics, aims and actions that are mainly based on 3 key active learning steps: doing or observing, gathering information to generate ideas and reflective dialogue.

The key tools presented in this module are mainly handouts and worksheets with detailed instructions, as well as case studies needed to use the Creative Project Canvas collectively. These tools within the learning activities proposed in this module will require students to actively do something thoughtful with the concepts presented in the course as practical methods to improve learning and knowledge retention, share and work with their fellow classmates and the instructor.

In this module, the activities presented require students to actively "do something" with the content and concepts and reflect on the doing so that, by the end of this module, they will be able to identify learning activities with different types of interaction as well as plan a mix of active learning activities leveraging different types of interaction to enhance the course.

The key methods grounded on problem-based learning include:
- case studies, where learners are given a real-world case for them to analyse in small groups using guidelines and a framework set for this purpose, to then use as a common example to identify a problem and select the most appropriate solution to work on,
- peer review, where learners provide their peers with feedback on their activity outcomes,
- brainstorming and debates.

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Knowledge No limit	The core knowledge addressed in this module is related to: • business vision, strategies, processes and culture (or ways of working), • how to take action and close the gap between where you are today and where you want to be (to realise their vision), • how to develop an understanding of the customer's/community's needs, wants and requirements • how to set achievable and realistic goals, build and manage an effective plan of action.
Skills From 4 to7	The core skills addressed in this module are related to the ability to: • assess the consequences of ideas that bring value to the community and the business, • assess the effect of entrepreneurial action on the target community, the market, society and the environment, • reflect on how sustainable long-term social, cultural and economic goals are, and the course of action chosen, • identify one's business, personal and community values, • develop a vision to turn ideas into action, • set long-, medium- and short-term goals, • define priorities and action plan, • make realistic assumptions.
Attitudes From 3 to 6	• Openness • Risk taking • Assertiveness

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**Attitudes
From 3 to 6**

The core attitudes highlighted in this module outline the Social Creative Entrepreneurs as:
- creative and innovative, to generate ideas and scan the best suitable one,
- determined to achieve his/her business objective
- passionate, motivated and perseverant,
- goal-orientated and goal-driven,
- realistic leader, successful planner and organiser,
- effective communicator and visionary,
- strongly driven by responsible work and social ethics.

Competency Framework

Continuing Professional Development (CPD) – List of useful resources and links in the partner countries

United Kingdom
- Level 3 in Youth Work Practices – <u>Link</u>
- Youth Worker Training CPD – <u>Link</u>
- Enterprise Training – UCL - <u>Link</u>

Italy
- Country sheet on youth work in Italy - <u>Link</u>
- Training and education of youth workers in Italy - <u>Link</u>

Hungary
- Youth Worker Training BA - <u>Link</u>
- Youth helper training (vocational) - <u>Link</u>
- How to create a social enterprise - <u>Link</u>
- Coalition of social enterprises – <u>Link</u>
- How to start a social enterprise – <u>Link</u>
- How to start and manage a social enterprise – manual - <u>Link</u>

North Macedonia
- Agency for Employment – Youth Guarantee Mechanism - <u>link</u>
- Fund for Innovations and Technology Transfer – Fund for Young Minds - <u>link</u>
- National Youth Council - <u>link</u>

SECTION III.
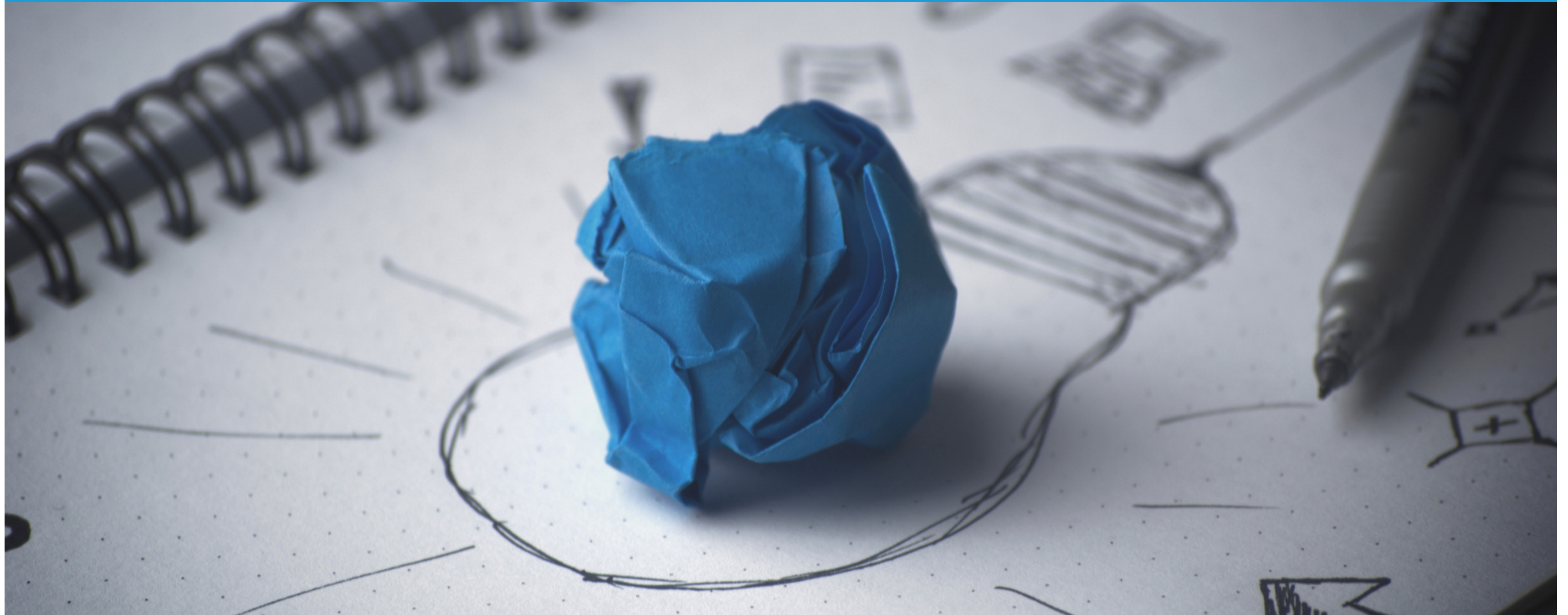
CURRICULUM

Section III.

Curriculum

The YKSE IO2 Curriculum, is a detailed programme and training materials for Youth Workers designed to develop youth worker professional skills and competencies in Social Entrepreneurship and enterprise as a routeway for young people's development.

Mobilising key learning methods and offering essential definitions, theories, module structures guidance, a practical guide, learning materials and methodologies, monitoring and evaluation methods and tools, and of course, the curriculum's 5 interactive learning modules that focus on social entrepreneurship and enterprise competencies.

It is designed to be suitable both for experienced youth workers and new professionals to the youth sector. Additionally, the curriculum provides essential learning material to both develop youth workers' skills and competencies in social entrepreneurship and that in turn can be mobilised to support their cohort of young people.

The curriculum will be digitalised and will become the foundation of YKSE IO3 KreativEnterprise e-learning platform.

Key learning methods and definitions

What is non-formal education?

Education must be centred upon developing critically conscious, 'humanized', learners who act to liberate themselves, and the world, from injustice (Paulo Freire).

When we speak about non-formal education, here we should mention Paulo Freire, a Brazilian educator born in 1921 who developed many theories and methods regarding philosophy and education. His main approach to education was that it is more than information sharing, and that people's experiences should be at the fore.

As per the Council of Europe "non-formal education refers to planned, structured programmes and processes of personal and social education for young people designed to improve a range of skills and competences, outside the formal educational curriculum.

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Non-formal education is what happens in places such as youth organisations, sports clubs and drama and community groups where young people meet, for example, to undertake projects together, play games, discuss, go camping, or make music and drama. Non-formal education achievements are usually difficult to certify, even if their social recognition is increasing. Non-formal education should also be:

- voluntary
- accessible to everyone (ideally)
- an organised process with educational objectives
- participatory
- learner-centred
- about learning life skills and preparing for active citizenship
- based on involving both individual and group learning with a collective approach
- holistic and process-oriented
- based on experience and action
- organised on the basis of the needs of the participants."

To summarise, nonformal education is self-chosen, allowing openness in participation and allowing people to choose to leave the room if the topic is not useful for them.

What is Kolb's model?

When discussing non-formal education, it is also important to mention Kolb's model.

Kolb's experiential learning model describes 4 stages that are important for learners and include:
- Concrete experience
- Reflective observation
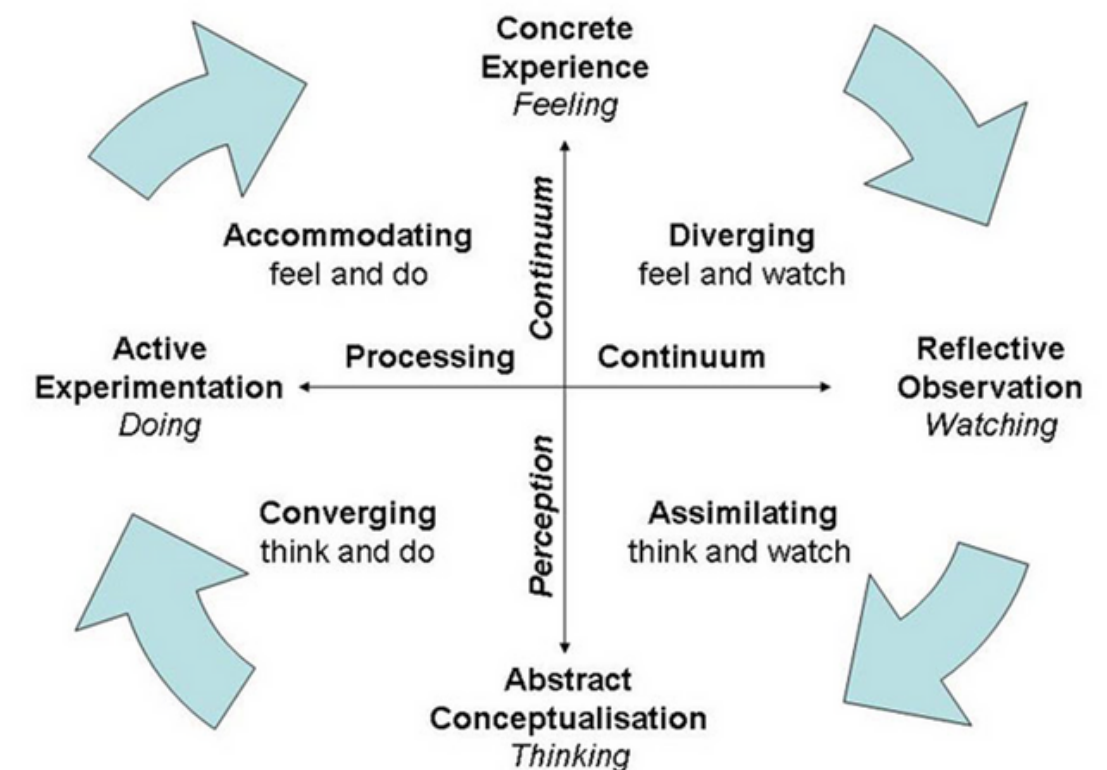- Abstract conceptualisation
- Active experimentation

Figure 5: Kolb Model[4]

[4] Simply Psychology, June 2022, https://www.simplypsychology.org/learning-kolb.html

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In developing educational activities, it is very important to ensure that all 4 stages are taken into consideration. For example, if we are choosing an exercise for addressing a concrete topic, we would need to ensure that we are sharing information, as it is important for the learner, that it cannot only be heard, but can be related to them. Participants need to have time and space to observe the information/situation. This is the input, which is followed by an output from participants, through first of all making abstract conceptualization, for instance by taking part in brainstorming, which should be followed by active doing, which can take place either in the training room, or outside as a later homework.

What is TCI Model?

Topic Centred Interaction is a learning concept that gives us the whole picture of a learning space, in abstract, as well as in a practical way. TCI was developed in the 1950s in the United States by the psychoanalyst and psychologist Ruth Cohn, and subsequently by the therapists Norman Liberman, Isaac Zieman and by other representatives of humanistic psychology.

The concept of TCI develops the concept of three axioms which describe certain problems in dialectical form.

Autonomy

"The human being is a psycho-biological entity. He/she is also part of the universe, and therefore at once autonomous and interdependent. The person's autonomy increases to the extent that she/he becomes conscious of being interdependent (being part of the universe)".

Appreciation

"Respect is due to all living entities and to their growth. Respecting growth requires decisions based on values. The humane is valuable, the inhumane is threatening".

Expanding one's limits

"A free decision happens within conditioning internal and external limits. It is possible to expand these limits". [2]

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Postulates of TCI

The axioms lead to the following methodical postulates:

- Be your own chairperson, the chairperson of yourself.
- This means the challenge to see yourself, other persons and the environment in their possibilities and limits, and to accept every situation as a proposition for your own decision.
- Disturbances and passionate involvements take precedence.
- "The postulate that disruptions and violent feelings have priority means that we respect the reality of man; and this reality contains the fact that our lively, emotional bodies and souls carry our thoughts and deeds." [3]
- Be responsible for what you do and do not do - in your personal life and in society.[4]

The TCI Model incorporates following main elements:

- Topic/Theme: that I, as trainer, speak about
- Group: their relation to the topic
- I: as group facilitator/trainer and my connection to the topic
- Space: where educational process is being implemented.

It is very important, that for us, the TCI model is a canvas that must be completed, in order to create a meaningful learning space, then to meaningfully implement the learning process. If any of the elements are not considered, the whole process might be negatively affected.

Therefore, we have developed the TCI canvas, which might look complex, but by finding the logical connection between the topics, as well as finding the answers on the questions, it will help us create the best environment for the learners.

It is important to understand that learners have different needs and that if we do not adjust and design our learning modules to the needs of our participants, the resource and time invested in it will be wasted, therefore carefully observe and think about the questions in the checklist before you start to actually implement any educational activity.

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Why do we need such curriculum?

Throughout Europe, especially the Young Kreativ partnership countries, there are limited learning tools and curriculums that specifically focus on youth social entrepreneurship, let alone on supporting youth workers and wider youth educational practitioners to develop their skills in order to support young people to develop social entrepreneurship skills, and in turn establish youth-led social enterprises.

In Hungary and North Macedonia, there are very few youth entrepreneurship programmes, with no examples of curriculum or methodologies designed to support youth practitioners to develop their competences in the subject of entrepreneurship to support young people. Young Kreativ partners have not been able to identify any training programmes specifically focused on youth social entrepreneurship. Whereas in the UK and Italy, the social enterprise legal structure exists, in Hungary and North Macedonia, there is no legal framework for social enterprises currently.

In the UK and Italy, there are many youth entrepreneurship development programmes, with many educational institutions leading the way in their development. However, youth-focused social entrepreneurship programmes are still rare.

This is specifically linked to the fact that youth workers and wider educational practitioners are not skilled in delivering social entrepreneurship learning programmes for young people.

This curriculum aims to fill this skills gap amongst youth workers and educational practitioners and in turn, the learning, methodology and tools can be mobilised to develop the skills of young people in social entrepreneurship.

Setting goals and objectives and planning educational module

The design and development of educational programme goals is fundamental to the whole education process. Programme goals can reflect the organisation's or learner's general goals and the reasons behind a trainer deciding to deliver a training session.

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Along with the main results of the needs assessment, goal and objective assessment are further purposes of the monitoring and evaluation process.

The whole learning programme is built on the educational goals and objectives; therefore this is a starting point for any learning programme. There are many tools and methods for goal and objectives planning, one being the SMART Goals concept, where each goals/objective is linked to a Specific, Measurable, Achievable, Realistic and Time bounded element.

Example SMART questions for trainers and practitioners on this include:

- What is the programme designed to achieve?
- Who is the programme designed to impact?
- Why am I leading this programme?
- What would be the programme's desirable outcomes for trainers/organisations/youth workers?
- How does this programme fit into the overall training and development programme, if there is any?
- Who are the potential participants/learners?
- What is their background, and what are their needs?
- What amount of time can be dedicated to manage, establish and implement the programme?
- What resources are available for it? (Intellectual, time, human resources)

One tool that can support and unite the goals and programme development into one framework is the learning design canvas tool (see Figure 4). By addressing all questions, the learning design canvas can support a practitioner to develop a clearer understanding of the aims, goals, and can help measure achievements.

Learning Design Canvas

When planning the training programme, we suggest use of the learning design canvas, questions, based on TCI model scope guide you to plan an activity which will answer all the needs of your participants. This canvas will also help you to set the right goals and objectives for your training/meeting/workshop, which is important in order to know what do you want to achieve by the end of activity you planned.

Along with the main results of the needs assessment, goal and objective assessment are further purposes of the monitoring and evaluation process.

The whole learning programme is built on the educational goals and objectives; therefore this is a starting point for any learning programme.

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Topic	Goal of the training	Objective of the training	Goal of the session	Objectives of the session	Check: are sessions connected?	Are intellectual needs taken into account?	Are methods taken into account visually? ▪ Audial ▪ Kinaesthetic learning styles
Group	What is the group size?	What is their background?	Any special needs to be taken into consideration?	Hoe long can they focus?	How is the group they connected to the topic?	How can individual be connected to the topic?	
Trainer	How is the trainer connected personally?	How is the trainer connected professionally?	Needs of the trainer?	Tasks during the official and non-official hours	Communication with the group	Ethical norms	
Globe	The room allocation	Are physical needs taken into account?	Are there any distractions?	Is there outside areas to be used?	How much time are participants spending in the same room?		

Figure 6: Learning Design Canvas table

There are many tools and methods for goal and objectives planning, one being the SMART Goals concept, where each goals/objective is linked to a Specific, Measurable, Achievable, Realistic and Time bounded element.

After ensuring all needs are taken into account before designing the programme and space, we are able to move forward with developing actual curriculum.

Time	Responsible Person	Topic/Goal	Learning Objectives	Summary	Detailed Description	Materials	How to measure results?
11am to 1pm	Anne	Idea Generation	Participants learn different methods on how to generate ideas. Participants generate ideas.			Pens, Paper.	Closing reflections Participants share ideas

Figure 7: Berlin Model Chart

The following Berlin Model Chart should be completed with all planned educational sessions.

Theoretical background: key topics

Module 1: Starting a Business

Starting a business as a social entrepreneur might sound like a very challenging procedure that requires a tremendous background experience, plenty of money, and possessing special skills. Many people believe that being an entrepreneur who can pursue and accomplish a successful start-up in any sphere must be extraordinary.

But, according to Barringer (2008), "There's no scientific evidence that shows that people with certain personalities are more likely to start a business or will be a more successful owner than anyone else." This means that when provided with appropriate knowledge and background, an individual is able to start a business by learning specific techniques without possessing various intrinsic attributes and characteristics. Thus, contrary to popular belief, in order to start a social business or to teach people how to start a business, a person just needs to learn a specific procedure and related skills.

Starting a business involves several processes. First of all, according to Taylor MacLellan Cochrane, the nature of the business entity must be chosen. The first type is a 'Proprietorship', which is when a person decides to create and carry a business individually, the second type is 'Partnership', which includes the cooperation of two or more people to carry a business, and the third type of business type is a 'Corporation', which usually includes one or more people who carry the business but with less liability in the existing business. (Business, 2007)

By looking through the "attribution theory" described by Shaver et al (2001), starting a business is an individual choice, based on external or internal reasons, and even though all people have the same psychological preconditions for business development, some are exploiting the opportunities they are given more than others.

social entrepreneurship

Indeed, entrepreneurs tend to have a better understanding of their capabilities, past experiences, opportunities, and how to use them in comparison with people in other careers.

Therefore, according to the 'Attribution theory', entrepreneurs have higher chance of starting a business than others, likely due to such an emphasis on qualities as effort. In conclusion, starting a successful business depends not on luck, but rather on the past actions, activities, and efforts of an individual that over time will lead to a successful business.

Module 2: Market Analysis

Market analysis is a process designed to provide some structure in how entrepreneurs, and/or established businesses, approach the definition of the market, understand the market needs, and identify and understand competition. It serves as an input which guides the entrepreneur, the start-up, or the established business, in identifying marketing objectives and setting marketing strategies. Although structure and predictability can to some extent work for the established businesses and are required by shareholders and creditors, in general they rarely provide a good base of data and knowledge when it

comes to the market analysis of a start-up. The challenges increase if it is social entrepreneurship in question.

Traditionally, market analysis is part of the larger strategic management and marketing of an enterprise. It covers the use of established tools and methodological frameworks, such as the PESTEL tool for analysis of the macro environment, or the use of the Porter's Five Forces to understand the industry dynamics and its attractiveness, and covers quantitative identification of marketing trends and competitors' landscapes to identify clearly opportunities and threats in the market. It is an analysis which provides a snapshot in time. It plays around with assumptions, which although logical might be subjective, and does not work in a context of social entrepreneurship, where the main aim is to target areas of market failure, not market opportunities.

Market failure is a concept, which, simply put, explains a situation in which profit-making entities are not interested in meeting market demands due to poor profit potential. As a result, the market analysis in larger social entrepreneurship concept is predominantly focused on the unmet market needs and exploration of the available resources to develop services or products to meet those needs. There is no specific focus on competitors and existing products and services. Creative industries and the culture sectors are a fruitful ground for social entrepreneurs due to the low interest of the profit seeking entities.

As a result, the market analysis of a social entrepreneur in the creative and cultural sector is predominantly driven by macro analysis of the PESTEL drivers, particularly focusing on the socio-demographic and technological drivers of change in the society, followed by research of market needs conducted by standard research methods as focus groups, interviews, surveys, and observations.

The latter enables clear identification of the client and articulation of client needs, so the entrepreneur will not find themselves developing something that nobody wanted – a scenario that would remove motivation to be on time and on budget. In the process, the lean principles of market analysis should be applied by having in mind their adaptation to the context of the nature of social entrepreneurship in the creative and culture sectors.

Module 3: Organisational Structure

With multiple interpretations of definition, organisational structure describes in general way the in which way a team is formed and what system is chosen for the organisation to achieve its mission. Usually, organisational structure includes 3 main pillars:
- Rules of the organisation
- Roles in the organisation
- Responsibilities and obligations in the organisation

This traditional definition is changing, though, as we enter a period of agility, with start-ups choosing to shun old terms and structures in favour of new ones: the project manager becomes the product owner, and rather than following the rules, they follow conventions.

In this age of agility it becomes important to understand that in today's world, the team plays an increasingly important role, as the organisation becomes secondary.

What is a team?

A Team is a group of people brought together by a common mission, value, or goal.

When we speak about organisational management, we refer to 2 models:

1. Traditional model:
   - Vertical management: 1-2 decision-makers
   - Bureaucracy
   - Keeping the status quo
   - Keeping the strength
   - Only one directed communication: top down

2. Horizontal model:
   - There are no departments, or heads of department
   - Workers are involved in projects they choose to be involved in
   - Workers can themselves initiate new projects
   - Very good for small to medium enterprises
   - Very challenging to fully adopt horizontal model

When we speak about management nowadays, we are talking about 'Agile'".

Agile is the skill of planning and working in which you are always able to act in response of challenges and needs. Essentially, Agile is a pragmatic approach: you follow the plan, but are Agile enough to change the plan if necessary.

Why Agile:
- Team Development
- Company Development
- Agility

Product creation is constantly being tested and monitored, therefore the likelihood increases of a better result with less waste.

Described in one picture, this is the main difference between vertical (a.k.a. waterfall) organisational planning vs. Agile planning:
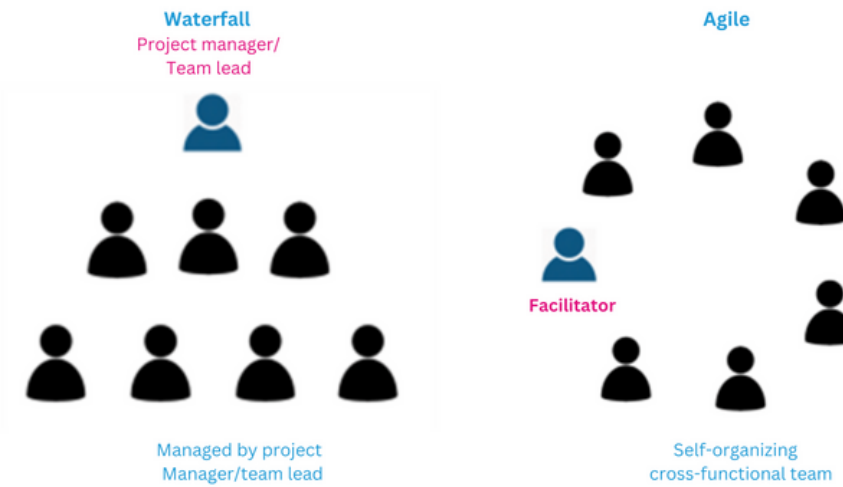
Figure 8: Waterfall vs Agile [5]

When we speak about Entrepreneurship, we reflect that the Entrepreneurial ecosystem is developing chaotically, very similarly to natural ecosystems. Like natural ecosystems, as development occurs, managers trying to dive deep into entrepreneurial life should be prepared for accepting some chaos.

Module 4: Service and Product Lines in the Digital Era

As already discussed in Module 2, social entrepreneurs find opportunities in market imperfection, or market failures. Once the opportunity is selected and a business model has been designed (Module 1), the next step is to develop a commercial version of the opportunity which in most cases is either a product or a service.

However, how does the digital era transform these product or service lines of social entrepreneurs, enabling them to run a sustainable business and increase social impact?

The digital world unequivocally changes the simple differentiation in traditional marketing on physical products and services. It introduces the 'digital good', made of a range of software, news stories, music, photographs, stock quotes, horoscopes, sports scores, and health tips. Furthermore, the digital platform reduces the marginal cost of producing and distributing products and services. It also enables levels of mass customisation of digital and non-digital products unseen in traditional marketing. Online customers can choose a variety of combinations for the personal computers purchased through internet, or they can customise their new vehicle. The online system of e-retailers such as Amazon, or eBay, generates specific recommendations of products based on customer preferences and previous purchases. The same applies to the search engines like Google and Yahoo.

The impact of the more radical technologies such as the blockchain, the Internet of Things, the AI, the 3D printing is also very important.

[5] Kanbanize, July 2022, https://kanbanize.com/

Not only do we experience a change in the type of the product on offer, but we also see changes in how they are produced and delivered. These technologies hold the potential to radically improving the wellbeing of people and the environment and are a major draw for the social entrepreneurs, because of the potential for larger social impact.
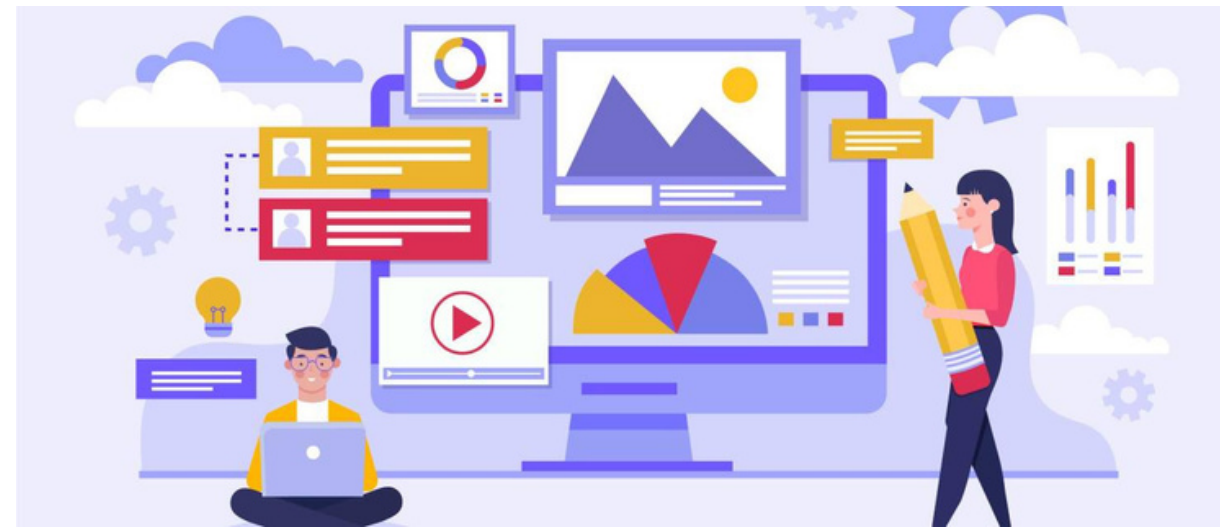
The influence of the emerging technologies on the business models and strategies of social enterprises is still in the preliminary stages. The early signs show that AI and machine learning technologies are already transforming the very concept of technology use in tackling critical social challenges. However, most social enterprises and new entrepreneurs are oblivious about the changes these new technologies bring, which is why young people should be motivated to explore these technologies in the creative and cultural sectors and

discover how they impact the quality of life in their communities.

Table 4.1. provides example of the most important new technologies shaping the products and services offer of the social enterprises in all sectors, and in the creative and culture sectors.

Knowing how to recognise, introduce and harvest these technologies in creative enterprises for a larger social impact is important in supporting young people to develop their talents and value in the culture and creative sectors.

| Table 4.1. Sample of technologies redefining products and services offer in social enterprises			
Cloud Computing	Blockchain technology	3D printing	Internet of Things (IoT)
Machine learning	Robotics	VR and AR	Artificial intelligence

Figure 9: Table of technologies

Module 5 Your Social Creative Business plan

What do we mean by "Social Creative Business"?

Nowadays, a new "class" of Social Creative Entrepreneurs is emerging as young workers generating market demand for their goods and services while also contributing to the dynamic shift in cultural sustainability, social justice, and economic development around the world. It is about creative professionals who are committed to the same goals driving social entrepreneurs, from sustainable cities to wellbeing and inclusion.
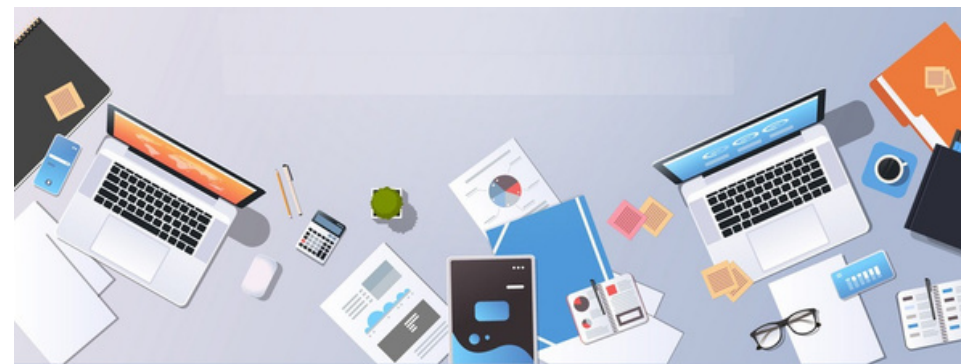
Since we are referring to specific economic sectors, i.e. Social Entrepreneurship and Creative and Cultural Industries, let's start with a "technical" identification of the Social Enterprises spectrum including a variety of organisations from non-profits that carry out economic activities, to cooperatives, mutual or limited liability organisations with social aims.

Figure 10: Business Model Spectrum[6]

On the other hand, Creative and Cultural Industries (CCIs) refer to a range of economic activities, which transform cultural and creative inputs into goods and services embodying both cultural and economic values.
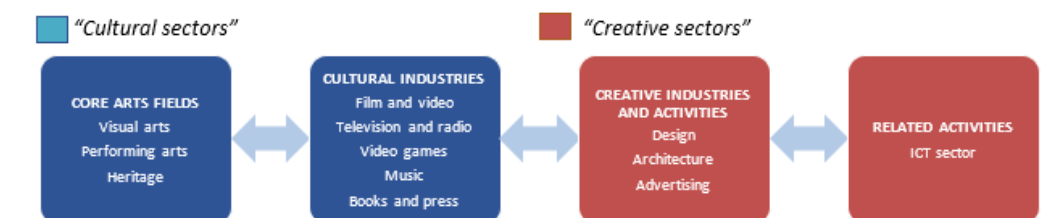
Figure 11: Cultural and Cultural Industries

From an "entrepreneurial" point of view, Social Entrepreneurship is a combination of three key milestones: business, social engagement and social venture involving the third sector, solidarity economy,

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alternative economy, non-profit sector, not-for-profit sector and voluntary sector. Despite national differences in legal forms and terminology, social economy enterprises are all inspired by the same values, which are solidarity, social cohesion and the dominance of the individual over capital, social responsibility and democratic management.

Cultural Entrepreneurship (also referred to as culturepreneurship or art entrepreneurship) – is a management process through which cultural workers seek to support their creativity and autonomy, advance their capacity for adaptability, and create artistic as well as economic and social value. (Throsby, 2001).

In other words, culture represents a medium to achieve specific entrepreneurial goals while also promoting the culture as a whole as support for local socioeconomic growth through art, handloom, handicraft, language, literature.
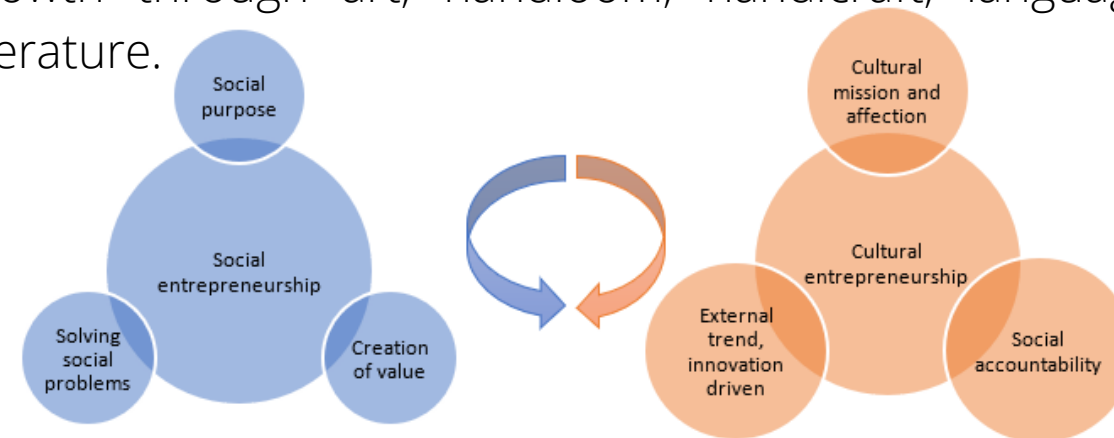
Figure 12: Social Entrepreneurship vs Cultural Entrepreneurship
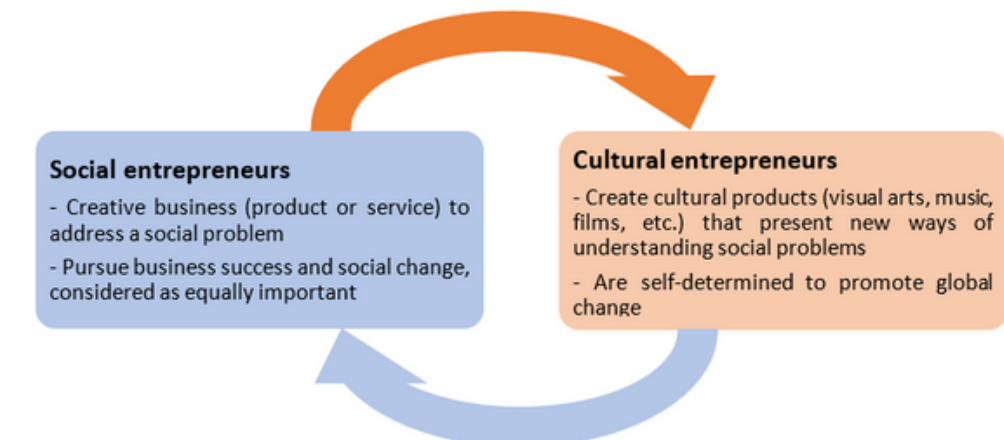
Figure 13: Social Entrepreneurship vs Cultural Entrepreneurship

Social Enterprises (SEs) and CCIs (Creative and Cultural Industries) businesses contribute to the social well-being by boosting social and economic cohesion, smart and inclusive growth and by building a mixed and resilient market economy.

Both foster economic growth through job creation, innovation, smart, inclusive, and territorial development:

- CCIs contribute to sustainable development by boosting competitiveness, youth employment, cross-sectorial fertilisation, urban and social development,
- SEs have a more targeted impact on communities and their territories by taking care of their real needs and looking for solutions through an integrated approach and in a cooperative manner.

Both contribute to local development thanks to their strong territorial dimension.

Module structure & practical guide

Curriculum: Learning materials and methodology

The Curriculum is based around the competency framework designed by partners in Section 2 and is designed in a way, that youth workers can develop all necessary skills to support young people to start and develop social businesses. The European Entrepreneurship Competency Framework (EntreComp) identifies 3 main dimensions of entrepreneurial competencies:

- *Ideas and opportunities*
- *Resource mobilisation*
- *Into Action*

As well as EntreComp's 3 main dimensions, the curriculum also takes into account the social aspects of this intellectual output, designed specifically for youth workers developing future young social entrepreneurs and the social enterprise aspects of the learning programme.

The curriculum translates these 3 main dimensions and social entrepreneurship requirements into 5 main topics, that youth practitioners require:

1. Starting a Business (Ideas and opportunities)
2. Market Analysis (Ideas and opportunities/Resource mobilisation)
3. Organisational Structure (Resource mobilisation)
4. Service & Product Line in the digital era (Into Action)
5. Your Social Creative Business plan (Into Action/Resource Mobilisation)

The 5 modules support youth worker practitioners and young people, to put theory into practice, while developing their skills, understanding and wider competencies in social entrepreneurship.

Module 1

Starting a Business

- Disney Creativity Strategy
- Backwards forwards planning of goals
- Write your mission statement
- Create an overview
- Analyse your market competitors
- Develop a Start-up Business Plan
- Determine funding choices

Module 1	Disney Creativity Strategy	
Starting a Business		
	Module	**Starting a business**
	Learning Objectives	At the end of this activity, learners will be able to • develop a creative business startup idea and grow as social entrepreneurs.
	Rationale	In this activity, a learner will develop a business idea as a social entrepreneur relying upon her or his creative mindset
	Aim of the activity	Walt Disney was well known for turning fantasies into reality and making creativity a business strategy. The Disney Creativity Strategy aims to model the thinking strategies of successful people such as Walt. In this exercise you need to take on three roles.
	Mode	Face-to-Face (also adaptable as online)
	Number of Learners	Any number of learners.

Module 1

Starting a Business

Short description	This exercise consists of 3 tactics of idea development: • Dreamer - Let your imagination flow freely and think up the most fantastical idea you can come up with. There are no boundaries in this role. It is like daydreaming and is not supposed to be based on reality, • Realist - Take the fantastical idea you had while in the Dreamer role and try to ground it in reality. Take components of the idea that seem ridiculous and think of ways to turn it into something that can actually work and is practical. Now give this more realistic idea time frames and milestones to map progress, • Critic - Look for all of the things that are wrong with the Realist's idea. The Critic pokes holes in the idea, looks at ways to improve it and asks what could potentially go wrong. In order to prepare the team for Disney's Creative Strategy; four parts of the room are set for each thinking method. The first part is for dreaming and imagination, the second part is for realists and/or planning, the third part is for critics and the fourth part is for getting the mind outside the thinking flow. The idea of setting a thinking place for each stage in the method is to prepare the team mind to switch thinking modes from one to another.
Resources	https://www.onsightapp.com/blog/simple-creative-exercises-business-minded-individual
Equipment	Paper and pens, flipchart
Duration	30 - 60 minutes
References	https://www.onsightapp.com/blog/simple-creative-exercises-business-minded-individual

Module 1

Starting a Business

Backwards forwards planning of goals	
Module	**Starting a business**
Learning Objectives	At the end of this activity, learners will be able to: • Reflect on one's personal values and goals. • Plan how to integrate their personal values and goals into the business plan idea and into self-estimation as social entrepreneurs.
Rationale	In this activity, a learner will develop a business idea as a social entrepreneur relying upon her or his creative mindset
Aim of the activity	The aim of this exercise is to focus on future business goals, values and social consequences of a particular start up in order to estimate its development steps and personal as well as social impact.
Mode	Face-to-Face (also adaptable as online)
Number of Learners	Any number of learners.

Module 1

Starting a Business

Short description	This exercise consists of 2 parts: • Students will be asked to start with the end in mind. In other words, instead of planning something from the usual point (the beginning), start at the end or with the goal you want to achieve. This will help students to visualise their business goals and values, and it will help them estimate its impact on social entrepreneurship, • Then students have to plan it in reverse. It may seem odd, but it can help students to see things from a new perspective and takes the guesswork out of planning because you already know where you want to end up.
Resources	https://www.onsightapp.com/blog/simple-creative-exercises-business-minded-individual
Equipment	Paper and pens, flipchart
Duration	30 - 60 minutes
References	https://www.onsightapp.com/blog/simple-creative-exercises-business-minded-individual

Module 1

Starting a Business

	Write your mission statement
Module	**Starting a business**
Learning Objectives	At the end of this activity, learners will be able to: • Create an overview on the entire business plan. • Reflect on missing steps that students did not think about before.
Rationale	In this activity a learner will develop an idea of why they are doing what they're doing, since a powerful mission statement is the best way to display that. Mission statements are a way to give businesses direction, and they play a part in helping a business make sound decisions that can be beneficial to the revenue stream. Without a mission statement, businesses may struggle when it comes to planning for the future.
Aim of the activity	The aim of this exercise is to help learners to understand: • What message do they want to send? • How would they like to impact others through their business? • What made them start business?
Mode	Face-to-Face (also adaptable as online)

Module 1

Starting a Business

Number of learners	Any number of learners.
Short description	This exercise consists of 3 parts: • Navigate learner to go online and read mission statements of companies they admire and respect as well as those in the same industry. Make sure that learners don't just copy what your competition is saying, but that they get a good sense of what works, and what doesn't work, • Help learners understand who the target audience of a Mission statement is (customers, employees, business investors) in order to include points for all targeted audiences, • Learners need to understand that the mission statements can be always modified throughout the process of business development.
Resources	Link.
Equipment	Paper and pencil, flipchart
Duration	At least 60 minutes.
References	https://www.createcultivate.com/blog/business-plan-exercises/

Module 1

Starting a Business

Create an overview	
Module	**Starting a business**
Learning Objectives	At the end of this activity, learners will be able to: • Create an overview on the entire business plan. • Reflect on missing steps that students did not think about before.
Rationale	In this activity, a learner will develop a business plan that will serve as a template for the whole business start-up.
Aim of the activity	The aim of this exercise is to look precisely at the steps that need to be done in order to achieve developed earlier business idea by developing a business plan overview since an overview is considered to be the meat and bones of the entire business plan.
Mode	Face-to-Face (also adaptable as online)
Number of Learners	Any number of learners.

Module 1

Starting a Business

Short description	This exercise consists of 3 parts: • Social entrepreneurs, learners, in other words, must determine plenty of factors before going ahead and writing the overview. The key here is to finally nail down what their business will provide to others, and then continue from there, • Learners also need to determine what they will need for a business to operate successfully (staff, financial support, tools, etc.) and why, • In order to develop an overview, learners also have to visualise their customers.
Resources	https://www.createcultivate.com/blog/business-plan-exercises/
Equipment	Paper and pens, flipchart
Duration	30 - 60 minutes
References	https://www.createcultivate.com/blog/business-plan-exercises/

Module 1

Starting a Business

	Analyse your market competitors
Module	**Starting a business**
Learning Objectives	At the end of this activity, learners will be able to: • Familiarise themselves with market trends in your industry, and if they're constant or everchanging. • Understand the resources you'll need to serve that market. • Determine and analyse your current competitors.
Rationale	In this activity, a learner will develop an understanding of the market of the chosen field and how to analyse it.
Aim of the activity	A market analysis is a crucial point of any business plan. Once a learner determined who their market is, they'll need to determine any other potential markets as well. They'll also need to measure your market, in order to understand the resources you'll need to serve that market.
Mode	Face-to-Face (also adaptable as online)
Number of Learners	Any number of learners.

Module 1

Starting a Business

Short description	This exercise consists of 3 parts that learners must do: • Research the state of the chosen industry, • Identify your target customers and their buying habits, • Determine who your business's current competitors would be and analyse all of their behaviours, campaigns, marketing tools, social media accounts, and more. What can learners do differently? What can learners do better? This all comes into play here.
Resources	https://www.businessnewsdaily.com/15751-conduct-market-analysis.html
Equipment	Paper and pens, flipchart
Duration	30 - 60 minutes
References	https://www.createcultivate.com/blog/business-plan-exercises/

Module 1

Starting a Business

Develop a Start up Business Plan	
Module	**Starting a business**
Learning Objectives	At the end of this activity, learners will be able to: • Develop a start up business plan. • Understand all needed tools for business development. • Understand the scale and weight of a business. • Calculate the budget for a social entrepreneurship business plan.
Rationale	Each start-up business initiative with money-making potential should always be accompanied by a well-constructed, complete business plan so as to successfully raise capital.
Aim of the activity	The aim of this activity is to greatly boost the opportunities of learners to gain financial backing for their start up business enterprise by creating a well-prepared, solid business plan.
Mode	Face-to-Face (also adaptable as online)
Number of Learners	Any number of learners.

Module 1

Starting a Business

Short description	This exercise consists of 3 parts that learners must do: • Learners should give details on their educational background and qualifications, explain how their skill can add value to your venture, and focus on every detail, in order to understand how much external and internal resources are needed for starting a business as a social entrepreneur, • Search for laws in your particular country for a business start up, or seek the help of professionals such as lawyers or accountants, to further develop a precise social entrepreneurship plan, • A financial worksheet should be incorporated in the plan.
Resources	https://www.onsightapp.com/blog/simple-creative-exercises-business-minded-individual
Equipment	Paper and pens, flipchart
Duration	Minimum 60 minutes
References	https://www.glennlouisparker.com/three-exercises-for-the-startup-business-owner.html

Module 1

Starting a Business

Determine funding choices	
Module	**Starting a business**
Learning Objectives	At the end of this activity, learners will be able to: • What kind of funding exists. • Where they can get the funding for their start ups.
Rationale	In this activity, a learner will recognise the various sources of funding and carefully try to meet the desired conditions.
Aim of the activity	Funding is an important part of writing the business plan, but knowing their budget and how to budget is even more important. A lot of businesses fail because they either aren't making money, or they don't have control over where it's going. Both situations are unideal, and this is exactly why social entrepreneurs need a budget. Thus, this exercise will help them to understand how to achieve it.
Mode	Face-to-Face (also adaptable as online)
Number of Learners	Any number of learners.

Module 1

Starting a Business

Short description	This exercise consists of Sources of Financing for learners' Start up Businesses, which include: • Personal Funding, • Equity Financing - this is a type of funding where an investor, • Exchanges capital for an ownership stake in the start up business, • Investor funding, • Friends and Family, • Debt financing - loan from a bank or government agency, • Government Funding and potential help towards small business development.
Resources	https://www.glennlouisparker.com/three-exercises-for-the-startup-business-owner.html
Equipment	Paper and pens, flipchart
Duration	30 - 60 minutes
References	https://www.glennlouisparker.com/three-exercises-for-the-startup-business-owner.html

Module 2

Market Analysis

1 Macroenvironment and Drivers of Change

2 Understanding communities

3 Conducting Interviews

Module 2

Market Analysis

	Macroenvironment and Drivers of Change
Module	**Market Analysis**
Learning Objectives	At the end of this activity, learners will be able to: • Understand the driving forces in the macro context of the creative and cultural sectors at local/regional/national level. • Identify and explore opportunities in the sector for a social enterprise in your community.
Rationale	This activity is an input for developing a comprehensive market analysis. The focus is placed on understanding the trends in the concerned sector within a specific geographic context and identifying driving factors which open opportunities for developing new products and services.
Aim of the activity	Trainees develop an awareness of the macro environment and can see the dynamic in the creative and culture sector, easily identifying drivers of change which can help them in developing valuable products and services.
Mode	Face-to-Face (also adaptable as online)
Number of Learners	6 – 20 learners, groups of 2 – 4 persons

Module 2 **Market Analysis**	

Short description	The activity foresees the use of the traditional PESTEL tool for scanning the macro context of the creative and culture sector in a predefined geographical context. It can be the local community of the trainees, the region, or the nation. PESTEL is an acronym for Political, Economic, Socio-cultural, Technological, Environmental, and Legal environment. It is a brainstorming activity. • Political factors include trends in government policies and mechanisms, particularly focusing on the use of grants and public money for supporting products and services in the cultural and creative sectors; • Economic factors include current and projected economic growth; job growth and unemployment; disposable income of communities. Higher inflation and lower employment rates particularly hit the disposable income for services in the creative and cultural sectors; • Social factors include demographics (age, gender, race, family size); attitudes, opinions, and buying patterns; population growth rate and employment patterns; socio-cultural changes; ethnic and religious trends; living standards. Identify the ones which are a force of change in the cultural and creative sectors, i.e. generational change in how culture is consumed. • Technological factors affect the provision of services and goods in the creative and cultural sectors. How they affect them, how they affect the distribution of these services and the communication with the communities and target markets. • Environmental factors are important due to the increasing scarcity of raw materials; pollution targets; doing business as an ethical and sustainable company; carbon footprint targets. • Legal factors include equal opportunities; intellectual property protection, etc.
Resources	Handout 1 - PESTEL Analysis
Equipment	Paper and pens, flipchart

Module 2

Market Analysis

Duration	45 – 50 minutes
References	

Module 2

Market Analysis

	Understanding community needs
Module	**Market Analysis**
Learning Objectives	At the end of this activity, learners will be able to: • Identify different communities within the wider audience. • Document their needs through observance. • Identify a community to focus on in further development of the Minimum Valuable Product.
Rationale	This activity aims at narrowing the market to targeted communities.
Aim of the activity	This activity aims to explore the communities one interacts with, or belongs to, observe and document their needs, and identify which community, or target market, they would like to focus on with their social enterprise.
Mode	Face-to-Face (also adaptable as online)
Number of Learners	6 – 20 learners, groups of 2 – 4 persons

Module 2

Market Analysis

Short description	A community is a group of people who have something in common. It could be the people who live in the same place, or a group that shares similar interests, such as interest-based communities, identity-based communities, and religious-based communities. It is important to understand the community's needs. This can be achieved by brainstorming at least four different communities one belongs to. Further analysis should focus on two communities with documentation of the following characteristics for each: Age, Language, Cultures or Traditions, Interests. One community is selected for the further steps of the analysis, i.e. collecting data and information about the community so that one can better understand its needs. The activity further covers observation of the selected community by taking notes and looking for less obvious things. Once the behaviours are documented, it is good if one reflects on the following questions: • What was most surprising about the community? • Are there any specific challenges impacting the community? If so, what are they, who are they affecting and how? • What does this community need to help solve the problem(s)? Who would be responsible for making that change and how? How might the community needs be solved by technology?
Resources	Handout 2 - Understanding Communities
Equipment	Paper and pens, flipchart
Duration	45 – 50 minutes
References	*Adapted from the source: Technoinnovation Challenge*

Module 2

Market Analysis

Conducting Interviews	
Module	**Market Analysis**
Learning Objectives	At the end of this activity, learners will be able to: • Understand how to use interviews for data collection from end users. • Know how to apply client's feedback for improving process and services
Rationale	The activity provides a generic model on how to approach interview development and how to reflect on received data from clients, using them in further development of the product/service offer. It is an activity that should be used in the process of developing products and services of new enterprises.
Aim of the activity	The activity aims at creating tools for connecting the entrepreneur-to-be with their target market, providing simple steps on how to listen and understand target market needs in light of a prototype offer.
Mode	Face-to-Face (also adaptable as online)
Number of Learners	2 - 4 learners, ideally the start-up team of young people

Module 2

Market Analysis

Short description	Trainers and Mentors should use this activity when working with entrepreneurs who have identified and developed the first Minimum Viable Product. The entrepreneur-to-be should be asked to think about how to conduct interviews with representatives of its target market so they can learn of the value of the product/service to clients. Handout 3, provides the form for the exercise, with sample questions for the interviews, allows for the trainee to add more questions of relevance for their solution and provides a good base for discussing the possibilities with the trainer, the team, or other trainees.
Resources	Handout 3 - Conducting Interviews
Equipment	e.g. moderation cards, paper and pens, flipchart
Duration	20 minutes.
References	*Adapted from the source: Technoinnovation Challenge*

Module 3

Organisational structure

Presenting: Forming to performing

Personal SWOT analysis

Team Canvas

Agile Transformation

Module 3

Organisational structure

Presenting: Forming to performing	
Module	**Organisational Structure**
Learning Objectives	At the end of this activity, learners will be able to: • learn about themselves and can better position their strengths.
Rationale	In this activity, learners will develop new knowledge on team work and team formation.
Aim of the activity	To let learners start working on team structures through theoretical part
Mode	Face-to-Face (also adaptable as online)
Number of Learners	15 - 25 learners

Module 3

Organisational structure

Short description

Firstly, we can open with brainstorming discussion with the question: what do you think are stages of team formation?

Trainer writes answers on the paper, afterwards, they make a presentation on stages of team formation:

Stage 1: Forming

Feelings

During the Forming stage of team development, team members are usually excited to be part of the team and eager about the work ahead. Members often have high positive expectations for the team experience. At the same time, they may also feel some anxiety, wondering how they will fit in to the team and if their performance will measure up.

Behaviours

Behaviours observed during the Forming stage may include lots of questions from team members, reflecting both their excitement about the new team and the uncertainty or anxiety they might be feeling about their place on the team.

Team Tasks

The principal work for the team during the Forming stage is to create a team with clear structure, goals, direction, and roles so that members begin to build trust. A good orientation/kick-off process can help to ground the members in terms of the team's mission and goals and can establish team expectations about both the team's product and, more importantly, the team's process. During the Forming stage, much of the team's energy is focused on defining the team so task accomplishment may be relatively low.

Module 3

Organisational structure

Short description

Stage 2: Storming

Feelings
As the team begins to move towards its goals, members discover that the team can't live up to all their early excitement and expectations. Their focus may shift from the tasks at hand to feelings of frustration or anger with the team's progress or process. Members may express concerns about being unable to meet the team's goals. During the Storming stage, members are trying to see how the team will respond to differences and how it will handle conflict.

Behaviours
Behaviours during the Storming stage may be less polite than during the Forming stage, with frustration or disagreements about goals, expectations, roles and responsibilities being openly expressed. Members may express frustration about constraints that slow their individual or the team's progress; this frustration might be directed towards other members of the team, the team leadership or the team's sponsor. During the Storming stage, team members may argue or become critical of the team's original mission or goals.

Team Tasks
Team Tasks during the Storming stage of development call for the team to refocus on its goals, perhaps breaking larger goals down into smaller, achievable steps. The team may need to develop both task-related skills and group process and conflict management skills. A redefinition of the team's goals, roles and tasks can help team members past the frustration or confusion they experience during the Storming stage.

Module 3

Organisational structure

Short description

Stage 3: Norming

Feelings

During the Norming stage of team development, team members begin to resolve the discrepancy they felt between their individual expectations and the reality of the team's experience. If the team is successful in setting more flexible and inclusive norms and expectations, members should experience an increased sense of comfort in expressing their "real" ideas and feelings. Team members feel an increasing acceptance of others on the team, recognizing that the variety of opinions and experiences makes the team stronger and its product richer. Constructive criticism is both possible and welcomed. Members start to feel part of a team and can take pleasure from the increased group cohesion.

Behaviours

Behaviours during the Norming stage may include members making a conscious effort to resolve problems and achieve group harmony. There might be more frequent and more meaningful communication among team members, and an increased willingness to share ideas or ask teammates for help. Team members refocus on established team ground rules and practices and return their focus to the team's tasks. Teams may begin to develop their own language (nicknames) or inside jokes.

Team Tasks

During the Norming stage, members shift their energy to the team's goals and show an increase in productivity, in both individual and collective work. The team may find that this is an appropriate time for an evaluation of team processes and productivity.

Module 3

Organisational structure

Short description

Stage 4: Performing

Feelings

In the Performing stage of team development, members feel satisfaction in the team's progress. They share insights into personal and group process and are aware of their own (and each other's) strengths and weaknesses. Members feel attached to the team as something "greater than the sum of its parts" and feel satisfaction in the team's effectiveness. Members feel confident in their individual abilities and those of their teammates.

Behaviours

Team members can prevent or solve problems in the team's process or in the team's progress. A "can do" attitude is visible as are offers to assist one another. Roles on the team may have become more fluid, with members taking on various roles and responsibilities as needed. Differences among members are appreciated and used to enhance the team's performance.

Team Tasks

In the Performing stage, the team makes significant progress towards its goals. Commitment to the team's mission is high and the competence of team members is also high. Team members should continue to deepen their knowledge and skills, including working to continuously improving team development. Accomplishments in team process or progress are measured and celebrated.

Is the "Performing" stage the end of the process?

While working on a high-performing team may be a truly pleasurable and growth experience, it is not the end of team development.

Short description

There is still a need for the team to focus on both process and product, setting new goals as appropriate. Changes, such as members coming or going or large-scale changes in the external environment, can lead a team to cycle back to an earlier stage. If these changes - and their resulting behaviours - are recognised and addressed directly, teams may successfully remain in the Performing stage indefinitely.

Stage 5: Termination/Ending

Some teams do come to an end, when their work is completed or when the organisation's needs change. While not part of Tuckman's original model, it is important for any team to pay attention to the end or termination process.

Feelings
Team members may feel a variety of concerns about the team's impending dissolution. They may be feeling some anxiety because of uncertainty about their individual role or future responsibilities. They may feel sadness or a sense of loss about the changes coming to their team relationships, and at the same time, team members may feel a sense of deep satisfaction at the accomplishments of the team. Individual members might feel all these things at the same time or may cycle through feelings of loss followed by feelings of satisfaction. Given these conflicting feelings, individual and team morale may rise or fall throughout the ending stage. It is highly likely that at any given moment individuals on the team will be experiencing different emotions about the team's ending.

Module 3

Organisational structure

Short description	Behaviours During the Ending Stage, some team members may become less focused on the team's tasks and their productivity may drop. Alternatively, some team members may find that focusing on the task at hand is an effective response to their sadness or sense of loss. Their task productivity may increase. Team Tasks The team needs to acknowledge the upcoming transition and the variety of ways that individuals and the team may be feeling about the team's impending dissolution. During this stage, the team should focus on three tasks: • Completion of any deliverables and closure on any remaining teamwork, • Evaluation of the team's process and product, with a particular focus on identifying "lessons learned" and passing these on to the sponsor for future teams to use, • Creating a closing celebration that acknowledges the contributions of individuals and the accomplishments of the team and that formally ends this team's existence. At the end participants are offered Q&A round
Equipment	Projector, laptop, PPT
Duration	60 minutes
References	https://hr.mit.edu/learning-topics/teams/articles/stages-development

Module 3

Organisational structure

Personal SWOT analysis	
Module	**Organisational Structure**
Learning Objectives	At the end of this activity, learners will be able to: • Reflect on one's personal values and goals. • Plan how to integrate their personal values and goals into the business. • Relate your self-estimation into planning ideas as social entrepreneurs.
Rationale	In this activity, learners will analyse their strengths, weaknesses and possibilities, as well as see how they can use it in their working framework.
Aim of the activity	What makes SWOT especially powerful is that, with a little thought, it can help you uncover opportunities that you would not otherwise have spotted. Also, by understanding your weaknesses, you can manage and eliminate threats that might otherwise hurt your ability to move forward.
Mode	Face-to-Face (also adaptable as online)
Number of Learners	15 - 25 learners

Module 3

Organisational structure

Short description

Personal SWOT Analysis
Participants get a task to work on personal SWOT:
If you look at yourself using the SWOT framework, you can start to separate yourself from your peers, and further develop the specialised talents and abilities you need to advance your career.To perform a personal SWOT analysis write down answers to the following questions.

Strengths
Consider this from your own perspective, and from the point of view of the people around you. Don't be modest or shy – be as objective as you can.
If you have any difficulty with this, write down a list of your personal characteristics. Some of these will hopefully be strengths!
Think about your strengths in relation to the people around you. For example, if you're a great mathematician and the people around you are also great at maths, then this is not likely to be a strength in your current role – it may be a necessity.

Weaknesses
Again, consider this from a personal/internal perspective and an external perspective. Do other people see weaknesses that you don't see? Do co-workers consistently outperform you in key areas? Be realistic – it's best to face any unpleasant truths as soon as possible.

Opportunities
You might find useful opportunities in the following:
- Networking events, educational classes, or conferences.
- A colleague going on an extended leave. Could you take on some of this person's projects to gain experience?

- A new role or project that forces you to learn new skills, like public speaking or international relations.
- A company expansion or acquisition. Do you have specific skills (like a second language) that could help with the process?

Also, importantly, look at your strengths, and ask yourself whether these open up any opportunities – and look at your weaknesses, and ask yourself whether you could open up opportunities by eliminating those weaknesses.

Threats

Performing this analysis will often provide key information – it can point out what needs to be done and put problems into perspective.

SWOT ANALYSIS WORKSHEET	
STRENGTHS What do you do well? What unique resources can you drawn on? What do others see as your strengths?	**WEAKNESSES** What could you improve? Where do you have fewer resources than others? What are others likely to see as weaknesses?
OPPORTUNITIES What opportunities are open to you? What trends could you take advantage of? How can you turn your strength into opportunities	**THREATS** What threats could harm you? What is your competition doing? What threats do your weaknesses expose you to?

Figure 14: SWOT Analysis worksheet

Module 3

Organisational structure

Short description	After finishing the task personally, participants can exchange their personal SWOT in couples or triples maximum (with the small group numbers to keep the safe space.).
Resources	https://www.businessnewsdaily.com/4245-swot-analysis.html
Equipment	Paper and pens for each participant, Printed SWOT Table
Duration	30 - 60 minutes
References	https://hr.mit.edu/learning-topics/teams/articles/stages-development

Module 3

Organisational structure

Team Canvas	
Module	**Organisational Structure**
Learning Objectives	At the end of this activity, learners will be able to: • Create an overview of their team and its value. • Understand the connections and possibilities of their team members.
Rationale	In this activity, learners get to know better how to combine their personal goals with the goals of other team members.
Aim of the activity	• creating a team; • kicking off a project; • welcoming new team member (e.g. freelancer joining the team); • basic team alignment meeting.
Mode	Face-to-Face (also adaptable as online)
Number of Learners	15 - 25 learners

Module 3

Short description

Running the session

Introduce the Team Canvas as a tool to align the team members and get better at understanding goals, roles and values of your team.

Go through each step with the team, making sure you ask the questions for each segment. Encourage people to write their answers on stickies and talk about them with the team. Make sure to agree on all fields.

Use timer for each step to apply some time pressure so the team really focuses on getting to the point in each section discussion.

If some conversations take rather long time or seem to touch upon bigger issues, consider parking those questions them during the Team Canvas session and planning a separate meeting to address them specifically.

1. Goals [5 minutes]

Ask the team members to agree on common goals and mention their personal goals for the project.

Questions:

- What we as a group really want to achieve? What is our key goal that is feasible, measurable and time-bounded?
- What are our personal goals that we want to share with each other?

Examples:

- Become the leading car sharing company in our region by 2017.
- Create a 100M company in the area of Internet of Things by fall 2016.

Module 3

Organisational structure

2. Roles & Skills [5 minutes]

Ask people to put their names on post-it notes, as well as their roles. If a person has multiple roles, use separate post-its.

Questions:
- What are our names?
- What are the roles we have in the team?
- How are we called as a team?

Examples:
- Max: CEO; Marie: Design & Programming
- Name of the team: BoldCar

3. Purpose [10 minutes]

Ask the team to go one step beyond their common goal and ask them why they do what they do.

Questions:
- Why are we doing what we are doing in the first place?
- What is something more important, which makes us pursue our common goal?

Examples:
- Create positive impact on people's lives through social innovation
- Make people's lives easier and stress-free through innovation in the field of Internet of Things

Module 3

Organisational structure

Short description

4. Values [5 minutes]

Ask the team what the core values of the team are - the most important principles that they want to share within the team. The team should agree on values, so everyone accepts the final set.

Questions:
- What do we stand for?
- What are guiding principles?
- What are our common values that we want to be at the core of our team?

Examples:
- Trust
- Creativity
- Quality
- Transparency
- Mutual understanding
- Equality
- Respect

5. Rules & Activities [10 minutes]

Ask the team to agree on common rules and activities. Think of this as of outcome of the previous sections: a concrete set of rules and activities they want to implement.

Module 3

Organisational structure

Short description

Questions:
- What are the rules we want to introduce after doing this session?
- How do we communicate and keep everyone up to date?
- How do we make decisions?
- How do we execute and evaluate what we do?

Examples:
- Keeping things within group confidential
- Weekly status updates
- Communication over Slack + Skype for calls
- Dinners together every second week (Max as organiser)
- Workday: starting from 9 to 10, meetings start at 10
- Keeping workday to 8 hours, except when it's necessary to change this due to circumstances

Wrap up [5 minutes]
As you close The Team Canvas workshop, ask the team members to tell each other about the one single most important insight that they gained during the workshop.
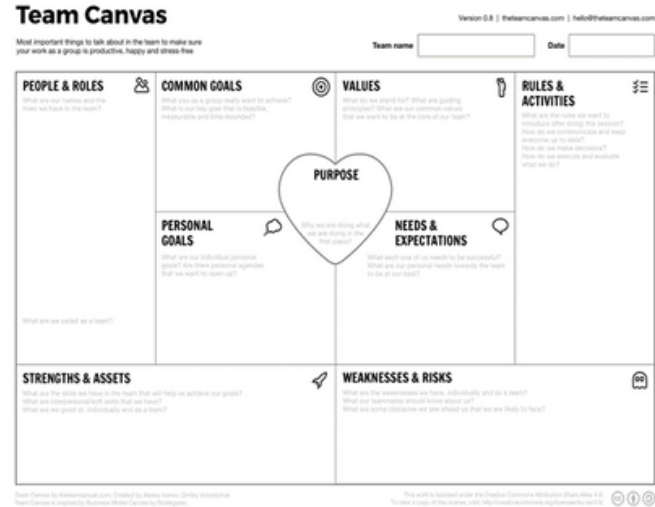It is recommended to repeat the Teamwork Canvas session with each new member joining the team.

Strategy
Team Canvas basically consists of 3 key areas:
- What the team is: roles and goals
- Why the team is doing what it's doing: purpose and values
- How the team is going to achieve what it needs to achieve: rules and activities

Module 3

Organisational structure

Short description	As a facilitator of the session, you might be asked something like this: 'How are we supposed to answer this question? What is that you expect us to say here?', etc. It is important to understand that The Team Canvas creates context for the team, rather than content, and therefore all answers are valid. Gently reply to such questions: 'How would you answer if you knew? What do you think the answer should be?' **Figure 15: Team Canvas - Annex 15** Team Canvas Basic works well with short-term projects and for the purpose of kicking off a new team. If you want to align on common vision and resolve conflict, or create great team bonding for a longer project, consider using Team Canvas Complete.
Equipment	Papers, pens, printed canvases
Duration	90 - 120 minutes
References	http://theteamcanvas.com/

Module 3

Organisational structure

Agile transformation	
Module	**Organisational Structure**
Learning Objectives	At the end of this activity, learners will be able to: • Participants practice Agile transformation and understand the process.
Rationale	In this activity, learners get to know better, what is Agile and how it works.
Aim of the activity	To let participants choose if Agile is what they need in their work and if they can actually establish it in their organisations.
Mode	Face-to-Face (also adaptable as online)
Number of Learners	20 - 25 learners

Module 3

Organisational structure

Short description	Participants are introduced what is Agile: We recommend preparing your presentation based on those materials: https://plan.io/blog/agile-transformation/ Afterwards, participants are divided (by teams or organisations, or by common ideas) and work on Agile checklist: https://assets.plan.io/files/Planio-Agile-Transformation-Checklist.pdf Please give participants enough time to finish the checklist and then let them present: • Findings • Challenges • Dos and don'ts of an agile • Yes and no -why it can or cannot work for them.
Resources	https://assets.plan.io/files/Planio-Agile-Transformation-Checklist.pdf
Equipment	Pens and printed checklist
Duration	2-3 hours depending on a group size
References	https://plan.io/blog/agile-transformation/

Module 4

Service and Product Lines in the Digital Era

1 Potential Social Impact of Technology in your Community

2 Technology and Existing, or To-be, Service/Product offer

3 Timeline and Resources

Module 4

Service and Product Lines in the Digital Era

	Potential Social Impact of Technology in your Community
Module	**Service and Product Lines in the Digital Era**
Learning Objectives	At the end of this activity, learners will be able to: • Understanding the opportunities and challenges new technologies bring to tackling critical social challenges (knowledge) • Knowing how to use analytical frameworks for analysing the potential of technology for creating social impact (skill) • Developing excitement and acceptance of new technologies (attitude)
Rationale	This activity is an activity which is an input in developing a comprehensive analysis of the opportunities for a social impact of technology in the local communities.
Aim of the activity	Trainees develop an awareness of the existing new technologies and their rapid penetration in every sector and industry and how the same can be used for solving challenges in local communities.
Mode	Face-to-Face (also adaptable as online)
Number of Learners	6 – 8 learners, groups of 2 – 4 persons (max)

Module 4

Service and Product Lines in the Digital Era

Short description	Trainees are asked to explore and discuss each of the technologies outlined in Table 4.1. in terms of its application in the cultural and creative sector on one hand and the social impact of the same on the other. Trainees use a table in which they outline possible application, challenges, and value of the social impact of the explored technologies. Trainees are asked to select the most important 1 or 2 technologies which can be easily introduced in their product/service offer, can be easily accepted by the local community, and have the highest social impact. Handout 4 provides the form for the exercise, with sample questions for the interviews, allows for the trainee to add more questions of relevance for their solution and provides a good base for discussing the possibilities with the trainer, the team, or other trainees.
Resources	Handout 4 - Potential Social Impact of Technology in your Community
Equipment	Paper and pens, flipchart
Duration	45 – 50 minutes
References	None- activity developed by CKM

Module 4

Service and Product Lines in the Digital Era

Technology and Existing, or to-be, service/product offer	
Module	**Service and Product Lines in the Digital Era**
Learning Objectives	At the end of this activity, learners will be able to: • Knowing how technology can be used in developing product/service offer (skill). • Developing excitement and acceptance of new technologies (attitude).
Rationale	This activity focuses trainees in exploring the introduction of one technology selected in Activity 4.1. in their existing or to-be product/service offer.
Aim of the activity	This activity aims at developing the skills of the trainees in introducing technology in their product/service lines.
Mode	Face-to-Face (also adaptable as online)
Number of Learners	6 – 8 learners, groups of 2 – 4 persons (max)

Module 4

Service and Product Lines in the Digital Era

Short description	Trainees are asked to identify the technology to be used by their existing or to be enterprise, and to map the product/service development process around it. Handout 5 provides the form for the exercise, and provides a good base for discussing the possibilities with the trainer, the team, or other trainees.
Resources	Handout 5 - Technology and Existing, or To-be, Service/Product offer
Equipment	Paper and pens, flipchart
Duration	45 – 50 minutes
References	None- activity developed by CKM

Module 4

Service and Product Lines in the Digital Era

Timeline and Resources	
Module	**Service and Product Lines in the Digital Era**
Learning Objectives	At the end of this activity, learners will be able to: • Knowing how to use frameworks for time and resource planning (skills). • Developing excitement and acceptance of new technologies (attitude).
Rationale	Once the stages of introducing the technology in the product/service offer are identified (Activity 4.2.), trainees are asked to explore the cost and the resources for its introduction.
Aim of the activity	Develop knowledge and awareness on the available technologies and new technological trends.
Mode	Face-to-Face (also adaptable as online)
Number of Learners	6 – 8 learners, groups of 2 – 4 persons (max)

Module 4

Service and Product Lines in the Digital Era

Short description	Trainees are asked to explore the time and resource feasibility of the product/service development activities they identified in Activity 4.2. They are also encouraged to explore the possibilities of developing one general technological platform (line) which could be used for many current and future products and services of the enterprise.
	Handout 6, provides the form for the exercise, and provides a good base for discussing the possibilities with the trainer, the team, or other trainees.
Resources	Handout 6 - Timeline and Resources
Equipment	e.g. moderation cards, paper and pens, flipchart
Duration	30 minutes
References	none developed by CKM

Module 5

Your Social Creative Business plan

1. Your values pathway
2. Ethical and sustainable thinking
3. Vision and mission boards
4. Your SMART goals
5. Your Creative Project Canvas

Module 5

Your Social Creative Business plan

Your values pathway	
Module	**Your Social Creative Business plan**
Learning Objectives	At the end of this activity, learners will be able to: • Reflect on one's personal values. • Plan how to integrate their personal values into one's own entrepreneurial activities.
Rationale	In this activity, learners reflect on their personal values in life and how these can be merged with their entrepreneurial values.
Aim of the activity	Our values influence our actions, our behaviours, the decisions we take and the choices we make. For these reasons, it is crucial to prioritise them to understand what really matters in our personal and professional life. Through this exercise, learners will be able to reflect upon and visualise their personal and business values.
Mode	Face-to-Face (also adaptable as online)
Number of Learners	Groups of 2 – 4 learners

Module 5

Your Social Creative Business plan

Short description	This exercise is divided into 2 parts: • Part 1 (individual) is about exploring and identifying your personal values. • Part 2 (that may be carried out as group activity independently of the previous part) is related to the identification of learners' professional / business values. • Final action: in this final part, learners will reflect upon their personal and business values by integrating them into a more comprehensive overview of their values pathway.
Resources	Handout 7 - Module 5_Your values pathway-A1 including detailed instructions Further readings: https://www.mindtools.com/pages/article/newTED_85.htm
Equipment	Paper and pens, flipchart
Duration	30 - 60 minutes
References	Entrepreneurship Resources - https://www.ucc.ie/en/entrepreneurship/

Module 5

Your Social Creative Business plan

	Ethical and sustainable thinking
Module	**Your Social Creative Business plan**
Learning Objectives	At the end of this activity, learners will be able to: • Assess the consequences of ideas that bring value and the effect of entrepreneurial action on the target community, the market, society and the environment. • Reflect on the sustainability of long-term social, cultural and economic goals. • Learn more about what it means to act responsibly.
Rationale	To be able to think ethically and sustainably means to be able to assess the consequences and impact of ideas, opportunities and actions. Ethical and sustainable thinking is a matter of the attitudes, behaviours, values and mindset that an entrepreneur should have to take ethical decisions as well as act and think sustainably. Typically, an ethical and sustainable thinking entrepreneur does not just have profit but also the people and planet in mind. With this activity, learners will gain knowledge about the ethical and sustainable thinking competence and practice it.
Aim of the activity	The overall aim of this activity is to help learners become aware of what thinking ethically and sustainably means and how they can act accordingly.

Module 5

Your Social Creative Business plan

Mode	Face-to-Face (also adaptable as online)
Number of learners	Groups of 2 – 4 learners
Short description	This exercise is divided into 3 parts: • The 1st part provides knowledge about the ethical and sustainable thinking as an entrepreneurial competence. • The 2nd part is the actual exercise based on the analysis of one of the dilemma scenarios proposed including 2 tasks for learners to discuss about it and answer some key questions and then to take a decision following an interview scheme. • The final part guides learners throughout a reflection pathway on their own entrepreneurial project.
Resources	Handout 8 - Module 5_Ethical and sustainable thinking-A2 including detailed instructions
Equipment	Paper and pens, flipchart
Duration	45 minutes
References	The European Entrepreneurship Competence Framework (EntreComp) The Entrepreneurship Competence Framework Implementation

Module 5

Your Social Creative Business plan

Vision and mission boards	
Module	**Your Social Creative Business plan**
Learning Objectives	At the end of this activity, learners will be able to: • Learn what vision and mission statements are and how they are strictly related to core values. • Explain why they are crucial to the economic and social success of a business. • How to craft a vision and mission statement.
Rationale	Through this exercise, learners will be able to "plan" their business vision path and see how their next steps will look when trying to achieve their ultimate business vision. They will learn that mission and vision both relate to an organisation's purpose and aspirations and are typically communicated in some form of brief written statements. A mission statement communicates the organization's reason for being and how it aspires to serve its key stakeholders. The vision statement is a narrower, future-oriented declaration of the organization's purpose and aspirations. Together, mission and vision guide strategy development, help communicate the organization's purpose to stakeholders, and inform the goals and objectives set to determine whether the strategy is on track.

Module 5

Your Social Creative Business plan

Aim of the activity	This activity aims at: • supporting learners in the development of a business' vision and mission. • reflecting on why the business exists, what its core values, purposes and plans are and how the company wants society to view the business within a time frame (3 – 10 years or more in the future) (vision). • reflecting on what the company does, how it does it and why it does it (mission).
Mode	Face-to-Face (also adaptable as online)
Number of Learners	Groups of 3 – 5 learners
Short description	This activity is divided into 2 parts: • The first part provides knowledge about a business vision and mission concepts that shall be integrated with some examples of famous vision and mission statements (e.g. https://www.oberlo.com/blog/inspiring-mission-vision-statement-examples) • The 2nd part proposes a case study to create the relevant vision and mission statements based on a given template and followed by a sharing - discussion time.
Resources	Handout 9 - Module 5_Ethical and sustainable thinking-A3 including detailed instructions Further readings: Economy – Topic n°4 Corporate Social Responsibility

Module 5

Your Social Creative Business plan

Resources	What is a vision statement What is a mission statement
Equipment	Paper and pens, flipchart
Duration	60 minutes including discussion time
References	How to write a vision statement for your business How to write a mission statement

Module 5

Your Social Creative Business plan

Your SMART goals	
Module	**Your Social Creative Business plan**
Learning Objectives	At the end of this activity learners will be able to: • Understand why and how to craft a feasible and accurate personal / business goal. • Reflect on what they want to achieve and plan how to achieve these goals. • Gain motivation for growth, reflective practice, self-evaluation practice and structured analytical thinking. • Identify problems they may face, such as whether their timeframe is realistic or whether they have been specific enough.
Rationale	Goal setting helps to develop a vision for self-improvement. Without clear goals, there is no clear and agreed-upon direction to success. Thanks to this tool, learners will flesh out their goals and clarify them in their own minds.
Aim of the activity	By pointing out that entrepreneurial vision imagines a future whilst goals focus on a desired outcome, goals are important to help you realise the steps needed to make that vision of your business a reality. This activity aims at supporting you in the creation of a list of possible actions that will help you achieve success and accomplish your vision. To do so, you need to set SMART goals, well-structured and defined goals that are specific, measurable, achievable, realistic, and timely.

Module 5

Your Social Creative Business plan

Mode	Face-to-Face (also adaptable as online)
Number of Learners	Groups of 3 – 5 learners
Short description	This exercise is divided into 2 parts: • The 1st part provides knowledge about what a "smart" goal is and hints and tips on how to set it. • The 2nd part proposes a worksheet that learners can use to set their smart goal/s.
Resources	Handout 10 - Module 5_Your SMART goals-A4 including detailed instructions Further readings • 5 SMART Goal Example For Business Development • How to write SMART Goals v2.pdf
Equipment	Paper and pens, flipchart
Duration	About 20 minutes and further 15 minutes for discussion. (Total time will depend on the number of additional questions that you ask the group to discuss as part of the activity).
References	Entrepreneurial Vision and Goals

Module 5

Your Social Creative Business plan

Your Creative Project Canvas	
Module	**Your Social Creative Business plan**
Learning Objectives	At the end of this activity, learners will be able to: • Reflect on different aspects of an entrepreneurial project/business. • Find out how to interact with people wishing to see, engage or participate in the project. • Visualise, detail the project and build an effective plan of action. • Identify the potential impact of the project from different perspectives. • Enrich the project with some fresh ideas or approaches.
Rationale	The Creative Project Canvas (CPC) is a key tool for emerging and new entrepreneurs, start uppers, artists, creatives, facilitators, trainers, mentors, private and public organisations, and many others. It can be used as: a) an individual reflection tool to explore, visualise and develop one's own entrepreneurial idea/ project; b) a team reflection tool assisting all members in exploring, planning, and managing all main aspects of the shared entrepreneurial project/idea. The CPC is an entrepreneurial reflection tool consisting of 4 main parts including 9 themes/blocks including questions to help you clarifying and reflecting on your project.

Module 5

Your Social Creative Business plan

Rationale

- The central theme VALUE, describing "what you do";
- The left 3 themes, describing the practical part of your project, i.e. "who will help you, how you do it, what you need";
- The right 3 themes, describing the external-perception part of your project. i.e. "how you interact, who can help you and how you reach your target audience";
- The 2 bottom themes, describing the future plans of your project and answer the relevant questions, i.e. "what you might gain and lost in the near future" and "which rewards you might gain in the next future".

By answering all the key questions listed in each theme, learners will build their own Creative Project Canvas and visualise a brief however clear and straightforward plan of their creative project / idea. Creative Project Canvas is available in Annex 1.

Therefore, learners shall start reflecting on:

- The Value theme, which is the core of the project and write down their answers to the relevant questions,
- Then move to the left 3 themes (Belonging to networks – Activities and Work – Equipment, Materials and Time) and answer the relevant questions,
- Then move to the right 3 themes (Champions and Critics – Access for others – Getting feedback) and write down their answers to the relevant questions,
- Finally, move to the 2 bottom themes (Short-term gains and losses – Long-term rewards) reflecting the immediate and future plans of the project and write down their answers to the relevant questions.

Module 5

Your Social Creative Business plan

Aim of the activity	This activity aims at introducing and using the Creative Project Canvas, an entrepreneurial reflection tool implemented by Materahub for aspiring, new and existing entrepreneurs with an additional "social" approach providing further reflection points and guidance to integrate social impact and sustainable approach in the core entrepreneurial project idea.
Mode	Face-to-Face (also adaptable as online)
Number of Learners	Groups of 3 – 5 learners
Short description	This activity is divided into 2 parts: • The 1st part provides a case study scenario for group activity (if individual, each learner may start from their own business / project challenge) to build the creative Project Canvas. • In the 2nd part learners will have 45 minutes to build their Creative Project Canvas and then present it to all peers and share feedback and views.

Module 5

Your Social Creative Business plan

Resources	Handout 11 - Module 5_Your Creative Project Canvas-A5 including detailed instructions Handout 12 - Module 5_Your Creative Project Canvas blank-A5 This tool is implemented by Materahub. The original Creative Project Canvas and relevant guidelines are available at https://www.creativeprojectcanvas.com/
Equipment	Paper and pens, flipchart
Duration	60 – 80 minutes
References	Creative Project Canvas, July 2022, https://www.creativeprojectcanvas.com/

Monitoring and Evaluation of the Curriculum

This section outlines the YSKE Curriculum's monitoring and evaluation approach. It includes:
- The Theory of Change,
- How to implement monitoring and evaluation,
- How to measure outcomes.

What is Theory of change?

The Theory of Change is an essentially descriptive illustration of how and why change occurs in a particular context. It focuses on the shift from the idea (through its activities and interventions) to the program's implementation, which further contributes to achieving the goal. Initially, the long-term goal that the team wants to achieve is formed and then outlines the conditions (outcomes) that we need to complete to achieve the goal. Finally, each of them is placed in the Outcome Framework.

The Outcome Framework suggests the need for activities and interventions that will lead you to specific outcomes, the achievement of which, in turn, is a prerequisite for achieving a long-term goal.

According to this approach, it is easy to find the connection between the purpose and the activities. Planning becomes more accessible, and by the end of the activities, you can already see
how you will make the change. It allows you to evaluate well, measure progress to long-term results, and identify program outcomes.
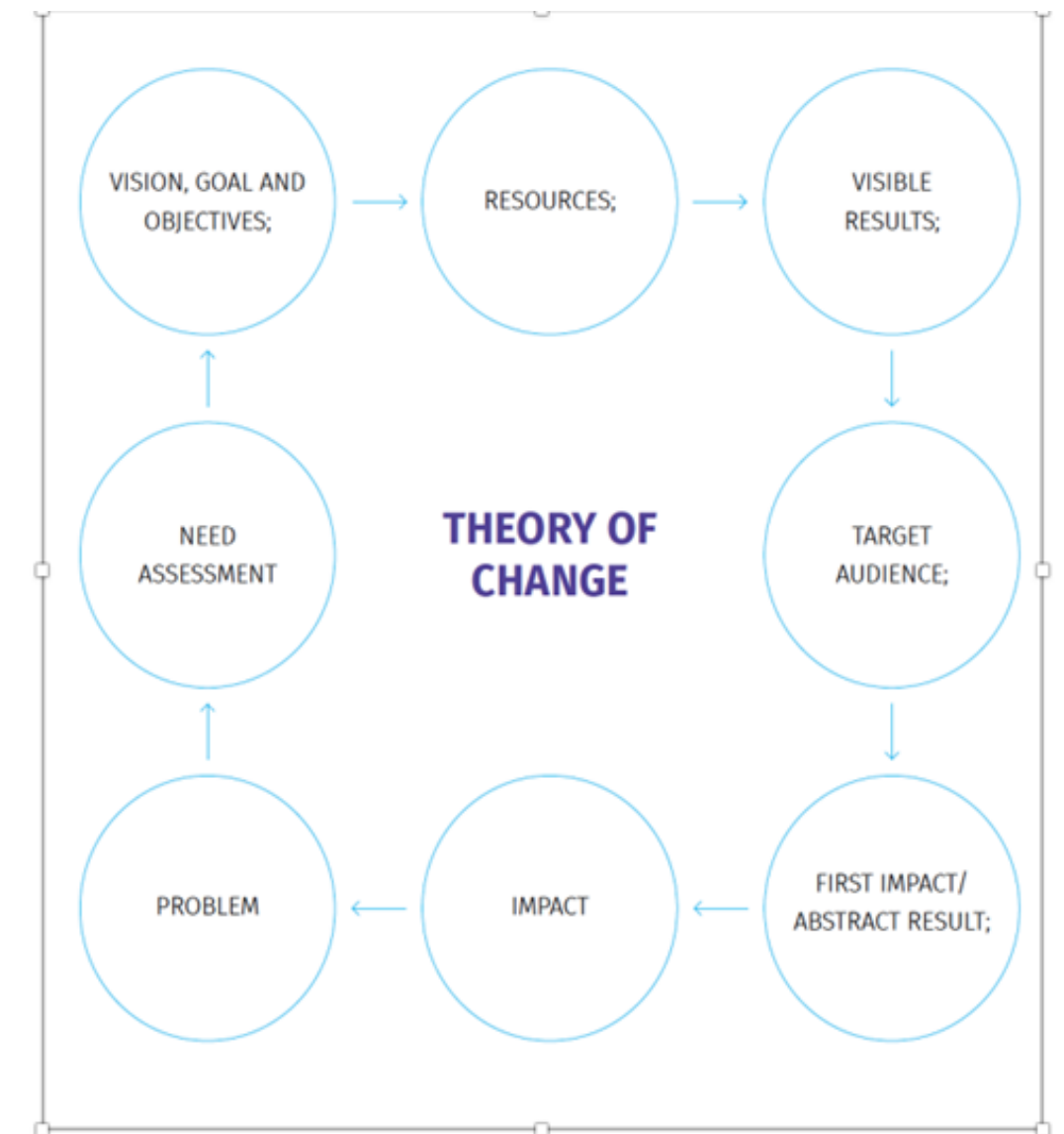

Figure 16: Theory of Change[7]

Section III.

Curriculum

Monitoring and Evaluation through the Theory of Change Canvas

The Canvas can help you to evaluate results, that happened by implementation on the curriculum, you can fill in the canvas and measure the impact on:
- Knowledge and behaviour of your participants (right after the training)
- Environment and lifestyle (1-2 years)
- Community level (5-10 years)

While the core of the Theory of Change focuses on the links between activities and impacts, it is more useful if it does not only cover these.

Check if the following elements are in place and, if not, if it is possible to add them either in the main diagram and narrative or in supplementary documents:

Change theory: this identifies one or more causal mechanisms by which change comes about for individuals, groups and/or communities.

Action Theory: this explains how interventions are constructed to activate their Theory of Change in terms of the activities that will be undertaken and what level of success will be needed for each result to produce the final intended impact (more guidance on this is provided below)
- How other projects and programmes contribute to producing impacts those who are explicitly collaborating (these are referred to as 'boundary partners' in outcome mapping forms of theory of change).
- Others who have positive or negative influence.
- How the particular contexts in which the intervention is implemented affect activities and results.
- Potential unintended results, both positive and negative.
- Assumptions on which the Theory of Change is based – these are in addition to the cause-effect relationships shown in the logic model and often involve assumptions about the context.
- How participants become engaged in a project, programme or policy.
- How results are expected to be sustained after a project, programme or policy ends or participants' engagement ends.

Canvas as a tool
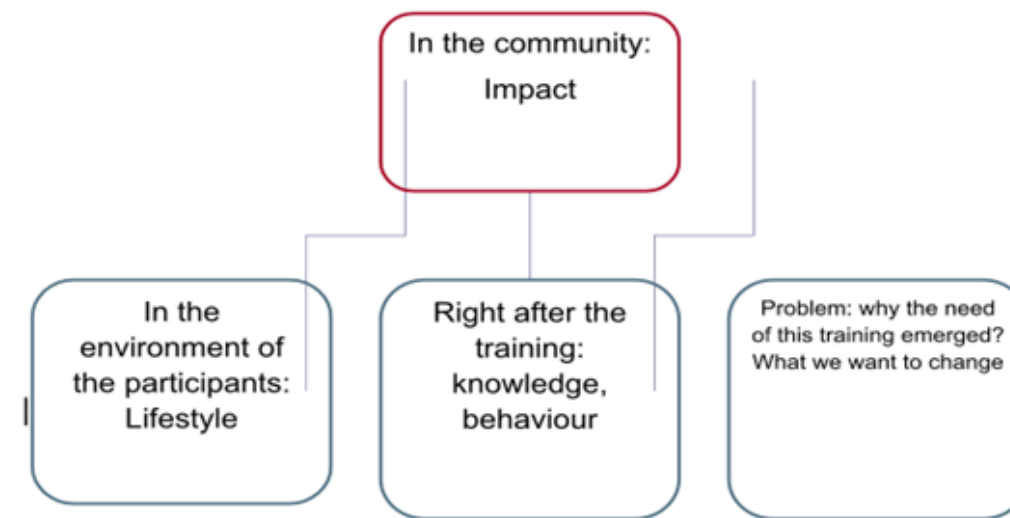
Figure 17: Mobilising Theory of Change through Canvas

The ultimate success of any Theory of Change lies in its ability to demonstrate progress on the achievement of outcomes. Evidence of success confirms the theory and indicates that the initiative is effective. Therefore, the outcomes in a Theory of Change must be coupled with indicators that guide and facilitate measurement.[8]

SECTION IV.

ANNEXES

Annex 1: The Team Canvass

Section IV.

Annex 2: The Team Canvass

The Team Canvas

CSAPAT NEVE _____ DÁTUM _____

TAGOK ÉS SZEREPEK

Hogy hívják a csapatunk tagjait, és mi a szerepük a csapatban?

CÉLOK

Mit akarunk elérni a csapatunkkal? Melyek azok a fontos céljaink, amelyek megvalósíthatóak, mérhetőek és határidőhöz kötöttek?

ÉRTÉKEK

Mit képviselünk? Milyen elvek vezérelnek minket? Mik azok a közös értékek, amik a csapatunk magját kell hogy képezzék?

SZABÁLYOK ÉS TEENDŐK

Milyen szabályokat akarunk bevezetni ez után a foglalkozás után? Hogyan kommunikálunk és tájékoztatunk mindenkit az aktuális fejleményekről? Miként hozunk döntéseket? Hogyan hajtjuk végre a terveinket, és miként értékeljük ki az elért eredményeket?

SZÁNDÉK

Tulajdonképp miért is csináljuk azt, amit csinálunk?

SZEMÉLYES CÉLOK

Mik az egyéni, személyes céljaink? Vannak olyan személyes ügyek, amiket meg akarunk beszélni?

SZÜKSÉGLETEK ÉS ELVÁRÁSOK

Mit kell mindannyiunknak tennünk a sikerhez? Milyen elvárásaink vannak a csapattal szemben ahhoz, hogy ki tudjuk hozni magunkból a legtöbbet?

ERŐSSÉGEK ÉS ADOTTSÁGOK

Milyen készségekkel rendelkezünk a csapatban, amelyek segíthetnek céljaink elérésében? Milyen interperszonális/puha (szociális) készségeink vannak? Miben vagyunk jók, akár egyéni, akár csapatszinten?

GYENGESÉGEK, FEJLESZTÉSI TERÜLETEK

Melyek a gyenge pontjaink, egyénileg és a csapat szintjén? Mit kell tudniuk rólunk a csapattársainknak? Milyen akadályokat látunk magunk előtt, amelyekkel nagy valószínűséggel szembesülünk majd?

Annex 3:

Creative Project Canvas

The value of your project, i.e. "your entrepreneurial idea"

1

The practical part of your project. i.e. "what you can do to realise it"

2

The external-perception of your project, i.e. "how you interact with your users/clients and stakeholders"

3

The sustainability of your project, i.e. "your entrepreneurial strategy"

4

BELONGING TO NETWORKS

ACTIVITIES AND WORK

VALUE

CHAMPIONS

ACCESS FOR OTHERS

EQUIPMENT, MATERIALS AND TIME

GETTING FEEDBACK

SHORT TERM GAINS AND LOSSES

LONG TERM REWARDS

**Annex 4:
Entrepreneurship
competence.**

Entrepreneurship competence refers to the capacity to act upon opportunities and to turn ideas into action that has value for others. It includes taking initiative, creativity, innovation, critical thinking and problem solving. It requires the ability to work collaboratively and to plan projects of cultural, social or financial value.

Competences	Hints	Descriptors
1.1 Spotting opportunities	Use your imagination and abilities to identify opportunities for creating value	· Identify and seize opportunities to create value by exploring the social, cultural, and economic landscape · Identify needs and challenges that need to be met · Establish new connections and bring together scattered elements of the landscape to create opportunities to create value
1.2 Creativity	Develop creative and purposeful ideas	· Develop several ideas and opportunities to create value, including better solutions to existing and new challenges · Explore and experiment with innovative approaches · Combine knowledge and resources to achieve valuable effects
1.3. Vision	Work towards your vision of the future	· Imagine the future · Develop a vision to turn ideas into action · Visualise future scenarios to help guide effort and action
1.4 Valuing ideas	Make the most of ideas and opportunities	· Judge what value is in social, cultural and economic terms · Recognise the potential an idea has for creating value and identify suitable ways of making the most out of it
1.5 Ethical and sustainable thinking	Assess the consequences and impact of ideas, opportunities and actions	· Assess the consequences of ideas that bring value and the effect of entrepreneurial action on the target community, the market, society and the environment · Reflect on how sustainable long-term social, cultural, and economic goals are, and the course of action chosen · Act responsibly.
2.1 Self awareness and self-efficacy	Believe in your-self and keep developing	· Reflect on your needs, aspirations and wants in the short, medium, and long term · Identify and assess your individual and group strengths and weaknesses · Believe in your ability to influence the course of events, despite uncertainty, setbacks, and temporary failures
2.2 Motivation and perseverance	Stay focused and don't give up	· Be determined to turn ideas into action and satisfy your need to achieve · Be prepared to be patient and keep trying to achieve your long-term individual or group aims · Be resilient under pressure, adversity, and temporary failure

Figure 17: EntreComp framework

In the context of EntreComp framework, entrepreneurship competence is regarded both as an individual and collective capacity.

Competences	Hints	Descriptors
2.3 Mobilizing resources	Gather and manage the resources you need	· Get and manage the material, non-material and digital resources needed to turn ideas into action · Make the most of limited resources · Get and manage the competences needed at any stage, including technical, legal, tax and digital competences
2.4 Financial and economic literacy	Develop financial and economic know how	· Estimate the cost of turning an idea into a value-creating activity · Plan, put in place and evaluate financial decisions over time · Manage financing to make sure my value creating activity can last over the long term
2.5. Mobilizing others	Inspire, enthuse, and get others on board	· Inspire and enthuse relevant stakeholders · Get the support needed to achieve valuable outcomes · Demonstrate effective communication, persuasion, negotiation, and leadership
3.1 Taking the initiative	Go for it	· Initiate processes that create value · Take up challenges · Act and work independently to achieve goals, stick to intentions and carry out planned tasks
3.2 Planning and management	Prioritize, organize and follow-up	· Set long-, medium- and short-term goals · Define priorities and action plans · Adapt to unforeseen changes
3.3 Coping with uncertainty, ambiguity and risk	Make decisions dealing with uncertainty, ambiguity, and risk	· Make decisions when the result of that decision is uncertain, when the information available is partial or ambiguous, or when there is a risk of unintended outcomes · Within the value-creating process, include structured ways of testing ideas and prototypes from the early stages, to reduce risks of failing · Handle fast-moving situations promptly and flexibly
3.4 Working with others	Team up, collaborate and network	· Work together and co-operate with others to develop ideas and turn them into action Network · Solve conflicts and face up to competition positively when necessary
3.5. Learning through experience	Learn by doing	· Use any initiative for value creation as a learning opportunity · Learn with others, including peers and mentors · Reflect and learn from both success and failure (your own and other people's)

Asfar CIC

Asfar CIC is a dynamic international NGO and Social Enterprise, launched in 2012, established to offer development opportunities for Young People, Women and wider Communities. Asfar have worked with these target groups in Europe, the Middle East, North Africa, the Caucasus, the Balkans and beyond through Sport for Peace; Volunteering; Educational and Skills development programmes; Cultural learning; and Transnational learning.

Asfar also focuses on Women Economic Empowerment programmes; Gender Equality; and support women in the Middle East & North Africa to gaining access to business and social enterprise sectors.

Since 2013, Asfar has mobilised to support more young people, especially those seeking employment and who would benefit from cultural, enterprise, employability and reconciliation skills engagement.

Asfar works locally and internationally, to provide opportunities for Communities especially Young People in the UK, the Middle East and since 2014 the Caucasus and the Balkans, through Volunteering & Social Action; Educational & Enterprise programmes; Reconciliation projects; Cultural activities; and Youth Exchanges, to: Engage, Inspire and Develop themselves.

This aim is designed to counter the decline in Cultural, Language and Regional studies of subjects in formal education, caused by the promotion of only political, international relations and economic subjects, which are the fashion in most UK FE and HE Institutions, resulting in the decline of the cultural sector and young peoples' knowledge of the world and the skills they require to embark on further studies, travel and the opportunities to be individuals, while learning about different people, communities, cultures and regions.

With a particular focus on Youth Mentoring, Women Economic Empowerment, Careers Advice and Skills development, Asfar has been delivering projects to promote social inclusion, develop cultural awareness and encourage Civic participation and Citizenship.

In 2019, Asfar supported 75 women in North Africa through the Social Enterprise Development Accelerator (SEDA) project aimed to develop an ecosystem of support for Social Enterprises in Egypt while also capacity building Egypt's social enterprise sector by utilising innovation and best practice from the UK Social Enterprise sector and industries.

www.asfar.org.uk

Anthropolis Association

Anthropolis is a public benefit non-profit association based in Budapest, Hungary, founded in 2002. The organisation intends to promote cultural relativism, the participatory approach, citizens' empowerment and awareness of global issues. By introducing global perspective in institutional education and striking up social discourse, Anthropolis has created media and awareness-raising campaigns, educational programs, materials, workshops, training, e-learning courses and documentaries, focusing on a variety of topics including global learning, cultural heritage of minorities, fair trade, migration, gender equality and contemporary slavery.

Global Learning (developing and distributing educational materials, organising workshops and courses for both students and teachers) and Digital storytelling (DST) are the main working areas of Anthropolis. We are one of the main and most active promoters on global learning in Hungary.

Beside global educational activities, Anthropolis applies the digital storytelling method in different projects for diverse target groups including students, teachers, people with special needs, professionals etc. We dedicate two websites especially for digital storytelling [www.storycenter.hu and www.storycenter.info].

Anthropolis has been working in the field of education (both formal and non-formal) since 2004. During these years we have built an extensive network of schools and teachers to whom we deliver workshops, promote our activity and involve teachers and educators from all level of education.

Furthermore, Anthropolis has organized international workshops for teachers and trainers from all over Europe with the support of different European Commission funds and Swiss Contribution Fund.sion funds and Swiss Contribution Fund.

Anthropolis's trainers deliver workshops in schools for students (ages 11 and up), for trainee teachers, and teachers in CPD courses. The educational perspective Antrhopolis applies is Global Learning which incorporates critical thinking, intercultural understanding and a complex approach of sustainability.

The methods are based on active involvement of participants enabling them to explore the topics in their own pace, such as Philosophy for children (P4C). Our methods strive for an inclusive and integrated educational approach, both in the formal and non-formal context.

www.anthropolis.hu

Center for Knowledge Management

The Center for Knowledge Management (CKM) is a research and educational center (think and do-thank) established in 2008. Covering a wide area of activities performed in collaboration with the civil sector, the state and public administration and the profit sector, CKM's vision is to become an active actor in the institutional and economic development of the country, and the region in general.

In particular of work, CKM's activities can be classified in several areas:

- At macro level, CKM conducts research and analysis in the area of local, national, and regional development for the purpose of exploring current and proposing new policies, measures and projects in the area of economic development, science and technology, business enabling environment and entrepreneurship (youth and women).
- At micro level, CKM works towards supporting technology transfer, innovation and competitiveness across the dominant industries and sectors in the country and the SEE region.
- At individual/organizational level, CKM works with youth, entrepreneurs, SMEs in the area of strengthening the available human capital, increasing the digital skills, and supporting

entrepreneurial mindset and innovations in North Macedonia and the wider Balkan Mediterranean region to improve their innovation potential and entrepreneurial knowledge.

CKM is an official EUROSTAT recognized Research Center and one of three EU recognized centers in North Macedonia.

www.knowledge-center.org

Materahub

Materahub is an aggregator of people and business, a "space" where they meet, encourage the creation of new job opportunities and the promotion of sustainable development through a process of coaching, training and business development.

Through Materahub different subjects provide their expertise and ideas to valorise the local and regional community, which becomes the starting point and meeting place of national and international realities related to the HUB. For this reason, materahub provides spaces and resources, links and knowledge, training and talents, opportunities and investments to help people to turn ideas into reality.

Materahub promotes know-how exchange and coworking activities, within its "officine", with the aim to create and plan, through hubber's work, creative yards in which give birth to new projects and the development of new skills and competences.

Materahub is promoting entrepreneurship, startup and projects in the Creative and Cultural sector. In a historical and social context in which the only sectors that enjoy growth and prosperity are those of culture and social enterprise, the best way to look at the future is the development of an economy of culture: an alternative way for each community who wants to exploit its skills and distinguishing social, cultural and environmental factors.

Materahub has a team of professional with a 20 years experience in supporting business, public organization, public and private istitutions acting in the educational field.

Materahub also has a great network at national and EU level to disseminate the project outputs with the capacity to make the products of the cooperation business oriented and sustainable.

In addition to this a local and national network involving: arts collectives, cultural organizations, business associations, business incubators, hubs, network of universities, start-up and public authorities supporting and financing innovation and business development.

www.materahub.com

IO2. Curriculum – Detailed programme and training materials for Youth Workers - Social Kreative Enterprises for Youth Workers

Young Kreativ Social Enterprises through the mobilisation of Digital skills and Inter-cultural dialogue