

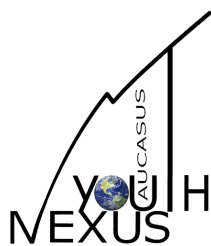
TBILISI, GEORGIA



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ONE STEP AHEAD TOOLKIT

For Social Entrepreneurship Educators and
Youth Workers



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Erasmus + KA 2

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Erasmus + KA2 – Cooperation for innovation and the exchange of good practices -Capacity Building in the field of Youth

Prepared by Caucasus Youth Nexus

15.05.2020

Project Aim and objectives

The main aim of this proposal is to promote social entrepreneurship as a way for empowering young people with fewer opportunities and preventing them from permanent social exclusion and permanent unemployment.

The specific objectives of this project were based on throughout research of the needs of participating organizations and future target groups and defined as follows:

1. Raising the capacities of NGOs and youth workers (both those taking direct part of the project activities as well as those benefiting from getting access to the developed tools and participating in the dissemination phase) as for promoting SE as a way of empowering youth with fewer opportunities (young unemployed, members of groups subjected to discrimination such as national/ethnic/religious minorities, refugees and migrants, people with disabilities, people from geographically disadvantaged areas etc.)
2. Exploring new educational approaches on the topic and developing, testing and disseminating innovative educational curricula (in a form of a ready-to-use tool box) on how to teach social entrepreneurship to young people
3. Giving youth workers and young people practical tools as well as long-term structured support and mentoring to enable them to plan, open and run social enterprises that bring sustainable and long term impact to the local communities they work in
4. Opening up at least social entrepreneurship run by young people per participating country

5. Exchanging best practices and creating a sustainable operational network of European SE promoters who focus on empowering young people through equipping them with entrepreneurial skills
6. Promoting SE on cross-sectoral level, especially through developing policy recommendations to be delivered to relevant stakeholders

1. Adventure into the Social Entrepreneurship World

Objectives:

1. To raise awareness about the existing challenges in the field of social entrepreneurship by using an innovative approach
2. To spread information about social entrepreneurship by solving riddles and thinking outside of the box
3. To popularize the concept of social entrepreneurship through games

Materials:

1. Office supplies (pens, markers, papers etc.)
2. Prepared riddles
3. Symbolic prize for winners

Recommended time: 2 - 3 hours

Planning notes: In order to understand the process of creating riddles you can see the links below:

<https://www.wikihow.com/Make-up-a-Riddle>

<https://www.quora.com/How-do-you-create-a-riddle>

<http://www.catb.org/~esr/riddle-poems.html>

Procedures:

1. Ask participants to form at least 3 groups
2. Distribute the materials
3. Explain the rules:
 - -Each team should solve the riddle they have in the beginning, by doing so they will get a hint of where they should look for the next riddle
 - -By solving riddles teams will be able to find the final location where the prize is located
 - -During the quest teams are allowed to look on internet for information or other staff
4. Participants should solve the riddles by using given information about SE in the right way
5. After groups finish to work on the riddles there will be a discussion on the topic of SE

Discussion questions:

1. Did you enjoy the process of solving riddles?
2. Do you think solving riddles is an innovative and interesting approach towards learning?
3. Would you like to use it with your friends? Colleagues? In your future projects?
4. What did you learn about SE from this exercise?

2. Alternative Funding Opportunities

Purpose:

The Purpose of the workshop is to introduce to the participants different funding opportunities also give them hints and advice about which funding opportunity is best option in different situation. Furthermore, with this workshop you are inspiring participants that there are a lot of resources and tools available, if they search.

Materials:

The names of Funding opportunities written down on different paper:

- Personal Financing
- Donations
- Promising rewards to your funders

- Borrowing
- Investment
- Crowdfunding
- Accelerators
- Friends and relatives money
- Optimizing Internal Recourses
- Buying used equipment
- Coordinate purchases with others (buying different staff together with others in bulk)
- Hiring equipment instead of buying them
- Offering pre-orders to your customers

Recommended time : 90 minutes

Planning notes:

The procedure is planned for 20 participants (but can be used with 15-25 participants)

Procedure:

You are starting the workshop with the discussion questions like what is important to start any kind of business operation. After discussing different aspects, you should draw their attention to the financial part. Then you are asking them what funding opportunities they heard and you are starting discussion with them.

Once they say something you have printed you are sticking it on the wall and discuss when this particular opportunity is better to use and what risks are associated with them. For this you should definitely know all the funding opportunities in details and know their pros and cons.

After all the papers are sticked on the wall, you can give them 2-3 minutes to think which funding sources is best suitable for their ideas. Then they should share it with others and give pieces of advice to each other.

Discussion questions:

Then you are asking the group following questions:

- 1.How did you like the workshop in General? Why or why not?
- 2.How much time should a social entrepreneur should spend on selecting the best and suitable funding source for their SE idea?

Closing / conclusion

After all facilitator can finalize what was discussed and again underline the importance of carefully selecting funding source.

Resource sheet

3. Are You ready to Start?

Purpose:

It's not that easy to run an enterprise. It's huge responsibility and a lot of uncertainties on the way. This workshop help participants to go deep in their minds and check their readiness to become entrepreneurs.

Materials:

Peper and pen to the participants.

Recommended time: 60-90 minutes

Planning notes:

The procedure is planned for 20 participants (but can be used with 15-25 participants)

You should prepare small presentation about SWOT analysis. To explain what is it about and why is it important and beneficial.

You should also prepare cards on which you will write down all the skills that social entrepreneur should have.

Procedure:

Let the participants to sit comfortably and prepare for discussion. Then ask them to think about the ideal social entrepreneur. How they can describe the person, what adjectives they will use. Finally, start naming about skills and personal character of a social entrepreneur. Once Someone will say any skill stick the card on the wall and discuss it. You should have a few empty cards to write down the skills that you haven't written before.

Once the discussion goes to the end make small presentation about SWOT analysis and then ask the participants to make their own SWOT as a social entrepreneur. Once they're done ask them to share it to the group. As it's personal some of them might decide to keep it for themselves.

Discussion questions:

Then you are asking the group following questions:

- 1.How did you like the workshop in General? Why or why not they enjoyed it?
- 2.What do you think what was the workshop about?
- 3.Did the workshop helped you to see the potential of yourself as an entrepreneur?
- 4.What do you think you can learn from this workshop?

4. Edu-Bingo

Purpose:

learn about Social Enterprise (SE) in a fun a way improve teamwork create excitement about SE

Materials:

printed handouts

optional: PPT presentation with questions

optional: small gifts for each team

Recommended time: 60 min

Planning notes:

Prepare 10 questions and print 2 copies of their answers. Cut them out individually. Optional prepare PPT with questions and answers (add more information about each question).

Procedure:

Divide participants in 4 groups and give them 5 answers randomly (each answer is repeated twice, it cannot repeat in the same group)

Explain the rules of the game:

facilitator asks the question,

participants have to shout „Bingo” if they think they have the correct answer,

2 teams will have the correct answer and the faster team wins,
if they are wrong, they lose point.

Play the game and after each question round explain the answer in more details, so they learn more information.

Debriefing

Example questions and answers (should be matched with target group skills and knowledge but remember that they have ready answers)

Q: What is a social entrepreneur?

A: There is no universally accepted definition, but broadly a social entrepreneur can be described as someone who uses commercial strategies to tackle social and environmental problems, prioritizing social good while pursuing financial gain to sustain their venture and its impact.

Q: When did the term “Social Entrepreneurship” become popular?

A: Bill Drayton is said to have coined the phrase in the 1980s when he founded his U.S.-based non-profit Ashoka with the aim of supporting individuals looking to make positive social change through entrepreneurial means.

Q: How are social enterprises funded?

A: Social ventures typically generate income from trading products or services. Like charities they can seek grant funding and, like private companies, they can get investment in various forms, such as seed capital or equity. There are many funds designed to specifically help businesses that deliver social impact, known as impact investing.

Q: What are some of the best known social ventures?

A: Some of the most famous social businesses include Grameen Bank in Bangladesh, Britain’s the Big Issue, which hires homeless people to sell streetpapers and sparked a list of similar organizations globally, and India’s Barefoot College, which aims to improve life in rural

villages around the world by training women skills in solar engineering, healthcare and water testing.

Q: What are the social benefits of entrepreneurship?

A: There are several advantages to being a social entrepreneur from both a business and societal standpoint: Implementing Societal Change, Creating Inspiring Solutions, Working as Your Own Boss, Creating Jobs and Income Streams.

Q: How do social enterprises work?

A: By selling goods and services in the open market, social enterprises reinvest the money they make back into their business or the local community. This allows them to tackle social problems, improve people's life chances, support communities and help the environment. So when a social enterprise profits society profits.

Q: What is the history of social enterprise?

A: The pioneers of social enterprise can be traced as far back as the 1840s, in Rochdale, where a workers' co-operative was set up to provide high-quality affordable food in response to factory conditions that were considered to be exploitative.

Q: What's the difference between a social enterprise and ethical business?

A: A social enterprise's primary purpose is its social and/or environmental mission – it tries to maximise the amount of social good it creates balanced against its financial goals. An ethical business, on the other hand, tries to minimise its negative impact on society or the environment.

Q: What is the main aim for SE?

A: Reintegration of people at risk of marginalization.

Q: What is the important component that social enterprise should contain?

A: Democratic management.

5. EntrePerson

Objectives:

1. Identifying the strength and weaknesses of the possible beneficiaries
2. Developing a sense of social entrepreneurship
3. Encouraging possible beneficiaries to start their own social enterprises
4. Developing a sense of confidence and expertise in the field of social entrepreneurship

Materials:

1. Come up with an idea of problematic situations occurring in social enterprises
2. Printed out names and descriptions of different personality types
3. Pens, pencils, markers, flipcharts, papers

Recommended time: 2-3 hours

Planning Notes:

This workshop is planned for at least 20 participants (but can be used within the groups of 15-30)

Trainer should find out more information about the characteristics of different personalities

Procedure:

1. Ask group members to form pairs
2. Distribute a list of problematic situations occurring in social enterprises and ask them to apply solutions individually without assisting each-other (15 minutes)
3. After finalizing the solutions pairs should have a discussion about how they solved the situations (15 minutes)
4. They should write down what kind of steps were taken in accordance to the existing challenges and what kind of suggestions they would give each-other (10 minutes)
5. After pairs finish the process of evaluation a facilitator should introduce the quiz of personality types
6. Participants will have then 20 minutes to finish the quiz and find out about the basic type of their personality
7. A facilitator will distribute printed out descriptions of personality characteristics and stick the names of each personality type to the participants due to their results

8. Participants will have 5 minutes to read the descriptions
9. Afterwards participants will be asked to create a groups of 4 people with different personality traits. A facilitator will distribute information about the current challenge in the field of social entrepreneurship and participants will be asked to find solutions to the situations according to their personality types (15 minutes)
10. The final stage of the workshop will be a group discussion on the role of different personality traits and their role in the development process and creation of new social enterprises (20-30 minutes)

Debriefing Questions:

1. What kind of characteristics should a social entrepreneur have?
2. What kind of personality traits did you find in yourself you were not aware of?
3. What was your strategy towards solving current challenges and did you see any links towards your strategy and personality traits?
4. Do you consider your characteristics suitable for running your own social entrepreneurship?
5. What kind of personal traits would you like to work on to develop yourself as a future social entrepreneur?

Conclusion:

At the end of the workshop a facilitator should sum up the process and evaluate on how different personality types can contribute to the development process of the society and creation of new social enterprises.

Resource Sheet: 16personalities.com

Examples of the challenging situations in the field of SE:

1. The impact of austerity
2. Managing diversification
3. Increasing competition
4. Accessing finance
5. Collaboration
6. Retaining social purpose
7. Public image

6. Food for thoughts

Main purpose:

To present different possibilities of involvement into social economy activities and profits that can be taken out of them

Milestones (partial purposes):

- to enumerate as many options of involvement as possible using an exemplary social activity (Zupa na Wolności (Polish Case Study))– non-formal initiative);
- to enhance knowledge about selected forms of involvement: CSR, responsible consumerism (with an emphasis on buying services and/or products that social enterprises offer), volunteering/participating in the third sector’s initiatives, donations, social media activities;
- to indicate concrete personal profits delivered from the presented forms of involvement.

Materials:

paper, flipchart, markers, video projector, wi-fi access, at least one computer, personal mobile phones, sticky notes, 12 pre-written papers (4 categories of involvement and 8 precise examples used for exemplification of forms of engagement)

Recommended time: 75-90 minutes (In case of the optional case study presentation – 60)

Recommended number of participants: 8-20

Recommended age of the participants: 16<

Activity and time	Procedures:	Discussion notes/closing:	Planning notes:
Introduction (20-25m)	-Ask the group to stand in a circle. -Ask if the group knows the method/game of participants saying one word at the time and finishing the sentence together.	After the final round ask questions to participants. E.g.: - what were the difficulties in picking an activity? - what was the most difficult task to be performed?	Before: - pick a particular dish from the country or at least one that is recognizable by all members of the group. - depending on the group: make sure that the particular group of exclusion is not directly targeting any participants.

	<p>-Propose the same game, but with the idea that every person is saying next sentence on the topic on how to make a soup, step after step.</p> <p>- After this, ask for around round, but this time about step by step process of organizing a delivery of a soup to homeless people. This time, every person writes down a particular activity on a piece of small paper the activity and puts it in front of her. Continue till the exhaustion of the subject.</p>	<p>-are all of those tasks to be performed alone, or you needed help of others?</p> <p>- in what moment do you think such idea is emerging (delivery of the soup)?</p> <p>After case study, ask general question:</p> <p>- do you think that this particular group went through the same process?</p>	
<p>Case Study (5-10m) (optional)</p>	<p>- Present a case study from your/other country, where this activity had happened and was implemented on a grassroots level, if applicable – use photos/video materials.</p>		<p>If you can – find a relevant example from the hosting country. As an attachment, there will be materials added about a Polish initiative <i>Zupa na wolności</i></p>
<p>Arrangement (10m)</p>	<p>- Mix the paper cards of participants in the middle.</p>	<p>Before:</p> <p>- explain the full scope of the categories to give a</p>	<p>-In bigger groups – for the division of the cards – form them into 2/3 groups and.</p>

	<p>- Present (e.g. put on a flipchart or floor) 4 sheets of paper to the participants with the following written on them:</p> <ul style="list-style-type: none"> = technical issues/logistics; = cooperation and communication; = workload (actual activities performed by ppl.); = products and materials; <p>- ask the participants (together as group) to match their cards into the relevant categories (listed above) by putting/sticking them next to the respective cards representing the category</p>	<p>hint to the participants where the particular activities from the first activity should be assigned to: e.g. the matters related to contacting/calling institutions or homeless shelters should be assigned to communication and cooperation category, delivering leaflets and posters about the activity as well as filling plates with food should be regarded as workload, providing appropriate cuisine for preparing food should be related to logistics, while any purchases should land in the products/materials category,</p> <p>After:</p> <ul style="list-style-type: none"> - check the arrangement that was suggested by the participants; - encourage a discussion about the assignation of 	<ul style="list-style-type: none"> - In case of a bigger group – initiate a discussion about the assignment of the particular activities into their respective groups - During the assignment phase – make sure to monitor and provide help to the participants if needed. -
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		<p>the tasks into their categories</p> <ul style="list-style-type: none"> - if needed - correct any misidentifications by saying that this particular activity, while it is overleaping with others, is more fitting to a different category - explain that those sheets of paper in general represent the <i>resources</i> and <i>services</i> that we can personally offer to the NGO sphere, e.g. <i>workload</i> can mean devoting time, <i>technical issues</i> can mean our expert knowledge that is valuable for organization (e.g. making a website), <i>cooperation and communication</i> mean spreading a visibility of an initiative, NGO and <i>products and materials</i> can mean any monetary/in kind donations; 	
<p>Definitions (20-30m)</p>	<ul style="list-style-type: none"> - Ask the participants that the above-mentioned 	<p>Before:</p> <ul style="list-style-type: none"> - Indicate that you as a trainer will be around in case that 	<p>Feel free to adjust the 8 categories according to the country/group that you are conducting the training with,</p>

	<p>categories – in a broad sense - can represent the spheres of input/added value that they can bring to NGO/social enterprises area in the following particular area e.g. subjects like:</p> <ul style="list-style-type: none"> • Responsible consumerism ; • CSR; • Volunteering; • Social Media engagement; • Starting own activity; • Look for initiatives • Educating yourself; • Monetary and in kind donations; <p>Hand out the previously prepared pieces of paper with the above-mentioned categories and ask participants to individually or in small groups (depending on a</p>	<p>the participants would need some help related to finding information. If needed, suggest some sources (available in the resource sheet).</p> <p>After:</p> <ul style="list-style-type: none"> - Ask the participants if it was difficult to find information about those selected areas. - Ask if they have learned something new. - Ask the participants to point out activities that are the most engaging and which are the least. - Ask participants if those activities, outside of being helpful to the organization, can provide them with some profit for <i>themselves</i>. 	<p>e.g. with more advanced participants concentrate on more engaging forms like CSR or add aspects like employing a person with disabilities.</p> <p>FYI, those would be the common profits that individuals can have from the forms of the engagement used in this exercise:</p> <ul style="list-style-type: none"> - CSR – empowerment, being recognizable in professional community, opinion of being active, involved person – bigger chance for promotion, financial appreciation; - responsible consumerism (services and products that social enterprises offer) – trendsetting, building an image of influencer, emphasizing social and self-consciousness, higher up own social status; - volunteering/participating in the third sector’s initiatives – empowerment, being recognizable in local community, opinion of being active, involved person – experience in CV - donations – emotional engaging, tax cuts possibilities
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	<p>size of the group) conduct research (10-15m) on their phones and prepare a definition or some additional information about those forms of involvement, e.g. in a sense on what CSR means and what are the examples, where to find local activities (e.g. local centers for volunteering), where to educate yourself etc.</p> <p>- Afterwards – ask the participants to briefly present those concepts for the groups, so sharing their own knowledge and findings. Encourage the discussion.</p>		<ul style="list-style-type: none"> - social media initiatives - trendsetting, building an image of influencer, emphasizing social and self-consciousness, higher up own social status; - starting up own initiative – financial profits , independence
<p>Execution (15-20m)</p>	<p>In this part, ask each person in the group will work individually (10min) in order to select and then very briefly present (30 sec. <i>tweet-like</i> pitch) to the entire group a chosen social enterprise.</p>	<p>After the presentations of every individual person, in case they would not mention this in their pitch:</p> <p>-Why did you choose this social enterprise/activities ?</p>	<ul style="list-style-type: none"> - Show few FB pages with examples relevant to the hosting country (e.g. <i>Zupa na wolności</i> in Poland); - In case that some of the participants would not have their mobiles on them – suggest working with pairs - In case you are running out of time – you can ask for this exercise to be performed in

	<p>Participants are to perform 3 connected tasks:</p> <ul style="list-style-type: none"> - Ask participants to search on their mobile phones for an example of social enterprise/initiative interesting for them, using the knowledge and the information about opportunities of involvement, presented by themselves and/or others in the previous activity; - Then, every individual participant should make a hypothetical decision about involving themselves into a chosen social enterprise/initiative and indicate how they would like to do so using the methods of involvement described in the previous exercise. The involvement can be expressed by at least social 	<ul style="list-style-type: none"> - What kind of personal profits you can take out by involving yourself into their activity? - What was the most difficult in preparing the contract? 	<p>small groups rather than by individuals</p> <ul style="list-style-type: none"> - You can definitely encourage the participants to physically engage with the organization that they had chosen, meaning – they can <i>like</i> their fanpage or call them with a question regarding the involvement. <p>The important aspect of this exercise to showcase the feasibility of undertaking an activity with the sphere of social entrepreneurship, so as a trainer put an emphasis on this aspect.</p>
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	<p>media interactions i.e. to like, to share, to follow or to publish a post on Facebook profile of chosen social enterprise's fanpage.</p> <p>- Also direct participants to reflect on how they could potentially get involved into this social initiative/social enterprise and what profits they expect to take out from this activity</p> <p>-</p>		
<p>Closing session (5-10m)</p>	<p>Provide the participants with local context, point them out to particular places where they can get engaged in the social entrepreneurship.</p>	<p>Ask the participants for thought about the exercise and their feedback;</p> <p>Ask how they have liked the</p> <ul style="list-style-type: none"> - form - execution - language - activities <p>.....of the workshop</p>	<p>For example point out the local NGO centers, organizations that need volunteers, maybe some local charity collecting old clothes etc.</p>

Resources:

Zupa na Wolności – movie <https://www.facebook.com/watch/?v=2259760367614154>

Responsible consumering

- <http://www.zakupprospoleczny.pl/> (Poland), <http://segeorgia.org/tinfo.php?ID=14&ln=en> (Georgia)

Social media activity - <https://sproutsocial.com/insights/facebook-algorithm/> (Edge Rank), <https://blog.hubspot.com/marketing/anatomy-of-a-facebook-post> (The Anatomy of a Successful Facebook Post)

Donation – <https://www.globalgiving.org/> , <https://www2.fundsforngos.org/cat/non-financial-support-ngos-enhancing-lives-donations/>

Volunteering - https://europa.eu/youth/solidarity_en (European Solidarity Corps), <https://eurodesk.eu/> (Eurodesk – grants and opportunities)

Corporate Social Responsibility - <https://digitalmarketinginstitute.com/blog/corporate-16-brands-doing-corporate-social-responsibility-successfully> (good practices), <https://bizfluent.com/info-8117691-four-types-corporate-social-responsibility.html> (types of CSR)

Starting up own initiative - <https://www.the-sse.org/resources/starting/start-social-enterprise-10-steps/> (School for Social Entrepreneurs)

<https://mashable.com/2014/12/14/moocs-social-entrepreneurs/?europe=true> (list of the best Massive Open Online Courses)

<https://www.mooc-list.com/course/becoming-changemaker-introduction-social-innovation-coursera> (University of Cape Town)

<https://www.mooc-list.com/course/social-impact-strategy-tools-entrepreneurs-and-innovators-coursera> (University of Pennsylvania)

7. GLOCAL

Purpose:

- Identifying the community needs and linking them to the global context
- Reflecting on SDGs as a reference point for solutions to the community challenges

Materials:

- Art supplies for the final visualisation of the map: - markers, paint, scissors, glue, colour paper, old magazines, etc.
- Pens
- Sticky notes
- Double side tape
- Lots of flipcharts for the map
- Printer

Recommended time: 3 hours (workshop is divided into 2 sessions 1.5 hour each)

Planning notes:

- This version of the workshop is designed for participants who come from the same community. If you work with a mixed group, instead of making the map of a small community, make a map of the country/continent/the world and then divide it into 4-5 regions/countries. The small groups you form should be international - each of them works on one region, but encourage participants to share the context and needs of the place they come from and focus on similarities between different regions.
- You will need the pre-prepared map of the city/village/neighborhood. It needs to be really big (for example 5-6 connected flipcharts, but it depends on the size of the group and the size of the pictures you will be printing). The map does not need to be very detailed, but it needs to have most important points of reference marked, for example the church, the school, the main road, the football field etc.
- As a facilitator you should have background knowledge on the concept of the SDGs and best practices related to it

Procedure:

Preparation (to be done before the workshop itself):

- Ask each participant to answer the following questions with pictures (one picture per question per person), send it to you - you need to print them before the workshop.
 - If you were to film a horror movie in your city/village/neighborhood, where would you do it?
 - Imagine the planet is about to collapse and you can only save one place in your city/village/neighborhood other than your home - what would that be?
 - Take a picture of something interesting in the place you don't normally go?
- Print the pictures (preferably in color) and sign them on the back with the name of the participant so you can easily distribute them
- Write the list of questions for the group work in advance

- Print logos of SDGs on separate A4 papers of different colors - each of them should have a number of the SDG on it

Workshop:

1. CREATING THE MAP

1.1.Explain the purpose of the workshop and the timing of it. Have a short input on why it is important to investigate the needs of the community (10 minutes)

1.2.Ask each participant to stick their pictures on the pre-prepared map of the city/village/neighborhood. (10 minutes)

1.3.Look at the map together with participants and ask them to divide the map into 4-5 geographical areas, based on how the pictures are distributed (it is important that each picture is included somewhere). When they come to a conclusion, draw the lines on the map separating the selected areas. (10 minutes)

1.4.Have a short sharing round - point at each areas and ask people whose pictures are there to share what is on their pictures and what it means. (10 minutes)

2.WORKING ON THE NEEDS

2.1.Explain that they will be working in the groups and their goal is to identify the needs of each area

2.2.Divide participants into groups according to the number of the areas identified. The division should not be random - ask them to choose which area they want to work on depending on their interests.

2.3.Give participants the written list of questions they need to answer in the groups - see resource sheet (30minutes)

[BREAK]

3. SDGs

3.1. Back in the big group - have a small intro on the concept of the SDGs (without going into details about the particular goals). Next, show participants the logos of the SDGs and ask them to try to guess what each of them means. Each time they come up with the correct answer, write it down on the paper with the logo (they should all be stick on a whiteboard). Whenever needed, comment on the SDGs and provide participants with more detailed information about it. (20 minutes)

3.2 .Back in small groups ask participants to put the numbers of the SDGs on each need they identified in their area. (10 minutes)

3.3. Go back to the big group and have small sharing round - how was the process, did you all agree on the needs, which SDGs are most relevant for your city/village/neighborhood? which are not applicable and why? (10 minutes)

4. SOLUTION GENERATING

4.1. In the big group, ask participants to choose 3 most burning needs of the city/village/neighborhood based on what they discussed before (10 minutes)

4.2. Ask participants to imagine how their city/village/neighborhood looks like if all those 3 needs are satisfied. In the next step ask each of them to approach the map individually and visualize what they have imagined. Encourage them to be creative and to use different techniques (collage, drawing, painting etc.) (20 minutes)

Discussion questions:

- how did you feel during the workshop?
- what did you learn?
- what did you discover in your community?
- what similarities/differences you see between different areas?
- how do you think you can use the information about the SDGs?
- what kind of ideas for improving the community did you get? Are you planning to realize them? How?

Closing / conclusion:

- Emphasizing the importance of need assessment - if you want to change something, reflect upon yourself and your surrounding
- Considering the local cultural, geographical, political context and adapt your idea to it
- It is important not only to focus on negative aspects but notice the positive things - look at them in an alternative way and build upon them using your creativity
- you are not alone - look at people who are similar to you to cooperate
- act locally but look for inspiration on a global level

Resource sheet:

QUESTIONS FOR WORKING ON THE NEEDS

Part 1:

- what do you think about this area?
- what do you like and dislike about it?
- do you go there often? why? why not?
- what kind of people live there? what are their challenges?
- how do you feel when you go there?
- what do you normally do there?
- what can be improved in the area?
- how this place can be used in a different way?

Part 2:

- based on what you discussed, what are the needs of this area/community? Name up to 5 - write them on the sticky notes and place them on the map next to the pictures

8. Business solution for Social Issues

Purpose:

The purpose of the workshop is to give some specific tools to the participants, that can be used for solving any type of problem.

Materials:

PowerPoint presentation, Projector

You will need to have set of paper, scissors, glue, some old stuff that can be used by participants, to make a prototype of the product idea.

Recommended time: 90-110 minutes

Planning notes:

The procedure is planned for 20 participants (but can be used with 15-25 participants)

Trainer should find out more details about Design thinking.

Procedure:

First you are making some 15 minutes presentation about design thinking which goes like this:

1. Empathize (Research Your Customers' Needs)

The first stage of the design thinking process allows you to gain an empathetic understanding of the problem you're trying to solve, typically through user research. Empathy is crucial to a human-centered design process like design thinking because it allows you to set aside your own assumptions about the world and gain real insight into users and their needs.

2. Define (State Your Customers Needs and Problems)

In the Define stage, you accumulate the information you created and gathered during the Empathize stage. You analyse your observations and synthesize them to define the core problems you and your team have identified so far. You should always seek to define the problem statement in a human-centered manner as you do this.

3. Ideate (Challenge Assumptions and Create Ideas)

Designers are ready to generate ideas as they reach the third stage of design thinking. The solid background of knowledge from the first two phases means you can start to “think outside the box”, look for alternative ways to view the problem and identify innovative solutions to the problem statement you've created. You have to name as many realistic solutions as possible.

4. Prototype (Start Creating Solutions)

This is an experimental phase, and the aim is to identify the best possible solution for each of the problems identified during the first three stages. At this stage teams produce several inexpensive, scaled-down versions of the product (or specific features found within the product) to investigate the problem solutions generated in the previous stage. If we are talking about the service than instead of prototype a solution scenario or simulation can be offered.

5. Test (Try your solutions)

Creators or evaluators rigorously test the complete product using the best solutions identified in the Prototype phase. This is the final phase of the model but, in an iterative process such as design thinking, the results generated are often used to redefine one or more further problems. You can choose to return to previous stages in the process to make further iterations, alterations and refinements to rule out alternative solutions

6. Implement (Go public with your product)

You have tested your solution in small circles but try going public. You might have been testing your product in you bubble and your customers might not accept it.

After this 15-minute presentation You are dividing participants into 4 groups. And make small workshop that will take up to 60 minutes. On the workshop you are going through the design thinking process.

1. Firstly you are telling each group to brainstorm as many problems they are facing everyday life as possible. You are giving them 5 minutes for it.
2. On the second round you are giving another 5 minutes to select one problem and define the problem the most precisely.
3. On the third stage you request from your participants to exchange their Defined problems. So that one will give its Definition to the second, second – third ... and fourth – first. The you are giving them 10 minutes to ideate.
4. After this you are giving around 20 minutes to make the prototype or think about simulation. If there is no much time or the materials to actually work on prototype, then give a few more minutes to think of the precise description of the prototype.
5. Then you are again exchange the groups so that prototype goes to the group that identified and defined the problem. They are examining the product for 5 minutes and preparing feedback for the prototype creators.
6. After this you are giving the chance each group to give feedback to the prototype creators. It will take up around 10 minutes.

Discussion questions:

Then you are asking the group following questions:

- 1.How did you like the workshop in General? Why or why not they enjoyed it?
- 2.How hard was to identify the problems and define them precisely?
- 3.How they would evaluate overall result and the suggested solutions by others for their problems?
- 4.When they can use this method and when can't?

Closing / conclusion:

You are telling something like this:

There is no situation or state, when there is no solution. There is always outcome, but you just need to take some tome to think creatively and find the best and cheapest solution for the problem. So never spare the time to take deep breathe, relax and start thinking about solutions to the problems they are facing every day.

Resource sheet:

Search: Design thinking

https://www.ideo.com/?gclid=Cj0KCOjw5rbsBRCFARIsAGEYRwd2w5mtegKrkhrbgjrN5qTEDkeKvrpfqyaXuV5dpxxCOjvajqjs-j0aAtzZEALw_wcB

9. Intro in Social Entrepreneurship

PURPOSE:

- Understand the concept of social entrepreneurship
- Be inspired to find new ways to tackle the community's challenges
- Understand the difference between social entrepreneurship and regular (corporate) entrepreneurship
- Discover the advantages and disadvantages of launching a social business

MATERIALS:

- Paper A4 (white and coloured)
- Note stickers
- Projector
- Screen
- Markers
- Pens
- Table
- White board
- Flipchart paper sheets
- Glue sticks
- Scissors

RECOMMENDED TIME: 255 min

PLANNING NOTES:

- To investigate the topic of SE in different approaches
- To find and prepare a compilation of different definitions of SE
- To investigate the legal framework and requirements for SE for the countries participants are from
- To find some relevant examples of working SE (video, interviews, articles), at local, national and international level

- To find 2-4 case studies, in case the participants can't find

PROCEDURES:

1. Assessment of knowledges of the subject of social entrepreneurship (20 min)

Assesment on an imaginary scale, from 1 to 10, of following subjects:

1. How the participants can evaluate the level of their knowledges about social entrepreneurship?
2. How the participants can evaluate the level of readiness of participants to be involved in SE field?
3. How many existing social enterprises do the participants know

For each question, the facilitator is inviting 2-3 peoples from different parts of the scale to give some comments, to explain their choose

2. Definition of social entrepreneurship (95 min)

2.1. Reflection of yourself (10 min)

Participants are required to write on a sticker one word they associate SE with and put it on a white board.

2.2. Brainstorming (15 min)

Facilitator, by using the characteristics generated by participants in previous exercise and by involving participants, is generating a definition of social entrepreneurship. As a result, we'll have a definition of social entrepreneurship, generally accepted by the members of the group.

2.3. Local reality (60 min for research work + 10 min for presentation for each group)

The participants are divided in country work groups and are asked to do a short analysis of their country framework for SE: general context, SE law / regulation, facilities, good practices and examples.

All the groups are choosing their own way for presenting the results of the research to other participants. Facilitators offer them all the necessary materials.

2.4 Art & craft group work (30 min + 10 min for presentation for each group)

Participants will be divided in 4 groups. Each group need to choose their own original name. Each group have its own task and are asked to explain SE in 4 different ways:

1. Collage of peintures
2. Slideshow of photos
3. Application (handycraft)
4. Theatre performance

3.The differences between social entrepreneurship and regular (corporate) entrepreneurship (110 min)

3.1. Discussion groups (10 min for explanations + 20 min for group work)

Create 4 groups for discussion, namely: Hulk, Ironman, Black Panther, Thor. The participants should share their views on the topic of differences between social entrepreneurship and regular (corporate) entrepreneurships, put the highlights of discussion on a presentation sheet and present it for all the group.

3.2. Case studies (30 min + 15 min for presentation for each group)

The group need to be divided in 2 work groups. Any of them should find and choose an example of successful corporate business / social business and present its success secrets. Each group present their findings to the entire group.

3.3. Video (10 min)

Examples: <https://www.youtube.com/watch?v=Mh1rXR40hyk>

3.4. Group discussion (10 min)

Open discussion, with the involvement of entire group

4.Advantages and disadvantages of launching a social business (30 min)

4.1. Reflection of yourself (10 min)

Participants are required to write on stickers the advantages and disadvantages of SE and put them on a balance, drown on a white sheet of paper.

4.2. Group discussion (15 min)

The facilitator will initiate a session of open discussions about main advantages / disadvantages of SE.

DISCUSSION QUESTIONS:

How do you feel about the topic of SE? Inspired / scared / challenged? Do you want to investigate it deeply, to know more about that?

How do you understand the differences between social entrepreneurship and regular (corporate) entrepreneurship?

Do you see some opportunities / challenges in your community which can be solved through running a social enterprise?

How do you feel with the idea to get involved in a social business? In which way (by launching your own SE, offering financial support, working, volunteering, buying / using SE's services/products)?

CLOSING / CONCLUSION:

1. Repeated assessment on an imaginary scale, from 1 to 10, of following subjects:

1. How the participants can evaluate the level of their knowledge about social entrepreneurship?
2. How the participants can evaluate the level of readiness of participants to be involved in SE field?

2. Rating question:

How the participants appreciate the entire workshop / their energy level / the general atmosphere / used methodology? For the facilitator will ask participants to show their opinion by turn, by raising in front straight hand on different high, depending on the level they evaluate each aspect.

3. Open question:

What did participants like? What can be improved? Participants will stay in a circle and are asked to come with their opinions at their turn.

Resource sheet:

Video: <https://www.youtube.com/watch?v=Mh1rXR40hyk>

10. Make the choice

Target group: Anyone (consumers)

Objectives:

- Learn more about the advantages/possibilities of Social Entrepreneurship

- Be more conscious about their impact on local society
- Make more responsible decisions while choosing a product/service

Materials:

- 1 product from a corporate business
- Same type of product from a social enterprise
- Sticky notes/pens

Optional: a projector

Recommended time: 90 minutes

Preparation:

Research the local social enterprise and purchase their product to compare to the same item produced by the big business. If it's not possible to buy this item, you can also show the pictures side by side on the screen. (It's possible to show the type of service instead of the product, for example by showing the picture of the regular cafe and a social café side by side.)

Procedure:

Step 1: Opening

Start the session by asking participants following questions:

- Where do you normally shop? Where do you buy products or where do you receive some sort of service?
- Do you know how it's made? Or by whom?
- Have you ever thought about the impact of this product on the local society/environment?
- Do you know how they treat their employees?

Step 2: Introduction to the product/service.

Introduce the product/service. Show the mass produced item and an alternative made by a social enterprise (you can put them on separate tables). Let the participants guess what is the difference between them. Reveal that one product is from a corporate business and another from a Social Enterprise.

Step 3: Group work

Divide participants in groups and ask them to research what this specific social enterprise is doing. Give them 2 colors of sticky notes. On one color they should write what are the

advantages of buying these products. On second color they should write the disadvantages. (For example, by investing their money in a social enterprise they support the local community although it can be more expensive than a mass produced item, etc.)

Step 4: Presentations

Ask the participants to stick the notes on the side of each product and explain their advantages and disadvantages individually.

Step 5: Debriefing

Repeat what participants have written and summarize it for the whole group. Debrief them with following questions:

- How did you like this session?
- What did you learn?
- Will you be more interested in buying the products of social enterprises?
- How will you share this knowledge with others?

Step 6: Conclusion

Summarize the session by explaining the importance of supporting social enterprises with our contributions.

Bonus suggestion:

You can invite the representative of this specific social enterprise who will talk to the participants about their work and help them to make more personal connection to the cause.

11. Market Analysis

Purpose:

Whenever you're starting business you should know the market where you are going to operate. You should know that there are competitors, potential partners and other opportunities that you should analyse, before entering the market.

Materials:

Peper and pen to the participants.

Recommended time: 60-90 minutes

Planning notes:

- This workshop should be made after all the participants have their own social enterprise ideas.
- The procedure is planned for 20 participants (but can be used with 15-25 participants)
- You should prepare small presentation about PESTLE analysis. To explain what is it about and why is it important and beneficial.

Procedure:

At the beginning you should make 20-minute presentation about PESTLE analysis and explain it with an example of any global company. Then separate participants into groups of same ideas. And give them 25-30 minutes to deeply analyse their SE idea by using PESTLE model.

Once they are done ask them to present their findings to the group. Ask them questions, check if they truly understand the model. Let Participants to give each other advice. Give each of them final recommendations to improve their analysis.

Discussion questions:

Then you are asking the group following questions:

- 1.How did you like the workshop in General? Why or why not they enjoyed it?
- 2.What do you think what was the workshop about? (here you are leading them to the main topic: fundraising)
- 3.Did the workshop helped you to see the potential of your interests?
- 4.What feelings did you have when you find out that you and society can benefit from your ideas?
- 5.What do you think you can learn from this workshop?

Closing / conclusion:

Based on the presentations and findings they make, conclude how beneficial this information could be for each of them before starting their enterprises. Generally, talk about importance of market analysis.

12. Money Quest

Purpose:

To give your participants a tangible example that funding can come from anywhere, you just need to be fast and flexible. You have the more effort you put in it more you will get.

Materials:

Money in different banknotes and small changes.

Recommended time: 60 minutes

Planning notes:**Procedure:**

You are hiding money in the conference room. You can hide them everywhere and sometimes several together, but not so close to be seen when you are taking one of them. At the beginning you aren't telling them that the workshop is about fundraising.

Then you are telling your participants that there is money hidden in the room and give them 30 minutes to find as many as possible.

After they discover every banknotes (or after half an hour) everyone sits in the circle and starting a discussion.

Discussion questions:

Then you are asking the group following questions:

1. How did you like the workshop in General? Why or why not they enjoyed it?
2. What do you think what was the workshop about? (here you are leading them to the main topic: fundraising)
3. What feelings did you have when you were searching and finding some money?
When you were hearing that someone found some money?
4. What do you think you can learn from this workshop?

Closing / conclusion:

You are telling something like this:

There is always money to fund your ideas. Maybe sometimes you have the feeling that there is no more grant opportunities left for you. Especially if someone finds some money on one place, nobody, including that guy, thinks that there can be something left for them and just

give up this donor. But the important thing is that you shouldn't make any assumptions by yourself, unless the donor says something. You just have to try everywhere.

Resource sheet:

13. Sell me a pen

Simulation performance for Funding opportunism and negotiation. This workshop is addressed to teach participants how to put theoretical knowledge into practice during the negotiation and cooperation with different stakeholders for obtaining financial or material support from different actors such as: Local and international donors, business companies, local government, banks and etc. participants can attain the art of negotiation and bargain, in order to understand who are the main actors and how they can approach them properly.

Purpose:

- To give participants experience about fundraising opportunities;
- To teach art of Negotiation with governmental and business sector;
- How to find financial resources for our SE;
- How to ruckle obstacles with various stakeholders;

Materials:

4 table; chairs for participants(for all), A4 paper, pen, markers, flipcharts for idea presentations, prepared hand-outs (including description of role and 3 prepared questions); symbolical gift for "winner team". Evaluation forms for the groups, including 5 evaluation criteria from 1 to 6 point: presentation skills, negotiation skills, relevance of SE idea, proper budgeting for SE, motivation and enthusiasm of participant, group work.

Recommended time: 3 hour, (2 sessions 1,5-1,5 hour), including preparation time for group of participants, role players and facilitators. role play session and discussion and final reflection of activity.

Planning notes: Role play is designed up to 25 participant + 2 facilitator. Facilitator must distribute hand-outs and detailed information about roles and the task for the members of the role play.

Procedure:

1. Dividing roles:

1.1 we need 8 participant who will have special roles as follow: 2 representatives of international donors, 2 representative local government, 2 representative from local business companies and 2 representatives of Bank. Role players will be informed to prepare minimum 2-3 question for group in advance. They will play role with strict and rude, to make it more complicated and challenging for participants.

1.2 Two facilitators are observers and evaluate the group dynamic and whole proses. In the end they will moderate final discussion and reflection according to their observation notes.

1.3 Group of 5-6 participants, they will divide tasks among themselves and during the presentation all of them will be involved.

2. Each group will be asked to prepare short peach and presentation regarding their social entrepreneurship idea.

3. Prepare materials, tables, chairs and other equipment for final performance.

4. Action - role play where all the groups will be performing in practice all the tasks that they prepared during the preparation process. Group after group they will make presentations with 4 different stakeholders (International and local donors, Local municipalities, local business companies and banks)

5. Final group discussion and reflection.

5.1 Facilitators will prepare 3-4 questions connected to rope play and activity.

5.2 Facilitators will announce the winning team;

Detailed Timing in total 180 min:

Dividing and explaining roles to participants- **15 min**

Distributing hand notes and materials for task – **5 min**

Preparation for the final role play and presentation of ideas – **45 min**

Role play , each group has – 15 min, 10 min for presentations and 5 min for Q/A from role players – in total **60 min.**

Final discussion and reflection – **30 min**

Facilitator evaluatin and additional information about negotiation skills – **15 min.**

Announcement of winning team and award symbolical trophy **5 min.**

Unexpected circumstances and questions **5 min**

Discussion questions:

Questions for final discussions and reflection:

1. How did you like the activity and process?
2. What was the most challenging part for your team?
3. In your opinion, what are the most important skills for this kind of real life situations?
4. If you think this role play is connected to real time situations?
5. Which group negotiation was your favorite?

Closing / conclusion:

1. After the discussion, the facilitator will provide a set of recommendations and advice according to the group needs, that was elaborated during the whole session. Moreover, they will share tips and tricks about the art of negotiation which will be useful for participants in their future real activities.
2. Facilitators will award a symbolic trophy to a winning team. (it can be chocolate or some sweets).

Resource sheet:

N/A or we can find reading materials about negotiation skills in the internet and put that link here.

14. SILHOUETTE OF SKILLS

		Comments:
Workshop title:	SILHOUETTE OF SKILLS	OUTLINE OF STRENGTHS
Purposes:	❖ Gaining awareness of strengths and weakness.	

	<ul style="list-style-type: none"> ❖ Awaking awareness about the importance of these traits during team-work. ❖ Getting a better understandings of the strengths and weakness you display in different contexts and find out what others most value in you. ❖ To encourage better connections between team members and build appreciation for the diversity of strengths in the group. 	
Material s:	<ul style="list-style-type: none"> ❖ Paper sheets ❖ Pencils, markers ❖ Sticky notes 	
Recomm ended time:	<p style="text-align: center;">60 – 90 min</p> <p style="text-align: center;">I part – 50 min (personal work) II part – 40 min (work in pairs)</p>	<p style="text-align: center;">Watch the time!</p>
Planning notes <i>(for the trainer; notes regard realities of different countrie s, concepts for developi ng the</i>	<ul style="list-style-type: none"> ○ Facilitators should adapt the vocabulary used to the group in which he conducts the workshop (eg. except word weakness use word challenges and so on...); ○ 4 walls agreement; ○ It's possible to develop this exercise including into it the principle idea of SWOT analysis. 	

<p><i>idea in another way - more suitable to other environments, projects)</i></p>		
<p>Procedure: Exercise Instructions</p>	<ol style="list-style-type: none"> 1. Give each person a piece of flipchart paper; 2. Announce your group what is the topic and what they are going to do and how much time they have to accomplish these tasks; 3. Ask them to draw a silhouette of themselves; 4. Ask them to write their name above or below their drawing; 5. Let participants pick out strengths and weakness that most appropriately describe them best (it may help to think of what you most value in you, or remember the times when you've been most engaged and found of any activity); 6. Choose for your silhouette some 'special areas' and name they using this pattern: <ul style="list-style-type: none"> o Knowledge – head o Skills – hands o Heart– passions, hobbies, likings o Legs– goals, aims, motivation for work, reflections 7. Write down strengths and weakness (use different colors of markers, for example, blue one for strengths and a black one for weakness) onto your 'human'; 8. Try to match your traits to this 'special areas'; 9. Ask everyone to pair up, ideally with someone they don't know so well. Taking each colleague in turn, the 	<ul style="list-style-type: none"> ❖ Let people find the best place for doing this exercise inside the class or outside, on tables, floor etc. ❖ Try to create a cozy mood in the workplace, e.g. play chilling

	<p>pair should write down at least 5 strengths that best describe that every person (if there is time for this);</p> <ol style="list-style-type: none"> 10. They should write their chosen strengths for each colleague on small leaf and then stick them inside the respective silhouette; 11. Let them find any situations where such a weakness could be actually useful and add as sticky notes with all information to their silhouette; 12. As well they should come with some ideas about how the partner can work on his weakness and change it (in a realistic way); 13. Repeat this process until they have done this for all colleagues; 14. Let members of this training present their silhouette and tell if their discovered something new about themselves; 14. Finish by reviewing the mix of strengths shown across the team as a whole. 	<p>music in the background.</p>
<p>Discussion questions:</p>	<ol style="list-style-type: none"> 1. How did you feel during this exercise? 2. Did you find any difficulties in this exercise? 3. How much diversity is there? 4. Does the group make the most of this range of strengths during all workshops? 5. How can they use this knowledge to be even more productive for work in social entrepreneurship? 	
<p>Closing / conclusion:</p>	<p>What is weakness and what is a strength is a very relative concept that can be turned 180 degrees in different situations. Everyone has features that can help in social work and contribute goods to the organization, but you need to be aware of it and try to find situations where weakness can be a unique advantage. Facilitators should be more focused on positive aspects and try to keep such a mood.</p>	

	<p>Facilitators should explain that: different abilities, traits, and talents are the foundation building up the diversity of the team, which allows delegation of duties according to the interests and capabilities of the members (in short: it increase team efficiency at creating ideas and solving problems).</p>	
<p>Resource sheet:</p>	<ul style="list-style-type: none"> ○ https://www.liveplan.com/blog/what-is-a-swot-analysis-and-how-to-do-it-right-with-examples/ ○ http://sk.sagepub.com/reference/organizationalpsychology/n148.xml ○ Work in the 21st Century: An Introduction to Industrial and Organizational Psychology; 2010; <u>Frank J. Landy, Jeffrey M. Conte</u> ○ https://en.wikipedia.org/wiki/Input%E2%80%93process%E2%80%93output_model_of_teams 	

15. Role-playing simulation

Main purpose:

To improve knowledge and give practical experience about functioning of social enterprise and its role in the process of social and professional reintegration of people at risk of marginalization

Milestones (partial purposes):

- to deepen/increase knowledge about differences between regular business activity and social enterprise
- to acquire basic knowledge and skills in management of people with disabilities at work in social enterprise
- to understand double risk concept linked with both social and business aspects of running social enterprise

Materials:

9 sticky notes (1 with “the President” written down on it, 8 blanks), 1 sheet of prewritten paper (text included in the description of procedures), one clock/timer for counting the time – visible for all participants, 9 sticky notes with described roles as follow:

- Visually impaired person
- Deaf person who can communicate with sign language
- Person with an amputated arm
- Person with the Spectrum of Autism (person who is isolated from emotions, who makes just precisely given task, listens just the President)
- Person who suffers from schizophrenia (person who is very happy and very sad interchangeably and have mood swings)
- Migrant (person doesn’t know the language, doesn’t understand what other say, communicates just with own mother tongue)
- Person addicted to alcohol who came to work under the influence of alcohol
- Regular employee who is not at risk of marginalization and social exclusion

Accessories for role-players:

scarf for covering eyes, paper earplugs, string/scarf for tying an arm with the chest; 1 sheet of prewritten paper (text included in the description of procedures),

Recommended time: 90 minutes

Recommended number of participants: 10-11

Recommended age of the participants: 14-18

Activity and time	Procedures:	Planning notes:
<p>First Phase (30 min)</p>	<p>1. We are selecting 9 people out of the participants (depending on a group), that would be a staff of a particular social entrepreneurship. 2. Out of the rest of the participants of the training we choose 1 or 2 people that will be observers.</p> <p style="padding-left: 40px;">1. Among the 9 cards there will be one with an CEO of the organization, one of the participants will become one</p>	<p>The trainer should have at least basic knowledge about functioning of a social enterprise and people at risk of exclusion (types of disabilities, special needs, risks).</p> <p>a) to fulfill the task we are using the resources that we have with at the place where the training is conducted the room itself, restaurant, hotel room,</p>

	<p>2. Task for the group (written on a piece of paper): <i>To prepare a coffee break in 15 minutes. Coffee break will be for 20 people and will be composed of tea, coffee, cookies, milk (including vegan substitute), sugar (including brown), cakes, salty snacks and the place itself (chairs, tables etc.)</i></p> <p>On the pieces of paper the observers will write down particular words that would be said during performing of the task, as well as the body language that will be happening.</p>	<p>glasses, cakes, fruits . As a trainer you could modify all of the content of the coffee break, yet keep in mind that it should always include at least 6 elements</p> <p>b) Depending on the size of the group, you can decide in how many team you can divide the participants (e.g. 2-3 groups). The maximum amount of people in the group is 9, while the minimum is 6 people.</p> <p>c) Regarding the goal of the task – trainer is not interfering with the group work, the group itself needs to figure out how to complete the task, what they have to do, who to assign, etc.</p> <p>d) no matter of the state of preparation – after 20 minutes the exercise should be finished.</p>
<p>Second Phase (25 min)</p>	<p>3. Immediately after the task: Same group is tasked with another assignment: To prepare (20 minutes) a training room for 20 people in a setting of the horseshoe. Before it will be set up – you need to clean the previous setting.</p> <p>4. Before you will start the second part of the activity,</p>	<p>a) to fulfill the task we are using the resources that we have with at the place where the training is conducted the room itself, restaurant, hotel room, glasses, cakes, fruits . As a trainer you could modify all of the content of the</p>

	<p>divide the team into 6 smaller groups. Each of them will get to discuss the difficulties of each exclusion that they will be faced later, that is for example: what a visually impaired person has to face at work.</p> <ol style="list-style-type: none"> 5. Every person is randomly selecting (picking from the box/bag) his/her role that will be characterizing her work (visually impaired, deaf person using sign language, person without an amputated arm, person on a spectrum of autism, schizophrenic, migrant, person with alcohol dependency, 3 ppl. without any significant social exclusions. 6. 1-2 Observers, can be same ppl. as in the task before 7. Information from the trainer regarding the task <ol style="list-style-type: none"> a) Take into account that SE is characterized by a democratic system of decision-making b) EVERY person in the task should be assigned to the task according to his/her abilities <p>In order to receive money and pass the task SE needs to fulfill it in a timely manner</p>	<p>coffee break, yet keep in mind that it should always include at least 6 elements</p> <ol style="list-style-type: none"> b) Depending on the size of the group, you can decide in how many team you can divide the participants (e.g. 2-3 groups). The maximum amount of people in the group is 9, while the minimum is 6 people. c) Regarding the goal of the task – trainer is not interfering with the group work, the group itself needs to figure out how to complete the task, what they have to do, who to assign, etc. d) no matter of the state of preparation – after 20 minutes the exercise should be finished.
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<p>Summary (talking points) (30 min)</p>	<p>Participants are sitting in a circle: Analysis of the first part: What emotions did you feel during the first part of the task, what was beneficial for your work, what were the challenges, what was the impact of selecting an CEO for the entrepreneurship – was it a positive change or rather a negative? How did it look like from the perspective of an observer – what was the meaning of the situations that you had observed? Analysis of the second part: How did you feel after changing the order to SE? How did you feel in your roles? In what way you had been assigned, or did you take your own initiative? What were the difficulties? Important: each person needs to tell about their own take – how he/she felt in the respective role, about her role, emotions.</p>
<p>Conclusions (20 min)</p>	<p>1. Differences between MSE and SE – people are sitting in a circle Trainer is writing on a flipchart a question: what are the differences between the social entrepreneurship and a classic company and the participants are saying their ideas 2. What do we have to do in in SE in order to utilize skills and features of people in danger of social exclusion? (e.g. providing a sign language translator, knowing the specifics of different kinds of exclusion, including disabilities)</p>

Resources: <http://onlineincubator.eu/wp-content/uploads/2017/01/leadership.pdf>

16. Your Profitable Hobbies

Purpose:

To make it clear for participants that their work should be part of their hobby or interest. They should enjoy doing it, otherwise they will never be successful in the field.

Materials:

Peper and pen to the participants.

Recommended time: 60 minutes

Planning notes:

The procedure is planned for 20 participants (but can be used with 15-25 participants)

If you are going to make small presentation about successful people who turned their hobbies or interests into profitable business ideas. You should research global and local examples in advance. There are a lot of enthusiast social workers and social entrepreneurs around, use their examples.

Procedure:

At the beginning you are asking participants to write down their hobbies or anything they enjoy to do. Give them 15 minutes for thinking.

Then let them choose 5 of them and ask them to think of any ideas how they can earn money with their hobbies. How they can transform their hobby into business idea. Give them 25 minutes for this task (add more 5 minutes if needed).

After they finish, ask all the participants to share their findings. What are their hobbies and how they are going to commercialize them? Go deep in their ideas, let other participants to improve each other's ideas and give advice.

After all the participants share their ideas. You can make half an hour presentation about successful people who turned their hobbies or interests into profitable business ideas. Do not forget to mention social part of their ideas and potential beneficiaries of their Businesses.

Discussion questions:

Then you are asking the group following questions:

- 1.How did you like the workshop in General? Why or why not they enjoyed it?
- 2.What do you think what was the workshop about? (here you are leading them to the main topic: fundraising)
- 3.Did the workshop helped you to see the potential of your interests?
- 4.What feelings did you have when you find out that you and society can benefit from your ideas?
- 5.What do you think you can learn from this workshop?

Closing / conclusion:

You are telling something like this:

When people are thinking about business ideas, they're trying to find what industries or what offers are successful in the market, which is absolutely correct. But they shouldn't forget that whatever social business they are going to start, they should consider that it will become job of their life. And if they truly want to be successful, they should believe their

ideas themselves and they should enjoy doing it. Otherwise they are going to fail or get bored.