Training Module: Development of entrepreneurial skills on Social and Solidarity Economy

Training Module created by NEXES INTERCULTURALS, in collaboration with ROME ENTREPRENEURSHIP DEVELOPMENT INITIATIVE (REDI), INSTITUTE OF ENTREPRENEURISHIP DEVELOPMENTENT (iED), KNOW AND CAN and ROMEDIA.

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INTRODUCTION

The project "Development of a Supportive Framework for Young Roma People Entrepreneur" (Y-Support) is an international project developed by 5 partners: REDI (Romania), Nexes (Spain), IED (Greece), Romedia (Hungary) and Know and Can (Bulgaria), with the support of the Erasmus+ Programme.

Y-Support aims to **empower young Roma people** through building up their **entrepreneurial skills and competences** and **strengthening their capacity to cooperate** towards achieving personal and professional results.

The type of cooperation and initiatives we support to create are based on the values and principles of Social and Solidarity Economy (SSE).

SSE is a social movement comprising a variety of socio-economic practices orientated by four main principles:

Collective organization aiming to satisfy people's needs in their multiple dimensions above individual profit.

Democratic and transparent organization that respects the rights and interests of all.

Commitment to active social and environmental responsibility.

Collaboration, cooperation and networking.

This **Training Module** contains a set of 10 sessions to develop young Roma people entrepreneurial skills and learn about Social and Solidarity Economy.

The **sessions** are based on Non-Formal Education methods, promoting active participation in an experiential learning environment. Each session is composed on a **set of activities** that step-by-step engage the participants in a learning experience.

The 10 sessions contained in this Training Module can be **selected and arranged to create a training program** fitting the needs of your working group, depending on their needs, previous knowledge on the topic and time available for the learning experience.

All the sessions are designed for a **group of 5 to 20 participants**. Each session is conceived specifically for a certain **participant profile** according to the following categories, also detailed at the beginning of each session description:

- **Level on SSE:** depending on the participants previous knowledge on Social and Solidarity Economy.

- **Target group:** either young entrepreneurs who have a business idea in mind or are in the process of implementing it, or young people interested in learning about the topic of SSE and improve their skills related to entrepreneurship.

All the sessions can be implemented **face-to-face or virtually**. The latest option requires using an online videoconference platform (such as the free open source tool Jitsi *https://jitsi.org/*), with the support of other online resources and applications, detailed at the end of each session description.

DESCRIPTIONS OF THE SESSIONS

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STEP-BY-STEP

1. Get to know each other and group building

Objective
Create a safe environment in which the participants feel comfortable and their opinions are respected

Categories

Level on SSE	Target Group	Duration
■ Beginners ■ Intermediate ■ Advanced	■ Young people ■ Entrepreneurs	☐ 0:45h ■ 1:30h

Material
Sticky notes of different shapes and colours, markers, computers/smartphones, video projector, paper board, printed documents (see Annex 1 and 2)

Room Setting
Circle having as many chairs as participants

1. Get to know each other and group building

Step-by-step description

STEP 1 (10 minutes): Introduction, presentation of the session and participants
The facilitator writes down the name of each participant on a sticky note in the centre of the board in order to start creating the „portrait of each participant".

STEP 2 (20 minutes): Who are you? - Chinese portrait on sticky notes
Each participant writes on a piece of paper who she/he is (one or two words how defines her/himself, what she/he resembles). It could be a colour; fruit; season; animal; country; natural phenomenon; place; film; book; word (see Annex 1).
At the end of the exercise, ask the participants what does "this colour", "this animal", "natural phenomenon" mean to them.

STEP 3 (20 minutes): I like / I dislike
From a list of action verbs derived from the business world, everyone picks 3 favourites and 3 dislike verbs, and writes them on sticky notes (see Annex 2).

STEP 4 (15 minutes): The nicest compliment!
Ask each participant to write down on a sticky note the best compliment she/he has received in her/his life. Share it with the group sticking it to everyone's portrait.phenomenon" mean to them.

STEP 5 (15 minutes): Tell us your story!
Participants briefly tell the story of their life, writing on a piece of paper the difficulties they went through, the successes, the people who had an impact on them - what they consider most important for themselves (place to live, childhood, school, environment, work). They can present it or stick it on the board.

STEP 6 (10 minutes): Assessment, what surprising element have you discovered about yourself during this session? Sticky notes to add it to their portrait.
Every STEP can be implemented in plenary or in small groups, depending on the number of participants and logistics.

Adaptation to virtual
Use an online collaborative whiteboard to create the drawings and sticky notes visible for the whole group. You can use Google Drawings (*https://docs.google.com/drawings*) or any other platform that serves for the purpose.

2. The core of SSE

Objective
Understand the principles and values of SSE

Categories

Level on SSE	Target Group	Duration
☑ Beginners ☑ Intermediate ☐ Advanced	☑ Young people ☑ Entrepreneurs	☐ 0:45h ☑ 1:30h

Material
5 colour papers of different colours, markers, paper tape, flipchart papers, projector, presentation downloaded

Room Setting
U shape (directed to the screen) having as many chairs as participants

Step-by-step description

STEP 1 (20 minutes)

The facilitator welcomes the participants. Previously, write down in 5 different colour papers the following sentences and stick the on different parts of the training room:
• Collective organization aiming to satisfy people's needs in their multiple dimensions above individual profit.
• Democratic and transparent organization that respects the rights and interests of all.
• Commitment to active social and environmental responsibility.
• Collaboration, cooperation and networking.
• Revenue generation as the main goal, decisions taken seeking to maximize the profit.

Ask the participants to read all the papers and position themselves next to the one that IS NOT one pillar of SSE (last bullet point).

2. The core of SSE

Step-by-step description

Afterwards, remove the paper from the wall that is not a pillar of SSE. Having only 4 papers remaining, ask the participants to move to the SSE pillar that each considers the biggest difference compared to the traditional economy.

Two or three people from each pillar group share their thoughts on that.

STEP 2 (15 minutes)
Watch a presentation of key-concepts about Social and Solidarity economy (download it at https://issecommunityworks.files.wordpress.com/2016/11/tm1-social-and-solidarity-economy-p9b soqpycfmh.zip). The facilitator will comment briefly on the contents. At any moment participants can ask questions and share their point of view.

STEP 3 (15 minutes)
At the end of the presentation, participants work in small groups of 4 people, answering the following questions:
• What was the most interesting section of the presentation?
• Is there something new?
• How do they feel about the contents? Did you find something interesting?
• Would you add something to the presentation?
Every group shares the ideas discussed with the other groups.

STEP 4 (25 minutes)
4 different flipcharts contain the title of an SSE value at the top of the paper: social responsibility, environmental responsibility, quality of work/job, democracy and transparency. Leave them on the floor or on different tables nearby and ask the participants to move to one at a time (4 minutes in each) and comment on the following key points, writing down their conclusions in the flipchart:

• Find examples of how each value can be implemented with concrete actions/practices in the real life of an enterprise
• Which impact these actions/practices could have on the life of an enterprise and of the community?

Every four minutes, play a song that will indicate the participants to move to a different table. Establish a certain number of people in each table (for instance, a group of 20 would require 5 people commenting each flipchart).
In the last round, one person from each group will summarize the outcomes in each flipchart.

STEP 5 (15 minutes): Debriefing
The facilitator puts a symbolic object in the middle of the room: it represents Social and Solidarity Economy. The facilitator asks each participant to position him/herself physically to represent their position towards the ideas of Social and Solidarity Economy. Everyone can use their body to express their ideas.
After this "physical phase", participants can share their opinions using words.

If possible, write quotes related to SSE shared by the participants in a flipchart and later stick it on the wall, visible for everybody.

Adaptation to virtual
Use an online collaborative whiteboard to create the drawings and sticky notes visible for the whole group. You can use Google Drawings (*https://docs.google.com/drawings*) or any other platform that serves for the purpose.

3. Competencies for SSE

Objective
- Learn the basic competences to start an SSE initiative
- Assess own competences
- Set a path for personal and professional growth

Categories

Level on SSE	Target Group	Duration
▪ Beginners ▪ Intermediate ▪ Advanced	▪ Young people ☐ Entrepreneurs	☐ 0:45h ▪ 1:30h

Material
Printed competences titles and definitions cut in small pieces (see Annex 3), printed spider web of SSE competences (see Annex 4, as many copies as participants), paper tape, markers

Room Setting
Circle having as many chairs as participants

Step-by-step description

● **STEP 1 (30 minutes)**
The facilitator explains that initiating a business based on the principles of SSE requires developing certain competencies. The participants will play a game to discover those competences for SSE (you can read them at the end of this table, also in Annex 3).

Ask 14 volunteers to stand up and create a circle in the middle of the room, standing very close to each other (shoulder to shoulder). Then, the facilitator sticks one paper at the back of each person using paper tape. If there are less than 14 participants, use chairs as participants. Meanwhile, the facilitator explains how to play the game:

It is a cooperative game, therefore all the group will win or will lose. In this game, 14 players have a paper stacked at the back. Those papers contain either the title of a competence, or the definition of a certain competence. The objective of the group is to match each competence title with the corresponding definition.
There are 2 rules:

1. It is not allowed to speak during the game play (though they can make gestures, touch and move each other…)
2. It is not allowed to remove or see what's written in the own paper at the back. Therefore, nobody will know the content of his/her paper, but will be able to read all the other people's papers (they don't need to keep the circle shape, they can move).

The game will end when the 14 participants are clearly in couples (either sitting next to each other, or holding hands).

Before starting, the facilitator asks the group a question: what level do they want to play this game? Easy, medium or heroes? If they choose easy, give them 4 minutes to complete the challenge, medium takes 2:30 min, and heroes need to do it in 1 min.

When time ends and the 14 plays are in couples, there's time for the other people in the group to stand up, read all the competences and definitions and make any change they find appropriate by changing the couples.

3. Competencies for SSE

Afterwards, the 14 people remove the papers they have at their backs, and they read outloud the competences and definitions. Sitting in a circle in the plenary, there is space for commenting on them, asking questions a nd clarifications.

Possible variation of the game: stick all the papers on the walls, or hide them and the players need to find them and make the match title-definition.

STEP 2 (30 minutes)
The facilitator gives a copy of the SSE competencies spider web document to each participant (see Annex 4). They have 10 minutes for individual silent reflection to self-assess the current professional development state of each competence. Each participant chooses one colour marker to identify his/her current "photo" of the different competence lines, from 0 to 10 being 0 the minimum (centre of the spider web) and 10 the maximum (at the outer part of the web). Then they marked the 7 dots in the 7 competence lines, they connect the dots and paint in the inner shape. This shape represents the current state of the development of their SSE competences.
In couples, spend 10 minutes (5 minutes each) answering the following three questions:

1. What's the most and least developed competence?
2. What competence do you want to focus on developing?
3. What actions or steps do you need to take to develop it?

STEP 3 (30 minutes)
In plenary, each person in the group shares briefly what they realized during this exercise and the next step they commit to take to develop a certain competence. By sharing, the participants inspire each other to keep improving and working on their personal and professional development.

Summary of SSE Competences (adapted from ISSE portfolio):
1. Cooperative competence: collaboration and complementation with others, involving networking and social skills from an intercultural perspective
2. Political: creating a change beyond individuals, involving advocacy taken as a political act
3. Leadership: involving all for a concrete purpose, everybody feeling heard and offering their best
4. Emotional: taking into account emotions and feelings in the process (from other and also own)
5. Entrepreneurial: creative thinking practically applied towards sustainable development
6. Management: planning according to objectives, efficient organization of resources, usage of indicators for progress assessment
7. Economic and admin: technical knowledge and skills related to finances and business administration

Adaptation to virtual
For STEP 1, give a secret piece of information (either a title or a definition) to each participant. The whole group needs to discuss and find the match between the titles definitions in less than 2 minutes. The facilitator sets a timer using the video https://youtu.be/G0lYgEuHrgc and sharing the screen.

At the end of STEP 2, divide the participants in couples using different rooms in the videoconference platform you use.

4. Challenges Roma entrepreneurs face and how to overcome them

Objective
- Identify the challenges young ROMA face to be entrepreneurs
- Find strategies to overcome those challenges
- Get to know how other ROMA people overcame those challenges

Categories

Level on SSE	Target Group	Duration
■ Beginners ■ Intermediate ☐ Advanced	■ Young people ■ Entrepreneurs	☐ 0:45h ■ 1:30h

Material
Projector, Internet connection, flipchart paper, post-its of different colours, pens, paper

Room Setting
Circle having as many chairs as participants

Step-by-step description

STEP 1 (5 minutes)
Introduction of the topic and the aim of the session.

STEP 2 (15 minutes): Mapping
Individually, reflect upon the challenges and difficulties young Roma entrepreneurs can face. Write them down in post-its. In plenary, collect and categorize them.

STEP 3 (30 minutes)
Watch the video interviews to ROMA entrepreneurs from different countries. In the big group, discuss the difficulties outlined in the videos.
The difficulties identified in the videos are:

4. Challenges Roma entrepreneurs face and how to overcome them

Challenge addressed	Competence associated to be developed	Organization and country
Difficulties to look for a job (job placement)	**Cooperative competence:** collaboration and complementation with others, involving networking and social skills from an intercultural perspective **Emotional:** taking into account emotions and feelings in the process (from other and also own	Know and Can, Bulgaria
Anti Gypsyism / Romaphobia when looking for opportunities	**Political:** creating a change beyond individuals, involving advocacy taken as a political act	Romedia, Hungary
Lack of know-how to build your company / business / initiative	**Economic and admin:** technical knowledge and skills related to finances and business administration **Management:** planning according to objectives, efficient organization of resources, usage of indicators for progress assessment	IED, Greece
Lack of opportunity recognition	**Entrepreneurial:** creative thinking practically applied towards sustainable development	Redi, Romania
Discrimination that leads to a decrease in the general will to pursue success	**Leadership:** involving all for a concrete purpose, everybody feeling heard and offering their best **Emotional:** taking into account emotions and feelings in the process (from other and also own)	Nexes Interculturals, Spain

STEP 4 (30 minutes)
In small groups of 3-4 people, they get one challenge each. They formulate possible solutions to sort out the difficulties. They present their group work in plenary.

STEP 5 (10 minutes)
Conclusion of the session. Share what each person learnt and what they found useful.

Adaptation to virtual
In STEP 2, use an online collaborative whiteboard in which all the participants can contribute to write down the challenges and difficulties young Roma entrepreneurs can face. You can use Google Drawings (https://docs.google.com/drawings) or any other platform that serves for the purpose.
In STEP 4, divide the participants in small groups using different rooms in the videoconference platform you use.

5. Idea creation

Objective
- Identify social market gaps that fulfil social/environmental needs
- Simulate the creation of an initiative based on SSE

Categories

Level on SSE	Target Group	Duration
☐ Beginners ☑ Intermediate ☑ Advanced	☑ Young people ☑ Entrepreneurs	☐ 0:45h ☑ 1:30h

Material
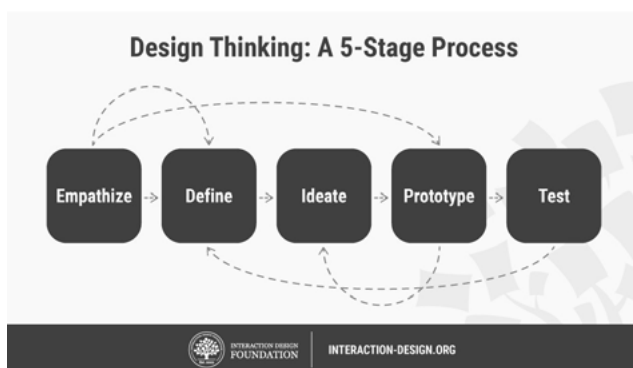Papers, pens, markers, post-its

Room Setting
Circle with chairs, tables available to work in groups of 2-3 people

Step-by-step description

STEP 1 (10 minutes)
Brief explanation of the 5 stages of the Design Thinking process:

Stage 1: Empathize — Research Your Users' Needs
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 such as design thinking because it allows you to set aside your own assumptions about the world and gain real insight into users and their needs.

Stage 2: Define—State Your Users' Needs and Problems
It is time to accumulate the information gathered during the Empathize stage. Analyze your observations and synthesize them to define the core problems you and your team have identified. These definitions are called problem statements.

Stage 3: Ideate—Challenge Assumptions and Create Ideas
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 defined problem statement. Brainstorming is particularly useful here.

Stage 4: Prototype—Start to Create Solutions
Experimental phase. The aim is to identify the best possible solution for each problem found. Your team should produce some inexpensive, scaled-down versions of the product (or specific features found within the product) to investigate the ideas generated. This could involve simply paper prototyping.

5. Idea creation

Stage 5: Test—Try Your Solutions Out
Evaluators rigorously test the prototypes. Although this is the final phase, design thinking is iterative: Teams often use the results to redefine one or more further problems. So, you can return to previous stages to make further iterations, alterations and refinements – to find or rule out alternative solutions.

Reference: https://www.interaction-design.org/literature/topics/design-thinking

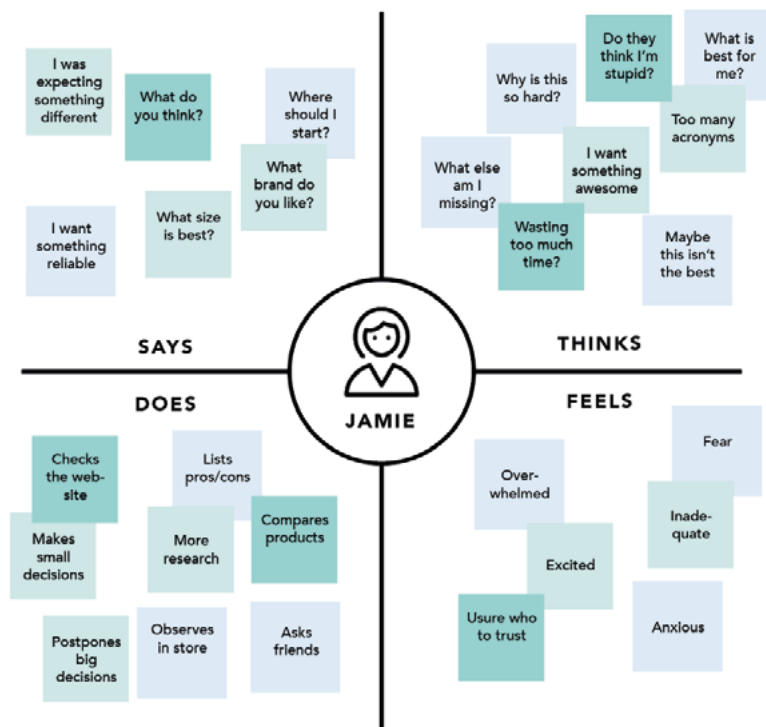In this workshop, we will go through the stages 1 - 3: from emphasizing to ideation.

STEP 2 (20 minutes): Building empathy for the user
Understanding the end user's needs is the first step towards innovation.

Ask your participants to pair up in teams of 2-3 people and define a field they want to focus on (you could offer them to choose one of the following: food chain, waste management, water conservation, engagement of volunteers). Take it in turns to play the user. Provide them with some starter questions, such as: How would you describe your most recent experience in the field? How did the experience make you feel?

Create an empathy map: Each participant divides their page into four quadrants: "says", "thinks", "does", and "feels". Based on what they observed in the previous activity, they'll fill in each quadrant with hypothetical (or direct) quotes and observations.

EMPATHY MAP *Example (Buying a TV)*

NNGROUP.COM **NN/g**

Example of an empathy map, extracted from: https://voltagecontrol.com/blog/5-steps-of-the-design-thinking-process-a-step-by-step-guide/
Share the empathy map with the other person on the team and discuss the similarities and differences each one found.

5. Idea creation

STEP 3 (20 minutes): Define a problem statement
Next, you'll move onto the defined phase. This is where your teams will narrow down the broader design challenge (how might we improve the user experience for the customers?) to something more specific.

Craft a point of view (10 minutes): Based on their empathy maps from the empathise phase, ask participants to create a point of view statement. The point of view statement should include a specific user, a need, and an insight. For example: "A busy, middle-aged person needs an easy way of selecting a suitable TV model. Safety is an important factor and we want to promote that (s)he purchases it in a local shop."

Reframe the problem as a "how might we" question (5 minutes): Now, participants will turn the user's needs into a "how might we" question. For example: "How might we provide an easy, safe, TV purchasing experience in the local area?"

Presentation of a few problem statements (5 minutes): Ask a few participants to share their problem statements and "how might we" questions, with a brief explanation as to why they decided to focus on this particular problem. The facilitator will write each problem statement up on the board. As a group, discuss what you've learned so far. Has everybody identified similar user needs, or is there lots of variety?

STEP 4 (40 minutes): Ideation
coming up with ideas and potential solutions to solve the user's problem.

Generate ideas and potential solutions
We'll use the worst possible idea technique followed by a simple brainstorm. You can learn about different ideation techniques in this comprehensive guide to ideation in Design Thinking.

Worst possible idea (5 minutes): Using the "worst possible idea" technique, ask the teams to come up with "anti-solutions" to the problem they're trying to solve.

Coming up with solutions (5 minutes): Having explored the opposite of what would be helpful to the user, it should now be easier to find potential solutions. Get the teams to brainstorm as many ideas as possible. They can use words or sketches.

Share ideas and get feedback (5 minutes): Ask teams to pair up and share their ideas. This step is all about gathering useful feedback: Are the ideas good? Why, or why not?

Refining your solution (5 minutes): Incorporating what they've learned about the user and the feedback they received on their initial ideas, it is time for the Design Thinkers to pull everything into one single solution. For this activity, encourage participants to sketch out their solution rather than using words.

User journey mapping
As defined by the Nielsen Norman Group, a journey map is a visualization of the process that a person goes through in order to accomplish a goal. In the second part of the ideation phase, the participants will compile a series of user actions into a timeline. Then they'll add desires and pain-points for each step in the user's journey, based on the one solution they decided on previously.

Define the activities and steps in the customer's experience (10 minutes):
Ask teams to write down all the steps they can think of that make up the user's journey. For example: Downloads the app, creates an account, uploads a profile photo, browses through potential TVs, selects certain filters, gets the 3 best shops ordered by distance including their opening times.

5. Idea creation

Teams should combine any steps that are too similar, narrowing it down to 3-7 phases in total. Phases should be labelled from the user's perspective. For example: Getting started, browsing the app, interacting with other users, etc.
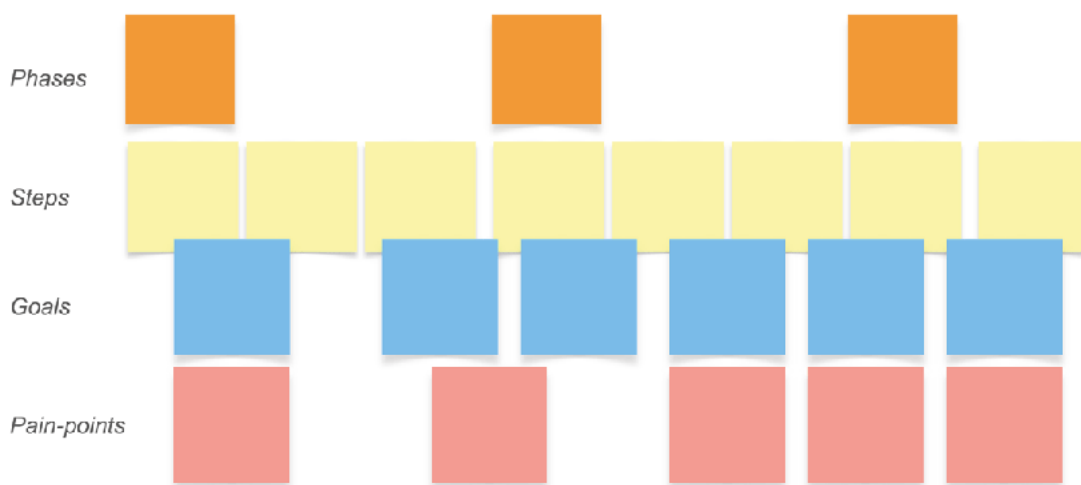
Adding goals and pain-points (5 minutes): Ask teams to come up with goals and pain-points that relate to each step in the user journey. Goals are what propel the user from one step to the next, while pain-points prevent the user from moving forward. For example: The step "browses through potential TVs" could be propelled by the user goal of wanting a big TV to watch Netflix. A pain-point could be that they don't find any suitable TV in the local area.

Sharing user journey maps, reflection and discussion (5 minutes): At the end of the ideation phase, pair up the teams for presenting and reflecting on all the user journey maps created.
Example of a user journey map, extracted from:
https://careerfoundry.com/en/blog/ux-design/design-thinking-workshop/

Activity: Create a user journey map

	Phases		Steps		Goals		Pain-points

Adaptation to virtual
In STEP 2 and progressive, divide the participants in small groups using different rooms in the videoconference platform you use. Suggest them to use an online collaborative whiteboard as visual support. For example, they can use Google Drawings (https://docs.google.com/drawings) or Miro (https://miro.com/).

6. SSE in action: ISSE game

Objective
Learn to manage an SSE initiative and the consequences of the decisions taken

Categories

Level on SSE	Target Group	Duration
☐ Beginners ☑ Intermediate ☑ Advanced	☑ Young people ☑ Entrepreneurs	☐ 0:45h ☑ 1:30h

Material
Proper internet connection, projector, flipchart and markers, ask in advance to the participants to bring 1 device (laptop or mobile phone) for every 4 people

Room Setting
Tables with 4 chairs around each.

Step-by-step description

STEP 1 (15 minutes)
Introductory explanation of ISSE game using a powerpoint presentation:
(http://www.issegame.eu/assets/tutorial_en.pdf)

STEP 2 (45 minutes)
Create teams of maximum 4 people. Each team gathers around a table (have as many tables as groups) and needs to have a device able to connect to the internet (either laptop or mobile phone). All the teams connect to the game website http://www.issegame.eu/ and play one time.

STEP 3 (15 minutes)
Once all the teams completed the game play, make groups of 3 people, each person being from a different team. In those groups, discuss for 10 minutes the following questions (write them down in a flipchart so that they are visible for all the groups):

1. How was the game for your team?
2. What were your team's key good and bad decisions? What consequences did they bring?
3. What can you learn from it?

STEP 4 (15 minutes)
In plenary, offer the space to ask questions about the game and promote that other participants reply to them (rather than the facilitator answering them). At the end of the discussion, ask a few people to share the most meaningful learnings and conclusions they extracted.

Adaptation to virtual
In STEP 2 and 3, divide the participants in small groups using different rooms in the videoconference platform you use.

7. Elevator pitch and communication skills

Objective
- Evaluate the impact the training had on the participants
- Get to know the satisfaction level of the group
- Identify elements to improve

Categories

Level on SSE	Target Group	Duration
■ Beginners ■ Intermediate ■ Advanced	■ Young people ■ Entrepreneurs	☐ 0:45h ■ 1:30h

Material
Small ball (tennis ball size), projector, computer with the video https://youtu.be/8S0FDjFBj8o (and subtitles) downloaded, papers cut in small pieces

Room Setting
Chairs set 3-4 rows facing towards a stage.

7. Elevator pitch and communication skills

Step-by-step description

- ### STEP 1 (5 minutes): Introduction
  an elevator pitch is a short description of an idea, product or company that explains the concept in a way such that any listener can understand it in a short period of time. For entrepreneurs, knowing how to sell an idea or product is essential. Fortunately, it is a skill we can train.

- ### STEP 2 (30 minutes): The ball of the universe
  Facilitator turns back, participants pass a ball to each other, when the trainer turns again facing them, whoever has the ball will stand up and make a 1-minute presentation about his/herself, or an organization, or a project.
  Afterwards, fast feedback from other participants from the audience: was it clear? Did you get his/her point? Add the mentioned comments in a flip-chart divided in 2 sides: To pay attention at // Useful engaging strategies.
  Repeat the same process for 30 minutes, each time having a different person making the presentation and promoting the participants to try out different strategies to engage the audience.

- ### STEP 3 (25 minutes): How to sound smart TEDx talk
  Watch the video of Will Stephen making a presentation about making presentations. First, play the video muted. Then, in couples, discuss what makes the presentation engaging. Afterwards, watch the same presentation with sound. Point out the sentence: "You don't have to know what you're talking about, you just have to act like you know what you're talking about"

- ### STEP 4 (30 minutes): Practising an elevator pitch
  Everybody in the audience writes in a paper an object (ex: the sweet potatoes).
  1 volunteer will make an improvised elevator pitch selling the object, engaging the audience for as long as possible.
  Give the audience 5 green papers with sentences such as: Thank you! You're awesome! Great job! When more than half of them hold it up, it means that the volunteer has lost. Then the facilitator stops the chrono and they share a bit what worked from that strategy.

Adaptation to virtual

In STEP 2, use an online collaborative whiteboard as visual support to identify the engaging strategies. You can use Google Drawings (https://docs.google.com/drawings) or any other platform that serves for the purpose.
In STEP 3, divide the participants in couples using different rooms in the videoconference platform you use.
In STEP 4, ask the participants to write down their object in the chat of the videoconference platform you use. Then, take a random number and select the word in the position of that number in the chat: the person will need to create an elevator pitch selling that particular object. The participants raise their hands when they are not engaged anymore.

8. Business and marketing for entrepreneurs

Objective
- Learn what is and how to use a business plan and a marketing strategy
- Discover other useful tools for entrepreneurs

Categories

Level on SSE	Target Group	Duration
■ Beginners ■ Intermediate ☐ Advanced	☐ Young people ■ Entrepreneurs	☐ 0:45h ■ 1:30h

Material
Projector, Internet connection, post-its of 4 different colours, board, all the materials downloaded (find the links below)

## Room Setting
Circle having as many chairs as participants

Step-by-step description

STEP 1 (10 minutes):
The facilitator welcomes the participants. Introduction to the session (business planning and strategy marketing)
Presentation of **Marketing Strategy** via video created by IED for project Digitize Enterprise.
http://www.digitizeenterprise.org/toolkit/m2-marketing-start-up-basics/ (3:40 min)

STEP 2 (10 minutes)
Q&As concerning the presentation and summarizing on the board all key points of marketing strategy according to the feedback from participants

STEP 3 (ex: 15 minutes): "Slogan Challenge" game
The facilitator will split participants into two groups and present via projector some famous slogans from well known brands. The participants will have 30 seconds to guess the brand either by randomly guessing or using the facilitator's help by indicating which category each slogan represents (food, car, company, energy). For every correct answer each group gains 5 points, unless they use facilitator's assistance where they gain 2.5 points.

STEP 4 (5 minutes): Practising an elevator pitch
Ending of game, conclusions on the importance of creative slogans for brand marketing

STEP 5 (5 minutes):
Presentation of Business Planning and Sustainability via video created by IED for project Digitize Enterprise.
http://www.digitizeenterprise.org/toolkit/3-business-planning-sustainability/ (2:30 min)

STEP 6 (10 minutes)
Q&As concerning the presentation and summarizing on the board all key points of marketing strategy according to the feedback from participants

8. Business and marketing for entrepreneurs

STEP 7 (25 minutes): "SWOT analysis game"
The facilitator will present in powerpoint (https://drive.google.com/file/d/1BaZnETrdyfBF4Ekogquk0CSlitclxmTr/view?usp=sharing) the case study of Wise Greece, a non-profit organization that promotes top quality Greek products, through the sales of which manages to raise money and buy food, in order to donate it to those in need. After the presentation the facilitator will pose a question expressing the desired end state to the participants and draw on the board the presented image.

STRENGTHS	WEAKNESSES
OPPORTUNITIES	THREATS
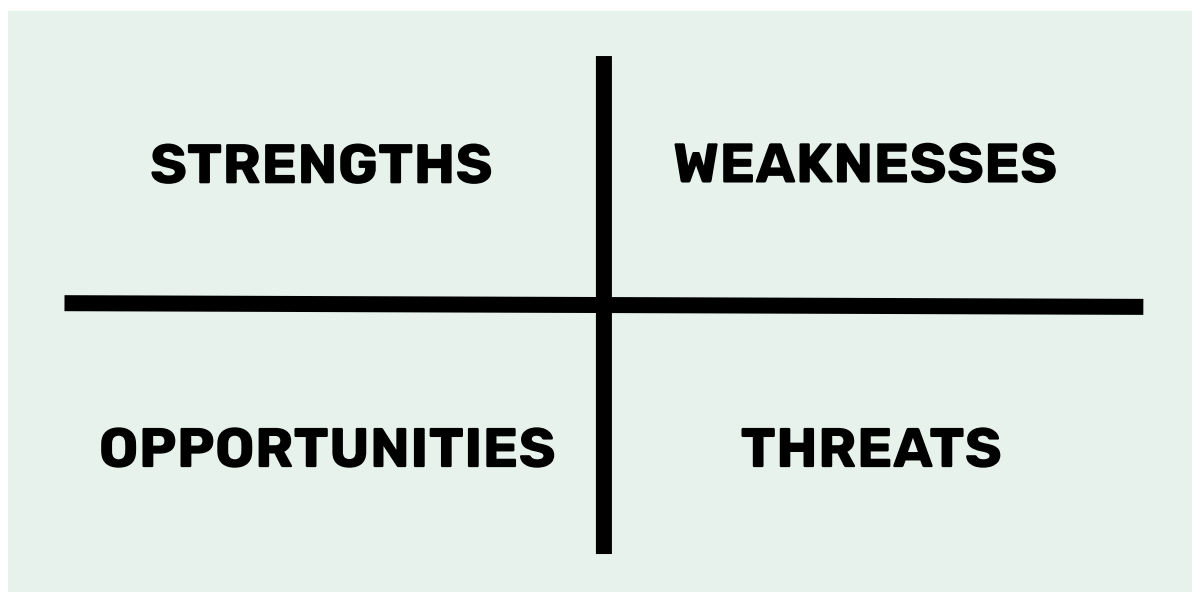
The facilitator will also provide sticky notes and pens to the participants. Start with the upper left quadrant, that writes "Strengths" and have players write their ideas on the sticky notes, describing anything that will help excel toward the goal. Repeat this process for each of the other quadrants. After everyone has written their ideas they will have to post their sticky notes on the respective quadrant. Finally, all together as a team will cluster and decide the best ideas that will assist mostly in reaching the expressed goal.

STEP 8 (10 minutes)
Ending of the game, the conclusions of session in plenary.

Adaptation to virtual
In STEP 2, divide the participants in small groups using different rooms in the videoconference platform you use.
In STEP 7, use an online collaborative whiteboard as visual support. You can use Google Drawings (https://docs.google.com/drawings) or any other platform that serves for the purpose.

9. What's already there in SSE?

Objective
Get to know existing tools and initiatives in SSE in different countries

Categories

Level on SSE	Target Group	Duration
■ Beginners ■ Intermediate ☐ Advanced	■ Young people ☐ Entrepreneurs	☐ 0:45h ■ 1:30h

Material
Poster colour papers, markers, pens, magazines, paper tape, glue, stickers, post-its, flipchart papers, Internet connection

Room Setting
Circle with chairs, tables available to work in groups of 2-3 people

Step-by-step description

● **STEP 1 (30 minutes)**
Divide the participants in groups of 3. Their 25 minutes challenge is to select an initiative of SSE, get to know about it, understand its good practices and items to improve, and create an explanatory poster.
The groups can select any initiative that they personally know or have heard about, as long as it is based on SSE principles. If they don't know any, they can choose one from the following resources:

1. Guide of Sustainable Practices in SSE, elaborated in the "Key Is Social Sustainability" KA2 project:
https://7a830cdd-3e84-4d53-9a42-d9b9a2776edc.filesusr.com/ugd/3e0385_77880b260cdb4bbb927be6a99ba5e2d2.pdf
2. Pam a Pam map (only local in the area around Barcelona, Spain, restricted to Catalan speakers): https://pamapam.org/ca/

● **STEP 2 (30 minutes)**
Museum: all the groups stick their posters on a wall. In turns, each presents their poster explaining the initiative they selected, strong and weak points. There's space for asking questions.

● **STEP 3 (30 minutes)**
In plenary, allow a few minutes for the participants to extract learnings from the presented initiatives. Afterwards, offer the space to comment and discuss the most relevant and inspirational initiatives and good practices.

Adaptation to virtual
In STEP 1, use an online collaborative whiteboard to create the poster. You can use Google Drawings (https://docs.google.com/drawings), Miro (https://miro.com/) or any other platform that serves for the purpose.

10. Evaluation

Objective
- Evaluate the impact the training had on the participants
- Get to know the satisfaction level of the group
- Identify elements to improve

Categories

Level on SSE	Target Group	Duration
■ Beginners ■ Intermediate ■ Advanced	■ Young people ■ Entrepreneurs	■ 0:45h ☐ 1:30h

Material
Colour markers, post-its, flipcharts, speaker for background music

Room Setting
Circle having as many chairs as participants

Step-by-step description

STEP 1 (5 minutes)
Ask the participants to close their eyes and relax in their chairs. Tell the story of the program, starting from the very beginning when the participants arrived for the first time in the room. Have a short explanation reminding all the sessions of the program, refreshing the content and activities carried out in each session.

STEP 2 (20 minutes)
All the participants get a colour marker and a few post-its. Set 5 flipcharts either stacked on the walls or left on the floor at the centre of the circle. The content of the 5 flipcharts is the following, which needs to be explained in advanced:

1. Feelings: space for the participants to write or draw 2-3 emotions or feelings that appeared during the sessions.
2. Items evaluation. Draw a target created by 10 circles one inside the other and divide it in 3 or 4 "pizza slices" containing items to evaluate, for instance: facilitator(s), content of the sessions, facilities. Ask the participants to mark how satisfied they are with each item by putting a symbol in the target: the closer to the centre, the more satisfied they are with the item. Do it for all the items in the target.
3. Meaningful learnings: space for the participants to write down in post-its containing the most significant learnings they got from the sessions.
4. Elements to improve: space for writing comments on elements to take into account in the future to improve the course.
5. Next steps: stick post-its that contain concrete steps that participants want to take after this course.

Ask the participants to take the time to go through the 5 flipcharts and fill them up. They can choose the order in which they address the flipcharts.
Play some quiet background music.

STEP 3 (20 minutes)
Sharing circle in which every person has the time and space to express in 2-3 sentences what they appreciate from the course and the group.

10. Evaluation

Adaptation to virtual
In STEP 2, use an online collaborative whiteboard. You can use Google Drawings (https://docs.google.com/drawings) or any other platform that serves for the purpose.

3

TRAINING PROGRAMS

TRAINING PROGRAMS

The sessions described in the previous section can be combined and arranged in a wide variety of training programs, so that you can create the one that fits the most to the needs of your participants and their profile, as well as time available for the learning experience.

Hereunder we define two examples of training programs created combining the sessions described in the previous section, having different participant profiles and days allocated:

- **Introductory course to SSE:**
  short glimpse of what SSE is for young people not familiar with the field

	Day 1	Day 2
Morning	Get to know each other + The core of SSE	Challenges of Roma entrepreneurs
Afternoon	Competencies for SSE	What's already there in SSE?

- **Design your own SSE project:** ride through the principles of SSE that will take intermediate and advanced participants to simulate their own business initiative based on SSE

	Day 1	Day 2	Day 3	Day 4
Morning	Get to know each other	Competencies for SSE	Idea creation + ElevatorPitch	Business and marketing for entrepreneurs
Afternoon	The core of SSE	Challenges of Roma entrepreneurs	SSE in action: ISSE game	Evaluation

Now it is your turn to create a training program fitting the needs of your group by combining the sessions you find more suitable.

MATERIALS FOR THE SESSIONS

4

ANNEX:

Annex 1: Chinese portrait
(session "Get to know each other")

If I were...

If I were a color, I would be

If I were a fruit I would be

If I were a season, I would be

If I were an animal, I would be

If I were a country, I would be

If I were a natural phenomenon, I would be

If I were a place, I would be

If I were a movie, I would be

If I were a book, I would be

If I were a word, I would be

Annex 2: Verbs
(session "Get to know each other")

HELP	MAKE	FIND A SOLUTION	ANTICIPATE
COMMUNICATE	INVENT	EXPRESS MYSELF	REVISE
TEACH	ADVICE	WRITE	MAKE
BUY	GARDENING	SHARE	PAINT
LISTEN	NEGOTIATE	RENOVATE	ACCOMPANY
SELL	TRAIN	REFORM	IMAGINE
PLAN	ANALYSE	CHOOSE	TAKE CARE
BUILD	THINK	DRIVE	INNOVATE
MOTIVATE	INFORM	DRAW	LEARN
CALCULATE	CREATE	DRAFT	COOK
EVALUATE	DECORATE	ARRANGE	CRITICIZE
WORK IN TEAM	GUIDE	WIN	SEARCH
ORGANISE	BUDGET	ENCOURAGE	SPEAK A FOREIGN LANGUAGE

Annex 3: Competencies for SSE and their definitions
(session "Competencies for SSE")

Cooperative competence	Collaboration and complementation with others, involving networking and social skills from an intercultural perspective
Political competence	Creating a change beyond individuals, involving advocacy taken as a political act
Leadership competence	Involving all for a concrete purpose, everybody feeling heard and offering their best
Emotional competence	Taking into account emotions and feelings in the process (from other and also own)
Entrepreneurial competence	Creative thinking practically applied towards sustainable development
Management competence	Planning according to objectives, efficient organization of resources, usage of indicators for progress assessment
Economic and admin	Technical knowledge and skills related to finances and business administration

Annex 4: SSE competencies spider web
(session "Competencies for SSE")

Personal assessment of SSE competencies
Adapted from the ISSE project Portfolio of competencies for SSE
https://issecommunityworks.eu/tag/portfolio-of-competencies/

Cooperative: collaboration and complementation with others, involving networking and social skills from an

Leadership: involving all for a concrete purpose, everybody feeling heard and offering their best

Political: creating a change beyond individuals, involving advocacy taken as a political act

Entrepreneurial: creative thinking practically applied towards sustainable development

Emotional: taking into account emotions and feelings in the process (from other and also own)

Economic and admin: technical knowledge and skills related to finances and business administration

Management: planning according to objectives, efficient organization of resources, usage of indicators for progress assessment

Y-Support